

# 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

## Mortimer, Zimmer-Gembeck, Holmes, & Shanahan (2002)

- 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

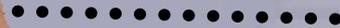
## Behrens & Altman (2000)

- “...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

# Cognitive Behavioral Theory



Louisa

# CBT view of “Core Issues”

## Schema

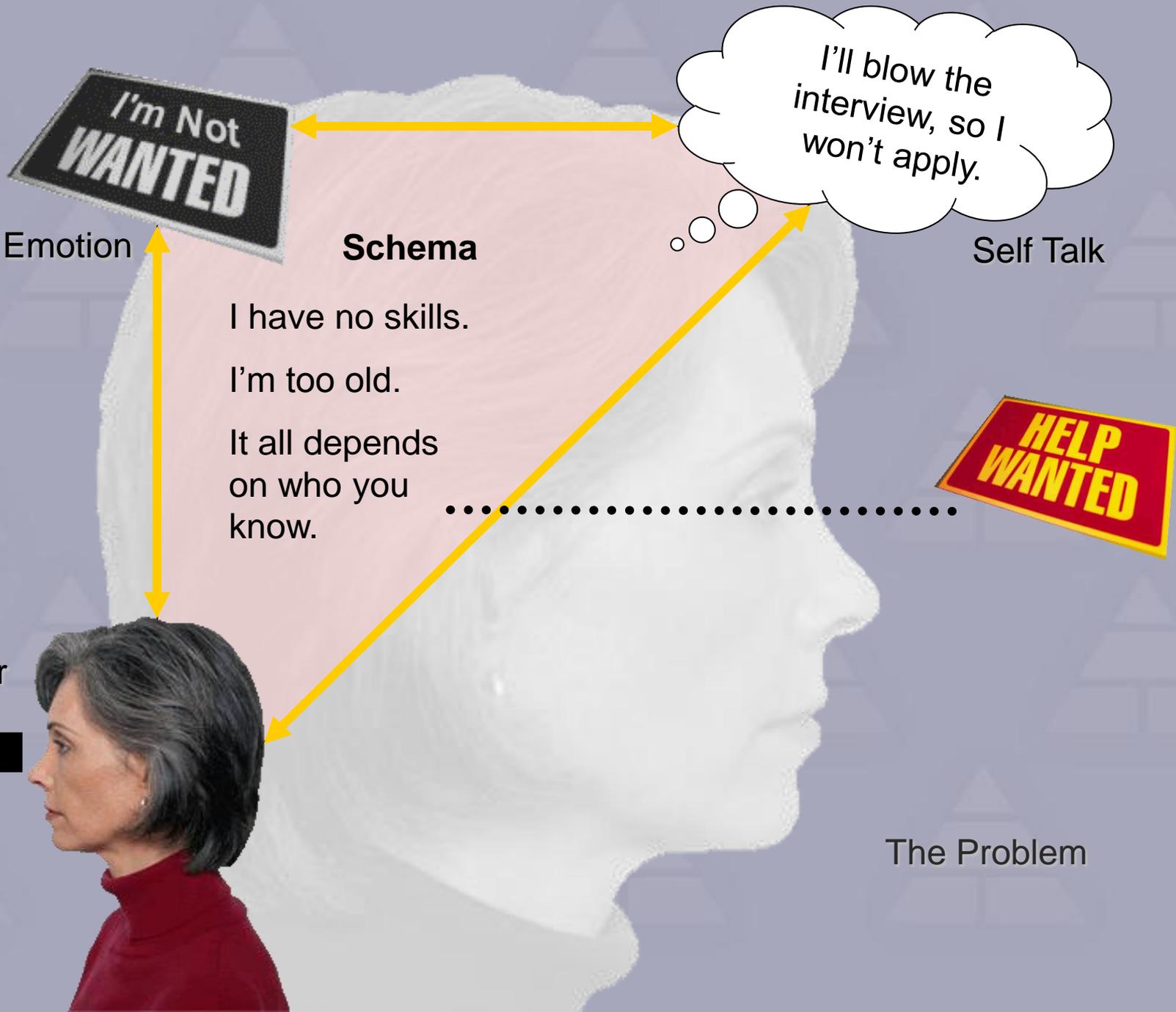
I have no skills.

I’m too old.

It all depends  
on who you  
know.



**HELP  
WANTED**



**I'm Not WANTED**

Emotion

**Schema**

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

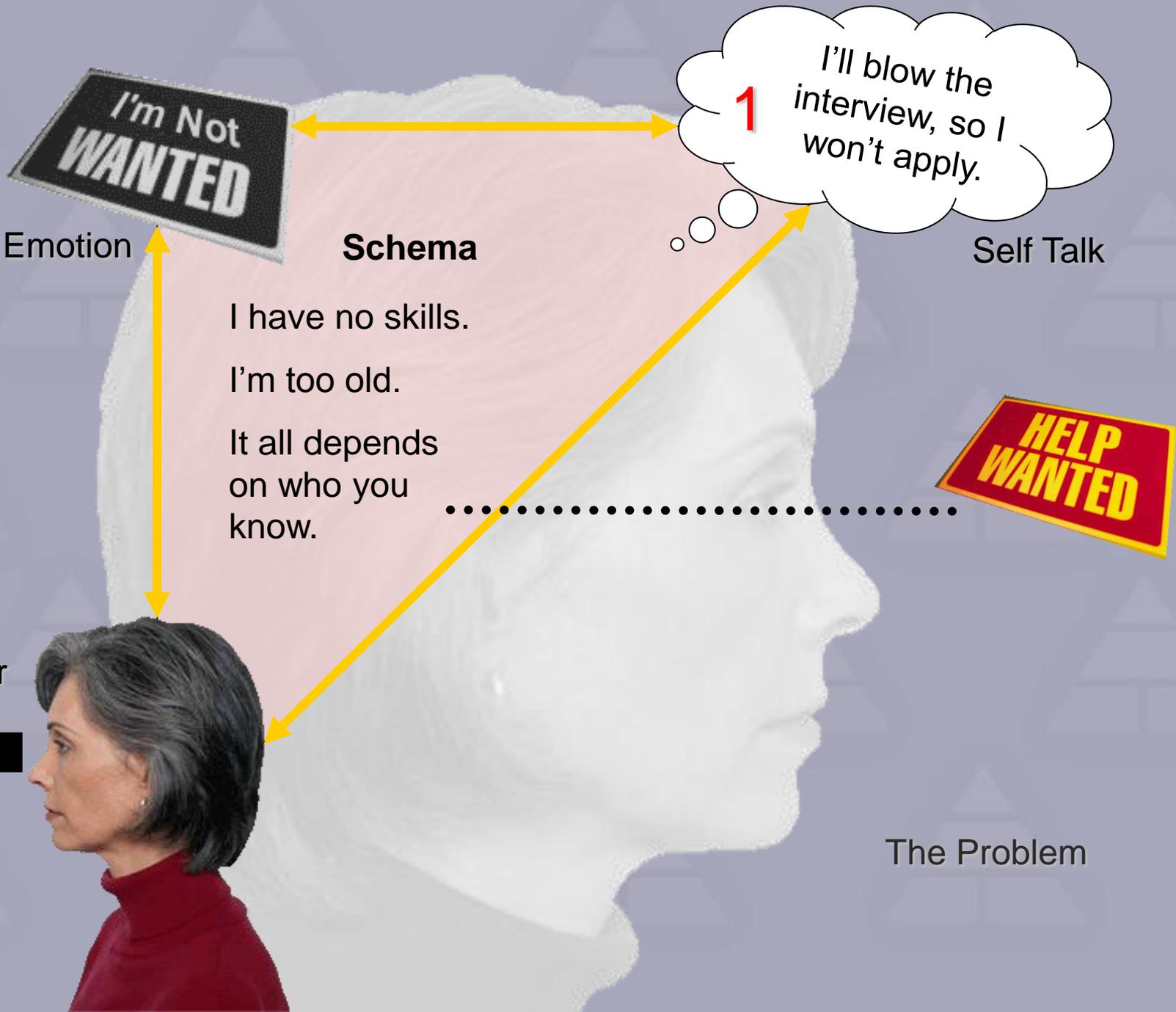
Self Talk

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

**HELP WANTED**

Behavior

The Problem



I'm Not  
**WANTED**

Emotion

**Schema**

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

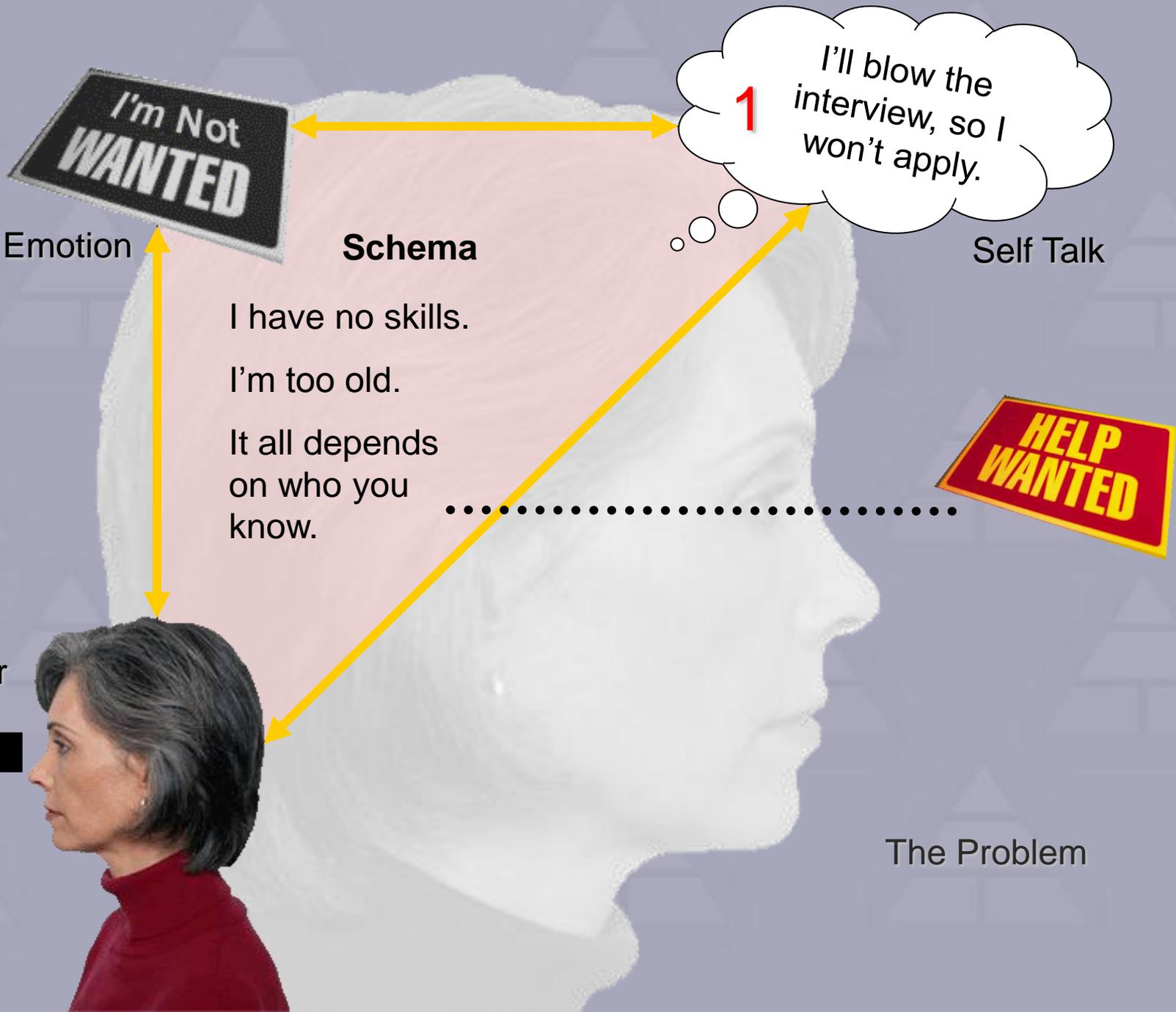
**1**  
I'll blow the  
interview, so I  
won't apply.

Self Talk

**HELP  
WANTED**

Behavior

The Problem



I'm Not  
**WANTED**

Emotion

**Schema**

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

**1**  
I'll blow the  
interview, so I  
won't apply.

Self Talk

**HELP  
WANTED**

Behavior  
←

**2**

The Problem

3



Emotion

Schema

I have no skills.

I'm too old.

It all depends on who you know.

1



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

Self Talk



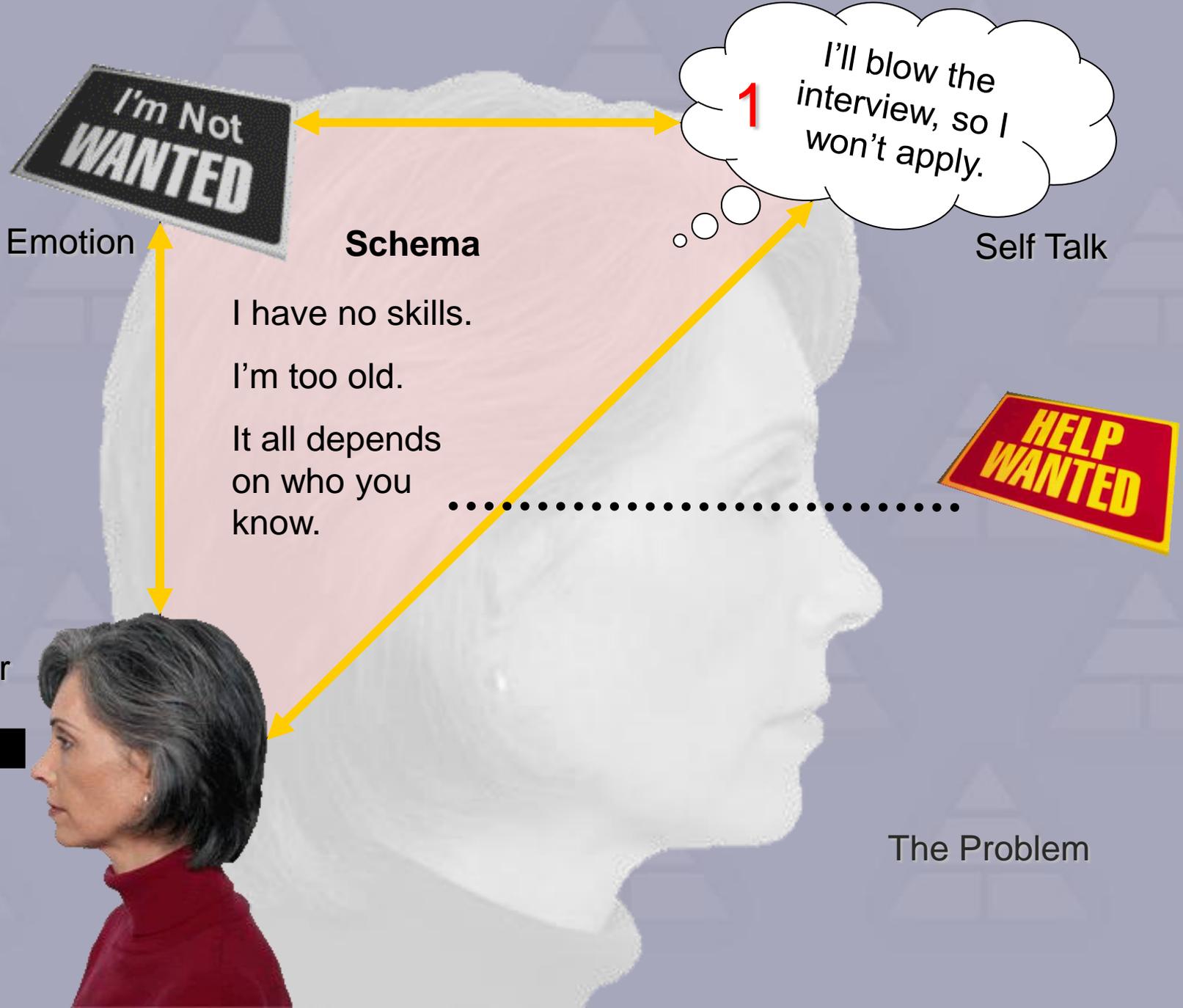
Behavior



2



The Problem



3



Emotion

Schema

1



Self Talk

4

I have no skills.

I'm too old.

It all depends on who you know.

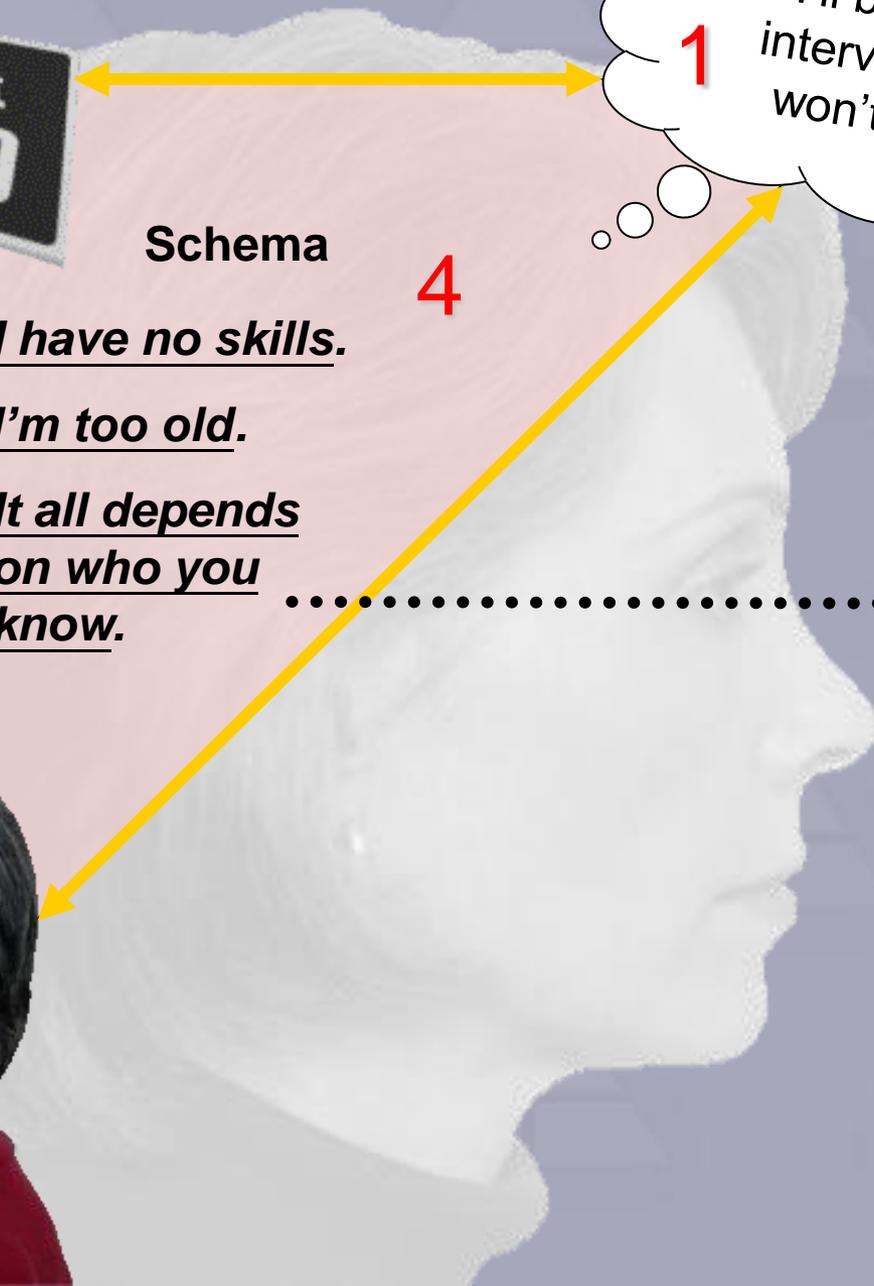


The Problem

Behavior



2



# 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

**I'm Not WANTED**

Emotion

**Schema**

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

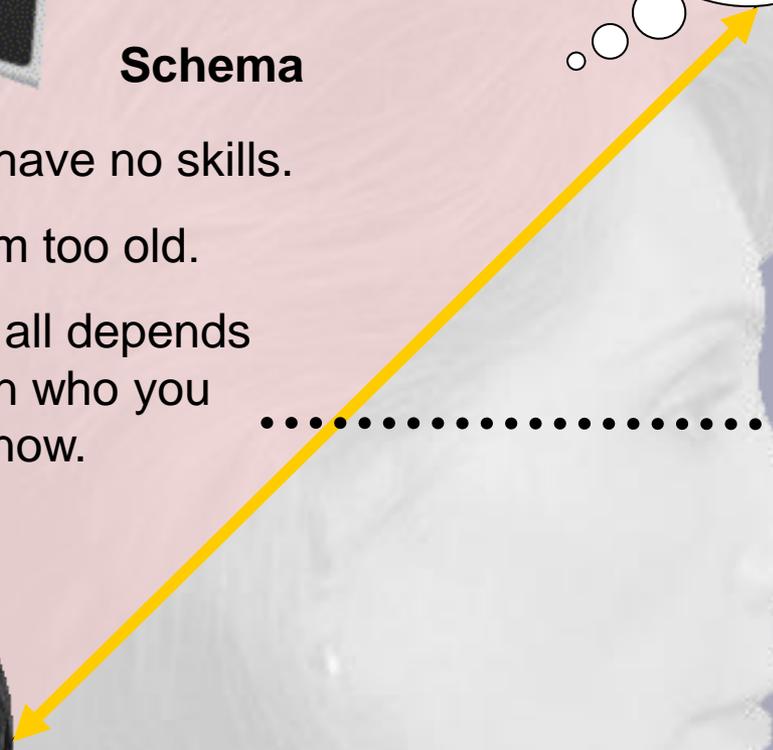
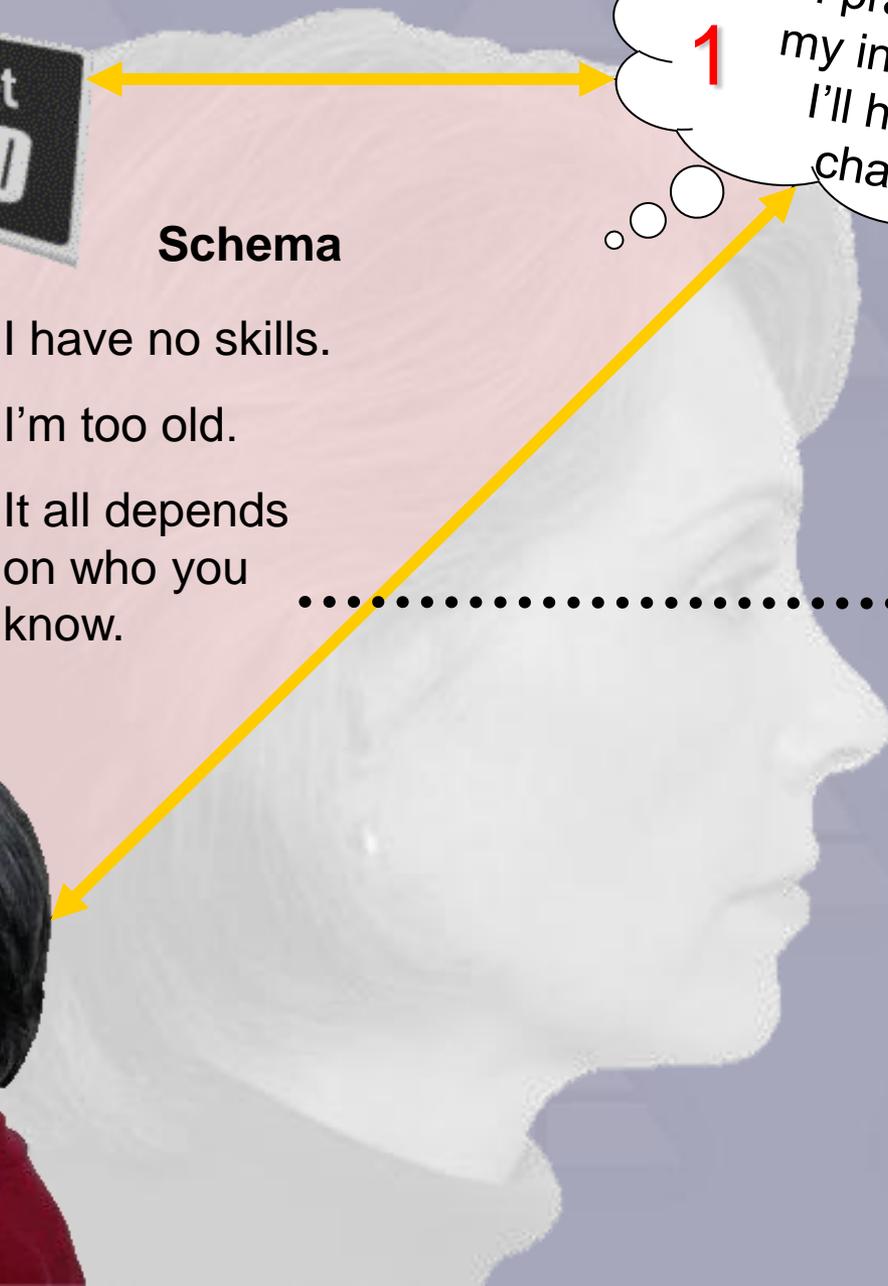
**1**  
If I practice for my interview, I'll have a chance.

Self Talk

**HELP WANTED**

The Solution

Behavior





Emotion

Schema



Self Talk

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



Interview

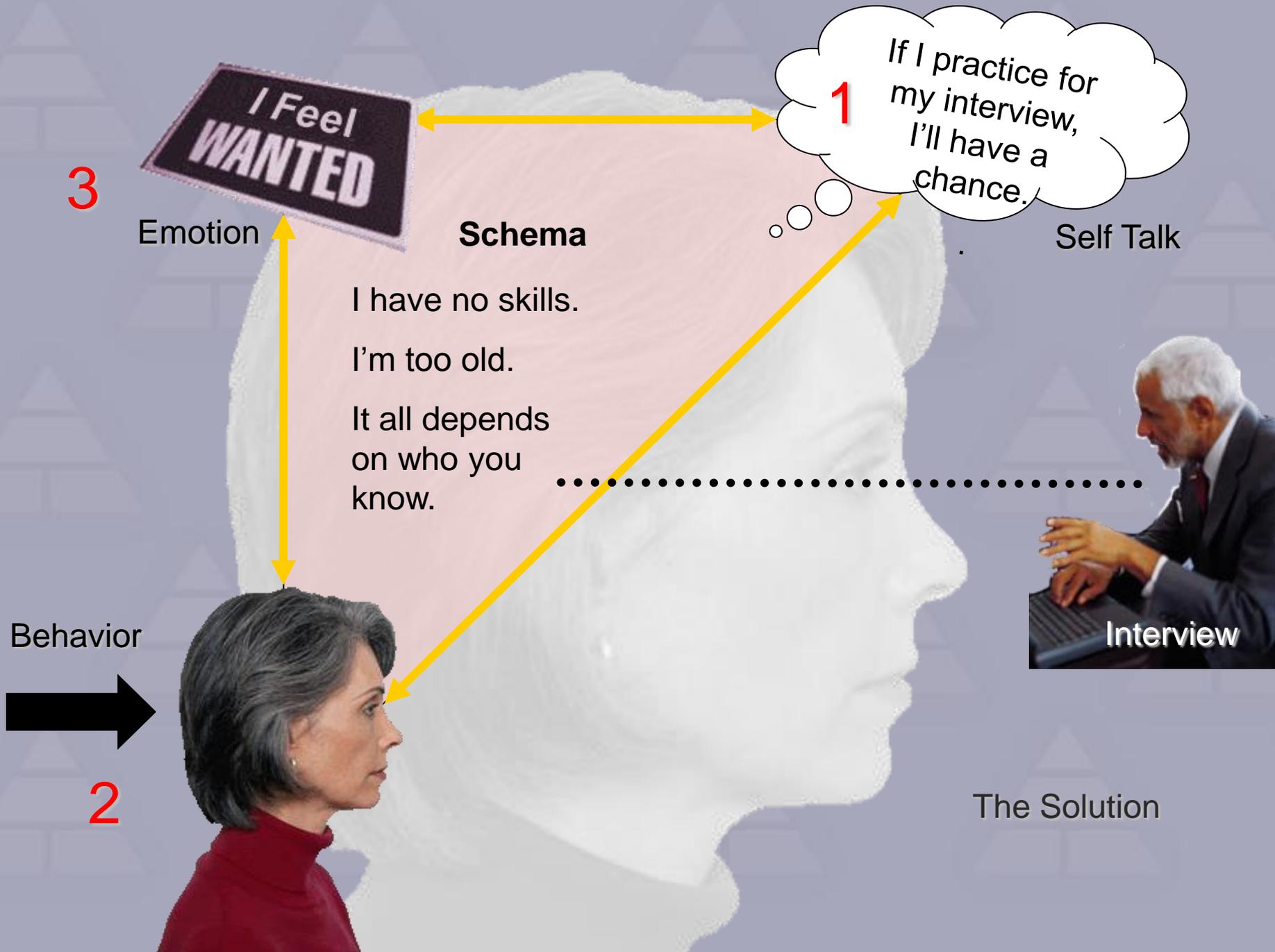
Behavior

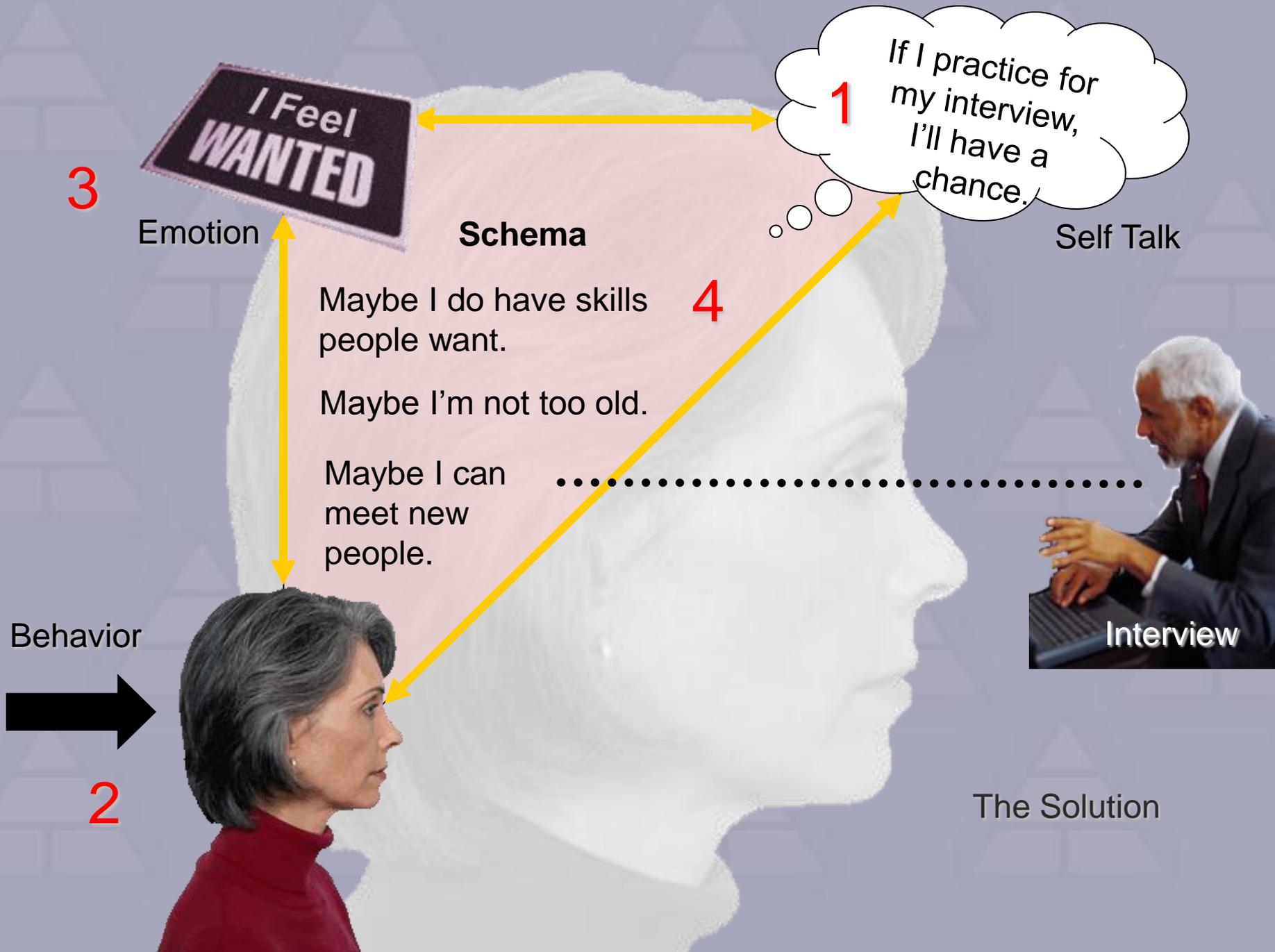


2



The Solution





# 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



# Completing the CTI

Currently in school?  Yes or  No If yes, what grade or year? SOPH. Currently employed?  Yes or  No

If yes, current occupation \_\_\_\_\_ Years in current occupation \_\_\_\_\_

- |   |           |          |          |           |
|---|-----------|----------|----------|-----------|
| 19. I'm not sure about my career choice.  | SD        | D        | <u>A</u> | SA        |
| 20. I'm so confused, I'll never be able to choose a field of study or occupation.                 | SD        | D        | <u>A</u> | <u>SA</u> |
| 21. The more I think about my career choice, the more confused I get.                             | SD        | D        | <u>A</u> | SA        |
| 22. I'm not sure about my career choice, but I will never be able to make a decision about it.    | SD        | D        | <u>A</u> | SA        |
| 23. I'm not sure about my career choice, but I don't want to be able to quit my job.              | <u>SD</u> | D        | A        | SA        |
| 24. Thinking about my career choice is hard, but getting advice from others will help.            | SD        | <u>D</u> | A        | SA        |
| 25. I can't be sure about my career choice, but I will never be able to make a decision about it. | SD        | <u>D</u> | A        | SA        |
| 26. I get upset when people ask me what I want to do with my life.                                | SD        | <u>D</u> | A        | SA        |
| 27. I don't know how to find information about jobs in my field.                                  | SD        | D        | <u>A</u> | SA        |
| 28. I never know what I should be doing to get ready for my career.                               | SD        | D        | <u>A</u> | SA        |
| 29. I'm not sure about my career choice, but I will never be able to make a decision about it.    | SD        | <u>D</u> | A        | SA        |
| 30. I'm not sure about my career choice.  | <u>SD</u> | D        | A        | SA        |

# Client Writes SA or A Thoughts

Item No.	Old Career Thought	New Career Thought
20	<i>I'm so confused, I'll never be able</i>	
	<i>to choose a major.</i>	

# Client Reframes Thoughts

Item No.	Old Career Thought	New Career Thought
20	<i>I'm so confused, I'll never be able</i>	<i>It's OK to be confused—there are a</i>
	<i>to choose a major.</i>	<i>lot of majors. Using the word NEVER</i>
		<i>only keeps me stuck! I can learn the</i>
		<i>steps involved in choosing a major.</i>

# 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)
- Create an expert model of “good” reframes
- 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

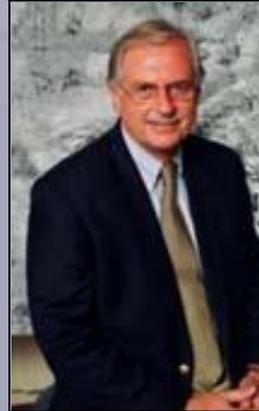
# Expert Panel

Janet G. Lenz, Ph.D.



James P. Sampson, Ph.D.

Gary W. Peterson, Ph.D.



Robert Reardon, Ph.D.

# Instructions Given to Experts

## 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: ¶
  - a. → Did the participant appear to understand the task? ¶  
If no, what appears to be the problem? ¶
  - b. → How has the participant altered the statement? ¶
  - c. → What strategy does the participant appear to be using? ¶
  - d. → Has the participant successfully reframed the statement? ¶
  - e. → How would you rate the quality of the reframed statement? ¶  
(1 = marginal, 2 = moderate, 3 = high)? ¶
  - f. → What evidence supports your decision in e? ¶
  - g. → Do you have any additional thoughts about this statement? ¶
4. → Feel free to write or draw on the worksheet given you. ¶

# Reframe Prompts: Forms A & B

## Form 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 though it 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.¶

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*

<b>Less Effective Reframe</b>	<b>More Effective Reframe</b>
<ul style="list-style-type: none"> <li>▪ External focus</li> <li>▪ Reactive or defensive posture</li> <li>▪ Views self as powerless to change</li> <li>▪ Attributes positive events to chance or behavior of others</li> <li>▪ Defers responsibility to others</li> <li>▪ Lacks self-confidence (trust in self)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internal focus</li> <li>▪ Proactive or open posture</li> <li>▪ Views self as capable of change</li> <li>▪ Attributes positive events to own behavior</li> <li>▪ Assumes responsibility for self</li> <li>▪ Has self-confidence (trust in self)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Little or no evidence goal or direction (no gap identified)</li> <li>▪ Uses general language about planning (lacks detail)</li> <li>▪ No evidence of a decision-making model</li> <li>▪ Does not provide measurable objectives</li> <li>▪ Views planning as unimportant</li> <li>▪ Identifies 0 or 1 option for solving problem</li> <li>▪ No evidence of evaluating decision making progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of a goal or direction (gap identified)</li> <li>▪ Has specific details about a plan to reach a goal</li> <li>▪ Evidence of a decision-making model</li> <li>▪ Provides measurable objectives</li> <li>▪ Views planning as important</li> <li>▪ Identifies multiple options for solving problem</li> <li>▪ Evidence of evaluating decision making progress</li> </ul>
<ul style="list-style-type: none"> <li>▪ Does not address emotional component</li> <li>▪ Provides no strategy for emotional coping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Addresses emotional component</li> <li>▪ Provides a strategy for emotional coping</li> </ul>
<ul style="list-style-type: none"> <li>▪ A sense of pessimism about the future</li> <li>▪ Unrealistic expectation of time required to make a decision</li> <li>▪ No acknowledgement of need for persistence and commitment</li> <li>▪ Views decision-making as a one-time event</li> </ul>	<ul style="list-style-type: none"> <li>▪ A sense of optimism about the future</li> <li>▪ Realistic expectation of time required to make a decision</li> <li>▪ Acknowledges need for persistence and commitment</li> <li>▪ Acknowledges the ongoing process of decision-making</li> </ul>
<ul style="list-style-type: none"> <li>▪ Uses absolute words (can't, never, right)</li> <li>▪ Uses imperatives (should, must, have to)</li> <li>▪ Uses simple reversal (worried → not worried)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses positive words (can, able)</li> <li>▪ Does not use imperatives (should, must, have to)</li> <li>▪ Uses more detailed language</li> </ul>
<ul style="list-style-type: none"> <li>▪ Reframe excludes a problematic element of original item</li> <li>▪ Reframe does not address career-decision making domain</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reframe resolves problematic elements of the original item</li> <li>▪ Reframe addresses career-decision making domain</li> </ul>
<ul style="list-style-type: none"> <li>▪ Reframe does not follow the parallel structure of the original item</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reframe parallels structure of item (if-then, action-consequence)</li> </ul>

# 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

Table 3

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

	Less Effective Reframe	More Effective Reframe
<b>Locus of control</b>	<ul style="list-style-type: none"> <li>External focus</li> <li>Reactive or defensive posture</li> <li>Views self as powerless to change</li> <li>Attributes positive events to chance or behavior of others</li> <li>Defers responsibility to others</li> <li>Lacks self-confidence (trust in self)</li> </ul>	<ul style="list-style-type: none"> <li>Internal focus</li> <li>Proactive or open posture</li> <li>Views self as capable of change</li> <li>Attributes positive events to own behavior</li> <li>Assumes responsibility for self</li> <li>Has self-confidence (trust in self)</li> </ul>
<b>Explicitness</b>	<ul style="list-style-type: none"> <li>Little or no evidence goal or direction (no gap identified)</li> <li>Uses general language about planning (lacks details)</li> <li>No evidence of a decision-making model</li> <li>Does not provide measurable objectives</li> <li>Views planning as unimportant</li> <li>Identifies 0 or 1 option for solving problem</li> <li>No evidence of evaluating decision making progress</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of a goal or direction (gap identified)</li> <li>Has specific details about a plan to reach a goal</li> <li>Evidence of a decision-making model</li> <li>Provides measurable objectives</li> <li>Views planning as important</li> <li>Identifies multiple options for solving problem</li> <li>Evidence of evaluating decision making progress</li> </ul>
<b>Affect</b>	<ul style="list-style-type: none"> <li>Does not address emotional component</li> <li>Provides no strategy for emotional coping</li> </ul>	<ul style="list-style-type: none"> <li>Addresses emotional component</li> <li>Provides a strategy for emotional coping</li> </ul>
<b>Time Sensitivity</b>	<ul style="list-style-type: none"> <li>A sense of pessimism about the future</li> <li>Unrealistic expectation of time required to make a decision</li> <li>No acknowledgement of need for persistence and commitment</li> <li>Views decision-making as a one-time event</li> </ul>	<ul style="list-style-type: none"> <li>Realistic expectation of time required to make a decision</li> <li>Acknowledges the ongoing process of decision-making</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>Uses absolute words (can't, never, right)</li> <li>Uses imperatives (should, must, have to)</li> <li>Uses simple reversal (worried → not worried)</li> </ul>	<ul style="list-style-type: none"> <li>Uses positive words (can, able)</li> <li>Does not use imperatives (should, must, have to)</li> <li>Uses more detailed language</li> </ul>
<b>Missing Key Point(s)</b>	<ul style="list-style-type: none"> <li>Reframe excludes a problematic element of original item</li> <li>Reframe does not address career-decision making domain</li> </ul>	<ul style="list-style-type: none"> <li>Reframe resolves problematic elements of the original item</li> <li>Reframe addresses career-decision making domain</li> </ul>
<b>Reframe Structure</b>	<ul style="list-style-type: none"> <li>Reframe does not follow the parallel structure of the original item</li> </ul>	<ul style="list-style-type: none"> <li>Reframe parallels structure of item (if-then, action-consequence)</li> </ul>

Locus of Control

Explicitness

Affect

Time Sensitivity

Word Choice

Missing Key Point(s)

Reframe Structure

# Initial Expert Model

Table 3

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

	<b>Less Effective Reframe</b>	<b>More Effective Reframe</b>
<b>Locus of control</b>	<ul style="list-style-type: none"> <li>▪ External focus</li> <li>▪ Reactive or defensive posture</li> <li>▪ Views self as powerless to change</li> <li>▪ Attributes positive events to chance or behavior of others</li> <li>▪ Defers responsibility to others</li> <li>▪ Lacks self-confidence (trust in self)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internal focus</li> <li>▪ Proactive or open posture</li> <li>▪ Views self as capable of change</li> <li>▪ Attributes positive events to own behavior</li> <li>▪ Assumes responsibility for self</li> <li>▪ Has self-confidence (trust in self)</li> </ul>
<b>Explicitness</b>	<ul style="list-style-type: none"> <li>▪ Little or no evidence goal or direction (no gap identified)</li> <li>▪ Uses general language about planning (lacks detail)</li> <li>▪ No evidence of a decision-making model</li> <li>▪ Does not provide measurable objectives</li> <li>▪ Views planning as unimportant</li> <li>▪ Identifies 0 or 1 option for solving problem</li> <li>▪ No evidence of evaluating decision making progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of a goal or direction (gap identified)</li> <li>▪ Has specific details about a plan to reach a goal</li> <li>▪ Evidence of a decision-making model</li> <li>▪ Provides measurable objectives</li> <li>▪ Views planning as important</li> <li>▪ Identifies multiple options for solving problem</li> <li>▪ Evidence of evaluating decision making progress</li> </ul>
<b>Affect</b>	<ul style="list-style-type: none"> <li>▪ Does not address emotional component</li> <li>▪ Provides no strategy for emotional coping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Addresses emotional component</li> <li>▪ Provides a strategy for emotional coping</li> </ul>
<b>Time Sensitivity</b>	<ul style="list-style-type: none"> <li>▪ A sense of pessimism about the future</li> <li>▪ Unrealistic expectation of time required to make a decision</li> <li>▪ No acknowledgement of need for persistence and commitment</li> <li>▪ Views decision-making as a one-time event</li> </ul>	<ul style="list-style-type: none"> <li>▪ A sense of optimism about the future</li> <li>▪ Realistic expectation of time required to make a decision</li> <li>▪ Acknowledges need for persistence and commitment</li> <li>▪ Acknowledges the ongoing process of decision-making</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>▪ Uses absolute words (can't, never, right)</li> <li>▪ Uses imperatives (should, must, have to)</li> <li>▪ Uses simple reversal (worried → not worried)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses positive words (can, able)</li> <li>▪ Does not use imperatives (should, must, have to)</li> <li>▪ Uses more detailed language</li> </ul>
<b>Missing Key Point(s)</b>	<ul style="list-style-type: none"> <li>▪ Reframe excludes a problematic element of original item</li> <li>▪ Reframe does not address career-decision making domain</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reframe resolves problematic elements of the original item</li> <li>▪ Reframe addresses career-decision making domain</li> </ul>
<b>Reframe Structure</b>	<ul style="list-style-type: none"> <li>▪ Reframe does not follow the parallel structure of the original item</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reframe parallels structure of item (if-then, action-consequence)</li> </ul>

# Validation of Themes

Locus of control

Explicitness

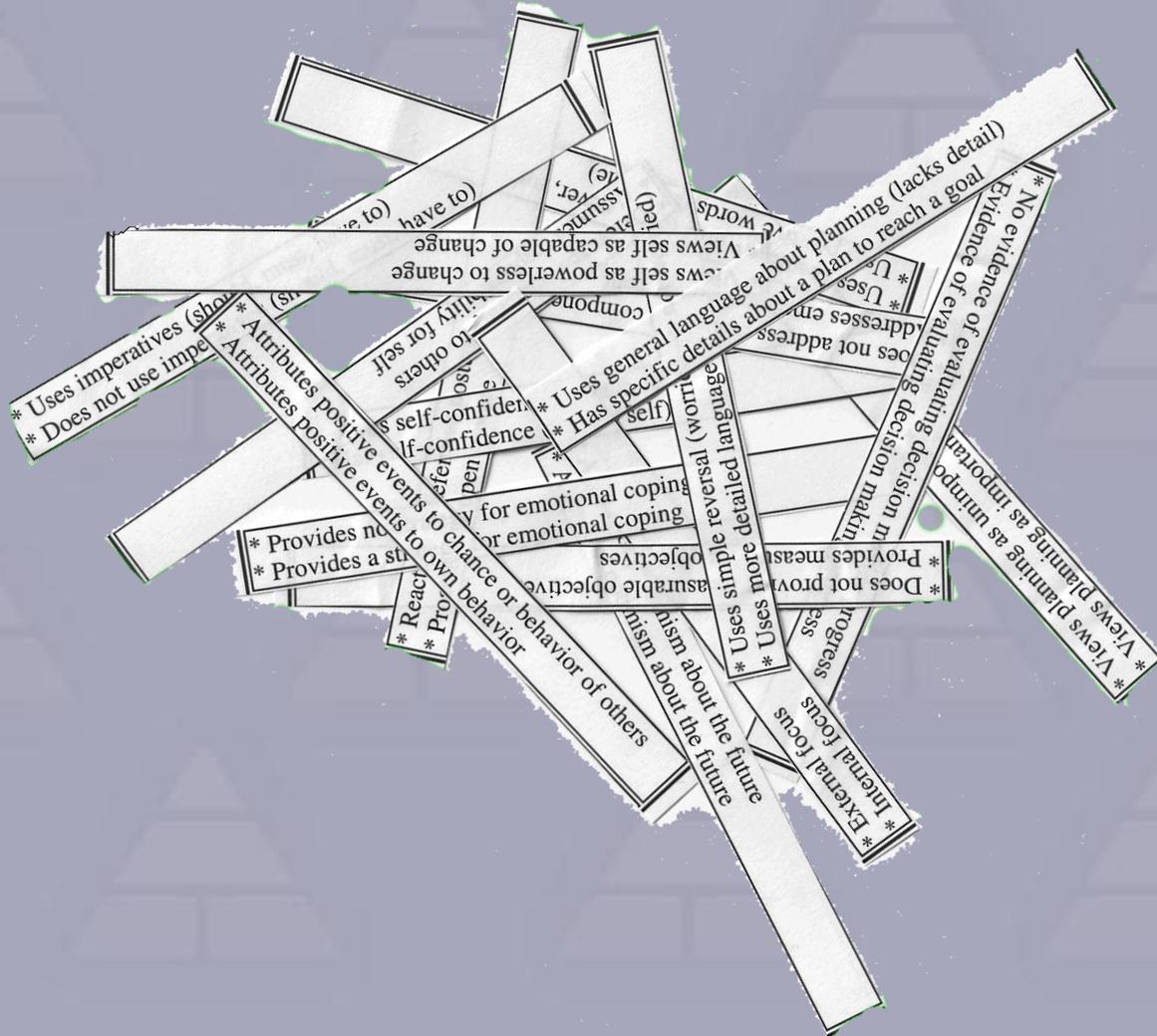
Affect

Time Sensitivity

Word Choice

Missing Key Point(s)

Reframe Structure



# Validation of Themes

## Expert\* Agreement on Categorization of Criteria

	Agreement		Non-Agreement		Total
Experts Agreeing	5 of 5	4 of 5	3 of 5	2 of 5	
Judgments	11	8	5	1	25
Percent	44%	32%	20%	4%	100%

\* 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

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

# Revised Expert Model

	<b>Less Effective Reframe</b>	<b>More Effective Reframe</b>
<b>Locus of control</b>	<ul style="list-style-type: none"> <li>▪ External focus</li> <li>▪ Views self as powerless to change</li> <li>▪ Attributes positive events to chance or behavior of others</li> <li>▪ Defers responsibility to others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internal focus</li> <li>▪ Views self as capable of change</li> <li>▪ Attributes positive events to own behavior</li> <li>▪ Assumes responsibility for self</li> </ul>
<b>Explicitness</b>	<ul style="list-style-type: none"> <li>▪ Little or no evidence of a goal</li> <li>▪ Uses general language about planning (lacks detail)</li> <li>▪ Does not provide measurable objectives</li> <li>▪ Identifies vague options for solving problem</li> <li>▪ Little evidence of evaluating decision making progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of a goal</li> <li>▪ Has specific details about a plan to reach a goal</li> <li>▪ Provides measurable objectives</li> <li>▪ Identifies concrete options for solving problem</li> <li>▪ Evidence of evaluating decision making progress</li> </ul>
<b>Affect</b>	<ul style="list-style-type: none"> <li>▪ Does not address emotional component</li> <li>▪ Provides no strategy for emotional coping</li> <li>▪ A sense of pessimism about the future</li> <li>▪ Reactive or defensive posture</li> <li>▪ Lacks self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Addresses emotional component</li> <li>▪ Provides a strategy for emotional coping</li> <li>▪ A sense of optimism about the future</li> <li>▪ Proactive or open posture</li> <li>▪ Has self-confidence</li> </ul>
<b>Time Sensitivity</b>	<ul style="list-style-type: none"> <li>▪ Unrealistic expectation of time required to make a decision</li> <li>▪ No acknowledgement of need for persistence overtime</li> <li>▪ Views decision-making as a one-time event</li> </ul>	<ul style="list-style-type: none"> <li>▪ Realistic expectation of time required to make a decision</li> <li>▪ Acknowledges need for persistence over time</li> <li>▪ Acknowledges the ongoing process of decision-making</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>▪ Uses absolute words (can't, never, perfect)</li> <li>▪ Uses imperatives (should, must, have to)</li> <li>▪ Uses simple word reversal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses positive words (can, able)</li> <li>▪ Does not use imperatives (should, must, have to)</li> <li>▪ Uses more detailed language</li> </ul>
<b>Missing Key Point(s)</b>	<ul style="list-style-type: none"> <li>▪ Reframe excludes a problematic element of original item</li> <li>▪ Reframe does not address career-decision making domain</li> <li>▪ No evidence of a decision-making model</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reframe resolves problematic elements of the original item</li> <li>▪ Reframe addresses career-decision making domain</li> <li>▪ Evidence of a decision-making model</li> </ul>
<b>Reframe Structure</b>	<ul style="list-style-type: none"> <li>▪ Reframe does not follow the parallel structure of the original item</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reframe parallels structure of item (if-then, action-consequence)</li> </ul>

# 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!

## You're the Expert!

Below are eight negative thoughts that career decisions 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.

---

# Client Version

## **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?

# Client Version Matched to Model

## 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.

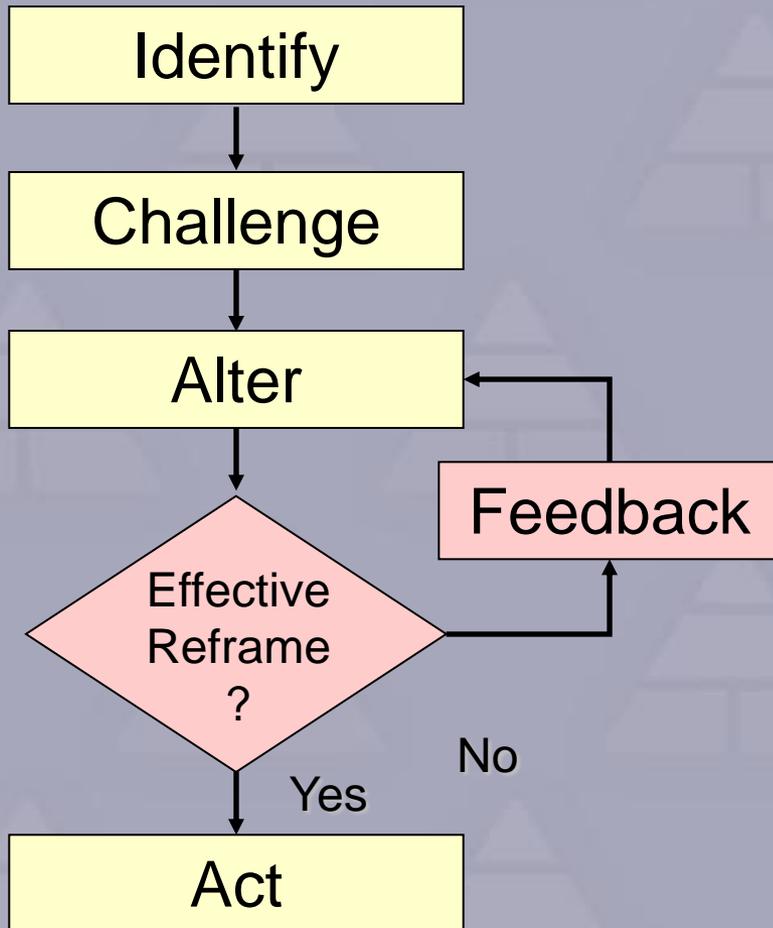
They can help you see if you are moving from a negative way of thinking to a more positive way of thinking. Not all of the questions below will apply to each of your negative thoughts.

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

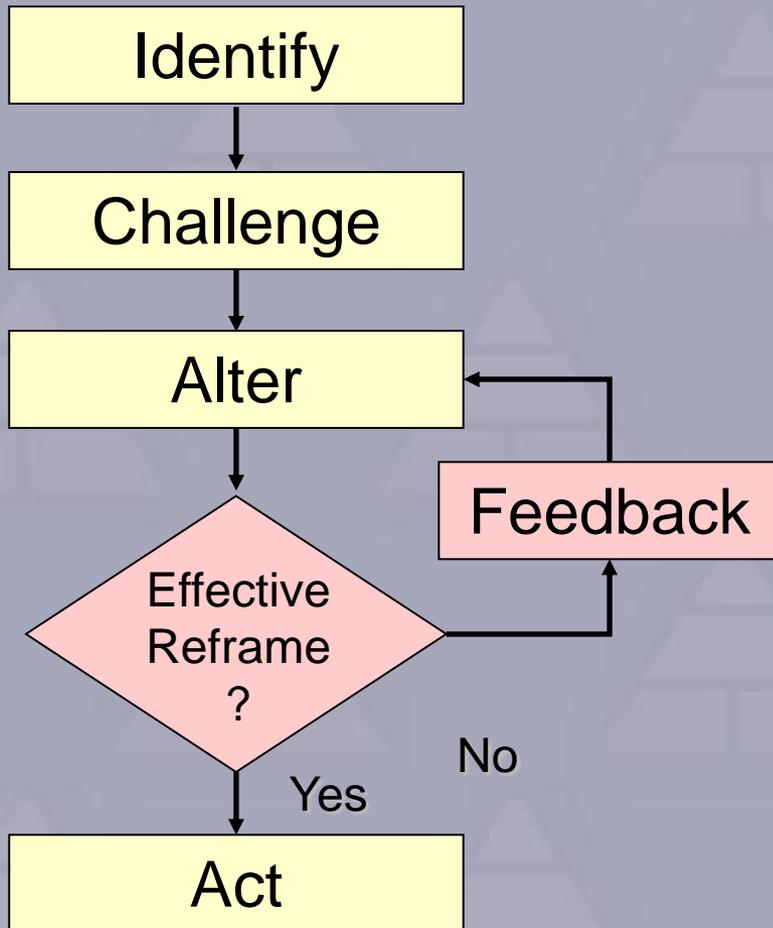


Judge Effectiveness  
& Provide Feedback

Counselor: *Expert Model*

Client: *Thinking More  
Helpful Thoughts*

# Possible Outcomes



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

James, P. Sampson, Jr., Ph.D., Gary W. Peterson, Ph.D., Janet G. Lenz, Ph.D.,  
Robert C. Reardon, Ph.D., and Denise E. Saunders, Ph.D.

**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 \(logout\)](#)

Copyright © 1994,1996 by PAR, Inc. All rights reserved. May not be reproduced in whole or in part in any form by any means without written permission or PAR, Inc.

# Client responds to 48 CTI items

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

Strongly  
Disagree

Disagree

Agree

Strongly  
Agree

< Prev Item

Finish

Client next *identifies* his negative thoughts



## Career Thoughts Inventory

James, P. Sampson, Jr., Ph.D., Gary W. Peterson, Ph.D., Janet G. Lenz, Ph.D.,  
Robert C. Reardon, Ph.D., and Denise E. Saunders, Ph.D.

### Messages

Now go to  
to Step 2 and  
Identify your  
negative  
career  
thoughts.

1. Take the CTI ✓

2. Identify

3. Challenge and Alter

4. Act

5. Follow up

Exit (logout)

# Client learns about negative thinking

## **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.



[< Menu](#)

[Next Page >](#)

# Client receives total score and interpretation

## Identify - Challenge - Alter - Act

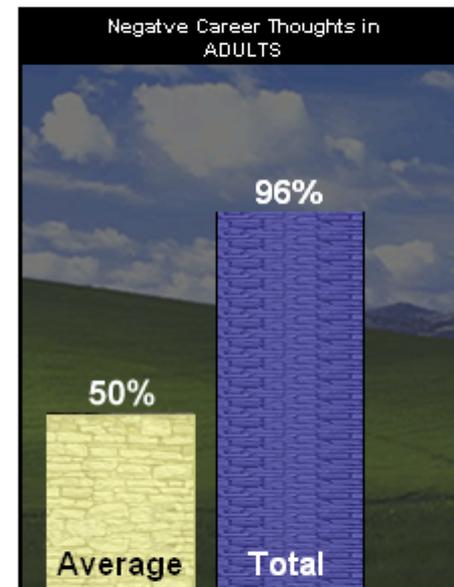
### Your Total Amount of Negative Career Thoughts: The CTI Total Score

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 96 th 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.



[< Prev Page](#)

[Next Page >](#)

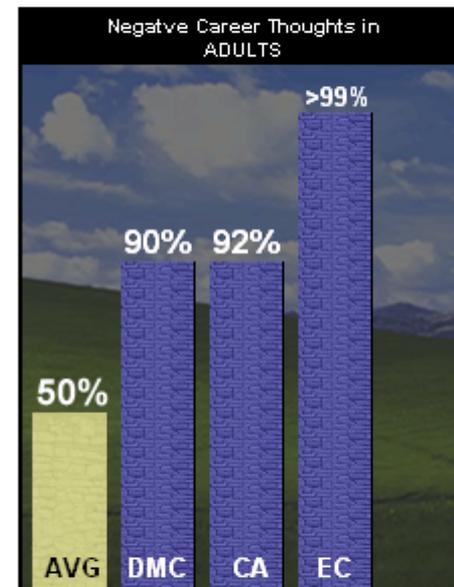
# Client receives scale scores and interpretation

## **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.



[< Prev Page](#)

[Next Page >](#)

# Client returns to menu



## Career Thoughts Inventory

James, P. Sampson, Jr., Ph.D., Gary W. Peterson, Ph.D., Janet G. Lenz, Ph.D.,  
Robert C. Reardon, Ph.D., and Denise E. Saunders, Ph.D.

### 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)

# 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.



[< Prev Page](#)

[Next Page >](#)

# 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.



< Prev Page

Next Page >

# 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

< Prev Page

Next Page >

# 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.

[< Prev Page](#)

[Next Page >](#)

# 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.

[< Prev Page](#)

[Next Page >](#)

# 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.

[< Prev Page](#)

[Next Page >](#)

# Counselor prints client report for session

Print

< Prev Page

## 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

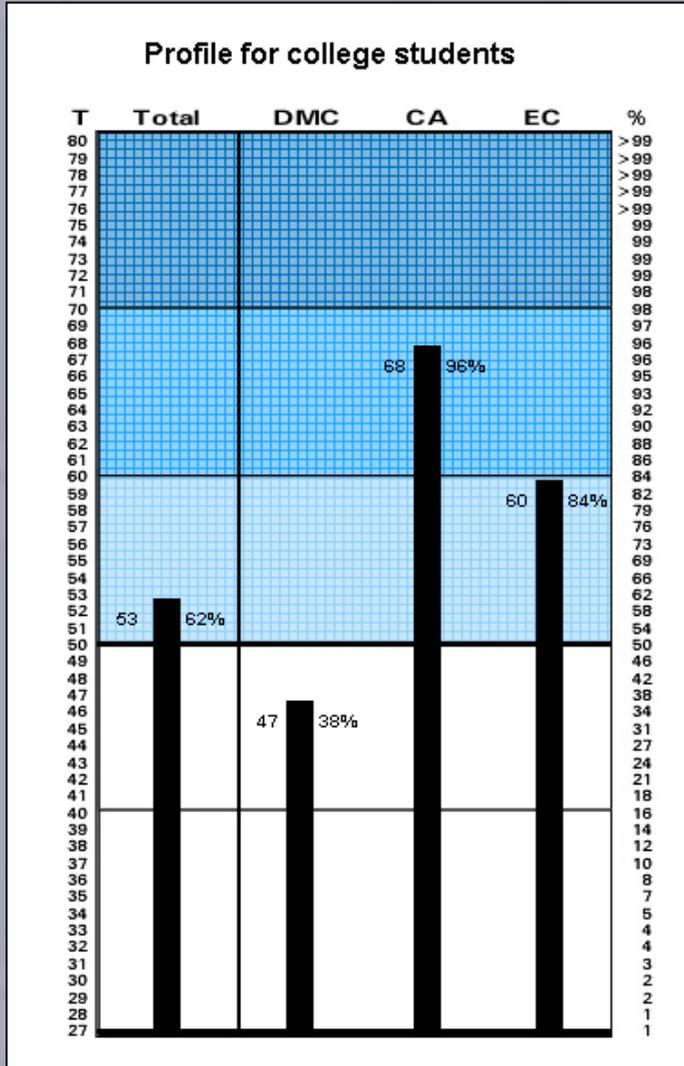
**In School:** No

**Employed:** No

**Highest Degree:** 3

**Current Grade:**

# Counselor prints client report for session



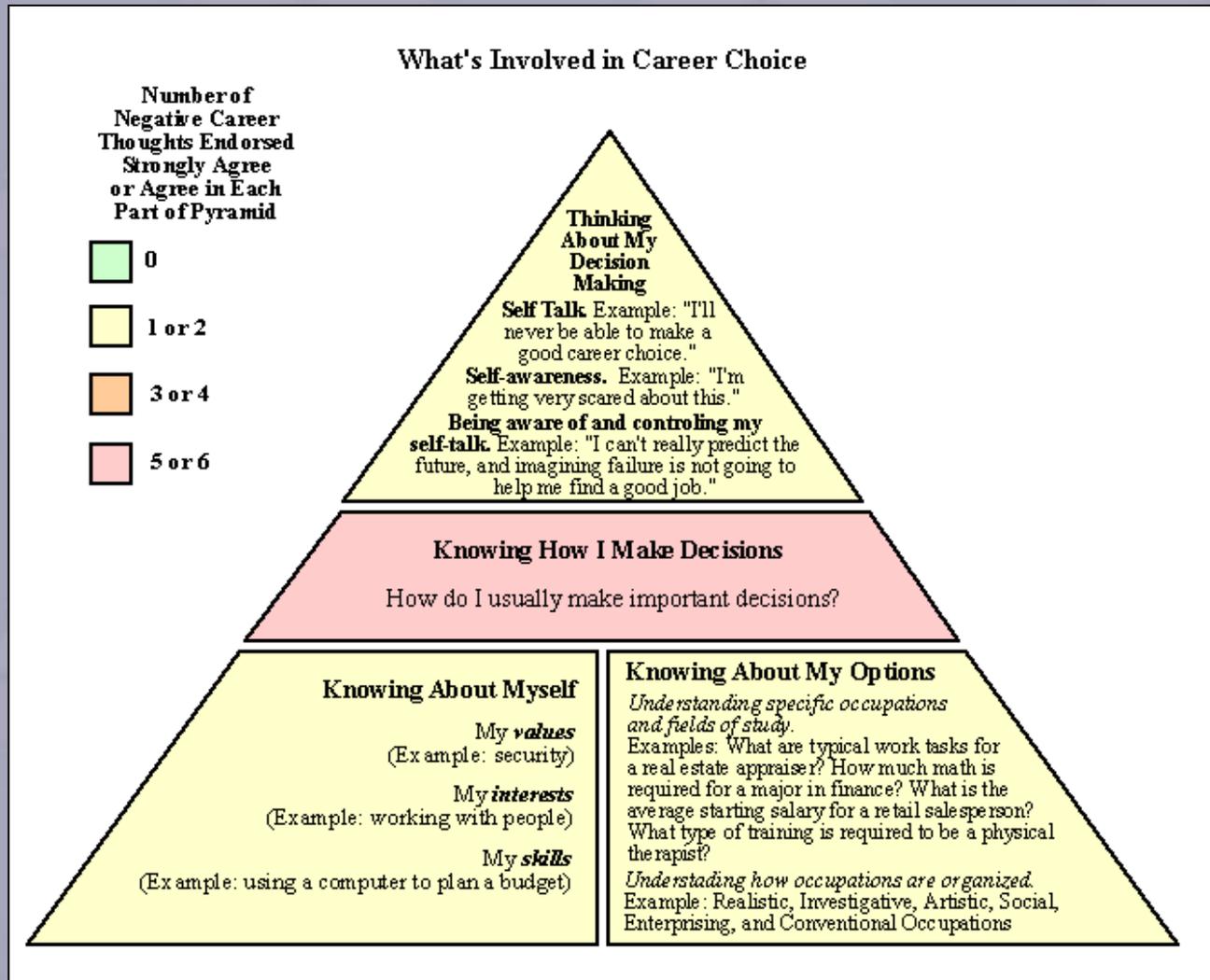
## Strongly Agree

- 1) The ability to be responsible is best learned when the student is given the choice.
- 2) The student should be given the right to be responsible for his or her own actions.
- 3) The student should be given the right to be responsible for his or her own actions.

## Agree

- 4) The student should be given the right to be responsible for his or her own actions.
- 5) The student should be given the right to be responsible for his or her own actions.
- 6) The student should be given the right to be responsible for his or her own actions.
- 7) The student should be given the right to be responsible for his or her own actions.
- 8) The student should be given the right to be responsible for his or her own actions.
- 9) The student should be given the right to be responsible for his or her own actions.
- 10) The student should be given the right to be responsible for his or her own actions.
- 11) The student should be given the right to be responsible for his or her own actions.
- 12) The student should be given the right to be responsible for his or her own actions.
- 13) The student should be given the right to be responsible for his or her own actions.
- 14) The student should be given the right to be responsible for his or her own actions.
- 15) The student should be given the right to be responsible for his or her own actions.
- 16) The student should be given the right to be responsible for his or her own actions.
- 17) The student should be given the right to be responsible for his or her own actions.
- 18) The student should be given the right to be responsible for his or her own actions.
- 19) The student should be given the right to be responsible for his or her own actions.
- 20) The student should be given the right to be responsible for his or her own actions.

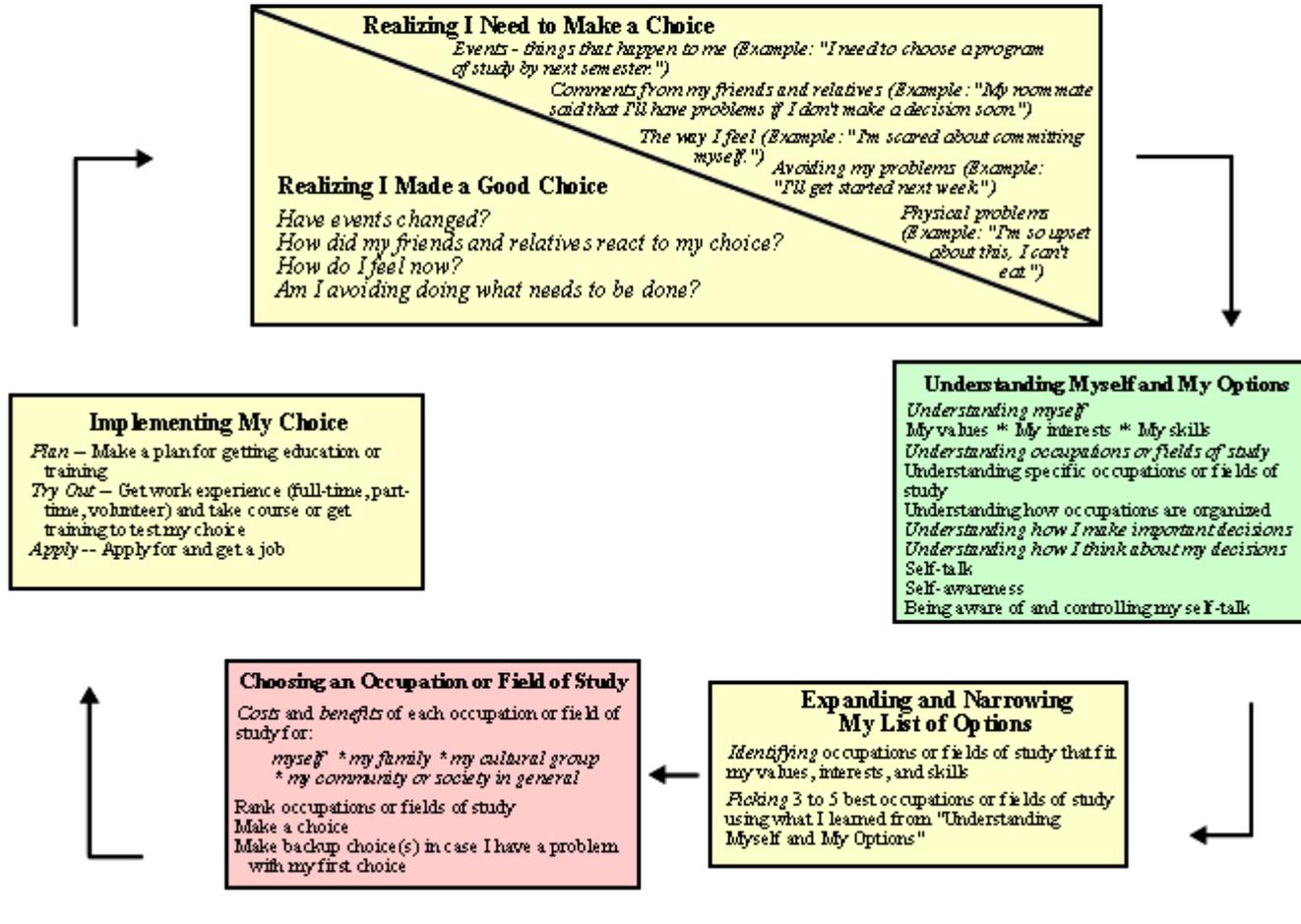
# Counselor prints client report for session



## A Guide to Good Decision Making

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

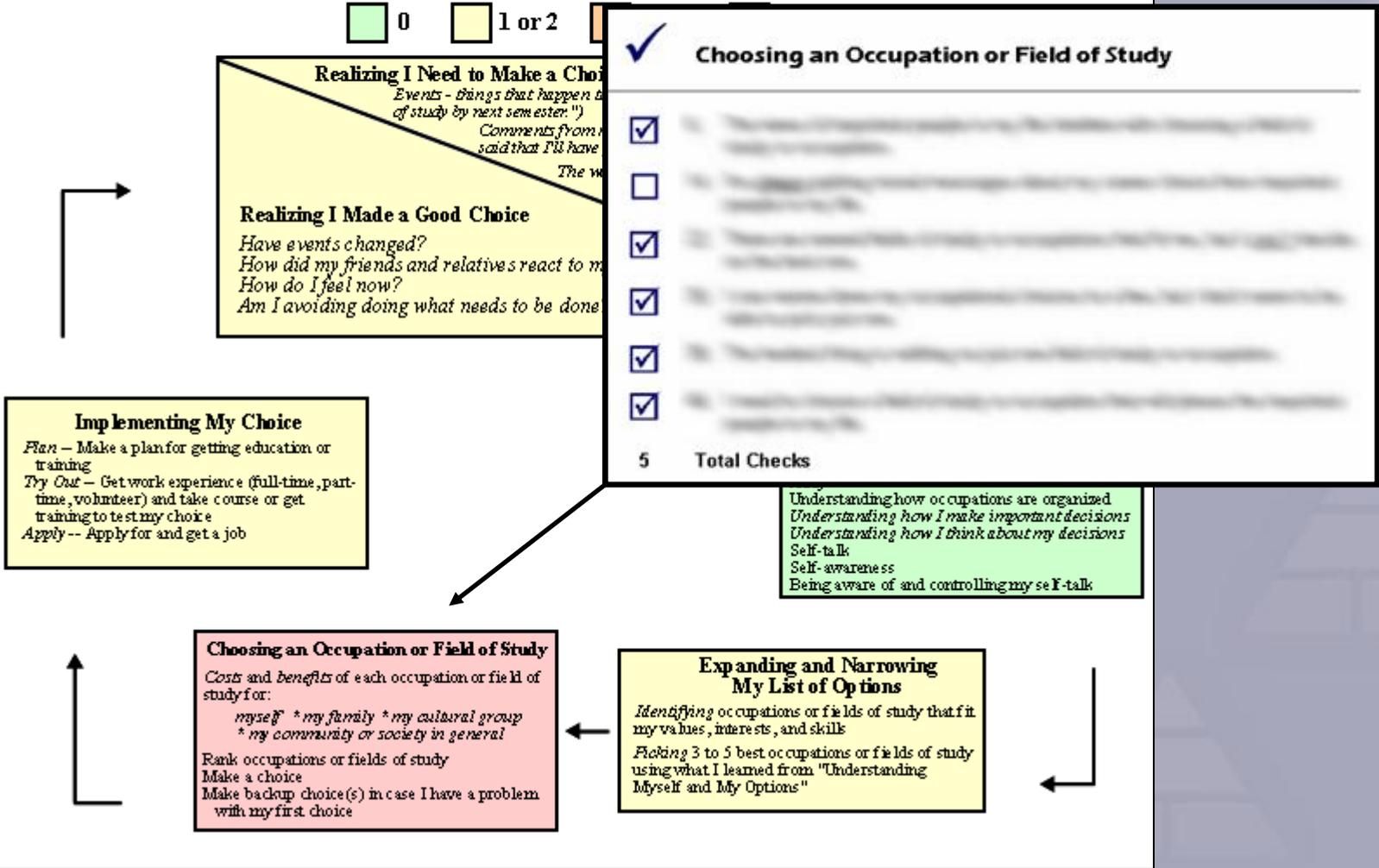
0 1 or 2 3 or 4 5 or 6



# 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



✓ **Choosing an Occupation or Field of Study**

- 1. The number of negative career thoughts that I endorsed strongly agree or agree is 0.
- 2. The number of negative career thoughts that I endorsed strongly agree or agree is 1 or 2.
- 3. The number of negative career thoughts that I endorsed strongly agree or agree is 3 or 4.
- 4. The number of negative career thoughts that I endorsed strongly agree or agree is 5 or 6.
- 5. The number of negative career thoughts that I endorsed strongly agree or agree is 7 or 8.
- 6. The number of negative career thoughts that I endorsed strongly agree or agree is 9 or 10.

5 Total Checks

# Overview

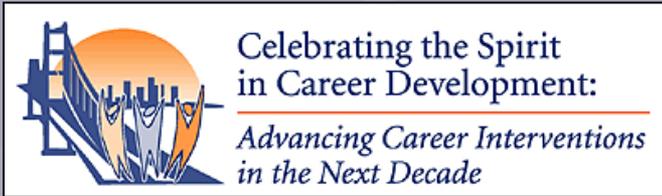
- Identify a problem in career counseling
- Review a possible solution (CBT)
- Create an expert model of “good” reframes
- Apply the model
  - Practice
  - Web-Based Intervention
- Conclude

# 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



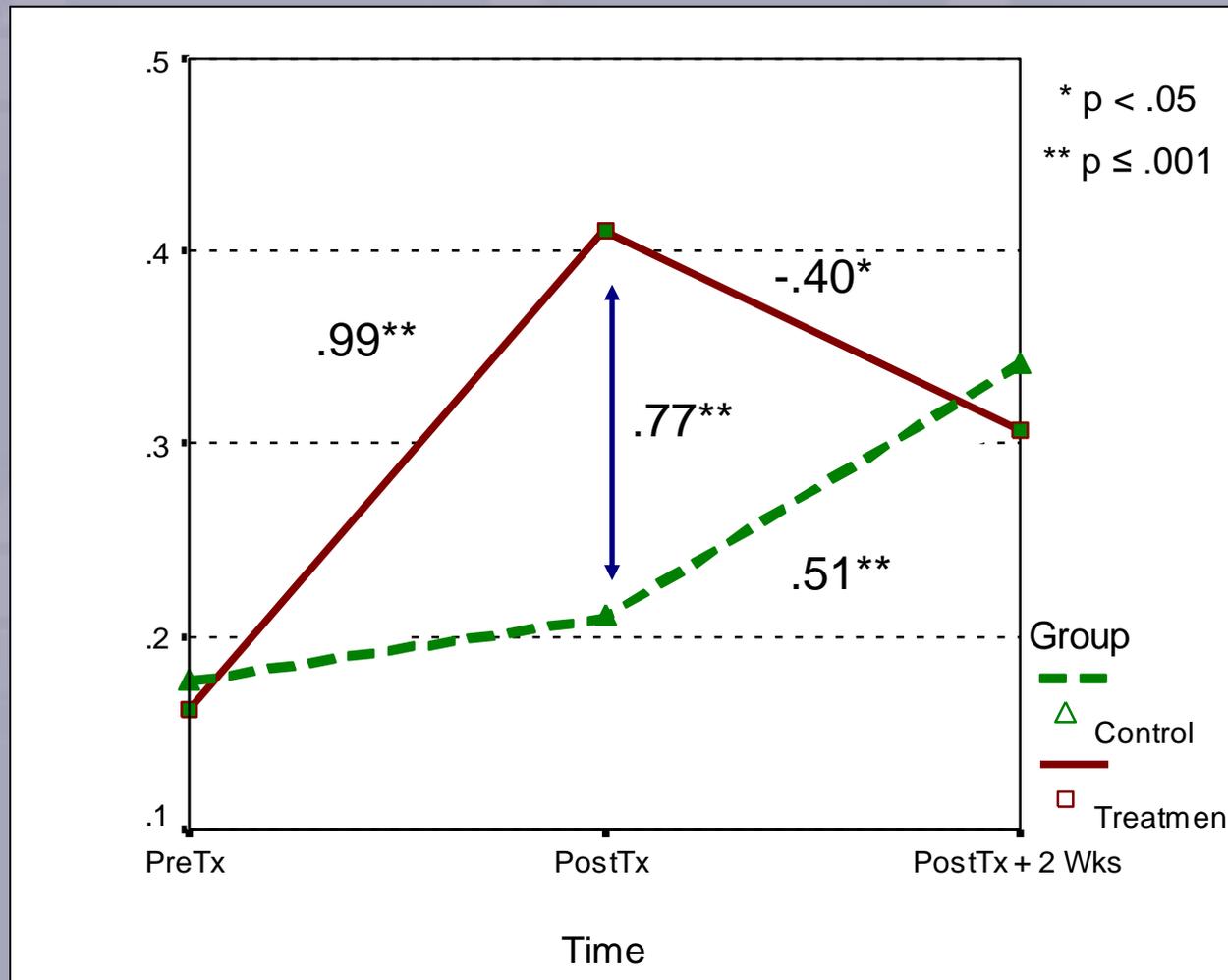
Thank You!

Darrin Carr &  
James P. Sampson, Jr.

[dcarr@admin.fsu.edu](mailto:dcarr@admin.fsu.edu)

[www.career.fsu.edu/techcenter](http://www.career.fsu.edu/techcenter)

# Effect of CTI Workbook on Average Reframe Quality





# Integration of CTI Workbook & Client Version

## Specific

### Challenging and Altering Your Negative Career Thoughts

This section of the workbook is intended to help you to **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 no, all, can't, 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. No 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 so 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 to 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 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?
- be optimistic about the future?
- acknowledge the need for persistence?
- recognize and cope with your feelings?
- acknowledge the ongoing process of decision-making?

#### Does your new thought avoid

- words such as "can't," "never," "perfect"?
- words such as "should," "must," "have to"