

States late in 1979, plus two American research monographs, not to mention two more to be done after I move back, all on career development. I have research and development work under way on career maturity and on work salience in Europe and America. The future will emerge from the present. What I shall be doing may help part of it to emerge. Writing these monographs and getting this research and development work done is probably more important than devoting more than a couple of pleasant hours to speculating about the future.

If things such as these monographs and the work on vocational maturity and work salience are good and have some impact, then they may eventually be seen to have done something to make the Division of Counseling Psychology more attractive to vocational psychologists. They may prove, on the other hand, to have helped build momentum for a new Division of Career and Vocational Psychology. The future is

what we make it, but we are not likely to be able to forecast what the next generation will do with this generation's products.

REFERENCES

- Pappas, J. P., & Crites, J. O. Pioneers in guidance: Donald Super. *Personnel and Guidance Journal*, 1978, 56, 585-592.
- Super, D. E. Transition: From vocational guidance to counseling psychology. *Journal of Counseling Psychology*, 1955, 2, 3-9.
- Super, D. E. Vocational development theory: Persons, positions, and processes. *The Counseling Psychologist*, 1969, 1(2), 2-9. (a)
- Super, D. E. Vocational development theory in 1988: How will it come about? *The Counseling Psychologist*, 1969, 1(1), 9-14. (b)
- Super, D. E. Current activities, observations, and reflections. In Sheeley, V. L. (Ed.), *Presidential reporting*. Bowling Green, Kentucky: College of Education, Western Kentucky University, 1978.

Counseling Psychology in the Year 2000: Prophecy of Wish Fulfillment?

EDWARD S. BORDIN
University of Michigan

The fate of counseling psychology over two decades from now is intimately bound to the state of the world at that time. How (or even will) we have solved the energy crisis? What impact will this resolution have made on work life and on levels of productivity? Nearer our professional and disciplinary home, the future of counseling psychology will be shaped by the developments of psychology as a whole. Will we move to even greater organizational barriers among specialized groups? Will the delivery of psychological services to individuals be fully integrated in a medical services delivery system? And what form will that system take—a private or socialized practice model or some third form?

Unlike the physical sciences, prophecy in the social sciences has little deeply structured knowledge to use as the base for prophecy. Even our models for the process of human decision making on which the future will rest are so crude as to make the term *prophecy* a grandiose one. Among the few things we can count on is that the population explosion in births of the 50s will be reflected in the pronounced bulge in the proportion of the population over 55. At this time, it is a

chancy guess that sooner or later in the next two decades there will be a marked upturn in the birthrate, giving rise to a U-shaped tendency in age distributions. Thus, candor requires that I acknowledge that my views of the future of counseling psychology represent a small amount of extrapolation of trends plus a large expression of wish fulfillment.

My optimistic, wish-fulfilling stance has me looking forward to a world in which the problems of energy are resolved constructively; so that even though we may not return to the illusion of limitless sources of it, a more rational use of energy permits the even wider distribution of the experience of work as less infused with the tyrannical demand of staying alive and as permitting more of the playful expression of self. My optimism merges with grandiosity in anticipating that counseling psychology will make a pivotal contribution in bringing the academic research elements of psychology into more intimate relation to the applied and service-delivery aspects.

This latter happy development will have taken place because counseling psychology will have put theory and research on normal development into action, whereas it previously gave them only lip service. Counseling psychologists will have become leading contributors to ideas and investigations of various stages through the full life cycle. The coming decades will have witnessed the evolution of two new

From *The Present and Future of Counseling Psychology*, J. M. Whiteley & B. R. Fretz (Eds.). Copyright © 1980, Wadsworth, Inc. Reprinted by permission of the publisher, Brooks/Cole Publishing Co., Monterey, CA.

kinds of counseling centers. One of these is a broad based laboratory center devoted to constructing a basic conception of the normal developmental process, its vicissitudes and stages. This type of center would be engaged in refining that conception through research and through trying out delivery systems for target populations representing a particular developmental stage. These delivery systems would be constructed on the basis of the knowledge underlying the model. Such a center would represent a meeting ground for many varieties of psychologists.

Around the understanding and design of environmental factors in development, social, developmental, and community psychologists will join with counseling psychologists in building on the work of Barker (1968), Kelly (1968), and Williamson and Darley (1937). Under the impetus of Sanford (1962), Katz et al. (1968), and Levinson et al. (1978), the field of developmental psychology will have continued its movement toward a greater balance between preoccupations with childhood and later development. The increasing numbers of middle-aged and older groups in our population will have generated funds for and stimulated interest in life transitions initiated by accidents of individuals' histories associated with chronic physical illness and disability. This will have brought counseling psychologists together with physiological psychologists even more than the earlier development of biofeedback and conceptions of the specialized functions of brain hemispheres. The retraining elements in intervention programs designed for the ill and disabled provided a ground for rapprochement between experimental and personality psychologists.

The second new kind of counseling center is recognizable as founded in a generalization of the counseling center, circa 1960-70. Instead of a preponderance of counseling centers being directed toward the college years, there will be many varieties of such centers, each designed and directed toward specific target populations. As might be expected, the numbers of such centers directed toward the transitional crisis associated with entering middle age and those associated with diminished productive activity and retirement increased markedly to equal or even outnumber the school and college oriented ones. My crystal ball is cloudy regarding the organizational impact of a shift of focus from the individual to the family. It was to be expected that the shifts in concentration from dealing with chronic emotional or behavioral problems or their extreme crises to the fostering of fuller development and the prevention or early treatment of maldevelopment carried with it a focus on the family unit rather than the individual. Thus, the movement of the child to school is examined from the point of view of the whole family unit—father, mother, and any other siblings. Similarly, at the other extreme, attention to the impact of retirement leads to a focus not only on the retiree but on the spouse, children, and grandchildren.

Will the result of this orientation lead to the design of all-purpose family centers, requiring a mix of skills for working with individuals, ranging from young children to aging adults? What seems more likely is that such centers, if they do develop, will feature a mix of psychologists, concentrating their skills and knowledge on particular age groups, but perhaps including wider ranges than was customary in the 1970s. I think it unlikely that the strong family orientation will obviate the need for specialized centers directed toward specific target populations defined by their stage of development.

My expectations regarding future developments in how psychological services are delivered influence my anticipation that focused centers will remain an important vehicle, despite

the pull of the family orientation toward an all-stage, all-purpose center. My view sees us moving during the next two decades toward some form of socialized psychological services. The base assumption of such a system, comparable to our present assumption regarding education, is that our society's welfare depends too much on individuals having access to such services to demand that they meet a strong economic test in order for that access to be open. Whether tied to medicine, education, both, or neither, this system will necessarily be geared to the various levels of prevention. The comprehensive expression of the various levels of prevention, including early consultative and psychotherapeutic interventions with individuals, consultative interventions with key decision makers, providers of other kinds of social services, and various kinds of educational and skill-building experiences, would probably be most fully achieved through a mix of all-purpose and specialized centers. A side effect of an emphasis on a socialized system of delivery of psychological services will have been the healing of the schism between academic and professional psychologists, because the gaps in their economic interests will have narrowed. Researcher and professional will be fighting the same forces to preserve their interests.

What will be the fate of the counseling psychologist's traditional concern with career decision making and career development? Instead of fading away, it will have become enriched by being embedded in the broader concern with individual development through the life cycle and in turn will have enriched and broadened both theorists' and practitioners' concern with personal development. The big strides toward a greater rationalization of the world's economic system will have made more possible the realization of the ideal that the expression of a person's contribution toward the economic base that keeps him or her and their fellows alive need not be alienated from the meaningful and even creative expression of self. Where before this ideal seemed to be achievable for a relatively limited college educated elite, counseling psychologists will have joined with social and industrial psychologists and sociologists to foster the design of manufacturing production that dehumanized the machine and permitted the humanity of the worker to be expressed. (This achievement will have been well documented by Studs Terkel, Jr. in the excerpts of interviews published in *Playful Working*.) In fact, this particular form of derationalizing the productive process results in greater productivity rather than the anticipated reverse. Thus, counseling psychologists find themselves with renewed research and consultative functions relating to individual aptitude and personality differences as they relate to both social and individual decisions in work and career. They find themselves working much more with individuals at entry stages much later than career development and helping the individual to sort out how concerns about a particular choice point in career interact with other issues of life involving feelings and relations to parents, spouse, siblings, children, or even grandchildren.

This family-based, life-cycle orientation of the counseling psychologist in the 21st century has gotten her or him so involved in a broad base application of psychological knowledge as to dim that earlier question whether to consider oneself an educator or a clinician. In this socialized organization, various mixes of both sets of orientation and skills were possible, always embedded in social, experimental, and physiological psychological knowledge. Not only that, but the close interaction of research and applied psychology in the field setting stimulated many crossovers. Under these circumstances, the particular mix of mastery of knowledge and action that fitted that person was more salient in

professional identity than some formal designation. Yet the need for roots still exerted a force, so that those who placed store in designating themselves as counseling psychologists did so as expressions of their investment and pride in following the steps of those who so steadfastly concentrated their attention, efforts, and understanding on the normative aspects of development of the person through the life span.

REFERENCES

Barker, R. G. *Ecological psychology. The stream of behavior*. Stanford, Calif.: Stanford University Press, 1968.

Katz, J., Korn, H. A., Ellis, V., Madison, P., Singer, S., Lozoff, M. M., Levin, M. M., & Sanford, N. *No time for youth: Growth and constraint in college students*. San Francisco: Jossey-Bass, 1968.

Kelly, J. G. Toward an ecological conception of prevention. In W. Carter (Ed.), *Research contributions from psychology to mental health*. New York: Behavioral Publications, 1968.

Levinson, D. J., et al. *The seasons of man's life*. New York: Knopf, 1978.

Sanford, F. N. (Ed.). *The American college*. New York: Wiley, 1962.

Terkel, S. *Working*. New York: Pantheon, 1974.

Williamson, E. G., & Darley, J. G. *Student personnel work*. New York: McGraw-Hill, 1937.

The Eye of a Beholder

THOMAS M. MAGOON
University of Maryland

The opportunity to envision the status of counseling psychology in the year 2000 is attractive and challenging. I expect that readers are—or should be—aware that when one takes this opportunity it is tempting to take one's own prognostications either much too seriously or to endow them with more credibility than they deserve. I shall try to resist but may well succumb to this temptation.

In addition, I should perhaps say that my visions will be limited. My experience in counseling psychology has been primarily in higher education and with counseling centers in such institutions. This background clearly influences the facets of the future that I am likely to envision.

At first thought, the year 2000 seems to be so far off in the distance that any realistic vision of that period must reflect dramatic, drastic change from contemporary counseling psychology as we know it. On the other hand, 2000 appears differently when I reflect back to the status of counseling psychology in 1956. However, this is not the place for reminiscence beyond offering this observation: Yes, there have been notable changes since 1956, but have there been many dramatic or drastic changes? I submit there have not—there have been notable changes but not revolutionary ones, in spite of the 24-year passage of time.

It would not be difficult to envision 2000 (a nice round number) as a form of goal state—a point in time when our imperfections are remedied, our agendas completed, our specialty “arrived.” Such visions, however, are imperfect, suffering from extreme shortsightedness; change is not

constant. But the examination of the issue of change and the constancy of it does identify one of the characteristics of many counseling psychologists that stands the specialty in good stead. It is the inclination and capacity to create originals. More than 20 years of changes can impact our well-learned practices, theories, instructional methods, and so on; but however upending these changes may be, they will not include producing substitutes for that unique characteristic—the commitment to innovation.

Many impressions come to mind of the shape of counseling psychology in the year 2000; I will relate three. However, let me begin by noting two dangers that I expect are, to varying degrees, present at most stages of a profession's development. The first concerns the danger of “over-guildism.” In the area of certification and licensure many readers will recall their concern over the wording of certain medical practice licensure laws—wording that seemed to preempt much human service work from the domain of the independent, practicing psychologist.

The other danger that can affect a profession's development at any stage is insensitivity, particularly to the actual or prospective consumer of our services. Examples of this insensitivity include our too easy acceptance of the practice of placing help seekers on waiting lists, often for interminable periods; our rare employment of consumer advisory boards; and our infrequent follow-up practices for determining the postcounseling status of the users of our services.

My initial impression of counseling psychology and psychologists in the year 2000 is one of considerable diversity in roles and functions. In reading our literature over the last 30 years one could conclude that counseling psychologists' roles and functions have gradually been diversified. Considering college counseling center settings, for example, it is apparent

From *The Present and Future of Counseling Psychology*, J. M. Whiteley & B. R. Fretz (Eds.). Copyright © 1980, Wadsworth, Inc. Reprinted by permission of the publisher, Brooks/Cole Publishing Co., Monterey, CA.