

THE

LETTER

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CLINICAL CAPSTONES FOR VOCATIONAL TRAINING?

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Although it was thirteen years ago, I still remember Roy Warman's description of the internship experience at the Iowa State Student Counseling Service as a "capstone" to doctoral training. For me, it was that and more---the most significant professional experience in my career to that point. It was in Ames that I met my wife Shelly; in Ames that I met Jim O'Neil and the Maryland "mystique;" in Ames that I learned the secrets of the interpretation of the experimental scales on the Kuder DD. In those days, most of my peers did counseling center internships, a few did VA's and even fewer found an internship in a mental health setting. How times change!

Today most of my students do their internships in mental health or VA settings and a few do counseling center internships. To hedge their bets, my students load up on projectives, and psychodynamic practica. To do otherwise, they fear, would be to lessen their prospects at the best internship sites. After the first year or so of coursework, most doctoral students---even those interested in vocational psychology---have geared their spare time and coursework toward clinical skill acquisition. How can we preserve the vocational core when there is so much pressure to acquire clinical preparation?

The last time I looked at the APA approved internship list there was not a single approved internship outside of a traditional mental health setting, save the counseling centers. As APA approved programs in counseling psychology increase sharply in number, competition for

counseling center internship slots will also increase. APA no longer differentiates between counseling and clinical internships in the annual listings, though it is clear that some are quite permeable to counseling psychologists and others are less so. Most counseling centers still valiantly insist upon some vocational experience (Boyd, 1988, personal communication), but there are many skills required of a prospective intern in a counseling center these days, including substance abuse, consultation, aids training, etc. Anyway, if I recall correctly, only one of our students went to a counseling center last year.

Many of our masters level students have completed first rate practica in industrial/vocational settings such as Goddard Space Flight Center, Department of
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STEVE BROWN MAKES THE NATIONAL MEDIA

Maybe you have seen it. Steven Brown, of Chicago's Loyola University was quoted in an article on career choices in the New York Times, which has been picked up by local newspapers across the country. Actually, Steve says, he was misquoted. Although the article suggests that his research showed that students are putting too much emphasis on the market and not enough on their own interests and needs in reality his research was of self-efficacy expectations. Steve is getting a lot of requests for research he didn't do.

How do you get quoted in the media? Sign up with APAs public information office. They have a form on which you name area of expertise, to which they will turn when they get requests for interview material from the media. But try to be sure that you are quoted accurately!

CLINICAL CAPSTONES...

Labor, U. S. General Accounting Office, Martin Marrieta, Control Data, or Blue Cross. Some of these settings have good potential for APA approval, but would need a great deal of encouragement and assistance in applying for approval. There are several standards which must be met before approval can be granted, including licensed psychologists on staff, adequate supervision time, case conferences, and a critical mass of interns, but none of these standards strikes me as prohibitive. I suggest the following:

1. That one goal of the special interest group be the expansion of vocationally oriented and APA approved internships.
2. That to accomplish this goal, one active industrial internship site be identified in each geographic area of the U.S. with good potential for APA approval.
3. That a committee from the special interest group assist these sites in applying for and gaining APA approval, and serving as an advisory board once up and running.
4. Once approved these new internships be carefully advertised to attract counseling psychologists.

If you are interested in working toward the goal of more vocational internships that are APA approved, call or write to me and we can meet at the convention. It should be a "capstone" experience.

RESEARCH IN PROGRESS

Don Zytowski, at Iowa State University, has collected data from a series of hypothetical career choices and is planning to use policy-capturing technique, a popular method in management science, to assess the quality of the subjects' decision-making. Additional data will test Krumboltz's hypothesis that poor decision-making is traceable to anxiety. The policy-capturing data was obtained in a test-retest situation, so as to test its temporal reliability, a quality of the technique that seems yet to be unknown.

CONFERENCES OF INTEREST

Ellen Lent

The national conference of the American Society for Training and Development (ASTD) is scheduled for June 4-8, 1989, in Boston, at the Hynes Memorial Convention Center on Boylston Street. ASTD's career development division sponsors over 25 sessions at the national convention. Potential speakers include Nancy Schlossberg, Douglas T. Hall, and Donald Super. The deadline for submitting proposals has passed; to get registration information, contact ASTD at 1630 Duke Street, P.O. Box 1443, Alexandria, VA, 22313; 703-683-8100. I am a member of the design committee for this conference.

The first national conference of the American Psychological Society will begin the next day: June 9-11 at the Georgetown Conference Center in Washington, D.C. I learned that the program planners are stressing invited presentations and poster sessions. More information can be obtained from Virginia O'Leary at Radcliffe College, 617-495-8052, from Nan Anderson, or from APS at P.O. Box 1553, Norman, OK 73070, 800-950-4277. Membership information is also available: yearly dues are \$75 for members, \$10 for student affiliates.

PERSONAL

Judy Chartrand, presently finishing her doctorate at University of Minnesota, will join the faculty at Virginia Commonwealth University for spring semester.

Z

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ELUSIVE ARTICLES

Mark Savickas

Occasionally, each of us runs across an intriguing article in a journal which is outside the counseling psychology and career development mainstream. Typically, we recommend these articles to our colleagues and collaborators. One function of Career Developments is to widen the circle of colleagues with whom we share these articles. In each issue of this newsletter, a member of our Special Interest Group will recommend a few such "elusive" articles so that they do not escape our detection.

Karasek, R., Theorell, T., Schwartz, J., Schnall, P., Pieper, C., & Michela, J. (1988). Job characteristics in relation to the prevalence of myocardial infarction in the US Health Examination Survey and the Health and Nutrition Examination Survey. American Journal of Public Health, 78, 910-918.

Describes a two-dimensional model of occupational strain and reports that the prevalence of heart attacks among occupational groups relates to occupational strain as defined by low decision latitude-high psychological work load. A table places 180 occupations in two-dimensional space relative to amounts of latitude and psychological demands to indicate degree of strain.

Editorial (1987). Career what . . . ?
Medical Teacher, 9, 383-387.

An attempt to distinguish and standardize terms used to describe four career services: information, advice, guidance, and counseling.

Diamond, E. (Ed.). (1988). Women's occupational plans and decisions [Special issue]. Applied Psychology: An International Review, 37(2).

An outstanding collection of eight articles on topics such as occupational sex segregation, interests, and career development.

Derr, C. B. (1986). Five definitions of career success: Implications for relationships. International Review of Applied Psychology, 35, 415-435.

USE OF CAREER ASSESSMENT INSTRUMENTS SURVEYED

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At a recent meeting of counseling psychologists interested in career development and career assessment, the question was raised: How many people take career assessment inventories every year? Intuitively we are sure the number is large and growing, particularly with the increased use of career assessment in elementary and middle schools as well as in business and industry. An empirical answer to the question has proven difficult to find, however, since test publishers are loathe to disclose sales figures, despite persistent begging.

Fortunately, the second edition of the Counselor's Guide to Career Assessment Instrument (Kapes and Mastie, 1988) has just been published, and the editors report on a survey of instrument use which follows up on Zytowski and Warman's 1982
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Describes five cognitive maps about career success that may control the balance of work, relationships, and self-development: (1) getting ahead, (2) getting secure, (3) getting free, (4) getting high, and (5) getting balanced.

Richman, D. R. (1988). Cognitive psychotherapy through the career cycle. In W. Dryden & P. Trower (Eds.). Developments in cognitive psychotherapy (pp. 190-217). London: Sage.

Richman, who describes herself as a clinical psychologist who was formerly a career counselor, draws a parallel between work issues and the more personal-social issues that Ellis concerns himself with. She recaps E. Schein's conceptualization of career cycles: entry, adjusting to daily routines, whether to remain midcareer crisis, and late career/disengagement, identifying the irrational beliefs possible in each. Interestingly, she also notes a number of irrational beliefs held by employers. The chapter offers little insight into treatment other than main-line Ellis.

THE USE OF CASE MATERIAL IN A CAREER DEVELOPMENT COURSE

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One of the major challenges facing educators in counseling psychology pertains to the career development sequence. Many individuals who have worked with students in counselor education, rehabilitation counseling, and counseling psychology have experienced the relative lack of enthusiasm that is initially associated with career development courses. This absence of interest coupled with the observations of Fitzgerald and Osipow (1986), who found a decline in interest in vocational issues among younger counseling psychologists, certainly raises important questions about the future of the career area.

While there are many possible reasons for this lack of interest, one plausible place to begin a careful and critical self-assessment would be in the training sequence in graduate school. At the University at Albany, a two course sequence in Career Development exists in the doctoral program. This sequence, which was developed and implemented by Susan D. Phillips, begins with a course in Theory and Practice and culminates with a course in Theory and Research. The Theory and Practice course, which will be the focus of this discussion, is designed to occur prior to the students' initial practicum experiences in counseling.

The Theory and Practice course reviews the major theories of vocational choice and career development with a focus on the design and delivery of vocational interventions. Using the Brown, Brooks, & Associates (1984) text along with selected readings by the original theorists, the students are exposed to the major schools of thought in career development. In order to enliven the presentation of the theories, a mock case vignette is distributed subsequent to the review of the assumptions and characteristics of each particular theory. Following the distribution of each case, the instructor raises a series of questions designed to promote an integration of theory and

practice. These cases are developed with the intention of highlighting relevant aspects of a given theory. For example, in the case that accompanies the discussion of the decision-making perspective, the client is presented in a manner that emphasizes the individual characteristics (i.e., decision-making styles) along with relevant contextual issues that may impact upon the decision-making process.

In recent years, the cases have included systems as well as individuals. For example, to illustrate the developmental perspective, students are asked to imagine consulting with a high school that is attempting to implement changes in its educational and counseling practices. In a unit on the career behavior of adults, students are given an opportunity to consider the anticipated needs and characteristics of a career development service in an organization. By using systems as well as individual clients, students can begin to think about the notions of preventive or developmental interventions in an applied context.

Another feature of this case vignette approach is the integration of nonvocational issues with vocational issues. While the nonvocational issues often are not as salient in the case vignettes as are the vocational concerns, students are encouraged to reflect upon some of the issues inherent to the delivery of integrative treatment strategies.

While it is difficult to ascertain the precise effectiveness of the case vignettes in relation to the issues raised at the outset of this discussion, our collective experience coupled with student evaluations suggests that this approach provides a useful way to present theoretical material in career development.

Brown, D., & Brooks, L. & Associates (1984). Career choice and development. San Francisco, CA: Jossey-Bass.

Fitzgerald, L. F., & Osipow, S. (1986). An occupational analysis of counseling psychology: How specific is the speciality? American Psychologist, 41, 535-544.

SURVEY...

study and on Engen, Lamb and Prediger's 1982 study. With cautions about the interpretation of the data because of low return rates and possible misinterpretation of subjects of some of the test names, the three studies confirmed the popularity of the most frequently researched instruments. The Counselor's Guide Survey found the Self-Directed Search, (SCS), the Strong Interest Inventory, (SII), the Kuder Occupational Interest Survey, (KOIS), the Harrington-O'Shea Career Decision-Making System, (CDM), and the Kuder General Interest Survey, (KGIS), as the most popular interest inventories, the Differential Aptitude Test Battery, (DAT), as the most popular aptitude test, and both the Career Development Inventory, (CDI), and the Career Maturity Inventory, (CMI), popular measures of vocational maturity. Findings from the Zytowski and Warman study were very similar, including the Bennett Mechanical and Minnesota Clerical in popular aptitude tests. The Engen, Lamb and Prediger study found that the ten most popular instruments were the Armed Services Vocational Aptitude Battery, which was twelfth on the Counselor's Guide study, the DAT, the ~~General Aptitude Test Battery~~, KOIS, SII, KGIS, Ohio Vocational Interest Survey, the SDS, and the California Occupational Preference Survey.

The original question we asked, then, was not answerable. The couple of publishers who were willing to give out questionnaires indicated that the sales of career assessment instruments are in the tens of millions each year. The surveys of most-used career assessment instruments, does, however provide a guide to those instruments deemed most popular by users and shows that interests and aptitudes continue to be the most often assessed areas.

References

Engen, H. B., Lamb, R. R., & Prediger, D. J. (1982). Are secondary schools still using standardized tests? Personnel and Guidance Journal, 60, 287-290.

Kapes, J. T., & Mastie, M. M. (Eds.). (1988). A counselor's guide to career assessment instruments, (2nd

ed.). Washington, DC: American Association for Counseling and Development.

Zytowski, D. G., & Warman, R. E. (1982). The changing use of tests in counseling. Measurement and Evaluation in Guidance, 15, 147-152.

NEW BOOKS

Kapes, J. T., & Mastie, M. M. (Eds.). (1988). A counselor's guide to career assessment instruments (2 ed.). Washington, DC: American Association for Counseling and Development.

This timely publication reviews major career assessment instruments at level falling between the Buros MMYs and TCA's Test Critiques. Of the 43 reviewed 22 are of tests not included in the first edition, consisting of newly published ones, several measures of personality, a number intended for special populations. Also valuable is a compendium of lesser-used instruments, published addresses, and sources of information about tests and testing.

Yost, E. B., & Corbishley, M. A. (1987). Career counseling: A psychological approach. San Francisco: Jossey-Bass.

This new book from the Jossey-Bass Higher Education series offers in each chapter a concise overview of pertinent career theories: Tiedeman, O'Hara, Trait-Factor, Roe, Holland, Krumboltz, and Ginzberg and Super. The remainder of the book is a practical guide in the application of these theories to practice. For instance, the authors offer an outline of topics on which to focus the initial interview. Elsewhere, they delineate roadblocks common to various career decisions like desire for perfection, hasty decision-making, reinforcement of indecisiveness. The book would serve as a supplement to a more theoretically-based text in a career counseling course.

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