INSTRUCTOR: Tom Krieshok, Ph.D.  email: tkrieshok@ku.edu
Joseph R. Pearson Hall, Room 611  http://www.people.ku.edu/~tkrieshok/
1122 West Campus Road
785.864.9654 KU

SCHEDULE: Tuesdays from 1:00 to 3:50
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 influenced by contextual forces.

READINGS

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

DISABILITY STATEMENT

The staff of 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.
   What competencies do YOU need to get out of this course?

Class 2. Constructing a map of Vocational Psychology.
   A pictorial history of your relationship to work

Class 3 Discussion of Mary Sue Richardson article.
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 here. 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, it won't motivate most of you to the level of competence I'd like you to have when you leave this course. 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 may 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 vocational psychology 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 vocational psychology 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.
   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... we don't know yet, but we will pick 1 or 2 things.
   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 integrate what we know about career development and human behavior change.
   You can develop reasonable interventions to assist the achievement of career development goals.
   You can carry out and manualize those interventions and monitor their effectiveness.

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

OUT OF CLASS ASSIGNMENTS

1. Writing Project: EITHER of these two writing assignments, alone or with one partner.
   a. Research Proposal:
      Modeled after a brief report of a study (I will give you a couple examples)
      Includes a brief review of the literature and a Method section
      Must be a do-able study (one you could choose to do within the year)
      Must be an outgrowth of one of the topics we are covering this semester
   b. Treatment Manual:
      Includes a very brief review of the literature
      Details an intervention created by you based on one of the topics covered in class
      Details an intervention tried out by you on at least 3 CPSY students

2. Poster on a special population
   Examine the literature on some facet of work related issues for a population of interest (e.g. military veterans, persons with a particular diagnosis, clients with low motivation, international, minorities, etc.)
   Your topic might be issues this population has relative to work, or particular interventions found effective for this population.
   Prepare a poster (as if for APA convention) outlining what you have found

3. 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 your research proposal, (including the literature review and the proposed study), the book you read, the interventions developed by your team, and anything else covered in the class.
IN-CLASS ACTIVITIES

TYPICAL CLASS SESSION

1. Read assigned readings.
2. Compose 1 question over each reading
3. Email to TK 1 question over each reading
4. Take brief quiz at beginning of class over all the readings for the day
5. Break into Teams of 6 (consistent all semester) to discuss ONE of the readings
   (distributed by TK), or a part of one long reading. Consider your team's 6 questions, and choose
   1 or compose another for the whole class to discuss.
6. Present a 5 minute 'Cliff Notes' of the takeaways from your reading, ending with your
   chosen question.
7. Teams of 6 will discuss the question.
8. TK will moderate discussion of the question with the whole class, adding his 'wisdom'.
9. When the readings are on a theory (which they most often will be),
   TK will bring to class a case.
10. Reconvene in Teams of 6 to conceptualize the case
    in terms of the theory/model in the readings for the day
    might also be asked to conceptualize the case from readings of previous week or two
11. In your Team of 6 discussion, include consideration of possible interventions for the case
12. Back together with the whole class, discuss the case conceptualization and interventions
13. In Teams of 6, role play one or more interventions with the client.
    Might do a tag team variation (details later)
    Might go to CPS to do this more formally

ATYPICAL CLASS SESSIONS

Presentation of Research Proposals
Brief (10 minute) presentation of literature review and research method (PP)
This part is videotaped for you to examine later
Teams of 6 discuss the merits and complications of the proposed study
Lead the full class discussion of the merits and complications of the proposed study

Presentation of Treatment Manuals
Brief (10 minute) presentation of literature review and intervention (PP)
This part is videotaped for you to examine later
Teams of 6 discuss the merits and complications of the proposed intervention
Lead the full class discussion of the merits and complications of the proposed intervention

Poster Session
The first part of class will be spent examining the posters in a typical poster session format
With the Heath Sticky Note idea,
Followed by a general discussion of what we learned from the posters
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. 20% Contribution to group learning (questions emailed to TK, class)
2. 20% Pop Quizzes on the readings for the day
3. 10% Poster on special population
4. 10% Proposal or Treatment Manual Presentation
5. 20% Proposal or Treatment Manual Write-up
6. 20% 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: https://documents.ku.edu/policies/governance/USRR.htm (see article 2, sect. 6)

LAB FEE

Depending on the direction the interventions take, there could be a lab fee.

KU WRITING CENTER

KU has a fabulous Writing Center. PLEASE visit their website at 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 (some of these may no longer be subscribed to by KU)
Career Development for Exceptional Individuals KU LC 4019.7.C37
Counseling and Values: KU LC 461.N438
Counselor Education and Supervision: KU & RC LB 1027.5 c68x.
Journal of Career Development: KU & UMKC:
Journal of College Student Development : KU & JoCo: LB 2343 .J64
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 Occupational & Organizational Psychology: KU cancelled in 95: HF 5548.8 .O22x
Measurement & Eval. in Couns. & Development: KU: LB 1027.5 .M38
Professional School Counseling: KU LB 1027.5 P76.
Rehabilitation Counseling Bulletin: KU: HD 7255.5 .R44x
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
OUTLINE OF EVENTS

1/17  Overview of the course and learning objectives for the semester.
What competencies do YOU need to get out of this course?

1/24  A pictorial history of your relationship to work
Constructing a map of Vocational Psychology.
Abstracts from 2011 and 2012 for these journals:
   Journal of Vocational Behavior  Journal of Career Assessment
   Career Development Quarterly  Journal of Career Development

1/31  Discussion of Mary Sue Richardson article.
READINGS: Richardson (2012)

2/7   Decision Making
READINGS: Krieshok, Black & McKay (2009)

2/14: The Psychology of Working: Through Blustein’s Eyes
READINGS: 1, 2

2/21: Super's Theory revitalized by Savickas, Narrative, and Possible Selves
READINGS: 35, 36, 37

2/28  Holland's Theory of Vocational Personalities and Work Environments
READINGS: 20, 21

3/6   Social Cognitive Career Theory, Self Efficacy
     Happenstance Learning Theory
     ABSTRACTS DUE to tk via email
     READINGS: 28

3/13  Career Counseling Intervention Process and Outcome Research
     Discussion of Abstracts
     READINGS: 3, 4, 30, 39, 40, 41

3/20  SPRING BREAK

3/27  Multicultural & other Contextual Issues: Gender, Sexual Orientation, Culture, Class, & Disability
READINGS: 5, 7, 9, 10, 29

4/3   Vocational Assessment: Interests, Abilities, and Personality
READINGS: 38

4/10  Happenstance, Evolution, Chaos, and Affective Forecasting
READINGS: 14, 15, 16, 22, 26, 27, 42

4/17  Posters on special populations
     Calling & Flow
     READINGS: 6, 8, 43
4/24: PROPOSAL PRESENTATIONS AND DISCUSSIONS
Vocational Psychology meets other domains:
Stages of Change, Motivational Interviewing, IO Psychology
**READINGS: 18, 31, 32, 33**

5/1: MANUAL PRESENTATIONS AND DISCUSSIONS
Summing Up & Course Evaluations
**PROPOSAL or MANUAL WRITE-UP DUE**

Finals Week: Half hour final exam scheduled with me.
**READINGS**


