

Preface

Each Society for Vocational Psychology (SVP) biennial conference has included a thematic element to provide a focus for presentations and discussions at the conference as well as a focal point for any publication that may have resulted from the conference. The theme of the 2016 SVP Biennial Conference, held at the Florida State University on May 16–17, was “Integrating Theory, Research, and Practice in Vocational Psychology.” Videos of individual presentations from the conference are available at: https://www.youtube.com/playlist?list=PLCsXiACK-LKrVRKb1z_Nw3METZg-SoRFA

The conference content and the resulting edited book are based on the assumption that the science and practice of vocational psychology are more successful with the integration of theory, research, and practice. This book’s purpose is to examine the challenges and opportunities for integrating theory, research, and practice in vocational psychology from the perspectives of theorists, researchers, practitioners, and journal editors, with the hope that this knowledge will lead to improved science and career interventions.

Three key perspectives in examining the integration of theory, research, and practice within vocational psychology are as follows: (a) career theorists themselves, (b) researchers examining theory and practice, and (c) journal editors and editorial board members who shape the nature and quality of the knowledge disseminated about vocational psychology. While there is considerable overlap in the membership of these groups, each group has a unique perspective on integration that deserves examination. The book’s organization reflects these three perspectives.

The book’s first section identifies specific challenges and opportunities for integrating theory, research, and practice from the perspective of contemporary career theorists, including social-cognitive career theory (Lent), RIASEC theory (Reardon), work and relationship theory (Richardson), the systems theory framework of career development (Patton & McMahon), and cognitive information processing theory (Sampson). Ali and Brown then provide a summary of key elements from these chapters. Chapter authors in this section were asked to examine the relevance of, the challenges in, and the opportunities for integrating theory, research, and practice and to offer recommendations for the future.

The book’s second section examines how theory and research contribute to evidence-based practice, including the role of theory in improving evidence-based career interventions (Fouad), what we know and don’t know from existing meta-analyses of career interventions (Brown), conducting general versus population and setting-specific meta-analyses (Whiston), strategies for improving the design and use of meta-analyses in evidence-based practice (Becker), and fostering collaboration among theoreticians, researchers, and practitioners to develop evidence-based practice (Solberg). Rottinghaus then provides a summary of key elements from these chapters. Chapter authors in this section were asked to create headings for their papers appropriate for the specific content and to offer recommendations for the future.

The book’s third section examines how journal editorial policies shape the integration of theory, research, and practice in five important vocational psychology journals, including *The Career Development Quarterly* (Duffy), the *Journal of Career Assessment* (Gati), the *Journal of Career Development* (Flores), the *Journal of Employment Counseling* (Furbish and Smith), and the *Journal of Vocational Behavior* (Schultheiss). Chapter authors in this section were asked to examine the relevance of, the challenges in, and the opportunities for integrating theory, research, and practice, as well as recommendations for the future. Howard then provides a summary of key elements from these chapters.

The book’s fourth section provides two concluding chapters that first examine the evolution of vocational psychology in terms of theory, research, and practice integration (Blustein), and then examines the state of the art in integrating theory, research, and practice through a content analysis of the book’s chapters (Sampson, Bullock-Yowell, Dozier, Osborn, & Lenz).

The method used to create this edited book was as follows. Chapter authors, with the exception of the final chapter authors, were invited to present a preliminary draft of their paper at one of several plenary sessions at the 2016 SVP Biennial Conference. Authors then drafted a final version of their paper based on informal discussions at the conference and the opportunity to review other papers presented at the conference. The concluding chapter was then written after a review of the preceding chapters.

An open access publication strategy was adopted to maximize dissemination of this work to career theorists, researchers, practitioners, and policy makers. The book is published by the Florida State University Libraries as an electronic book in PDF format. In order to maximize dissemination and promote broad reuse, the book is published under a Creative Commons Attribution-No Derivatives 4.0 license. This license allows any reader to copy and distribute the book's content without permission of the authors or the Florida State University Libraries, provided that the authors of the content are given proper attribution and that the content is not modified in any way.

Creating this book involved the collaborative effort of many individuals. First and foremost, we would like to acknowledge the twenty-seven outstanding vocational psychologists who contributed twenty excellent chapters to the book. Robert Reardon and Gary Peterson provided vital guidance and support throughout this project. Mark Pope provided very helpful editorial comments and decisions for the two chapters written by the book's senior editor. Invaluable assistance related to copyright and electronic publishing was provided by Gloria Colvin, Devin Soper, and Micah Vandegrift. Pei-Chun Hou and Adam Miller provided very thorough author and key work indexes. Adam also provided very helpful assistance with the author bios. Excellent copyediting was provided by Grace Renninger. Outstanding graphic and print design was provided by Jordan Harrison. Finally, neither the conference nor this book would have been possible without the ongoing support that our research center at Florida State University (Center for the Study of Technology in Counseling and Career Development) receives from the FSU Career Center and the College of Education.

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