Using Group Career Counseling with Undecided Students

Shawn Utech, MS/EdS & Sara Bertoch, MS/EdS
Florida State University
Choosing a Major Career Counseling Group

**Goal:** Students develop a plan to choose a major

Students will:

- **Week 1:** **Communication:** Learn about the group process and create a gap statement
- **Week 2:** **Analysis:** Reframe a negative career thought and list values and interests
- **Week 3:** **Synthesis:** List and evaluate career options
- **Week 4:** **Valuing:** Learn a process for assessing the costs and benefits of their options
- **Week 5:** **Evaluation:** Develop a plan to choose a major

<table>
<thead>
<tr>
<th>CASVE</th>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Communication | Learn about the group process and create a gap statement | • Introductions  
  • Group rules/Norms  
  • Icebreaker  
  • Group problem space  
  • Introduce pyramid  
  • **Homework:** List Values and Interests |
| Analysis  | Reframe a negative career thought and list values and interests | • Discuss Homework  
  • CTI reframing  
  • Intro to CASVE cycle  
  • **Homework:** Pick CTI item to reframe |
| Synthesis | List and evaluate career options                        | • Holland party game  
  • Majors by Holland  
  • Match Major Sheets  
  • *Handout? Use Career Key another option*  
  • **Homework:** CACG |
| Valuing   | Learn a process for assessing the costs and benefits of their options | • Discuss CACG findings  
  • Costs & Benefits Chart  
  • Address negative thinking  
  • Introduce termination  
  • **Homework:** complete cost-benefit analysis |
| Execution | Develop a plan to choose a major                        | • Write an ILP  
  • Evaluation  
  • Termination |
Choosing a Major Career Counseling Group

Career Counseling Advisor Screening Form

Materials:
CTI, student data sheet, advisor screening forms, consent form, pyramid and CASVE Cycle

Questions:
1. What are your initial thoughts about working on choosing a major in a group?

2. What do you think are the benefits of choosing a major in group?

3. How would most people describe you, (talkative, quiet)?

4. What is your comfort level in talking in groups?

5. An important part of group is establishing ground rules, so the whole group is working together. What do you think might be an important ground rule? (confidentiality)

What to Expect:
- 1st session: introduction, ground rules, goals & fun activity/ice breaker
- Structure - pyramid/CASVE Cycle – activities
- Next steps – ILP/return for group/will contact by phone
Florida State University Career Center
GROUP COUNSELING CLIENT INFORMATION

Name___________________________ Age_____ Sex_____ DOB ________________

Address___________________________________ FSU ID / email ________________

City___________________________ State_________ Zip Code___________________

Campus/Home Phone Number___________ Work Phone Number_________________

Currently enrolled at FSU? (circle) yes no

If yes, what is your major______________________ & class standing?____________

Please circle the number or letters showing the highest year of formal schooling you have received:
High School 10 11 12 College 1 2 3 4 5 6 MA MS Ph.D. other

Ethnic Group (circle) Black/African-American Asian (Far East, SE Asia, Pacific Islands)
Hispanic/Latina(o)/Chicana(o) American Indian/Native American
White/Non-Hispanic Multi-Racial Other____________________

Disability? (circle) yes no If yes, what type?________________________________

Marital Status______________ Occupation___________________________
(if other than student)

List all majors you are considering right now.

____________________________                     __________________________
____________________________                     __________________________
____________________________                     __________________________

Which major is your first choice? (If undecided, write “undecided.”)

____________________________

How well satisfied are you with your first choice? (circle the number)

1. Well satisfied with choice  4. Dissatisfied, but intend to remain
2. Satisfied, but have a few doubts  5. Very dissatisfied and intend to change
3. Not sure  6. Undecided about my future career

(Continued on the back)
Mark a rating number from 1 (Strongly Disagree) to 7 (Strongly Agree) that best responds to items 1-7.

1. Decisions about my career tend to directly affect my health.

2. Decisions about my career create a great deal of tension.

3. I have felt fidgety or nervous as a result of having to make career decisions.

4. If I did not worry about my career, my health would probably improve.

5. Problems associated with my career decisions have kept me awake at night.

6. I have felt nervous before attending classes that made me think about my career.

7. I often think about my career even when I am doing other things.

__________________________  ___________________
Student Signature          Date
Career Group Counseling Participation

Group career counseling is a unique relationship in which a group of your peers and trained leaders, who are experiencing similar issues and feelings as you, help on another to better understand and solve some career issues. Career counseling groups attempt to create an environment where honest, interpersonal exploration will occur. In order to create this environment, the responsibilities and rights of the participants and facilitators should be understood by participants. The facilitator is responsible for discussing with you the primary purpose, basic guidelines, and potential risks and benefits involved in the group.

Confidentiality:

Members will treat matters that occur in the group with utmost confidentiality. Members agree to keep names and identities of other group members confidential. Facilitators will discuss a group or individuals in the group only with fellow professionals clearly concerned with the group, and then only for professional consultation. If consultation with a professional outside of the Career Center is desired, written permission from the participants is required.

Attendance:

Positive outcome for your goals relies on the interaction between you and other group members, therefore, group participants are asked to attend all group sessions and complete all homework assignments. If you cannot attend a group meeting, please call to let us know at (850) 644-6431. Please arrive on time.

Active Participation:

Members of effective groups actively share thoughts, reactions and feelings during group meetings as a way of increasing their self-understanding and contributing to the personal growth of other members. To support that goal, facilitators will strive to establish and maintain a climate of respect within the group.

Relationships:

Members agree to primarily use relationships in the group therapeutically, not socially. The group provides an opportunity an opportunity for learning about one’s self in relations to others. If by chance members meet outside the group, then it is their responsibility to discuss aspects of that encounter at the next group session.

Withdrawal:

Members will let the group know in advance if they are leaving the group. Group participation is on a voluntary basis. If you or the group leader determines that group is not serving your needs, you will be referred to other options.

Student Signature:___________________________________  FSUID# __________
The Five Stages of the CASVE

(Communication, Analysis, Synthesis, Valuing, Execution)

Cycle of Information Processing Skills Use in Career Decision-Making

Feedback: Choosing a Major Group (Fall 2008)

1. What do you feel WAS your biggest obstacle in choosing a major?

2. What do you feel is CURRENTLY your biggest obstacle in choosing a major?

3. What are your next steps for implementing your major choice?

4. What was the most important thing you have learned from the group?

5. What did you find least useful about the group? What would you have done differently?

6. What was most helpful about the group?

---

Use the following scale for Questions 7-12

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

7. _____ I found the group useful.

8. _____ I understand myself (values, interests, skills) in relation to my career choice.

9. _____ I have a sense of my options in relation to my career choice.

10. _____ I am confident in my ability to make career decisions.

11. _____ I am able to identify and challenge negative thoughts that affect my career decision-making.

12. _____ My group leaders facilitated the group well.

---

Additional Comments: _________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Choosing a Major Group (Fall 2008)

Name: __________________ (optional)

Current major: ______________

List all majors/occupations you are considering right now:

________________
________________
________________
________________

Which major is your 1st choice? (if undecided, write “undecided.”) ________________

How well satisfied are you with your first choice? (circle the number)

1. Well satisfied with choice
2. Satisfied, but have a few doubts
3. Not sure
4. Dissatisfied, but intend to remain
5. Very dissatisfied and intend to change
6. Undecided about my future career

Mark a rating number from 1 (Strongly Disagree) to 7 (Strongly Agree) that best responds to items 1-7.

1. _____ Decisions about my career tend to directly affect my health.
2. _____ Decisions about my career create a great deal of tension.
3. _____ I have felt fidgety or nervous as a result of having to make career decision.
4. _____ If I did not worry about my career, my health would probably improve.
5. _____ Problems associated with my career decisions have kept me awake at night.
6. _____ I have felt nervous before attending classes that made me think about my career.
7. _____ I often think about my career even when I am doing other things.
GUIDE TO GOOD DECISION-MAKING EXERCISE (Revised)
Communication & Understanding Myself

GAP: ____________________________________________

VALUES:
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

INTERESTS:
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

SKILLS:
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
GUIDE TO GOOD DECISION-MAKING EXERCISE

Analysis & Understanding My Options

MAJOR OR OCCUPATION: ____________________________
WHAT I KNOW ABOUT THE MAJOR OR OCCUPATION:
________________________________________________
________________________________________________
________________________________________________

MAJOR OR OCCUPATION: ____________________________
WHAT I KNOW ABOUT THE MAJOR OR OCCUPATION:
________________________________________________
________________________________________________
________________________________________________

MAJOR OR OCCUPATION: ____________________________
WHAT I KNOW ABOUT THE MAJOR OR OCCUPATION:
________________________________________________
________________________________________________
________________________________________________

MAJOR OR OCCUPATION: ____________________________
WHAT I KNOW ABOUT THE MAJOR OR OCCUPATION:
________________________________________________
________________________________________________
________________________________________________

MAJOR OR OCCUPATION: ____________________________
WHAT I KNOW ABOUT THE MAJOR OR OCCUPATION:
________________________________________________
________________________________________________
________________________________________________
GUIDE TO GOOD DECISION-MAKING EXERCISE

Analysis & Understanding How I Think About My Decisions

SELF-TALK:
Example: “I get so anxious, I can’t even get started.”
____________________________________________________________
____________________________________________________________
____________________________________________________________

SELF-AWARENESS:
Example: “I’m feeling very overwhelmed 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 major.”
____________________________________________________________
____________________________________________________________
____________________________________________________________
GUIDE TO GOOD DECISION-MAKING EXERCISE

Analysis & Expanding & Narrowing Major Choices

Brainstorm majors or occupations that match my values, interests, and skills:

Pick 3 – 5 majors or occupations using what I have learned:

1. ________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________
5. __________________________________________________________________
GUIDE TO GOOD DECISION-MAKING EXERCISE

Valuing

<table>
<thead>
<tr>
<th>Major</th>
<th>Pros</th>
<th>Cons</th>
<th>Other Notes</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>