



Career Counseling in P-12 Schools

By Jennifer Curry PhD, Amy Milsom DEd

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This is the only text to present a comprehensive, developmental, and practical approach to preparing school counselors to conceptualize the career development needs of P-12 students, and design and implement relevant career interventions. The text reflects the American School Counseling Association's National Model for school counseling to facilitate career development and college readiness as a core competency. It is grounded in developmental, ecosystemic, and career theories as a basis for career interventions.

Considering the range of psychosocial, cognitive, and academic development spanning P-12 students, the authors review relevant developmental and career theories as a foundation for the design of sequential and developmentally appropriate career curricula and interventions. They provide information that helps school counselors and educators understand the ecosystemic influences on career development and discuss how and why to involve various stakeholders in their work with P-12 students. The text provides concrete examples of how to select, implement and evaluate the outcomes of various career counseling theories and addresses career development and college readiness needs by grade level. It also considers cultural differences regarding P-12 career development. Concrete examples demonstrate concepts and case studies illustrate ways in which counselors can partner with parents and teachers. Examples represent individual, small group, and classroom interventions and highlight learning outcomes and assessment methods. Appendices include a matrix outlining where and how 2009 CACREP Standards are addressed and what types of course assignments can be used to provide artifacts.

Key Features:

- Covers career counseling and development specifically geared to P-12 schools
- Reflects the ASCA's National Model for school counseling and facilitates career counseling as a core competency
- Describes a developmental, ecosystemic approach informed by career theory
- Presents career counseling programs and interventions sequentially, based on grade and age level
- Features case studies, end-of-chapter discussion points, self-test questions, and counselor activities

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Editorial Review

About the Author

Jennifer R. Curry, PhD, is an associate professor in the counselor education program at Louisiana State University. Her professional experience includes investigating sexual assault of children ages 11 and under, and serving as a professional school counselor in elementary, middle, and high school settings. Her research interests include career and college readiness and school counselor development. She has published three books: *Career Counseling*, published by Springer; *African Americans Career and College Readiness: the Journey Unraveled*, coedited with M. Ann Shillingford-Butler; and *Integrating Play Therapy in Comprehensive School Counseling Programs*, coedited with Laura Fazio-Griffith. She has presented her work nationally and internationally on a wide range of school counseling topics at over 50 professional conferences. Additionally, she has served as guest editor of the American School Counselor Association's (ASCA) *Professional School Counseling* journal and as an editorial board member for 6 years. Dr. Curry has also served as a delegate of ASCA's national assembly, president of the Louisiana School Counselor Association, and president of the Association for Spiritual, Ethical, and Religious Values in Counseling. She is the recipient of the Vanderbilt's Roger Aubrey Northstar Award, the American Counseling Association's Ross Trust Award for School Counseling, the Biggs-Pine publication award, ASERVIC's Meritorious Service Award and Judi Miranti Lifetime Service Award, LSU's College of Education Early Career Award, Louisiana School Counselor Association's Publication Award, and Louisiana Counseling Association's Advocacy Award.

Amy Milsom, DEd, LPC-S, NCC, is a professor of counselor education at Clemson University and the coordinator of the school counseling program. She received a Bachelor of Arts degree in psychology, a Master of Education degree in counselor education, and a Doctor of Education degree in counselor education from Penn State University. She has over 20 years of experience in the counseling field as a counselor educator, a middle and high school counselor, and provider of counseling services to children, adolescents, and college students. A past editor of *Professional School Counseling*, she has a strong record of peer-reviewed publications and editorial experience. Her research focuses on counselor preparation in general but mainly on school counselor education and students with disabilities, with an emphasis on postsecondary transition planning and college readiness for students with disabilities. Dr. Milsom serves on multiple journal editorial boards and regularly conducts CACREP accreditation site visits. Most recently, she has assisted in the development of training modules for school counselors and others working with P-12 students, which are produced as part of the College and Career Counseling Initiative by the Southern Region Education Board.

Users Review

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