

**A GUIDEBOOK TO HUMAN
SERVICE PROFESSIONS**

Second Edition

A GUIDEBOOK TO HUMAN SERVICE PROFESSIONS

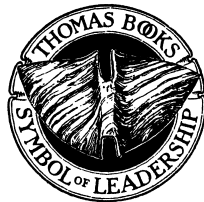
Helping College Students Explore
Opportunities in the Human Services Field

Edited by

WILLIAM G. EMENER, PH.D.

MICHAEL A. RICHARD, PH.D.

JOHN J. BOSWORTH, M.A.



CHARLES C THOMAS • PUBLISHER, LTD.
Springfield • Illinois • U.S.A.

Published and Distributed Throughout the World by

CHARLES C THOMAS • PUBLISHER, LTD.
2600 South First Street
Springfield, Illinois 62704

This book is protected by copyright. No part of
it may be reproduced in any manner without
written permission from the publisher.
All rights reserved.

©2009 by CHARLES C THOMAS • PUBLISHER, LTD.

ISBN 978-0-398-07851-5

Library of Congress Catalog Card Number: 2008041517

With THOMAS BOOKS careful attention is given to all details of manufacturing and design. It is the Publisher's desire to present books that are satisfactory as to their physical qualities and artistic possibilities and appropriate for their particular use. THOMAS BOOKS will be true to those laws of quality that assure a good name and good will.

*Printed in the United States of America
CR-R-3*

Library of Congress Cataloging-in-Publication Data

A guidebook to human service professions : helping college students explore opportunities in the human services field / edited by William G. Emener, Michael A. Richard, John J. Bosworth. -- 2nd ed.
p. cm.

ISBN 978-0-398-07851-5 (pbk.)

Rev. ed. of: I'm a people person. c2003.

Includes bibliographical references.

1. Human services--Vocational guidance. 2. Social service--Vocational guidance. 3. Educational counseling--Vocational guidance. 4. Mental health services--Vocational guidance. 5. Rehabilitation counseling--Vocational guidance. 6. Health counseling--Vocational guidance. 7. Employees--Counseling of--Vocational guidance. I. Emener, William G. (William George) II. Richard, Michael A. III. Bosworth, John J. IV. I'm a people person.

HV10.5.I4 2009
361.973023--dc22

2008041517

CONTRIBUTORS

Michael V. Angrosino, Ph.D., is Professor Emeritus of Anthropology at the University of South Florida. He specializes in the cultural dimensions of mental health policy and service delivery and has served as Editor of *Human Organization*, the journal of the Society for Applied Anthropology. His most recent publications include: *Naturalistic Observation; Doing Ethnographic and Observational Research*; and the forthcoming *Oral History: A Window on the Past*.

Michael B. Brown, Ph.D., is Professor of Psychology and a member of the school psychology faculty at East Carolina University in Greenville, NC. He has a Ph.D. in school psychology from Virginia Tech and is both a licensed psychologist and a National Certified School Psychologist. His research interests include school psychologists' job satisfaction, childhood cancer, and school-based health centers.

Robynanne Cash-Howard, M.A., is currently in private practice and provides Vocational Expert testimony in many arenas. She has worked in a wide variety of rehabilitation settings since 1985 and has taught as an Adjunct Professor at the University of South Florida. She also holds the following national certifications: Certified Rehabilitation Counselor, Certified Vocational Evaluator, Certified Case Manager, Certified Life Care Planner and Social Security Vocational Expert.

John L. Daly, Ph.D., is an Associate Professor and Director of Public Administration at the University of South Florida. He also serves as President of Creative Insights Corporation, a consulting firm located in Lutz, Florida. John is a past U.S. Fulbright Scholar to Swaziland (1998–99 & 2005–06). His research has appeared in numerous national and international public administration and human resource management journals. His most recent book, *Training in Developing Nations* (M.E. Sharpe) was published in 2005.

Peggy A. Dupey, Ph.D., is Assistant Dean of Students at the University of Nevada, School of Medicine and Adjunct Assistant Professor in the Department of Counseling & Educational Psychology at the University of Nevada.

Colleen A. Etzbach, Rh.D., is an Associate Professor at Emporia State University teaching in the undergraduate and graduate rehabilitation programs. She received her B.S. and M.S. from Mankato State University and doctorate from Southern Illinois University. She is a licensed clinical professional counselor and certified rehabilitation counselor. She has extensive experience working in the public and private rehabilitation sectors.

Gary G. Gintner, Ph.D., is an Associate Professor and Division Leader of the Leadership and Counseling Programs at Louisiana State University. He served as the 2007–2008 president of the American Mental Health Counselors Association, and has published and presented extensively in areas such as the DSM, practice guidelines and substance abuse. His 30 years of clinical experience include inpatient care and outpatient mental health, and he currently serves as the clinical director of a Louisiana-based employee assistance program.

Arthur M. Guilford, Ph.D., is a Vice President of the University of South Florida and is the Campus Executive Officer of the USF Sarasota-Manatee Campus. His doctorate in speech-language-hearing sciences is from the University of Michigan. A former Chair of the Department of Communication Sciences and Disorders for 14 years, his research interests are in pediatrics, neurogenics and educational issues and his scholarly publications are extensive and include another new book published in 2007.

William E. Haley, Ph.D., is a Professor in the School of Aging Studies at the University of South Florida. Dr. Haley has a professional background in clinical psychology and has conducted extensive research and published widely on family caregiving, stress and coping, and end-of-life care for older adults.

Kathryn Hyer, Ph.D., MPP, is Associate Professor and Director of the Training Academy on Aging at the School of Aging Studies, University of South Florida. Before embarking on her academic career, Dr. Hyer worked as a policy analyst for Governor Babbitt, administrator for home care programs, and foundation consultant.

Scott Johnson, Ph.D., directs the Family Therapy Ph.D. Program at Virginia Tech and is Associate Director of Tech's Office of Recovery and Support. He holds degrees in English, Music, Poetry, and Family Therapy, and has written many scholarly and popular articles. He was president of the American Association for Marriage and Family Therapy, and is on the editorial boards of the *Journal of Marital and Family Therapy* and the *Journal of Feminist Family Therapy*.

Thomas S. Krieshok, Ph.D., is a Professor in the Department of Psychology and Research in Education at the University of Kansas, where he focuses on career decision making.

William A. Lambos, Ph.D., is President of Cognitive Neuro Sciences, Inc. in Tampa, Florida. He possesses a postdoctoral certification in Neuropsychology from Fielding Graduate University, is a Licensed Neuropsychologist and certified as a family mediator by the Supreme Court of the State of Florida. Dr. Lambos has mediated a wide variety of family issues and finds the practice of mediation a source of joy and a synergistic complement to his practice as a neuro/clinical psychologist.

Brent Mallinckrodt, Ph.D., received his doctoral degree in Counseling Psychology from the University of Maryland. He currently serves as Director of the Counseling Psychology program at the University of Tennessee and as Editor of the *Journal of Counseling Psychology*. He is was a recipient of the APA Division 17 (Counseling Psychology) Scientist-Practitioner Award and the University of Missouri Graduate Mentor of the Year Award. His research interests include adult attachment, psychotherapy processes, and social support.

Mary Finn Maples, Ph.D., is Professor and Coordinator of Higher Education Student Development at the University of Nevada, Reno. She is a former president of the American Counseling Association (then APGA) and the Association for Spiritual, Ethical & Religious Values in Counseling (ASERVIC).

Donna M. Massey-Anderson, Ph.D., is an assistant professor in the Department of Sociology, Anthropology, Social Work, and Criminal Justice at The University of Tennessee at Martin. Her primary research interests include the transfer of juveniles to the adult criminal court system, Weed and Seed program evaluations, and an examination of the inmate social system. She holds a B.S. in Criminal Justice and a M.A. in Sociology from East Tennessee State University, and a Ph.D. in Criminology and Criminal Justice from The Florida State University.

Gail Mears, Psy.D., is an Associate Professor of Counselor Education and Chair of the Counselor Education and School Psychology Programs at Plymouth State University. She has held leadership positions in multiple professional counseling organizations and is a past president of the American Mental Health Counselors Association. Her interests in counseling supervision and clinical training are informed by 25 years of experience as a clinical mental health counselor in community mental health, private practice, and college counseling.

Bruce M. Menchetti, Ph.D., is an Associate Professor in the School of Teacher Education at Florida State University. His research interests include transition of students with disabilities from school to adult life, supported employment, and the community inclusion of individuals with severe disabilities. Dr. Menchetti has directed federal grants to prepare personnel to work effectively with individuals with disabilities as well as grants to demonstrate best practices in supported employment and transition systems change.

Mary F. Mushel, M.A., is retired after serving for many years as an Adjunct Professor and Undergraduate Advisor in the School of Aging Studies, University of South Florida. She has extensive experience in gerontology, medical technology, and health care administration, as well as in teaching and advising students.

Karen R. Nicholas, Ph.D., is an Assistant Professor in the College of Education at Southeastern University in Lakeland, Florida. Dr. Nicholas is a national educational consultant to local districts and state departments of education regarding their accountability to NCLB and IDEA guidelines. Her research interests include developing writing strategy programs for students with learning disabilities and inclusive practices for teacher preparation programs. Dr. Nicholas received her Ph.D. in Special Education from Florida State University.

Vincent E. Parr, Ph.D., is the founder and president of the Institute for Advanced Study in Tampa and the president of the Center for Rational Living and the Rational Living Foundation also in Tampa. He is a licensed Clinical Psychologist specializing in Rational Emotive Behavior Therapy and Cognitive Behavior Therapy, a Rational Emotive Behavior Supervisor, and was hand picked by Dr. Albert Ellis to be on the Board "in Waiting" to carry on his work and teachings after his death.

Dennis Pelsma, Ph.D., is a Professor at Emporia State University. He has worked as a classroom teacher, counselor (K–12), and counselor educator in Kansas, Missouri, and Illinois.

John D. Rasch, Ph.D., is a Professor and former Chair of the Department of Rehabilitation and Mental Health Counseling at the University of South Florida. He publishes several electronic resources for rehabilitation counselors and individuals with disabilities, including a website that is a review guide for the national certification examination in rehabilitation counseling at: <http://luna.cas.usf.edu/~rasch/index.html>.

Paul E. Spector, Ph.D., is a Distinguished Professor and Director of the Industrial/Organizational Psychology Doctoral Program at the University of South Florida. He is also director of the NIOSH funded Sunshine Education and Research Center's Occupational Health Psychology program. His research focuses on employee behavior, health, and well-being in organizational settings. A 1991 ISI Web of Science study listed him as one of the 50 highest impact contemporary researchers (out of over 102,000) in psychology worldwide.

Destin N. Stewart, M.S., received her B.S. in psychology with a minor in world religion from Florida State University and her Master's of Science degree in clinical psychology from Mississippi State University. She is currently working to complete her Ph.D. in counseling psychology at the University of Tennessee, where she teaches general psychology, sees clients at the University Counseling Center as a practicum student and pursues her research interests in social issues and psychotherapy effectiveness.

Lori Foster Thompson, Ph.D., is an Associate Professor in the Industrial/Organizational Psychology program at North Carolina State University. Her research, teaching, and consulting pertain to employee reactions to emerging technologies, organizational surveys, and 360-degree feedback. She also studies careers. She has coauthored a book, some chapters, and various articles on these topics and currently serves on the editorial board of *The Industrial-Organizational Psychologist* (TIP), the *Journal of Organizational Behavior*, and *Ergometrika*, where she is Associate Editor.

Gerry Tierney, Ph.D., is Professor of Anthropology in the Behavioral and Social Sciences Department at Webster University, where she teaches courses in cultural anthropology, applied anthropology, and criminal jus-

tice. She has also taught anthropology in Austria, Japan, Thailand, and England and has conducted field research in Alaska and Japan.

Paul S. Trivette, Ph.D., is a school psychologist in the Winston-Salem/Forsyth County North Carolina Schools. He has a Ph.D. in counseling and school psychology from Virginia Tech. He taught for five years in the Counselor Education program at Bowling Green State University in Ohio. He is a National Certified School Psychologist and a Licensed Professional Counselor in North Carolina and remains active in the supervision of school psychology interns and practicum students in his school district.

Susan Craft Vickerstaff, Ph.D., worked as a health care and psychiatric social worker for 20 years before going into academics. She earned a Master of Social Work degree and a Ph.D. in Social Work from the University of Alabama and a Master of Public Health degree from the University of Alabama in Birmingham. She retired from the University of Tennessee at Martin in 2006 and currently teaches part-time at the University of Alabama.

Courtney A. Waid, M.S., is an assistant professor in the Department of Criminal Justice and Political Science at North Dakota State University. Her primary research interests include the effectiveness of inmate treatment programs on female recidivism, the reform of juvenile detention practices, and factors impacting the fear of crime/victimization. She holds a B.A. in psychology, an M.S. in criminal justice, and is currently a doctoral candidate in the College of Criminology and Criminal Justice at the Florida State University.

*We dedicate this book to seven special, successful, and loving professionals whose “people skills” and current and prospective successful career journeys bring us great pride, and from whom we learn so much about life.
Our seven young and adult children:*

Michael A. Richard, Jr. (Food Services/Management)

&

Meighan J. Richard (Elementary Education)

and

Karen R. Nicholas (Special Education)

Barbara J. Karasek Emener (Business/Sports Marketing)

&

Scott W. Emener (Business/Technology Communications)

and

Brooke E. Bosworth and Lindsay R. Bosworth

(Future careers undetermined yet bound for Success)

PREFACE

While the nineteenth century in the United States was considered the agrarian age for employment, the twentieth century revolved around the machine and industrial age—giving birth to the technological era in the eighties and nineties. During the first decade of the current millennium, we appear committed to advancing communications technology. What better time in history than during such change, is it to focus on a most important arena in the world of work—human services.

As our libraries reveal, volumes have been written in the past about human service careers—most focusing on specific fields such as medicine, law, education, social work, counseling and psychology, among others. And except for a 1991 text by William G. Emener and Margaret A. Darrow, *Career Explorations in Human Services*, and the 2003, first edition of this current book by Michael A. Richard and William G. Emener, *I'm A People Person: A Guide to Human Service Professions*, few have introduced a variety of different careers designed for those persons undecided about their future, beyond “a desire to work with people.”

One of the greatest challenges of our new millennium will be in the social science, human service, and interpersonal communications fields. With the increasing emphasis on technology for human interaction—cell phones, e-mails, pagers, the Internet, fax machines, ipods, and voice mail, it is possible for an employee to spend eight hours a day at work, in full productivity without speaking face-to-face with even one individual.

Perhaps one of the most compelling persuasions for this text is the nature of the people who will be reading it—the Next Great Generation. As university professors, we have experienced today's college students to be bright, energetic, and caring individuals who are turning back toward traditionalism, but with a twist—they are comfortable with a fresh application of older values, which includes the value for the human element. These new millennium students, many of whom are children of the baby-boomers, are being viewed as being conventional, confident, sheltered, idealistic, achieving, and team-oriented. And it is not uncommon to find that behind the green hair and body piercing is an individual who came to college with a determination

to find meaning in life and graduate with the skills and abilities to make a difference in the world and be in positions that will make the world “a better place for people to live.” All the more reason so many college students are choosing human service as a vocation which they see as more than a way of earning a living or a career—for many it is a calling.

Furthermore, graduate programs in human services are experiencing a burgeoning influx in applications for admission from persons who are in midlife and wanting to opt out of the “data and things world” and into the “people world.” Also significantly impacting peoples’ choices of human service careers are the increasing variety and diversity of opportunities available in what can be described as “new careers.” Gerontology and counseling, communication sciences and disorders, case management, applied anthropology, and student development in higher education were relative infants in the woods less than a generation ago. Yet, it is evident that the more technological advances occur in our society, the more society will need “people helping people.”

Life in the twenty-first century is uncertain at best. This book, nonetheless, presents helpful information pertinent to many professional career opportunities and facilitatively challenges the young and not-so-young persons seeking to make the world a better place. Beyond the traditional academic and knowledge qualifications for many human service professions—all that is necessary for the readers of this text who choose careers in human service—this book also embraces and reflects its editors’ and authors’ desire to kindle the flames for a new generation who have a real passion for helping people.

This book is divided into four parts.

Part I, containing one important chapter, assumes that you have made a decision or are seriously inclined to invest yourself into a journey that would end up with you being an employed professional, working with and helping people—a people person. Furthermore, it assumes that you would like to know what you now should do with your occupational leanings, interests, and/or commitments. But you then ask, “Now what do I do?” Following a discussion of some of the tangible and intrinsic reasons why people want to be human service professionals, the chapter defines and discusses career choice and human services, as well as the concepts of career, job, and professionalism. It then concludes with a statement of the overall objective of this book—to explore the professions comprising the human services—and offers specific recommendations regarding how to best use it.

Part II includes 18 contributed chapters—each authored and coauthored by a total of 30 very busy professionals who all have graduate degrees (mostly Ph.D.s), have many years of service delivery experience, are accomplished scholars, and hold or have held numerous leadership positions in, and have taught many graduate courses in, their respective professional disciplines. And this just scratches the surface. Thus, they clearly constitute an All-Star team in professional human services. Moreover, each of these chapters

address 10 specific aspects of the 18 specific human service professionals: (1) the state of the art of the profession; (2) its history and development; (3) its mission(s) and objectives; (4) the predominate profile(s) of the clients it typically serves; (5) its philosophical assumptions and pre-eminent theory(-ies); (6) an appreciation of its real world application(s) and salary indices; (7) professional preparation and development; (8) work settings; (9) its professional organizations; and, (10) its future outlook.

Part III provides those who may be unable, unwilling, or unqualified to attend graduate school alternatives within human services. It is not uncommon for an individual to not have the financial resources to attend graduate school. Many have the passion to work with people who are hurting, but not the means. And if this is your situation, this chapter is written for you.

Others, may have the passion or may not have the resources, but find life circumstances currently prevent them from pursuing their dreams. Or they need to work but long to work in a job that involves helping others. And if this is your situation, this chapter is written for you.

Less than 10 percent of the public ever attend and/or completes graduate school; some are through with their education and want a job. The authors have known many people who want to attend graduate school but lack the necessary skills or abilities. Many of these people have a burning passion but do not try or are denied attendance in human service graduate programs. Again, if this is your situation, this chapter is written for you.

This chapter presents a brief overview of five major occupational areas where individuals with nongraduate degrees frequently find employment working with people. Within each area, specific jobs are described, and salary and outlook information is given. The five areas where persons with degrees in human services or an interest in working with people frequently work are: (1) Behavioral and Mental Health; (2) Human Resources; (3) Education; (4) Police and Public Safety; and (5) Leisure and Recreation. This is not meant to be all inclusive but rather a taste of the possibilities that are available to those who want to work with people but do not have a graduate degree. For all of you who have the passion to work with people but the opportunity to attend graduate school is now nonexistent, dim, difficult or uncertain—this chapter is for you.

Part IV offers an in-depth discussion of professionalism in human services and defines and addresses the big four human service regulatory mechanisms: certification, licensure, registration, and accreditation. Following discussions of autonomy and professional behavior, professionals' codes of ethics, the roles of knowledge in professional decision-making, and professionals' ultimate decisions, the reader is then invited to think about his or her "professional self-concept."

This last Part also concludes the book with an intriguing challenge: be sure that when you eventually become a human service professional—caring for

and helping vulnerable individuals (who also may be hurting, in trouble and/or uninformed and unable to meaningfully help themselves)—that you have a professional obligation to offer them the best help and assistance available.

As we say and infer throughout: if you invest yourself while reading this book, the included thoughtful, knowledgeable, and practical approaches will provide a valuable point of embarkation on your journey to a personally and professionally rewarding career as a human service professional.

We sincerely hope you benefit from reading and studying the material herein and find it helpful in your personal decision-making . . . and also that you enjoy the journey.

WGE, MAR & JJB

ACKNOWLEDGMENTS

First and foremost, we extend a hearty “Thank-you!” to the 30 authors of the book’s 18 contributed chapters (2–19). As we delineate and then say in the Preface, they clearly constitute an All-Star team in professional human services and we are grateful to each of them for meaningfully contributing to this endeavor.

In view of our repeated experiences during this endeavor, we want to thank all the “behind the scenes” persons who made this text possible. It would have been much more difficult without you. And on an individually deserved note, John graciously acknowledges Linda M. Wright for her unerring enthusiasm, patience, and persistence in teaching him sophisticated ways of using his computer and working with e-mails and the Internet.

Our respective families—wives, children, grandchildren, and loved ones—have been respectfully caring and compassionate when over the past few months we replied to many of their requests with, “Okay, as soon as I finish editing this chapter.” Their unerring love did not go unnoticed and to all of them we extend our sincerest appreciation.

Bill, Mike and John

CONTENTS

	<i>Page</i>
<i>Preface</i>	xiii

Chapter

Part I. The Road to Becoming a Human Service Professional

1. Okay, You Want to Work with and Help People . . . Now What Do You Do? 5
William G. Emener, Michael A. Richard & John J. Bosworth

Part II. Human Service Professions

2. Applied Anthropology 17
Michael V. Angrosino & Gerry Tierney
3. Audiology, Speech-Language Pathology, and Speech-Language-Hearing Science 29
Arthur M. Guilford
4. Case Management 43
Robynanne Cash-Howard
5. Clinical Psychology 53
Vincent E. Parr
6. College Student Development as a Professional Career 66
Mary Finn Maples & Peggy A. Dupey

7. Counseling Psychology 78
Destin N. Stewart & Brent Mallinckrodt
8. Criminal Justice 90
Donna M. Massey-Anderson & Courtney A. Waid
9. Gerontology 102
William E. Haley, Kathryn Hyer & Mary F. Mushel
10. Industrial-Organizational Psychology 116
Lori Foster Thompson & Paul E. Spector
11. Marriage and Family Therapy 128
Scott Johnson
12. Mediation: A Collaborative Approach to Dispute Resolution 142
William A. Lambos
13. Mental Health Counseling 154
Gary G. Gintner & Gail Mears
14. Public Administration 166
John L. Daly
15. Rehabilitation Counseling 180
John D. Rasch & Colleen A. Etzbach
16. School Counseling 189
Dennis Pelsma & Tom S. Krieshok
17. School Psychology 200
Michael B. Brown & Paul S. Trivette
18. Social Work 213
Susan Craft Vickerstaff
19. Special Education 223
Karen R. Nicholas & Bruce M. Menchetti

Part III. Professional Human Service Occupations

20. Human Service Occupations: Selected Examples 239
Michael A. Richard & William G. Emener

Part IV. Ethics and Professionalism

21. Professional Ethics and Professionalism 257
William G. Emener, Michael A. Richard & John J. Bosworth

**A GUIDEBOOK TO HUMAN
SERVICE PROFESSIONS**

Part I

**THE ROAD TO BECOMING A HUMAN
SERVICE PROFESSIONAL**

Chapter 1

OKAY, YOU WANT TO WORK WITH AND HELP PEOPLE . . . NOW WHAT DO YOU DO?

WILLIAM G. EMENER, MICHAEL A. RICHARD & JOHN J. BOSWORTH

*It is one of life's greatest compensations that we cannot sincerely try
to help someone else without helping ourselves.*

—Ralph Waldo Emerson

Although Mr. Emerson coined the above pearl of wisdom approximately 150 years ago, it still is poignant today and indeed pertinent to the essence of this book. The befitting “if-then” follow-up scenario would be:

IF you agree with and embrace
Emerson's philosophical tenet,
IF you are a “people-person” person, and
IF you can identify and invest yourself in
a human service professional career,
THEN at the end of the day you will have
won the ultimate trifecta:
You will be helping others,
You will be helping yourself, and
You will be getting paid for it.

And a bonus payoff would be that you would feel good about yourself, you would feel good about your life, and you would feel good about the way you would be living it.

In our collective roles as vocational evaluators, rehabilitation counselors, mental health counselors, psychologists, professors,

and undergraduate/graduate advisors, we often have heard people ask, “I am a people person, but now what do I do?” Among other things, these words have served as seeds of inspiration for this book. Furthermore, the origin for this book has grown from both the positive and the negative events we have experienced in our professional careers. For the most part, we are pleased to say, our experiences have been positive as related to our students' and clients' concerns regarding their career choices in human service occupations. Nonetheless, because of the negative experiences we indeed realized and deeply appreciated that there was a need for a book such as this one.

In our roles as editors of this book, we want to offer the following experiences from our individual professional careers as a prelude to the essence of this book's existence.

Dr. William G. Emener:

While I have enjoyed many opportunities of

witnessing students and clients make positive and meaningful career choices, I also have experienced the unfortunate side of graduate school choice being made on inadequate information. Fittingly, I would like to share a story from my recent experiences that are illustrative examples of the need for adequate information when making graduate school choices and the power of that information.

My story has a less satisfactory ending (other than to accentuate and emphasize the need for this book). As an advisor to graduate students, I often visit with them regarding the sequencing and scheduling of their courses, progress toward graduation and plans after graduate school. One very intelligent, skilled, and emotionally healthy student was visiting with me near the end of her last Practicum course. She was approaching graduation, needing only to complete her Internship.

During our conversation she appeared somewhat despondent, describing her Practicum experiences as less than satisfactory. Although she liked her supervisors, clients and co-workers, she related “. . . it was the situation, the experience and the future career opportunities” that contributed to her dissatisfaction.

The crux of her story was that as she had progressed in her graduate studies, had gained more and better information and more practical experience, and now was clearly aware that she had probably entered the wrong program of study. Her dilemma, being that she was almost at the end of her program and after a two-year investment in school, was that she felt dissatisfied with the career commitment she had made two years ago. Our Mental Health Counseling Program (at the University of South Florida) was not in concert with her philosophical and professional goals. She had gained more information about the role of various human service professionals, and it became increasingly evident that for her a Clinical Psychology Program would have been more meaningful and professionally rewarding. Unfortunately she per-

ceived no other choice than to complete her degree due to family obligations and needs. She completed our master's degree program and is a successful Licensed Mental Health Counselor. To this day, however, she believes she would have been happier as a Clinical Psychologist. (She has told me, nonetheless, that once her children are grown she may go back to school to obtain a degree in Clinical Psychology.)

Dr. Michael A. Richard:

While working as a Vocational Evaluator and Rehabilitation Counselor, I discovered that many of my clients would express interest in pursuing a career in human services. The vast majority indicated they wanted to pursue degrees in Nursing or Rehabilitation Counseling. Upon questioning, many clients disclosed that the foundation of their desire to enter these fields began as a result of their personal experiences with professionals specifically in these careers. For these individuals, the most recent and/or common contacts with human service professionals were with their rehabilitation counselor and/or nurse.

In an attempt to broaden their choices, part of their time was spent in career exploration. For most persons interested in, and qualified to enter, undergraduate Nursing and Rehabilitation Counseling careers, I provided information intended to expand their career options. This information essentially consisted of data describing other majors and occupations comprising the field of human services. In those early years of professional development, the information provided them was limited due to my own lack of knowledge. Thus, it primarily consisted of information about degrees and occupations in Psychology, Sociology, Rehabilitation Counseling, Nursing and Education. Although admittedly limited, this information was intended to help them make more informed choices when developing long-ranged career goals.

Generally, my professional experience has

plainly indicated that with adequate and relevant information and self-knowledge, clients typically are able to make more satisfying and meaningful career and educational choices. I also have found that this proposition holds true for persons wanting to enter one of the human services.

In view of the fact that long-range career goals in human services often require a commitment to graduate school, I would also address this with my clients. Basically, as an undergraduate and graduate Student Advisor I became aware that students need more detailed information on postgraduation options. The more I worked in higher education I increasingly became aware of the range and availability of human service career options that might be available to undergraduates. I also became progressively more appreciative of the richness and variety of career options available to students—he key of course being that people have adequate information on which to make their choice. I would like to present the following story to illustrate my positive experience with this belief.

Near the end of a semester, a former colleague of mine, Perry Kaly, on the St. Petersburg Campus, referred a very bright and intelligent psychology major to me for career counseling. The student stated he was majoring in psychology, and had some misgivings about entering graduate school and then working in the area of clinical psychology. In addition, he said he did not want to continue on for a doctoral degree immediately after completing his master's degree. His academic advisor had wisely encouraged him to seek career counseling. During our interview, it was quickly revealed he had limited knowledge of other graduate programs available to him. The extent of his knowledge was limited to the fields of social work, sociology, and psychology. He had some vague ideas as to what persons working in these professions did, but knew little more. He also could identify only a few other "human service professions" by name, yet

he had no idea what these professions actually involved. It was evident that he had insufficient knowledge and awareness of what career options he could consider. Fortunately, this student was eager to gain knowledge and to educate himself as to other options. Furthermore, regarding his self-knowledge, he had an in-depth and accurate sense of self-awareness. In this instance, all I needed to do was to provide him with sufficient information, and help him organize and synthesize the information once he obtained it. Ultimately, he decided to enter a Mental Health Counseling program and he was extremely pleased with his choice. He related that his program of choice, compared to clinical psychology, placed a greater emphasis on counseling application rather than theory and research, which better suited his personality, temperament and professional goals.

Mr. John J. Bosworth:

As an adjunct faculty member teaching mostly undergraduate students, I am granted the challenging yet highly rewarding position of having an enormous influence on students, as they contemplate and pursue graduate education and career path decisions. In one course that I teach, "A Survey of Human Service Professions," I usually start each semester engaged in an informal dialogue with students as to why they even considered enrolling in the course. Some say they want to go to graduate school in psychology, social work, or rehabilitation counseling and others have no idea, they're just not sure of which direction they should travel, or even if they want to pursue a career in human services. The most prominent feeling or attitude that permeates the first few weeks of class following this discussion is a vague sense of indecision, uncertainty, and skeptical curiosity. Good! They are in the right place.

As each semester progresses, I am continually reminded of the lack of knowledge most students have in forming an accurate representation of what being in the human service profes-