




SVP

**2016 Biennial Conference
Society for Vocational Psychology**



May 16-17, 2016

**Florida State University
Tallahassee, Florida**

INTEGRATING

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IN

VOCATIONAL PSYCHOLOGY





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Welcome from the SVP Chair

Welcome to the SVP 12th Biennial Conference. We are so excited that you decided to attend.

On behalf of the SVP executive board, I want to send our gratitude and appreciation for all of the hard work of Drs. Janet Lenz, Casey Dozier, Deb Osborn, Gary Peterson, Bob Reardon, Jim Sampson, and Emily Bullock-Yowell. They have worked tirelessly to set up the wonderful accommodations and list of speakers and events for this conference.

Throughout my career ever since I was a graduate student, I have attended the SVP Biennial Conferences. I have found them to be an event that focuses on fostering the understanding and development of scholars at all levels who are interested in vocational psychology and career counseling.

I believe this conference will be an important event that will help us facilitate understanding across research, theory, and practice and will provide an opportunity for all who are interested in helping people find and maintain gainful employment. I look forward to meeting with many of you over the course of this conference. Thank you for attending.

Saba Rasheed Ali

Saba Rasheed Ali, Ph.D.
Chair, Society for Vocational Psychology
Associate Professor, Counseling Psychology
University of Iowa

Welcome from the 2016 Conference Committee

On behalf of the 2016 Society for Vocational Psychology (SVP) Conference Committee, we are delighted to welcome you to Tallahassee, Florida and Florida State University for this year's conference focusing on Integrating Theory, Research, & Practice. The conference committee has worked hard to bring you a diverse array of stimulating and interesting plenary, program, roundtable, and poster sessions.

Enjoy this opportunity to expand your knowledge in the field of vocational psychology, network with colleagues, and make new connections. We hope the conference provides you with rich ideas to take home and further extends the connections between theory, research, and practice. Take time to enjoy the local scenery, food, cultural activities, Tallahassee's southern hospitality and the surrounding areas. Don't hesitate to ask if we can be of assistance. Thanks for being part of this year's conference.

Janet G. Lenz, Ph.D.

Conference Chair
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Educational Psychology & Learning Systems
Career Center Program Director for Instruction,
Research & Evaluation
Florida State University

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Associate Professor
Department of Psychology
Director of Training, Counseling Psychology MS
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Professor/Associate Dean
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Society for Vocational Psychology Board

Saba Rasheed Ali, Chair
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Boston University

Brittan L. Davis, Student Representative
Cleveland State University



Society for Vocational Psychology Previous Chairs

Mark Savickas, Founding Chair (1987-1996)

Linda Subich (1996-1998)

Nadya Fouad (1998-2000)

Jane Swanson (2000-2002)

W. Bruce Walsh (2002-2004)

David Blustein (2004-2006)

Paul Gore (2006-2008)

Donna Schultheiss (2008-2010)

Ellen McWhirter (2010-2012)

Susan Whiston (2012-2014)

Saba Ali (2014-2016)



Sponsors

The 2016 Conference Committee is extremely grateful for the support of its sponsors.



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Acknowledgments

*Appreciation is expressed to the following persons for their support of the conference.
We could not have done it without you!*

Carolyn Barringer
Jackie Belle
Mary Buzzetta
Ellie Castine
Christina Colgary
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Megan Downey
Christine Edralin
Katie Finney
Lisa Francis
Vanessa Freeman
Trinity Gonzalez
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Mary-Catherine McClain
Leslie Mille
Adam Miller
Sarah Pearson
Rickey Riddley
Kelly Riser
Kelvin Rutledge
Heather Scarboro
Martha Skipper
Linnea Stutts
Michele Thomas
Brianna Werner
Calvin Williams

Schedule at a Glance

SUNDAY, MAY 15

- 3:00-5:00 *3-Mile Walk* — St. Marks National Wildlife Refuge
- 6:00-8:00 *Dutch Treat Dinner at Wakulla Springs Lodge.*
Limited to 50 participants.

MONDAY, MAY 16

- 7:30-11:00 *Conference Registration* —
Student Services Building (SSB), 2nd Floor
- 8:00-9:30 *Continental Breakfast* — SSB Room 201
- 9:00-10:00 *Career Center Tours* — Dunlap Success Center
- 10:00-10:20 *Welcome/Overview* — SSB Room 203
- 10:20-11:30 ***Plenary Panel I*** — Challenges and Opportunities
in Vocational Psychology for Integrating Theory,
Research, and Practice
- 11:30-11:45 *Break*
- 11:45-12:45 ***Plenary Panel II*** — Applying Cognitive
Information Processing Theory to Career Problem
Solving and Decision Making
- 12:45-2:00 *Lunch*
- 2:00-3:30 *Program Sessions/Roundtables*
- 3:30-3:45 *Travel Break*
- 3:45-5:15 ***Plenary Panel III*** — Issues in Using Evidence-
Based Practice
- 5:15-5:45 *Travel to the University Center Club (UCC)*
- 5:30-7:30 *Reception and Poster Sessions* — UCC
- 7:30-**until** *Dinner On Your Own*
(See list of dining options on page 35)



TUESDAY, MAY 17

- 8:00-9:00 *Continental Breakfast* — SSB Room 201
- 9:00-10:00 ***Plenary Panel IV*** — View from the Editor's Desk:
Ensuring Quality in Theory, Research, and Practice
- 10:00-10:15 *Break*
- 10:15-11:45 *Program Sessions/Roundtables*
- 11:45-1:00 *Lunch*
- 1:00-2:30 *Program Sessions/Roundtables*
- 2:30-2:45 *Break*
- 2:45-3:45 ***Plenary Panel V***
(Closing Plenary) —
The State-of-the-Art
in Integrating Theory,
Research, and Practice
- 5:30-6:30 *Optional Walk in
Downtown Tallahassee*



Conference Agenda

SUNDAY, MAY 15

3:00 - 5:00 PM

Early arrivals, join us for a 3-mile walk in the beautiful *St. Marks National Wildlife Refuge*, located 23 miles south of Tallahassee at the Gulf of Mexico. The refuge includes coastal marshes, islands, tidal creeks, and estuaries, as well as the second-oldest light house in Florida. The refuge provides habitat for a wide variety of migratory birds and a diverse community of plant and animal life. The walk will be led by Dawn Griffin (Florida Trail Association). Please wear closed toed shoes; have a hat and jacket in case of rain. Bring your own water, bug spray, and a snack.

For more information, contact Janet Lenz at (850) 545-4342, or Dawn Griffin at (850) 509-6103 or at griffindd@aol.com. Transportation will be provided from the Doubletree Hotel and the FSU campus. Persons staying at the FSU Ragans Hall will be picked up at **2:30 p.m.** on Sunday, on Woodward Avenue on the east side of the Dunlap Success Center; persons staying at the Doubletree will be picked up outside the lobby at **2:40 p.m.** **You must reserve your spot in advance, no later than May 10.** The walk will be limited to a maximum of 20 people.

6:00 - 8:00 PM

Dutch treat dinner at Wakulla Springs Lodge. Limited to 50 participants. Contact Janet Lenz at (850) 545-4342 for more information.

MONDAY, MAY 16

7:30 - 10:30 AM

Registration | Student Services Building (SSB), 2nd Floor

7:30 - 9:00 AM

Continental Breakfast | Student Services Building (SSB), Room 201

9:00 - 10:00 AM

20-minute Career Center Tours | Dunlap Success Center (DSC)

Sign up at the conference registration table.

10:00 - 10:20 AM

Welcome / Conference Overview | Student Services Building (SSB), Room 203

Dr. Marcy Driscoll, Dean, Florida State University College of Education; Dr. Allison Crume, Associate Vice President for Student Affairs, Florida State University; Ms. Myrna Hoover, Director, Florida State University Career Center; Dr. Saba Ali, Chair, Society for Vocational Psychology; Dr. Janet Lenz, SVP Conference Chair

10:20 - 11:30 AM

Plenary Panel I:

Challenges and Opportunities for Integrating Theory, Research, and Practice in Vocational Psychology

James Sampson, Florida State University, Introduction; Robert Lent, University of Maryland, Social-Cognitive Career Theory; Robert Reardon, Florida State University, RIASEC Theory; Mary Sue Richardson, New York University, Work and Relationship Theory; Wendy Patton, Queensland University of Technology; Mary McMahon, University of Queensland, Systems Theory Framework of Career

11:30 - 11:45 AM

Break (*Enjoy refreshments*) | Student Services Building (SSB), Room 201

11:45 AM - 12:45 PM

Plenary Panel II:

Applying Cognitive Information Processing Theory to Career Problem Solving and Decision Making

Janet Lenz, Florida State University, Introduction; Robert Reardon, Florida State University, Origins of the CIP Approach; Gary Peterson, Florida State University, Key Concepts; Debra Osborn, Florida State University, Assessments; James Sampson, Florida State University, Intervention Strategies; Janet Lenz, Florida State University, Training; Casey Dozier, Florida State University, Supervision; Gary Peterson, Florida State University, Evidence Related to Vocational Behavior and Career Interventions; James Sampson, Florida State University, Cognitive Information Processing (CIP) Theory: Integrating Theory, Research, and Practice

12:45 - 2:00 PM

Lunch | (*\$10 voucher provided in conference packet*)

Voucher may be used at any of Seminole Dining's on-campus dining locations. Locations include Suwannee Dining Hall, Chick-fil-A, Fresh Food Company, etc. Visit <https://seminoledining.campusdish.com/Locations.aspx> for a full listing. *Explore and enjoy the FSU campus while taking a lunch break.*

MONDAY, MAY 16

2:00 - 3:30 PM

90 Minute Presentations (*choose 1 of 4 options*):

1-10 The SCCT in Australia: Empirical Models for Di(e)sparate Industries

Student Services Building (SSB), Room 208

Peter McIlveen, University of Southern Queensland; Nicole McDonald, University of Southern Queensland; Brad McLennan, University of Southern Queensland; Mark Oliver, University of Southern Queensland; Harsha Perera, University of New South Wales

This program addresses the outcomes of a cluster of research projects that use the social cognitive career theory (SCCT) in an Australian context to demonstrate the utility of the SCCT for predicting engagement and satisfaction in occupations deemed necessary for social and economic development.

Program sessions 1-11 through 1-13 are all in Student Services Building, Room 214.

Each set of presenters will share for 30 minutes on the topics listed below. To avoid unnecessary presentation interruptions, please plan on staying for the full 90-minute session to hear each presenter's session.

1-11 Community and Career: A Recursive Relationship Among Social Class, Privilege, Power and Work Values

Marie Hammond, Tennessee State University; Nancy Betz, Ohio State University; Carin Smith, Tennessee State University

The current study reports on the relationship between identity, both vocational and racial-ethnic, social class, coping, SES, social capital, perceived privilege status, and demographic variables as they relate to work values. Work values were differentially related to the remaining constructs. Implications for practice, research, and theory will be discussed.

1-12 Multicultural Content in Four Major Vocational Journals: A 10-Year Content Analysis

Patton O. Garriott, University of Denver

This study will provide a content analysis of attention to multicultural issues in four major vocational journals: Journal of Career Assessment, Journal of Career Development, Journal of Vocational Behavior, and Career Development Quarterly. Trends and themes from 2005-2015 will be summarized.

1-13 A Consensual Qualitative Research on Adjusting to Retirement: Insights for Theory and Practice

Ariane Froidevaux, University of Lausanne, Switzerland; Géraldine Curchod, Vaud State Service for Vocational Guidance; Saskia Degli-Antoni, University of Lausanne, Switzerland; Christian Maggiori, University of Applied Sciences & Arts, Western Switzerland; Jérôme Rossier, University of Lausanne, Switzerland

The aim of this Consensual Qualitative Research was to explore how retirees experienced their retirement adjustment process from the context of exiting their worker role to their perceived adjustment few years later. Future directions regarding the Resource-Based Dynamic Model for Retirement Adjustment and practical implications for career counselors are suggested.



Program sessions 1-14 through 1-16 are all in Student Services Building, Room 203.

Each set of presenters will share for 30 minutes on the topics listed below. To avoid unnecessary presentation interruptions, please plan on staying for the full 90-minute session to hear each presenter's session.

1-14 Career Indecision in Eastern and Western Cultures

Andrea Carr, University of Missouri-Kansas City; In Heok Lee, University of Georgia

Two models of career indecision will be compared using data from eight countries. Research suggests a four-factor model in Western samples (Brown et al., 2012) and a five-factor model in Eastern samples (Abrams et al., 2015). Cultural sources for similarities and differences will be discussed. Clinical implications will be explored.

1-15 Career Decision-Making Profiles of Turkish Adolescents

Feride Bacanlı, Gazi University; Kemal Oztemel, Gazi University; Huseyin Dogan, Meliksah University; Itamar Gati, The Hebrew University of Jerusalem

The purposes of this research were: (a) to test the structural validity of the Turkish version of the Career Decision-Making Profile (CDMP) questionnaire and (b) to examine gender differences, and difference in decided and undecided students. Decided adolescents and females had more adaptive CDMP profiles than undecided adolescents and males.

1-16 Development and Validation of the Career Compromise Scale

Derek Wang, University of Science and Technology of China; Daisy Hu, University of Science and Technology of China

This study developed and validated a 12-item career compromise scale (CCS). Career compromise was defined as having to accept an alternative that is inferior on some aspects compared to an ideal one. Using two separate samples, we first tested the reliability of the CCS, and then conducted exploratory factor analysis and confirmatory factor analysis to examine the construct validity of the scale. Finally we conducted hierarchical regression to verify the criterion validity of CCS in relation to career satisfaction. Based on results of distinct impacts of the three dimensions of career compromise, we suggested individuals in making career decision give priority consideration to person-environment fit and growth opportunities, rather than the expectation of others.

Program sessions 1-17 through 1-19 are all in Student Services Building, Room 218.

Each set of presenters will share for 30 minutes on the topics listed below. To avoid unnecessary presentation interruptions, please plan on staying for the full 90-minute session to hear each presenter's session.

1-17 Model 'T': Who's driving ME? Purpose-Awareness-Confidence as Drivers of Vocational Behavior

Tammison Smith, Michigan State University; Everett "Rett" Weber, Michigan State University

The T Shaped Professional Model 'Me' module examines how individuals discover Purpose through an intersection of Awareness and Confidence (P-A-C). We statistically modeled students' vocational beliefs and behaviors to determine the interdependence of P-A-C elements, identify drivers of P-A-C vocational behavior, and ascertain the interaction between beliefs and behaviors.

1-18 Attitudes toward Career Counseling: The Role of Supports and Stigmas

Aysenur Buyukgoze-Kavas, Ondokuz Mayis University

The aim of the study was to investigate a model proposed to test a) the direct and indirect relationships of perceived social support, social stigma, self-stigma and attitudes towards career counseling, and b) to what extent the combination of these variables explain attitudes toward career counseling among Turkish undergraduate students.

1-19 Impact of Quality Learning Experiences and Social Connections on Adolescents' Success through Career Adaptability

Zi Chen, Boston University; V. Scott Solberg, Boston University

This study aims to examine the influences of learning experiences and social connections on a range of students' success outcomes (i.e. academic performance, stress, and career decision-making readiness) through career adaptability. Career adaptability was examined from four dimensions in this study, including career search self-efficacy, academic self-efficacy, academic motivation, and goal setting. Data was collected in two Chinese high schools and results will be compared with existing American data to identify cultural and societal factors that affect adolescents' career adaptability.

2:00 - 3:30 PM

Roundtables:

All roundtables will be in the Dunlap Success Center (DSC), Rooms 2201/2202. Participants will have the option of attending 3 roundtables; roundtable presenters will share their information 3 times, in 25-minute sessions.

Table 1-1 Effective Career Development Policy and Practice: Implications for a Global Workforce

Sylvia Nassar-McMillan, North Carolina State University; Perihan Akcan Aydin, North Carolina State University; Regina Gavin, North Carolina State University; Abigail Holland Conley, Virginia Commonwealth University

Policy and practice experts are charged with building stronger domestic and global labor economies, along with establishing inclusive practices relative to gender, race, and disability status. Program evaluation can serve as the link to connecting empirically based career practice with policy development. Implications for practice, research, and policy will be provided.

Table 1-2 Back to the Basics: Counseling as the Foundation of Career Services

Gail S. Rooney, University of Illinois at Urbana-Champaign; Keri Pipkins, University of Illinois at Urbana-Champaign

To elevate career counseling as central to the mission of career centers in higher education, emphasis must be placed on comprehensive training for new hires coupled with ongoing training for staff. With this emphasis, career counseling can become a core service that fosters a community of exceptional practice.

Table 1-3 International Students' Career Development

Sneha Pitre, Cleveland State University; Donna Schultheiss, Cleveland State University

International students face many social, psychological, academic, and financial challenges as they adapt to the new host country. Discrimination and barriers negatively affect the mental and physical health of international students affecting academic and career-related performance.



Table 1-4 Ethical Use of Social Technologies in Counseling and Career Services

Julia Panke Makela, University of Illinois at Urbana-Champaign; Jessamyn Perlus, University of Illinois at Urbana-Champaign

Many career professionals embrace social technologies to connect with clients and other helping professionals. Yet, have we considered the ethical dilemmas that arise in this environment (e.g., access, confidentiality, dual relationships)? This roundtable explores literature outlining benefits, challenges, and helpful strategies for ethical use of social technologies in career services.

Table 1-5 Integrating Self-Efficacy and Interests: Merging the Subjective and Measured Meaning of Scores

Nikki A. Falk, University of Missouri-Columbia; Patrick J. Rottinghaus, University of Missouri-Columbia

This presentation examines ways to optimize career assessment interventions with clients. Presenters highlight their ongoing research examining the subjective meaning participants ascribe to items, scales, and profiles from self-efficacy and interest inventories. Attendees will discuss strategies for enhancing interpretations of formal career assessments, and implications for theory and practice.

Table 1-6 Career Counselors' Perspectives on Advocacy Behaviors

Melissa J. Fickling, The University of Memphis

Career counselors have a unique vantage point when it comes to social justice. The insights of practitioners can inform theory, research, and pedagogy. Attendees of this session will hear the results of a study of career counselors' perspectives on the importance of advocacy behaviors in career counseling.

Table 1-7 Psychology of Working Applied to Graduate Students' Work-Life: Importance of Relational Mentoring

Brittan Davis, Cleveland State University; Tiffany Williams, Cleveland State University

This roundtable uses psychology of working and relational approaches to career to explore the impact of relational cultural mentoring on the work-life interface of psychology graduate students with marginalized identities. The intersection of theory, practice, and research, as it relates to the work-life interface of graduate students, will be discussed.

Table 1-8 Striving Towards Cultural Competence: Exploration into Korean Children and Adolescents' Career Conceptualization

Yerang Lee, Boston University; Samuel Oh, Northeastern University; Bryan Sharkey, Boston University; Vivian Lee, Boston University; Kimberly A. S. Howard, Boston University

Children's Conception of Career Attainment (CCCA) explains how children conceptualize the process of career development and attainment (Howard & Walsh, 2010). This study examines impact of cultural differences, such as bilingualism and parental influence, on career development to modify CCCA to be culturally inclusive.

Table 1-9 Influences of Perceptions of Meritocracy and Social Class on Work Hope

Neeta Kantamneni, University of Nebraska-Lincoln; Rachel Smith, University of Nebraska-Lincoln; Sutha K. Kanagasingam, University of Nebraska-Lincoln; Jessica Tate, University of Nebraska-Lincoln; Kavitha Dharmalingam, University of Nebraska-Lincoln; Nichole Shada, University of Nebraska-Lincoln

Social class and perceptions of meritocracy can influence career choices and vocational development of college students. The purpose of this study is to understand the relationship between social class, perceptions of meritocracy, and work hope. Findings indicate that perception of meritocracy mediates the relationship between social class and work hope.

MONDAY, MAY 16

3:30 - 3:45 PM

Break (*Enjoy refreshments*) | Student Services Building (SSB), Room 201

3:45 - 5:15 PM

Plenary Panel III: Using Theory and Research to Improve Evidence-Based Practice

Gary Peterson, Florida State University, Introduction; Nadya Fouad, University of Wisconsin-Milwaukee, The Role of Theory in Improving Evidence-Based Career Interventions; Steve Brown, Loyola University Chicago, What We Know and Don't Know from Existing Meta Analyses of Career Interventions; Susan Whiston, Indiana University, Conducting General versus Population and Setting-Specific Meta Analyses; Betsy Becker, Florida State University, Strategies for Improving the Design and Use of Meta Analyses in Evidence-Based Practice; Scott Solberg, Boston University, Fostering Collaboration Among Theoreticians, Researchers, and Practitioners to Develop Evidence-Based Practice

5:15 - 5:45 PM

Transportation provided to the University Center Club (UCC) for the reception and poster sessions. *Participants may drive their own cars and park near the facility. Participants can also walk to the University Center Club in about 10 minutes.*

5:30 - 7:00 PM

Poster Presentations and Reception:

FSU University Center Club Ballroom

Enjoy hors d'oeuvres and beverages while reviewing conference poster presentations.

1. The Future Perceptions of Jewish and Arab Women in Israel

Rinat Michael, Tel Aviv University; Halah Habayib, Tel Aviv University

Understanding individuals' future perceptions is important due to the fact that such perceptions have the capability to shape life goals and motivation towards pursuing various tasks to achieve goals or desired life domains (Michael et al., in press).

2. The NCDA-ACES Commission: Advanced Teaching of Career Counseling

Melissa Fickling, University of Memphis; Mei Tang, University of Cincinnati

This session highlights the work of an active and productive group of career development scholars and educators who are committed to advancing career counseling practice by focusing on supporting instructors and supervisors of career counseling.

3. The Career-Planning Belief Model: Implications for Career Help-Seeking and Career Counseling

Hedva Braunstein-Bercovitz, The Academic College of Tel Aviv-Yaffo; Yuliya Lipshits, The Hebrew University

Over the past few decades, researchers have attempted to understand the factors underlying "the service gap" phenomenon—the under-use of counseling services by individuals requiring psychological help. The current research project uses principles of an evidence-based theoretical model in the field of mental health—the health belief model—to identify factors which may affect individuals' willingness to utilize career counseling services.

4. Examining the Influence of Holland's Theory in Today's Vocational Literature

Amanda Sargent, Florida State University; Emily Kennelly, Florida State University

This program is relevant to the integration of theory, research, and practice portion of the conference theme as it concerns the relevancesalience of an older career theory in today's career development research and vocational guidance practices.

5. Mindfulness and the Intension to Request Job Accommodations Among Individuals With Disabilities

Stacey Rademacher, Florida State University

Service providers for persons with disabilities will gain an understanding of the factors influencing one's decision to withhold or request accommodations and in turn, may be better able to help individuals to make use of workplace accommodations and supports. This presentation will help professionals working with organizations to identify benefits of employing persons with disabilities and to get acquainted with accommodation policies and resources to sustain productive employment and enhance job satisfaction among persons with disabilities.

6. Work-Related Supports and Barriers Among Individuals Experiencing Homelessness

Meaghan Rowe-Johnson, University of Iowa; Cara Wienkes, University of Iowa; Cara Solness, University of Iowa; Saba Ali, University of Iowa

This study focuses on the intersection between theory, research, and practice within the realm of work psychology. Blustein's (2006) psychology-of-working perspective provided a conceptual framework for this qualitative study to expand the literature to include the various social barriers creating unequal access to work opportunities for individuals experiencing homelessness.

7. Project HOPE: A Health Care Career Intervention Study with Rural Middle School Students

Samantha Brown, University of Iowa; Saba Ali, University of Iowa

This proposal focuses on the integration of theory and research, with implications for practice. Project HOPE is theoretically grounded in social cognitive career theory, with SCCT informing the design of the activities within the intervention.

8. International Students' Perceptions of Job Search Barriers: A Qualitative Inquiry

Sutha K. Kanagasingam, University of Nebraska-Lincoln; Rachel Smith, University of Nebraska-Lincoln; Ayli Carrero Pinedo, University of Nebraska-Lincoln; Alexandra Dahl, University of Nebraska-Lincoln

We utilized qualitative research grounded in Social Cognitive Career Theory to gain a better understanding of the unique challenges faced by international college students when searching for jobs in the United States. Findings from the study can directly inform culturally-sensitive career counseling and advising for international students.

9. Parent Relational Support and Career Adaptability and Construction: Mediation of Motivation

Jiajia Zhu, Beijing Normal University; Lisa Flores, University of Missouri-Columbia; Zhijin Hou, Beijing Normal University

This study, using the SDT framework, indicated the motive mechanism for adolescents to get prepared to cope with career challenges and gain behavioral progress. It highlighted the adaptive role of family in students' relational experience by focusing on quality of parent-adolescent relation and career-related support along with adolescents' career choice construction process.

10. Career Search Self-Efficacy as a Mediating Role between Environment Factors and Career Readiness

Chonlada Jarukitisakul, Boston University

The theoretical framework of this study is based on social cognitive theory (Bandura, 1986) and social cognitive career theory (SCCT; Lent, Brown, & Hackett, 1994). Building upon these conceptual models, addressing and investigating factors, particularly career search self-efficacy, can help provide implications for designing interventions that promote students' college and career readiness and better transitions to secondary education and the world of work.

11. The Career Decision State Survey (CDSS): A Screening Tool

Mary-Catherine McClain, Mercer University

The cognitive information processing theory (CIP) suggests that readiness for making career decisions is based on two factors: capability and complexity. This study targets the factor of capability. Results will address how the CDSS can be used as a screening measure and clinical tool when delivering career counseling services.

12. The Contribution of Attachment Anxiety and Avoidance to Career Self-efficacy of Adolescents

Galia Ran, Tel-Aviv University

The current findings support the recent model of SCCT related to life satisfaction, and emphasize the importance of emotional aspects, especially avoidance attachment, to theory and research focusing on career self-efficacy. Results also show the advantage of a broad perspective when defining career and understanding future perceptions and life satisfaction. Integrating these results show that more attention should be given to emotional aspects in career interventions.

13. The Role of Support Network in the Career and College Readiness of Youth in the Foster Care System

Regina Gavin Williams, North Carolina State University

This presentation focuses on the educational and career needs of foster care youth based on research related to this population. It attempts to use social cognitive career theory and the cognitive information processing approach as theoretical frameworks in order to provide career practitioners with useful interventions that can enhance the career and college readiness of foster care youth.

14. The Relations between Calling and Academic Outcomes: Major Commitment as a Mediator

Celeste Weise, University of Southern Mississippi; Melanie E. Leuty, University of Southern Mississippi; Richard Ladner, University of Southern Mississippi

In finding that students with a calling experience improved academic outcomes, mediated by major commitment, it is implied that career interventions for college students may benefit from assisting clients in identifying their callings or exploring ways to build major commitment in students.

15. The Academic Success Inventory for College Students: An Overview and Exploratory Factor Analysis

Erica Mathis, University of Southern Mississippi; Brianna Werner, University of Southern Mississippi; Emily Bullock-Yowell, University of Southern Mississippi

The present study seeks to increase awareness of The Academic Success Inventory for College Students (ASICS) among researchers and practitioners. Given the reliance of researchers and practitioners on the ability to assess academic success, a multi-faceted measure may allow for researchers and practitioners alike to gain awareness of college students' abilities and experiences beyond surface level GPAs and test scores.

16. College Graduates, Career Services Use, and Career Outcomes: Exploring Relationships

Julia Panke Makela, University of Illinois at Urbana-Champaign; Kevin Hoff, University of Illinois at Urbana-Champaign

This study explores the outcomes of a variety of defined career interventions (e.g., individual appointments, workshops)—similar to studies in existing career intervention outcomes literature. However, we examine outcomes with a different lens. Rather than considering process-oriented variables (e.g., career maturity, decidedness) experienced by treatment group participants immediately following an intervention, we examine career outcomes (e.g., employment) achieved by both career services users (treatment) and non-users (control) that occur in a time-delayed fashion.

17. Measurement Matters: Science Identity, Gender, and Career Commitment

Sylvia Nassar-McMillan, North Carolina State University

This poster session is mainly focused on research in vocational psychology. Secondarily, the implications of the research findings as applied to future research as well as vocational psychology practice will be provided.

18. An Examination of Career Decision Ambiguity Tolerance among Chinese High School and College Students

Hui Xu, Arizona State University; Zhi-Jin Hou; Beijing Normal University-Hong Kong Baptist University United International College; Terence J. G. Tracey, Arizona State University

While career decision ambiguity tolerance has been receiving support for its salience in career decision making, the development of this construct has been unclear. This study thus addressed this important area of career decision ambiguity tolerance and investigated the development of career decision ambiguity tolerance from high school to college. In addition, the current study examined the differential predictions of factors of career decision ambiguity tolerance on career decision outcomes.

19. Careers Work in Schools: Integrating Practice, Theory and Research

Catherine Hughes, Grow Careers, St. Patrick's College

With a careers practice focus, the presentation demonstrates one approach to integrating vocational psychology theory into career service delivery in a high school context. Integrating research into careers practice is viewed from the perspective of incorporating research undertaken by external researchers and from the perspective of internal research undertaken to improve career service provision within the school.

20. A Comparison of the Nature of Different Online Career Systems in the United States

Zi Chen, Boston University; V. Scott Solberg, Boston University

This study will give a review of current career information systems in use in the United States and a comparison of systems' characteristics based on theories. The findings will enlighten researchers, practitioners, and policy makers to better use technology in building a career service system for students in more effective and standard ways.

21. "I used to dream, but I stopped dreaming." Hope, Social Class, and the American Dream

Ellen Gutowski, Boston University; Scott Matthews, Boston University

While many theorists within vocational psychology and similar fields have noted the adaptive and maladaptive functions of a belief in the "American Dream," we aim to understand how SES impacts this belief and having a sense of hope in the working lives of Americans.

22. Evaluating PE Fit of Information Processing Capacities and Information Processing Demands for 42 Occupations

Richard Haase, University of Albany; Joaquim A. Ferreira, Universidade de Coimbra

The theory of this PE fit was our early starting point, we have conducted several research studies assessing reliability and validity of the instrumentation (e.g., Journal of Career Assessment, Journal of Vocational Behavior) and we are at a point where we would like to introduce the administration, scoring, and graphic computer analysis (the programming is in SPSS) and use of this PE fit scheme to our vocational and career counseling colleagues.

7:30 PM - UNTIL

Dinner on your own. See page 35 for a list of dining options.



8:00 - 9:00 AM

Continental Breakfast | Student Services Building (SSB), Room 201

9:00 - 10:00 AM

Plenary Panel IV:

A View from the Editor's Desk: Ensuring Quality in Theory, Research, and Practice

Sylvia Nassar McMillan, North Carolina State University, Introduction; Ryan Duffy, University of Florida, *The Career Development Quarterly*; Itamar Gati, The Hebrew University of Jerusalem, *Journal of Career Assessment*; Lisa Flores, University of Missouri-Columbia, *Journal of Career Development*; Dale Furbish, Auckland University of Technology / Angie Smith, North Carolina State University, *Journal of Employment Counseling*; Donna Schultheiss, Cleveland State University, *Journal of Vocational Behavior*

10:00 - 10:15 AM

Break (*Enjoy refreshments*) | Student Services Building (SSB), Room 201

10:15 - 11:45 AM

90 Minute Presentations (*choose 1 of 5 options*):

2-10 Integration of Social Justice in Vocational/Career Counseling Courses in Counseling Psychology

Student Services Building (SSB), Room 208

Sue Motulsky, Lesley University; Nadya Fouad, University of Wisconsin, Milwaukee; Saba Ali, University of Iowa

Social justice is foundational to vocational psychology. Recent calls for increased attention to social justice/advocacy in research, practice, and training have rarely focused on the practicality of including social justice in career development curricula, assignments, and classroom pedagogy. Presenters provide specific examples of social justice integration into career development coursework.

2-11 Global Economy and Vocational Psychology: Challenges for Theory, Research and Practice

Student Services Building (SSB), Room 218

Rachel Gali Cinamon, Tel Aviv University; Donna Schultheiss, Cleveland State University; Joaquim A. Ferreira, Universidade de Coimbra; Eduardo R. Santos, Universidade de Coimbra; Hanoch Flum, Ben Gurion University of the Negev; David Blustein, Boston College

The proposed symposium will address several important issues relating to the world of work in an era of global economy: International students in the US, unemployment in Portugal, and the current social discourse on global economy and its reflection in the field of career development.

Program sessions 2-12 through 2-14 are all in Student Services Building, Room 203.

Each set of presenters will share for 30 minutes on the topics listed below. To avoid unnecessary presentation interruptions, please plan on staying for the full 90-minute session to hear each presenter's session.

2-12 Influence of Instrumentality and Expressivity on the Career Choice Actions of Black College Students

Qi Ding, University of Delaware; Levon T. Esters, University of Delaware

Using a structural equation modeling technique, this study showed that African American college students with higher levels of instrumentality tend to be more confident in their ability of making career decisions and coping with career barriers and would explore more career opportunities.

2-13 Role of Social Supports and Barriers on the Career Development of Black College Students

Qi Ding, University of Delaware; Levon T. Esters, University of Delaware

This study explored the influence of social supports and barriers on career development of African American college students enrolled in STEM-intensive agricultural sciences majors. Study results indicated that African American students who perceived more social supports were more likely to pursue a STEM-intensive agricultural sciences degree.

2-14 Using Career Development Theory to Explore Factors that Influence Coping Self-Efficacy in Women

Laura Reid Marks, University of Memphis; Kevin Tate, Marquette University; Jennifer Taylor, West Virginia University

Using logotherapy and social cognitive career theory (SCCT) as a conceptual framework, the authors present findings from a study assessing the relations among socioeconomic status (SES), race, perceptions of career and educational barriers, meaning in life, and coping self-efficacy. Implications for researchers and career counselors will be discussed.

Program sessions 2-15 through 2-17 are all in Dunlap Success Center, Room 1006.

Each set of presenters will share for 30 minutes on the topics listed below. To avoid unnecessary presentation interruptions, please plan on staying for the full 90-minute session to hear each presenter's session.

2-15 Validating the Lent's Fields Questionnaire for African American Students at an HBCU

Marie S. Hammond, Tennessee State University; Sarah Girresch-Ward, Tennessee State University; Natalie Rochester, Tennessee State University; Martez Burks, Tennessee State University

The Fields Questionnaire (Lent, 2006) is a set of measures that assesses career development skills of undergraduate STEM students. This presentation will discuss an analysis of the validity of the Fields Questionnaire for use with African American undergraduate STEM students at an HBCU.

2-16 Unpacking the Complexity of the Supports and Barriers Scales of the STEM Fields Questionnaire

Sarah Girresch-Ward, Tennessee State University; Marie S. Hammond, Tennessee State University; Tonya McKoy, Tennessee State University

The STEM Fields Questionnaire (Lent, 2006) includes three scales that evaluate supports and barriers among STEM students. Following up on suggestions in the literature regarding item overlap among these scales, this presentation will present the results of an item analysis of these scales.

2-17 Retaining Underrepresented Students in STEM: Outcomes of a Culturally Responsive Intervention

Marie S. Hammond, Tennessee State University; Jessica J. Capretto, Tennessee State University; S. Keith Hargrove, Tennessee State University; John Hall, Tennessee State University; Elaine Martin, Tennessee State University; Artenzia Young-Seigler, Tennessee State University

This paper will present baseline data on the career development level of STEM students at an HBCU, as well as document the impact of a theory and research based, culturally responsive intervention designed to increase the career development skills of undergraduate STEM students at an HBCU.



Program sessions 2-18 through 2-20 are all in Student Services Building, Room 214.

Each set of presenters will share for 30 minutes on the topics listed below. To avoid unnecessary presentation interruptions, please plan on staying for the full 90-minute session to hear each presenter's session.

2-18 The Relationship Between Career Reasoning and Occupational Aspirations Among Youth

Sean Flanagan, Boston University; Ellie Castine, Boston University; Kimberly A. S. Howard, Boston University; Kathryn Rowe, Boston University; Javier Martin-Fernandez, Boston University

This study explores the relationship between the sophistication with which youth reason about careers according to the Conceptions of Career Choice and Attainment model, occupational aspirations, and occupational interests (RIASEC) among a sample of 180 participants selected from a larger sample of 1653 students from 14 high schools.

2-19 The RIASEC Interests: Structure, Gender Invariance, and Big-Five and Degree-choice Relations

Harsha Perera, University of New South Wales & University of Southern Queensland; Peter McIlveen, University of Southern Queensland

This presentation reports on two studies examining the RIASEC interest structure using item-level confirmatory factor analytic (CFA) and cosine function models. In addition, we investigate the gender invariance of the RIASEC structure and relations of the interests with the Big-Five personality dimensions and degree choice.

2-20 The Relationship between Children's Values and Career Interests

Eleanor Castine, Boston University; Sean Flanagan, Boston University; Kimberly A. S. Howard, Boston University

Research on children's career development is limited and is particularly lacking regarding the relationship between values and interests. Through a secondary dataset, this presentation will explore whether children's values are a predictor of their interests. An enhanced understanding of youth's values and interests will help to inform career interventions.

10:15 - 11:45 AM

Roundtables:

All roundtables will be in the Dunlap Success Center (DSC), Rooms 2201/2202. Participants will have the option of attending 3 roundtables; roundtable presenters will share their information 3 times, in a 30-minute time frame.

Table 2-1 Using Collaborative Assessment Principles to Integrate Vocational Assessment and Counseling

Sandro Sodano, University at Buffalo - SUNY

Vocational psychologists frequently seek to integrate multiple assessment results into counseling, but lack a comprehensive organizing framework for doing so. A framework is presented for integrating multiple assessment results as a counseling intervention, drawing on principles of Collaborative and Therapeutic Assessment.

Table 2-2 Career Adaptability and Diversity in Post-secondary Students

Anna-Lisa Ciccocioppo, University of Calgary

It is essential to prepare post-secondary students for employability rather than employment and to nurture flexibility, adaptability, and life-long learning, while doing so with cultural competence. This roundtable session will integrate research on career adaptability and diversity in career counseling practice.

Table 2-3 Mindfulness and Vocational Identity Development in Emerging Adulthood

Chonlada Jarukitisakul, Boston University; V. Scott Solberg, Boston University

Research over the past few decades has suggested the utility of mindfulness in promoting vocational identity development. The purpose of this paper is to investigate what has been found and more importantly missing in the literature about identity development and mindfulness in emerging adults.

Table 2-4 Maintaining Balance: A Qualitative Study of Social Class and Undergraduates' Career Decision Making

Patton O. Garriott, University of Denver

This study examined intersections of social class and career decision making in a sample of students attending a private university. Grounded theory was used to collect and analyze data. Findings suggested a core category, labeled maintaining balance, which captured participants' management of competing class-based influences on their career development.

Table 2-5 The Application of Evidence-Based Practice to Qualitative Career Assessment

Brittan Davis, Cleveland State University; Tiffany Williams, Cleveland State University

This roundtable will explore the theoretical and practical complexities of evidence-based practice in psychology (EBPP) as it applies to qualitative career assessment. Through facilitated discussion, participants will engage in an analysis of the ways in which EBPP can further promote the field without compromising the integrity of the qualitative epistemologies.

Table 2-6 Profiles of Person-Environment Fit: Evidence of Distinct Groups and Relations to Work Outcomes

Ben H. Wu, University of Southern Mississippi; Melanie E. Leuty, University of Southern Mississippi; Jinhao Chi, University of Southern Mississippi

Using Latent Profile Analyses, profiles based on different Person-Environment fit indices were examined. Four profiles were found, ranging from one group showing high levels of fit, to a group showing low levels of fit for all indices. High-fit profiles reported the highest job satisfaction, commitment, and longest job tenure.

Table 2-7 Trends in the Practice of Vocational Psychology: Opportunities for Integrating Theory and Research

Denise E. Saunders, Private Practice

Current trends in healthcare have implications for vocational psychology service delivery in a fee for service environment. The necessity for evidence-based theory and intervention, quality care for clients, and movement toward fee for performance models present a unique opportunity for theorists, researchers and advocates of vocational psychology services.

Table 2-8 Narcissism, Dysfunctional Thoughts, & Vocational Interests in Decision Making Readiness Assessment

Darrin Carr, Indiana University Purdue University - Columbus

Discussion of relationships among overt and covert narcissistic personality traits, dysfunctional career thoughts, expressed and assessed vocational interests, and gender from a study of 259 undergraduate students enrolled in a career development course. Recommendations are made for the practice of career decision-making readiness assessment, theory development, and future research.

11:45 - 1:00 PM

Lunch | (**Create your boxed lunch in the Den, Student Services Building, 1st Floor**)

You may eat outside near the Dunlap Success Center or Student Services Building (SSB) on one of the many benches in the area (weather permitting), or eat lunch in the Den.

1:00 - 2:30 PM

90 Minute Presentations (*choose 1 of 4 options*):

2-21 Decent Work: Theory, Research, and Practice

Student Services Building (SSB), Room 208

Blake A. Allan, Purdue University; Ryan D. Duffy, University of Florida; David L. Blustein, Boston College

This program will discuss theory, research, and practice in the area of decent work, a minimum standard for work set by the International Labor Organization. Changes in the international labor market have made decent work increasingly difficult to attain, highlighting the importance of this issue for vocational psychologists.

2-22 Social Cognitive, Cultural and Gender Variables in Latino/a Engineering Students' Career Development

Student Services Building (SSB), Room 218

Lisa Y. Flores, University of Missouri-Columbia; Patton O. Garriott, University of Denver; Hang-Shim Lee, Oklahoma State University

This presentation will include three studies addressing the underrepresentation of women and Latinas/os in engineering. Multiple research methodologies will be presented (i.e., cross-sectional quantitative, scale development, qualitative) to highlight factors that promote or impede women and Latinas/os' persistence in engineering majors. Implications for vocational psychologists will be discussed.

Program sessions 2-23 through 2-25 are all in Student Services Building, Room 214.

Each set of presenters will share for 30 minutes on the topics listed below. To avoid unnecessary presentation interruptions, please plan on staying for the full 90-minute session to hear each presenter's session.

2-23 Assisting Biomedical Sciences Students in Investigating "Branching" Career Pathways

Victoria A. Shivy, Virginia Commonwealth University; Jesse Wingate, Virginia Commonwealth University; Katybeth Lee, Virginia Commonwealth University; Julia Brechbiel, Virginia Commonwealth University

We present the design and delivery of a new interdisciplinary course that familiarizes nonmedical graduate biomedical sciences students with scientific 'branching careers.' With in-class presentations, guest speakers (working scientists), reflective writing tasks, and a valid measure of career values, we increased students' motivation to access to information regarding unfamiliar careers.

2-24 Overview of the ACT Holistic Framework for Enhancing Education and Work Success

Daniel Elchert, ACT, Inc.; Becky L. Bobek, ACT, Inc.

Preparation for education and work success is multidimensional. In this presentation, we outline a comprehensive framework designed to help individuals achieve education and work success, which includes core-academic skills, cross-cutting capabilities, behavioral skills, and education and career navigation. Implications for theory, research, and practice will be discussed.

2-25 The Contribution of Type of Work and Field of Study to Work-study Interface

Rachel Gali Cinamon, Tel Aviv University

Following the influx of students to the labor market, the current study investigates the contribution of gender, type of work, and field of study to work-study interface. Results indicate the significant role of field of study, and type of work on conflict and facilitation aspects. Implications for research and practice are discussed.

Program sessions 2-26 through 2-28 are all in Dunlap Success Center, Room 1006.

Each set of presenters will share for 30 minutes on the topics listed below. To avoid unnecessary presentation interruptions, please plan on staying for the full 90-minute session to hear each presenter's session.

2-26 Using ICT to Integrate Theory, Research, and Practice: Challenges and Opportunities

Itamar Gati, Hebrew University; Nimrod Levin, Hebrew University

Information and Communication Technologies provides a unique means to test the interface of theory, research, and practice. Developing ICT-based systems requires operationalization of theoretical constructs; ICT allows for a better measurement of the relevant variables, and it provides a novel way to implement and test the effectiveness of innovative interventions.

2-27 Evaluating the Effectiveness of a Career Certificate Program for International Students

Jessamyn Perlus, University of Illinois at Urbana-Champaign; Julia Panke Makela, University of Illinois at Urbana-Champaign; Daniel Scholes, University of Indianapolis; Un Yeong Park, University of Illinois at Urbana-Champaign; Gaeun Seo, University of Illinois at Urbana-Champaign; Kevin Hoff, University of Illinois at Urbana-Champaign

International college students experience unique job search challenges. This study evaluated a 9-week career certificate intervention program that prepares international students for the world of work through job search and networking skill-development. Pre-post comparisons of resumes and written networking pitches demonstrated improvements over time; findings suggest areas for program improvement.

2-28 The Deadly Nursing Indigenous Mentoring Program

Lisa Beccaria, University of Southern Queensland; Gavin Beccaria, University of Southern Queensland; Peter McIlveen, University of Southern Queensland

Indigenous Australians have poor health outcomes, including a life expectancy 10 years less than the non-Indigenous population. One way to close the health gap is to increase numbers of Indigenous health care professionals. This presentation describes a career mentoring program for Indigenous Australians studying toward a degree in nursing.

1:00 - 2:30 PM

Roundtables:

All roundtables will be in the Dunlap Success Center (DSC), Rooms 2201/2202. Participants will have the option of attending 3 roundtables; roundtable presenters will share their information 3 times, in a 25-minute time frame.

Table 3-1 Knowledge and Awareness of Racial Characteristics on Student Perceived Career Choices

Hassiem Kambui, Florida A & M University

Students' educational attainment can be considered a process by which they have made a commitment to themselves towards a future career. However, many students may not have positive perceptions of their abilities on career choices. Thus, structural information on racial characteristics, that is, values, attitudes, beliefs, behaviors, and expressions is offered for students to assess their academic and career goals.

Table 3-2 Integrating Vocational Identity Theory into Research and Practice with Asian American Students

Elena Polenova, Stony Brook University; Amie Vedral, Stony Brook University; Leanna Brisson, Loyola University of Maryland

This session will review results of a longitudinal study of career identity at public university. Based on interviews, survey data and academic records, we discuss Asian American students' negotiating identity between collectivist upbringing and individualistic message of mainstream environment. We will address further research directions and implications for practice.

Table 3-3 Promoting Successful Transitions from High School: Conclusions from a Statewide Longitudinal Study

Richard Lapan, University of Massachusetts Amherst; Tim Poynton, University of Massachusetts Boston

Learn findings and implications for theory and research from a recently completed 4-year statewide longitudinal study of adolescents transitioning into postsecondary education. Results can be used to increase and enhance college and career readiness collaborations between vocational psychology researchers and K12 educators, policy makers, students, and parents.

Table 3-4 Careers in the 21st Century: Adaptation and Satisfaction

Marc Abessolo, University of Lausanne; Jérôme Rossier, University of Lausanne; Sarah Stauffer, University of Lausanne

The aim of this research is to present a model that links two contemporary career constructs of protean and boundaryless career orientations, career adaptability, and life satisfaction. Main results showed that career adaptability fully mediated the positive relationship between protean and boundaryless career orientations and life satisfaction.

Table 3-5 Congruence of Self-assessed and Measured Interests as a Function of the Career Decision State

Gary W. Peterson, Florida State University; Steven Leierer, East Carolina University; Robert Reardon, Florida State University

The Career Decision State Survey (CDSS) measures readiness for career decision making in terms of certainty, satisfaction, and clarity with respect to one's career goals. This study investigated whether the CDSS also predicts the extent of congruence between self-assessed expressed interests and measured interests using the Self-Directed Search.

Table 3-6 Mitigating Minorities' Experiences of Workplace Microaggressions: A Relational Cultural Perspective

Tiffany R. Williams, Cleveland State University; Brittan Davis, Cleveland State University

Microaggressions toward minorities occur in the workplace at an alarming rate. Experiences with microaggressions can lead to developing unproductive work habits, poor self-esteem, and job dissatisfaction. Relational cultural theory is a lens that can inform knowledge and understanding in vocational psychology of how to mitigate the effects of workplace microaggressions.

Table 3-7 Utilizing Social Cognitive Career Theory to Foster Social Justice and Advocacy Career Involvement

Mary Duenas, University of Wisconsin-Madison; Laura Minero, University of Wisconsin-Madison; Bao Lee, University of Wisconsin-Madison

This social cognitive career theory guided discussion is designed to encourage participants to create concrete goals by exploring how their prior learning experiences impact their self-efficacy and outcomes expectations about becoming involved in social justice and advocacy oriented careers.

Table 3-8 The Impact of a Counselor-free Career Intervention using the Self-Directed Search

V. Casey Dozier, Florida State University; Debra S. Osborn, Florida State University; Julia Kronholz, Florida State University

This presentation reports the results of administering a career interest inventory, the online Self-Directed Search (SDS), with college students in a self-help, counselor-free mode. Understanding the characteristics of persons who benefit from taking an interest inventory in this way has practical applications for the provision of career services programs.

2:30 - 2:45 PM

Break (*Enjoy refreshments*) | Student Services Building (SSB), Room 201

2:45 - 3:45 PM

Plenary Panel V:

Closing Plenary: The State-of-the-Art in Integrating Theory, Research & Practice

Neeta Kantamneni, University of Nebraska–Lincoln, Introduction; Saba Ali, University of Iowa, Summary of key points from Plenary I; Emily Bullock-Yowell, University of Southern Mississippi, Summary of key points from Plenary II; Patrick Rottinghaus, University of Missouri-Columbia, Summary of key points from Plenary III; Kimberly Howard, Boston University, Summary of key points from Plenary IV; David Blustein, Boston College, Integrating Theory, Research, and Practice: Lessons Learned from the Evolution of Vocational Psychology

5:30 - 7:00 PM

Explore downtown Tallahassee, the capital of the fourth largest state! (*Optional walk*)

Grab your walking shoes to stretch and experience a Tallahassee urban walk! Beginning at 5:30, enjoy a leisurely 3-mile walk through the downtown chain of parks, Civil Rights heritage walk, and Smokey Hollow Commemoration; pass by historic places before finishing up with a meander through Cascades Park. Meet in the lobby of the Doubletree Hotel no later than 5:15. Persons staying in FSU Ragans Hall who wish to join the walk will be transported to the Doubletree via a campus van. You must sign up for the walk no later than 1:00 p.m. on Monday, May 16.

Please wear closed toed shoes and bring your own water. Afterwards, enjoy a beverage and or dinner in downtown Tallahassee on your own or with conference colleagues. For more information, contact Janet Lenz at (850) 545-4342 or Dawn Griffin at (850) 509-6103, griffindd@aol.com.

7:00 PM - UNTIL

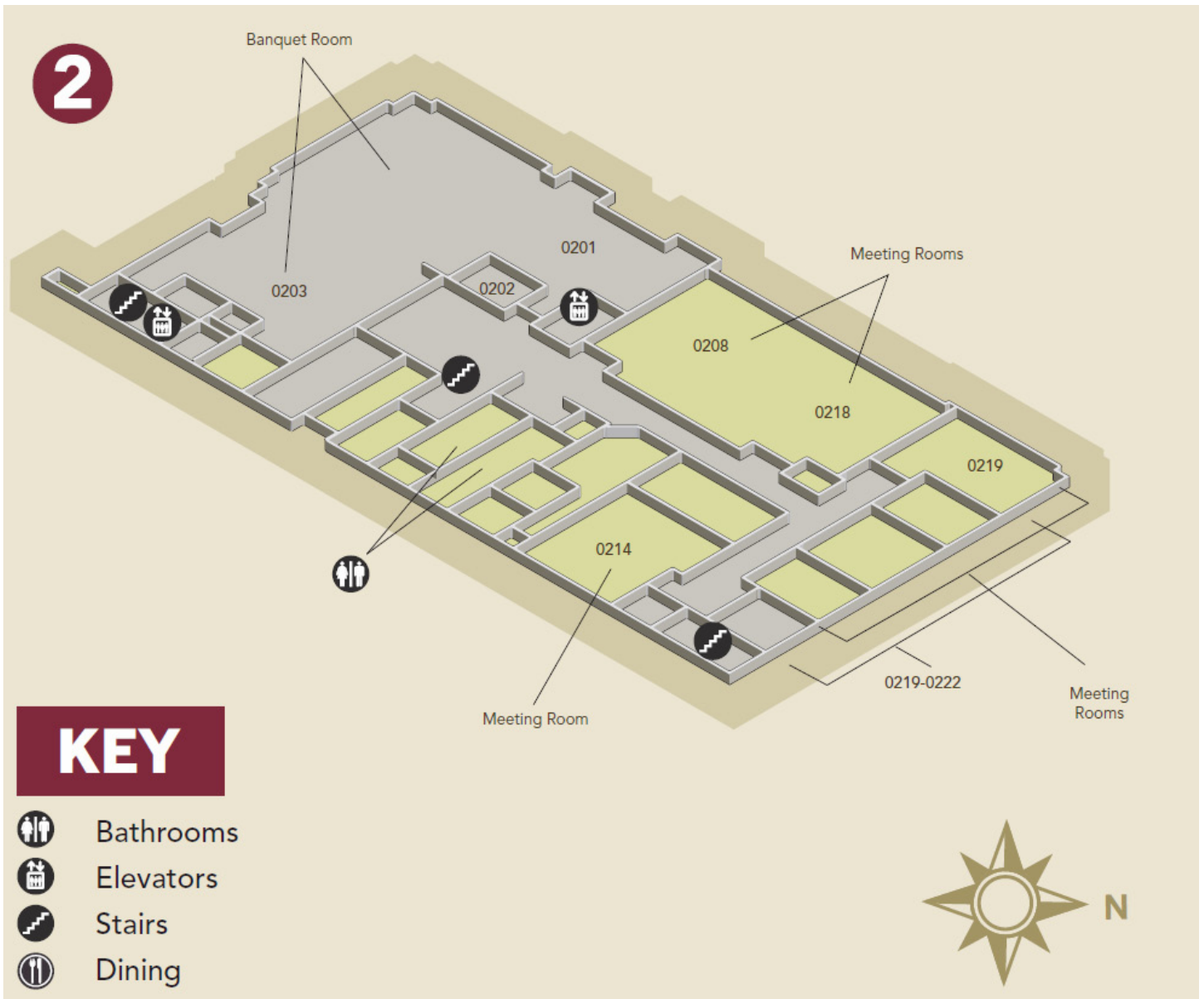
Enjoy dinner and beverages at one of Tallahassee's downtown restaurants on your own or with conference colleagues. See dining options on page 35.

Safe journeys home! Thank you for joining us for the 2016 SVP conference.



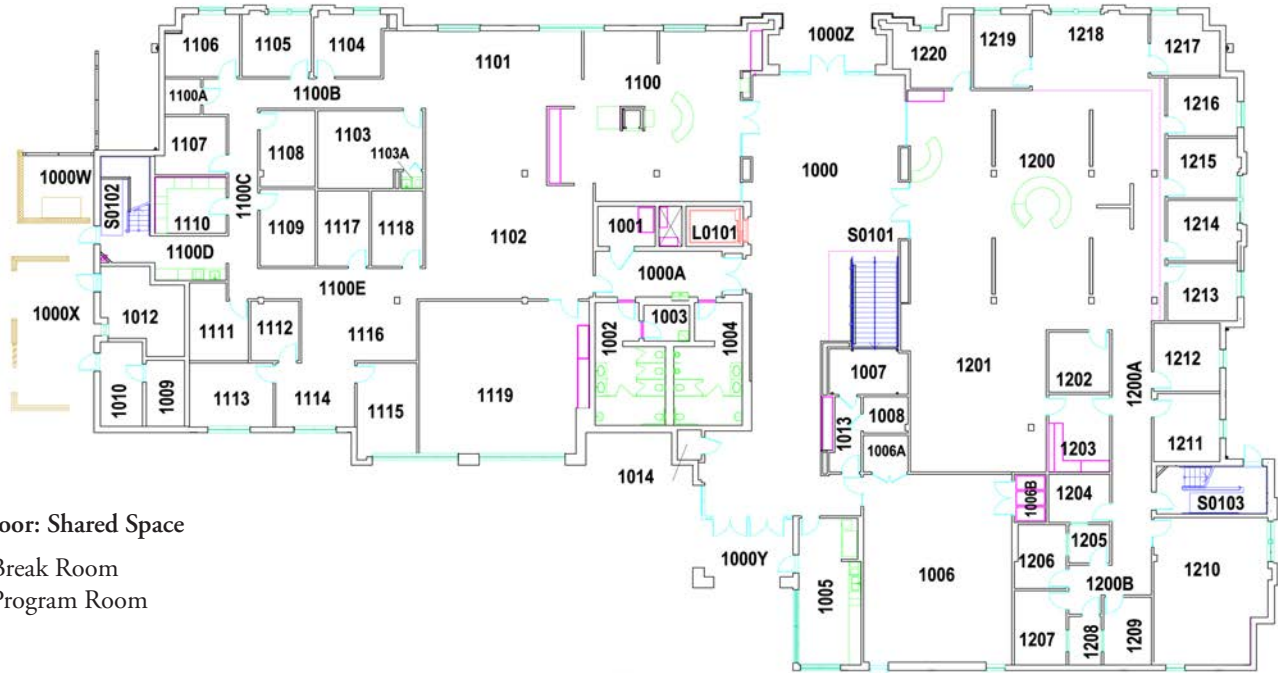
Conference Meeting Space

STUDENT SERVICES BUILDING (SSB), 2ND FLOOR PLAN



Conference Meeting Space

DUNLAP SUCCESS CENTER, 1ST FLOOR

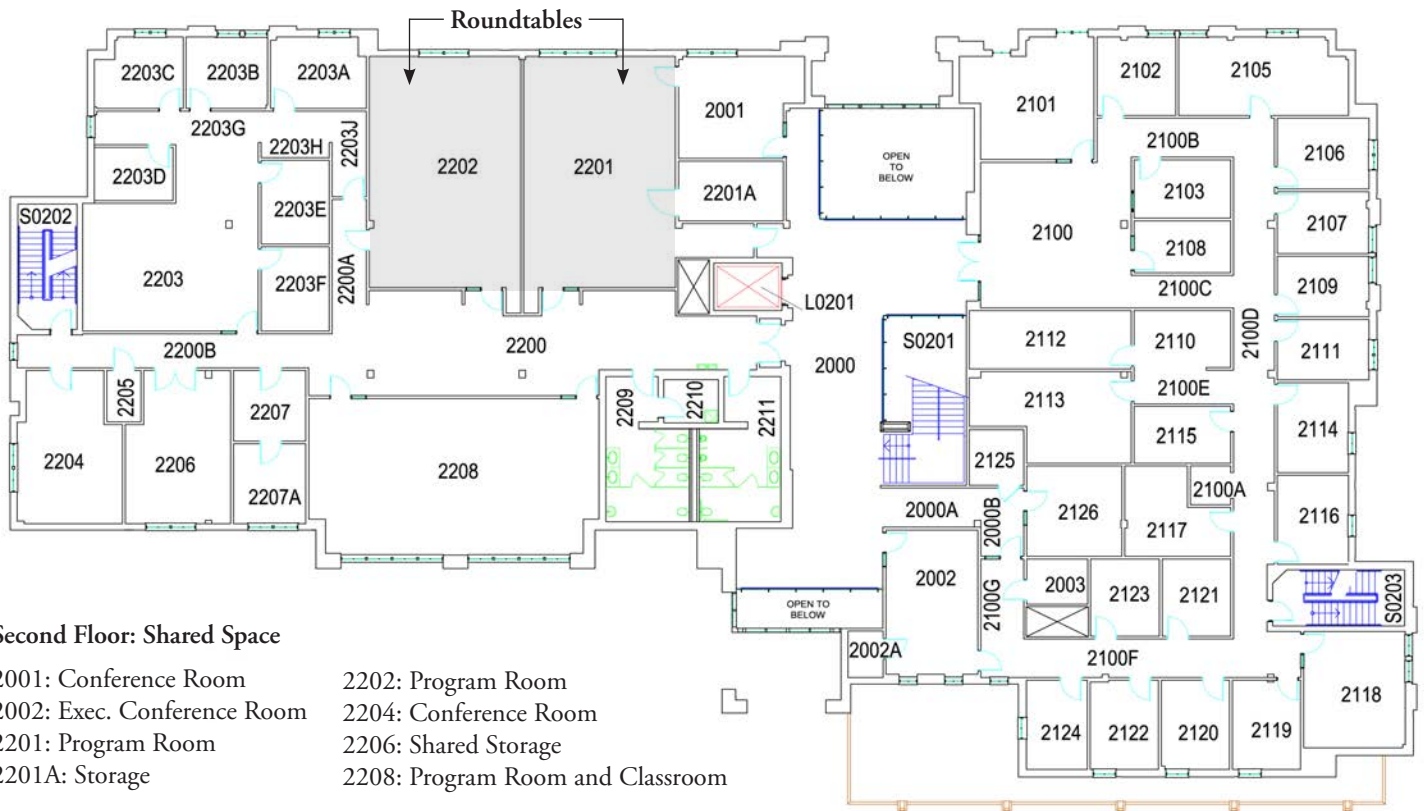


First Floor: Shared Space

1005: Break Room

1006: Program Room

DUNLAP SUCCESS CENTER, 2ND FLOOR



Second Floor: Shared Space

2001: Conference Room

2002: Exec. Conference Room

2201: Program Room

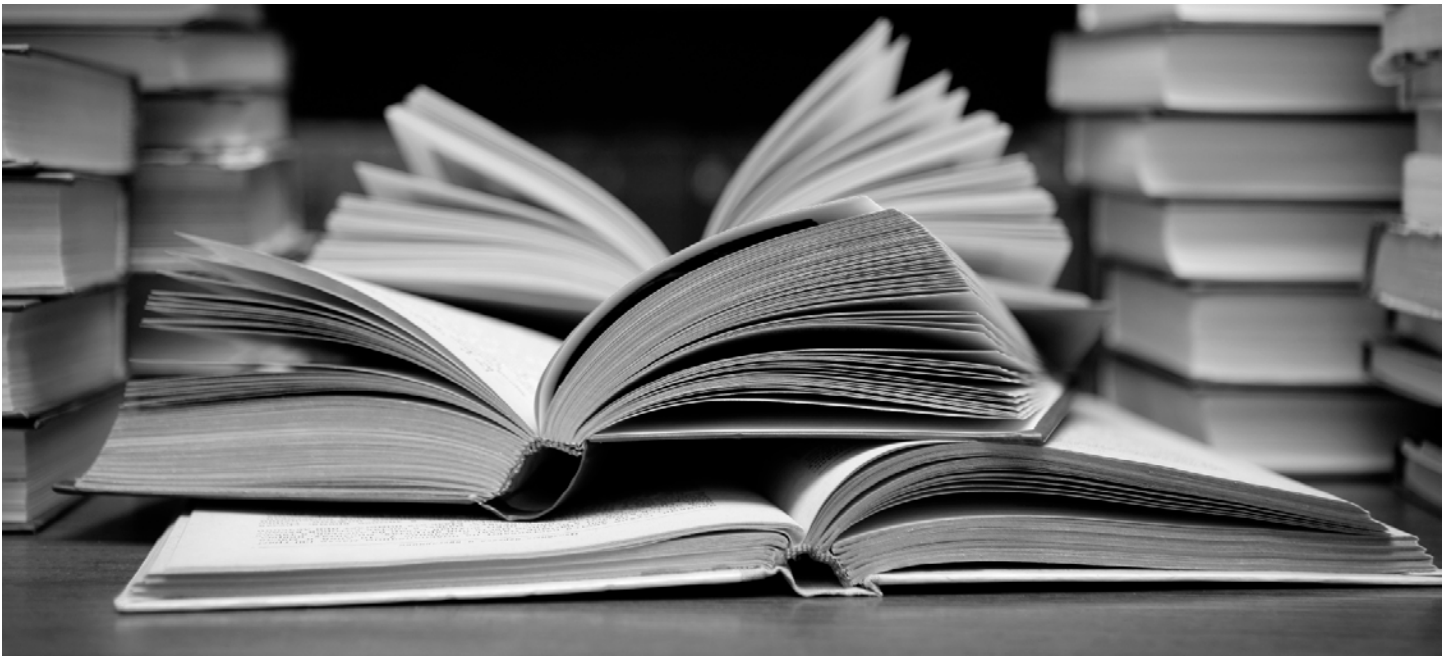
2201A: Storage

2202: Program Room

2204: Conference Room

2206: Shared Storage

2208: Program Room and Classroom



SVP 2016 Conference Publication

Papers from the 2016 SVP Conference will be published in a book entitled, *Integrating Theory, Research, and Practice in Vocational Psychology: Current Status and Future Directions*. The book's purpose is to examine the challenges and opportunities for integrating theory, research, and practice in vocational psychology from the perspectives of theorists, researchers, practitioners, and journal editors, with the hope that this knowledge will lead to improved science and career interventions. The book will be published by Florida State University as an electronic book. In order to maximize dissemination, the book will be published with an open access copyright.

ORGANIZATION OF THE BOOK

Forward

Saba Rasheed Ali
University of Iowa

Preface

James P. Sampson, Jr., Emily Bullock-Yowell, V. Casey Dozier, Debra S. Osborn, & Janet G. Lenz (Eds.)
Florida State University

Section 1: Challenges and Opportunities for Integrating Theory, Research, and Practice in Vocational Psychology

Identifies the specific challenges and opportunities for integrating theory, research, and practice for contemporary career theories.

Chapter 1 — Social-Cognitive Career Theory by Robert Lent, University of Maryland

Chapter 2 — RIASEC Theory by Robert Reardon, Florida State University

Chapter 3 — Work and Relationship Theory by Mary Sue Richardson, New York University

Chapter 4 — Systems Theory Framework of Career by Wendy Patton, Queensland University of Technology, and Mary McMahon, University of Queensland

Chapter 5 — Cognitive Information Processing (CIP) Theory by James P. Sampson, Jr. (and FSU Colleagues), Florida State University

Chapter 6 — Summary of Key Elements from Section 1 - Saba Rasheed Ali, University of Iowa

Section 2: Using Theory and Research to Improve Evidence-Based Practice

Examines how theory and research contribute to evidence-based practice.

- Chapter 7** — The Role of Theory in Improving Evidence-Based Career Interventions by Nadya Fouad, University of Wisconsin–Milwaukee
- Chapter 8** — What We Know and Don't Know from Existing Meta Analyses of Career Interventions by Steve Brown, Loyola University Chicago
- Chapter 9** — Conducting General versus Population and Setting-Specific Meta Analyses by Susan Whiston, Indiana University
- Chapter 10** — Strategies for Improving the Design and Use of Meta Analyses in Evidence-Based Practice by Betsy Becker, Florida State University
- Chapter 11** — Fostering Collaboration among Theoreticians, Researchers, and Practitioners to Develop Evidence-Based Practice by Scott Solberg, Boston University
- Chapter 12** — Summary of Key Elements from Section 2 - Patrick Rottinghaus, University of Missouri-Columbia

Section 3: A View from the Editor's Desk: Ensuring Quality in Theory, Research, and Practice

Examines how journal editorial policies shape the integration of theory, research, and practice in vocational psychology.

- Chapter 13** — *The Career Development Quarterly* by Ryan Duffy, University of Florida
- Chapter 14** — *Journal of Career Assessment* by Itamar Gati, The Hebrew University of Jerusalem
- Chapter 15** — *Journal of Career Development* by Lisa Flores, University of Missouri–Columbia
- Chapter 16** — *Journal of Employment Counseling* by Dale Furbish, Auckland University of Technology and Angela Smith, North Carolina State University
- Chapter 17** — *Journal of Vocational Behavior* by Donna Schultheiss, Cleveland State University
- Chapter 18** — Summary of Key Elements from Section 3 - Kimberly Howard, Boston University

Section 4: Making the Most of our Past, Present, and Future

Examines how theory, research, and practice can be better integrated by considering the past, present, and future of vocational psychology.

- Chapter 19** — Integrating Theory, Research, and Practice: Lessons Learned from the Evolution of Vocational Psychology by David Blustein, Boston College
- Chapter 20** — The State-of-the-Art in Integrating Theory, Research, and Practice in Vocational Psychology by James P. Sampson, Jr., Emily Bullock-Yowell, V. Casey Dozier, and Debra S. Osborn, Florida State University and University of Southern Mississippi





Campus/Local Information

Campus Wi-Fi

When you search for available Wi-Fi networks, select FSU Guest. You will need to provide your cell phone number and you must be able to receive text messages on your phone. You will receive a text message with your passcode for accessing Wi-Fi.

Campus Fitness Centers

Conference attendees can make use of the Leach Center and Fitness & Movement Clinic (FMC) during their stay, <http://campusrec.fsu.edu/fitness/leach-fmc>. The Leach Center or FMC staff will “click in” conference attendees to the facility at no cost. Please bring your conference name badge or a photo ID to access the facilities. Attendees must provide some form of identification to come in, or they will be turned away. Note: the FMC opens the Small Group Training studio for anyone to use. Kettle bells, medicine balls, jump ropes, bosu balls, TRX straps, etc. are all available for use in the Small Group Training Studio in the FMC.

Emergency/Police Contact Information

For emergency situations, please call 911. For non-emergency situations, you may contact the FSU campus police at 850-644-1234.

Lodging

The conference hotel is the Hilton Doubletree, 101 South Adams Street, www.Tallahassee.doubletree.com, 1-850-224-5000. Michele Thomas is the contact person for the conference, and she can be reached at 850-521-6006, Michele.Thomas@Hilton.com.

Campus lodging will be in Ragans Hall for \$44.00. Ragans is an apartment complex with either 3 or 4 single bedrooms, 2 bathrooms, a common space, and a full size kitchen. Rooms come with a bed, dresser, desk, and chair. Ragans is centrally located on campus and is a short walking distance from the Dunlap Success Center (DSC) and Student Services Building (SSB). More information on Ragans is available at: <https://housing.fsu.edu/current-residents/residence-halls#/ragans>. The deadline for requesting campus housing is May 6. If you would like to request on-campus housing for the conference, please indicate that when you register for the conference.

Parking

A limited number of parking spaces will be available in the campus Pensacola Street garage, <https://transportation.fsu.edu/maps>. You must indicate in advance that you are planning on parking a car on campus during the conference. A parking pass will be emailed to you. This must be placed on the dashboard of your car.

The Florida State University campus offers a variety of activities ranging from cultural and music performances to sporting events.

Tallahassee's downtown is home to the old and new Florida capitols, <http://www.visitfloridacapitol.com/>. Enjoy a great view of the city from the capitol's 22nd floor.

Downtown Tallahassee also includes the Museum of Florida History, www.museumoffloridahistory.com/, the Knott House Museum, and the John G. Riley House & Museum, <http://rileymuseum.org/site/>.

Also in the downtown area is Cascades Park, <http://discovercascades.com/>, which offers a variety of outdoor and recreational amenities, including a state-of-the-art amphitheater, interactive water fountain, children's play area, and miles of multi-use trails.

Just south of campus is the Railroad Square Art Park, <http://railroadsquare.com/>, which hosts more than 50 studios, galleries, and small shops. Several local brew pubs, Grasslands Brewing Company, <http://www.grasslandsbrewery.com/>, and Proof Brewing, <http://www.proofbrewingco.com/home>, are located near there.

A few miles from campus is the Mission San Luis, a national historic landmark that provides a look at Spanish colonial life from the 17th century. Just west of campus is the Tallahassee Museum, <http://tallahasseeemuseum.org/>, a 52-acre outdoor museum that tells the story of Florida's natural and cultural history. The museum includes a zip line and adventure course, which allows visitors to explore natural beauty from high in the trees.

Eight miles east of campus is Maclay Gardens State Park, <http://www.floridastateparks.org/maclaygardens/>, which contains a series of ornamental gardens planted in 1923; the gardens include a picturesque brick walkway, a secret garden, a reflection pool, a walled garden, and hundreds of camellias and azaleas.

The surrounding areas offer a variety of attractions including the world famous Wakulla Springs, <http://www.floridastateparks.org/wakullasprings/>, one of the largest and deepest freshwater springs in the world. Daily guided riverboat tours are available for a small fee. Not far from Wakulla Springs is the Wakulla River. Canoes and kayaks are available for from T-n-T Hide-a-Way Rental, <http://tnthideaway.com/>. It is not uncommon to see manatees in various sections of this river, as well as a variety of fish, birds, and turtles.

Just south of town is Tallahassee is the St. Marks Historic Railroad State Trail, which leads to the coastal town of St. Marks. The trail is suitable for cycling or walking. Bicycles are available for rental nearby at The Great Bicycle Shop, 3624 Woodville Hwy., <http://www.greatbicycle.com/>. Also nearby (20-30 minutes by car) is the beautiful St. Marks National Wildlife Refuge. Visitors can drive through the park, as well as take hikes, http://www.fws.gov/refuge/st_marks/. Wildlife (including alligators!) and a variety of birds can be seen in their natural habitat.

A little farther to the south and west is the Florida's beautiful Gulf Coast (often call the forgotten coastline, <http://www.forgottencoastline.com/>), home to some of the world's most beautiful beaches, including St. George Island, Mexico Beach, and Cape San Blas. Farther to the west are additional beaches, Panama City, Destin, and Pensacola. Mid-May is a great time to visit the beaches as they are not crowded yet and rates have not gone up for the summer season. Temperatures are mild and the sharks are hungry (just put that in to see if you were reading). You can enjoy a beach stay at the beginning or the end of the conference.

For additional information on activities in the Tallahassee area, visit www.visittallahassee.com/.





Dining Options

The FSU campus will have selected restaurants open during the conference. Visit Seminole Dining for more information at <http://seminoledining.campusdish.com/>.

Tallahassee has a variety of “local” restaurants, as well as numerous familiar chain restaurants. Many of these can be found on Tennessee Street on the north side of campus. A number of eateries can be found just south of the conference venues in CollegeTown, http://fsucolletown.net/dining_entertainment. Some local restaurants near campus and the Doubletree Hotel include:

Andrew’s Capital Grill & Bar

228 S. Adams St.

<http://andrewsdowntown.com/grill.php>

Andrew’s 228

228 S. Adams St.

<http://andrewsdowntown.com/228.php>

Avenue Eat & Drink

115 E. Park Ave.

<http://www.avenueeatanddrink.com/>

Bella Bella

123 E. 5th Ave.

<http://www.thebellabella.com/>

Cantina Tacos & Tequila

705 S. Woodward Ave.

<http://101cantina.com/tallahassee/>

The Crepevine

809 Railroad Ave.

<http://tallahassee.thecrepevine.com/>

Cypress Restaurant

320 E. Tennessee St.

<http://cypressrestaurant.com/>

The Edison

470 Suwannee St.

<http://www.edisontally.com/home>

Fat Noodle Bar

222 E. College Ave.

<http://www.fatnoodlebar.com/>

Gaines Street Pies

603 W. Gaines St. #3

<http://www.gainestreetpies.com/>

Harry’s Seafood Bar & Grille

301 S. Bronough St.

hookedonharrys.com/locations/tallahassee/

Jasmynes

109 E. College Ave.

<http://www.jasmine-cafe.com/>

Kool Beanz Café

921 Thomasville Rd.

<http://www.koolbeanz-cafe.com/>

Kubano

601 W. Gaines St.

<http://www.eatkubano.com/>

Madison Social

705 S. Woodward Ave.

<http://madisonsocial.com/>

Nefetaris

812 S. Macomb St.

<http://new.nefetaris.com/>

101 Restaurant

215 W. College Ave.

<http://www.101tally.com/home>

Original Brooklyn Water Bagel Co.

815 W. Madison St.

<http://brooklynwaterbagels.com/>

Shula’s 347 Grill at Hotel Duval

415 N. Monroe St.

<http://hotelduval.com/shulas-347-grill/>

The Southern Public House

224 E. College Ave.

<http://www.101tally.com/home>

The FSU Career Center as the Milieu for SVP 2016

Some Context and Perspectives on the Conference Setting

The FSU Career Center's mission is to provide comprehensive career services, train career service practitioners, conduct life/career development research, and disseminate information about life/career services and issues to the University community, the nation, and the world.

Historical Perspective

- For most of its history, FSU was a women's college with a curriculum emphasizing the liberal and domestic arts; it has never been a land grant institution.
- Career Placement (now Employer Relations & Recruitment Services) probably began in the early 1920s with teacher placement and later with the Office of Vocational Guidance & Placement in the Division of Student Welfare in the 1950s when FSU became coeducational.
- Cooperative Education (now Experiential Learning) began in the early 1970s with benefit from federal and state grants and was housed in Academic Affairs.
- The Curricular-Career Information Service (now Career Advising & Counseling) began in the counseling center as a pilot, outreach career planning program in a residence hall and housed in Student Affairs; for a brief period, the unit was part of Academic & Career Advising Services in Academic Affairs.
- These three separate units (CCIS, Cooperative Education, Placement) with unique histories, funding, and missions, merged in 1980 to form Career Development Services in Student Affairs; the name was later changed to Career Center.
- In 1986, a fourth unit was added to The Career Center, The Center for the Study of Technology in Counseling & Career Development (Tech Center), a research center in the College of Education with physical location and support in The Career Center.
- In 2014, seven Career Liaison positions were added to The Career Center staff and embedded in various academic schools/colleges to provide career advising and experiential career education; several additional positions will be added in the days ahead.

Themes

- The Career Center has aligned itself with the University's mission through teaching, research, service, career.fsu.edu/About-Us/Vision-and-Mission, and fundraising.
- Career advising and counseling is informed by theory, especially cognitive information processing (CIP) theory and John Holland's RIASEC theory.
- A career library for students and other patrons, as well as a professional library for staff, is managed by a professional librarian.
- Per CIP theory, individual career interventions are provided via self-help, brief-staff assisted, and individual case-managed services.
- Career planning and employment services are provided to the community at-large for no fee.
- Major gifts include the Tony DiBenedetto Computer-Assisted Career Guidance Laboratory, six endowed career advisor scholarships, and one doctoral research fellowship.

Notes
