EPSY 954
VOCATIONAL PSYCHOLOGY
Spring, 2018 #66060

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SCHEDULE: Wednesdays from 1:30 to 4:20  
420 Joseph R. Pearson Hall

Graduate Catalog course description: A survey of the major career development theories in counseling psychology. Models and methods of career interventions will be reviewed and integrated from the different theoretical perspectives. The empirical support of each theory and necessary future research will be identified. The course will include presentation of theories of career development and their specific applicability in counseling. The career development of special groups (women, the culturally different, non-whites) will be studied as well as alternative methods of delivery in career development and counseling. Prerequisite: PRE 846 or equivalent.

Tom's Elevator Definition of Vocational Psychology: The study of one's relationship to work, how that relationship develops and changes over time, and how it is influenced by contextual forces.

READINGS

REQUIRED READINGS: Many chapters and articles: We will discuss the best way to access these.

DISABILITY STATEMENT

The staff of Student Access Services (SAS), 22 Strong, 785-864-4064 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU courses and have not contacted them, please do so as soon as possible. Please also see me privately in regard to this course.

SOME BELIEFS I HAVE ABOUT THIS COURSE...

1. You are here because you are good. I assume a certain level of excellence which you have already established as a track record which got you here. I don't expect you to prove to me you are good enough to be here, I already know that.

So...I don't have any preconceived ideas about how grades should be distributed among you.

2. Because you are good, I expect you to share what you have with each other and with me. I only know a small amount of what there is to be known about vocational psychology. In the first weeks you will learn things I don't know and will never know. Please feel encouraged to share what you learn, and to let me
know when I'm not doing what I need to do to set up an environment that allows us to exchange what we know. Don't get me wrong, I respect what I do know about the field, but as Meacham has shown, wisdom sits at the confluence of knowledge and doubt. We do best when we acknowledge what we know while simultaneously holding our knowledge as tenuous, temporary, the best we have for now. Respect combined with a healthy disrespect.

So...I put a lot of importance on class discussion, on feedback you give to one another and to me, and on the caliber of the work you do, especially for each other.

3. We are too busy to attend to this the way we should, would like to, I would like us to. While learning this material for its own sake will motivate some, it won't motivate most of you to the level of competence I'd like you to have when you leave this course. For some, grades will act as a motivator, while some will be motivated by the desire to earn or keep the respect their peers and I have for them.

So...I will attempt to structure the environment to make it easier.
   a) I will try to model hard work and preparation.
   b) I will try to reinforce you when you do try.
   c) I will try to make it relevant, thus making it a higher priority.
   d) I will work with you to set up assignments that help us do what needs to be done.

4. We learn best by exposure to several types of input.

   So...We'll read, do role plays, integrate via discussion, integrate via writing, listen to me present, listen to each other present, imagine, give and receive oral and written feedback...

5. Life is to be enjoyed. Research is becoming clear that there is little relationship between happiness and material wealth; but there is a consistent relationship between happiness and the frequency of getting into flow. Csikszentmihalyi defines flow as the state we enter when we are challenged, but only to a level we are capable of reaching. Too little challenge yields boredom, too much yields anxiety. When we are in flow, we lose track of our surroundings and of time. Csikszentmihalyi and others suggest psychologists need to be helping folks figure out what gets them into flow - and helping them find outlets for that. Logically then, learning will be most effective when students are engaging in activities (in the classroom and as homework) that allow them to reach flow. The same is certainly true for teachers. If I am in flow on a given day, you will know it. On days when I am not, you will know that too (it may be easier to identify this one).

   So...If this isn't mostly fun, let me know. We may be doing something wrong.

6. It's an imperfect world. So...we can expect that we won't be able to come through with some of the above the way you or I would like.

   COURSE OBJECTIVES

1. You know the literature.
   If vocational psychology is a game like football, I want to know you can attend a game and not embarrass yourself. You need to know the rules, the players, the all stars...
   So with vocational psychology you need to know the literature: what are the issues we have been studying and writing about for the past 100 years? Especially the past 10 years.
   Who are the players? For example, you should know that David Blustein has been writing about the role of volition in vocational psychology.
II. You can design a legitimate study in vocational psychology.
   At the macro level, working to better understand some facet of VP by submitting it to scientific scrutiny.
This semester we will together choose a small number of specific areas of scrutiny.
   To start, you would be able to study the literature and write a cogent and meaningful review of what we know of an area; then design a study that tests some notion or hypothesis or model.

III. You can integrate what we know about vocational psychology and human behavior change.
   You can develop reasonable interventions to assist the achievement of career development goals.
   You can carry out and manualize those interventions and monitor their effectiveness.

ASSIGNMENTS

1. Special Populations Training (alone or with one partner): 25
   Sign up for 1 class period and present on a special population. Pick a population of interest (e.g., persons getting out of prison, persons with a particular disability, persons over 50 recently laid off, student veterans). Do enough research on the group that you have a beginning understanding of work issues related to their status. Imagine interventions that might address some of those issues. Deliver a 10-15 minute presentation to the class as if you were a staff psychologist working at CAPS, Bert Nash, or Responsive Centers presenting to your fellow staff at that site, some of whom are currently working with persons in this special population (let us know who we are when you do your presentation). Your goal is to communicate salient work-related issues for this population, and give the staff (us) ideas on ways they might integrate work related interventions in their therapy for typical presenting issues like depression, anxiety, and relationship concerns. Lead the class in some role plays of the interventions.

2. Poster Session (alone or with one partner): 10
   Create a poster on your special populations presentation as if for an APA convention. See samples at http://www.people.ku.edu/~tkrieshok/epsy954/
   In mid or late April, we will reserve space in the open area of JRP and hold a 1-hour session for the public at the beginning of one of our class periods.

3. Research Pre-proposal (alone or with one partner): 20+5
   Meant to be a precursor to the comps specialty area paper
   Includes a brief Literature Review and a Method section
   Must be a do-able study (one you could choose to do within the year)
   Limited to 1,000 words (about 4 pages double spaced).
   Deliver a 10 minute presentation of the proposal to the class: (5)
   Participate in a deconstruction of the proposal with the class.

4. Big Ideas (Teams of 3-4): 15
   In consultation with tk, pick an important or emerging vocational psychology idea (could be one of those outlined on the board 2 weeks ago). Assign 1-2 readings on the topic one week prior to your team's presentation. Develop a small number of learning objectives you have for the class, and carry out an in-class experience to best arrive at your desired learning outcomes. One possibility is to create an excellent sample comps question on your topic, drawing on the reading(s) you assigned the class the week prior.
5. SONA Participation or substitute assignment: 5
You can participate in research conducted by researchers in EPSY, or write reports on research related to topics in this course. Research participation credit is awarded in units of 1 credit or more, and you need to accrue 3 credits. Different experiments award different amounts of credit, with roughly 1 credit equal to 30 minutes of participation. To sign up go to http://kupre.sona-systems.com. If you choose to write reports on studies, use the format described at http://www.people.ku.edu/~tkrieshok/epsy954/reports.htm

6. Contribution to group learning: 20
Many of the in-class activities require outside reading and preparation. It is imperative that we all come to class prepared to engage the material and each other. This includes being prepared for class, emailing excellent questions to the moderator prior to class, participating fully in class discussions, offering constructive feedback to the other students and to the instructor, absence of online shopping during class...

Individual students underestimate the power they have to influence the spirit of a class. Just one or two students who come to class with a disparaging attitude influence others to hold back when they might otherwise jump in. Conversely, one or two students who exhibit a genuine openness to learning and risk-taking bring that out in those around them. If I sense you are struggling of attitude, I will make every effort to bring you back from the dark side. Feel free to get excited about this stuff.

TYPICAL CLASS SESSION
1. Read the any assigned readings and email to the instructor and to any moderators 1 question over each reading by noon on the day of class.
2. Special Population Training
3. Big Ideas presentation

ATYPICAL CLASS SESSIONS

Presentation of Research Proposals
- Brief (10 minute) presentation of literature review and research method (PP)
  - This part is videotaped for you to examine later
  - Teams of 4 deconstruct the merits and complications of the proposed study
  - TK and the presenter(s) lead(s) the whole class deconstruction of the merits, complications, and alternative pathways to carry out the proposed study

Big Ideas
What shapes your relationship to work; and the impact of work on wellbeing.
- The role of implicit learning and other unconscious processes
  - affective forecasting, implementation intentions, satisficing-maximizing
- The influence of culture and social class
- The influence of other salient identities (sex, gender, sexual orientation, disabling conditions, religion...)
- The influence of relationships
- How to intervene around these issues with individuals and populations.
SUMMARY OF WEIGHTS FOR COURSE EVALUATION

1. 25% Special Populations Training
2. 10% Poster on a special population
3. 20% Research Pre-Proposal
4. 5% Pre-Proposal Presentation
5. 15% Big Ideas
6. 5% SONA or substitute assignment
7. 20% Contribution to group learning

ACADEMIC MISCONDUCT

This course adheres to the University's Policy on Academic Misconduct. It is YOUR responsibility to know that policy and adhere to it as well. Please read it at this address: https://documents.ku.edu/policies/governance/USRR.htm (see article 2, sect. 6)

KU WRITING CENTER

KU has a fabulous Writing Center. PLEASE visit their website at www.writing.ku.edu and PLEASE avail yourself of their resources as you work on your papers this semester.

LITERATURE RESOURCES

Abstracting and literature search databases at: https://lib.ku.edu/find-resources?rtype=db&page=index
Educational Resources Information Clearinghouse (ERIC)
PsycINFO (used to be Psychological Abstracts)

KU Electronic journals page (one of my Top 10 most referenced sites)
http://www.lib.ku.edu/ejournals.cfm

Career Journals (some of these may no longer be subscribed to by KU)
Career Development for Exceptional Individuals
Career Development Quarterly
Counseling and Values
Counselor Education and Supervision
Educational and Psychological Measurement
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Career Assessment
Journal of Career Development
Journal of Career Planning & Employment
Journal of College Student Development
Journal of Counseling & Development
Journal of Counseling Psychology
Journal of Employment Counseling
Journal of Mental Health Counseling
Journal of Multicultural Counseling & Development
Journal of Occupational & Organizational Psychology
Journal of Organizational Behavior
Journal of Rehabilitation
Journal of Vocational Behavior
Measurement & Evaluation in Counseling & Development
Personnel Psychology
Professional School Counseling
Rehabilitation Counseling Bulletin
Sex Roles
The Counseling Psychologist
The School Counselor
Training and Development Journal
Workforce
# OUTLINE OF EVENTS

## JANUARY
- **17** Overview of the course and learning objectives for the semester.
- **24** Discussion of articles by search candidates
- **31** NO CLASS - SEARCH ACTIVITIES

## FEBRUARY
- **7** TK
  - The Psychology of Working Theory
- **14** TK
  - Implicit memory and decision making
- **21** Maggie
  - Work issues for persons with OCD
- **28** Yilei
  - Work issues for Asian/Asian American college students
  - Sara
  - Working moms

## MARCH
- **7** Bahaur & Michael
  - TBD
- Max & Robyn
  - TBD
- **14** PROPOSAL ABSTRACTS DUE to tk via email
  - Ryan & Troy
  - TBD
  - Niwa
  - Work issues for DACA students
- **21** SPRING BREAK
- **28** Jonathan
  - Work issues for Individuals with autism
- Kelsey & Sarah
  - Work issues for Adults with disabilities

## APRIL
- **4** Aishah
  - Work issues for Offenders
- Miriam
  - Work issues for Teen parents
- **11** Scott
  - TBD
  - PROPOSAL WRITE-UP DUE
  - PROPOSAL PRESENTATIONS AND DISCUSSIONS
- **18** PROPOSAL PRESENTATIONS AND DISCUSSIONS
- **25** SPECIAL POPULATIONS POSTER SESSION

## MAY
- **2**