Using Information and Communication Technology to Integrate Face-to-Face and Distance Guidance

James P. Sampson, Florida State University
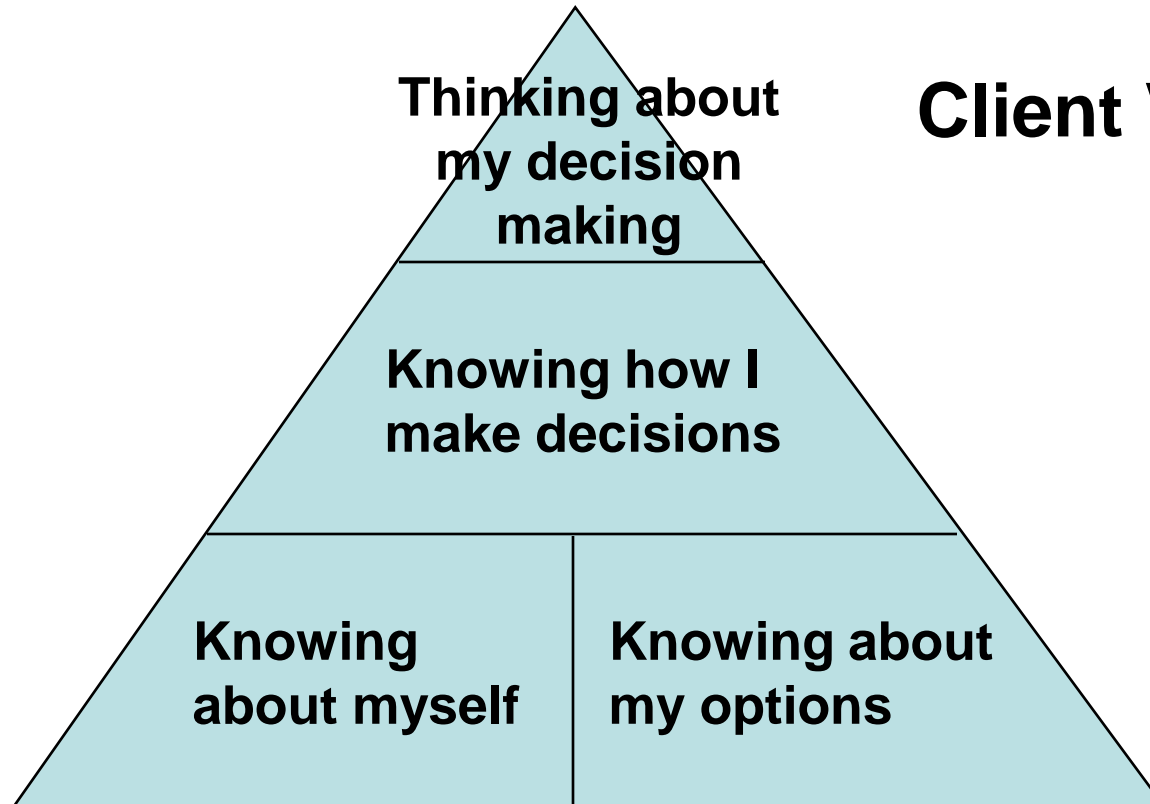
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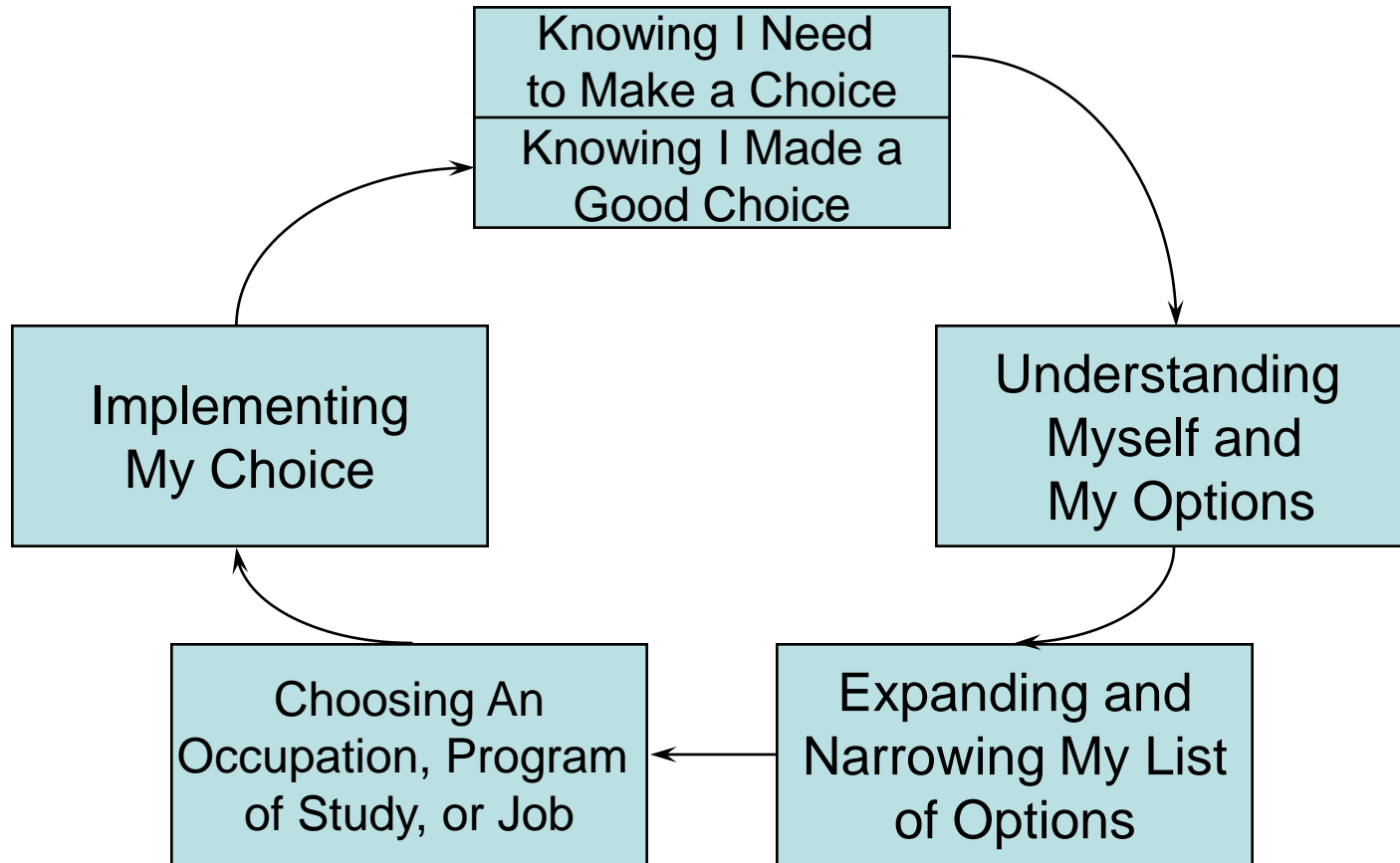# Pyramid of Information Processing Domains

Client Version

Thinking about my decision making

Knowing how I make decisions

Knowing about myself

Knowing about my options

What you need to know to make a career choice

CASVE Cycle - Client Version

Knowing I Need to Make a Choice
Knowing I Made a Good Choice

Understanding Myself and My Options

Expanding and Narrowing My List of Options

Choosing An Occupation, Program of Study, or Job

Implementing My Choice

What you need to do to make a career choice

Translating Concepts for Client Use

- **Pyramid**

  - What's involved in career choice

  - The <u>content</u> of career choice

  - What you need to <u>know</u>

  - Goal – making an <u>informed</u> choice

- **The CASVE Cycle**

  - A guide to good decision making

  - The <u>process</u> of career choice

  - What you need to <u>do</u>

  - Goal – making a <u>careful</u> choice

Differentiated Service Delivery

■ Instead of one level of service for all, three levels of service are needed to meet individual needs ranging from those who are:

  – self-motivated and able to learn successfully on their own

  – suffering from low readiness for decision-making who need substantial assistance to successfully learn

Differentiated Service Delivery

■ The three levels of service include

– Self-help services for young people and adults with high readiness for decision making

– Brief staff-assisted services for young people and adults with moderate readiness

– Individual case-managed services for young people and adults with low readiness
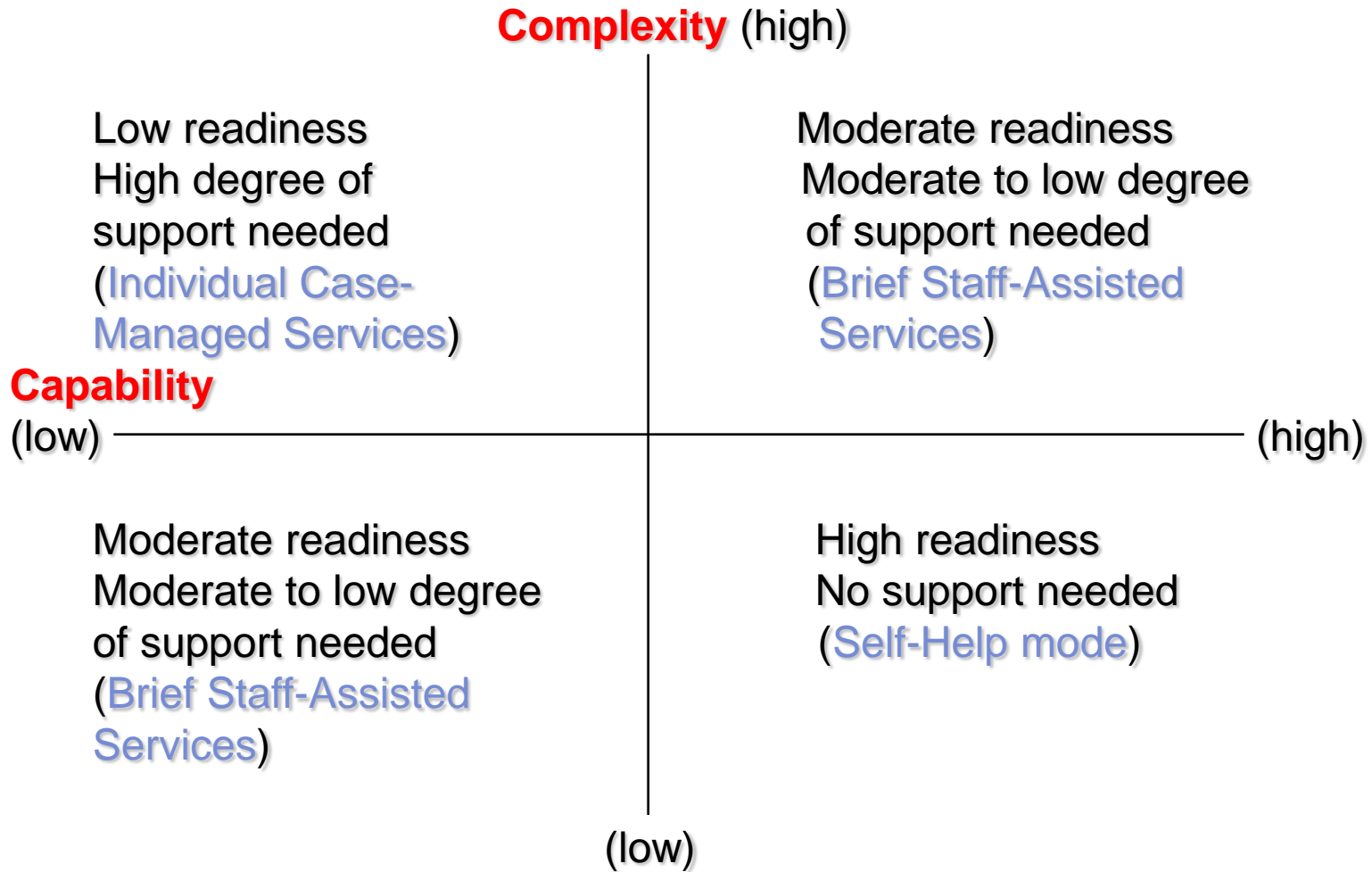
Definition of Readiness

- Readiness is the capability of an individual to make informed and careful career choices taking into account the complexity of family, social, economic, and organizational factors that influence career development

- Readiness also includes possessing adequate language skills and literacy skills for communication and learning

Two-Dimensional Readiness Model

Complexity (high)

Low readiness High degree of support needed (Individual Case- Managed Services)	Moderate readiness Moderate to low degree of support needed (Brief Staff-Assisted Services)

Capability

(low) ——————————————————————————————— (high)

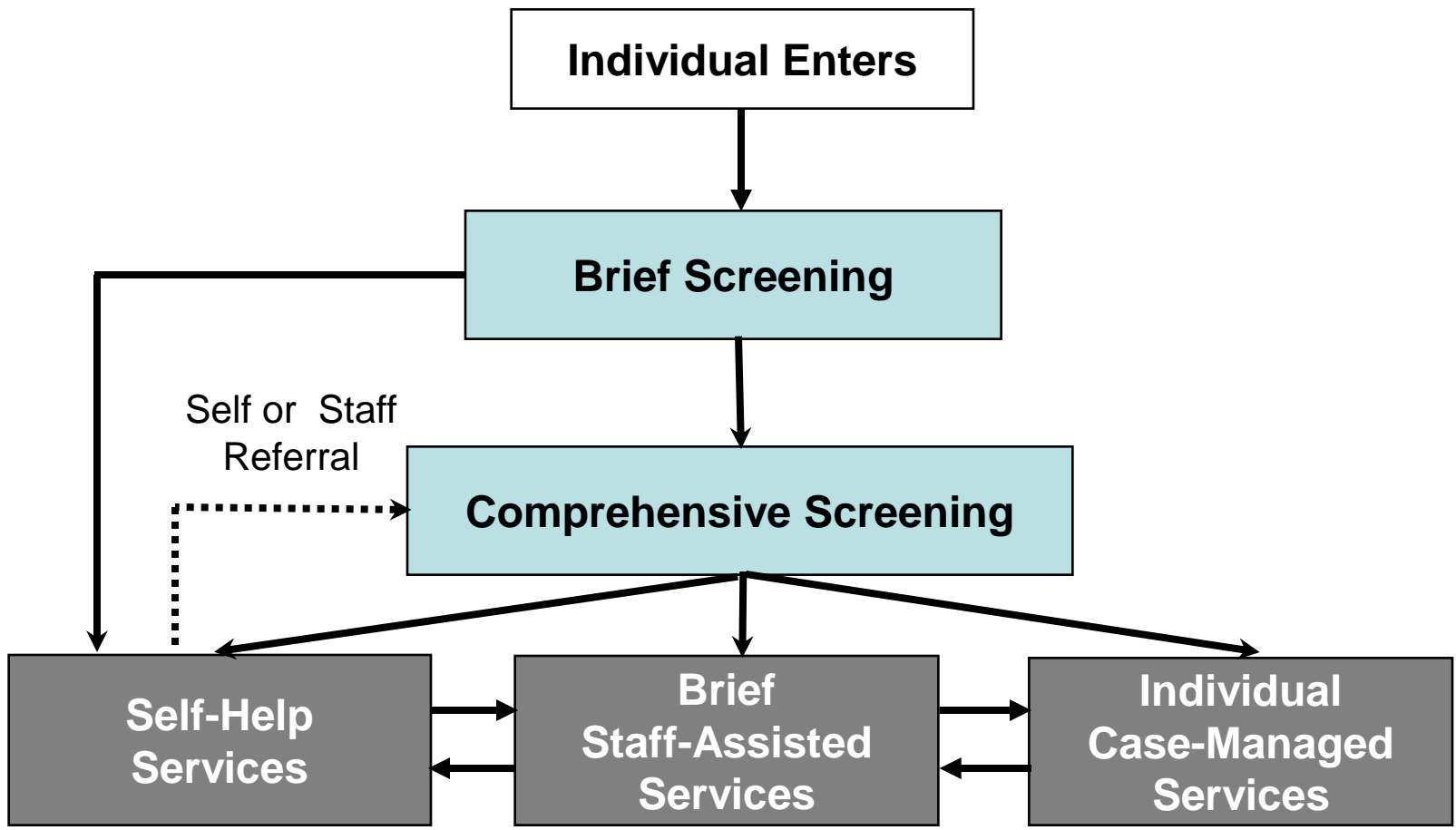|	
Moderate readiness Moderate to low degree of support needed (Brief Staff-Assisted Services)	High readiness No support needed (Self-Help mode)

(low)

Aim of Differentiated Service Delivery

- Young people and adults should receive the level of help they need, no more and no less

- The aim of the differentiated service delivery model (the CIP approach) is to provide
  - the right resource
  - used by the right person
  - with the right level of support
  - at the lowest possible cost

Differentiated Service Delivery Model

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          ┌─────────────────────────┐
          │    Individual Enters     │
          └─────────────────────────┘
                       │
                       ▼
          ┌─────────────────────────┐
          │     Brief Screening      │
          └─────────────────────────┘
                       │
                       ▼
   Self or  Staff      
   Referral
          ┌─────────────────────────┐
          │ Comprehensive Screening  │
          └─────────────────────────┘
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| Self-Help Services | Brief Staff-Assisted Services | Individual Case-Managed Services |

Complete differentiated model of delivering career resources and services

A Generic Sequence for Services

1. Intake
2. Screening
3. Problem identification
4. Goal setting
5. Service delivery planning
6. Resource and service use
7. Problem review

Common Elements of Face-to-Face and Distance Guidance

- Web Site

- Resource Guides

- Diagnostic Assessment

- Individual Learning Plans

- Information Handouts

Service Delivery at a Distance

- Deliver services through the use of e-mail, chat, telephone, or videoconferencing

- Delivered to persons who may
  - be underserved with face-to-face services
  - prefer the convenience of remote assistance

Distance Guidance as a Necessity

- Persons with disabilities who have mobility problems

- Persons in remote geographic areas who lack access to resources and services

- Persons seeking access to practitioners in other locations with specialized expertise

- Persons reluctant to seek help who use the Internet as a safe place to start obtaining resources and services

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Distance Guidance as a Convenience

■ Persons who want to access resources and receive services outside of normal business hours

■ Persons who want to access resources and receive services at their place of residence or work

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Three Levels of Service Delivery at a Distance

- ## Self-help services
  - Responding to questions about Web-site use

- ## Brief staff-assisted services
  - Screening, recommending, orienting, and follow-up of Web-site use

- ## Individual case-managed services
  - Individual guidance at a distance

Web Sites

- **All levels of service delivery can make use of Web sites that provide**

  - remote access to career assessments and career information

  - links and referrals to career services

- **In brief staff-assisted and individual case-managed services, specific content on a Web site can be assigned on the ILP**

Web Sites

- A career center or school Web site can be used by young people and adults in the career resource room as well as at a distance

- Staff modeling of Web site use can stimulate the information-seeking behavior of young people and adults

Web Sites and Distance Guidance

- Practitioner can refer an adolescent or adult to specific content on a Web site that relates to a problem being discussed

- The "teachable moment" provides practitioners with an opportunity to help individuals immediately process and apply what they are learning

Ethical Issues

- Informed consent

- Client suitability

- Client access and financial capability

- Counselor competence

- Training

- Credentialing

Ethical Issues

- Client technology skills

- Confidentiality

- Cultural sensitivity

- Limited awareness of location-specific issues

- Lack of clarity about practitioner credentials

Web Site Ethical Issues

- Violation of confidentiality or security

- Links to invalid assessments and information

- Lack of practitioner support when needed

- Practitioner dependency on the Web site to compensate for a lack of competency

- Individuals with little access to the Internet due to a lack of financial resources