



Running head: CAREER ASPECTS FOR BATTERED WOMEN

Career Counseling for Battered Women: Purpose and Considerations

California State University, Fresno

COUN 220

February 17, 2012

BWR passed

### Career Counseling for Battered Women: Purpose and Considerations

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Domestic violence is a chronic and widespread phenomenon of our American culture and it involves all aspects of abuse: physical, sexual, emotional as well as economical and psychological (Chronister, & McWhirter, 2003). Some of the statistics for intimate partner violence are staggering. According to a study from the Bureau of Justice Statistics (as cited in Chronister, & McWhirter, 2003, p. 44), within a seven year period there were 746,580 intimate partner violence (IPV) reports against women, also it was estimated that in the general population 76.9% of physical and sexual abuse goes unreported, that is, only 1 in 5 women report their IPV victimization. The need to create resources for this population has been the criteria for much research. Empowering the battered woman includes all that is necessary for safety but to help her find consistent independence from violence, a systematic strategy towards long-term career goals is the much needed criteria to fuel future research (Brown, Reedy, Fountain, Johnson, & Dichiser, 2000).

↑ Double space throughout

Vocational counseling for the battered woman has many challenges, but a particular condition in social services that makes progress difficult for the client of abuse is seen in the sparse information for long-term vocational counseling and intervention (Morris, Shoffner, & Newsome, 2009). There seems to be more immediate short-term employment strategies available for these women than long term vocational goals. Immediate employment would appear more of a salient reality for this client. However, according to research, "longer-term career and economic opportunities promote women's economic independence, their ability to provide for their families, and their ability to live their lives free from violence" (Morris, Shoffner, & Newsome, 2009, p 151). The amount of literature available is weak in this area of research although, the

embedded studies contain tested and reliable interventions that have significant outcomes for this population's challenges.

*Wonderful Intro!*

**Barriers to vocational and career pursuit for the battered woman** *Center*

The most obvious barrier for the battered woman is the subject of her safety and financial dependence. A women's abuser may create an isolated environment that leaves him, her only source to rely on, systematically controlling her social interactions and ultimately controlling her access to money. Chronister and McWhirter (2003) contend that this economic abuse includes harassment at work; 75% of battered women are harassed at work and this behavior is responsible for 54% of these women losing their jobs. It is clear that this population has unique career challenges. An article from the Journal of Mental Health Counseling revealed a link between IPV and childhood physical and sexual abuse for this population, and postulated that many of the victims have an impaired ability to gauge abuse as a result (Gianakos, 1999). Such women cannot discern the excessiveness of their violent partners' need for control and consequently do not have the cognizance or the necessary means to leave. The literature for career counseling battered women addresses many of these obstacles.

*Interesting!*

Among the most prevalent obstacles for the battered woman referenced throughout the literature, is the perception of her own abilities. Several studies show that self efficacy expectation is the primary barrier for motivation to pursue or achieve goals toward long-term careers and independence (Brown et al, 2000; Chronister & McWhirter, 2003, 2006; Gianakos, 1999; Morris, Shoffner & Newsome, 2009). Albert Bandura's self efficacy model (as cited in Brown et al, 2000) is the belief in one's ability to perform certain tasks or the expectations about one's ability. Brown et al (2000) points out that negative self judgments manifest in self efficacy

for the battered woman <sup>and then</sup> which creates a cognitive and emotional sabotage that in turn sets the victim up for failure.

The abuse these women receive makes them vulnerable to mental health issues such as anxiety, depression and post traumatic stress disorder which not only impairs concentration but can severely impede their decision making abilities necessary in the vocational counseling process (Gianakos, 1999). Other psychological effects of abuse relevant to these women and is reported at a higher rate than the general population <sup>are</sup> is suicide and suicidal ideation (Morris, Shoffner, & Newsome, 2009). The National Career Development Association suggests that career counselors become aware and be prepared to accommodate the mental health needs that influence the vocational choices for these women (as cited in Gianakos, 1999). Although there are many unique aspects of counseling this population, the research suggests that in spite of the insurmountable odds facing these women, the desire for career counseling for the battered women reflects an intentional and genuine interest.

### Interventions and career counseling strategies → Center

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Social cognitive career theory (SCCT) is indicated as the therapy of choice found in the literature for battered women and is based on Bandura's model of self efficacy (Chronister & McWhirter, 2003, 2006; Morris, Shoffner, & Newsome, 2009). SCCT interventions strive to help the abused client understand real and perceived barriers to their situations whether living with the abuser or after leaving; perceived self efficacy expectations and outcomes tend to continue on even after leaving the abusive living arrangement (Chronister, & McWhirter, 2003). SCCT is geared to aid the counselor with the task of sorting out thought patterns and to help the client to see how this relates to behavior patterns in career choice and career pursuit. Such interventions

guide the counselor through the many areas of battered women's cognitive and consequential emotional self perceptions. The self efficacy belief for this client is skewed and is programmed through the experiences of negative input and outcomes (Brown et al, 2000). The reciprocal relationship of input and outcomes keeps the battered woman stuck in a loop of negative expectations which contributes to low self efficacy (Chronister, & McWhirter, 2006).

Another area of SCCT that guides the client towards a better opportunity for changing negative effects of low self efficacy is through the social aspect of support. As mentioned earlier isolation is a real condition for the battered woman and becomes the norm in her world. Gianakos (1999) points out that low self esteem and negative self efficacy reinforces the narrow focus of isolation and would be better served through a more "global focus of self efficacy rather than a narrow focus on career self efficacy" (Conclusion section, para. 3). This study implemented a strategy of behavioral tasks and through specific stages guided the battered client in seeking out available support: such support as career fairs, career counseling and opportunities through the education process. Although reaching out was particularly difficult, especially for such an isolated population, the experience was reported as the most meaningful and resulted in the most powerful of outcomes: social interaction and support for the battered woman (Gianakos, 1999).

As the battered woman begins to find support and experiences positive outcomes, self awareness is enhanced and she is able to envision positive results (Chronister, & McWhirter, 2006). Chronister and McWhirter's (2003) study explored the role of "critical consciousness" (p. 423), which is the ability to critically examine one's life and pursuits in the context of one's own choice of actions as opposed to being acted upon, in other words, viewing oneself as a survivor instead of a victim. The context of one's life includes home, school and work i.e., the basic fabric

of one's connection to community. Also included in this particular client's life context would be the relationship of the career counselor. There has been much discussion of the client's needs and barriers, but there is an essential component to those barriers that needs to be considered, that is the perceived relationship of the counselor by the client, whether it is empowering or overpowering (Chronister, & McWhirter, 2003).

The career counselor has an obligation to assess any counter transference when working with any population. This self examination would include assessing "privileged status and power in the counseling relationship that may serve to foster dependence" (Chronister, & McWhirter, 2003, p. 423). Not only does the counselor need to critically examine motives but also has an obligation to operate within his or her scope of competency. Chronister and McWhirter (2003) maintain the career counselor who works with the battered woman must be informed and equipped not only with mental health issues of the client, but also political and legal aspects of domestic violence legislation and resources.

#### *Application*

Although there are many components of interventions and strategies for career counseling battered women, it is beyond the scope of this paper to exhaust them all. The interventions mentioned are the most salient within the current research yet there is one more specific aspect worth mentioning: the role model for battered women (Brown et al, 2000). Role models in the community who have overcome similar obstacles and have succeeded are an empowering force to the battered woman. Other role models serve as a reminder to the horrific circumstances of domestic violence, such as Marjaree Mason (Marjaree Mason Center, 2012).

Marjaree Mason was a battered woman and her story was the catalyst used to start a safe haven from abuse and abusers for women and their children called the Marjaree Mason Center in

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Fresno California. Unfortunately Marjaree Mason was killed at the hand of her abuser but her legacy is what fuels research and has produced many programs that have empowered women all over the San Joaquin Valley to find shelter and ultimately remove themselves and their children from the abuse. Consequently the lessons learned from Marjaree's demise have indirectly been responsible for rescuing many lives from the same tragedy.

Career counseling for battered women might not have been available as a vital resource if not for women like Marjaree Mason and the Marjaree Mason Center. The body of research addressed in this study would benefit from a strategy focused on the role model and the effects of incorporating these pillars of the community within a career counseling paradigm. Further research is needed in the area of community based mentoring and the effects of relationship building for the battered woman and her children.

*OK... now add a more personal touch to this. Using the concept of role modeling as a strategy to help these women, how would you develop an intervention to help this target group. What results do you expect to see?*

The purpose of this study was to bring to light the most popular resources and interventions for counseling battered women in vocational and career choices and pursuits. The battered woman has many obstacles and challenges when pursuing career choice however, with the aid of the methodological strategies of interventions like SCCT and critical consciousness, the battered woman has a better chance of enduring her environment, and ultimately rising above her circumstance. (see syllabus Application section)

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References

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BWR passed  
Content =  $\frac{3}{4}$   
Style =  $\frac{4}{4}$   
Mechanics =  $\frac{4}{4}$



Use APA 6th format  
for cover page

Career Forum Literature Review

California State University, Fresno

BWR passed

APA 6th

Career Forum Literature Review

Career fairs and forums are an important way to resource future graduates about specific careers and what those careers will entail. They are used to deliver information to students about specific careers, career requirements, internship opportunities, and further understanding about what each job may entail. One population of graduates who could benefit from a career forum would be graduating counseling students who are planning to work with children. In this paper, I plan to discuss the justification for career forums with research that indicates what works and does not work regarding them. I also plan to discuss what a virtual career forum might look like for graduate counseling students who will work with children.

Good Intro

Research background

Use readings as suggested in the syllabus

In a study by Payne and Sumter (2005), information was gathered regarding student perceptions of career fairs. This study found that students felt that they had gained a lot of knowledge from a career fair that was specific to their degree. Using surveys in order to evaluate student perceptions, the study found common themes that students liked, learned, and felt needed improvement for career fairs.

There were several major themes that students valued at career fairs.

Students found that general information about careers, knowledge of the hiring process, information regarding interning, future and current career contacts, academically specific information, and entertainment were of high value. These themes indicated that students had positive perceptions of the information they received at the career fair (Payne and Sumter, 2005).

The results of the surveys also indicated themes regarding what students learned from the career fair. Students indicated that they learned about pay scale

range, occupational requirements, and altered expectations about their career choice (Payne <sup>by</sup> and Sumter, 2005).

The last thing these surveys indicated were areas that student would like to see improvement in future career fairs. Students indicated a desire to see a more adequate facility to hold the fair in. Students also desired to have more access to various agencies. Students also recommended making the focus of the career fair wider while still being applicable to related degrees (Payne and Sumter, 2005).

*Supporting evidence*

This study was a survey that included 93 college students who were recently present at this specific career fair. This job fair was unique in that it was a major specific job fair focused on Sociology and Criminal Justice students. The surveys given to the students were analyzed and coded. These codes indicated the major themes throughout all of the surveys. The study found the themes of what students thought were beneficial and what items they would like to see improved upon in future job fairs. The study also indicated the importance of students being involved in the creation of job fairs, major-specific job fairs, the significance of ensuring that all of the occupations are available, and the importance of obtaining student feedback regarding career fairs (Payne and Sumter, 2005).

Another study found that a persons' self-efficacy could be enhanced through a career fair, <sup>since it</sup> which provides them with specific information about various careers in their community. Participants were exposed to several career options at this career fair and were shown to have an increased career self-efficacy after this event. This showed the link between using career fairs to increase occupational self-efficacy for students and adults. The study also noted that some of the participants

even were able to expand their ideas of which jobs they were equipped to do based on the information provided to them (Kolodinsky et al., 2006).

This study also highlighted a possible disadvantage to career forums for adult women. It showed a decrease in effectiveness for that specific target group. The study indicates this decrease could imply that career fairs are more applicable to younger aged participants, and may decrease in their effectiveness with age (Kolodinsky et al., 2006).

The previously discussed study is a study involving participants of both high school and adult age ranges. The study included mostly females. Present at the fair were high school females, some adolescent males, and a significant amount of women over age 20. The sample consisted of 139 attendees. The event took place at a large venue in which separate rooms were utilized to present specific job information. Attendees were able to go through various rooms and hear the information as well as ask questions. Participants were given a pre and post Likert scale survey to rate their efficacy before and after the event. The comparison between the two of these surveys showed a marked increase in the occupational self-efficacy felt by the participants. The limitations of this study would include that the Likert scale may have been too narrow and therefore the scores may not be as accurate as they could be (Kolodinsky et al., 2006).

In working with children with behavior challenges, graduate counseling students would benefit from a career fair. Research has indicated that beginning counselors feel frustrated and unprepared in their first contact with counseling children. <sup>(Source?)</sup> They often have experience strictly with adults, which limit their

understanding of working with children and their unique needs. More specific advanced knowledge of the characteristics of children would benefit counselors immensely in their preparation to enter practicing counseling with children (Erdman and Lampe, 1996).

According to this research, it would benefit counselors greatly to have access to working with children, or experts in that field, in order to improve their awareness and efficacy in that occupation. <sup>(Source?)</sup> This could be achieved through a career forum which would give graduate counseling students access to professionals in this field, and even access to possible internships (Erdman and Lampe, 1996).

In another research study of marriage and family therapists, it was found that marriage and family therapists, specifically therapists that practice family therapy, felt very inadequate and incompetent in treating children in the course of therapy. <sup>(Source?)</sup> They reported a low level of knowledge in working with children, as well as a low skill level. Even experienced therapists who are developmentally mature as therapists struggle with treating children. The research concludes that additional exposure and training would benefit the field of family therapy greatly (Raimondi and Walters, 2004).

The research was conducted through a mail survey, in the form of a preliminary needs assessment. This was a one to five point scaling instrument developed for the study. This assessment gathered data on the level of competence, relevance, and training interest in the field. The study was conducted using 500 clinical members and 70 clinical directors, all part of the (AAMFT) of which 180 therapists and 27 program directors returned (Raimondi and Walters, 2004).

American Association of Marriage  
and Family Therapy

One of the limitations of the study was a low return rate on the mailed out survey. Also, the study was a quantitative and purely data based questionnaire. While the information was valuable, researchers want to see more qualitative data using open-ended questions to better understand the meaning of the quantitative data (Raimondi and Walters, 2004).

*How wonderful researched!*  
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*Application*

In working with graduate counseling students who desire to work with children with behavior problems, I would want to emphasize the differences in the counseling skills required for children versus adults. I believe this is an important emphasis because many counselors are not aware of all of the unique aspects of working with children. Providing information on this would help to educate them as well as to provide them with opportunities to engage with experts in the field who can answer their specific questions and inquiries. I would also emphasize the various careers available to counselors to work with students with behavior problems. I would want the forum to provide them with a chance to interact with agencies that work with children and provide access to job opportunities they may not know are within their abilities.

For my target population, I plan to do a career information forum. I would want to include all of the local agencies that hire counselors to work with children who have behavior problems. I would want to provide an area for each of those agencies, and have a representative from each agency give a brief informational presentation about what their agency does, and what it is like to work with these students. They would also provide information that highlights the key differences

*how brief?*

they have found in working with students <sup>u</sup>vers~~s~~ adults. These agencies would then allow time for questions from graduating counseling students.

Through this forum I would desire for the students to have a new understanding of the various jobs available to them upon their graduation or for their internships. Also, I would like for them gain new insight and confidence in what working with children struggling with behavior would be like, and what strategies those agencies have found to be effective.

*what a delightful paper!  
Very well researched. I look forward  
to Part 2 and the Presentation.*

References

← Erdman, P., & Lampe, R. (1996). Adapting basic skills to counsel children.  
→ *Journal of Counseling & Development*, 74(4), 374.

no italics

← Kolodinsky, P., Schroder, V., Montopoli, G., McLean, S., Mangan, P. A., & Pederson, W. (2006). The career fair as a vehicle for enhancing occupational self-efficacy. *Professional School Counseling*, 10(2), 161-167.

no italics

← Payne, B. K., & Sumter, M. (2005). College students' perceptions about career fairs: What they like, what they gain, and what they want to see. *College Student Journal*, 39(2), 269-276.

← Raimondi, N. M., & Walters, C. (2004). Training family therapists to work with children: Competence, relevance, and interest ratings in the field of family therapy. *American Journal of Family Therapy*, 32(3), 225-237.

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99/100 = 10 8/10

BWR passed  
Content = 4/4  
Style = 3/4  
Mechanics = 4/4



**THE LGBT COMMUNITY: A NEED FOR CAREER DEVELOPMENT**

The Lesbian, Gay, Bisexual, Transgender Community: A Need for Career Development

California State University Fresno

*BWR passed*

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THE LGBT COMMUNITY: A NEED FOR CAREER DEVELOPMENT  
Title of Topic

Career development is necessary for many groups of people; high school students, current and college graduates, adults that are currently employed or looking for work, and even the retired. Many resources are needed in these areas, but a community that is especially lacking in career development in the Lesbian, Gay, Bisexual, and Transgender (LGBT). LGBT individuals consider themselves a minority group amongst other minority groups. LGBT is a minority group, not like racial or ethnic minorities, but they lack some of basic human rights, (marriage, same sex adoption, and medical insurance.) This community struggles with the same experiences of career development, but their struggles are gender based, <sup>they also</sup> and struggle with issues of discovering their own sexual individuality.

Double space throughout ↑

Research background (bold font) APA

All high school and college students need guidance in career development, but LGBT students lack the resources in a greater area. LGBT students struggle with coming out and gender identity issues more than heterosexual students do. Not only are LGBT students trying to find themselves individually, they are trying to fit in amongst the college routine of as their fellow heterosexual students. Harassment, intimidation, and personal safety come into play of the different experiences LGBT college students have on campus as well as the activities that they involve themselves in, which is a unique factor in their career development (Schmidt, Miles & Welsh, 2010.) LGBT students may be freshly finding themselves and their sexuality, <sup>thus</sup> which makes career decisions and development harder to focus on (Schmidt, Miles & Welsh, 2010.) This confusion and difficulty of finding oneself and working on career decisions has been called the "bottleneck effect" (Schmidt & Nilsson, 2006.) The "bottleneck effect" stresses that when LGBT students are recognizing their

Use heading as suggested in the syllabus

Sentence transition

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p.

Always use p.'s after quotation marks

## THE LGBT COMMUNITY: A NEED FOR CAREER DEVELOPMENT

Based on this evidence, there is a definite need for career fairs for the LGBT community. Going back to the subject of high school and college LGBT students, there is evidence that they need more guidance. LGBT students have been found to have more career role models and aspirations than heterosexual students, but perceive less support and guidance in academic career decision making (Schmidt, Miles, & Welsh, 2010.) LGBT workers will need exposure to LGBT supportive companies. According to Preston Jr., Frederickson and Herrshaft, (2006), as of 2004, 75 percent of Fortune 500, include sexual orientation in their equal opportunity (EEO) policies and ninety-eight percent of Fortune 50 include these policies. These LGBT friendly companies should be invited to LGBT sensitive career fairs to show LGBT workers that they are out in the work force, and this community should be aware of their rights as employees.

↑  
LGBT career fairs would be a benefit to the LGBT community in ways that are advantageous rather than disadvantageous. The opportunity to have a clear picture of the companies and career opportunities for students and employees <sup>is</sup> a benefit. Again, Preston Jr., Frederickson and Herrshaft (2006), recommend that when it comes to making hiring decisions, the organization must select senior leadership staff that will represent diversity <sup>that</sup> and include sexual orientation. These staff members that represent these organizations would be ~~extremely~~ advantageous and a key element to a career fair. Other elements that are necessary <sup>for a successful fair</sup> are support from High Schools, Universities, Colleges and Organizations. Participants would need to be LGBT sensitive and educated. Disadvantages to a LGBT based career fair, would be the negative attention the fair and attendants may

# THE LGBT COMMUNITY: A NEED FOR CAREER DEVELOPMENT

receive from the general public. Also, finding the appropriate media and networking outlets to spread the word of a LGBT career fair will be a difficult task, but becoming familiar with LGBT Community Based Organizations and friendly LGBT businesses will help. These disadvantages may look minimal, but they cannot be overlooked as obstacles that may occur.

Provide sources for these claims  
40/40

## Supporting Evidence

A study was done on 102 self-identified LGB youth to test the "bottleneck" hypothesis. To support their hypothesis, researchers used test subjects ranging from ages 15 through 19, male and female, lesbian, gay, bisexual, bicurious, "other" and transgender individuals. The LGBT participants had to be enrolled in local middle or high schools, be graduated students or drop outs, for no longer than 6 months before participation (Scmidt & Nilsson, 2006.) A national survey was completed in 2004 on lesbians in executive, director and managerial positions in Fortune 500 and 50 companies that supported LGBT rights and were aware of the need for more support of LGBT rights (Preston Jr., Fredericksen & Herrshaft, 2006, and Gedro, 2009.) Another study ~~completed~~ (Scmidt, Miles & Welsh, 2010) included 189 female and male LGBT enrolled, undergraduate university students. This study explored and supported the college sexual identity perusal and career development need for college students. In the article presented by Degges-White and Shoffner (2002), a case study was done on a 31-year-old Lesbian employee ~~employed~~ at a bank. This study was to show how theory of career development proves that gender identity discrimination and harassment discourages LGBT employees in career advancement and satisfaction.

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# THE LGBT COMMUNITY: A NEED FOR CAREER DEVELOPMENT

*Application*

The first major aspect I would want to emphasize for a career fair would be the availability and proof of support for career development for LGBT students and employees.

*This means I would*  
to have businesses, organizations, colleges and universities present at the career fair to show the LGBT community there are outstanding possibilities and support out there for them. Secondly, education and resources made available at the career fair *is*

*incomplete sentence*

just as important. *For example,* possible legal firms and, or LGBT Community Based Organizations present at the fair, to provide legal and supportive information for LGBT occupational rights. Education, availability and support are key elements to the career fair.

Education from schools, colleges and universities for LGBT students to inform them they have career counseling available to them, the availability of businesses and organizations offering volunteer and internships for students *opportunities* and interview opportunities for new employees, *as well as* and finally, Community Based Organizations to offer information for support groups as well as volunteer opportunities to bond with others in their LGBT community.

*The One*

The outcome of the career fair would be for the LGBT community and supporters to *which sector of the community?* *High School,* *College,* *etc.?* come together. Coming together would allow information to be shared and some of the stress from the stigma of having a different gender identity could be lifted. Individuals that

*not aren't all as people one's identity interference? it possible focus on finding oneself without looking at one's dreams, goals, etc.?*

are struggling with finding themselves can focus on this aspect of their lives rather than struggling with the confusion of where to go in a sense of career development. They will have an adequate source of information as well as resources to find more information and

*How are all related to career development one's overall identity*

THE LGBT COMMUNITY: A NEED FOR CAREER DEVELOPMENT

supportive outlets. LGBT students will come out with the abilities to be self-sufficient and be able to tackle the work force with the confidence as any ~~normal~~ individual would.

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THE LGBT COMMUNITY: A NEED FOR CAREER DEVELOPMENT

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Degges-White, S., & Shoffner, M. F. (2002). Career counseling with lesbian clients: Using the theory of work adjustment as a framework. *The Career Development Quarterly*, 51, 87-96. Retrieved from <http://www.csu.fresnostate.edu>

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10/10

Well researched + written. A pleasure to read  
96/100 = 10%  
GWR passed  
Style + Format 3/4  
Mechanics 3/4  
Content + Organization 4/4