

Career Counseling and Services: A Cognitive Information Processing Approach

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Chapter Four

Planning and Delivering Career Services

Chapter Organization

- The Use of Career Resources and Services by Individuals and Clients
- The Seven-Step Service Delivery Sequence
- Maximizing Effectiveness in Delivering Career Services
- Integrating Career, Mental Health, and Family Counseling

Use of Career Resources and Services

- **Persons** need to solve career problems and make career decisions
- **Individuals** may use self-help career **resources**
- **Clients** need help and receive career **services**
- **Clients** may also use career **resources** with the help of a practitioner
- This chapter deals with career **services** delivered to **clients**

7-Step Service Delivery Sequence

1. Initial interview
2. Preliminary assessment
3. Define problem and analyze causes
4. Formulate goals
5. Develop individual learning plan (ILP)
6. Execute individual learning plan
7. Summative review and generalization

7-Step Service Delivery Sequence

- Individuals receiving self-help services in a career center only complete step one - the initial interview
- Clients receiving brief staff-assisted and individual case-managed services complete all seven steps
- In group counseling, prescreening occurs in steps one and two and group interaction occurs in steps three through seven

Initial Interview

- Beginning in the initial interview, the practitioner
 - Attends to both emotions and cognitions
 - Develops a relationship with the client
 - Uses appropriate self-disclosure to enhance the relationship
 - Uses immediacy to enhance the relationship and identify any problems

Initial Interview

This use of the seven step service delivery sequence assumes that clients are seen for a brief intake before a collaborative decision is made about an appropriate level of service delivery

Initial Interview

- An interview in which the counselor gains qualitative information about the nature of the client's career problem
- Brief screening also occurs at this step

Initial Interview

“What brings you here today?”

“I would like to find information comparing the starting salaries of accountants and auditors”

Concrete request for information with no problems apparent

No further screening needed - refer to self-help services

Initial Interview

Problematic use of resources are detected by staff circulating among clients and asking

"Are you finding the information you need?"

If problems are apparent, more careful screening then occurs

Initial Interview

“I have changed programs of study several times and I am uncertain about the future”

Vague request with potential problems apparent

More careful screening in preliminary assessment is needed prior to delivering services

Initial Interview

"Could I see information on the job outlook for computer programmers?"

Would not require more careful screening

"I am having difficulty choosing a training program that is right for me,"

Would require more careful screening

Initial Interview

- Client versions of the Pyramid of Information Processing Domains and the CASVE Cycle are provided to the client to
 - Clarify client needs
 - Provide a schema for career problem solving and decision making
 - Provide clients with information they can read after their session, reinforcing concepts discussed in counseling

Preliminary Assessment

A screening instrument is used to provide quantitative information about the client's career problem and readiness for career choice

Preliminary Assessment

- Comprehensive screening

“Please complete this form to give us a better idea of your needs”
- The client’s test score, plus data from the initial interview, is used to make a collaborative decision about career choice readiness and an appropriate level of service
- Seeking client input can build self-esteem

Preliminary Assessment

Characteristics of effective comprehensive screening instruments

- being relatively **quickly administered**
- being **hand scorable**
- having a manageable **number of scales**
- having appropriate **norms**
- relatively **inexpensive**

Preliminary Assessment

Selected Hand-Scoring Screening Measures

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 (described in Chapter 6)

Preliminary Assessment

- The Career Thoughts Inventory is a measure of negative career thoughts
- The CTI can be used for
 - **Screening** (Likelihood of experiencing difficulty)
 - Total Score
 - **Needs assessment** (Nature of the difficulty)
 - Decision-making confusion
 - Commitment anxiety
 - External conflict
 - **Learning** (Resolving the difficulty)
 - Workbook

Preliminary Assessment

- Preliminary assessment may also include gathering demographic data, as well as personal, educational, medical, and work history data

Define Problem & Analyze Causes

- The counselor and client come to a preliminary understanding of the problem, defined in terms of a gap between a real state and an ideal state
- Possible causes are considered
- The gap is framed in neutral, learning-oriented terms rather than dysfunctional terms – framed as something they need to start or stop doing

Formulate Goals

- The counselor and client collaboratively develop a set of attainable goals to narrow the gap
- Goals are written down on the Individual Learning Plan (described in the following slides)
- Collaboration in setting goals provides an important therapeutic message that the client is in control of service delivery and is capable of contributing positively to counseling outcomes

Develop Individual Learning Plan

- The practitioner helps the client to identify a sequence of resources and activities to meet the client's goals
- A successful ILP balances concreteness and flexibility that evolves as the practitioner and client better understand the career problem
- Establishes mutual expectations for services
- Used as homework in counseling

Develop Individual Learning Plan

- After the initial ILP is complete, clients should be more confident that the practitioner
 - Cares about their welfare
 - Is capable of helping them better understand their career problem
 - Is knowledgeable about specific resources and activities that relate to their problem

Develop Individual Learning Plan

- Modified brainstorming process
 - Collaboratively identify goals
 - Identify resources or activities
 - Note purpose of resources or activities
 - Note estimated time commitment
 - Note the goal served by the resource or activity
 - After above is complete, select a priority sequence for completing resources or activities

Develop Individual Learning Plan

- ILP quality improved by collaboration
- Helps to increase client “buy in” and follow through
- Having the practitioner and client sign the ILP emphasizes collaboration
- Overwhelmed clients should start with a limited ILP that can grow over time

Develop Individual Learning Plan

- Potential Advantages of ILP Use
 - Promote client self-esteem by
 - actively involving the client in planning
 - briefly explaining the potential outcomes of resource use
 - Reduce client anxiety by providing a concrete plan for services

Develop Individual Learning Plan

- Other advantages of ILP use
 - Tool for staff training and supervision
 - Provides data for evaluation and accountability
 - Promotes creativity in choosing resources and activities

Execute Individual Learning Plan

- The client carries out the ILP with his or her practitioner providing encouragement, information, clarification, and reinforcement
- The ILP is reviewed to monitor progress
- Client versions of the Pyramid and CASVE Cycle are also reviewed to monitor progress
- Regular review of CIP concepts promotes understanding of problem solving and decision making – “Teach a person to fish”

Summative Review & Generalization

- Discuss progress toward achieving goals and completing the ILP
- Client versions of the Pyramid and CASVE Cycle are used to review
 - Progress in narrowing the gap
 - Follow-up activities
 - Problem-solving and decision-making skills that can be applied to other problems

Maximizing Effectiveness in Delivering Career Services

- Communication and relationship development skills
- Modeling and reinforcing information seeking behavior
- Use of metaphors
- Providing a level of support that meets individual needs

Communication & Relationship Skills

- An effective collaborative relationship helps the client to better process information and access practitioner expertise
- Developing trust helps the client to believe that his or her career problem can be solved
- Improved self-esteem enhances learning, helping clients to make better use of career resources and services

Modeling and Reinforcement

- Modeling stimulates information seeking
- The model can be a practitioner or fellow client
- Instead of finding information for a client, use a resource index, map, or signage to locate information, modeling appropriate behavior
- Briefly show how the information is used

Modeling and Reinforcement

- Reinforcement also stimulates information seeking behavior
- Ask clients if they are finding the information they need – If they say yes, respond “Good.”
- If clients ask a question, respond with “Good question.”
- Provide verbal reinforcement for completed resources and activities on the ILP

Use of Metaphors

- Provides concrete examples of relationships among constructs
- Metaphors used in this book:
 - Fishing (Giving a fish vs. teaching to fish)
 - Building (Problem solving to life career development)
 - Cooking with a recipe (the content and process of career choice)

Providing Support that Meets Needs

- Low readiness clients may need the context of a helping relationship to make good use of career resources
- Clients with prior negative experiences with learning or the use of libraries may need more assistance
- Overwhelmed clients will need more help
- Clients with limited literacy or a learning or physical disability may need more assistance

Integrating Career, Mental Health, and Family Counseling

- Integrating career counseling and mental health counseling
 - Clients experiencing work adjustment problems can examine the relative contribution of career and mental health issues
 - Clients experiencing simultaneous career and mental health problems may benefit from making slow and steady progress on a career problem
 - Clients experiencing a recent traumatic injury may benefit from career counseling
 - Clients transitioning from inpatient care may benefit from creating a plan for independent living

Integrating Career, Mental Health, and Family Counseling

- Integrating career counseling and family counseling
 - Couples preparing for a committed relationship may benefit from exploring work and life role issues
 - Couples in dual-career situations may benefit from career counseling to explore the interaction among career and life roles
 - Couples with relationship problems can explore the contribution of career and relationship issues
 - Couples separating or divorcing may benefit from career counseling to resolve economic issues

Summary

- The use of career resources and services by individuals and clients
- The seven-step service delivery sequence
- Maximizing effectiveness in delivering career services
- Integrating career, mental health, and family counseling

Getting the Most Benefit from Reading

- In your own words, describe the 7-step service delivery sequence
- Identify opportunities for collaboration in the 7-step service delivery sequence
- Describe opportunities for developing self-esteem in the 7-step service delivery sequence
- Explain how communication skills, modeling and reinforcement, metaphors, and appropriate support contribute to positive client outcomes
- Identify opportunities for integrating career, mental health, and family counseling

For Additional Information

www.career.fsu.edu/techcenter/

Thank You

