

Vocational Psychology – PCO 7537
Fall, 2024

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Office Hours: Thursday 12:00-2:00pm

COURSE DESCRIPTION

This course is an advanced, doctoral level seminar on vocational psychology and career counseling. This course will consist of a critical review of the major approaches to understanding traditional career behavior and development and the empirical support for prevailing theoretical constructs. We will focus in particular on how career theories and ideas apply cross culturally and use an intersectional and racial justice focused lens to discuss topics, research, and our own personal experiences. Considerable attention will be devoted as well to the application of work-related issues in psychological practice. The course seeks to integrate research, theory, practice, public policy, and social justice.

COURSE GOALS:

- Ensure that students have sufficient command of the fundamentals of traditional career choice and development theories, with knowledge of the strengths and limitations of these perspectives.
- Provide students with an opportunity to enhance their ability to think creatively and effectively about the work-related problems of clients in a counseling context.
- Help students develop life-long curiosity about the pervasive role of work in human development.
- Provide students with the intellectual tools to contribute to the literature in the areas of vocational psychology and the broader psychology of work.
- Sensitize students to work-related issues in counseling and psychotherapy so that they can intervene effectively across the diverse domains of human experience.
- Examine the central role of work in counseling psychology and in contemporary human experiences.
- Explore the way in which various forms of marginalization and oppression interact with access to decent work and working.
- Furnish students with the skills needed to develop, implement, and evaluate research efforts in career development.
- Discuss the cultural context of research, theory, and practice in career development

REQUIRED TEXTS

Brown, S.D., & Lent, R.W. (2020). *Career Development and Counseling: Putting Theory and Research to Work 3rd Edition*. Wiley

ADDITIONAL READINGS

As you will note, additional readings that are required in this course for most of the class sessions. All of these articles will be available on Canvas

ACADEMIC ACCOMMODATIONS FOR PERSONS WITH UNIQUE NEEDS

In compliance with the Americans With Disabilities Act (ADA), I will work with accommodations that are needed. If you have a documented disability and wish to discuss academic accommodations, please contact me. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

MAKE UP POLICY

There are **no set times for makeup exams OR for presentations**. However, if missed tests/presentations are accompanied with written verification for why the exam was missed (e.g., doctor's note, religious holiday, death in the family) I will work with you to take the exam or give the presentation at a different time. Please consult the university guidelines for more information on the makeup policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

COURSE REQUIREMENTS:

1. Class participation/facilitation: The bottom line is that participation in class is the lifeblood of the whole operation. It is essential that everyone participates and is engaged. In my mind, this first requires that you do all of the readings before class (not just skimming) and bring to class questions/comments for each reading. There is nowhere to hide in a class this small and expect times when I will call on folks who don't have much to say. Secondly, I expect everyone to participate in a quality manner...make controversial statements, criticize to your heart's content, challenge others, make analogies, use anecdotes from your personal life, etc. Simply discussing a theory or article about what it says is not sufficient. I will work in collaboration with you to make the class a safe space where this type of participation can occur.
2. Quizzes. Each class period there will be a five question, multiple-choice quiz on the readings. These will be simple and straightforward and used mainly as a way for me to tell you have done the readings, which will facilitate the most productive class discussion. Two quizzes will be dropped due to either a low grade and/or missing a quiz.
3. Career lifeline: This is your opportunity to tell the class about your own career development by discussing how you have gotten to this point. The goal in this presentation is to be as exhaustive as possible about all of the various factors that occurred to put you at this spot in your career as well as your future career path. Discuss critical incidents and critical people. Also, I suggest framing this in terms of your experiences with privilege and marginalization, both at a structural and specific level. You will prepare a brief PowerPoint to show your career lifeline and be prepared to answer questions from me and classmates.
4. Personal theory and counseling paper: Throughout this course we will have talked about a slew of different theories and approaches to career counseling. In this paper, not to exceed 5 pages double spaced, you will answer the following questions. You will also do a brief power point presentation on your theory, highlighting these major questions.

- a. How do you feel that people develop their career related interests, values, skills, etc.?
- b. What role do you see culture playing into this process?
- c. How does encountering experiences of marginalization and oppression affect an individual's career path?
- d. How do you feel people go about making career decisions (i.e. what factors do they take into account, how does making decisions differ for different people)
- e. What would be your approach to working with clients who present with career related concerns?

GRADING

1. Class participation/facilitation:	20%	A = 90-100
2. Quizzes	50%	B = 80-90
3. Career lifeline	10%	C = 70-80
4. Personal theory paper:	20%	D = 60-70
		F = Below 60

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

CLASS SCHEDULE

Aug. 26	Introduction; History of Vocational Psychology <u>In class:</u> Introductions, Ryan's lifeline
Sep 3	Critical Review of Person-Environment Fit Theory <u>Readings:</u> 3 (p. 61-77); Mullany et al. (2021) <u>In class:</u> Lifeline 1
Sep. 17	Critical Review of Career Construction Theory <u>Readings:</u> 6 (p. 165-182); Friedman et al. (2021) <u>In class:</u> Lifeline 2
Sep. 24	Critical Review of Theory of Work Adjustment <u>Readings:</u> 2 (p. 33-48); Ray (2019) <u>In class:</u> Lifeline 3
Oct. 1	Critical Review of Social Cognitive Career Theory <u>Readings:</u> 5 (p. 129-150); Garriott et al. (2019) <u>In class:</u> Lifeline 4
Oct 8	Critical Review of Psychology of Working Theory <u>Readings:</u> 7 (p. 201-222); Mather (2023) <u>In class:</u> Lifeline 5
Oct. 15	Special Topics: Intersectional approaches <u>Readings:</u> Wilkins-Yel (2022); Brewster et al. (2021) <u>In class:</u> Lifeline 6

- Oct. 22 Special Topics: Gender and career development
 Readings: Flores et al. (2021); Abreu et al. (2023)
 In class: Career talk 1:
- Oct. 29 Special Topics: Relationships and Family
 Readings: Radcliffe et al. (2023); Tu et al. (2019)
 In class: Career talk 2:
- Nov. 5 Special Topics: Making the Future Better – I
 Readings: Garrison et al. (2024); Wright & Chan (2022)
 In class: Career talk 3:
- Nov. 12 Special Topics: Making the Future Better - II
 Readings: Ali et al. (2022)
 In class: Career talk 4
- Nov. 19 Theory presentations
 In class: Career talk 5
- Dec. 3 Final class/breakfast

NOTE: These readings, assignments, and dates are subject to change

Bibliography

- Abreu, R. L., Gonzalez, K. A., Lindley, L., Capielo Rosario, C., Lockett, G. M., & Teran, M. (2023). "Why can't I have the office jobs?": Immigrant Latinx transgender peoples' experiences with seeking employment. *Journal of Career Development, 50*(1), 20–36.
- Ali, S. R., Drustup, D., Garrison, Y. L., & Mahatmya, D. (2022). Economic Justice and Vocational Psychology: Towards Community Change. *Journal of Career Assessment, 30*(3), 436-454.
- Brewster, M. E., & Molina, D. A. L. (2021). Centering matrices of domination: Steps toward a more intersectional vocational psychology. *Journal of Career Assessment, 29*(4), 547–569.
- Flores et al. (2021). Critical contributions to scholarship on women and work: Celebrating 50 years of progress and looking ahead to a new decade. *Journal of Vocational Behavior, 126*, 103490
- Friedman, S., O'Brien, D., & McDonald, I. (2021). Deflecting privilege: Class identity and the intergenerational self. *Sociology, 55*(4), 716–733
- Garriott, P. O., Navarro, R. L., Flores, L. Y., Lee, H.-S., Carrero Pinedo, A., Slivensky, D., Muñoz, M., Atilano, R., Lin, C.-L., Gonzalez, R., Luna, L., & Lee, B. H. (2019). Surviving and thriving: Voices of Latina/o engineering students at a Hispanic serving institution. *Journal of Counseling Psychology, 66*(4), 437–448.
- Garrison, Y. L., Cadenas, G. A., & Ali, S. R. (2024). A framework of community-engaged vocational research methodologies from liberatory perspectives. *Journal of Vocational Behavior, 149*, 1–15.
- Mather, N., & McWhirter, E. (2023). Working class gay dads: Queer stories about family and work. *Journal of Vocational Behavior, 143*, Article 103876.
- Mullany, A., Valdez, L., Gubrium, A., & Buchanan, D. (2021). Precarious work, health, and African-American men: a qualitative study on perceptions and experiences. *International Journal of Health Services, 51*(2), 135-145.
- Radcliffe, L., Cassell, C., & Spencer, L. (2023). Work-family habits? Exploring the persistence of traditional work-family decision making in dual-earner couples. *Journal of Vocational Behavior, 145*, 103914.
- Ray, V. (2019). A theory of racialized organizations. *American Sociological Review, 84*, 26–53.
- Tu, M. C., Zhou, S., Wong, S. N., & Okazaki, S. (2019). Realities of the American dream: Vocational experiences and intersecting invisibility of low-income Chinese immigrant laborers. *Journal of Vocational Behavior, 113*, 88–102.

- Wilkins-Yel, K. G., Hyman, J., Zounlome, N. O. (2019). Linking intersectional invisibility and hypervisibility to experiences of microaggressions among graduate women of color in STEM. *Journal of Vocational Behavior, 113*, 51-61.
- Wright, G.G., & Chan, C.D. (2022). Integrating trauma-informed care into career counseling: A response to COVID-19 job loss for Black, indigenous, and people of color. *Journal of Employment Counseling, 59*, 91-99.