

Cognitive Information Processing: Bridging the Gap between Career and Mental Health



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Introduction

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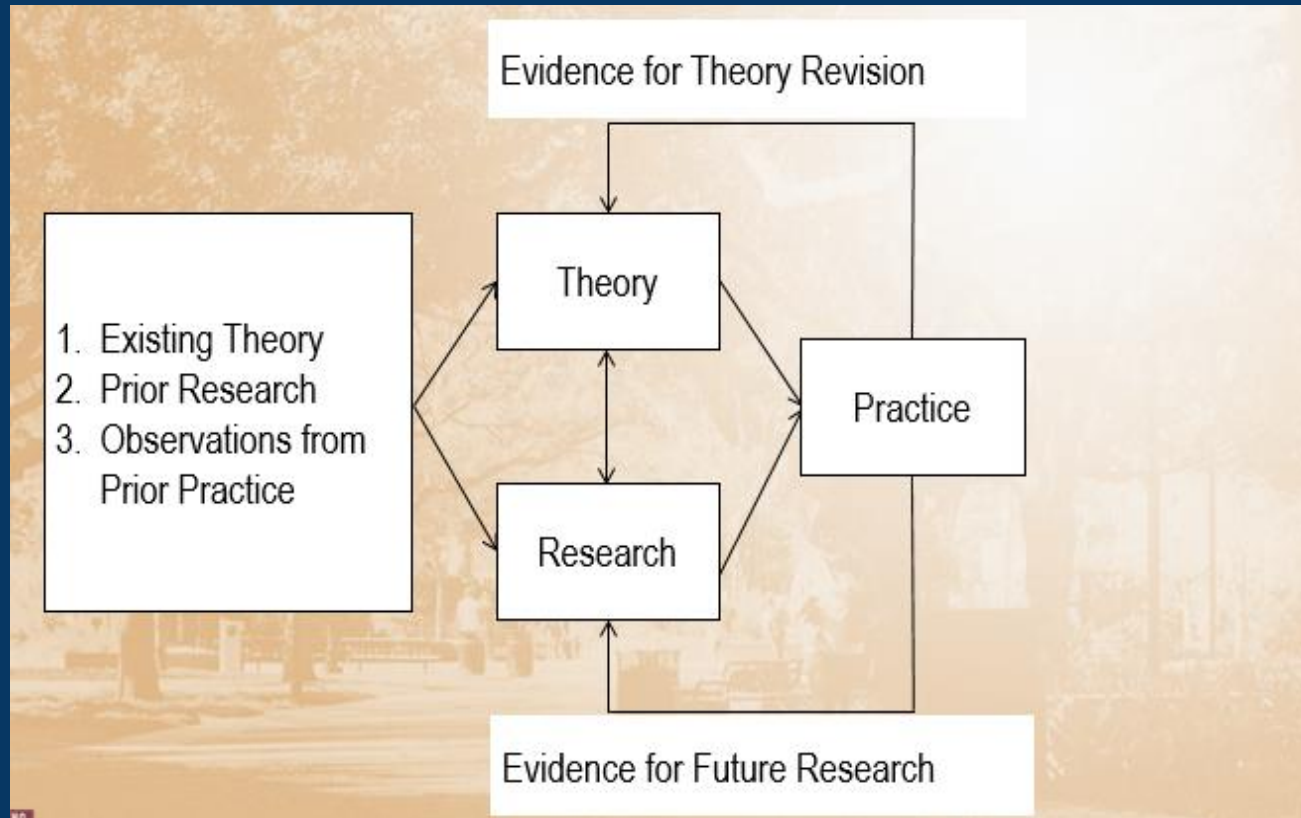
- Florida State University



Who is joining us today?



Integration of theory, research, and practice



Connection between Career Development and Mental Health

- <http://time.com/5190291/anxiety-depression-college-university-students/>
- Nelly Spigner
- Desired to pursue medical school
 - “Running myself thin trying to be the best college student”
- Hesitated to seek help at the university counseling center
 - “No one wanted to be seen going up to that office”
- Started withdrawing from academic and social communities
- Diagnosed with bipolar disorder
- Eventually withdrew from university
- Needs on campuses far outstrips counseling centers’ capacity to fully address
- Need to consider manner in which services are delivered

Connection between Career Development and Mental Health

- Mental health components aligned with career development
 - Coping efficacy (Corbière, Mercier, & Lesage, 2004)
 - Psychological distress and family conflict (Constantine & Flores, 2006)
 - Emotional and personality-oriented elements (Gati et al., 2011)
 - Depression (Cardoso, 2016; Rottinghaus, Jenkins, & Jantzer, 2009; Saunders, Peterson, Sampson, & Reardon, 2000; Walker & Peterson, 2012)
 - Financial strain and negative future outlook experienced by the unemployed has associations with psychological distress (Creed & Klisch, 2005).
 - Depression and hopelessness associated with negative career thinking (Dieringer, et. al 2017)

Connection between career development and mental health

- Mental health constructs *directly correlated* to dysfunctional career thinking:
 - Indecision
 - Neuroticism
 - Anxiety
 - Angry Hostility
 - Depression
 - Self-Consciousness
 - Impulsivity
 - Vulnerability

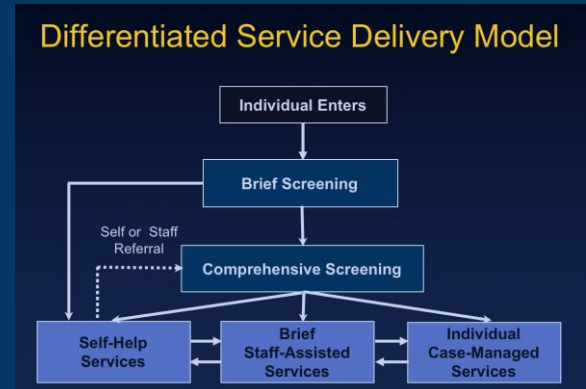
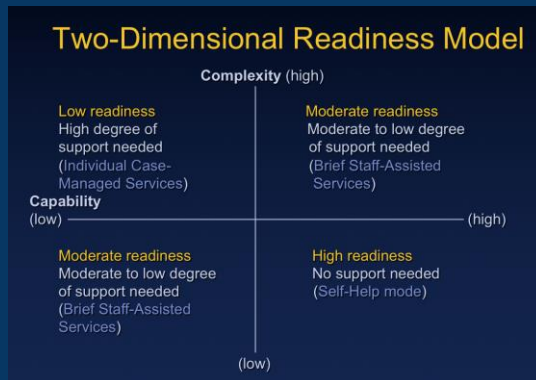
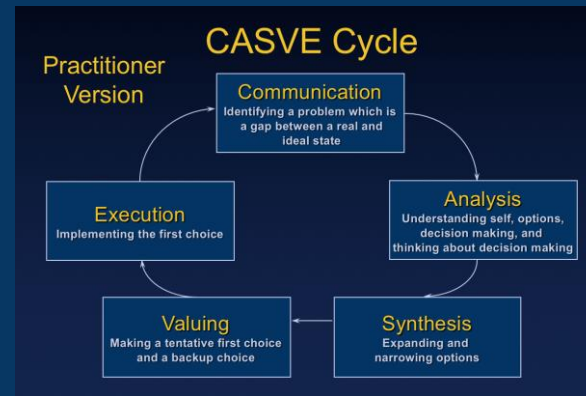
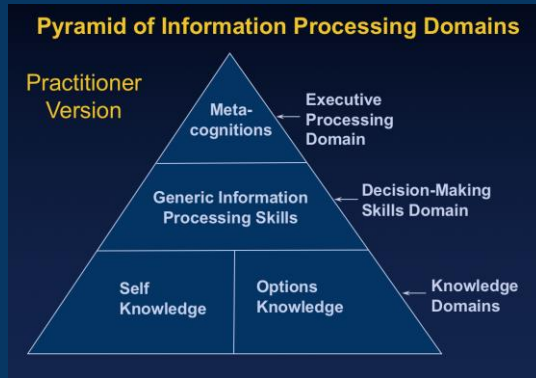


(Sampson et al., 1996)

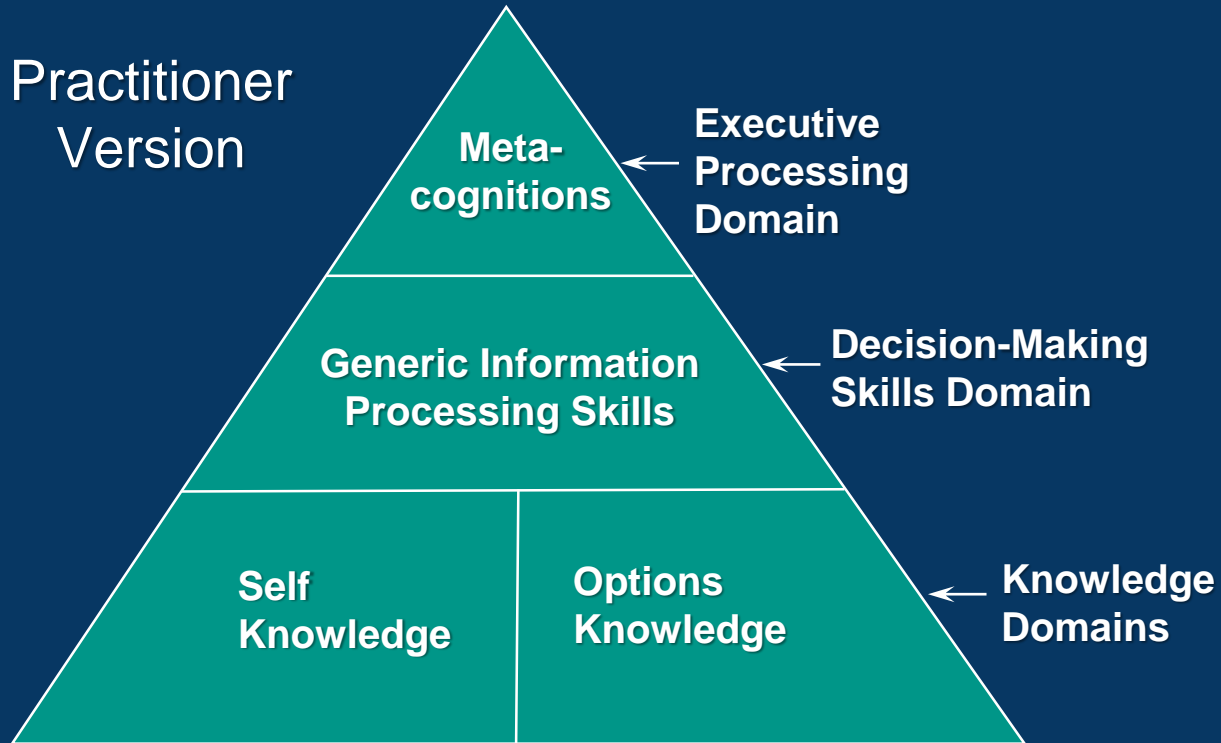
Aims of CIP Theory

- Help individuals become more skillful career problem solvers and decision makers
- Help individuals become better prepared to make informed and careful decisions in the future
- Provide a framework for career decision making that is easily explained to clients

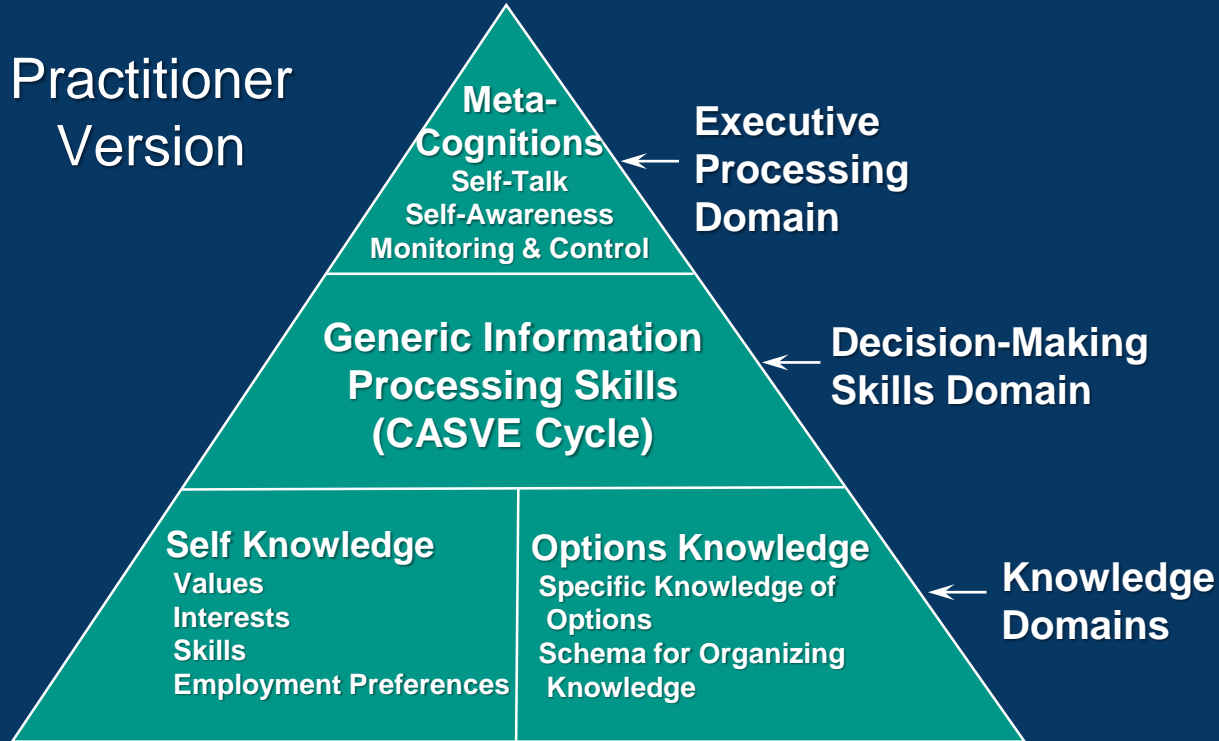
Components of CIP Theory



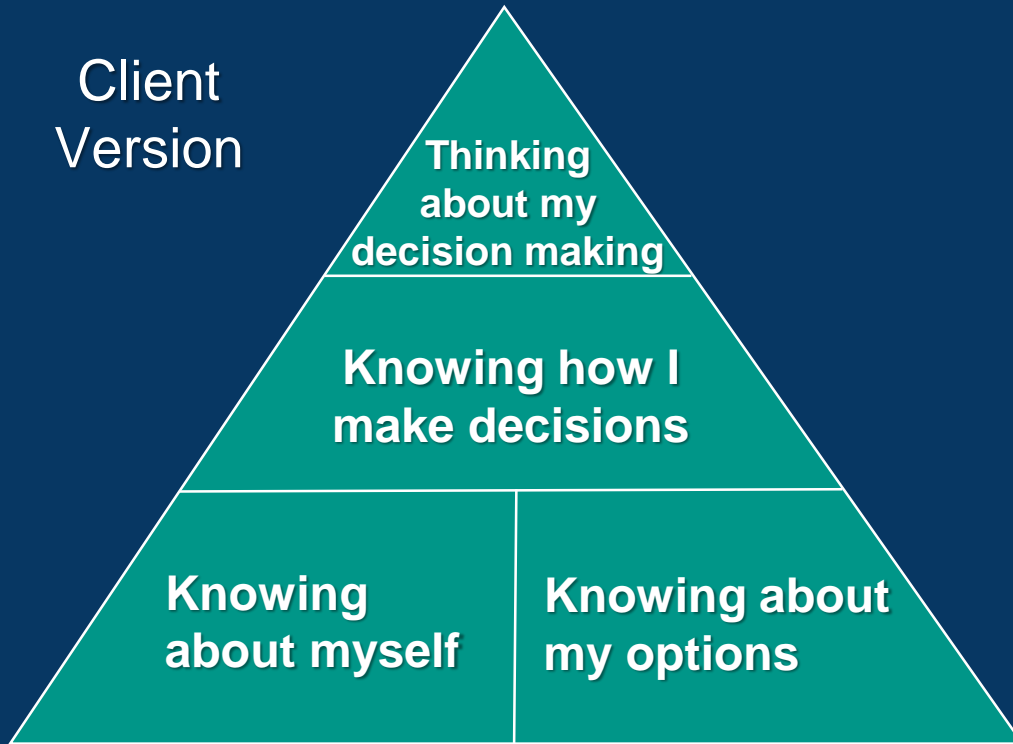
Pyramid of Information Processing Domains



Pyramid of Information Processing Domains

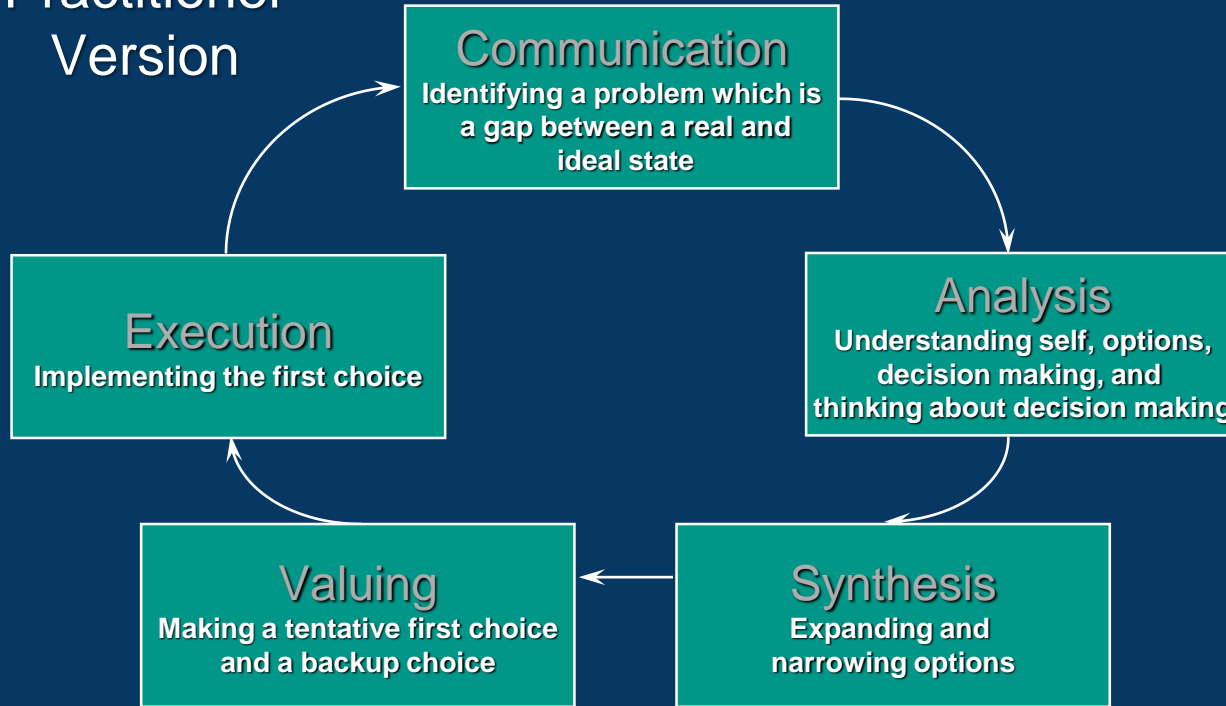


Pyramid of Information Processing Domains

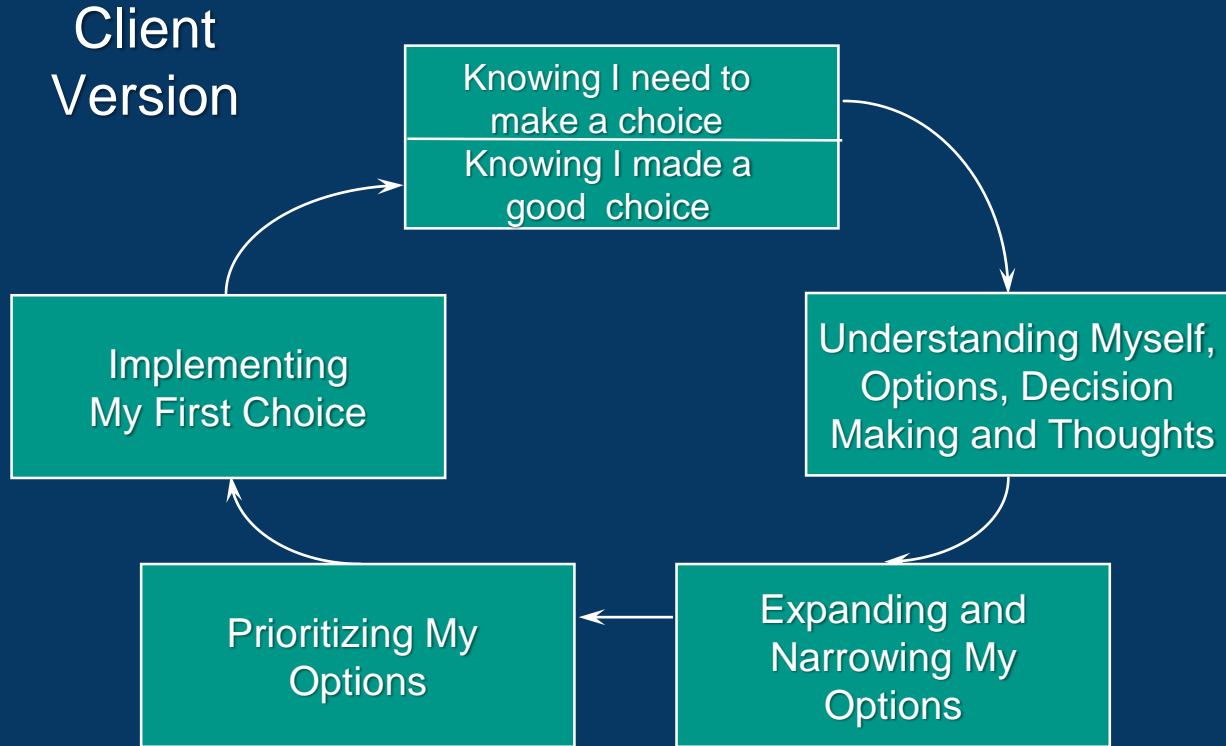


CASVE Cycle

Practitioner
Version



CASVE Cycle



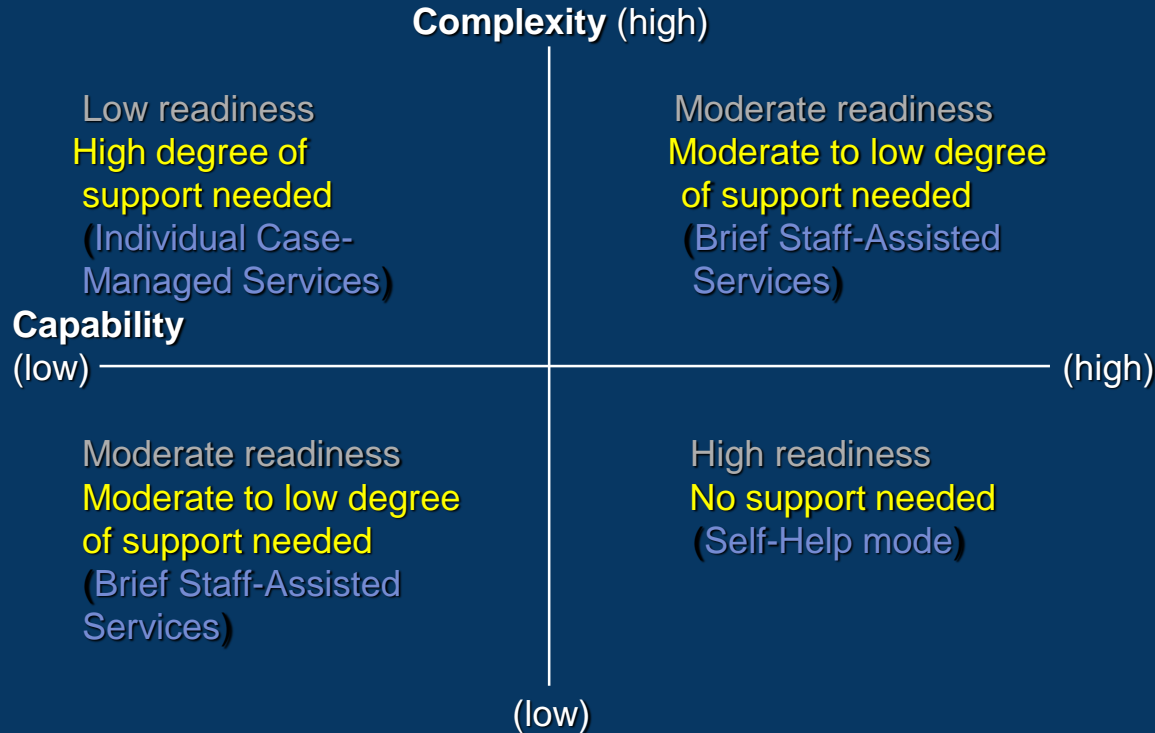
Readiness and Decision-Making Difficulty

Differences in readiness for career decision making explains why some individuals have difficulty in making career decisions while other individuals do not

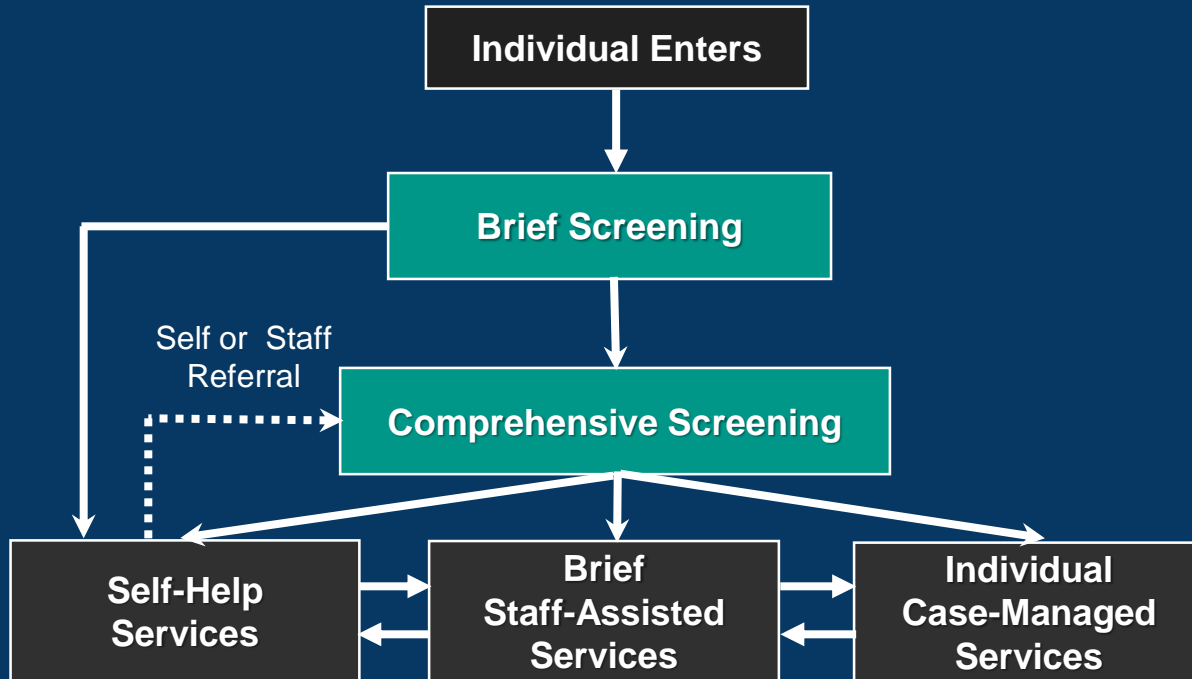
Career Readiness

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

Two-Dimensional Readiness Model



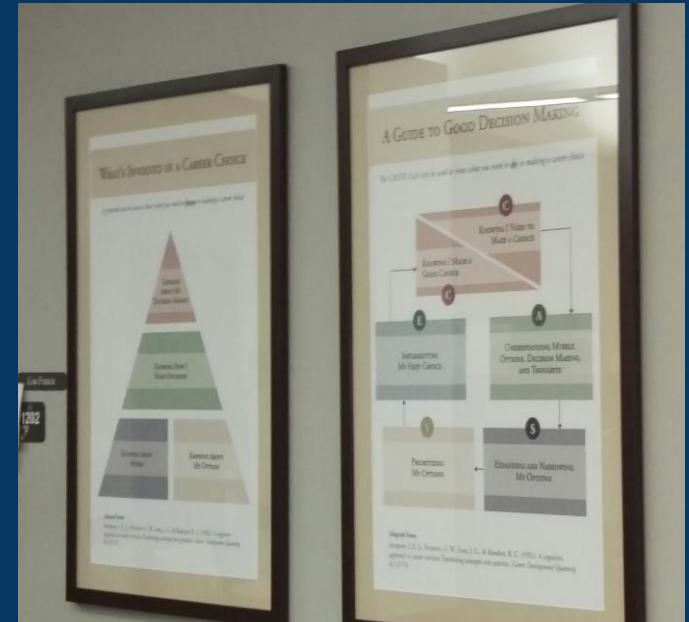
Differentiated Service Delivery Model



Complete differentiated model of delivering career resources and services

Implementation of CIP--Essential Elements

- Theory-based materials that practitioners & clients can easily understand and apply
- Setting that accommodates different service delivery levels
- Adapt as needed for setting & populations



Implementation of CIP--Staff Training

- Training manual used with GAs and new staff
- Presentations & publications from theory authors
- Resources in staff library and online
- Theory concepts reinforced in supervision and staff development meetings

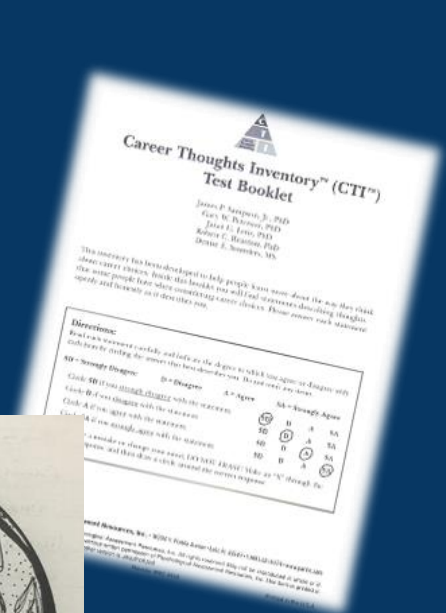
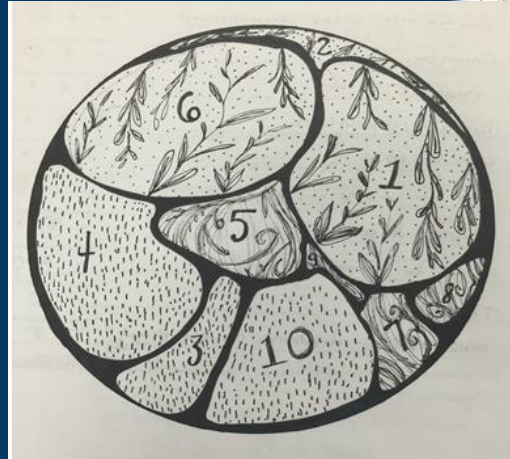


Implementation of CIP--Assessments

Use of readiness assessments--e.g.,
CSI, CTI

Decision Space Worksheet (DSW)--
deals with complexity

Other assessments as appropriate to
setting and clientele, e.g., card sorts,
CACG systems, SDS, BDI, MMPI,
etc.



Implementation of CIP

FSU Tech Center website--goal is to “give away the theory”

Materials for training & increasing one’s knowledge--PPTS, technical reports, presentations

Resources for use by practitioners and clients

Materials that highlight evolution of the theory

For more info visit: www.career.fsu.edu/Tech-Center



Case Study

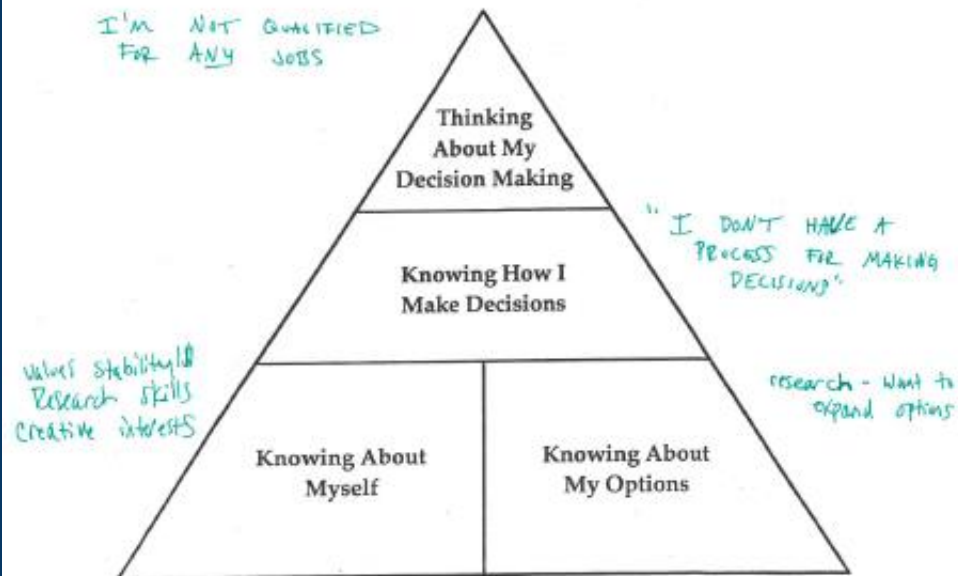
Max is a 43 year old single Caucasian male who is a third year student earning his Bachelor's degree in Political Science. He is seeking career counseling to find a full-time job that will utilize his research skills and creative interests. He often doubts his ability to make decisions and questions whether or not he is qualified for positions. He reported a history of panic attacks including his most recent one after attending a career fair.



MAX

What's Involved in a Career Choice

A pyramid can be used to show what's involved in making a career choice



What's Involved in a Career Choice

Career Thoughts Inventory Workbook

Career Thoughts Inventory

Improving Your Career Thoughts

A Workbook for the Career Thoughts Inventory™

James P. Sampson, Jr., PhD
 Gary W. Peterson, PhD
 Janet G. Lenz, PhD
 Robert C. Reardon, PhD
 Denise E. Saunders, MS

PAR

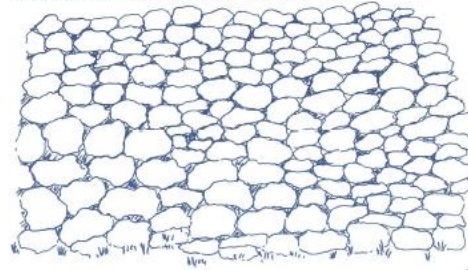


Identifying Your Total Amount of Negative Career Thoughts: The CTI Total Score

The CTI Total score tells you your total amount of negative career thinking. This score can suggest how much help you may need to make a good career decision.

Here is another way to think about negative career thoughts. Imagine these thoughts as stones piled up to make a wall, with a good career decision on the other side. If the wall is low, then little help is needed to remove the stones so you can walk forward to make a

choice. Some people just step over a low wall. The wall is annoying and slows them down, but they don't want to make the effort to remove the stones that make up the wall. If the wall is high, it can still be taken down. People just need more help to take the wall down so they can walk forward and choose. The higher your CTI Total score, the higher this wall and the more effort or help you may need to take it down.



An Exercise for Improving Your Career Thoughts

Item No.	Old Career Thought	New Career Thought

Item No.	Old Career Thought	New Career Thought

Item No.	Old Career Thought	New Career Thought

Item No.	Old Career Thought	New Career Thought

Reframing Activity

An Exercise for Improving Your Career Thoughts

Item No.	Old Career Thought	New Career Thought
		I will read the required job
	I'm not qualified for	qualifications sections and if I
	any jobs.	do not qualify, then I will
		determine if I can learn those
		skills. If not, there are many job
		openings, so I will keep searching.

What would you do?

- Think about a time you had a client that presented with both a career and mental health concern.
- Turn to a partner and discuss the following questions.
 - What did you do?
 - What strategies did you use?
 - How might you have applied elements of what we discussed today in the situation?

Individual Career Learning Plan

- Goal(s):**
1. Search full-time positions related to research that will allow me to also be creative
 2. Increase confidence in decision making skills
 3. Identify and reframe negative thoughts

Activity	Purpose/Outcome	Time Needed	Goal #	Priority
Make an appointment with the University Counseling Center	To address personal concerns such as anxiety which impact my career decision	10 min	1-3	1
Explore potential job openings on Handshake or the Employer files	Expand options	Wed. @ 3	1	3
I will read required job qualification sections, identify if I can learn the skills. If not, there are many job openings, so I will keep searching.	Reframe stinking thinking!	Ongoing	3	2
Follow-up appointment scheduled next week on Friday, 6/4 at 2 pm	Enhance decision making skills and check-in on goals	Ongoing	1-3	1

This plan can be modified by either party based upon new information learned in the activities of the action plan. The purpose of the plan is to work toward a mutually agreed upon career goal. Activities may be added or subtracted as needed.

Max

Student/Client

Date

Career Advisor

Date



Teaching the Approach

- Antecedents in established counseling theory – CBT
- Can coexist with other theories (e.g. learning approach, solution focused, CBT, Super - roles and complexities, Holland)
- Empowerment
- Teaching people how to fish as opposed to giving them fish
- Gives hope, confident, less anxiety in brief interaction with clients/students
 - research to support this assertion

Final Thoughts/Questions

- Career and mental health are linked
- Need to be adaptive in our response to need
- Need to be adaptive to the specific needs of each individual
- CIP provides opportunity to assess and address co-existing career and mental health concerns
- Career and mental health services need to better reflect the lived experience of clients we serve
- Questions?



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FSU Tech Center – <http://career.fsu.edu/Tech-Center>