

**Multicultural Reflective Journal Entry One - Eight**

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### **Multicultural Reflective Journal Entry One**

Multicultural reflective journal entry one reflects Chapter Nine: The Role of Gender in Career Development. This chapter bring to my attention, the oppression of women in the workforce. I feel that this chapter has shown me the need for change in the way administration promotes and awards leadership positions. The discrimination and devaluing of a woman's role in the workforce have played a big part in keeping women from being placed in predominantly men's positions. The ideation of the home maker and having children has hindered the advancement of women. Although most of this chapter focuses on the disadvantages women face in the workplace, depressed men are briefly discussed, and the role of the unpaid parent has on the workforce. To be frank about this section, I did not feel that this section on men was needed, but after reviewing the title of the chapter it refers to gender, so the authors needed to include a brief section on men's career development (Schultheiss, 2020).

I have always known that men always were rewarded the predominant leadership positions in most companies, while women were overlooked often. I found the glass shelf phenomenon to be quite interesting, This section explained the biases of the selection of higher authoritative jobs were given to men when the company was doing good and then when the company was doing bad, they would place women into these leadership roles (Schultheiss, 2020). How will I ever help women to overcome these barriers and allow women to feel more comfortable and accepted when I teach and supervise counselors in training, when most students are female? I can do so by using the social cognitive career theory (SCCT). SCCT is what I would use as it allows the influences on gender when it comes to self-efficacy and the outcome expectations which in return affect the way a person will develop and choose a career

(Schultheiss, 2020). It is important to share this with your counselors in training because they should be aware of this when they proceed to work in the counseling field or if they choose to be career counselors.

I did not believe I had any biases or assumptions about the role gender played in choosing a career or being accepted for a higher paying leadership position in a company. But, after reading this chapter, I am now aware that this is an issue bigger than I imagined. As recent data has revealed, there are gaps in men and women's awareness of the inequalities still occurring as there has been a huge increase in the number of females taking on major leadership roles in big businesses (Schultheiss, 2020). So, I assumed. But as the data expressed in 2020 this is not the case.

I believe I will be challenged as a masters student professor, with discussing this gap in gender to the class. From my experience with attending classes since 2015, I have always been a minority as a male in the class, most of the gender in the classes I have been in were women. This is due to the misconception that counseling is a women's job and that many men do not choose to become counselors due to it being a lower-class paying job (Michel, et al., 2013). There is also a societal belief that women are more empathetic than men and I am proof that this is not true. This is important to show my masters students that men are able to be counselors as well.

I have never had any prejudices towards anyone when it came to being promoted to a higher paying job or leadership positions based on gender. I have worked in a field that is predominately male oriented because of the heavy physical labor required, but this did not limit women from taking these positions. The lack of women in these positions saddens me, as I have never felt superior to a woman in my field but looked at them as equals. I will work my hardest

to ensure my masters students are aware of these prejudices and teach them to advocate for equality and for the elimination of the biases associated with leadership roles being gender based. This has been going on for hundreds if not thousands of years when gender is involved yet if we can make things a little better with our generation, we are moving in the right direction.

### **Multicultural Reflective Journal Entry Two**

Multicultural reflective journal entry one reflects Chapter Ten: The Role of Race and Ethnicity in Career Choice, Development and Adjustment. This chapter expresses the oppression of ethnically diverse groups as they choose, develop, and adjust to discrimination in the workforce. This chapter has shown me the need to advocate for a change in how career counselors can help ethnic minorities overcome the barriers that society has placed before them when dreaming about a career. I was impacted by the statement at the beginning of the chapter on how not everyone will decide to choose a particular career based on their abilities or dreams, but in reality, they make them based on what is available for the color of their skin by society (Fouad, & Kantamneni, 2020). I gained a greater understanding of the educational and occupational disparities between White European Americans and individuals of other Racial/ethnic minority backgrounds (Fouad & Kantamneni, 2020). Much work needs to be done to make these minorities feel they can dream of the American dream and reach it.

I found it interesting how many of the career theories used in career counseling, when created, were not developed to accommodate other cultures besides White European Americans. Through studies done on several theories, the one that was found to be most efficient was the Social Cognitive Career Theory (SCCT), as it was designed to accommodate a larger area of ethnic backgrounds (Fouad & Kantamneni, 2020). A newer theory has come into practice and is receiving a great deal of research. This theory is the Psychology of Working Theory, and I

believe that this will make a difference in many minority people's ability to choose a vocation that they desire to work in without worrying about biases towards them (Fouad & Kantamneni, 2020).

I have always known that there has been discrimination in hiring minorities into predominately White European American jobs. However, I had no idea that these biases affected their career choices. I am embarrassed by my lack of understanding of the struggles and amount of discrimination these ethnic minorities have gone through over the years. I strongly believe in advocacy. This cause is important because no one should be locked into a limited number of careers when so many are available. Although I may not specialize in career counseling, I do not have to be a career counselor to advocate.

Everyone has some form of bias or assumption regarding cultural values and wanting to work in certain careers. I never believed I was a biased person, but when I look back on my younger self, I never agreed with affirmative action in the workplace. This was because I believed that if a person is qualified to work in a position, that person should have the job regardless of their race. But to just hire someone over another based solely on their race with no qualifications, over a more qualified person was messed up. I would have to say that this is a bias. I also assumed that most of the people hired had no experience, but I could not verify this assumption.

Some challenges I know I will face in this area of working with master's students would have to be working with cultural factors related to career development. Fouad & Kantamneni do a great job explaining how cultural factors can affect how I may influence or not my students on how to work with different cultures in career counseling (2020). I believe that I need to meet my clients where they are and not where I am. What I mean by this is that I am a White European

American and I do not claim to understand other cultures. Therefore, I will have to be open with my clients and students and ask them to explain what it means to be of their culture. Only then will I be able to work with them, and I believe this will build a stronger working relationship with them.

My ability to apply what I have learned into practice would be to practice career counseling. I have not done any career counseling yet, but I know that I can use what I have learned with my students and clients who are culturally different from me. The idea of counselor cognitions will help me to become a better teacher, supervisor, and counselor. The idea of having culturally competent counselors is found in our ACA code of ethics. So, it is appropriate to explore cognitive ideology as counselors who are working on developing a cultural competency can come through the purposeful development of insight and monitoring of their multicultural identity (Fouad & Kantamneni, 2020). I found this chapter quite insightful, and I believe I am more aware of my own personal bias and that I still need to work to become more culturally competent.

### **Multicultural Reflective Journal Entry Three**

Multicultural reflective journal entry one reflects Chapter 11: Social Class and Poverty: A Renewed Focus in Career Development. In this chapter, I have learned that there is a difference in how different social classes and those in poverty search for and dream of a career. Sadly, people are made to believe they will never have a chance of working in a job they want to because they were born into poverty or a lower social class. I know from experience that many higher-paying jobs are given to those whose parents have higher-paying jobs because of their connections. I have seen this happen since high school, and it still happens today. I like that the authors of this chapter broke down the theories that work better with specific classes of people. It

also describes how career counselors have begun challenging the status quo to stress to the underprivileged that they can strive for better jobs (Juntunen et al., 2020).

I have learned that integrating social class into career counseling was difficult due to a lack of a strong definition of social class (Juntunen et al., 2020). This has been going on for as long as I can remember. I came from a lower class, and when it came time to talk with my school's career counselor, I was told I did not need counseling, and they focused on working with the wealthy kids in my class. I am surprised at the lack of research concerning social class and poverty using the major theories. I found it relieving to see that the authors of this chapter have worked to show where further research is needed in this area. They also have given some great insight into which theories have been found to work well with this population. The section on applying theories to social class issues was very helpful.

Although I am not a career counselor, this will help me better understand my clients of different social classes. I would use SCCT and Krumboltz because their theories resonate with me and have been seen to integrate well with counseling clients of the poverty level and lower social classes (Juntunen et al., 2020). It is an ethical mandate that counselors must not discriminate against a client based on socioeconomic status, and therefore, career counselors are held to the same standards as found in the Multicultural and Social Justice Competencies (Clark et al., 2020). I may not be specifically a career counselor, but as a mental health clinical counselor, I should know and be more aware of these theories to help my clients when the need arises. I will refer to a career counselor if it is more than I can handle.

I have not identified any biases while reading this section. I did have a few assumptions. I assumed that everyone could work out of the middle class or advance into a better career, regardless of socioeconomic status. I was surprised to read the numbers concerning the level of

poverty reported in 2018; twenty percent of all children came from low income, but this did not include any children of color (Juntunen et al., 2020). I also assumed that the number of women progressing in the workforce has increased. However, according to the numbers in this chapter, I was incorrect in assuming anything. I also assumed that my children would want to go to college and get an education to work in a better job, but as found in the chapter, the importance of obtaining a higher-paying job through schooling was not a reality (Juntunen et al., 2020). My son is a great example as he opened his own business. I told him he should get some business classes to help him. He replied that his friends who also have a business never went to school, so he does not need to either.

Some challenges when teaching master students about this area would have to be getting them to see the importance of reaching out and showing the clients the importance of going to school to better themselves. I believe that work hope, as explained in the chapter, using the work hope scale produced results that showed how the different populations of wealthy young adults and lower-income young adults were more disenfranchised economically, discouraging them from pursuing an education and higher paying jobs (Juntunen et al., 2020). This is quite disheartening, as my students come from the same age group. Does that mean that they are coming from the wealthier group? Will they be able to overcome their biases towards lower socioeconomically based clients?

I will study the SCCT and Krumboltz in more detail and begin to truly understand and develop them into my counselor toolbox as I work with a very diverse group of clients. With my clientele also being from the ages of five to seventeen, I can begin to educate them in their career as they explore what they want to be when they grow up. I know I am not there to influence

anyone, so I will allow them to make all their own decisions. I can use what knowledge I have gained from studying these theories and put them into practice.

#### **Multicultural Reflective Journal Entry Four**

Multicultural reflective journal entry four reflects Chapter Twelve: Career Development of Lesbian, Gay, Bisexual, and Transgender Individuals. This chapter introduced me to the oppression of the LGBTQ community when it comes to careers. I am not familiar with all the new labels that have been generated and it has been quite a task to stay up on them. I have been familiar with the community as I have many gay relatives and have always interacted with them like everyone else, without judgment, only love. I have gained some very valuable information from this chapter as they explored the difficulties this culture has been dealing with, the struggles of individuals, how each group has been treated differently, and what theories are best fitted to work with these individuals. Like all other marginalized groups, the career development experiences of these individuals have been impacted by discrimination, negative stereotyping, and a lack of proper legal protection (Lyons et al., 2020). Although there have been vast gains and extreme growth in the rights of the LGBTQ community, there has not been equal growth within the career developmental movement.

I did not know that gay men are paid less than lesbian women who show masculine qualities (Lyons et al., 2020). I never would have imagined that all feminine-acting men and women in the LGBTQ community would be discriminated against, paid less, and placed in lower authoritative positions (Lyons et al., 2020). I have come to realize that I must change my way of thinking as it pertains to career counseling of LGBTQ individuals. I was unaware that the overall functioning of persons from marginalized, non-dominant group backgrounds has been influenced by oppression in career development (Specialle & Scholl, 2019). I must be aware of this as I

have to consider this when counseling LGBTQ clients on career development. I am familiar with the discrimination that LGBTQ clients endure in school but have not been aware of this occurring in the workplace.

I know I will have to put my personal views on my client's choices of how they will live their life, but that is something I must do with all my clients. I may disagree with their choices, but I am supposed to put my ideation aside to do my job as a counselor. I am here to be non-judgmental and help clients with their mental health. I must be aware that I can cause harm by not doing anything else but that. I know that when it comes to addressing the sexual orientation of my clients, my religious beliefs could become a factor, so I must be able to determine how much sexual orientation has to be a part of the counseling session (Lyons et al., 2020). I have always assumed that there was not such a significant difference in career development based on sexual orientation.

One challenge I may encounter is putting aside my beliefs if the client focuses only on sexual orientation. I am not uncomfortable with discussions of sexual orientation, but to be able to be entirely empathetic, I am concerned about it. I have learned that more feminine men are looked down upon and given less-paying jobs compared to more masculine women. I may have some trouble with this as well. I am not judgmental and love everyone, but I do struggle with overly exaggerated feminine men and masculine women. I am working on this. When working with my students, I will consider how abused the LGBTQ community has been concerning career development. Lyons et al. mention a recurring theme in the scholarly literature concerning LGBTQ career development: I must be more intentional in implementing an LGBTQ-affirmative approach into my counseling (2020).

I look forward to applying a strategy mentioned by Lyons et al. to help young LGBTQ clients develop and protect their career development. Three coping skills were mentioned that are designed to help the client process the unique demands placed on them (Lyons et al., 2020). As I look to what theory I would feel most comfortable using and applying, SCCT again comes to mind. It is mentioned that this is a compelling theory when working with this diverse group (Lyons et al., 2023). Krumboltz is also mentioned in this section as he outlined four factors and how they influence the individual's decision-making (Lyons et al., 2020). I am very grateful for this chapter, I had a hard time at the beginning reading it, but as I got into it, I was compelled to continue reading through it.

#### **Multicultural Reflective Journal Entry Five**

Multicultural reflective journal entry four reflects Chapter Thirteen: Career Development of Youth and Young Adults with Disabilities. This chapter opened my eyes to the reality that people with disabilities still struggle with job placement, and the youth have it even harder. I was surprised to learn that no theory will work fully with disabilities (Fabian & Morris, 2020). I was also surprised that youth with disabilities face such significant challenges (Fabian & Morris, 2020). I would have never guessed, with the American Disabilities Act (ADA), that there were so many disabled persons having trouble finding work. I was not aware of the lack of support for young disabled persons as well as young adults. Many strides have been made in creating handicapped-accessible buildings, bathrooms, and workplaces to accommodate disabled persons. But after reading this chapter, I was blind to the more critical aspects such as the amount of support and acceptance of disabled youth and young adults in the workplace (Fabian & Morris, 2020). To read that someone would be denied a job because of their appearance from a disability is very sad (Fabian & Morris, 2020).

Although SCCT has been my go to theory, it has been mentioned that it will work with disabled persons, the best theory mentioned is Super as his theory accommodates the needs of disabled persons more efficiently (Fabian & Morris). I find that my thinking process about disabled persons has been wrong in that I believed they were being more interwoven into the job field and had made great progress in gaining access to better jobs. What I have come to find out is that they are struggling and being repressed due to their disabilities still (Fabian & Morris, 2020). I believe that there is a strong need to advocate for disabled employment, there is a need to share that the disabled are not unwilling to work, they just have trouble finding work due to the lack of jobs and businesses that can accommodate their disability, the lack of jobs created specifically for disabled persons, and accessibility of transportation to and from work (Lindesy et al., 2015).

I have no bias towards disabled persons, but I always assumed that disabled persons were defined as someone in a wheelchair. But what I have come to learn is that disabled persons may look like normal people but may have a psychological disability, not a physical one (Fabian & Morris, 2020). I also assumed that through the passing of the ADA, handicapped and disabled persons have been given a better chance of finding work that they are qualified to perform. While working with master's students, getting them to understand and overcome their assumptions like I had to do may be difficult. Giving them examples that I have found to help me realize there is a need to advocate is essential to bring attention to the struggles and lack of support that disabled persons face when looking for higher education and finding a profession suitable for them (Fabian & Morris, 2020).

If they are anything like I am, then they are ignorant of the repression that disabled people are facing. Getting them to open their eyes and accept the need for more support for

disabled people to help them find jobs and search for colleges that can accommodate their needs. I also feel that many of my students may have the same ideology that disabled means handicapped and ignore all forms of disabled people. I am not a fan of Super, but if his theory is the most efficient theory available for disabled people, then I will study how I can utilize this theory to help my disabled clients. Another thing I know I have experienced when dealing with a handicapped person is I treated them as a little child and believed that they needed my help when they were quite independent, and the person was perfectly capable of doing many things on their own. Hearing I can do it, I am not a child was an eye-opener for me. I felt stupid but thank God I am a fast learner. I am also open to the idea of using SCCT, as I know that it can be a valuable theory as well for many different types of people. I believe that further research is vital to helping disabled people with career counseling. I also feel the need for advocacy to promote and bring about awareness of the need for better education opportunities and careers for disabled persons.

### **Multicultural Reflective Journal Entry Six**

Multicultural reflective journal entry four reflects Chapter Fourteen: Career Development of Older Workers and Retirees. I have learned some essential issues associated with older workers and retirees. This genre is important to me as I fit into this category. I can relate to these clients better than any other group because I am getting close to retiring from my first job, and I started working towards a new career eight years ago. This can be a complex group to work with as many of them are set in their ways, and this can cause problems. Many career theorists have focused mainly on students and mid-career subjects, neglecting the older workforce and retirees (Hirschi & Pang, 2020). This may become an issue as the baby boomers become older workers and retirees. The author suggests that the Life-Span Life-Space theory will work best with this

population (Hirschi & Pang, 2020). I would have to agree with them on this population, but I still like SCCT, and maybe integrating the two would be best.

Each aspect of the older worker and retiree perspective when looking at the developmental period of their lives is essential (Hirschi & Pang, 2020). I never really considered this as an issue for older workers, but with the way the US Government is concerned, most of the Congress and Senators are part of this workforce. Look at President Biden; he is an excellent example of what is mentioned of cognitive development as it relates to age. When there is a decline in memory and reasoning, we may not assume there is an issue because their socioeconomic status, educational attainment, health status, and lifestyle can mask their cognitive dysfunction (Hirschi & Pang, 2020). As counselors, we must consider that the older workforce has been working past the traditional age of sixty-five years and is now making up a large portion of the workforce (Lytle et al., 2015).

I do not have any biases, as I fall into this category faster than I wish. However, I assumed that there was more research and effective theories for this population. One research article suggests that no clear definition of retirement exists today (Lytle et al., 2015). It was mentioned that eight definitions have been found in a recent literature review (Lytle et al., 2015). I also find it difficult to believe that age stereotypes exist. However, they are out there and do exist, according to Hirschi and Pang (2020), as they are found in different work situations across sectors and even countries. I can see that teaching students about age and what is needed for working with this population may be challenging. As most students are just out of high school, they do not have much life experience compared to the older workforce; therefore, I can see possible biases between the two. Most may be based on the stereotypes associated with this population (Hirschi & Pang, 2020). I can also see that as the number of students online is older, I can relate to them,

and they would be able to attain a better understanding of this population as they will be part of it.

I will have to work on learning more about the Life-Space Life-Span theories so I can integrate them with SCCT. Once I have developed an integrative method, I can work with this population. I will work on helping the client with transitioning into retirement as a late-career phase (Hirschi & Pang, 2020). This will be done in several ways, walking them through decision-making about when to retire and whether they want to retire completely or move into a new career (Hirschi & Pang, 2020). They will need help adjusting from working to not because of retiring or bridging into a new job (Hirschi & Pang, 2020). Just as younger workers or students looking to enter the workforce, they need encouragement and someone to work on their adjustment from working to retirement.

### **Multicultural Reflective Journal Entry Seven**

Multicultural reflective journal entry seven reflects Chapter Fifteen: Nature, Importance, and Assessment of Interests. What I have learned through reading this chapter is the importance of assessment of a client's interests and some theories that work and why. Hansen (2020) gives several examples of theories that integrate interest assessments to improve their ability to work with clients. I found it essential that it defined interests that are also related to personalities. I was unfamiliar with all the interest-related assessments connected to personality traits. It has been suggested that Super's theory is handy when exploring the client's interests to help develop a career plan for the client (Hansen, 2020). Several other theories are presented, and I was glad to see SCCT as one that works well with interests.

It only seemed natural to me that interests, personalities, and abilities all play important roles in the client's career development. I also gained some helpful insights that when the

interests of the client are stable, they make a great tool to help guide the client in their career decision-making process (Hansen, 2020). I learned from the previous chapters a little about interests but had no idea about the vast number of assessments available to the client to help them explore what career may be best suited for them. I prefer to use the O-Net online tool myself.

I can see that interests are more than just what a person has a liking for but can influence what career they may choose to pursue (Hansen, 2020). I would have never considered using an assessment as a therapeutic intervention before today. After reading this chapter, it only makes sense, as far as career counseling is concerned, that therapeutic assessments (TA) are an appropriate method for working with career counseling clients (Hansen, 2020). I never really thought highly of career counselors because my career counselor in high school was not very helpful. But I can say since I have been taking this course, I have gained respect for the field and can see that there is an art to this form of counseling and that there is a great need for research as the world continues to change and so do the people. I have a bias towards interest inventories and personality assessments because they are self-administered and can be easily manipulated to get the results you want from them.

With the dawn of computer-administered versions becoming more popular today, results are instantaneous (Hansen, 2020). I feel that most of the master's students today are more tech-savvy than their predecessors. As an older generation, I may have to rely on my students for help with some of the current tech for maneuvering through the websites. Teaching the students, the importance of interpreting test results for clients may be an issue (Hansen, 2020). I can see the importance of multicultural issues concerning some of the assessments and how they are being used; this must be taught to the students (Hansen, 2020).

This was a valuable chapter, and I plan to teach the importance of further research on interests, personality traits, and how these assessments will benefit the client when developing a career choice (Hansen, 2020). I plan to further explore the different theories that can be integrated with interest to use these inventories to develop a career plan for the client. I am partial to SCCT, so I may see what Super's Theory has to offer and integrate the two as far as interest inventories are concerned. I am not a career counselor, but I work with children and teens, career choices have and will continue to arise while counseling these influential minds. Therefore, I believe that understanding how to interpret and administer some of these inventories is a valuable tool for me to have.

### **Multicultural Reflective Journal Entry Eight**

Multicultural reflective journal entry seven reflects Chapter Sixteen: Nature, Importance, and Assessment of Needs and Values. Chapter sixteen was an eye-opener as I gained some very important information concerning assessing needs and values and why they are important in career counseling. I never thought about how a person's values could be an effective tool for career counseling, understanding the definition of values as they are related to career counseling, and understanding that values are what give meaning to a person's ideation of work and why they work (Rounds & Leuty, 2020). I feel that Super's theory, as mentioned in this chapter, is appropriate for value and needs assessment. Integrating Super's theory would be the easiest for me to use for assessing values and needs in my career counseling.

I also was amazed by the lack of assessments that are still active and available for needs and values. The number of work value inventories used for years has become available for assessing clients as the scoring methods are no longer available (Rounds & Leuty, 2020). The assessments once accessible through the US Department of Labor have become minimal to non-

existent (Rounds & Leuty, 2020). This disturbs me as I question the lack of research and the few companies that have bought the rights to these have no concern for the clients needing these tests.

I first took the O\*NET in my master's program, but when I recently completed it, there have been significant differences since my first encounter. I thought it would be an effective tool for counselors working in a career, but now I am unsure. The O\*NET uses the MIQ, WIP, and WIL for measurements, and they all need specific computer software to score the assessment, but O\*NET no longer supports the MIQ and WIP (Rounds & Leuty, 2020). Upon learning of this, I no longer have the confidence in the O\*NET to use it for my counseling satisfactorily. I do not feel I went into this chapter with any biases, well I was surprised to see that SCCT is not mentioned in this chapter as an alternative for assessing needs and values. I just assumed that SCCT was my go-to therapy to handle anything associated with career counseling because of its tenets. Nevertheless, upon finishing this chapter, Super is the winner here.

I feel that one issue that may arise for me when teaching master's students about this chapter, would have to be that the O\*NET is a good tool for exploring how one's values and needs can be integrated into job searching. This may be difficult when teaching the students how to use the O\*NET and keep the cost down or offer a free version of assessments to use in counseling. Keeping them from becoming discouraged by the lack of research and methods to achieve this that are available can also be a potential problem for me.

I believe that because of Super's work values inventory (SWVI), has been bought out by a private company, there is an alternative known as the SWVI-R, it is a revised adaptation to Super's work value inventory (Rounds & Leuty, 2020). This revised edition has shown adequate test results through research, and I would look to learn more about the use of this assessment. All

throughout this book, I have found many good theories and assessments to work with clients concerning careers, but I have also become slightly disappointed with the counseling community with the lack of research and immediacy of resolving the lack of thereof.

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