Multicultural needs in career counseling

Carrie Wilbert

Dr. Duys RCE:7255

Spring 2019

Objectives

1. Describe how Super's construct of self-concept may have limitations when applied to clients who are multicultural.
2. Analyze how Identity Development theories may provide a helpful construct when working with clients who are multicultural.
3. Examine self-advocacy as a priority of engaging in career counseling with clients with a hearing loss.
4. Reflect on how hearing loss affects learning, communication and relationships.

Experiential Learning Activity

Notice and reflect on your internal responses.

- Emotional, physical, mental
- Energy levels
- Engagement
- Distraction

Notice and reflect on your external responses.

- Behavioral adaptations.
- Differing types of classroom involvement.

Super's Life-Space Theory

1. Developmental context: Proposes the idea of continuity in career development.

2. Phenomenological context: Importance of self-concept

3. Contextual context: Describes the multiplicity of social roles and the interactions among them across the life span.

- Self concept is the "interaction of inherited characteristics, neural and endocrine makeup, opportunity to play various roles and resulting outcomes of role-playing success."

- Self-concept begins in infancy and progresses to include the individual's abilities, personality characteristics, values and roles.

- This self-concept progresses into one's occupational preferences.

Super's Self-concept

Multicultural limitations to Super's theory

- **Emphasis on career choice may limit applicability to racial and ethnic minorities and women.** (Cornelius, 2013)
  - Due to discrimination, differences in socialization and other cultural factors, people in marginalized communities may not have had the same range of choices.

- **Lack of parallel sequential development may not mirror racial and ethnic minorities' experience.** (Owens, Lacey, Rawls & Holbert-Quince, 2010)
  - Super, Holland and Roe's theories are described sequentially.

Multicultural limitations continued

- Macrosystem barriers to occupational opportunity. Interaction of the individual, their social context and the environment is not addressed in Holland, Super or TWA. (Fouad, Byars-Winston 2005)

- Identity development and therefore self-concept in members of marginalized communities may be blocked or delayed due to the discrimination and internalized oppression they may have experienced. (Dispenza, Brown & Chastain, 2016)
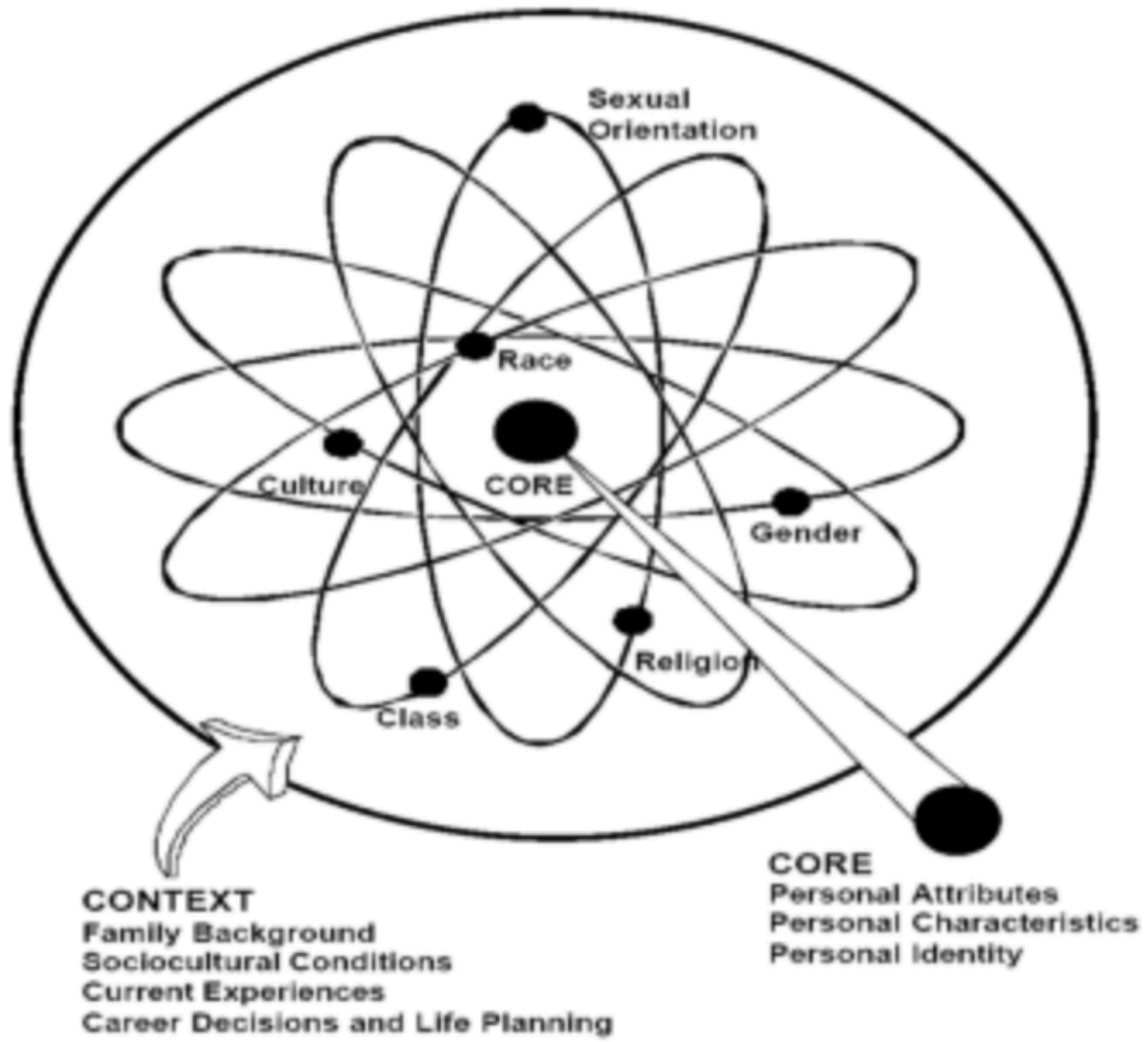
Identity Development

- Identity "…is socially and historically constructed, encompassing aspects of gender, social class, age, sexual orientation, race and ethnicity and ability."

- Having a healthy racial identity has been found to correlate with "…lower levels of stress, anxiety and suicidal ideation."

(Forber-Pratt & Zape, 2017)

5 stage Model for Racial and Cultural Identity Development

- **Conformity**
- **Dissonance**
- **Resistance and Immersion**
- **Introspection**
- Synergistic Articulation and Awareness

(Atkinson, Morten, & Sue 1993)

Jones & McEwen, 2000)

2017 Social & Psychosocial Disability Identity Development Model

- 1985-2016 PsycINFO search
  - "sexual identity": 2080 articles
  - "racial identity": 1275 articles
  - "disability identity": 52 articles

(Forber-Pratt & Zape, 2017)

2017 Social & Psychosocial Disability Identity Development Model

Qualitative Study

People with Disabilities

- Congenital
- Acquired
- Veterans

Table 1

Model of Social & Psychosocial Disability Identity Development.

Acceptance Status	• Become disabled and/or born with disability
	• Person accepts own disability
	• Close friends and family are accepting of the disability
Relationship Status	• Person meets others like herself/himself
	• Engages in conversation with these individuals
	• Learns about the ways of the group
Adoption Status	• Adopts the shared values of the group
Engagement Status	• Become a role model for others
	• Help those who may be in other statuses
	• Give back to the disability community

(Forber-Pratt & Zape, 2017)

Expanded Culturally Appropriate Career Counseling Model

(Byars-Winston & Fouad, 2006)

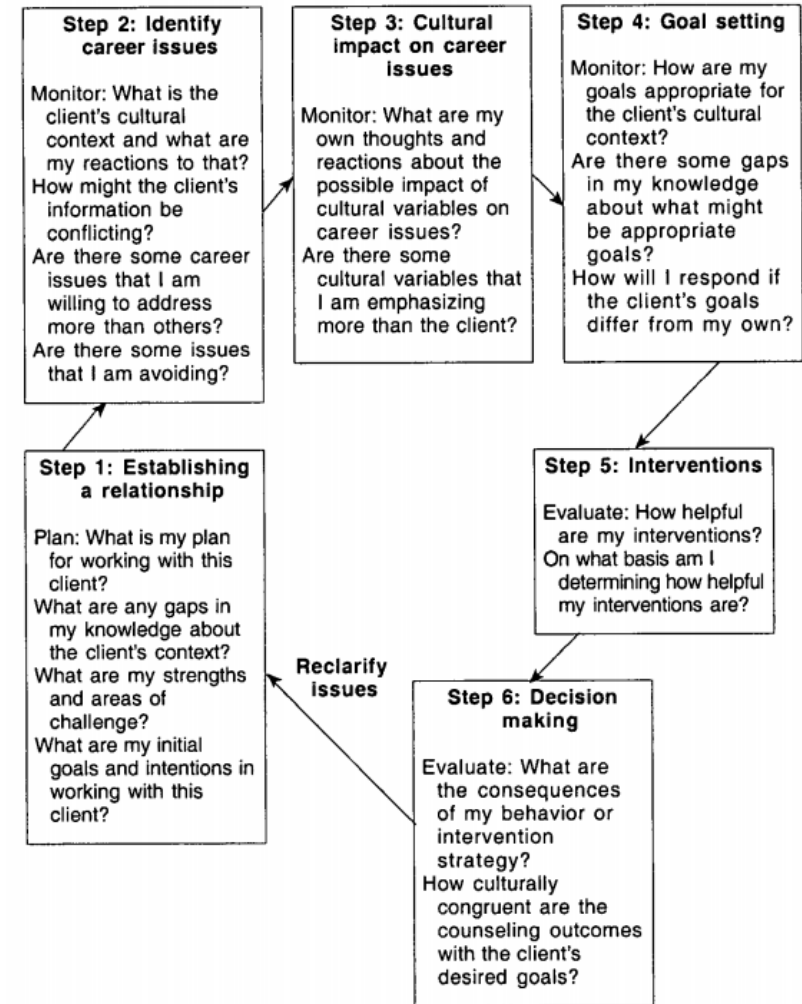
Counselor Metacognitive Awareness in Expanding the CACCM

Step 2: Identify career issues

Monitor: What is the client's cultural context and what are my reactions to that? How might the client's information be conflicting? Are there some career issues that I am willing to address more than others? Are there some issues that I am avoiding?

Step 3: Cultural impact on career issues

Monitor: What are my own thoughts and reactions about the possible impact of cultural variables on career issues? Are there some cultural variables that I am emphasizing more than the client?

Step 4: Goal setting

Monitor: How are my goals appropriate for the client's cultural context? Are there some gaps in my knowledge about what might be appropriate goals? How will I respond if the client's goals differ from my own?

Step 1: Establishing a relationship

Plan: What is my plan for working with this client? What are any gaps in my knowledge about the client's context? What are my strengths and areas of challenge? What are my initial goals and intentions in working with this client?

Step 5: Interventions

Evaluate: How helpful are my interventions? On what basis am I determining how helpful my interventions are?

Reclarify issues

Step 6: Decision making

Evaluate: What are the consequences of my behavior or intervention strategy? How culturally congruent are the counseling outcomes with the client's desired goals?

FIGURE 1

Brofenbrenner's Ecological Model

- ## Recommended for career counseling
  (Cook et al., 2002 as cited in Cawthon et al., 2017)

- ## Emphasizes how systems impact the individual
  (Cawthon et al., 2017)
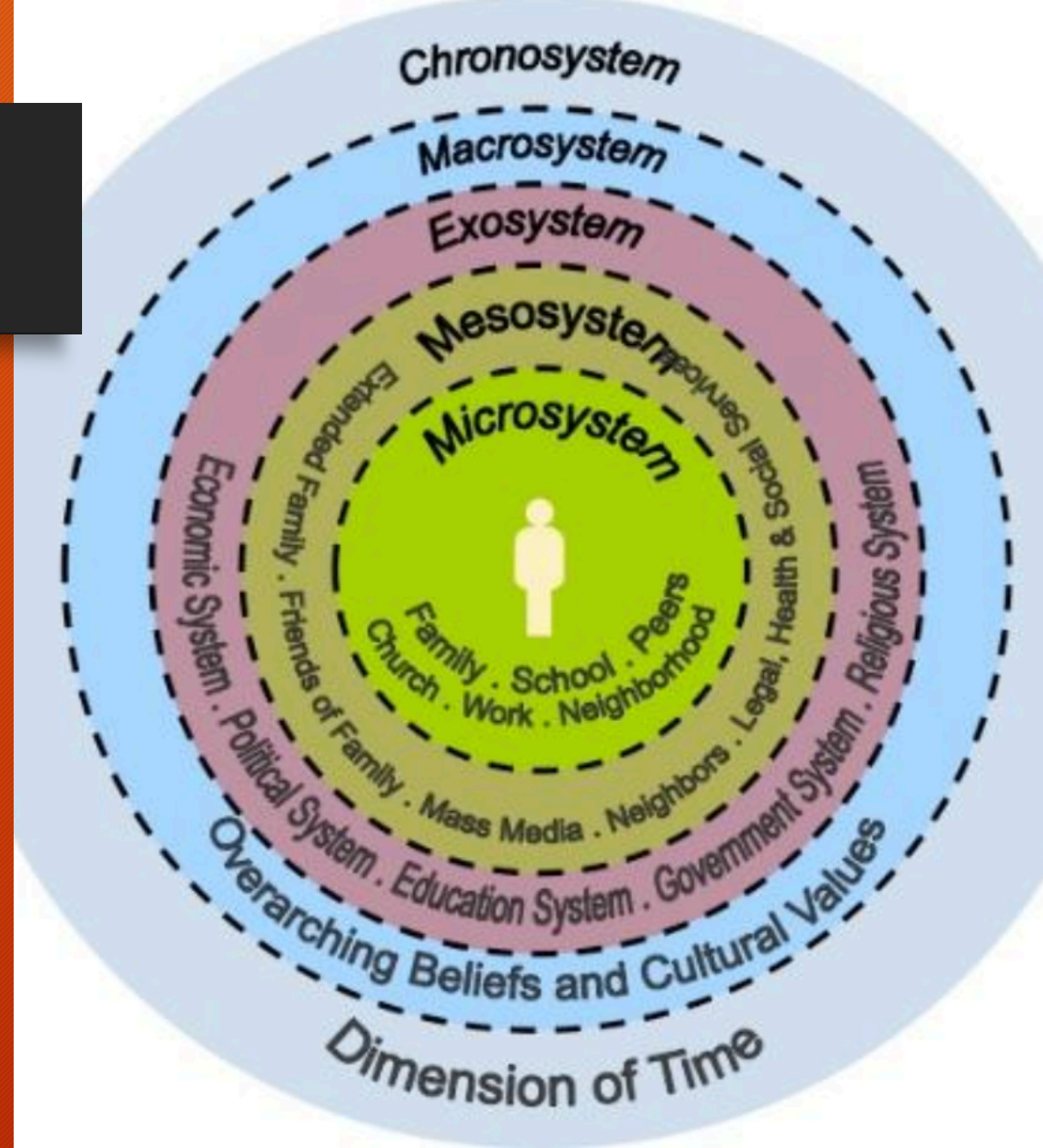
Multicultural Counseling Considerations

1. Address Discrimination
   - Be willing to ask about race and racism.
   - Validate and listen to experiences of oppression.
   - Barriers: Provide strategies to overcome or effectively cope.

   (Owens, Lacey, Rawls & Holbert-Quince, 2010)

2. Identify support networks
   - Provide skills training and support as needed for emotional challenges as they can interfere with career preparation behaviors and objectives.

   (Dispenza, Brown & Chastain, 2016)

Multicultural Counseling Considerations Continued

Educate yourself on the cultural barriers your client may face in the work environment.

1. Disclosure of marginalized status at work.
   a) Disability
   b) LGBTQ+
2. Need for accommodations at work.
   a) When and how to request
   b) How to professionally discuss your needs

Deaf Identity Models: No one size fits all

Medical vs. Social Cultural Model

- Medical Model: Impairment that needs to be "fixed"
- Social model: Socio-linguistic minority, Deaf power, ASL

Bicultural "dialogue model"

Medical Model

Social Model

(Mcllroy & Storbeck, 2010)

Self-Advocacy

Definition: "…the ability to assertively state wants, needs and rights, determine and pursue needed supports, and conduct your own affairs (p.6)."

"Effective self-advocates… gain increased agency and sense of well-being in a world dominated by 'hearing'/'oral' culture and communication modalities…"

(Izzo & Lamb, 2002 as cited in Schoffstall et al., 2015)

Self-Advocacy: Knowledge of Self Knowledge of Rights

(Schoffstall et al., 2015)

Be comfortable describing type and degree of hearing loss.

Professionally request accommodations.
- Context dependent

Discuss legal rights in a skillful and non-threatening manner.
- ADA limitations

Resources for assistance when encountering resistance.

Career Counseling Considerations with individuals who are deaf and hard of hearing

1. Luft, 2014 describes the need for broadening perspective for types of jobs and how to retain competitiveness throughout the occupational life.

2. Michael, Cinamon & Most, 2013 Discusses how underemployment, unemployment is common for those who are deaf and hard of hearing.

3. Foster & MacLeod, 2004 Need for mentorship for Deaf professionals.

Experiential Learning Activity

Notice and reflect on your internal responses.

- Emotional, physical, mental
- Energy levels
- Engagement
- Distraction

Notice and reflect on your external responses.

- Behavioral adaptations.
- Differing types of classroom involvement.

How might you assist an individual with a hearing loss with self advocacy skills?

What are some common barriers for a student with a hearing loss in a university classroom?

What are some common barriers in an office environment for an employee with a hearing loss?

What the possible consequences of disclosing the hearing loss during an interview?

How might you assist another faculty member in your department if they were struggling with how to accommodate teaching with a hearing loss?

References

Atkinson, D. R., Thompson, C. E., & Grant, S. K. (1993). A three-dimensional model for counseling racial/ethnic minorities. *The Counseling Psychologist*, *21*(2), 257-277.

Cawthon, S. W., Fink, B. W., Tarantolo-Leppo, R. H., Wendel, E. M., & Schoffstall, S. J. (2017). Ecological Systems and Vocational Rehabilitation Service Provision for Individuals who are Deaf or Hard of Hearing. *Journal of Applied Rehabilitation Counseling*, *48*(2), 32-41.

Cornileus, T. H. (2013). "I'm a Black man and I'm doing this job very well": How African American professional men negotiate the impact of racism on their career development. *Journal of African American Studies*, *17*(4), 444-460.

Dispenza, F., Brown, C., & Chastain, T. E. (2016). Minority stress across the career-lifespan   trajectory. *Journal of Career Development*, *43*(2), 103-115.

Fouad, N. A., & Byars-Winston, A. M. (2005). Cultural context of career choice: meta-analysis of   race/ethnicity differences. *The Career Development Quarterly*, *53*(3), 223-233.

Foster, S., & MacLeod, J. (2004). The role of mentoring relationships in the career development of successful deaf persons. *Journal of Deaf Studies and Deaf Education*, *9*(4), 442-458.

Forber-Pratt, & Zape. (2017). Disability identity development model: Voices from the ADA-generation. *Disability and Health Journal*, *10*(2), 350-355.

References

Izzo, M., & Lamb, P. (2003). Developing self-determination through career development activities: implications for vocational rehabilitation counselors. Journal of Vocational Rehabilitation, 19, 71-78.

Luft, P. (2014). A national survey of transition services for deaf and hard of hearing students. *Career Development and Transition for Exceptional Individuals*, *37*(3), 177-192.

McIlroy, G., & Storbeck, C. (2011). Development of deaf identity: An ethnographic study. *The Journal of Deaf Studies and Deaf Education*, *16*(4), 494-511.

Michael, R., Cinamon, R. G., & Most, T. (2015). What shapes adolescents' future perceptions? The effects of hearing loss, social affiliation, and career self-efficacy. *Journal of deaf studies and deaf education*, *20*(4), 399-407.

Napier, Jemina, Leigh, Greg, & Nann, Sharon. (2007). Teaching Sign Language to Hearing Parents of Deaf Children: An Action Research Process. *Deafness and Education International*, *9*(2), 83-100.

Owens, D., Lacey, K., Rawls, G., & Holbert-Quince, J. A. (2010). First-generation African American male college students: Implications for career counselors. *The Career Development Quarterly*, *58*(4), 291-300.

Schoffstall, S., Cawthon, S. W., Tarantolo-Leppo, R. H., & Wendel, E. (2015). Developing consumer and system-level readiness for effective self-advocacy: Perspectives from vocational rehabilitation counselors working with deaf and hard of hearing individuals in post-secondary settings. *Journal of Developmental and Physical Disabilities*, *27*(4), 533-555.

Thank you!