

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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Winter, 2012



Message from the Chair

Dr. Ellen Hawley McWhirter

Greetings to all members of the Society for Vocational Psychology. In this column I'll share highlights from the last APA conference in Washington DC, the biennial conference of SVP at Boston University this fall, and a few other updates.

At the APA conference, we were delighted to be able to recognize the outstanding work of our members through several awards: **Terence Tracey** won the *Distinguished Achievement Award*; **Erik Porfeli** and **Patrick Armstrong** were dual winners of the *Early Career Award*; and graduate student **Shawn Bubany** (University of Minnesota, advisor

Jo-Ida Hansen) won the *SVP Graduate Student Research Award*. Our conversation hour featured **Itamar Gati**, who shared knowledge gained from decades of studying problems encountered in the process of career decision-making. We hope you'll take the time to nominate your peers for these awards this spring!

This year's SVP symposium was a joint effort with the Section on Prevention. We presented a two hour symposium entitled, "Using career interventions as a prevention strategy: Implications for policy." Our presenters described specific preventive career interventions for middle school (Saba Rasheed Ali and colleagues), high school (Maureen Kenny and colleagues), and college students (Rebecca González and colleagues) that were designed to increase participation in health careers, increase youth competencies through work-based learning, and facilitate adjustment among first generation college students, respectively. A fourth presentation focused on counseling psychology as a public health intervention (Don

Contents, Winter 2012

<i>Message from Chair</i>	1-2
<i>APA 2011 photos</i>	3
<i>SVP Student Rep Column</i>	4
<i>Call for Student Posters</i>	5
<i>Past Chair Column</i>	6
<i>Guest Column</i>	7-8
<i>Forthcoming Conferences</i>	9
<i>Guest Column</i>	10
<i>Guest Column</i>	11
<i>Interview a Voc Psych</i>	12-13
<i>Guest Column</i>	14
<i>Member News</i>	15-17
<i>Call for Nominations</i>	18-19
<i>Call for Proposals</i>	20
<i>Journal Spotlight</i>	21-25

Eggerth), addressing the significant health and safety risks faced by immigrant Latino workers. Our 2 discussants brought a wealth of information and experience to bear upon these topics from the perspective of decades of policy work in Washington DC and elsewhere (Joan Wills), and the perspective of decades of school-based prevention research (Andy Horne). The two hour block allowed for depth in the presentations *and* discussion, and it truly was a convention highlight. We look forward to

future collaborations with the Section on Prevention and other sections.

In addition to the SVP section-sponsored symposium, there were numerous other symposia and poster sessions presented by SVP members throughout the duration of the conference, including several new fellow addresses.

This fall, many members of our section attended an international conference dedicated to cutting edge career counseling practice and research in Padova, Italy. The conference was entitled, ***“Vocational Designing and Career Counseling: Challenges and New Horizons.”*** What could be better than combining vocational psychology, international colleagues, and Italian wine? Contrary to what your colleagues have told you, the conference did NOT require them to be in Italy for the entire month. See Donna Schultheiss’ report on the conference in this newsletter!

Many of us gathered at Boston University for the SVP biennial conference from November 4th – 6th, entitled ***“Forging Career Policy for the Greater Good”***. It was an honor to have Dr. Raimo Vuorinen as the keynote speaker; he is the coordinator of the European Lifelong Guidance Partnership Network and a researcher at the Finnish Institute for Educational Research at the University of Jyväskylä, Finland. The conference also featured plenary addresses, concurrent sessions, poster sessions, and a

town hall; Marie Hammond (this issue) provides an excellent description of conference events, and Joan Wills (this issue) summarizes her recommendations for how vocational psychologists can work to influence national policy. We are pleased that Boston University is hosting a website link to webcasts of conference speakers and urge you to visit the link <http://www.bu.edu/buniverse/search/?q=svp&submit> and explore the sessions. Many thanks to Scott Solberg and the conference steering committee (Saba Ali, David Blustein, Ed Colozzi, Robert Reardon, Pat Rottinghaus, James Sampson, Scott Solberg, and Sue Whiston), as well as to Marion Westgate, who did an excellent job of organizing, problem solving, and detail managing for the conference.

It is already time to begin preparations for the next biennial SVP conference. Please see this issue for our call for proposals to host and organize the 2013 conference.

Finally, we are preparing for the next APA conference in Orlando, Florida. The title of the SVP section-sponsored symposium is “Workplace mental health and well-being” and will feature papers on unemployment and underemployment (Graham Stead and Justin Perry), sexism and intersectionality (Kathi Miner) and religion and spirituality (Bryan Dik and Ryan

Duffy). Ruth Fassinger will serve as our discussant. Just prior to the APA conference we’ll hold elections for chair-elect and treasurer of SVP. Please consider running for these positions to ensure the future of SVP. And in the meantime, be well!

Ellen

SVP LISTSERV

If you are interested in communicating with SVP members, but are unsure of the best way to do this, please consider the SVP listserv as a means of communicating important information such as upcoming conferences or presentations, generate discussion, and to stay on top of the latest SVP developments. Additionally, the listserv is the means by which we disseminate our biannual newsletter. Please inform your colleagues who are members of SVP and have not yet signed up for the listserv, please inform them of the opportunity to do so.

The SVP listserv address is:

DIV17SVP@lists.apa.org

and you can join by simply sending an email to the listserv administrator, Bill Stilwell, at westil3@pop.uky.edu.

Scenes from SVP Meetings at the APA Convention, 2011



Message from SVP Student Representatives

*Kristine Buelow
and
Sarah C. Michalos-Rispinto*

Greetings from your SVP Student Representatives! We hope this academic year has treated you well and you are in full swing this spring semester. Did you miss SVP's biennial conference this past November in Boston, Massachusetts? Don't worry! With every new year comes exciting new opportunities and ways for you to get involved as a doctoral student! We have exciting conferences coming up that you can participate in as an SVP student.

The APA Convention is being held on August 2-4, 2012 in Orlando, Florida. The SVP division will be hosting a conversation hour at APA to discuss current topics in the field,



*Sarah C. Michalos-Rispinto, M.A.,
P.C.
Cleveland State University*



*Kristine Buelow
Southern Illinois University*

opportunities in the field of vocational psychology, and other ways to network and get involved. Don't miss this great opportunity to meet other graduate students, network with professionals in the field, and learn more about important topics and issues in the field!

Can't attend the Conversation Hour at APA? Mark your calendars for the Symposium that SVP is hosting at APA! The symposium will address issues concerning Workplace Mental Health and Well-being. Dates and times for the Conversation Hour and Symposium will be announced once scheduled. Other upcoming conferences you might be interested in include: American Educational Research Association Conference, Vancouver, Canada (April 13-17, 2012); American Counseling Association Conference, San Francisco, California (March 21-

25, 2012); National Career Development Association, Atlanta, Georgia (June 21-23, 2012); and the International Congress of Psychology, Cape Town, South Africa (July 22-27, 2012).

Also, don't forget to join the listserv! By joining the listserv you are able to keep up-to-date on current trends and topics in the field of vocational psychology!

You can join by sending an email to:

DIV17SVP@LISTS.APA.ORG.

Summer 2012 Edition of Vocational Psychology News

Send your news, notes, and newsletter articles as a word document attachment to:

Kimberly Howard at:
khoward@bu.edu

**Deadline for summer
issue: 6/25/12**

Call For Proposals

Society of Counseling Psychology (APA Division 17) Student Poster Session
American Psychological Association Convention
Orlando, Florida August 2-5, 2012
Submission Deadline for Proposals: March 12, 2012

Proposals are now being accepted for a Student Poster Session co-sponsored by the Council of Counseling Psychology Training Programs (CCPTP), Division 17 Sections, and the Division 17 Student Affiliates of Seventeen (SAS). Poster proposals may be empirical studies or theoretical considerations relevant to the specific Division 17 Section to which they are submitted. The first author on the proposal must be a student (or have completed the project while a student or intern) and must either be an affiliate of Division 17 or sponsored by a Division 17 member.

Poster proposals should include a **cover sheet and a 500- to 1000-word summary** of the study in APA style. The abstract should include some description of the nature of the presentation (empirical, theoretical, technique) and primary findings. Summaries of empirical studies should include a brief literature review, statement of the problem (hypotheses or research questions), participants, procedures, results, and conclusions. Summaries of other presentations should include enough detail for reviewers to judge the overall format and contribution of the scholarship. The proposals will be subjected to masked review. Please **do not include identifying information** in the proposal (only on the cover sheet; see below).

To submit your proposal for the Student Poster Session, attach your proposal and completed cover sheet and email to **BOTH studentposterdiv17@gmail.com** and hzlyons@loyola.edu. Identify in the subject line of the email: student poster proposal – “Society for Vocational Psychology” (e.g., student poster proposal – Society for Vocational Psychology). If you do not send your proposal to a specific section, your proposal will not be reviewed for this poster session. Please send your proposal to only one section. For a description of each of the sections please go to the section website (<http://www.div17.org/sections.html>).

Given that this poster session is internally sponsored by Division 17, and not part of the official APA convention program, presenters will not be eligible for APA travel awards or waived registration fees for the APA Convention

Proposal Checklist (for your use—do not send with proposal):

- _____ 500-1000 word summary of work completed as a student
- _____ Cover sheet with all presenters contact information (provide in separate file from proposal)
- _____ If applicable, provide sponsor signature if not a Division 17 affiliate (include the e-mail text or attach the forwarded email from the sponsor).
- _____ Forward proposal and cover sheet (as attached word documents) to appropriate Section Poster Session Chair (Donna Schultheiss) and to the main section poster account listed above
- _____ Address subject line of e-mail: “Student Poster Proposal – SVP”
- _____ Send to Both the section poster coordinator and to studentposterdiv17@yahoo.com





*Donna Schultheiss
Cleveland State University*

***Vocational Designing and
Career Counselling:
Challenges and New
Horizon Conference
Padua, Italy
September 12-14, 2011***

Our esteemed colleagues, Salvatore Soresi (Chair), Laura Nota, and Guido Sarchielli (Co-Chairs) hosted a successful international conference at the University of Padua in September 2011. The aim of the conference was to respond to the many demanding challenges that career counseling and vocational guidance professionals are facing during this time of marked uncertainty and deep social and economic crisis. Several of the major themes of the conference included: challenges and new horizons for vocational design and career counseling, theories and approaches to vocational design and career counseling, vocational design and career counseling for

the disabled, immigrants, refugees, and asylum-seekers, the relationship of vocational guidance and career counseling to social policies and sustainable economic development, and training and certification of competence of the vocational design and career counseling professionals.

The opening session on vocational designing and career counseling included presentations by Dr. Salvatore Soresi, Dr. Mary Heppner, Dr. Laura Nota and Dr. Puncky Heppner. Dr. Rosie Phillips Bingham presented the first plenary session entitled, Changing roles and responsibilities for vocational psychologists: Right-sizing the workforce. Dr. Bingham provided a compelling argument that vocational psychologists must expand their traditional study from that of career development to the role and definition of work and the economic impact of work on society. The conference well attended by SVP members, many of whom made symposium and paper presentations.

The day prior to the conference, the founding meeting of the new European Society for Vocational Designing and Career Counselling was held. The purpose of this new European academic society is to stimulate and promote international (European) collaboration in research and development in the fields of life

-designing, vocational guidance and career counselling. One goal of the organization is to enhance research collaboration within Europe.

One outcome of the conference was a book of thoughts, beliefs, worries and hopes collected by Salvatore Soresi, Mary Heppner, Laura Nota, and Puncky Heppner prior to the conference. The objective of the project was to listen to the voices of career development and vocational guidance professionals from around the world: their aspirations and worries, and the competencies believed to be needed now and in the future. The result was an amazing collection of thoughtful reflections on the challenges and new horizons for our field.

**SVP has sponsored a
biennial conference series
since 1992.**

***Would you like to host the
next one?***

**Please see
SVP 2013 Biennial
Conference
Call for Proposals
p. 20**

Society For Vocational Psychology Conference: Boston



Enacting a paradigm shift to Work in People's Lives

*Marie Hammond
Tennessee State University*

Kudos to the 2011 SVP Conference Steering committee for this outstanding conference! Each of the SVP conferences has surpassed the preceding conferences and this conference was no exception. Beginning with an outstanding grant workshop in a welcoming brown-stone on floor two-and-a-half (accompanied by a panoply of local dogs - so cute and petable!) and ending in an incredible building filled with technological art work, this

conference is memorable both for the setting and the productive collaborations developed through the carefully structured sequence of work, this conference is memorable both for the setting and the productive collaborations developed through the carefully structured sequence of presentations, conversation breaks, and down time. In all seriousness, the productivity in this conference was amazing.

Beginning with digging deep into the joys and sorrows of grant writing, the collaborative atmosphere facilitated the learning, brainstorming, and skill development so important for the success of a good conference. Workshop participants were immersed in a powerful opportunity to engage in a paradigm shift to become more effective in achieving our goals for research, service, and community change. The workshop gained power through the sharing of experiences, brainstorming difficulties, and support provided to the group members as the workshop progressed. Conversations with three funding agency staff

members provided a marvelous capstone experience.

The conference itself was no less remarkable, bringing together leaders and experts in the field of career counseling and vocational psychology. The keynote speech by Raimo Vuorinen, Finnish Institute for Educational Research, University of Jyväskylä, set the stage for productivity and focused our attention on what could be achieved through bringing together diverse groups. The conference was further enriched by the presentations and participation of major players in the career/vocational arena. The president-elect of NCDA, Deb Osborne, was present, as was past President Janet Lenz from Florida State University's well-respected career counseling center. There was a significant representation from our international colleagues from Finland, Israel, Italy, Portugal, and South Korea. In addition, our own social media expert, Ed Colozzi, utilized his considerable talents (*continued on p. 8*)

Enacting a Paradigm, continued from p. 7

to reach out to others unable to be present.

The combination of highlighting the challenges we face in the plenary sessions with and knowledge development in the concurrent sessions proved a stimulus to engage in the challenge of paradigm shift that this conference seemed to be designed to produce. It is impossible to proceed further without sending a shout-out to Don Eggerth for his quick recovery from an exciting plane ride. Don, we missed you and were happy to hear the news when you were up and around again. In the true spirit of adaptability, a Town Hall was quickly organized, providing the opportunity for everyone to voice their thoughts regarding next steps in building collaborative alliances to address the current policy issues related to work and career in the U.S., bringing to a close a most productive and renewing experience for all involved.

Pictures from the SVP Pre-conference Workshop



SVP has sponsored a biennial conference series since 1992.
Would you like to host the next one?

Please see
SVP 2013 Biennial Conference
Call for Proposals, p. 20

Forthcoming Conferences



October 3rd - 6th 2012

Invitation to the International Conference Career Guidance for Social Justice, Prosperity and Sustainable Employment - Challenges for the 21st Century

Organiser & Venue

HdBA, University of Applied Labour Studies, Mannheim, GER



For information on either the APA, or IAEVG Annual Conferences click on the link below:

[2012 American Psychological Association Conference in Orlando](#)

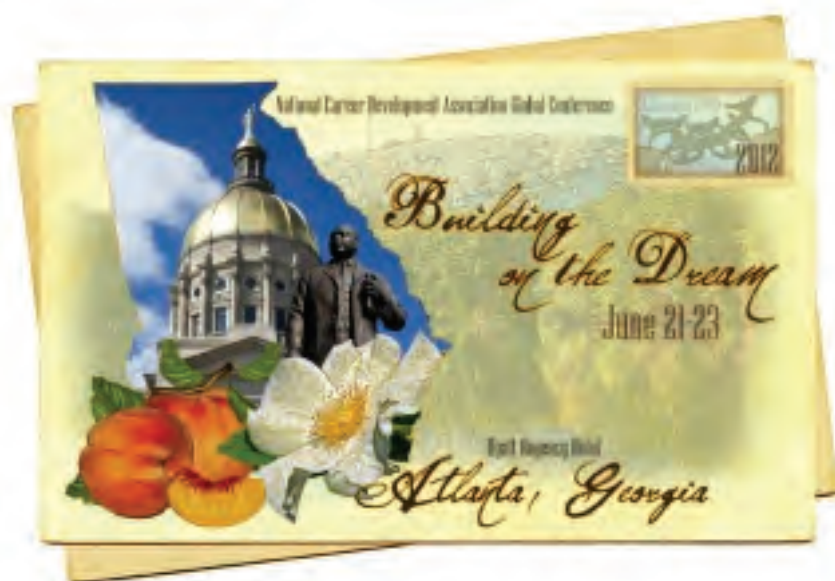
[2012 International Association for Educational and Vocational Guidance In Mannheim, Germany](#)

NCDA Invites You to Atlanta!

As we look ahead to the summer, we invite you to join us in Atlanta, GA for the 2012 NCDA Global Career Development Conference, June 21-23rd.

Set in the birthplace of Martin Luther King, Jr., the conference theme is Building on the Dream. As always, the high quality of conference sessions and PDIs will enhance your knowledge and strengthen your skills.

Come learn, experience, give back, enjoy old friends and make new ones at the 2012 NCDA Global Conference in Atlanta, June 21-23rd. Be sure to check out www.ncdaconference.org for updated information about the conference and all of the exciting events that we have planned.



2012 National Career Development Association Global Conference in Atlanta, Georgia



Regaining Policy Influence as a Professional Society

Joan Wills

Institute for Educational Leadership

Support from the federal government to strengthen the capacity of the labor force through career guidance and development services has one of the longest histories of support on any domestic and foreign policy agenda. Federal fiscal support goes back for approximately 100 years; it has even included the supporting the development of professional associations in the 1950s through the National Defense Education Act. The form and thrust of the support has evolved over time but unfortunately current resources and focus is on a downward spiral and shows no signs of being reversed. The last major legislative recognition was in the 1970s through the National Occupational Information Coordinating Committee (NOICC) and counterparts State Occupational Information Coordinating Committees (SOICC) that were creat-

ed to develop and improve the labor market information infrastructure that crossed the boundaries between labor and education agencies. However, this network was eliminated in the 1990s with the passage of the Workforce Investment Act. It is important to note there are multiple pieces of legislation that allow career guidance and development services but the reality such core services are inadequately supported in education and workforce development systems for well over 30 plus years.

The U.S. is a nation that supports activities that can be measured in order to determine the value of expenditure of public resources. However, career guidance and development services are not included in the array of performance and accountability systems. Evidence-based quality services are not promoted in education and training programs serving both youth and adults; professional development funding is minimal to non-existent; and, research funded to address such issues is weak and certainly not considered a priority.

What can SVP do to alter such conditions? The first rule of altering laws and priorities of government: it is fundamental that strategic coalitions of like minded organizations must offer their solutions as one voice. Thus SVP must reach out to develop a sustainable active network of like minded professional organizations. The representatives of

organizations should be authorized to work collectively in behalf of their organizations to develop an action agenda. This is the essential first step but alone it will not suffice. There will be a need to share and modify as necessary the action agenda to key stakeholder organizations that represent those in charge of allocating funds and implementing programs. For example the National Governor's Association, the National Conference of State Legislators, and the National State School Boards Association and specialty organizations such as the State Directors of Career and Technical Education.

SVP has an international source to guide its work in the development of a policy influence agenda. The weakness of governments support for career development and guidance has not gone unnoticed by the Organization of Economic Development (OECD). OECD in a study of 39 nations done in collaboration with the World Bank and the European Union found common areas to guide SVP as it moves forward. The review found that nations have not altered their career development and guidance strategies to be driven by the most up to date evidenced based research. Such research shows the programs funded by governments ought to focus on ensuring the end result of any publically supported system
(continued on p. 13)



Proposed Vocational Psychology Guidelines: An Update

*Nadya Fouad
University of Wisconsin—
Milwaukee*

The global recession has had a silver lining for vocational psychologists. Suddenly, the role of work in people's lives has become front page news. Terms such as 'underemployment' are explained in great detail and news programs are following people who are 'victims of the Great Recession.' Psychologists, who previously thought of work-related concerns as somehow secondary to other, more pressing concerns (such as relationships), are realizing the importance of work to mental health and well-being.

Because, in fact, the relationship between work and mental health is documented in many ways. Job satisfaction is positively related to satisfaction in other areas of life, physical health, and to subjective well-being. And mental health is strongly affected when people

want to work, and can't, such as has happened to the many individuals who have lost their jobs in the past three years.

For many years, members of the Society of Vocational Psychology have argued that effective and ethical psychological practice must include an understanding of vocational psychology. We have identified six major areas that we think are important to guide the practices of psychologists. These six, listed here below, have been submitted (along with the research supporting each) to the American Psychological Association's Board of Professional Affairs for consideration to be included as Practice Guidelines. We are hopeful that these guidelines will help all psychologists gain a better understanding of the role of work in their clients' lives.

- Guideline #1: Psychologists strive to have an awareness of the pervasive impact of work on an individual's quality of life.
- Guideline #2: Psychologists are encouraged to be aware of the influence work has on mental health, as well as the influence of mental health on work.
- Guideline #3: Psychologists are encouraged to understand the role of work transitions across the lifespan.
- Guideline #4: Psychologists strive to understand how socio-culture factors, such as gender, ethnicity, socio-economic status, sexual orientation, disability status, and urban/rural residence, may influence the pursuit and experience of work
- Guideline #5: Psychologists strive to understand how the individual negotiates multiple life roles, including that of the worker.
- Guideline #6: Psychologists strive to understand how economic and social factors (including labor market, access to education, globalization) impact opportunities for and barriers to employment, and subsequently alter one's career trajectory.



Interview with a Vocational Psychologist: V. Scott Solberg
Boston University

What got you doing research in the field of vocation and career?

My first undergraduate class when I transferred to UC Santa Barbara was Sociology of Education. This course crystallized in me a fundamental belief that our economic success in the United States is tied to education and is therefore the most important first step in career and workforce development. My first graduate advisor – J. Manuel Casas – opened opportunities to engage in dropout prevention from the perspective of focusing the question on why students – specifically Mexican American youth – succeed in school. Traditionally it is assumed that if we understand why students fail that we can then determine how to support them in success. I disagree with this. I do not believe that change strategies are always born

from understanding their root causes. My first grant that I wrote was to lead a dropout prevention program in a middle school setting and this experience shaped my desire to work in schools conducting interventions that could transform the learning experiences of both youth and teachers.

I was challenged regarding how improving academic outcomes related to career development. Fortunately, the strands of my research program in dropout prevention and career search self-efficacy has finally integrated to demonstrate how access to quality career development results in better academic outcomes and workforce readiness skills.

What are your specific research interests? How did you find a specialization?

My research interests focus on how we can design optimal learning environments that help all youth realize their true potential. My work involves working within and with whole systems to create learning opportunities that result in stronger relational bases between educators, students and more recently families. In college I was drawn to Bandura's concept of self-efficacy as a key concept that could positively impact school and college success. While in graduate school I created a Career Search Self-Efficacy measure and then a measure of academic self-

Assistant Professor at Loyola University Chicago. The theory and research on academic self-efficacy led me to create an intervention that was then titled Achieving Success Identity Pathways (ASIP) program. Implementing this in schools for a number of years helped me to understand a range of dynamics occurring within schools and communities. More recently I have been able to combine both approaches to self-efficacy through research conducted with the Singapore Ministry of Education and the National Collaborative on Workforce and Disability for Youth (sponsored by U.S. Department of Labor's Office of Disability Employment Policy). This work has allowed me to continue investigating the sources of academic, career and workforce readiness as well as provide research-based technical assistance to schools, districts, and states.

How does the work you do relate to policy issues? Multicultural issues?

With respect to multicultural issues, in order to address issues such as income inequality and the achievement gap, there must be a great deal of attention designing culturally relevant learning opportunities that maximize education, career and workforce outcomes
(continued on page 13)

Interview with a Vocational Psychologist, continued from p. 12

for all youth and adults. In addition to racial and cultural diversity we as a profession on counseling psychology need to increase our efforts to work on the career development needs of youth and adults with disabilities.

What piece of advice would you offer to doctoral students entering the work force? What piece of advice would you offer to new clinicians in the work force? What advice would you offer seasoned professionals in the field?

For doctoral students, organizations need your research skills to design research-based curriculum and interventions and your program evaluation skills to report on the impact of these activities. For Clinicians, find a specialization to add to your general skills, and seek out opportunities to learn how to run a career counseling business that incorporates group, individual, and online modalities. For seasoned professionals, technology offers a new set of opportunities for designing and implementing our work. In addition to social media, there are online career information systems that have a wide range of resources to support our career development efforts. Also, look more closely at how the European Union is embracing career development efforts. Also, look more closely at how the European Union is embracing career development as central to their workforce development efforts.

As a leader in the field, why do you think doctoral students and/or professionals should become involved in Society of Vocational Psychology of Division 17? Is it helpful for students and professionals to be well-versed in vocational and career issues? Why?

Not sure about the “leader” label. Our Society has always offered a place for students, new graduates to find a place where they can engage in great conversations and activities with those of us that have been out longer. It has always been a great source of support and camaraderie within Division 17.

Regaining Policy Influence, continued from p. 10

should be centered on helping the individual’s ultimately develop the career management skills they can use to make their own informed choices. This represents a substantial, perhaps some would say radical shift, as most programs place emphasis on immediate decisions for a job placement. To alter such a shift it will be essential to develop a dual action agenda.

The action agenda needs to focus on improving the services to specific target groups that include the following clusters: (a) youth in public schools engaged in their initial preparation, (b) youth at-risk both in and out of school, (c) students in

postsecondary education, (d) employed adults, (e) unemployed adults, and (f) other disadvantaged groups such as immigrants.

The second broad focus area needing attention is how to substantially improve systems. The following areas they identified include: (a) improving the training and qualification systems for service providers, (b) ensuring leaders are for the entire sub systems/target groups are developed, and (c) improving the methods for assessing the effectiveness of services. On this last point there is a critical need to generate consensus among key stakeholders about a discrete set of measures to assess the value of career development and counseling services for inclusion in education and workforce development accountability systems. A starting point for the professional societies could be development of a draft research agenda based upon literature reviews of all of the above areas as well as review of documents generated by such organizations as the Government Accountability Office that focus on the same topics. Such an agenda could be shared with key federal agencies such as the Institute for Education Sciences and the research office of the Employment and Training Administration of the Dept of Labor.



SVP Member Honored by White House as a Champion of Change

**Angela Byars-Winston
University of Wisconsin—
Madison**

Addressing the Cultural Context of STEM Pursuits

On December 9th, the White House honored twelve individuals as Champions of Change in America. They were recognized for their efforts to recruit and retain women and girls in science, technology, engineering, and mathematics (STEM) fields. I am humbled to be selected as one of those twelve individuals and share this honor with numerous mentors and colleagues with whom I have had the tremendous opportunity to collaborate on research.

Two years ago, President Obama's *Educate to Innovate* campaign was launched to improve the nation's participation in STEM, particularly for youth. Among the three pillars of this campaign is the commitment to "expand STEM education and career opportunities for underrepresented groups, including women and girls." My scholarship supports this third pillar by

contributing research evidence to the STEM discourse on the impact of cultural factors on academic and career outcomes. My goal is to increase the effectiveness of interventions designed to advance gender and racial/ethnic equity in STEM. My work complements the knowledgebase on the "what" of science education with additional understanding of "how" race and gender variables may relate to STEM academic and career development.

My experience is drawn from working mainly with three groups over the last 10 years:

- Middle school girls grades 6-8 in science & engineering career days through the "Expanding Your Horizons" program at the University of Wisconsin -

Madison; <http://www.eyh.wisc.edu/>

- Undergraduate STEM students: underrepresented racial/ethnic minority students and women in science and engineering
- Graduate underrepresented racial/ethnic minority students in biological and behavioral sciences

I want to encourage a larger dialogue on the nexus of culture and career development, particularly in STEM.

To read more of my Champions of Change blog, please visit <http://www.whitehouse.gov/blog/2011/12/19/addressing-cultural-context-stem-pursuits>

To read more about the Champions of Change event, please visit <http://www.whitehouse.gov/champions>



Jasmine Winston & Angela Byars-Winston with
Aneesh Chopra, former White House Chief
Technology Officer



Newsmakers

Section Member News and Notes



2012 SVP Award Winners

Congratulations to Dr. Terrence Tracey!

2011 SVP Distinguished Achievement Award Winner

Dr. Tracey was recognized at the 2011 APA Convention for his pioneering and far-reaching contributions to vocational psychology, most notably related to the structure and tability of career interests.



Congratulations to Drs. Erik Porfeli and Patrick Armstrong!

2011 SVP Early Career Professional Award Winners

Drs. Porfeli and Armstrong were recognized at the 2011 APA Convention for their contributions to vocational psychology, most notably related to the vocational development, interests, and identity among children and youth.



**Congratulations to:
Shawn Bubany**

2011 SVP Graduate Student Research Award Winner





Newsmakers

Section Member News and Notes



Michael Hall Reports: Following my December 2011 “So, You are Really Thinking of Leaving the Law? Strategies for Successful Psychological Retirement, a mental health-substance abuse continuing legal education sponsored by the North Carolina Lawyer Assistance Program, I conducted ‘Left Behind:’ *Counseling with Survivors of Traumatic Workforce Reduction*, and *Caught in the Middle: Defusing High-Conflict Parent-Career Practitioner Interactions* at the 26th Annual Careers Conference (January 30-February 1, 2012), hosted by The Center on Education and Work at the University of Wisconsin-Madison. As well, I continue to serve as the Professional Counselors Department’s contributing editor for National Career Development Associations’ *Career Developments Magazine*.



Moin Syed edited a Special Issue of the Journal of Social Issues:

Syed, M., & Chemers, M. M. (Eds.). (2011). Scaling the higher education pyramid: Academic and career success of minorities and women in science and engineering. *Journal of Social Issues*, 67(3).

Matt Diemer was invited to present two workshops in Istanbul, Turkey:

- Introduction to structural equation modeling. Invited workshop as part of New York University/Bahcesehir University methodological workshop series.
- Five critical (yet simple) ingredients for effective career guidance interventions. Invited workshop at TODER conference. (Address also delivered in Izmir, Turkey).

The Florida Coalition Against Domestic Violence (FCADV) invited **Dr. Krista Chronister** to speak about her career counseling intervention program, ACCESS, at their Economic Justice Train the Trainer event on December 1, 2011. FCADV also purchased the ACCESS curriculum for all those agency staff who attended the event and have supported its use across the state. ACCESS is a research- and community-based group career counseling program designed to promote the career development of women partner violence survivors. ACCESS is being used currently by seven different domestic violence and women’s agencies nation-wide. More information about the ACCESS program can be found at: <http://www.access-dv.org/>

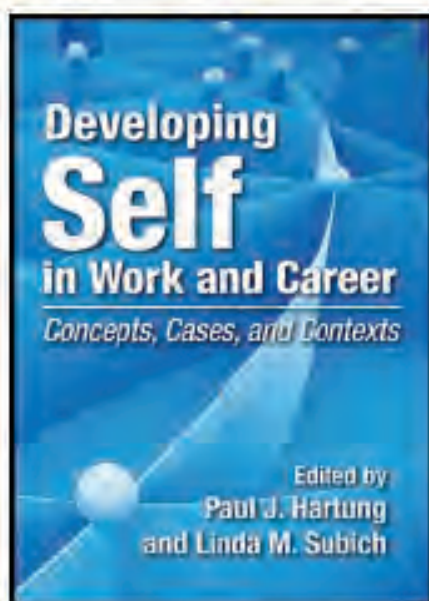
Bob Reardon forwarded the following abstract which will be of interest to many SVP members:

McHugh, E. R., Lenz, J. A., Reardon, R. C., & Peterson, G. W. (2012, in press). The effects of using a model-reinforced video on information-seeking behaviour. *Australian Journal of Career Development*, 21(1), 16-23.

This study examined the effects of viewing a ten-minute model-reinforced video on careers information-seeking behaviour of 280 students in ten sections of a university careers course randomly assigned to treatment or control conditions. The video portrayed an undergraduate student seeking careers counselling services and a counsellor using modelling, as well as verbal and non-verbal reinforcement, to encourage the student to use information resources (such as books, websites, informational interviews). Participants who viewed the video (the treatment group) reported using a significantly wider variety of information-seeking strategies (reinforced in the video) and using more varied careers resources in completing a research assignment than students in a regular classroom presentation who did not view the video (the control group). They also spent less time seeking information than students in the control group. Implications for the use of the video in future research and practice are discussed.

APA BOOKS

AMERICAN PSYCHOLOGICAL ASSOCIATION



Developing Self in Work and Career Concepts, Cases, and Contexts

Edited by Paul J. Hartung and Linda M. Subich

Human beings possess the unique psychological ability to self-reflect. Few human experiences and behaviors define the self and allow us to characterize ourselves within the social world more than work and career. The pressing economic and social conditions of the information and globalization age require workers to be more self-directed by managing their own work lives, rather than solely relying on organizations to support them. Given these shifting occupational structures, it is time to reassess the long-standing emphasis on fitting workers to jobs and move toward empowering them to adapt to change.

In this volume, leading scholars and practitioners examine the construct of self through vocational psychology and career development topics centered on theory, assessment, and intervention.

Chapters in Part I consider predominant theoretical models of career choice and development, such as person-environment fit, developmental, sociocognitive-behavioral, and constructionist perspectives.

In Part II, contributors offer counseling methods rooted in these theoretical models and in contemporary I/O psychology to foster self-construction through work and career.

In the final part, authors examine contextual dimensions of gender, culture, and socioeconomic class to investigate how self is constructed in relation to our social world.

By exploring theories of career choice and development and their related counseling practices, practitioners can more effectively meet the needs of a rapidly changing global workforce. 2011. 224 pages. Hardcover.

List: \$59.95
ISBN 978-1-4338-0861-6

APA Member/Affiliate: \$49.95
Item # 4317238

About the Editors

Paul J. Hartung, PhD, is professor of Behavioral and Community Health Sciences at Northeastern Ohio Universities Colleges of Medicine and Pharmacy, Rootstown, and Adjunct Professor of Counseling at the University of Akron. He is a fellow of the American Psychological Association (Division 17) and the National Career Development Association. In 2009 he received the John L. Holland Award for Outstanding Achievement in Career and Personality Research from APA Division 17. He has published widely on the topics of developmental career theory, assessment, and counseling and serves on the editorial boards of *Journal of Vocational Behavior*, *Journal of Career Assessment*, *The Career Development Quarterly*, and *Journal of Counseling and Development*.

Linda M. Subich, PhD, is Professor and Associate Chair of the Department of Psychology at The University of Akron. Her MA and PhD in Counseling Psychology are from The Ohio State University. In 2000, she received the Holland Award from APA Division 17, and holds Fellow status in APA Divisions 17 and 45. She served as Associate Editor of *Journal of Vocational Behavior* and *The Career Development Quarterly*, and currently serves on the editorial boards of the *Journal of Counseling Psychology*, *Journal of Vocational Behavior*, and *Journal of Career Assessment*.

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2012 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. Past winners include: Terence Tracey, Steven Brown, Robert Lent, Nancy Betz, Jo-Ida Hansen, Mark Savickas, Don Zytowski and John Holland. The award includes a check for \$500.00 and a citation from the Chair of the Society for Vocational Psychology.

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.

Nomination Procedure

Nominations 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: April 27, 2012

Please send nominations to: Dr. Patrick Rottinghaus
SVP Award Committee Chair — rpatrick@siu.edu

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. Past winners include: Patrick Armstrong, Erik Porfeli, Bryan Dik, Patrick Rottinghaus, and Matthew Diemer. The award includes a check for \$500.00 and a citation from the Chair of the Society for Vocational Psychology.

Eligibility

- 1) 1 to 7 years past date of doctoral degree.
- 2) Has contributed substantially to the fields of career and/or vocational psychology as evidenced by at least one publication on which she or he is first or only author.
- 3) Has been nominated by peers, colleagues, members of the awards committee, or members of SVP as having made a substantial or cutting edge contribution to the field.
- 4) Has demonstrated a commitment to continuing to conduct research in vocational psychology.
- 5) Is an active member in SVP.

Nomination Procedure

Nominations should include a nomination letter that discusses the significance of the nominee's contributions to career and/or vocational psychology. This nomination letter should be accompanied by a vita and no more than two letters of support.

Graduate Student Awards in Vocational Psychology

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 2012 SVP Graduate Student Award in Vocational Psychology are due April 27, 2012. Please send electronic copies (pdf preferred) of the nomination letter and the research paper (in published, manuscript, or proposal form) to:

Donna E. Schultheiss, Ph.D.
SVP Past Chair
d.schultheiss@csuohio.edu

Call for SVP Chair-Elect & Treasurer Nominations

The terms for Sue Whiston as Chair-Elect and Heather Lyons as Treasurer will expire in August. Dr. Whiston will become the new Chair of the Society in August, 2012. Thus, in accordance with our bylaws, it is time to nominate yourself or a colleague for these important section offices. Section Officers must be Members of the section. The other primary qualification is the desire to act as a steward for, and to contribute to, the ongoing development of the section. Willingness to stand for election as Chair Elect or Treasurer involves making a two-year commitment to the section. Please forward all nominations for these offices by April 27, 2012 to:

Donna Schultheiss, Ph.D.

Email:
d.schultheiss@csuohio.edu

Call for SVP Student Representative Nominations

The term for Kristine Buelow, as SVP student representative, will expire in August. Thus, in accordance with our bylaws, it is time to nominate a student to serve as representative to the SVP Executive Board. The student representative is an active member of the board who is able to make a commitment to attend the annual APA convention and to participate in the SVP executive board meetings both at APA and on conference calls throughout the year. The student should also demonstrate an interest in becoming actively involved in section activities and in encouraging the involvement of other student members. Faculty are encouraged to nominate interested students. If you are a student interested in serving SVP in this capacity for a two-year term, please ask a faculty member to nominate you. Nominators should address leadership abilities, commitment to vocational research and/or practice, and interest in the position. A student representative will be selected by the SVP Executive Board and will commence responsibilities in August 2012. Please forward all nominations by April 27, 2012 to:

Donna Schultheiss, Ph.D.

Email:
d.schultheiss@csuohio.edu

Vocational Psychology News is published biannually by the Society for Vocational Psychology: A Section of Division 17, The Society of Counseling Psychology of the American Psychological Association. The views expressed in this publication do not necessarily represent the policies of the APA, or SCP.

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Society for Vocational Psychology 2013 Biennial Conference Call for Proposals

SVP has sponsored a biennial conference series since 1992.
Would you like to host the next one?

Required Proposal Elements:

1. Conference Theme. This section should be used to propose and justify the conference theme. The conference theme should be of interest to members and consistent with the purpose and goals of the Society.

2. Location and Facilities. Proposals should provide adequate detail regarding the general location of the conference and the specific facilities that are available at that location to accommodate conference meetings, meals, and housing. Include in this section cost estimates for members to travel to the conference location.

3. Conference Structure and Schedule. This section should provide details related to the conference structure and schedule. Will the conference presenters be invited or will there be an open call for proposals? Will the conference be structured around plenary sessions, concurrent symposia, poster sessions, workshops, or some combination of these? Describe in this section how graduate student members, junior pro-

fessionals, and senior professionals will be included in the conference. Dates for the conference should be included in this section as should a tentative outline of meetings and social activities.

4. Co-Sponsoring Institutions/Organizations. Many past conferences have been cosponsored by host academic institutions, not-for-profit, and for-profit organizations. Proposals should include a discussion of existing or anticipated co-sponsorships. Please differentiate anticipated from confirmed co-sponsoring institutions or organizations. Include in this section a plan for securing co-sponsorships if appropriate.

5. Budget. Proposals must include a detailed proposed budget that includes a discussion of anticipated revenue and expenditures, and anticipated direct and indirect contributions from co-sponsoring institutions or organizations. Also include in this section a discussion of anticipated registration fees (or fee structures) and estimated on-site costs for an individual attending the conference

(e.g., housing, registration, food not covered under the registration fee, and transportation from housing facilities to the conference if appropriate). Housing subsidies (e.g., block room rates, discounted university dorms) should also be included here if proposed or already secured. Include a financial plan describing the relationship between the host institution/group/organization and the Society for Vocational Psychology. This section should include details related to the need for planning funds and a discussion of how financial gains or losses from the conference will be dealt with.

6. Conference Outcome. Several Society conferences have resulted in long-term outcomes (e.g., ongoing projects or initiatives, book contracts, etc). Use this section to describe planned outcomes from the conference.

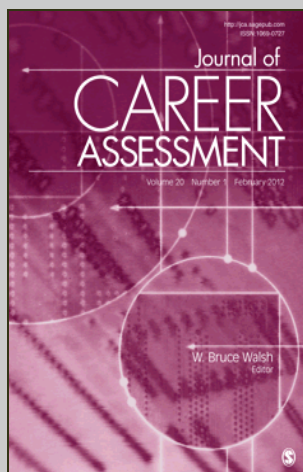
7. Conference Planning Timetable. This section should include a project time and task table that lists key conference planning milestones.

(continued on page 25)

Proposals due by April 27, 2012
to Ellen Hawley McWhirter (ellenmcw@uoregon.edu)

Journal Spotlight

Journal of Career Assessment



Volume 20, Issue 2, 2012

The Career Futures Inventory – Revised: Measuring Dimensions of Career Adaptability by Patrick J. Rottinghaus, Kristine L. Bue-low, Anna Matyja, & Madalyn R. Schneider

The Contribution of the Counselor-Client Working Alliance to Career Exploration by Julia Elad-Strenger & Hadassah Littman-Ovadia

Work Volition, Career Decision Self-Efficacy, and Academic Satisfaction: An Examination of Mediators and Moderators by Alex Jadidian & Ryan Duffy

Career Decision Statuses among Portuguese Secondary School Students: A Cluster Analytical Approach by Paulo Jorge Santos & Joaquim Armando Ferreira

Research Motives of Faculty in Academic STEM: Measurement

Invariance of the Research Motivation Scale by Eric D. Deemer, Kevin T. Mahoney, & Jacqueline H. Ball

The CPAI-2 as a Culturally Relevant Personality Measure in Differentiating among Academic Major Groups by Alexander Ng, Weiqiao Fan, Fanny M. Cheung, Frederick T. L. Leong, & Shu Fai Cheung

Distinguishing Beginning Premed Students from Their Science Peers: The Salience of Proximal Variables by Lisa M. Larson, Verena S. Bonitz, James D. Werbel, Tsui-Feng Wu, & LeAnn R. Mills

Construction of a Physician Skills Inventory by George V. Richard, Joseph Zarconi, & Mark L. Savickas

Volume 20, Issue 3, 2012

Special Issue: Work as a Calling: Research and Practice

Guest Editors: Ryan D. Duffy & Bryan J. Dik

Research on Work as a Calling: Introduction to the Special Issue by Ryan D. Duffy & Bryan J. Dik

Development and Validation of the Calling and Vocation Questionnaire (CVQ) and Brief Calling Scale (BCS) by Bryan J. Dik, Brandy M. Eldridge, Michael F. Steger, & Ryan D. Duffy

Listen to Your Heart? Calling and Receptivity to Career Advice by Shoshana R. Dobrow & Jennifer Tosti-Kharas

Calling and Career Outcome Expectations: The Mediating Role of Self-efficacy by José F. Domene

Counseling Psychologists Who View Their Careers as a Calling: A Qualitative Study by Ryan D. Duffy, Pamela F. Foley, Trisha L. Raque-Bodgan, Laura Reid, Bryan J. Dik, Megan C. Castano, & Christopher Adams

Vocational Identity Achievement as a Mediator of Presence of Calling and Life Satisfaction by Andreas Hirschi & Anne Herrmann

Measuring Meaningful Work: The Work and Meaning Inventory (WAMI) by Michael F. Steger, Bryan J. Dik, & Ryan D. Duffy

Relational and Identity Perspectives on Healthy versus Unhealthy Pursuit of Callings by M. Teresa Cardador & Brianna B. Caza



Career Development Quarterly



Volume 59, Issue 6, 2011

Annual Review

Practice and Research in Career Counseling and Development – 2010 by Marie F. Shoffner-Creager

Special CDQ Centennial Article

The Career Development Quarterly: A Centennial Retrospective by Mark L. Savickas, Mark Pope, & Spencer G. Niles

Research

Adolescent Career Development in Urban-residing Aboriginal Families in Canada by Sheila K. Marshall, Richard A. Young, Alison Stevens, Wayne Spence, Stewart Deyell, Adam Easterbrook, & Martin Brokenleg

Global Visions

The Development and Initial Psychometric Evaluation of the Korean Career Stress Inventory for College Students by Bo Young Choi, Heerak Park, Suk Kyung Nam, Jayoung Lee, Daeyeon Cho, & Sang Min Lee

March 2012

Special Section : Science, Technology, Engineering, and Mathematics (STEM) Careers

Social Cognitive Factors, Support and Engagement: Early Adolescents' Math Interests as Precursors to Choice of Career by Heather T. Rowan-Kenyon, Amy K. Swan, & Marie F. Shoffner-Creager

The Influence of Proactive Personality and Coping on Commitment to STEM Majors by Debra A. Major, Jonathan M. Holland, & Kurt L. Oborn

Expanding the School Counselor Repertoire Through STEM-focused Career Development by Christopher D. Schmidt, Gail B. Harding, & Laurie J. Rokutani

Research

Middle School Children's Career Aspirations: Relationship to Adult Occupations and Gender by Christine T. Schuette, Michael K. Ponton, & Margaret L. Charlton

Gender Similarity or Gender Difference? Contemporary Women's and Men's Career Patterns by Lona Whitmarsh, & Diane Keyser Wentworth

Experience of Career-Related Discrimination for Female-to-Male (FTM) Transgender Persons: A Qualitative Study by Franco Dispenza, Laurel B. Watson, Y. Barry Chung, & Greg Brack

Global Visions

Evaluation of an Intervention to Foster Time Perspective and Ca-

reer Decidedness in a Group of Italian Adolescents by Lea Ferrari, Laura Nota, & Salvatore Soresi

Journal of Career Development



Volume 39, Issue 1, 2012

We are always looking for new ad hoc reviewers. If you have a Ph.D. and are interested in reviewing for the journal, please contact JCD@missouri.edu.

Returning to Our Roots: Immigrant Populations at Work by Stebleton, Michael J., Eggerth, Donald E.

Work Experiences of Latina Immigrants: A Qualitative Study by Eggerth, Donald E., DeLaney, Sheli C., Flynn, Michael A., Jacobson, C. Jeff

Factors Affecting the Job Satisfaction of Latino/a Immigrants in the Midwest by Valdivia, Corinne, Flores, Lisa Y.

The Meaning of Work for Black African Immigrant Adult College Students by Stebleton, Michael J.
Applying the Theory of Work Adjustment to Latino Immigrant Work-

ers: An Exploratory Study by Eggerth, Donald E., Flynn, Michael A.

Does Your Supervisor Stress You Out? How Support Influences Sex Differences in Stress Among Immigrants by Raghuram, Aditi, Luksyte, Aleksandra, Avery, Derek R., Macoukji, Fred

Latina/o Food Industry Employees' Work Experiences: Work Barriers, Facilitators, Motivators, Training Preferences, and Perceptions by Kanagui-Munoz, Marlen, Garriott, Patton O., Flores, Lisa Y., Cho, Seonghee, Groves, James

Journal of Vocational Behavior



Volume 80, Issue 1, 2012

Employee commitment in context: The nature and implication of commitment profiles by John P. Meyer, Laura J. Stanley, & Natalya M. Parfyonova

Dispositional variables and work-family conflict: A meta-analysis by Tammy D. Allen, Ryan C. Johnson, Kristin N. Saboe, Eunae Cho, Soner Dumani, & Sarah Evans

Relations of work identity, family identity, situational demands, and sex with employee work hours by Jeffrey H. Greenhaus, Ann C. Peng, & Tammy D. Allen

Moderation of the relation between person-environment congruence and academic success: Environmental constraint, personal flexibility and method by Terence J.G. Tracey, Jeff Allen & Steven B. Robbins

A structural examination of the Learning Experiences Questionnaire by David M. Tokar, Taneisha S. Buchanan, Linda M. Subich, Rosalie J. Hall & Christine M. Williams

Promoting career preparedness and intrinsic work-goal motivation: RCT intervention by Katarina Salmela-Aro, Pertti Mutanen & Jukka Vuori

Perceptions of occupational prestige: Differences between African American and White college students by Terrance L. Walker & Terence J.G. Tracey

Work-related goal appraisals and stress during the transition from education to work by Julia Dietrich, Markku Jokisaari & Jari-Erik Nurmi

The sense of self-continuity as a resource in adaptive coping with job loss by Noa Sadeh, Rachel Karniol

Group-based Life Design Counseling in an Italian context by Anamaria Di Fabio & Jacobus Gideon Maree,

The role of approach and avoidance motives for unemployed job search behavior by Karen van Dam & Lotte Menting

Moving beyond the pleasure principle: Within and between-occasion effects of employee eudaimonia within a school organizational climate context by Richard Andrew Burns & Michael Anthony Machin

The relationship between external job mobility and salary attainment across career stages by Simon S.K. Lam, Thomas W.H. Ng & Daniel C. Feldman

Social identity and the transition to entrepreneurship: The role of group identification with workplace peers by Martin Obschonka, Maximilian Goethner, Rainer K. Silbereisen & Uwe Cantner

Controlling your environment and yourself: Implications for career success by Patrick D. Converse, Jaya Pathak, Anne Marie DePaul-Haddock, Tomer Gotlib & Matthew Merbedone

A meta-analysis of the regulatory focus nomological network: Work-related antecedents and consequences by C. Allen Gorman, John P. Meriac, Benjamin L. Overstreet, Steven Apodaca, Ashley L. McIntyre, Paul Park & Jennifer N. Godbey

Development and validation of the job crafting scale by Maria Tims, Arnold B. Bakker & Daantje Derks

(Continued on page 24)

Work-related demands and life satisfaction: The effects of engagement and disengagement among employed and long-term unemployed people by Astrid Körner, Matthias Reitzle & Rainer K. Silbereisen

Journal of Employment Counseling



Volume 48, Issue 1, 2011

Editorial

Roberta A. Neault

Articles

The Role of Personality in Stress Perception Across Different Vocational Types by Ingvild Berg Saksvik and Hilde Hetland

International Students During Employment Seeking: A Phenomenological Study by Varunee Faii Sangganjanavanich, Stephen Lenz, & Javier Cavazos, Jr.

The Role of Career Stress in the Relationship Between Maladaptive Perfectionism and Career Maturity by Heerak Park, Bo Young Choi, Suk Kyung Nam & Sang Min Lee

In the Field

A Review of Career Flow by Tony Botelho

A Review of A Quality of Life Approach by Roberta A. Neault & Linda Weismiller

A Review of A Guide to America's Federal Jobs by Anne S. Headley

A Review of Choices by Joanne L. Elliott

NECA Highlights 2008 – 2010 Program Years by Kay Brawley

Volume 48, Issue 2, 2011

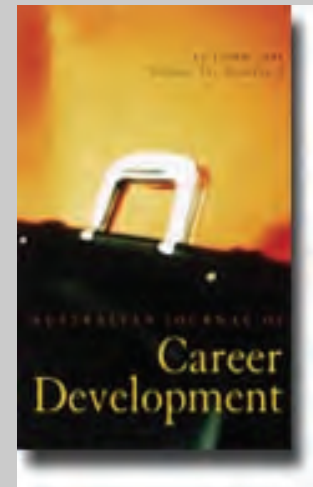
A Meta-study of Journal of Employment Counseling (JEC) Publication Patterns from 1994-2009 by B. T. Erford, S. Crockett, M. Giguere, & J. Darrow

The Utilization of Narratives to Contextualize the Experiences and Needs of Unemployed, Underemployed and Displaced Workers by J. C. Russell

Examining Holland's Person-Environment Fit, Workplace Aggression, Interpersonal Conflict, and Job Satisfaction by A. C. Pseekos, E. Bullock-Yowell, & E. Dahlen

Supporting Workplace Diversity: Emerging Roles for Employment Counselors by R. A. Neault & S. Mondair

Australian Journal of Career Development



Volume 20, Issue 3, 2011

Editorial:

Mary McMahon & Col McCowan OAM, Guest Editors
Peter McIlveen & Jerome Rossier, Journal Editors

Case Study

Career development in schools: Do teachers have the skills?
by Janelle Schloss

Articles

The influence of professional standards on New Zealand career development practice by Dale Furbish

The significance of career narrative in examining a high-achieving woman's career by Margaret J. Elley-Brown

Career education as a site of oppression and domination: An engaging myth or a critical reality? by Barry A. Irving

The consideration of a constructiv-

(Continued on page 25)

ist evaluation framework in adult guidance practice by Lucy Hearne

The perceived role of technology in career guidance among practitioners who are experienced internet users by Raimo Vuorinen, James P. Sampson & Jaana Kettunen

Educating for an entrepreneurial career: Developing opportunity-recognition ability by Shruti R. Sardeshmukh & Ronda M. Smith-Nelson

Career development needs of low socio-economic status university students by Erin Doyle

Cumulative Contents

Volumes 1–20(2) *Australian Journal of Career Development* 66

Society for Vocational Psychology 2013 Biennial Conference Call for Proposals

(continued from p. 20)

8. Conference Organizing Committee. Use this section to list the individuals who will assume responsibility for conference planning, implementation, and follow-up.

All submitted proposals will be reviewed by the Society Executive Board and past leaders. The Executive Board will select from among the proposals and an announcement of the Biennial Conference theme and location will be made following the annual meeting of the American Psychological Association in August, 2012. It is anticipated that the 2013 Biennial Conference will be held between May and August of 2013, but alternative times will be considered. Proposals will be evaluated on several criteria including: relationship of proposed theme to Society purpose and goals, potential conference impact (on membership as well as on non-members, the discipline, policy, practice, etc.), quality of the proposal (e.g., probability of success given resources, budget, site and structure), and the degree to which the proposal addresses the needs of Society members at all levels of professional development.

For full details, please contact Ellen Hawley McWhirter at ellenmcw@uoregon.edu

**Proposals due by April 27, 2012
to Ellen Hawley McWhirter
(ellenmcw@uoregon.edu)**

For correspondence regarding the newsletter or SVP membership:

Society for Vocational Psychology

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of the American Psychological Association
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