

Abstract

Objective: The present study aimed to compare the effect of constructivist career counseling on career adaptability of female students in families with and without addicts in Isfahan. **Method:** For this purpose, a quasi-experimental research design along with pretest-posttest type with two experimental groups and two control groups was used for the conduct of this study. Thus, 60 participants were voluntarily selected and were then randomly divided into two experimental groups (15 participants with addicted parents and 15 ones without addicted parents) and two control groups (15 participants with addicted parents and 15 ones without addicted parents). Career Adapt-Abilities Scale was the main instrument used in this study. The experimental groups participated in seven 90-minute sessions of constructivist career counseling and the control group did not receive any intervention. At the end of the sessions, the posttest was administered to them. **Results:** The results of this study indicated that constructivist career counseling had different effects on the career adaptability of female students in families with and without addicted parents ($P < .001$). However, the results of post-hoc LSD test indicated that constructivist career counseling had no different effects on the children with addicted parents (the experimental group) and on the children with non-addicted parents (the control group) in the dimensions of concern, curiosity, and control ($P > .05$), but it had a different effect on the two groups in terms of trust dimension ($P < .05$). **Conclusion:** Considering the effect of constructivist career counseling on career adaptability of adolescents in families with addicted and without addicted parents, it is recommended that education officials, teachers, and academic advisors use this method to make appropriate choices and strengthen motivation in students.

Keywords: constructivist career counseling, career adaptability, girls in families with and without addicted parents

On the Comparison of the Effect of Constructivist Career Counseling on Career Adaptability of Female Students in Families with and without Addicts

Nayyereh Vakilizadeh, Ahmad Sadeghi

Nayyereh Vakilizadeh

Azad University of Khomeini Shahr
Isfahan, Iran, Email:
n.v1391@gmail.com

Ahmad Sadeghi

Assistant Professor, Department of
Counseling
Isfahan University, Isfahan, Iran



Research on Addiction Quarterly Journal of Drug Abuse

Presidency of the I. R. of Iran
Drug Control Headquarters
Department for Research and Education

Vol. 10, No. 37, Spring 2016

<http://www.etiadpajohi.ir/>

Introduction

Interactions between parents and children are considered the foundation of child development and this action shows itself at all stages of the child life. Adolescence is amongst the most important stages, which is regarded as a stressful stage for parents and adolescents; and parental influences assume significant importance in the natural passage of this stage (Okorodudu, 2010; Driscoll, Russell & Crockett, 2008). Generally, preparation of adolescents for future jobs is one of the developmental responsibilities during adolescence and all countries in the world have recognized the importance of helping them with career preparation (Hirschi, 2009). In particular, studies on high school students have reported career adaptability as a sign of progress in adulthood that is positively and directly correlated with the growth of adolescents (Gore, Kadish & Aseltine, 2003).

Career adaptability is a psychological construct that indicates individual preparation and methods of coping with developmental tasks and career transitions. As per the proposed definition, this construct can be viewed as the most important dimension in the development and growth of a person's career (Savickas, 2013), which includes the attitudes, beliefs, and competencies that every individual makes use of to properly go through the right steps of life and fulfill different life roles (Savickas, 2005). It seems that career adaptability can lead to career decision-making, career planning, and exploration in particular; and lead to the feeling of power and satisfaction with life at large (Blustein, 2006). On the other hand, career adaptability facilitates coping with changes. Changes in work activities have a significant effect on today's working environments due to globalization, technological developments, economic instability, and transformation of demographic conditions; and the change of career roles in today's world is inevitable. This has caused experts to seek to find a way to increase people's compliance against these changes (Soltanzadeh, 2012).

On the other hand, when the family does pass through its normal course and gets involved in problems, such as a member's addiction, this natural process will be damaged since addiction is one of the social evil phenomena and its effects on families are devastating.

Research has shown that parents' drug use is highly correlated with too little or too much parental involvement in children's affairs (Sim & Wong, 2006), poor quality of parent-child relationships (Luk, Farhat, Jannotti & Simons-Morton, 2010), the absence of clear rules and routines in the family (Sim & Wong, 2006), parents' lack of coordination in the implementation of rules and poor parental control and supervision of children's activities (Horigian et al., 2005), and the risk of the incidence of behavioral, academic, and career adaptability problems (Hartung, Porfeli & Vondracek, 2008). In fact, parental addictions and dysfunctional family environment have long-term effects on children that may influence their educational and career pathway. Children with addicted parents

often demonstrate the breakdown of social relationships, social isolation, and academic failure (Sim & Wong, 2006). Therefore, the need to address the issues of children emanates from the fact that these are the learning process within the family system and the actions of the main elements that provide the conditions for adaptability.

The importance of adaptability career path has led to the establishment of three theories of work adjustment (Griffin & Heskenth, 2005), opened career path (Hall, 2002), and constructivist career counseling (Savickas, 2002). Theory of constructivist career counseling was proposed by Savickas in 2002. On the one hand, this theory holds a cognitive perspective to the career path and has combined cognitive psychology with career path by the development of mental constructs. On the other hand, this theory has a contextual perspective towards career path issues. It is believed that person is not assessed alone, but s/he is studied in the systems surrounding him/her. Systems such as family, school, peers, culture, politics, and economics can be effective in shaping the career path of each individual; and the person's behavior is examined in the context it has happened (Savickas, 2002). Savickas (2005) believes that the most influential is family. He believes that family is an important social factor and its performance has a significant influence on children's career adaptability. It seems that family is the first context in which children think, feel, behave, learn, and grow (Szapocznik, Hervis & Schwartz, 2003). Family is part of a larger social system; therefore, children are influenced by their families and families are affected by a larger community in which they have been placed (Robbins, Bachrach & Szapocznik, 2002).

In constructivist career counseling, the main emphasis is placed upon career adaptability rather than the concept of career maturity. The aim of this approach is to facilitate learning skills, interests, beliefs, values, work habits, and personal characteristics that enable clients to create a satisfying life in a constantly changing work environment (Savickas et al., 2009). The importance of career adaptability, the creation of academic motivation, planning and life satisfaction, particularly the preventive role of academic success are evident in tendency to social ills. On the other hand, the presence of inefficient mechanisms in families with addicted parents along with the above-mentioned items has motivated this research to seek response for this question:

Can constructivist career counseling increase the career adaptability of female students with addicted parents and does this counselling make a significant difference between this group and the female students with non-addicted parents?

Method

Population, sample, and sampling method

The present study has used a quasi-experimental research design with pretest-posttest and control group. The statistical population of this study consisted of all the high school students of Isfahan with addicted and non-addicted parents in the academic year 2014-15. The sample size consisted of 60 participants that were selected via volunteer sampling method and were randomly put in the groups. First, the university letter was submitted to the drug rehabilitation center that was willing to cooperate, the management of the center was requested to introduce 30 addicted parents with school children who were willing to cooperate (15 persons for the experimental group and 15 persons for the control group). In addition, the university letter was offered to the Education Office to obtain the sample of non-addicted parents and 30 students were selected via volunteer sampling method from one of the schools that was willing to cooperate. These students were then randomly divided into experimental and control groups. The inclusion criteria (for the group with addicted parents) for participation in this study were: 1) not suffering severe mental illnesses through interviews with students, 2) no report on sharp disputes and conflicts in the family, and 3) membership of the parents in addiction treatment centers. However, the exclusion criteria (for the group with addicted parents) were: 1) suffering severe mental illnesses, 2) use of antipsychotic drugs by parents, and 3) involvement in intense familial conflicts and disputes. Moreover, the members of the control group should not have the history of using antipsychotic drugs and substance abuse, or severe family conflicts. This was ensured by the school counselor's reviewing students' records.

Instruments

Career Adapt-Abilities Scale: This questionnaire was constructed by Savickas & Porfeli (2012) and consists of 24 questions. The score obtained from this scale represents the individual's level of career adaptability. Respondents answer the items based on a Likert scale from (1) not strong to (5) strongest. Thus, the minimum and maximum scores of this scale will equal 24 and 120, respectively. Indeed, higher scores indicate the higher levels of adaptability and lower scores indicate lower levels of career adaptability, as well. This scale contains four subscales that measure concern (questions 1 to 6), control (questions 7 to 12), curiosity (questions 13 and 18), and confidence (questions 19 to 24). Savickas & Porfeli (2012) reported the internal consistency of the whole scale equal to .92 via Cronbach's alpha method and found the reliability values of .83, .74, .79, and .85 for the subscales of concern, control, curiosity, and confidence, respectively. Rostami (2012) reported the internal consistency of .95 for this scale via Cronbach's alpha. In the present study, the reliability of the questionnaire was obtained equal to .81 and the coefficients of .77, .80, .81, and .74 were also

obtained for the subscales of concern, control, curiosity, and confidence, respectively.

Procedure

After obtaining the permits required to conduct the research and providing necessary coordination with the authorities, the researchers obtained oral and written informed consent of the families for participation in the study and they were assured that the information would remain confidential and the conduct of this research would not bring any losses to their family or their children. In addition, training sessions were held in brief for the control group after completion of the study. It should be noted that this study has been ethically confirmed by the Research Department of the Faculty of Psychology and Educational Sciences, University of Isfahan. The interventions of this project were carried out in seven 90-minute counseling sessions for the experimental group. In the first sessions, the working methods and the goals of the project were explained to the participants and, then, the counseling sessions commenced (as summarized in the table below). In the last session, both groups took posttest.

Table 1: Summary of constructivist career counseling sessions

<i>Session</i>	<i>Title of the session</i>	<i>Summary of the Session</i>
First	Familiarity and review of the objectives	Expression of the conventions and customs of the sessions, familiarity with the concept, status, and necessity of important career decision-making, production of concern, commitment to the conduct of exercises and assignments, and the performance of adaptability pretest
Second	Pushing members to storytelling	Review of the previous session, review of the homework pertaining to the previous session, members' familiarity with the concept of life story, and giving new assignments
Third	Discovery of life story and its themes	Review of the previous session, review of the homework pertaining to the previous session and review of the previous session's statements regarding people's usage of specific titles and categories, and also addressing the exploration of the issues and characteristics hidden in the answers of the questions
Fourth	Discovery of career personality	Review of the previous session, review of the homework pertaining to the previous session, members' familiarity with the concept of career personality and job environment, and review of the favorite job environments person and description of them, giving new assignments
Fifth	Exploration of careers, rewriting story	Review of the previous session, review of the homework pertaining to the previous session, pushing people to rewrite story and find environments that represent the potential choices of members, and giving new assignments

<i>Session</i>	<i>Title of the session</i>	<i>Summary of the Session</i>
Sixth	Displaying story	Review of the previous session, review of the homework pertaining to the previous session, goal setting and making the members obligated to decide to take action, assigning value to the opinions of family members, coaches, and teachers
Seventh	Evaluation and conclusion	Review of the previous session, review of the homework pertaining to the previous session, getting feedback from members on the usability and quality of the presented items, and administration of posttest

Results

The descriptive statistics of participants' age are presented in the table below for each group.

Table 2. Descriptive statistics of participants' age for each group

Group	Level	N	Mean	SD
Experimental	With addicted parents	15	15.92	65.0
	With non-addicted parents	15	16.52	54.0
Control	With addicted parents	15	16.23	70.0
	With non-addicted parents	15	16.21	66.0

The descriptive statistics of the variables are presented in the table below for each group and test stage.

Table3: Descriptive statistics of variables for each group and test stage

<i>Variable</i>	<i>Group</i>	<i>Pretest</i>		<i>Posttest</i>		
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	
Concern	With addicted parents	Experimental	23.60	4.11	27.40	1.88
		Control	22.46	4.65	21.93	4.84
	With non-addicted parents	Experimental	23.20	4.22	25.26	2.25
		Control	23.73	4.66	22.33	5.05
Control	With addicted parents	Experimental	21.53	4.99	27.93	2.15
		Control	23.93	3.53	24.00	3.44
	With non-addicted parents	Experimental	22.46	3.68	26.86	2.72
		Control	22.33	3.24	21.60	4.80
Curiosity	With addicted parents	Experimental	20.93	4.18	28.86	1.99
		Control	21.26	3.34	21.46	3.58
	With non-addicted parents	Experimental	19.20	4.19	26.73	2.54
		Control	19.20	5.82	20.93	5.44
Confidence	With addicted parents	Experimental	22.46	4.51	27.20	2.48
		Control	19.86	3.22	18.73	3.91
	With non-addicted parents	Experimental	17.53	3.58	24.26	3.99
		Control	20.60	5.30	17.73	3.55
Adaptability (total score)	With addicted parents	Experimental	88.53	6.08	110.40	4.79
		Control	87.53	8.88	86.13	7.68
	With non-addicted parents	Experimental	82.40	9.11	103.13	6.26
		Control	82.86	14.13	82.60	9.95

Multivariate analysis of covariance (MANCOVA) should be used to evaluate the effectiveness of the intervention. One of the assumptions of using MANCOVA is the normal distribution of scores. Kolmogorov-Smirnov test results showed that this assumption has been met ($P > .05$). Another assumption for using this test is the equality of error variances. Levene's test results showed that this assumption has been met in components of concern ($P > .05$, $F = 1.55$), control ($P > .05$, $F = 1.85$), curiosity ($P > .05$, $F = 1.79$), confidence ($P > .05$, $F = 5.20$). The next assumption for using this test is the equality of covariance matrices. The results of Box test indicate that this assumption has been also met ($P > .05$, $F = 1.294$, $M \text{ box} = .344$). In addition, Bartlett's test of sphericity showed that the correlation between the dependent variables is adequate to run the analysis and the covariance matrix of the remaining dependent variables is the same ($P < .001$, $X^2 = 118.42$). Therefore, multivariate analysis of covariance was performed and the results suggested the effectiveness of the intervention ($P < .001$, $F = 8.132$, Wilks's $\lambda = .28$). Univariate analysis of covariance was used to assess patterns of differences as follows.

Table 4: ANCOVA results representing patterns of differences in the components of adaptability

<i>Component</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<i>Effect size</i>	<i>Power</i>
Concern	207.43	8.64	.001	.33	.99
Curiosity	512.88	12.65	.001	.42	1.0
Control	115.66	11.39	.001	.39	1.0
Confidence	264.11	23.04	.001	.57	1.0

As it is observed in the above table, constructivist career counseling has been effective in concern, curiosity, control, and confidence ($P < .001$). LSD post hoc test was used to evaluate differences between the groups. The results of this test are presented in the table below.

Table5: Results of LSD post hoc test representing differences between the groups

<i>Variable</i>	<i>Group 1</i>	<i>Group 2</i>	<i>Mean difference</i>	<i>Sig.</i>
Concern	With addicted parents	With addicted parents (control)	5.46	.001
		With non-addicted parents (control)	5.06	.001
	(experimental)	With addicted parents (experimental)	2.13	.129
	With non-addicted parents	With addicted parents (control)	3.33	.020
	(experimental)	With non-addicted parents (control)	2.93	.039
Curiosity		With addicted parents (experimental)	-2.13	.129
	With addicted parents	With addicted parents (control)	6.40	.001
		With non-addicted parents (control)	6.93	.001
	(experimental)	With non-addicted parents (experimental)	1.13	.397
		With addicted parents (control)	5.26	.001
	With non-addicted parents (control)	5.80	.001	

<i>Variable</i>	<i>Group 1</i>	<i>Group 2</i>	<i>Mean difference</i>	<i>Sig.</i>
Control	With non-addicted parents (experimental)	With addicted parents (experimental)	-1.13	.397
	With addicted parents (experimental)	With addicted parents (control)	3.93	.003
		With non-addicted parents (control)	6.33	.001
	Confidence	With non-addicted parents (experimental)	With non-addicted parents (experimental)	1.06
With addicted parents (control)			2.86	.026
With addicted parents (experimental)		With non-addicted parents (control)	5.26	.001
		With addicted parents (experimental)	-1.06	.398
Confidence	With non-addicted parents (experimental)	With addicted parents (control)	8.46	.001
		With non-addicted parents (experimental)	2.93	.027
	With non-addicted parents (experimental)	With addicted parents (control)	5.53	.001
		With non-addicted parents (control)	6.53	.001
		With addicted parents (experimental)	-2.93	.027

The results of the table 5 show that there is a significant difference between the children with addicted parents (experimental) and the children with non-addicted parents (experimental) in concerns, control, and curiosity ($P < .05$); however, there is no significant difference between the groups in terms of confidence ($P > .05$).

Discussion and Conclusion

The present study was carried out to compare the effect of constructivist career counseling on career adaptability of female students in families with and without addicts in Isfahan. The results analysis of covariance showed that constructivist career counseling has been effective in career adaptability. In addition, there was a significant difference between the girls with addicted parents (experimental) and the girls with non-addicted parents (experimental) in variables of concern, curiosity, and control are different from each other, but this difference was not significant in the variable of confidence and the total score of career adaptability. The review of related literature did not lead to finding a study whose finding directly supports this finding. However, similar studies had been conducted and their results were indirectly consistent with this finding (Ito & Brotheridge, 2001; Matalon et al., 2004; Wolter, 2006; Etesampour, 2011; Ansaralhosseini, 2012, Pasha, 2012; Kasaea, 2012; and Mousavi, 2013).

Career adaptability refers to the acquisition of attitudes, competencies, and behaviors that individuals utilize to harmonize themselves with their suitable job (Savickas, 2005). Savickas (2003) enumerates four dimensions of concern, control, curiosity, and confidence for career adaptability. The absence of any of

these dimensions will create a problem. In this manner, the lack of concern brings indifference in the career path; the lack of control leads to indecision. In addition, the absence of curiosity makes a person face the problem of unrealistic projection and the lack of confidence leads to career inhibition (Lent & Brown, 2005). The enjoyment of adaptability increases processes of changing the environment and self-adaptation with it. In fact, career adaptability focuses on the coping processes through which people get connected with their communities and build career paths (Maggiori, Rossier & Savickas, 2015). In constructivist career counseling, individuals learn to apply control, curiosity, and confidence in such a way that help them alleviate their concerns. In fact, these dimensions help the individual assess the new changes and the conditions and, accordingly, make use of control, curiosity, and confidence to be able to adapt to the new conditions and situations. Therefore, constructivist career counseling can increase career adaptability because both of these concepts lay emphasis on one's adaptability to new variable circumstances (Savickas et al., 2009).

On the other hand, one of the consequences of constructivist career counseling is flexibility (Savickas et al., 2009). Since flexibility is one of the important components of career adaptability (Van der Heijde & Van der Heijden, 2006), it can be explained that the teaching of constructivist career counseling can increase flexibility and, then, promote career adaptability. In constructivist career counseling, individuals learn how to solve problems, how to make decisions, to make what changes in themselves to reach their goals, and what program gets them approach to their goals (Pool & Sewell, 2007). Various sources have introduced a large number of these skills, such as problem-solving skills, decision-making skills, and time management skills (Ramli, Nawaw & Chun, 2010). Therefore, constructivist career counseling can increase career adaptability by working on these dimensions. In this research, it was found that constructivist career counseling makes a significant difference between the girls with and without addicted parents. The content of constructivist career counseling is such that one can explain such an effect. In constructivist career counseling, it is attempted to increase individuals' confidence in their abilities by concentrating on personal life stories. In this intervention, the person learns not to disregard the alternatives that have been simply ignored because of the lack of confidence in their abilities. In fact, such an ignorance has led to the obstruction of the process of career adaptability. In their career flow and the process of adaptability, individuals should perform some activities that make them closer to their goals; however, they sometimes avoid doing the required activities under the influence of the feeling of non-confidence in their abilities during the adaptability process. Therefore, the process of adaptability goes awry and they encounter problems in achieving their goals (Savickas et al., 2009). Constructivist career counseling directly addresses individuals' confidence in their abilities during the intervention and help them increase their confidence in their capabilities. In this intervention, participants also learned new things in

interaction with each other. In these sessions, the members defines their successful experiences and the way they had overcome their problems in line with the objectives of the sessions. In this process, members believe their ability to overcome the difficulties and do alternative activities as they realize the successful experiences of others. Obviously, confidence witnesses an increase as a result of presence in in such an atmosphere and hearing the successful experiences of others. Finally, considering the effect of constructivist career counseling on the adaptability of both groups of adolescents (with and without addicted parents), the education office, teachers, and advisers are suggested to take advantage of motivation reinforcement in students to create the right choices.

References

- Ansaralhosseini, H. (2012). *Comparing the Effects of self-regulated learning and career adaptability on reduction of academic procrastination among the second grade high school students in Isfahan in the academic year 2011-12*, Master's Thesis, Islamic Azad University of Khomeini Shahr.
- Blustein, D.L. (2006). *The psychology of working: A new perspective for counseling, career development, and public policy*, New York: Routledge.
- Driscoll, A. K., Russell, S. T., & Crockett, L. J. (2007). Parenting styles and youth well-being across immigrant generations, *Journal of family Issues*, 29, 185-209.
- Etesampour, A. (2011). *The effect of parental job training on career adaptability among the third grade male students in Isfahan, 2010-11*, Master's thesis in Career Counseling, Faculty of Education and Psychology, University of Isfahan.
- Gore, S., Kadish, S., & Aseltine, R. H. (2003). Career Centered High School Education and Post-High School Career Adaptation, *American journal of community psychology*, 32(1-2), 77-88.
- Griffin, B., & Hesketh, B. (2005). *Counseling for work adjustment*. In S. D. Brown & R. W. Lent (Eds.), *Career development & counseling: Putting theory and research to work* (PP. 483 - 505). Hoboken, NJ: Wiley.
- Hall, D. T. (2002). *Career in and out of organizations thousand Oaks*, Calif sage publications.
- Hartung, P. J.; Porfeli, E. J.; & Vondracek, F. w. (2005). Child vocational development: A review and reconsideration, *Journal of Vocational Behavior*, 66, 385-419.
- Heijde, C. M.; & Van Der Heijden, B. I. (2006). A competence-based and multidimensional operationalization and measurement of employability. *Human resource management*, 45(3), 449-476.
- Hirschi, A. (2009). Career adaptability development in adolescence: Multiple predictors and effect on sense of power and life satisfaction, *Journal of Vocational Behavior*, 74(2), 145-155.
- Horigian, V. E.; Soares-Morales, L.; Robbins, M. S.; Zarate, M.; Mayorga, C. M.; Mitrani, V.B., Zapocznik, J. (2005). *Brief strategic family therapy for adolescents with behavior problems*. In J. L. Lebow (Eds), *Handbook of clinical family therapy* (73-101). Hoboken, New Jersey: Jon Willy & Sons.
- Kasaea, A. (2012). *Comparing the effect of traditional, modern, and post-modern training models of career counselling on career adaptability of Isfahan university*

- students, *Doctoral Dissertation in Career Counselling*, Faculty of Education and Counseling, Isfahan University.
- Lent, R. W. & Brown, S. D. (2005), *career development and counseling: putting theory and research to work*, Hoboken, New Jersey: John Wiley & Sons.
- Luk, J. W.; Farhat, T.; Jannotti, R.; & Simons-Morton, B. G. (2010). Parent-child communication and substance use among adolescent: Do father and mother communication play a different role for sons and daughters? *Addictive Behaviors*, *35*, 426-431.
- Maggiore, C., Rossier, J., & Savickas, M. L. (2015). Career Adapt-Abilities Scale–Short Form (CAAS-SF) Construction and Validation, *Journal of Career Assessment*, *6*, 1-14.
- Matalon, A., Nachmani, T., Rabin, S & Maoz, B, (2004). The career narrative approach as an effective single intervention in job satisfaction in a multi employee referral for primacy care, *Oxford Journal*, *22*, 114-117
- Mousavi, M. (2013). *On the effect of constructivist career counselling on the employability of Female Students of Isfahan University*, Master's Thesis in Career Counseling, Faculty of Education and Psychology, University of Isfahan.
- Okorodudu, G. N. (2010). Influence of parenting styles on adolescent delinquency in delta central senatorial district, *Edo Journal of counselling*, *3(1)*, 58-86.
- Pasha, S. (2012). *The effect of skills training of career development on academic self-concept and career development of Isfahan University students*, Master's Thesis in Career Counseling, Faculty of Education and Psychology, University of Isfahan.
- Pool, L. & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability, *Emerald*, *49(4)*, 277-289.
- Ramli, A.; Nawawi, R.; & Chun, M. P. P. (2010). Employees' Perception of Employability Skills Needed in Today's Workforce among Physiotherapy Graduates, *Procedia Social and Behavioral Sciences*. *7*, 455-463.
- Robbins, M. S; Bachrach, K; & Szapocznik, J. (2002). Bridging the research-practice gap in adolescent substance abuse treatment: the case of brief strategic family therapy, *Journal of Substance Abuse Treatment*, *23*, 123-132.
- Savickas, M. L. (2002). *Career construction: A development theory of vocational behavior*. In D. Brown (Ed.) *Career choice and development* (pp 149-205), San Francisco: Jossey- Bass.
- Savickas, M. L. (2003). Advancing the career counseling profession: Objectives and strategies for the next decade, *Career Development Quarterly*, *52(1)*, 87–96.
- Savickas, M. L. (2013). *Career construction theory and practice*. In R. W. Lent & S. D. Brown. (Eds.). *Career Development and counseling. Putting Theory and Research to work*, 147-183. New Jersey: John Wiley & Sons.
- Savickas, M. L.; Nota, L.; Rossier, J.; Dauwalder, J. P.; Duarte, M.E; Guichard, J.; Soresi, S.; & Esbroeck, R. V. (2009). Life designing: A paradigm for career construction in the 21st century, *Journal of Vocational Behavior*, *75(3)*, 239-250.
- Savickas, M.L. (2005). *The theory and practice of Career construction*. In s. D. Brown & R. w. lent (Ed.), *Career development and counseling* (p.p.42-70), Hoboken, NJ: John wily & sons.
- Sim, T., & Wong, D. (2008). Working with Chinese families in adolescent drug treatment, *Journal of Social Work Practice*, *22(1)*, 103-118.

- Soltanzadeh, S. (2012). *On the relationship between psychological capital components and career adaptability among employees of the Company of Gitipasand industry*, Master's thesis in career counseling, Isfahan University.
- Szapocznik, J.; Hervis, O. E.; & Schwartz, S. (2003). *Brief strategic family therapy for adolescent drug abuse* (NIH Publication No. 03-4751), NIDA Therapy Manuals for Drug Addiction. Rockville, MD: National Institute on Drug Abuse.