

Sample Career Counseling Syllabus With Embedded Deliberate Practice Exercises

APPENDIX



This appendix provides a sample one-semester, three-unit course dedicated to teaching career counseling. This course is appropriate for graduate students (master's and doctoral) at all levels of training, including first-year students who have not yet worked with clients. We present it as a model that can be adapted to a specific program's contexts and needs. For example, instructors may borrow portions of it to use in other courses, in practica, in didactic training events at externships and internships, in workshops, and in continuing education for postgraduate therapists and counselors.

Course Title: Career Counseling and Assessment: Theory and Deliberate Practice

Course Description

Welcome to Career Counseling and Assessment: Theory and Deliberate Practice! I am delighted that you are taking this course. This course teaches theory, assessment, and core skills of career counseling. As a course with both didactic and practicum elements, it will review the theory and research on career counseling and assessment and foster the use of deliberate practice to enable students to acquire 10 key career counseling skills. There will be several class activities aimed at meeting the overall goal. Your personal involvement and intellectual investment in the course are the keys to a rewarding class experience. In this course, you will learn about the history of vocational psychology, important vocational theories, assessments, and interventions, landmark research, and current directions in vocational psychology. I will bring you "real-world" examples from my work at the University of Florida's Career Resource Center; the University of Florida, the Ohio State University, Santa Fe College, and West Virginia University's Counseling Centers; a multicultural student center; a psychiatric hospital; a nonprofit counseling center for low-income women and children; and an underserved high school. I'd also like you to consider your own experiences and your experiences with clients who have made or are in the process of making career decisions or clients who are unsatisfied or unsuccessful in their careers. We will look at career counseling through a number of lenses in this course, including multicultural theories, developmental theories, learning theories, and newer theories, such as chaos theory and planned happenstance. We will also talk about logotherapy, discovering your meaning in life, and how to help your clients discover their purposes as

well. My goal is to make this course both professionally and personally relevant for you and to encourage you to engage in critical thinking and reflection. Detailed course objectives and relevant competencies are included near the end of the syllabus. Although I hold the role of the professor, I want to emphasize that this is a collective learning experience, and you, as the student, are my most valuable resource for ensuring the course's success and continuous improvement. I genuinely appreciate and eagerly anticipate your feedback and suggestions, and I encourage you to share them openly.

Course Objectives

Students who complete this course will be able to do the following:

1. Describe the core theories, research, and skills related to career counseling.
2. Apply the principles of deliberate practice for career-long career counseling skill development.
3. Demonstrate key career counseling skills.
4. Provide personalized career assessment feedback to clients and integrate themes from career assessment reports into career counseling sessions to spark new insights.
5. Employ career counseling with clients from diverse cultural backgrounds.
6. Support clients experiencing a range of career challenges and assist them in exploring their skills, values, interests, decision-making styles, and cultural and familial influences that impact their career experiences and decisions.

Class Format

Classes are 3 hours long. Course time is split evenly between learning career counseling theory and acquiring career counseling and assessment skills:

Lecture/Discussion Class: Each week, there will be one lecture/discussion class for 1.5 hours focusing on career counseling theory and related research.

Career Counseling Skills Lab: Each week there will be one Career Counseling Skills Lab for 1.5 hours. Skills Labs are for practicing career counseling skills using the exercises in this book. The exercises use career counseling simulations (role-plays) with the following goals:

1. Build trainees' skill and confidence for using career counseling skills with real clients.
2. Provide a safe space for experimenting with different career counseling interventions, without fear of making mistakes.
3. Provide plenty of opportunities to explore and "try on" different skills related to career counseling so that trainees develop a range of career counseling tools to support a diverse client caseload.

Mock Sessions: Twice in the semester (Weeks 12 and 15), trainees will do a career counseling mock session in the Career Counseling Skills Lab. In contrast to highly structured and repetitive deliberate practice exercises, a career counseling mock session is an unstructured and improvised role-played career counseling session. Mock sessions allow trainees to

1. practice using career counseling skills responsively,
2. experiment with career counseling decision making in an unscripted context,
3. discover their personal career counseling style, and
4. build endurance for working with real clients.

Date	Lecture and Discussion	Skills Lab	Homework (due the day of the class)
Week 1	Introduction: history of career counseling and vocational psychology Your professor shares their career lifeline	—	Swanson & Fouad (2019, Chapters 1 & 2); Baker (2009); Savickas & Baker (2005)
Week 2	Critical review of theory of work adjustment and person–environment fit theory	Exercise 1: Exploring your client's skills	Swanson & Fouad (2019, Chapters 7 & 8)
Week 3	Critical review of logotherapy: meaning making in career counseling	Group 1 presents career lifelines Exercise 2: Exploring your client's values	Dik et al. (2015); Lewis et al. (2018); Schultze & Miller (2004); complete career assessments to trade with a partner in 2 weeks
Week 4	Critical review of social cognitive career theory Check-in on the workshop <i>Bring assessment results to class to trade with a classmate</i>	Group 2 presents career lifelines Exercise 3: Exploring your client's decision-making styles	Swanson & Fouad (2019, Chapter 11); Brown & Lent (2019)
Week 5	Critical review of the psychology of working theory Current events: careers and the COVID-19 pandemic	Exercise 4: Exploring your client's cultural and familial influences	Swanson & Fouad (2019, Chapter 13); Blustein et al. (2019)
Week 6	Let's prepare for our outreach workshop! Check-in on upcoming midterm exam	Exercise 5: Discussing the benefits of career counseling	No readings this week
Week 7	Critical review of the role of assessment in career development	Exercise 6: Setting session goals Midterm exam	Swanson & Fouad (2019, Chapter 6); Ward & Bingham (1993); Lake et al. (2019)
Week 8	Critical review of lifespan, life-space theory, and other developmental theories How to provide assessment feedback to clients <i>Bring completed assessment paper to class for mock feedback session</i>	Exercise 7: Feedback on career assessments	Submit assessment paper through our course website; Swanson & Fouad (2019, Chapter 9)
Week 9	Critical review of career construction Refine workshop and practice for workshop	Group 3 presents their career lifelines Exercise 8: Exploring underlying themes in assessments	Swanson & Fouad (2019, Chapter 12); Barclay (2019); Sampaio et al. (2021)
Week 10	Critical review of planned happenstance and chaos theories	Group 4 presents their career lifelines Exercise 9: Addressing client ambivalence and skepticism	Bright & Pryor (2008); Krumboltz (2009); Schlesinger & Pasquarella Daley (2016)
Week 11	Special topics and populations: children's career development Critical review of circumscription and compromise Gender considerations and career development	Group 5 presents their career lifelines Exercise 10: Assigning homework in career counseling	Swanson & Fouad (2019, Chapters 3 & 10); Bell (2018); Betz (2023); Lindo et al. (2022); Santos et al. (2021)
Week 12	Special topics and populations: LGBTQIA+ and BIPOC clients Prepare for social justice workshop	Group 6 presents their career lifelines Mock counseling session Prepare for social justice workshop	Swanson & Fouad (2019, Chapters 4 & 5); Byars-Winston & Fouad (2006); Cadenas et al. (2020); Chung et al. (2015); Singh & Moss (2016)
Week 13	Provide social justice workshop in the community <i>Around this week or so, we will present a workshop in the community to support those who are experiencing unemployment.</i>	Community workshop	No readings this week
Week 14	Process social justice workshop experience Professional development: preparing for your job market Course wrap-up	Choose Your Own Adventure Day! Repeat the exercise you've found most challenging thus far in the semester, so you can engage in some additional practice.	Optional professional development readings posted on our course website
Week 15	Final exam Self-evaluation and skill coaching feedback Course evaluations	Mock session and self-evaluation	No reading this week

Homework

During the semester, you will present (a) your career lifeline, (b) vocational assessment results to your partner, and (c) a social justice/community workshop. To prepare you for the licensure exam, you will also complete a midterm and final exam. More information about each of these course requirements follows.

Career Journey Presentation

This presentation will offer you a unique opportunity to share your personal career development journey with the others in our class. You will explore the various career paths you've considered or taken and the evolution that has led you to your current point. Reflect on your career aspirations, past experiences, and your present plans. Identify the individuals, locations, cultures, and events that have played a pivotal role in shaping your experiences and decisions. While doing so, be on the lookout for recurring themes, significant turning points, and your future ambitions and goals. The primary objective of this presentation is to share with others a wide-spanning account of the multifaceted factors that have contributed to your current position in your career and your envisioned future career path. Please prepare a brief presentation of your career journey to share with four or five classmates and me. Presentations should last approximately 20 minutes, with an additional 5 to 10 minutes for questions and answers. You will also submit a brief, one-page paper addressing the topics mentioned previously. As the semester progresses, think about how your career story ties in with different vocational theories and which one(s) you resonate with most. Please sign up for your presentation by Week 2 of class. You can sign up on the course website. I will share my career journey with you on our first week of class.

Vocational Assessment Paper

To familiarize yourself with some common career assessments, you will participate in two self-assessments: a career interest inventory and a personality inventory. It is recommended that you answer the questions candidly for the most beneficial experience. However, if you are uncomfortable doing so, you have the option to approach the assessment from the perspective of a "client" (channel your inner friend, family member, or past client and take the assessments as you believe they would have). You can complete this activity at your convenience, whether it be in the library, at home, or any other suitable location. Two self-assessment tests we recommend you take are the Strong Interest Inventory (SII) and the Myers-Briggs Type Indicator (MBTI). However, many other tests can be used for this assignment, so feel free to ask for or propose alternatives to your teacher. While taking the actual assessments is recommended (we will discuss this further in class), I understand the financial constraints often faced in graduate school. A similar free career interest inventory and a free online personality assessment similar to the MBTI can be accessed on the course website. Please complete the inventories by the start of class on Week 4 (but don't wait until the last minute! Computers/the internet seems to sense when we are under pressure and tends to choose that moment to malfunction!). Bring your assessment results to class on Week 4 to exchange with a classmate. You will analyze and interpret the results of your partner's inventories and create a short written report on the results. The report should be approximately two pages, single-spaced, and should include the following items:

- **Clear Explanation of Career Inventory Codes (30 points):** Provide a straightforward explanation of the assessment codes, avoiding psychology jargon as much

as possible. For example, instead of saying the client is "introverted," clarify what "introverted" means.

- **Data Analysis and Creative Thinking (25 points):** Analyze the assessment data and discuss their implications for the careers and work environments that may be best suited for your "client." This is an opportunity to explore creative ideas and demonstrate how the results of the interest assessment and personality assessment complement each other.
- **Strength of Personality Preferences (3 points):** Explain the strength of your "client's" personality preferences.
- **Strength of Interest Areas (3 points):** Describe the strength of your "client's" interest areas.
- **Noting Limited Career Representation (2 points):** Acknowledge that the careers listed in the inventories are only a subset of a range of potential suitable options.
- **Explanation of Assessment Scope (2 points):** Explain what the inventories measure and what they do not measure, distinguishing between, for example, interests and skills.
- **Personalized Recommendations Grounded in Theory (25 points):** On the basis of the information from the interest and personality inventories, provide personalized recommendations as if you were counseling a client. Ensure that your recommendations are supported by relevant theoretical frameworks.
- **Professionalism and Accuracy (10 points):** Maintain a professional standard in your paper, free from grammar and spelling errors.

You can find sample reports on our course website for reference. This paper will be due on Week 8. On that day, you will partner with your "client" and will offer feedback on the results.

Social Justice Workshop

You will work with two or three other students in class and will develop and present a workshop to members of our community who are currently unemployed and looking to enter or reenter the workplace. We will determine in small groups where we would like to focus our efforts. Your responsibility is to take an active role in this approximately 30- to 60-minute workshop. We will cover a topic of our choosing, based on the needs of the organization and in conjunction with consultations with their staff; some examples might include stress management, work-life balance, or forgiveness at work, or we could focus on a skill-building workshop, such as interview skills, resume writing, and so on. This workshop will require planning outside of class, but we will set aside a limited amount of class time to get started and to practice. This social justice workshop will most likely take place on Week 13. Because I anticipate it will be difficult to coordinate all of our schedules, we will try to hold the workshop during class toward the end of the semester. Additionally, because we have a large class, we will likely work on five to six social justice workshops. The number of workshops we provide will largely depend on the populations you're interested in working with and the format of their organization. These time frames and the number of workshops may need to be flexible until we start our planning on Week 4. We will discuss this in more detail in class, and you will be able to add this professional service activity to your vitae.

Midterm and Final Exams

These exams are designed to prepare you for your licensure exam (master's students) and your qualifying exam (doctoral students) and are intended for you to demonstrate your mastery of the content (e.g., your understanding of the major career theories, how they are integrated in career counseling, what interventions are commonly used). The tests will consist of a combination of multiple choice and short answer items.

Multicultural Orientation

This course is taught in a multicultural context, defined as "how the cultural worldviews, values, and beliefs of the client and therapist interact and influence one another to co-create a relational experience that is in the spirit of healing" (Davis et al., 2018, p. 3). Throughout this course, students are encouraged to apply a multicultural orientation framework by engaging in cultural humility; responding to discussions about culture in an open, calm, and nondefensive manner; and attuning to cultural opportunities (Hook et al., 2017). While several class sessions will concentrate on addressing unique career considerations related to specific demographic groups (e.g., LGBTQIA+ clients, women, men, children, clients from diverse ethnic and racial backgrounds), I aim to weave multicultural considerations into each class discussion. This is especially critical because both you and your clients will encompass diverse intersecting identities that merit thoughtful consideration. For further guidance on this topic and deliberate practice exercises to improve multicultural skills, see the book *Deliberate Practice in Multicultural Therapy* (Harris et al., 2024).

Vulnerability, Privacy, and Boundaries

This course is aimed at developing career counseling skills, self-awareness, and interpersonal skills in an experiential framework and as relevant to clinical work. This course is not psychotherapy or a substitute for psychotherapy. Students should interact at a level of self-disclosure that is personally comfortable and helpful to their own learning. Although becoming aware of internal emotional and psychological processes is necessary for a career counselor's development, it is not necessary to reveal all that information to the trainer. It is important for students to sense their own level of safety and privacy. Students are not evaluated on the level of material that they choose to reveal in the class.

In accordance with the *Ethical Principles of Psychologists and Code of Conduct* (American Psychological Association [APA], 2017), **students are not required to disclose personal information**. Because this class is about developing both interpersonal and career counseling competence, following are some important points so that students are fully informed as they make choices to self-disclose:

- Students choose how much, when, and what to disclose. Students are not penalized for choosing not to share personal information.
- The learning environment is susceptible to group dynamics much like any other group space, and therefore students may be asked to share their observations and experiences of the class environment with the singular goal of fostering a more inclusive and productive learning environment.

Confidentiality

To create a safe learning environment that is respectful of client and counselor information and diversity and to foster open and vulnerable conversation in class, students are required to agree to strict confidentiality within and outside of the instruction setting.

Evaluation

Self-Evaluation: At the end of the semester (Week 15), trainees will perform a self-evaluation. This will help trainees track their progress and identify areas for further development. The Guidance for Trainees section in Chapter 3 of this book highlights potential areas of focus for self-evaluation.

Grades

Course grades are assigned based on the percentage of points earned (i.e., mastery of the course material), rather than on a curve. Final grades are based on a total of 550 points. **Note that I do not curve.** If you get 516 points, that is an A–, not an A. Your grades will be posted on our course website.

The breakdown of point percentages and grades associated with total points earned is as follows:

Career Lifeline	50 points
Career Assessment Paper	100 points
Midterm Exam	100 points
Social Justice Community Workshop	100 points
Final Exam	100 points
Participation and Professionalism	100 points

Percentage/Points	Grades
94%–100% (517–550 pts)	A
90%–93% (495–516 pts)	A–
87%–89% (478–494 pts)	B+
84%–86% (462–477 pts)	B
80%–83% (440–461 pts)	B–
77%–79% (424–439 pts)	C+
74%–76% (407–423 pts)	C
70%–73% (385–406 pts)	C–
69% or below (384 pts or less)	F

Course Objectives and Competency Goals

In alignment with the Cube Model of Professional Development (Rodolfa et al., 2005), students will gain knowledge of and competence in the following areas.

Foundational Competencies: Students will demonstrate understanding of traditional and emerging theories and methods of career counseling. These domains of competence are as follows:

- **Reflective Practice/Self-Assessment/Self-Care:** You will demonstrate personal development as aspiring counseling psychologists in self-awareness, a commitment to social justice, and compassion. You will engage in self-reflection regarding your attitudes, values, and beliefs toward diverse clients and will explore your impact on others through class discussions and assignments. You will self-identify multiple individual and cultural identities through class discussions, your career lifeline, your

assessment report, and your self-evaluation in Week 15. You will also be encouraged to engage in self-care as an important component of professionalism. You will be encouraged to engage in self-reflection and personal growth by exploring your career path and experiences that have led you to a career in the field of counseling psychology. You will also demonstrate an understanding of the complex challenges that accompany exploration of careers, particularly in relation to an individual's life experiences, societal impacts, values, skills, personality, familial impacts, self-efficacy beliefs and outcome expectations, and purpose in life.

- **Scientific Knowledge and Methods:** You will gain knowledge of relevant research on career counseling and career theories and will be encouraged to engage in critical thinking regarding empirically sound interventions in career counseling and empirically driven theories. You will explore the strengths and weaknesses of each theory, and you will also demonstrate a working knowledge and understanding of career development concepts through in-class assignments, presentations, and assigned papers.
- **Interpersonal Relationship Skills:** You will gain knowledge of career counseling techniques to increase the working alliance between yourself and your career clients, particularly through our Career Counseling Skills Lab.
- **Ethical and Legal Standards:** You will learn about the APA's (2017) ethical and legal standards, in addition to ethical standards set by the National Career Development Association and the American Counseling Association.
- **Individual and Cultural Diversity:** You will gain multicultural knowledge to work effectively with clients from diverse backgrounds, including working with LGBTQIA+ clients, men and women, clients with disabilities, low-income clients, and clients from diverse ethnic and racial backgrounds. You will explore the ways in which social barriers interact with working and impact clinical concerns. You will consider the relevancy of career counseling theories and research in relation to certain groups. You will also explore your own privilege, assumptions, and biases in class, as relevant and important for working with diverse clients.
- **Interdisciplinary Systems:** In this course, you will gain knowledge about working with professionals in career counseling contexts who are trained in the areas of social work, counseling, and marketing.

Functional Competencies: Students will demonstrate the ability to work effectively as beginning counseling psychologists with diverse populations.

- **Assessment Skills:** You will learn how to apply several vocational assessments (e.g., MBTI, SII, Values Card Sort, Focus-2) to various career concerns. You will also learn how to integrate personality and interest assessments effectively into a meaningful, comprehensive picture of your clients and their career concerns. I will demonstrate my techniques for providing career counseling assessment feedback, and you will also have the opportunity to provide feedback to a classmate (and receive feedback from me).
- **Research and Evaluation Skills:** You will learn about critical research in career counseling and research that relates to specific theories of career counseling. Through the class discussions, you will be asked to evaluate the effectiveness of the relevant research of the assigned readings.

- **Intervention Skills:** You will be provided with opportunities in each class to enhance your ability to think effectively and creatively about your clients' work-related problems. You will develop a working knowledge and skills to use various career-related interventions because most applicable for clients from diverse backgrounds and clients with diverse presenting concerns. You will also have multiple in-class opportunities to both observe and participate in interventions based on theories discussed in class and interventions taught through our Skills Lab.
- **Supervision/Teaching Skills:** You will advance your teaching skills and knowledge about theories and assessments through class discussions and demonstrating application of theories to your classmates. You will also learn about several useful resources (e.g., websites, free assessment tools, books and articles) to share with your clients and to use in career counseling sessions to enhance career exploration.

Continuing Competencies: Students will be encouraged to engage in, and develop, a lifelong curiosity for learning and the important role of work in human development.

Attendance Policy

This course will be interactive, and each week we will be covering a new theory or theories. Students are expected to attend class, be on time, and actively participate. When you are absent, you miss out on opportunities to integrate theories into practice. Recognizing that life happens and things can come up, two excused absences are permitted. As much as you are able, out of professional courtesy, please contact me before class to let me know you will be absent.

Consistent with our university's guidelines, students absent from regularly scheduled examinations because of authorized university activities will have the opportunity to take them at an alternate time. Make-up exams for absences due to any other reason will be at the discretion of the instructor.

Required Textbook

Swanson, L. L., & Fouad, N. A. (2019). *Career theory and practice: Learning through case studies* (4th ed.). Sage Publications.

Required Articles and Book Chapters

- Baker, D. B. (2009). Choosing a vocation at 100: Time, change, and context. *The Career Development Quarterly*, 57(3), 199–206. <https://doi.org/10.1002/j.2161-0045.2009.tb00105.x>
- Barclay, S. R. (2019). Creative use of the career construction interview. *The Career Development Quarterly*, 67(2), 126–138. <https://doi.org/10.1002/cdq.12176>
- Bell, T. J. (2018). Career counseling with Black men: Applying principles of existential psychotherapy. *The Career Development Quarterly*, 66(2), 162–175. <https://doi.org/10.1002/cdq.12130>
- Betz, N. E. (2023). Integrating 50 years of theory and research: Suggestions for directions on women's career development. *The Counseling Psychologist*, 51(6), 849–861. <https://doi.org/10.1177/00110000231176246>
- Blustein, D. L., Kenny, M. E., Autin, K., & Duffy, R. (2019). The psychology of working in practice: A theory of change for a new era. *The Career Development Quarterly*, 67(3), 236–264. <https://doi.org/10.1002/cdq.12193>
- Bright, J. E. H., & Pryor, R. G. L. (2008). Shiftwork: A chaos theory of careers agenda for change in career counseling. *Australian Journal of Career Development*, 17(3), 63–72. <https://doi.org/10.1177/103841620801700309>

- Brown, S. D., & Lent, R. W. (2019). Social cognitive career theory at 25: Progress in studying the domain satisfaction and career self-management models. *Journal of Career Assessment*, 27(4), 563–578. <https://doi.org/10.1177/1069072719852736>
- Byars-Winston, A. M., & Fouad, N. A. (2006). Metacognition and multicultural competence: Expanding the culturally appropriate career counseling model. *The Career Development Quarterly*, 54(3), 187–201. <https://doi.org/10.1002/j.2161-0045.2006.tb00151.x>
- Cadenas, G. A., Lynn, N., Li, K. M., Liu, L., Cantú, E. A., Ruth, A., Carroll, S., Kulp, S., & Spence, T. (2020). Racial/ethnic minority community college students' critical consciousness and social cognitive career outcomes. *The Career Development Quarterly*, 68(4), 302–317. <https://doi.org/10.1002/cdq.12238>
- Chung, Y. B., Chang, T. K., & Rose, C. S. (2015, February 16). *Managing and coping with sexual identity at work*. The British Psychological Society. <https://www.bps.org.uk/psychologist/managing-and-coping-sexual-identity-work>
- Dik, B. J., Duffy, R. D., Allan, B. A., O'Donnell, M. B., Shim, Y., & Steger, M. F. (2015). Purpose and meaning in career development applications. *The Counseling Psychologist*, 43(4), 558–585. <https://doi.org/10.1177/0011000014546872>
- Krumboltz, J. D. (2009). The happenstance learning theory. *Journal of Career Assessment*, 17(2), 135–154. <https://doi.org/10.1177/1069072708328861>
- Lake, C. J., Carlson, J., Rose, A., & Chlevin-Thiele, C. (2019). Trust in name brand assessments: The case of the Myers-Briggs Type Indicator. *The Psychologist-Manager Journal*, 22(2), 91–107. <https://doi.org/10.1037/mgr0000086>
- Lewis, J. A., Raque-Bogdan, T. L., Lee, S., & Rao, M. (2018). Examining the role of ethnic identity and meaning in life on career decision-making self-efficacy. *Journal of Career Development*, 45(1), 68–82. <https://doi.org/10.1177/0894845317696803>
- Lindo, N. A., Li, D., Hastings, T., Ceballos, P., Werts, R., Molina, C., Oller, M., & Laird, A. (2022). Child and adolescent career construction: Lived experiences of an expressive arts group. *The Career Development Quarterly*, 70(4), 300–313. <https://doi.org/10.1002/cdq.12307>
- Sampaio, C., Cardoso, P., Rossier, J., & Savickas, M. L. (2021). Attending to clients' psychological needs during career construction counseling. *The Career Development Quarterly*, 69(2), 96–113. <https://doi.org/10.1002/cdq.12252>
- Santos, T. C., Mann, E. S., & Pfeffer, C. A. (2021). Are university health services meeting the needs of transgender college students? A qualitative assessment of a public university. *Journal of American College Health*, 69(1), 59–66. <https://doi.org/10.1080/07448481.2019.1652181>
- Savickas, M. L., & Baker, D. B. (2005). The history of vocational psychology: Antecedents, origin, and early development. In W. B. Walsh & M. L. Savickas (Eds.), *Handbook of vocational psychology: Theory, research, and practice* (pp. 15–50). Lawrence Erlbaum Associates.
- Schlesinger, J., & Pasquarella Daley, L. (2016). Applying the chaos theory of careers as a framework for college career centers. *Journal of Employment Psychology*, 53(2), 86–96. <https://doi.org/10.1002/joec.12030>
- Schultze, G., & Miller, C. M. (2004). The search for meaning and career development. *Career Development International*, 9(2), 142–152. <https://doi.org/10.1108/13620430410526184>
- Singh, A. A., & Moss, L. (2016). Using relational-cultural theory in LGBTQQ counseling: Addressing heterosexism and enhancing relational competencies. *Journal of Counseling & Development*, 94(4), 398–404. <https://doi.org/10.1002/jcad.12098>
- Ward, C. M., & Bingham, R. P. (1993). Career assessment of ethnic minority women. *Journal of Career Assessment*, 1(3), 246–257. <https://doi.org/10.1177/106907279300100304>