

INTRODUCTION

The case study method is an established approach for learning how to apply theoretical concepts to real-life situations. In counseling, we often learn much from what our clients have to teach us. Many students consider their practica and internship experiences to be critical in their development as counselors. This book strives to bridge the gap between theoretical discussions and clinical applications by offering readers opportunities for learning about how expert career counselors conduct career counseling. In compiling this casebook we sought to provide readers with numerous examples of case responses representing the breadth and richness of career counseling. In part, this was a selfish endeavor because we each are involved with training students and counselors in the professional practice of career counseling and we felt the need to provide our students with a wide range of case studies. Often, students inquire as to how specifically we might intervene if we were working with a particular client with a specific set of career concerns. In many respects, it seemed too narrow to provide only one response to such student inquiries. To us, there was a need for a resource that would provide multiple examples of how experienced career counselors might assist their clients in resolving their career concerns.

This endeavor also reflects the pride we feel toward the history of career counseling as well as the hope we have for its future. Two decades ago, Crites (1981) noted the challenges confronting career counselors. He stated that career counseling is more difficult than psychotherapy because it encompasses the skills required for providing general counseling in addition to the skills required for practicing career counseling competently. In 1997, the National Career Development Association (NCDA) articulated these competencies by identifying the following knowledge and skill areas as essential for the professional practice of career counseling:

1. Career development theory
2. Individual and group counseling skill
3. Individual and group assessment
4. Information resources
5. Program management and implementation
6. Consultation
7. Diverse population
8. Supervision
9. Ethical and legal issues
10. Research evaluation
11. Technology

The breadth of skills identified by the NCDA competency statement is significant. Although not all competencies identified by NCDA are evident in every case response provided in this book, many of the competencies are used in responding to each person's career concerns. Moreover, the case responses provide readers with a window into the rich tapestry that is the current state of the art in career counseling. In reading the case responses, it is also clear that the field has gone far beyond its initial "growth" stage dating back to the early years of the 20th century.

For much of the last century, career counseling was characterized primarily as "three interviews and a cloud of dust." Many students in counseling and related educational programs were not interested in learning or providing career counseling because they viewed career counseling as a routinized procedure that involved testing clients and then providing clients with the best occupational options emerging from their test results (Heppner, O'Brien, Hinkelman, & Flores, 1996). Although such approaches have an important place in the practice of career counseling, they do not represent the totality of approaches for helping people resolve their career concerns.

In fact, the turn to the new millennium gave rise to an emerging kaleidoscope of career counseling approaches. [These approaches have been described elsewhere (e.g., Brown, Brooks, & Asso-

ciates, 1996; Herr & Cramer, 1996; Niles & Harris-Bowlsbey, in press) and we refer readers to these sources for more in-depth discussions of specific career theories.] Savickas (1993) reminds us that we can anticipate such developments because new vocational ethics emerge with each new century. It is not surprising, therefore, that career counselors and career theorists should respond to emerging vocational ethics by conceptualizing and implementing new intervention strategies. These developments are necessary to maintain the vitality and relevance of career counseling.

One of the goals for this book is to present readers with specific examples (in the form of case responses) of the vitality that is represented in career counseling today. To the extent that this goal has been achieved, we are indebted to the case respondents. Because they each have a longstanding and deep enthusiasm for the practice of career counseling, they were eager to participate in this project to provide an important service to NCDA and the readers of this casebook. The career development profession has a long history of serving others. In this spirit of service, we want the readers to know that all proceeds generated by the casebook go directly to NCDA's career development fund to sponsor graduate student research awards. Graduate students in counseling and related educational programs will shape the future of our profession. Thus, the contributors to this book were eager to support students' research efforts.

The Structure of the Book

Given the goals for the casebook, we were careful not to restrain the authors in constructing their case responses. The instructions provided to the respondents are presented in the appendix. These instructions were originally developed by David Jepsen for the "Getting Down to Cases" section of the *Career Development Quarterly*. They provide a useful framework for the respondents and we are grateful to David for his contribution of these guidelines.

In reading the instructions for the case respondents you will notice that we did not require the authors to conform to any particular theoretical approach in constructing their responses. We sensed that many practitioners use integrative approaches in their career counseling, and we wanted case respondents to feel free to draw upon any theory (or theories) they thought was (or were) appropriate in addressing the career concerns presented by their "client." We also did not require respondents to conform to a particular style and format in constructing their responses. Readers will notice that some respondents provide responses in a pithy, outline fashion, whereas others took a more formal approach in their writing style and format, and still others used a conversational style in constructing their responses. One wonders if this variation in style is representative of how the case respondents conceptualized their clients' concerns, how they formulated hypotheses relative to their clients' career dilemmas, and how they might actually approach their career counseling sessions. We did not try to verify this possibility, but pose it as a question worth considering as readers imagine the case respondents working with their clients. Finally, you will notice that there are at least two case respondents for each case. We realize that there are many ways to address each client's career concerns and we wanted readers to get a sense of this by having at least two case responses to compare for each client.

The authors of the case responses also represent a cross-section of professionals. Some are known internationally for their career development research and leadership and others are regional or local leaders known primarily for their highly competent career counseling practice. The authors are also diverse demographically because we think it is important for the case respondents to represent multiple perspectives and diverse groups (while also contributing their unique individual thoughts and perspectives).

The cases were constructed to represent lifespan career development concerns. There are two cases for each developmental level represented. We also sought to bring demographic diversity to the cases so that the "persons" in the cases would reflect the diversity that is evident in our client populations. Although the cases are fictitious, the authors of the cases used their clinical experience as career counselors to help shape the concerns and situations described in each case. Thus, in this way we

are also indebted to the many clients with whom we have been privileged to work. Perhaps as much as anything else, this book serves as their legacy to others who will be assisted by the career practitioners who read this book. Finally, it is important that we thank the students at the University of Virginia, University of British Columbia, Oakland University, and University of Missouri-St. Louis who contributed case composites that provided the stimulus for creating the cases.

Using the Cases

We hope that these case responses serve to stimulate readers to think creatively about how they might go about the task of providing career counseling assistance to their clients. Perhaps the case responses might even serve as a sort of professional smorgasbord from which current and future career counselors can select particular strategies in a systematic fashion. We encourage readers to observe the variety of clients and client concerns presented. Think about how this diversity influences your approach to each client. Consider the degree of overlap between career counseling and general counseling. For many clients presented in this book, their work-related concerns are interwoven with their nonwork concerns. How does this influence your work with these clients? What does this suggest in terms of the competencies required for conducting career counseling? Questions such as these may be useful stimuli for thinking about and discussing the cases.

Students in career counseling courses can be encouraged to critique the responses and offer their own insights as to how they might work with each case. Students could be presented with a case and then work in small groups to construct responses that could then be presented to the larger group. Once the students have had a chance to discuss their responses, they can be given the case responses provided in the casebook. Students can offer reactions to the case responses. What do they like about the case response? What do they think the counselor missed? What did the counselor address that the student missed in conceptualizing the client's concerns?

The case responses could also be used as stimuli for discussing the importance of theory in career counseling. Students can discuss the ways in which theory seems to inform (or not inform) practice. The benefits and costs of the theory-to-practice link can be explored. For example, does taking a singular theoretical approach overly narrow the range of concerns addressed by the counselor? Or, does a singular theoretical approach facilitate more efficient and competent practice? Is theory useful at all in working with clients? Which theories seem most used by the case respondents?

Finally, the case responses could serve as a springboard for future treatment outcome research – something that is sorely needed to advance the profession and to sort the “wheat from the chaff” among emerging career counseling practices. We hope that readers find the book useful in their development as career counselors. If you do, please feel free to let us know how it was useful to you. You have our best wishes as you engage in the life-changing work of career counseling.

References

- Brown, D., Brooks, L., & Associates (1996). *Career choice and development* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Crites, J. O. (1981). *Career counseling: Models, methods, and materials*. New York: McGraw-Hill.
- Heppner, M.J., O'Brien, K.M., Hinkelman, J.M., & Flores, L.Y. (1996). Training counseling psychologists in career development: Are we our own worst enemies? *Counseling Psychologist, 24*, 105-125.
- Herr, E.L., & Cramer, S.H. (1996). *Career guidance and counseling through the lifespan: Systematic approaches* (5th ed.). Glenview, IL: Scott Foresman.

- National Career Development Association. (1997). *Career counseling competencies*. Tulsa, OK : Author. Available on Internet at ncda.org.
- Niles, S.G. & Harris-Bowlsbey, J. (in press). *An introduction to career development interventions: A competency-based approach*. Englewood Cliffs: Prentice-Hall.
- Savickas, M.L. (1993). Career counseling in the postmodern era. *Journal of Cognitive Psychotherapy: An International Quarterly*, 7, 205-215.

TABLE OF CONTENTS

ABOUT THE EDITORS	viii
FOREWARD	ix
ACKNOWLEDGEMENTS	x
INTRODUCTION	1
CASES	
Doug: The Case of the Young Bully	5
Carol Dahir	5
Amy S. Milsom	7
Kelly: The Case of the Gifted Student	10
H. Lori Schnieders	10
Michael Goh	14
Greg: The Case of the Aspiring Athlete	17
Norman C. Gysbers	17
Juliet V. Miller	20
Maria: The Case of the Artistic 10th Grader	24
Richard J. Noeth	24
Alicia Andujo	27
José: The Case of the Farmer’s Son	30
Consuelo Arbona	30
Joseph G. Ponterotto and Dhruvi Kakkad	34
Nancy: The Case of the Aspiring Neurosurgeon (or “Gym” Teacher)	39
JoAnn Harris-Bowlsbey	39
Kathleen Mitchell	41
Thomas Palma	45
Charlie: The Case of the Protective Poet	50
Tyrone A. Holmes	50
Kenneth B. Hoyt	53
Mark: The Case of the Searching Community College Student	56
R. Rocco Cottone	56
Keith B. Wilson and Mark Fleming	59
Frances: The Case of the Struggling Senior	62
Ellen P. Cook	63
John Patrick and Donald I. Thompson	67

Arin: The Case of the Undecided Quarterback	71
Jeffrey P. Prince	71
Elizabeth Toepfer-Hendey and Jack R. Rayman	75
Kathy: The Case of the Exploring Environmentalist	80
Darrell Anthony Luzzo	80
Michael E. Hall and Elizabeth R. Beil	83
Ferris: The Case of the Religious Mathematician	88
Lee Joyce Richmond	88
Helen H. Kim	90
Janine: The Case of the Unemployed Survivor	94
Lynn Haley-Banez and Stuart F. Chen-Hayes	94
Wei-Cheng Mau, Steven Grimsley, and Carissa Sherwood	97
Mary Z. Anderson and James M. Croteau	101
Barbara: The Case of the Uneasy Lawyer	105
Robert W. Lent	105
Rhonda Paul	109
Priscilla: The Case of the Wandering Hiker	114
Nancy E. Betz	114
Norman E. Amundson	117
Shahri: The Case of the International Student	123
Peter Plant	123
Hemla Singaravelu	125
Robert: The Case of the Overwhelmed Helper	129
David L. Blustein, Anna P. Chaves, Matthew A. Diemer and Sheila H. Gardner	129
David A. Jepsen	134
Will: The Case of the “Fancy Dancer”	137
Judith Grutter	139
Roger O. Herring	142
Pedro: The Case of the Music Man	147
Lenore W. Harmon	147
Dennis Engels and Martin Gieda	151
Sarah: The Case of the Goal Seeking Accountant	154
John D. Krumboltz	154
Marian Stoltz-Loike	158
Carol: The Case of the Closeted Woodworker	162
Nadya A. Fouad	162
Y. Barry Chung	165

Randall: The Case of the Challenge Seeker	169
Brian J. Taber and Paul J. Hartung	171
Verneda Washington	176
Raven: The Case of the Righteous Paralegal	180
Jack Watson and Janet G. Lenz	180
M. Carolyn Thomas and Susan E. Riser	185
Bill: The Case of the Downsized Father.....	188
Martha Russell	188
David Paterson	191
Rose Ann: The Case of the Frustrated Homemaker.....	194
Beverly J. Vandiver.....	194
Jan Deeds	199
Tomokazu: The Case of the Recovering CPA.....	202
Chris Reid and Brian T. McMahon.....	202
Michael Shahnasarian	206
Carlos: The Case of the Dissatisfied Seaman.....	210
Rich Feller and Barb W. Norrbom.....	210
Ellen B. Lent	213
Tim: The Case of the Happy Househusband	217
Edwin L. Herr.....	217
Mark S. Kiselica.....	221
Jamal: The Case of the Emerging Educator	225
Vivian J. Carroll McCollum.....	225
Diane Kjos.....	228
Darren: The Case of the Unemployed Runaway	231
Karen M. O'Brien and Linda C. Tipton.....	231
Larry D. Burlew	235
Malaika: The Case of the Exploring Bus Driver	239
Twinet Parmer.....	239
Courtland C. Lee	244
Samuel: The Case of the Confused CEO.....	247
Vance Peavy.....	247
Howard H. Splete	250
APPENDIX A: Guidelines for Case Respondents	252
APPENDIX B: Author Biographies	253
INDEX	262