

Key Elements of the CIP Approach

James P. Sampson, Jr., Gary W. Peterson,
Robert C. Reardon, and Janet G. Lenz

Florida State University

Copyright 2003 by James P. Sampson, Jr., Gary W. Peterson,
Robert C. Reardon, and Janet G. Lenz
All Rights Reserved

Background of the CIP Approach

- Began in 1971 at Florida State University
- Two sources:
 - Application of cognitive information processing theory
 - Self-directed service delivery strategies
- Two core constructs
 - Pyramid of information processing domains
 - CASVE cycle

Strategies Developed

- Readiness assessment
- Intervention planning
- Career assessment
- Information use
- Counseling

Strategies Developed

- Computer-assisted career guidance
- Employment search
- Career resource room design
- Staff training
- Program development and evaluation

Resources Developed

- Career Thoughts Inventory
- Career Thoughts Inventory Workbook
- Career assessment card sort
- Instruction for credit courses
- Counseling handouts and exercises

Application of the Theory

- Higher education
- Community Services
- Secondary Schools
- One-Stop Career Centers
- Correctional Institutions

Key Elements of the CIP Approach

1. Screen individuals in terms of needs
2. Match levels of staff support to needs
3. Use career theory to help individuals understand and manage career decision making
4. Use the career resource room and Internet web site with all levels of service delivery

Key Elements of the CIP Approach

5. Use career resources that meet a range of individual needs
6. Use staff teamwork in delivering services
7. Provide common staff training

Screen Individuals

- Individuals vary in readiness for career choice
- Problem of overserving or underserving clients when staff time is a scarce resource
- Screening helps staff and clients make informed decisions about the optimum level of service to meet client needs
- For some individuals, only brief screening is needed, while others need brief and comprehensive screening to select services

Match Support to Needs

- Screening results in a collaborative decision about the level of service that is appropriate for the readiness of the client
- Levels of service delivery include:
 - Self-help services (high readiness)
 - Brief staff-assisted services (moderate readiness)
 - Individual case-managed services (low readiness)
- Low readiness clients need staff with both career and mental health counseling skills

Use Career Theory

- Helps practitioners decide on the amount and type of career assistance individuals need
- Helps clients understand the content of career choice (What's involved) and the process of career choice (The steps involved)
 - Reduces ambiguity in the career choice process
 - Better manages the overwhelming amount of data
 - Provides criteria for self-monitoring of progress
- Core CIP constructs translated for client use

Use of Career Resource Room

- Career resource room is used as a part of all levels of service delivery
- Effectiveness of learning is dependent upon:
 - an understandable schema for organizing resources
 - an index to identify available resources
 - resource guides to help individuals select resources
 - clear signage to physically locate resources
 - a comfortable and attractive place for learning

Resources Meet Diverse Needs

- Individuals vary in verbal aptitude, motivation, learning style, and physical ability
- A variety of resources should be available to meet diverse needs
 - Easy to read print resources & videos (verbal ability)
 - Interactive resources (motivation)
 - Multiple resource options available (learning style)
 - Accessible resources (disability)

Staff Teamwork

- Multiple staff members may be involved in helping individuals use resources in a career library
- The recommendations for client resource use initiated by one staff member may be followed up by another staff member
- Staff need to cooperate with each other for this approach to be effective

Common Staff Training

- Multiple staff are involved in helping individuals select and use career resources
- Common staff training reduces the likelihood of inconsistent or disjointed service delivery
- Staff need to understand the nature and use of core resources that individuals are likely to use
 - Core resources include assessments as well as information and instructional resources

For Additional Information

www.career.fsu.edu/techcenter/

Link to the CIP Bibliography for citations that provide specific details on the CIP approach

Thank You