

Prior to beginning work on this discussion, read the Schantz (2014) "A Young Scholar's Guide to Building a Professional Network" article, review the Divisions listed on the APA website (Links to an external site.)Links to an external site. paying special attention to the divisions that may interest you, and review the O*Net Online (Links to an external site.)Links to an external site. website .

In your initial post, identify one division related to your career interest that you would consider joining and one specific job related to that division. Conduct a search on your chosen job using O*Net Online (Links to an external site.)Links to an external site..

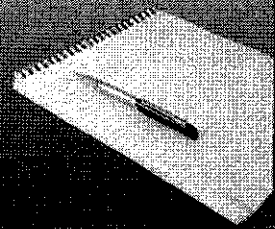
Briefly elaborate on the information provided on the job you searched, and be sure to include educational requirements, duties, future outlook, and salaries related to the position. Use the Internet to search for and compile information about the leading employer prospects for this position in your geographical area. Compare and contrast the compiled information with that from O* Net. Include expected duties, number of job offerings found, educational requirements, job experience, and salary levels where applicable. Analyze psychology as a profession and assess the role the APA could play in aiding you in the development of a professional network. Briefly detail an initial plan for building your professional network as well as obtaining your selected job. If your job of interest requires licensure, detail the requirements from your State Board of Professional Psychology or respective professional field since the Master of Arts in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

The Psychopharmacology & Substance Abuse was the Division that interested me :

The Mental Health & Substance Abuse Social Workers was the O*Net Online Chosen job (Attached is the search).

PLEASE USE the internet To search For leading Employer prospects For this position in North Carolina

Please READ instructions



April D. Schantz
Florida International
University

A Young Scholar's Guide to Building a Professional Network

Building a professional network is an essential part of transitioning from graduate student to employed professional. Whether your career goal is in an applied, academic, or research firm setting, the effectiveness of your professional network has been shown to strongly affect professional success. As one type of social network, a professional network is effective when it succeeds in these five functions: (a) socialization of the novice to the norms and ideals of the profession; (b) development of professional friendships; (c) helping establish professional reputation and visibility; (d) providing a network of communication for professional contacts and job opportunities; and (e) providing information about current developments that have not yet been published (Rose, 1985). The challenge of establishing a viable, effective network can be even more difficult for young female scholars (Parker & Welch, 2013; Rose, 1985).

What a network is, what it is not, and tips for developing safe network building practices are the aims of this short article. To assist, a panel of successful women professionals have provided their insights and recommendations.

Meet the Panel

Our panel is represented by several professional women at Florida International University (FIU) in various positions and tenure levels.

- Asia Eaton, currently an assistant professor in Psychology and Women's and Gender Studies, exam-

ines several lines of research concerning the relationships between social power and gender.

- Kristin Nichols-Lopez has recently attained associate chair of the Department of Psychology at FIU.
- Suzanna Rose serves as the founding director of the School of Integrated Science and Humanity at FIU. Dr. Rose has researched various interests regarding women's career development and relationship studies.
- Dionne Stephens is currently assistant professor in the Department of Psychology and Affiliated Faculty in the Latin America & Caribbean Studies and Women's Studies programs.

First, our panel discusses the conceptualization and relevance of networking, including their own experiences with networking. We then provide a variety of networking tips for the young female scholar, for those transitioning from graduate student to Junior Faculty status, and especially for use during conferences and group events.

In general, how would you describe building a professional network for a psychology graduate?

KNL: As a researcher and as an administrator, networking is important in both areas.

From what I've seen so far, and remember it's very early in my career, you be-

come better trained as a researcher as you interact with more people. You get exposure to ideas, to different ways of thinking. Networking is building relationships with people that can collaborate with you, write letters of recommendations, vouch for you, or train you from a different perspective; and the more people that will vouch for you, the more successful you will be.

DS: I honestly don't like networking because my interpretation of it is, "I'm doing something to get something." There's a sense of feeling fake, where it doesn't have to be. So, going to conferences and being "perky" and trying to be interested in people's research for the sake of forwarding myself, I don't like that.

My networks are just based on a sort of organic connection of friendship. If I feel a person is someone interesting that I could spend time talking to, we just build a kind of communal connectedness.

SR: It's extremely important to network; I think it's underestimated sometimes. Also, women have to do more to establish and maintain their network. Research indicates that men graduate students maintain close friendship ties with their graduate advisors and have close friendships with more men from their graduate institution (see Rose, 1986), whereas women don't get

as much support making that transition to faculty. I'd say that women should definitely work deliberately to establish their network. Start in graduate school by getting involved in seminar series, bringing in people that you can meet that are in your research interest area and that can become a conduit for information as you make the transition to junior faculty.

DS: I would recommend surrounding yourself with people that recognize that you have a different experience as a woman. It doesn't necessarily mean that all your friends should be women or that you have to be part of a women's group. You need someone that will validate you as a woman and your unique experiences, but also, you need to move from there.

What were your early experiences with networking?

AE: I should start off by saying that I am not an expert networker, I've really had to learn by trial and error.

Networking and promoting your research and yourself has always been extremely uncomfortable for me. I always felt like, I'm a scholar, why do I have to do this hand-shaking, shoulder-rubbing exercise? Shouldn't I just be able to put my nose to the grindstone, do my work, and be recognized for my work? But, it turns out that making

scholarly connections is absolutely essential to your success because that's where you get invitations to be on panels at conferences, that's how you get access to samples of potential participants that you don't normally have access to, it's how you get reviews of manuscripts that you're feeling kind of shaky about, that's how you get invited to be a collaborator on a manuscript. It is through your network—it all happens through your network.

SR: My own personal experience was that I was not prepared or aware of the great importance of networking until I became a faculty member. Although I had done some as a graduate student, I realized, if you're going to go academic track, you *must start networking as a graduate student*. You need to develop ties with people that will eventually be able to review you for tenure promotion, and that can take quite a while to get going.

DS: That's where it caught me as well, when I went up for tenure and needed to be found favorable with external reviewers. They should know who you are! Who could *you* suggest that would have a favorable review of *you*? If I had developed more external contacts, I wouldn't have been so stressed about my tenure review.

AE: I avoided networking for a long time and only started when my mentor, Suzanne Rose, introduced me to others in the department. At conferences, I absolutely hid from people except when I was presenting my poster. They would come by; I didn't have to go looking for them. They would come to my poster and ask me about it, which I was perfectly capable of handling.

My inclination is to network with women first. But, while that may be within your comfort zone, it's not a good long-term strategy. You should have a network that includes people of both genders. In fact, there is research that shows women with networks that have a high proportion of women are less likely to have leadership positions (Parker & Welch, 2013). While it may be easier to approach and network with women, don't restrict yourself to a network full of women.

What advice would you give to young scholars as they build a professional network?

DS: I would recommend developing your network in two ways: a social network and a strategic network. The big thing is to have someone you can trust but further ahead than you. And you don't know who those social supports or strategic supports are going to be. Also, consider your style and develop relation-

ships with someone who fits your style. Just because everybody loves a particular professor, that might not be what you need.

Most importantly, develop a trustworthy network. My network helped me when I was in a tight spot: vouched for me, validated my position, and supported me through the process.

AE: Actually, I don't think that people who are multiple levels of promotion above you are going to be very helpful for you. You've got your mentors, but someone who got tenure or applied for jobs 30 years ago is not, by and large, going to have time to network with you. Also, the tenure and job application processes have changed dramatically, making your peers the best resource for up-to-date tips.

The people that I went to graduate school with have been an incredible resource for me. Your peers are the people who are going to see the same changes as you, come across the same funding challenges, and grow old with you in the field. So, definitely, stick with your graduate student cohort, get to know them well. You never know where people are going to end up and what ways you might be able to help each other.

KNL: And even going back and reconnecting with your undergraduate groups can be an excellent resource for networking.

I've called and communicated with some of my old undergrad professors. Even in looking backwards, the more places you are, the more people you meet, the larger your network becomes, the more opportunities there are for you.

Because all of my colleagues from graduate school are in different places, I know people now, not because of me, that moved on to other places. I now have connections to some of the top research universities and centers. I made relationships with them while I worked with them and now I have a network.

New faculty members came from places where they know people. Other people's relationships benefit you, but you have to make relationships with those other people. Consider *all contact* with people, every day, as network building. For me, my network was mostly built up at FIU. I'm from here, I went to school here, and I stayed here. That's why I say that my networking has not been as strong as others. I limited my own opportunities by not going to conferences as a graduate student. I had personal reasons for not doing so, but I can guarantee that it limited my possibilities for jobs. I may have had a completely different career if I would have done those types of things. But, in the end, it's how you carry yourself every day. Work every day to be the consummate professional.

SR: Going to conferences is one way, but it's also being around when guest lecturers are considered or hosted. Say, you're writing a master's thesis and often citing a certain person. You should try to get that person invited to your university, and be the one to host them or drop them to their hotel. Getting involved in those researchers that you already cite and study is a good guide because those are the people that will be most interested in your work, and those are the ones that you will want as external reviewers for tenure.

Also, be multilevel in your strategy. You could reach out by correspondence, go to some conferences, and try to get involved in your professional association on some type of committee. What you *really* want is one-on-one contact with people. Go out to the organized dinners; try to get yourself invited when a group is going.

AE: I tend to be more comfortable in smaller groups. I would advise going to smaller conferences or go to the programs within your division at the larger conferences. For example, at APA, I have gotten to know and networked with Division 35 members, which is Psychology of Women Division. One tip that I've learned: If someone is doing interesting research, or just gave a talk that interests you, learn more about *them*. Ask how they like

the conference so far; ask about their research, or university, or experiences as grad student or early professor. There is something very awkward for me about introducing my research and myself, I feel like a salesperson and I hate that. So, I ask them about themselves and express an interest in them and get them to talk to me. After some discussion, they usually ask about my research, which is more in my comfort zone.

A networking challenge for women is in having their attempts at professional relationship building misinterpreted as a romantic interest. What cautions or preventative measures would you suggest for this type of situation?

SR: In terms of the conference circuit, I'd just say, "Be aware." I don't have an easy answer for that one. Maybe the best thing to do is to have a "buddy" at the conference, another graduate student who you can touch base with and compare notes.

Probably things your Mother told you: Do things in groups, try not to get isolated. So, a dinner invitation from Mr. Famous with you alone would be pretty shocking. Maybe you would decide, "I better go to it." Maybe it's more likely to be a drink or something that is right there in your hotel and where there are other people. You can try to keep the

conversation from getting personal, try to stick to the research, or professional topics. If somebody starts questioning for more information about your personal life, then it's time to suddenly get a text you have to answer.

AE: I always talk about research and only delve into personal/professional things with women. Also, as I tend to make physical contact when I'm talking, I try to avoid that when I'm talking with men. In a way, this is a difficult issue because it's like saying to women, "don't get harassed." I mean, the problem is really with the harasser, and that's where the solution should be addressed. There are plenty of women who have kept to professional topics, who haven't made physical contact, and still have been misinterpreted. The issue becomes, *how do you respond to that?*

I had one situation at a conference where (and I'm not sure if this is the right response or not) I decided to just end the conversation. I extended my hand, even though he was not finished with his sentence, and said something like, "Well, it was good meet you, I've got a lot of other things to attend to, and I wish you luck." He didn't extend his hand at first; he was kind of taken off guard. I kept my hand there, and he eventually did because it was too awkward to have someone extending their

hand to you and you not doing anything. So, he shook my hand and I left.

SR: The best thing is to start your prevention strategy earlier. When somebody invites you to something, ask for more time. You say, "Well, I'd like to do that, let me check my schedule." Just give yourself more time to ask, "Does this make me uncomfortable?" Then you have time to get out of it.

So, let's say you do go to dinner, and then they say, "Do you want to come up to my room?" Well, then you need to be prepared with some answers. Maybe you want to rehearse this with somebody. If you've accepted an invitation with somebody and you're a little nervous about it, go through a couple different scenarios with your buddy. Then you would have your "canned response" to keep things at a limit that's comfortable for you. If they suggest that you have an after dinner drink, you have something prepared to say such as, "I'm sorry, I'm meeting a friend in 10 minutes and have to be going." Because, if you're nervous, you might not think. Some people are very skilled at responding in the instant, but others get a little scared or stage fright and can't think. Be prepared with your brush-off. It's the same thing you would do if you went on a date with

somebody; but I think because of the power differential, it makes people unsure of how they should behave.

As we wrap up the discussion, I'd like to thank our panelists for an interesting and lively discussion! Regarding ethical standards and practices, both SIOP and AoM have guidelines posted on their websites addressing professional and ethical behavior. Please take time to know the expectations of ourselves and others, and may your upcoming conferences be filled with opportunities to develop your professional network!

Interested in more? An extended version of the interview with our three experts is available on the SIOP website, [here](#).

References

- Parker, M., & Welch, E. W. (2013). Professional networks, science ability, and gender determinants of three types of leadership in academic science and engineering. *The Leadership Quarterly*, 24(2), 332-348. doi:10.1016/j.leaqua.2013.01.001
- Rose, S. M. (1985). Professional networks of junior faculty in psychology. *Psychology of Women Quarterly*, 9(4), 533-547.
- Rose, S. M. (1986). *Career guide for women scholars*. New York: Springer.

Contents	Features	Editorials	Reports	my.SIOP
----------	----------	------------	---------	---------

Copyright of TIP: The Industrial-Organizational Psychologist is the property of Society for Industrial & Organizational Psychology 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.



AMERICAN PSYCHOLOGICAL ASSOCIATION

MEMBERS TOPICS PUBLICATIONS & DATABASES PSYCHOLOGY HELP CENTER NEWS & EVENTS SCIENCE EDUCATION

CAREERS ABOUT APA

ABOUT APA[Who We Are](#)[Governance](#)[Directorates and Programs](#)[Divisions of APA](#)[For Members](#)[Division Digest](#)[For Division Leaders](#)[Advocacy](#)[Council Policy Manual](#)[Grants, Awards and Funding](#)[CONTACT APA](#)

Psychopharmacology and Substance Abuse

Division

28:

Psychopharmacology

and

Substance

Abuse

promotes

teaching,

research

and

dissemination

of

information

regarding

the effects

of drugs

on

behavior.

The

division

was

formed in

1967 to

provide a

home

within APA

for

psychologists

interested

in the

behavioral

effects of

psychoactive

or central

nervous
system
medicine,
drugs and
chemicals.
Our
research
often
combines
the
methods
of
psychology
and
pharmacology
to study
the
interaction
of
behavior,
drugs and
other
environmental
factors in
animals
and
humans. It
is
conducted
in
laboratory,
clinical
and
community
settings.

The
division
addresses
issues
related to
animal
research,
neurobehavioral
toxicology,

psychopharmacology
training
programs,
development
of new
treatments
for drug
addiction,
and public
policy
related to
medication
regulation
and
substance
abuse.

Visit the
website
for Division
28:
Psychopharmacology
and
Substance
Abuse
(<http://www.apadivisions.org/division-28/index.aspx>)

JOIN NOW
([HTTPS://JOIN.APA.ORG/DIVISIONS?
DIVISION=28](https://join.apa.org/divisions?division=28))

Publications

Newsletter

*Psychopharmacology
and
Substance
Abuse*

News

(<http://www.apadivisions.org/division-28/publications/newsletters/psychopharmacology/index.aspx>)

(published
three
times/year)

Contact Information

APA
Division
Services
(mailto:division@apa.org)
750 First
St, NE
Washington,
DC
20002-
4242
Telephone:
(202) 336-
6013

Division Awards and News

[View the division's awards](#)

Monitor articles about the division

Division Meetings

APA Annual Convention



O*NET OnLine

Updated 2018

Bright Outlook

Details Report for:

21-1023.00 - Mental Health and Substance Abuse Social Workers

Assess and treat individuals with mental, emotional, or substance abuse problems, including abuse of alcohol, tobacco, and/or other drugs. Activities may include individual and group therapy, crisis intervention, case management, client advocacy, prevention, and education.

Sample of reported job titles: Case Manager, Clinical Social Worker, Clinical Therapist, Clinician, Counselor, Mental Health Therapist, Psychotherapist, Social Worker, Substance Abuse Counselor, Therapist

View report:

Summary**Details****Custom**

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Detailed Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Education](#) | [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

Tasks [Save Table \(XLS/CSV\)](#)



10 of 13 displayed (12 important)

Importance	Category	Task
91	Core	⊕ Counsel clients in individual or group sessions to assist them in dealing with substance abuse, mental or physical illness, poverty, unemployment, or physical abuse.
87	Core	⊕ Monitor, evaluate, and record client progress with respect to treatment goals.
87	Core	⊕ Interview clients, review records, conduct assessments, or confer with other professionals to evaluate the mental or physical condition of clients or patients.
85	Core	⊕ Collaborate with counselors, physicians, or nurses to plan or coordinate treatment, drawing on social work experience and patient needs.
82	Core	⊕ Counsel or aid family members to assist them in understanding, dealing with, or supporting the client or patient.
80	Core	⊕ Refer patient, client, or family to community resources for housing or treatment to assist in recovery from mental or physical illness, following through to ensure service efficacy.
79	Core	⊕ Modify treatment plans according to changes in client status.
77	Core	⊕ Educate clients or community members about mental or physical illness, abuse, medication, or available community resources.
75	Core	⊕ Assist clients in adhering to treatment plans, such as setting up appointments, arranging for transportation to appointments, or providing support.
74	Core	⊕ Increase social work knowledge by reviewing current literature, conducting social research, or attending seminars, training workshops, or classes.

[back to top](#)

Technology Skills [Save Table \(XLS/CSV\)](#)



10 of 12 displayed

- ⊕ **Data base user interface and query software** — Database software
- ⊕ **Desktop publishing software** — Adobe Systems Adobe PageMaker; Microsoft Publisher
- ⊕ **Document management software** — Adobe Acrobat
- ⊕ **Electronic mail software** — Email software; Microsoft Outlook
- ⊕ **Internet browser software** — Microsoft Internet Explorer; Netscape Navigator; Web browser software

- ✚ **Medical software** — Medical condition coding software ✚; Medical procedure coding software ✚; Patient electronic medical record EMR software; Social Work Software ClientTouch ([see all 7 examples](#))
- ✚ **Office suite software** — Corel WordPerfect; Microsoft Office ✚
- ✚ **Presentation software** — Information presentation software; Microsoft PowerPoint ✚
- ✚ **Spreadsheet software** — Microsoft Excel ✚
- ✚ **Word processing software** — Microsoft Word ✚

✚ **Hot Technology** — a technology requirement frequently included in employer job postings.

[back to top](#)

Tools Used

Save Table ([XLS/CSV](#))

All 3 displayed

- ✚ **Desktop computers**
- ✚ **Notebook computers**
- ✚ **Personal computers**

[back to top](#)

Knowledge

Save Table ([XLS/CSV](#))

10 of 33 displayed (8 important)

Importance	Knowledge
96	✚ Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
92	✚ Therapy and Counseling — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
85	✚ Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
82	✚ Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
77	✚ English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
62	✚ Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
61	✚ Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
56	✚ Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
49	✚ Philosophy and Theology — Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.
45	✚ Law and Government — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

[back to top](#)

Skills

Save Table ([XLS/CSV](#))

10 of 35 displayed (20 important)

Importance	Skill
85	⊕ Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
81	⊕ Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
81	⊕ Speaking — Talking to others to convey information effectively.
75	⊕ Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
72	⊕ Coordination — Adjusting actions in relation to others' actions.
72	⊕ Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
72	⊕ Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
72	⊕ Service Orientation — Actively looking for ways to help people.
69	⊕ Writing — Communicating effectively in writing as appropriate for the needs of the audience.
63	⊕ Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

[back to top](#)

Abilities [Save Table \(XLS/CSV\)](#)



10 of 52 displayed (17 important)

Importance	Ability
88	⊕ Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
85	⊕ Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
78	⊕ Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
75	⊕ Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
75	⊕ Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
75	⊕ Written Comprehension — The ability to read and understand information and ideas presented in writing.
75	⊕ Written Expression — The ability to communicate information and ideas in writing so others will understand.
72	⊕ Speech Clarity — The ability to speak clearly so others can understand you.
69	⊕ Speech Recognition — The ability to identify and understand the speech of another person.
66	⊕ Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

[back to top](#)

Work Activities [Save Table \(XLS/CSV\)](#)



10 of 41 displayed (27 important)

Importance	Work Activity
91	⊕ Assisting and Caring for Others — Providing personal assistance, medical attention, emotional

support, or other personal care to others such as coworkers, customers, or patients.

- 91 **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- 90 **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- 87 **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- 84 **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- 81 **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- 80 **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- 79 **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- 77 **Performing for or Working Directly with the Public** — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- 76 **Developing Objectives and Strategies** — Establishing long-range objectives and specifying the strategies and actions to achieve them.

[back to top](#)

Detailed Work Activities [Save Table \(XLS/CSV\)](#)



10 of 17 displayed

- Counsel clients or patients regarding personal issues.
- Counsel clients or patients with substance abuse issues.
- Collaborate with other professionals to assess client needs or plan treatments.
- Collect information about clients.
- Interview clients to gather information about their backgrounds, needs, or progress.
- Maintain client records.
- Monitor clients to evaluate treatment progress.
- Counsel family members of clients or patients.
- Refer clients to community or social service programs.
- Modify treatment plans to accommodate client needs.

[back to top](#)

Work Context [Save Table \(XLS/CSV\)](#)



10 of 57 displayed

Work Context	Percentage of Top Responses
Electronic Mail — How often do you use electronic mail in this job?	91 Every day
Face-to-Face Discussions — How often do you have to have face-to-face discussions with individuals or teams in this job?	88 Every day
Telephone — How often do you have telephone conversations in this job?	89 Every day

- ⊕ **Contact With Others** — How much does this job require the worker to be in contact with others (face-to-face, by telephone, or otherwise) in order to perform it?
- 77 ██████████ Constant contact with others
23 ██████████ Contact with others most of the time
- ⊕ **Indoors, Environmentally Controlled** — How often does this job require working indoors in environmentally controlled conditions?
- 83 ██████████ Every day
- ⊕ **Work With Work Group or Team** — How important is it to work with others in a group or team in this job?
- 65 ██████████ Extremely important
17 ██████████ Very important
17 ██████████ Important
- ⊕ **Time Pressure** — How often does this job require the worker to meet strict deadlines?
- 53 ██████████ Every day
31 ██████████ Once a week or more but not every day
15 ██████████ Once a month or more but not every week
- ⊕ **Freedom to Make Decisions** — How much decision making freedom, without supervision, does the job offer?
- 45 ██████████ A lot of freedom
44 ██████████ Some freedom
- ⊕ **Impact of Decisions on Co-workers or Company Results** — What results do your decisions usually have on other people or the image or reputation or financial resources of your employer?
- 55 ██████████ Very important results
22 ██████████ Important results
13 ██████████ Minor results
- ⊕ **Frequency of Decision Making** — How frequently is the worker required to make decisions that affect other people, the financial resources, and/or the image and reputation of the organization?
- 59 ██████████ Every day
16 ██████████ Once a week or more but not every day
11 ██████████ Once a month or more but not every week

[back to top](#)

Job Zone Save Table (XLS/CSV)

Title Job Zone Five: Extensive Preparation Needed

Education Most of these occupations require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).

Related Experience Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.

Job Training Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.

Job Zone Examples These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organizational skills are required. Examples include librarians, lawyers, astronomers, biologists, clergy, surgeons, and veterinarians.

SVP Range (8.0 and above)

[back to top](#)

Education

Percentage of Respondents	Education Level Required
57 ██████████	Master's degree
15 ██████████	Bachelor's degree
15 ██████████	Post-master's certificate ?

[back to top](#)

Credentials



Find Training



Find Certifications



Find Licenses

APPRENTICESHIP.GOV

[back to top](#)

Interests [Save Table \(XLS/CSV\)](#)

All 6 displayed (3 important)

Occupational Interest	Interest
100	Social — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
61	Investigative — Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.
56	Artistic — Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.
33	Conventional — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.
28	Enterprising — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.
0	Realistic — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

[back to top](#)

Work Styles [Save Table \(XLS/CSV\)](#)



10 of 16 displayed (16 important)

Importance	Work Style
98	Concern for Others — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
94	Dependability — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
94	Integrity — Job requires being honest and ethical.
92	Stress Tolerance — Job requires accepting criticism and dealing calmly and effectively with high stress situations.
89	Self Control — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
88	Adaptability/Flexibility — Job requires being open to change (positive or negative) and to considerable variety in the workplace.
88	Initiative — Job requires a willingness to take on responsibilities and challenges.
88	Persistence — Job requires persistence in the face of obstacles.
87	Cooperation — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
87	Social Orientation — Job requires preferring to work with others rather than alone, and being personally connected with others on the job.

[back to top](#)**Work Values** [Save Table \(XLS/CSV\)](#)

All 6 displayed (6 important)

Extent	Work Value
83 	Achievement — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.
83 	Relationships — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.
72 	Independence — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.
61 	Support — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.
56 	Working Conditions — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.
50 	Recognition — Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are Advancement, Authority, Recognition and Social Status.

[back to top](#)**Related Occupations** [Save Table \(XLS/CSV\)](#)

All 10 displayed

- 19-3031.03 [Counseling Psychologists](#) 
- 21-1011.00 [Substance Abuse and Behavioral Disorder Counselors](#) 
- 21-1012.00 [Educational, Guidance, School, and Vocational Counselors](#) 
- 21-1013.00 [Marriage and Family Therapists](#) 
- 21-1014.00 [Mental Health Counselors](#) 
- 21-1015.00 [Rehabilitation Counselors](#) 
- 21-1021.00 [Child, Family, and School Social Workers](#) 
- 21-1022.00 [Healthcare Social Workers](#)  **Bright Outlook**
- 21-1092.00 [Probation Officers and Correctional Treatment Specialists](#)
- 25-1066.00 [Psychology Teachers, Postsecondary](#) 

[back to top](#)**Wages & Employment Trends**

Median wages (2017) \$20.79 hourly, \$43,250 annual

State wages



Employment (2016) 124,000 employees

Projected growth (2016-2026)  Much faster than average (15% or higher)

Projected job openings (2016-2026) 15,900

State trends



Top industries (2016) Health Care and Social Assistance (75% employed in this sector)
Government (16%)
(see all industries)

Source: Bureau of Labor Statistics [2017 wage data](#) and [2016-2026 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period (2016-2026). "Projected job openings" represent openings due to growth and replacement.

[back to top](#)

Job Openings on the Web



[back to top](#)

Sources of Additional Information

All 1 displayed

Disclaimer: Sources are listed to provide additional information on related jobs, specialties, and/or industries. Links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

- [Occupational Outlook Handbook: Social workers](#)

[back to top](#)