JANE L. SWANSON • NADYA A. FOUAD

Career Theory & Practice

Learning Through Case Studies

4 edition

Career Theory and Practice

Fourth Edition

To our families for their love and support

Bill, Robert, Merit, Bo, and Siena (JS)

Bob, Nick, Erin, Andrew, Delia, Patrick, Katie, and,

most especially, Nolan and Elisabeth (NF)

Career Theory and Practice

Learning Through Case Studies

Fourth Edition

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PART ONE

FOUNDATIONS

1

CAREER COUNSELING

An Overview

Ruth has been out of the paid workforce for 8 years. Her youngest son recently started public school, and she would like to find a job. Ruth has a degree in medical technology and worked in a hospital lab for 5 years before her first child was born. In her geographic area, the job market for medical technologists is poor, so she'd like to consider some other job possibilities. She doesn't know what other options are available.

Harry has worked in the human resources department of a large company for over 20 years. He had been satisfied with his job and had received good performance evaluations. However, he was recently assigned new job responsibilities that he doesn't feel adequately trained to do. Last week, he received a negative report from his supervisor, and he's worried that he might lose his job. Harry has been depressed and angry, and his wife is concerned that he's drinking too much.

Joel is a high school junior who doesn't have any idea what he will do after graduating. His parents want him to go to college, believing that a college education will provide him with opportunities they did not have. However, Joel's grades have been mediocre, and he really doesn't want to go to college anyway. His guidance counselor tells him that he needs to make a decision soon.

Each of these situations represents a struggle with some work- or career-related concern. Because work plays a central role in most people's lives, successful pursuit of work activities is crucial to psychological well-being. Furthermore, vocational issues and mental health issues affect one another in individuals' lives, and work is an important component of overall well-being (Blustein, 2017; Juntunen, 2006; Swanson, 2012; Whiston, Fouad, & Juntunen, 2016). It is important for counselors to understand the crucial impact of vocational issues and to assist individuals in the choice and implementation of their career-related goals so that people's lives are enriched.

PURPOSE OF THE BOOK

The purpose of this book is to provide the reader with an understanding of elements of career counseling; hands-on, practical examples of how to apply career development theories to career counseling clients; career interventions in a variety of settings; and an appreciation of the overall importance of work in people's lives. We view the book as a bridge between career theory and career practice. We included chapters to help orient students to the interplay of work and mental health, the importance of incorporating a perspective about work in counseling, and as a primer to career counseling. We added material in this fourth edition to enhance the discussion of ethics in career counseling, and to highlight the role of the economy and the changing nature of the workforce that influence the career and work decisions individuals make, initially here in Chapter 1 and then throughout the book.

The book is organized to facilitate the integration of theory and practice. In Part I, Chapters 2, 3, and 4 present foundational material related to ethics, professional settings, and cultural contexts that underlie career counseling. Chapter 5 introduces "Leslie," the primary case example used throughout the book, and we apply a model of culturally appropriate counseling to Leslie's case. We then discuss the use of assessment in career counseling in Chapter 6, including results from Leslie's assessment instruments.

In Part II, we consider Leslie from new perspectives in Chapters 7 through 13 to demonstrate how theories can inform the way in which counselors view and work with their clients. In addition to Leslie, a secondary case with an extended analysis is presented in these chapters. Three additional brief cases in each chapter offer the reader more opportunities to practice the application of theory and interventions to individual clients. Because many of the theories have unique definitions and constructs, each theory chapter in Part II also contains three pedagogical tools: a set of questions inviting readers to engage in personal reflection, a summary of the key theoretical constructs, and a sample of possible counselor's cognitions from that theoretical perspective. We also include personal reflections and counselor cognitions in many of the chapters of the book, to invite readers to reflect on their own experiences and to guide counselors in deliberately attending to specific aspects of counseling.

We brought our own experiences as practitioners, researchers, and teachers to bear on our approach to writing this book. As practitioners, we believe that the theoretical orientation one adopts has a significant impact on how client issues are conceptualized and treated. As researchers, we know that the ethical delivery of career counseling must be based on sound empirical findings; this is highlighted in the Ethical Code C.6.e of the National Career Development Association (2007), discussed in Chapter 2. Finally, as instructors, we are committed to helping students make connections between theory, research, and practice in ways that are ultimately in the service of clients. We have attempted to incorporate all our experiences into the structure of this book by choosing theories that have received empirical support, by highlighting how the theoretical propositions influence views of clients, and by providing considerable case information for analysis and discussion. We have also observed that some students learn best by applying the material to their own lives, and thus we have incorporated invitations for personal reflection.

We also wanted to incorporate our commitment to integrating contextual issues in conceptualizations of clients' concerns. We both have spent our careers conducting research and teaching students about the need to consider a client's gender, ethnicity, socioeconomic status, sexual orientation, and disability status when helping that client make career decisions. An individual's choices and decisions, or lack of choices, are shaped by his or her gender, family, disability, sexual orientation, social class, and culture, which in turn influence his or her schooling, access to resources, and interaction with the larger environment. Consider, for example, a Latina high school student from a traditional Mexican American family growing up in an affluent suburb of Los Angeles. Her career choices will be shaped by her gender, her family's cultural values, and their expectations of her post-high school decisions. Their expectations may be influenced by their degree of affluence, their beliefs about gender and work, and the influences of the schools in their community. Her expectations will be shaped by her acceptance of her family's expectations and her ability to navigate expectations from her peers, parents, and teachers at her school. Her parents may feel that her post-high school choices are limited to options of which they approve, while she has been encouraged to "dream big" by her counselor. All these factors will influence her decisions.

Change the example above to an African American heterosexual male student in rural Georgia, or a White gay male in rural South Dakota, or a White heterosexual female in an inner-city high school in Boston. While all these individuals may choose to go to college after high school, the contexts for those decisions are shaped by their gender, family, race/ethnicity, disability, sexual orientation, schooling, and interactions with the mainstream culture in the United States. Fundamental to ethical practice is the consideration of clients' contextual factors, particularly gender and race/ethnicity. Readers will note the emphasis on the importance of context in several ways: Considerations of various contextual factors are integrated into each chapter, a specific chapter is devoted to cultural context in career counseling, and cases are included to represent the diversity of clients who seek counseling.

We wrote the book with two types of readers in mind. The first type is a student in a graduate-level course, such as theories of vocational psychology, foundations of career counseling, or practicum in career counseling, who is learning about theories of career development and how to apply these theories to clients. The second type of reader is an established counseling practitioner who wants additional resources to strengthen his or her delivery of career services or who is expanding the focus of his or her work to include career issues.

In this chapter, we begin with information about the changing role of the career counselor and the current labor market and several factors that will affect the future of work. We then focus on the role of theory in career counseling, beginning with a definition of *theory* and a description of types of career development theories. We then describe the theories selected for this casebook and discuss how to use theories, particularly as a means to develop hypotheses about clients. Finally, we discuss the development of hypothesis testing as part of career counseling.

WORK AND CAREER COUNSELING

What is work? The Merriam-Webster (2018) dictionary defines *work* as the "activity that a person engages in regularly to earn a livelihood." Work is a critical part of the lives of most adults in the United States. Individuals make many decisions about work: whether to work or not work, what work to do, how to prepare for that work, whether to change jobs or careers, or how to cope with the loss of work. And any of these decisions may lead individuals to seek help from a counselor. They may need help deciding between two or more choices, learning how to make decisions, pursuing more satisfying work, finding work, or coping with the loss of work. Consider that, by the typical retirement age of 65, a full-time employee will have spent approximately 80,000 hours working, and it becomes clear how central work is in people's lives. Blustein (2006) notes that work has particular psychological meaning for individuals, providing them with a means of survival and power, a way to connect to others, and finally, a means of self-determination and ways to express interests and passions.

This book focuses on the role of counselors in helping individuals with work and career-related decisions. We discuss other types of career interventions in Chapter 3 but most of the chapters focus on the practice of individual counseling. Frank Parsons is credited with beginning the field of career counseling in 1909 with the publication of his book *Choosing a Vocation.* He wrote about his work with adolescent boys he was helping at the Breadwinners Institute in Boston, noting that "In the wise choice of a vocation, there are three broad factors: (1) a clear understanding of yourself . . . (2) knowledge of the requirements . . . in different lines of work, [and] (3) true reasoning on the relations of these two groups of facts" (p. 5). His method was to help the young men engage in self-analysis, help them uncover their preferences, provide some guidance and analysis as well as an outlook on the available options, and provide advice on how to find a job (Pope, 2015).

In many ways, his model continues to shape the work of the career counselor. Career counselors still help people understand themselves, understand possible work options, and how to translate that information into jobs and careers, but the role of the career counselor has changed as the world of work has changed. Career counseling as a profession is influenced by the economic structure and the role that career counselors can play in preparing individuals to enter and be successful within that structure. Parsons was trying to help young men enter the labor force at a time of considerable labor unrest and income disparity, and this guidance was seen as a way to decrease juvenile delinquency (Zytowski, 2001). Parsons was working within, and helped by, the context of the progressive reform movements in Boston at the time, but he was clearly a visionary in many ways. In *Choosing a Vocation,* he persuasively argued for a scientific approach to selecting one's work life, he provided a blueprint for training vocational counselors, and provided an amazing amount of occupational information on industries in the Boston area. In other articles, he also argued for a model to integrate vocational guidance into educational curricula (O'Brien, 2001). Many of his efforts form the basis of career interventions today.

In Parsons' time, the choice of a vocation was made early in life and was viewed as a successful choice if the person stayed in that job. Clearly then the work of the career, or vocational, counselor was most important in early adolescence. Over the past 100+ years, however, the world of work has changed considerably so that now individuals move in and out of positions over their lifespan (sometimes not by their own choice), initial decisions are often made later than early adolescence, and there is a need for help at many transition points. Thus, the work of the career counselor has changed substantially over the years.

In the 1920s, '30s, and '40s, career counseling became more prominent on college campuses, counselors were needed to help veterans returning from World Wars I and II, and counselors were needed to help individuals find work during the Great Depression. Parsons' first factor (knowledge of self) became a catalyst for assessment tools to help individuals know more about their interests, abilities, and values, and those tools were used to help "match" the individual to a career. Career counseling was brief and focused on assessment. Career counselors provided information and earned the reputation of "three interviews and a cloud of dust" (referring to the Midwestern dustbowls of the 1930s). It could be argued that career counselors ignored Parsons' third factor to help clients "find true reasoning."

Donald Super (1953) used his presidential address for Division 17 (Counseling Psychology) of the American Psychological Association to outline the need to focus on the development of a career rather than just the one-time choice of a career. His theory, discussed more fully in Chapter 9, was developed in post–World War II America, when corporations were developing career ladders and occupational specialization was growing. Increasing attention was paid to career as a lifelong process and to critical developmental tasks needed to make good career decisions. At the same time, in the late 1950s, the U.S. federal government became concerned about preparing students to compete on scientific grounds with the Soviet Union. The National Defense Education Act was used to provide funding for schools to develop guidance programs, particularly to provide career development services. Some $77 million dollars was directed to this program from the late 1950s through the early 1960s. This funding led to a tremendous increase in the number of guidance counselors in the United States and to the development of guidance programs designed to help students make good career and educational decisions (Flattau et al., 2008). Super's developmental focus began to be infused into guidance programs, and career development became a significant focus for school counselors.

Twenty years later, there began a general movement to attend to more psychological aspects of career decision making, rather than focusing solely on providing information (Herr, Cramer & Niles, 2004). Career counselors were still helping individuals make good career choices but were also encouraged to be good therapists. Divisions between career counseling and more general mental health counseling were explored in a special issue of *The Career Development Quarterly* titled "How Personal is Career Counseling?" As Subich (1993) noted in her introduction to the special issue, all the authors decried the split between personal and career counseling. The authors argued for a greater application of career counseling skills to workplace issues more broadly (Haverkamp & Moore, 1993) and a greater focus on personal identity and meaning (Davidson & Gilbert, 1993). Several authors also noted that, in essence, making a distinction between personal and career counseling trivialized the emotional aspects of making decisions about career and work.

More recently, career counselors' work has shifted in ways predicted by the authors of the 1993 special issue of *Career Development Quarterly*. Their efforts reflect the changing world of work, with more flux in the labor force necessitating many changes over the lifespan. Four decades of research on the role of gender, race, culture, social class, and sexual orientation, discussed more fully in Chapter 4, have resulted in considerably more attention to context in career counseling and the realization that work, and the factors that influence work choices, may differ across individuals. Career counseling is no longer viewed as focusing primarily on assessment or information giving about work options, because that was not meeting clients' needs, as we discuss in later chapters. Richardson (2012) issued a call for the field to be even more inclusive, from helping individuals choose careers to helping them "construct lives through work and relationship" (p. 191). She and other authors argue for a more holistic approach to career counseling addressing the entire range of work that people do in both the marketplace and in their personal care work (care for self and others). Today, career counselors are professionals who have specialized skills to help people make choices about their work and personal lives and the meaning of that work in their lives.

The National Career Development Association's (2009) *Minimum Competencies for Multicultural Career Counseling and Development* reflect the aforementioned changes to the provision of career counseling. The purpose of the Competencies is "to ensure that all individuals practicing in, or training for practice in, the career counseling and development field are aware of the expectation that we, as professionals, will practice in ways that promote the career development and functioning of individuals of all backgrounds" (NCDA, 2009). The nine competencies encompass the areas of career counseling that are deemed critical to effective practice. Career counselors must:

- Understand career development theory
- Be able to provide individual and group counseling skills in a culturally appropriate way
- Be able to provide individual and group assessment
- Be able to provide occupational information in a culturally sensitive way
- Be able to provide career programs for diverse populations
- Be able to provide coaching and consultation in a culturally appropriate manner
- Be able to engage in culturally appropriate supervision
- Act ethically and legally appropriate
- Be able to design and implement culturally appropriate research studies

In this book, we focus on each of these competencies (with the exceptions of supervision, consultation, and developing research studies).

CHANGING WORLD OF WORK

Theories of career development tend to be primarily psychological in nature; that is, they focus on characteristics of individuals that help explain the careers they enter, the ways that they adjust to work environments, or the processes by which they make career choices or changes. However, these theories do not exist in a vacuum: The larger economic and social systems in which an individual resides play crucial roles in the type of decision that is made or even whether a decision can or needs to be made at all. For example, when the national (or global) economy is booming, an individual may see many opportunities available and may feel little risk in deciding to leave a current job for one in another organization or field, or to pursue further education. On the other hand, when the economy is in a downturn, the same individual may see few opportunities and may not be able or willing to risk any work-related changes. When a labor market is relatively open (more jobs than workers), employers must offer better salaries and other benefits to attract well-qualified workers; when a labor market is relatively tight (more workers than jobs), employers do not have to compete for workers and may decrease what they offer. These economic factors obviously influence an individual's career development, at particular choice points and in the progression of one's career over a lifespan, and we continue to discuss these factors as we consider specific theories of career development.

In the more than 20 years since we wrote the first edition of this book, the world of work has changed fairly dramatically. We discuss labor force information in more depth in Chapter 14 but provide an initial overview of the current workforce and the projected changes in the workforce here. We want to help readers understand the major shifts in work that affect current workers and the future choices of clients making work-related decisions.

The workforce has become increasingly diverse, both in gender and in racial/ethnic diversity, in the past four decades (Bureau of Labor Statistics, 2018a). Women constitute 47% of the total labor force, are almost as likely to join the labor force as are men, and stay in the labor force after they have children. Their wage relative to men, which was 62 cents to the dollar in 1979, improved to 82 cents to the dollar in 2016, although clearly, more work is needed to ensure equality in pay between men and women. By race, the majority of the labor force in 2017 was White (78%), with 13% Black and 6% Asian. By ethnicity, 17% of the labor force was Hispanic or Latino, who may be of any race (Bureau of Labor Statistics, 2018a; U.S. Department of Labor, 2017).

The entire population in the United States is increasingly diverse in terms of race and ethnicity, with over a third of the U.S. population identifying as some racial/ethnic heritage other than White. The 2017 report from the U.S. Census Bureau estimates that Latinos represented over 18% of the population, an increase from 12% in the 2000 census (Humes, Jones, & Ramirez, 2011; U.S. Census Bureau, 2018b). African Americans were 13.4% of the population, Asian Americans were 5.8%, and 1.3% identified as American Indian. This racial/ethnic diversity in the population is increasingly reflected in the labor force, with a greater percentage of new entrants in the labor force identifying as racial/ethnic minority individuals. Because the increase in U.S. racial/ethnic diversity is still relatively recent, 78% of the overall labor force identifies as White/Caucasian, but, as we note below, the overall racial/ethnic diversity of the labor force is expected to increase in the next 10 years.

It is important to note that, while there is more racial/ethnic and gender diversity in the workforce, there are still considerable gender and racial disparities in occupational distributions. In other words, although more women are working, there are still pay inequities within the same occupation, and women and racial/ethnic minority men are much more likely to be in lower paying occupations. For example, African Americans and Latinos are much less likely to be in higher paying management and professional occupations and more likely to be in lower paying jobs in food preparation, custodial, transportation, and service industries (Bureau of Labor Statistics, 2018a). Asian Americans are more likely to be in scientific and engineering occupations and less likely to be in many service jobs (Bureau of Labor Statistics, 2018a).

The average age of the labor force has increased, as the large population of individuals born in the post–World War II years through the mid-1960s (the "baby boomers") is aging. The psychological contract between employers and employees, which stipulated employee loyalty in exchange for job security and retirement benefits, shifted in the late 1990s and early 2000s (Lent & Brown, 2013). Employers, facing increased global competition and an economic recession, restructured to have smaller organizations and fewer obligations to provide benefits or job security. This trend began in the private sector and more recently has affected public sector employees. The result has been much more of an onus on individual employees to be flexible, to be able to find new employment or careers throughout their lifetimes, and to save for their own retirement. Young workers will enter the workforce expecting to be responsible for their own career path and in fact, may relish the freedom it gives them to change and try new opportunities and roles. Older workers, however, may feel quite angry and at a loss at the changes in the workforce.

Another important demographic characteristic to consider in the workforce is disability. Using a broad definition, 27.2% of Americans in the general population report having a disability; 17.6% have a severe disability. Fewer than half of people with identified disabilities are employed, and disabling conditions are more prevalent for older individuals, increasing with age (U.S. Census Bureau, 2018a). However, the onset of a disability or a limiting medical condition may occur at any time, with consequences for individuals' career decisions.

The recession of 2008 heightened the sense that the world of work is rapidly changing, and that changes will only accelerate with new technological advances. As we discuss more thoroughly in Chapter 14, the Bureau of Labor Statistics publishes yearly projections of the fastest growing jobs, the occupations with the most projected growth, and projections based on demographic changes (Bureau of Labor Statistics, 2017). It is important for counselors to understand and keep up with projected changes to help clients make good work-related decisions. We caution, though, that these are just projections, and often real-world events intervene to make the projections obsolete. For example, projections for an outflow of retirees from the labor force in early 2010 proved to be wrong as the economic recession of 2008 led many retirement funds to lose money and individuals decided to postpone retirement. Sometimes technological advances have far greater impact than previously thought, creating new jobs and changing others. Thus, it is important to be aware of labor market projections and economic influences that affect work and job opportunities but to keep in perspective that current economic factors are but one influence in people's lives.

DEFINITION AND TYPES OF THEORIES

A theory is a series of connected hypothetical statements designed to explain a particular behavior or set of behaviors. We have, for example, theories to explain how people solve problems (e.g., Heppner & Lee, 2009), to predict causes of stress in the workplace (e.g., Long, Kahn, & Schutz, 1992), or to describe how humans develop socially and psychologically (e.g., Erikson, 1968). Theories serve a very important purpose in psychology and in counseling; they help psychologists and counselors to conceptualize human behavior. In essence, theories guide us in making sense of very complex sets of information about how humans behave to help us understand them and to predict their behavior in the future.

One useful way to envision the role of a theory is to view it as a map (Krumboltz, 1994). Both maps and theories are representations of reality designed for a particular purpose to help guide the user's understanding of a terrain. Motorists use maps (or GPS devices) to facilitate traveling from point A to point B; counselors use career theories to help them explain a client's vocational behavior. Krumboltz notes that maps and theories can be useful for one purpose and not for another. Vocational theories, for example, are useful to help understand career choices but might be less useful in other situations.

Krumboltz (1994) also notes that theories designed to explain and predict complex human behavior must, of necessity, omit some aspects of behavior, distort other aspects to highlight them, and depict some unobservable conditions as reality. Thus, a vocational theory may include some variables that help explain career choices but may omit behavior related to interpersonal relationships. The theory may label some behavior to bring attention to it. The Theory of Work Adjustment (Dawis, 2005; Dawis & Lofquist, 1984), for example, has a number of unique identifiers for work-related behavior, such as satisfactoriness, to highlight those aspects of behavior the theory is designed to explain. Other theories have developed labels to highlight behavior leading to a career choice rather than to highlight behavior in a work setting. None of the theories explains all work-related behaviors, and in this way, theories distort the reality of the very complicated behavior related to making career decisions prior to and following the entry into the world of work. And all theories make some assumptions about internal conditions that are not observable. Super's theory (Hartung, 2013; Super, Savickas, & Super, 1996) includes an assumption that vocational choice is the implementation of the self-concept; this is not directly observable, yet it is a central tenet of his theory.

CLARIFYING DISTINCTIONS BETWEEN THEORIES AND THEORETICAL ORIENTATIONS

We have introduced several slightly different terms, which may cause some confusion: *theoretical orientation, career development theories,* and *career counseling theories.* The term *theoretical orientation* is most frequently used to describe one's general philosophical stance about the nature of personality and of therapeutic change, such as humanistic, cognitive-behavioral, or family systems. One's theoretical orientation interacts with one's view of career development and of career counseling, although this interaction is rarely discussed because of the manner in which we often compartmentalize career counseling and personal counseling, or career issues and personal issues within counseling. We revisit the issue of "career versus personal" in Chapter 15.

Our discussion about career-related theories has, thus far, focused on theories of career *development* rather than on theories of career *counseling*; yet they are not identical. Theories of career *development* were devised to explain vocational behavior, such as initial career choice, work adjustment, or lifespan career progress. The goal of theories of career *counseling,* on the other hand, is to provide counselors with direction for how to work with clients; these theories are more akin to theoretical orientation as defined earlier.

The distinction between theories of career development and career counseling is an important one. In fact, Osipow (1996) contends that no career counseling theory exists. There have been, however, several models for conducting career counseling, and we will discuss one model in Chapter 4. Moreover, there have been some efforts to apply psychotherapy theoretical orientations to career counseling, such as psychodynamic career counseling (Watkins & Savickas, 1990) and person-centered career counseling (Bozarth & Fisher, 1990), as well as efforts to more explicitly link career development theories to career counseling (Savickas & Walsh, 1996).

So a counselor might describe her general therapeutic theoretical orientation as cognitive-behavioral, her view of career development as guided by Holland's (1997) typological theory, and her work with clients as following Fouad and Bingham's Culturally Appropriate Career Counseling Model (1995) of career counseling, with the central attention to the client's cultural context. These descriptors do not contradict one another, because they all influence how this particular counselor views her clients and affect her in-session behavior and interventions with clients. Counselors develop their theoretical affinities through exposure to different perspectives and through their own clinical experience.

We advocate that career development theories be used in career counseling to help practitioners determine the most appropriate and effective tools to help clients. This is an ideal situation, however, and one met with some skepticism by practitioners and researchers alike. Lucas (1996), for example, points out that "counselors insist on relevance, [and the theory-driven research published in] journals [does] not provide it" (p. 82).

The biggest concern voiced by practitioners is that career development theories explain pieces of vocational behavior, but no client ever walks into an office with just the exact piece explained by the theory. Practitioners contend that some theories do not adequately explain the career behavior of women, racial and ethnic minority clients, or lesbian and gay clients. They find that other theories do not discuss the interface between work and family or that they do not adequately address the myriad problems a client brings to counseling that include both career and personal concerns. This book does not specifically address the split between practitioners and academicians; there still remains the need for practice to inform science in a substantive way (Osipow, 1996; Sampson, Bullock-Yowell, Dozier, Osborn, & Lenz, 2017). But we are suggesting that a counselor's solid theoretical grounding helps shape the way the counselor approaches the client and the questions he or she will ask. The counselor's preferred theory will also help determine the types of assessment tools used in counseling, as well as the interventions and techniques employed.

DEVELOPING HYPOTHESES AND A "WORKING MODEL" OF THE CLIENT

Each client who comes for career counseling brings a unique set of personal characteristics and life experiences. Yet a number of common dimensions can guide a counselor's work with clients. The specific dimensions of interest to a particular counselor will be determined by his or her theoretical orientation and the theories of career development and career counseling to which he or she subscribes.

One way in which career development theories influence career counseling is that they suggest hypotheses for further consideration and exploration. Walborn (1996) describes a hypothesis as "an educated hunch that is grounded in theory" (p. 224) or that may emerge from the interaction between the client and counselor. Developing and sharing hypotheses with the client are critical components in any type of counseling or therapy, particularly in career counseling. Regardless of theoretical orientation, counselors have hunches about clients' presenting problems and what might be done to assist them. We demonstrate in Chapter 4 that many of these hypotheses should be informed by knowledge of the client's cultural contexts. Moreover, counselors "must be aware of where they are taking the client and, to do so, they must be aware of their hypotheses" (p. 225).

The language we use throughout this book reflects our focus on generating and testing hypotheses, and we strongly encourage the reader to adopt the inquisitive frame of mind that underlies hypothesis generation and hypothesis testing. The structure of the book offers many natural places for the reader to pause and reflect on (a) what is known about a particular client; (b) whether the reader's hypotheses have been confirmed, have been disconfirmed, or need further elaboration; and (c) additional hypotheses or speculations that the reader might make about a client. For example, in Chapter 5, Leslie's case history is first presented and summarized; then, in Chapter 6, assessment information is discussed and illustrated. The reader will form some impressions about Leslie based on her career history, so the reader can articulate those impressions before reading the section with Leslie's assessment results. Then the reader will review the assessment with his or her impressions and hypotheses in mind and search for confirming and disconfirming evidence.

Development of hypotheses begins with the very first exposure to the client, whether in person or through written intake case information, and is an ongoing process throughout counseling. Hypothesis development may need to be an explicitly conscious exercise for new counselors, but it becomes an automatic process as counselors gain experience. It is important for counselors to be aware of and be able to articulate the hypotheses that they form, whether consciously or unconsciously.

Refinement of hypotheses continues throughout counseling. Walborn (1996) suggests a number of benefits of continual development of hypotheses, including helping the counselor remain an active rather than passive listener, keeping counseling sessions focused, providing alternative interpretations of the client's problem, and fostering a collaborative relationship between counselor and client.

Counselors use all sources of available information to generate hypotheses. Moreover, counselors look for consistent themes across several sources of information as well as for inconsistencies between sources. For example, John's highest interest inventory scores are in the artistic area, and he reports that the course he enjoyed most last semester was art history. However, he is performing poorly in a photography course this semester. These bits of information provide both consistency and inconsistency, resulting in a hypothesis that merits further investigation: John enjoys artistic, flexible, creative environments as a spectator; he doesn't have artistic skills or abilities, nor does he enjoy producing art. How does the counselor then test this hypothesis? The most direct way is to simply offer the hypothesis to John to see how he reacts and to invite him to gather evidence related to the hypothesis. For example, John's counselor might comment, "You seem to have a *strong interest* in artistic activities but perhaps more as an observer or appreciator of art rather than as a 'doer' of art. How does that fit?" The goal is to help John discover something new about himself or to clarify something he already knows and help him integrate it within his view of himself.

Sometimes, a client already knows what the counselor offers as a hypothesis; for example, it may be quite clear to John that he doesn't have strong artistic skills but that he still enjoys learning about art. At other times, a client may not have thought about his or her interests and activities in quite the same way that the counselor has presented the hypothesis, and further discussion helps clarify information about himself or herself. It therefore becomes very important that the counselor makes it clear that the hypotheses are just that—hunches about the client that await further evidence and verification.

Counselors communicate the hypothetical nature of their statements via several methods. First, counselors use tentative language when offering hypotheses to clients so that they are not perceived as statements of fact. For example, a counselor might say, "I'm wondering if you might prefer selling ideas rather than selling products," or "It seems that you're most comfortable in situations where you clearly know what's expected of you." Second, counselors engage clients in a collaborative effort to develop and examine hypotheses, primarily by paying attention to the development of the counselor–client relationship. If the client feels that he or she is in a comfortable, collaborative relationship, then the client will be more likely to disagree with the counselor if the hypothesis is not accurate. The counselor might ask, "What do *you* think? How does that fit with what you know about yourself?" Finally, counselors need to remind themselves (and their clients) that they are offering hypotheses that are in need of further evidence and to search thoroughly for such evidence: "What other experiences have you had that support your pursuing an artistic career? How else might you 'test out' your interests and skills?"

Walborn (1996) argues that verbal disclosure of a counselor's hypotheses about the client is a necessary, but not sufficient, condition for effective therapy. The way in which hypotheses are shared with the client depends on the stage of counseling; the client himself or herself; the strength of the client–counselor relationship; and, perhaps, the theoretical orientation of the counselor. Within the realm of personal-emotional counseling, Walborn suggests that the presentation of hypotheses differs by schools of therapy. Humanistic approaches use reflection as the major technique because it directs the client's attention to something that the counselor deems important. Explicit disclosure of hypotheses is a fundamental basis of cognitive approaches, and hypotheses are most often related to a client's faulty cognitions. Finally, a variety of methods are used to disclose hypotheses in psychodynamic approaches, such as interpretation and catharsis. These stylistic differences in how hypotheses are offered and explored also may be seen in career counseling. For example, counselors using Holland's theory of vocational personalities might use a didactic style, and constructivist counselors would be likely to develop a collaborative approach to developing hypotheses with the client.

A final point is that counselors need to judge whether their hypotheses are accurate. First, the counselor must consider whether the hypothesis is culture bound. In other words, is the hypothesis appropriate for the client's culture and gender, or is it based on the counselor's own cultural background? Accuracy may be determined by the client's reaction to the hypothesis and by gathering further evidence to test its veridicality. Furthermore, Walborn (1996) suggests that the *process* of developing and sharing a hypothesis actually may be more important than the *content* of the hypothesis. In other words, one outcome of hypothesis testing is that the client learns self-exploration skills, which is important in and of itself.

A caveat about formulating hypotheses about clients: Hypotheses and "working models" should never be used to label prematurely, infer conclusions, or make judgments about clients. While it might be tempting for a counselor to think he or she has the client "all figured out," the counselor should always remain open to new evidence and be prepared to alter his or her view of the client in response to new information. Research examining how counselors form and test hypotheses suggests that counselors tend to pay more attention to new information that confirms their hypotheses at the expense of information that disconfirms their hypotheses. This research serves as a reminder that counselors need to consider as much information as possible (Garb, 1998; Pfeiffer, Whelan, & Martin, 2000; Spengler & Pilipis, 2015; Spengler et al., 2009).

ORGANIZATION OF THE BOOK

The book consists of three sections. Career counselors, of course, need to be competent in a number of areas related to counseling, including understanding the career counseling process, conceptualizing a client's problem in a helpful manner, and being aware of various practical issues affecting career services. Thus, the three sections are organized to first, provide an overview and introduction to the fundamentals of career counseling; second, to provide an overview of theoretical perspectives to provide a foundation for client conceptualization; and, third, to provide some practical information on career interventions, world-of-work information and integrating career and mental health concerns.

In addition to this introduction and overview, the initial section (Part I, Foundations) includes chapters related to ethical guidelines relevant to career counseling (Chapter 2), different settings in which career interventions may occur, such as schools, higher education institutions, and community settings, as well as the structure and process of career counseling (Chapter 3), contextual factors influencing work-related decisions (Chapter 4), and using assessment in career counseling (Chapter 6). We also introduce our main case of Leslie in Chapter 5, providing basic information about her context and work history. We build on the case of Leslie throughout the book as we consider her from a variety of different perspectives.

The second section (Part II, Theories) provides an overview and practical applications of career theories. The theories discussed in this book are attempts to explain some career-related behavior. Each theory overlaps with the others in some ways, but each has distinct constructs. In some ways, however, each theory may be viewed as attempting to explain different aspects of the proverbial elephant; depending on the theorist's vantage point, different aspects of behavior are emphasized.

Although there is considerable overlap among the major vocational theories discussed in this book, they each explain some unique work-related behaviors and thus are useful guides for counselors. Without a theoretical framework to guide us, we would find it very difficult to make sense of the information clients might bring to us about their work-related problems. To return to the map or GPS analogy, we consult a road map before we leave on a trip to know the best way to get to our destination; without a map, we may wander aimlessly. So a good theory helps us represent reality, understand behavior, and assist clients in understanding their behavior.

We chose seven different theoretical approaches for inclusion in Part II of this book. Three of the theories have long histories of scholarship and recognition (Hackett, Lent, & Greenhaus, 1991): Holland's (1997) typological theory of persons and environments, Dawis and Lofquist's (1984; Dawis, 2005) theory of work adjustment, and Super's (Super, Savickas, & Super, 1996) life span, life space approach. The fourth theory, Lent, Brown, and Hackett's (1994) social cognitive career theory, has achieved considerable stature in the past 25 years. A fifth theory, Gottfredson's (2005) theory of circumscription and compromise, was included despite having less empirical support because of its appeal to practitioners and its explicit attention to early socialization. We also include two chapters on more recent theories to highlight new approaches and perspectives: Blustein's (Duffy, Blustein, Diemer, & Autin, 2016) psychology of work theory and Savickas's (2018) career construction and life designing paradigm.

A danger in presenting each theory separately is that this organization might foster a polarization of the theories, as well as the implication that one must choose a specific theory and not deviate from that choice. Nothing could be further from the truth. What we hope will become evident throughout the book is that each theory has some unique and useful perspectives to offer a consideration of Leslie, the primary case described in Chapter 5. Moreover, each theory may be particularly useful for a specific type of client, as evidenced by the additional cases provided in each chapter. Despite the organizational structure, we encourage the reader to think integratively across the theoretical perspectives, and we provide some assistance in doing so in the last chapter (Chapter 16). There, we model how we as counselors might approach a case from an integrated theoretical approach, and we summarize how each theoretical perspective added to our understanding of Leslie.

Finally, the third section of the book (Part III, Applications) highlights additional competencies that career counselors need to develop. Chapter 14 includes a review of the types of available occupational information and the practical ways that world-of-work information is used in career counseling. In Chapter 15, we provide an overview of the importance of a holistic perspective of the client, and the frequent need to integrate career and noncareer concerns, but also provide some perspectives and guidelines on when a referral to another counselor is indicated. Finally, in Chapter 16, we summarize our approach to career counseling, and present ways of using multiple theoretical perspectives in working with clients, building on the theories in Part II.

SUMMARY

We have presented the preceding issues in some detail, because each is crucial to considering how to apply theories of career development to real client issues.

We encourage you now to return to the three vignettes at the beginning of this chapter—brief stories of Ruth, Harry, and Joel. Imagine that any one of these people has come to you for counseling. What impressions do you have of each one? What do you think about his or her work or career concerns? What additional information would you like to know? How might you begin to address the concerns these people have expressed?

Now think back to a time when you had career or work-related concerns, such as an unsatisfying job, an inability to find work, or uncertainty about which career direction to choose. How did these concerns affect other aspects of your life? How did you resolve the concerns? Use the questions in Box 1.1 to guide your personal reflection.

BOX 1.1

PERSONAL REFLECTION

- What have been some of the key transition points in my own career and work history? How did I make decisions along those points? Who influenced my decisions?
- What assumptions does society make about work? Do I agree with those assumptions?
- How have economic factors influenced my decision making?
- How has my context (gender, family, race/ethnicity, religion, disability status) helped shape my career decisions?

2

ETHICS FOR CAREER PROFESSIONALS

Most professional associations endorse a code of ethics that guides the ethical behavior of their members. In many cases, the code of ethics identifies the central values that undergird the profession. For example, the American Counseling Association (2014) code of ethics outlines the principles of enhancing human development throughout the life span; honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts; promoting social justice; safeguarding the integrity of the counselor–client relationship; and practicing in a competent and ethical manner. The ACA Code notes that these principles are the foundation for the ethical behavior and guiding values for counselors of (1) *autonomy*, or fostering the right to control the direction of one's life; (2) *nonmaleficence*, or avoiding actions that cause harm and *beneficence*, or working for the good of the individual and society by promoting mental health and well-being; (3) *justice*, or treating individuals equitably and fostering fairness and equality; (4) *fidelity*, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and (5) *veracity*, or dealing truthfully with individuals with whom counselors come into professional contact. In other words, counselors work to not harm their clients but do work to benefit their clients. Counselors treat clients fairly, honor their obligations, fulfill their responsibilities and are honest. These principles form the foundation of counselors' effective work with clients.

Career counselors are ethically bound to follow the 2014 ethical guidelines of the American Counseling Association (found at www.counseling.org), and we encourage readers to consult these guidelines for further information. Career counselors also are bound to follow the 2015 ethics code of the National Career Development Association; this chapter will focus on the NCDA ethics code. As the NCDA code states, "A code of ethics helps to define professional behavior and serves to protect the public, the profession, and those who practice within the profession" (p.1). It helps to guide the appropriate decisions and actions to take with a client. The Code helps to answer when to keep a client's confidence, what to do when a client is also seeing another therapist, how to manage challenges when working online, or how to appropriately use and interpret a career assessment.

NCDA (2015) CODE OF ETHICS

There are nine sections of the NDA Code of Ethics, shown in Table 2.1:

TABLE 2.1 ■ Overview of Sections of the NCDA Code of Ethics

Section	Topic
A	The Professional Relationship
B	Confidentiality, Privileged Communication, and Privacy
C	Professional Responsibility
D	Relationships With Other Professionals
E	Evaluation, Assessment, and Interpretation
F	Providing Career Services Online, Technology, and Social Media
G	Supervision, Training, and Teaching
H	Research and Publication
I	Resolving Ethical Issues

A. Professional Relationship

Section A guides practitioners in all aspects of the professional relationship between career professionals and clients. A.1 focuses on the core aspects of working directly with "individuals to whom they provide services" (p. 3). This includes the importance of "doing good" and putting the welfare of the client first (A.1a), and outlines the types of services a career professional might use (planning vs. counseling) (A.1.b), also noting that practitioners provide only those services for which they are competent (competence is further discussed in Guideline C.2). Career professionals must carefully document the services and actions taken with clients and follow all applicable state and federal laws and regulations related to record-keeping (A.1.c). This includes carefully documenting amendments to documents, as well as knowing when documents should be purged. Career professionals are encouraged to work together with clients in forming and reviewing plans for services (A.1.d), and are encouraged to enlist individuals in the client's social network on his or her behalf (with client consent) (A.1.e).

A.2 addresses aspects of informed consent, which is the right of the client to have enough information to choose whether to engage in a professional relationship with a career practitioner. Practitioners must review, both verbally and in writing, the rights and responsibilities of the practitioner and client, and practitioners have an obligation to periodically review informed consent throughout services. A.2.b outlines information that should be in the informed consent, including types and length of services, billing, potential use of technology, and what might happen if the career professional were to be incapacitated. Client rights are also outlined in A.2.b, which include the right to confidentiality (and any limits), the right to know the information that is included in records, the right to participate in service planning, and the right to refuse services (and to be advised of the consequences of such refusal). Embedded throughout the entire code is the importance of cultural sensitivity, and in A.2, this is highlighted in communicating informed consent. The Code also addresses special cases of informed consent, such as for minors (A.2.d), or for clients mandated for services (A.2.e). The Code notes that minors, or others not able to give voluntary consent, still have the right to give assent to services. The guideline highlights the need for practitioners to balance clients' rights to make choices that affect their lives with the responsibilities of families to act on behalf of their children. When working with clients who have been mandated for services, practitioners explain the services that will be provided, as well as what information will be shared about the outcome of services. Clients have the right to refuse services in this case, but practitioners have an obligation to review the consequences of such refusal.

Sections A.3 addresses situations that often occur for career professionals, who may find out their expertise is solicited by clients working with other professionals. If this happens, practitioners seek a written release from clients to inform the other professionals. Career professionals must avoid harming clients, students, or research participants and are aware of their biases to avoid imposing values on their clients. (A.4.a and A.4.b).

Section A.5 addresses aspects of roles and relationships with clients, some of which are prohibited, while others are discouraged. In general, career professionals should be aware of the potential for abuse of power when forming multiple roles with current or former clients. For example, sexual or romantic relationships are prohibited with current clients, their romantic partners, or their family members (A.5.a). Sexual or romantic relationships are also prohibited with former clients, their romantic partners, or their family members for at least 5 years (or a longer period as specified by state or federal law) (A.5.b). Career professionals are encouraged to avoid nonprofessional relationships with clients, their romantic partners, or family members (A.5.c). But, in the event such interaction might be beneficial (e.g., going to a wedding or graduation), professionals carefully document the interaction and benefit, as well as evidence of client consent (A.5.d). If the professional's role changes (e.g., from individual to family counseling), clients are informed of the consequences of the role change (A.5.e). Career professionals are encouraged not to provide services to their own previous romantic partners or family members. If they do so, they are encouraged to seek consultation from another professional (A.5.f).

Career professionals are encouraged to advocate at all levels (individual to societal) to examine and dismantle barriers for clients, with the consent of the client (A.6). If a career professional agrees to provide services to two or more persons, A.7 helps to identify steps to take to ensure that clients are not harmed, including clarifying the relationships and the need to withdraw from one or more of the services if the roles conflict. Career professionals who provide group services have additional steps to take to ensure client welfare, including the need to screen clients to ensure their needs are compatible with the level of service provided in the group (A.8.a) and the need to protect clients from harm (A.8.b).

Guideline A.9 addresses fees and business practices, including not referring clients to their own private practice (unless the organization has policies that allow it), and making sure that fees are reasonable for their location and the client's financial status (A.9.a and A.9.b). If professionals have policies to take legal action to collect fees, this must be in their informed consent documents, and they must offer clients the opportunity to make payment (A.9.c). Career professionals are encouraged to refrain from bartering with clients, or exchanging their services for a service provided by the client. Bartering may only be used if it is not exploitive or harmful, if the client requests it, and it is common in the community (A.9.d). Guideline A.9.e addresses when and how to accept gifts, encouraging professionals to take the cultural context of the gesture into account.

The final section of Section A addresses termination of professional services. Career professionals are prohibited from abandoning clients (A.10.a), but if they believe they can no longer be of assistance to clients, they do not continue the relationship (A.10.b), suggesting alternatives or referrals. They are encouraged to terminate the relationship when the client is finished with career plans or is no longer benefiting from the relationship. If a transfer is made, the career professional makes all attempts to maintain an open communication between professionals (A.10.c and A.10.d).

B. Confidentiality, Privileged Communication, and Privacy

Section B of the NCDA Ethics Code focuses on the importance of earning and maintaining trust, upholding professional boundaries, and maintaining confidentiality. B.1 emphasizes respecting clients' rights, including an understanding of cultural meanings of confidentiality, clients' rights to privacy, and confidentiality (B.1.a through B.1.c) and the need to explain any limits to confidentiality (B.1.d). Guideline B.2 outlines exceptions to confidentiality, or when state and professional standards dictate a need to disclose what a client has said. Specifically, career professionals will disclose confidential information if they need to protect the client or others from harm (such as a threat to harm someone, or disclosure of child or elder abuse). They also are justified in disclosing information about a communicable and life-threatening disease if the third party is identifiable and at high risk of contracting the disease (B.2.a and B.2.b). When career counselors are ordered by a court to release confidential information, they inform the client of the request, obtain written consent to disclose information, and try to prohibit the disclosure, or limit as much as possible the amount of information disclosed to minimize harm to the client (B.2.c). The importance of maintaining confidentiality is extended to subordinates, treatment teams, settings and third-party payers, noting in the latter that clients must authorize disclosure to third-party payers (B.3.a through B.3.d).

Guideline B.4 focuses on confidentiality and privacy in group settings. Career professionals must explain the limits of confidentiality for groups, as well as for multiple family members (B.4.a and B.4.b). In the case of working with multiple members of a family, it is important to consider who is the "client." It is also important to maintain confidentiality for minor clients or those who cannot give consent, noting the responsibility to minor clients but also to parents and guardians who are responsible for those minors (B.5.b). If confidential information is to be released about someone who cannot give voluntary consent (e.g., a minor), consent must be sought from a responsible third party, such as a parent (B.5.c).

Guideline B.6 addresses matters related to client records, including that documentation is current and records are kept secure (B.6.a). Permission is obtained from clients prior to recording or observing them (B.6.b and B.6.c). Clients have the right to their records and career professionals are encouraged to provide reasonable access to records, including providing assistance in understanding them (B.6.d and B.6.e). Written permission is needed to transfer records to a third party (B.6.f). Records are stored for an appropriate length of time in accordance with state and federal laws, but are then purged (B.6.g). Career professionals are encouraged to take precautions to safeguard a client's confidentiality if they terminate their own practice, appointing a records custodian (B.6.h).

Guideline B.7 applies to career professionals in the research realm. Researchers must be accurate with their proposals and obtain institutional approval for research, adhere to federal, state, and institutional guidelines regarding research, maintain participant confidentiality and privacy, as well as any limits to confidentiality (B.7.a through B.7.c). Researchers do not disclose information that could lead to participant identification, and if they use quotes that may identify clients or research participants, those individuals must review the material and agree to the presentation (B.7.d and B.7.e).

When acting in a consultant capacity, career professionals discuss confidentiality among the participants in the consultation, as well as the limits of confidentiality, make every effort to protect the privacy of individuals, and do not disclose confidential information that might lead to identification of a client without prior consent (B.8.a through B.8.c).

C. Professional Responsibility

Section C of the NCDA Ethics Code focuses on the career professional's responsibilities, including their responsibility to be competent, to be honest and accurate in advertising, and to be nondiscriminatory in their work.

Career professionals know and comply with the standards and guidelines of the profession (C.1), and are enjoined from practicing outside the boundaries of their competence (C.2.a). Multicultural competence is expected as part of this guideline. When they seek new areas of specialty, career professionals seek appropriate education and/or supervision, and accept as work appointments only positions for which they are qualified (C.2.b and C.2.c.). Along with working within the bounds of competence, career professionals monitor their effectiveness, seeking supervision where necessary and consulting their ethical obligations as appropriate, and seek continuing education to maintain their competence (C.2.d through C.2.f). They are alert to their own impairment and take steps to seek assistance for their own physical and mental health when their impairment might harm clients (C.2.g). Competent career professionals make arrangements in the event that they have to terminate their practice. Similar to B.6.h, the latter includes making a plan for transfer of clients, if necessary, and identifying a records custodian, if they are no longer able to practice due to incapacitation or death.

Guideline C.3 addresses accuracy and honesty in advertising and soliciting clients. Career professionals must be accurate in their advertising, only use testimonials from clients from whom they received permission, and make sure statements made by others about them are accurate (C.3.a through C.3.c). They do not recruit for a private practice through their place of employment, and only promote products accurately and with enough information to allow consumers to make an informed choice (C.3.d and C.3.e).

Career professionals do not use their professional activities (consultation, teaching, supervision) to promote products in a deceptive manner (C.3.f).

Guideline C.4 encourages professionals to claim only professional qualifications they have completed and to correct others' impressions of them (C.4.a). Professionals should claim only their current licenses and the degrees they have earned, state their highest degree earned, and do not use the title "Dr." if they have not earned a doctorate (C.4.b and C.4.d). They accurately indicate the accreditation status of their educational program at the time they graduated and accurately represent their professional memberships (C.4.e and C.4.f).

Guidelines C.5 and 6 focus on nondiscrimination and public responsibility. C.5 enjoins career professionals from any discrimination on the basis of cultural identity, or discrimination against students, clients, employees or research participants. C.6 stipulates that career professionals do not sexually harass others, are accurate and honest in reports to third parties, are professional in all media presentations, including being consistent with the NCDA Code of Ethics, do not exploit others, base their treatment on current scientific foundations, and make an effort to provide services to the public pro bono (C.6.a through C.6.f). When working with other professionals, C.7 stipulates that career professionals make it clear when their statements are from their own personal perspective, as opposed to speaking for the profession. C.8 encourages career professionals to create policy statements and guidelines to use in their practice.

D. Relationships With Other Professionals

Section D addresses two types of relationships with other professionals: D.1 focuses on interdisciplinary work with others, and D.2 on coaching and consultation.

Career professionals are encouraged to respect professionals in other careers, work to develop strong interdisciplinary relationships, work with others to keep the focus on the client, and maintain the client's confidentiality as much as possible (D.1.a through D.1.d). When part of a team, they work to clarify ethical obligations among team members and, if there is a conflict, work to resolve it within the team (D.1.e). They hire competent staff, and accept employment only in settings that have acceptable standards of conduct (D.1.f and D.1.g). If there are negative conditions, they attempt to effect change within the organization and, if not successful, report to appropriate agencies or organizations who have oversight (D.1.h). They take care not to harass or dismiss an employee who has raised concerns (D.1.i).

When career professionals serve as coaches, they must make sure they have the appropriate competencies for the role, understand the consultee's context and consequences of interventions, encourage the consultee's growth toward self-direction, and insure to provide written informed consent for the consultee's review (D.2.a through D.2.c). In consultation, informed consent includes the definition of the problem, goals for change, and predicted consequences of interventions (D.2.d).

E. Evaluation, Assessment, and Interpretation

Section E of the Code focuses on ethical mandates for appropriate assessment. The ACA and NCDA collaborated with other educational professional associations to form the Joint Committee on Testing Practices (JCTP). This group developed the *Code of Fair Testing Practices in Education* (JCTP, 2004), which outlines the obligations for test users: Test users should administer and score tests correctly and fairly; should report and interpret test results accurately and clearly; and should provide clients with information about the instrument, the use of scores, and where to find more information about the instrument and results.

The NCDA guidelines address the appropriate use of assessment, in large part because unethical assessment practices may lead to significant client harm. Professional ethical codes emphasize that tests must be reliable and valid, that client welfare is paramount in the assessment process (E.1.a and E.1.b), and that counselors need to be competent in the tools that they use (E.2), also understanding the limits of their competence (E.2.a). Assessment tools must be used appropriately, and career professionals must have a thorough understanding of psychometrics and guidelines for assessment use (E.2.b and E.2.c). Career professionals are obligated to explain the nature and purpose of the assessment tools to clients, and consider the client's welfare in determining who receives results (E.3.a and E.3.b). Career professionals do not release results with identifying information about the client unless the client consents, and then only to people who are qualified to interpret the results (E.4).

There are a number of guidelines related to appropriate diagnosis, recommendations, and choosing instruments (E.5, 6). Assessment techniques should be carefully selected and implemented, and done so with cultural sensitivity (E.5.a and E.5.b). Career professionals must also recognize the potential of historical trauma of assessment with some cultural groups, avoiding perpetuation of prejudices (E.5.c). Career professionals also may choose to refrain from a diagnosis or recommendation if they believe it would cause harm (E.5.d). Professionals must consider validity, reliability, and appropriateness of instruments before choosing assessments (E.6.a). When they refer a client to a third party for assessment, career professionals provide specific referral questions to ensure appropriate assessments are chosen (E.6.b).

Guideline E.7 directs career professionals in administering assessment tools. Assessments must be administered under the same conditions established in their standardization and the technology used must function well (E.7.a and E.7.b). Administration must be adequately supervised and administered under a favorable environment (E.7.c and E.7.d). Career professionals use caution when implementing instruments or assessment techniques normed on populations other than that of the client, particularly paying attention to dimensions of diversity that may affect assessment results (E.8). Career professionals also consider the client's culture and how much he or she is able to understand the results before interpreting assessment results, realizing the potential impact of the results (E.9.a). They use caution to ensure the validity of the instruments they use (E.9.b). If career professionals use an assessment service (third party provider), they take care to make sure to confirm the validity of the instrument and interpretations (E.9.c).

Career professionals are ethically bound to keep assessment tools secure, not use obsolete tools or results, and to use established procedures for constructing an instrument (E.10 through E.12). Four additional ethical guidelines focus on forensic evaluations used in legal proceedings. First, the primary obligation of the career professional is to be objective, basing their testimony on scientific evidence and defining the limits of their testimony (E.13.a). Informed consent includes ensuring individuals that the purpose of the forensic relationship is for evaluation, not career services (E.13.b). Career professionals do not evaluate current or former clients, their romantic or sexual partners, or their family members (E.13.c), which constitutes a multiple relationship. Further, career professionals do not provide forensic evaluations for their own family members, romantic partners, or close friends (E.13.d).

F. Providing Career Services Online, Technology, and Social Media

Section F guides career practitioners in the use of online services, technology, and social media. The ethics guidelines are very similar to the guidelines provided earlier, particularly in Section A, but acknowledge the additional security and technical concerns that are inherent in using online services. Online services may also occur when clients and professionals are in different states or even countries, adding additional layers of legal concerns. For example, if career professionals engage in providing services online, they must be competent not just in the services they provide, but also in the technology and legal issues surrounding those services (F.1.a. and F.1.b), particularly if services cross state or national boundaries. They may seek help from others for legal and technical assistance (F.1.c). Informed consent is more complicated when not done face to face, and F.2.a details the information that must added to informed consent for online services. Clients must be informed of the limits of confidentiality when services are conducted online, and career professionals are bound to take extra precautions for security (F.2.b and F.2.c). Career professionals must take the extra steps to verify the client's identity (F.3). Guideline F.4 discusses issues related specifically to providing services online, including the benefits and limitations of using online services, and the need to maintain (and discuss with a client) professional boundaries, as often online services are provided and received in personal homes (F.4.a and F.4.b). The onus for ensuring the client's ability to use technology rests with the career professional, as does ensuring that clients have reasonable access to technology (F.4.c and F.4.d). Professionals understand the differences between face-to-face services and technology-provided services and how that might affect the relationship and career development process (F.4.e). In addition to the guidelines in Section E related to assessment, career professionals must ensure that the assessments used are appropriate for online delivery and validated for self-help use, that confidentiality is ensured, and that referrals are available within the client's geographic area if the client does not understand the results (F.4.f).

This section of the Code includes guidelines related to maintaining electronic records and maintaining a professional website (F.5 and F.6), which include that the website is up to date and functional (F.6.a). Career professionals often use online services to help clients with job searching and assessment, and it is incumbent on them to provide access to those services for individuals with disabilities, make sure the website developer has input from a career professional, and that any job postings are valid openings (F.6.b and F.6.d).

Several guidelines in F.7 focus on the ethics unique to using social media, including ensuring that professionals who create a virtual presence in social media keep it up to date and accurate, keep their professional and personal social media sites separate, and make sure they are accurate in presenting their training and qualifications on the site (F.7.a through F.7.c). Confidentiality and privacy are particular concerns in Guidelines F.7.d and F.7.e, noting that clients' identities must be protected and their privacy respected. Social media must be part of informed consent (including the limitations of social media use), the use of social media strategies must be developed with a consideration of fair and equitable treatment, and professionals must realize that information on social media sites are relatively permanent (F.7.f through F.7.h), thus necessitating extra care for privacy settings and information about clients. Career professionals posting information on social media sites must be concerned about copyright status of original sources (F.7.i). Finally, career professionals are encouraged to educate their clients about the role of social media in the career development process (F.7.j).

G. Supervision, Training, and Teaching

Section G encompasses guidelines fostering professional relationships that career professionals have with students and supervisees. As supervisors, career professionals put clients' welfare as paramount, monitor their supervisee's cases, and meet with them regularly; they make sure that students appropriately inform clients that they are in training, and follow ethical guidelines regarding informed consent (G.1.a through G.1.c). They ensure they are competent to provide supervision (G.2), maintain appropriate professional relationships with students and supervisees (G.3 and G.5.f), and appropriately provide students with evaluation (G.5.d, G.5.e, and G.5.g). The guidelines outline supervisor responsibilities (G.4) as well as student responsibilities (G.5). The latter includes students' obligation to know the code, monitor themselves for impairment, and appropriately disclose their trainee status to clients (G.5.a through G.5.c).

As educators, career professionals must be competent as teachers and practitioners (G.6.a and G.6.b) and clearly indicate when techniques are "unproven" (G.6.e). They are encouraged to integrate ethics into their teaching (G.6.c). They also ensure students are qualified for placements and sites are prepared for these students (G.6.f). Guideline G.6.f includes an explicit expectation that educators will ensure on-site supervisors are qualified to provide supervision. Educators provide appropriate information to students throughout their training and disclose in all public documents their expectations for self-disclosure. Students have a right to choose their educational program with clear understanding about the expected level of self-disclosure (G.7). Educators develop their programs with particular concern for faculty and student diversity and ensure multicultural competence is part of the curriculum (G.8).

H. Research and Publication

Guideline H addresses the ethical practice of conducting research as a career professional (H.1). Career professionals must safeguard the rights of research participants and must not have personal relationships with research participants nor engage in research with those whom they have a personal relationship (H.2 and H.3). They must report all results accurately and work to maintain the confidentiality of research participants (H.4). When publishing their work, they follow all the guidelines related to appropriate authorship credit and publication practices (H.5).

I. Resolving Ethical Issues

The final set of guidelines addresses the processes and guidelines for resolving ethical issues. This includes potential conflicts between the Ethics Code and the law (I.1). When ethical violations occur, career professionals are encouraged to attempt informal resolutions prior to reporting the ethical violation (I.2). If formal complaints need to be made, they are done after professional consultation, and unwarranted complaints are prohibited. Career professionals are expected to cooperate with state and association ethics committees (I.3).

ETHICAL DECISION MAKING

Career counselors may be challenged by competing ethical mandates, leading them to engage in ethical decision making. Ethical decision making occurs when a counselor is faced with an ethical dilemma, defined as a situation in which there may be conflicting ethical mandates (i.e., professional codes differ), conflicting moral values, or standards that may not easily be applied (Cottone & Tarvydas, 2007). Career counselors face ethical dilemmas inherent to all mental health professionals. For example, counselors are responsible for safeguarding clients' welfare and for ensuring that information shared by the client is kept confidential. But sometimes, guarding the welfare of the client means that someone else may be harmed. In that situation, the counselor faces an ethical dilemma and must decide how to act to resolve the dilemma. At other times, career counselors need to become advocates for their clients, putting their clients' welfare in direct contradiction to the interests of the counselors' employers. Consider how to resolve a situation in a college career center where a student majoring in French is being sexually harassed by her professor and wants to change majors. Ethically, the counselor cannot tell the professor to stop harassing the student without revealing her name, but it is equally important to stop the professor from harassing other students and allowing the client to continue as a French major. The counselor needs to make a decision safeguarding all interests as much as possible.

ETHICAL VIGNETTES

Ethical Vignette #1, in a high school setting, may be a conflict between the welfare of many students versus two specific students. It may also be considered a conflict involving the informed consent for two students (A.2.a, although if they are under age 18, A.2.d might apply and parental consent might be needed), the consideration of the validity of the instrument for two students (E.2.b about appropriate use of assessments, E.3.b considering the welfare of recipients of results, E.5.c on recognizing historical and social prejudices in diagnosis), or multicultural issues in assessment (E.8). Counselors may feel that justice conflicts with doing no harm in this situation.

Ethical Vignette #2 takes place in a college setting. The ethical dilemma also involves cultural sensitivity to the client's relationship with her father (A.2), but this vignette involves an adult who has the right to refuse to release the information, including to her father (E.4). Are the client and her father multiple clients (A.7)? This vignette also highlights the importance of client welfare and the appropriate use of assessment tools (E.1 and E.5.b). Counselors may feel a conflict between a client's right to autonomy and helping the client (doing good).

Ethical Vignette #3 occurs in an organizational setting, calling into question identification of the client. This case also highlights ethical concerns with confidentiality (B.1.c and D.1.d), informed consent (A.2.a and B.8.c), and the multiple relationships between the counselor and colleagues (D.1.e), as well as between the supervisor and employee. Counselors may feel a conflict between a promise made to the supervisor, doing good for the company, and doing no harm to society (via the patients' tissue analyses).

Finally, the fourth vignette takes place in a private practice. Ethical conflicts in this vignette also include the appropriate use of assessment (E.1.a) and release of information (E.4), but in this case, assessment may be very helpful to provide some information to the client. However, the counselor appears to have urged the client to take an assessment tool, calling into question whose needs are met by the assessment: Is it the client's need for information or the counselor's need for guidance on how to move the client forward (E.2.b)? The counselor may be dealing with the conflicts between principles of doing good and fidelity to promises made to the referring therapist.

VIGNETTE #1

You are a career counselor in a large public high school. You are asked to conduct a week-long unit on career decision making for students in the AP English classes. Your plan is to have two classes on self-exploration, giving students an interest inventory and an ability checklist. Two classes will focus on world-of-work information and college exploration, and the final class will be on decision making. Two African American students refuse to take the interest inventory because they want to base their future choices on how to be a credit to their race, not on their interests.

Questions for Discussion

1. What would you do in this situation?
2. On which ethical codes and professional standards would you base your decision?
3. Are you obligated to ensure that all students receive the same curriculum in the class, or can you exempt the two students from taking the interest inventory?
4. What is a multiculturally appropriate response to the two African American students? What is a multiculturally appropriate response to the rest of the class?

VIGNETTE #2

You are a career counselor in a community college. A 35-year-old Latina woman comes to you for counseling because she is considering returning to school. She had been taking care of her mother for several years, but her mother passed away 3 months ago. Her father is encouraging her to become a nurse. Her father is very supportive of her seeking counseling and brings her to each session. He is encouraging you to "give her the test that tells her what to do." He sits outside the door of the counseling session, waiting for her. He says he is there to protect her. He would like to see the results of the assessment tools to ensure she is making the right decision.

Questions for Discussion

1. What would you do in this situation?
2. On which ethical codes and professional standards would you base your decision?
3. Would interacting with the father violate your client's confidentiality?
4. Would you consider inviting the father into the career counseling with his daughter? What steps would you need to take if you were to do that?
5. Your client feels a very strong obligation to her family. Do you have an obligation to include her father in career counseling?

VIGNETTE #3

You are a career counselor in a large company. You are asked by a supervisor at a pathology laboratory to see an employee who works in the lab. The supervisor is concerned that the employee has very good skills and is able to provide some guidance to the pathologists. However, she has been very frustrated that he does not follow her rules about the chain of command and continues to believe he can provide diagnoses on his own. She notes that he does not have a medical degree; he is a bachelor's-trained biological technician. She is not only frustrated but deeply worried that his independent work will lead to an erroneous diagnosis, with concomitant legal and ethical issues. She wants you to support her perceptions.

Questions for Discussion

1. What would you do in this situation?
2. On which ethical codes and professional standards would you base your decision?
3. Who is your client, the supervisor or the employee?
4. You have information that the employee is less than satisfactory. Would you inform him of this?
5. Do you have any ethical obligations to the patients whose tissues are being analyzed by the technician?

VIGNETTE #4

You are a career counselor in private practice. A 25-year-old client is referred by her therapist because she is very indecisive about her career, and her indecision is impeding the other aspects of her therapy. She tells you she is just waiting for God to tell her what to do. She is resistant to taking any assessment tools but finally agrees to take an interest inventory if she can pray beforehand to discern what her interests are.

Questions for Discussion

1. What would you do in this situation?
2. On which ethical codes and professional standards would you base your decision?
3. Would you help the client discern what she is called to do?
4. At what point would you decide that her indecision is dysfunctional?
5. What are your ethical obligations to the referring therapist?

3

CAREER INTERVENTIONS IN DIFFERENT SETTINGS

Career interventions are the focus of counselors' work in a number of settings, such as schools, colleges and universities, employment services, and individual counseling in a community setting. Career interventions may be the primary focus of the counselor's work or may be one of many activities for the counselor. An example of the latter is a school counselor, who may help students decide which college to attend as well as helping the same students with other social or emotional concerns. An example of a counselor who only focuses on career concerns is a counselor working in a college career center or a career counselor working in a private practice. However, regardless of setting and across many ages, individuals have concerns about how to make necessary decisions about careers and the educational preparation for those careers. We do know, as Whiston and Blustein (2013) have summarized, that career interventions are effective in helping individuals make career and work-related decisions, optimally starting in elementary school. Whiston, Li, Mitts, and Wright (2017) further demonstrated that counselor support is a key ingredient in effective career interventions.

We noted in Chapter 1 that the growth in school counseling programs was fueled in large part by the 1958 National Defense Education Act's mandate for school professionals to help students develop an academic and career plan. This is still a core part of the work of school counselors at all levels of education. At the K–12 level, the American School Counseling Association identified career development as one of three key areas for student development (ASCA, 2012). Career counseling and career services are a large part of student services on college and university campuses as students need help deciding on a college major and choosing a career path. Communities, often with financial support from federal and state governments, have developed career centers to help dislocated or unemployed workers, to help veterans transition out of the military, or to help people with disabilities find meaningful work. In short, knowledge of career development and career exploration is critical for effective and ethical practice in a number of settings in addition to individual or group counseling.

It is useful to consider that some career interventions will focus on career exploration, helping clients gain an awareness of their interests, values, and skills and explore various occupations that might be a good fit. Other career interventions will focus on helping individuals prepare for various transitions involving work, such as preparing for a job, finding a job, or managing career transitions. In this chapter, we discuss ideal career interventions across the lifespan as identified by the National Career Development Association's (2011) policy statement on career development. The NCDA outlined career development relevant to six life stages: preschool, elementary school, middle school (Grades 7–9), high school (Grades 10–12), adulthood, and retirement. The policy statement is grounded in assumptions of the importance of work in people's lives, the belief that career development assistance is best delivered as a partnership among home, family, schools, and communities, that freedom of choice is a U.S. birthright (including freedom to choose multiple jobs or occupations across the lifespan), that accurate information is vital, that helping individuals understand their own abilities is important, and that interests and values are a critical foundation of career development. The interventions outlined by NCDA represent the ideal delivery of career development interventions across a lifespan. However, circumstances rarely allow counselors the ability to deliver ideal career services. Thus, we also discuss challenges across a variety of professional settings.

BOX 3.1

PERSONAL REFLECTION

- What career guidance did I receive in high school? What did I learn about occupations and career decision making? Who provided that information and how effectively was it conveyed as a developmental process?
- What career assistance did I receive in college? Did I attend a career decision-making workshop or seek assistance from a career counselor?
- If I were designing an ideal career services center for a 4-year college, what would be included?

CAREER INTERVENTIONS IN SCHOOLS

In school settings, career exploration is most often facilitated by school counselors. The American School Counseling Association (ASCA; 2012) identified three key areas of student standards: academic development, career development, and social/emotional development. These key areas intersect considerably. For example, academic development includes being prepared academically for post-graduate transitions and career development includes identifying and implementing career goals. School counselors focus on career development activities, particularly at the high school level. High school counselors help adolescents manage the anxiety of an uncertain future after high school, navigate the process of choosing a major and college or postsecondary work setting, and understand the relationship between high school activities and grades and future opportunities. The American School Counselor Association's (2014) *National Standards for Students* includes two major career development standards: (1) understand the connection between school and the world of work, and (2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

The ASCA model includes two categories of standards within each of these two career development standards: Mindsets and Behaviors. Behaviors are further delineated into learning strategies, self-management skills, and social skills. Mindsets include building a self confidence in the ability to succeed, understanding that postsecondary education and lifelong learning are necessary for long-term career success, and developing a positive attitude toward work and learning. Behavior standards include learning standards such as identifying long- and short-term goals, developing self-management skills such as demonstrating the ability to manage transitions and adapt to changing situations, and developing social skills such as effective use of collaboration and cooperation skills.

The ASCA career development standards are intended to be the part of a K–12 guidance curriculum, with many activities designed to build on one another as students progress through their education (ASCA, 2014). As we noted in Chapter 1, career development interventions in schools are based on the developmental models that will be further outlined in Chapters 9 and 10. Below, we discuss recommended interventions at different educational levels, and it will become clear how interventions at the elementary level (exploring options), the middle school level (relating self to the world of work), and high school level (helping students make decisions) lead to the ASCA student standards by graduation. In other words, students will acquire the mindsets and behaviors to understand the connection between school and work and prepare for transitions.

Preschool and Elementary School Years

Children form initial ideas about occupations during the preschool years. The NCDA recommendations (2011) highlight the importance of home and family in helping children develop a wide view of occupations, especially the role of families in helping children develop nonstereotypic views of occupations. For example, parents can help counter the perceptions that only men can do some jobs by deliberately pointing out women who do the same work (or vice versa). School counselors in elementary schools, working with early childhood teachers, can help reinforce this by designing activities to counter stereotyped views of occupations. An example might be to display posters of men and women working in nontraditional occupational roles, such as women police officers or male nurses.

During the elementary years, the critical developmental tasks related to career development are to help students begin to gain a sense of self (What do I like?) and to help them continue to explore career options. School counselors can work with teachers to help infuse career exploration into the curriculum, helping students, for example, to understand what biologists do as part of a science lesson. In addition to helping students understand the application of classroom lessons to career areas, the 2011 NCDA policy statement includes six types of activities that teachers, counselors, and parents can help develop and deliver. The first is to make the classroom a proxy for a workplace, to help students develop work values. Some teachers ask students to interview a parent or other adult to ask about workplace rules and then lead a discussion for the class about how to adopt those rules for the class (e.g., being on time). The second type of activity is to teach and reinforce productive work habits, such as on-task behavior or respectful listening. While these are often classroom management goals, explicitly linking them to the workplace helps students develop good work habits. This includes finishing work on time, cooperating with others, and following directions. The third type of activity is to help students understand how the subjects they are learning apply to occupational areas. This may be called curricular infusion and involves explicitly describing who, for example, studies dinosaurs in a unit on dinosaurs, or which occupations use math. The fourth type of activity is to use community resource individuals (including parents) to present many types of occupations to students. This may, for example, be part of a panel or a career day. It is important that students are accountable for the information in some way (e.g., developing a brief report on questions raised in the panel or career day). Finally, the fifth and sixth types of activities are to ensure general career awareness rather than expecting students to choose specific occupations, and to continue countering occupational biases and stereotypes. The NCDA (2011) policy statement explicitly states, "The emphasis should be on the possibility of openness, not on the likelihood of bias and stereotyping" (p. 3).

Middle and High School Years

NCDA (2011) recommends that, moving into the middle school years, career development interventions increasingly focus on self-understanding and on helping students realize the relationship between self and the world of work. Career exploration activities, such as helping students learn how to explore all the occupations that are involved in geography (including geographic information systems on cell phones), can be very beneficial if they are used for broad exploration because, again, the policy statement strongly advises against pushing students to make a specific occupational choice. In addition to helping students explore a variety of career options (and teaching them how to explore careers), school counselors and teachers can help students find volunteer activities that support students to develop good work habits and gain a better understanding of their work values. The policy statement also recommends activities that promote readiness for high school activities, which might also include preparation for apprenticeships or work-study programs. This could include asking students to complete an online self-guided career exploration tool, such as the O*Net Interest Profiler, and to seek shadowing opportunities with current high school students or identify volunteer activities in a related field.

At the high school level, NCDA (2011) recommends that school counselors help students make good decisions about preparation for postsecondary plans. This includes assisting students to make decisions that will prevent prematurely foreclosing on options. A prime example of helping students to prevent foreclosing on options is encouraging them to take math classes, because math is a filter for many curricular paths in higher education. NCDA also encourages school counselors to engage in specific activities for students transitioning immediately into the workforce after high school, for those transitioning to a technical or community college, and for those transitioning to a college or university.

School counselors are encouraged to work with those seeking to enter the workforce after high school to help them develop strong work habits and to help them identify job preparation programs. This is critical considering that, in 2018, the unemployment rate for those without a high school degree was 5.1%, compared to 3.8% for those with a high school degree, and 2.0% for those with a college degree or higher (Bureau of Labor Statistics, 2018a). School counselors are encouraged to work with community and business partners to provide work study or cooperative education programs, or other industry apprenticeships. The NCDA policy statement also encourages school counselors to provide assistance to students so they know their many options and know how to make work-related decisions, under the assumption that they may make many work changes in their lives. It is a strong NCDA (2011) policy that students have multiple occupational choices rather than just one choice: “No person should be faced with only one available route, and thus, no real freedom of choice” (p. 4). For example, if a student is determined to enter an apprenticeship program after high school, it is important for him or her to also be aware of additional educational alternatives to the apprenticeship program.

School counselors working with students seeking vocational or technical education are encouraged to work with employers to help students acquire employability skills and technical training (NCDA, 2011). These may include apprenticeships, tech-prep programs, technical training in community colleges, or vocational training institutions. It is important for counselors to be knowledgeable about these institutions so they can help students make informed decisions. Counselors should help students consider all possible options to help them meet their goals (not just one type of schooling). This requires counselors to develop extensive knowledge of educational and training opportunities in their region, but the NCDA policy statement also recommends that colleges and training institutions reach out and inform school counselors about their programming.

NCDA (2011) recommends that career counseling be provided for all students considering a 4-year college or university. They note that many students are anxious about making a college major choice, yet many will change that choice once they enter college. They encourage various types of work-based learning (shadowing, internship, work-study) that will give them world-of-work information. It is important for school counselors to help students learn *how* to make a decision, not just make a one-time choice. Counselors should also help students learn how to apply for college and financial aid and to help them consider factors in choosing a college, particularly those students whose parents have not gone to college. Counselors should discuss work values as a critical part of decision making. Finally, career counselors working with college-bound youth are encouraged to help them view college itself as helping them develop employability skills.

CAREER INTERVENTIONS IN HIGHER EDUCATION

Career interventions in higher education can range from dedicated career counseling services (either in a career development center or in a university counseling center), to career interventions provided by advisors, faculty, and student services personnel. In general, college students may need help making decisions (What should I major in? What should I do after college? Should I work or go to law school first?), managing the anxiety of indecision or indecisiveness, and planning their next steps. Depending on the specific institution, college career counselors help students who enter college as “undecided” about their major or wish to change their major, and assist students in exploring various options and building decision-making skills. College career counselors also help students transition to settings after college, such as work, internships, or further education. In some