Developing Needs-Based Services Using the Cognitive Information Processing (CIP) Approach

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Nature of the Problem

- Increasing numbers of adults with varying needs are seeking services
- Information, advice, and guidance services are not receiving the increased funding necessary to meet increased demand
- Careers advisers and information staff need to explore a variety of models for designing services to cost-effectively meet the needs of adults
A Better Approach

Limiting staff time in delivering individual case-managed services to adults leaves more staff time for

– brief services that serve more adults, or
– longer services for adults with extensive needs
Translating Theory to Practice

- Pyramid concept - what is involved in career choice (Content) (Knowing)

- CASVE cycle - how to make career choices (Process) (Doing)
Pyramid of Information Processing Domains

- Executive Processing Domain
- Decision-Making Skills Domain
- Knowledge Domains
- Meta-cognitions
- CASVE Cycle
- Self Knowledge
- Occupational Knowledge
Pyramid of Information Processing Domains

- Knowing about myself
- Knowing how I make decisions
- Thinking about my decision making
- Knowing about my options

Client Version
Pyramid of Information Processing Domains

- The nature of
  - self-knowledge
  - options knowledge
  - decision-making skills, and
  - self-talk

Can make career problem solving easier or more difficult for adults
CASVE Cycle - Client Version

Knowing I Need to Make a Choice
Knowing I Made a Good Choice
Implementing My Choice
Understanding Myself and My Options
Choosing An Occupation, Program of Study, or Job
Expanding and Narrowing My List of Options
The CASVE Cycle

• Some adults are more ready to complete the CASVE Cycle than others
Readiness

The **capability** of an adult to make appropriate career choices taking into account the **complexity** of family, social, economic, and organizational factors that influence career development

Capability – **Internal** to the adult
Complexity – **External** to the adult
Readiness Model

Capability
(low)  (high)
Capability

Cognitive and affective capacity of the adult to engage in effective career choice behaviors

How our career choices are influenced by the way we think and feel
Capability

- Honest exploration of values, interests, and skills
- Motivated to learn about options
- Able to think clearly about career problems
- Confident of their decision-making ability
- Willing to assume responsibility for problem solving
- Aware of how thoughts and feelings influence behavior
- Able to monitor and regulate problem solving
Readiness Model

Complexity (high)

(low)
Complexity

- Contextual factors, originating in the family, society, employing organizations, or the economy, that make it more difficult (or less difficult) for adults to solve career problems and make career decisions

- How the world around us influences our ability to make career choices
Complexity

- **Family factors**
  - Support, deferral, role overload, dysfunction

- **Social factors**
  - Social support, stereotyping, discrimination

- **Economic factors**
  - General (rate of change), personal (poverty)

- **Organizational factors**
  - Size, organizational culture, stability
Readiness Model

Complexity (high)

Capability (low)  (high)

(low)
**Readiness Model**

- **Complexity** (high)
  - Low readiness
    - High degree of support needed
      - (Individual Case-Managed Services)
  - Moderate readiness
    - Moderate to low degree of support needed
      - (Brief Staff-Assisted Services)
  - High readiness
    - No support needed
      - (Self-Help mode)

- **Capability** (low)
Screening & Selecting Options

Figure 1  
Individual Choice
Screening & Selecting Options

Figure 1

- Individual Choice

- Independent Use of the Internet or Other Resources
Screening & Selecting Options

Figure 1

- Individual Choice
- Independent Use of the Internet or Other Resources
- Brief Screening Reception
- Self Referral
Screening & Selecting Options

Figure 1

Individual Choice
Screening & Selecting Options

Figure 1

Individual Choice

Brief Screening Reception
Screening & Selecting Options

Figure 1

- Individual Choice
- Brief Screening Reception
- Self-Help Services
Screening & Selecting Options

Figure 1

- **Individual Choice**
- **Brief Screening**
  - Reception
- **Comprehensive Screening**
  - Information Room
- **Self-Help Services**
- **Self or Staff Referral**
Screening & Selecting Options

Figure 1

- Individual Choice
  - Brief Screening Reception
    - Comprehensive Screening Information Room
Screening & Selecting Options

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- Individual Choice
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Screening & Selecting Options

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- Individual Choice
- Brief Screening Reception
- Comprehensive Screening Information Room
- Brief Staff-Assisted Services
Screening & Selecting Options

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- Individual Choice
  - Brief Screening
    - Reception
  - Comprehensive Screening
    - Information Room
- Individual Case-Managed Services
Screening & Selecting Options

Figure 1

- Individual Choice
- Brief Screening Reception
  - Self or Staff Referral
  - Comprehensive Screening Information Room
- Self-Help Services
- Brief Staff-Assisted Services
- Individual Case-Managed Services
Screening & Selecting Options

Figure 1

Individual Choice

Independent Use of the Internet or Other Resources

Brief Screening Reception

Self or Staff Referral

Comprehensive Screening Information Room

Self or Staff Referral

Self-Help Services

Brief Staff-Assisted Services

Individual Case-Managed Services

Self Referral
Match Support to Needs

• Screening results in a collaborative decision about the level of service that is appropriate for the readiness of the adult

• Decision-Making Readiness screening measure soon to be available

• Levels of service delivery include:
  – Self-help services (high readiness)
  – Brief staff-assisted services (moderate readiness)
  – Individual case-managed services (low readiness)
Screen Adults

- Adults vary in readiness for career choice
- Problem of overserving or underserving adults when staff time is a scarce resource
- Screening helps staff and adults make informed decisions about the optimum level of service to meet adult needs
Self-Help Services

- High decision making readiness
- Little or no assistance needed
- Guided by the user
- Served in an information room or remote setting
- Selection and sequencing by resource guides
Brief Screening
Resource Guides - Self-Help Services
Use of Print Information - Self-Help Services
Use of Multimedia Information - Self-Help Services
Use of Computer Technology - Self-Help Services
Staff Assistance Provided as Needed
Safety Net (Floor Walker) - Self-Help Services
Brief Staff-Assisted Services

- Moderate decision making readiness
- Minimal assistance needed
- Guided by a practitioner
- Served in an information room or group setting
- Selection and sequencing by ILP
Comprehensive Screening
Selecting Resource Guides - Assisted Services
Using Resource Guides from ILP – Assisted Services
Use of Print Information from ILP - Assisted Services
Use of Computer Technology from ILP - Assisted Services
Safety Net (Floor Walker) – Assisted Services
Individual Case-Managed Services

- Low decision making readiness
- Substantial assistance needed
- Guided by a practitioner
- Served in an individual office or group setting
- Selection and sequencing by ILP
Brief Screening
Comprehensive Screening
Individual Counseling – In-Depth Support Services
Individual Counseling – In-Depth Support Services
Individual Counseling – In-Depth Support Services
Supported Use of Resources in the Information Room
Cost-Effective Services

The goal of this model is to avoid overserving or underserving young people by using screening to match needs with services.
For Additional Information

www.career.fsu.edu/techcenter/

Thank You