Summary of Key Elements from Section 2: Using Theory and Research to Improve Evidence-Based Practice

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- Nadya Fouad, University of Wisconsin-Milwaukee, *The Role of Theory in Improving Evidence-Based Career Interventions*

- Steve Brown, Loyola University Chicago, *What We Know and Don't Know from Existing Meta Analyses of Career Interventions*

- Susan Whiston, Indiana University, *Conducting General versus Population and Setting-Specific Meta Analyses*

- Betsy Becker, Florida State University, *Strategies for Improving the Design and Use of Meta Analyses in Evidence-Based Practice*

- Scott Solberg, Boston University, *Fostering Collaboration Among Theoreticians, Researchers, and Practitioners to Develop Evidence-Based Practice*

Guided by Theory

- Fouad implores the field to close the gaps between research and practice

- Solutions require focus on scientifically based career interventions

- Theory can serve as a map for Research and Practice

- Create collaborative teams of researchers and practitioners

- Foster conversations between supervisors and faculty

Meta-Analytic Efforts

- Foundation of key earlier studies (e.g., Brown & Ryan Krane, 2000; Oliver & Spokane, 1988; Spokane & Oliver, 1983; Whiston et al., 1998)

- Featured 5 critical ingredients of career intervention (WIMSI!)

- Liu, Huang, and Wang (2014) examined the effectiveness of job search interventions.

- Promoting goal setting and building social support

- Brown emphasized the need to identify core outcome constructs, attend to clinical significance, and study more diverse samples

Meta-Analytic Efforts (cont.)

- Whiston examined relative merits of conducting general or narrowly focused studies on populations or settings

- Calls for more studies examining gender, SES, and specific presenting concerns (e.g., CDM, WFC)

- Identify interventions with the largest effect sizes

- Becker emphasized conducting meta-analyses guided by theory, that focus on variation

- Theory, combined with a framework for generalizability, can help meta-analysts identify what is not known, as well as what is.

Fostering Collaboration

- Solberg explored strategies for developing and implementing large-scale evidence-based career development programs

- Highlighted numerous ongoing policy initiatives that embrace career development

- Federal agencies want to invest in quality career development

- Featured outcomes related to college & career readiness

- Massachusetts Institute for College and Career Readiness is an example of collaboration to address pressing priorities

Reframing Our Work

"We need to reframe our research and theory in ways that connect to needs and goals of the respective agencies and organizations. We need to establish a mind-set that career development is the input that leads to measurable personalized career plans that result in outcomes valued by the agency or organization" (Solberg, 2016).

Take Home Messages

1. Nurture creative interdisciplinary collaborations

2. Conduct intentional studies on diverse populations and settings

3. Create a database of core constructs, measures, & results

4. Attend to broader array of outcomes, including clinical significance, SWB, college & career readiness, etc.

5. Consider education and training implications