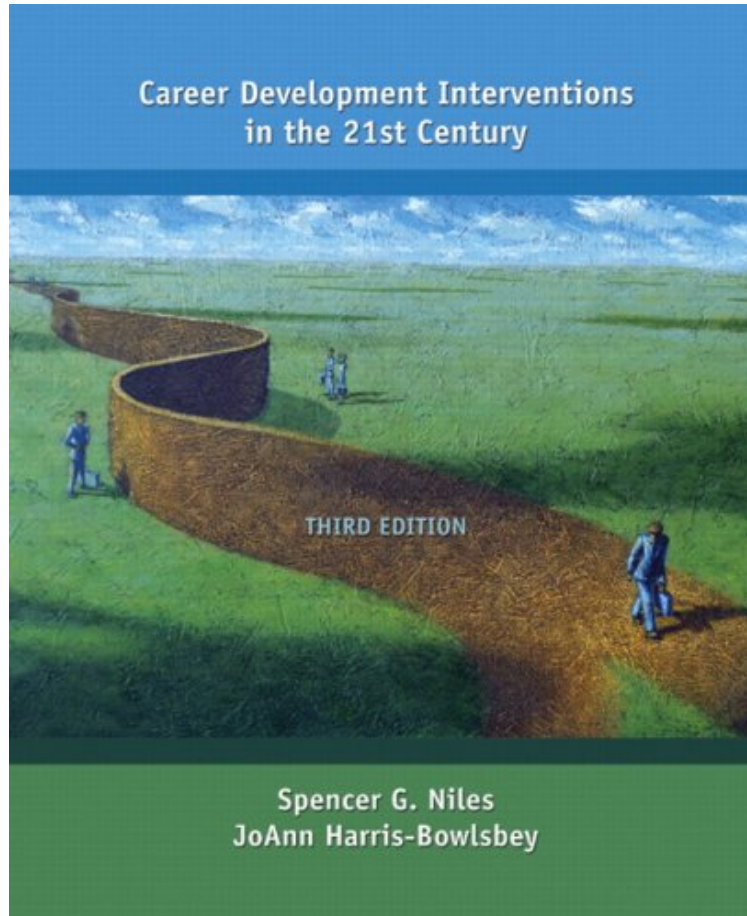


(Mobile book) Career Development Interventions in the 21st Century (3rd Edition)

Career Development Interventions in the 21st Century (3rd Edition)

Spencer G. Niles, JoAnn Harris-Bowlsbey
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Spencer G. Niles, JoAnn Harris-Bowlsbey : Career Development Interventions in the 21st Century (3rd Edition) before purchasing it in order to gage whether or not it would be worth my time, and all praised Career Development Interventions in the 21st Century (3rd Edition):

2 of 2 people found the following review helpful. Never use Ten Words Where One Hundred Will DoBy KalebThere is a lot of information in this text, but not nearly enough to justify the length. Economy of words is clearly not a value embraced by the authors. I also find this to be another text in which identity politics and government intervention are presumed to be of more importance to the authors than necessary for this text. As an example, the authors provide a hypothetical story about how exposure to careers can be helpful for youth in choosing a career. In the example Juanita goes to the career fair where she meets a Latina TV anchor. On this basis the student decides TV is the career for her. A gratuitous and, in this writer's view, dangerous use of identity politics. That one might choose a career because someone of a similar heritage is in that career seems to be the wrong message for a text on career counseling. So unnecessary.Regarding the comments about this being a loose leaf book, I noted that when purchasing the book. I tried using it in a three ring binder just using the top two rings. That wasn't particularly satisfactory. I took it to a print shop

in town and had them spiral-bind the book. It took five minutes and cost \$3.00. Now the book resembles those church-published cookbooks that were popular fund-raisers. It was a pretty good solution. 0 of 0 people found the following review helpful. Saved money. No regrets. By Mrs. Math I'm always looking for ways to save money on my school books. I know renting is an option but I'm in a Master's program for which I will be required to present material to a board of my professors at the end of my coursework. So keeping the books is a good idea. This is the first time I've tried buying the unbound version and didn't really know what to expect. Quality is fine. Not fabulous. Who cares? All the information is there. It's not a collector's edition after all ;) I saved about \$50 on the book and had Office Depot spiral bind it for \$6. Can't beat that! 0 of 0 people found the following review helpful. typical text By K Tok so it did have a good amount of case studies but I had a problem with the amount of career theories. Considering it is a career development textbook, I expected more career theories; there were a lot missing that are on the counseling exam. I ordered the student edition and the paper is very thin so it ripped easily. The writing is ok, some chapters were clearer than others.

User-friendly and engaging, this text covers both traditional and newer theories of career counseling. The third edition uses the National Career Development Association's Career Counseling Competencies, the National Career Development Guidelines for professional school counselors, and CACREP Standards as a framework for covering the crucial knowledge areas and skills required for effective career development interventions in a diverse society. Coverage focuses squarely on the application of interventions with real people, using straightforward presentations, student activities, and multicultural case studies to expose students to all of the essential competencies required for the professional practice of career counseling. The authors, both among the leading career development scholars nationally and internationally, share their in-depth knowledge and experience to help readers appreciate the importance of career development theory and practice. This practical text provides essential tips for translating theory into practice in ways that readers can readily apply to their prospective work settings.

From the Back Cover Organized around the National Career Development Association's competencies, this practical, engaging text examines the full spectrum of state-of-the-art career development topics. Coverage focuses squarely on the application of interventions with real people, using straightforward presentations and cases studies to expose students to all of the essential competencies required for the professional practice of career counseling. The authors respect for their field and their long-standing commitment to educating students about career development theory and practice creates a readable, useful, interesting text. It also addresses the wide diversity of career counseling clients and counselors in today's society, while emphasizing that careers develop over time, rather than in a single enlightened moment. With an increased emphasis on application and implications for practice, *Career Development Interventions in the 21st Century* now includes: *Tips from the Field*, which appear throughout the text and offer practical tips and guidelines. *Diverse case studies*, which show readers how the material can be applied in their work as professional counselors. *Student Activities*, which appear at the end of each chapter and give readers the opportunity to apply chapter content. About the Author JoAnn Harris-Bowlsbey has enjoyed a distinguished career, including positions as high school counselor, director of guidance, university professor and career counselor, developer of DISCOVER and Executive Director of ACT's Educational Technology Center. She is currently Executive Vice-President of Development for Kuder, Inc., and in that role designs and develops content for Web-based career planning systems. She is the author or co-author of many journal articles and several books. She is a past-president of the National Career Development Association and a recipient of its Eminent Career Award. Spencer G. Niles is professor and department head of Counselor Education in the Counseling Psychology and Rehabilitation Services Department at Pennsylvania State University. Excerpt. Reprinted by permission. All rights reserved. We have taught career courses to students in numerous universities in the United States, as well as in Canada, Japan, Denmark, Portugal, England, and Spain, to mention just a few. Wherever students are interested in learning about career development theory and practice, we are eager to go! In each instance, however, we not only teach students about career development interventions but students also teach us. The idea for this book began in response to student requests (pleas) for a career development textbook that was readable, useful, and interesting. These are high, but reasonable, expectations. These expectations served as our guiding principles as we composed the chapters of this book. To make the book more readable, most chapters include case studies. Our goal is to help readers connect chapter content with the lives of people represented in the cases. Although the cases are, for the most part, fictional, they reflect the career concerns of people with whom we have worked as career counselors in schools, in community settings, and in higher education. Thus, we are indebted to our clients, in addition to our students, for teaching us about the career development process. We seek to share these experiences with the readers of this book. Another goal is to convey to our readers the deep respect and long-term commitment we have for career development theory and practice. We emphasize this goal in Chapter 1. As we note in the book, there are few things more personal than a career choice, and we were cognizant of this fact as we wrote each chapter. Making career decisions involves deciding how we will spend one of the most precious commodities we have our time on Earth. We realize that these decisions are often very difficult and

overwhelming. Thus, we draw upon the work of our colleagues in the field to present readers with state-of-the-art career theory and practice. However, the current situation evolved from the past contributions of many leaders in the field. We acknowledge their important foundational contributions in Chapter 1. Although we cover a wide variety of theoretical perspectives in the book (especially in Chapters 2 and 3), we emphasize that careers develop over time. A decision point in one's career development is just that, a point in time at which one makes decisions based on previous and current career development experiences. Although knowing how to help people at these important points in their career development is crucial, career practitioners can also intervene proactively in the lives of children, adolescents, and adults in ways that facilitate positive career development prior to career crises occurring. Being able to provide assistance in both instances is critical. We are especially concerned that career development theory and practice be inclusive. Constructing culturally inclusive career development interventions should be standard practice within the field. Unfortunately, this has not been the case. In part because of their historical context, career theories and practices focused primarily on the career experiences of European American middle-class males. Although we devote a chapter to diverse populations (Chapter 4), throughout the book we also address the need for inclusive career interventions. Our cases also tend to highlight the career experiences of clients from diverse backgrounds. We think both approaches (i.e., having a single chapter devoted to the topic and infusing diversity throughout the book) are needed to begin to more adequately address the career development needs of all people. The need to provide clients with culturally sensitive career interventions provides an important foundation for discussing career counseling interventions in Chapter 8 and career assessment approaches in Chapter 5. The career counseling process and outcomes information provided here reflects the most recent work within the field. We also provide career information, resources, and Website references (Chapters 6 and 7) that represent important aspects of the career development process. We highlight the essential considerations in designing and implementing career development programs in Chapter 9. Finally, we highlight developmental approaches to providing career assistance in the schools, community settings, and higher education in Chapters 10 through 13. Of course, the desire to engage in ethical practice is also a standard in the field. However, there are many challenges confronting career practitioners. Web-based services such as career counseling and career assessment, the possibility of dual relationships, and theories with deeply rooted value sets present challenges to practitioners as they engage in ethical practice. Thus, we address many of these current ethical challenges in Chapter 14. This is one of the few career development textbooks with a chapter devoted to ethical practice. Finally, we emphasize the importance of engaging in the ongoing evaluation of career services. This is important for improving service delivery. However, when resources are limited, as they are in many situations, the need for both accountability and the ability to demonstrate effectiveness is great. We present readers with important topics related to the evaluation of career services in Chapter 15. To make the book even more useful to readers, we use a framework developed by the National Career Development Association (NCDA). Specifically, we use the NCDA's (2003) career counseling competencies and the 2001 CACREP Standards to guide us in the identification of chapter topics. These competencies and standards appear in the appendices at the end of the book and at the following Website addresses: <http://www.ncda.org/about/polccc.html#career> and <http://www.counseling.org/cacrep/2001standards700.htm>. Please note that in Appendix E we identify the chapters that are most relevant to each competency category and CACREP standard. The rationale for using the NCDA competencies and CACREP Standards is that the profession deems these content areas as representing the requisite knowledge and skills for providing career development interventions; therefore, we seek in this book to help readers learn this information and develop these skills. Here again, we also hope that the case studies facilitate the learning process. The Companion Website for the book also contributes to knowledge and skill acquisition, and we hope that readers find this resource to be a valuable tool. The Companion Website will be updated periodically, so we encourage readers to return to it at regular intervals for up-to-date information and Web links. We hope that we have accomplished the goals that motivated us to write the book. We also hope that we have fulfilled our students' expectations. In teaching our career courses, we consider it high praise when students tell us that they have a new respect and appreciation for career development interventions as a result of the class experience. This is what we hope occurs with this book. We invite readers to send us their feedback via the book's Companion Website. We are committed to improving the book in any way that we can. Your comments will guide us in the revisions that we make. Finally, we wish you the best of luck as you embark on a very exciting adventure within the counseling profession.