

### History

foundation goes back to *mental hygiene treatment* (improve treatment of people with mental illness) by *Phillipe Pinel*. Before him, mental illness was seen as spiritual disorder. *Dorothea Dix* founded private asylums and state hospitals.

Parsons founded Boston Vocational Bureau in 1908. It matched young men between their interests/aptitudes with professions.

Career counseling *grew out of vocational psychology in the 1950s and 60s*, which was influenced by the industrial revolution after WWII. Was one of the first times were people were choosing a career (vs doing what fathers had done).

**Vocational guidance movement** was developed by Frank Parsons in 1909  
**Three step process** involves: 1) understanding aptitudes, abilities, interests, etc., 2) gaining knowledge about careers, 3) reasoning about relationship between the former and latter.

Career counseling focuses on work or career related issues; interaction is psychological in nature, with the relationship between counselor and client serving an important psychological function

**Legislative antecedents:** i. Funding for vocational guidance ii. National Defense Education Act of 1958 for school-based counseling services iii. Community Mental Health Centers Act of 1963

### Super: Lifespan, Life-Space Theory

*looks at how people make career choices* rather than just content and consequences of choices (career choice is a process, not an event). Focuses on gathering info over time. We participate in lots of different roles within our lives. The more he studied roles (in US and other cultures) the more he realized they developed and varied. This theory is especially helpful during transition phases as it seeks occupation in relation to everything else.

**Key concepts of Stages of growth** Life-career rainbow model shows 5 life stages in relationship to age ranges *Self-concept/congruence*: it's not a one and done career decision ladder, we are always adapting and making choices and we do this based on our understanding of ourselves. *Congruence* is how well someone matches their job to match their self-concept. *Roles*: homemaker, worker, citizen, leisurite, student, child. People often participate in multiple roles at the same time. Career maturity is readiness to engage in task at certain age.

### Holland: Theory of Vocational Personalities

focused on both what people were good at and what they liked doing. Came up with **six personality types** (*RIASEC-Realistic, Investigative, Artistic, Social, Enterprising, Conventional*) and corresponding environments. Everyone has some degree of interest in each of the six types.



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### Holland: Theory of Vocational Personalities (cont)

**Key concepts:** i. *Congruence*: fit between individual's type and environment in which they work. ii. *Consistency/contiguity*: highest two or three scores on the different types and examining the positions of them on the model. A person with realistic interested and strong social interests is less consistent relative to those whose strong interests are realistic and investigative. The more consistent persons are in their types, the more predictable they are to the occupation in which they will find success and satisfaction. iii. *Differentiation*: assessed by looking at the size of the differences in the highest versus lowest of the six type scores. The greater the magnitude of the difference, the more likely one can make an accurate prediction of what career choice a person will find satisfactory. Persons with flat profiles might find satisfaction in a very wide range of careers or not find satisfaction in any career. iv. *Identity*: clarity of one's goals, interests, and talents. Measured by a separate scale (Vocational Preference Inventory or Self-Directed Search)

### Social Cognitive Career Theory (SCCT)

attempt to conceptualize the career development of individuals in a holistic and dynamic manner **Developed to explain relationship among:** i. Development of interests ii. Choice of educational and career options iii. Performance and persistence in educational/vocational realm

### Gottfredson: Circumscription & Compromise

Addresses how public, social aspects of self affect career development including sex roles, social class, race/ethnicity, individualistic/collectivistic orientation, values, need for power/prestige, etc. *Occupational choice occurs by eliminating negative choices rather than selecting positive ones*: We eliminate choices based on social aspects of self & We relinquish most preferred alternatives for less compatible but more accessible ones. *Circumscription*: eliminating negative choices.

### Schlossberg: Adult Career Development Transition

**3 kinds of transitions:** *anticipated transitions* (caused by expected events that occur as part of one's life cycle), *unanticipated transitions* (caused by life events that are not predictable, not planned for), and *nonevent transitions* (caused by events that were anticipated and planned for but that did not happen)

**Factors that influence how individuals experience transitions:** situation, self, support, coping strategies.

### Krumboltz: Happenstance Learning Theory (HLT)

Describes **nine factors that influence individual's behavior:** *genetics, learning experiences, instrumental learning experiences* (individuals observe their own behavior and its consequences), *associate learning experiences* (individuals observe behavior of others), *environmental conditions and events, impact of parents and caretakers, peer groups, structured educational settings* individuals experience while growing up,

imperfect world in which we live provides opportunities for some and not for others. Aka everything impact our learning. Behavior is a product of learning experiences from both planned and unplanned situations. Goal is to help clients take actions to achieve more satisfying career and personal lives.



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### Krumboltz: Happenstance Learning Theory (HLT) (cont)

**To do this we:** i. Normalize anxiety, explain goal of CC, encourage clients to be open minded, flexible, comfortable with ambiguity ii. Recognize client concerns as just a starting point and exploration iii. Explore clients' past experiences with unplanned events iv. Recognize potential opportunities v. Help client overcome blocks to action

### Intersection of Career and Personal-Emotional

**Ecological model:** human behavior results from the ongoing, dynamic interaction between the person and the environment. The larger culture, operating as a macrosystem, perpetuates career myths and stereotypes that are related to race and gender and institutionalizes discrimination

**Bronfenbrenner's (1922) model identifies 4 subsystems** that impact behavior: *microsystem, mesosystem, ecosystem, macrosystem*. Career behavior is *determined by interrelationship* between subsystems in a larger system.

**Postmodern Models:** *Constructivism* internal processes of how people view self, others, world and *Social constructivism* how social factors shape interpretations.

### Career Counseling Intake

**Life Career Assessment (LCA):** Designed to focus on clients' levels of functioning in their life career development and the internal/external dynamics that may be involved.

**4 major sections:** career assessment, typical day, strengths and obstacles, summary

**LCA Career Assessment:** *Work experience* likes/dislikes/tasks/description, *Education or training progress and concerns* likes/dislikes/goals/(in)consistencies *Relationships/friendships* hobbies/friend qualities

**LCA Strengths and Obstacles:** *Three main strengths:* resources at own disposal; what do resources do for clients *Three main obstacles:* related to strengths; related to themes

**LCA Typical Day:** purpose is to discover how clients organize and live their daily lives. *Dependent-independent:* relies on others; insists on someone else making decision. Each of these opposite pairs can be considered a personality dimension. At least two should be examined *Systematic-spontaneous:* stable and routine; persistent and attentive

**LCA Summary:** Agree on life themes, Use client's own words, Relate to goal setting or problem solving

**Career-in-Culture Interview (CiCI)** is a flexible interview protocol designed for the career intake interview within a cross-cultural context.

**CiCI Interacting domains of client career development:** a. *Narrative & relationship:* client as an individual. b. *Self-view and self-efficacy:* self-appraisal of client's life and work skills c. *Culture, Religion, Family:* immigration history, language preferences, religious and cultural background, and family values and expectations -Genogram d. *Community/Larger Society:* influential community organizations & role models e. *Barriers & oppression:* intrapersonal (e.g. lack of awareness or specific skills) and interpersonal (e.g. racism, sexism) barriers to career development.

**VIA:** Goal is to help clients identify their top personal strengths and to explore how they can use their strengths in their career development/exploration process and to their careers themselves. Can be particularly helpful for clients who need to think of their strengths for interviews.

**O\*NET:** excellent resource to find out additional information about occupations.

### SSI & MBTI

**SII (Strong Interest Inventory):** Goal is to provide clients with information about their *Holland type* (areas of career interests) and to expose clients to possible careers that might fit their interests. #1 thing to communicate is that nothing in this assessment tells you what you should or should not be – it just tells you how similar your interests are to people who are in these occupations and like them **Different sections:** General Occupational Themes, Basic Interest Scales, Occupational Scales, Personal Style Scales, Profile Summary, College Profile, Interpretive Report).



### SSI & MBTI (cont)

**MBTI (Myers Briggs Type Indicator):** Goal is to provide clients with information about their MBTI type and to expose clients to possible careers that might fit their personality. Test is about your preferences, not about determining personality. Note that our preferences can change overtime based on life experiences. Different sections: E vs I, S vs I, T vs F, J v P

### Intake Techniques

**Lifeline:** help clients identify patterns  
**Genograms:** Help clients understand their family and cultures significant influences in their lives in regard to work.

**Visualization:** Relaxation exercise. One day, 5 years in the future, what does your ideal workday look like? Hours? Co-workers? Tasks? Etc.?

**Card Sorts** Skills, Values, Strengths (Skills Card Sort, Career Values Card Sort, Positive Personal Qualities Card Sort)

### Integrating Information

**Integrating Information:** Help clients gather information, develop plans of action, and make decisions about their career concerns.

**Techniques:** Future day fantasy visualization, Write personal & career mission statement, Create "Ideal Positions" portfolio, Help clients create action plans and set SMART goals

Using social media in career counseling: help clients create an online presence

**Termination:** ideally happens because goals have been met **Ideal process:** review content & process, emphasize client's strengths, evaluate what went well, what didn't – get feedback, explore feelings about ending, discuss next steps.

### Diversity/Difference in Careers

**Veterans:** reentry to civilian life may be difficult  
**Resistance:** May involve fear of counseling, taking responsibility, sabotaged communication, making excuses, irrational beliefs, faulty information process, overt physical behaviors, etc.

**Psychological Distress Clients:** *Psychologically healthy/ready to transition* comfortable with their career decision making, *High psychological distress/moderate decidedness* often had difficulty with goals & stability, dependent on others, goal is to reduce stress, *Psychologically healthy/but undecided* ready to make career transition. Need info about self and world of work, *High psychological distress/undecided* Help client reduce distress, help them achieve satisfying life goals

**Unemployment:** help client reach acceptance stage. Reduce guilt, negative thoughts, deal with situation  
**Sexual orientation:** LGB affirmative counseling: know about LGB issues, assess own socialization/biases around sexual orientation.

**Criminal Offenders:** generally, 3 goals identified: public safety, relapse prevention, rehabilitation. Reentry planning begins at incarceration.

### Career Counseling for Empowerment

**Gender: Critical Feminist Approach** involves 5 Cs: *Collaboration* between client & counselor 2. Recognizing/using client's *competence* (help her develop new skills, recognize her strengths) 3. Keeping as central *context* of client's life (all levels of ecological model) 4. Develop own and client's *critical consciousness* (power analysis; how power is manifested/expressed and reflection) 5. Help women find *community* for support/empowerment **Men's Career Development** has been socialized to be independent, self-sufficient, tough, achievement oriented, competitive. Assess: questionnaires for adherence to male gender norms and provide psychoeducation on masculinity/ability to discuss feelings



### Career Counseling for Empowerment (cont)

**Transgender:** very little legal protection for TG individuals

**Social Justice:** *Advocacy/Empowerment* at the Individual Level: Provide culturally competent career counseling & Help clients identify barriers to career success and brainstorm way to overcome barriers *Community Collaboration:* Identify factors that support clients' career development inform communities about them and develop alliances with groups working for change *Systems Advocacy:* Identify specific factors impacting specific development & Advocate for programs that focus specifically on issues of diversity and break down occupational stereotypes. Create a supportive atmosphere in own work place.

### Career Roles

**Doctoral Programs:** Counselor Education and Supervision Ph.D. or Ed.D.: Training to teach, supervise, and do research about counseling

**School Psychology Ph.D. or Psy.D** about children, youth, and families, with a focus on the schooling process. Training to do psychological testing.

**Counseling/Clinical Psychology Ph.D., Psy.D., or Ed.D:** about psychology; psychological testing. *Counseling Psychology:* focused on people's functioning personally and in relationships with focus on typical life stresses, less of an emphasis on psychopathology. More focus on work and career related concerns. *Clinical Psychology:* more focused on psychopathology, neuropathology, neuropsych testing.



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