



FLORIDA STATE UNIVERSITY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND LEARNING SYSTEMS, COLLEGE OF EDUCATION

*Instruction that moves, leadership that inspires,
scholarship that makes a difference for the 21st century.*

STUDENT COURSE SYLLABUS

Fall Semester 2014

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A. Course Prefix, Title and Credits

MHS 6805, Advanced Group or Individual Counseling Practicum (4 Credits)

B. Prerequisites or Co-requisites Theories of Vocational Behavior (MHS 6300) is required as a prerequisite for this practicum. Under unusual circumstances, MHS 6300 may be taken as a co-requisite with the practicum with instructor permission. The doctoral curriculum is designed so that students directly apply principles gained in Theories of Vocational Behavior in the doctoral counseling practicum. As a result students obtain an optimal blend of theory and practice in the delivery of counseling services.

C. Objectives/Description

Purpose

The purpose of this advanced practicum is to provide students with an opportunity to further integrate career development theory and practice within the context of counseling services provided at a university career center. The specific setting for this practicum is the Florida State University Career Center's Career Advising, Counseling, and Programming unit.

Phase One. The first counseling psychology practicum is divided into two phases. During the first phase, students complete the initial component of FSU Career Center Career Advisor training. This training follows the same format and uses the same basic materials as the standard Career Advisor training. Students divide their time between formal presentations, demonstrations, and use of assessment, information, and learning resources in the Career Center Library. During the first day of class, practicum students receive the following materials:

- 1) MHS 6805 course syllabus;
- 2) Career Advisor Handbook (contents: directory information, organizational structure, Career Center staff, Career Center program descriptions, working in the Career Library, communications, photocopying, Career Center support staff services, professionalism, evaluation, typical Center questions/problems, and library information);
- 3) All current module sheets;
- 4) Career advisor training checklist; and

- 5) Staff survey form (used in developing the Career Center staff listing - this form should be completed during the first class meeting).

The course syllabus and the Career Advisor Handbook should be read prior to the second day of class (week two). Students should review (or read) chapters from the practicum text as indicated in the course topics. The training checklist must be completed before the resource assessment exercise is assigned, which includes common questions posed by clients, and is the final component of the initial phase of training. Successful completion of the above training activities is required before students begin seeing clients.

Phase Two. In the second phase of the practicum, students deliver individual case-managed services, as well as provide self-help and brief staff-assisted services in the Career Library. Students will have time allocated for three individual counseling sessions and one hour delivering self-help and brief staff-assisted services in the Career Library. Each student will receive individual supervision from the practicum instructor. One and one-half hours per week will be allocated for group supervision.

Second Doctoral Counseling Psychology Practicum

The second doctoral counseling psychology practicum will continue the above phase two operation. Leading a counseling group is an option for the second semester of practicum. The student must pass the first counseling psychology practicum with a grade of at least a B- in order to register for the second practicum.

Context of the Practicum

Two of the doctoral counseling psychology practica are offered in an operational service delivery facility at Florida State University. As a result, the nature of students' practicum experiences is strongly influenced by the theoretical perspective, history, resources, physical facility, and staffing of the Career Center. The Program in Psychological and Counseling Services and the Career Center have entered into a cooperative relationship, with the goals of providing enhanced career services to students and adults in the community, as well as providing a quality learning experience for FSU graduate students. The availability of practicum students to provide individual counseling expands the range of services available to FSU students and community members. The opportunity of completing a practicum in an actual organizational setting provides students with a greater understanding of how organizational dynamics influence the nature and availability of services offered to individuals.

While the practicum instructor has direct responsibility for the delivery of quality career services, Career Center administrators meet regularly with the instructor to ensure that services delivered by each practicum student are congruent with the mission and goals of Career Advising and Counseling Services. Feedback from administrative staff on the performance of a practicum student is provided directly to the practicum instructor who then provides the feedback to the student. Specific feedback from administrative staff on the provision of services in the Career Center, especially where client welfare is concerned, may be given directly to the practicum student.

Objectives

1. To understand the process of counseling with varied client populations within the context of available options for service delivery.
2. To understand how information processing theory and other career theories are used in the delivery of career services.
3. To understand how readiness assessment is used to improve the cost-effectiveness of career service delivery.
4. To understand how screening (triage) and needs assessment (diagnosis) are used in creating individual learning (treatment) plans.
5. To understand how assessment data facilitates career problem solving and decision-making.

6. To understand career information facilitates career problem solving and decision-making.
7. To understand ethical and professional issues related to the provision of counseling.

Liability Insurance

All students are required to provide proof of professional liability insurance before seeing clients.

D. Required Texts, Readings, and/or other Resources

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.

E. Topical Course Outline

Course Topics

Introduction and review of course syllabus
 Readiness for practicum, internship, and entry to practice
 Case study: Integrating personal, family, and career issues
 Initial Perceptions of your career development
 Client Problems and Counseling Services:
 Integrating Career, Mental Health, and Marriage and Family
 Personal interactions among work, family, education/training,
 and leisure
 Introduction to the training process and resources
 Review of Career Advisor training checklist
 Review of Practicum Logs
 Personal insight and the development of counseling skills
 Counseling goals and the counseling process
 Identifying and documenting transferable skills
 Counseling Skills

 Tour of the Career Center and the Career Library
 Review of Career Center Library resources and Career Key
 Effective approaches to service delivery
 Process for scheduling sessions and documenting sessions
 Use of SnapStream for recording and reviewing sessions
 Introduction to the Cognitive Information Processing (CIP) Approach
 Helping Individuals Make Occupational, Educational, & Training Choices

 Helping Individuals Make Employment Choices
 Planning and Delivering Career Services (7-step service delivery sequence)

 Assessing Readiness for Career Choice and Selecting Appropriate Assistance

 Using the Career Thoughts Inventory to Measure Career Choice Readiness
 The CTI Test Booklet
 The CTI Workbook
 The CTI Manual
 Decision Space Exercise
 Planning and Delivering Career Resources (Assessment)
 Planning and Delivering Career Resources (Information and Instruction)

Readings

APA (2011)

 Sampson (2007a)

 Sampson (2007b)

 Sampson (2007c; 2007d)

 Sampson (2007e; 2007f)
 Sampson (2009)
 Reardon, et al. (2007)
 Sampson (2007h) & NCDA
 (1997)

 Chapter 1 & PowerPoint
 Chapter 2, Sampson (2008,
 p. 28-29, & PowerPoint
 Chapter 3 & PowerPoint
 Chapter 4, Sampson (2007i; 2008,
 p. 14-15) & PowerPoint
 Chapter 5, Sampson, et al.
 (2013) & PowerPoint
 Chapter 6 & PowerPoint
 Sampson, et al. (1996a)
 Sampson, et al. (1996b)
 Sampson, et al. (1996c)
 Peterson, et al. (2009)
 Chapter 7 & PowerPoint
 Chapter 7 & PowerPoint

Interpreting the Self-Directed Search (SDS)	Holland (1994a; 1994b)
Using card sorts in counseling	
Delivering services for special populations	
Review of individual counseling procedures for practicum & use of handouts	
Resume critique training and CEO and placement services	
Case Study Exercises	Sampson (2007j; 2007k)
Case Study for Individual Case-Managed Services	Chapter 8 & PowerPoint
Case Studies for Brief Staff-Assisted Services	Chapter 9 & PowerPoint
Case Study for Self-Help Career Services	Chapter 10 & PowerPoint
Ethical standards for service delivery and APA Practice Standards	NCDA (2007) & APA (2013)
Competencies for Multicultural Career Counseling and Development	NCDA (2009)

Final Exam Week

Completion of an individual appointment to discuss each student's Counseling Skills Analysis and Final Evaluation Statement

F. Teaching Strategies - *Lecture, discussion, modeling, and feedback from clinical practice.*

G. Field/Clinical Activities - *Supervised delivery of individual counseling and brief counseling.*

H. Expectations/Attendance

University Attendance Policy

Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. The instructor decides what effect unexcused absences will have on grades and will explain class attendance and grading policies in writing at the beginning of each semester. Instructors must accommodate absences due to documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities and must do so in a way that does not penalize students who have a valid excuse. Consideration should also be given to students whose dependent children experience serious illness. All students are expected to abide by this class attendance policy. Students must also provide, when possible, advance notice of absences as well as relevant documentation regarding absences to the instructor as soon as possible following the illness or event that led to an absence. Regardless of whether an absence is excused or unexcused, the student is responsible for making up all work that is missed.

Sexual Harassment Policy

Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.

I. Grading/Evaluation

Assignments

Complete training activities
Career advisor training checklists
Resource Assessment Exercise

Maintain a regular individual counseling caseload:

Includes utilizing Individual Career Learning Plans, needs assessment instruments, regular case notes, and client log entry on each client seen in individual counseling.

Maintain regular hours in providing self-directed career decision-making assistance:

Includes working at the Career Advisor desk, and when appropriate, utilizing Individual Career Learning Plans and needs assessment instruments.

Present a case during group supervision. The case presentation will be supported by a “Case Study Presentation Form”. The case will include the following:

- 1) Presenting problem and background data for the client;
 - 2) Assessment data including CTI data (profile data including client scores and general population/client norms) and SDS data (raw scores, percentiles, and secondary constructs);
 - 3) Theoretical hypotheses including conceptualizing the client in terms of Holland's theory (Hexagon and secondary constructs) and CIP theory (the Pyramid of Information Processing Domains, the CASVE Cycle, and the two-dimensional readiness model); and
 - 4) Plans for service delivery (anticipated or completed) as operationalized on the Individual Learning Plan.
- Case presentations should present evidence of the ability to incorporate theory and assessment in the conceptualization of screening/triage, needs assessment/diagnosis, and intervention planning/treatment planning.

Complete homework as assigned, including:

- 1) CASVE Exercise
- 2) Initial Perceptions of Career Development
- 3) Personal Interactions Among Work, Family, Education/Training, and Leisure
- 4) Personal Insights
- 5) Identifying and Documenting Transferable Skills
- 6) Identifying and Documenting Counseling Skills
- 7) Understanding and Making Good Use of Leisure Activities
- 8) Decision Space Exercise
- 9) Seven-Step Service Delivery Sequence for Career Counseling Case Studies
- 10) Case Study 1

Additional homework assignments may be added as appropriate.

Complete a Final Evaluation Statement covering the following:

- 1) Skills analysis
- 2) Counseling strengths;
- 3) Opportunities for improvement; and
- 4) Plan for ongoing skill development during the second counseling practicum incorporating the opportunities for improvement mentioned in the previous section.

The Final Evaluation Statement will be reviewed with the instructor during an individual appointment.

The student should bring his or her Preliminary Plan for Skill Development for discussion during the appointment. The student and instructor will also discuss completed practicum evaluation forms, which include the “Student Self-Evaluation of Practicum Performance” and the “Instructor Evaluation of Student Practicum Performance”.

Evaluation

Grades will be assigned on the basis of:

Counseling knowledge and skills verified by performance in completing training activities (10% of the final grade);

Homework assignments (10% of the final grade);

Counseling knowledge and skills verified in supervision by the instructor (50% of the final grade);

Ability to present a case that shows evidence of competent use of theory and assessment in the conceptualization of screening/triage, needs assessment/diagnosis, and intervention planning/treatment planning (20% of the final grade);

Ability to accurately self-evaluate counseling strengths and opportunities for improvement, as well as plan for future development in the Final Evaluation Statement. The paper should include evidence of the ability to incorporate theory and assessment in the conceptualization of screening/triage, needs assessment/diagnosis, and intervention planning/treatment planning. (10% of the final grade).

Note: The student must pass the first counseling psychology practicum with a grade of at least a B- in order to register for the second practicum.

Success in Practicum

1. Prepare for class (including reading the text, test manuals, other class materials, and presentations)
2. Keep up with training
3. Prepare for client sessions
4. Maintain good case notes
5. Maintain practicum logs regularly
6. Prepare for case presentation
7. Participate actively in case presentations
8. Review tapes before supervision
9. Be open in supervision
10. Write an accurate and insightful final paper

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

J. Honor Code

"The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>."

K. ADA Requirements

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

L. Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice

M. Bibliography

Additional Required Reading

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th Ed.). Washington, DC: American Psychiatric Association.

American Psychological Association Council of Chairs of Training Councils and the American Psychological Association Board of Educational Affairs (2011). *Competency benchmarks for professional psychology*. Washington, DC: Author.

American Psychological Association (2013). APA guidelines for practitioners. Washington, DC: Author. Retrieved August 22, 2013 from: <http://www.apa.org/practice/guidelines/index.aspx>.

Holland, J. L., Powell, A. B., & Fritzsche, B. A. (1994a). Professional users guide: Self-Directed Search. Odessa, FL: Psychological Assessment Resources, Inc.

Holland, J. L., Powell, A. B., & Fritzsche, B. A. (1994b). The Self-Directed Search technical manual--1994 edition. Odessa, FL: Psychological Assessment Resources, Inc.

National Career Development Association (1997). *Career counseling competencies*. Columbus, OH: National Career Development Association. Retrieved August 26, 2007, from: <http://www.ncda.org> [Follow "Guidelines" link from home page to "Career Counseling Competencies".]

- National Career Development Association (2007). *Ethical standards*. Columbus, OH: National Career Development Association. Retrieved August 26, 2007, from: <http://www.ncda.org> [Follow “Guidelines” link from home page to “Ethical Standards”.]
- National Career Development Association (2009). Minimum competencies for multicultural career counseling and development. Columbus, OH: National Career Development Association. Retrieved August 26, 2007, from: <http://www.ncda.org> [Follow “Guidelines” link from home page to “Minimum Competencies for Multicultural Career Counseling and Development”.]
- Niles, S.G. & Bowsby, J.H. (2005) *Career Development Interventions in the 21st Century*. (2nd ed.). Upper Saddle River, NJ. Pearson/Merrill Prentice Hall.
- Peterson, G. W., Leasure, K. K., Carr, D. L., & Lenz, J. G. (2009). The Decision Space Worksheet: An assessment of context in career decision making. *Career Planning and Adult Development Journal*, 25(4), 87-100.
- Reardon, R. C., Lenz, J. G., Lumsden, J. A., & Sampson, J. P., Jr. (2007). *Identifying and documenting transferable skills*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007a). *Initial perceptions of your career development*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007b). *Client problems and counseling services: Integrating career, mental health, and marriage and family*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007c). *Personal interactions among work, family, education/training, and leisure*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007d). *Understanding and making good use of leisure activities*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007e). *Personal insight and the development of counseling skills*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007f). *Personal insights*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007h). *Identifying and documenting counseling skills*. Tallahassee, FL: Florida State University, Department of Educational Psychology and Learning Systems.
- Sampson, J. P., Jr. (2007i). *Seven-step service delivery sequence for career counseling case studies*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007j). *Case study 1*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P. (2008). *Designing and implementing career programs: A handbook for effective practice*. Broken Arrow, OK: National Career Development Association.

Sampson, J. P., Jr. (2009). *Counseling goals and the counseling Process*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.

Sampson, J. P., McClain, M. C., Musch, E., & Reardon, R. C. (2013). Variables affecting readiness to benefit from career interventions. *The Career Development Quarterly*, 61, 98-109. doi:10.1002/j.2161-0045.2013.00040.x

Sampson, J. P., Jr., Peterson, G. W., Lenz, J. G., Reardon, R. C., & Saunders, D. E. (1996a). Career Thoughts Inventory. Odessa, FL: Psychological Assessment Resources, Inc.

Sampson, J. P., Jr., Peterson, G. W., Lenz, J. G., Reardon, R. C., & Saunders, D. E. (1996b). Improving your career thoughts: A workbook for the Career Thoughts Inventory. Odessa, FL: Psychological Assessment Resources, Inc.

Sampson, J. P., Jr., Peterson, G. W., Lenz, J. G., Reardon, R. C., & Saunders, D. E. (1996c). Career Thoughts Inventory: Professional manual. Odessa, FL: Psychological Assessment Resources, Inc.

Additional materials on reserve in the career library will be assigned as appropriate. Typical additional materials include test manuals, professional manuals for computer-assisted career guidance systems, and specific resources that relate to individual client needs.

Procedures for Individual Case-Managed Services

The sequence of procedures for individual case-managed services is as follows:

- 1) Career Advisors will refer potential clients for individual counseling services offered on Tuesdays from 2:00 P.M. to 8:00 P.M. The Program Assistant will schedule the individual counseling appointments. Appropriate clients for the practicum would include:
 - a) Those individuals who need assistance with career decision making issues such as:
 - Choosing a major
 - Exploring values, interests, and skills
 - Exploring occupations
 - Exploring training opportunities
 - Career decision making
 - Internships and experiential education
 - Exploring options for graduate study
 - Dual-career issues
 - Job hunting
 - Writing a resume
 - Interview preparation
 - Work adjustment

Inappropriate clients for the practicum would include:

- a) Those individuals who are experiencing a serious life crisis that would prevent them from taking advantage of a cognitively based and insight-oriented approach to counseling;
- b) Those individuals who are not able to commit at least one to two hours of time for counseling and use of information resources.

Questions concerning the above guidelines should be referred to Career Center administrative staff or the practicum instructor.

- 2) The Career Advisor or practicum student on duty will ask the client to sign-in at the Career Advising desk. The *Client Information* form (demographics and informed consent) and the *Career Thoughts Inventory* may be completed at this time. At the time of a scheduled individual appointment, the practicum student needs to be in the vicinity of the sign-in desk in order to avoid problems where clients are unable to locate their counselor.
- 3) The process to follow for the first counseling session is as follows:
- a) Refer to the client slip in your folder in the Career Advisor's desk to determine your room. If you have any difficulty locating your room, contact the practicum instructor or Career Center administration staff. When you enter the interview room with the client, hang the "in session" notice on the door handle.
 - b) Review the *Client Information* form with the client, making sure that it is signed and complete.
 - c) Orient them to the counseling process.
 - d) Listen to the client's presenting problem.
 - e) Use appropriate counseling skills, i.e., empathy, clarification, and open-ended questions.
 - f) Administer and interpret in the *Decision Space Exercise*.
 - g) Go over *Career Thoughts Inventory* results (Administer and score if necessary).
 - h) Assist client in generating a gap statement about his or her problem.
 - i) Go over the CIP handouts and explain the CIP pyramid.
 - j) Create an initial *Individual Career Learning Plan* and complete signatures. Give the client the white copy and keep the yellow copy for the client's file.
 - k) Review the handouts again, noting progress that has been made and providing positive reinforcement.
 - l) Confirm the next client appointment and give the client the yellow copy of the appointment slip.

Note: For clients in crisis, complete only steps a, b, c, and d, while making any referrals that are appropriate. In this case, also complete an *Individual Career Learning Plan* with one general goal and the one activity of individual counseling, if at all possible. Any time you believe you are in danger, leave the room immediately, seek assistance (including contacting the practicum instructor), and call the FSU Campus Police (4-1234). If your client states that they are thinking about harming himself, herself, or another person, judge the potential lethality of the behavior. If you judge the danger of serious and foreseeable harm to be low, complete a client contract (non-suicide contract) with the client and meet with the practicum supervisor immediately after the session. If you judge the danger of serious and foreseeable harm to be high, leave the interview room and contact the practicum supervisor immediately.

- 4) The process to follow for subsequent counseling sessions is as follows:
- a) Briefly review the client's experience since the previous week.
 - b) Use appropriate counseling skills, i.e., empathy, open-ended questions, clarification, and lastly interpretation.
 - c) Briefly review the Pyramid and CASVE Cycle handouts to consider progress in career problem solving and decision making.
 - d) Review the *Individual Career Learning Plan* and discuss any assigned homework.
 - e) Discuss issues, assessments, information, or any other activities from the *Individual Career Learning Plan* as appropriate.
 - f) Negotiate any appropriate revisions for the *Individual Career Learning Plan*.
 - g) Introduce and discuss any homework assignment.

- h) Briefly review the Pyramid and CASVE Cycle handouts to consider progress in career problem solving and decision making.
- i) Briefly review the Pyramid and CASVE Cycle handouts again, noting progress that has been made and providing positive reinforcement.
- j) Confirm the next client appointment.

5) Unlabeled client folders are available in DSC 1200 of the Career Center. Each folder contains:

- *Client Information* form
- *Career Thoughts Inventory*
- *Decision Space Worksheet*
- Pyramid and CASVE Cycle handouts
- *Individual Career Learning Plan*
- *Authorization to Obtain Information*
- *Client Crisis Plan*
- *Case Notes*

Additional copies of the handouts can be found in in DSC 1210.

6) After each session update the case notes for the client and your practicum log sheet. Client files are stored in DSC 1210. Case notes and client files are not to be removed from the Career Center.

7) No test data, counselor observations, or client information can be released to any third party or organization without the completion of a Career Center *Authorization to Obtain Information* form.

8) Students are required to make recordings of individual counseling sessions for their own review, unless clients refuse to give permission for taping. Students are expected to make at least two recordings, in Snapstream, of sessions for review by their supervisor.

Procedures for Self-Help and Brief Staff-Assisted Services

The sequence of procedures for self-help and brief staff-assisted services is as follows:

- 1) The Career Advisor or practicum student on duty will ask the client to sign-in at the front desk.
- 2) The next available practicum student will briefly interview the client to determine his or her needs.
- 3) If the client is judged to have high readiness for career problem solving and decision making according to the CIP Approach, self-help services are provided. The practicum student will assist the client in selecting, locating, and using information in the Career Library to meet specific needs.
- 4) If the client is judged to have moderate readiness for career problem solving and decision making according to the CIP Approach, brief staff-assisted services are provided. The practicum student will assist the client in collaboratively completing an *Individual Career Learning Plan*, followed by assisting the client in selecting, locating, and using information in the Career Library. (The practicum student has the option of using the *Career Thoughts Inventory* and the *Decision Space Exercise* as a resource in determining the best approach to collaboratively completing an *Individual Career Learning Plan* with the client.
- 5) At the end of the practicum, update your practicum log to include clients served in the Career Library.

Please Note: Practicum students need to regularly check their mailbox for messages regarding client appointments and information regarding various aspects of Career Center service delivery. Practicum students also need to assist each Tuesday night in the process of "shutting down" the Career Center. Procedures for this activity are provided in the Career Advisor Guide