



**SVP** Society for  
*Vocational Psychology*  
A Section of the Society of Counseling Psychology of the American Psychological Association

### **SVP Officers**

Co-Chairs – Bob Lent and Mark Savickas

Past-Chair – Scott Solberg

Chair-Elect - Lizette Ojeda

Treasurer - Shinye Kim

Webmaster - Arpita Ghosh

Communications Officer - Open

Student Representative - Stephanie Gail Burrows

### **Message from Scott Solberg, Past-Chair**

One of the important consequences of the global pandemic, is that societies around the world are becoming more aware of the vast numbers of youth and adults who remain economically vulnerable due to not having access to decent work. I have been proud to be among so many members in our Society for Vocational Psychology as well as our career research colleagues from around the world who have been calling attention to ways in which structural inequities and racism contribute to these challenges. I do not think it is possible to understand the range of

trauma and loss we have all experienced as a result of this pandemic and it is hard for many to find hope in the midst of continued political and economic disruptions as well as global inequities for gaining access to vaccinations. Let us remain supportive of one another and find opportunities – whether virtual or in-person – to connect and check-in.

Our Society was formed during a time when few leadership opportunities existed within our Division. Since our formation in 1987, the proliferation of Sections and expansion of leadership opportunities within the Division has resulted in our members selecting into many new opportunities outside of our Society. One consequence is that over the past years, these new opportunities combined with so many of our members taking on leadership roles within their universities, has made it a challenge to fill important Board member positions.

To increase interest leadership, our Society reduced the time to serve as Chair from six years to three. In Fall 2020, the Board created a Stewards of SVP by inviting long-time members to come together in hopes of increasing the number of award applications and to solicit Board nominations. Our Stewards of SVP are also willing to mentor new leaders. As a result, this year, we had a larger pool of nominations for Chair, and Chair-elect, however, due to many complicating factors most were unable to accept.

Many thanks to Bob Lent and Mark Savickas for their willingness to serve for the next two-years as co-chairs and co-past-chairs. And, please send a warm welcome to Lizette Ojeda our Chair-elect as well as our new Webmaster, Arpita Ghosh, and Student Representative, Stephanie Burrows. Thank you all for being willing to serve and for Bob and Mark to support our transition.

There are two important ways our members can support Bob, Mark, and Lizette. As we move to reopen for in-person meetings, please consider hosting our next SVP conference. Traditionally, a university or consortium of universities have taken on this role. We have also been fortunate cohost international conferences as well. Our last conference was a departure from this model. After soliciting open calls and making individual requests to members, it was clear that the level of personal investment as well as financial investment on the part of their university was too daunting for anyone or university to commit to this important activity. By working with a conference planner, we received significant support (paid by the venue) to host the conference in Scottsdale, Arizona. (The challenge was that the planning fell to the SVP Board which is not a good advertisement for taking on the role of Chair). If you are interested in being part of the planning for our next SVP Conference, please contact Bob, Mark and Lizette!

The second way we can support our SVP Board is to actively solicit nominations from a diverse range of individuals who are able and willing to serve. Next year, we will have openings for Treasurer, Communications, Student Representative and Chair-elect.

It was great seeing everyone virtually at APA!

Scott

# AWARDS

## 2020 Distinguished Achievement Award

### Paul Hartung



### Paul Hartung Interview

**I was asked to write a single paragraph statement addressing the following points:**

1. *How did you become interested in vocational psychology?*
2. *What do you know now that you wish you would have known when you first entered the field?*
3. *Any final thoughts or comments for current or prospective SVP members or students interested in vocational psychology?*

**Here is my response:**

Receiving the SVP Award for Distinguished Contributions comes as a tremendous honor. The award fills me with humility, gratitude, and respect for what it represents and for all who have received it. I raise it up with my family as a symbol of achievement on behalf of them, my mentors, elders in the field, and colleagues. Meanwhile, interests derive from problems in growing up (Carter, 1940; Savickas, 2019). My early memories and experiences conjure themes of work and working. These I expect fueled my interest in the subject. Few people (including me, I wanted to drive a garbage truck or be a baseball player!), list career counselor or vocational psychologist as an early career aspiration. These first became my aspiration while an undergraduate student working in the University of Toledo career center. My interest in careers work crystallized during graduate study at Kent State University; with Mark Savickas, John

Crites, Louise Fitzgerald, and Ed Watkins there at the time. With vocational guidance (Parsons, 1909), vocational development (Super, 1953), and P-E fit (Holland, 1959) as its cornerstones, career construction (Savickas, 2019; 2020) then offered the capstone to my interest in comprehending and counseling for careers. I now know what I didn't know then: creatively synthesize and use the best of what the field has to offer. Finally, two ideas you might find useful: (1) every career tells a story and the most important story is the one you tell yourself; and (2) if you want to be a star do everything you say will do, and if you want to be a superstar...do it early!

## **2020 Early Career Professional Award**

### **Hui Xu**



### **Hui Xu Interview**

*How did you become interested in vocational psychology?*

I guess my interest in vocational psychology at least partly stems from my career decision-making struggle. My first major in college was not psychology-related, although I always knew my interest in social science. My career choice that time was mainly driven by the sociocultural norm of career decision-making in China. However, I quickly realized that although I can solve engineering problems, I cannot imagine myself doing it for the rest of my life. It took me a long journey (and happenstance) to realize that I want to do psychology for the rest of my life. My career decision-

making experience and my observation of other people's career decision-making eventually inspire me to develop a dual-process theory of career decision-making. Another important factor that attracts me to vocational psychology is that my master's advisor's advisor graduated from UIUC and worked with Lenore Harmon. So I was exposed to vocational psychology early on in my master's program. Of course my doctoral advisor's (Terry Tracey) role modeling also reinforces my interest in vocational psychology.

*What do you know now that you wish you would have known when you first entered the field?*

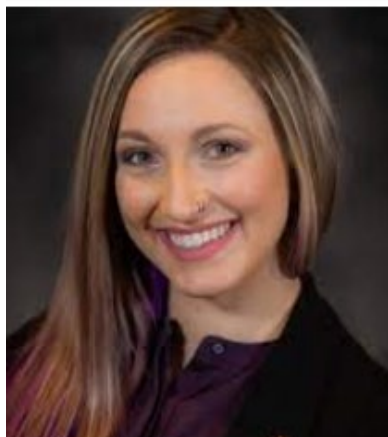
The opportunity to focus on things I have passion for is a blessing and privilege. I somehow took it for granted previously but realized after working as a faculty member that concentration is something that needs to be nourished, practiced, and protected. Additionally, rejection is such a normative experience in professional life, and how to take it as a learning opportunity is something I wish I knew earlier.

*Any final thoughts or comments for current or prospective SVP members or students interested in vocational psychology?*

I find that many students tend to associate vocational psychology/career development strictly with cognitive processes, which ignores the rich emotional and interpersonal elements of vocational psychology. I also think that while career development is such an important life process, there is a research-practice gap. So I try to advocate that vocational psychology is a branch of applied psychology that can and should benefit people of diverse backgrounds in reality (not just in paper). I hope that current and prospective SVP members and students can work to elevate the integration of science and practice while pursuing their passion. May you find home in SVP.

## **2020 SVP Graduate Student Research Award**

**Haley Sterling**



# 2021 Distinguished Achievement Award

## Ryan D. Duffy



### Ryan Duffy Interview

*How did you become interested in vocational psychology?*

I was very fortunate to do my undergraduate degree at Boston College, where David Blustein had just moved to as a counseling psychology faculty member. Knowing I wanted to become a psychologist and that I needed research experience, I asked/pleaded with him to take me on as an undergraduate research assistant. If I recall correctly, it took about a year for him to agree as I don't think he really had much for me to do. But from that point forward he graciously took me on and gave me the opportunity to participate both in research as well as intervention work in the Boston Public Schools. Under his mentorship I got into graduate school to work with Bob Lent, who took me under his wing and trained me how to research and write on vocational topics. It was truly a very privileged path to work with two of the most impactful and generative scholars in the history of vocational psychology.

*What do you know now that you wish you would have known when you first entered the field?*

Within the last few years I have learned about the wide reach of vocational research in many fields of social science, including not only I/O but also sociology, labor economics, personality psychology, etc. In hindsight, looking back my work would have been more rich and in depth had I taken the time to think about vocational psychology with an interdisciplinary lens.

*Any final thoughts or comments for current or prospective SVP members or students interested in vocational psychology*

This is such an amazing field in terms of support and over my 18 years in SVP I have always experienced people to be eager to help whenever I have reached out. It's also a small enough field which make so not as overwhelming as Division 17 at large. I view it as an ideal academic home for anyone interested in the study of work.

## **2020 Early Career Professional Award**

### **Kelsey Autin**



### **Kelsey Autin Interview**

*How did you become interested in vocational psychology?*

I first became interested in vocational psychology as an undergrad at the University of Florida when I got involved in a research lab to beef up my CV for grad school applications. But in the process, I learned how all-encompassing work issues are, relevant to every aspect of human life, and how intertwined labor issues are with all other social issues of our time.

*What do you know now that you wish you would have known when you first entered the field?*

When you're a student, it's easy to think that your professors are superhuman and always know what they are doing. Now that I'm in a faculty position, I know it's a lot of trial and error and learning from mistakes.

*Any final thoughts or comments for current or prospective SVP members or students interested in vocational psychology?*

This is a really exciting time in the field. The pandemic has brought to the forefront so many vocational issues that will need to be unpacked over many years as the labor market continues to drastically shift. So now more than ever, our work has has urgent, real world implications.

## **2021 SVP graduate Student Research award**

**Taewon Kim**





## News From Members

### Dr. Marie S. Hammond



Dr. Marie S. Hammond, Professor of Psychology at Tennessee State University (a public Historically Black University) was named the inaugural Distinguished Researcher for the Department of Psychology (College of Education, Tennessee State University) on March 25, 2021, at the TSU Psychology Department Research Day.

Dr. Hammond has recently completed a textbook (due out in November 2021) to support minority and non-traditional students as they engage in working towards their goal of a career in psychology. The book, to be published by Routledge is entitled *Building Your Career in Psychology* and is designed as a supplement to most undergraduate psychology courses in which the instructor would like to infuse career development. It's also an excellent text for courses designed to orient students to psychology and/or encourage career development in psychology. Dr. Hammond is a tenured Professor of Psychology at Tennessee State University, recently receiving the Distinguished Researcher award from the Psychology Department. She is a Fellow in the American Psychological Association (Div. 17) and a licensed psychologist (HSP), specializing in career counseling. She has over 30 years' experience teaching, researching, and practicing Vocational Psychology. Her research team (Career Commitment & Retention in STEM) is funded by the National Science Foundation and focuses on improving our understanding of career development theory & practice with African American and women STEM students (Awards 1238778 (2012-2015), 1623145 (2016-2020), and 2011931 (2020-present)).

Drs. Marie S. Hammond, Professor and Distinguished Researcher in Psychology at Tennessee State University as well as Fellow in the American Psychological Association (Div. 17, 2019) and Dr. Angela Byars-Winston, tenured faculty member in the Department of Medicine, Fellow in the American Psychological Association (Div. 17, 2014). The conference, entitled "21ST CENTURY EVIDENCE-BASED RESEARCH MENTORING FOR STUDENT SUCCESS

AND PERSISTENCE", provided training and development for 25 McNair Faculty Scholars and six Career Center staff on effective mentoring and career development of undergraduate students interested in research. The conference was sponsored by Johnson C. Smith University's office of Government Sponsored Programs & Research and the Smith Institute for Applied Research.

## **Dr. Kerrie Wilkins-Yel**



Dr. Kerrie Wilkins-Yel (University of Massachusetts Boston) has recently been awarded the National Science Foundation CAREER grant for her research titled, "Advancing STEM Persistence among Graduate Women of Color through an Examination of Institutional Contributors and Deterrents to Mental Health". ( Five years, \$806,841.00). With this five-year grant, she hopes to address the inequitable representation of women of color in STEM and center the voices of graduate women of color by examining the psychological implications of having to navigate systemic barriers, such as racism, within their STEM environments.

The project employs a two-phase, multi-methodological, longitudinal, and experimental approach grounded in well-established theories from social and counseling psychology. Phase I will obtain rich insights about the contributors and deterrents to STEM graduate WoC's mental health using three complementary studies: a sequential mixed-methodological nationwide examination of the state of mental health among graduate WoC in STEM (Study 1); and a series of semi-structured critical incident interviews with both current graduate WoC in STEM as well as those who have prematurely discontinued their STEM doctoral pursuits to understand supportive (Study 2) and unsupportive (Study 3) faculty behaviors that affect the respondents' mental health. Phase II will build on the insights gained in Phase I to design and evaluate an innovative and transformative culturally responsive wellness intervention for graduate WoC (Study 4). The output of this research will serve the following educational goals: (1) cultivate awareness and change among STEM faculty to combat racist and marginalizing encounters; (2) establish a scalable and sustainable restorative wellness program designed to promote graduate

WoC's STEM persistence in a manner that is wholesome, enriching, and centered on thriving; and (3) leverage cross-disciplinary partnerships with counseling professionals to design an innovative and culturally responsive graduate curriculum. This effort will increase our understanding of the ways in which marginalizing STEM encounters negatively affect graduate WoC's mental health and, in turn, their persistence to degree completion. For further details see:

News article –

[https://www.umb.edu/news/detail/umass\\_boston\\_assistant\\_professor\\_awarded\\_career\\_grant\\_to\\_advance\\_women\\_of\\_color\\_in\\_stem](https://www.umb.edu/news/detail/umass_boston_assistant_professor_awarded_career_grant_to_advance_women_of_color_in_stem)

Grant link –

[https://www.nsf.gov/awardsearch/showAward?AWD\\_ID=2048018&HistoricalAwards=false](https://www.nsf.gov/awardsearch/showAward?AWD_ID=2048018&HistoricalAwards=false)



The Scientific and Technological Research Council of Turkey (TUBITAK) rewards outstanding young researchers every year by the Incentive Award. The Incentive Award is given to researchers (under the age of 40) who have proven that they have the qualifications to contribute to science in the future at the international level.

The 2019 Incentive Award was given to a total of 11 researchers from the fields of Education, Engineering, Liberal Arts and Science, and Medicine. Dr. Aysenur Buyukgoze-Kavas is the first researcher to receive this award because of studies on the field of career counseling and vocational psychology in Turkey. The awards were given to the owners with a ceremony held on the Presidential Palace in Ankara. Dr. Buyukgoze-Kavas received her award from the hands of President Recep Tayyip Erdogan with her children. She is currently working as an Associate Professor at the program of Psychological Counseling and Guidance, Ondokuz Mayıs University, Samsun Turkey.

She has been a member of SVP since 2009. Her major research interests include how contextual factors affect individuals' careers and how work environment and experiences influence individuals' well-being. She is also interested in cross-cultural studies, scale development, and validation studies.

## **Announcements**

### **From Robert Reardon**



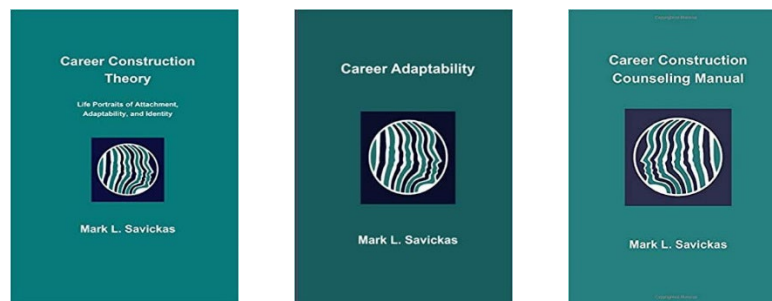
Reardon, R. C., Peace, C. S., & Burbrink, I. E. (2021). College career courses and instructional research from 1976 through 2019. *Scholarship of Teaching & Learning in Psychology*. Advance online publication.

This article examines 208 published articles from over 45 years about the development and effectiveness of these courses with special attention to those appearing in the past 5 years. The review is delineated in two parts. Part One includes 62 reports of undergraduate career courses in psychology and other disciplines, the development and management of career courses, main elements of a career course, and career courses internationally. Part Two includes reviews of 116 studies regarding the effectiveness of career courses and summarizes eight meta-analytic studies of these interventions. A review of these research results is framed in terms of career course *outputs* and *outcomes*. Output studies used measures developed by psychologists of career thoughts, career decision-making skills, career decidedness, vocational identity, and the like. In this analysis, we found 93% reporting positive gains in measured variables, and 7% reporting no changes. We also reviewed results of career course outcomes such as persistence (retention) in college, graduation rate, cumulative GPA, and job satisfaction or satisfaction with field of study. In this analysis we found 95% reporting positive gains in measured variables, and two reporting no changes.

<https://psycnet.apa.org/record/2021-31509-001>;  
<https://www.growkudos.com/publications/10.1037%25252Fstl0000254/reader>; [College career courses and instructional research from 1976 through 2019](https://www.collegecareer.com) | [fsu.digital.flvc.org](https://fsu.digital.flvc.org)

## From Mark Savickas

Mark Savickas has added two new books to the Career Construction Library along with revisions of the *Life Design Counseling Manual* and the *My Career Story Workbook* co-authored with Paul Hartung.



*Career Construction Theory: Life Portraits of Attachment, Adaptability, and Identity* presents an updated exposition of the theory and demonstrates its application in a longitudinal study of four men's careers from the ninth grade through retirement. The first chapter presents a definitive explication of the theory's premises and propositions. The remaining chapters report the results of the multiple-case study concentrated on how the men constructed their careers. The report of each case study begins with a "life portrait" that recounts a character sketch of a participant, drawing upon his own statements for illustration whenever appropriate. Following the life portrait, the second half of the chapter considers the participant's career construction in terms of his experience as a self-organizing social actor, self-regulating motivated agent, and self-conceiving autobiographical actor. The final chapter takes a collective perspective on the four cases to as a group to compare and further understand the processes and patterns that each participant's career trajectory represents.

*Career Adaptability* begins with a thorough explanation of career adaptability and its role in the Career Construction Theory model of career adaptation. The introductory chapter is followed by 18 chapters in which review findings from 260 studies about career adaptability and integrate them into a body of scientific knowledge that can serve as a basis for further conceptualization and investigation. The research studies are organized using a conceptual framework that progresses across five sequential stages, each with distinct research methods: survey, technique, critical, theoretical, and applied. Appendices include four psychometric inventories: Career Adapt-Abilities Scale, Student Career Construction Inventory, Career Maturity Inventory, and Career Mastery Inventory.

The *Career Construction Counseling Manual* is a revision and expansion of the original Life Design Counseling Manual. The new Manual explains narrative interventions that practitioners

may use to assist clients deal with vocational development tasks, occupational transitions, and job stress. The protocol for Career Construction Counseling describes phases of treatment, session-by-session principles, and specific procedures. The counseling strategies and techniques are clearly explained and demonstrated with client examples.

*My Career Story Workbook* has been revised by Savickas and Hartung. It is available for free on [Vocopher.com](http://Vocopher.com).