COMPUTER-ASSISTED CAREER GUIDANCE:
MULTICULTURAL ISSUES BIBLIOGRAPHY

by
James P. Sampson, Jr.
Kwabena T. Sankofa-Amammere
Robert C. Reardon

July 25, 1998

The Center for the Study of Technology in Counseling and Career Development
University Center, Suite A4100
The Florida State University
Tallahassee, FL 32306-2490

(850) 644-6431 (voice) (850) 644-3273 (FAX)
http://www.career.fsu.edu/techcenter

This bibliography, along with other bibliographies developed by the Center for the Study of Technology in Counseling and Career Development, is intended to assist practitioners, researchers, policy makers, and system developers in identifying and locating sources of information on the design and use of computer-assisted career guidance (CACG) systems. The ultimate aim of this effort is to improve the availability and quality of career and educational services to children, adolescents, and adults. Bibliographies are available on General CACG Issues, CACG Ethical Issues, CACG Multicultural Issues, CACG Disability Issues, and CACG Research and Evaluation. Bibliographies are also available on specific collections of CACG systems, such as Career & College Quest, the Career Information System, CareerView, Career Visions, Choices, C-LECT, COIN, DISCOVER, FOCUS II, the Guidance Information System, and SIGI PLUS.

The Multicultural Issues Bibliography contains citations related to the design and use of CACG systems in a multicultural context. The aim of this bibliography is to improve the quality of theory, research, practice, and public policy associated with computer-assisted career service delivery for diverse multicultural populations. By promoting a clearer understanding of the socio-economic, cultural, philosophical, theoretical, and practical issues associated with multiculturalism, the quality of life for ethnic minority groups in the United States can be improved.

The authors of this bibliography acknowledge and affirm the view that culture may significantly influence what clients consider to be a problem, how they express it, whom they seek out for help, and the treatment strategies they prefer. The design, delivery, and evaluation of career services are all, in direct or indirect ways, influenced by cultural values and traditions.

This bibliography recognizes the difficulties -- socio-political, philosophical, and linguistic -- inherent in formulating labels and categories for appropriately referring to different ethnic and racial peoples in society. Atkinson, Morten, and Sue (1993) noted that the terms, African Americans, Asian Americans, Hispanic Americans, and Native Americans ". . . were emerging as the standard references for the four major racial/ethnic minorities in the United States" (p. 14). Older citations in this bibliography use a variety of terminology that are less frequently used today.

In the authors' review of the literature, only a few citations were identified that specifically dealt with the design and use of CACG systems in a multicultural context. For this reason, selected general citations on the influence of multicultural issues on career development and career service delivery were included in the bibliography to provide a foundation for understanding how multicultural issues may influence the design and use of CACG systems. The bibliography then continues with citations that specifically deal with the design and use of CACG systems in a

multicultural context. Since interventions dealing with "disadvantaged persons" and "at-risk youth" often include various non-European cultural groups as participants, citations dealing with these interventions are included in this bibliography. It is important, however, <u>not</u> to conclude that being "disadvantaged" or "at-risk youth" is synonymous with being a member of a non-European cultural group, since interventions for "disadvantaged persons" and "at-risk youth" include persons of <u>all</u> races and cultural groups.

General information on computer-based career information delivery systems may be obtained from the Association of Computer-Based Systems for Career Information, 6613 Benson Drive, Alexandria, VA 22306, (703) 768-6853 (voice), (703) 768-7585 (FAX), <u>http://www.acsci.org</u>, vaacsi@aol.com

Funding for computer-assisted career guidance bibliographies produced by the Center for the Study of Technology in Counseling and Career Development is currently provided by the National Occupational Information Coordinating Committee and the Florida State University Career Center. Previous funding for the development of bibliographies was provided by the W. K. Kellogg Foundation, the Florida Department of Education Bureau for Career Development, and the Florida State University College of Education and Division of Student Affairs.

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