Cognitive Information Processing Theory: Current Status, Future Trends, Implications for Career Services

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Evolution of CIP

• Innovation in brief and self-help services in a university also serving adults in the community
• Establishment of the Center for the Study of Technology in Counseling and Career Development (aka The Tech Center)
• Establishment of a CIP research team
• Application of CIP theory to career choice
Evolution of CIP

• Use of a career course as a laboratory for research and development
• Development of the Career Thoughts Inventory and Workbook
• Ongoing integration of CIP and Holland’s RIASEC theory
• Creation of a Web-Based application for secondary school students
• Implementation of CIP in large service-delivery systems
Evolution of CIP

• Pyramid of Information Processing Domains (Knowing)
• CASVE Cycle (Doing)
• Readiness for Career Choice Model
• Differentiated Service Delivery Model
Pyramid of Information Processing Domains

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

Thinking about my decision making

Knowing how I make decisions

Knowing about myself

Knowing about my options

Client Version
CASVE Cycle

Communication
Identifying the problem - the gap

Analysis
Thinking about alternatives

Synthesis
Generating likely alternatives

Valuing
Prioritizing alternatives

Execution
Taking action to narrow the gap
CASVE Cycle - Client Version

1. Knowing I Need to Make a Choice
2. Knowing I Made a Good Choice
3. Understanding Myself and My Options
4. Expanding and Narrowing My List of Options
5. Choosing An Occupation, Program of Study, or Job
6. Implementing My Choice
Readiness for Career Choice Model

Complexity (high)

Low readiness
High degree of support needed
(Individual Case-Managed Services)

Capability (low)

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

High readiness
No support needed
(Self-Help mode)

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

(high)
Differentiated Service Delivery Model

Individual Enters

Brief Screening

Self or Staff Referral

Comprehensive Screening

Self-Help Services

Brief Staff-Assisted Services

Individual Case-Managed Services

Complete differentiated model of delivering career resources and services
CIP in Practice

• CIP provides a concrete application of how practitioners can be trained to apply theory in practice
• Career practitioners agree that CIP can be easily learned and applied
• Evidence of CIP replication in other settings
CIP in Practice

• Focus is on creating a learning event

• Goal: clients learn how to solve career problems and make decisions

• CIP approach/concepts can be easily explained to clients
CIP/CTI in Practice

• Allows for a holistic approach to the career decision making process
• Recognizes the complexity of career decision making
• Often provides clients with the awareness of things that have kept them “stuck”
• Provides an opportunity to relate this process to other life issues
CIP in Instruction

- Theory-based undergraduate 3-credit career development class
- CIP integrated into text, class lectures, small group activities
- CTI used as pre-posttest
- Study by Reed, Reardon, Lenz, & Leierer (2001) showed a significant decrease in students’ negative career thoughts
CIP in Program Development

• International applications
• CIP as a “social justice” approach to career services
• Policy development & CIP
• Diverse populations, translation of materials globally
• Visitors from 42 nations to FSU Career Center/Tech Center
CIP in Program Development

• Career workshop with secondary school students:
  • “CIP approach...can be successfully applied to promote career development on an international scale” (Hirschi & Lage, 2007)
• 14-week career assistance program—male cricketers, ages 15-16; experimental group improved career goal decidedness and career awareness (AJCD, 2003)
• Application of CIP to assist service members’ transition into the civilian world (Clemens & Milsom, CDQ, 2008)
CIP in Program Development

Albert Parrillo, guidance counselor in Mechanicsburg, PA, using CIP concepts with a student...

Albert authored a dissertation on Parental attachment and involvement as predictors of high school students career thoughts.
Sampson Monograph to Highlight Use of CIP in Program Development
CIP Applications in National, State, & Regional Systems for Career Services

- Examples
  - Connexions Services in England
  - Careers Scotland Centres
  - Careers Service in Northern Ireland
  - JobLink Centers in North Carolina
  - Workforce Centers in Oklahoma
  - Private Secondary School in Tasmania
Richmond Chambers Careers Service in Northern Ireland
CIP in Workforce Centers

Because of the **Oklahoma One Stop Career** Centers' effort to address career needs of their ever-increasing number of jobseekers, and their ever-decreasing budgets to maintain staff to facilitate these services, the **CIP model** became the perfect solution to serving their clients' diverse needs. The Workforce Oklahoma Training Institute at the University of Oklahoma collaborated with the state in adapting the model to match their clients' needs whether they were delivered one-on-one, self-help, or staff assisted...

Implementing the CIP model changed the culture of how clients perceived the Centers and how staff perceived clients. Staff roles were transformed to being true helpers rather than providers of information and eliminated much of the traditional paperwork.

(Director, Workforce Oklahoma Training Institute, University of Oklahoma)
Hi Janet

Yesterday I gave a presentation at the Career and Transition Education Teachers conference about the socially inclusive career development program at my school. I stressed that the only way that we have time available to develop career programs for specific disadvantaged groups is because we use CIP's approach to career service delivery. Many attendees were impressed and found the information provided in the workshop to be very practical. I referred them to FSU Tech Center website and many made a note of your book, Career Counseling and Services.

Regards

Cathy Hughes
CIP in China
Método cognoscitivo del procesamiento de información, para resolver problemas de la carrera

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Pirámide del Proceso de la Información

Habilidades metacognición
- sensaciones del cuerpo y las emociones
- voz interna
- supervisión y control

Conocimiento de sí mismo(a)
- Intereses
- Valores
- Habilidades
- Preferencias del trabajo

Conocimiento de las opciones
- ocupaciones
- programas del estudio
- pasatiempos
CIP Web-based Application
CIP Research: Dissemination

*http://www.career.fsu.edu/techcenter*  
Tech Center established in 1986


CIP/CTI Research: Analyzing the Bibliography

- About 95 refereed journal articles, chapters, and Web publications
- About 37 dissertations worldwide
- About 19 dissertations from FSU
- CIP applications: About 57 references
- CTI research: About 84 references
CIP Research: CTI Translations

- Korean
- Finnish
- Turkish
- Latvian
- Icelandic
- Greek
- Portuguese*
CIP Research: Published 2009+ or In Press

1. Big questions facing vocational psychology: A CIP perspective
2. Translating career theory to practice: The risk of unintentional social injustice
3. Modern and post-modern career theories: The unnecessary divorce
4. Icelandic translation of the CTI
5. Dysfunctional career thoughts and learning disabilities
CIP Research: Published 2009+ or In Press

6. Connecting career and mental health counseling: Integrating theory and practice

7. Relationships among stress, decision state, and career thoughts

8. Communication apprehension related to career thoughts

9. Measuring & developing competence in using career assessments

10. Demonstration of Rasch measurement with the CTI
CIP Research: In Progress at FSU

1. Career interventions and changed career thoughts of Pacific Island students
2. Goal instability in relation to career thoughts and career course behavior
3. Calling, vocational identity, and negative thinking
4. Efficacy of brief career advising in a career resource room
5. Validity of cognitive constructs in CIP and SCCT theories
6. Career thoughts, indecision, and depression: Implications for assessment in career counseling
CIP Research: In Progress at FSU

7. Adapting vs. adopting the CTI in a Finland Polytechnic

8. Relationships among Holland types, goal instability, vocational identity, and career thoughts of university students

9. Relationships among career thoughts, profile elevation, differentiation, career decidedness, and satisfaction with choice

10. Using model-reinforced learning to shape career behavior
CIP Future Directions

• CTI revision
• Online delivery of CTI, CTI workbook, and CIP-based interventions
• Further convergence of career & mental health counseling (e.g., problem space worksheet, Beck Depression Inventory)
• Spirituality & vocational choice (Valuing)
• Enhanced use of model reinforced learning in ISB
CIP Future Directions

• Further integration of multicultural factors in vocational choice, e.g., the nature of positive family influence on decision making in the Valuing phase of the CASVE Cycle

• Career thoughts in relation to other constructs in vocational behavior, e.g., motivation, self-efficacy, career stress

• Further integration of CIP and other theoretical perspectives, such as Holland’s RIASEC theory
For More Information

www.career.fsu.edu/techcenter