

Syllabus: EPSY 5306: Principles of Career Development in Counseling

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**Department of Educational Psychology
School Counseling Program
Neag School of Education
University of Connecticut**

Meets: Tuesday 4:00 – 6:30, Spring, 2011
Room 140 – Gentry Building

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Course Motto:

“The Human Mind is a Terrible Thing to Waste”

Course Description: A survey of the major issues in career development and career psychology with an emphasis on facilitating career decisions with adolescents and adults. 2

Course Objectives:

1. To list rationales for why career development is critical in human experience and to school counselors and other mental health providers.
2. To explore how career development is a personal, professional, and political issue in students' lives.
3. To list the multiple paradoxes of work and love that produce pleasure, passion, and pain in people's lives.
4. To know how career development relates to human development over the lifespan.
5. To enumerate the ways that careers, families, and close relationships are affected by each other.
6. To know the factors, correlates, or problem areas that affect career decision making.
7. To discuss the major career development theories and decision making models.
8. To know how counseling and psychotherapy skills are relevant to career counseling.
9. To understand career planning processes, techniques, and resources.
10. To understand the role of assessment in career planning.
11. To observe career counseling sessions and hear critical comments by the career counselors about their counseling.
12. To know how to create career development programs, implement them, administer them over time, and evaluate them for effectiveness.
13. To visit at least 2 career centers (online) and one on the UCONN campus.
14. To know how to locate career, avocational, educational, occupational, and labor market information resources needed in career planning.
15. To know technology-based career development applications and strategies.
16. To understand the critical issues in designing and implementing career development in schools (elementary, middle, high school) or other educational settings.
17. To understand how race, class, sex, gender roles, age, sexual orientation, ethnicity, religious orientation, and other diversity factors affect career planning.
18. To understand how forms of oppression (racism, sexism, classism, ethnocentrism, and ageism) affect people's career development.
19. To know what a culturally appropriate career model of career counseling is.

20. To know the 5 steps of the Fouad's and Bingham's culturally appropriate career model of career counseling.
21. To identify the diversity factors that affect career development of special populations. 3
22. To understand the importance and the required skills for effective "college counseling" with youth.
23. To answer these three questions: 1) How do you assess colleges? 2) How do help students choose colleges? 3) How do you help students with their highschool to college transitions?
24. To discuss how to teach career planning in public schools.
25. To know over 10 career interventions to facilitate student's career development processes.
26. To be able to use Holland's Self Directed Search
27. To know the basic steps and content to teach effective goal setting and decision making.
28. To know the stages of job seeking including the preinterview preparation, interviewing, and post interview assessment.
29. To explore how the career development socialization process has shaped your life in the past and present.
30. To enumerate any ethical and legal issues related to career development.
31. To critically evaluate the course in terms of teaching effectiveness, relevance, and usefulness.
32. To enjoy the course and each other during the semester.

Texts and Required Readings:

Niles, S.G. & Harris-Bowlsbey, J. (2009). *Career Development Interventions in the 21st Century* (3rd Ed.). Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall.

Description of the Text

Organized around the National Career Development Association's competencies, this practical, engaging text examines the full spectrum of state-of-the-art career development topics. Coverage focuses squarely on the application of interventions with real people, using straightforward presentations and cases studies to expose students to all of the essential competencies required for the professional practice of career counseling. The authors' respect for their field, and their long-standing commitment to educating students about career development theory and practice creates a readable, useful, interesting text that addresses the wide diversity of career counseling clients and counselors in today's society, while emphasizing that careers develop over time, rather than in a single "enlightened" moment.

O'Neil, J.M. (2008) Selected readings for EPSY 5306. UCONN Electronic Reserve in Husky CT

Blustein, D.L. (2008). The role of work in psychological health and well-being: A conceptual, historical, and public policy perspective. *American Psychologist*, 63, 228-240.

Fouad, N. (2007). Work and vocational psychology: Theory, research, and applications. *Annu. Rev. Psychology*

58, 5.1 – 5.22.

Helledy, K.I., Fouad, N.A., et al., (2004). The impact of cultural variables on vocational psychology: Examination of the Fouad and Bingham (1995) culturally appropriate career counseling model. In R.T. Carter (Ed.), *Handbook of racial/cultural psychology* (pp.262-285). New York: Wiley.

O'Neil, J. M., Ohlde, C., Barke, C., Prosser Gelwick, B., & Garfield, N. (1980). Research on a workshop to reduce the effects of sexism and sex role socialization on women's career planning. *Journal of Counseling Psychology*, 27, 355-363.

O'Neil, J. M., Fishman, D. M., & Kinsella-Shaw, M. (1987). Dual-career couples' career transitions and normative dilemmas: A preliminary assessment model. *The Counseling Psychologist*, 15, 50-96.

O'Neil, J. M., Ohlde, C., Tollefson, N., Barke, C., Piggott, T., & Watts, D. (1980). Factors, correlates, problem areas affecting career decision making of a cross-sectional sample of students. *Journal of Counseling Psychology*, 27, 571-580.

Vera, E.M., Buhin, L., & Isacco, A. (2009). The role of prevention in psychology's social justice agenda. In M. Kenny, A. Horne, P. Orpinas, L. Reese (Eds.) *Realizing social justice: The Challenge of preventive interventions* (pp. 79-96). Washington, D.C. : APA Books.

Also On Reserve But Not Required

O'Neil, J. M., & Fishman, D. (1986). Adult men's career transitions and gender role themes. In Z. Leibowitz & D. Lea (Eds.), *Adult career development: Concepts, issues, and practices*. Alexandria, VA: American Association for Counseling and Development Press.

O'Neil, J. M., & Bush, B. E. (1978). Psychosocial factors that affect the career development of adult women. In D. P. Garner (Ed.), *The career educator*, Vol. III. Dubuque, Iowa: Kendall-Hunt Publishing Company.

Videos of Actual Career Counseling Sessions

Career Counseling: Works in Progress” DVD - Case Studies Career Counseling Clients, Merrill/Prentice Hall, 2005.

Five Different Career Counseling Sessions:

1. Angela: High School to College Transition
2. Bud : Finding a job - Employment Counseling
3. Melanie: Career Change After Being Laid Off
4. Jeff: College Student Facing Career Choice
5. Val: End of Career Because of Disability - Career Transition

Mark Savickas' Career Counseling Session: APA's Tapes Series 2: Career Counseling: Narrative Approach, APA tapes, 2006..

Nadya Fouad's Career Counseling Session: APA's Tapes Series 5: Multicultural Counseling - Culturally Oriented Career Counseling, APA Tapes, 2009.

Class Schedule

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<u>Week</u>	<u>Class Date</u>	<u>Topics & Media</u>	<u>Assigned Readings & Activities Due Dates</u>
1	Jan. 19	Course introduction; expectancies; review of syllabus; class goals, & class process	Career Counseling: Work in Progress – Why Career Development Matters- Clients and Counselors Perspectives
2	Jan. 26	Introduction to Career Development & Career Psychology: Past, Present & Future Paradoxes of Work and Love; Life Areas that Affect Each Other; ABBA Video clip; Working with Human Pain	Niles, Chapter 1; Blustein, 2008 Self Quiz 1
3	Feb. 2	Established and Emerging Career Development Theories The Role of Theory in Assessment; Super’s Lifespan Perspective in Career Development; John Holland’s Theory and the Self Directed Search Recent Theories of Career Development Fouad’s Review of Theory, Research & Applications	Niles, Chapter 2 & 3 Fouad, 2007 Self Quiz 2 & 3 Begin Unit: Taking the SDS Online Discussion 1 Ends
4	Feb. 9	Career Development & Diverse Populations: Discrimination, Oppression Human Vulnerability Culturally Appropriate Career Counseling Social Justice & Career Development: What is the Relationship?	Niles, Chapter 4, Ihle-Helledy, Fouad et al., 2005 Self Quiz 4 Assignment: Critique of Ihle-Helledy, Foud et al., 2005 Nadya Fouad’s Career Counseling Session: APA’s Tapes Series 5: Multicultural Counseling: Culturally Oriented Career Counseling Online Discussion 2 Ends

<u>Week</u>	<u>Class Date</u>	<u>Topics & Media</u>	<u>Assigned Readings & Activities Due Dates</u>
5	Feb. 16	Assessment in Career Development; Processing the Self Direct Search	Niles, Chapter 5; Self Quiz 5 Assignment 1 – SDS Due
6	Feb. 23	The Role of Career Information in Career Development; The Functions of Career Information;	Niles, Chapter 6 Self Quiz 6 Nancy Bilmes: Orientation to UCONN Career Center Begin Unit Visiting Career Centers
7	March 2	To be Decided	
8	March 9	Spring Break (Enjoy & Refresh Yourself)	
9	March 16	Career Counseling: Crites' Models & Methods;	Niles, Chapter 8; Self Quiz 8 Mark Savickas' Career Counseling Session: APA's Tapes Series 2: Career Counseling: Narrative Approach
10	March 23	Designing, Implementing, and Evaluating Career Development Programs Technology to Support Career Development; Mentoring & Career Development	Niles, Chapter 9 Niles, Chapter 7 O'Neil et al., 1980a O'Neil et al., 1980b Self Quizzes 7 & 9 Take Career Factor Checklist (CFC) Assignment 2 - CFC, Due
11	March 30	Midterm Exam Online (50 item Multiple Choice)	

<u>Week</u>	<u>Class Date</u>	<u>Topics & Media</u>	<u>Assigned Readings & Activities</u>	<u>Units Due</u>
12	April 6	Career Development in Elementary, Middle, & High Schools Is Career Development a Social Justice Issues? College Counseling: Helping Students Assess and Choose Colleges Transitioning from High School to College Teaching Career Development Courses In Public Schools: How Do You Do it?	Niles, Chapter 10 & 11 Vera, Buhin, & Isacco, 2009 Self Quiz 10 & 11	7
13	April 13	Career Development in Higher Education & Community Settings Dual Career Couples, Critical Points in College Student's Career Planning; Writing Resumes, Cover Letters, Applying for Work or Education Opportunities & Interviewing	Niles, Chapters 12 & 13; Self Quiz 12 & 13 O'Neil, Fishman, & Kinsella Shaw, 1987 - Processing the Career Factor Checklist In Class - Assignment 3 (Career Centers) Due - Online Discussions 3 and 4 End	
14	April 20	Twenty Applied Career Development Interventions To Use With Students Ethical Issues in Career Development Class summary, Wrap Up, Course Evaluations	Niles, Chapter 14, Self Quiz 14 Assignment 4: Career Socialization Paper Due	
15	April 27	Online Class Final (50 Item Multiple Choice)		

Course Requirements and Grading

Self Quizzes

The course contains 14 self quizzes. You can take each self quiz as many times as you need to master the content; however to earn a complete 3 points credit for each self quiz, you must earn 80% or higher on one of your attempts.

OnLine Discussions

There are 4 discussion activities in this course worth 10 points each. To earn a complete 3 points on a discussion activity, you must demonstrate adequate effort, analysis, depth, and personalization on your original post and respond to at least one of your peer's original posts with adequate effort, analysis, depth, and personalization. Specific "Discussion Guidelines" are printed below.

Assignments

There are 4 assignment activities in this course worth 10 points each. You must meet the articulated criteria for each assignment to earn the maximum points.

Midterm and Final Exams

Both exams will be 50 multiple choice item questions taken online. You will have a 24 hour period to take the exam. There are no make-ups for this exam, so please plan your study and schedule in advance.

Summary of Course Requirements and Point Values

Course Component	Possible Points
Self Quizzes (14 @ 3 points each)	42 points
Discussions (4 @ 10 points each)	40 points
Assignments (4 @ 10points each)	40 points
Midterm Exam	50 points
Final Exam	50 points
TOTAL	222 points

Total Course Points Conversion to Alpha Grade

Total Course Points Earned	Alpha Grade Equivalent
200 and Above	A
192 -199	A -
186 – 191	B+
176 – 185	B
170 - 175	B-
164 – 169	C+

154 – 163	C
149 – 153	C-
143 – 148	D+
133 – 142	D
128 – 132	D-
Less than 128	F

Description of Online Assignments

Assignment Submission: 1. Processing the Self Direct Search

Take the Self Directed Search and write a two page (minimum) summary of your results. Address the following questions: 1) What were your results in terms of your Holland codes? 2) Do the results help you understand your own career development and if so, How? 3) What Holland types (3 letter codes) would you predict your parents would have? 4) What questions do you have about the SDS? Be prepared to discuss your papers in class during the large or small group session.

Assignment Submission: 2. Completing the Career Factor Checklist

This unit is designed to enhance students' self knowledge about their career socialization. If you can understand your own career socialization, it more likely that you will be able to fully comprehend the complexity of future client's and students' career decision making.

After taking the Career Factor Checklist and careful reflection, you are asked to write some brief comments on your impressions of your results.

What factors, influences, and events have shaped your own career development? What specific factors (See the Career Factor Checklist), people, and events make your career development different from any other person? For example, how has your career development been differentially affected by 1) your early childhood experiences, 2) your parent or family values, 3) societal influences in schools, the media, and the overall values of the American culture, 4) your personality, 5) socioeconomic, race, class, ethnic, and religious factors, 6) chance factors, 7) specific event or transitions in your life, and 8) Psychosocial, emotional, and psychological barriers/problems.

Assignment Submission: 3. Visiting Career Centers Summary

In this assignment you are asked to go to visit two Career Centers online. The first Career Center is at Manchester Highschool (<http://mhswb.Cl.manchester.ct.us/career>). The second Career Center is at the University of Connecticut (<http://www.career.uconn.edu>) When visiting the two web pages list the resources each provide in term of printed information, videos, and other resources. Please watch all videos for the UCONN Career Center. You are also asked to actually visit UCONN's Career Center in CUE Room 217. Nancy Bilmes will orient us to the Career Center on February 23, 2010.

After visiting these career centers, please respond to the following questions:

1. What were impressions of the online web pages for Manchester Highschool and UCONN's web pages
2. What resources are useful to you as a school counselor?
3. What skills are necessary to develop these kind of web pages?

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Assignment Submission: 4. Analyzing Your Career Socialization

Specifically, the purpose of this assignment is for you to personally analyze your own career socialization. What factors, influences, and events have shaped your own career development? This paper should capture a personal and career analysis of your life from the values, attitudes, and behaviors that you have developed up to this point in your life. What specific factors (See the Career Factor Checklist), people, and events make your career development different from any other person? For example, how has your career development been differentially affected by 1) your early childhood experiences, 2) your parent or family values, 3) societal influences in schools, the media, and the overall values of the American culture, 4) your personality, 5) socioeconomic, race, class, ethnic, and religious factors, 6) chance factors, 7) specific event or transitions in your life, and 8) Psychosocial, emotional, and psychological barriers/problems.

Your paper should specifically address many of these areas. Your content is your own knowledge about how you have been socialized. Personal reflection, discussions with others, and a conscious awareness of your past and present are prerequisites for completing this assignment. This is not a paper that can be written in a couple days or without considerable thought. Please use APA style of writing and also include a complete bibliography of sources cited. Papers are to be typed (double spaced, 12 pt font) and should not exceed 10 pages.

Online Quizzes

There are 14 quizzes in the course; one for each chapter. The self quizzes are designed to help you digest the course material and prepare you for taking certification exams and comprehensives at the end program. After you go to Husky CT, do the following:

1. On front page of Husky CT, click quizzes for EPSY 5306
2. Go to Quizzes and click
3. See below

Chapt 1 quiz

Description

Available starting: January 19 , 2010 8:00 AM

Available until: March 30, 2010 11:30 PM

Duration:

Note: your completion time is measured from when you click **Begin Assessment** to when you click **Finish**. Once the allotted time has expired, you will not be able to save any more questions.

Question delivery: All at once

Note: questions can be answered in any order. You can revisit questions after you have answered them.

Attempts allowed: Unlimited

Attempts completed: 0

There is no time limit when taking the quizzes. You can take the quizzes as many times as needed, but you need to get 100% correct. For each complete quiz you will receive 7 points. Quizzes 1-9 are available from January 19, 2010, 8:00 am until the close date, March 30, 2010, 11:30 pm. After this close date you will not be able to do the quizzes or receive the points. Quizzes 9-14 are available from March 30, 2010, 8 am until the close date of April 27, 2010 11:30 pm. After this close date, you will not be able to do the quizzes or receive the points. I will give you credit for the quizzes by checking my Husky CT gradebook. You are encouraged to work ahead of the course sequence with the readings and quizzes. ¹¹

OnLine Discussions:

1. Why is Career Development Important? Is Career Development a Psychological Process?

First, based on what you know at this earlier point in the course, provide ideas why career development is important to you in the following ways: 1) personally, 2) in your future professional role as a school counselor or mental health expert, 3) as a citizen of a multicultural and democratic society.

Second, explain how career development is psychological in nature. Be specific how career development and psychological processes interact in people's lives.

I am not expecting that you will have full answers to all of these questions since we just started the course, but do your best to provide a full rationale why career development is important and worth studying in your masters program.

After you have made your post, respond to one or multiple posts of another student. You can confirm, agree, disagree, expand on anyone's point. Try to engage this discussion with energy and purpose. At the end we will see if we have provided a robust rationale on why career development is important.

2. Critique of Helledy, Fouad et al.'s Culturally Appropriate Model of Career Counseling

In the Ihle-Helledy, Fouad et al.'s (2005) chapter, the authors describe a five stage model, the Culturally Appropriate Career Counseling Model (CACCM). Provide a critique of this model after you have listed the 5 stages. What did you like about the model? Does it seem relevant to your work as a school counselor and if so, Why? What are any limitations of the model or areas where the model might be expanded? What questions do you have about the model?

After making your post, respond to another student's post with your reactions, comments, agreement, praise, or disagreement with the points they have made.

3. Why is Career Development a Social Justice Issue?

In this discussion, you are asked to provide your own ideas about how career development relates to social justice issues. Read Vera, Buhin, & Isacco (2009) on the role of prevention in psychology's social justice agenda and think about their ideas in the context of what you have learned in this course on career development. There are no readings that will guide your thought on this question. I am asking you to give your own analyses, ideas, and opinions. 12

4. College Counseling With Youth

In this discussion please provide your thoughts on how to do effective “college counseling” with youth. Overall there are five questions: 1) How do you help students prepare for higher education and employment during high school? 2) How do help students and their families prepare for the application process for higher education or job entry? 3) How do you help students (and parents) choose jobs or colleges? 4) How do you work with parents, teachers, and administrators in helping students with college planning and job planning, 5) How do you help students with their high school to college transitions and job placements?

Furthermore, how do you help students who are economically challenged, poor, without hope or resources, and do not believe that they can attend college or find meaningful employment. What culturally sensitive approaches and awareness are needed to close the achievement gap for many students who aspire for higher education but don't think they can make it?

Your discussion should be in the context of at least 10 of these topics: high school courses & college-prep requirements, high school course performance & college entry, motivating the unchallenged student, advanced placement courses, community college courses/curriculum, international baccalaureate, college-level examination program (CLEP), importance of high school extracurricular and college entry, working with parents, ‘the senior year’, academic portfolio/schedule, helping students/parents research colleges, visits from college representatives, organizing and implementing a college fair, presentations on college majors, creating newsletters and handbooks on college counseling, advising students on college “fit”, working with parents on college counseling, college planning: how to get started, 9th and 10th grade: planning lists for parents, college planning calendar for juniors and seniors, questions to ask college representatives, how to get the most out of a college fairs: tips for students, how to make the most of a college interview, helping student assess colleges, how to involve parents in assessing colleges, resources that students and parents need to do college planning, writing letters of recommendations, how to write cover letters and resumes, how to prepare and be successful for a job interview, counseling student athletes, critical information on the high school to college transition.

Online Discussion Guidelines: Please read these carefully

One of the advantages of discussions online is that you can engage your instructor and fellow students at times when it is convenient for you. The intention of the course discussions is to encourage lively, informative exchanges about course-related topics that increase your knowledge of those topics--but it's up to you to make this happen.

Post at least one message to each discussion area. There is no upper limit to the number of times you can contribute to a discussion, and you will find that a busy discussion is a good one. Each contribution should be well written and interesting to read, with evidence of originality and considerable reflection. It should also demonstrate that you have read the relevant course materials.

Here are some guidelines for participating in an online discussion:

1. Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you've read, let people know what makes you think that way.

2. Do the appropriate preparation, such as reading and lesson activity work, before you join the discussion.
3. Keep your comments fairly brief. A paragraph or two is plenty unless you are posting something that by nature has to be longer. 13
4. Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.
5. Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said ("Piggy-back" on other people's ideas).
6. Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?
7. Share your experience with your fellow students. You may be able to offer advice to someone who is newer to the course.
8. Respect others' ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable in this course.

Optional Media Being Considered For EPSY 5306

Four Seasons Music Video

ABBA Video Clips: Work and Family Conflict: Winner Takes All

Video Biography: Hillary Rodham Clinton (Created with Beth Shaw, former student in the program)

Stand By Me Video Clips

Do You Know Where Your're Going To: A Slide/tape Presentation To Aid Women in their Career Planning

MISSING ASSIGNMENT AND EXAM DATES: There will be no routinely scheduled make-up exams for this class. If you miss an exam, you must present a written medical (or an equivalent) explanation to the instructor. Points will also be subtracted for any work turned in late without a legitimate excuse (death in the family, serious illness ect.).

Criteria for Grading All Assignments and Class Activities

- 1) Clarity of writing and thought
- 2) Factual Accuracy of writing and thought
- 3) Validation of views using current theoretical & empirical literature
- 4) Creativity of thought
- 5) Synthetic nature of thought and writing
- 6) Completion of assignments on due dates
- 7) Personalization of course content
- 8) Contribution to other class members' learning, knowledge, & growth

Career Interventions Packet

I have put together a packet of exercises that I have used with students and clients over the years. I will pass out this intervention packet in the early weeks of class. Some of the activities include: 14

Career Factor Checklist
Self Directed Search
Career Transition Checklist
Using the Career Factor Checklist as a Classroom intervention
Sentence Completion Exercise
Career Decision Making Exercise
Decision I'll have to make
Vocational History Form
20 thing you love to do
Researching Careers
Visiting UCONN's Career Center
Gender Role Conflict Scale online (Male and Female Versions)
Gender Role Journey Scale Online

Text Books Consulted Preparing the Course

Lapan, R.T. (2004). Career development across the K-16 years: Bridging the present to satisfying and successful futures. Alexandria, Va.: American Counseling Association.

Anderson, P. & Vandehey, M. (2006). Career counseling and development in a global economy. Boston, MA.: Lahaska Press.

Peterson, N. & Gonzalez, R. (2005). The role of work in people's lives: Applied career counseling and vocational psychology, 2nd edition, Belmont, CA.: Thomson.

Sharf, R.S. (2006). Applying career development theory to counseling. Belmont, CA.: Thomson.

Gysbers, N., Heppner, M. J. & Johnston, J.A. (2003). Career counseling: Process, Issues, Techniques (2nd edition. Boston, MA.: Allyn & Bacon.

Blustein, D.L. (2006) The psychology of working: A new perspective for career development, counseling, and public policy. Mahwah, N.J.: Lawrence Erlbaum Associates, Inc.

Dugan, M. H. & Jurgens, J.C. (2007). Career interventions and techniques: A complete guide for human service professionals. Boston, MA.: Pearson Education, Inc.

Herring, R.D. (1998). Career counseling in schools: Multicultural and developmental perspectives. Alexandria VA.: American Counseling Association.

Brown, D. (2007). Career information, career counseling, and career development. Boston, MA.: Pearson Education Inc.

Gibson, R. L. & Mitchell, M. M. (2006). Introduction to career counseling for the 21st century. Boston, MA. : Pearson Education Inc.

Amundson, N.E., Haris-Bowlsbey, J. & Niles, S.G. (2005). Essential elements of career counseling. Boston, MA.:

Pearson Education Inc.

Herr, E. L.; Cramer, S.H. & Niles, S.G. (2004). *Career Guidance and counseling through the lifespan: Systematic approaches*. Boston, MA.: Pearson Education Inc. 15

Capuzzi, D. & Stauffer, M.D. (2006). *Career counseling: Foundations, perspectives, and applications*. Boston, MA.: Pearson Educational, Inc.

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Brown, D., & Brooks, L. (1996). *Career choice and development* (3rd ed.). San Francisco: Jossey-Bass.

Crites, J. O. (1981). *Career counseling: Models, methods, and materials*. New York: McGraw-Hill.

Drummond, R. J., & Ryan, C.W. (1995). *Career counseling: A developmental approach*. Englewood Cliffs, NJ: Prentice Hall.

Ginzberg, E., Ginsburg, S., Axelrad, J., & Herma, J. (1951). *Occupational choice*. New York: Columbia University Press.

Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology Monograph*, 28, 545-579.

Herr, E. L., & Cramer, S. H. (1996). *Career guidance and counseling through the lifespan: Systematic approaches* (5th ed.). New York: Harper-Collins.

Hesketh, B., Elmslie, S., & Kaldor, W. (1990). Career compromise: An alternative account to Gottfredson's theory. *Journal of Counseling Psychology*, 37, 49-56.

Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd Ed.). Odessa, FL: Psychological Assessment Resources.

Isaacson, L. E. (1985). *Basics of career counseling*. Boston: Allyn & Bacon.

Kapes, J. T., Mastie, M. M., & Whitfield, E. A. (1994). *A counselor's guide to career assessment instruments* (3rd Ed.). Alexandria, VA: National Career Development Association.

Kummerow, J. M. (Ed.) (1991). *New directions in career planning and the workplace: Practical strategies for counselors*. Palo Alto, CA: Davies-Black.

LaBauve, B. J., & Robinson, C. R. (1999). Adjusting to retirement: Considerations for counselors. *Adultspan Journal*, 1(1), 2-12.

McDaniels, C., & Gysbers, N. C. (1992). *Counseling for career development*. San Francisco: Jossey-Bass.

Osipow, S. H., & Fitzgerald, L. F. (1996). *Theories of career development* (4th ed.). Boston: Allyn & Bacon.

Peterson, G. W., Sampson, J. P., & Reardon, R. C. (1991). *Career development and services: A cognitive approach*. Pacific Grove, CA: Brooks/Cole.

Reardon, R. C., Lenz, J. G., Sampson, J. P., & Peterson, G. W. (2000). *Career development and planning: A comprehensive approach*. Stamford, CT: Brooks/Cole.

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