Using Information and Communication Technology to Integrate Face-to-Face and Distance Guidance

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Pyramid of Information Processing Domains

Thinking about my decision making

Knowing how I make decisions

Knowing about myself  Knowing about my options

What you need to know to make a career choice
CASVE Cycle - Client Version

What you need to **do** to make a career choice
Translating Concepts for Client Use

- Pyramid
  - What’s involved in career choice
  - The content of career choice
  - What you need to know
  - Goal – making an informed choice

- The CASVE Cycle
  - A guide to good decision making
  - The process of career choice
  - What you need to do
  - Goal – making a careful choice
Differentiated Service Delivery

Instead of one level of service for all, three levels of service are needed to meet individual needs ranging from those who are:

- self-motivated and able to learn successfully on their own
- suffering from low readiness for decision-making who need substantial assistance to successfully learn
Differentiated Service Delivery

- The three levels of service include
  - **Self-help services** for young people and adults with **high** readiness for decision making
  - **Brief staff-assisted services** for young people and adults with **moderate** readiness
  - **Individual case-managed services** for young people and adults with **low** readiness
Definition of Readiness

- Readiness is the capability of an individual to make informed and careful 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.
Two-Dimensional 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)

Capability (low)

Moderate readiness
Moderate to low degree of support needed
(Brief Staff-Assisted Services)

High readiness
No support needed
(Self-Help mode)

(low) (high)
Aim of Differentiated Service Delivery

- Young people and adults should receive the level of help they need, no more and no less.
- The aim of the differentiated service delivery model (the CIP approach) is to provide:
  - the right resource
  - used by the right person
  - with the right level of support
  - at the lowest possible cost
Differentiated Service Delivery Model

Individual Enters

Brief Screening

Comprehensive Screening

Self or Staff Referral

Self-Help Services

Brief Staff-Assisted Services

Individual Case-Managed Services

Complete differentiated model of delivering career resources and services
A Generic Sequence for Services

1. Intake
2. Screening
3. Problem identification
4. Goal setting
5. Service delivery planning
6. Resource and service use
7. Problem review
Common Elements of Face-to-Face and Distance Guidance

- Web Site
- Resource Guides
- Diagnostic Assessment
- Individual Learning Plans
- Information Handouts
Service Delivery at a Distance

- Deliver services through the use of e-mail, chat, telephone, or videoconferencing

- Delivered to persons who may
  - be underserved with face-to-face services
  - prefer the convenience of remote assistance
Distance Guidance as a Necessity

- Persons with disabilities who have mobility problems
- Persons in remote geographic areas who lack access to resources and services
- Persons seeking access to practitioners in other locations with specialized expertise
- Persons reluctant to seek help who use the Internet as a safe place to start obtaining resources and services
Distance Guidance as a Convenience

- Persons who want to access resources and receive services outside of normal business hours
- Persons who want to access resources and receive services at their place of residence or work
Three Levels of Service Delivery at a Distance

- Self-help services
  - Responding to questions about Web-site use

- Brief staff-assisted services
  - Screening, recommending, orienting, and follow-up of Web-site use

- Individual case-managed services
  - Individual guidance at a distance
Web Sites

- All levels of service delivery can make use of Web sites that provide
  - remote access to career assessments and career information
  - links and referrals to career services

- In brief staff-assisted and individual case-managed services, specific content on a Web site can be assigned on the ILP
Web Sites

- A career center or school Web site can be used by young people and adults in the career resource room as well as at a distance.

- Staff modeling of Web site use can stimulate the information-seeking behavior of young people and adults.
Web Sites and Distance Guidance

- Practitioner can refer an adolescent or adult to specific content on a Web site that relates to a problem being discussed.

- The “teachable moment” provides practitioners with an opportunity to help individuals immediately process and apply what they are learning.
Ethical Issues

- Informed consent
- Client suitability
- Client access and financial capability
- Counselor competence
- Training
- Credentialing
Ethical Issues

- Client technology skills
- Confidentiality
- Cultural sensitivity
- Limited awareness of location-specific issues
- Lack of clarity about practitioner credentials
Web Site Ethical Issues

- Violation of confidentiality or security
- Links to invalid assessments and information
- Lack of practitioner support when needed
- Practitioner dependency on the Web site to compensate for a lack of competency
- Individuals with little access to the Internet due to a lack of financial resources