Career Counseling and Services: A Cognitive Information Processing Approach

James P. Sampson, Jr., Robert C. Reardon, Gary W. Peterson, and Janet G. Lenz

Florida State University

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Hom

Chapter Nine

Case Studies for Brief Staff-Assisted Services



Chapter Organization

- <u>The Case of Linda: A College Senior</u>
- <u>The Case of Carla: A College Junior</u>
- The Case of Juanita: A High School Senior



The Case of Linda: A College Senior



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- Addressing the client concern that her problem was unique, when it is a reasonably common problem
- Completing a readiness assessment to determine client needs before intervening
- Fostering collaboration between the client and the practitioner in exploring the problem and setting goals
 - Reinforcement that client input was valuable
 - Potential increase in client motivation
 - Reinforcement of positive self-talk

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- Using the Individual Learning Plan to
 - Guide and monitor client progress
 - Create clear expectations of activities and outcomes
- Updating the Individual Learning Plan by several staff members as service delivery progressed
 - Makes service delivery responsive to the emerging needs of the client

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Home

- Provides a coordinated approach to service delivery
- Provides continuity in service delivery

- Recommending resources instead of assigning resources
 - Treats the client with respect
 - Communicates that the client is capable of contributing to the service delivery process by making appropriate resource choices
- Using multiple practitioners in a team approach
 - Allows the client to progress at her own pace



- Explaining how resources function (Orientation)
 - Communicates that clients are capable of understanding the service delivery process and contributes to enhanced self-esteem
- Checking on the progress of clients while resources are being used
 - Provides a supportive environment
 - Fosters relationship development



- Clarifying the learning that has occurred while using resources (Follow-up)
 - Enhances the "teachable moment," allowing the practitioner to make immediate suggestions on further use of the same or related resources
- Providing appropriate self-disclosure
 - Fosters relationship development, modeling and learning



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The Case of Carla: A College Junior



- Providing an example of the safety net in service delivery
- Completing a readiness assessment to determine client needs



The Case of Juanita: A High School Senior

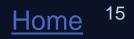


- Completing a readiness assessment to determine client needs before intervening
- Providing appropriate self-disclosure
 - Fosters relationship development, modeling, and learning
- Addressing the client concern that her problem was unique, when it is a reasonably common problem



- Fostering collaboration between the client and the practitioner in selecting career resources
 - Reinforcement that client input is valuable
 - Potential increase in client motivation
 - Reinforcement of positive self-talk
- Providing an orientation to key constructs presented in group counseling
- Reviewing assigned homework
 - Reinforces information seeking behavior
 - Promotes accountability

- Modeling and reinforcement of information seeking behavior
- Reviewing group progress
 - Enhances relationship development among the leader and group members



Summary

- Demonstrated the use of brief staff-assisted service delivery with clients having moderate or low readiness for career choice
- Showed the use of career assessments and information
- Showed the use of the seven-step service delivery sequence



Getting the Most Benefit from Reading

- If you have had brief staff-assisted service delivery, how was your experience similar and different from these case studies?
- What other strategies could have been used to meet the needs of the client?
- Visit a career center and learn how brief staffassisted service delivery is provided
- Talk with a friend about what you have learned



For Additional Information

www.career.fsu.edu/techcenter/

Thank You

