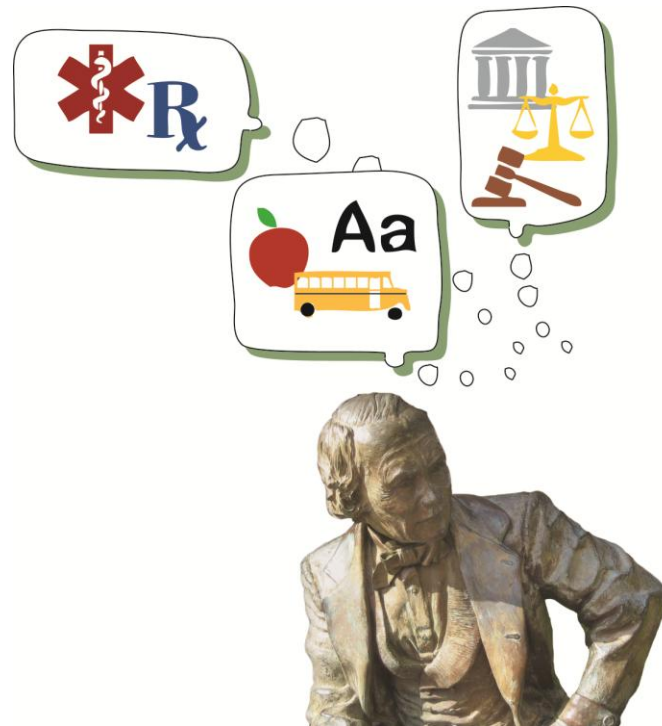


# Using Group Career Counseling with Undecided Students



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## Choosing a Major Career Counseling Group

**Goal:** Students develop a plan to choose a major

Students will:

- Week 1: **Communication:** Learn about the group process and create a gap statement
- Week 2: **Analysis:** Reframe a negative career thought and list values and interests
- Week 3: **Synthesis:** List and evaluate career options
- Week 4: **Valuing:** Learn a process for assessing the costs and benefits of their options
- Week 5: **Evaluation:** Develop a plan to choose a major

CASVE	Objectives	Activities
Communication	Learn about the group process and create a gap statement	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Group rules/Norms</li> <li>• Icebreaker</li> <li>• Group problem space</li> <li>• Introduce pyramid</li> <li>• <b>Homework:</b> List Values and Interests</li> </ul>
Analysis	Reframe a negative career thought and list values and interests	<ul style="list-style-type: none"> <li>• Discuss Homework</li> <li>• CTI reframing</li> <li>• Intro to CASVE cycle</li> <li>• <b>Homework:</b> Pick CTI item to reframe</li> </ul>
Synthesis	List and evaluate career options	<ul style="list-style-type: none"> <li>• Holland party game</li> <li>• Majors by Holland</li> <li>• Match Major Sheets</li> <li>• <i>Handout? Use Career Key another option</i></li> <li>• <b>Homework:</b> CACG</li> </ul>
Valuing	Learn a process for assessing the costs and benefits of their options	<ul style="list-style-type: none"> <li>• Discuss CACG findings</li> <li>• Costs &amp; Benefits Chart</li> <li>• Address negative thinking</li> <li>• Introduce termination</li> <li>• <b>Homework:</b> complete cost-benefit analysis</li> </ul>
Execution	Develop a plan to choose a major	<ul style="list-style-type: none"> <li>• Write an ILP</li> <li>• Evaluation</li> <li>• Termination</li> </ul>

## **Choosing a Major Career Counseling Group**

### **Career Counseling Advisor Screening Form**

#### **Materials:**

CTI, student data sheet, advisor screening forms, consent form, pyramid and CASVE Cycle

#### **Questions:**

1. What are your initial thoughts about working on choosing a major in a group?
2. What do you think are the benefits of choosing a major in group?
3. How would most people describe you, (talkative, quiet)?
4. What is your comfort level in talking in groups?
5. An important part of group is establishing ground rules, so the whole group is working together. What do you think might be an important ground rule? (confidentiality)

#### **What to Expect:**

- 1<sup>st</sup> session: introduction, ground rules, goals & fun activity/ice breaker
- Structure - pyramid/CASVE Cycle – activities
- Next steps – ILP/return for group/will contact by phone

**Florida State University Career Center**  
**GROUP COUNSELING CLIENT INFORMATION**

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ DOB \_\_\_\_\_

Address \_\_\_\_\_ FSU ID / email \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Campus/Home Phone Number \_\_\_\_\_ Work Phone Number \_\_\_\_\_

Currently enrolled at FSU? (circle) yes no

If yes, what is your major \_\_\_\_\_ & class standing? \_\_\_\_\_

Please circle the number or letters showing the highest year of formal schooling you have received:

High School 10 11 12 College 1 2 3 4 5 6 MA MS Ph.D. other

Ethnic Group (circle) Black/African-American Asian (Far East, SE Asia, Pacific Islands)

Hispanic/Latina(o)/Chicana(o) American Indian/Native American

White/Non-Hispanic Multi-Racial Other \_\_\_\_\_

Disability? (circle) yes no If yes, what type? \_\_\_\_\_

Marital Status \_\_\_\_\_ Occupation \_\_\_\_\_  
(if other than student)

List all majors you are considering right now.

_____	_____
_____	_____
_____	_____

Which major is your first choice? (If undecided, write "undecided.")

\_\_\_\_\_

How well satisfied are you with your first choice? (circle the number)

- |                                     |   |
|-------------------------------------|---|
| 1. Well satisfied with choice       | 4. Dissatisfied, but intend to remain     |
| 2. Satisfied, but have a few doubts | 5. Very dissatisfied and intend to change |
| 3. Not sure                         | 6. Undecided about my future career       |

*(Continued on the back)*

Mark a rating number from **1** (Strongly Disagree) to **7** (Strongly Agree) that best responds to items 1-7.

1. Decisions about my career tend to directly affect my health.....\_\_\_\_\_
2. Decisions about my career create a great deal of tension.....\_\_\_\_\_
3. I have felt fidgety or nervous as a result of having to make career decision.....\_\_\_\_\_
4. If I did not worry about my career, my health would probably improve.....\_\_\_\_\_
5. Problems associated with my career decisions have kept me awake at night.....\_\_\_\_\_
6. I have felt nervous before attending classes that made me think about my career.....\_\_\_\_\_
7. I often think about my career even when I am doing other things.....\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Career Group Counseling Participation

Group career counseling is a unique relationship in which a group of your peers and trained leaders, who are experiencing similar issues and feelings as you, help on another to better understand and solve some career issues. Career counseling groups attempt to create an environment where honest, interpersonal exploration will occur. In order to create this environment, the responsibilities and rights of the participants and facilitators should be understood by participants. The facilitator is responsible for discussing with you the primary purpose, basic guidelines, and potential risks and benefits involved in the group.

### Confidentiality:

Members will treat matters that occur in the group with utmost confidentiality. Members agree to keep names and identities of other group members confidential. Facilitators will discuss a group or individuals in the group only with fellow professionals clearly concerned with the group, and then only for professional consultation. If consultation with a professional outside of the Career Center is desired, written permission from the participants is required.

### Attendance:

Positive outcome for your goals relies on the interaction between you and other group members, therefore, group participants are asked to attend all group sessions and complete all homework assignments. If you cannot attend a group meeting, please call to let us know at (850) 644-6431. Please arrive on time.

### Active Participation:

Members of effective groups actively share thoughts, reactions and feelings during group meetings as a way of increasing their self-understanding and contributing to the personal growth of other members. To support that goal, facilitators will strive to establish and maintain a climate of respect within the group.

### Relationships:

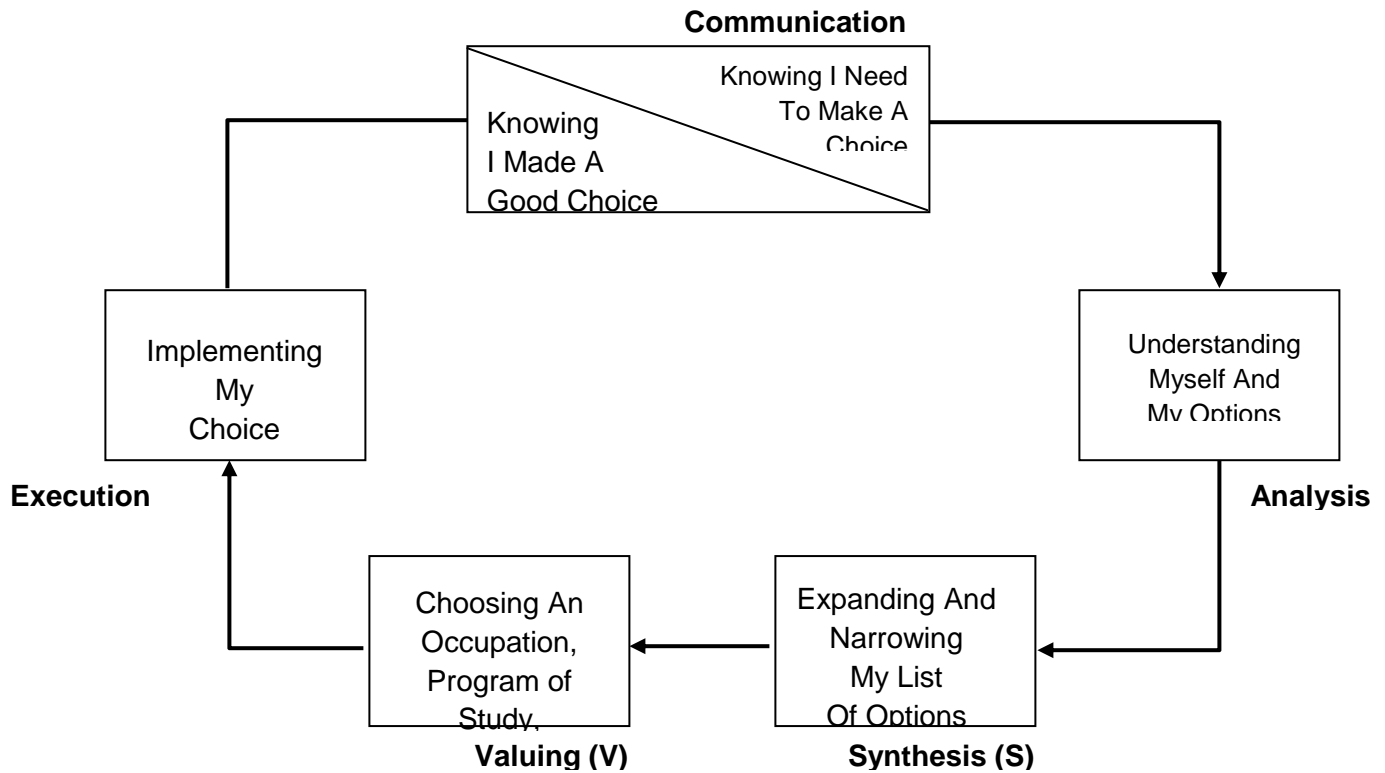
Members agree to primarily use relationships in the group therapeutically, not socially. The group provides an opportunity an opportunity for learning about one's self in relations to others. If by chance members meet outside the group, then it is their responsibility to discuss aspects of that encounter at the next group session.

### Withdrawal:

Members will let the group know in advance if they are leaving the group. Group participation is on a voluntary basis. If you or the group leader determines that group is not serving your needs, you will be referred to other options.

Student Signature: \_\_\_\_\_ FSUID# \_\_\_\_\_

## CASVE Cycle



**The Five Stages of the CASVE**  
**(Communication, Analysis, Synthesis, Valuing, Execution)**  
**Cycle of Information Processing Skills Use in Career Decision-Making**

Sampson, J.P., Peterson, G.W., Lenz, J.G., & Reardon, R.C. (1992). A cognitive approach to career services: Translating concepts into practice. Career Development Quarterly, 41 67-74.

**Feedback: Choosing a Major Group (Fall 2008)**

1. What do you feel WAS your **biggest obstacle in choosing a major**?
2. What do you feel is CURRENTLY your **biggest obstacle in choosing a major**?
3. What are your **next steps** for implementing you major choice?
4. What was the **most important** thing you have learned from the group?
5. What did you find **least useful** about the group? What would you have **done differently**?
6. What was **most helpful** about the group?

**Use the following scale for Questions 7-12**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

7. \_\_\_\_\_ I found the group useful.
8. \_\_\_\_\_ I understand **myself** (values, interests, skills) in relation to my career choice.
9. \_\_\_\_\_ I have a sense of my **options** in relation to my career choice.
10. \_\_\_\_\_ I am **confident** in my ability to make career decisions.
11. \_\_\_\_\_ I am able to **identify and challenge negative thoughts** that affect my career decision-making.
12. \_\_\_\_\_ My **group leaders** facilitated the group well.

**Additional Comments:** \_\_\_\_\_

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## Choosing a Major Group (Fall 2008)

Name: \_\_\_\_\_ (optional)

Current major: \_\_\_\_\_

List all **majors/occupations** you are considering right now:

\_\_\_\_\_

\_\_\_\_\_

Which major is your **1<sup>st</sup> choice**? (if undecided, write “undecided.”) \_\_\_\_\_

How **well satisfied** are you with your **first choice**? (circle the number)

- |                                     |   |
|-------------------------------------|---|
| 1. Well satisfied with choice       | 4. Dissatisfied, but intend to remain     |
| 2. Satisfied, but have a few doubts | 5. Very dissatisfied and intend to change |
| 3. Not sure                         | 6. Undecided about my future career       |

Mark a rating number from **1** (Strongly Disagree) to **7** (Strongly Agree) that best responds to items 1-7.

1. \_\_\_\_\_ Decisions about my career tend to directly affect my health.
2. \_\_\_\_\_ Decisions about my career create a great deal of tension.
3. \_\_\_\_\_ I have felt fidgety or nervous as a result of having to make career decision.
4. \_\_\_\_\_ If I did not worry about my career, my health would probably improve.
5. \_\_\_\_\_ Problems associated with my career decisions have kept me awake at night.
6. \_\_\_\_\_ I have felt nervous before attending classes that made me think about my career.
7. \_\_\_\_\_ I often think about my career even when I am doing other things.

**GUIDE TO GOOD DECISION-MAKING EXERCISE (Revised)**  
**Communication & Understanding Myself**

**GAP:** \_\_\_\_\_  
\_\_\_\_\_

**VALUES:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**INTERESTS:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**SKILLS:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# GUIDE TO GOOD DECISION-MAKING EXERCISE

## Analysis & Understanding My Options

**MAJOR OR OCCUPATION:** \_\_\_\_\_

**WHAT I KNOW ABOUT THE MAJOR OR OCCUPATION:**

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**MAJOR OR OCCUPATION:** \_\_\_\_\_

**WHAT I KNOW ABOUT THE MAJOR OR OCCUPATION:**

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**MAJOR OR OCCUPATION:** \_\_\_\_\_

**WHAT I KNOW ABOUT THE MAJOR OR OCCUPATION:**

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**MAJOR OR OCCUPATION:** \_\_\_\_\_

**WHAT I KNOW ABOUT THE MAJOR OR OCCUPATION:**

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**MAJOR OR OCCUPATION:** \_\_\_\_\_

**WHAT I KNOW ABOUT THE MAJOR OR OCCUPATION:**

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**MAJOR OR OCCUPATION:** \_\_\_\_\_

**WHAT I KNOW ABOUT THE MAJOR OR OCCUPATION:**

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# GUIDE TO GOOD DECISION-MAKING EXERCISE

## Analysis & Understanding How I Think About My Decisions

### SELF-TALK:

Example: "I get so anxious, I can't even get started."

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### SELF-AWARENESS:

Example: "I'm feeling very overwhelmed about this."

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### BEING AWARE OF AND CONTROLLING MY SELF-TALK:

Example: "I can't really predict the future and imagining failure is not going to help me find a good major."

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## **GUIDE TO GOOD DECISION-MAKING EXERCISE**

### **Analysis & Expanding & Narrowing Major Choices**

**Brainstorm majors or occupations that match my values, interests, and skills:**

**Pick 3 – 5 majors or occupations using what I have learned:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# GUIDE TO GOOD DECISION-MAKING EXERCISE

## Valuing

<b>Major</b>	<b>Pros</b>	<b>Cons</b>	<b>Other Notes</b>	<b>Rank</b>
1.				
2.				
3.				
4.				
5.				

