

Providing Career Counseling for Collegiate Student-Athletes: A Learning Theory Approach

W. Matthew Shurts

Montclair State University

Marie F. Shoffner

University of Virginia

Collegiate student-athletes present unique issues regarding career development. Career counselors who infuse the Learning Theory of Career Counseling (Krumboltz, 1996) into their work with collegiate student-athletes can help these clients learn new ways to explore career possibilities. By co-creating learning opportunities with student-athletes, counselors can help promote expansion of clients' interests, skills, beliefs, values, and personal qualities. Such growth can help members of this population deal with issues like identity foreclosure and social isolation en route to establishing a set of problem-solving and decision-making skills that will serve them well over the course of their lives.

KEY WORDS: career counseling; student-athletes; learning theory; college/university.

Researchers in the areas of student development and sport counseling have long been interested in the challenges facing collegiate student-athletes (e.g., Chartrand & Lent, 1987). It has been widely documented that the student-athlete's collegiate experience significantly differs from that of the non-athlete (e.g., Ferrante & Etzel, 1991; Jordan & Denson, 1990; Lottes, 1991; Martinelli, 2000). Although some researchers maintain student-athletes cannot be viewed as a homoge-

Address correspondence to W. Matthew Shurts, Ph.D., Montclair State University, One Normal Avenue, Department of Counseling, Human Development, and Educational Leadership, Upper Montclair, NJ, 07043; e-mail: shurtsm@mail.montclair.edu.

nous group of individuals (e.g., McLaughlin, 1986; Stuart, 1985), numerous researchers found that differences between subgroups were not significant. For example, Smallman and Sowa (1996) found no significant difference in the overall career maturity of student-athletes based either on the type of sport played (revenue versus non-revenue) or on their race. In addition, studies by Good, Brewer, Petitpas, Van Raalte, and Mahar (1993) and Murphy, Petitpas, and Brewer (1996) suggested that male and female student-athletes have similar athletic role identity. As a result of such studies, much of the current writing and research involving collegiate student-athletes takes a similar broad perspective, examining trends in the population as a whole.

Research suggests that participation in collegiate sports (and sports in general) has many positive affects on an individual's physical and personal development (e.g., Bauman, Finch, & Belcastro, 2000). However, it also has been shown that this participation can lead to personal difficulties for the student-athlete (e.g., Pearson & Petitpas, 1990). One specific area of difficulty that has received significant attention is the career development process of student athletes (e.g., Martens & Cox, 2000; Smallman & Sowa, 1996; Wooten, 1994). Authors typically examine this career development in one of two ways, through empirical research (e.g., Smallman & Sowa), or by using a specific theoretical basis to develop a model for improved career development (e.g., Martens & Lee, 1998; Wittmer, Bostic, Phillips, & Waters, 1981; Wooten, 1994). Krumboltz (1996) argued that a distinction must be made between a theory of career counseling and a theory of career development. Specifically, he believed career development theories fail to "explain what a career counselor can do to help people shape their own career paths" (p. 55).

The purpose of this manuscript is to discuss how the learning theory of career counseling (LTCC; Krumboltz, 1996), with its focus on the facilitation of acquiring new skills, interests, and beliefs, can be used by career counselors as a guide for working with collegiate student-athletes. LTCC will be explained, a brief review of the literature regarding career issues of collegiate student-athletes will be offered, implications for counseling collegiate student-athletes regarding career will be discussed, and a case study demonstrating some specific techniques will be provided.

Learning Theory of Career Counseling (LTCC)

LTCC is an outgrowth of Krumboltz's (1979) social learning theory of career decision-making (SLTCDM). SLTCDM was a theory of

career development rather than one of career counseling. Essential to SLTCDM was the concept that individuals acquire their preferences for various activities through a multitude of learning experiences (Bandura, 1971, 1977). These learning experiences either can be direct, instrumental activities (e.g., playing basketball and having a positive experience, like cheering, occur) or indirect, associative activities (e.g., watching basketball and observing the crowd cheering for the athletes). In addition, the types of learning experiences individuals potentially experience are limited by a number of social, cultural, and economic factors. Every learning experience can be interpreted in various ways, each leading individuals to make unique generalizations about themselves (e.g., I am good at playing basketball) and how they fit into the world around them (e.g., I could play basketball professionally). Each individual will interpret similar experiences in different ways, thus shaping what learning they will take from the event. The resulting generalizations are not always accurate; yet they serve as the basis for value formation and future decision-making.

Krumboltz (1996) found his original SLTCDM to be lacking when it came to providing specific direction to career counselors. In the LTCC, he posited that individuals see a narrow set of potential options (both career and otherwise) due to limited exposure to learning opportunities. In addition, the consequences experienced after these opportunities as well as the reactions of others (e.g., parents) shape and restrict or enhance individuals' learning. Thus, confusion and uncertainty about choosing a career path can be viewed as a natural consequence of limited exposure to learning opportunities. Instead of basing career plans on one's limited set of experiences, Krumboltz (1996) argued that existing skills and interests, blocking beliefs, incongruous values, poor work habits, and inhibited personality patterns can be used as baseline information from which the counselor and client co-construct new learning opportunities.

The overall goal of new learning experiences is to help the client create a more satisfying life for him or herself. According to Krumboltz (1996), counselors can be viewed as facilitators, educators, mentors, and coaches who assist clients in designing experiences which lead to new "skills, interests, beliefs, values, work habits, and personal qualities" (p. 61). Another goal is to help clients learn how to address future challenges without the aid of a counselor. Thus, the LTCC approach should include an intentional effort to prepare clients for the reality that their aforementioned skills, interests,

beliefs, values, work habits, and personal qualities will continue to change as they are exposed to new learning opportunities. In addition, their idea of a "more satisfying life" may continue to shift as well.

Mitchell, Levin, and Krumboltz (1999) recently added an amendment to the LTCC that they call Planned Happenstance Theory. It has been shown that most individuals claim chance events or lucky breaks had a significant impact on their choice of career (Betsworth & Hansen, 1996). For example, a professional baseball player might note that his passion for the game developed during his youth when he met a big league player at Disneyworld. Without that event, he believes he never would have pursued baseball with such drive. Although such events usually have many elements that are not related to chance (e.g., choosing how to respond to an unexpected event), part of the opportunity must be attributed to the unplanned. Despite this reality, the element of chance often is ignored in career theories due to its unpredictable nature. Rather than attempting to avoid the unpredictability of chance events and their relevance to career development, Planned Happenstance Theory encourages counselors to embrace and use uncertainty. Counselors can help the client see instances where they chose to behave in certain ways following chance events. Once they see their role in a chance event, the counselor can encourage the client to design additional experiences that could lead to positive results. In sum, the basic tenet of this addition to LTCC is that counselors "can teach their clients to act in ways that generate a higher frequency of beneficial chance events on which clients can capitalize" (Mitchell et al., p. 115).

Collegiate Student-Athletes and Career Development

Empirical research examining career development in collegiate student-athletes has consistently demonstrated that athletes progress more slowly in their career development than do their non-athlete peers (e.g., Kennedy & Dimick, 1987; Martens & Cox, 2000). Riemer, Beal, and Schroeder (2000) found that female student-athletes at two universities reported a common theme of feeling socially isolated. These individuals lived, ate, studied, and associated almost exclusively with other student-athletes. This isolation is usually furthered by the amount of time that intercollegiate athletes must

devote to their sport. Ogilvie and Howe (1982) found that the demands of practice, travel, and playing often win out over career preparation leaving student-athletes unprepared for life after sport.

This dedication to sport also has been shown to lead to higher incidences of identity foreclosure among collegiate student-athletes (e.g., Good et al., 1993; Nelson, 1983; Petitpas & Champagne, 1988). Although definitions of identity foreclosure vary slightly from study to study, most agree that it is a state in which an individual rigidly commits to an occupation or ideology (e.g., "athlete") without considering or exploring additional options (Marcia, 1966; Martens & Lee, 1998; Muuss, 1975; Petitpas, 1978). Blustein and Phillips (1990) found that identity foreclosure is positively associated with dependency in regard to decision-making. Such individuals often look to others to make important decisions for them rather than act in an autonomous manner. Brown, Glastetter-Fender, and Shelton (2000) also found that failure to explore roles outside of "athlete" were associated with lower self-efficacy for career decision-making skills.

In addition to identity foreclosure, theorists also have closely examined the role of athletic identity in career development. Brewer, Van Raalte, and Linder (1993) defined athletic identity as "the degree to which an individual identifies with the athlete role" (p. 237). Although it has been theorized that strong athletic identity may hinder career development (Chartrand & Lent, 1987; Hinkle, 1994; Pearson & Petitpas, 1990; Petitpas & Champagne, 1988), research in this area has produced mixed results. For example, Murphy et al. (1996) found an inverse relationship between athletic identity and career maturity; however, studies conducted by Brown and Hartley (1998) and Martens and Cox (2000) resulted in no significant relationships between similar variables.

Based on this body of research, it appears collegiate student-athletes have specific needs warranting attention from career counselors. In particular, student-athletes have less time to devote to career development and life preparation activities, may develop career dependency or identity foreclosure more often than their peers, and often have the additional complicating factor of athletic identity to consider in their future planning. The philosophies and techniques contained within LTCC seem a good fit for this population since these needs clearly can be addressed through structured learning experiences and expansion of interests, skills, and beliefs.

Implications for Career Counselors

Krumboltz has been a prolific writer in the area of applying LTCC to various populations (e.g., Krumboltz, 1996; Krumboltz & Worthington, 1999; Mitchell & Krumboltz, 1987; Mitchell et al., 1999). He identified four needs that should be addressed by today's career counselors:

1. individuals need to expand their capabilities and interests, not base decisions on existing characteristics only;
2. individuals need to prepare for changing work tasks, not assume that occupations will remain stable;
3. individuals need to be empowered to take actions, not merely to be given a diagnosis; and
4. career counselors need to deal with all career problems, not just occupational selection (Krumboltz, 1996).

These needs will shape this discussion of applying LTCC to collegiate student-athletes.

The Framework

Individuals' skills, interests, beliefs, values, and personalities are constantly changing as a result of exposure to new learning experiences (Krumboltz, 1996). Because people are not static, any assessment that is performed provides the counselor and client with only a snapshot of a moment in the client's ever changing life history. As such, simply matching current skills or interests to those of a particular occupation may not be the best course of action. Instead, counselors should explain to clients that their current skills, interests, beliefs, values, and personality characteristics, whether measured formally or informally, are just a starting point that can be used to design areas for possible expansion. The counselor must enunciate this perspective early and often in order to promote client understanding of and involvement in the process. This entry is sometimes difficult for student-athletes who may become overwhelmed by the prospect of "choosing a career." Counselors can counter this zetaphobia (fear of engaging in the career search process; Krumboltz, 1993) by normalizing the client's fears as developmentally appropriate given the many choices they have before them. Instead of allowing the student-athlete to feel unprepared,

the counselor should reframe the situation and compliment the client on their open-mindedness toward future learning opportunities and career options. The student-athlete should be made to feel that the counseling process is one of exploration and learning rather than one of moving toward a final career "choice" or "decision."

Based on the research literature, counselors working with a collegiate student-athlete population have a high probability of encountering individuals who have foreclosed on their current identity (Good et al., 1993; Nelson, 1983; Petitpas & Champagne, 1988). As a result, counselors initially might meet with some resistance should they raise the topic of expansion in the aforementioned areas. Rather than focusing only on career issues, counselors instead can help student-athletes discuss their current variety of life roles rather than focusing on how to promote expansion. In addition, student-athletes might be more comfortable initially talking about their interests after retirement from sport, whenever that may be. Another possible way of easing discomfort around the topic of expansion is to administer an assessment instrument (e.g., Campbell Interest and Skill Inventory; Campbell, Hyne, & Nilsen, 1992; Career Beliefs Inventory; Krumboltz, 1997). Rather than conveying results as "answers" (e.g., "you seem best suited for a career in computers"), counselors can discuss general patterns, and trends examining not only what the client's skills, interests, and beliefs are, but also what areas they would like to develop and/or possibly change. Providing this more "formal" basis for exploration often will ease the transition into more specific areas for growth.

One final suggestion for engaging hesitant student-athletes is to discuss the positive ways "chance events" have influenced their lives. This could center on choosing a college, learning a sport, or meeting a significant other. Most individuals will be able to identify numerous events that they had not expected to experience (Mitchell et al., 1999). The counselor using this viewpoint would note that the future holds a variety of unexpected twists and turns. Student-athletes can be encouraged both to prepare for and make attempts at influencing these unforeseen events. This process of preparation and influence occurs as student-athletes expand their horizons through new learning opportunities. Counselors should be creative in finding additional ways to come in the "back door" if necessary in regard to this pivotal topic.

Exploring Learning Opportunities

Results from interest, personality, value and beliefs inventories can be quite valuable in the process of co-constructing learning opportunities with collegiate student-athletes. However, if the counselor simply explains and diagnoses when providing interpretation of the results, client feedback and dialogue can be thwarted along with the potential for future exploration (Mitchell et al., 1999). Instead, the following questions can encourage clients to start targeting areas for possible growth: "What areas (or skills, interests, personality traits) are lower than you would like them to be?"; "What areas are you curious about that you might never have had the opportunity to explore?"; "Are there times you would like any of your personality tendencies (e.g., introvert/extrovert) to be different?" In addition, counselors should explain that inventories only reflect skills and interests based upon the client's limited exposure to learning experiences and activities. Therefore, counselors should empower clients to be proactive in brainstorming new learning opportunities in previously "uncharted waters." The resulting learning opportunities may not always appear to have a direct relationship to career issues, but they are nevertheless areas the career counselor should encourage clients to explore.

Career counselors must keep in mind that the time restraints placed upon collegiate student-athletes will have an impact on their ability to engage in learning activities. In addition, the social isolation that often occurs for these students also may negatively impact their ability and willingness to engage in certain types of learning opportunities. However, breaking the trend of social isolation might be one of the goals that is co-constructed by client and counselor. This goal could be addressed by having the student-athlete eat at least one meal per week with someone outside of the athletic department. Another possible stumbling block with this population is an inability to engage in a large number of extra-curricular activities due to team commitments. To combat this, counselors can encourage student-athletes to "try-out" some new experiences in small doses. For example, a student-athlete who wants to explore the dramatic arts might be encouraged to attend a play on campus and then interview some of the actors following the performance. This activity can be completed in an evening rather than committing to a more involved task (e.g., a semester-long course in acting).

Krumboltz (1996) suggested a number of more specific cognitive and behavioral interventions for promoting career learning opportunities. These include traditional techniques like cognitive restructuring, cognitive rehearsal, role-playing, desensitization, and many others. Rather than discuss suggested techniques in detail, it is more important to reinforce that the underlying goal of any intervention should be to promote client learning that could lead to a more satisfying life. By facilitating the design of learning opportunities that help student-athletes diversify their skills and interests, expand their understanding of their values, and explore how they express themselves, counselors help their clients develop the flexibility to deal with a variety of future possibilities. A creative counselor can help student-athletes create a seemingly endless list of potential learning activities.

Whereas Martens and Lee (1998) recommended exposing athletes to various work experiences, “especially those that might be appealing to an athlete (i.e., sports broadcasting, marketing for an athletic company, sports writing, sports medicine)” (p. 132), counselors following an LTCC perspective might try to help student-athletes avoid such pigeon-holing by exploring areas that are less traditional among athletes. Although these may not be areas in which they will necessarily become employed, these new learning opportunities could trigger a wide range of positive results (e.g., hobby formation, elective selection, expansion of knowledge base). Helping student-athletes find successful and meaningful employment is still a goal from the LTCC perspective. However, rather than trying to funnel student-athletes into a final “choice” or “decision,” LTCC counselors attempt to empower clients by encouraging exposure to areas that may bring them greater satisfaction in their career and beyond.

The aforementioned framework for applying LTCC with collegiate student-athletes provides an overview. The case study that follows provides a more tangible example of how LTCC can be used successfully with this population.

The Case of Marty

Marty was a 20-year-old, Caucasian college junior attending a large, public University in the Southeast on a soccer scholarship. As part of a program set up by the athletic department to help students with career development, he was referred to a career counselor

named Betty. The program allowed student-athletes to participate in career counseling during their junior and senior years in order to ease the transition to the world of work. Marty was required to attend a minimum of two sessions during both his junior and senior years; additional sessions were available at his discretion.

When Marty first met with the career counselor toward the beginning of his junior year, he was wondering if journalism was really the right major for him. He briefly mentioned his nervousness about the future when he could no longer play soccer. The client indicated that he just wanted Betty to tell him what to do. The counselor complimented Marty on his open-minded outlook toward the future and assured him that they could eventually talk about specific jobs. Betty used this reframe to help remove the negative connotation associated with indecision. However, she also pointed out to Marty that he would be best served by exploring possibilities rather than narrowing his focus prematurely and possibly eliminating exciting opportunities.

Betty believed an examination of Marty's roles outside of "athlete" might help combat the identity foreclosure that is common among collegiate student-athletes. She asked Marty what he did outside of the soccer world, in order to encourage him to focus on areas of his life outside of sport. He indicated that he was somewhat active in Intervarsity, an on-campus Christian fellowship group that met weekly. He also enjoyed spending time with his girlfriend of two years, Samantha. Other than that, he "hung out" with friends from team. When Betty asked Marty about his family, he said he did not talk to his parents very often because he and his Dad had a tendency to get into arguments.

The counselor asked Marty what types of things he might be curious about and want to explore. She hoped this question would prompt the client to consider new areas, activities, and possibilities for learning experiences. Marty shared that he thought sports broadcasting might be interesting, but his Dad had always told him that he was too shy to break into the business. The client believed he was not erudite enough to be in front of the camera, and he doubted his ability to improve. Rather than focus on the client's negative self-talk, Betty chose to support Marty's expressed interest. In addition, Betty recognized that even though Marty was expressing an interest in "sports" broadcasting, his shyness and lack of confidence regarding public speaking were still potential growth areas. The counselor believed that engaging in public speaking might open up a

variety of possible activities and careers both inside or outside of sports broadcasting.

Based on these thoughts, Betty encouraged Marty to suggest a learning opportunity that might allow him to explore this area and possibly become a better speaker. Marty indicated that it would be difficult to do much during the soccer season, but the counselor again challenged him to think of a way to just “try out” his speaking skills. Betty knew any new experience, no matter what the size or difficulty, would result in some type of learning and expansion. Marty decided he would volunteer to give “testimony” at an upcoming Intervarsity meeting. The counselor praised Marty’s innovative suggestion and wished him luck in his endeavor.

At Marty’s next session, he told his counselor that the experience at Intervarsity had gone very well. He pointed out that he had been quite nervous before and during his speech, but he somehow made it through. The crowd applauded when he finished, and numerous people complimented him when the meeting ended. The counselor congratulated Marty on his success and asked him if he had other ideas of how to continue exploring this new interest. Betty wanted to continue encouraging Marty to expand his horizons. By allowing the client to design his own learning opportunities, Betty hoped Marty would be better equipped to make future decisions without the aid of a counselor. In addition, she believed it would increase Marty’s potential for finding an opportunity that would be completed and enjoyed. He suggested signing up for a public speaking course in the fall; however, the client was nervous about taking a class without any of his friends from the soccer team. The counselor asked Marty if his friends stood with him as he had given his speech, or if he had done it on his own. She hoped this gentle confrontation would help empower Marty and boost his confidence. The client replied that he had done it by himself, but he felt better knowing people in the audience. Betty continued to encourage Marty by asking if he might be able to get to know his classmates in a public speaking course. He agreed that he could probably get to know some people in the class and make it easier. In the end, Marty decided to sign up for the course.

The client returned for an additional session toward the end of the spring semester. He began the session by telling the counselor about a guest speaker who had visited the class to discuss the role of public speaking in her work as a lawyer. Marty was really excited about the possibility of pursuing law and wanted to know how he

should proceed. He explained that he could not do an internship during the summer because of his soccer commitments, but he wanted to do something. Betty recognized that this was a situation where it would be appropriate for her to give Marty an option he probably could not find or know about on his own. She suggested that Marty might be able to shadow a local lawyer or spend time in a law office when he was not working out with the team. He was very interested in the idea, so the counselor gave him the names of some alumni he could contact for preliminary information.

Betty next saw Marty midway through the fall semester of his senior year. Marty appeared to be a little disheartened that both the soccer season and his soccer career were coming to an end. The counselor did not minimize the feelings of loss that Marty was experiencing. However, she did ask him how his summer of potential shadowing had gone. Marty told her that he had been able to spend a couple of days in court and at the office of an alumnus. He said that although it looked like a lot of hard work, he liked the idea of working in that environment. Marty indicated that he planned to explore the possibility of attending law school. Betty saw that the client's acceptance of his retirement from soccer was eased by his new vision of future possibilities. The counselor reviewed all that had happened in Marty's life as a result of one decision to pursue his curiosity around public speaking. The client noted that he was lucky the lawyer had come to his class. Betty agreed, but pointed out that Marty had done a lot to create his luck: He had signed up for the class, attended regularly and paid attention, and actively sought out learning opportunities when a new interest arose. She encouraged Marty to remember that process of creating opportunities and acting upon them as he continued to widen his horizons and explore new areas of personal interest.

In Marty's final session, he reported that although he did not get into his first choice of law schools, he had been accepted into a program. Betty congratulated Marty on his accomplishment and wished him luck in the future. As the session wound down, the counselor again reminded Marty how far he had come as a result of his willingness to open himself up to new growth opportunities. In addition, Betty attempted to reinforce to Marty that he could replicate the process of exploration and growth throughout his life. She believed that the continued expansion of life roles most likely would help Marty continue adapting to new situations in his personal and professional life. Betty noted that although the field of law would

probably change in the future as would his personal goals, he should be able to handle such changes as long as he continued to expand his capabilities and interests.

In these sessions, Betty moved smoothly between the roles of challenger, empathizer, helper, and adviser. These multiple roles are not uncommon when LTCC is applied. She recognized that she could not explore other issues presented (e.g., familial relationships) working under the constraints she was given.

Conclusion

Collegiate student-athletes present unique issues regarding career development. Career counselors who infuse LTCC into their work with collegiate student-athletes can help these clients learn new ways to explore career possibilities. By co-creating learning opportunities with student-athletes, counselors can help promote expansion of these clients' interests, skills, beliefs, values, and personal qualities. Such growth can help members of this population deal with issues like identity foreclosure, under-developed career maturity, and social isolation en route to establishing a set of problem-solving and decision-making skills that will serve them well over the course of their lives. In sum, LTCC appears to have the capacity to promote growth along with new, beneficial insights in the collegiate student-athlete population.

References

- Bandura, A. (1971). *Social learning theory*. Morristown, NJ: General Learning Press.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bauman, A., Finch, C., & Belcastro, A. N. (2000). Awareness of and attitudes to the new physical activity recommendations—perceptions of attenders of the 5th IOC World Congress on Sport Science. *Journal of Science and Medicine in Sport*, 3, 493–501.
- Betsworth, D. G., & Hansen, J-I. C. (1996). The categorization of serendipitous career development events. *Journal of Career Assessment*, 4, 91–98.
- Blustein, D. L., & Phillips, S. D. (1990). Relationship between ego identity statuses and decision-making styles. *Journal of Counseling Psychology*, 37, 160–168.
- Brewer, W. B., Van Raalte, J. L., & Linder, D. E. (1993). Athletic identity: Hercules' muscles or Achilles' heel? *International Journal of Sport Psychology*, 29, 17–26.
- Brown, C., Glastetter-Fender, C., & Shelton, M. (2000). Psychosocial identity and career control in college student-athletes. *Journal of Vocational Behavior*, 56, 53–62.

- Brown, C., & Hartley, D. (1998). Athletic identity and career maturity of male college student athletes. *International Journal of Sport Psychology*, 29, 17–26.
- Campbell, D. P., Hyne, S. A., & Nilsen, D. L. (1992). *Manual for the campbell interest and skill survey*. Minneapolis, MN: National Computer Systems.
- Chartrand, J. M., & Lent, R. W. (1987). Sports counseling: Enhancing the development of the student-athlete. *Journal of Counseling & Development*, 66, 164–167.
- Ferrante, A. P., & Etzel, E. (1991). Counseling college student-athletes: The problem, the need. In E. F. Etzel, A. P. Ferrante, & J. W. Pirkney (Eds.), *Counseling college student-athletes: Issues and interventions* (pp. 1–18). Morgantown, WV: Fitness Information Technology.
- Good, A. J., Brewer, B. W., Petitpas, A. J., Van Raalte, J. L., & Mahar, M. T. (1993). Identity foreclosure, athletic identity, and college sport participation. *The Academic Athletic Journal*, 15 (Spring), 1–12.
- Hinkle, J. S. (1994). Integrating sport psychology and sports counseling: Developmental programming, education, and research. *Journal of Sport Behavior*, 17, 52–59.
- Jordan, J., & Denson, E. (1990). Student services for athletes: A model for enhancing the student-athlete experience. *Journal of Counseling & Development*, 69, 95–97.
- Kennedy, S. R., & Dimick, K. M. (1987). Career maturity and professional sports expectations of college football and basketball players. *Journal of College Student Personnel*, 27, 548–559.
- Krumboltz, J. D. (1979). A social learning theory of career decision-making. In A. M. Mitchell, G. B. Jones, & J. D. Krumboltz (Eds.), *Social learning and career decision making* (pp. 19–49). Cranston, RI: Carroll Press.
- Krumboltz, J. D. (1993). Integrating career and personal counseling. *The Career Development Quarterly*, 42, 143–148.
- Krumboltz, J. D. (1996). A learning theory of career counseling. In M. L. Savickas & W. B. Walsh (Eds.), *Handbook of career counseling theory and practice* (pp. 55–80). Palo Alto, CA: Davies-Black.
- Krumboltz, J. D. (1997). *Career beliefs inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Krumboltz, J. D., & Worthington, R. L. (1999). The school-to-work transition from a learning theory perspective. *The Career Development Quarterly*, 47, 312–325.
- Lottes, C. (1991). A “whole-istic” model of counseling student-athletes on academic, athletic, and personal social issues. In E. F. Etzel, A. P. Ferrante, & J. W. Pirkney (Eds.), *Counseling college student-athletes: Issues and interventions* (pp. 31–50). Morgantown, WV: Fitness Information Technology.
- Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of Personality and Social Psychology*, 3, 551–558.
- Martens, M. P., & Cox, R. H. (2000). Career development in college varsity athletes. *Journal of College Student Development*, 41, 172–180.
- Martens, M. P., & Lee, F. K. (1998). Promoting life-career development in the student athlete: How can career centers help? *Journal of Career Development*, 25, 123–134.
- Martinelli, E. A., Jr. (2000). Career decision making and student-athletes. In D. A. Luzzo (Ed.), *Career counseling of college students: An empirical guide to strategies that work* (pp. 201–215). Washington, DC: American Psychological Association.
- McLaughlin, B. (1986). Advising college athletes in the 1980s: A higher education abstracts review. *NACADA Journal*, 6, 31–38.
- Mitchell, L. K., & Krumboltz, J. D. (1987). The effects of cognitive restructuring and decision-making training on career indecision. *Journal of Counseling & Development*, 66, 171–174.
- Mitchell, K. E., Levin, A. L., & Krumboltz, J. D. (1999). Planned happenstance: constructing unexpected career opportunities. *Journal of Counseling & Development*, 77, 115–124.

- Murphy, G. M., Petitpas, A. J., & Brewer, B. W. (1996). Identity foreclosure, athletic identity, and career maturity in intercollegiate athletics. *The Sport Psychologist, 10*, 239–246.
- Muuss, R. E. (1975). *Theories of adolescence*. New York: Random House.
- Nelson, E. S. (1983). How the myth of the dumb jock becomes fact: A developmental view for counselors. *Counseling and Values, 27*, 176–185.
- Ogilvie, B. C., & Howe, M. A. (1982). *Career crisis in sports*. Unpublished manuscript, US International University, San Diego.
- Pearson, R., & Petitpas, A. (1990). Transitions of athletes: Pitfalls and prevention. *Journal of Counseling & Development, 69*, 7–10.
- Petitpas, A. J. (1978). Identity foreclosure: A unique challenge. *The Personnel and Guidance Journal, 56*, 558–561.
- Petitpas, A. J., & Champagne, D. E. (1988). Developmental programming for intercollegiate athletes. *Journal of College Student Development, 29*, 454–460.
- Riemer, B. A., Beal, B., & Schroeder, P. (2000). The influences of peer and university culture on female student athletes' perceptions of career termination, professionalization, and social isolation. *Journal of Sport Behavior, 23*, 364–378.
- Smallman, E., & Sowa, C. J. (1996). Career maturity levels of male intercollegiate varsity athletes. *The Career Development Quarterly, 44*, 270–277.
- Stuart, D. L. (1985). Academic preparation and subsequent performance of intercollegiate football players. *Journal of College Student Personnel, 26*, 124–129.
- Wittmer, J., Bostic, D., Phillips, T. D., & Water, W. (1981). The personal, academic, and career problems of college student athletes: Some possible answers. *The Personnel & Guidance Journal, 60*, 52–55.
- Wooten, H. R., Jr. (1994). Cutting losses for student-athletes in transition: An integrative transition model. *Journal of Employment Counseling, 31*, 2–9.

Copyright of Journal of Career Development is the property of Kluwer Academic Publishing / Business and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.