

Fostering Well Being by Connecting Career and Mental Health in Service Delivery

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PRIVATE PRACTICE

Overview

Factors to consider

Career theories connecting career and mental health

Research in this area

Assessments bridging career and mental health

Case examples

Questions/discussion

Factors to consider in combining career and mental health assistance

Institutional/agency/private practice culture, mission, policies, procedures

Administrative structure

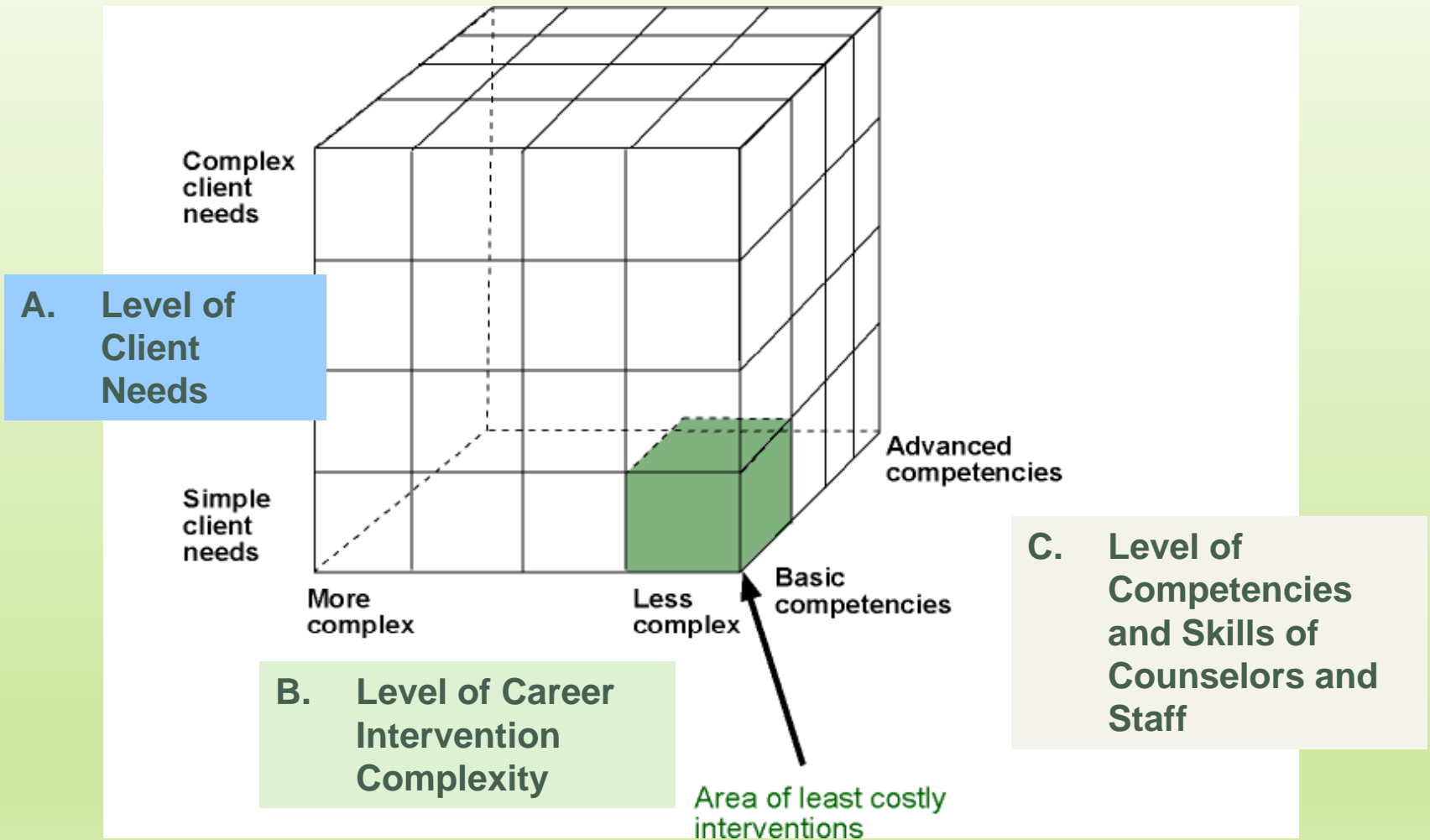
Space

Records

Tools, resources, forms



Policies & procedures related to client needs, intervention complexity, staff competencies



Source: Sampson, J. P., Jr., Reardon, R. C., Peterson, G. W., & Lenz, J. G. (2004). *Career counseling and services: A cognitive information processing approach*. Pacific Grove, CA: Brooks/Cole.

Factors to consider in combining career and mental health assistance

Staffing, training, & supervision:

- Professional identity/ specializations
- Staff credentials/licensing
- Supervision & training
- Ethical/liability issues



Staff



- Credentials of persons on site for training & supervision
- Access to students enrolled in counseling, counseling psychology, career counseling programs
- Training materials

Private Practice Considerations

- Provider Scope of Practice
- Client Presenting Issues
- Support, Consultation, and Referral Sources
- Payment & Fee Structure
- Duration of Service
- Consent to Communicate With Other Providers



Ethical Considerations

Training and Credentials

Boundaries

DSM Diagnoses: Know criteria

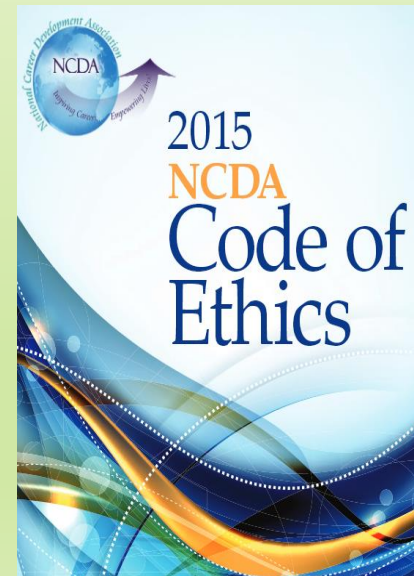
- e.g., trait versus state anxiety

Medications and possible side effects

Know when to refer, know when to retain clients

Collaborate with other professionals

Supervision



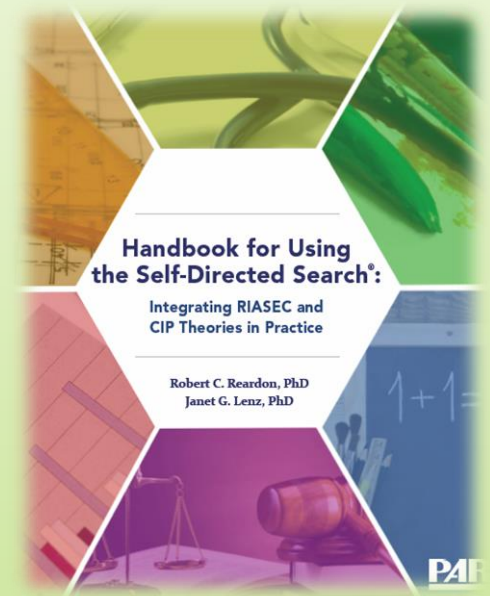
Career theory connected to practice

Cognitive information processing (CIP) theory

Holland's RIASEC theory and secondary constructs

- Differentiation, profile elevation, vocational identity

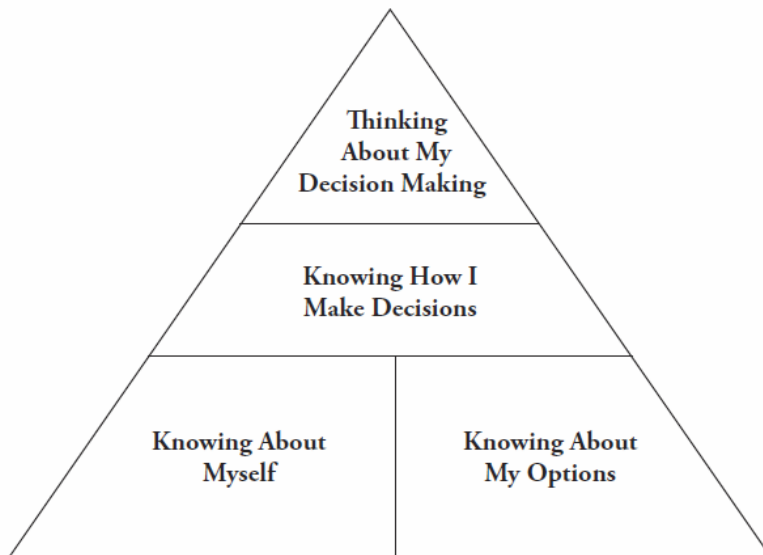
Connection to other counseling theories (e.g., Beck)



CIP Theory

What's Involved in a Career Choice

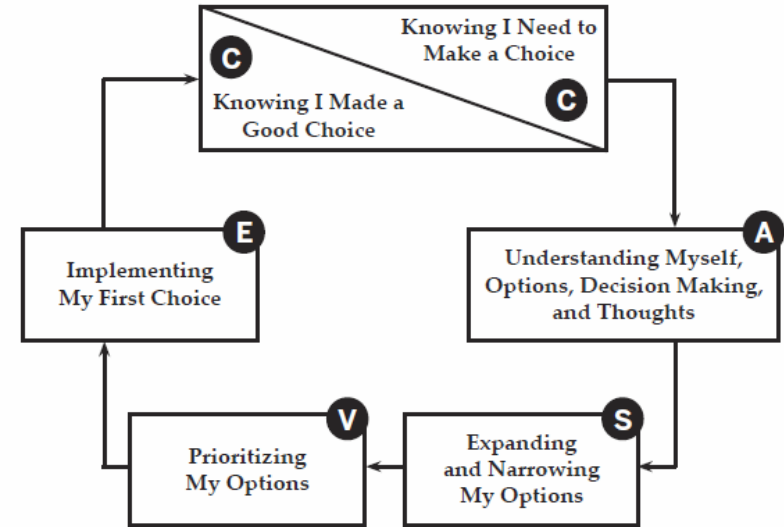
A pyramid can be used to show what's involved in making a career choice



What's Involved in a Career Choice

Adapted from: Sampson, J. P., Jr., 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.

A Guide to Good Decision Making



The CASVE Cycle

Adapted from Sampson, J. P., Jr., 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.

Executive Processing Domain

Metacognitions—Thinking about decision making

- Self-talk
- Self-awareness
- Control and monitoring

Table 1. CIP content domains for CTI items & potential mental health factors

CTI domain based on CIP theory	Dysfunctional thoughts	Potential mental health factors
Self-knowledge	Unstable or weak self-knowledge schemata that comprise one's identity	Low vocational identity, e.g., "I'm unsure of myself in many areas of my life"
Occupational knowledge	Difficulty in developing a conceptual framework or schema of the occupational world	Distorted thinking relative to the world of work; potential options
Communication	Presence of disabling emotions or cognitions that block progress through the CASVE cycle	Anxiety, depression, frustration; unwillingness to acknowledge nature of the problems which include a combination of career and mental health issues
Analysis	Lack of motivation to expend the effort related to solving a career problem; intimidated by the task	Feeling "stuck"; unable to examine information need to solve a career problem; fear of moving forward with next steps
Synthesis	Inability to use information about self and options to identify plausible alternatives and create a manageable list of options	Cognitive distortions; inability to process information; overwhelmed by information; inability to focus on & use resources
Valuing	Inability or unwillingness to balance input from significant others and self interests; unable to rank options; not wanting to take responsibility for choices	Anxiety; fear of making a wrong choice; fear of disappointing important people
Execution	Unable to develop a plan of action to pursue choice; lack of persistence in reaching a goal	Procrastination; fear of failure; lacking in skills needed to execute next steps (e.g., social anxiety)
Executive Processing	Lack of confidence as a career problem solver or decision maker; lack of persistence or self control	Depression or anxiety over resolving career problem, finding a satisfactory solution; Perfectionism related to career outcomes

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Readiness

The **capability** of an individual to make appropriate 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

Factors inhibiting capability include:

- disabling emotions
- goal instability
- negative career thoughts
- tension or urgency to make a decision
- self concept as a decision maker



Source: Sampson, J. P., Jr., Reardon, R. C., Peterson, G. W., & Lenz, J. G. (2004). *Career counseling and services: A cognitive information processing approach*. Pacific Grove, CA: Brooks/Cole.

Complexity

Contextual factors, originating in the family, society, economy, or employing organizations, that impact career choices, access to and availability of options, lack of “decent work”



[Lisa Kristine: Photos that bear witness to modern slavery](#)

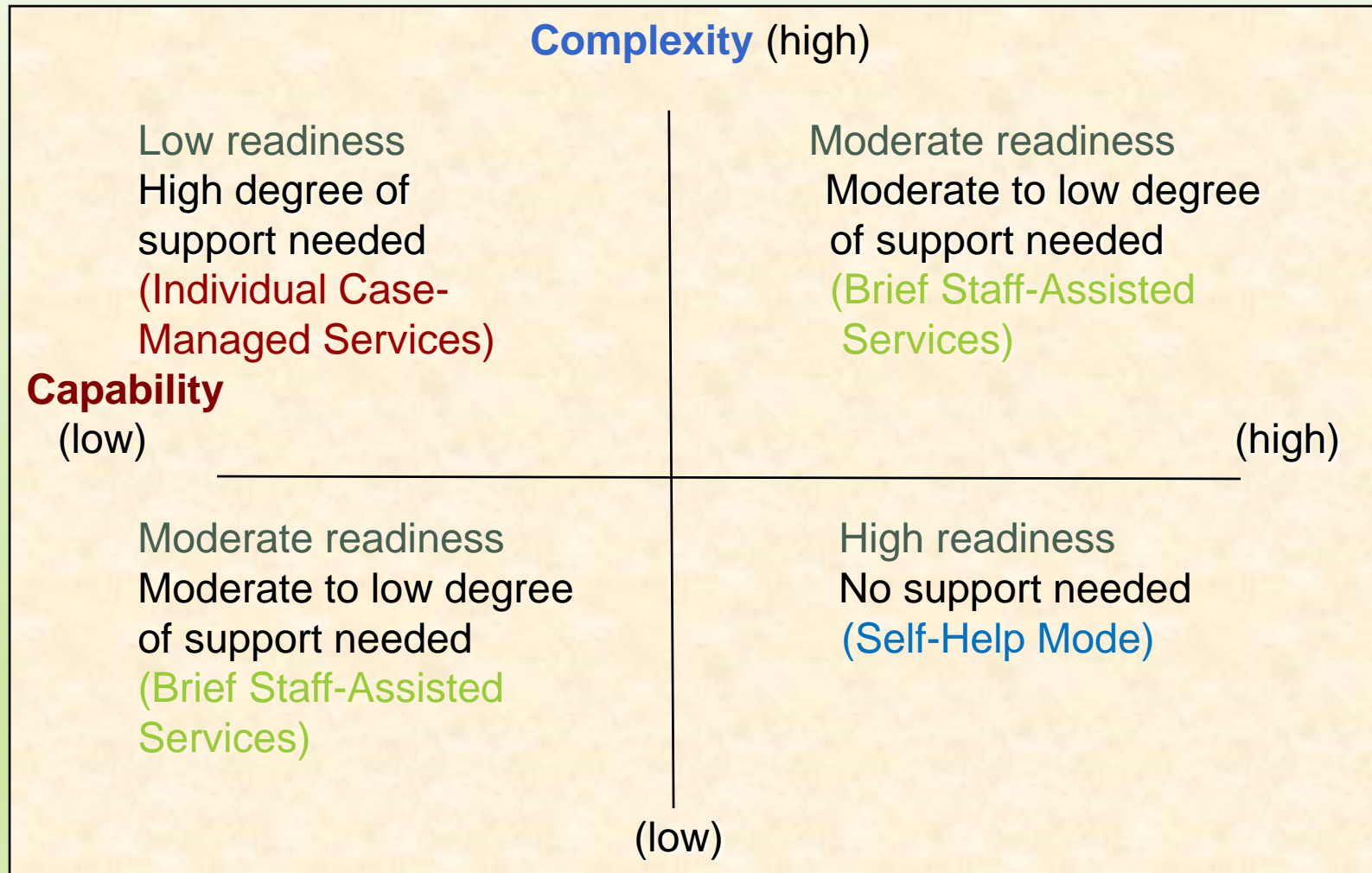


Levels of Service Delivery

- Self-Help Services
- Brief Staff-Assisted Services
- Individual Case-Managed Services



CIP Readiness Model



Assessments that Bridge Career & Mental Health

Examples:

Directly:

- Career Thoughts Inventory (CTI; capability)
- Career Decision Space Survey
- Decision Space Worksheet (DSW; complexity)
- MMPI (capability)

Indirectly:

- Occupational Alternatives Question
- Self-Directed Search (SDS; capability)
 - Secondary constructs & mental health issues (e.g., low differentiation)

Occupational Alternatives Questionnaire (OAQ)

Measures career decision state:

- degree of certainty pertaining to a career choice
- satisfaction with current choice
- assesses clarity of occupational aspirations
- content indicates level of maturity and level of occupational knowledge

Correlates:

- Decision-Making Confusion $r = .33$
- Commitment Anxiety $r = .25$
- Total Dysfunctional Thoughts $r = .22$
- Beck Depression Inventory $r = .19$
- No choice = moderate depression

Walker & Peterson (2012) *Journal of Career Assessment*

Occupational Alternatives Questionnaire (OAQ)

1. List all the occupations you are considering right now.

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

Scoring the OAQ:

- 1 1st choice, no alternatives
- 2 alternatives and a 1st choice
- 3 alternatives, no 1st choice
- 4 neither alternatives, nor 1st choice

ordinal scale

Two Tools To Explore Both Career and Mental Health Factors

Based on cognitive information processing theory

(CIP; Sampson, Reardon, Peterson, & Lenz, 2004)

- Career Thoughts Inventory (CTI)
 - Sampson, Peterson, Lenz, Reardon, & Saunders (1996)
- Decision Space Worksheet (DSW)
 - Peterson, Leasure, Carr, & Lenz (2010)

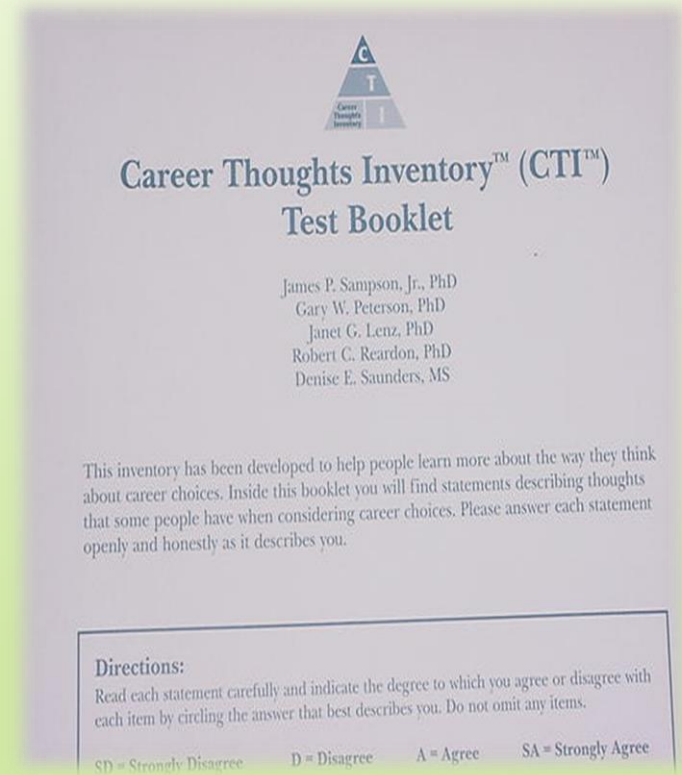
What is the CTI?

Self-administered

Objectively scored

48-Item measure of
dysfunctional thoughts in
career choice

Based on cognitive
information processing theory
and Beck's theory



The CTI in Needs Assessment

Identifying the specific nature of negative thoughts

Three CTI Construct Scales

- Decision-making Confusion (DMC)
- Commitment Anxiety (CA)
- External Conflict (EC)

Specific career interventions can be related to specific construct scores

Decision Space Worksheet (DSW)

- Cognitive mapping task
- Helps clients reveal thoughts, feelings, persons, circumstances associated with career decision
- Helps clients prioritize importance of contextual influences
- Can be used with middle school through college level students and adults

Peterson, G. W., Leasure, K. K., Carr, D. L. & Lenz, J. G. (2010). The Decision Space Worksheet: An assessment of context in career decision making. *Career Planning and Adult Development Journal*, 25, 87-100.

Decision Space Worksheet (DSW)

Decision Space Worksheet (DSW)

Name _____

Date _____

The career decision you are considering _____

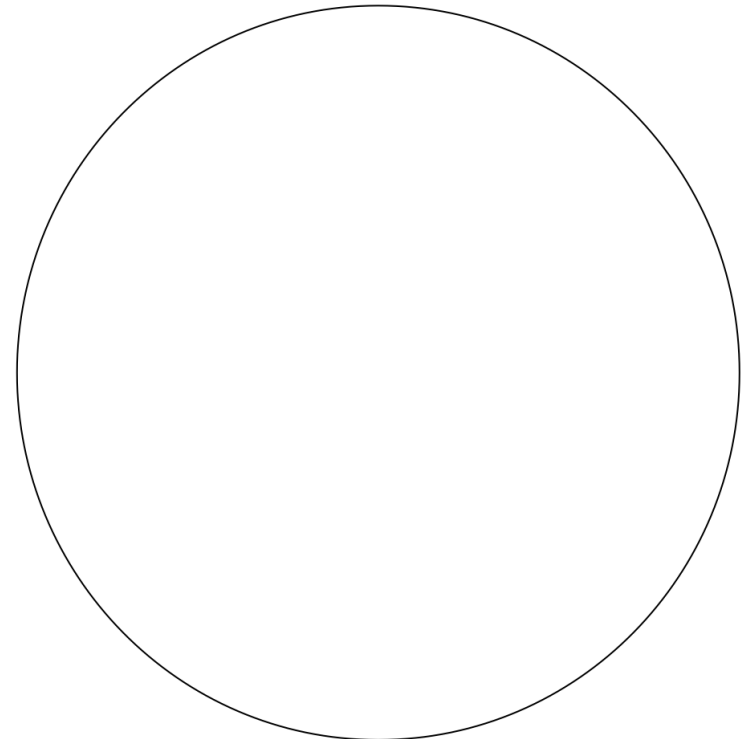
List all thoughts, feelings, circumstances, people, or events that bear on the career decision you are making. Then, for each factor indicate whether it has a specific negative, positive, or neutral impact on your decision by circling the corresponding symbol at the end of each line.

1. _____	Negative Neutral Positive -- 0 +
2. _____	Negative Neutral Positive -- 0 +
3. _____	Negative Neutral Positive -- 0 +
4. _____	Negative Neutral Positive -- 0 +
5. _____	Negative Neutral Positive -- 0 +
6. _____	Negative Neutral Positive -- 0 +
7. _____	Negative Neutral Positive -- 0 +
8. _____	Negative Neutral Positive -- 0 +
9. _____	Negative Neutral Positive -- 0 +
10. _____	Negative Neutral Positive -- 0 +

The Decision Space

Directions:

- The large circle below represents the total decision space of your career decision.
- Draw circles within the large circle to represent each item on your list. **Use the size** of the circles you draw to represent the relative importance of each item to your career decision.
- Be sure to label each circle according to the corresponding item number from the list you made on the previous page.

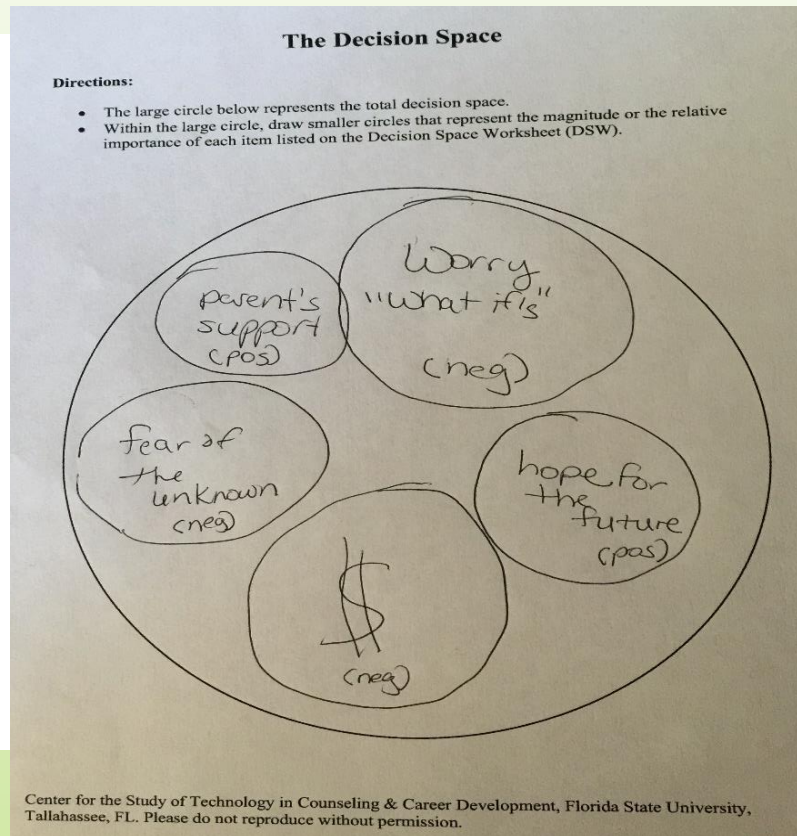


Typical Issues Revealed

Cognitive distortion
Disabling emotions
Financial
Family
Education
Interests
Self doubt
Employment
Quality of life

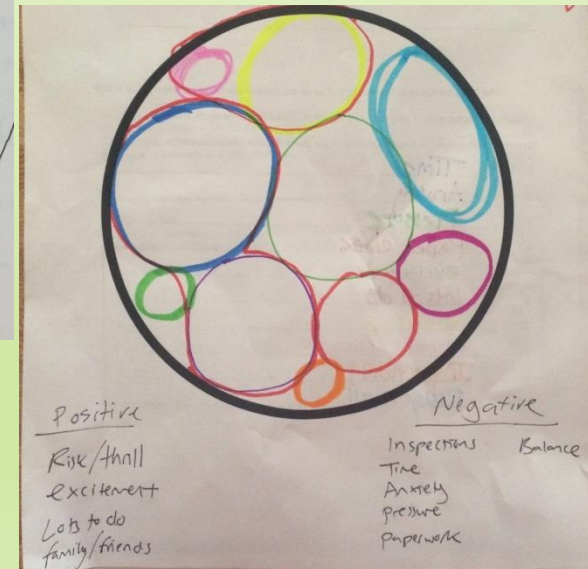
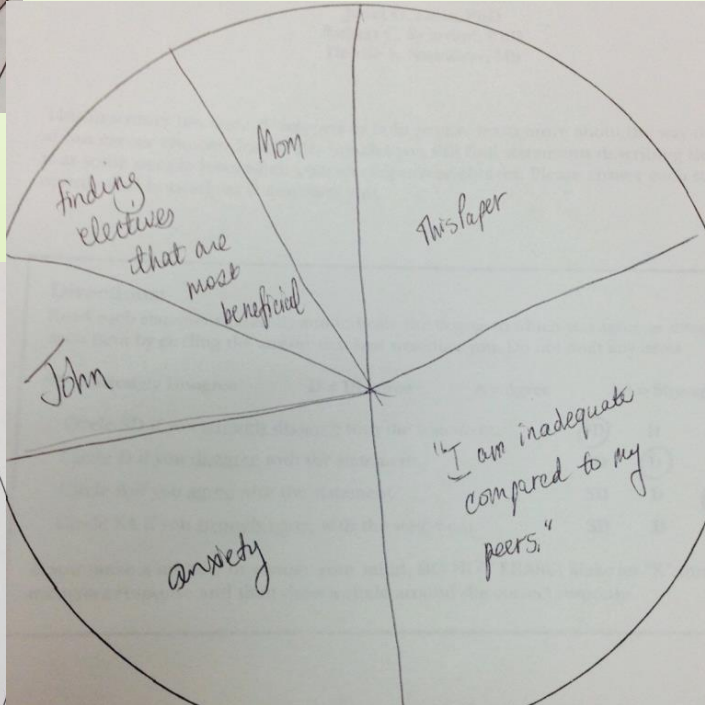
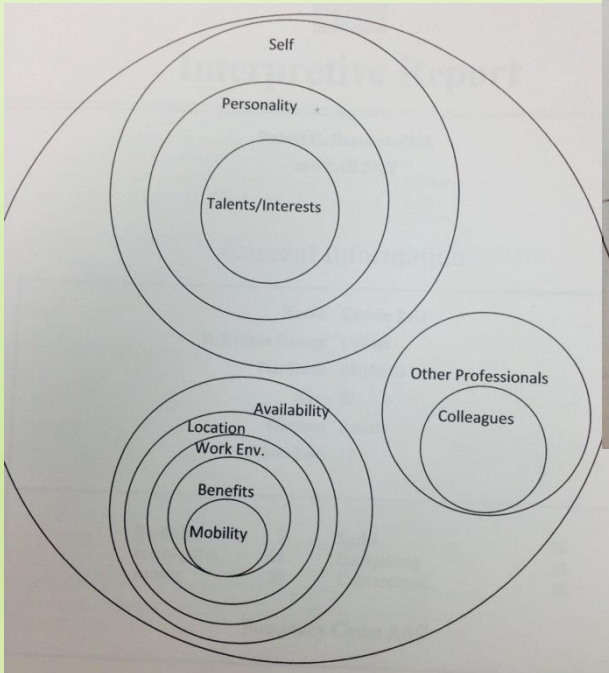
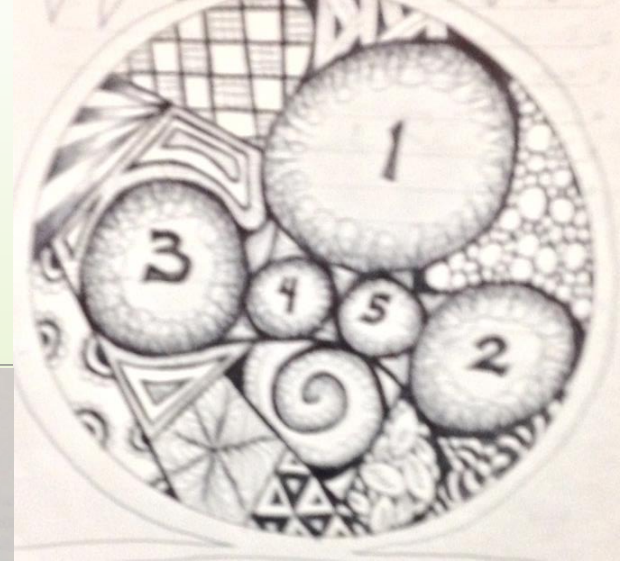
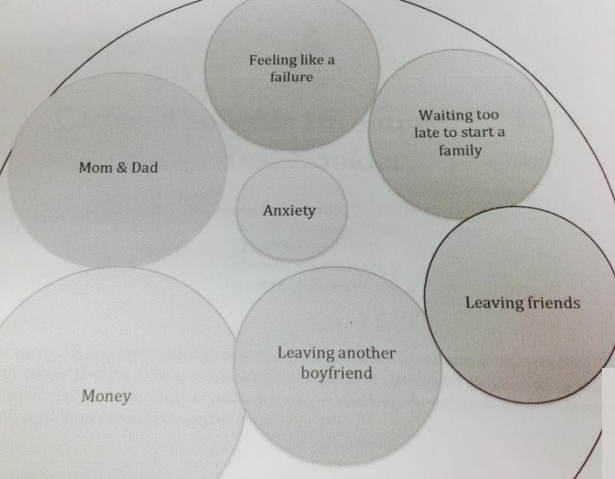
Correlates:

Beck Depression Inventory	.21
CTI Commitment Anxiety	.19
CTI External Conflict	-.18



Solomon, J. L. (2011). *The Decision Space Worksheet, the Career Thoughts Inventory, and the Beck Depression Inventory-II as measures of mental health in the career decision-making process*. Florida State University, ProQuest Dissertations and Theses.

Sample DSWs



Assessments for Psychological/ Mental Health Appraisal

- Examples:

- Beck Depression Inventory (BDI)

- Useful as a mental health screener
- Item 9 concerns suicide ideation

- Beck Hopelessness Scale (BHS)

- Useful as a mental health screener, especially for depressed individuals or those at risk for suicide
- Example item: “My future seems dark to me.”

Assessments for Psychological/ Mental Health Appraisal (continued)

MMPI-2 in Career Counseling

- Assesses personal and social adjustment
- Measures clinical syndromes that may interfere with or block effective decision making
- Used following screening measures such as CTI, DSW, and interview

Research hot off the presses

Multiple cases--qualitative dissertation study

Career Thoughts Inventory (CTI) & MMPI-2

5 cases with CTI's > 65 from diverse backgrounds

4 MMPI experts independently reviewed cases

Preliminary Findings: depression, anxiety, negative treatment factors, somatic complaints, hallucinations, poor coping, work problems found by all 4 experts across most cases.

Possible Indication of Diagnosis by Experts Across Cases

<u>Diagnosis</u>	<u>100</u>	<u>200</u>	<u>300</u>	<u>400</u>	<u>500</u>
Generalized Anxiety Disorder	*	*	*	*	*
Major Depressive Disorder	*		*	*	*
Persistent Depressive Disorder		*	*		*
Somatic Symptom Disorder		*		*	*
Adjustment Disorder		*			*
Avoidant Personality Disorder			*	*	
Dependent Personality Disorder				*	*
Narcissistic Personality Disorder				*	*
Obsessive-Compulsive Disorder				*	*
Unspecified Anxiety Disorder		*	*		
Unspecified Anxiety Disorder with obsessive traits			*		*
Acute Stress Disorder			*		
Autism Spectrum Disorder		*			
Bipolar Disorder (unspecified severity)		*			
Bipolar II Disorder		*			
Borderline Personality Disorder		*			
Conversion Disorder	*				
Cyclothymic Disorder		*			
Insomnia Disorder	*				
Passive-Aggressive Personality Disorder		*			
Schizoaffective Disorder		*			
Social Anxiety Disorder				*	

* indicates that at least one expert noted the presence of the diagnoses in the case

Case Study – FSU Career Center

22-years-old, Multi-racial female

Family

-Mother and father's occupational roles, 1 older sister and 1 younger brother

Support System

-Family, friends, and partner

Educational History

Double major: Political Science and Social Work

1st year in MSW program

Presenting concern--Decide whether to pursue Ph.D. in social work or law school after completing M.S.W

Feeling lost, confused, anxious, and uncertain

Career Decision State Survey (CDSS)

- OAQ score: 3 (alternatives, but no first choice)
- Satisfaction score: 6 (undecided about my future career)
- Vocational Clarity score: 3 (all true)

List all occupations you are considering right now.

PhD social work _____
Law School _____
LCSW _____

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

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 |

For the items below, circle T if that item is True for you or F if that item is False for you.

If I had to make an occupational choice right now, I'm afraid I would make a bad choice... T F
Making up my mind about a career has been a long and difficult problem for me..... T F
I am confused about the whole problem of deciding on a career..... T F

Pre CTI Assessment

- Total Score – average, T=59
- DMC – average, T=53
- CA – moderate elevation, T=69
- EC –high elevation, T=80

Profile for College Students					
T score	Raw scores				%ile
	CTI Total	DMC	CA	EC	
≥80	109-144	33-42	29-30	10-15	>99
79	107-108				>99
78	105-106	32	28		>99
77	103-104	31			>99
76	101-102	30	27	9	>99
75	99-100	29			99
74	97-98		26		99
73	95-96	28	25		99
72	92-94	27		8	99
71	90-91	26	24		98
70	88-89				98
69	86-87	25			97
68	84-85	24	23		96
67	82-83	23		7	96
66	80-81		22		95
65	78-79	22	21		93
64	76-77	21			92
63	74-75	20	20		90
62	72-73			6	88
61	69-71	19	19		86
60	67-68	18			84
59	65-66		18		82
58	63-64	17	17	5	79
57	61-62	16			76
56	59-60	15	16		73
55	57-58		15		69
54	55-56	14	15		66
53	53-54	13		4	62
52	51-52	12	14		58
51	49-50				54
50	46-48	11	13		50
49	44-45	10		3	46
48	42-43	9	12		42
47	40-41				38
46	38-39	8	11		34
45	36-37	7	10		31
44	34-35	6		2	27
43	32-33		9		24
42	30-31	5			21
41	28-29	4	8		18
40	26-27	3			16
39	23-25		7	1	14
38	21-22	2			12
37	19-20	1	6		10
36	17-18			0	8
35	15-16	0	5		7
34	13-14				5
33	11-12		4		4
32	9-10				4
31	7-8		3		3
30	5-6		2		2
29	3-4				2
28	1-2		1		1
≤27	0		0		1

Raw scores: 60 13 23 10

Counseling Process

Individual Career Learning Plan

Goal(s): 1. Make a decision of what to do after M.S.W w/confidene
 2. _____
 3. _____

Activity	Purpose/Outcome	Time Needed	Goal #	Priority
CTI Workbook	Identify, challenge, alter (reframe) negative thoughts	30 min	1	1
Guide to Good Decision Making Exercise	To go through decision making process	30 min	1	3
Decision Space Worksheet	To consider what factors are impacting career decision	15 min	1	2
Profession Note, DNET, DDH	Gather more information for options knowledge	1 hr	1	4

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.

- Presenting Concern: Decide whether to pursue Ph.D. in social work or law school after completing M.S.W
- Administer CTI, use CTI Workbook, cognitive restructuring, ongoing monitoring, reduce negative thinking
- Use Decision Space Worksheet (DSW) to get in touch with important influences on decision
- Psychoeducation on CIP pyramid/CASVE cycle
- Develop an Individual Career Learning Plan
- Learn about self knowledge and how related to Ph.D. in social work and law school
- Learn how to make informed decisions—Guide to Good Decision-Making Exercise

Post CTI Assessment

- Total Score – average, T=56
- DMC – average, T=51
- CA – moderate elevation, T=69
- EC – moderate elevation, 67

Profile for College Students					
T score	CTI Total	Raw scores			%ile
		DMC	CA	EC	
≥80	109-144	33-42	29-30	10-15	>99
79	107-108				>99
78	105-106	32	28		>99
77	103-104	31			>99
76	101-102	30	27	9	>99
75	99-100	29			99
74	97-98		26		99
73	95-96	28	25		99
72	92-94	27		8	99
71	90-91	26	24		98
70	88-89				98
69	86-87	25	23		97
68	84-85	24			96
67	82-83	23	22		96
66	80-81				95
65	78-79	22	21		93
64	76-77	21			92
63	74-75	20	20		90
62	72-73			6	88
61	69-71	19	19		86
60	67-68	18			84
59	65-66		18		82
58	63-64	17	17	5	79
57	61-62	16			76
56	59-60	15	16		73
55	57-58	14			69
54	55-56	14	15		66
53	53-54	13		4	62
52	51-52	12	14		58
51	49-50	11	13		54
50	46-48	11	13		50
49	44-45	10		3	46
48	42-43	9	12		42
47	40-41				38
46	38-39	8	11		34
45	36-37	7	10		31
44	34-35	6		2	27
43	32-33	6	9		24
42	30-31	5			21
41	28-29	4	8		18
40	26-27	3			16
39	23-25		7	1	14
38	21-22	2			12
37	19-20	1	6		10
36	17-18				8
35	15-16	0	5	0	7
34	13-14				5
33	11-12		4		4
32	9-10				4
31	7-8		3		3
30	5-6		2		2
29	3-4				2
28	1-2		1		1
≤27	0		0		1

Raw scores 60 12 23 7

Learning Outcomes

Increased knowledge of values, interests, and skills and how they relate to options

Reduced negative career thinking (DMC & EC)

Ongoing work on reducing anxiety—exercises to address this; gaining information about options

Learned steps in making a career choice

Case Study – Private Practice

43 yr old Asian-American male, married w/ 2 yr old child

Anticipating job loss; interested in career change – seeking “passion”

Work experience in consulting; skills in synthesizing research literature and creating presentations

Education, BS Biochemistry, MS Chemistry

Mental health history: past depression and medication, substance abuse & food addiction hx, 12 years sober, 60 lb weight loss in past year

Current: irritability, apathy, low self confidence, and worry

Feeling lost, unmotivated, and uncertain how to begin

Case Study – Private Practice

Counseling process:

Offer structure for process – CIP

Engage in assessment – Clinical Interview, CTI, SII

Re-clarify self knowledge to allow for exploration

Reframe perceptions of skills, strengths, and clarify values

Explore mental health history and challenges he overcame

Integrate past with present

Assessment information:

CTI

- Total Score – moderate elevation, T=69
- DMC – high elevation, T=80
- CA – moderate elevation, T=61
- EC – moderate elevation, T=68

Strong Interest Inventory

- C=43; E=34; S=34; R=32; I=32; A=32

Case Study – Private Practice

Outcomes:

- Client optimism, hope and desire to explore
- Increased confidence in skills and value to employers
- Recognition of importance of life values/priorities
- Increased comfort staying where he was – for now
- Confidence that he would find an alternative if needed
- Embraced new understanding self and options

Value of Integrating Service Delivery

- Supports a holistic perspective of career/life decisions
- Encourages self reflection and self knowledge clarification
- Opportunity to educate clients about impact of mental health issues
 - (ex. recent loss of spouse and flat interest profiles, recent dx of autism spectrum and changes in understanding about skills/strengths)
- Provides context for decision process and perceived challenges
- Allows for changes in thinking

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USING THEORY-BASED CAREER ASSESSMENTS to CONNECT CAREER and MENTAL HEALTH ISSUES

by V. Casey Dozier, Janet G. Lenz, and Vanessa Freeman

Introduction

As Wood and Hays (2013) noted, “assessment is an integral component of practice for counselors working with clients or students on career related issues” (p. 3). Journal articles, test directories, and conference vendors, provide evidence of the increasing number of assessments available that can be used in the career guidance and counseling process. In addition, the growth of web-based resources has brought a significant increase in the number of career assessments available to consumers and practitioners, with little oversight or quality control associated with these instruments, regardless of whether they are offered for a fee or at no cost (Osborn, Dikel, Sampson, & Harris-Bowlsbey, 2011). Ethical codes in the counseling and career development field stress the importance of considering the reliability, validity, and psychometric properties of any assessments used with clients. The National Career Development Association’s code of ethics (2015) states that career professionals must understand the “validation criteria, assessment research, and guidelines for assessment development and use” (p. 13). Another consideration with regard to career assessments is the relationship between theory, research, and practice (Sampson, Hou, Kronholz, Dozier, et al. 2014). The development of career theories often leads to the creation of constructs within those theories, e.g., career thoughts, congruence, differentiation, vocational identity, etc. The hallmark of a good theory is that it produces measures to assess constructs derived from the theory, followed by research on those measures and constructs to validate the theory’s propositions or assumptions, e.g., negative career thinking is associated with low vocational identity. In reality, many career assessments are created without a clear connection to an associated theory, and/or there is a lack of research on their psychometric properties, and their ability to produce valid results for clients who complete them. Whether via online sites, print materials, or conference presentations, it is not uncommon to see career assessments promoted as being fun, free, quick, and easy to use. However in many instances, these assessments lack any theoretical foundation, research, or supporting materials (e.g., professional manual, intervention tools). Osborn and Zunker (2012) stressed the importance of reviewing an assessment’s professional manual prior to use with clients. Promoting the use of career assessments that lack theoretical foundations, supporting research, and guidelines for professional use, seems, at best, at odds with sound practice and, at worst, a violation of ethical codes.

The purpose of this article is to highlight two career assessments, based in theory and research, which can be used in practice to explore the connection between career and mental health issues, which is an increasing area of emphasis in the counseling field (Lenz, Peterson, Reardon,

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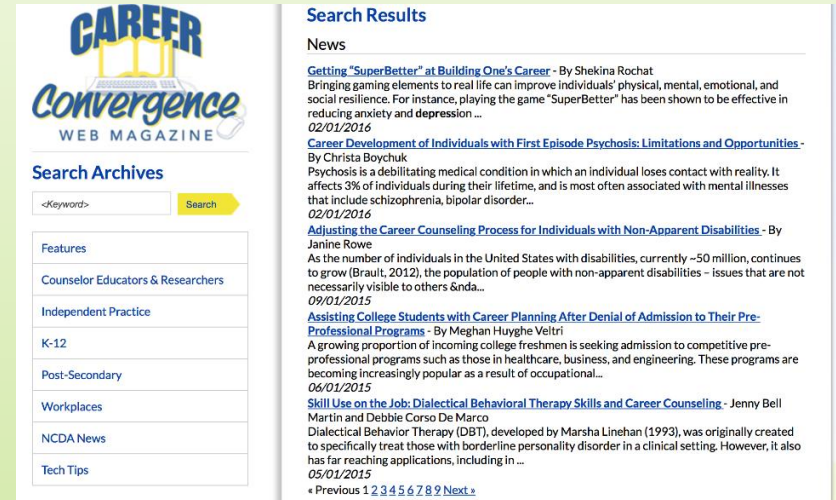
Counselor's Guide to Career Assessments

Career Convergence

Career Counseling Casebook

Clinical Supervision of Career Development Practitioners

Webinar: Unemployment and Mental Health (Blustein)



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Summary

Support in the literature for integrating these areas

Consider nature of practice setting → organizational, policy, ethical, staff, programmatic issues, etc.

Implementation requires attention to resources, internal & external factors

Theoretical approaches used in settings → inform decisions about addressing career and mental health issues

Assessment tools used impact extent to which these factors are considered and addressed in counseling process

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