

From Stigma to Agency: A Qualitative Study of Disability-Affirmative Career Counseling Processes with Taiwanese Adults with Disabilities

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Research Overview

This qualitative study examined career counseling processes for Taiwanese adults with disabilities using Disability-Affirmative Therapy (DAT) as a guiding framework. Systematic analysis of 511 meaning units derived from 24 individual counseling sessions and four post-counseling in-depth interviews yielded six superordinate themes and an indigenous career counseling process model—the ACCEPT Model—offering empirical grounding for culturally responsive rehabilitation and career counseling practice.

Purpose

Persons with disabilities encounter compounding barriers in career development, including stigma internalization, workplace microaggressions, and disability identity-related distress. Yet process-level qualitative research on career counseling with this population remains scarce, particularly outside Western contexts. This study aimed to: (a) identify core themes in the career counseling experiences of Taiwanese adults with disabilities receiving DAT-informed individual counseling; (b) delineate counselor intervention strategies that facilitate disability identity reconstruction and career agency; and (c) examine distinctive relational dynamics within the counseling relationship, especially when the counselor shares a disability identity with the client.

Methods

A codebook-guided qualitative design was employed. Four purposively sampled adults with certified disabilities (ages 26–33; three women, one man; disability types: visual impairment with comorbid psychiatric diagnoses, cerebral palsy [two participants], and physical disability) each completed six individual career counseling sessions (60–90 min; 24 sessions total) delivered by a licensed counseling psychologist who uses a wheelchair. Each participant also completed one semi-structured post-counseling in-depth interview (90–120 min). Verbatim transcripts exceeded 100,000 Chinese characters. Analysis integrated Braun and Clarke's (2006) thematic analysis with a hybrid deductive–inductive coding strategy (Fereday & Muir-Cochrane, 2006). Trustworthiness was established through member checking, peer debriefing, and researcher triangulation ($\kappa > .80$), per Lincoln and Guba (1985). Reporting adhered to JARS-Qual standards (Levitt et al., 2018). Dual IRB approval was obtained from National Taiwan Normal University (No. 202308HS012) and Fu Jen Catholic University (No. FJU-IRB F-034/20201110).

Results and Discussion

Systematic coding yielded 511 meaning units across six superordinate themes: Disability Acceptance and Coping (T1; $n = 38$), Client Change Processes (T2; $n = 119$), Social Interaction and Stigma (T3; $n = 33$), Therapeutic Relationship (T4; $n = 29$), Counselor Interventions (T5; $n = 98$), and Strengths and Resilience (T6; $n = 194$). T6 accounted for 38% of all coded units, underscoring the centrality of strengths-based work in disability-affirmative career counseling.

Three core findings emerged. First, disability acceptance unfolded through a non-linear, iterative spiral anchored in three interacting mechanisms: stigma articulation and naming, structural reattribution, and emergent career agentic consciousness. Clients moved from self-blame and internalized stigma toward structural awareness and social advocacy—a trajectory consistent with Olkin's (2022) DAT framework and Sue et al.'s (2022) social model analysis. Second, the

counselor's embodied disability knowledge generated a distinctive disability-mirroring effect: clients' preventive nondisclosure and defensive normalization progressively dissolved in the presence of a counselor with shared lived disability experience, producing what Sue et al. (2022) term a "cultural opportunity" that cannot be fully replicated through technical training alone. This finding advances Wampold and Owen's (2021) theorization of facilitative interpersonal skills by identifying embodied disability knowledge as an irreplaceable dimension of cultural competence. Third, cross-case synthesis yielded the ACCEPT Model—an indigenous career counseling process model comprising six iterative, mutually reinforcing dimensions: Acceptance, Change Process, Context of Stigma, Engagement, Positive Adaptation, and Transformation. The model integrates DAT principles, multicultural counseling theory, and therapeutic relationship research into a culturally grounded framework applicable to DAT-informed career counseling in Taiwan and broader Asian disability counseling contexts.

Implications for rehabilitation and career counseling practice are discussed, including the systematic integration of disability cultural competence training into counselor education, institutional support for counselors with disabilities, and the expansion of outcome evaluation frameworks in Taiwan's vocational rehabilitation system beyond employment rates to encompass qualitative indicators of identity transformation and career agency.

障礙肯定取向生涯諮商之歷程研究：汙名、認同與能動性的螺旋式轉化

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關鍵詞：障礙肯定治療、生涯諮商、復健諮商、障礙認同、汙名、質性研究、具身障礙知識、ACCEPT Model

研究概述

本研究以障礙肯定治療（Disability-Affirmative Therapy, DAT）為框架，採編碼架構取向之質性研究設計，對四名台灣成年身心障礙者共 24 次個別生涯諮商及四次後測深度訪談進行系統性分析，產出 511 個意義單元與六大主題，並建構本土化生涯諮商歷程模型 ACCEPT Model，為復健諮商與生涯諮商實踐及訓練提供紮根於台灣脈絡的實證依據。

研究目的

身心障礙者在生涯發展歷程中面臨汙名化、職場微歧視與障礙認同困境，然而針對此族群在生涯諮商歷程中之主觀經驗與改變機制，現有文獻仍以就業成效為主要關注點，深度的諮商歷程質性研究十分匱乏，在非西方脈絡中尤為如此。本研究旨在：（一）探究以 DAT 為取向之個別生涯諮商中，台灣成年身心障礙當事人的核心議題與主觀經驗；（二）分析諮商師促進障礙認同重構與生涯能動性之核心介入策略；（三）檢視諮商關係中的獨特互動模式，尤其聚焦於諮商師具備障礙身份時所產生的文化鏡映效應及其對諮商歷程之影響。本研究的理論意圖在於從台灣本土脈絡出發，填補復健諮商與生涯諮商領域在文化敏感訓練與歷程研究上的雙重缺口。

研究方法

本研究採編碼架構取向之質性研究設計，以立意抽樣選取四名持有身心障礙手冊之成年研究參與者（年齡範圍 26–33 歲；女性三名，男性一名；障礙類別涵蓋中度視障合併多重精

神診斷、腦性麻痺兩名，及肢體障礙）。資料蒐集分兩階段：第一階段，每位參與者接受同一名具輪椅使用者障礙身份之持證諮商心理師提供之六次個別生涯諮商（每次 60–90 分鐘，共計 24 次）；第二階段，諮商全數結束後，每位參與者接受一次由研究團隊另一成員主持之半結構式後測深度訪談（90–120 分鐘）。兩階段逐字稿合計逾十萬字。

資料分析採 Braun 與 Clarke（2006）之主題分析程序，輔以 Fereday 與 Muir-Cochrane（2006）演繹與歸納混合編碼策略，建立涵蓋六大主題之編碼架構。可信賴度建立依循 Lincoln 與 Guba（1985）四項標準，透過成員核查、同儕詮釋審查及研究者三角驗證（ $\kappa > .80$ ）確認，並符合 JARS-Qual 質性研究報告規範（Levitt et al., 2018）。研究取得國立臺灣師範大學（IRB 核准編號：202308HS012）及輔仁大學（IRB 核准編號：FJU-IRB F-034/20201110）倫理委員會雙重審查核准。

研究結果與討論

系統性編碼共產出 511 個意義單元，歸納為六大主題：（T1）障礙接納與因應策略（ $n = 38$ ）、（T2）當事人改變歷程與經驗（ $n = 119$ ）、（T3）社會互動與汙名經驗（ $n = 33$ ）、（T4）諮商關係與互動模式（ $n = 29$ ）、（T5）諮商師介入策略與技術（ $n = 98$ ）、（T6）優勢與復原力（ $n = 194$ ）。其中 T6 編碼密度最高，佔全部意義單元 38%，顯示優勢建構工作在障礙肯定取向生涯諮商中的核心地位。

本研究呈現三項核心發現。其一，生涯諮商中的障礙接納並非線性歷程，而是透過汙名命名與具體化、結構性歸因重建，以及生涯能動性意識三個機制螺旋式交互推進，引導當事人從汙名內化逐步轉向生涯自我倡議——此歷程與 Olkin（2022）DAT 三層模型及 Sue 等人（2022）對障礙模式認知轉化的分析框架高度呼應。其二，具障礙具身知識的諮商師產生顯著的文化鏡映效應：當事人的預防性沉默與防禦性正常化，在與具有相似障礙生命史之諮商師的互動中逐步鬆動，形成 Sue 等人（2022）所稱之「文化機會」，此為技術訓練無法完全複製的具身性資源，呼應 Wampold 與 Owen（2021）對促進性人際技能的實證框架，並將具身障礙知識定位為文化勝任能力的不可替代向度。其三，跨個案分析浮現本土化生涯諮商歷程模型——ACCEPT Model，涵蓋六個螺旋式推進的向度：障礙接納

（Acceptance）、改變歷程（Change Process）、社會汙名脈絡（Context of Stigma）、諮商關係投入（Engagement）、正向調適（Positive Adaptation）與轉變成長

（Transformation），整合 DAT 理論、多元文化諮商取向與諮商關係研究，為台灣及亞洲脈絡的障礙肯定取向生涯諮商提供可操作化的實踐框架。

本研究對復健諮商與生涯諮商培訓、政策及實務均具重要意涵，包括：在諮商師教育課程中系統納入障礙文化知能訓練模組；機構積極支持具障礙身份之持證諮商心理師在倫理框架下進行文化橋接；以及將台灣現行復健諮商成效評估框架從就業率擴展至障礙認同轉化、結構歸因能力及生涯能動性意識等質性指標，以更全面回應身心障礙者生涯發展的深層心理需求。