

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

Volume XIV, Number 2

Summer, 2007



Message from the Chair
Paul A. Gore

I am very pleased to report on the overwhelming success of the 8th Biennial SVP Conference. Conference organizers Linda Subich and Paul Hartung along with their conference planning committee and graduate student volunteers are to be congratulated on providing our members and guests with a thought provoking conference program and a wonderful set of memories. I want to also thank conference sponsors including The University of Akron, the Department of Behavioral Sciences Northeastern Ohio Universities Colleges of Medicine, Cleveland State University, Consulting Psychologists Press, ACT, Inc., Kuder, and the National Career Development Association. I

would also like to once again extend my gratitude to all of the presenters for sharing their toughs and research findings. Finally, I want to thank all of the international attendees for making the trip to Akron and sharing their unique experiences of career development and vocational psychology with their U.S. colleagues. Attendees will soon receive a DVD copy of conference presentations and conference organizers and presenters are currently exploring the possibility of publishing selected presentations in the form of a book.

One of the most rewarding aspects of this conference was the level of participation by graduate students. Conference organizers report the attendance of 37 graduate students out of 115 total registered attendees. This reflects SVP's continuing commitment to promote the professional development of our students. A large number of students presented posters and several students were prominently represented on the conference planning committee.

In the afterglow of our experience in Akron, many of us may me

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gearing up for other SVP sponsored summer events. I am writing this article from a hotel in Seattle Washington where I am attending the annual NCDA conference. This conference features a number of presentations by SVP members. Past chair David Blustein will deliver the conference key note address. Prior to the start of the conference, member Briana Keller and myself presented a pre-conference workshop entitled Promoting Academic and Career Success: Critical Concepts and Strategies that was attended by over 20 secondary and post-secondary career counselors and advisors. These presentations represent the fruits of efforts initiated

during David Blustein's term as chair to reach out and create collaborative initiatives with complimentary organizations.

At the same time, Sue Whiston is chairing a conference planning committee (Terence Tracey, Donna Schultheiss, Nancy Betz, Steve Brown, and Neeta Kantamneni) that is busy working on developing a program for next year's special SVP one-day preconference to be held in advance of the 2008 International Counseling Psychology Conference in Chicago, Illinois (March 6-9, 2008). More information about this conference will be posted through the SVP Listserv and on the SVP website (www.div17.org/vocpsych/).

APA is quickly approaching. Some highlights to consider including in your schedule:

- SVP Sponsored Symposium: Interdisciplinary Perspectives on Vocational Psychology featuring Harvey Sterns, Jacquelynne Eccles, and Tom Bouchard. Moscone Center Room 307, 8/17/07, 10:00AM – 10:50AM
 - SVP Conversation Hour with Terence Tracey. Marina Room of the Palace Hotel, 8/17/07, 11AM – 12Noon
 - SVP Reception and Student Poster Session. Marina Room of the Palace Hotel, 8/17/07, 12Noon – 1PM
 - SVP General Business Meeting. Marina Room of the Palace Hotel, 8/17/07, 1PM – 3PM
- Career Counseling and Training

and Supervision Issues Poster Session. Moscone Center Halls ABC, 8/18/07, 3PM – 3:50PM

As many of you know, immediately following the APA conference, SVP will be cosponsoring a one day symposium in Padua Italy – I know those of you who are attending are very excited about interacting with our international colleagues. More information on this conference can be found at <http://iaevgconference07.psy.unipd.it/symposium/eng/welcome.php>

Finally, this issue of the newsletter includes a call for proposals for the 9th biennial SVP conference to be held in 2009. Proposals will be due in April 2008 as specified in the call and a decision will be announced by the Board at the 2008 APA conference in Boston. Please consider submitting a proposal.

I hope you are all enjoying your summer and are able to participate in one or more of the SVP sponsored activities mentioned above. I look forward to seeing you in San Francisco in August.

Warmly,
Paul Gore
SVP Chair

Washington in July. SVP will also be recognized as a collaborating organization at that conference. The SVP Board is working hard to help plan and

Signing Off.....

It has been my pleasure to serve as your communications officer for the last 4 years. I still plan to stay very active in SVP, but will be relinquishing the position of communications officer to our newly elected individual. We have two outstanding candidates for the position and I strongly urge you to vote in the communications officer election. Candidate statements are located on page 9 of this newsletter. Thank you for letting me serve you for the last four years.
-Saba Rasheed Ali

SVP LISTSERVE

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, Keith Cooke at kcooke@apa.org.

SVP Related Events at APA

APA Conference: August 17-20, 2007 in San Francisco

SVP Symposium

Interdisciplinary Perspectives on Vocational Psychology
August 17 Fri: 10:00 - 10:50 am
Moscone Center, Room 307

Additional Vocational/Career Related Symposia

Career Theory, Assessment, and Subjective Well-Being
August 18 Sat: 8:00-8:50 am
Moscone Center, Room 274

New Directions in Career Intervention—Invigorating Career Theory and Practice
August 18 Sat: 2:00-2:50 pm
Moscone Center, Room 304

Examining Dimensions of Economic Privilege in Career Choice and Development
August 19 Sun: 8:00 - 8:50 am
Moscone Center, Room 262

Examining Educational Plans Among Mexican American College Students
August 19 Sun: 9:00 - 9:50 AM
Moscone Center, Room 252/254/256

Adaptive Career Decision Making—Theory, Assessment, Interventions
August 20 Mon: 8:00-8:50 am
Moscone Center, Room 262

Poster Sessions

Career counseling and training and supervision issues
August 18 Sat: 3:00-3:50 pm
Moscone Center, Halls ABC

SVP Conversation Hour Featured Guest:

Terrence Tracey, Ph.D.
Friday, August 17 11:00-11:50a
Marina Room of the Palace Hotel

SVP Student Poster and Mentoring Session/Reception

Friday, August 17 12:00 --1:00 pm
Marina Room of the Palace Hotel

SVP Business Meeting

Friday, August 17 1:00-2:50 pm
Marina Room of the Palace Hotel

SAG/CCPTP STUDENT POSTER SESSION-SVP POSTERS

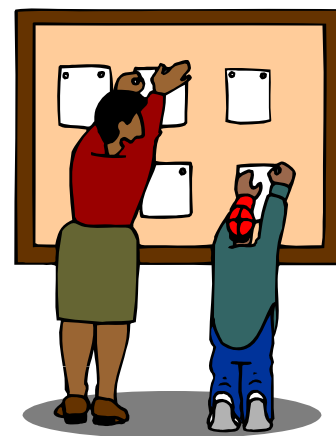
**San Francisco, Marriot Hotel
Yerba Buena Salons 10-15**

Cultural and Personality Influences on Social Cognitive Career Variables for Asians/Asian Americans by Failin Au

Student-athletes, Fine Arts Students, and General College Students: Are there Career Maturity and Foreclosure differences? By Rachel Linnemeyer

Person-Environment Equivalence in the Integration of Interests, Abilities, and Skills. By Sarah Anthoney

Further Psychometrics for the Occupation Engagement Scale – College. By Kristin Rasmussen





Journal Spotlight

*Journal of Career
Assessment*
Volume 15, Issue 3, 2007

An Empirical Test of the Modified C Index and SII, O*NET, and DHOC Occupational Code Classifications

by Bryan J. Dik, Ryan S. C. Hu, and Jo-Ida C. Hansen

The Effects of Message Framing on College Students' Career Decision-Making

by Denny P. Tansley, LaRae M. Jome, Richard F. Haase, and Matthew P. Martens

Advancing the Assessment of Women's Career Choices: The Career Aspiration Scale

by Michael P. Gray and Karen M. O'Brien

Cultural Adjustment Difficulties as Predictors of Career Aspirations and Career Outcome Expectations in International College Students

by Amy L. Reynolds and Madonna G. Constantine

Buffering or Strengthening: The Moderating Effect of Self-Efficacy on Stressor-Strain Relationship by Dong Xie

Assessing Research Self-Efficacy in Physician-Scientists: The Clinical Research Appraisal Inventory

by Elizabeth A. Mullikin, Lori L. Bakken, and Nancy E. Betz

Evaluation of Computer-Assisted Career Guidance in Middle and Secondary Education Settings: Status, Obstacles, and Suggestions

by Kristyn M. Fowkes and Ellen Hawley McWhirter

The Journal is abstracted or indexed in Abstract Journal of the Educational Resources Center, Current Contents: Social & Behavioral Sciences, Current Index to Journals in Education, Psychological Abstracts, PsycINFO, and Social Sciences Citation Index.

The Journal is published quarterly (February, May, August, and November) by Sage Publications. For additional information regarding JCA contact W. Bruce Walsh, Department of Psychology, Psychology Building, 1835 Neil Avenue, The Ohio State University, Columbus, OH 43210-1222. Finally, Sage offers a 30% discount to graduate students who desire to purchase the Journal of Career Assessment.

For current and ongoing information sign up for the email alerts service (it's free) at <http://jca.sagepub.com>.

*Journal of Career
Development*

Volume 34 Number 1
September 2007

From the Editor
Introduction to the Special Section

Special Section: The Life Role Adjustment Experiences of Expatriate Spouses

A Repeated Measures Investigation of the First-Year Adaptation Experiences of the Female Expatriate Spouse Living in Turkey
Lynette Heim Bikos, Ayse Çiftçi Uruk, Oya Yerin Güneri, Cennet Engin-Demir, Zeynep Hatipoglu Sümer, Sharrie Danielson, Shelly DeVries, and Wendy Bilgen

A Longitudinal, Naturalistic Inquiry of the Adaptation Experiences of the Female Expatriate Spouse Living in Turkey
Lynette Heim Bikos, Ayse Çiftçi Uruk, Oya Yerin Güneri, Cennet Engin-Demir, Zeynep Hatipoglu Sümer, Sharrie Danielson, Shelly DeVries, and Wendy A. Bilgen

Articles
Career Instruments and High School Students With Learning Disabilities: Support for the Utility of Three Vocational Measures
Abiola O. Dipeolu

Work-Family Conflict Within the Family: Crossover Effects, Perceived Parent-Child Interaction Quality, Parental Self-Efficacy, and Life Role Attributions
Rachel Gali Cinamon, Amatzia Weisel, and Kineret Tzuk

Career Development Quarterly**September 2007, Volume 56,
Number 1**Introduction to a New Section :
Global Vision

Mark Pope, Editor

ArticlesMaking Career Theories more
Culturally Sensitive: Implica-
tions for CounselingRichard A. Young and Sheila K.
MarshalRole Induction in Career Coun-
selingNadya A. Fouad, Yung-Lung
Chen, Amy Guillen, Caroline
Henry, Neeta Kantamneni, Alex-
andra Novakovic, and Sarah
TerryUnderstanding and Facilitating
Career Development of People of
Appalachian Culture: An Inte-
grated Approach

Mei Tang and Kathryn Russ

The Effects of Perceived Barri-
ers, Role Models and Accultura-
tion on the Career Self-Efficacy
and Career Consideration of His-
panic WomenLourdes M. Rivera, Eric C.
Chen, Lisa Y. Flores, Fran Blum-
berg, and Joseph G. Ponterotto**Effective Techniques**Development of a Culturally
Specific Career Exploration
Group for Urban Chinese Immi-
grant YouthMunyi Shea, Pei-Wne Winnie
Ma, and Christine J. YehGetting Through to Them:
Reaching Students Who Need
Career Counseling
Carolyn Ringer Lepre**Global Vision**The Influence of Communism on
Career Development and Educa-
tion in RomaniaLona Whitmarsh and Ruxandra
Ritter**Information for Authors****Call for The Career Develop-
ment Quarterly Editorial Board
Members*****Australian Journal of
Career
Development***

Volume 16, Number 3, Spring 07

EditorialThe Systems Theory Framework:
Contribution to theoretical inte-
gration, research and practice –
Wendy Patton**Career Profile**

Interview with Dr Ros Lim

ArticlesFactors influencing the selection
of speech pathology as a career:
A qualitative analysis utilising
the System Theory Framework -
Nicole ByrneOf a brief measure of career de-
velopment influences based on
the Systems Theory framework
of career development - Ruth
BridgstockA test for theoretical integration:
systems theory framework and
dialogical self - Peter Mcilveen
Connecting relational theory and
the Systems Theory Framework:
Individuals and their systems -
Wendy PattonThe Systems Theory Framework
of career development: Expand-
ing its research influence - Mary
McMahon & Mark Watson**Careers Forum**Changing the approach to career
counselling in a disadvantaged
context: A case study - Jacobus
G. Maree & Jacob M. Molepo***SVP Members,******It is time to elect a new
communications officer for
the Society. You will soon
be receiving your ballot in
the mail. Please don't for-
get to vote! See candidate
statements on page 9.******Return bal-
lots by mail
to:******David L.
Blustein, Ph.D.
Professor
Campion 315
Lynch School
of Education
Boston College
Chestnut Hill, MA 02467
By August 6th,
2007***

***Society for Vocational
Psychology
2009 Biennial Conference
Call for Proposals***

The Society for Vocational Psychology has sponsored a biennial conference series since 1992. Conference themes have included convergence in career theories, convergence of career theory and practice, vocational interest measurement, social action, the role of context in vocational development, school-to-work and work-based transitions, new methods for research and practice in vocational psychology and self in career theory.

SVP is soliciting proposals for the 2009 Biennial Conference. **Proposals are due April 4th, 2008.** 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 2008. It is anticipated that the 2009 Biennial Conference will be held between May and August of 2009.

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 pro-

posal addresses the needs of Society members at all levels of professional development.

Proposals should include the following elements:

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.

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.

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 professionals, 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.

Co-Sponsoring Institutions/Organizations. Many past conferences have been co-sponsored by host academic institutions, not-for-profit, and for-profit organizations. Pro-

posals 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.

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.

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.

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

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

Society for Vocational Psychology - Purpose and Goals

The purpose of this Section is to encourage, promote and facilitate contributions to research, teaching, practice and public interest in vocational psychology and career intervention by Division members. Section members recognize that science is the key to accomplishing this purpose. The Section operates by consensus of its members and is committed to advancing the human rights of all men and women regardless of race, sexual orientation, class, nationality, ethnicity, age, disability, or religious orientation. Further, the Section is sensitive to the vocational and career issues unique to members of these various constituencies. Section members also are aware of the diverse roles of work in peoples' lives and the reciprocal influence of work and nonwork issues throughout the lifespan.

Specific goals of this

Section include:

Continuing to define and promote the science and practice of vocational psychology and career intervention both within and outside of counseling psychology as a fundamental part of counseling psychology in a manner consistent with the Bylaws and Rules of APA and the Division;
Bringing together in a collegial and spontaneous atmosphere counseling psychologists who specialize or have an interest in

Promoting vocational psychology and career intervention within the field of psychology and in the public sphere, and providing leadership in all issues pertaining to the well-being and growth of vocational psychology and career intervention; Supporting, encouraging, and promoting diversity of the characteristics, work settings, roles, and activities of counseling psychologists involved in vocational psychology and career intervention;
Helping to define, promote and support (in a manner consistent with the Bylaws and Rules of APA and the Division) the education and training of Section members or other counseling psychologists involved or interested in vocational psychology and career intervention, especially as this goal may be accomplished by the organization of working groups of Section members; Supporting, encouraging, and promoting linkages between Section members and members of other related specialties (e.g., industrial organizational psychology, occupational health psychology);
Developing and sponsoring programs related to vocational psychology and career intervention to be presented at APA conventions and other national and regional conventions and conferences;
Recognizing outstanding contributions of members with Section awards which will be presented annually at the APA convention;
Publishing a membership directory to facilitate networking among Section members;
Developing for and making

available to Section members resources to assist with training and education, research, and practice in vocational psychology and career Intervention.

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.

Section Officers

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University of Utah

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Cleveland State University

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Boston College

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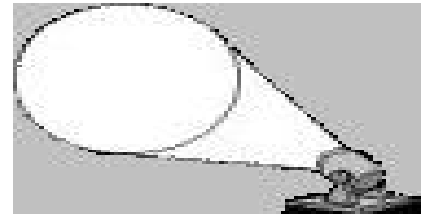
WebMaster

Graham Stead, Ph.D.
Cleveland State University
Website:

<http://www.div17.org/vocpsych>
(Under re-construction)

Student Spotlight

Neeta Kantamneni and Ryan Duffy.



SVP student members,

Please feel free to suggest ideas, information, and articles to the SVP newsletter. Please let Ryan or Neeta know of your interest in contributing. It is a great way for student members to contribute to SVP and to make stronger connections within the field of vocational psychology.

We would like to thank all of our fellow students who attended the SVP conference in Akron. It was a great success! The presentations and posters were not only interesting, but it was a great two days of networking with other students and with professionals in vocational psychology. Student involvement at the SVP conference was quite high, with approximately 30 students participating in the conference. This was especially evident during the poster sessions where many students were able to display their research. Other highlights included a trip through the History of Psychology Archives, a group dinner with many conference attendees, and a graduate student happy hour which was attended by more than 20 students. The president of SVP Paul Gore remarked that he attended his first SVP conference in 1994 as a graduate student and encouraged all students within the society to attend future conferences as a way to keep membership in the society strong and because it can be such a valuable experience for rising professionals. We agree!

In other news, we want to remind everyone again that the SVP student listserv: svp-students@uwm.edu is up and running! Please feel free to email it with any questions or

ideas that you may have. Also, there is an upcoming international conference in Padua and we know of a number of SVP students who are going to the conference. Please email Neeta (neeta@uwm.edu) or Ryan (rduf@umd.edu) if you would like to know of others who are going. Also, for those who are planning to attend the APA conference in San Francisco, most of the SVP events will occur on Friday, August 17th. This day will be like a mini SVP conference and we encourage as many students as possible to attend. Please feel free to contact us about any questions about the APA conference and we look forward to seeing you there. Have a great summer!



Candidate Statements ***Communications Officer***



Justin C. Perry
Cleveland State University

After the first SVP Conference I attended in Coimbra, Portugal, vocational psychology quickly became a major source of my professional development. Upon finishing my degree at Boston College in 2006, under the mentorship of David Blustein, my commitment to the field was even stronger. At Cleveland State, I have had the great pleasure of working with Donna Schultheiss. She has been invaluable in exposing me to all of the exciting opportunities that SVP affords, both nationally and internationally. Indeed, it is hard for me to think of another section of scholars and friends within a Division that is as collegial and diverse in perspective. Such an unusual atmosphere of collaboration, support, and dialogue is one of the many qualities which makes SVP a crucial vehicle for inspiring the next generation of scientists, practitioners, and public change agents in the world of work. As Communications Officer, I would be honored to con-

tribute in promoting the mission of SVP by carrying out my respective duties. I am grateful to be nominated for this position and to belong to the SVP community, which has been, and will continue to be, an important professional home.



Patrick J. Rottinghaus
Southern Illinois University at Carbondale

First of all, please let me say that I am honored to be considered for the Communications Officer position and express my gratitude for being nominated. If elected, I will be proud to serve SVP in this capacity.

The Society has been an important professional organization for me as a vocational psychologist. While still a full-time practitioner at Northwestern University in 1999, I trekked up to Milwaukee for the biennial meeting emphasizing contextual factors. The lively intellectual discourse and warm presence of group members, including Nadya Fouad, Linda Subich, and Jane Swanson, had a powerful effect on me as I entered my doctoral training.

Later that year, I had the privilege of meeting many members of the Society at the APA convention in Boston where we honored Frank Parsons. I am now fortunate to call many of you mentors, collaborators, and friends. The vibrant scholarship from multiple perspectives within our sub-discipline continues to ignite my passion for studying work-related factors affecting all people.

For over 20 years, numerous leading SVP scholars have made so many remarkable contributions to the science and practice of vocational behavior, and now I seek to help build on this foundation as a faculty member and director of a career counseling clinic. As your Communications Officer, I will work hard to convey our traditions, ideas, and intellectual atmosphere to the growing membership while supporting partnerships and fostering involvement with graduate students and affiliates.

Following the excellent models of past Communications Officers, including Saba Rasheed Ali, Paul Gore, and Paul Hartung, I will maintain the high quality of our newsletter through conscientious editing and suggesting creative ideas for content. Our Society has a dynamic membership and I look forward to continuing the good work to enhance our connections and to forge new ones. Thanks for your consideration!

University of Akron Hosts 8th Biennial SVP Meeting
Self examined in two-day conference by Linda Subich and Paul Hartung

The University of Akron served as the site of the 8th Biennial Conference of the Society for Vocational Psychology from May 31st to June 1st, 2007. Co-chairs, Paul Hartung of Northeastern Ohio Universities Colleges of Medicine and Pharmacy and Linda Subich of the University of Akron, chose as the conference theme "Self in Career Theory and Practice." The program included an historical consideration of self in psychology and vocational psychology, a focus on how self is considered currently in the four major theoretical traditions and their associated methods (i.e., P-E fit, developmental, social-cognitive and constructivist perspectives), and analyses of the role of self in vocational psychology using the lenses of gender, culture, and social class. Leaders in the field from the United States and other countries presented stimulating plenary sessions on these topics.

Facilitated networking sessions led by teams of senior and junior professionals provided participants an opportunity to further discuss ideas presented in the plenary sessions. Participants also attended two-hour workshop sessions presented by experts in diverse areas of vocational psychology including vocational assessment and exploration, self-efficacy

development, sexual identity in the workplace, work in later life, relational approaches to career development, cognitive assessment and intervention, and changing worker and workplace dynamics. Workshops included a mix of information sharing and skill development. Highlighting the conference were more than 30 poster presentations on cutting edge research and practice in vocational psychology.

The conference drew over 120 registrants representing both practice and academic settings and including many graduate students. As always, the conference offered plenty of time for informal conversation with presenters and fellow attendees. We were delighted to welcome a substantial number of international colleagues from countries such as Australia, Belgium, Canada, England, France, Iceland, Italy, and Portugal. A pre-conference reception sponsored by Kuder, Inc. and breakfasts sponsored by ACT, Inc. and CPP, Inc. afforded pleasant opportunities to connect and catch up with new and long-time colleagues.

The conference was supported by the University of Akron, the Northeastern Ohio Universities Colleges of Medicine and Pharmacy, Cleveland State University and the National Career Development Association.

Three Students' Perspectives on the 8th Biennial Conference
Mindi Thompson, Christine Williams, & Emily Yeagley
(Counseling Psychology PhD students, The University of Akron)

We come from three different stages in our training, yet we all feel very fortunate to have had the opportunity to work with Drs. Paul Hartung and Linda Subich in helping to organize this year's SVP biennial conference. We wish to first commend them, from a student perspective, for the outstanding job they did in assembling a cohesive program that included a number of researchers and practitioners that we have come to admire in our own development as students and future professionals. The theme of "The Self in Vocational Theory and Practice" was broad enough to allow for divergent perspectives to be presented, relevant enough to foster discussions about old and new ideas, and compelling enough to pose questions left open for further exploration. We left inspired to implement new knowledge into our own research and practice and challenged to continue to reflect upon our own identity development as vocational psychologists.

We would also like to thank the entire SVP community for the welcoming atmosphere for students and those new to the Society. The support for student

involvement that two of us experienced while attending the previous SVP conference in Vancouver, British Columbia made us eager to continue to be actively involved in the organization. Each of us enjoyed this same sense of community at this year's conference.

As students, we understand the difficulties of navigating the profession and therefore want to recognize the contributions of our fellow student colleagues to the conference and to the organization as a whole. We encourage students to continue to remain active in SVP and propose the following top five reasons to become involved...

Access to student-friendly environments to discuss and present your own research at the Biennial conferences and each year at APA (poster sessions are intentionally designed to foster student involvement);

Opportunities to network with other professionals and students (for example: social gatherings at conferences, SVP student listserve);

Numerous possibilities to become actively involved in a professional organization while you are still a student and/or to be recognized for your work (for example: SVP student research award, newsletter, student representatives to the executive board);

The chance to observe collaborations in research and practice between international scholars, various profes-

sional organizations (NCDCA, IAEVG), and multiple businesses (ACT, Inc.; CPP, Inc.; Junior Achievement Worldwide; Kuder, Inc.);

Gain valuable knowledge to be applied to your own research and practice. After all... vocational psychology IS one of the major foundations and historical traditions of counseling psychology and vocational guidance;

We look forward to continuing our networking in San Francisco and future SVP events!

**SOCIETY FOR VOCATIONAL
PSYCHOLOGY
8TH BIENNIAL MEETING
*SELF IN CAREER THEORY AND
PRACTICE*
MAY 30-JUNE 1, 2007**

**THE UNIVERSITY OF
AKRON**

NETWORKING DISCUSSION NOTES

Day 1 of the 8th Biennial Meeting of the Society for Vocational Psychology culminated in four concurrent 50-minute networking discussion sessions. These sessions afforded all participants opportunity to participate in facilitated forums to discuss the day's talks; consider research, teaching, and practice possibilities; and identify opportunities for collaboration.

Group members were free to discuss any of the topics addressed in the day's plenary sessions, which addressed self from the perspectives of career development models and counseling methods representing person-environment fit, developmental, social cognitive, and constructivist traditions. Each group, however, was charged to specifically address one of these four traditions. Plenary speakers were asked to attend the networking discussion session associated with their talks. Two co-leaders in each one of the four groups facilitated dialogue among participants and recorded the highlights of the discussions. The co-leaders' summaries of their sessions appear below.

**SELF AND PERSON-
ENVIRONMENT FIT**

Discussion Leaders: Patrick J. Rottinghaus Southern Illinois University-Carbondale
Neeta Kantamneni
University of Wisconsin-Milwaukee

Our group discussed insights from presentations related to the present and future of Person-Environment fit (P-E) within vocational psychology. One key thought that surfaced throughout this discussion was the idea of being flexible about how P-E fit applies to today's society and in the future. Work and personal environments are increasingly changing in our

(Continued on page 12)

world. Similarly, people continually change as they react to technological and sociological trends. As such, neither persons nor environments can be viewed as stable. With this in mind, group members discussed how such a dynamic understanding can inform career counseling, assessment, and research. Group members expressed a need to emphasize flexibility and adaptability, viewing career counseling as a non-linear process with a primary goal of increasing self-understanding related to work.

Next, we discussed the merits of utilizing career assessments for increased self-knowledge in this contemporary era. One group member questioned whether people throughout the world have the same sense of self-knowledge as a result of differing levels of embracing career assessment across countries. We briefly clarified the distinction between career *tests* and the more inclusive notion of the entire *assessment process*. The majority of group members agreed that career assessments are necessary, but must be used within reason and as part of a complex puzzle involving a dynamic self-system construed within an ever-changing world. It is important to examine the whole individual, and interpret assessment tools within the context of the individual's entire life. Along with assessments, group members discussed a need to utilize qualitative information derived from the counseling in-

terview to understand individuals more holistically. Assessments are not meant to be used in isolation, and discussants expressed a concern about the viability of administering career assessments through the internet without the skillful interpretation of a counselor to assist clients in constructing meaning of the results to their lives. Furthermore, we discussed concern about the implications of using interest inventories for the implicit or explicit purpose of interpreting the results to determine what career one "should" choose.

Moreover, we questioned the current degree of empirical support for using career assessments. Discussants expressed a concern that research has not empirically supported the necessity of assessment. Furthermore, although empirical research rarely compares the effects of different interventions on outcomes, several researchers are beginning to address this issue. When conducted by a skillful counselor, the career assessment process does appear to provide new insights, offer unique information (e.g., occupational scales), and help clients identify congruent work roles. Research indicates that self-exploration is one of the most helpful components of career counseling and computer assessments are not effective in replacing career counseling, yet group members clearly agreed that more

studies are needed to investigate treatment effectiveness empirically.

A final theme that emerged from our discussion revolved around the future role of P-E fit in career counseling. Measurement concerns with P-E fit were highlighted, and group members asserted the need to define constructs operationally, such as job satisfaction, in order to elucidate relationships between the self and work/life environments. We elaborated upon the concept of *P-E Fits*, in which there are multiple domains that should be examined. Group members discussed how career and work/life can incorporate more detailed aspects of P-E fit, including person-organization fit, and person-lifestyle fit. Finally, we discussed the need for vocational psychologists to further examine individuals who do not have the opportunity to make career choices based simply on P-E fit. Some people are not afforded choice, and career counselors need to understand clients' perspectives by examining their present situation and other contextual factors, such as barriers and supports, that influence their career decision-making and implementation.

SELF AND DEVELOPMENT

Discussion Leaders:
Tom Krieshok University of
Kansas
Mindi Thompson, Uni-
versity of Akron

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We have an obligation to integrate our understanding of career development into life development. We often use the term “development” too loosely; we need to contextualize and do research that is truly developmental in nature. Fred Vondracek’s (1986) book may be a useful place to start.

Notion that infants selectively attend to patterns to construct their self-concept applies to career development. Living systems framework (1987) suggests that attending to things around us is very complicated, so often individuals make choices about what they will attend to. We might also apply the idea of selective attention to the world-of-work. For example: When does career development begin? At what age to children and adolescents selectively pursue and rule out specific occupations? Is trying to intervene at middle school or high school level too late? Findings suggest that by age 4, children already are able to select which careers are “for men” and which are “for women.”

Suggestion that we need to do theory development before measurement development because Super’s writings do not provide enough depth on early childhood. George Vaillant’s findings from his 1971 longitudinal study were discussed in relation to the message that important things happen early in life that have an impact on career development. We may

need to focus on these early influences and design interventions to decrease the effects of occupational stereotypes for children. In this regard, attention to implicit vocational messages received by children is important to consider (e.g., exposure to field trips/museums/etc., unconscious messages from parents, educational resources individuals are afforded/not afforded).

An implication: 1st generation college students may need to be provided with additional structure that allows them to “catch up” to individuals who have had this exposure. A suggestion is that we begin to focus on the connection between school and work in our research and interventions. Some research suggests that when kids are able to see this connection, it may inoculate them to some potentially negative consequences of their upbringing. This may be a promising area of research that will lead to policy implications.

We may need to better attend to ways to intervene with parents as well as with the student her/himself. For example, it is important to educate parents about the emotional content of what they communicate about work to their children (e.g., exhaustion, despair, industriousness) and may need to consider doing career development with parent as well as with children.

A focus on motivational

systems – how to give kids rewards – might be useful. Fostering self-efficacy beliefs may not be enough. For example, capability beliefs (context beliefs combined with self-efficacy beliefs) may be a way to assess motivation. It is also important for kids to have shared experiences with parents or family members and to have support for career development.

There are important links between career development and mental health/adjustment. For example, students who are more advanced in career development tend to be better adjusted from a mental health perspective.

A suggestion was made that future research and policy work should attend to this and seek to understand more specifically the relation between career development and other types of development (academic, identity, etc.). Environmental factors may have a tremendous influence on one’s access to career development that we need to better attend to in theories and in research.

We cannot ignore those who feel as though they may have “missed” their career development process and now want a career change.

Given the current average age of retirement and increasing life expectancy, we do not know enough about retirement developmental issues. Some things to keep in mind:

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retirement may now last for 25 years, research suggests that the brain maintains plasticity into old age, and “80 may be the new 65” in terms of levels of productivity. Older adults may be very wise, but are often unprepared for “round 2” of career development. We should devise interventions that would pair older, retired adults with young children who would benefit from career development opportunities. There is a discrepancy between those who age and those who die faster than others that must be attended to in future thinking about career development for middle-to-older adults.

Finally, attention to the intersection of work and relationships is important, particularly given that relationships may last longer (up to 70 years). For example, longer relationships can be difficult to navigate when one partner discovers work for the first time and gets resistance from his/her partner.

SELF AND SOCIAL COGNITION

Discussion Leaders: Lisa Y. Flores University of Missouri-Columbia
Ryan Duffy
University of Maryland

We began the discussion by centering on the need for more research that examines SCCT propositions with non traditional populations, especially

those who do not plan to attend college or are currently in the working world. The group discussed challenges of accessing non-convenience samples for research and some participants shared suggestions on gaining access to (public) schools and other settings.

Next, a number of practitioners in the audience discussed their use of SCCT with different client populations, including one person who talked about how useful it was working with female physicians who have low self-efficacy in their work. Bob Lent remarked how he would like to see increased attention moving forward on the use of SCCT in counseling settings.

A participant asked how SCCT can be used in a manner that does not blame the individual for their career situation. Nadya Fouad indicated that SCCT can address environmental variables (racism, discrimination, perception of barriers) that may prevent an individual from implementing career choice goals based on interests or self-efficacy beliefs. A discussion developed around testing portions of SCCT related to contextual variables.

The discussion then turned to the career development of men and women independently, and several people discussed the

barriers present for women entering nontraditional fields (and biases among professionals that all women should strive for nontraditional careers for women) and also the notion that male students are becoming disengaged with the career planning process altogether.

Finally, a discussion took place regarding the funding opportunities for people looking to do SCCT (and other career-related) research, and a number of suggestions were made including the Department of Education, the Department of Labor, and local school districts. Bob Lent and Nadya Fouad both remarked how these grants were especially available for research in the STEM fields.

Participants who were interested in connecting after the conference about research and practice related to SCCT provided their e-mail addresses. The discussion leaders will send out an e-mail to the group following the conference to continue dialogue.

SELF-CONSTRUCTION

Discussion Leaders: Graham B. Stead Cleveland State University
Kevin Glavin
Kent State University

A number of individuals who attended the meeting stated that they attended the constructivist-

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based networking session because, even though they considered themselves to be P-E fit people, they wanted to learn something new.

Two questions asked included: (1) Are we going through a historical change in how we view “the self”? and (2) Is this the end of the “modernist” view of self?

One individual brought up the point that in places like Jamaica, or 3rd world countries, there are less possible “selves” one can be, which is quite unlike the western world, where we have many more possibilities. It was stated that character became personality because we needed to control and categorize people during industrialization. Now that times are changing, we may be moving into a time of “multiple selves”. Another individual stated: Even if we do agree the self (or personality) has, or is, changing, it is still rooted in culture, and one cannot ignore that. It was asked whether or not these changes are being caused from inside the person, or is the environment causing the changes?

A participant stated that P-E fit was quick, simple, and cost effective, whereas career counseling based on social construction and constructivism takes more time. Therefore, it was asked how they could be fitted together. One individual replied that the services counselors provide will depend upon their epistemological ideas. This dis-

cussion continued with the suggestion that we need to figure out what works best for different people who have different needs. Because we have limited resources, we need to refer people to the appropriate interventions, whether that intervention be P-E fit or narrative. It was suggested some clients would not have the patience to be counseled using a narrative approach. These issues all require further taking into account environmental concerns such as economics.

An argument was put forth regarding the idea that reality can be constructed by the individual. An example was given of a student who had somehow made it to her 3rd year in university as a musician when someone told her she truly did not have the talent. This individual slipped through the cracks, and was not caught by gatekeepers. In the meantime, she felt she was a truly talented musician. This is the reality she constructed for herself, but it did not fit with the world of work. She only realized her lack of talent when she bumped up against external reality.

It was suggested the process of constructivism should not be thought of on its own. Instead, we are really dealing with coprocesses of self-construction and constructivism. Constructivists seek, perhaps, to ask more questions than provide answers.

The SVP Executive Board would like to thank our hosts and sponsors, especially Linda Subich, Paul Hartung, Mindi Thompson for an invigorating and meaningful SVP biennial conference experience!

If you are interested in hosting the next biennial conference at your institution, please see instructions for proposals on page 6-7 of this edition of the newsletter.

Society for Vocational Psychology

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