Web-Based Assessment & Treatment of Dysfunctional Career Thinking

Darrin Carr & James P. Sampson, Jr.

Florida State University
Overview

• Identify a problem in career counseling
• Review a possible solution (CBT)
• Create an expert model of “good” reframes
• Apply the model
  – Practice
  – Web-Based Intervention
• Conclude
A Problem for Career Counseling

• interviewed 1,000 youth in STW transition
• identified themes of unfulfilled expectations and postponement of career decisions

Behrens & Altman (2000, p. 44)
• three year qualitative study
• 95% of 92 mid-life career changers lacked confidence in their ability to find mid-life career satisfaction
• felt their desire to explore these core issues was rebuffed by job search experts
A Problem for Career Counseling

Behrens & Altman (2000)

• “…many mid-life career changers must deal with the frustrations of having their core issues glossed over or even ignored…” by job search professionals

• “By helping them to conquer their fears, correct erroneous beliefs, and become aware of and revise negative self-talk…,” practitioners can help mid-life job seekers to “…find the energy to network and project the confidence to interview successfully.”
Overview

• Identify a problem in career counseling
• Review a possible solution (CBT)
• Create an expert model of “good” reframes
• Apply the model
  – Practice
  – Web-Based Intervention
• Conclude
CBT view of “Core Issues”

Schema

I have no skills.
I’m too old.
It all depends on who you know.
Self Talk

Schema

I have no skills.
I'm too old.
It all depends on who you know.

Behavior

Emotion

Self Talk

I’ll blow the interview, so I won’t apply.
Self Talk

Schema

I have no skills.
I’m too old.
It all depends on who you know.

Emotion

Behavior

Self Talk

The Problem

I’ll blow the interview, so I won’t apply.
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I have no skills.
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The Problem

Emotion

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Self Talk

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The Problem
Self Talk

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I have no skills.
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Self Talk

I’ll blow the interview, so I won’t apply.

Behavior

Emotion

The Problem
The Problem

• Clients may not be *ready* to make a career decision due to self-reinforcing, dysfunctional schema

• Dysfunctional schema create
  – negative self-talk
  – negative affect
  – maladaptive behavior
  – distortion of information
A Solution

• Improve dysfunctional schema by **reframing** negative self talk
Self Talk

Schema

I have no skills.

I’m too old.

It all depends on who you know.

Behavior

Emotion

If I practice for my interview, I’ll have a chance.

The Solution

HELP WANTED

I’m Not WANTED
Self Talk

Schema
I have no skills.
I’m too old.
It all depends on who you know.

Behavior

Emotion

Interview

The Solution

If I practice for my interview, I’ll have a chance.
Self Talk

Schema

I have no skills.
I’m too old.
It all depends on who you know.

Behavior

Emotion

Interview

The Solution

If I practice for my interview, I’ll have a chance.
Self Talk

Schema

Maybe I do have skills people want.

Maybe I’m not too old.

Maybe I can meet new people.

Interview

The Solution

If I practice for my interview, I’ll have a chance.
Readiness Assessments

- Career Decision Scale
- My Vocational Situation
- Career Decision Profile
- Career Factors Inventory
- Career Beliefs Inventory
- Career Attitudes and Strategies Inventory
- Career Maturity Inventory-Revised
- Career Thoughts Inventory
Career Thoughts Inventory

Career Thoughts Inventory™ (CTI™)
Test Booklet

James P. Sampson, Jr., PhD
Gary W. Peterson, PhD
Janet C. Lenz, PhD
Robert C. Reardon, PhD
Denise E. Saunders, MS

This inventory has been developed to help people learn more about the way they think about career choices. Inside this booklet you will find statements describing thoughts that some people have when considering career choices. Please answer each statement openly and honestly as it describes you.

Directions: Read each statement carefully and indicate the degree to which you agree or disagree with each item by circling the answer that best describes you. Do not omit any items.

SA = Strongly Agree  D = Disagree  A = Agree
SA = Strongly Agree
Circle SA if you strongly agree with the statement.

D  D  SA
D  D  SA

A  A  SA
A  A  SA

Circle A if you agree with the statement.

D  D  SA
D  D  SA

Circle D if you disagree with the statement.

If you make a mistake or change your mind, DO NOT ERASE. Make an "X" through the incorrect response and then draw a circle around the correct response.

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Completing the CTI

20. I’m so confused, I’ll never be able to choose a field of study or occupation.
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Old Career Thought</th>
<th>New Career Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td><em>I’m so confused, I’ll never be able to choose a major.</em></td>
<td></td>
</tr>
</tbody>
</table>
## Client Reframes Thoughts

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Old Career Thought</th>
<th>New Career Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>I’m so confused, I’ll never be able to choose a major.</td>
<td>It’s OK to be confused—there are a lot of majors. Using the word NEVER only keeps me stuck! I can learn the steps involved in choosing a major.</td>
</tr>
</tbody>
</table>
Is this an effective reframe?

Old Career Thought

Making a career decision is so complex, I can’t figure out what to do next.

New Career Thought

I should talk to someone to help me and guide me to my right path.
Overview

- Identify a problem in career counseling
- Review a possible solution (CBT)
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- Apply the model
  - Practice
  - Web-Based Intervention
- Conclude
What makes a “good” reframe?

- “expert” practitioners have more complex schema than novices for intervening with clients (Martin, Slemon, Hiebert, Hallberg, & Cummings, 1989)

- experts may have difficulty defining & communicating these complex & tacit schemata to trainees & clients

- create an expert model for evaluating effectiveness of client reframes of negative career thoughts
Expert Panel

Greater than 100 years combined experience in mental health and career counseling

Authored and coauthored numerous articles, book chapters, and texts on career development
Expert Panel

Janet G. Lenz, Ph.D.

James P. Sampson, Ph.D.

Gary W. Peterson, Ph.D.

Robert Reardon, Ph.D.
Instructions for Think-Aloud Protocol

On the following page are 8 statements taken from the Career Thoughts Inventory and corresponding reframes made by evaluation study participants to these statements.

For each item, please complete the following steps while voicing your thoughts aloud.

I will prompt you through the steps for each item.

1. Read aloud the original CTI item in bold.
2. Read aloud the participant response.
3. Answer aloud the following questions:
   - Did the participant appear to understand the task?
     - If no, what appears to be the problem?
   - How has the participant altered the statement?
   - What strategy does the participant appear to be using?
   - Has the participant successfully reframed the statement?
   - How would you rate the quality of the reframed statement (1 = marginal, 2 = moderate, 3 = high)?
   - What evidence supports your decision in e?
   - Do you have any additional thoughts about this statement?

4. Feel free to write or draw on the worksheet given to you.
Reframe Prompts: Forms A & B

Form A

1. I get really worried about choosing the perfect occupation.
   There is always a risk no matter what occupation or field of study I choose, but I just need to have a good choice and alternatives.

2. I get frustrated when others ask me what I want to do with my life.
   I don't get frustrated because I know I am capable of choosing what I want to do.

3. I'll never learn enough about occupations to choose wisely.
   I can talk to people in my field or in a particular occupation to help learn if it is in my best interest.

4. The hardest thing is choosing just one major or career.
   It is not hard to settle on just one major or career.

5. I don’t know how to find out about occupations that match my major.
   It will take time, but through a systematic plan for researching library resources and personal contacts are effective.

5. My age hinders my career choices.
   My age gives me more experience on my career choices.
Think Aloud Data

its·shallow,·even·thought·is·action·oriented,·a·high·level·response·would·acknowledge·ongoing·process·of·learning·about·occupations,¶
would·also·have·to·add·perspective·to·be·high·quality·and·a·good·choice¶
identified·methods·of·getting·information·about·jobs·in·field·and·identified·that·it·takes·time·to·do·that.¶
(·a·sense·of·optimism·is·seen)¶
They·are·maintaining·the·future·focus·of·the·item.¶

reframing·a·negative·into·a·positive¶
Yes,·but·didn't·do·it·(no).·Minimal·effort·to·reframe.·Just·inserted·a·negative.·This·person·was·exhausted·or….¶
"two·ways,·just·reversed·it·""I·don't·get·upset","¶
They·just·reversed·it,·it·disagrees·with·the·original·thought·but·does·not·address·it·or·reframe·it.¶
"acknowledged·the·fact·that·it·is·impossible·to·choose·""the·right·field",·"·recognized·that·one·needs·to·make·best·possible·choices·under·circumstances·and·have·options·available"¶
backed·off·absolute·part¶
just·kind·of·edited·the·original·statement¶
with·a·positive,·active·statement¶
they've·chosen·a·descriptive·word·that·better·fits·them·(personalized)¶
shoot·self·in·foot·with·""I'll·have·to""¶
25 Criteria

Table 3
A Schema for Cognitive Distortions Influencing Career Problem Solving and Decision Making

<table>
<thead>
<tr>
<th>Less Effective Reframe</th>
<th>More Effective Reframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>• External focus</td>
<td>• Internal focus</td>
</tr>
<tr>
<td>• Reactive or defensive posture</td>
<td>• Proactive or open posture</td>
</tr>
<tr>
<td>• Views self as powerless to change</td>
<td>• Views self as capable of change</td>
</tr>
<tr>
<td>• Attributes positive events to chance or behavior of others</td>
<td>• Attributes positive events to own behavior</td>
</tr>
<tr>
<td>• Defers responsibility to others</td>
<td>• Assumes responsibility for self</td>
</tr>
<tr>
<td>• Lacks self-confidence (trust in self)</td>
<td>• Has self-confidence (trust in self)</td>
</tr>
<tr>
<td>• Little or no evidence goal or direction (no gap identified)</td>
<td>• Evidence of a goal or direction (gap identified)</td>
</tr>
<tr>
<td>• Uses general language about planning (lacks detail)</td>
<td>• Has specific details about a plan to reach a goal</td>
</tr>
<tr>
<td>• No evidence of a decision-making model</td>
<td>• Evidence of a decision-making model</td>
</tr>
<tr>
<td>• Does not provide measurable objectives</td>
<td>• Provides measurable objectives</td>
</tr>
<tr>
<td>• Views planning as unimportant</td>
<td>• Views planning as important</td>
</tr>
<tr>
<td>• Identifies 0 or 1 option for solving problem</td>
<td>• Identifies multiple options for solving problem</td>
</tr>
<tr>
<td>• No evidence of evaluating decision making progress</td>
<td>• Evidence of evaluating decision making progress</td>
</tr>
<tr>
<td>• Does not address emotional component</td>
<td>• Addresses emotional component</td>
</tr>
<tr>
<td>• Provides no strategy for emotional coping</td>
<td>• Provides a strategy for emotional coping</td>
</tr>
<tr>
<td>• A sense of pessimism about the future</td>
<td>• A sense of optimism about the future</td>
</tr>
<tr>
<td>• Unrealistic expectation of time required to make a decision</td>
<td>• Realistic expectation of time required to make a decision</td>
</tr>
<tr>
<td>• No acknowledgement of need for persistence and commitment</td>
<td>• Acknowledges need for persistence and commitment</td>
</tr>
<tr>
<td>• Views decision-making as a one-time event</td>
<td>• Acknowledges the ongoing process of decision-making</td>
</tr>
<tr>
<td>• Uses absolute words (can’t, never, right)</td>
<td>• Uses positive words (can, able)</td>
</tr>
<tr>
<td>• Uses imperatives (should, must, have to)</td>
<td>• Does not use imperatives (should, must, have to)</td>
</tr>
<tr>
<td>• Uses simple reversal (worried $\rightarrow$ not worried)</td>
<td>• Uses more detailed language</td>
</tr>
<tr>
<td>• Reframe excludes a problematic element of original item</td>
<td>• Reframe resolves problematic elements of the original item</td>
</tr>
<tr>
<td>• Reframe does not address career-decision making domain</td>
<td>• Reframe addresses career-decision making domain</td>
</tr>
<tr>
<td>• Reframe does not follow the parallel structure of the original item</td>
<td>• Reframe parallels structure of item (if-then, action-consequence)</td>
</tr>
</tbody>
</table>
Sorted Think Aloud Data

- **Time Sensitivity**

  its shallow, even thought is action-oriented, a high level response would acknowledge ongoing process of learning about occupations, \\
  would also have to add persistence to be high quality and a good choice \\
  identified methods of getting information about jobs in field and identified that it takes time to do that. \\
  (a sense of optimism is seen) \\
  They are maintaining the future focus of the item. \\

- **Disabling/Enabling Words**

  reframing a negative into a positive \\
  Yes, but didn't do it (no). Minimal effort to reframe. Just inserted a negative. This person was exhausted or.... \\
  "two ways, just reversed it ""I don't get upset,"" \\
  They just reversed it, it disagrees with the original thought but does not address it or reframe it. \\
  "acknowledged the fact that it is impossible to choose: ""the right field"", recognized that one needs to make best possible choices under circumstances and have options available" \\
  backed off absolute part \\
  just kind of edited the original statement \\
  with a positive, active statement \\
  they've chosen a descriptive word that better fits them (personalized) \\
  shoot self in foot with ""I'll have to""
### Seven Themes

#### Locus of Control
- External focus
- Reactive or defensive posture
- Views self as powerless to change
- Attributes positive events to chance or behavior of others
- Defers responsibility to others
- Lacks self-confidence (trust in self)
- Assumes responsibility for self
- Has self-confidence (trust in self)

#### Explicitness
- Little or no evidence goal or direction (no gap identified)
- Uses general language about planning (lacks direction)
- No evidence of a decision-making model
- Does not provide measurable objectives
- Views planning as unimportant
- Identifies 0 or 1 option for solving problem
- No evidence of evaluating decision making progress

#### Affect
- Does not address emotional component
- Provides no strategy for emotional coping
- Expresses emotional component
- Provides a strategy for emotional coping

#### Time Sensitivity
- A sense of pessimism about the future
- Unrealistic expectation of time required to make a decision
- No acknowledgement of need for persistence and commitment
- Views decision-making as a one-time event

#### Word Choice
- Uses absolute words (can't, never, right)
- Uses imperatives (should, must, have to)
- Uses simple reversal (worried ⇒ not worried)
- Uses positive word (can, only)
- Does not use imperatives (should, must, have to)
- Uses more detailed language

#### Missing Key Point(s)
- Reframe excludes a problematic element of original item
- Reframe does not address career-decision making domain
- Reframe resolves problematic elements of the original item
- Reframe addresses career-decision making domain

#### Reframe Structure
- Reframe does not follow the parallel structure of the original item
- Reframe parallels structure of item (if-then, action-consequence)
## Initial Expert Model

### Table 3

*A Schema for Cognitive Distortions Influencing Career Problem Solving and Decision Making*

<table>
<thead>
<tr>
<th>Category</th>
<th>Less Effective Reframe</th>
<th>More Effective Reframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Locus of control</strong></td>
<td>- External focus&lt;br&gt;- Reactive or defensive posture&lt;br&gt;- Views self as powerless to change&lt;br&gt;- Attributes positive events to chance or behavior of others&lt;br&gt;- Defers responsibility to others&lt;br&gt;- Lacks self-confidence (trust in self)</td>
<td>- Internal focus&lt;br&gt;- Proactive or open posture&lt;br&gt;- Views self as capable of change&lt;br&gt;- Attributes positive events to own behavior&lt;br&gt;- Assumes responsibility for self&lt;br&gt;- Has self-confidence (trust in self)</td>
</tr>
<tr>
<td><strong>Explicitness</strong></td>
<td>- Little or no evidence goal or direction (no gap identified)&lt;br&gt;- Uses general language about planning (lacks detail)&lt;br&gt;- No evidence of a decision-making model&lt;br&gt;- Does not provide measurable objectives&lt;br&gt;- Views planning as unimportant&lt;br&gt;- Identifies 0 or 1 option for solving problem&lt;br&gt;- No evidence of evaluating decision making progress</td>
<td>- Evidence of a goal or direction (gap identified)&lt;br&gt;- Has specific details about a plan to reach a goal&lt;br&gt;- Evidence of a decision-making model&lt;br&gt;- Provides measurable objectives&lt;br&gt;- Views planning as important&lt;br&gt;- Identifies multiple options for solving problem&lt;br&gt;- Evidence of evaluating decision making progress</td>
</tr>
<tr>
<td><strong>Affect</strong></td>
<td>- Does not address emotional component&lt;br&gt;- Provides no strategy for emotional coping</td>
<td>- Addresses emotional component&lt;br&gt;- Provides a strategy for emotional coping</td>
</tr>
<tr>
<td><strong>Time Sensitivity</strong></td>
<td>- A sense of pessimism about the future&lt;br&gt;- Unrealistic expectation of time required to make a decision&lt;br&gt;- No acknowledgement of need for persistence and commitment&lt;br&gt;- Views decision-making as a one-time event</td>
<td>- A sense of optimism about the future&lt;br&gt;- Realistic expectation of time required to make a decision&lt;br&gt;- Acknowledges need for persistence and commitment&lt;br&gt;- Acknowledges the ongoing process of decision-making</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>- Uses absolute words (can’t, never, right)&lt;br&gt;- Uses imperatives (should, must, have to)&lt;br&gt;- Uses simple reversal (worried → not worried)</td>
<td>- Uses positive words (can, able)&lt;br&gt;- Does not use imperatives (should, must, have to)&lt;br&gt;- Uses more detailed language</td>
</tr>
<tr>
<td><strong>Missing Key Point(s)</strong></td>
<td>- Reframe excludes a problematic element of original item&lt;br&gt;- Reframe does not address career-decision making domain</td>
<td>- Reframe resolves problematic elements of the original item&lt;br&gt;- Reframe addresses career-decision making domain</td>
</tr>
<tr>
<td><strong>Reframe Structure</strong></td>
<td>- Reframe does not follow the parallel structure of the original item</td>
<td>- Reframe parallels structure of item (if-then, action-consequence)</td>
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</tbody>
</table>
Validation of Themes

Locus of control

Explicitness

Affect

Time Sensitivity

Word Choice

Missing Key Point(s)

Reframe Structure
Validation of Themes

Expert* Agreement on Categorization of Criteria

<table>
<thead>
<tr>
<th></th>
<th>Agreement</th>
<th>Non-Agreement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experts Agreeing</td>
<td>5 of 5</td>
<td>4 of 5</td>
<td>2 of 5</td>
</tr>
<tr>
<td>Judgments</td>
<td>11</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Percent</td>
<td>44%</td>
<td>32%</td>
<td>4%</td>
</tr>
</tbody>
</table>

* The fifth member of the expert panel was Denise Saunders, Ph.D., also an original author of the CTI Workbook
Validation of Themes
Changes Due to Expert Categorizations

<table>
<thead>
<tr>
<th>Less Effective/More Effective Criteria</th>
<th>Category Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sense of pessimism about the future/A sense of optimism about the future</td>
<td>Time Sensitivity → Affect</td>
</tr>
<tr>
<td>Reactive or defensive posture/Proactive or open posture</td>
<td>Locus of Control → Affect</td>
</tr>
<tr>
<td>Lacks self-confidence/Has self-confidence</td>
<td>Locus of Control → Affect</td>
</tr>
<tr>
<td>No evidence of a decision-making model/Evidence of a decision-making model</td>
<td>Explicitness → Missing Key Point</td>
</tr>
<tr>
<td>Views planning as important</td>
<td>Explicitness → Removed from Model</td>
</tr>
</tbody>
</table>
## Revised Expert Model

### Less Effective Reframe
- **Locus of Control**
  - External focus
  - Views self as powerless to change
  - Attributes positive events to chance or behavior of others
  - Defers responsibility to others
- **Explicitness**
  - Little or no evidence of a goal
  - Uses general language about planning (lacks detail)
  - Does not provide measurable objectives
  - Identifies vague options for solving problem
  - Little evidence of evaluating decision making progress
- **Affect**
  - Does not address emotional component
  - Provides no strategy for emotional coping
  - A sense of pessimism about the future
  - Reactive or defensive posture
  - Lacks self-confidence
- **Time Sensitivity**
  - Unrealistic expectation of time required to make a decision
  - No acknowledgement of need for persistence overtime
  - Views decision-making as a one-time event
- **Word Choice**
  - Uses absolute words (can’t, never, perfect)
  - Uses imperatives (should, must, have to)
  - Uses simple word reversal
- **Missing Key Point(s)**
  - Reframe excludes a problematic element of original item
  - Reframe does not address career-decision making domain
  - No evidence of a decision-making model
- **Reframe Structure**
  - Reframe does not follow the parallel structure of the original item

### More Effective Reframe
- **Locus of Control**
  - Internal focus
  - Views self as capable of change
  - Attributes positive events to own behavior
  - Assumes responsibility for self
- **Explicitness**
  - Evidence of a goal
  - Has specific details about a plan to reach a goal
  - Provides measurable objectives
  - Identifies concrete options for solving problem
  - Evidence of evaluating decision making progress
- **Affect**
  - Addresses emotional component
  - Provides a strategy for emotional coping
  - A sense of optimism about the future
  - Proactive or open posture
  - Has self-confidence
- **Time Sensitivity**
  - Realistic expectation of time required to make a decision
  - Acknowledges need for persistence overtime
  - Acknowledges the ongoing process of decision-making
- **Word Choice**
  - Uses positive words (can, able)
  - Does not use imperatives (should, must, have to)
  - Uses more detailed language
- **Missing Key Point(s)**
  - Reframe resolves problematic elements of the original item
  - Reframe addresses career-decision making domain
  - Evidence of a decision-making model
- **Reframe Structure**
  - Reframe parallels structure of item (if-then, action-consequence)

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Overview

• Identify a problem in career counseling
• Review a possible solution (CBT)
• Create an expert model of “good” reframes
• Apply the model
  – Practice
  – Web-Based Intervention
• Conclude
You’re the Expert!

Below are eight negative thoughts that career decision makers might think. Use “Table 8” to judge the effectiveness of the reframes that follow each negative thought. If the reframe could be more effective, write the new reframe in the line provided.

1. I get really worried about choosing the perfect occupation.
   There is always a risk no matter what occupation or field of study I choose, but I just need to have a good choice and alternatives.

2. I get frustrated when others ask me what I want to do with my life.
   I don't get frustrated because I know I am capable of choosing what I want to do.

3. I'll never learn enough about occupations to choose wisely.
   I can talk to people in my field or in a particular occupation to help learn if it is in my best interest.

4. The hardest thing is choosing just one major or career.
   It is not hard to settle on just one major or career.

5. I don't know how to find out about occupations that match my major.
   It will take time, but through a systematic plan for researching library resources and personal contacts are effective.
Thinking More Helpful Thoughts About Career Decision Making

As you use change your negative thoughts into positive ones, use the questions below to “check” your new, more positive thoughts.

They can help you see if you are moving from a negative way of thinking to a more positive way of thinking. Not all of the questions below will apply to each of your negative thoughts.

For more help, talk with your counselor about how your negative thoughts effect your career choices and how you can take action based on your new, more positive thoughts.

Does your “new” thought help you to:

- be open to new things?
- view yourself as capable of changing?
- assume responsibility for making a choice?
- identify the problem?
- identify specific options for solving your career problem?
- create an informed and specific plan for solving your career problem?
- have a realistic estimate of the time required to solve your career problem?
- know when you have solved your career problem?
Thinking More Helpful Thoughts About Career Decision Making

As you change your negative thoughts into positive ones, use the questions below to “check” your new, more positive thoughts.

They can help you see if you are moving from a negative way of thinking to a more positive way of thinking. Not all of the questions below will apply to each of your negative thoughts.

For more help, talk with your counselor about how your negative thoughts effect your career choices and how you can take action based on your new, more positive thoughts.

Does your “new” thought help you to:

- be open to new things? *(proactive or open posture)*
- view yourself as capable of changing? *(views self as capable of change)*
- assume responsibility for making a choice? *(assumes responsibility for self)*
- recognize the problem? *(reframe resolves problematic elements of the original item)*
- name specific options for solving your career problem? *(identifies concrete options for solving problem)*
- create an informed and specific plan for solving your career problem? *(has specific details about a plan to reach a goal)*
- have a realistic estimate of the time required to solve your career problem? *(realistic expectation of time required to make a decision)*
- know when you have solved your career problem? *(provides measurable objectives)*
Steps to Reframing

1. Identify
2. Challenge
3. Alter
4. Effective Reframe?
   - Yes: Act
   - No: Feedback

Judge Effectiveness & Provide Feedback

- Counselor: Expert Model
- Client: Thinking More Helpful Thoughts
1. Enhanced practice and feedback improves client reframes, which promote better career decisions.

2. Context free “reframing rules” lead to more generalized application of reframing skills to non-career situations.
Overview

• Identify a problem in career counseling
• Review a possible solution (CBT)
• Create an expert model of “good” reframes
• Apply the model
  – Practice
  – Web-Based Intervention
• Conclude
Client views advanced organizer/menu

Career Thoughts Inventory

Messages

Start with Step 1 to take the CTI.

1. Take the CTI
2. Identify
3. Challenge and Alter
4. Act
5. Follow up
Exit (logout)

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48. I can’t think of any fields of study or occupations that would suit me.
Client next *identifies* his negative thoughts.
Making Good Use of this Exercise

Welcome test!

The Career Thoughts Inventory you completed measures negative career thoughts.

Negative thinking can make it more difficult for you to make career decisions.

It is normal for everyone to think negatively from time to time. But too much negative thinking causes problems. It may cause you to avoid decisions that you need to make.

Even one or two negative thoughts can make decision making difficult.
Client receives total score and interpretation

**Identify - Challenge - Alter - Act**

**Your Total Amount of Negative Career Thoughts: The CTI Total Score**

Look at the two walls on the right. The blue wall shows your CTI Total Score. The yellow wall shows an average amount of negative career thoughts for adults.

Compared to other adults your CTI Total score is in the 96th percentile. That means that your score is higher than 95 percent of adults taking the CTI.

A higher CTI Total score shows that negative thoughts are more likely to interfere with your career choices. So, the higher the CTI Total score, the more help you are likely to need in making career choices.

With a higher CTI total score, your views of your goals, interests, and talents tend to be less clear and stable. Also, you are less likely to be a confident decision maker and may have trouble deciding on a career. Again, these are more reasons for seeking help in making your career choices. Generally, people with a CTI Total percentile score of 84 or above will need help from a career counselor or another human service professional. Chances are that negative thinking is getting in the way of good decision making.
Client receives scale scores and interpretation

Identify - Challenge - Alter - Act
the Nature of Your Negative Career Thoughts: The CTI Scale Scores

Look again at the walls on the right. Remember that the yellow wall shows an average amount of negative career thinking for adults.

The three blue walls show your CTI Scales Scores. These are labeled DMC for Decision Making Confusion, CA for Commitment Anxiety, and EC for External Conflict.

It appears that you are having difficulty with negative career thinking in all three areas as these scores are higher than the 84th percentile.
Client returns to menu

Messages

Now take Step 3 to Challenge and Alter your negative career thoughts.

1. Take the CTI
2. Identify
3. Challenge and Alter
4. Act
5. Follow up
Exit (logout)

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Client *challenges* negative thought

Identify - Challenge - Alter - Act

Your Negative Career Thoughts: Decision Making Confusion

5. *I can't* think of any fields of study or occupations that would suit me.

Right now you may feel discouraged, and that may cause you to stop thinking about all of your possible career choices. Instead, if you think that it is possible to identify options, you may free yourself to explore and discover new fields of study or occupations.
Client alters negative thought

Identify - Challenge - Alter - Act

Your Negative Career Thoughts: Decision Making Confusion

5. I can't think of any fields of study or occupations that would suit me.

Right now you may feel discouraged, and that may cause you to stop thinking about all of your possible career choices. Instead, if you think that it is possible to identify options, you may free yourself to explore and discover new fields of study or occupations.

Now, Alter your negative thought in the space below.

New Thought:

My career counselor will help me pick an occupation.
Client receives feedback based in expert model.

Identify - Challenge - Alter - Act

Your Negative Career Thoughts: Decision Making Confusion

Click the word or phrase in the negative career thought below that is keeping you from exploring your career options.

5. I can't think of any fields of study or occupation that would suit me.

Correct!

Can't is an absolute word.

Absolute thinking stops you from moving forward in your career decision by reducing your options.

Other absolute words include: never, always, whenever.

can't = absolute
Client receives feedback based in expert model

Identify - Challenge - Alter - Act
Your Negative Career Thoughts: Decision Making Confusion

So how can you make this negative career thought more positive?

5. I *can’t* think of any fields of study or occupations that would suit me.

Do you think it would be made more positive if you replaced the word "can't" with the word "can"?

    Yes  No

You are correct!

Replacing absolute words like "can't" with more positive words like "can" is a good start.

But, there is more work to be done to truly make your career thoughts more positive.
Client receives feedback based in expert model

Identify - Challenge - Alter - Act
Your Negative Career Thoughts: Decision Making Confusion

If changing the word "can't" isn't enough to make this thought more positive, what else can you do? You can focus on the problem.

5. I can't think of any fields of study or occupations that would suit me.

Strongly Agreeing with this thought shows that you may feel discouraged and you have no options.

What are some ways you can create options to explore?

☐ Talk to a career advisor
☐ Take a career "test" to learn about your interests
☐ Read career books and career web sites
☐ All of the above

You are correct!
All of these are good solutions to your problem.
They can help you create options and feel better about making a career decision.

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Client again **alters** negative career thought

---

**Identify - Challenge - Alter - Act**

**Your Negative Career Thoughts: Decision Making Confusion**

You have learned two important steps to changing your negative career thoughts to more positive career thoughts.

1. Change absolute words like "can't", "always", and "whenever"
2. Identify the problem and create options for solving it.

Now, read how one person altered her negative career thought below. Then alter your negative career based on what you have learned.

**Old Thought:**

5. *I can't* think of any fields of study or occupations that would suit me.

**Her New Thought:**

*I can* think of majors and occupations if I talk to my advisor and learn more about myself.

**Your New Thought:**

*I will be able to choose an occupation if I learn about my options with a counselor.*
Counselor prints client report for session

The Career Thoughts Inventory Report
by
James, P. Sampson, Ph.D., Jr., Gary W. Peterson, Ph.D., Janet G. Lenz, Ph.D.,
Robert C. Reardon, Ph.D., and Denise E. Saunders, Ph.D.

General Information

Name: [Redacted]
Client ID: 220
Advisor: Janet Lenz
Reference Group: adults
Test Date: Sunday, May 02, 2004
Age: 52
Sex: Male
Ethnicity: Other
In School: No
Employed: No
Highest Degree: 3
Current Grade: [Redacted]
Counselor prints client report for session

**Profile for college students**

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**Strongly Agree**

1. The ability to do a job is the most important aspect of the job market.
2. I learned a lot about myself during this job.
3. I learned a lot about the world during this job.
4. I learned a lot about the nature of my career.
5. I learned a lot about my career.

**Agree**

1. I learned a lot about the world during this job.
2. I learned a lot about my career.
3. I learned a lot about the nature of my career.
4. I learned a lot about myself during this job.
5. The ability to do a job is the most important aspect of the job market.
6. I learned a lot about the nature of my career.
7. I learned a lot about the world during this job.
8. I learned a lot about myself during this job.
9. I learned a lot about the world during this job.
10. I learned a lot about my career.
11. I learned a lot about the nature of my career.
12. I learned a lot about myself during this job.
Counselor prints client report for session

What's Involved in Career Choice

Thinking About My Decision Making

- **Self Talk** Example: "I'll never be able to make a good career choice."
- **Self-awareness** Example: "I'm getting very scared about this."
- **Being aware of and controlling my self-talk** Example: "I can't really predict the future, and imagining failure is not going to help me find a good job."

Knowing How I Make Decisions

- How do I usually make important decisions?

Knowing About Myself

- **My values** (Example: security)
- **My interests** (Example: working with people)
- **My skills** (Example: using a computer to plan a budget)

Knowing About My Options

- Understanding specific occupations and fields of study.
  - Examples: What are typical work tasks for a real estate appraiser? How much math is required for a major in finance? What is the average starting salary for a retail salesperson? What type of training is required to be a physical therapist?
- Understanding how occupations are organized.
  - Example: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional Occupations
A Guide to Good Decision Making

Number of Negative Career Thoughts
Endorsed Strongly Agree or Agree
in Each Step of the Decision Making Cycle

- 0
- 1 or 2
- 3 or 4
- 5 or 6

Realizing I Need to Make a Choice
- Events: things that happen to me (Example: "I need to choose a program of study by next semester").
- Comments from my friends and relatives (Example: "My roommate said that I'll have problems if I don't make a decision soon.").
- The way I feel (Example: "I'm scared about committing myself.").
- Avoiding my problems (Example: "I'll get started next week").

Realizing I Made a Good Choice
- Have events changed?
- How did my friends and relatives react to my choice?
- How do I feel now?
- Am I avoiding doing what needs to be done?

Implementing My Choice
- Plan: Make a plan for getting education or training.
- Try Out: Get work experience (full-time, part-time, volunteer) and take course or get training to test my choice.
- Apply: Apply for and get a job.

Understanding Myself and My Options
- Understanding myself
- My values * My interests * My skills
- Understanding occupations or fields of study
- Understanding specific occupations or fields of study
- Understanding how occupations are organized
- Understanding how I make important decisions
- Understanding how I think about my decisions
- Self-talk
- Self-awareness
- Being aware of and controlling my self-talk

Choosing an Occupation or Field of Study
- Costs and benefits of each occupation or field of study for:
  - myself
  - my family
  - my cultural group
  - my community or society in general
- Rank occupations or fields of study
- Make a choice
- Make backup choice(s) in case I have a problem with my first choice

Expanding and Narrowing My List of Options
- Identifying occupations or fields of study that fit my values, interests, and skills
- Plotting 3 to 5 best occupations or fields of study using what I learned from "Understanding Myself and My Options"
Overview

• Identify a problem in career counseling
• Review a possible solution (CBT)
• Create an expert model of “good” reframes
• Apply the model
  – Practice
  – Web-Based Intervention
• Conclude
Conclusion

• Career counselors may avoid “core issues” of clients

• Core issues can be seen as dysfunctional schema which result in low readiness for career choice

• These schema can be changed through a cognitive-behavioral theory

• Helping clients learn to reframe negative thoughts is a key part of CBT

• An expert model of reframe effectiveness may support practice in the assessment and treatment of low readiness clients
Homework

- Study “Table 8” to become more familiar with how the “experts” evaluate the effectiveness of reframes of dysfunctional career thoughts
- Try using the “Worksheet” with clients to coach them in the skill of reframing
- Learn more about this study (Tech Report 36) and the efficacy of the CTI Workbook (Tech Report 37) [www.career.fsu.edu/techcenter/technical_reports.htm](http://www.career.fsu.edu/techcenter/technical_reports.htm)
- Be on the lookout for web-based assessments and treatment for dysfunctional career thoughts
Thank You!

Darrin Carr &
James P. Sampson, Jr.
dcarr@admin.fsu.edu
www.career.fsu.edu/techcenter
Effect of CTI Workbook on Average Reframe Quality

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* p < .05
** p ≤ .001
CTI Scoring

26. My opinions about occupations change frequently.
27. I'm so confused, I'll never be able to choose a field of study or occupation.
28. The more I try to understand myself and find out about occupations, the more confused and discouraged I get.
29. There are so many occupations to know about, I will never be able to narrow down the list to only a few.

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Raw score:
- CTI Total (Total$_1$ 38 + Total$_2$ 42) = 80
- DMC (DMC$_1$ 17 + DMC$_2$ 8) = 25
- CA (CA$_1$ 4 + CA$_2$ 11) = 15
- EC (EC$_1$ 4 + EC$_2$ 3) = 7

Currently in school? ☑ Yes or ☐ No
If yes, what grade or year?
Currently employed? ☑ Yes or ☐ No
If yes, current occupation
Years in current occupation

42. I know so little about the world of work.
43. I'm embarrassed to let others know I haven't chosen a field of study or occupation.
44. Choosing an occupation is so complex, I'll never be able to make a good choice.
45. There are so many occupations that I like, I'll never be able to sort through them to find ones I like better than others.
46. I need to choose a field of study or occupation that will please the important people in my life.
47. I'm afraid if I try out my chosen occupation, I won't be successful.
48. I can't trust that my career decisions will turn out well for me.

Raw score:
- CTI Total (Total$_1$ 38 + Total$_2$ 42) = 80
- DMC (DMC$_1$ 17 + DMC$_2$ 8) = 25
- CA (CA$_1$ 4 + CA$_2$ 11) = 15
- EC (EC$_1$ 4 + EC$_2$ 3) = 7

Enter the Total$_{1}$, Total$_{2}$, DMC$_{1}$, DMC$_{2}$, CA, CA$_{2}$, EC, and EC$_{2}$ sums in the appropriate blanks in the box at the left, and sum as shown. Transfer the CTI Total, DMC, CA, and EC raw scores to the spaces below the appropriate comparison profile (Adults, College Students, or High School Students) on the back of this Test Booklet.
Integration of CTI Workbook & Client Version

Specific

Challenging and Altering Your Negative Career Thoughts

This section of the workbook is intended to help you challenge and alter your negative career thoughts. The 48 items from the CTI Test Booklet are presented in order. Key words that make career thoughts more negative are underlined. Such key words include: ad, if, in, is, never, whenever, and always. In most cases, these key words make it more likely that the statements are false. Use these key words as “red flags” to signal that you are thinking negatively.

In this section, the brief statements presented below each CTI item will help you evaluate your career thoughts. Written by practicing career counselors, these statements:

- Show how negative thoughts complicate and interfere with your ability to make career decisions
- Provide information on how to better explore your career choices and make decisions

1. My field of study or occupation interests me.
   - It’s possible that you are not fully aware of your likes and dislikes. You may need more life experience to really understand your interests. You can get more life experience from full-time or part-time jobs, volunteer work, or hobbies.

2. Almost all occupational information is slanted toward making the occupation look good.
   - Sometimes we do find occupational information that makes the occupation “look good.” But this is not true about all information. Occupational information may be biased in a positive or a negative way. Helping professionals, like librarians or counselors, can help you determine the quality of various information. It’s important to look at the source and purpose of each piece of information and then determine how useful it is to you in your career decision making.

3. I get depressed about choosing a field of study or occupation that I can’t get started.
   - It may be that the process of choosing a career makes you feel depressed. However, doing nothing about your problem is not a good idea. You may need to get help for your feelings of depression. You can learn to take small concrete steps toward getting the information you need to begin making a career choice. Such steps might include talking with people in different occupations, reading about occupations, or seeking career assistance to help you develop a plan for taking the next step.

4. I’ll never understand myself well enough to make a good career choice.
   - It is important that you know about your values, interests, and skills as you make career decisions. However, you do not need to have a total understanding of yourself before you can make a good career choice. This kind of thinking may cause you to feel discouraged and not think carefully about your options. Going through the career choice process will actually help you better understand yourself. There are many resources to help you in this process, including tests, workbooks, and helping professionals. These resources will help you gather more information about yourself so that you can take the next step in making a career choice.

General

Thinking More Helpful Thoughts About Career Decision Making

As you use these techniques to change your negative thoughts into positive ones, use the questions below to “check” your new, more positive thoughts.

They can help you see if you are moving from a negative way of thinking to a more positive way of thinking. Not all of the questions below will apply to each of your negative thoughts.

For more help, talk with your counselor about how your negative thoughts affect your career choices and how you can take action based on your new, more positive thoughts.

Does your “new” thought help you to:

- be open to new things?
- view yourself as capable of changing?
- assume responsibility for making a choice?
- identify the problem?
- identify specific options for solving your career problem?
- create an informed and specific plan for solving your career problem?
- have a realistic estimate of the time required to solve your career problem?
- know when you have solved your career problem?
- be optimistic about the future?
- acknowledge the need for persistence?
- acknowledge and cope with your feelings?
- work through the anxiety of decision making?

Does your new thought avoid:

- words such as “can’t,” “never,” “perfect”?
- words such as “should,” “must,” “have to”