



North Carolina Central University

"Communicating to Succeed"

"Preparing Educators for Diverse Cultural Contexts for the 21st Century"

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners

MISSION

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

www.nccucounseling.com

Syllabus

CON 5320

Vocational Theory and Career Development
Spring 2016

Instructor:	Chadwick Royal, Ph.D., LPCS
Campue Office:	2127 School of Education
Telephone:	919/530-6465
Skype username:	chadwick.royal
email:	croyal@nccu.edu
Office Hours (campus):	Tues. 10am-3:30pm
Office Hours (virtual):	Mon., Wed., & Thurs. 10-11:30am

On Mondays, Wednesdays, and Thursdays, you may (a) call my telephone # or (b) Skype with me (video and/or audio). On Tuesdays, you are welcome to call or stop by the office.

If you would like to schedule an appointment for time during office hours, please visit: <http://croyal.appointy.com/>

REQUIRED TEXTS

- Sharf, R. S. (2014). *Applying career development theory to counseling* (6th ed.). Pacific Grove, CA: Cengage.
- Duggan, M. H., & Jurgens, J. C. (2007). *Career interventions and techniques: A complete guide for human service professionals*. Boston: Pearson.

COURSE DESCRIPTION:

This course provides a survey of the major theories of career choice and development with demonstrations on how to translate these theories into meaningful practice in the counselor-client relationship. Candidates will demonstrate the ability to use computerized assistance guidance systems and career development techniques across the life span.

FOLIOTEK STATEMENT:

Maintaining an electronic portfolio (i.e., 'Foliotek') is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You **MUST** maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. There will be multiple assignments from this class that you will need to upload to Foliotek once the course ends.

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize cultural competence in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

CON 5320 - STUDENT LEARNING OUTCOMES

The corresponding CACREP Standards are listed with each objective. This class serves primarily to meet the curricular expectations for one of the eight common core areas (Career Development – Std II.G.4). The student will be able to:	Method for Obtaining Outcome	Method for Evaluation of Outcome
Identify and distinguish career development theories and career decision-making models. (II.G.4.a.)	Lecture, Readings	Exams, Classroom Participation, Summative Paper
Research and apply career, avocational, educational, occupational, labor market information resources, and career information systems. (II.G.4.b.)	Lecture, Readings, Document Research, Assessment report	Exams, Documents, assessment report, Summative Paper
Identify and articulate the planning, organization, implementation, administration, and evaluation of a career development program. (II.G.4.c.)	Lecture, Readings, Classroom discussion	Exams, classroom activities, Summative Paper
Identify and describe the interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development. (II.G.4.d.)	Lecture, Readings, classroom discussion	Exams, Classroom Participation, Summative Paper
Describe and implement career education planning, placement, follow-up, and evaluation. (II.G.4.e.)	Readings, Lecture, assessment report activities	Assessment report, Summative Paper
Experience and use assessment instruments and techniques that are relevant to career planning and decision-making. (II.G.4.f.)	Readings, Lecture, Self-Assessment activities, Assessment report activity, document research, resume review activities	Assessment report, Classroom Participation, documents, resume review, Summative Paper
Identify and distinguish counseling processes, techniques, and resources, including those applicable to specific populations in a global economy, including those with disabilities. (II.G.4.g.)	Readings, Lecture	Exams, Summative Paper

COURSE POLICIES AND EXPECTATIONS

1. All work submitted should reflect graduate level content and preparation. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.
2. Please complete all of your coursework independently, unless the assignment specifically requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course.
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.). Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication because you aren't checking the account regularly, then it is not the fault of the instructor.
6. Ensure that you are entirely familiar with all functions available to you via Blackboard. Not knowing how to use various functions of Blackboard is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Blackboard (919/530-7676).
7. Do not email your work to the instructor unless specifically asked to do so by the instructor. For most assignments, if not all of them, you will use designated links within Blackboard to submit your work. Please use the Blackboard system to submit your work; email submissions will not be accepted.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the last minute to complete your work. The Blackboard system moves slowly and encounters problems from time to time. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced a technical issue. Work on things early so that you can overcome the technical problems, should they arise.
9. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is an online class, the cancellation of university classes should not impact your coursework or assignments.

GRADED COURSE ASSIGNMENTS

Each week, you will find a numbered and dated "Unit" folder under the "Course Content" link within the course Blackboard site. You will be expected to complete all tasks within the unit folder. These tasks may include the following: quizzes, video lectures, videos, discussion boards, and readings, just to name a few. All tasks need to be completed by 11:59pm on the day it is due.

1. **TESTS/QUIZZES**: (200 points total for all tests/quizzes)

Distance education classes require a fair amount of self-discipline. It will be your responsibility to remember to take your quizzes. Once the due date ends for a quiz, and the link disappears, it will not be made available again. Unfortunately, if you forget to take a quiz, you will be given a zero.

Each quiz will be automatically scored. However, I will not provide you with the correct answers until after the deadline.

2. **DOCUMENTS**: (25 points for resume, 15 points for cover letter)

You are required to submit a copy of (a) your resume, and (b) a sample cover letter.

Spend a good amount of time researching methods of resume preparation. Please do not rely on what you think you know (or have learned in the past) about resumes to complete this part of the project. It is required that you research the current "best practices" for resume preparation. It has been the instructor's experience that a good number of people think they know the best way to write a resume (and many might call themselves "experts"). There is not a perfect way to write a resume, but there are certainly some common elements regarding what you shouldn't do. You will then revise and submit your own resume based on what you found during your research. It is strongly recommended that you follow the approach used by instructor within the Resume Preparation Webinar (found in one of the weekly units). The resume that you submit should be pristine in its appearance (i.e., absolutely no errors).

Follow this same research process regarding the preparation of a cover letter. Go ahead and think about an organization in which you would like to apply for work after graduation – and draft a cover letter addressed to that specific organization. You are required to submit an error-free copy of a cover letter.

Submit both documents by the due date listed in the course schedule. Please note that any spelling or grammatical errors will drastically negatively affect your grade on this assignment. A grading rubric is available on blackboard. It is highly recommended that you take a look at the rubric (and really all assignments that have a rubric) before beginning it so that you will know exactly how it will be graded.

3. **RESUME REVIEW & REVISION**: (20 points)

You will exchange your resume and cover letter with one of your classmates, and receive theirs in return. Your task will be to review and critique your partner's resume and cover letter. Please print a hard copy of their documents. Write your editorial suggestions, critiques, and comments directly on the hard copies (please be neat).

In order to submit your review to the instructor, please scan your critiques and upload them into Blackboard under the link for this assignment. If you don't have access to a scanner, you may also take pictures of the pages (1 page per picture) and upload the images to Blackboard. If you prefer,

you may simply submit a hard copy to the instructor on campus (using the instructor's campus mailbox). All submissions must be received by the deadline.

You will also return your critique to the author by the due date. The instructor will assign (participation) points based on your quality of review. The more thorough, serious, constructive, and professional effort you put forth in your critique, the better your grade.

REVISION: Once you receive critiques from your partner and the instructor, you will need to revise and resubmit your edited documents using feedback that you receive from your partner and the instructor. Please note that there are no points to be gained for the revision....but if you fail to revise and resubmit your resume, five points will be subtracted from your final grade for this assignment. You won't need to incorporate every suggestion made by your peer (some suggestions you may not agree with), but you will at least need to provide evidence that you considered the suggestions and made an honest effort to improve your document.

4. ASSESSMENT REPORT: (50 points)

Multiple online assessments will be taken over the course of the semester. Some will require you to purchase access in order to take the assessment. Links to any online assessments will be available on Blackboard. You will need to keep track of all of your responses and exchange your results from all of the assessments offered this semester with a fellow class member. You will then draft a narrative report of your partner's assessment results that specifically addresses the following items (about your partner):

- What are the results from each assessment (i.e., report the results)?
 - Suggested Heading: Results
- What do the results mean from each assessment - and - what do they mean together (i.e., your interpretation)?
 - Suggested Heading: Interpretation
- Do you have any reason to believe that the results are not valid for this individual?
 - Suggested Heading: Validity
- What do you believe their results mean with respect to their future career (please provide rationale)?
 - Suggested Heading: Implications for Future
- What occupational resources (informational or otherwise) would you recommend to help? Why?
 - Suggested Heading: Occupational Resources
- What do the results implicate with respect to their education? Are there any specific education resources you would recommend? Why?
 - Suggested Heading: Educational Implications and Resources
- Based on what you think their career direction is (or should be), provide some detailed data and information regarding this direction with respect to the labor market.
 - Suggested Heading: The Labor Market
- What are your overall recommendations and predictions/prognosis?
 - Suggested Heading: Recommendations

Once you've finished your report, submit a copy to that person (by hard copy or email, if it is OK with that person) – and a digital copy to the instructor. A grading rubric will be available on Blackboard.

5. PARTICIPATION: (25 points)

Your participation grade is subjectively based on your ability (and timeliness) to complete all required assignments. This includes:

- Viewing or listening to all posted material.

- Participating in all class discussions (discussion boards) and activities. This includes regularly reading what others are writing and contributing to the discussion. Contributing to a discussion is not just about responding to a discussion board prompt from the instructor. It is about communicating with your classmates and personalizing the course as much as possible. Connect (virtually) with your classmates.

6. FINAL ASSIGNMENT: (40 points)

The final course task is to complete a series of short answer questions that examine the course objectives. A link for this assignment will be available on Blackboard. Each element/question will require at most around a one to three paragraph response. The instructor will grade this assignment subjectively – your goal is to respond comprehensively in detail to the prompts on the template. Do not respond with generalities. The final paper attempts to assess your overall attainment of the course objectives (which are the required CACREP standards for this element of our counseling program). Please note that this activity is an assessment tool, not a learning tool.

COURSE SCHEDULE*(Instructor reserves the right to adjust the schedule and assignments)*

Please complete all weekly unit tasks under “Course Content” every week

Notes: S = Sharf text

DJ = Duggan & Jurgens text

Bb = BlackBoard website

DATE	TOPIC	READINGS S = Sharf DJ = Duggan & Jurgens	ASSIGNMENT DUE (all due by 11:59pm)
Jan. 11	Classes begin		
Jan. 15	- Syllabus - Formal and Informal career counseling - Interrelationships among work, family, and other life roles		“Getting Started” folder Syllabus and Syllabus video review confirmation Introductions
Jan. 19	- Introduction - Career Development: A Lifelong Challenge - Career Cx History & Formal and Informal (cont'd) <i>Resume development</i>	S - Ch. 1 DJ – Ch. 1 Bb reading 1	UNIT 1 Weekly Assignments
Jan. 26	- Trait and Factor Theory - Gathering Client Information: Career-related Assessments - Career Information Sources and Resources - Roles, functions, credentials of career counselors	S - Ch. 2 DJ – Ch 3 & 4 Bb reading 2	UNIT 2 Weekly Assignments
Feb. 2	- Work Adjustment Theory - Initiating an Employment Campaign <i>Beginning your own “job club”</i>	S - Ch. 4 DJ – Ch 5	UNIT 3 Weekly Assignments Resume and Cover Letter due to instructor and partner
Feb. 9	- Holland - Program Planning, Implementation, and Evaluation	S - Ch. 5 DJ – Ch 6	UNIT 4 Weekly Assignments
Feb. 16	- Myers-Briggs Type Theory - Single Parents and Displaced Homemakers - Welfare-to-Work Clients - Technology-based career development applications	S - Ch. 6 DJ – Ch. 7 & 8 Bb reading 3	UNIT 5 Weekly Assignments – Resume Review due
Feb. 23	- Career Development in Childhood - The Working Poor: Poverty Despite a Paycheck - Victims of Intimate Partner Violence	S - Ch. 7 DJ – Ch. 9 & 10	UNIT 6 Weekly Assignments

March 1	• Adolescent Career Development • Displaced or Dislocated Workers • Homeless Population	S - Ch. 8 DJ – 11 & 12	UNIT 7 Weekly Assignments
March 8 <i>Deadline to withdraw is March 9</i>	• Late Adolescent and Adult Career Development • Older Workers • Offenders and Ex-Offenders	S - Ch. 9 DJ – 13 & 14	UNIT 8 Weekly Assignments Resume Revisions Due
March 12-20	Spring Break		
March 22	• Adult Career Crises and Transitions • Lifespan needs • Physical and/or Mental Disabilities • Chemical Dependency	S - Ch. 10 DJ – 15 & 16	UNIT 9 Weekly Assignments
March 29	• Constructivist and Narrative Approaches to Career Development • Relational Approaches to Career Development • Veterans	S - Ch. 11 & 12 DJ – Ch. 17 Bb reading 4	UNIT 10 Weekly Assignments
April 5	• Krumboltz's Social Learning Theory • Social Cognitive Career Theory • Immigrants	S - Ch. 13 & 14 DJ – Ch. 18	UNIT 11 Weekly Assignments
April 12			Assessment Report
April 19	• Career Decision-making Approaches • Ethical Issues in Providing Career Interventions	S - Ch. 15 DJ – Ch. 19	UNIT 12 Weekly Assignments
April 26	• The Labor Market • Workplace Issues for the 21st Century	DJ – Ch. 20	UNIT 13 Weekly Assignments
May 4 <i>May 3 is Reading Day</i>			Final Assignment Due

COURSE EVALUATION

<i>Method</i>	<i>Points</i>
Tests/quizzes	200
Documents	40
Resume Review	20
Assessment Report	50
Participation	25
Final Paper	40
<i>TOTAL</i>	<i>375</i>

GRADING SCALE

<i>Point Total</i>	<i>Final Letter Grade</i>
337-375	A
300-336	B
262-299	C
Below 262	F

ASSIGNMENT RUBRICS

Found on course Blackboard site – please refer to each rubric before beginning any written assignment.

STUDENT DISABILITY SERVICES

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register (preferably during the first 2 weeks) with the Office of Student Disability Services in Suite 120 in the Student Services Building. Please contact the SDS staff at (919)530-6325 or email sds@nccu.edu. If you are NEW to SDS, please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at www.nccu.edu/sds and clicking on the **Accommodate** link. Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.

STUDENT SUPPORT/OMBUDSPERSON

The Student Ombudsperson is available to assist students in navigating unexpected life events (e.g., short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at (919) 530-7492 or bsimmons@nccu.edu.

VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

ADDITIONAL RESOURCES

- Akpan, J., & Notar, C. E. (2012). How to write a professional knockout resume to differentiate yourself. *College Student Journal*, 46(4), 880-891.
- Alleyne, S. (2012). Your professional story: Here's how to improve your LinkedIn profile, *Black Enterprise*, 43(5), 44-46.
- Bachay, J. B., & Rigby, E. T. (1997). Welcome to our school community: A career development intervention for the newcomer. *Professional School Counseling*, 1, 13-14.
- Brott, P. E. (2005). A constructivist look at life roles. *Career Development Quarterly*, 54, 138-149.
- Brown, D., & Brooks, L. (Eds.). (1996). *Career choice and development* (3rd Ed.). San Francisco: Josey Bass.
- Burlew, L. D., & Morrison, J. (1996). Enhancing the effectiveness of vocational assessment in promoting lifestyle change via specific change strategies. *Measurement and Evaluation in Counseling and Development*, 29, 163-175.
- Center for Credentialing and Education (2013). *Board Certified Coach: About the BCC*. Retrieved from: <http://www.cce-global.org/BCC>
- Center for Credentialing and Education (2013). *Global Career Development Facilitator*. Retrieved from: <http://www.cce-global.org/GCDF>
- Chen, C. (2003). Integrating perspectives in career development theory and practice. *Career Development Quarterly*, 51, 203-216.
- Chung, Y. B. (2001). Work discrimination and coping strategies: Conceptual frameworks for counseling lesbian, gay, and bisexual clients. *Career Development Quarterly*, 50, 33-44.
- Chung, Y. B. (2003). Career counseling with lesbian, gay, bisexual, and transgendered persons: The next decade, *Career Development Quarterly*, 52, 78-86.
- Day, S. X., & Rounds, J. (1998). Universality of vocational interest structure among racial and ethnic minorities. *American Psychologist*, 53, 728-736.
- Egodigwe, L. (2003). Watch out for career scams: How to discern what counselors, coaches, and consultants actually do. *Black Enterprise*, 10, 53.
- Gati, I., & Asher, I. (2001). Prescreening, in-depth exploration, and choice: From decision theory to career counseling practice. *Career Development Quarterly*, 50, 140-157.
- Gerstner, L. (2012). Kick-start your career. *Kiplinger's Personal Finance*, 11, 64-65.
- Gibson, D.M. (2005). The use of genograms in career counseling with elementary, middle, and high school students. *Career Development Quarterly*, 53, 353-362.
- Guindon, M., & Hanna, F. (2002). Coincidence, happenstance, serendipity, fate, or the hand of God: Case studies in synchronicity. *Career Development Quarterly*, 50, 195-208.
- Grimm, J. H. (1997). The college application process: Preparing high school juniors for senior panic. *The School Counselor*, 44, 312-314.
- Gysbers, N. C., & Henderson, P. (1994). *Developing and managing your school guidance program* (2nd ed.). Washington, DC: American Counseling Association.
- Hagevik, S. (1998). Choosing a career counseling service. *Journal of Environmental Health*, 61, 31-32.
- Harris-Bowlsbey, J. (2003). A rich past and a future vision. *Career Development Quarterly*, 52, 18-25.
- Harris-Bowlsbey, J., & Sampson, J. (2001). Computer-based career planning systems: Dreams and realities. *Career Development Quarterly*, 49, 250-260.
- Healy, C. C., & Woodward, G. A. (1998). The Myers-Briggs Type Indicator and career obstacles. *Measurement and Evaluation in Counseling and Development*, 31, 74-85.
- Herr, E. L., & Cramer, S. H. (1992). *Career guidance and counseling through the life-span*. New York: Harper Collins.
- Hershenson, D. B. (1996). Work adjustment: A neglected area in career counseling. *Journal of Counseling and Development*, 74, 442-446.
- Huebner, E., & Royal, C. (2013). Beyond self-actualization: Voluntary midlife career transitions and implications for career counselors. *Career Planning and Adult Development Journal*, 29(4), 3744.
- Hogan, R., Hogan, J., & Roberts, B. W. (1996). Personality measurement and employment decisions. Questions and answers. *American Psychologist*, 51, 469-477.
- Jones, L. K. (1996). A harsh and challenging world of work: Implications for counselors. *Journal of Counseling and Development*, 74, 453-459.
- Koortzen, P., & Oosthuizen, R. M. (2010). A competence executive coaching model. *South African Journal of Industrial Psychology*, 36(1), 1-11.

- Lapan, R. T., Gysbers, N. C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling and Development*, 75, 292-302.
- LinkedIn. (2013, January 9). *LinkedIn reaches 200 million members worldwide*. Retrieved from: <http://press.linkedin.com/News-Releases/165/LinkedIn-reaches-200-million-members-worldwide>
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- Niles, S., & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st century* (4th ed.). Upper Saddle River, NJ: Pearson.
- Norman, K. (2012). Industry tips to a perfect resume, irresistible cover letter, and stand-out interview, *Applied Clinical Trials*, 5, 10.
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- Prediger, D. J. (1998). Is interest profile level relevant to career counseling? *Journal of Counseling Psychology*, 45, 204-211.
- Reardon, R. (1996). A program an cost analysis of a self-directed career decision making program in a university career center. *Journal of Counseling and Development*, 74, 280-285.
- Royal, C. (2007, April). Podcasting in career development. *Career Convergence*. Retrieved April 1, 2007 from <http://www.ncda.org/>
- Royal, C., Wade, W., & Nickel, H. (2015). Career development and vocational behavior of adults with attention deficit/hyperactivity disorder. *Career Planning and Adult Development Journal*, 31 (4), 5463.
- Scott, D., Royal, C., & Kissinger, D. (2014). *Counselor as consultant*. Thousand Oaks, CA: SAGE.
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- Tang, M. (2003). Career counseling in the future: Constructing, collaborating, advocating. *Career Development Quarterly*, 52, 61-69.
- Tinsley, H. (2000). Technological magic, social change and counseling rituals: The future of career assessment. *Journal of Career Assessment*, 8, 339-350.
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- Wilkes-Hull, M., & Crosswait, B. (1996). *Professional development: the dynamics of success* (5th ed.). Pacific Grove, CA: Brooks/Cole.
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