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Tools for Transforming
Vocational Psychology
Curriculum and Praxis

2022

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American Psychological Association
Division 17. The Society of Counseling Psychology
The Curriculum and Praxis Group: Vocational Psychology

August 2022

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Introduction

This project is in response to the the Curriculum and Praxis Presidential Initiative launched by Amy L. Reynolds, Ph.D. , the President of the Society of Counseling Psychology (SCP; Division 17, American Psychological Association) in December, 2021. As part of the initiative, 13 curriculum groups, including counseling psychology faculty, practitioners, and doctoral students, worked toward "transform[ing] what we do and how we do it within SCP so we can create an inclusive and liberatory Counseling Psychology" (Reynolds, 2021). All of the 13 curriculum groups were invited to "critically examine and deconstruct how various competencies, courses, and content are taught, how we socialize our students, and then re-imagine, dream, and reconstruct new and transformative ways to teach and train."

Specifically, as Career/Vocational Curriculum and Praxis Group, we worked toward the shared mission of transforming curriculum and content of career/vocational psychology courses. We met through virtual meetings between December, 2021 and August, 2022 during which time we discussed our positionalities and ways of re-imagining how vocational psychology can be taught and learned from the foundational value of liberation.

The following modules are designed for instructors, researchers, and students to consider re-constructing how we teach and learn vocational psychology. Throughout the module, we made effort to address how vocational psychology curriculum can better address issues related to (a) "inability to truly center social justice/equity/liberation rather than an additive or minor component of courses"; (b) "lack of critique of underlying theories, constructs, and content in our courses"; (c) "limited diversity of authors used in courses, particularly lack of authors of color in required readings"; (d) and "lack of attention to infusing social justice/equity components as part of class assignments/requirements and as part of the rubrics used to grade them" (Reynolds, 2021). Specifically, we discussed the four central guiding values regarding a liberatory approach. We also presented sample modules, including learning goals, reading lists, multimedia resources, and suggested learning activities. We also included information and resources about critical and liberatory pedagogy.

Our current document is a process of ongoing and iterative work; therefore, new ideas, activities, and critiques are always welcomed. We encourage readers to use the sample modules to inform their ways of teaching and learning, and we hope to stimulate readers' imagination and hope for liberation-based teaching practice.

Tools for Transforming Vocational Psychology Curriculum and Praxis Committee
Division 17: Society of Counseling Psychology
American Psychological Association
U.S.A.

Liberation in Vocational Psychology

A liberatory approach to vocational psychology centers on four critical actions that guide the transformation of curriculum and praxis in vocational psychology:

1. **Engaging in regular collective and critical reflection as psychologists on the conditions of work, such as their effects on us and others, through our professional activities across all levels. This includes:**
   - Deconstructing an individualized approach to understanding work and, instead, reconstructing an approach that centers the structural and systemic factors that affect people's experience at work and because of work.
   - Identifying and challenging systems of privilege and oppression that permeate work and vocational psychology (e.g., white supremacy), particularly how these systems are perpetuated in teaching about work in counseling psychology.
   - Critically examining hidden ideologies, notions, beliefs, and assumptions about work in psychology, including vocational psychology, and how vocational psychology contributes to normalizing discrimination and oppression.
   - Centering perspectives that consider how experiences of work and other forms of sustaining a livelihood are constructed in specific economic, political, and cultural systems and the effects of multiple categories of oppression and power in this process (e.g., racism, classism, heterosexism, xenophobia, ableism).

2. **Understanding work as central to the promotion of mental health and examining the bidirectionality between work and mental health.**

3. **(Re)Centering the voices of those who are most marginalized in our re-envisioning of work.**
   - Attending to historical and current movements of resistance to oppression and exploitation in the world of work and sustaining a livelihood (e.g., global labor movement, migrant workers' movements, movements for racial justice and gender equality at work, disability and caregivers' rights movements).

4. **Leveraging community-engagement, advocacy, and interdisciplinary scholarship to decolonize training in vocational psychology.**
   - Building networks and traditions of sustained advocacy in relevant centers of influence in psychology/vocational psychology (e.g., SVP, NCDA, APA Office of Applied Psychology, APA Services) to support and materially invest in the goals of movements for liberatory change in the world of work and sustaining a livelihood.

Module 1: The History and Context of Working

Summary:
This module provides a background of the history of work leading up to the present day. This includes how economic systems have developed and created inequity in work and how current economic, social, and political forces are shaping the experience of working. A liberatory vocational psychology must be rooted in an understanding of how historical and contemporary manifestations of oppression and marginalization shape the current structure of work to intervene with clients effectively. This involves a critical analysis of how historical systems have created unfair labor conditions that affect the mental health of workers. It also includes developing an understanding of the major societal forces currently shaping the experience of working, such as automation and digitalization, globalization, and politics.

Learning Goals:

1. Understand the historical context underlying present work structures.
2. Analyze the contemporary forces shaping the experience of working.
3. Critically reflect on how economic, social, and political systems create inequity in work and mental health.

Readings:
- DeBell, C. (2006). What all applied psychologists should know about work. *Professional Psychology: Research and Practice*, *37*(4), 325. https://doi.org/10.1037/0735-7028.37.4.325
- Kalleberg, A. L. (2009). Precarious work, insecure workers: Employment relations in transition. *American Sociological Review*, *74*(1), 1-22. https://doi.org/10.1177/000312240907400101
- Benach, J., Vives Vergara, A., Amable, M., Vanroelen, C., Tarafa, G., & Muntaner, C. (2014). Precarious employment: understanding an emerging social determinant of health. *Annual Review of Public Health, 35,* 229-253. https://doi.org/10.1146/annurev-publhealth-032013-182500
- Allan, B. A., Autin, K. L., & Wilkins-Yel, K. G. (2021). Precarious work in the 21st century: A psychological perspective. *Journal of Vocational Behavior*, *126*. https://doi.org/10.1016/j.jvb.2020.103491

Mixed Media:
- The big debate about the future of work, explained. https://www.youtube.com/watch?v=TUmyygCMMGA
- Two American Families (83 min): https://www.pbs.org/wgbh/frontline/film/two-american-families/
- "Why the gig economy is a scam'": https://www.cnn.com/2020/08/09/opinions/united-shades-of-america-gig-economy-kamau-bell/index.html
- Brief history of capitalism (12min): https://youtu.be/dIuaW9YWqEU

Suggested Activities:
- **News Stories**. The instructor can email students before class to have them bring a news article aligning with one of the themes in DeBell (2006): (a) economics and politics, (b) work structures, (c) globalization, (d) social factors, and (e) technology.

Module 2: History of Oppression and Inequity in Work

Summary:

This module provides students with an understanding of how work systems are embedded in oppressive systems, such as racism and classism, and how these oppressive systems perpetuate inequity and injustice in work quality, experiences, and opportunities. A liberatory vocational psychology recognizes that the economic and social systems discussed in Module 1 have been shaped and perpetuated by oppressive systems that shape experiences of working based on power and privilege. Students must understand this context to frame the following weeks' discussion of interventions and avoid simplistic individualistic interpretations of people's work situations, particularly people from vulnerable and marginalized groups.

Learning Goals:

1. Recognize how oppressive systems have historically shaped marginalized people's experience of work and how these systems of power and privilege operate in the current labor context.
2. Identify the process by which systems of power and privilege create inequitable work situations, such as through experiences of discrimination and oppression.
3. Analyze current event events, social movements, and other social changes in light of oppressive systems

Readings:

- Kantamneni, N. (2020). The impact of the COVID-19 pandemic on marginalized populations in the United States: A research agenda. *Journal of Vocational Behavior*, *119*. https://doi.org/10.1016/j.jvb.2020.103439
- Perry, J. C., & Pickett, L. L. (2016). The costs of racism on workforce entry and work adjustment. In A. N. Alvarez, C. T. H. Liang, & H. A. Neville (Eds.), *The cost of racism for people of color: Contextualizing experiences of discrimination* (pp. 203–227). American Psychological Association. https://doi.org/10.1037/14852-010
- Mullany, A., Valdez, L., Gubrium, A., & Buchanan, D. (2021). Precarious work, health, and African-American men: a qualitative study on perceptions and experiences. *International Journal of Health Services*, *51*(2), 135-145. https://doi.org/10.1177/0020731420981850
- Fassinger, R. E. (2008). Workplace diversity and public policy: Challenges and opportunities for psychology. *American Psychologist*, *63*(4), 252-268. https://psycnet.apa.org/doi/10.1037/0003-066X.63.4.252

Mixed Media:

- Explained | Racial Wealth Gap
- Our fight for disability rights and why we're not done yet, Judith Heumann
- Racial Inequality: Black Workers Face 'Devastating Job Loss' During The Pandemic, Study Says: https://www.wbur.org/onpoint/2020/06/05/job-loss-black-americans-economy-racism
- The economy that slavery build (31min; podcast: 1619): https://podcasts.apple.com/us/podcast/episode-2-the-economy-that-slavery-built/id1476928106?i=1000448223649
- The massacre of Tulsa's "Black Wall Street" https://www.youtube.com/watch?v=x-ItsPBTFO0

Suggested Activities:

- **De-Normalizing.** In this activity, the instructor asks students to bring a commercial product or a photo of the item. Students are also asked to investigate the history, sociopolitical ideology, international and local events, and policies related to the item before the class. During the class session, each student shares a brief story about how the product is produced and how individuals' labor is involved in its production and distribution and how it may be related to inequitable and oppressive conditions at work.

Module 3: Oppression and Inequity in Work: Intersectionality

Summary:

This module provides tools for unpacking and understanding the history and context covered in the previous modules. While inequities clearly exist in the experience of working, viewing these from the frame of individual identities obscures the systems that shape working. Here students can learn and apply intersectionality theory as an analytical framework to accurately understand how systems of oppression operate in the labor market and affect people's experiences of working.

Learning Goals:

1. Understand and describe the history of intersectionality theory and how it applies to contemporary inequities in the labor market.
2. Explain how psychologists can apply intersectionality to address inequities in work and working.
3. Explore the relevance of intersectionality to work issues in counseling.

Readings:

- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. *University of Chicago Legal Forum, 1*(8). https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8
- McBride, A., Hebson, G., & Holgate, J. (2015). Intersectionality: are we taking enough notice in the field of work and employment relations? *Work, Employment and Society, 29*(2), 331-341. https://doi.org/10.1177/0950017014538337
- Arday, J. (2022). 'More to prove and more to lose': race, racism and precarious employment in higher education. British Journal of Sociology of Education, 43(4), 513-533. https://doi.org/10.1080/01425692.2022.2074375
- Rosette, A. S., de Leon, R. P., Koval, C. Z., & Harrison, D. A. (2018). Intersectionality: Connecting experiences of gender with race at work. Research in Organizational Behavior, 38, 1-22. https://doi.org/10.1016/j.riob.2018.12.002
- Hofman, N. G. (2010). Understanding women's work through the confluence of gender, race, and social class. *Cultural Dynamics, 22*(3), 179-195. https://doi.org/10.1177/0921374010383852
- Brewster, M. E., & Molina, D. A. L. (2021). Centering matrices of domination: Steps toward a more intersectional vocational psychology. *Journal of Career Assessment, 29*(4), 547-569. https://doi.org/10.1177/10690727211029182

Mixed Media:

- The urgency of intersectionality | Kimberlé Crenshaw: https://www.youtube.com/watch?v=akOe5-UsQ2o&t=209s
- United Farm Workers History: https://ufw.org/research/history/ufw-history/

Suggested Activities:

- **Current Events:** Explore current events that demonstrate intersectionality. For example, as of this writing, Brittany Griner is detained in Russia on charges of possession of marijuana. The response of the U.S. government is critiqued as too slow. Questions arise regarding how the response would differ if BG wasn't a queer, Black, woman. Thus, an intersectional approach considers how each of these identities converge to create multiple oppressions.

Module 4: Liberation in Work

Summary:

Given the context and tools developed in Modules 1-3, this module helps students discuss and envision a liberatory framework of working. A liberatory vocational psychology involves the analysis, deconstruction, and criticism of current structures as well as the reimagining and reconstruction of more equitable systems. To do the latter, psychologists should understand the process and content of social change and articulate a vision of a just society as it relates to work and working.

Learning Goals:

1. Understand different liberatory approaches to social change as well as the philosophical and moral foundations of a just society.
2. Apply liberatory frameworks and approaches to construct a vision of a just society as it relates to work and working.
3. Articulate how psychologists can work toward a more just society using liberatory frameworks.

Readings:

- Martín-Baró, I. (1994). The political psychology of work. In *Writings for a liberation psychology*. Harvard University Press.
- Chronister, K. M., Wettersten, K. B., & Brown, C. (2004). Vocational research for the liberation of battered women. *The Counseling Psychologist, 32*(6), 900-922. https://doi.org/10.1177/0011000004269300
- Blustein, D. L., McWhirter, E. H., & Perry, J. C. (2005). An emancipatory communitarian approach to vocational development theory, research, and practice. *The Counseling Psychologist, 33*(2), 141-179. https://doi.org/10.1177/0011000004272268
- Ali, S. R., Drustup, D., Garrison, Y. L., & Mahatmya, D. (2022). Economic justice and vocational psychology: Towards community change. *Journal of Career Assessment.* https://doi.org/10.1177/10690727211069535

Mixed Media:

- Building a Counseling Psychology of Liberation: Exploring Liberation Principles in Our Own Lives | Society of Counseling Psychology: https://www.youtube.com/watch?v=BmKYHLnMeYU
- Exploring Liberation Psychology: Teaching, Training, and Practice | Drs. Thema Bryant Davis, Anneliese Singh, and Carrie Casteñada-Sound: https://www.youtube.com/watch?v=I16-jzarVns
- Big Ideas in Counseling Psychology: Uprooting Anti-Blackness | Claytie Davis III, Ph.D., Della Mosley, PhD., Carlton Green, PhD., Helen Neville, PhD., Janet Helms, PhD: https://www.youtube.com/watch?v=0Y0y2j59vi8

Suggested Activities:

- **Work and Liberation:** In this activity, the instructor can lead a discussion about what an equitable and liberatory world of work would look like. For example, what does liberation mean for work? What would be its key features? How would we know it was equitable? How do we change or redirect current forces to create this future? The class may construct a model or develop key propositions.

Module 5: Unemployment, Underemployment, and Working Poverty

Summary:
This module aims to promote students' expanded perception of how work exists within inequitable systems, departing from the notion that work status solely depends on individuals and their actions. As our society is structured to benefit those with power and privilege, acknowledging and discussing how specific labor structures sustain the sexist, racist, ableism, and classism is critical in liberatory work. For that reason, this module attends to unemployment and underemployment, which are work statuses held primarily by those from marginalized backgrounds. Specifically, this module illuminates the associations between marginalization—such as racism and ableism—and unemployment, underemployment, and working poverty as well as how these work conditions lead to distress.

Learning Goals:
1. Understand how work and employment conditions are a part of an extensive system that benefits those with power and privilege.
2. Provide examples of how unemployment and underemployment relate to a range of issues among underserved populations.
3. Examine the principles of Individual Placement and Support (IPS) as a way to support the employment of marginalized individuals (e.g., severe mental illness) and that intervenes at multiple levels (e.g., individual, workplace, social structure).

Readings:
- Blustein, D. L., Kozan, S., & Connors-Kellgren, A. (2013). Unemployment and underemployment: A narrative analysis about loss. *Journal of Vocational Behavior, 82*(3), 256-265. https://doi.org/10.1016/j.jvb.2013.02.005
- Gioia, D. (2006). Examining work delay in young adults with schizophrenia. American Journal of Psychiatric Rehabilitation, 9, 167–190. https://doi.org/10.1080/15487760600961543
- Jackson, J. W., Williams, D. R., & VanderWeele, T. J. (2016). Disparities at the intersection of marginalized groups. *Social Psychiatry and Psychiatric Epidemiology, 51*, 1349-1359. https://doi.org/10.1007/s00127-016-1276-6
- Juntunen, C. L., Ali, S. R., & Pietrantonio, K. R. (2013). Social class, poverty, and career development. In S. D. Brown & R. W. Lent (Ed.) *Career Development and Counseling: Putting Theory and Research to Work* (pp. 245-297). John Wiley & Sons, Inc.
- Paul, K. I., & Moser, K. (2009). Unemployment impairs mental health: Meta-analyses. *Journal of Vocational Psychology,* 264-282. https://doi.org/10.1016/j.jvb.2009.01.001

Intervention:
- Allan, B. A., & Kim, T. (2020). Unemployment and underemployment: Prevention and counseling implications. *Career development and counseling: Putting theory and research to work* (3rd ed.). Wiley.
- Audhoe, S. S., Hoving, J. L., Sluiter, J. K., & Frings-Dresen, M. H. (2010). Vocational interventions for unemployed: effects on work participation and mental distress. A systematic review. *Journal of Occupational Rehabilitation, 20*(1), 1-13.
- Jacobs, S. J., & Blustein, D. L. (2008). Mindfulness as a coping mechanism for employment uncertainty. The Career Development Quarterly, 57(2), 174–180. https://doi.org/10.1002/j.2161-0045.2008.tb00045.x

Module 5: Unemployment, Underemployment, and Working Poverty (Continued)

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- Further information on IPS:
  - https://www.youtube.com/watch?v=gz6IEq1o8Pk
  - https://www.autism.org/work-study-and-supported-employment/
- Gendered racism in workplace: https://www.brookings.edu/essay/women-are-advancing-in-the-workplace-but-women-of-color-still-lag-behind/
- U.S. unemployment issues – vicious cycle: https://www.youtube.com/watch?v=ZUbiGS7_oqM
- Trapped in unemployment: https://www.youtube.com/watch?v=mKajVjasp84
- A little more hope, a little less blame (Dr. Rosie Davis Tedx): https://www.youtube.com/watch?v=POYbkD1gnj8&feature=emb_logo
- Permanently Temporary: The Truth About Temp Labor: https://www.youtube.com/watch?v=sbqD6ARCGNE&feature=emb_imp_woyt

Suggested Activities:

- **Case Study Activity**

  Case Example: Jo is a recent high school graduate who is unemployed. He's struggled with attention and behavior dysregulation during adolescence. He tells you (a community counselor) that he wants to be an engineer one day. He says it's his passion and that he knows for sure it's what he wants to do. You know this person as someone who frequently received detention in high school and had difficulty academically.

  Facilitating Questions:
  - What are the potential systemic factors affecting Jo's behavior?
  - What additional information would you gather from Jo before moving forward?
  - What would you do to help Jo?
  - What are potential pitfalls in working with Jo? What might you struggle with as his counselor?

Module 6: Mental Health and the Role of Work in People's Lives and Communities

Summary:
This module illustrates the interdependence of work and mental health, with particular attention to how it unfolds among marginalized populations. Groups from marginalized backgrounds face accumulative and severe obstacles in work life while being deprived of opportunities to overcome the challenges compared to those with privilege and power. These employment challenges are further exacerbated by factors stemming from the systems of oppression, such as poverty, ableism, minority stress (e.g., racism, discrimination based on identity), and more. These combine to determine and shape mental health, which is critical for psychologists to understand.

Learning Goals:
1. Examine the interconnectedness of mental health, work (e.g., work status, working environment), and factors external to the individual (e.g., discrimination, accidents) among diverse underserved groups.
2. Analyze existing interventions for individuals with intersecting challenges.

Readings:
- Bullock-Yowell, E., Gary, P., Reardon, R., Leierer, S., & Reed, C. (2011). Relationships among career and life stress, negative career thoughts, and career decision state: A cognitive information processing perspective. *The Career Development Quarterly, 59,* 302-314. https://doi.org/10.1002/j.2161-0045.2011.tb00071.x
- Dispenza, F., Brown, C., & Chastain, T. E. (2016). Minority stress across the career-lifespan trajectory. *Journal of Career Development, 43*(2), 103–115. https://doi.org/10.1177/0894845315580643
- Thompson, M. N., & Dahling, J. J. (2019). Employment and poverty: Why work matters in understanding poverty. *American Psychologist, 74*(6), 673–684. http://dx.doi.org/10.1037/amp0000468
- Melvin, A. M., Davis, S., & Koch, D. S. (2012). Employment as a predictor of substance abuse treatment. *Journal of Rehabilitation, 78*(4).
- Millner, U. C., Rogers, E. S., Bloch, P., Costa, W., Pritchett, S., Woods, T., ... & Hintz, K. (2022). Unpacking the meaning of work for individuals living with serious mental illness. *Journal of Career Development*, *49*(2), 393-410. https://doi.org/10.1177/0894845320941256
- Blustein, D. L. (2008). The role of work in psychological health and well-being: A conceptual, historical, and public policy perspective*. American Psychologist, 63*(4), 228–240. https://doi.org/10.1037/0003-066X.63.4.228
- Wilkins-Yel, K. G., Arnold, A., Bekki, J., Natarajan, M., Bernstein, B., & Randall, A. K. (2022). "I can't push off my own mental health": Chilly STEM climates, mental health, and STEM persistence among Black, Latina, and White graduate women. *Sex Roles, 86*(3), 208-232.

Intervention:
- Perera, H., Athanasou, J. A. (2019). A Framework for Career Reconstruction Following Personal Injury and Disability. In J. G. Maree (Ed.) *Handbook of Innovative Career Counselling* (pp. 391-403). SpringerLink.
- Powers, J. J., & Duys, D. (2020). Toward trauma-informed career counseling. *The Career Development Quarterly, 68*(2), 173-185. https://doi.org/ 10.1002/cdq.12221

Module 7: Decent Work and Mental Health

Summary:
This module introduces perspectives that challenge prior vocational psychology theories that frame career development from a strictly individualistic perspective, failing to recognize the systemic oppression and its impact on the career advancement of those from underserved backgrounds. Relatedly, the scope of work has been restrictive, which does not reflect the reality of individuals from marginalized backgrounds. Additionally, work environments (e.g., benefits, minimum wages) have been mainly regulated by the system, in which the concept of decent work is far from reality. Psychology of Working Theory (PWT) places emphasis on marginalization and economic constraints—factors often neglected within career context—which operate as structural factors that shape work and career advancement. Thus, PWT encompasses social justice components, such as challenging oppressive systems, promoting equity and access to decent and dignified work, and improving mental health, as a result.

Learning Goals:
1. Expand one's perception of work to include both structural and individual factors and an understanding of decent work as a fundamental standard.
2. Investigate ways to promote social justice by contextualizing work, as a component embedded within the system.
3. Apply theory to complex clinical situations.

Readings:

Psychology of Working Theory
Master and doctoral level
- Duffy, R. D., Blustein, D. L., Diemer, M. A., & Autin, K. L. (2016). The psychology of working theory. *Journal of Counseling Psychology, 63*(2), 127-148. https://doi.org/10.1037/cou0000140

Doctoral level
- Blustein, D. L., Kenna, A. C., Gill, N., & DeVoy, J. E. (2008). The psychology of working: A new framework for counseling practice and public policy. *The Career Development Quarterly, 56*(4), 294-308. https://doi.org/10.1002/j.2161-0045.2008.tb00095.x

Work/Employment within the System
- Kim, H. J., McNeil-Young, V. A., Wang, D., Duffy, R. D., & Underill, B. D. (2022). Women of Color and decent work: An examination of psychology of working theory. *The Career Development Quarterly.* https://doi.org/10.1002/cdq.12291
- Yearby, R., & Mohapatra, S. (2021). Systemic racism, the government's pandemic response, and racial inequities in COVID-19. *Emory Law Journal, 70*(7), 1418-1473.

Psychology of Working Theory and Mental Health
- Kozan, S., Işık, E., & Blustein, D. L. (2019). Decent work and well-being among low-income Turkish employees: Testing the psychology of working theory. *Journal of Counseling Psychology, 66*(3). https://doi.org/10.1037/cou0000342

Module 7: Decent Work and Mental Health (Continued)

Readings (Continued):

Intervention

- Ali, S. R., Drustup, D., Garrison, Y. L., & Mahatmya, D. (2022). Economic justice and vocational psychology: Towards community change. *Journal of Career Assessment*, https://doi.org/10.1177/10690727211069535
- Blustein, D. L., Kenny, M. E., Autin, K., & Duffy, R. (2019). The psychology of working in practice: A theory of change for a new era. *The Career Development Quarterly, 67*(3), 236–254. https://doi.org/10.1002/cdq.12193
- Massengale, M., Shebuski, K. M., Karaga, S., Choe, E., Hong, J., Hunter, T. L., & Dispenza, F. (2020). Psychology of working theory with refugee persons: Applications for career counseling. *Journal of Career Development*, *47*(5), 592–605. https://doi.org/10.1177/0894845319832670
- Medvide, M. B., Kozan, S., Blustein, D. L., & Kenny, M. E. (2019). School to work transition of non-college bound youth: An integration of the life design paradigm and the psychology of working theory. In J. G. Maree (Ed.) *Handbook of Innovative Career Counselling* (pp. 157-172). SpringerLink.
- Rapa, L. J., Diemer, M. A., & Bañales, J. (2018). Critical action as a pathway to social mobility among marginalized youth. *Developmental Psychology, 54*(1), 127-137. https://doi.org/10.1037/dev0000414

Suggested Activities:

- **Photovoice Activity:** Students are encouraged to work with community partners to photo-document issues related to access to decent work. Students and community partners take photography, discuss the explanations of the cause, and stimulate social action to address the issues.

Module 8: Interface of Work and Relationships

Summary:
This module further expands the definition and scope of work, which has been limited to purposive activities presumed to have economic and social value, to include marginalized and devalued forms of work. Specifically, activities performed within relational contexts like parenting and nurturing, which are carried out primarily by women, have been overlooked and discounted within neoliberals systems because they do not occur in the traditional labor market. From a liberatory standpoint, work should be defined by those engaged in 'work' as all types of work are meaningful and valuable; any worker should be able to demand support from many layers of society. In addition, a broader scope of work allows an understanding of how work is essential in relational contexts in our lives—a way to relate to oneself, family, and others in the community, which helps to promote well-being. We are connected in our lives through work, and exploring career genograms would deepen the understanding of work interface and relationships.

Learning Goals:

1. Expand the scope of work from the social constructivist perspective to incorporate forms of working devalued by neoliberal and patriarchal ideologies.
2. Investigate diverse work activities and their meaning in various relational contexts.

Readings:
- Blustein, D. L. (2011). A relational theory of working. *Journal of Vocational Behavior*, *79*(1), 1-17. https://doi.org/10.1016/j.jvb.2010.10.004
- Fouad, N. A., & Bynner, J. (2008). Work transitions. *American Psychologist*, *63*(4), 241-251. https://doi.org/10.1037/0003-066X.63.4.241
- Richardson, M. S. (1993). Work in people's lives: A location for counseling psychologists. *Journal of Counseling Psychology*, *40*(4), 425-433.
- Richardson, M. S. (2012). Counseling for work and relationship. *The Counseling Psychologist*, *40*(2), 190-242. https://doi.org/10.1177/0011000011406452
- Schultheiss, D. E. P. (2003). A relational approach to career counseling: Theoretical integration and practical application. *Journal of Counseling & Development*, *81*(3), 301-310. https://doi.org/10.1002/j.1556-6678.2003.tb00257.x
- Schultheiss, D. E. P. (2006). The interface of work and family life. *Professional Psychology: Research and Practice*, *37*(4), 334-341. https://doi.org/10.1037/0735-7028.37.4.334
- Schultheiss, D. E. P. (2007). The emergence of a relational cultural paradigm for vocational psychology. *International Journal for Educational and Vocational Guidance*, *7*(3), 191-201.

Intervention
- Schultheiss, D. E. P. (2009). To mother or matter: Can women do both? *Journal of Career Development*, *36*(1), 25-48. https://doi.org/10.1177/0894845309340795
- Richard, J. Y., & Lee, H. S. (2019). A qualitative study of racial minority single mothers' work experiences. *Journal of Counseling Psychology*, *66*(2), 143. https://doi.org/10.1037/cou0000315

Mixed Media:
- Paid Family Leave: https://www.youtube.com/watch?v=zlhKAQX5izw&t=1s
- Explained | Why Women Are Paid Less: https://www.youtube.com/watch?v=hP8dLUxBfsU

Suggested Activities:
- **Career Genogram:** Gysbers, N. C. (2006). Using qualitative career assessments in career counselling with adults. International Journal for Educational and Vocational Guidance, 6(2), 95-108.

Module 9: Liberatory Work and Radical Healing in Counseling

Summary:
This module lays the foundation for understanding how work-based counseling practice unfolds within a liberatory framework. On one hand, there is an understanding that liberation in vocational practice explicitly shifts focus away from the individual toward community and social structures. Thus, part of liberatory counseling practice involves the need to enhance community functioning by stepping out of the four walls of the counseling room. On the other hand, there is the reality that many counselors provide counseling support to people at the individual level. In this regard, liberation takes the form of a counselor undoing the medical model view that a client's suffering stems from internal deficits and reconstructing a view that understands how presenting concerns manifest within systems of oppression.

Learning Goals:
1. Examine assumptions about "fixing" or "curing" a client's problems.
2. Define elements of community-based interventions in vocational practice.
3. Develop skills for centering individual counseling on radical healing.

Readings:
- French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist*, *48*(1), 14-46. https://doi.org/10.1177/0011000019843506
- Adames, H. Y., Chavez-Dueñas, N. Y., Lewis, J. A., Neville, H. A., French, B. H., Chen, G. A., & Mosley, D. V. (2022). Radical healing in psychotherapy: Addressing the wounds of racism-related stress and trauma. *Psychotherapy.* Advance online publication. https://doi.org/10.1037/pst0000435
- Ali, S. R., Drustup, D., Garrison, Y. L., & Mahatmya, D. (2022). Economic justice and vocational psychology: Towards community change. *Journal of Career Assessment*, https://doi.org/10.1177/10690727211069535.
- Swanson, S. J., Becker, D. R., & Bond, G. R. (2013). Job development guidelines in supported employment. *Psychiatric Rehabilitation Journal*, *36*(2), 122.
- Wright, G. G., & Chan, C. D. (2022). Integrating trauma-informed care into career counseling: A response to COVID-19 job loss for Black, indigenous, and people of color. *Journal of Employment Counseling*, *59*(2), 91-99. https://doi.org/10.1002/joec.12186
- Jackson, M. A., Regis, A. K., & Bennett, K. (Eds.). (2019). *Career development interventions for social justice: Addressing needs across the lifespan in educational, community, and employment contexts*. Rowman & Littlefield.

Mixed Media:
- Medical and Social Models of Disability: https://www.youtube.com/watch?v=MdzbyJq58Ws
- Liberation through Reclaiming Our Immigrant Stories and Putting Privilege to Action https://www.youtube.com/watch?v=Qyr4iCBP0Vo&t=12s

Suggested Activities:
- **Write, Pair, Shares:** on how to integrate community-based work into practice
- **Develop Scripts for Job Development:** how to approach employers on behalf of clients
- **Case Conceptualization Worksheets:** have students respond to client statements from a medical model vs a liberatory model of healing

Module 10: Using Narrative Approaches for Healing and Liberation

Summary:
This module expands upon specific counseling skills/tools that can be used in therapy to facilitate healing and liberation, rather than only helping clients cope with oppression. Fostering critical consciousness through narrative approaches is an example of moving beyond coping. Narratives (e.g., the stories one constructs about their lives) are inextricably linked to oppression and unjust systems. Individuals may find healing and liberation through the development of narratives that are contextually informed and aware of the role that oppression and unjust systems play in self-blame, negative self-concepts, and attainment of meaningful and/or decent work.

Learning Goals:
1. Understand principles of narrative therapy, strengths-based approaches to counseling, and critical consciousness interventions
2. Develop skills/strategies for utilizing narrative therapy, strengths-based approaches to counseling, and critical consciousness interventions in practice

Readings:
- Cadenas, G. A., & McWhirter, E. H. (2022). Critical consciousness in vocational psychology: A vision for the next decade and beyond. https://doi.org/10.1177/10690727221086553
- Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J. P., Duarte, M. E., Guichard, J., ... & Van Vianen, A. E. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, *75*(3), 239-250. https://doi.org/10.1016/j.jvb.2009.04.004
- Wong, Y. J. (2006). Strength-Centered Therapy: A social constructionist, virtues-based psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, *43*(2), 133. ttps://doi.org/10.1037/0033-3204.43.2.133
- Zikic, J., & Franklin, M. (2010). Enriching careers and lives: Introducing a positive, holistic, and narrative career counseling method that bridges theory and practice. *Journal of Employment Counseling*, *47*(4), 180-189. https://doi.org/10.1002/j.2161-1920.2010.tb00102.x
- Garrison, Y., Ali, S. R., Lin, C. L. R., Kim, J. Y. C., & Heshmati, S. (2021). Healthcare career intervention with youth in a predominantly Latinx rural community: A pilot study of a creative approach. *International Journal for Educational and Vocational Guidance, 21*(3), 589-606. https://doi.org/10.1007/s10775-020-09455-y

Mixed Media:
- JCA (Journal of Career Assessment) podcast Dr. Germán Cadenas: https://sagepsychology.libsyn.com/jca-podcast-germn-cadenas

Suggested Activities:
- **Cast Study:** Conceptualize a client's problems, needs, and treatment plan using an individual model that emphasizes the client's role in maintaining distress and problems, and puts the onus on them to create change. Then conceptualize the same case from a social/environmental/liberation model that emphasizes the role context has played in contributing to the problems and needs, and develop a complementary treatment plan
- **Role Play:** As a follow up to the case study, have student work in pairs or small groups role playing the case above. A therapist can work to help the client develop a more critically conscious/critically aware narrative of their life and presenting concerns

Module 11: Facilitating Self-Efficacy, Volition, and (Radical) Hope

Summary:
This module emphasizes counseling skills that can be used with clients to facilitate liberation and healing. Within individual therapy, therapists must strike a balance of facilitating their clients' functioning and positive change actions, while simultaneously recognizing that their clients' problems are not solely due to themselves. Although both client and therapist exist within unjust systems, it's possible for clients to experience agency and power to move toward things that are important to them. Therapists may be able to facilitate clients' agency and power by supporting their sense of self-efficacy, volition, and hope.

Learning Goals:
1. Develop tools for balancing individual and system-level conceptualizations of needed interventions.
2. Identify and reflect on radical hope in counseling as a tool for vocational functioning.
3. Examine antecedents of self-efficacy and volition and identify strategies for increasing self-efficacy and volition as tools for vocational functioning.

Readings:
- Brown, S. D., Lamp, K., Telander, K. J., & Hacker, J. (2013). Career development as prevention: Toward a social cognitive model of vocational hope. In E. M. Vera (Ed.), *The Oxford handbook of prevention in counseling psychology* (pp. 374–392). Oxford University Press.
- Mosley, D. V., Neville, H. A., Chavez-Dueñas, N. Y., Adames, H. Y., Lewis, J. A., & French, B. H. (2020). Radical hope in revolting times: Proposing a culturally relevant psychological framework. *Social and Personality Psychology Compass*, *14*(1), e12512. https://doi.org/10.1111/spc3.12512
- Swanson, J. L., & Woitke, M. B. (1997). Theory Into Practice in Career Assessment for Women: Assessment and Interventions Regarding Perceived Career Barriers. *Journal of Career Assessment, 5*(4), 443–462. https://doi.org/10.1177/106907279700500405
- Thompson, M. N., Her, P., & Nitzarim, R. S. (2014). Personal and contextual variables related to work hope among undergraduate students from underrepresented backgrounds. *Journal of Career Assessment*, 22(4), 595-609. https://doi.org/10.1177/1069072713514814

Mixed Media:
- Career Counseling in Action (from psychotherapy.net) – there are suggested follow up questions and discussion prompts that can be used.

Suggested Activities:
- **Reflection/Journaling Exercise:** Detail one's own career development journey critically reflecting on the roles of volition, self-efficacy, and hope as impacting their personal process

Module 12: Building Work-Based Skills

Summary:

This module emphasizes the experience of job searching within unjust systems and relevant job skills that individuals may find helpful in support of pursuing meaningful employment goals. Enhancing job skills is certainly not the solution to unjust systems. However, within a counseling context, it can be helpful for counselors to support clients in their pursuit of skills that can lead to work opportunities that contribute to greater well-being and satisfaction. These skills include resilience in face of discrimination and marginalization in job search and in work.

Learning Goals:
1. Understand systemic barriers that arise during job search and job maintenance.
2. Understand the experience of searching for a job.
3. Analyze job-based skills that support individuals in their occupational pursuits and job maintenance.

Readings:

- Chung, Y. B. (2001). Work discrimination and coping strategies: Conceptual frameworks for counseling lesbian, gay, and bisexual clients. *Career Development Quarterly, 50,* 33-44. https://doi.org/10.1002/j.2161-0045.2001.tb00887.x
- Liu, S., Huang, J. L., & Wang, M. (2014). Effectiveness of job search interventions: A meta-analytic review. *Psychological Bulletin, 140*(4), 1009–1041. https://doi.org/10.1037/a0035923
- Toporek, R. L., & Flamer, C. (2009). The résumé's secret identity: A tool for narrative exploration in multicultural career counseling. *Journal of Employment Counseling*, *46*(1), 4-17. https://doi.org/10.1002/j.2161-1920.2009.tb00061.x
- Wanberg, C., Ali, A. A., & Csillag, B. (2020). Job seeking: The process and experience of looking for a job. *Annual Review of Organizational Psychology and Organizational Behavior, 7,* 315-337. https://doi.org/10.1146/annurev-orgpsych-012119-044939
- Leslie, L. M., King, E. B., Bradley, J. C., & Hebl, M. R. (2008). Triangulation across methodologies: All signs point to persistent stereotyping and discrimination in organizations. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 1*(4), 399–404. https://doi.org/10.1111/j.1754-9434.2008.00073.x
- McCluney, C. L., Durkee, M. I., Smith II, R. E., Robotham, K. J., & Lee, S. S. L. (2021). To be, or not to be… Black: The effects of racial code switching on perceived professionalism in the workplace. *Journal of Experimental Social Psychology*, *97*, https://doi.org/10.1016/j.jesp.2021.104199

Mixed Media:

- Code Switching in the Workplace: https://www.youtube.com/watch?v=aPsfP3AHyfI

Suggested Activities:

- **Community Resume/Interview Workshop.** Before the semester begins, the instructor establishes a partnership with a local library, shelter house, or community college to arrange an employment workshop. Based on the partnership, students work in small groups to promote and provide brief employment counseling (e.g., filling out online job applications, building resumes, or practicing job interviews) focusing on the individuals' employment/work skills-related needs. The instructor assigned two class dates for the community workshop so that students can conduct their intervention during their class time. Students are asked to discuss their critical reflection on their community workshop in their final term paper.

Module 13: Radical Healing

Summary:
This module builds on the foundational work of module 9, taking an applied approach toward healing practices that address systemic forces of oppression. The focus shifts toward internalized notions of "work" and how ideologies and dominant values may create internalized oppressions among workers. The module explores radical healing and liberation at the personal, relational, and community level.

Learning Goals:
1. Define a model of radical healing.
2. Discuss and consider wellness and healing at several levels.
3. Integrate models of wellness and radical healing with psychological practice.

Readings:
- Adames, H. Y., Chavez-Dueñas, N. Y., Lewis, J. A., Neville, H. A., French, B. H., Chen, G. A., & Mosley, D. V. (2022). Radical healing in psychotherapy: Addressing the wounds of racism-related stress and trauma. *Psychotherapy*. https://doi.org/10.1037/pst0000435
- Allan, B. A., Owens, R. L., Sterling, H. M., England, J. W., & Duffy, R. D. (2019). Conceptualizing Well-Being in Vocational Psychology: A Model of Fulfilling Work. *The Counseling Psychologist, 47*(2), 266–290. https://doi.org/10.1177/0011000019861527
- Brewster, M. E., & Molina, D. A. L. (2021). Centering Matrices of Domination: Steps Toward a More Intersectional Vocational Psychology. *Journal of Career Assessment, 29*(4), 547–569. https://doi.org/10.1177/10690727211029182
- Martín-Baró, I., (1994). Writings for a liberation psychology. Harvard University Press.
- Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. *Journal of Community Psychology*, *36*(2), 116-136. https://doi.org/10.1002/jcop.20225

Mixed Media:
- Applying the Psychology of Radical Healing in Clinical Practice: https://youtu.be/gxDYCNnc8SA
- Community Conversation March 2021 | Radical Healing for Young Women of Color: https://youtu.be/bEKFJMg2_Cc

Suggested Activities:
- **Case Studies:** Describe a client or community that is in need of radical healing and liberation. Use the readings to conceptualize how you as a psychologist can assist in radical healing.
- **Pair Share Discussions**
- **Self-Reflection Journals**

Module 14: Advocating for Social Change

Summary:
This module focuses on how to advocate for change to transform oppressive work systems and help communities build critical consciousness. To address oppressive systems and employment disparities, intervention cannot solely occur on the individual level. Psychologists and career practitioners must develop skills for intervention on a broader scale, such as building critical consciousness and advocating for social change.

Learning Goals:
1. Understand the process of how psychologists can aid in the development of critical consciousness in the community.
2. Apply critical reflection and action to career development and worker needs.
3. Explore frameworks for advocacy and social change.
4. Discuss and apply advocacy work to unique worker populations.

Readings:

- Kozan, S., & Blustein, D. L. (2018). Implementing social change: A qualitative analysis of counseling psychologists' engagement in advocacy. *The Counseling Psychologist, 46*(2), 154-189. https://doi.org/10.1177/0011000018756882
- Ellen Hawley McWhirter, Ishbel McWha-Hermann, Social justice and career development: Progress, problems, and possibilities": https://www.sciencedirect.com/science/article/pii/S0001879120301172
- Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2021). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. *Journal of Counseling Psychology, 68*(1), 1-16. https://doi.org/10.1037/cou0000430
- McWhirter, E. H., Cendejas, C., Fleming, M., Martínez, S., Mather, N., Garcia, Y., ... & Rojas-Araúz, B. O. (2021). College and career ready and critically conscious: Asset-building with Latinx immigrant youth. *Journal of Career Assessment, 29*(3), 525-542. https://doi.org/10.1177/1069072720987986
- Ratts, Manivong J., & Paul B. Pedersen. (2014). *Developing Advocacy Competence.* In *Counseling for Multiculturalism and Social Justice: Integration,Theory, and Application*, American Counseling Association. (Ch. 8 pp. 105-115)
- Wilkins-Yel, K. G., Williamson, F. A., Priddie, C., Cross Francis, D., Gallimore, S., & Davis-Randolph, J. (2022). A Site of Radical Possibilities: Examining How a Multigenerational Counterspace Promoted STEM Persistence Among Undergraduate Women of Color. *Journal of Research in Science Teaching.* http://doi.org/10.1002/tea.21798

Mixed Media:

- JCA (Journal of Career Assessment) podcast Dr. Saba Ali. https://podcasts.apple.com/au/podcast/jca-podcast-saba-ali/id871125966?i=1000563545881

Suggested Activities:
- **Clinical Example:** Using a current or future clinical population of interest, outline how you might apply critical consciousness to this work. Starting with your own deficits of knowledge and then learning more about areas of critical reflection, action, and sociopolitical access that would be necessary.
    - Discuss challenges implementing this work (pair share)
    - Discuss strategies and resources for overcoming challenges.

Module 15: Collective Action and Unions

Summary:
The goal of this module is to help students understand how collective action has historically facilitated change in work systems. Alongside social and political movements, labor rights have often been at the intersection of other forms of justice. Understanding the role of psychology in collective action and unions will be critical in transforming psychological practice and assisting social movements for economic, racial, and other forms of social justice.

Learning Goals:
1. Understand the historical workers' rights movements and identify how collective action and dissent played a role in change.
2. Examine ways psychologists can assist in collective action and social movements.
3. Identify current labor movements and outline political, social, and other mechanisms that can thwart or assist social justice.

Readings:
- Howard Zinn, A People's History of America, Chapter 15, Self-help in Hard Times: https://www.historyisaweapon.com/defcon1/zinnselhel15.html
- Sullivan, M. J., LaGana, C. M., Wiggins, J. G., & DeLeon, P. H. (1997). Psychology and labor unions working together. Professional Psychology: Research and Practice, 28(5), 413–418. https://doi.org/10.1037/0735-7028.28.5.413
- Smith, L. (2015). Reforming the minimum wage: Toward a psychological perspective. *American Psychologist*, 70, 557–565. https://doi.org/10.1037/a0039579
- Carriere, K. R. (2020). Workers' rights are human rights: Organizing the psychology of labor movements. *Current Opinion in Psychology*, *35*, 60-64. https://doi.org/10.1016/j.copsyc.2020.03.009
- Lott, B. (2014). Social class myopia: The case of psychology and labor unions. *Analyses of Social Issues and Public Policy*, *14*(1), 261-280. https://doi.org/10.1111/asap.12029

Mixed Media:
- Brewing Change: Young Workers and the Starbucks Labor Movement: https://solidarityworks.libsyn.com/brewing-change-young-workers-and-the-starbucks-labor-movement

Suggested Activities:
- **Documenting Collective Actions:** Identify other labor movements in history and how they mobilized for change - present these to the class (e.g., United farm workers movement, civil rights movement). Find current reports in the news and media that discuss labor rights and activism. Have the class discuss their role as future psychologists in assisting and supporting worker rights. Write an opinion paper on psychology's role in support of a labor issue. Outline why psychology should support the issue and cite the psychological benefits or costs.

Liberatory Pedagogy

Readings for Instructors:

- Freire, P. (2020). *Pedagogy of the oppressed.* Routledge.

> **Examples of critical pedagogy**
> 1. Promlematize the dominant "banking" concept of education.
> 2. Interogate how the current way of thinking as well as education reproduce the present oppression.
> 3. Use education as "the practice for freedom."
> 4. Center critical consciousness (critical analysis, agency, critical action)

- Peterson, T. H. (2017). *Student development and social justice: critical learning, radical healing, and community engagement.* Springer.

> **Examples of social justice/community engaged pedagogy**
> 1. Co-teach courses with community members.
> 2. Hold classes in the communities in which the communities in which the class partners to physically become more proximate to the local community and integrated into the community.
> 3. Include community impact outcomes in the course, such as community members' increased levels of hope and justice as a result of working with the class.
> 4. Develop assessment rubrics for student learning outcomes and evidence of learning based on the praxis of critical community engagement (e.g., applying community knowledge to understand theory).

- Berila, B. (2016). *Integrating mindfulness into anti-oppression pedagogy. Social justice in higher education*. Routledge.

> **Examples of mindful anti-oppressive pedagogy**
> 1. Resist the Western mind/body dualism, and incorporate embodiment as a strategy for unlearning oppression and cultivating a more compassionate and empowering way of relating to one another.
>   *"Our bodies are brilliantly complex systems that operate in a myriad of ways beneath the layers of our consciousness and before we have rational thoughts"* (Berila, 2016, p. 41).
> 2. Use mindfulness and contemplative practice to help students learn how to navigate fraught situations in more intonational, critical, and compassionate ways.
> 3. Pay attention to both the content and process of education, specifically creating non-hierarchal learning spaces and promoting multiple perspectives.

- Mena, J. A. & Quina, K. (2019). *Integrating multiculturalism and intersectionality into the psychology curriculum: Strategies for instructors.* American Psychological Association.
- Mena, J. A., & Stevenson, J. (in press). The promise of labor-based grading contracts for the teaching of psychology and neuroscience. *Teaching of Psychology*. https://digitalcommons.bucknell.edu/cgi/viewcontent.cgi?article=2988&context=fac_journ
- Lindemann, D. F., & Harbke, C. R. (2011). Use of contract grading to improve grades among college freshmen in introductory psychology. *Sage Open, 1*(3), 2158244011434103.

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