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The counseling profession has been rooted in both social justice and career development since Frank Parsons began providing career guidance services to underserved youth and immigrants of Boston over a century ago (Kiselica & Robinson, 2001; O'Brien, 2001; Parsons, 1909). Support for a social justice paradigm in counseling has waxed and waned over the years but it appears to be growing in influence (Chang, Hays, & Milliken, 2009; Fouad, Gerstein, & Toporek, 2006; Smith, Reynolds, & Rovnak, 2009; Steele, 2010). It has been called the "fifth force" in counseling (Ratts, D'Andrea, & Arredondo, 2004; Ratts, 2009) and the American Counseling Association (ACA) listed promoting social justice as one of five core values of the counseling profession in the latest revision of the Code of Ethics (American Counseling Association, 2014). Counselor educators and researchers are working to understand and assess the implications of embracing the advocate role in a world that is increasingly diverse and global. For career counselors, this means helping clients deal with an unpredictable world of work. Although worker adaptability to a more unstable labor market is promoted as a key 21st century skill (Niles, Amundson, & Neault, 2010; Savickas, 1997), the social distribution of resources and opportunities remains unequal. Encouraging clients to adapt to unjust conditions without also acknowledging the role of unequal social structures is inconsistent with a social justice paradigm (Stead & Perry, 2012).

Career counselors witness the economic and psychological impact of unfair social arrangements on individuals, families, and communities. Recent meta-analyses indicate

that unemployment has a direct and causal negative impact on mental health, leading to greater rates of depression and suicide (Milner, Page, & LaMontagne, 2013; Paul & Moser, 2009). Thus, career counselors have a unique vantage point when it comes to social justice and a unique platform from which to advocate (Butler, 2012; Chope, 2010; Herr & Niles, 1998; O'Brien, 2001; Pope, Briddick, & Wilson, 2013; Pope & Pangelinan, 2010; Prilleltensky & Stead, 2012; Sultana, 2014; Toporek & Chope, 2006).

This study fills a gap in the counseling literature by identifying distinct perspectives of career counselors on the topic of advocacy through the implementation of a Q methodological study. A sample of advocacy behaviors was constructed by reviewing the counseling literature on social justice and advocacy. Expert reviewers provided feedback on the Q sample resulting in a Q sample of 25 statements. Next, 19 experienced career counselors sorted the behaviors according to a condition of instruction, referring to their own career counseling work. All participants completed a post-sort interview which was later transcribed and used to understand the factors which emerged during data analysis. This study revealed two perspectives of career counselors in regard to advocacy behaviors in career counseling. One factor, labeled Focus on Clients, emphasized the importance of empowering individual clients and teaching self-advocacy. Another factor, labeled Focus on Multiple Roles, highlighted the variety of skills and interventions career counselors use in their work. These two factors represent two perspectives on a shared point of view as the factors were correlated at 0.71. The purpose of this study was not to identify a correct or ideal advocacy practice, but to better

understand the decisions, motivations, preferences, and thought processes of practicing career counselors in regard to advocacy.

Implications for career counselors and counselor educators are discussed, and directions for future research are recommended.

CAREER COUNSELORS' PERSPECTIVES ON SOCIAL JUSTICE ADVOCACY

by

Melissa Fickling

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APPROVAL PAGE

This dissertation written by MELISSA FICKLING has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

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CHAPTER I

INTRODUCTION

The counseling profession has been rooted in both social justice and career development since Frank Parsons began providing career guidance services to underserved youth and immigrants of Boston over a century ago (Kiselica & Robinson, 2001; O'Brien, 2001; Parsons, 1909). Support for a social justice paradigm in counseling has waxed and waned over the years but it appears to be growing in influence (Chang, Hays, & Milliken, 2009; Fouad, Gerstein, & Toporek, 2006; Smith, Reynolds, & Rovnak, 2009; Steele, 2010). It has been called the "fifth force" in counseling (Ratts, D'Andrea, & Arredondo, 2004; Ratts, 2009) and the American Counseling Association (ACA) listed promoting social justice as one of five core values of the counseling profession in the latest revision of the Code of Ethics (American Counseling Association, 2014). Counselor educators and researchers are working to understand and assess the implications of embracing the social justice advocate role in a world that is increasingly diverse and global.

For career counselors, this means helping clients deal with an unpredictable relationship with work. The recession which began in 2007 has had a lasting impact on the job market in the United States. One-third of unemployed persons are considered long-term unemployed, meaning they have been looking for work for 27 weeks or more (Bureau of Labor Statistics, 2014). Length of unemployment post-recession is among the

longest in history, with the average number of weeks unemployed currently at 30.8 (Bureau of Labor Statistics, 2014). Finally, unemployment for Black workers is consistently nearly double that of White workers, indicating that unemployment does not affect all groups equally (Bureau of Labor Statistics, 2014); racial bias impacts workers and job-seekers. Recent meta-analyses indicate that unemployment has a direct and causal negative impact on mental health, leading to greater rates of depression and suicide (Milner, Page, & LaMontagne, 2013; Paul & Moser, 2009). Given the salience of work to mental health, it is intriguing that many traditional counseling theories neglect the role of work in human experience.

Most traditional theories of career counseling have been created by and for individuals with a high degree of choice and volition (Blustein, 2011; Pope, 2003). They tend to downplay the role of context in a client's experience gaining or maintaining employment, emphasizing instead personal responsibility for one's work situation (Blustein, 2006; Blustein, Kenna, Gill, & DeVoy, 2008; Prilleltensky & Stead, 2012). Furthermore they do not account for increasingly unstable economic forces or the needs of marginal workers (Savickas, 2011). Although worker adaptability to a more unstable labor market is promoted as a key 21st century skill (Niles, Amundson, & Neault, 2010; Savickas, 1997), the social distribution of resources and opportunities is unequal. Encouraging clients to adapt to unjust conditions without also acknowledging the role of unequal social structures is inconsistent with a social justice paradigm (Stead & Perry, 2012). Although several models have emerged recently which do account for context and the effects of social inequity (Blustein, 2006; Cook, Heppner, & O'Brien, 2005; Heppner

& Jung, 2013; Lent, Brown, & Hackett, 1994; Patton & McMahon, 2006; Richardson, 2012), there is little research to inform career counselors' choices for addressing social change in their work.

Career counselors, particularly those who work with the long-term unemployed and underemployed, witness the economic and psychological impact of unfair social arrangements on individuals, families, and communities. In turn, they have a unique vantage point when it comes to social justice and a unique platform from which to advocate (Butler, 2012; Chope, 2010; Herr & Niles, 1998; O'Brien, 2001; Pope, Briddick, & Wilson, 2013; Pope & Pangelinan, 2010; Prilleltensky & Stead, 2012; Sultana, 2014; Toporek & Chope, 2006). Given career counselors' place at the front lines of direct service to clients who may be marginally attached to the labor market, they may be able to provide an informed and critical point of view on the everyday practice of advocacy in service of social justice.

To date, research on social justice falls primarily into two domains: development of a social justice identity and experiences of practicing social justice. The limited research which has been done has focused mainly on counseling and psychology graduate students and faculty members who are committed to social justice. Some research has recently emerged which examines counseling practitioners' use of advocacy and social justice (Arthur, Collins, McMahon, & Marshall, 2009; Arthur, Collins, Marshall, & McMahon, 2013; McMahon, Arthur, & Collins, 2008b; Singh, Urbano, Haston, & McMahan, 2010) but more is needed if counselor educators and supervisors are to fully understand the relationship between views of social justice and actual use of advocacy in

career counseling practice. Overall, this research indicates that advocacy is challenging and multifaceted, viewed as a central component of counseling work, but perhaps not practiced as it is conceptualized due to a variety of barriers.

The research question framing the current study is: What are career counselors' perspectives on the importance of advocacy behaviors in career counseling? This study will add a missing link in the counseling literature by identifying distinct perspectives of career counseling practitioners on the topic of advocacy through the implementation of a Q methodological study. Before outlining the proposed study in detail, an overview of some prevailing definitions of social justice and advocacy is warranted. A distinction between advocacy and social justice will be made, followed by a brief introduction to the ACA Advocacy Competencies.

Defining Advocacy and Social Justice

Lee and Hipolito-Delgado (2007) defined social justice as "full participation of all people in the life of a society, particularly those who have been systematically excluded on the basis of race or ethnicity, gender, age, physical or mental disability, education, sexual orientation, socioeconomic status, or other characteristics" (p. xiv). Social justice, by this definition, is an end goal, but it can also be thought of as a process or a stance, rather than a state (Sultana, 2014). Social justice work, then, has been defined as "scholarship and professional action designed to change societal values, structures, policies, and practices, such that disadvantaged or marginalized groups gain increased access to these tools of self-determination" (Goodman, Liang, Helms, Latta, Sparks, & Weintraub, 2004, p. 795). This definition provides a direct link to career counseling since

work can be a source of self-determination (Blustein, 2006). Social justice is about actively working toward creating a world which provides all people equal access to a personal and social life that is free from discrimination and oppression. Promoting social justice is a core value of the profession (ACA, 2014), but individual counselors decide how they will practice this professional value and what it means to them.

Ratts, Lewis, and Toporek (2010) described social justice counseling as an emerging paradigm that uses advocacy as a mechanism to address client problems. Advocacy is the action taken to move toward social justice. It is a direct intervention which can involve acting on behalf of the client or community as well as with the client (Toporek, Lewis, & Crethar, 2009) and is the primary expression of social justice work. Lee and Hipolito-Delgado (2007) wrote that social justice counselors engage in "professional conduct that opposes all forms of discrimination and oppression" (p. xiv). Where more traditional approaches to counseling emphasize internal, individual change, advocates view helping from a systemic perspective, have skills and knowledge to act, and do so in partnership with those who may lack knowledge or skills to do so alone (Lee & Hipolito-Delgado, 2007).

Action at the systemic level is of great concern in social justice counseling because a central premise of this paradigm is that social conditions such as institutionalized racism, classism, or sexism are key factors in determining behavior and well-being (Bryan, 2009; Lee & Hipolito-Delgado, 2007; Toporek et al., 2009). Research suggests that although career counselors value social justice and are aware of the effects of injustice on clients' lives, they are acting primarily at the individual rather than the

systemic level (Arthur et al., 2008b; Cook et al., 2005; Prilleltensky & Stead, 2012; Sampson, Dozier, & Colvin, 2011; Vespia, Fitzpatrick, Fouad, Kantamneni, & Chen, 2010). Niles and Herr (2013) called career counselor engagement at the level of public policy a key factor in strengthening the profession. Currently, we know little about career counselors' thoughts, feelings, or reliance on advocacy behaviors beyond the individual level. Therefore, this study aims to seek understanding of career counselors' perspectives on advocacy behaviors at the individual, community, and systems levels as well as with other counseling professionals. In this study, *advocacy* will be used to describe the actual skills, direct interventions, and behaviors counselors use to advance social justice. *Social justice* is the intended outcome of advocacy interventions.

ACA Advocacy Competencies

In 2002, ACA leaders created a task force to develop advocacy competencies so that counselors could have guidelines for carrying out advocacy ethically and effectively (Toporek et al., 2009). The task force identified two dimensions of advocacy: extent of client involvement (acting with or acting on behalf) and level of intervention (individual, community, or public), resulting in six domains: (a) client/student empowerment, (b) client/student advocacy, (c) community collaboration, (d) systems advocacy, (e) public information, and (f) social/political advocacy. Competencies were then written for each of the six domains and endorsed by The Governing Council of the ACA in 2003, demonstrating the profession's commitment to social justice and advocacy (Lee, 1998; Torporek et al., 2009).

These domains and their associated competencies can serve as a helpful guide to counselors and counselor educators who wish to integrate advocacy into their counseling work. At the same time, counselors face a wide array of demands and pressures from their employers and from insurance contracts which dictate the services which can be reimbursed effectively putting limits around the ways counselors can spend their professional time. Translating advocacy interventions into practice presents challenges that each counselor must negotiate and make decisions about. Since the issues career counselors often hear about from their clients span the individual (or micro), community (meso), and systems (macro) levels of society (Bronfenbrenner, 1994), this study will attempt to identify common structures to career counselors' perspectives on advocacy with the understanding that each counselor's advocacy is unique.

Purpose of the Study

The counseling profession is committed to promoting social justice, but each counselor's advocacy will look different depending on many different factors, both personal and professional. Although we have theoretical frameworks for integrating advocacy, we know little about how counselors are applying them. The purpose of this study is to connect theory to practice by increasing our understanding of how career counselors view the practical application of advocacy in their work. This study will capture career counselors' subjective points of view regarding advocacy behaviors through the implementation of a Q methodology study.

Since little is known about how career counselors use their limited time and resources, identifying the independent viewpoints regarding advocacy behaviors will be

informative. This study will reveal points of view which share a common structure. The purpose is not to identify a correct or ideal advocacy practice, but to better understand the decisions, motivations, and thought processes of practicing career counselors.

Statement of the Problem

There is a gap in the literature regarding how career counselors are interpreting and applying emerging theories and competencies which promote advocacy and social justice. Although the question of how to promote social justice is central to career counseling's relevance in the 21st century (McMahon, Arthur, & Collins, 2008a; Blustein, McWhirter, & Perry, 2005; Tang, 2003), there is still some resistance to seeing career counselors as social change agents (Gainor, 2005; Hansen, 2003). A study using Q methodology will allow the subjective perspectives of career counselors to be objectively measured. Rather than speculating about which advocacy behaviors are more or less important to career counselors, this study will reveal differentiation between different advocacy behaviors. The results may indicate which advocacy behaviors are viewed as highly important and which may be seen as relatively unimportant to the work of career counselors. When considering whether to undertake a Q study, Watts and Stenner (2012) encouraged researchers to consider whether revealing what a population thinks about an issue really matters and can make a real difference. Given the ongoing inequality in the labor market, increased attention and energy around matters of social justice in the counseling profession, the lack of knowledge regarding practitioners' points of view on the topic, and career counselors' proximity to social and economic issues of clients, the answer is most certainly yes.

This study will shed light on the gaps between social justice theory and practice that have been reported in the conceptual and empirical knowledge base (Arthur et al., 2013; Nilsson & Schmidt, 2005; Pieterse, Evans, Risner-Butler, Collins, & Mason, 2009; Tang, 2003) by revealing the points of view of current practitioners regarding advocacy behaviors. Despite widening support for advocacy interventions in the counseling profession, there also are barriers to practicing social justice (Roysicar, 2009). Organizational barriers such as lack of time and lack of support from supervisors (McMahon et al., 2008a) may present the biggest impediments for career counselors. Career counselors also may feel they lack the skills to be effective advocates (Arthur et al., 2013; Arthur et al., 2009). If advocacy is going to be widely implemented in the counseling profession as a way to promote social justice, it appears that career counselors will need training and support (Glosoff & Durham, 2010).

This study will provide rich data regarding the actual advocacy interventions that career counselors feel are important or unimportant to career counseling. Although counselors and career counselors likely espouse social justice values, it remains unclear whether and how they are integrating these values into their work. Therefore, the research question for this study is: What are career counselors' perspectives on the importance of advocacy behaviors in career counseling? To answer this question, Q Methodology will be used. Q Methodology is a systematic way to quantitatively examine individuals' subjective perspectives (Brown, 1980; McKeown & Thomas, 2013). Advocacy can take many forms and is often motivated by deeply held personal beliefs and values. Rather

than operationalizing a priori the phenomena of interest, this approach allows the researcher to see what viewpoints emerge from the population of interest.

Need for the Study

The counseling profession appears to be re-igniting its commitment to promoting social justice. The current empirical base for advocacy and social justice in career counseling is limited; the research using career counselors as participants has been conducted with small samples in Australia and Canada while other research regarding social justice has been conducted primarily with counseling trainees. This study will add a missing element to the conversation by examining how experienced career counselors in the US who hold at least a Master's degree in counseling view and approach a range of advocacy behaviors in their work. Rather than attempting to prescribe how to advocate for social justice, this study aims to highlight the processes underlying the views of career counselors. In addition, this study will attempt to clarify the perceived connection between social justice and career counseling – two foundations of a multifaceted profession.

In between revisions of ethical codes, training standards, and competencies, career counselors are applying and field testing developments in counseling theory. Therefore, understanding and amplifying the voices of practitioners is crucial for informing counseling pedagogy and supervision, as well as the overall discourse on the role of counselors in promoting social justice. Stead (2013) wrote that knowledge becomes accepted through discourse; it is hoped that the knowledge this study produces will add to the social justice discourse in career counseling and move the profession

toward a more integrated understanding of how career counselors view the advocate role and work toward making social justice a reality. By analyzing participants' perspectives on possible advocacy behaviors, counselor educators, supervisors, and researchers can better understand where career counselors may be focusing their energy and resources in their work and address any gaps in intervention. This study may provide insight into whether current conceptualizations of social justice and advocacy are relevant to or feasible for practicing career counselors. Participants in this study may provide insight into the need for advocacy in their work and their thoughts and feelings about their potential role as advocates. Findings may highlight areas in need of additional training or supervision, either at the client or broader societal level.

Definition of Terms

Social justice is "full participation of all people in the life of a society, particularly those who have been systematically excluded on the basis of race or ethnicity, gender, age, physical or mental disability, education, sexual orientation, socioeconomic status, or other characteristics" (Lee & Hipolitio-Delgado, 2007, p. xiv).

Advocacy is

> action taken on behalf of clients or the counseling profession to support appropriate policies and standards for the profession; promote individual human worth, dignity, and potential; and oppose or work to change policies and procedures, systemic barriers, long-standing traditions, and preconceived notions that stifle human development (CACREP, 2009, p. 59).

Advocacy Competence is "the ability, understanding, and knowledge to carry out advocacy ethically and effectively" (Toporek et al., 2009, p. 262).

Career counseling is a professional counseling relationship which has the potential for assisting clients with career and personal concerns beyond those included in career planning (NCDA, 2015). Tang (2003) succinctly defined career counseling as "helping individuals adjust well to their changing environments" (p. 61).

Empowerment is "a process of increasing personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situations" (Holcomb-McCoy & Mitchell, 2007, p. 147-148).

Oppression has been defined as

> a state of asymmetric power relations characterized by domination, subordination, and resistance, where the dominating persons or groups exercise their power by restricting access to material resources and by implanting in the subordinated persons or groups fear or self-deprecating views about themselves (Prilleltensky & Gonick, 1996, p. 129-130).

Speight and Vera (2004) expanded upon this definition, saying, "Oppression is felt in the mundane activities of daily life and in the violence of discrimination and bashing. Oppression is cumulative and omnipresent, invading one's psyche while constraining one's body" (p. 112).

Summary of Remaining Chapters

The proposed study will be presented in three chapters. The first chapter expressed the need for the study by identifying gaps in the current career counseling literature regarding social justice and advocacy. Chapter I also outlined the purpose of the proposed study and provided some definitions of major concepts to be included in the study. Chapter II provides an in-depth review of the conceptual and empirical knowledge

base on the topics of advocacy and social justice in counseling, as well as a review of historical and contemporary theories of career counseling. Chapter II also includes a review of the limited research which addresses both social justice and career counseling. Chapter III provides an overview of Q methodology including the research design, data collection procedures, data analysis, and interpretation process. Chapter IV outlines the data analysis procedures and results for the present study and Chapter V includes a discussion of the results, including counseling implications, limitations, and directions for future research on this topic.

CHAPTER II

REVIEW OF THE LITERATURE

Social Justice in Counseling

The American Counseling Association (ACA) recently added promoting social justice to its Code of Ethics as a core value of the profession (ACA, 2014). Although some authors indicate that addressing social issues in counseling is new or revolutionary, even calling social justice the fifth force in counseling (Ratts et al., 2004; Ratts, 2009), it is important to recognize that feminist scholars and activists have been using advocacy to enhance the lives of people and communities since before the counseling profession was established (Vera & Speight, 2003). These efforts should not be overlooked.

Historically, there has been some disagreement in the literature about the relevance and appropriate degree of advocacy counselors should undertake (Hansen, J. 2010; Hansen, L., 2003; Harrist & Richardson, 2012; Speight & Vera, 2004; Steele, 2010). Some call social justice work a mandate for the profession (Arredondo, Tovar-Blank, & Parham, 2008; Bemak & Chung, 2008; Chang, Crethar & Ratts, 2010; Lee & Rodgers, 2009; Lopez-Baez & Paylo, 2009; McWhirter, 1997; Sampson et al., 2011) while others interpret this mandate as potentially divisive, imposing, and confrontational (Hansen, 2010; Kiselica, 2004; Smith et al., 2009).

Career counselors have a particular proximity to and history with matters of social justice (Herr & Niles, 1998; Pope & Pangelinan, 2010; Toporek & Chope, 2006), giving

them a unique lens through which to view advocacy. Although there is no singular model for how multiculturalism, social justice, and advocacy develop or coexist in an individual counselor, it is important to describe how the profession has understood and grappled with these ideas historically. This chapter will review the conceptual and empirical literature around advocacy and social justice in counseling. It will provide an overview of traditional and contemporary theories in career development and career counseling and discuss how they do or do not align with current understandings of advocacy and social justice. Next, empirical literature on the development of a social justice orientation, advocacy practice, as well as the limited research involving career counselors will be reviewed. Finally, gaps in the career counseling and advocacy literature will be identified.

From Multiculturalism to Social Justice and Advocacy

Before advocacy and social justice were prominent in the counseling literature, counselors were concerned with how to serve the increasingly diverse clients who were accessing services. The focus on multiculturalism, referred to as the fourth force in counseling (Pedersen, 1999; Ratts, 2009; Ratts & Pedersen, 2014), led to the development of a set of multicultural counseling competencies in 1992 by the Association for Multicultural Counseling and Development which were later endorsed by the Governing Council of the ACA (AMCD; Arredondo, et al., 1996; Sue, Arredondo, & McDavis, 1992). These competencies spawned a plethora of research around working with clients from diverse backgrounds (D'Andrea & Heckman, 2008), bringing multicultural issues to the forefront of the profession's collective awareness.

Multicultural competencies address the awareness, knowledge, and skills needed to work ethically with multicultural populations and should serve as a baseline of skills for all counseling interactions (Arredondo et al., 1996). The National Career Development Association's (NCDA, 2009) primary set of competencies is titled Minimum Competencies for Multicultural Career Counseling and Development, recognizing that all career counseling ought to be multicultural career counseling.

The development of multicultural competencies and their subsequent infusion into counseling curriculum was a significant step toward a more ethical counseling practice. Over time, however, some scholars have critiqued the individual and intrapsychic focus of multiculturalism, stating that such interventions are not sufficient to remedy mental health concerns that likely stem from structural inequality and oppression (Arredondo et al., 2008; Chang et al., 2009; Goodman et al., 2004; Lee, Smith, & Henry, 2013; Speight & Vera, 2004; Vera & Speight, 2003). Even the authors of the competencies acknowledged that individual change alone is not sufficient if the systems in which individuals live remain the same (Arredondo et al., 1996). Since multicultural competencies focus on the micro-level of the individual client, counselors began to turn their attention to interventions needed at the meso- and macro-levels of society. Although social justice and advocacy competencies were developed separately from multicultural competencies, they are understood to be closely related and complementary. Lewis and Arnold (1998) explained the complementarity of multiculturalism and social justice, stating that once counselors become aware of the pervasive role and impact of culture in their own lives as well as those of their clients, they begin to see individuals as part of a

larger context. This raises counselor awareness of systemic oppression which can naturally lead to a desire to engage in social action or advocacy (Chung & Bemak, 2012; Lewis & Arnold, 1998; Ratts, 2011).

Multicultural competencies and social justice are inextricably linked and have been called two sides of one coin (Brady-Amoon, Makhija, Dixit, & Dator, 2012; Chung & Bemak, 2012; Evans, 2008; Lewis & Arnold, 1998; Ratts, 2011; Ratts & Pedersen, 2014; Sumner, 2013; Vera & Speight, 2003; Yoder, Snell, & Tobias, 2012). Indeed, multicultural competence is crucial to advocacy in that counselors must determine the cultural appropriateness of any advocacy intervention and remain aware of their attitudes and beliefs as an advocate (Toporek et al., 2009). Another view of the relationship between multiculturalism and social justice is to think of multicultural competence as a form of mandatory ethics and social justice as aspirational ethics (Norsworthy, Abrams, & Lindlau, 2012; Vera & Speight, 2003). If multicultural competence is the mandatory ethic and social justice the aspirational ethic, then advocacy is the bridge that connects the two. From a professional identity standpoint, it can be argued that counseling's stance toward prevention mandates an approach to counseling that promotes social justice through advocacy since it is widely acknowledged that environment impacts one's well-being (McWhirter, 1997; Whalen et al., 2004). Despite this conceptualization of the interdependence of multiculturalism, social justice, and advocacy (Figure 1), more research is needed regarding the relationship among these competencies (Manis, 2012).

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards (2009) require knowledge of advocacy at both client and professional levels, defining advocacy as

> action taken on behalf of clients or the counseling profession to support appropriate policies and standards for the profession; promote individual human worth, dignity, and potential; and oppose or work to change policies and procedures, systemic barriers, long-standing traditions, and preconceived notions that stifle human development. (p. 59)

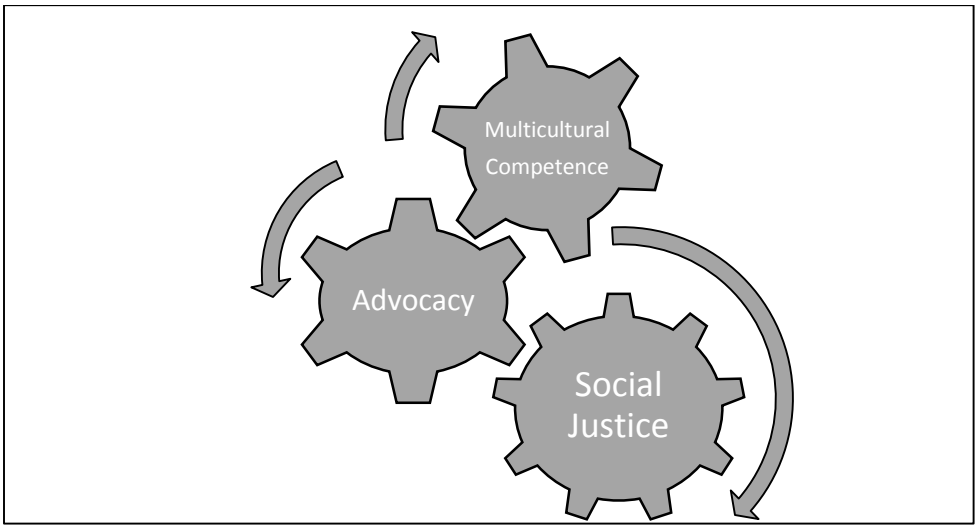
CACREP-accredited (2009) counseling programs must provide curricular experience in diversity and multiculturalism, including knowledge of "counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination" (p. 11). In addition, counselors in different specialty areas should understand "the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client" (CACREP, 2009, p. 25).

With these standards and the addition of promoting social justice as a core value in the ACA Code of Ethics (2014), it appears that the counseling profession is advancing its understanding of the implications of multiculturalism, oppression, and power for the counselor's professional role. Despite this advancement, barriers still exist for counselors wishing to advocate and promote social justice in their everyday counseling practice. The literature reveals that counselors are still in need of skills and training in advocacy, as well as institutional supports (e.g., support from supervisors and employers) to be able to advocate (Arthur et al., 2013; Glosoff & Durham, 2010; Lee et al., 2013). The next

section contains an overview of the major tenets of a social justice counseling paradigm, followed by a description of advocacy competence in greater detail.

Figure 1

Interdependence of Multicultural Competence, Social Justice, and Advocacy



Tenets of Social Justice Counseling

Defining social justice is challenging given the personal experiences and meanings associated with this concept (Arthur et al., 2013; Arthur et al., 2009; Havig, 2013; Lewis, Lenski, Mukhopadyay, & Cartwright, 2010). For this study, the definition of social justice provided by Lee and Hipolitio-Delgado (2007) will be used to mean "full participation of all people in the life of a society, particularly those who have been systematically excluded on the basis of race or ethnicity, gender, age, physical or mental disability, education, sexual orientation, socioeconomic status, or other characteristics" (p. xiv). Advocacy, in this study, refers to actual skills, direct interventions, and behaviors counselors use to promote social justice. Social justice is the intended long-

term outcome of advocacy. Social justice is both an end goal of advocacy and a process; Sultana (2014) argued that social justice is more of a stance than a state since social relations are always changing and even understandings of justice are socialized and subjective.

Over time, many counselors have offered descriptions and models for counseling which promote social justice. The goal of social justice counseling is to provide all people the opportunity to reach their full potential free from oppression (Chung & Bemak, 2012; Lewis, Ratts, Paladino, & Toporek, 2011, Smith et al., 2009). Both feminist and multicultural approaches share several assumptions about what it takes for counseling to be truly transformative: (a) the importance of counselor reflexivity, (b) a focus on critical consciousness, (c) empowerment, and (d) advocacy.

Self-Reflexivity. In order to competently and ethically promote social justice, a foundation of awareness of privilege and oppression, as well as how these forces are present in the counselor's life, is required. Self-reflexivity, or critical self-reflection, is an ongoing process that is important for counselors and advocates to practice, particularly those who engage in advocacy efforts (Arredondo et al., 2008; Blustein et al., 2005; Collins, Arthur, & Brown, 2013; Constantine, Hage, Kindaichi, & Bryant, 2007; Heppner & O'Brien, 2005; Lee & Rodgers, 2009; McIlveen & Patton, 2006; McWhiter, 1997; Morrow, Hawxhurst, Montes de Vegas, Abousleman, & Castaneda, 2006; Pope & Pangelinan, 2010; Prilleltensky & Stead, 2012; Talwar, 2010). Lee and Hipolito-Delgado (2007) argued that there are three levels of awareness counselors need to possess: awareness of self, interpersonal awareness, and systemic awareness. Multicultural and

advocacy interventions at both the interpersonal and systemic levels cannot be truly effective without self-awareness (Lee, 2012; Roysicar, 2009).

Ideally, counselors who engage in social justice work have achieved a minimal level of critical consciousness and stay engaged in self-reflexivity around how they may unintentionally participate in unjust practices through their counseling or research. Collins, Arthur, and Brown (2013) found that self-reflection emerged as a major theme in their investigation of critical incidents in training counseling students in multiculturalism and social justice, indicating that this practice may enhance learning. Qualitative research has indicated that even exemplars of multiculturalism and social justice admit to always engaging in a process of reflection and reflexivity, believing that they may never fully achieve critical consciousness (Landreman, Rasmussen, King, & Jiang, 2007). Even so, Roysicar (2009) warned counselors to not fall into a trap of believing they can engage in advocacy only after they have achieved some pre-determined level of personal development. All counselors can take some action to promote social justice while continually engaging in the process of self-reflexivity.

Critical Consciousness. Ongoing self-reflexivity will likely lead to increased critical consciousness, a frequently cited key factor in social justice counseling (Blustein, 2006; Brown & Perry, 2011; Landreman et al., 2007; Ratts, 2009). The concept of critical consciousness is most frequently attributed to Paulo Freire (1970) who theorized that becoming aware of one's position in an oppressive reality leads to engagement in social change efforts or advocacy (Manis, 2012). Although Freire was referring to critical pedagogy in his work, his conviction that dialogue about the dynamics of privilege and

oppression will lead to critical consciousness can be applied to the therapeutic setting as well. An awareness of privilege and oppression and how these operate in the daily lives of every individual is required for critical consciousness (Constantine et al., 2007). It cannot be assumed that counselors necessarily have a higher level of critical consciousness than clients, or even that counselor educators and supervisors have a higher level than counseling trainees, though some have argued that in order to facilitate social justice, critical consciousness must start with counseling practitioners (Blustein et al., 2005; Chang et al., 2009).

Privilege can be understood as benefits or rights afforded to some people and denied to others based on group membership or identity categories. For example, White people in the United States are likely to be treated more justly simply for being born White, such as having greater access to housing or fair treatment in the justice system. Oppression, on the other hand, is structural and pervasive (Speight & Vera, 2004); it is characterized by the use of power by dominant groups against members of non-dominant groups. Oppression is both external and can be internalized. "Oppression is cumulative and omnipresent, invading one's psyche while constraining one's body" (Speight & Vera, 2004, p. 112). Chen-Hayes (2000) provided a short but clear definition of oppression as prejudice multiplied by power.

Holcomb-McCoy and Mitchell (2007) defined critical consciousness as a three part process of identifying with a group based on common experiences and concerns, recognizing differential status and power of groups in society, and perceiving oneself as a subject who is able to change society. This suggests the development of self-efficacy

which is addressed in some of the empirical research reviewed later in this chapter. Critical consciousness is the process of learning to critically analyze social conditions and then acting to change those conditions which are oppressive (Watts, Diemer, & Voigt, 2011). In career counseling, critical consciousness may help clients engage in less self-blame for things such as layoff or unemployment, serve as a buffer against blows to self-esteem encountered in the work world, and encourage clients to organize into action (Blustein, 2006).

Empowerment. As critical consciousness is raised, empowerment can begin to be achieved. Holcomb-McCoy and Mitchell (2007) defined empowerment as "a process of increasing personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situations" (p. 147-148). To understand empowerment, it is also important to think about the concept of power – how it is gained and how it is diminished. Prilleltensky (2008) described power as "a combination of ability and opportunity to influence a course of events" (p. 119) in order to fulfill or obstruct personal, relational and collective needs. Furthermore, when external oppressions are internalized, personal power is diminished (Lee et al., 2013).

Empowerment is comprised of several components starting with awareness of power differences and how they impact one's life, gaining skills in order to increase one's power and control over one's life, and finally, using those skills in a responsible way to better one's self and community (McWhirter, 1997). McWhirter (1997) identified five components to counseling for empowerment: collaboration, context, critical consciousness, competence, and community. Collaboration with the client means that the

client is an active participant, not a passive recipient of services. Context means that the counselor considers the many contextual influences in any situation before suggesting treatment or intervention strategies. Critical consciousness, in McWhirter's (1997) model, is fostered through critical self-reflection and thorough power analysis with self, client, colleagues, and community. Next, competence is required for empowerment in that counselors must be skilled and ethical if they are to be effective advocates. Finally, community is necessary for empowerment, as McWhirter (1997) argued that "Humans are communitary beings, and our potential to grow is greatest when we participate in some form of community life" (p. 6).

Although neither critical consciousness nor empowerment alone is enough to fully address the needs of clients and communities (Blustein, 2006), advocacy can only happen from a foundation of empowerment (Lee & Hipolito-Delgado, 2007). Empowerment can be promoted by counselors in the one-on-one counseling setting. Cummings (2000) found that counselors-in-training can be taught to use responses to empower clients and that clients responded favorably to such interventions. In addition, career counseling can be empowering and an advocacy intervention in itself (Evans, Kincade, Marbley, & Seem, 2005; Herr & Niles, 1998). There is little doubt that counselors value the empowerment of their clients, yet an explicit endorsement of advocacy as a key task of counselors is a recent phenomenon.

Advocacy. Once critical consciousness is raised and individuals or groups are empowered, action through advocacy becomes a central feature of a social justice counseling paradigm (Arredondo et al., 2008; Lopez-Baez & Paylo, 2009). Lopez-Baez

and Paylo (2009) stated that "significant social change cannot happen until counselors think at a systemic level" (p. 281) providing support for the idea that advocacy grows out of awareness. Advocacy and activism are the terms most commonly used to describe interventions at the community or systems level and each has a variety of conceptualizations in the literature. Lee and colleagues (2013) distinguished advocacy and activism, stating that advocacy is concerned with policy change while activism aims to directly dismantle the status quo. Activism can also be thought of as the behavior of advocating for a political cause by engaging in either conventional (e.g., letter writing, voting, campaigning) or high-risk activities (e.g., engaging in civil disobedience; Corning & Myers, 2002). Advocacy interventions often require that counselors move outside of the counseling office by physically interacting with other agencies, groups, and leaders to promote change (Blustein, Medvide, & Wan, 2011; Goodman et al., 2004; Heppner & O'Brien, 2006; Morrow et al., 2006; Vera & Speight, 2003).

In feminist scholarship, advocacy is a central feature because it links theory to practice (Hesse-Biber, 2006). Brooks and Forrest (1994) reviewed the literature on career counseling with women and found that although many key tenets of feminist therapy were absent from the literature, counselor activism was more readily encouraged. In a series of studies, Klar and Kasser (2009) found that engaging in activism, as defined by Corning and Myers (2002), can be intrinsically motivating and lead to a greater sense of vitality. They found that conventional or low-risk activism correlated more with well-being than high-risk activism. This finding may be encouraging to those who believe that activism necessarily means risky or confrontational behaviors. It appears that even small

engagements in activism can have significant positive effects on well-being (Klar & Kasser, 2009).

Specific to the counseling profession, Crethar, Rivera, and Nash (2008) defined advocacy as "proactive efforts carried out by counseling professionals in response to institutional, systemic, and cultural impediments to their clients' well-being" (p. 274). For purposes of this study, the term advocacy will be used because it captures a broader range of behaviors that are active and intended to create positive social change for clients. Advocacy can happen at individual, community, and societal levels. Advocacy also can be thought of as a feature that distinguishes multicultural counseling from social justice counseling because it goes beyond awareness, knowledge, and skills to action. Pieterse et al. (2009) reviewed a sample of syllabi from required multicultural courses in CACREP and APA accredited programs and found that awareness and knowledge were emphasized far more frequently than skill development or the role of the counselor in promoting social change. Only 13% of the syllabi they reviewed appeared to include instruction on applying and implementing advocacy interventions (Pieterse et al., 2009). Despite growing support for advocacy and social justice in counseling, moving from awareness to action can be a challenge for counselors (Goodman et al., 2004; Lee & Rodgers, 2009; Lee et al., 2013; Lewis, et al., 2010; McWhirter, 1997; Morrow et al., 2006; Norsworthy et al., 2012; Speight & Vera, 2004; Sumner, 2013; Toporek & Williams, 2006).

Summary of Social Justice Counseling

The four concepts described in this section provide important foundations for promoting social justice in counseling, but more specific strategies for applying these

tenets are needed (Chung & Bemak, 2012). To some, the tenets of social justice counseling described here are seen as no different from any competent, ethical approach to counseling (Chronister, McWhirter, & Forest, 2006). To others, a social justice paradigm is seen as potentially disempowering to clients by creating dependence on the counselor or as disenfranchising counselors who dare disagree with the social justice trend (Hansen, 2010; Harrist & Richardson, 2012; Smith et al., 2009). Overall, it is believed that a counselor's orientation to social justice develops out of multicultural competence (Landreman et al., 2007; Lewis & Arnold, 1998). The empirical literature reviewed below sheds light on specific factors which contribute to the development and implementation of a social justice orientation.

As long as social justice counseling is not practiced dogmatically or without critical reflection, the counseling profession's values of being strengths-based, viewing people as moving toward health and development, viewing the person in context, and taking a preventive stance are in alignment with a social justice paradigm (Whalen et al., 2004). What makes this approach different from traditional models of counseling is the emphasis on these factors over and above the focus on the client and the therapeutic relationship and the systemic level conceptualization. The ACA Advocacy Competencies were written so that counselors could have guidelines for carrying out advocacy ethically and effectively (Lewis, Arnold, House, & Toporek, 2002; Toporek et al., 2009).

ACA Advocacy Competencies

Advocacy competencies were written in 2002, and endorsed by ACA's Governing Council in 2003, demonstrating the profession's commitment to social justice and

advocacy (Lee, 1998; Torporek et al., 2009). Two dimensions of advocacy were identified by the ACA advocacy task force which created the advocacy competencies: extent of client involvement (acting with or acting on behalf) and level of intervention (individual, community, and public), resulting in six domains: (a) client/student empowerment, (b) client/student advocacy, (c) community collaboration, (d) systems advocacy, (e) public information, and (f) social/political advocacy.

Client/student empowerment involves acting with the client at the micro level. This is the domain where many counselors are most comfortable because it occurs in a traditional counseling setting and does not require much stretching beyond the traditional therapeutic role. Empowerment in this domain refers to helping the client identify external barriers to well-being and develop the skills and strategies to confront those barriers in order to move toward wellness. *Client/student advocacy* still focuses on the micro-level of the individual client but may involve the counselor intervening directly with social systems and structures on behalf of a client. At the meso-level of intervention, a counselor can engage in *community collaboration*, in which she or he may work with a group to create an action plan for addressing a problem. Acting on behalf of client groups is *systems advocacy*, and involves the counselor working independently to gather information and insight about community level issues. At the macro-level, counselors act with clients to disseminate *public information* about issues of social injustice. Finally, counselors engage in *social/political advocacy* by using their individual and collective power to work toward change at a policy or legislative level (Lewis et al., 2002; Toporek et al., 2009). Although advocacy can take place at individual, community, and societal

levels, action at the systemic level is of utmost concern in social justice counseling because a central assumption is that the environment is a key factor in determining behavior and well-being (Lee & Hipolito-Delgado, 2007; Toporek et al., 2009).

Since the development of the advocacy competencies and the six domains, little research has been done to validate the six domain structure. The following section discusses attempts to operationalize advocacy competence.

Measuring Advocacy Competence

Toporek and colleagues (2009) defined advocacy competence as "the ability, understanding, and knowledge to carry out advocacy ethically and effectively" (p. 262). Ratts and Ford (2010) created the Advocacy Competency Self-Assessment Survey© to help counselors gauge their level of competence in each of the six domains outlined in the ACA Advocacy Competencies. Their six-factor model, however, was not supported in subsequent research (Bvunzawabaya, 2012; Dean, 2009). Dean (2009) created the Social Justice Advocacy Scale (SJAS) in order to provide a means of measuring actual advocacy skills based on the model of ACA Advocacy Competency domains. She, too, found that the six factor structure was not supported, and instead concluded that social justice advocacy was comprised of four factors: (a) collaborative action (CA), (b) social/political advocacy (SPA), (c) client empowerment (CE), and (d) client/community advocacy (CCA). She created the Social Justice Advocacy Scale (SJAS; Dean, 2009), a 43-item instrument designed to measure social advocacy competencies for counselors. Respondents answer each item along a 7-point Likert scale ranging from 1 (*not at all true*) to 7 (*totally true*). Dean (2009) created the SJAS in order to provide a means of

measuring actual advocacy skills based on the ACA Advocacy Competency domains model. The overall SJAS was found to have strong reliability, with Cronbach's alpha of $\alpha = .94$; subscales ranged from acceptable to strong, with Cronbach's alphas at CA, $\alpha = .92$; SPA, $\alpha = .91$; CE, $\alpha = .76$; and CCA, $\alpha = .76$ (Dean, 2009). In a subsequent study, Streufert (2012) used the only the overall scores of the SJAS and reported Cronbach's alpha at $\alpha = .937$. Content validity was initially established by systematic review of each potential item by social justice and advocacy experts in counseling and psychology. Some evidence of construct validity was established when the SJAS was found to be positively correlated with multicultural knowledge and awareness, and showed no relationship with social desirability (Dean, 2009; Streufert, 2012).

Although the six-factor structure initially created by authors of the ACA Advocacy Competencies was not supported, the four factors retained in this instrument do encompass all three levels and two dimensions of the original model. *Collaborative action (CA)* involves building relationships in the community with individuals, activists, and organizations to raise awareness of issues in need of attention. CA takes place in each domain of advocacy. The *social/political advocacy (SPA)* subscale appears to measure involvement in macro-level structures to influence the political process and outcomes, and is related to the domain of the ACA advocacy competence model of the same name. *Client empowerment (CE)* emerged as a distinct factor and describes the ability to assess the impact of social injustice on clients and groups and promote self-advocacy skills to clients and client groups. Finally, *community advocacy* (CA) described direct advocacy on behalf of clients or communities.

In summary, the SJAS provides researchers with a psychometrically sound instrument to explore social justice advocacy competence among counseling practitioners with individuals, groups, and the larger society.

Summary of Advocacy Competence

The counseling profession continues to evolve. From multiculturalism to advocacy and social justice, researchers and practitioners continue to strive for clarity on practices which can have the greatest positive impact on the lives of clients. Each specialty area within the counseling profession likely has its own unique expression and application of the advocacy competencies informed by counseling theory. Career counselors have a distinct set of theories which guide their work and therefore their choice of intervention. These theories reflect social justice values to varying degrees and will be briefly described in the following section.

Traditional & Contemporary Career Theories

Traditional theories of career development and counseling have generally focused on individual and personal factors such as choice, adaptability, and voluntary transitions (Fouad, 2007; Hees, Rottinghaus, Briddick, & Conrath, 2012; Juntunen & Bailey, 2013; Savickas, 2011; Schlossberg, 1981; Super & Knasel, 1981). Thus, they have been limited in regard to acknowledging the role of environmental and social context in a client's career experience, emphasizing instead personal responsibility for one's work situation (Blustein, 2006; Blustein et al., 2008; Prilleltensky & Stead, 2012). Trait oriented and developmental stage theories largely do not account for increasingly unstable economic forces or the needs of marginal workers, and neglect factors such as gender, SES,

ethnicity, relational factors, and geographical location (Fouad & Bynner, 2008; Motulsky, 2010; Savickas, 2011).

More recently, however, some career theorists have developed models which account for these social and contextual factors. The following theories explicitly consider the role of race, class, gender, and other identity categories and how they impact an individual's career development.

Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994, 2000) advanced career counseling by acknowledging the impact of contextual factors and the environment on career decision making and adjustment. Based on the work of Bandura (1986), major constructs in SCCT include self-efficacy and outcome expectations. Self-efficacy is developed through learning experiences which may be limited due to a variety of factors not of the client's choice. Person variables such as race, gender, and ethnicity affect learning experiences which in turn affect self-efficacy. Any barriers an individual faces are subject to the perceived ability to overcome those barriers via self-efficacy (Lent et al., 1994). Although SCCT adequately accounts for potential barriers to career development, SCCT interventions are focused primarily at the individual level by helping clients expand their interests, increase their self-efficacy at overcoming barriers or learning new skills, and develop positive outcome expectations. Interventions aimed at changing the structures which afford unequal opportunities are not highlighted.

Ecological Perspective

The ecological perspective (Cook et al., 2005) was designed specifically to conceptualize the career development of women of color and White women by centering ethnicity and gender in its understanding of human behavior. Influences to career development come from both shared experiences and also the unique experiences of individual women. The ecological perspective is a person-environment (P-E) theory with a constructivist interpretation. It considers the meaning making process of the dialectic between P and E rather than emphasizing one over the other since individuals both shape and are shaped by their environment. Rather than seeing marginalized identities as being a source of only barriers, the authors of this perspective highlighted the many strengths that women, lesbians, bisexual women, and women of color may gain as a result of their membership to these groups (Cook et al., 2005). This model begins to give adequate recognition to the constant and pervasive influence of gender, race, and ethnicity in women's career development, but again focuses interventions at the micro level.

Systems Theory Framework

The Systems Theory Framework (STF; Patton & McMahon, 2006, 2014) takes a big picture look at both client and counselor within systems. STF emphasizes understanding the complexity of influences on an individual's development and how those influences change over time. The authors of the STF encourage viewing parts always in relation to the whole. At the individual level the authors promote a narrative approach to counseling in which the counselor aids the client in constructing and telling their narrative and making meaning. STF, however, also encourages counselors to

intervene at the system level based on the belief that intervention in one part of the system may result in positive outcomes for the individual. STF offers little guidance in terms of what specific interventions career counselors could or should take at the system level, focusing primarily on describing individual counseling interventions from a constructivist approach (Patton & McMahon, 2006, 2014). Overall, STF appears to be one of the more comprehensive and potentially empowering models of career development available to counselors today.

Gender & Social Class Model

Like the other models mentioned here, the Gender & Social Class Model (GCSM; Heppner & Jung, 2013) emphasizes the interactions between individuals and society and their impact on career paths. The authors of the GSCM see gender and social class as means of granting or denying power and privilege to individuals or groups, not just descriptive variables. Gender and social class impact self-construction through access to resources and socialization. In the GSCM, one's career trajectory is divided into three stages: career development, career and occupational attainment, and work experience. Self-construction and accessibility to resources impacts career development and work experience which impacts attainment (Heppner & Jung, 2013).

The authors of the GSCM suggest that career counselors examine their explicit and implicit biases and empower their clients as a means to overcome barriers to career and occupational attainment. They emphasize the importance of raising awareness and critical consciousness among clients, and also moving to sociopolitical interventions. Finally, authors of the GSCM encourage an intersectional lens, recognizing the

complexity of how social identities interact and are often inseparable (Heppner & Jung, 2013).

Theory - Practice Gap in Contemporary Career Counseling

The theories outlined above represent some of the more complex and comprehensive conceptualizations of career development available to counselors today. They recognize the breadth and depth of contextual influences on individual career development, but provide little guidance for how counselors can move beyond the micro-level in their interventions. Counselors who feel drawn to a social justice orientation are without clear direction in terms of practical application (Chung & Bemak, 2012). The Psychology of Working framework developed by David Blustein (2006, 2013) offers a critical and inclusive approach to career counseling which ties together a commitment to social justice and a practice of counseling that places work in the center of human experience.

The Psychology of Working

The Psychology of Working framework seeks to understand "the meaning and consequences of work in the 21st century" (Blustein, 2006, p. 25). Work is seen as central to the human experience and to mental health, and therefore worthy of having a central place in counseling practice, research, training, and social justice work (Ali, Fall, & Hoffman, 2013; Bhat, 2010; Blustein, 2006, 2013; Kantamneni, 2013; Richardson, 1993). This framework emerged from critical discourse on work and career in feminism, social constructionism, and theories of race, class, culture, sexuality, and disability which

highlighted traditional career theory's failure to consider diverse populations (Blustein, 2006; Richardson, 1993, 2012).

The "grand career narrative" inherent in many career development theories maintains that people have the opportunity to obtain work based on personal interests and that work can serve as an outlet for individuals' self-concepts. For much of the world's population, this narrative is neither appropriate nor a reality (Blustein, 2006; Blustein et al., 2008; Heppner & O'Brien, 2006). According to Blustein (2006), work serves three functions in human experience. Work is a means of survival and power, a means of social connection, and a means of self-determination. Since traditional career theories tend to minimize social context, generalist practitioners and researchers may not be equipped to understand the lives of people who work primarily for survival and power. Because the psychology of working framework recognizes that the salience of paid labor market work varies for individuals, groups, and communities around the world, unpaid personal care work (i.e., caring for children or elderly family members) is included in its conceptualization of work. This inclusion is no because it brings caregivers – oftentimes women – back into the discourse of career development and recognizes the multiple functions work can serve.

The psychology of working framework is meant to be practical and inclusive by helping counselors "understand and intervene in the work lives of people across the full spectrum of power, privilege, and social location" (Blustein, 2013, p. 5). This approach targets interventions at both individual and systemic levels, challenging counselors to modify and expand their practice and research agendas. Blustein called this approach to

counseling an "inclusive psychological practice" which has four objectives: (a) fostering empowerment; (b) fostering critical consciousness; (c) promoting clients' skill-building for the changing workforce; and (d) providing scaffolding in support of volition (Blustein, 2006; Blustein et al., 2008). These objectives are in alignment with social justice counseling models, with emphases on empowerment, consciousness raising, and advocacy discussed earlier in this chapter (Lee, 1998). Proponents of this approach seek to identify how social, economic, and political forces influence the distribution of resources. The psychology of working offers practical strategies for implementing social justice by encouraging counselors to make space for work-related issues in counseling, assess work-related strengths and challenges, and work toward the four objectives listed above.

Although this framework is intended to be used to link traditional career theory with the real-life challenges of clients and communities (Blustein, 2006, 2013), there is little evidence that the psychology of working is taught in CACREP career counseling courses (Osborn & Dames, 2013). In a survey of instructors of the master's level career counseling course in CACREP programs, Osborn and Dames (2013) found that instructors taught an average of 11.33 career theories. Of the theories mentioned above, only SCCT was covered, although it was taught by 82% of respondents. Nineteen percent of participants said they covered sociological career theory and 21% indicated they taught other theories in which feminist career theory was one. The psychology of working framework could add a unique and fresh perspective on career development and

counseling that could feel applicable to a variety of counseling settings and therefore particularly relevant to counseling students in the career course.

Indeed, each counselor and counselor-in-training has decisions to make about their professional behaviors in light of their theoretical orientation and skill level. In regard to advocacy, the psychology of working provides a rationale for choosing to advocate, but it is unknown how these options and choices play out for individual counselors. Prilleltensky and Stead (2012) provide a simple matrix of choices that counselors face which they have called the adjust-challenge dilemma.

The Adjust-Challenge Dilemma

The adjust-challenge dilemma is a set of four options for responding to the social structures of work: "(a) adjust to, and challenge the system, at the same time, (b) adjust but do not challenge, (c) challenge but do not adjust, and (d) neither adjust to the system nor challenge it" (Prilleltensky & Stead, 2012, p. 322). The psychology of working framework contains elements of both adjustment and challenge and therefore has the potential to empower both counselors and clients to confront systems which maintain unequal access to work. Prilleltensky and Stead (2012) recognized that challenging the larger social system can be complicated, and that adjustment without challenge may be the default position for many individuals. Indeed, adjustment without challenge has been the dominant mode of theory and practice in career counseling for much of its history (Hees et al., 2012; Juntunen & Bailey, 2013; Savickas, 2011; Schlossberg, 1981; Super & Knasel, 1981). However, by addressing only personal adjustment and not addressing the option of challenging social systems that perpetuate discriminatory and oppressive

norms, clients and counselors do not change the context in which problems or symptoms emerged (McMahon, Arthur, & Collins, 2008b; Prilleltensky & Stead, 2012).

Proponents of a social justice counseling paradigm argue that mental health cannot exist until oppression is eradicated (Goodman et al., 2004). The adjust-challenge dilemma and the psychology of working provide ways to conceptualize and assess counselors' roles and practices in promoting social justice. The current proposed study will shed light on career counselors' views of advocacy behaviors which encompass both adjustment and challenge.

Summary of Career Theories

Critics of traditional career theories argue that the counseling profession has relied too much on adjustment and not enough on challenging unfair systems. As advocacy and social justice have gained more support, research is being conducted which examines the development of a social justice orientation and the actual practices of social justice and advocacy. The following section will provide a review of the empirical literature relevant to the current study.

Review of Empirical Research on Advocacy and Social Justice

There is limited research on the topic of advocacy and social justice in counseling (Smith, Ng, Brinson, & Mityagin, 2008), and even less research on advocacy among career counselors. Most of the empirical research has been conducted in university settings, often with students and counseling trainees (Smith et al., 2008). Therefore, a review of the empirical research for general counseling practitioners and educators is provided below to inform the framing of the current study. The findings of each study

will be summarized separately, followed by a synthesis of key findings across the studies. This research falls into two general areas: (a) social justice identity development and (b) social justice practice. Finally, this section will conclude with a review of related research inclusive of career counseling.

Social Justice Identity Development

As the review of the conceptual literature on social justice counseling above revealed, advocacy is born out of self-reflexivity, critical consciousness, and empowerment. For counselors who hold a social justice identity, this development unfolds in the unique intersection of sociocultural context and personal experience. Gaining a better sense of how career counselors come to think of themselves as change agents is useful to the current study.

Miller and Sendrowitz (2011) explored the applicability of Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994; SCCT) to the social justice interest and commitment of counseling psychology trainees. This study was informed by previous research with college students that found that social justice self-efficacy and outcome expectations helped explain the development of interest and commitment in social justice (Miller et al., 2009). This prior research also indicated that social supports and barriers had an indirect effect on social justice commitment through outcome expectations (Miller et al., 2009). In a subsequent study, Miller and Sendrowitz (2011) investigated counseling psychology trainees and found that higher levels of interest in social justice were related to greater commitment to future advocacy. Their research highlights the importance of self-efficacy in influencing social justice interest and commitment as well as the role that

counselor educators and supervisors may play in offering opportunities for trainees to increase their self-efficacy with advocacy interventions by offering support and helping to minimize barriers.

Sumner (2013) focused his dissertation on the work of exemplars of social justice in counseling and psychology. Through a peer-nomination process, he recruited 18 participants and examined how they defined social justice, how they developed their social justice orientation, what challenges they encountered in social justice work, and how they maintained their vitality and resilience. Participants' responses covered all six domains of the ACA Advocacy Competencies outlined by Lewis and colleagues (2002). Participants' conceptualizations of social justice emphasized the importance of counselor action at both the client and systemic levels. They also emphasized the importance of multicultural competence and living social justice, implying a strong personal and professional integration. The exemplars' social justice orientations were found to have been developed through a combination of personal experience, interpersonal relationships, and contextual influences. Although the challenges they described were both personal and professional, these were addressed through self-care and the inherent rewards and deep meaning derived from social justice work. This study provides support for conceptualizing social justice practice according to the ACA Advocacy Competencies framework and for the importance of personal experience and exposure to real social justice issues beyond the classroom.

Another qualitative study examining the development of a social justice orientation was conducted by Landreman, Rasmussen, King, and Jiang (2007). These

researchers conducted a phenomenological investigation of university educators' development of critical consciousness, defined for purposes of their study as "a deep level of knowledge, understanding, and skill with multicultural issues, from which emerges a personal concern for social justice" (p. 276). Their participants self-identified as being committed to social justice issues and had received some degree of notoriety for their efforts at promoting and practicing multicultural education. Data from in-depth interviews with 20 participants representing 14 different racial/ethnic groups revealed a two-phase process of developing critical consciousness: (a) awareness raising, and (b) moving to critical consciousness. In the first phase of awareness raising, exposure to different people, experiences of critical incidents, and self-reflection culminated in an "aha moment." Participants emphasized, however, that the process involved in the first phase is ongoing and that they never fully arrive at critical consciousness. Therefore, the three themes in the second phase are: (a) sustained involvement in awareness raising; (b) engagement in social justice action and coalition building; and, (c) establishing of significant intergroup relationships. Stories shared by participants highlighted the existence of cognitive complexity and a well-developed sense of identity. Results indicated the importance of exposure to and interaction with diverse peers, indicating the importance for educators to provide this crucial opportunity to students. Although these experiences may involve tension and conflict, they can produce powerful learning for students. This process supports McWhirter's (1997) theoretical conceptualization of critical consciousness as consisting of critical self-reflection and interpersonal power analysis with clients, colleagues, and communities.

Caldwell and Vera (2010) targeted psychology trainees and scholars in their qualitative study investigating critical incidents in the development and effects of a social justice orientation. They found that exposure to injustice was the most influential event, followed by the influence of significant persons such as mentors and family members. Religion and spirituality were as influential as significant persons even though there were fewer religious/spiritual incidents. Education/Learning and Work Experiences were third and fourth most influential in the development of a social justice orientation. Mentors were mentioned by 64% of the participants and education/learning experiences were mentioned by 54% of the participants, so counselor educators could very well have a significant impact on the development of a social justice orientation which could lead to the following outcomes identified by participants. They reported the five main results of developing a social justice orientation were (a) increased awareness, (b) facilitation of commitment to social justice, (c) an increased understanding, (d) identity changes, and (e) behavioral changes. Each of these outcomes of the critical incidents were endorsed by a majority of the participants (66-77%) and their responses covered each of the five categories fairly evenly. Increased awareness received 27% of the responses while behavioral changes had the fewest number of responses, receiving 17%. If these outcomes were cultivated by counselor educators and supervisors among counselors-in-training the counseling profession would likely move even closer to fulfilling its value of promoting social justice.

Beer, Spanierman, Greene, and Todd (2012) used a mixed methods approach to explore the process of commitment to social justice as it relates to perceptions of the

training environment among counseling psychology trainees. They found that participants rated their training programs' commitment to social justice significantly lower than their ideal level of social justice training. The researchers also found that general activism orientation was the strongest predictor ($\beta = .40$) of commitment to social justice followed by perceptions of training environment ($\beta = .21$) and spirituality ($\beta = .15$). From those participants who showed activist orientations, coding of open ended responses revealed four broad categories related to the development of a social justice commitment. These four categories were similar to other findings (Caldwell & Vera, 2010; Sumner, 2013) and included: (a) the nature of social justice as necessarily political, concerned with voice, confrontation, and struggle; (b) motivations for activism, including spirit, contact, empowerment, and witnessing change; (c) the role of training through curriculum, a supportive environment, as well as professional barriers; and, (d) personal and professional integration.

Summary of Research on Social Justice Identity Development

The studies outlined above highlight some themes in the development of a personal social justice orientation. It appears that personal experiences with injustice motivate people to work toward social justice. Meaningful relationships and religious or spiritual beliefs can also contribute to a commitment to social justice. Individuals committed to social justice tend to act at the systemic or macro-level. Finally, interest in social justice may be a precursor to action, it develops over time, and is influenced by many factors. This has clear implications for counselor educators who wish to enhance

students' positive feelings toward promoting social justice. The studies described in the following section specifically examine various ways in which advocacy is practiced.

Social Justice Advocacy Practice

Nilsson and Schmidt (2005) explored both desired and actual levels of involvement in social justice among counseling trainees. They looked at age, number of courses, political interest, concern for others, problem solving skill, and optimistic world view to predict desired and actual levels of social justice involvement. They found that political interest was the only variable that individually predicted desire to engage in advocacy. For actual advocacy, only political interest and desire to engage in advocacy explained unique variance. Pedagogical implications for counselor educators and supervisors included allowing for discussion of political topics and other social justice activities in the classroom. By generating interest in and desire to engage in advocacy counselor educators may be able to influence whether future counselors move into actual engagement in advocacy. All the study variables together accounted for 30% of the variance in desired social justice engagement and 40% of variance in actual engagement. Analyses also revealed that men had greater desire for social justice advocacy than women, but no difference in actual engagement, and that LGB students had greater levels of desire for advocacy than straight students, but no difference in actual engagement. Overall, however, Nilsson and Schmidt (2005) found that students were not very engaged in advocacy and they encouraged additional research of potential variables which move students from desire to action. The study proposed in the following chapter may begin to uncover some rich data regarding this very topic among career counselors.

Decker (2013) used a mixed methods approach to explore the relationship between social justice advocacy competence and likelihood to engage in advocacy activities at the client, community, and societal levels. Using the Social Justice Advocacy Scale (SJAS, Dean, 2009), a measure of advocacy competence, and open-ended client vignettes, she found that trainees with higher scores on the SJAS were more likely to respond to client vignettes in ways that indicated they would engage in advocacy. Decker also found that social justice training appears to be related to advocacy competence, giving some preliminary support to efforts to integrate social justice training in counseling curriculum.

Wendler and Nilsson (2009) were interested in how desired and actual engagement in advocacy as well as cognitive complexity related to a universal-diverse orientation (UDO) among counseling psychology graduate students. UDO is the awareness and acceptance of both similarities and differences among people and has three components: affective, cognitive, and behavioral. Preliminary analyses revealed that lesbian, gay, and bisexual participants scored significantly higher on both desired and actual advocacy than heterosexual participants, and doctoral students scored significantly higher than master's students on overall UDO.

Due to reliability problems with two of the subscales for the UDO instrument, the researchers decided to use only the behavioral subscale (Diversity of Contact) of UDO as their outcome variable which had a correlation of r=.86 with the total UDO scores. In the main analysis, after controlling for social desirability and previous multicultural coursework, the researchers found that cognitive complexity and sociopolitical advocacy

(actual and desired) significantly accounted for additional variance. Only actual advocacy, however, contributed significantly ($p < .01$) to the variance in UDO giving support to the notion that actual engagement in advocacy has an influence on one's degree of a universal-diverse orientation (Wendler & Nilsson, 2009). Although this study had some measurement problems it raised interesting questions about the role of actual advocacy behaviors in counseling trainees' thinking about diverse clients, lending additional support to the importance of integrating experiential components into counseling curriculum.

While authors of the previous three studies focused on counseling trainees, Lewis, Lenski, Mukhopadyay, and Cartwright (2010) used a focus group methodology to understand the everyday practice of social justice among faculty, staff, and administrators in an institution of higher education whose mission directly mentions social justice. Data were collected in separate focus groups for each group of participants (i.e., tenure track faculty, non-tenure track faculty, administration, and staff) in order to encourage the greatest feeling of freedom to openly share thoughts and feelings about the practice of social justice in the college. Researchers noted that staff members were the most vocal and eager to participate, suggesting that those with likely the least amount of power were the most eager to discuss social justice.

Their research revealed eight operating principles which elaborated the social justice mission of the department: (1) social justice is based on feelings of empathy and concern for humankind, comes from understanding one another, and being aware of power and privilege; (2) social justice ought to encompass feelings as well as action; (3)

social justice means advocacy for marginalized groups; (4) social justice is an ongoing personal construct which evolves into the collective; (5) there must be respect for others despite institutional power and hierarchy; (6) there must be room for diversity within enactments and understandings of social justice; (7) recognize that social justice has a pervasive influence on all areas of organizational decision-making; and (8) always move toward the meaning of social justice, acknowledging that the conversation must be ongoing. These results point to the complexity of defining and practicing social justice, particularly within an institution, even when social justice is part of the mission. Moreover, it shows how social justice is an ongoing process as well as a desired outcome (Lewis et al., 2010).

Singh, Urbano, Haston, and McMahan (2010) wanted to understand how social justice oriented school counselors advocated for change in their work settings. Using a grounded theory design, they interviewed 16 experienced school counselors who self-identified as "social justice agents." The researchers found seven overarching strategies used by these school counselors to create change in their settings. The first two strategies were described by participants as being necessary throughout the change process while the remaining five were used in specific situations. The first strategy was using political savvy to navigate power structures, and the second strategy was to engage in consciousness raising. In specific situations, school counselors used the strategy of initiating difficult dialogues to create change, and acknowledged that this could make people feel uncomfortable or defensive. All but two counselors shared that they used the strategy of building intentional relationships because they viewed every person in the

school as a potential ally. All participants shared that they used the strategy of teaching students self-advocacy skills. Almost all shared that they used data to raise consciousness about issues through the creation of marketing materials. Finally, nearly all shared that educating others about the school counselor role of advocate was an important strategy (Singh et al., 2010). There is some overlap between these strategies and the domains of the ACA Advocacy Competencies because school counselors reported acting at multiple levels (individual, community, and system).

Finally, Odegard and Vereen (2010) were interested in the experiences of counselor educators who practiced social justice in their pedagogy as well as their process for integrating social justice principles across curricula. Utilizing a grounded theory approach, they conducted two rounds of individual interviews and a focus group over a 9-month period with four counselor educators who self-identified as integrating social justice into their pedagogy across curricula. The researchers analyzed the interview data and found four interwoven concepts related to the integration of social justice into counseling pedagogy. The first concept was the counselor educators' own increasing awareness, including their motivations, values, experiences, and emotions. The second concept was the process of facilitating a paradigm shift by influencing peers and faculty at their institutions. A third concept addressed the importance of implementing curriculum using social justice materials and facilitating open discussion with students. Finally, participants revealed having to navigate a variety of challenges, both internal and external, in implementing a social justice paradigm. Participants, however, reported an overarching experience of hope which motivated their ongoing work of integrating social

justice into their pedagogy. They shared a belief that integrating social justice will create more systemic-minded and multiculturally competent counselors (Odegard & Vereen, 2010). This research provides a window into the process of actually integrating social justice from the perspectives of counselor educators, and is one of the only studies to do so to date.

Summary of Social Justice Practice Research

This set of empirical studies points to some themes across populations and settings in the practice of advocacy. Political interest, competence in social justice advocacy, and skills in navigating relationships and difficult conversations seem to be important factors in engaging in social justice work. It appears that successful advocates and practitioners of social justice must be strategic and resilient in their work, since resistance and challenges seem to be inevitable. Perhaps more importantly to counselor educators, it appears that engagement in advocacy can be influenced through student exposure to opportunities to practice and dialogue about social issues. In fact, those who pave the way for more inclusion of social justice in their institutions may be thought of as leaders (Lewis et al., 2011; Lopez-Baez & Paylo, 2009). Since this research has not been conducted with career counselors, applicability of the findings is limited. However, these findings lay an initial foundation which can inform the development of a research agenda around advocacy and social justice work in career counseling. The next section consists of a review of the empirical research regarding career counselors and social justice and is most salient to the present study.

Social Justice in Career Counseling

McMahon, Arthur, and Collins (2008b) conducted a critical incidents online survey (n=26) in order to understand career counselors' perspectives, practices, and barriers to practicing social justice. In response to an open-ended question asking participants to describe social justice as it relates to career practice, the authors found five general areas which participants addressed: (a) social justice themes (e.g., equal access, awareness, inclusion); (b) factors influencing the social justice needs of their clients (e.g., disability, race, SES); (c) resources (e.g., counseling); (d) barriers to achieving social justice (e.g., discrimination); and, (e) levels of intervention (e.g., individual, governmental). Next, participants were asked to provide an example of a social justice intervention they had implemented which went well and one which did not go well. Ten participants responded to the prompt regarding an intervention that went well and six participants responded with one that did not go well. The small numbers of responses mean that generalizability is not possible, but the findings are still relevant to the research at hand. Although the responses indicated that participants took on several different roles with their clients, their interventions were almost exclusively performed at the individual level. All participants reported using their counseling skills in both scenarios (one that went well and one that did not go well). Barriers to implementing social justice interventions were identified, including work demands, institutional barriers/lack of funding, and lack of counselor skill or knowledge. Despite these barriers, participants felt that the interventions were successful at the client level. This research provides some support to the belief that counselors rely on micro-level interventions and may need

additional training around advocacy interventions. Although not generalizable due to the very small number of participants, this research provides a starting point in investigating career counselors' perceptions of social justice interventions (i.e., advocacy).

Arthur, Collins, McMahon, and Marshall (2009) conducted a survey with a larger volunteer sample (n=151) of Canadian career counselors and coded respondents' definitions of social justice in career practice. The researchers also asked explicitly about both actual and perceived barriers to implementing social justice interventions. Notably, only two-thirds of participants were familiar with the concept of social justice and less than half had ever attended a course or workshop training focusing on issues related to social justice. Of those participants who defined social justice, themes of advocacy, equality, and considering contextual influences were most commonly cited in their definitions. Perceived barriers were quantified through the use of an author designed checklist of barriers taken from the literature. The most frequently checked perceived barriers were lack of time, lack of financial resources, and lack of professional influence. These three perceived barriers were endorsed by the vast majority of participants. Actual barriers were identified by reviewing open-ended responses to the critical incidents portion of the survey. Four themes were identified for actual barriers. The most frequently cited theme was lack of time reported by almost 50% of respondents, followed by lack of supervisor support, lack of financial resources, and lack of training opportunities (Arthur et al., 2009). This research provides an initial look at some of the challenges career counselors face regarding being advocates, but does not provide insight into career counselors' perceptions of advocacy or how they make decisions regarding

use of advocacy interventions. It does, however, provide evidence that career counselors need training and education regarding what social justice is and how they may integrate advocacy into their work.

In regard to multicultural competence among career counselors, Vespia, Fitzpatrick, Fouad, Kantamneni, and Chen (2010) examined the relationships between career counseling self-efficacy, self-reported multicultural competence, multicultural training, multicultural experience, and externally-rated descriptions of actual multicultural career counseling practices by surveying experienced career counselors (n=230). They found that multicultural training was the only variable that predicted both self-reported and externally-rated multicultural competence. In addition, they found a discrepancy between multicultural competence scores and externally rated multicultural counseling behaviors, suggesting that counselors may feel competent but still not know how to translate that competency into practice. Since multicultural competence and social justice advocacy competency may be related, this research suggests the need for a better understanding of the relationship between self-reported social justice competence and practice among career counseling practitioners.

Finally, Arthur, Collins, Marshall, and McMahon (2013) published a study based on the same round of data collection as Arthur et al. (2009). In this study (2013), the authors were interested in finding out which competencies career counselors used with marginalized clients and which competencies needed strengthening. Their goal was to identify gaps between how practitioners were practicing and where they could benefit from greater social justice competence. Thirty-two participants offered a total of 50

critical incidents of interventions and competencies used with marginalized clients. Data were analyzed and competencies divided into three categories: attitudinal competencies, knowledge competencies, and skill competencies. The authors calculated how many participants used the identified competencies and how many expressed a desire to strengthen a competency. This research revealed several important gaps. One is that these practitioners recognized the need to increase their own self-awareness and decrease existing pre-judgments they may hold about clients from non-dominant cultural groups. All participants expressed a desire for more nonjudgmental attitudinal competencies. In the knowledge competencies category, there was a desire for more systematic knowledge (e.g., community resources, labor market) and knowledge about mental health concerns and interventions. The vast majority of participants expressed a desire for increased communication skills. The overarching conclusion of this study was that career practitioners use a range of competencies, understand the need for self-awareness, are able to view their clients in context, and feel competent in their grasp of career development. The researchers also wrote that "Career practitioners simultaneously recognized the need to move beyond direct interventions with the client and acknowledged that they lacked knowledge about advocacy, understanding of advocacy interventions, or frameworks for addressing systemic change" (p. 145). Findings of this study indicate the need for the present study. By having a better understanding of career counselors' perspectives on actual advocacy interventions, we can move the conversation and related training forward.

Summary of Social Justice Research in Career Counseling

These studies are important first steps in developing an understanding of career counselors' perceptions and experiences of social justice and advocacy in practice. It appears that career counselors have an awareness of social injustices their clients face and desire more skills for implementing advocacy interventions. This research does not indicate career counselors' competence in using advocacy interventions, and does not reliably assess their level of awareness of privilege and oppression which has been indicated as a salient construct in social justice counseling. A deeper understanding of career counselors' perspectives on advocacy would be useful for counselor educators and supervisors who wish to support counselors' interest and desire to engage in social justice efforts.

Synthesis of Social Justice Empirical Research

In sum, becoming an advocate is personal, political, and a process. It is widely acknowledged in both conceptual and empirical literature that inequality exists and has a detrimental effect on the well-being of clients and communities. The research points overwhelmingly to the need for additional training in social justice and advocacy. It appears that while practitioners are focusing on the micro-level, they have expressed a desire to act at the macro-level but are in need of additional skills and support in the form of time and resources to undertake advocacy work. Therefore, it is clear that a better understanding of career counselors' perspectives on advocacy would be helpful to counselor educators and supervisors. The study outlined in the following chapter will offer insight into these perspectives and identify distinct points of view that exist among a

sample of practicing career counselors. The methodology proposed will offer both quantitative analysis of perspectives as well as qualitative detail on the findings through interview data.

CHAPTER III

METHODOLOGY

Social justice and advocacy are concepts which defy easy definition and are complicated in practice, as illustrated in the research cited in Chapter 2. For this study, social justice is understood as the intended outcome of advocacy interventions while advocacy refers to the actual skills, direct interventions, and behaviors counselors use to advance social justice. The particular kinds of advocacy that counselors undertake will likely depend on their experience, context, cultural background, and socialization, all of which carry deeply personal meaning. Often, career counselors work with clients who are facing problems with sociological causes (e.g., access to quality education, hiring discrimination, fair wages) that require social intervention for true remediation (Ratts & Pedersen, 2014). This study will provide a snapshot of current views of advocacy from the perspectives of career counselors. The results of this study can inform supervision and pedagogy in counselor education, and potentially inform both counseling theory and practice.

The conceptual literature far outnumbers the empirical data about advocacy practice in counseling, so research is needed to understand career counselors' perceptions of the importance of advocacy behaviors. The ACA Advocacy Competencies (Lewis et al., 2002) and subsequent research such as the development of the Social Justice Advocacy Scale (Dean, 2009) provide a framework for conceptualizing the domains in

which advocacy occurs. The research question for this study is: What are career counselors' perspectives of advocacy behaviors? Since the goal of this study is to communicate practitioners' viewpoints on a particular topic (i.e., advocacy), Q methodology was used. In Q methodology, the goal is to reduce the number of perspectives to be studied and highlight important themes within shared viewpoints (Brown, Danielson, & van Exel, 2015). This introduction includes a brief overview of the steps involved in a Q study. Each step and concept will then be described in more detail in later sections of this chapter.

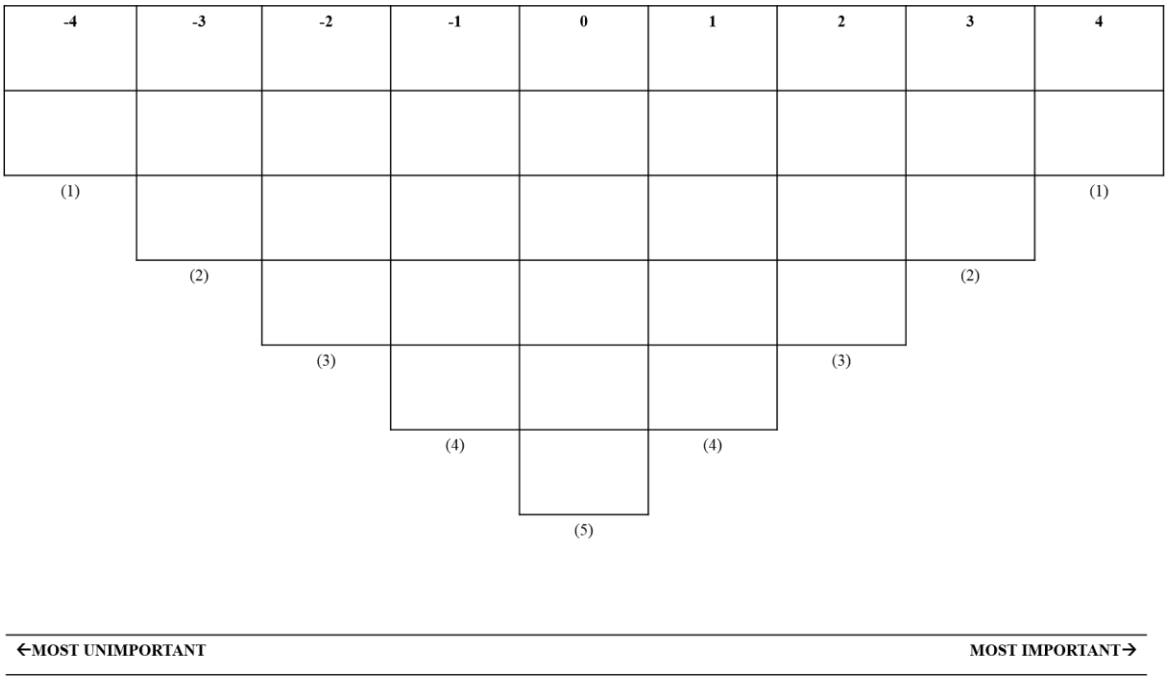
In a Q study, participants, also known as the P sample (i.e., career counselors) are asked to rank order a set of statements (the Q sample) about the topic of interest according to a condition of instruction (e.g., most important/most unimportant). Statements are sorted by each participant along a quasi-normal distribution (Figure 2) which is intended to aid the ranking process and force participants to make decisions and compare statements to one another. This sorting task is referred to as the Q sort. Each statement is placed into a column of the distribution which has an assigned value (e.g., -4 to +4). Each completed Q sort, taken as a whole, is said to communicate that individual participant's perspective on a particular topic. Although the Q sort is the primary means of data collection, Q methodology is more than a set of procedures or a method of data analysis; it is, as its' name implies, an entire methodology (Brown, 1980; McKeown & Thomas, 2013) which will be briefly described in this chapter.

The primary method of data analysis in Q methodology is factor analysis. Factor analysis is a data reduction technique in which unobserved latent variables or factors

emerge from the intercorrelations of the manifest variables (APA, 2014; Watts & Stenner, 2012). In Q methodology, the variables are the participants' points of view in the form of the Q sort. A factor identifies a portion of common variance – something the Q sorts hold in common. This process of factor extraction reveals the underlying influences which account for variations in individual behavior (APA, 2014). A factor array is a composite Q sort which exemplifies each factor. A factor array is created for each extracted factor through a series of calculations. The factor array guides the process of factor interpretation with the help of information gathered through a demographic questionnaire and a post-sort interview with each participant.

Figure 2

Sample Q Sort Distribution



This exploratory study aims to understand the perspectives of career counselors on the topic of advocacy, making Q methodology an appropriate methodological choice for the research question. This chapter provides an overview of the following steps and processes involved in this Q study: (a) creating a Q sample, (b) identifying and selecting the P-sample, (c) setting up and completing the Q sorts, (d) conducting the post-sort interviews, (e) extracting the factors, and (f) interpreting the emergent factors. Within each section, both general procedures and also specific applications to the present study are described. First, underlying philosophical bases of Q methodology are discussed.

Theory of Q Methodology

Q methodology was developed by William Stephenson beginning in 1935 (Brown, 1980). Trained as both a psychologist and a physicist, he wanted to create a method for exploring "*intra*individual differences in significance" (Brown, 1980, p. 10) as opposed to *inter*individual differences in traits. For this reason, *psychological significance* of Q sample items in relation to one another is considered the unit of measurement which is obtained through the Q sort procedure. McKeown and Thomas (2013) stated that "The primary purpose of undertaking a Q study is to discern people's perceptions of their world from the vantage point of self-reference" (p. 1). Since self-reference (e.g., preference, feeling, belief) is the measure against which participants sort statements, in Q methodology the observer and the observed are the same and the Q sort is said to capture an individual's *subjectivity* on a given topic (Watts & Stenner, 2012).

Q methodology is fundamentally different from other quantitative research methodologies in the social sciences. The term *Q* was coined to distinguish this

methodology from *R*; *Q* measures correlations between persons, whereas *R* measures trait correlations through applying Pearson's product-moment correlation (Brown, 1980). Brown (1980) described the differences between *Q* and *R*:

> In moving from *R* to *Q* a fundamental transformation takes place: In *R*, one is normally dealing with objectively scorable traits which take meaning from the postulation of individual differences between persons, e.g., that individual *a* has more of trait *A* than does individual *b;* in *Q*, one is dealing fundamentally with the individual's subjectivity which takes meaning in terms of the proposition that person *a* values trait *A* more than *B*. (p. 19)

When first introduced to Q methodology, some readers assume that Q methodology simply inverts the data of an R correlational matrix. This is an oversimplification of the differences. In a Q matrix, rows represent the individual statements which hold varying levels of psychological significance to participants; each column represents one participant's sort, or ranking, of those statements according to the condition of instruction. Rather than subjecting a sample of research participants to a collection of tests as in R methodology, Q methodology subjects a sample of items (Q sample statements) to measurement by a collection of individuals (Watts & Stenner, 2012).

Q Methodology is a mixed method of research (Ramlo & Newman, 2011). It allows researchers to analyze qualitative data in an objective or quantitative way. McKeown and Thomas (2013) wrote that "Q methodology brings qualitative research into the quantitative realm" (p. 1). The subjectivity which is communicated via the Q sort is analyzed through the quantitative procedure of factor analysis. At the same time, some

practitioners of Q methodology have described it as a form of discourse analysis in that it looks for underlying patterns and meaning in text (Webler, Danielson, & Tuler, 2009). By bringing the quantitative and qualitative, and objective and subjective together, this methodology allows the researcher to illuminate the reality constructions of a population of interest rather than relying solely on the researcher's construction of reality (Kitzinger, 1986). Quantitative criteria guide the factor analytic process, and qualitative data (i.e., demographic and interview data) give depth to the factors which emerge from the quantitative analysis.

The following sections describe the step-by-step process of a Q methodological study, beginning with the construction of a Q sample through the final step of factor interpretation.

Q Sample

The Q sample can be considered the instrumentation in this study. Brown described the Q sample as the most important concept in Q methodology (Q Methodology, 2010). The Q sample is a subset of opinion statements drawn from the concourse of communication which is defined as the entire population of opinions, views, or behaviors that exist on any given topic (McKeown & Thomas, 2013; Paige & Morin, 2014). From this vast concourse, the researcher should construct the Q sample in such a way that all potential viewpoints are able to emerge during the Q sorting process. The goal when creating the Q sample is to provide a comprehensive but manageable representation of the concourse from which it is taken. A good Q sample should not be value-laden or biased toward a particular point of view or position, so the researcher must

take care to adhere to one of the Q sampling strategies described below. All participants should be able to express their view and respond to the condition of instruction with the given Q sample (Watts & Stenner, 2012). As much as is possible, the Q sample statements should remain in their original, natural language as they exist in the concourse, but may be edited for clarity as long as the sentiment of the statement remains intact (McKeown & Thomas, 2013; Watts & Stenner, 2012; Webler et al., 2009).

For example, a researcher may be interested in understanding the perspectives of parents of children with Autism Spectrum Disorder (ASD) on the topic of integrated versus Autism only classrooms. The researcher would need to create a Q sample representative of the entire population of thoughts and beliefs about this topic. The concourse would likely include statements in favor of integrated classrooms, statements in favor of Autism only classrooms, statements about the perceived role of the teacher or school administration in structuring classrooms for children with ASD and so on. These perspectives which make up the concourse could be found in online message boards for parents, newspaper or magazine editorials, or through direct interviews with parents of school-age children with ASD. The researcher's job is to distill this entire population of viewpoints into a manageable representation, generally about 30-60 statements (Brown, 1980), so that each research participant is able to sort the statements and communicate his or her unique point of view on the topic during the Q sort.

In Q Methodology, individual items in the Q sample should not be considered in isolation. Each sort, or point of view, is considered holistically and is of primary interest. In fact, it is recommended that Q statements should be somewhat ambiguous and able to

be read in different ways by unique participants. This allows the participant to place his or her own meaning onto the statement and to sort it in context with the rest of the Q sample. The meaning which participants place onto the items and the sorting process as a whole is asked about in the post-sort interview, described below.

Creating the Q sample is where the bulk of time and energy is spent in a Q study. Q samples can be generated from a variety of sources. Watts and Stenner (2012) wrote that there is no single or correct way to generate a Q sample, and that creating the Q sample is more like art than science. Even so, there are a number of Q sampling methods to help ensure that representativeness is achieved.

The naturalistic method of generating potential Q sample statements can use direct or indirect sources. Direct sources include in-person interviews, written narrative responses, or focus groups (McKeown & Thomas, 2013). Indirect sources are functionally equivalent to direct sources and can include any published material (e.g., newspapers, magazines, academic literature, Internet sources). In generating the Q sample from all possible statements, the researcher can take either a structured or unstructured approach (Watts & Stenner, 2012). Unstructured sampling is most appropriate when there is no existing theory informing the concourse. The sample is created without the use of categories, but depends solely on the researcher's presumption of adequate coverage. This method runs the risk of over or under-sampling certain opinions and therefore limiting the viewpoints that can emerge in the Q sorting process. Structured sampling, however, fits statements within the overall concourse into pre-existing categories based on theory. Structured sampling can be either deductive (using a

priori hypothetical or theoretical considerations) or inductive (developed from patterns that emerge while statements are collected) (McKeown & Thomas, 2013).

The Q sampling approach used for this study is indirect, naturalistic, and structured-inductive. From the concourse, the researcher compiled a list of social justice and advocacy counselor behaviors from a variety of sources including the ACA Advocacy Competencies (Lewis et al., 2002), the Social Justice Advocacy Scale (SJAS, Dean, 2009), the NCDA Minimum Competencies (NCDA, 2009), CACREP Standards (CACREP, 2009), and individual articles in the counseling scholarly and trade publications. According to Webler et al. (2009), researchers should draw their Q-sample from a population of between 100 to 300 statements. For this study, the concourse consists of all behaviors which could be described as counselor advocacy. The initial review of advocacy behaviors in the counseling literature generated a list of 180 statements. Consistent with an inductive structured sampling strategy, these statements were analyzed to identify categories representing different kinds of advocacy behaviors. Watts and Stenner (2012) support the use of subject matter experts to review the Q sample for breadth, coverage, omissions, and clarity of the phrasing. Therefore, this study used two expert reviewers who are faculty members who have published on the topic of social justice in career counseling to solicit feedback during the pilot phase of this study. The pilot study and results are presented in Appendix A. The researcher finalized the Q sample (Appendix H) and randomly ordered the statements (1 through 25; Table 1) for ease of recording each final Q sort onto a response sheet (see Appendix F).

Table 1

Final Q Sample by Number

No	Q Sample Statement	Cat.
1	Question intervention practices that appear inappropriate.	AOP
2	Seek feedback regarding others' perceptions of my advocacy efforts.	CCA
3	Serve as a mediator between clients and institutions.	CCA
4	Express views on proposed bills that will impact clients.	SPA
5	Maintain open dialogue to ensure that advocacy efforts are consistent with group goals.	SPA
6	Encourage clients to research the laws and policies that apply to them.	CA
7	Collect data to show the need for change in institutions.	CA
8	Educate other professionals about the unique needs of my clients.	AOP
9	Help clients develop needed skills.	CE
10	Assist clients in carrying out action plans.	CE
11	Help clients overcome internalized negative stereotypes.	CE
12	Conduct assessments that are inclusive of community members' perspectives.	CA
13	With allies, prepare convincing rationales for social change.	SPA
14	Identify strengths and resources of clients.	CE
15	Get out of the office to educate people about how and where to get help.	CCA
16	Teach colleagues to recognize sources of bias within institutions and agencies.	AOP
17	Deal with resistance to change at the community/system level.	CCA
18	Collaborate with other professionals who are involved in disseminating public information.	CA
19	Help clients identify the external barriers that affect their development.	CE
20	Use multiple sources of intervention, such as individual counseling, social advocacy, and case management.	CA
21	Train other counselors to develop multicultural knowledge and skills.	AOP
22	Work to ensure that clients have access to the resources necessary to meet their needs.	CCA
23	Work to change legislation and policy which negatively affects clients.	SPA
24	Ask other counselors to think about what social change is.	AOP
25	Communicate with my legislators regarding social issues that impact my clients.	SPA

Note. AOP: Advocacy with other professionals; CE: client empowerment; CA: Collaborative Action' CCA: Client/Community Advocacy; SPA: Social/Political Advocacy

Subjectivity Statement

At certain points in this study, researcher subjectivity becomes one of the research tools, so it is important to acknowledge and disclose some of what informs me. As a White, cisgender, middle-class woman, I occupy particular social locations which have informed my views on work, career, counseling, and social justice. As a first-generation college student who grew up with a full-time working single mother, values such as independence and hard work have been central to my identity. My entry into advocacy came as I began working with adults who were struggling to find meaning, purpose, and even basic access to work at the height of the recession which began in 2007. In those toughest of economic times, I quickly learned how my assumptions of occupational choice were erroneous. In the urban environment where I grew into my work as a career counselor, I saw how opportunities were afforded to some and systematically denied to others. As I have developed as a counselor and expanded my roles to include those of educator, supervisor, and researcher, I have become increasingly interested in understanding how counselors make decisions regarding their work with vulnerable and marginalized populations. This study is a first step in fulfilling my research agenda around the topics of work, career, and advocacy.

Participants

In Q methodology, there are two sampling procedures. One is for the Q sample, described above, and the other is for the P sample which is the sample of participants who will complete the Q sorts. The P sampling strategy should be theoretical and include the intentional selection of participants who are likely to have an opinion about the topic

of interest, i.e., advocacy and social justice in career counseling (McKeown & Thomas, 2013; Watts & Stenner, 2012). It is important to invite participants who represent a range of viewpoints and who are demographically diverse (e.g., race, age, geographical location). For the current study, the following criteria were required for participant inclusion: (a) holds a Master's degree or higher in counseling, (b) has worked as a career counselor for at least one year full-time in the past two years. Participants were recruited by convenience sampling of the researcher's professional network (Appendices K & M) and snowball sampling (Appendix L).

Regarding the number of participants, emphasis is placed on having enough participants to establish the existence of particular viewpoints, not simply having a large sample of participants since generalizability is not a goal of Q methodology. In constructing the P sample, the researcher does not attempt to be able to represent the entire range of possible attitudes on a topic, but to establish the existence of distinct viewpoints and then to understand and compare them (McKeown & Thomas, 2013; Watts & Stenner, 2012). It is generally recommended that the highest ratio of Q statements to participants should be two to one, and it is important to have fewer participants than Q statements (Watts & Stenner, 2012; Webler et al., 2009). This study included 19 participants.

Demographic data which could be informative or influential of participants' viewpoints was collected from all participants (Watts & Stenner, 2012). This data comes into consideration only after analysis of the Q sorts in order to aid the researcher in interpreting the emergent factors by identifying any variables around which factors

emerged (e.g., gender, race, training in advocacy). Demographic data collected in this study included: age; race/ethnicity; gender; sexual orientation; degree, area of study and graduation date; years of professional counseling experience; years of career counseling experience; counseling licensure and/or certifications; professional memberships; current job title and work setting; training related to multicultural/social justice/advocacy counseling; and whether the individual currently works with marginalized populations (e.g., racial/ethnic minorities, sexual minorities, people in poverty, chronically unemployed or underemployed).

Q Sorting Procedure

Once the Q sample is assembled and a P sampling strategy defined, the sorting process can begin. The Q sort is a method of data collection in which participants sort the stimulus items, or Q sample statements, according to a condition of instruction along a forced distribution (Brown, 1980). The items of the Q sample are distilled by each participant into a single configuration, the Q sort. Ideally, the Q sorts are facilitated in person by the researcher with each participant. This allows the researcher to clarify the sorting instructions and observe the sorting process directly which can produce important qualitative information which can become relevant during factor interpretation.

For this study, the researcher conducted the Q sorts both in person and via phone or video chat (i.e., Google Hangout or Skype). Once informed consent was obtained and eligibility for participation is confirmed, the researcher facilitated the Q sorting procedure. For the sorts conducted via video chat, the researcher mailed the participant a packet containing the following items: a set of the Q sample statements printed on

individual cards, a blank response sheet (Appendix F), a set of written instructions for completing the sort, a demographic questionnaire, and a stamped, return envelope. The researcher and participant scheduled a time to "meet" either on the phone or online to complete the sort. The researcher then gave verbal instructions through each step of the sorting process and conducted the post-sort interview once sorting was complete. For the Q sorts conducted in person, materials were provided by the researcher.

The condition of instruction was:

> The 2014 ACA Code of Ethics lists promoting social justice as a core value of the profession. In this study we are interested in career counselors' perspectives on advocacy which we have defined as the actual skills, direct interventions, and behaviors counselors use to advance social justice. When completing this sort, think about your career counseling work. Sort the following counselor behaviors according to how important or unimportant they are to your career counseling work. There are no right or wrong, or better or worse answers. All of the cards represent possible advocacy behaviors. The purpose is to learn about the various perspectives career counselors may hold on this topic.

The two poles of the distribution in which participants were asked to sort the statements were *most important advocacy behaviors in my career counseling* and *most unimportant advocacy behaviors in my career counseling*. Poles range from *most* to *most* so that the ends of the distribution represent the areas which hold the greatest degree of psychological significance to the participant and the middle of the distribution represents items which hold relatively little meaning or are neutral (Watts & Stenner, 2012).

Statements were sorted along a forced quasi-normal distribution. The function of the forced distribution is to encourage active decision making and comparison of stimulus items. The Q sort is essentially a ranking process which is aided by the shape of the

distribution. If participants express a desire to deviate from the quasi-normal distribution and assigned number of statements for each column, they are encouraged to stick with the distribution provided and may later be asked to show the researcher how he or she would have arranged the items. No participants in the current study asked to deviate from the Q sort distribution. Each Q sort is based on the participant's own perspectives so validity is not an issue since there is no outside criterion against which to compare the participant's perception of him or herself (Brown, 1980).

Participants were asked to go through the cards more than once. In the first step, participants were asked to sort the statements into three piles: statements which are important go in a pile on the right, those that are unimportant go to the left, and those that are neutral go in the middle. Next, participants were asked to fill in the entire distribution. They were welcome to move cards between columns until they were satisfied with their final sort. The order of the cards within any column does not matter in Q methodology.Once the participant felt satisfied with his or her sort, the number for each statement was recorded onto a response sheet for later data entry.

Post-Sort Interview

Immediately after the Q sort is completed, the researcher conducted a post-sort semi-structured interview with each participant (Appendix J). The purpose of the post-sort interview is to gain a greater understanding of the meaning of the items at the most extreme ends of the Q sort distribution and to gain information about the participant's broader understanding of the topic at hand (Watts & Stenner, 2012). The information gathered during the interview becomes especially helpful when interpreting the final

emergent factors. Although the interview data is crucial to a complete and rigorous factor interpretation, the data analysis process is guided by the criteria for factor analysis, factor extraction, and resultant factor arrays which are the representative "sorts" for each factor. The qualitative interview data, as well as the demographic data, are meant to help the researcher better understand the results of the quantitative analysis.

Data Analysis

After each participant completed his or her Q sort, item numbers were recorded onto a response sheet (Appendix F). These data were entered, one sort at a time, into PQMethod software which is available for free download at http://schmolck.userweb.mwn.de/qmethod/ (Schmolck, 2014). This software package is designed specifically for researchers conducting Q studies. Pearson product moment correlations are then calculated for each set of Q sorts resulting in an n x n matrix of correlations. Factor analysis proceeds after the matrix of person-by-person, or sort-by-sort correlations is computed.

During the factor extraction process there are many decisions the researcher must make. Objective criteria guide the researcher's decision making, but the researcher must also rely on her own experience and knowledge of the participants and literature when extracting, rotating, and interpreting factors (Watts & Stenner, 2012). Q methodology emphasizes theoretical significance over statistical significance, but requires the researcher to consider contextual significance when deciding which factors to retain (McKeown & Thomas, 2013).

Centroid factor analysis is the method of choice among Q methodologists because it allows for a more full exploration of the data than a principal components analysis (McKeown & Thomas, 2013; Watts & Stenner, 2012). Likewise, varimax rotation is the recommended approach for factor rotation when the major viewpoints of the group, as opposed to significant individuals in a group, are of primary concern and when using an inductive analytic strategy as will be the case in this study. Factor rotation ensures the best possible vantage point for viewing the data. Only orthogonal rotation is used in Q methodology software packages which keeps the factor axes during rotation at 90-degrees meaning the factors are statistically independent and zero-correlated (Watts & Stenner, 2012). Varimax rotation maximizes the amount of study variance explained, maximizing the chance that each Q sort loads on only one of the study factors (Watts & Stenner, 2012).

To guide the initial analysis of the data, the researcher used centroid factor analysis and Watts and Stenner's (2012) guidance for beginning by extracting one factor for every six Q sorts in the first step of analysis. Next, the researcher calculated significance level at $p < .01$ by applying the formula 2.58 x ($1/\sqrt{}$No of items in the Q sample). For the 25 item Q sample in this study, the significance level is .516. Q sorts which load significantly were flagged in the PQMethod software which is indicated by placing an X next to the significant sorts. Those sorts which load on more than one factor are considered to be confounded and are typically dropped from analysis. The factor loading is a correlation coefficient which represents the extent to which each individual Q sort can be said to exemplify the factor array (McKeown & Thomas, 2013; Watts &

Stenner, 2012). Next, the factors were rotated using the Varimax procedure to determine the simplest factor structure.

Once the final factors were extracted, a factor weight was calculated for each Q sort which loaded onto each factor. From these factor weights for each Q sort on the factor, a normalized factor score (*z*-score) was calculated for each statement using only the Q sorts flagged for that factor. These factor scores were finally converted into a factor array or composite Q sort. In Q methodology, unlike traditional factor analysis, the attention is focused more on factor scores than factor loadings. Since factor scores are based on weighted averages, Q sorts with higher factor loadings contribute proportionally more to the final factor score for each item in a factor than those with relatively low factor loadings. The resulting factor arrays represent a generalization of a subjective viewpoint and allow calculation of the statistical significance of differences between viewpoints. In Q methodology, factors can be thought of as expressions of operant subjectivity (McKeown & Thomas, 2013). Before moving to factor interpretation, correlations between factor scores should be examined in order to understand the relationships between various factor arrays.

Factor Interpretation

McKeown and Thomas (2013) referred to factor interpretation as "the most challenging stage in Q methodology" (p. 14). A first step in beginning to understand each factor is to examine the statements which characterize the factor (i.e., the statements at the ends of the factor array). The researcher must take care, however, not to look only at these few distinguishing statements when interpreting the perspective being

communicated through the factor (Watts & Stenner, 2012). Factors are interpreted by considering the patterns of statements within each factor array, the statements in relation to each other, in relation to relevant theory, and in relation to participant interview data. This process allows the researcher to construct each factor's perspective into a narrative. The entire factor array for each factor should guide the interpretation process because it is the whole viewpoint which is of primary concern (Watts & Stenner, 2012).

In order to facilitate examination of the whole factor array and each statement in context, the crib sheet method by Watts and Stenner (2012) was used. This method ensures a systematic and methodical examination of each factor by making the researcher engage with every item in the factor array. Using this method, the researcher created a "crib sheet" by listing the statements having the highest and lowest rankings in a factor, as well as any items ranked higher or lower in each factor than in the other factor. For example, each crib sheet begins with the two items which most distinguish the factor (one from the +4 column, one from the -4 column). Then, the position of each statement in the factor array was compared to the other factor and any items ranked lower or higher were listed on the crib sheet. This results in each crib sheet having four sections: (a) items ranked at +4, (b) items ranked at -4, (c) items ranked higher by this factor, and (d) items ranked lower by this factor (Watts & Stenner, 2012). This method can help the researcher to identify items which may fall in the middle of the distribution for a factor, but are relatively higher or lower, again ensuring consideration of the entire array of statements for any given factor. Once the crib sheets were produced for each factor and reviewed by the researcher, demographic and interview data were integrated for a holistic

interpretation of each factor. The researcher examined the post-sort interviews in order to understand each factor array and enrich each factor beyond the statements from the Q sample. A narrative was constructed for each factor using the statements in the factor array and information gathered in the interviews. Each participant's interview will be considered only in conjunction with the other participants on the factor on which it loads. Interview data from participants who loaded on to Factor 1, for example, will only be applied to the interpretation of Factor 1 and with other participants who load onto Factor 1. In the following chapter, data related to participants and results of data analysis and factor interpretation are introduced.

CHAPTER IV

RESULTS

The purpose of this study was to understand career counselors' perspectives on social justice advocacy behaviors. The research question was: What are career counselors' perspectives on the importance of advocacy behaviors in career counseling? Q methodology was used to answer this research question, and the results are presented in this chapter. A description of each step of the data analysis is provided in this chapter.

Demographic Information for P Sample

Nineteen career counselors participated in this study, representing six states from the Southeast, West, and Midwest regions of the United States (South Carolina, North Carolina, Florida, Georgia, California, and Illinois). The P sample was 68% female (n = 13), 32% male (n = 6). In addition, the P sample was 84% White, and included two Black participants and 1 Multi-Racial participant. One participant was an immigrant to the US and was a non-native English speaker. The P sample was 95% heterosexual with one participant identifying as Gay. Sixty-three percent of participants work in four-year institutions of higher education and one participant works in a community college. Thirty-two percent (n = 6) provide career counseling in non-profit agencies. The average age of the P sample was 43 (SD = 12) and the average years of post-master's experience was eight (SD = 7). Ages ranged from 28 to 66, and years of experience ranged from one and a half to 31 years.

Distribution of the Statements

Prior to completing the Q sort distribution, participants were asked to first sort the statements into three general piles: (a) advocacy behaviors you feel are generally important to your career counseling work on the right, (b) advocacy behaviors that are generally unimportant to your career counseling work on the left, and (c) advocacy behaviors that are neutral in importance in a middle pile. The purpose of this initial sorting was twofold. First, it allowed the researcher to understand how many of the behaviors were seen as generally important since it was anticipated that some participants would feel that most if not all behaviors were important. Understanding the boundaries between important, neutral, and unimportant behaviors proved to be helpful in understanding the overall study results, especially since Q methodology relies on a forced choice distribution with which some participants may find challenging. The second reason for including this step was to assist the participants in filling in the whole distribution. For example, if a participant placed two items in the unimportant pile, he or she could easily fill in the left side of the distribution before moving to the remaining statements. This step also helped participants become more familiar with the statements since it required that they read each statement at least two times. Table 2 shows how participants initially sorted the 25 Q sample statements.

Post-Sort Interviews

Each participant responded to a post-sort interview immediately after completing the Q sort (Appendix J). The researcher later uploaded the digital audio files to a secure online storage account and transcribed each interview. Interview data was reviewed after

the factor analysis was completed and the factor arrays were constructed. Transcripts were read by factor; themes and individual quotes were identified which brought depth and additional meaning to the factor arrays.

Table 2

Initial Sorting of Advocacy Behaviors into Three Piles

Participant	Unimportant	Neutral	Important
1	3	9	13
2	3	9	13
3	3	8	14
4	3	10	12
5	4	7	14
6	0	0	25
7	1	8	16
8	5	7	13
9	3	10	12
10	9	5	11
11	4	12	9
12	4	8	13
13	7	10	8
14	2	8	15
15	5	7	13
16	0	2	23
17	4	5	16
18	4	6	15
19	2	2	21
M	3.5	7	14.5
SD	2.2	3.1	4.3
Range	0 to 9	0 to 12	8 to 25

Correlations Between Sorts

After data collection was complete, each Q sort was entered into PQMethod 2.35 (Schmolck, 2014). As described in Chapter 3, the data analysis and factor analysis procedure began by calculating Pearson product moment correlations for each set of Q sorts (Table 3). Inspection of this correlation matrix revealed that all sorts (i.e., all participants) are positively correlated with one another, many of them significantly so (Table 3).

Factor Analysis

Next, a Centroid factor analysis of all 19 Q sorts was conducted in PQMethod (Schmolck, 2014). The Centroid method is recommended over Principal Components Analysis for Q methodology because it allows for a more complete exploration of the data since Q methodology relies on theoretical as well as statistical significance (Brown, Danielson, & van Exel, 2015; Watts & Stenner, 2012).

Watts and Stenner (2012) recommended beginning the factor analysis by extracting one factor for every six sorts, or three for the current P sample of 19. The unrotated factor matrix indicated two factors with Eigenvalues near the commonly accepted cutoff of 1 according to the Kaiser-Guttman rule (Table 4). Brown (1978) argued that although Eigenvalues often indicate factor strength or importance, they should not guide factor extraction in Q methodology since "the significance of Q factors is not defined objectively (i.e., statistically), but theoretically in terms of the social-psychological situation to which the emergent factors are functionally related" (p. 118). Therefore both factors were retained for exploration, rotation, and interpretation.

Table 3

Correlation Matrix for all Q Sorts

ID	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	1.00	.68	.67	.54	.54	.83	.59	.74	.78	.67	.61	.59	.54	.53	.73	.61	.64	.58	.43
2	.68	1.00	.40	.56	.65	.71	.51	.70	.78	.73	.67	.63	.59	.62	.74	.60	.59	.60	.59
3	.67	.40	1.00	.55	.26	.55	.71	.64	.43	.54	.51	.60	.29	.33	.54	.38	.36	.50	.06
4	.54	.56	.55	1.00	.45	.59	.53	.65	.53	.62	.58	.45	.44	.45	.78	.35	.48	.41	.29
5	.54	.65	.26	.45	1.00	.55	.29	.61	.56	.58	.41	.63	.57	.54	.58	.35	.71	.35	.47
6	.83	.71	.55	.59	.55	1.00	.57	.68	.75	.56	.51	.55	.55	.59	.66	.69	.56	.54	.34
7	.59	.51	.71	.53	.29	.57	1.00	.64	.44	.61	.52	.38	.26	.42	.50	.52	.48	.38	.13
8	.74	.70	.64	.65	.61	.68	.64	1.00	.65	.83	.63	.51	.46	.50	.75	.45	.68	.68	.60
9	.78	.78	.43	.53	.56	.75	.44	.65	1.00	.73	.65	.66	.57	.70	.68	.54	.52	.48	.61
10	.67	.73	.54	.62	.58	.56	.61	.83	.73	1.00	.71	.65	.49	.58	.73	.40	.68	.65	.65
11	.61	.67	.51	.58	.41	.51	.52	.63	.65	.71	1.00	.62	.40	.40	.50	.40	.54	.46	.42
12	.59	.63	.60	.45	.63	.55	.38	.51	.66	.65	.62	1.00	.31	.50	.43	.25	.42	.41	.40
13	.54	.59	.29	.44	.57	.55	.26	.46	.57	.49	.40	.31	1.00	.69	.68	.74	.61	.21	.32
14	.53	.62	.33	.45	.54	.59	.42	.50	.70	.58	.40	.50	.69	1.00	.54	.50	.43	.19	.51
15	.73	.74	.54	.78	.59	.66	.50	.75	.68	.73	.50	.43	.68	.54	1.00	.56	.56	.61	.46
16	.61	.60	.38	.35	.35	.69	.52	.45	.54	.40	.40	.25	.74	.50	.56	1.00	.55	.35	.15
17	.64	.59	.36	.48	.71	.56	.48	.68	.52	.68	.54	.42	.61	.43	.56	.55	1.00	.40	.42
18	.58	.60	.50	.41	.35	.54	.38	.68	.48	.65	.46	.41	.21	.19	.61	.35	.40	1.00	.42
19	.43	.59	.06	.29	.47	.34	.13	.60	.61	.65	.42	.40	.32	.51	.46	.15	.42	.42	1.00

Table 4

Unrotated Factor Matrix

		1	2
	1	0.8659	0.1102
	2	0.87	-0.1277
	3	0.626	0.2185
	4	0.6999	0.1125
	5	0.6879	-0.1913
	6	0.8234	0.2312
	7	0.6387	0.2277
	8	0.8741	-0.0835
	9	0.8462	-0.0307
	10	0.8749	-0.2825
	11	0.7231	-0.146
	12	0.6792	-0.1998
	13	0.6577	0.2223
	14	0.6816	0.061
	15	0.8438	0.1439
	16	0.6316	0.427
	17	0.7303	-0.0309
	18	0.6181	-0.1343
	19	0.5437	-0.5544
Eigenvalues		10.3962	0.9622
% expl.Var.		55	5

Factor Rotation & Extraction

In order to gain another perspective on the data, the Varimax procedure was used to rotate two factors (Table 5) which resulted in a solution in which 15 of the original participants loaded significantly onto one of two factors which together accounted for 60% of the variance in perspectives on advocacy behaviors. The significance level ($p <$ .01) for the present study is .516. After rotation, the researcher flagged those sorts which loaded significantly onto only one factor. Any sorts which did not load significantly or

which loaded onto more than one factor were not flagged and were therefore excluded from further analysis, including in the construction of the factor arrays. Four participants (2, 8, 9, and 17) loaded significantly onto both factors after rotation and were therefore excluded from further analysis. The average age of the participants who were dropped from analysis was 38 and the average years of experience was 2. Two were male and two were female; they came from both higher education and community settings. Two were White, one identified as White/Russian, and one was Black.

Table 5

Rotated Factor Matrix with an X Indicating a Defining Sort

Q Sort	1	2
1	0.7118X	0.5051
2	0.5538	0.683
3	0.6087X	0.263
4	0.5913X	0.3911
5	0.3767	0.6066X
6	0.7625X	0.3873
7	0.6242X	0.2648
8	0.5867	0.6532
9	0.602	0.5955
10	0.4526	0.8002X
11	0.4333	0.5971X
12	0.3646	0.6068X
13	0.6345X	0.2817
14	0.5429X	0.4166
15	0.7184X	0.4654
16	0.7539X	0.1134
17	0.5166	0.5172
18	0.364	0.5174X
19	0.0247	0.7761X
% expl.Var.	32	28

Factor Arrays

After finalizing the factor extraction, factor arrays guide the factor interpretation process. Factor arrays are constructed in PQMethod based on weighted averages in which flagged Q sorts with higher factor loadings contribute proportionally more to the final factor score for each item. The factor loading is reported as a correlation coefficient representing the extent to which each individual Q sort can be said to exemplify the factor array; the factor score is a normalized *z*-score for each Q sample item in a factor (McKeown & Thomas, 2013; Watts & Stenner, 2012). Factor scores are then converted to a Q sort value (-4 to 4) to aid interpretation and comparison of the factor arrays (Appendix N and Appendix P). Table 6 summarizes the factor scores, rank, and Q sort value of each statement by factor.

After factor arrays were computed, crib sheets (Appendix O and Appendix Q) were created by the researcher as described in Chapter 3 and in Watts & Stenner (2012). Crib sheets aid in factor interpretation, and ensure that each factor array is considered as a complete point of view. Factors were named by the researcher by examining the distinguishing statements and interview data of participants which loaded onto the respective factors. Factor 1 was labeled Focus on Client and Factor 2 was labeled Focus on Multiple Roles.

Factor Characteristics

Factor one was labeled Focus on Clients and accounted for 32% of the variance in perspectives on advocacy behaviors. It was comprised of nine participants.

Table 6

Statement Factor Scores, Rank, and Q-Sort Value

No	Statement	Factor 1			Factor 2		
		Factor Score	Rank	Q Sort Value	Factor Score	Rank	Q Sort Value
1	Question intervention practices that appear inappropriate.	0.09	10	1	0.54	8	1
2	Seek feedback regarding others' perceptions of my advocacy efforts.	-0.85	21	-2	-0.75	19	-1
3	Serve as a mediator between clients and institutions.	-0.47	19	-1	-1.05	21	-2
4	Express views on proposed bills that will impact clients.	-0.97	22	-2	-1.96	25	-4
5	Maintain open dialogue to ensure that advocacy efforts are consistent with group goals.	-0.19	11	0	-0.05	13	0
6	Encourage clients to research the laws and policies that apply to them.	-0.31	13	0	0.15	12	0
7	Collect data to show the need for change in institutions.	-0.67	20	-2	-0.75	20	-2
8	Educate other professionals about the unique needs of my clients.	0.87	7	1	0.86	6	2
9	Help clients develop needed skills.	1.67	2	3	0.42	10	1

10	Assist clients in carrying out action plans.	-1.31	3	3	1.06	4	2
11	Help clients overcome internalized negative stereotypes.	1.02	6	2	0.89	5	2
12	Conduct assessments that are inclusive of community members' perspectives.	-1.31	23	-3	0.5	9	1
13	With allies, prepare convincing rationales for social change.	-0.35	16	-1	-1.36	23	-3
14	Identify strengths and resources of clients.	2.17	1	4	1.62	2	3
15	Get out of the office to educate people about how and where to get help.	0.58	8	1	-0.47	18	-1
16	Teach colleagues to recognize sources of bias within institutions and agencies.	-0.37	17	-1	-0.37	16	-1
17	Deal with resistance to change at the community/system level.	-0.43	18	-1	-0.21	14	0
18	Collaborate with other professionals who are involved in disseminating public information.	-0.33	15	0	-0.4	17	-1
19	Help clients identify the external barriers that affect their development.	1.08	4	2	1.46	3	3

20	Use multiple sources of intervention, such as individual counseling, social advocacy, and case management.	-0.32	14	0	1.73	1	4
21	Train other counselors to develop multicultural knowledge and skills.	0.15	9	1	0.19	11	0
22	Work to ensure that clients have access to the resources necessary to meet their needs.	1.03	5	2	0.85	7	1
23	Work to change legislation and policy which negatively affects clients.	-1.78	25	-4	-1.39	24	-3
24	Ask other counselors to think about what social change is.	-0.25	12	0	-0.22	15	0
25	Communicate with my legislators regarding social issues that impact my clients.	-1.45	24	-3	-1.28	22	-2

The demographic breakdown on this factor was: six females, three males; eight White individuals and one person who identified as multi-racial. The average age of the nine participants on this factor was about 51 (SD = 10.33), ranging from 37 to 66. Persons on this factor had on average 11 years of post-master's counseling experience (SD = 8.6), ranging from one and a half to 31 years. Fifty-six percent of participants on this factor work in four-year colleges or universities, 33% work in non-profit agencies, and one person works at a community college. Factor scores for each statement in factor one can

be seen in Table 7 where the statements are listed in order from most important to most unimportant for this factor.

Table 7

Factor Scores for Factor 1

No.	Statement	*z*-score
14	Identify strengths and resources of clients.	2.167
9	Help clients develop needed skills.	1.666
10	Assist clients in carrying out action plans.	1.399
19	Help clients identify the external barriers that affect their development.	1.082
22	Work to ensure that clients have access to the resources necessary to meet their needs.	1.025
11	Help clients overcome internalized negative stereotypes.	1.021
8	Educate other professionals about the unique needs of my clients.	0.871
15	Get out of the office to educate people about how and where to get help.	0.576
21	Train other counselors to develop multicultural knowledge and skills.	0.154
1	Question intervention practices that appear inappropriate.	0.088
5	Maintain open dialogue to ensure that advocacy efforts are consistent with group goals.	-0.192
24	Ask other counselors to think about what social change is.	-0.247
6	Encourage clients to research the laws and policies that apply to them.	-0.31
20	Use multiple sources of intervention, such as individual counseling, social advocacy, and case management.	-0.317
18	Collaborate with other professionals who are involved in disseminating public information.	-0.328
13	With allies, prepare convincing rationales for social change.	-0.349
16	Teach colleagues to recognize sources of bias within institutions and agencies.	-0.372
17	Deal with resistance to change at the community/system level.	-0.432
3	Serve as a mediator between clients and institutions.	-0.47
7	Collect data to show the need for change in institutions.	-0.674

2	Seek feedback regarding others' perceptions of my advocacy efforts.	-0.846
4	Express views on proposed bills that will impact clients.	-0.965
12	Conduct assessments that are inclusive of community members' perspectives.	-1.314
25	Communicate with my legislators regarding social issues that impact my clients.	-1.451
23	Work to change legislation and policy which negatively affects clients.	-1.783

Factor two was labeled Focus on Multiple Roles and accounted for 28% of the variance in career counselors' perspectives on advocacy behaviors. It was comprised of six participants. The demographic break down for this factor was 83% female (n = 5) and 17% male. Five persons who loaded onto this factor were White, one was Black. The average age of participants in this factor is almost 35 (SD = 6.79), ranging from 29 to 48, and they had an average of just over seven years of experience (SD = 3.76), ranging from three and one half years to 14 years. Two-thirds of participants on this factor work in higher education, and one-third work in non-profit settings.

Factor scores for factor two can be seen in Table 8 where the statements are listed in order from most important to most unimportant according to this factor.

Table 8

Factor Scores for Factor 2

No.	Statement	*z*-score
20	Use multiple sources of intervention, such as individual counseling, social advocacy, and case management.	1.726
14	Identify strengths and resources of clients.	1.621
19	Help clients identify the external barriers that affect their development.	1.457
10	Assist clients in carrying out action plans.	1.063

11	Help clients overcome internalized negative stereotypes.	0.894
8	Educate other professionals about the unique needs of my clients.	0.864
22	Work to ensure that clients have access to the resources necessary to meet their needs.	0.852
1	Question intervention practices that appear inappropriate.	0.536
12	Conduct assessments that are inclusive of community members' perspectives.	0.503
9	Help clients develop needed skills.	0.42
21	Train other counselors to develop multicultural knowledge and skills.	0.186
6	Encourage clients to research the laws and policies that apply to them.	0.15
5	Maintain open dialogue to ensure that advocacy efforts are consistent with group goals.	-0.049
17	Deal with resistance to change at the community/system level.	-0.213
24	Ask other counselors to think about what social change is.	-0.224
16	Teach colleagues to recognize sources of bias within institutions and agencies.	-0.369
18	Collaborate with other professionals who are involved in disseminating public information.	-0.402
15	Get out of the office to educate people about how and where to get help.	-0.473
2	Seek feedback regarding others' perceptions of my advocacy efforts.	-0.75
7	Collect data to show the need for change in institutions.	-0.753
3	Serve as a mediator between clients and institutions.	-1.052
25	Communicate with my legislators regarding social issues that impact my clients.	-1.282
13	With allies, prepare convincing rationales for social change.	-1.361
23	Work to change legislation and policy which negatively affects clients.	-1.386
4	Express views on proposed bills that will impact clients.	-1.956

Consensus Statements

Table 9 lists those statements which do not distinguish between the two factors. Nineteen statements out of twenty-five were non-significantly different between the two

factors. The positions of these statements in the factor arrays were either identical or one position different (e.g., 0 for factor 1 and 1 for factor 2). Statements 3 and 14 were non-significant at the less stringent p level of $p < .05$ and are included as both consensus statements and distinguishing statements. Thus, eight statements distinguished between the two factors (Table 10).

Table 9

Consensus Statements – Those That Do Not Distinguish Between Factors

No.	Statement	Q Sort Value	*z*-score	Q Sort Value	*z*-score
1*	Question intervention practices that appear inappropriate.	1	0.09	1	0.54
2*	Seek feedback regarding others' perceptions of my advocacy efforts.	-2	-0.85	-1	-0.75
3	Serve as a mediator between clients and institutions.	-1	-0.47	-2	-1.05
5*	Maintain open dialogue to ensure that advocacy efforts are consistent with group goals.	0	-0.19	0	-0.05
6*	Encourage clients to research the laws and policies that apply to them.	0	-0.31	0	0.15
7*	Collect data to show the need for change in institutions.	-2	-0.67	-2	-0.75
8*	Educate other professionals about the unique needs of my clients.	1	0.87	2	0.86
10*	Assist clients in carrying out action plans.	3	1.4	2	1.06
11*	Help clients overcome internalized negative stereotypes.	2	1.02	2	0.89
14	Identify strengths and resources of clients.	4	2.17	3	1.62
16*	Teach colleagues to recognize sources of bias within institutions and agencies.	-1	-0.37	-1	-0.21
17*	Deal with resistance to change at the community/system level.	-1	-0.43	0	-0.21
18*	Collaborate with other professionals who are involved in disseminating public information.	0	-0.33	-1	-0.4
19*	Help clients identify the external barriers that affect their development.	2	1.08	3	1.46
21*	Train other counselors to develop multicultural knowledge and skills.	1	0.15	0	0.19

22*	Work to ensure that clients have access to the resources necessary to meet their needs.	2	1.03	1	0.85
23*	Work to change legislation and policy which negatively affects clients.	-4	-1.78	-3	-1.39
24*	Ask other counselors to think about what social change is.	0	-0.25	0	-0.22
25*	Communicate with my legislators regarding social issues that impact my clients.	-3	-1.45	-2	-1.28

Note. All Listed Statements are Non-Significant at P>.01, and Those Flagged With an * are also Non-Significant at P>.05.

Table 10

Distinguishing Statements

No.	Statement	Factor 1		Factor 2	
		Q Sort Value	*z*-score	Q Sort Value	*z*-score
14	Identify strengths and resources of clients.	4	2.17	3	1.62
9	Help clients develop needed skills.	3	1.67*	1	0.42
15	Get out of the office to educate people about how and where to get help.	1	0.58*	-1	-0.47
20	Use multiple sources of intervention, such as individual counseling, social advocacy, and case management.	0	-0.32*	4	1.73
13	With allies, prepare convincing rationales for social change.	-1	-0.35*	-3	-1.36
3	Serve as a mediator between clients and institutions.	-1	-0.47	-2	-1.05
4	Express views on proposed bills that will impact clients.	-2	-0.97*	-4	-1.96
12	Conduct assessments that are inclusive of community members' perspectives.	-3	-1.31*	1	0.5

Note. (P < .05; Asterisk (*) Indicates Significance at P < .01)

Correlation Between Factor Scores

Q methodology uses only orthogonal rotation techniques, meaning that all factors are zero-correlated. Even so, it is possible for factors to be significantly correlated but still justify retaining separate factors (Watts & Stenner, 2012). When this happens, it means that rather than two distinct factors, there may actually be two perspectives on one shared point of view (Watts & Stenner, 2012). The two factors in this study are correlated at 0.71. This correlation indicates that the perspectives expressed by the two factor arrays share a point of view, but are still distinguishable and worthy of exploration as long as the general degree of consensus is kept in mind (Anderson, Avery, Pederson, Smith, & Sullivan, 1997; Watts & Stenner, 2012).

The two emergent factors described below may be thought of as representing alternative manifestations of one dominant point of view. Consulting the consensus statements (Table 9) gives some insight into where the two factors agree in regard to the most important or unimportant advocacy behaviors in career counseling. Overall, the participants in this study agree that focusing on individual clients is a priority. Likewise, there was agreement that advocacy behaviors about changing legislation or working with legislators were generally seen as the most unimportant to career counseling. Several participants described a gradual shift in emphasis from a focus on the individual on the right hand (most important) side of the Q sort distribution to an emphasis on legislation on the left hand (most unimportant) side. For example, the statement *Identify strengths and resources of clients* was one of the most important behaviors for nearly every participant. Likewise, the statement *Work to change legislation and policy which*

negatively affects clients was ranked among the most unimportant advocacy behaviors for both factors.

Interestingly, the statement *Encourage clients to research the laws and policies that apply to them* was a consensus statement with a Q sort value of 0 or the very middle of the distribution. Since this advocacy behavior is client focused and presumably would provide clients with important self-advocacy skills it is interesting that it was generally placed lower than some behaviors which focused more on engaging with other professionals. Participants indicated that items in the middle, and this item in particular, were advocacy behaviors that could be considered more "passive" in that they could tell the clients to research laws but couldn't or wouldn't actually follow up on it with them. One participant said she would like to do more of this with her clients but that she would need to learn more about the laws that impact her clients first.

Knowledge of the consensus as well as the unique perspectives which emerged with this data can help counselor educators, researchers, and practitioners to have a more complete understanding of varying perspectives in the profession. The next section includes interpretation of the factors.

Factor Interpretation

Factor 1: Focus on Clients

Factor 1 was labeled Focus on Clients and is composed of nine participants. This factor explained 32% of the variance in perspectives on advocacy behaviors. The initial sorting of statements into three piles showed that participants on this factor placed an average of just 2.67 advocacy behaviors in the unimportant pile and more than 15 in the

important pile indicating they felt the vast majority of advocacy behaviors were important to their work (Table 11).

Statement 14, "identify client strengths and resources," was the most important advocacy behavior for this factor. When speaking about this item, participants often discussed teaching clients self-advocacy skills through identifying their strengths, indicating that this is an important way that career counselors promote social justice. Identifying client strengths and resources was referred to as "the starting point", "the bottom line" and even the very definition of career counseling itself.

Table 11

Initial Sorting of Statements into Three Piles – Factor 1

Participant	Unimportant	Neutral	Important
1	3	9	13
3	3	8	14
4	3	10	12
6	0	0	25
7	1	8	16
13	7	10	8
14	2	8	15
15	5	7	13
16	0	2	23
M	2.67	6.89	15.44
SD	2.29	3.52	5.36

This factor was also characterized by a focus on client skill development. One participant said, "So much of what counseling is, is empowering our clients or jobseekers, whatever we call them, to do advocacy on their own behalf and to tell their story" (16). In general, this factor was most concerned with empowering individual

clients, e.g., “I would say, even when we’re doing group counseling and family counseling, ultimately it’s about helping the person in the one-to-one” (16). Social justice was a strongly held value for persons on this factor, but they typically emphasized the need for balancing their concern with social injustice with their clients’ objectives. “Understanding how institutions, systems, and communities interact is a role, but it’s about keeping that balance” (16). When explaining his focus on individuals versus systems, another participant on this factor said, “I’m more face-to-face versus systems focused. . . I like to go and talk to people, learn from them, and share what I’ve learned so we both leave knowing more and better able to serve our populations” (14). Similarly, one participant said, “Instead of fighting for the group in legislation or out in the community, I’m working with each individual to help them better advocate for themselves” (3).

Several participants on this factor described their sorts as moving from client-focused advocacy behaviors on the right-hand or most important side to the least client-focused behaviors on the left-hand or most unimportant side. They perceived items related to legislation or policy change as among the least client centered behaviors. Advocacy at the systems level was neither a strength, nor a preference, for persons on this factor. A few reported that there are other people in their offices or campuses whose job is to focus on policy or legislative change. There was also a level of skepticism about counselors’ power to influence social change. One said, “I don’t think in my lifetime that is going to happen. Maybe someday it will. I’m just thinking about market change right now instead of legislative change” (13).

Interview data revealed that members of this factor thought about advocacy in terms of leadership, both positively and negatively. One person indicated that leaders are the ones who publicly call for social change, and that this was not his personality or approach to making change, preferring instead to act at the micro level. Another indicated that a lack of leadership is part of the challenge when it comes to career counselors doing more advocacy work.

Persons included on this factor expressed that conversations about social change or social justice, let alone advocacy behaviors, were seen as potentially controversial in their settings. One participant said the following:

> There is a reluctance to do social justice work because – and it's mostly White people – people really don't understand what it means, or feel like they don't have a right to do that, or feel like they might be overstepping. Talking about race or anything else, people are really nervous and they don't want to offend or say something that might be wrong, so as a result they just don't engage on that level or on that topic. (14)

Participants included on factor one indicated that some of the key challenges to promoting social justice included a sense of being overwhelmed or having internal personal barriers such as lack of energy or confidence.

Factor 2: Focus on Multiple Roles

Factor two was labeled Focus on Multiple Roles and was composed of six participants. This factor explained 28% of the variance in perspectives on advocacy behaviors for this P sample. Table 12 shows that participants on this factor placed an average of 4.5 statements in the unimportant pile during their initial sort, about two items more than the participants on factor one. Like factor 1, however, participants on factor

two placed the majority of behaviors into the generally important pile during their initial read through the cards.

One distinguishing feature of factor two was the relatively high importance placed on using multiple sources of intervention. Participants described statement 20 as being all-encompassing of what a career counselor does and reflective of the multiple roles a career counselor may hold. One person said, "You never know what the client is going to come in with" (19) so you have to be open to multiple sources of intervention. Another participant (18) indicated that she wished she could rely more on multiple sources of intervention but that the specialized nature of her office constricts her role.

Participants on this factor claimed a lack of awareness or skills as barriers to their implementing more advocacy behaviors. When asked about the barriers to doing more of the advocacy behaviors that interested them, one person stated

> Perhaps it's a lack of knowledge as to what's most effective when advocating; it's not something I received much training in. I did take a professional orientation class and counseling diverse populations, but it has been several years. As a graduate student, life can be pretty overwhelming and it's hard to learn and retain everything. I could take these classes again, or if there were opportunities, attend lectures or interact with people with lots of experience advocating. (11)

Participants on this factor were quick to identify social justice as being a natural concern of career counselors, and one that career counselors are well-qualified to address due to their ability to remain aware of personal, mental health, and career-related concerns at the same time. One said

> I don't know if the profession of career counseling is really seen as being as great as it is in that most of us have counseling backgrounds and can really tackle the issues of career on a number of different levels. (10)

In talking about the nature of career counseling, one participant said

> All clients have one thing in common: they want to work or they want to know what to do with their life. Social justice impacts work in so many ways. It would make sense for those external barriers to come into our conversations. Whether they do or not, they might be present in your work as a career counselor. (19)

Regarding collaborating with other professionals to prepare convincing rationales for social change, one participant stated that there are already enough rationales for social change, therefore this advocacy behavior was seen as less important. This factor placed relatively higher importance on valuing feedback on advocacy efforts. One participant said she would like to seek feedback more often but had not thought of doing so in a while: "I did this more when I was in graduate school because you are thinking about your thinking all the time. As a practitioner, as long as social justice and advocacy are on my radar, that's good" (5).

Table 12

Initial Sorting of Statements into Three Piles – Factor 2

	Unimportant	Neutral	Important
5	4	7	14
10	9	5	11
11	4	12	9
12	4	8	13
18	4	6	15
19	2	2	21

M	4.50	6.67	13.83
SD	2.35	3.33	4.12

Summary

The research question for this study was: What are career counselors' perspectives on the importance of advocacy behaviors in career counseling? Through factor analysis, a rotated two factor solution was retained, accounting for 60% of explained variance in perspectives on advocacy in career counseling. Chapter 5 presents a discussion of these results in relation to the social justice and career counseling literature, implications for counseling, and directions for future research.

CHAPTER V

DISCUSSION AND IMPLICATIONS

In Chapter IV, study data were described, and an overview of the analysis and factor interpretation was provided. This chapter includes a discussion of the findings in relation to the existing conceptual and empirical literature, as well as implications for counseling, suggestions for future research, and limitations of the current study.

Discussion

The purpose of this study was to determine the perspectives of career counselors regarding social justice advocacy behaviors in career counseling. Participants in this study were asked to consider a range of advocacy behaviors, rank them according to their relative importance or unimportance to their work, and then discuss their ranking process and overall topic with the researcher in a semi-structured interview. These participants were highly committed to career counseling and to clients. Most had worked as a career counselor for years, and several were in positions of leadership in their settings, including providing clinical supervision to newer career counselors. This research is among the first to capture US career counselors' perspectives on a range of advocacy behaviors rather than attitudes about social justice in general. This research adds an important piece of empirical support for the need for additional conversations and training around advocacy

Two factors emerged during data analysis: one emphasized a focus on clients (factor one) and the other emphasized the multiple roles of the career counselor (factor

two). These two factors were correlated at 0.71 indicating that their points of view shared a significant amount in common. Much of this shared point of view seems to center on the emphasis on the individual client and a de-emphasis on engaging with legislative processes.

Neither setting nor gender appeared to differentiate the factors, but age and years of experience may be distinguishing variables. Younger individuals and those with fewer years of post-Master's experience loaded onto factor two. Factor one had an average age of 51 compared to 35 for factor two. The average age for all study participants was 43. It is interesting to note that the four participants who were confounded and loaded onto both factors had an average of just over two years of post-Master's counseling experience. Q methodology is clear that these participants are not to be included in data analysis, but since these participants represent some of the least experienced in the P sample, it seems that their more recent training regarding the advocate role for counselors may be quite different from that of more experienced counselors.

Participants on factor one who emphasized the importance of individual clients tended to perceive it as more difficult to have conversations about social justice with their peers or supervisors. In contrast, participants on factor two were more likely to cite a lack of knowledge or skills regarding their reasons for not engaging in more advocacy behaviors beyond the client level. Participants on factor two (focus on multiple roles) seemed to want to engage in a wider array of advocacy behaviors, where participants on factor one (focus on clients) seemed more satisfied with focusing more exclusively on clients since they saw this as the primary role of a career counselor. Factor arrays

indicated that factor one participants viewed engaging at the community level as more important, whereas participants on factor two viewed conversations with colleagues and clients about social justice as more important to their work. This may indicate that community outreach may be seen as a just part of the role of the career counselors rather than community level advocacy on factor one. Although persons on factor two generally had a broader sense of their role, they were also more likely to want to talk about social justice with their colleagues, whereas persons on factor one may prefer not to intervene regarding their colleagues' views on social justice or advocacy.

The broader view of factor two regarding the career counselor's role and their openness to acknowledging their own lack of awareness or skills may be indicative of more recent training models in multicultural and career counseling and thus reflect a different kind of socialization around advocacy compared to persons on factor one. Pieterse et al. (2009) reviewed 54 syllabi from required multicultural courses in APA and CACREP accredited counseling programs and found that awareness and knowledge tended to be emphasized more than skill building or application of social justice advocacy. Career counselors who graduated from counseling programs prior to the emphasis on multicultural competence in the early 1990's or before the inclusion of social justice in the literature and CACREP standards in the first decade of the 21st century may have had very limited exposure to thinking about contextual or social factors which impact client wellness, especially as related to concepts of power, privilege, and oppression. Persons on both factors, however, expressed interest in social justice and felt that the vast majority of advocacy behaviors were generally important. Participants on

factor one placed fewer statements into the unimportant pile on their initial sort than did participants on factor two. They do not appear to value advocacy any less, but may have a different view of how advocacy can or should be expressed in their roles as career counselors. Training implications are discussed later in this chapter.

During the post-sort interviews, participants talked about their views regarding both the challenges and strengths of career counselors in promoting social justice. Challenges and barriers included lack of time, lack of awareness of theories for social justice, the perceived relative unimportance of policy or legislative advocacy, and negative associations related to advocacy. These challenges and barriers are discussed in greater detail in the following paragraphs.

Challenges and Barriers to Promoting Social Justice

Time was the most frequently cited barrier among participants for implementing more advocacy behaviors in their career counseling work, mentioned by nearly every participant. Lack of time to engage in advocacy may be the result of either career counselors having to "do it all" or of having a very narrow, focused role, depending on setting. Current participants described institutional barriers to advocacy, consistent with other research among career counseling practitioners (Arthur et al., 2008a). These barriers included a perceived lack of interest in talking about social justice among colleagues and an already high work load which does not allow for advocacy work. For example, participants indicated that while their supervisors would not stop them from doing advocacy work, they would not give them material support (e.g., time off, reduced case load) to do so. Advocacy would have to be something they would need to commit to

above and beyond their current work load and typically outside of work hours. Kiselica (2004) argued that practitioners should not be faced with the decision to engage or not engage in social justice work because of economic reasons.

When asked whether they were aware of theories of counseling or career development which integrate social justice, most participants indicated that they were not. All but one participant stated that they do not base their work on any particular theory of counseling or career development. Several participants mentioned either Social Cognitive Career Theory (Lent et al., 1994, 2000) or Gottfredson's Theory of Circumscription and Compromise (Gottfredson, 1981) as theories they were aware of which consider contextual or social factors in career development. One participant on factor one mentioned David Blustein's (2006) *Psychology of Working*, calling it a manifesto of social justice, but said he did not use this framework in his own career counseling work. It is unclear why career counselors are not working from a theoretical orientation, but this finding holds implications for counselor educators. Osborn and Dames (2013) found that instructors of CACREP accredited career counseling courses were teaching an average of 11.33 career development or career counseling theories in their course. Adding additional theories to a single career counseling course may not be feasible for instructors. However, it might be worth exploring which theories are taught and advocating for changes to counselor licensure exams which emphasize traditional career theories which have historical merit but may have limited applicability to modern career development. Participants in Osborn and Dames's (2013) study found that the most helpful assignments were those that connected theory to practice, helped students

apply concepts, or gave students practice using career counseling skills. These and other creative approaches may help students and future counselors ground their career counseling work in established theories of career development.

Both factors had items related to policy or legislative change toward the most unimportant side of the Q distribution. This is not surprising given that advocacy at the social/political level requires a unique set of skills (Lee et al., 2013) which these practitioners may or may not have learned during their counseling training. Some participants expressed that advocacy behaviors were important, but perhaps better suited for people with a natural disposition or training for systems level advocacy. Still others expressed an interest in becoming more involved at the systems level, but reported they currently lack the knowledge, skills, or time to do so. The dilemma is that intervention is needed at the systems level (Fassinger & Gallor, 2006), however, and some authors feel that career counselors are well positioned to carry out this work (Ali, Fall, & Hoffman, 2013; Fouad & Bynner, 2008; Herr & Niles, 1998; Niles & Herr, 2013). A core tenet of social justice is that true wellness cannot exist until external oppressions are diminished (Lee et al., 2013). Thus, legislative and policy changes seem imperative if equality is to become more of a reality (Fassinger & Gallor, 2006). Participants were particularly skeptical that interventions at this level would be effective in helping clients, so additional research into the effectiveness of systems level advocacy may help shed light on the importance of this work. Likewise, counselor educators could help students understand the role of government affairs teams of professional associations such as the

American Counseling Association or National Career Development Association in order to bring awareness to this systemic level advocacy.

Participants on both factors indicated that they associated advocacy with "flag waving" or "yelling and screaming" about inequality or social issues. They also expressed some concern about how they might be perceived by their peers if they were to engage in advocacy. Involvement in this study seemed to provide participants with a new understanding of advocacy as something that happens at the micro level (e.g., empowering clients) as well as at the macro level (e.g., expressing views about laws which impact clients). Given that participants in this study were somewhat interested in, but felt unskilled at, systems level advocacy, perhaps counselor educators and supervisors should consider integrating more direct advocacy skills training into their curriculum to minimize this gap.

Strengths of Career Counselors in Promoting Social Justice

In addition to discussing challenges and barriers to advocacy, participants were asked directly about strengths of career counselors in promoting social justice and were able to identify many. Strengths included relationships with clients, communication skills, multicultural competence, and the accessibility and practicality of career counseling. This suggests that career counselors already have fundamental skills that can be built upon for effective advocacy work.

First and foremost, participants saw the ability to develop one-on-one relationships with clients as a strength. They indicated that social change happens through a process of empowering clients, instilling hope, and seeing diversity as a

strength in a client's career identity. The ability to develop strong counseling relationships was attributed partially to participants' counseling training and identity, as well as to their exposure to a broad range of client concerns due to the inseparable nature of work from all other aspects of clients' lives (Herr & Niles, 1998; Tang, 2003). Participants' views that career counseling and social justice are naturally intertwined is consistent with views expressed in the career counseling literature (Arthur et al., 2009; Herr & Niles, 1998; O'Brien, 2001; Pope et al., 2013; Prilleltensky & Stead, 2013; Toporek & Chope, 2006).

Career counselors' communication and collaboration skills also were cited as strengths in promoting social justice. Participants noted that employment is a popular political topic right now and that career counselors have a unique perspective regarding the role of work in peoples' lives. This may mean that career counselors are especially well-prepared to speak with lawmakers and policy makers, but could use additional skills training and support from their respective institutions to participate in advocacy at this level. Several participants on both factors mentioned their involvement with professional associations for career counseling such as state chapters of the National Career Development Association. There were mixed reviews of whether participants felt this involvement promoted social justice. However, such professional networks appeared to be sought after among participants in this study for ongoing professional development and advocacy for the field of career counseling. Participants indicated that they already had learned new skills through these associations, such as working with a lobbyist to advocate for the counseling profession at the state and national levels.

Career counselors in this study serve diverse populations and highly value doing so. Career counseling has been promoted as a source of empowerment (Evans et al., 2005; Herr & Niles, 1998) and participants in this study agreed. Multicultural counseling skills and experience were described as central to competent career counseling and to advocacy by these participants (Heppner & Fu, 2011; Vespia et al., 2010). This finding points to the conceptualization of advocacy, social justice, and multicultural competence presented in Chapter II in which advocacy is the bridge between multicultural competence and social justice. As stated previously, advocacy in this study refers to actual skills, direct interventions, and behaviors counselors use to promote social justice, and social justice is understood to be the intended long-term outcome of advocacy. Career counselors in this study seemed to feel that they possessed and valued multicultural competence which bodes well for their potential to engage in competent and ethical advocacy work with additional training, experience, and supervision.

Finally, participants reported as a strength that they perceive career counseling as seeming more accessible to clients who have a range of career, personal, and mental health concerns. They felt that some clients may be reluctant to seek counseling or mental health services but more open to seeking career counseling, giving career counselors a unique window into clients' broader social and personal context. This was seen as a strength of career counselors in promoting social justice because they are able to have a broader perspective on their clients' lives and therefore unique opportunities to advocate for social justice. Additionally, participants noted that the more concrete and tangible nature of career counseling and its outcomes may make policy makers more likely to

listen to career counselors. This point of view was shared by participants on both factors and from both agencies and higher education settings.

Implications for Career Counselors

Nearly all participants described the sorting process as thought-provoking and indicated that social justice and advocacy are topics they appreciated the opportunity to think more about. There appears to be some desire among the practitioners in this study to talk more about social justice and its connection to career counseling. Participants on both factors indicated that this was the first time they had really thought about how their work might be considered advocacy and were excited to be thinking about their work in these terms. One participant even wrote to the researcher after the initial Q sort and said that after further reflection she wanted to change her responses. The revised sort – which was not included in the factor analysis – was considerably different from the original sort indicating that this participant may have come to a new understanding or conclusion about the importance of advocacy behaviors in career counseling. Several other participants indicated that they would continue to think about the topic after completing the sort and interview and several more took pictures of their sort to refer back to later. At the same time, for some participants there was a reluctance, hesitation, or fear of bringing up these topics with colleagues. Career counselors may benefit from finding like-minded colleagues with whom to talk about social justice. Support from peers may help practitioners strategize ways to question or challenge co-workers who may be practicing career counseling in ways that hinder social justice.

Consistent with previous research, career counselors in this study are acting primarily at an individual rather than a systemic level (Arthur et al., 2013; McMahon et al., 2008b; Cook et al., 2005; Prilleltensky & Stead, 2012; Sampson et al., 2011; Vespia et al., 2010). It appears, however, that participants in this study desire more conversation with colleagues around social justice and their role in social change. They appear to value social justice (McMahon et al., 2008b) as indicated by their initial sorting of the majority of advocacy behaviors into the "important" pile. Therefore, one implication of the findings of the present study is for practitioners to engage in discussions about this topic with colleagues and leaders in the profession. If there is a shared value for advocacy beyond the individual level, but time and resources are perceived as barriers, perhaps a larger conversation about the role of career counselors is timely.

Engaging leaders in counseling and career development seems particularly important since institutional barriers were frequently cited by participants. Whether these conversations happen privately between colleagues or publicly, there appears to be interest in expanding the roles and impact of career counselors. It has been argued that critical consciousness must start with career practitioners (Blustein et al., 2005). To move toward critical consciousness, practitioners and career counseling leaders must ask ourselves critical and self-reflexive questions about our roles and our contributions in promoting social justice (McIlveen & Patton, 2006; Prilleltensky & Stead, 2012). Some authors have indicated there is an inherent tension in considering a social justice perspective, and that starting such conversations can lead to more questions than answers (Prilleltensky & Stead, 2012; Stead & Perry, 2012). Counselors certainly have the

experience and skills to enable open and honest conversations about their role in promoting social justice for clients and communities, and among participants in this study, they also possess the interest in doing so.

Implications for Counselor Educators

The current findings also hold implications for counselor educators and supervisors who potentially could do more regarding giving counselors-in-training increased experience with systemic level advocacy. With widespread access to and use of social media, it is possible that influencing policy and legislation is not as daunting as it may seem. Advocacy training which integrates technology could begin to change the perceptions that career counselors have little power when it comes to influencing systemic level change. Likewise, raising awareness of counseling theories and models which include advocacy and social justice could help career counselors see their potential role in advocating for social justice beyond the individual level. Mallinckrodt, Miles, and Levy (2014) argued that counseling programs which adhere to practitioner-scholar models of training will never be complete, and that advocacy is a necessary third training domain for the development of strong practitioners. Such awareness could give a sense of hope or optimism to counselors who may be skeptical of counselors' ability to affect change. Career counselors and counselors-in-training could learn the many ways to participate in systems level advocacy which may fit with their personal style such as writing letters or organizing an event to raise awareness of an issue in need of attention. The wide use of social media by law makers, media outlets, businesses, and non-profits could make raising awareness of issues affecting career counseling clients easier than

ever before. Both traditional and nontraditional approaches to helping are called for in advocacy and social justice work (Kiselica, 2004). The ACA Advocacy Competencies may be useful to integrate in counselor training, especially if they are actively practiced rather than passively introduced (Lopez-Baez & Paylo, 2009; Manis, 2012).

Broaching issues of social justice has been reported as being risky and challenging by scholars and practitioners (Lee & Rodgers, 2009; Lee et al., 2013; Norsworthy et al., 2012). Singh et al. (2010) found that even self-identified social justice advocates struggled at times with initiating difficult conversations with colleagues. They argued that programs should do more to help counselors in training develop skills "to anticipate and address the inevitable interpersonal challenges inherent in advocacy work" (p. 141). It is unknown whether counselor educators are currently preparing students for political or personal challenges with colleagues, but it appears that skills in leadership, teamwork, and in providing constructive feedback might be beneficial to prepare future counselors for addressing inequity or injustice in the workplace.

Suggestions for Future Research

The question of how to practice advocacy is central to career counseling's relevance in the 21st century (Arthur, et al., 2009; Blustein et al., 2005; McMahon et al., 2008a). Because it has been argued that an advocacy based social justice research agenda can allow career counseling to improve more lives (Blustein et al., 2005; Blustein, 2006; Prilleltensky & Stead, 2012; Tang, 2003), it is important to recognize that the current study is one small step toward achieving a goal of social justice, and to suggest areas for future research on career counseling and advocacy.

Future research on advocacy among career counselors should include analyzing the effects of a training curriculum on perceptions of and engagement with advocacy. It appears that there could be an interest in such training, but it would be important to gain the support of leadership in career counseling settings. Both current practitioners as well as current counseling students would benefit from more experience with social justice advocacy. Learning about the variety of ways that counselors can advocate at different levels (i.e., micro, meso, and macro) may help practitioners feel more capable of integrating advocacy into their work. Relatedly, it could be worth exploring how differences in socialization regarding the advocate role among newer counselors, especially since four participants with less experience were dropped from inclusion in this study.

It could also be beneficial to understand whether career counselors who engage in varying levels and degrees of advocacy report different outcomes in their career counseling work. Career counseling outcomes for clients could include levels of career anxiety, self-efficacy in decision making or job seeking, or degree of adaptability or employability. Social justice oriented outcomes for clients could include such constructs as level of client empowerment, critical consciousness around social factors which impact career development, or knowledge of legal rights related to employment. Although such outcomes are not easily measurable (Lee et al., 2013), it would be important for future research to indicate more specifically what outcomes would be desirable in a social justice approach to career counseling.

Research with directors of career counseling departments could be helpful to understand what, if any, changes to career counselors' roles might be called for if career counselors are interested in doing more advocacy work, especially since systemic level intervention is broadly called for in the literature (Fassinger & Gallor, 2006; Lee et al., 2013). Understanding the perspectives of these leaders could help further the conversation regarding the ideals of social justice and the reality of expectations and demands faced by career counseling offices and agencies.

Limitations

This study fills an important gap in the conceptual and empirical literature on advocacy and career counseling, but the results are not generalizable beyond the participants of this particular study. With Q methodology, it is possible to understand the nature of shared viewpoints to a high level of qualitative detail (Watts & Stenner, 2012). No study is the last word regarding a particular phenomena, and the complexity and personal nature of advocacy work in career counseling certainly needs more empirical investigation if we are to move toward competent, ethical, and effective advocacy. Understanding current perspectives on advocacy practice is one first step in promoting dialogue around how counselors can promote social justice. Knowing some of these perspectives can help career counselors and counselor educators be more intentional about ensuring that the wide array of advocacy that may needed is being taught and practiced.

For some, researcher subjectivity may be considered a limitation of this study. From constructing the Q sample to running the factor analysis to interpreting the

emergent factors, there are decisions the researcher must make. In balance to this potential limitation, however, a strength of this method is that data are all readily expressed in the findings (i.e., factor loadings and factor scores) so readers are able to apply their own interpretations to the findings if they wish (McKeown & Thomas, 2013). Convenience and snowball sampling for the P sample are not considered limitations in Q methodology since results are not intended to be generalizable. Theoretical and intentional sampling of participants is encouraged in Q methodology to ensure informative and diverse perspectives are captured.

Finally, factor interpretation is interpretive and therefore open to the researcher's unique lens, however if done well, the interpretation should be constrained by the factor array. Even given these limitations, Q methodology can provide relevant and useful results for counselor educators and supervisors who wish to infuse their pedagogy and supervision practices with data from the experiences and perspectives of practitioners regarding the topic of advocacy. Since there is limited research in this area, it is believed that this research makes a unique contribution to the counseling and career counseling literature.

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APPENDIX A

PILOT STUDY

Purpose

The purpose of the pilot study was threefold: (a) to finalize the construction of the Q sample; (b) to investigate the clarity of the instructions for participants; and (c) to assess the amount of time needed for data collection. The pilot study was conducted in two phases. First, the researcher generated a sample of items which would eventually become the Q sample and sought feedback from expert reviewers. Next, the researcher piloted the Q sort and post-sort interview with two participants. The pilot study consisted of the following six research questions:

Phase 1

Research Question 1: Which statements best represent the total range of counselor advocacy behaviors?

Research Question 2: Which statements best represent the total range of counselor advocacy behaviors according to experts in career counseling and social justice?

Research Question 3: Which items should make up the final Q sample for the full study?

Phase 2

Research Question 4: Are participants able to express their point of view of advocacy in career counseling with the Q sample provided and with the current instructions?

Research Question 5: How long does the Q sort and interview process take?

Research Question 6: What changes need to be made to the instructions or data collection procedures before implementing the full study?

Phase I

Methods and Procedures. Constructing the Q sample began with a thorough review of the counseling literature on social justice and advocacy. In Q methodology, the total population of statements on the topic of interest is called the concourse. From the concourse, the researcher compiled a list of 180 social justice and advocacy counselor behaviors from a variety of sources including the ACA Advocacy Competencies (Lewis et al., 2002), the Social Justice Advocacy Scale (SJAS, Dean, 2009), the NCDA Minimum Competencies (NCDA, 2009), CACREP Standards (CACREP, 2009), and individual articles in the counseling scholarly and trade publications. All 180 statements were printed onto individual strips of paper so the researcher could conduct an initial sorting and grouping to identify emergent themes. After this sorting, the following kinds of statements were removed from the list of potential Q sample items: items that were considered passive (e.g., items about counselor awareness or knowledge without some kind of applied component); items which are considered basic counseling competencies (e.g., being aware of the profession's code of ethics); items that were explicitly career counseling focused; and multicultural competencies which did not meet the definition of advocacy for the purposes of this study.

Since the ACA has adopted a model of advocacy competencies in the form of the six advocacy competency domains, the researcher examined the remaining items through this framework. Two empirical studies, however, found that the six domains do not hold

up to factor analysis (Bvunzawabaya, 2012; Dean, 2009). Specifically, Dean (2009) created the SJAS around the six domains of the ACA Advocacy Competencies and but found that social justice advocacy was comprised of four factors: (a) collaborative action (CA), (b) social/political advocacy (SPA), (c) client empowerment (CE), and (d) client/community advocacy (CCA). Therefore, the researcher chose to use this structure to design the Q sampling strategy. The counseling literature, however, also placed a strong emphasis on counselors raising awareness of social justice issues among colleagues. This form of advocacy is not currently represented in either the SJAS or ACA Advocacy Competencies. The researcher included statements in the potential Q sample for a new domain titled *Advocacy with Other Professionals*. After removing additional redundancies, the researcher ended up with a list of 43 potential Q sample items and decided to move to soliciting feedback from expert reviewers to finalize the Q sample (RQ1, RQ2, & RQ3). With the input of the expert reviewers, the final set of items was narrowed to 25.

Participants. The researcher contacted four experts in the field of career counseling who have published on the topic of social justice in career counseling (Appendix B). Three experts agreed to offer feedback on 43-items regarding clarity of the wording of the items, redundancy of items, any items not represented which should be added, and any items which should be removed from each section. Two expert reviewers completed the request for feedback.

Data Analysis & Results. Phase I participants (expert reviewers) completed a Qualtrics survey (Appendix C) to express their views on the breadth and quality of the

advocacy behaviors which made up the potential Q sample (RQ2). There were no items which both expert reviewers felt should be removed or reworded. In general, experts felt some items could be made more specific. The researcher chose to leave most items worded in their original form since Q methodology encourages the use of statements which can be interpreted differently by participants (McKeown & Thomas, 2013). This process allows the participant to place his or her own meaning onto a statement which is hopefully explained more fully during the post-sort interview. In the client empowerment section, expert reviewers noted one item which could be removed because of lack of specificity, however this items was kept in the sample because it was distinct enough from the other statements that losing it would have left a gap in the sample. Two items were identified as redundant and were therefore combined into one statement. In collaborative action, one expert reviewer noted one set of redundant items and suggested dropping both items for lack of clarity. Both items were dropped for the final Q sample. In addition, one item was noted as being particularly important by an expert reviewer and was therefore kept in the final sample. Interestingly, the advocacy with other professionals section had the least amount of feedback in terms of the lack of clarity of statements or redundancy of items. One expert reviewer noted that this section was a positive addition beyond the current competencies in the literature. Therefore, this section and the five statements in it were kept in the final Q sample.

Since a structured approach to selecting items for the Q sample was used, an equal number of items from each category should be represented in the final Q sample. The advocacy with other professionals section had the smallest number of items (5). Both

the researcher and expert reviewers found that the items were suitable to keep in the final Q sample, therefore five items for each category were retained, resulting in 25 items for the final Q sample (Appendix H). The final statements were collected, sorted randomly, and assigned a number to facilitate recording the statements onto the Q sort worksheet and into PQMethod (Appendix F).

Phase II

Participants. Two participants were recruited by the researcher for piloting the Q sort and post-sort interview. One distance participant was recruited from a major city in the Midwestern United States and one local participant was recruited so the researcher could test the procedures for both methods of data collection to be used in the full study. Both participants have significant coaching and career counseling experience and their Master's degrees are in disciplines closely related to counseling (i.e., Higher Education Administration and Human Resources). Both participants have taken graduate level coursework in CACREP accredited counseling programs.

Methods and Procedures. Once the Q sample was finalized, the researcher recruited two participants for phase II through her own professional network. The first participant was mailed a packet containing the following items: instructions, demographics questionnaire, blank Q sort worksheet, a photo demonstrating how to set up the Q sort, research consent form, 36 cards (Appendix I), and a self-addressed stamped return envelope. The researcher and participant scheduled a time convenient for the participant to meet via Skype. Due to Internet connectivity issues at the first participant's home, the meeting ended up taking place via phone. The researcher walked

through the IRB approved consent form (Appendix D) and after any questions were answered, proceed to give sorting instructions verbally (Appendix E). The second participant was contacted and agreed to schedule a time to meet in person with the researcher. The researcher brought a research consent form, 36 Q sort cards, a blank Q sort worksheet, and a demographics questionnaire (Appendix G). After reviewing the consent form, the second participant agreed to begin the data collection process.

Data Analysis and Results. The mean length of time for completing the Q sort was 21 minutes, and the range was 20 to 22 minutes. The interview portion took an average of 23.5 minutes with a range of 20 to 27 minutes. Total, the data collection took an average of 44.5 minutes with a range of 42 to 47 minutes (RQ5). Neither participant expressed frustration or dissatisfaction with the sample as being either too open or too restrictive for them to be able to complete the Q sort (RQ4). Both pilot participants placed statement 14 (*Identify strengths and resources of clients*) in the 4 column indicating they felt this advocacy behavior was the most important to career counseling. Participants sorted different items into the -4 (*most unimportant*) column. Of the most important item, one participant said, "I think exploring individual needs and assets is the place to start" and another said, "if clients want to do anything with their career they have to first feel capable."

Seven items were placed in the same location by the two participants; two items were placed 4 columns apart. The researcher calculated the correlation between the two sorts by hand using the formula provided by Brown (1980): $r = 1 - (\sum d^2)/(2Ns^2)$ where N is the number of statements in the Q sample. For the two Q sorts in this pilot study, r =

.65. The items which had the most disagreement were statement 2 (*Seek feedback regarding others' perceptions of my advocacy efforts.*) and statement 25 (*Communicate with my legislators regarding social issues that impact my clients.*)

Phase II participants had little feedback to offer regarding the clarity of the Q sort instructions. The researcher noted that participants had reactions to the sorting process that were not recorded because the initial procedures called for the digital recorder to be turned on only during the interview segment of the data collection. Changes to the IRB will be made for the full study to allow for recording the entire data collection session. These reactions can be asked about during the post-sort interview and may help the researcher interpret the emergent factors. In addition, the data collection process took less time than anticipated; therefore, the recruitment scripts and consent form can be updated to indicate that approximately one hour will be needed to participate in this study (RQ6). Other changes to the full study will include the researcher setting up the heading cards for in-person data collection sessions, providing the condition of instruction on a printed card for participants to review during the sorting process, and having participants report the number of cards in each pile after their initial sort (RQ6).

Discussion

Though the final Q sample for the study is slightly smaller than typically recommended, increasing the sample size would likely result in redundancies which could lead to participant fatigue and lack of differentiation in the final Q sorts. Comments from participants in this pilot study indicate that items from SPA might have been grouped together; expanding the Q sample to include 6-7 items per section could lead to

increased grouping rather than differentiation. Interview data with the pilot study participants indicated that the Q sorting process was thought provoking. One said

> I think this should be part of the career counseling curriculum. It's eye opening to actually sit and look at all these advocacy opportunities. We have such tunnel vision. We forget that we have such a great opportunity to make a change. Instead we put one foot in front of the other and go about our daily activities. . . This has given me a lot to think about regarding priorities and what matters most.

Summary

In conclusion, no major changes will be made from phase II of the pilot to the full study. The Q sample appears to allow participants to adequately express their views regarding which advocacy behaviors are most important or most unimportant to career counseling. The time required to collect data from each participant is reasonable and will not present any feasibility challenges to the completion of this study.

APPENDIX B

EMAIL TO EXPERT REVIEWERS

Dear Dr. _____,

I am a third-year doctoral student in Counseling & Counselor Education at the University of North Carolina at Greensboro. I am proposing a Q methodology study to understand career counselors' perspectives on advocacy. One of the most important components of a Q study is creating a sample of statements which participants sort according to their unique point of view.

I am writing to inquire if you would be willing to serve as an expert reviewer of the Q sample I have compiled. This should take no more than 20 minutes of your time. The statements I have gathered so far have been collected from the advocacy, social justice counseling, and career counseling literature.

If you agree to review the Q sample, I will send you a link to a Qualtrics survey where you will be asked to read 43 brief statements, indicate your opinion about the clarity of the wording of each statement, and indicate whether you feel the statements are representative of counselor advocacy behaviors. You will also have the opportunity to offer additional statements which you determine are not currently captured in the sample, or recommend dropping or changing statements you find to be redundant.

As an expert in the field, your input would be incredibly valuable to this study and to establishing the credibility of the Q sample. I am happy to answer any questions you may have about this study.

If you are able and willing to review these statements, please reply to this email and I will promptly send you the link to the Qualtrics survey. My goal is to receive expert feedback by Friday, October 17, 2014.

Your work has been influential to me both as a practitioner and a scholar-in-training. I know that you are incredibly busy so I am appreciative of the time you have taken to read this email.

Sincerely,

Melissa J. Fickling, MA, LPC, NCC

APPENDIX C

EXPERT REVIEWER FEEDBACK SURVEY

Career Counselors' Perceptions of Social Justice Advocacy
Q-sample Expert Reviewer Feedback

Thank you for taking the time to provide your feedback regarding the following statements of a potential Q sample. Below you will see five advocacy domains, with representative statements listed under each heading. These statements represent possible advocacy behaviors counselors can undertake. The research question for this study is: What are career counselors' perspectives on advocacy? In this study, *advocacy* is defined as the actual skills, direct interventions, and behaviors counselors use to advance social justice. *Social justice* is the intended outcome of advocacy interventions.

The Q sampling approach for this study is indirect, naturalistic, and structured-inductive. A structured approach was taken since theoretical frameworks on advocacy exist in the counseling literature. The approach was inductive because within the existing concourse of statements, an additional category emerged which was not explicit in existing models of advocacy (i.e., advocating to other professionals). Statements were drawn from the counseling literature on advocacy and social justice including standards and competencies of both counseling and career counseling.

Forty-three statements are listed below. Each section of statements is followed by questions regarding the clarity of the wording, the breadth of the statements, and any perceived redundancies you see in each section. The goal is for the statements in each section to cover the range of possible advocacy behaviors for that section. If you feel there are advocacy behaviors missing, please share this in the respective section. For most sections, you will be asked to choose two items to eliminate - this will help in creating a Q sample in which each domain is represented equally.

Your feedback will inform the final creation of a Q sample. These statements will be given to career counselors who will rank them according to their perceptions of the importance of these advocacy behaviors for career counseling.

Thank you again for your time and valuable feedback.

Client Empowerment
Definition: the ability to assess the impact of social injustice on clients and groups and promote self-advocacy skills to clients and client groups

1. Identifying strengths and resources of clients.
2. Helping the client identify the external barriers that affect his or her developmental level.
3. Assist clients in carrying out action plans.
4. Assess whether client concerns reflect responses to oppression.
5. Promote client skill building.
6. Empower clients by helping them develop needed skills.
7. Discuss economic, cultural, and sociopolitical systems with clients.

Is each statement in this section sufficiently different from all other statements in this section? If you see a redundancy, please indicate the item numbers and briefly explain.

Are there other statements expressed in the literature or counseling discourse that you think belong in this section? If so, what would you add to this section that is not currently represented?

If you had to eliminate two statements from this section, which two would you choose?

Collaborative Action
Definition: building relationships in the community with individuals, activists, and organizations to raise awareness of issues in need of attention

1. Build relationships with trusted community members.
2. Collect data to show the need for change in institutions.
3. Bring awareness to the public regarding issues that affect clients.
4. Disseminate information through a variety of media.
5. Encourage clients to research the laws and policies that apply to them.
6. Collaborate with potential allies for social change.
7. Use multiple sources of intervention, such as individual counseling, social advocacy, and case management.
8. Assess the influence of my public information efforts.
9. Stay abreast of current laws and policies affecting populations with which I work.
10. Alert community groups with common concerns related to factors impinging clients' development.
11. Collaborate with other professionals who are involved in disseminating public information.
12. Conduct assessments that are inclusive of community members' perspectives.

Is each statement in this section sufficiently different from all other statements in this section? If you see a redundancy, please indicate the item numbers and briefly explain.

Are there other statements expressed in the literature or counseling discourse that you think belong in this section? If so, what would you add to this section that is not currently represented?

If you had to eliminate two statements from this section, which two would you choose?

Community Advocacy
Definition: direct advocacy on behalf of clients or communities

1. Assist clients in navigating bureaucracies.
2. Help clients gain access to needed resources.
3. Serve as a mediator between clients and institutions.
4. Provide data to show the urgency for change.
5. Negotiate relevant services on behalf of clients.
6. Get out of the office to educate people about how and where to get help.
7. Use counseling skills to work with community groups.
8. Seek feedback regarding others' perceptions of my advocacy efforts.
9. Recognize and deal with resistance to change at the community/system level.
10. Work to ensure that clients have access to the resources necessary to meet their needs.
11. In collaboration with other stakeholders, develop a vision to guide change.
12. Work to change the prevailing environment to make a lasting difference in clients' lives.
13. Work outside of the one-on-one counseling setting.

Is each statement in this section sufficiently different from all other statements in this section? If you see a redundancy, please indicate the item numbers and briefly explain.

Are there other statements expressed in the literature or counseling discourse that you think belong in this section? If so, what would you add to this section that is not currently represented?

If you had to eliminate two statements from this section, which two would you choose?

Social/Political Advocacy
Definition: involvement in macro-level structures to influence the political process and outcomes.

1. Engage in legislative and policy actions that affect marginalized groups.
2. Work to change existing regulations that negatively affect clients.
3. Contact legislators to express views on proposed bills that will impact clients.
4. With allies, prepare convincing rationales for social change.
5. Communicate with my legislators regarding social issues that impact my clients.
6. Maintain open dialogue to ensure that advocacy efforts are consistent with group goals.

Is each statement in this section sufficiently different from all other statements in this section? If you see a redundancy, please indicate the item numbers and briefly explain.

Are there other statements expressed in the literature or counseling discourse that you think belong in this section? If so, what would you add to this section that is not currently represented?

If you had to eliminate two statements from this section, which two would you choose?

Advocacy with Other Professionals

1. Question intervention practices that appear inappropriate.
2. Educate other professionals about the unique needs of my clients.
3. Ask other counselors to think about what social change is.
4. Train other counselors to develop multicultural knowledge and skills.
5. Teach colleagues to recognize sources of bias within institutions and agencies.

Is each statement in this section sufficiently different from all other statements in this section? If you see a redundancy, please indicate the item numbers and briefly explain.

Are there other statements expressed in the literature or counseling discourse that you think belong in this section? If so, what would you add to this section that is not currently represented?

Do you have any additional comments or observations you wish to share with the researcher? If so, please add them here. Thank you for your feedback.

APPENDIX D

IRB APPROVED CONSENT FORM

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
CONSENT TO ACT AS A HUMAN PARTICIPANT

Project Title: Career Counselors' Perspectives on Social Justice Advocacy

Principal Investigator and Faculty Advisor (if applicable): Melissa J. Fickling, James M. Benshoff, Ph.D. (Faculty Advisor), Laura M. Gonzalez, Ph.D. (Faculty Advisor)

Participant's Name: _____

What are some general things you should know about research studies?
You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or the University of North Carolina at Greensboro.

Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about being in this research study.

You will be given a copy of this consent form. If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

What is the study about?
This is a research project. Your participation is voluntary. You are free to withdraw your participation at any point during or after data collection, before the data is analyzed and reported. The purpose of this study is to understand career counselors' perspectives on the subject of social justice advocacy.

Why are you asking me?
You are being asked to participate in this research because you have been practicing career counseling for at least one year and you have at least a Master's degree or higher

in a Counseling field. In addition, you may have a particularly unique or informed point of view on the topics of social justice, advocacy, and/or career counseling.

What will you ask me to do if I agree to be in the study?
Participation in this study will take between 60-75 minutes of your time. You will be asked to do two things as part of your participation. First, you will be presented with a set of 25 cards on which different counselor behaviors are printed. You will be asked to read through these cards at two times and to sort them based on your opinion regarding which behaviors are most important or most unimportant to career counseling. After you have completed this sorting task you will be asked a series of interview questions about the sorting procedure and your opinion regarding the study topic.

Is there any audio/video recording?
The data collection session will be digitally audio recorded. Audio files will be stored in a secure storage service through UNCG called Box. Because your voice will be potentially identifiable by anyone who hears the tape, your confidentiality for things you say on the tape cannot be guaranteed although the researcher will limit access to the tape as described below. Additionally, the researcher will not refer to you by name during the audio recorded portion of data collection. A master list which links your name to your research ID number will be kept by the researcher and stored in Box and will be kept separate from all other data (e.g., demographic form, completed Q sort worksheet).

What are the risks to me?
The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. If any of the statements or questions in the study make you uncomfortable you may choose not to respond.

If you have questions, want more information or have suggestions, please contact Melissa J. Fickling at (940) 391-0255 or m_fickli@uncg.edu. You may also contact James M. Benshoff at benshoff@uncg.edu or Laura M. Gonzalez at lmgonza2@uncg.edu.

If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

Are there any benefits to society as a result of me taking part in this research?
It is hoped that the results of this research will inform counselor education and supervision by providing important information regarding career counselors' perspectives on advocacy behaviors. By improving education and training around this topic, counselors may be able to provide more effective and comprehensive counseling services to clients.

Are there any benefits to *me* for taking part in this research study?
By participating in the sorting and interview process, participants may gain some insight into their current views and practices related to advocacy. Other than this potential increase in self-awareness, there are no direct benefits to participants in this study.

Will I get paid for being in the study? Will it cost me anything?
You will receive a $10 gift card for participating in this study. There is no cost to you for participating in this study.

How will you keep my information confidential?
Participants will be assigned a 4 digit numerical identifier; names will collected by the researcher but kept stored in secure online storage separate from all other study data. Names will not be collected on the demographic form. The digital audio file will be kept in a locked box with the researcher and uploaded to a secure file storage service. After the file is uploaded to the secure online storage, the file will be deleted from the recorder. Interview transcripts will not include names and will be stored in secure online storage. All information obtained in this study is strictly confidential unless disclosure is required by law.

Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing.

What if I want to leave the study?
You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. The investigators also have the right to stop your participation at any time. This could be because you have had an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped.

What about new information/changes in the study?
If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:
By participating in the interview and sorting activity, you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By participating in the interview and sorting activity, you are agreeing that you are 18 years of age or older and are agreeing to participate, or have the individual specified above as a participant participate, in this study described to you by Melissa J. Fickling.

APPENDIX E

SORTING INSTRUCTIONS

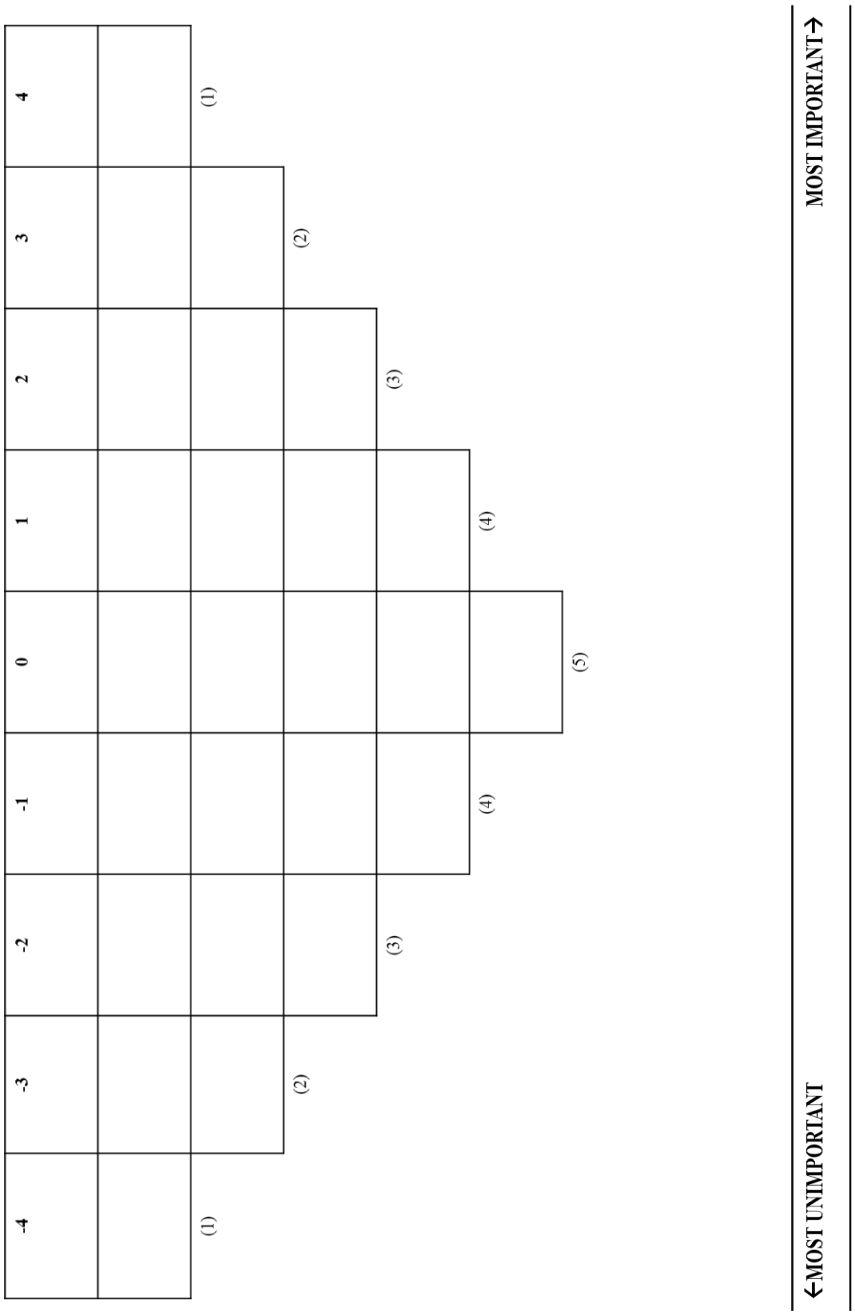
1. Set up heading cards for in-person data collection. Check that the cards are set up so that the participant has enough space to work.
2. Review IRB consent form. Ask if participant has any questions.
3. Please take a minute to complete the demographic form – your ID number is _____.
4. Indicate the research question: What are career counselors' perspectives on the importance of advocacy behaviors in career counseling?
5. Overview of steps to be taken today.
6. Condition of instruction

   "The 2014 ACA Code of Ethics lists promoting social justice as a core value of the profession. In this study we are interested in career counselors' perspectives on advocacy which we have defined as the actual skills, direct interventions, and behaviors counselors use to advance social justice. When completing this sort, think about your career counseling work. Sort the following counselor behaviors according to how important or unimportant you believe them to be. There are no right or wrong, or better or worse answers. All of the cards represent possible advocacy behaviors. The purpose is to learn about the various perspectives career counselors may hold on this topic."
7. Present the Q sample cards.
8. Instruct the participant to first read each card one at a time and divide into three piles. On the right, place cards which you generally feel are important to career counseling, in the middle place cards which feel neutral in importance or which you are undecided or unclear about, and on the left, place cards which feel unimportant to career counseling.
9. Once you have read through the cards and sorted them into three piles, count the number of cards in each pile and report to the researcher. Then begin to place the cards into the Q distribution, remembering that each column has a specified number of spaces available (i.e., the 4 column can have only 1 card, the 3 column can have 2 and so on). Remember, too, that behaviors you feel to be most important go to the right and those that are most unimportant go to the left.
10. Feel free to move the cards around until you are satisfied with the arrangement. Let me know if you have questions as they come up. Let me know when you are finished.
11. Move into the interview portion. Turn on audio recorder.
12. Once the interview portion is complete, please write the number of each statement onto the blank Q sort worksheet so that one number is in each box and so that it matches your sorted statements. Be sure to include your ID number (_____) on the blank Q sort worksheet.
13. Thank you for your time. Provide participant with $10 gift card or let them know it will be arriving in the mail.

APPENDIX F

Q SORT WORKSHEET

ID # _____



APPENDIX G

DEMOGRAPHICS QUESTIONNAIRE

ID # _____ Age: _____

Race/Ethnicity: _____

Gender: _____

Sexual Orientation: _____

Degree (e.g., MA, MS, PhD) & Date: _____

Area of study: _____

Years of professional, post-master's counseling experience: _____

Counseling Licensure (e.g., LPC) and/or Certification: _____

Current Job Title: _____

Current Work Setting: _____

Are you working with clients from underrepresented or marginalized populations? If yes, please explain:

_____

_____

Professional Memberships (e.g., ACA, NCDA): _____

Training related to multicultural counseling, social justice, and/or advocacy (e.g., academic course work, personal/professional development):

APPENDIX H

FINAL Q SAMPLE

Client Empowerment
Identify strengths and resources of clients. (14)
Help clients identify the external barriers that affect their development. (19)
Assist clients in carrying out action plans. (10)
Help clients develop needed skills. (9)
Help clients overcome internalized negative stereotypes. (11)

Collaborative Action
Collect data to show the need for change in institutions. (7)
Encourage clients to research the laws and policies that apply to them. (6)
Use multiple sources of intervention, such as individual counseling, social advocacy, and case management. (20)
Collaborate with other professionals who are involved in disseminating public information. (18)
Conduct assessments that are inclusive of community members' perspectives. (12)

Community Advocacy
Serve as a mediator between clients and institutions. (3)
Get out of the office to educate people about how and where to get help. (15)
Seek feedback regarding others' perceptions of my advocacy efforts. (2)
Deal with resistance to change at the community/system level. (17)
Work to ensure that clients have access to the resources necessary to meet their needs. (22)

Social/Political Advocacy
Work to change legislation and policy which negatively affects clients. (23)
Express views on proposed bills that will impact clients. (4)
With allies, prepare convincing rationales for social change. (13)
Communicate with my legislators regarding social issues that impact my clients. (25)
Maintain open dialogue to ensure that advocacy efforts are consistent with group goals. (5)

Advocacy with Other Professionals
Question intervention practices that appear inappropriate. (1)
Educate other professionals about the unique needs of my clients. (8)
Ask other counselors to think about what social change is. (24)
Train other counselors to develop multicultural knowledge and skills. (21)
Teach colleagues to recognize sources of bias within institutions and agencies. (16)

APPENDIX I

Q SAMPLE CARDS

MOST IMPORTANT →	**-1** (4)
MOST UNIMPORTANT ←	**0** (5)
-4 (1)	**1** (4)

-3 (2)	**2** (3)
-2 (3)	**3** (2)
4 (1)	Identify strengths and resources of clients. 14
Help clients identify the external barriers that affect their development. 19	Assist clients in carrying out action plans. 10

Help clients develop needed skills. 9	Help clients overcome internalized negative stereotypes. 11
Collect data to show the need for change in institutions. 7	Encourage clients to research the laws and policies that apply to them. 6
Use multiple sources of intervention, such as individual counseling, social advocacy, and case management. 20	Collaborate with other professionals who are involved in disseminating public information. 18
Conduct assessments that are inclusive of community members' perspectives. 12	Serve as a mediator between clients and institutions. 3

Get out of the office to educate people about how and where to get help. 15	Seek feedback regarding others' perceptions of my advocacy efforts. 2
Deal with resistance to change at the community/system level. 17	Work to ensure that clients have access to the resources necessary to meet their needs. 22
Work to change legislation and policy which negatively affects clients. 23	Express views on proposed bills that will impact clients. 4
With allies, prepare convincing rationales for social change. 13	Communicate with my legislators regarding social issues that impact my clients. 25

Maintain open dialogue to ensure that advocacy efforts are consistent with group goals. 5	Question intervention practices that appear inappropriate. 1
Educate other professionals about the unique needs of my clients. 8	Ask other counselors to think about what social change is. 24
Train other counselors to develop multicultural knowledge and skills. 21	Teach colleagues to recognize sources of bias within institutions and agencies. 16

APPENDIX J

POST-SORT INTERVIEW

First, what was the experience of doing this activity like for you? (e.g., probes: were you surprised by anything? Were there any frustrations? Are you happy with the sort? Why or why not?)

> *Pointing to the statement in the +4 column.* What is it about this item that makes it most important to you?
> *Pointing to the statement in the -4 column.* What is it about this item that makes it most unimportant to you?

What about the items in the middle of the distribution? What do those items represent for you? Can you talk [generally] about the items you placed there?

Were there any advocacy behaviors not listed on the cards that you consider important or unimportant in career counseling?

> *If so, what would it say and where would you have placed it in the distribution?*

The instructions were to rank these items based on your perspective of their relative importance. Based on your sort, which of these do you include more frequently in your practice? Which would you ideally like to do more of? What are the barriers to doing so?

Do you think your answers would be different if you worked in a different setting (non-career focused)? If so, how? If not, why not?

Are there any aspects of your personal identity (*e.g., race, SES, gender*) or life experience that seemed to influence your responses to a significant degree?

Are you aware of any models or theories of counseling or career development which integrate advocacy or social justice? If so, where did you learn about these?

> *If so, do you use any of these theories or models in your career counseling work? Why or why not?*

What do you see as key strengths of career counselors in promoting social justice?

What do you see as key challenges for career counselors in promoting social justice?

Is there anything else you'd like to add about this topic or experience today?

APPENDIX K

EMAIL TO POTENTIAL PARTICIPANTS

My name is Melissa Fickling and I am a doctoral candidate at the University of North Carolina at Greensboro in the Counseling & Educational Development Department. I am writing to you because you may be eligible to participate in a research study on career counselors' perspectives on social justice advocacy. I am writing to see if you are interested in volunteering to be a participant in this study. To participate you must have (a) a Master's degree or higher in Counseling and (b) have provided counseling full-time for at least one year in the past two years in which at least 50% of your caseload consisted of career counseling clients.

Participating in this study would require between 60-75 minutes of your time. You will be provided with a set of statements printed on individual cards which you will be asked to read through and sort according to your perception of the statements' relative importance to career counseling. Once you have finished the sorting task, I will ask you several questions relating to your thoughts about the sorting process and the topic in general. The data collection session will be audio recorded and transcribed for later analysis. Transcripts will not have identifying information and will be stored in online secure storage. Your name will be noted by the researcher and linked with your unique research ID number, but stored separately from all other study data (e.g., demographic form, interview, transcript, Q worksheet). Only the unique research ID number will be written on the forms for data collection.

If you choose to participate a $10 gift card will be given to you as a way to thank you for your time.

If you are interested in participating, please reply to this email or call me at (940) 391-0255 and we can schedule a time to meet either face-to-face or via video chat (e.g., Google Hangout, Skype).

Thank you for your interest in this study. I hope to speak with you soon. Should you have any questions, please do not hesitate to be in touch with me or with the faculty advisors for this study, Dr. James Benshoff (benshoff@uncg.edu) and Dr. Laura Gonzalez (lmgonza2@uncg.edu).

Sincerely,

Melissa J. Fickling, MA, LPC, NCC
Doctoral Student
University of North Carolina at Greensboro

APPENDIX L

SNOWBALL SAMPLING SCRIPT

Dear *Name*,

I am contacting you because I believe you may be interested in participating in a study titled "Career Counselors' Perspectives on Advocacy." This study is being conducted by Melissa J. Fickling at the University of North Carolina at Greensboro. To participate you must have (a) a Master's degree or higher in Counseling and (b) have provided counseling full-time for at least one year in the past two years in which at least 50% of your caseload consisted of career counseling clients.

Participating in this study would require between 60-75 minutes of your time. You will be provided with a set of statements printed on individual cards which you will be asked to read through and sort according to your perception of the statements' relative importance to career counseling. Once you have finished the sorting task, I will ask you several questions relating to your thoughts about the sorting process and the topic in general. The data collection session will be audio recorded and transcribed for later analysis. Transcripts will not contain identifying information and will be stored in online secure storage. Your name will be noted by the researcher and linked with your unique research ID number, but stored separately from all other study data (e.g., demographic form, audio file, transcript, Q worksheet). Only the unique research ID number will be written on the forms for data collection.

If you choose to participate a $10 gift card will be given to you as a way to thank you for your time.

If you are interested in participating, please contact Melissa Fickling at (940) 391-0255 to schedule a time to meet either face-to-face or via video chat (e.g., Google Hangout, Skype). Should you have any questions, please do not hesitate to be in touch with me or with the faculty advisors for this study, Dr. James Benshoff (benshoff@uncg.edu) and Dr. Laura Gonzalez (lmgonza2@uncg.edu).

APPENDIX M

IN-PERSON RECRUITMENT SCRIPT

Hello,

My name is Melissa Fickling. I am a doctoral candidate at the University of North Carolina at Greensboro. I am currently conducting my doctoral dissertation which is titled "Career Counselors' Perspectives on Advocacy." I am recruiting participants who have (a) a Master's degree or higher in Counseling and (b) have provided counseling full-time for at least one year in the past two years in which at least 50% of your caseload consisted of career counseling clients. I am wondering if you would be interested in participating in this study.

Participating in this study would require between 60-75 minutes of your time. You will be provided with a set of statements printed on individual cards which you will be asked to read through and sort according to your perception of the statements' relative importance to career counseling. Once you have finished the sorting task, I will ask you several questions relating to your thoughts about the sorting process and the topic in general. The data collection session will be audio recorded and transcribed for later analysis. Transcripts will not have identifying information and will be stored in online secure storage. Your name will be noted by the researcher and linked with your unique research ID number, but stored separately from all other study data (e.g., demographic form, interview, transcript, Q worksheet). Only the unique research ID number will be written on the forms for data collection.

If you are interested, I will provide you with a written consent form which I will ask you to read. Then, we can set up a time to complete the sorting and interview. Finally, if you choose to participate a $10 gift card will be given to you as a way to thank you for your time.

Please let me know what questions you have and I will be happy to answer them.

APPENDIX N

FACTOR 1 ARRAY

-4	-3	-2	-1	0	1	2	3	4
Work to change legislation and policy which negatively affects clients. 23	Conduct assessments that are inclusive of community members' perspectives. 12	Express views on proposed bills that will impact clients. 4	With allies, prepare convincing rationales for social change. 13	Maintain open dialogue to ensure that advocacy efforts are consistent with group goals. 5	Educate other professionals about the unique needs of my clients. 8	Help clients identify the external barriers that affect their development. 19	Help clients develop needed skills. 9	Identify strengths and resources of clients. 14
	Communicate with my legislators regarding social issues that impact my clients. 25	Seek feedback regarding others' perceptions of my advocacy efforts. 2	Teach colleagues to recognize sources of bias within institutions and agencies. 16	Ask other counselors to think about what social change is. 24	Get out of the office to educate people about how and where to get help. 15	Work to ensure that clients have access to the resources necessary to meet their needs. 22	Assist clients in carrying out action plans. 10	
		Collect data to show the need for change in institutions. 7	Deal with resistance to change at the community/system level. 17	Encourage clients to research the laws and policies that apply to them. 6	Train other counselors to develop multicultural knowledge and skills. 21	Help clients overcome internalized negative stereotypes. 11		
			Serve as a mediator between clients and institutions. 3	Use multiple sources of intervention, such as individual counseling, social advocacy, and case management. 20	Question intervention practices that appear inappropriate. 1			
				Collaborate with other professionals who are involved in disseminating public information. 18				

APPENDIX O

CRIB SHEET FOR FACTOR 1

Items ranked at +4

**14. Identify strengths and resources of clients.*

Items ranked at -4

23. Work to change legislation and policy which negatively affects clients.

Items ranked higher by this factor

Difference of 2
9. Help clients develop needed skills. (3)
4. Express views on proposed bills that will impact clients. (-2)
13. With allies, prepare convincing rationales for social change. (-1)
15. Get out of the office to educate people about how and where to get help. (1)
Difference of 1
**3. Serve as a mediator between clients and institutions. (-1)*
10. Assist clients in carrying out action plans. (3)
18. Collaborate with other professionals involved in disseminating public info. (0)
21. Train other counselors to develop multicultural knowledge and skills. (1)
22. Work to ensure that clients have access to the resources necessary to meet their needs. (2)

Items ranked lower by this factor

Difference of 4
12. Conduct assessments that are inclusive of community members' perspectives. (-3)
20. Use multiple sources of intervention, such as individual counseling, social advocacy, and case management. (0)
Difference of 1
2. Seek feedback regarding others' perceptions of my advocacy efforts. (-2)
8. Educate other professionals about the unique needs of my clients. (1)
17. Deal with resistance to change at the community/system level. (-1)
19. Help clients identify the external barriers that affect their development. (2)
25. Communicate with my legislators regarding social issues that impact my clients. (-3)

Italicized statements are consensus statements, non-significantly different at $p > .01$
Statements marked with * are non-significantly different at $p > .05$

APPENDIX P

FACTOR 2 ARRAY

-4	-3	-2	-1	0	1	2	3	4
Express views on proposed bills that will impact clients. 4	With allies, prepare convincing rationales for social change. 13	Collect data to show the need for change in institutions. 7	Teach colleagues to recognize sources of bias within institutions and agencies. 16	Train other counselors to develop multicultural knowledge and skills. 21	Work to ensure that clients have access to the resources necessary to meet their needs. 22	Assist clients in carrying out action plans. 10	Identify strengths and resources of clients. 14	Use multiple sources of intervention, such as individual counseling, social advocacy, and case management. 20
	Work to change legislation and policy which negatively affects clients. 23	Serve as a mediator between clients and institutions. 3	Collaborate with other professionals who are involved in disseminating public information. 18	Encourage clients to research the laws and policies that apply to them. 6	Question intervention practices that appear inappropriate. 1	Help clients overcome internalized negative stereotypes. 11	Help clients identify the external barriers that affect their development. 19	
		Communicate with my legislators regarding social issues that impact my clients. 25	Get out of the office to educate people about how and where to get help. 15	Maintain open dialogue to ensure that advocacy efforts are consistent with group goals. 5	Conduct assessments that are inclusive of community members' perspectives. 12	Educate other professionals about the unique needs of my clients. 8		
			Seek feedback regarding others' perceptions of my advocacy efforts. 2	Deal with resistance to change at the community/system level. 17	Help clients develop needed skills. 9			
				Ask other counselors to think about what social change is. 24				

APPENDIX Q

CRIB SHEET FOR FACTOR 2

Items ranked at +4

Difference of 4

20. Use multiple sources of intervention, such as individual counseling, social advocacy, and case management.

Items ranked at -4

Difference of 2

4. Express views on proposed bills that will impact clients.

Items ranked higher by this factor

Difference of 4

12. Conduct assessments that are inclusive of community members' perspectives. (1)

Difference of 1

2. Seek feedback regarding others' perceptions of my advocacy efforts. (-1)
8. Educate other professionals about the unique needs of my clients. (2)
17. Deal with resistance to change at the community/system level. (0)
19. Help clients identify the external barriers that affect their development. (3)
23. Work to change legislation and policy which negatively affects clients. (-3)
25. Communicate with my legislators regarding social issues that impact my clients. (-2)

Items ranked lower by this factor

Difference of 2

9. Help clients develop needed skills. (1)
13. With allies, prepare convincing rationales for social change. (-3)
15. Get out of the office to educate people about how and where to get help. (-1)

Difference of 1

**3. Serve as a mediator between clients and institutions. (-2)*
10. Assist clients in carrying out action plans. (2)
**14. Identify strengths and resources of clients. (3)*
18. Collaborate with other professionals involved in disseminating public info. (-1)
21. Train other counselors to develop multicultural knowledge and skills. (0)
22. Work to ensure that clients have access to the resources necessary to meet their needs. (1)

Italicized statements are consensus statements, non-significantly different at $p > .01$
Statements marked with * are non-significantly different at $p > .05$