

# VOCATIONAL PSYCHOLOGY NEWS

*The newsletter of the Society for Vocational Psychology: a section of the Society of Counseling Psychology (Division 17) of the American Psychological Association.*



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## Message from the Chair

For the next few months, COVID-19 will continue to create tremendous disruption and uncertainty. On behalf of the SVP Board, we hope all of our colleagues from around the world, our students, and families are safe and out of harm's way. We know the importance of creating new routines that balance work as well as emotional and physical health and the challenges of adapting our teaching methods and research practices.

It is hard to imagine that our professional and personal lives will "go back to normal" following this pandemic. We need to maintain hope that as a professional community we will be able to come together soon. Our national Counseling Psychology Conference has been postponed – not cancelled – and once rescheduled will be an important opportunity to consider ways that how we – as vocational psychologists – can continue to apply our research and engaged scholarship in ways that seek to address existing inequities and challenges to gaining access to decent working conditions.



For the past months, we have been looking for someone or a team to take a leadership role in planning our next SVP conference. After discussion at APA in August, emails in December and February of this year, we have yet to receive interest to organize the next event. There may be some interest from IAEVG to co-sponsor an event in the United States and then organize an international conference in Switzerland. If someone(s) is willing to organize a conference in the US for next June 2021, we could hold it in Atlanta to coincide with NCDA in Summer 2021. This would allow our international colleagues and IAEVG members to attend both conferences. This would be a tremendous opportunity for us to gather our SVP community together. Any ideas on how to move this forward would be greatly appreciated.

V. Scott Solberg  
SVP Chair

# Message from SVP Student Representatives

*Dylan Richard & Ben Wright*

Greetings to the members of the Society for Vocational Psychology! We have had many new graduate students join and hope to continue to promote and increase graduate student involvement. There are numerous benefits for graduate students within SVP, including graduate student awards when funding is available, and sponsorship for poster sessions for the annual APA convention. If you know of any graduate students interested in vocational or career-related psychology, please encourage them to join our society! To join SVP as a Student Affiliate, one must first be a member of APAGS or Division 17 SAS. Once that is complete, go to the membership section of the SVP website to become a member. This is an excellent networking opportunity as well as a great way for students to remain updated on the latest research and happenings within vocational psychology.

There are also several upcoming opportunities for students. SVP will be seeking a new graduate student representative to serve as the Student Representative to the SVP board. This is an excellent opportunity to gain experience and connect with professionals in the field. Also, SVP will be accepting poster submissions for the SVP Social at the upcoming APA Convention in Washington, DC.

We are both grateful that we joined SVP, as it has allowed us to meet so many wonderful experts in the field and fostered connection with fellow students who share our interests and passion for vocational psychology. If you have any questions regarding opportunities for networking or joining SVP, feel free to contact Dylan Richard ([dylan.r.richard@usm.edu](mailto:dylan.r.richard@usm.edu)) or Ben Wright ([benjamin.wright@usm.edu](mailto:benjamin.wright@usm.edu)).



Dylan Richard



Ben Wright



# Statements from 2019 SVP Student Award Winners

*Yunkyoung Garrison - University of Iowa*

Coming from South Korea where a culture of hard work and the narratives of meritocracy prevail, I did not realize how important communities are in supporting one's career development. As a doctoral student at the University of Iowa, my interest in vocational psychology has been solidified through working with my advisor, Dr. Saba Ali who showed me the power of working with community members. Over the past six and a half years, I have had the tremendous privilege of implementing and evaluating community-based healthcare career interventions with predominantly immigrant Latinx students who reside in rural, meat-packing communities. This and other community engagement opportunities have allowed me to pursue my long-term goal as a vocational psychologist. I am to use psychology to lift up rural refugee and immigrant community members through enhancing their work lives and helping them to be seen and felt as contributing members of society.

As an international student, Korean, woman, and non-native English-speaker, finding and creating "my place" in the United States has not been an easy journey. We all carry varying degrees of privilege, power, and oppression that impact our career processes. Without fully naming the impacts of my social identities on me, I experienced enormous internal pressure to prove my worth in this field by working harder and harder, which I see as a sheer reflection of the American myth of meritocracy. I wish I would



have known the power of openly talking about the career challenges associated with my social identities and sought community support earlier in my training. We all need community, and joining a community can take time. If you hold identities that are marginalized in society, it can not only take time, but also courage. This is not because you are not good enough, but because the system is not currently designed to benefit you. I am so grateful to find the SVP community, and I would hope my fellow SVP students become more visible. I also would like to say that if you are considering joining SVP, this community welcomes you and your presence, voice, and contributions to will all matter here.

*Kokou Atitsogbe - University of Lausanne*

As far as I can remember, vocational psychology has been a discipline I had in mind for some time. When starting university, it is a direction I wanted to take, despite the fact that vocational psychology was under represented in the Togolese educational system, and still is. In 2009, I was pursuing a bachelor degree in occupational psychology at the University of Lomé, Togo. As Bachelor students were required to complete several weeks of observation internship to graduate, I then chose the vocational guidance service of the University. I was supervised during my internship by the career counseling psychologist of the university, and discovered career counseling. Exciting experience! From then on, I chose a master's degree thesis topic that was related to this field.



When I started my doctoral program, I wish I knew that it would take me some time before becoming autonomous in data analysis. However, the doctoral program is a journey where knowledge is gradually acquired. I attended workshops that allowed me to move forward, but I think I should continue to learn about new approaches.

As in many other disciplines, dedication and perseverance are required. The satisfaction is immense to either become a career counsellor, or conduct research.

## **Summer 2020 Edition of Vocational Psychology News**

Send your news, notes, and newsletter articles as a word document attachment to: Rich Douglass at [richpd@umn.edu](mailto:richpd@umn.edu)

Deadline for summer issue: **6/19/2020**

# 2020 SVP Award Nominations

## DISTINGUISHED ACHIEVEMENT AWARD

**Purpose:** To acknowledge and reward the research or professional achievement of vocational psychologists who have made significant contributions to the field of vocational psychology. The terms research and professional achievement shall be broadly construed. The award includes a check for \$500.00 and a citation from the Chair of the Society for Vocational Psychology.

**Past winners:** Karen O'Brien, Lisa Flores, Consuelo Arbona, Ellen McWhirter, Nadya Fouad, David Blustein, Terence Tracey, Steven Brown, Robert Lent, Nancy Betz, Jo-Ida Hansen, Mark Savickas, Don Zytowski and John Holland.

**Eligibility:** APA members are eligible for the award. The only ineligible candidates are the members of the SVP Executive Committee and the SVP Awards Committee.

## EARLY CAREER PROFESSIONAL AWARD

**Purpose:** To recognize new professionals who have made substantial or cutting edge contributions to the field of career or vocational psychology. The award includes a check for \$500.00 and a citation from the Chair of the Society for Vocational Psychology.

**Past winners:** Patton Garriott, Mindi Thompson, Ryan Duffy, Patrick Armstrong, Erik Porfeli, Bryan Dik, Patrick Rottinghaus, and Matthew Diemer.

**Eligibility:** 1) 1 to 10 years past date of doctoral degree. 2) Substantial contributions to the fields of career and/or vocational psychology as evidenced by at least one publication on which the nominee is first or only author. 3) Nomination by colleagues, members of the awards committee, or members of SVP as having made a substantial or cutting edge contribution to the field. 4) Demonstration of a commitment to continuing to conduct research in vocational psychology. 5) An active member in SVP.

**Procedure:** Nominations for the above awards should include a nomination letter that discusses the significance of the nominee's contributions to vocational psychology. This nomination letter may be accompanied by a vita and no more than two letters of support. Deadline is June 30, 2020. Please send nominations to Dr. Rich Douglass at richpd@umn.edu.

## DISTINGUISHED ACHIEVEMENT AWARD

The Society for Vocational Psychology (SVP) is pleased to offer two graduate student research awards in vocational psychology. This \$250 award honors student contributions to vocational psychology. This award will be for work on an accepted conference proposal, master's thesis, doctoral dissertation, journal article, or other advisor-approved research in the area of vocational psychology. The research need not be complete, but the data must be collected and analyzed at the time of application submission. The student does not have to be first author, but if the student is not first author then the faculty letter should specify the student's substantive contributions to the final product.

**Deadline:** Nomination letters for the 2020 SVP Graduate Student Award in Vocational Psychology are due May 15, 2020. Please send electronic copies (pdf preferred) of the nomination letter and the research paper (in published, manuscript, or proposal form) to: Dr. Rich Douglass at richpd@umn.edu.

**Have an interesting guest column idea  
for the Summer 2020 Newsletter?**

**Received an award or published a new  
book recently?**

Please send your news, notes, and newsletter articles as  
a word document attachment to: Rich Douglass  
at: richpd@umn.edu

Deadline for summer issue: **6/19/2020**

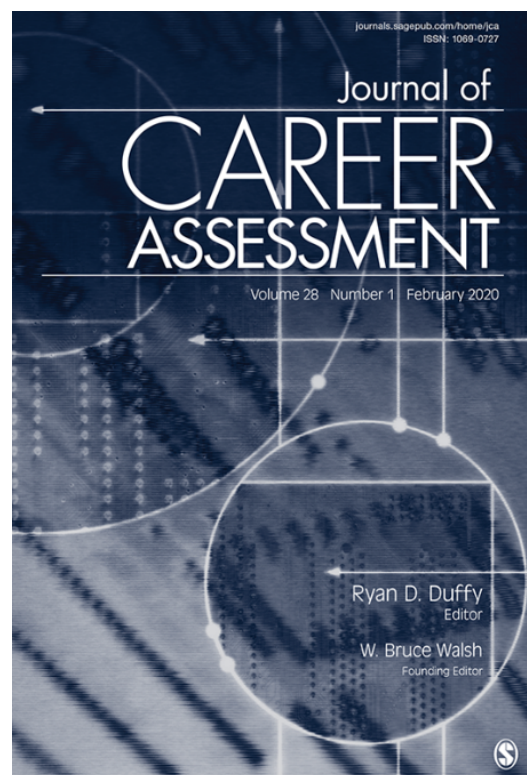
## Journal Spotlight

Journal of Career Assessment  
February 2020 Issue

*What Can Do that? Technological Advances in  
Interest Assessment*

Dr. Terence J. G. Tracey

**Abstract:** Technology holds the promise of greatly altering the conduct of interest assessment. I review five technological advances that currently exist and present how they can be incorporated into our interest measures and procedures: (a) dynamic assessment using item response theory, (b) adapting interpretations to individual users, (c) incorporating response latency, (d) gamification of interest measures, and (e) incorporating big data and machine learning. Using these advances in our assessments and procedures can structurally change what we do and enhance the precision of our measures.



Be sure to also listen to the latest JCA podcast where editor Dr. Ryan Duffy interviewed Dr. Nadya Fouad about her career path. They also discussed Dr. Fouad's article "Turning Around to Look Ahead: Views of Vocational Psychology in 2001 and 2019" which was co-authored by Michael B. Kozlowski. You can find all of the JCA podcasts on the JCA website or by downloading them on the SAGE Psychology & Psychiatry page in any of your podcast apps.



Journal of Career Development  
February 2020 Issue

*A Critical Cultural Wealth Model of First-Generation and Economically Marginalized College Students' Academic and Career Development*

Dr. Patton O. Garriott

**Abstract:** First-generation and economically marginalized (FGEM) college students are attending higher education institutions with increasing regularity. The unique experiences of these students call for career frameworks that capture their specific strengths and challenges. This article outlines a new model from which to conceptualize FGEM college students' academic and career development with a focus on structural, environmental, and intrapersonal factors previously shown to predict their academic and career success. Social-emotional crossroads and career self-authorship are positioned as central constructs in the model and proposed as critical pathways to FGEM students' academic and career development. Cultural wealth is offered as a form of capital that may promote FGEM students' academic and career success. Implications for future research, practice, and policy with FGEM students are described.



*JCD also had the following two special issues:*

The December 2019 special issue was on “Ecological Perspectives to Career Education around the Globe: Challenges and Future Directions” with Drs. Rachel Gali Cinnamon, Erin E. Hardin and Hanoch Flum as the Guest Editors.

The February 2020 special issue was on “Examining the Career-Life Trajectories of First-Generation and Immigrant Students” with Drs. Michael J. Stebleton and Rashne R. Jehangir as the Guest Editors.

The Career Development Quarterly  
September 2019 Issue

*Innovative Moments in Career Construction Counseling: Proposal for an Integrative Model*

Drs. Paulo Cardoso, Mark L. Savickas, and Miguel M. Gonçalves

**Abstract:** This article advances understanding of career construction counseling (CCC) by viewing it through the lens of the innovative moments model (IMM) of how clients construct change. The IMM conceives clients' narrative transformations as resulting from counselors prompting and clients reflecting on exceptions to a problematic self-narrative (i.e., innovative moments; IMs) that emerges in counseling dialogues. On the basis of intensive IMM analysis of CCC case studies, the authors propose an integration of the 2 models that describes the sequence of client change in IMs across the 3 phases of CCC. This proposal provides both conceptual and assessment tools that make it possible to describe and analyze the process of client change through life-designing dialogues. The authors illustrate the integrated framework with vignettes from case studies and conclude by suggesting research to examine the validity and usefulness of the client change sequence and interventions for using this pattern of change to foster client transformation.



The Journal of Vocational behavior had the following two special issues:

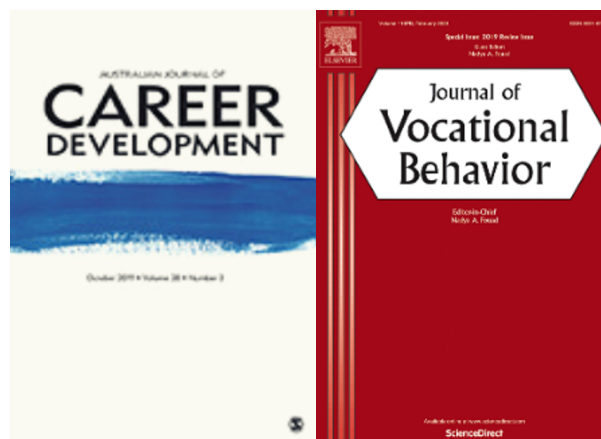
The February 2020 special issue A was on “A Cross Cultural Exploration of Decent Work” with Drs. Ryan D. Duffy and David L. Blustein as the Guest Editors.

The February 2020 special issue B was on Methodology with Drs. Brenton Wiernik, Blake Allan, Teresa Cardador, Brianna Barker Caza, Joeri Hofmans, and Christopher Nye as the Guest Editors.

Australian Journal of Career Development  
October 2019 Issue

*The Effects of Career Interventions on University Students’ Levels of Career Decision-Making Self-Efficacy: A Meta-Analytic Review*

Dr. Ozlem Ulas-Kilic



**Abstract:** Career decision-making self-efficacy is one of the key concepts in the social cognitive theory; thus, programs to develop it must be informed by the best available evidence. To this end, a meta-analysis was undertaken to determine the extent to which different career interventions affect university students’ levels of career decision-making self-efficacy. The existing literature was first reviewed, and 20 studies were included in the analysis based on a set of specific criteria. The studies selected for the meta-analysis were (a) experimental or quasi-experimental research and had a control group or a group that could be considered a comparison group, (b) reported what could be conceived as effects of career interventions on career decision-making self-efficacy, (c) recruited university students as participants, and (d) were published in English. Effect sizes were calculated using the Comprehensive Meta-Analysis software, and the results showed that career interventions were associated with a large increase in university students’ levels of career decision-making self-efficacy.

International Journal for Educational and Vocational Guidance  
Online First

*Mixed-methods analysis of the applicability of the Career Adapt-Abilities Scale for isiXhosa-speaking South African township adolescents*

Drs. A. J. Albien, M. Kidd, A. V. Naidoo, and J. G. Maree

**Abstract:** This article advances understanding of career construction counseling (CCC) by viewing it through the lens of the innovative moments model (IMM) of how clients construct change. The IMM conceives clients' narrative transformations as resulting from counselors prompting and clients reflecting on exceptions to a problematic self-narrative (i.e., innovative moments; IMs) that emerges in counseling dialogues. On the basis of intensive IMM analysis of CCC case studies, the authors propose an integration of the 2 models that describes the sequence of client change in IMs across the 3 phases of CCC. This proposal provides both conceptual and assessment tools that make it possible to describe and analyze the process of client change through life-designing dialogues. The authors illustrate the integrated framework with vignettes from case studies and conclude by suggesting research to examine the validity and usefulness of the client change sequence and interventions for using this pattern of change to foster client transformation.





# Final Remarks

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