

School of Education and Human Development

School of Applied Psychology

PSY 327-FLEX: Career Development in the Behavioral Sciences

Online Asynchronous | Credits: 3 | Section: #327-90-9 | Term: Fall 2026 | 8/17/2026 – 12/11/2026

Instructor Information

Instructor	Dr. Abby Halston, Ed.D, NCC, LMFT-S
Brief Intro	Dr. Halston is an Associate Professor and Undergraduate Chair of Psychology at Chaminade University of Honolulu, where she also serves as Clinical Director of the MSCP Marriage and Family Therapy Emphasis. She is a licensed marriage and family therapist supervisor with extensive experience in behavioral health, career counseling, and educational psychology.
Email	abby.halston@chaminade.edu
Phone	808-739-4641
Office Location	Behavioral Sciences 111A
Virtual Office Hours	Mondays 8am-10am

Communication

I will respond to Canvas Inbox messages and emails within 24 hours Monday through Friday. If you leave a question in an assignment comment in Canvas, please allow up to 48 hours for a response, as Canvas sends me a notification once per day. I will respond as quickly as possible. For urgent matters, email is best.

School & Department

School	College of Education and Human Development
Location	Behavioral Sciences Building
Phone	(808) 739-4641
Questions?	Contact Dr. Halston or the College of Education and Human Development

Course Description & Materials

Catalog Description

This course examines vocational values, interests, and aptitudes in the identification and development of a career in the Behavioral Sciences; specifically, Anthropology, Criminal Justice, Environmental Studies, Psychology, Sociology, and Social Services.

Co-requisites/Pre-Requisites: EN 102 and PSY 101

Course Snapshot

Modality	Online Asynchronous (FLEX)
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Time Commitment	This is a three-credit hour course requiring 135 clock hours of student engagement per the CUH Credit Hour Policy. Over 15 weeks, students will spend approximately 37.5 hours engaging with course content, 48 hours researching and writing career-related assignments, 15 hours completing assessments and inventories, 10.5 hours preparing for and completing the final exam, and 24 hours on additional readings and course activities.
Required Materials	Career Directions: New Paths to Your Ideal Career, 7th ed. by Donna Yena, McGraw-Hill Publishers. ISBN-13: 978-1259712371 ISBN-10: 1259712370
Recommended Items	Reliable internet access; strong time-management skills
Canvas	This course is delivered through Canvas (chaminade.instructure.com). All assignments, quizzes, announcements, course materials, and grades are accessible through Canvas. Log in regularly and check announcements each week.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the Psychology program, the student will be able to:

1. Identify key concepts, principles, and overarching themes in psychology.
2. Exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Learning Outcomes (CLOs)

By the end of this course, students will:

1. Apply personal and vocational assessments/inventories to develop a viable career plan for an occupation in the behavioral sciences, criminal justice, and/or psychology fields (PLO 1).
2. Analyze labor market information, trends and resources, and be able to utilize these resources in personal career development (PLO 1).
3. Develop skills in job searching, cover letter/resume building, and interviewing for career employment (PLO 1).
4. Examine contemporary issues related to career development such as COVID effects in the workplace, business ethics, sexual harassment, employee assistance programs, and corporate cultures (PLO 2).

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles, and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

PSY 327 Career Development is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, "new times call for new methods." This could not be truer for the field of Psychology and career development. This course guides students in developing flexible thinking, respect for differences, critical thinking, and open-mindedness — all of which are essential adaptive competencies for today's rapidly changing workforce. These values

are woven throughout our discussions and capstone projects as we examine how our ability to adapt influences our perception of success.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
2. Provide an Integral, Quality Education (Na‘auao): Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana): ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) — Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina): ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

Alignment	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	5	5	5	5
PLOs	1	1	1	2
Native Hawaiian Values	5	5	5	5

Course Activities

The following assignments make up the 292 total possible points for this course. Detailed instructions and rubrics for each are available in Canvas.

Chapter Quizzes

Quizzes review key concepts from each chapter. Available on Canvas, these assessments ensure comprehension of core course readings.

Milestone #1: Introduction

Your first required assignment establishes your presence in the course. Completion by the seventh day of class is required to avoid administrative withdrawal per Flex attendance policy.

Dream Job Research

Research a company or organization where you aspire to work. Write a 3–4-page APA formatted paper covering the organization's history, factors contributing to its success, potential positions and salary, benefits, required education, and strengths/weaknesses of working there.

Assorted Assessments & Inventories

Self-administer and complete 5 online vocational/personal inventories (links posted in Canvas). These assessments will help you: (a) explore your interests, values, personality, and abilities; (b) gain insight into your vocational preferences; and (c) develop a personal vocational profile.

Milestone #2: Career Plan

Develop a short- and long-term career plan in a 3–4-page APA formatted paper that includes target positions, salary expectations, and desired locations. Use resources such as the Occupational Outlook Handbook, CIDS, and/or the Dictionary of Occupational Titles.

Networking Plan

Create a comprehensive career networking plan that includes networking goals, a contact list, open-ended questions for engaging career contacts, and a follow-up plan.

Student LinkedIn Profile

Create a complete LinkedIn profile (student or professional account). It is your choice whether to make the profile public. Full credit requires a complete profile.

Companies with Educational Aid Opportunities

Research 10 companies that provide financial educational benefits for their employees. Document the specific requirements employees must meet to receive these benefits.

Internship Research

Research 3 possible internship sites and write a 1–2-page paper covering the internship focus, required responsibilities, and application process for each site.

Cover Letter

Generate one professional cover letter using a standard format (as presented in the textbook) to strengthen your job application skills.

Resume

Using one of the textbook formats, develop one error-free resume that presents all of your marketable skills, abilities, and qualifications.

Elevator Pitch

Create and video record (under 4 minutes) your personal elevator pitch addressing three points: (1) Who am I? (2) What do I do — skills, values, passions? (3) What is my ask?

Video Interview

Conduct a video-recorded practice interview with a peer, geared toward your dream company. Write interview questions based on research of the company's vision, mission, and position requirements. After presenting to the class, peers will provide feedback. Upload your video and Q&A to Canvas via the video capture program.

Contemporary Issues in the Workplace

Using the provided resource list, select 3 contemporary workplace issues to research and present in a 3–4-page APA formatted paper. Cite sources from appropriate professional journals (within the last 5 years). Grades reflect content, clarity, and validity of reasoning.

Career Portfolio

Organize and assemble a career portfolio showcasing your skills and achievements. Include 10–12 work samples with a minimum of 5 applied skills samples and 5 transferable skills samples.

Final Exam

In-class (or Canvas-administered) final exam covering key concepts from lectures and assigned readings.

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, and summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work. Email inquiries: within 24 hours (M–F). Weekly graded work: within 5 school days of the due date. Major assessments/projects: within 7 school days of the due date.
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	Because of the flexibility of the Flex online course design, all assignments are accepted through the last day of the course — no late penalty applies. That said, staying on top of weekly work will set you up for success. If you are falling behind or have a concern, reach out to Dr. Halston as early as possible.
Extra Credit	No extra credit is available in this course. Please plan accordingly and reach out early if you are struggling.
Milestone Assignments	Milestone #1 (Introduction) must be completed within the first seven days of the course. Failure to complete Milestone #1 by this deadline will result in disenrollment from the course in accordance with Flex attendance policy. This is a non-negotiable registration requirement, not a grading matter — please complete it as soon as the course opens.
Incomplete Grade	Incomplete grades are only granted in exceptional circumstances when a student has completed at least 75% of coursework with a passing grade and is unable to finish due to documented illness or emergency. A written agreement outlining remaining work and timeline is required.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Total possible points = 292 points

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Week	Theme	Topics & Readings	Assignments Due
1	Introduction & Self-Assessment	Welcome, Review Syllabus, Ch 1: Connection to Today's Workplace, Ch 2: Self-Assessment	Milestone #1 Introduction, Chapter Quizzes 1 & 2
2	Career Assessments	Continue Ch 2, Occupational Assessments	Dream Job Research, Occupational Self-Assessments Introduction
3	Goal Setting	Ch 3: Goal Setting and Career Decisions	Chapter Quiz 3, SMART Goal Development
4	Personal Development	Ch 4: Personal Development	Chapter Quiz 4, Career Stress Management Plan
5	Career Research	Ch 5: Career & Job Research Tools	Chapter Quiz 5
6	Portfolio Development	Ch 6: Your Career Portfolio	Chapter Quiz 6, Milestone #2 Career Plan
7	Social Media	Ch 7: Social Media Profiles	Chapter Quiz 7, LinkedIn Profile
8	Networking	Ch 8: Career Networking	Chapter Quiz 8, Networking Skills Plan
9	Internships	Ch 9: Internship & Co-Op Programs	Chapter Quiz 9, Internship Research
10	Resume Building	Ch 10: Resumes & Job Applications	Chapter Quiz 10, Resume
11	Application Materials	Ch 11: Letters	Chapter Quiz 11, Cover Letter
12	Interview Skills	Ch 12: Successful Interviews	Chapter Quiz 12, Video Interview
13	Career Growth	Ch 13: Growing your Career	Chapter Quiz 13, Elevator Pitch
14	Contemporary Issues	Ch 14: Contemporary Issues in the Workplace	Chapter Quiz 14, Contemporary Issues Paper
15	Final Projects	Review and Final Presentations	Career Portfolio, Companies with Educational Aid, Final Exam

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams, or other academic tasks — defined as use that substitutes for or substantially replaces a student's own analysis, reasoning, or written expression — without explicit instructor approval is considered academic misconduct and will be handled according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material, the instructor may require additional or alternative evidence of authorship and content mastery. A student's refusal or inability to provide such evidence may be considered in evaluating whether the work meets course requirements. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working, and living environment that promotes the dignity of all people, inclusivity, and mutual respect, and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form at cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator or the U.S. Department of Education's Office for Civil Rights. The University's Nondiscrimination Policy and Grievance Procedures can be found at: chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

Student with Disabilities Statement

Kōkua 'Ike Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (as amended), and the principles of the Association on Higher Education and Disability.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible. Appointments are available through Stellic at chaminade.stellic.com and may be held virtually or in person. Drop-in appointments are also welcome. Learn more at chaminade.edu/ada-accommodations. Students are responsible for notifying Kōkua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Individualized support in English, math, sciences, and social sciences; goal-setting and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Job search coaching, resume reviews, interview coaching, and career resources.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence.	chaminade.edu/titleix/resources-and-support/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal.	chaminade.edu
Sullivan Family Library	Tools to efficiently identify and access literature about research topics of your choosing.	chaminade.edu/library
Lyneee Teruya, Librarian	Available to assist with literature searches and research questions.	lyneee.teruya@chaminade.edu 808-739-4680