EPSY 954
VOCATIONAL PSYCHOLOGY
Spring, 2016 #66193

INSTRUCTOR:  Tom Krieshok, Ph.D.  
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SCHEDULE:  Wednesdays from 1:00 to 3:50  
247 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


ADDITIONAL 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 classes and have not contacted them, please do as soon as possible. Please also see me privately in regard to this course.

EARLY COURSE SCHEDULE

Class 1.  Overview of the course and learning objectives for the semester.  
What competencies do YOU need/want to get out of this course?  
A pictorial history of your relationship to work

Class 2.  Trivial pursuit of vocational psychology  
Constructing a map of Vocational Psychology
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 may 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. You are too busy to attend to this the way you should, would like to, I would like you 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

I. 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 social advocacy 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.
   To do this, I assume that you come to this class with a good knowledge of research methods and research design, both quantitative and qualitative. I suspect this is not true for all, so there will be some catching up to do for some of you. This IS a doctoral level course.

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.

To achieve these outcomes we will tackle the following assignments and in-class activities:

OUT OF CLASS ASSIGNMENTS

1. Moderate the discussion during 1 class period (alone or with one partner)
   Sign up for 1 class period. At the preceding class (one week before you moderate the discussion), present the class with 3-5 critical points you want them to engage with in the readings for your week. (This will require you to have done the readings for that week in depth, one week ahead of the rest of the class). YI will email you that week's questions over the readings (1 from each student on each reading), which you can use any way you choose, including putting the groups to work on one or more of the submitted questions, or you might choose to do a bit of lecturing over the material related to the questions. I will always reserve the right to add some of my own thoughts and "wisdom".

2. Research Proposal (alone or with one partner)
   Modeled after a brief report of a study (I will give you a couple examples)
   Includes a brief Literature Review and a Method section
   Must be a do-able study (one you could choose to do within the year)
   Must be an outgrowth of one of the topics we are covering this semester
   Limited to 4,000 words (about 14-15 pages of double spaced text; Times New Roman-12 point).

3. Poster on a special population (alone)
   Examine the literature on some facet of work related issues for a population of interest, approved by me in advance (e.g. African American high schoolers, persons labeled SPMI, international students, immigrants, etc.)
   Your topic might be issues this population has relative to work, or particular interventions found effective for this population.
   Prepare a poster (as if for an APA convention) outlining what you have found (see samples at http://www.people.ku.edu/~tkrieshok/epsy954/)
4. SONA Participation: 5 points
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 5 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

5. Final Oral Exam
Schedule a half hour appointment with me for your final oral exam. The exam will be over your research proposal, (including the literature review and the proposed study), and everything else covered in the class. I will provide you with 3 broad questions at least 2 weeks prior to the exam, and we will spend time on at least 2 of those in the exam.

IN-CLASS ACTIVITIES

TYPICAL CLASS SESSION

1. Read the 2 or 3 required readings. (I typically list additional readings in case a topic appeals to you).
2. Compose 1 question over each reading.
3. Email to the instructor and to the moderators 1 question over each reading.
4. Take the brief quiz at beginning of class over the 2-3 readings for the day.
5. Break into teams of 4-5 (set by Tom every few weeks) to discuss the readings, including your REACTIONS to the readings and the APPLICATION of the content to research and to practice, especially to any case study you are given.
6. Briefly present your group's takeaways from your reading and discussion (NOT a summary of the content), ending with your group's "hottest issue" for the full group to discuss.
7. The student-moderators will lead discussion of the questions with the full class, and the students or I may do some lecturing.

ATYPICAL CLASS SESSIONS

Presentation of Research Proposals
Brief (15 minute) presentation of literature review and research method (PP)
This part is videotaped for you to examine later
Teams of 4-5 discuss the merits and complications of the proposed study
The presenter(s) lead(s) the class discussion of the merits and complications of the proposed study

Poster Session
Forward your poster to the whole class 48 hours before the in-class poster session
Email one question per poster to the poster authors the day before class
The first part of class will be spent examining the posters in a typical poster session format
Engage the authors with the question you sent them (or another cooler one)
Followed by a general discussion of what we learned from the posters

CONTRIBUTION TO GROUP LEARNING

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 category 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.

**SUMMARY OF WEIGHTS FOR COURSE EVALUATION**

1. 10%  Moderating the topic for one class period  
2. 10%  Contribution to group learning  
3. 20%  Pop Quizzes on the readings for the day  
4. 10%  Poster on a special population  
5. 10%  Proposal Presentation  
6. 10%  Proposal Write-up  
7. 20%  SONA or substitute assignment  
8. 15%  Final (Oral) Examination

**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](https://documents.ku.edu/policies/governance/USRR.htm) (see article 2, sect. 6)

**LAB FEE**

Depending on the direction things take, there could be a lab fee.

**KU WRITING CENTER**

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

**COMPUTING RESOURCES**

Computing Center Homepage. Lots of info about how and where to connect, how to get software, training, etc. [http://www.technology.ku.edu/](http://www.technology.ku.edu/)

**LITERATURE RESOURCES**

Abstracting and literature search databases at:  
[https://lib.ku.edu/find-resources?rtype=db&page=index](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](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 KU

**Career Development Quarterly**
Community Mental Health Journal
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 (used to be Journal of College Placement)
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 Org. Behavior
Journal of Rehabilitation

**Journal of Vocational Behavior**

**Measurement & Evaluation in Counseling & Development**
Personnel Psychology
Professional School Counseling
Rehabilitation Counseling Bulletin
School Psychology Review
Sex Roles

**The Counseling Psychologist**
The School Counselor
Training and Development Journal
Workforce
OUTLINE OF EVENTS

1/20  Overview of the course and learning objectives for the semester. What competencies do YOU need/want to get out of this course? A pictorial history of your relationship to work

1/27  Trivial pursuit of vocational psychology Constructing a map of Vocational Psychology Read assigned chapter from text and submit 4 multiple choice questions to me.

2/3   Theories I: Overview, TWA, Holland Chapters 1, 2, and 3 Readings: (20) (21) (48)

2/10  Theories II: Super, SCCT Chapters 4 and 5 Readings: (35)

2/17  Theories III: Decision Making 1: Evolution, Chaos, and Affective Forecasting Aaron and Stephanie Chapter 17 READINGS: 32 (19) (23) (54)


3/9   Diversity I: Gender and Sexual Orientation Shengnan and Matt Chapters 7 & 10 Readings: 55, 56 PROPOSAL ABSTRACTS DUE to tk via email

3/16  SPRING BREAK

3/23  Diversity II: Race, Ethnicity, and Class Lindsey and Jingru Chapters 8, 9 Readings: 11, 14 (8) (16) (36) (43) (49) (50)

3/30  Diversity III: Diagnoses and Disabilities Olivia Chapter 13 Readings: (31)
4/6   Diversity IV: Interests, Abilities, and Personality
       Craig and Katy
       Chapters: 14, 16 (11) (15) (17) (18)
       Readings: 6

4/13  Interventions, Process, and Outcomes
       Chapters: 20 (18) (21) (22) (23)
       Readings: 7, 10, SVP Draft Guidelines (53)

4/20  The Psychology of Working AND Relational Influences and work
       Chapters: 12 (19)
       Readings: 22, 24, 46 (4) (5) (38) (45)
       Posters on special populations

4/27  Positive Psychology and Work: Calling, Crafting, Flow, and Flourishing
       Amanda
       Readings: 12, 37 (3) (9) (13)

5/4   PROPOSAL PRESENTATIONS AND DISCUSSIONS
       Summing Up & Course Evaluations
       PROPOSAL WRITE-UP DUE

       Finals Week: Half hour final exam scheduled with me.
READINGS