

**PRE 954**  
**VOCATIONAL PSYCHOLOGY**  
**Spring, 2008 #83226**

**INSTRUCTOR:** Tom Krieshok, Ph.D. [email: tkrieshok@ku.edu](mailto:tkrieshok@ku.edu)  
Joseph R. Pearson Hall, Room 611 <http://www.ku.edu/home/tkrieshok>  
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**SCHEDULE:** Tuesdays from 8:00 to 11:45  
143 Joseph R. Pearson Hall

Graduate Catalog course description: A survey of the major career development theories in counseling psychology. Models and methods of career interventions will be reviewed and integrated from the different theoretical perspectives. The empirical support of each theory and necessary future research will be identified. The course will include presentation of theories of career development and their specific applicability in counseling. The career development of special groups (women, the culturally different, non-whites) will be studied as well as alternative methods of delivery in career development and counseling. Prerequisite: PRE 846 or equivalent.

Tom's Elevator Definition of Vocational Psychology: The study of one's relationship to work, how that relationship develops and changes over time, and how it is impacted by contextual forces.

**TEXTS**

Blustein, D. L. (2006). *The psychology of working: A new perspective for career development, counseling, and public policy*. Mahwah, New Jersey: Lawrence Erlbaum. 0-8058-5879-2

Brown, S. D. & Lent R. W. (Eds.). (2005). *Career development and counseling: Putting theory and research to work*. Wiley. 0471288802.

[Recommended] Oldham, J. M. & Morris, L. B. (1995). *The new personality self-portrait: Why you think, work, love, and act the way you do*. New York: Bantam Books. 0-553-37393-5

Many chapters and articles: We will discuss the best way to access these.

**DISABILITY STATEMENT**

The staff of for Disabilities Resources (DR), 22 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see me privately in regard to this course.

**EARLY COURSE SCHEDULE**

**Class 1.** Overview of the course and learning objectives for the semester.  
Vocational Psychology as the study of one's relationship to work.

**Class 2.** Quizmaster: Who Wants to be a Millionaire Vocational Psychologist?  
Review and integration of major vocational theories.

**SOME BELIEFS I HAVE ABOUT THIS COURSE...**

1. You are here because you are good. I assume a certain level of excellence which you have already established as a track record which got you into this program. I don't expect you to prove to me you are good enough to be here, I already know that.

So...I don't have any preconceived ideas about how grades should be distributed among you.

2. Because you are good, I expect you to share what you have with each other and with me. I only know a small amount of what there is to be known about vocational psychology. In the first weeks you will learn things I don't know and may never know. Please feel encouraged to share what you learn, and to let me know when I'm not doing what I need to do to set up an environment that allows us to exchange what we know. Don't get me wrong, I respect what I do know about the field, but as Meacham has shown, wisdom sits at the confluence of knowledge and doubt. We do best when we acknowledge what we know while simultaneously holding our knowledge as tenuous, temporary, the best we have for now. Respect combined with a healthy disrespect.

So...I put a lot of importance on class discussion, on feedback you give to one another and to me, and on the caliber of the work you do, especially for each other.

3. You are too busy to attend to this the way you should, would like to, I would like you to. While learning this material for its own sake will motivate some of you, it's not likely to motivate most of you to the level of excellence I'd like you to have when you get out of this program. For some, grades will act as a motivator, while some will be motivated by the desire to earn or keep the respect their peers and I have for them.

So...I will attempt to structure the environment to make it easier.

- a) I will try to model hard work and preparation.
- b) I will try to reinforce you when you do try.
- c) I will try to make it relevant, thus making it a higher priority.
- d) I will work with you to set up assignments that help us do what needs to be done.

4. We learn best by exposure to several types of input.

So...We'll read, do role plays, integrate via discussion, integrate via writing, listen to me present, listen to each other present, imagine, give and receive oral and written feedback...

5. Life is to be enjoyed. Research is becoming clear that there is little relationship between happiness and material wealth; but there is a consistent relationship between happiness and the frequency of getting into flow. Csikszentmihalyi defines flow as the state we enter when we are challenged, but only to a level we are capable of reaching. Too little challenge yields boredom, too much yields anxiety. When we are in flow, we lose track of our surroundings and of time. Csikszentmihalyi and others suggest psychologists need to be helping folks figure out what gets them into flow - and helping them find outlets for that. Logically then, learning will be most effective when students are engaging in activities (in the classroom and as homework) that allow them to reach flow. The same is certainly true for teachers. If I am in flow on a given day, you will know it. On days when I am not, you will know that too (it may be easier to identify this one).

So...If this isn't mostly fun, let me know. We must be doing something wrong.

6. It's an imperfect world. So...we can expect that we won't be able to come through with some of the above the way you or I would like.

## COURSE OBJECTIVES

Here are some of the outcomes I would like to see us achieve this semester:

### I. You know the literature.

If voc psych is a game like football, I want to know you can attend a game and not embarrass yourself. You need to know the rules, the players, the all stars...

So with voc psych you need to know the literature: what are the issues we have been studying and writing about for the past 100 years? Especially the past 10 years, and if really good, the next 10 years.

Who are the players? For example, you should know that David Blustein has been writing about the role of social advocacy in vocational psychology.

### II. You can design a legitimate study in vocational psychology.

At the macro level, working to better understand some facet of VP by submitting it to scientific scrutiny. This semester our specific area of scrutiny will be **VOCATIONAL ADAPTABILITY**.

To start, you would be able to study the literature and write a cogent and meaningful review of what we know of an area.

Then design a study that tests some notion or hypothesis or model.

To do this, I would hope that you come to this class with a good knowledge of research methods and research design, both quantitative and qualitative. I suspect this is not true for all, so there will be some catching up to do for some of you. This IS a doctoral level course.

### III. You can conceptualize **all** your cases from a holistic, positive vocational psychology perspective, leading to legitimate prescriptions for interventions.

At the micro level, assess cases holistically, considering all pertinent facets of the human condition (psychological, physiological, spiritual, survival...).

Write a cogent case summary, integrating pertinent assessment data leading logically to prescriptive interventions.

To achieve these outcomes we will tackle the following assignments and in-class activities:

## OUT OF CLASS ASSIGNMENTS

1. Research Proposal. Probably better named “First half of a research article.” In teams of two or three, design a study (approved by me) examining one particular facet of vocational adaptability, and write the first half of an article reporting on that. (Research articles typically start with a brief literature review and then present the study’s methodology). I will have you write and submit an abstract well before the presentations themselves.

2. Case Study Writeup. Work-based biography that integrates theory and test data. Identify a person you would like to use as your case study, ideally a client in your practicum. You will need to get written permission to use the person as your case for this class. If you are not able to use a practicum client, we can make other arrangements. The paper should be no more than 12 pages of text (double-spaced), not including citations and relevant copies of test data. The paper should include the following:

- A brief overview of relevant work-based and educational history.
- An overview of the relevant theory (or theories) that you are using to derive meaning about the person's career development. You may consider any of the theories we spend time on in this class. Review the constructs that you will use in applying the theory to the case, with appropriate citations provided throughout.
- Interpretation of assessment data. Identify the most salient data in the test results and compare and contrast these findings with other sources of developmental and behavioral data. This is a critical aspect of the report that will allow you to become comfortable in using vocational test data in a conceptually critical fashion. Because each case may be a bit different, I will not prescribe specific assessments, but you need to **clear your assessment plan through me**. You must include an assessment of interests, and one of normal personality, along with some assessment of skills, abilities, or aptitude. You may consider using indices of achievement and ability, such as grades, standardized test scores, and the like, but if your case is of someone other than a practicum client, for ethical reasons you need to limit your assessment in this area. Check with me if this is the case.
- A final integrative section that seeks to weave the biographical, theoretical, and psychometric data together. This is the grand finale of the report wherein you attempt to highlight the ways in which theory, life history, and assessment illuminate each other and/or contradict each other. [Elements of this assignment borrowed from David Blustein].

**NOTE: If you are using your own life as your case, please note that you do not need to disclose any aspect of your life history that you are not comfortable in sharing with me. This paper is not designed to assess your fit with our field. Rather, this could be an opportunity for you to consider your own career development from a theoretically-based and empirically-derived framework. I want to give you experience in integrating test data with biographical and theoretical material, which is a typical task for a counseling psychologist.**

3. Test Report. Suitable for giving to the person on whom the above case is based. This should include (at a minimum) a statement of the presenting issue, and sections conveying results of Interests, Abilities, and Personality, an integration of the findings from those sections with demographic and case information, and recommendations. This part of the write-up should be 2-4 pages SINGLE spaced, and should look like a real test report (with headings and signature lines, etc.).

**ANOTHER NOTE: The test report is NOT to be given to the person on whom it is written. the only exception to this is if the person is a client of yours and your supervisor says that giving the person this feedback can be integrated into their counseling.**

4. Final Oral Exam: When you decide you are ready, schedule a half hour appointment with me for your final oral exam. The exam will be over you research proposal, including the literature review and the proposed study.

### IN-CLASS ACTIVITIES

1. Quizmaster: Who Wants to be a Millionaire Vocational Psychologist? NEXT week.
2. Discussion of readings on the theme. I will identify several articles and/or chapters for each topic, and we will read those prior to class. During class, we will meet in teams of five to discuss the readings enough to arrive at a common 'story' of what the readings are saying. Once that is accomplished, the entire class will discuss the readings, in an effort to arrive at a whole class common story.
3. Brief pop quizzes on the readings for the day. I will make every effort to coach you on how to read the assignments for the week. Some are to be read for ideas, a few for details. Some are just to be skimmed so that when the time comes and you need to know the details, you will know where to look. You can throw away your worst quiz.
4. Trying out various interventions on each other. Some of these are established interventions (like the card sort), others will be things we make up in our discussion of how to help people improve their relationship to work. My hope is that we can act as participant-observers and report out what the EXPERIENCE of various interventions is like, and do we believe they yield what they are intended to yield. Some of these interventions might end up being the subject of your research proposals.
5. Presentation and discussion of cases. In your teams, identify one case (from those being written up by members of your team) that you would like to present to the class and lead a discussion (one hour total presentation) of the case, encouraging discussion about the models and interventions that fit or might be appropriate for the case. The purpose of the presentation is to give the class enough material about the case to allow for and encourage discussion. That discussion will certainly include interpretation of assessment data, conceptualization of the issues that are a part of the case, and any intervention process. It may also include other issues raised by the case. Your purpose is NOT to “solve” or to wrap all the ends up nicely, as that wouldn’t give us anything to discuss.  
  
Begin by presenting enough demographic information for us to get a clear picture of who the client is, why they are coming in for assistance, and any extenuating circumstances involved in their coming in (e.g., court ordered, principal ordered). Be EXTREMELY careful to disguise the specifics of the case enough so that no one could recognize the client, (even if you lost the case materials).  
  
Using one or more established theoretical frameworks, give your conceptualization of why the client is seeking services at this time. Present the client’s issues as presented, and then as the team is conceptualizing them. Present the results of any testing, as well as your integration and interpretation of the results. Discuss the process of counseling, if any, and where they are now in that process. Let us know what plans there are for future work if the client is still being seen.  
  
End your formal presentation with specific questions you would like us to address, and be prepared to facilitate the discussion of the case. You are not turning it over to the instructor at this point.  
  
Finally, choose one intervention strategy that you either HAVE BEEN USING or would propose to use, and lead the class in a demonstration of that intervention. This might be a simple role play in front of the class, or in some cases we might be able to get the class to try out the intervention in pairs or small groups.
6. Presentation and discussion of each Research Proposal. Details to follow.
7. Listening to lectures and discussing several models, constructs, and interventions in vocational psychology.

### **CONTRIBUTION TO GROUP LEARNING**

Many of the in-class activities require outside reading and preparation. It is imperative that we all come to class prepared to engage the material and each other. This category includes being prepared for class, participating fully in class discussions, and offering constructive feedback to the other students and to the instructor.

Individual students underestimate the power they have to influence the spirit of a class. Just one or two students who come to class with a disparaging attitude influence others to hold back when they might otherwise jump in. Conversely, one or two students who exhibit a genuine openness to learning and risk-taking bring that out in those around them. If I sense you are struggling of attitude, I will make every effort to bring you back from the dark side. Feel free to get excited about this stuff.

### **SUMMARY OF WEIGHTS FOR COURSE EVALUATION**

- |    |     |   |
|----|-----|---|
| 1. | 10% | Contribution to group learning          |
| 2. | 20% | Pop Quizzes on the readings for the day |
| 3. | 20% | Case Write-up                           |
| 4. | 10% | Test Report on Case                     |
| 5. | 5%  | Case presentation                       |
| 6. | 5%  | Proposal Presentation                   |
| 7. | 20% | Proposal Write-up                       |
| 8. | 10% | Final Oral Examination                  |

### **ACADEMIC MISCONDUCT**

This course adheres to the University's Policy on Academic Misconduct. It is YOUR responsibility to know that policy and adhere to it as well. Please read it at this address:

<http://www.ku.edu/~unigov/usrr.html> (see article 2, sect. 6)

### **TESTING FEE**

There is a fee for the various assessments you will be using this semester. Depending on your case, these might include the Strong Interest Inventory, the Myers Briggs Type Indicator, the Self Directed Search, the Kuder, the Insight Inventory, or other instruments. Checks should be made payable to the University of Kansas and given to me within two weeks of determining which specific assessments you need for your case.

### **KU WRITING CENTER**

KU has a fabulous Writing Center. PLEASE visit their website at [www.writing.ku.edu](http://www.writing.ku.edu) and PLEASE avail yourself of their resources as you work on your papers this semester.

### **COMPUTING RESOURCES**

1) Computing Center Homepage. Lots of info about how and where to connect, how to get software.  
<http://www.technology.ku.edu/>

2) Library and Computer Center training  
<http://www.lib.ku.edu/instruction/it/>



## LITERATURE RESOURCES

### Abstracting Services available in Watson, Regents Center, and on the Internet

Online resources are accessed at: <http://www.lib.ku.edu> , including  
Educational Resources Information Clearinghouse (ERIC)  
Psycinfo (used to be Psychological Abstracts)  
Public Affairs Information Service International  
Sociological Abstracts

KU lit search page. Describes all search databases available.

<http://infogateway.ku.edu/index.cfm?type=db>

KU Electronic journals page

<http://www.lib.ku.edu/ejournals.cfm>

### Career Journals

Career Development for Exceptional Individuals KU LC 4019.7.C37

**Career Development Quarterly: KU & RC & UMKC HF 5381.A1 V55**

Counseling and Values: KU LC 461.N438

Community Mental Health Journal: KU-Anschutz RA 790.A1 c53.

Counselor Education and Supervision: KU & RC LB 1027.5 c68x.

Educational and Psychological Measurement: KU BF1.E3.

Journal of Applied Psychology: KU & RC & JoCo: BF1 .J55

Journal of Applied Social Psychology: KU & UMKC: HM251 .J52

**Journal of Career Assessment: KU: HF5381 .A1 J66**

**Journal of Career Development: KU(through '91) & UMKC:**

Journal of College Placement now Journal of Career Planning & Employment: KU: LB 2343.5.A15

Journal of College Student Development : KU & JoCo: LB 2343 .J64

**Journal of Counseling & Development : KU & RC & JoCo: HF 5381 .A1 O45**

**Journal of Counseling Psychology: KU & RC & UMKC: BF 637 .C6 J6**

Journal of Employment Counseling: KU missing 93-96; RC has all: HF 5382.5 .U5 J68

Journal of Mental Health Counseling: KU: BF 637 .C6 A42a

Journal of Multicultural Counseling & Development : KU & RC: LC 3701 .J68

Journal of Occupational & Organizational Psychology: KU cancelled in 95: HF 5548.8 .O22x

Journal of Org. Behavior: KUA: HD 6951 .J8

Journal of Rehabilitation: KU: HD 7255 .A2 N35

**Journal of Vocational Behavior: KU missing 1996-1999: HF 5381 .A1 A68**

**Measurement & Eval. in Couns. & Development: KU: LB 1027.5 .M38**

Personnel Psychology: KUA: HF 5549.A2 P53.

Professional School Counseling: KU LB 1027.5 P76.

Rehabilitation Counseling Bulletin: KU: HD 7255.5 .R44x

School Psychology Review: KU LB 1051.S373.

Sex Roles: KU: HQ 768 .S4

**The Counseling Psychologist: KU & RC: BF 637 .C6 C64**

The School Counselor: KU & UMKC: LB 1027.5 .S36

Training and Development Journal: KUA & JoCo: HF 5549.5 T7 A6

Workforce: KU (used to be Personnel Psych & Personnel Journal): HF 5549 .A2 P5

**BRIEF OUTLINE OF EVENTS**

- 1/22 Overview of the course and learning objectives for the semester.  
Vocational Psychology as the study of one's relationship to work.
- 1/29 Quizmaster: Who Wants to be a Millionaire Vocational Psychologist?  
Review and integration of major vocational theories.  
Nadya A. Fouad. (2007). Work and Vocational Psychology: Theory, Research, and Applications. Annual Review of Psychology, Vol. 58: 543-564  
DeBell, C. (2006). What all applied psychologists should know about work. Professional Psychology: Research and Practice, 37(4), 325-333.  
Juntunen, C. L. (2006). The psychology of working: The clinical context. Professional Psychology: Research and Practice, 37(4), 342-350.  
Schultheiss, D. E. P. (2006). The interface of work and family life. Professional Psychology: Research and Practice, 37(4), 334-341.  
Hsiu-Lan Shelley Tien (2007). Practice and Research in Career Counseling and Development-2006. The Career Development Quarterly, 56(2), 98-140. Retrieved January 21, 2008, from ABI/INFORM Global database. (Document ID: 1404437941).  
Thomas F Harrington, Theresa A Harrigan. (2006). Practice and Research in Career Counseling and Development-2005. The Career Development Quarterly, 55(2), 98-167. Retrieved January 21, 2008, from ABI/INFORM Global database. (Document ID: 1187679051).  
Mary H Guindon, Lee J Richmond. (2005). Practice and Research in Career Counseling and Development-2004. The Career Development Quarterly, 54(2), 90-137.  
John C Dagley, Shannon K Salter. (2004). Practice and Research in Career Counseling and Development-2003. The Career Development Quarterly, 53(2), 98-157.  
Lisa Y Flores, Anne B Scott, Yu-Wei Wang, Oksana Yakushko, et al. (2003). Practice and Research in Career Counseling and Development-2002. The Career Development Quarterly, 52(2), 98-131.
- 2/5: Adaptability and the changing nature of work  
The Trilateral Model of Adaptive Career Decision Making
- 2/12: Will, Consciousness, and Decision-Making  
Lab 1
- 2/19 Theory 1: Super's Theory revitalized by Mark Savickas  
Lab 2
- 2/26: Theory 2: Holland's Theory of Vocational Personalities and Work Environments  
Lab 3
- 3/4: Theory 3: Social Cognitive Career Theory and other learning based models  
Lab 4
- 3/11: Vocational Assessment: Interests, Abilities, and Personality  
**ABSTRACTS DUE**
- 3/18 SPRING BREAK**
- 3/25 Interventions, Process and Outcome Issues  
Discussion of Abstracts; Proposal Writing

- 4/1: Flow, Flourishing, and Other Positive Psychology contributions to Vocational Psychology  
Report Writing
- 4/8: Contextual Issues: Gender, Sexual Orientation, Culture, Class, & Disability  
Tips on making presentations
- 4/15: Youth and their Relationship to Work
- 4/22: PROPOSAL PRESENTATIONS AND DISCUSSIONS
- 4/29: PROPOSAL PRESENTATIONS AND DISCUSSIONS  
**PROPOSAL WRITE-UP DUE**
- 5/6: Summing Up & Course Evaluations  
**CASE STUDY WRITEUP DUE;      TEST REPORT DUE**

**DETAILED OUTLINE OF READINGS & EVENTS**

- 1/22 Overview of the course and learning objectives for the semester.  
Vocational Psychology as the study of one's relationship to work.
- 1/29 Quizmaster: Who Wants to be a Millionaire Vocational Psychologist?  
Review and integration of major vocational theories.
- 2/5: Adaptability and the changing nature of work  
The Trilateral Model of Adaptive Career Decision Making
- \*\*Krieshok, T. S., Black, M. D., & McKay, R. A. (2007). Reason, intuition, and engagement: A trilateral model of adaptive career decision-making. Unpublished manuscript. University of Kansas.**
- Krieshok, T. S. (2002). The Postmodern Virtues of Being an Undecided Major. Presented as the 2002 University of Kansas Budig Teaching Professor in Education Lecture. October 10, 2002. Lawrence, Kansas.**
- Ebberwein, C. A. Krieshok, T. S., Ulven, J. C., & Prosser, E. C. (2004). Voices in transition: Lessons on career adaptability. Career Development Quarterly, 52, 292-308.**
- Krieshok, T. S., & Pelsma, D. M. (2002). The Soul of Work: Using Case Studies in the Teaching of Vocational Psychology. The Counseling Psychologist, 30, 833-846.**
- Krieshok, T. S. (1999). We teach what we believe. Career Planning and Adult Development Journal, 15 (2), 13-21.**
- McCortney, A. L. & Engels, D. W. (2003). Revisiting the work ethic in America. Career Development Quarterly, 52, 132-140.**
- 2/12: Will, Consciousness, and Decision-Making  
Lab 1
- \*\*Krieshok, T. S. (1998). An anti-introspectivist view of career decision making. Career Development Quarterly, 46, 210-229.**
- \*\*Krieshok, T. S. (2001). How the decision-making literature might inform career center practice. Journal of Career Development, 27, 207-216.**
- \*Bargh, J. A. & Chartrand, T. L. (1999). The unbearable automaticity of being. The American Psychologist, 54, 462-479.**
- ++Epstein, S. (1994). Integration of the cognitive and the psychodynamic unconscious. American Psychologist, 49, 709-724.**
- \*Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. Psychological Review, 84, 231-259.**
- Mitchell, K, Levin, A., & Krumboltz, J. (1999). Planned happenstance: Constructing unexpected career opportunities. Journal of Counseling and Development, 77, 115-124.**
- Kahneman, D. (2003). A perspective on judgment and choice: Mapping bounded rationality. American Psychologist, 58, 697-720.**
- Park, D. C. (1999). Acts of will? American Psychologist, 54, 461.**
- ++Gollwitzer, P. M. (1999). Implementation intentions: Strong effects of simple plans. The American Psychologist, 54, 493-503**
- Kirsch, I. & Lynn, S. J. (1999). Automaticity in clinical psychology. American Psychologist, 54, 504-515.**
- \*Wegner, D. M., & Wheatley, T. (1999). Apparent mental causation: Sources of the experience of will. American Psychologist, 54, 480-492.**
- Taylor, S., Pham, L., Rivkin, I., & Armor, D. (1998). Harnessing the imagination: Mental simulation, self-regulation, and coping. American Psychologist, 53, 429-439.**
- +Gelatt, H. B. (1989). Positive uncertainty: A new decision-making framework for counseling. Journal of Counseling Psychology, 36, 252-256.**

+Krumboltz, J. (1998). Serendipity is not serendipitous. Journal of Counseling Psychology, 45, 390-392.

Heppner, P. P. (1989). Identifying the complexities within clients' thinking and decision Making. Journal of Counseling Psychology, 36, 257-259.

2/19 Theory 1: Super's Theory revitalized by Mark Savickas

Lab 2

\*\*Brown & Lent chapter 3 & chapter 6

Savickas, M. (2000). Renovating the psychology of careers for the twenty-first century. In A. Collin & R. Young (eds.) *The future of career* (pp. 53-68). Cambridge, UK: Cambridge University Press.

Phillips, S.D. & Blustein, D.L. (1994). Readiness for career choice: Planning, Exploring and Deciding. Career Development Quarterly, 43, 63 - 73.

2/26: Theory 2: Holland's Theory of Vocational Personalities and Work Environments

Lab 3

\*\*Brown & Lent chapter 2

\*\*Handbook of Counseling Psych chapter 8

\*\*Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd. ed.) pp. 193-218 (Chapter 9). Odessa, Florida: Psychological Assessment Resources.

3/4: Theory 3: Social Cognitive Career Theory and other learning based models

Lab 4

\*\*Brown & Lent chapter 5

\*Lent, R., Brown, S., & Hackett, G. (1996). Career development from a social cognitive perspective. In D. Brown & L. Brooks (Eds.) *Career choice and development* 3<sup>rd</sup> ed. pp. 373-422. San Francisco, CA: Jossey-Bass Inc.

\*O'Brien, K. & Heppner, M. (1996). Applying social cognitive career theory to training career counselors. Career development quarterly 44, 367-377.

+Lent, R.W., Brown, S.B., & Hackett, G. (1994) Toward a unifying social cognitive theory of career and academic interest, choice, and performance. Journal of Vocational Behavior, 45, 79-122.

3/11: Vocational Assessment: Interests, Abilities, and Personality

ABSTRACTS DUE

\*\*Brown & Lent chapters 12-15

+Oldham & Morris

+Betsworth, D. G. & Fouad, N.A. (1997). Vocational interests: A look at the past 70 years and a glance at the future. Career Development Quarterly, 46, 23- 47.

Fouad, N. A. (1993). Cross-cultural vocational assessment. Career Development Quarterly, 42, 4-13.

Lowman, R. L. (1993). The inter-domain model of career assessment and counseling. Journal of Counseling and Development, 71, 549-554.

Donnay, D. A. C. (1997). E.K. Strong's legacy and beyond: 70 years of the Strong Interest Inventory. Career Development Quarterly, 46, 2-22.

3/18 SPRING BREAK

**3/25 Interventions, Process and Outcome Issues  
Discussion of Abstracts  
Proposal Writing**

**Brown & Lent chapters 7, 18-22**

**Handbook of Counseling Psych chapter 23**

**Brown, S. & Krane, N. (2000). Four (or five) sessions and a cloud of dust: Old assumptions and new observations about career counseling. In S. Brown & B. Lent (Eds.) Handbook of Counseling Psychology, pp. 740-766 (Chapter 23). New York: Wiley.**

**Swanson, J. & Gore, P. (2000). Advances in vocational psychology theory and research. In S. Brown & B. Lent (Eds.) Handbook of Counseling Psychology, pp. 233-269 (Chapter 8). New York: Wiley.**

**Whiston, S. C. (2002). Application of the principles: Career counseling and interventions. The Counseling Psychologist, 30, 218-237.**

**Blustein, D.L. & Spengler, P. M. (1995). Personal adjustment: Career counseling and psychotherapy. In W. B. Walsh & S. H. Osipow (Eds.), Handbook of vocational psychology (2<sup>nd</sup> ed., pp. 295-320). Hillsdale, NJ: Erlbaum.**

**Prochaska, J. (1999). How do people change, and how can we change to help many more people? In Hubble, Duncan, & Miller, (Eds.) The Heart & Soul of Change: What Works in Therapy. Washington, DC: American Psychological Association (pp 227-257).**

**Swanson, J.L. (1995). The process and outcome of career counseling (pp. 217-259). In W.B. Walsh & S.H. Osipow (Eds.), Handbook of Vocational Psychology (2nd Ed.). Hillsdale, N.J.: Erlbaum**

**4/1: Flow, Flourishing, and Other Positive Psychology contributions to Vocational Psychology  
Report Writing**

**Brown & Lent chapters 8 & 9**

**Handbook of Counseling Psych chapter 15**

**Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. NY: Harper Perennial. Chapters 7 & 10: Work as flow (pp 143-163); The making of meaning (pp 214-240).**

**Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy. American Psychologist, 54, 821-827**

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**4/22: PROPOSAL PRESENTATIONS AND DISCUSSIONS**

**4/29: PROPOSAL PRESENTATIONS AND DISCUSSIONS**  
**PROPOSAL WRITE-UP DUE**

**5/6: Summing Up & Course Evaluations**  
**CASE STUDY WRITEUP DUE**  
**TEST REPORT DUE**