



Wow, that was Quick!!!: Examining Brief Interactions Impact on Career Development

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INTRODUCTIONS

- Seth C.W. Hayden Ph.D. – Assistant Professor of Counseling
 - Wake Forest University
- Debra S. Osborn Ph.D. – Association Professor of EPLS
 - Florida State University
- James P. Sampson Jr. Ph.D. – Professor/Associate Dean
 - Florida State University



OVERVIEW OF DISCUSSION

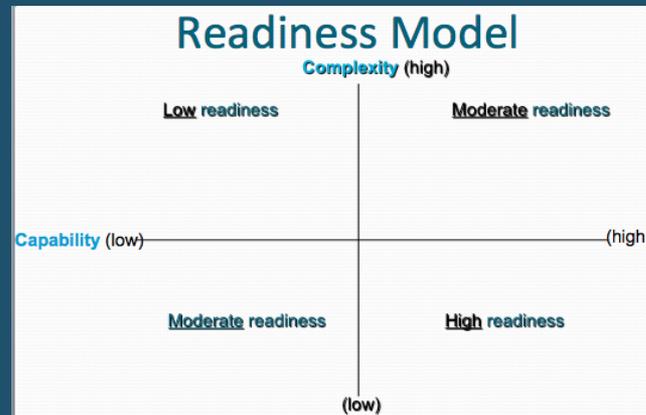
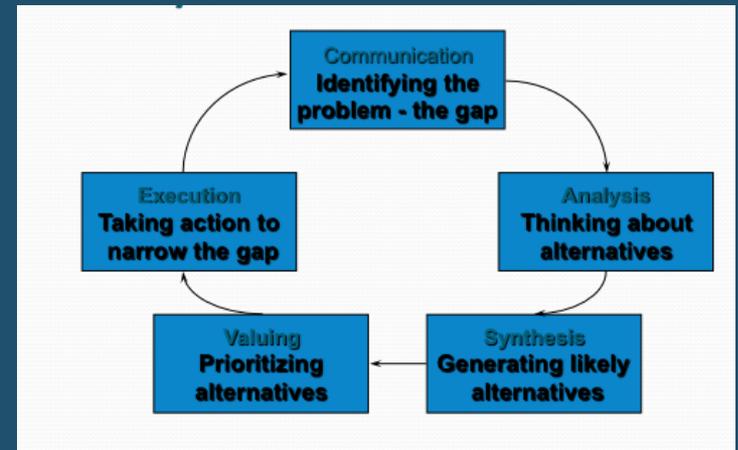
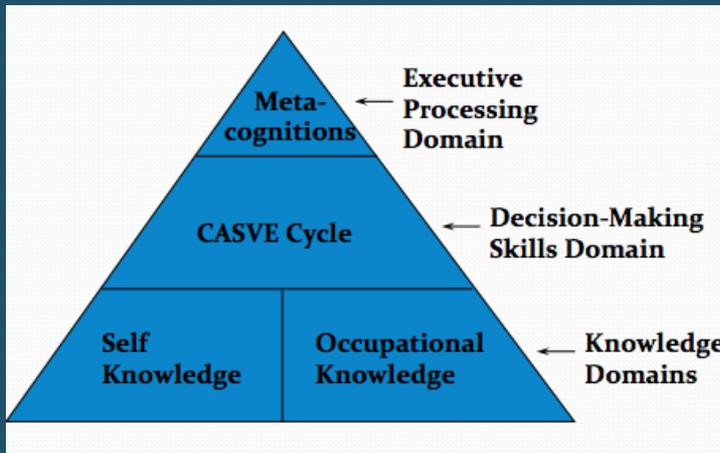
- Discussion of Context
- Theoretical Basis of Study
- Explanation of Intervention
- Structure of Study
- Findings
- Implications
- Future Research

FSU CAREER CENTER

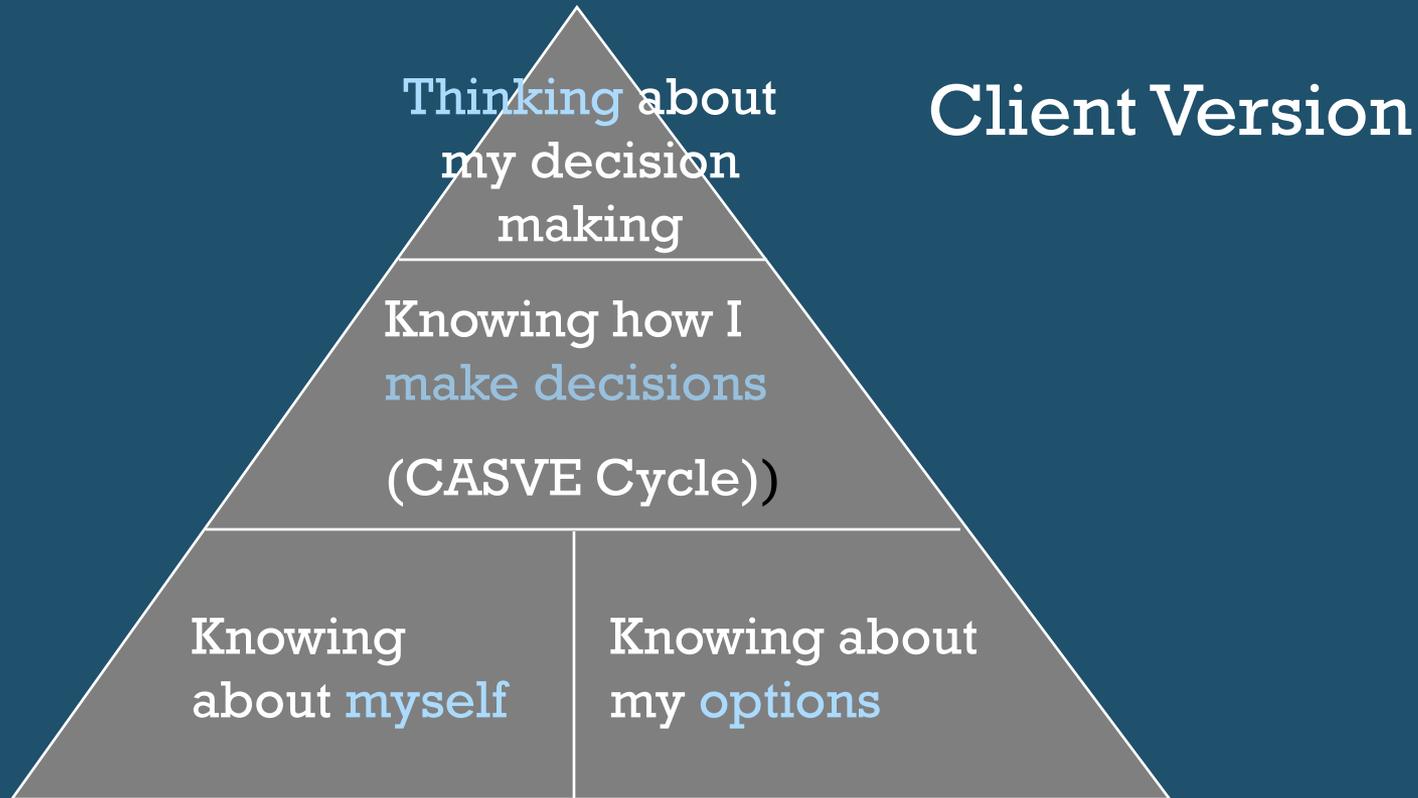
- Provide comprehensive career services
- Train career service practitioners
- Conduct life/career development research
- Disseminate information about life/career services and issues to the university community, the nation, and the world.



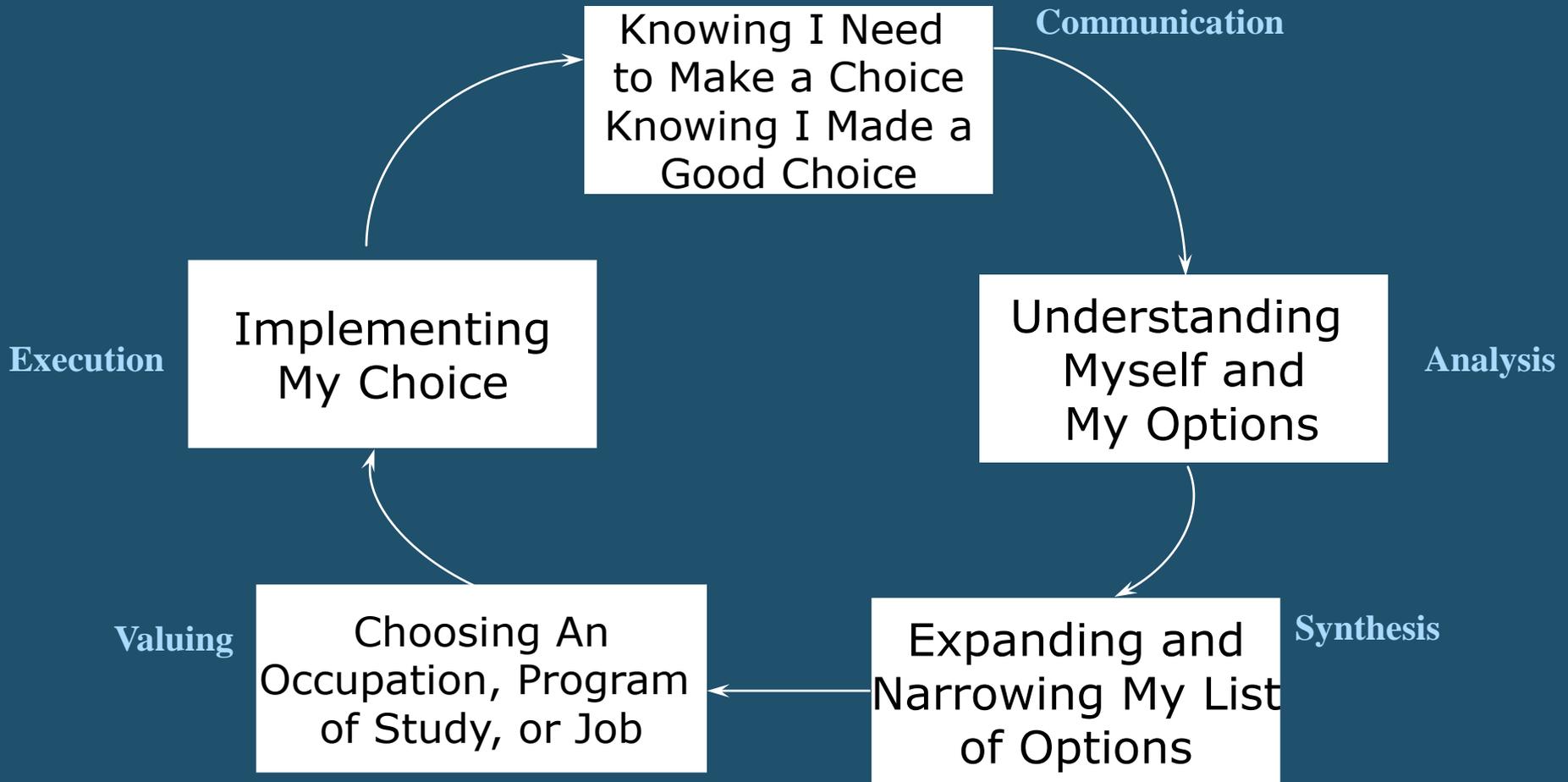
THEORETICAL FOUNDATIONS: CIP THEORY



CIP Pyramid Domains



CASVE CYCLE



EXECUTIVE PROCESSING DOMAIN

- Metacognitions—Thinking about decision making
 - Self-talk
 - Self-awareness
 - Monitoring and Control

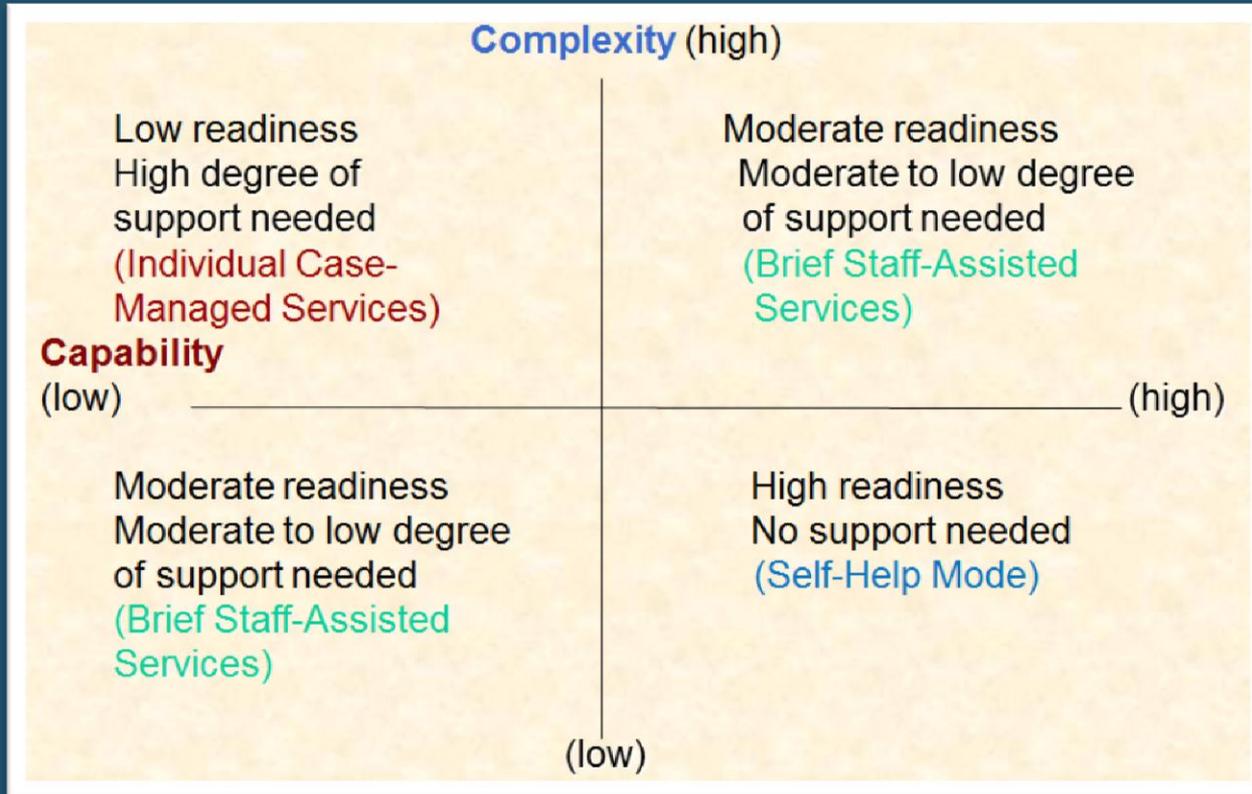
READINESS

The **capability** of an individual to make appropriate career choices taking into account the **complexity** of family, social, economic, and organizational factors that influence career development

Readiness also includes possessing adequate **language** skills and **literacy** skills for communication and learning

Source: Sampson, J. P., Jr., Reardon, R. C., Peterson, G. W., & Lenz, J. G. (2004). *Career counseling and services: A cognitive information processing approach*. Pacific Grove, CA: Brooks/Cole.

CIP READINESS MODEL



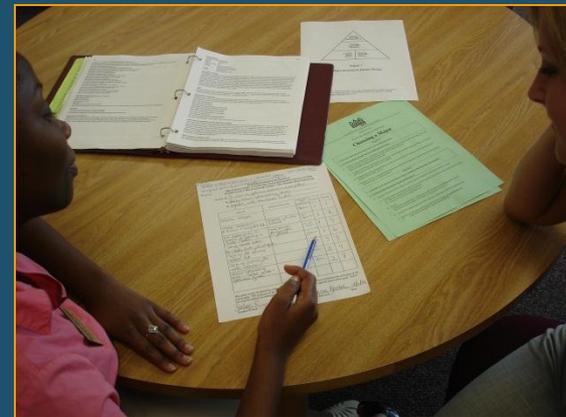
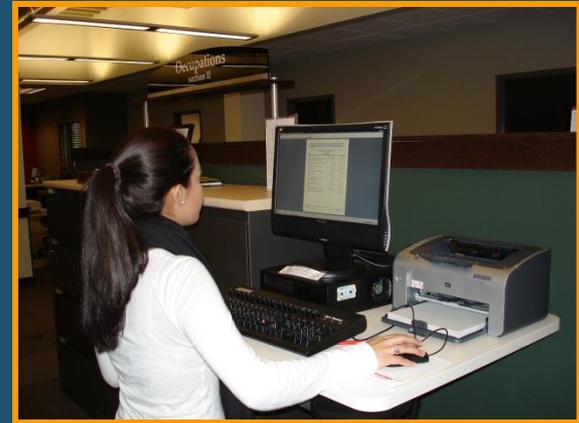
ASSESSING READINESS

- Direct behavioral observations
- Career decision state
- Low-cost, theory-based assessments
- Psychological mental health appraisals

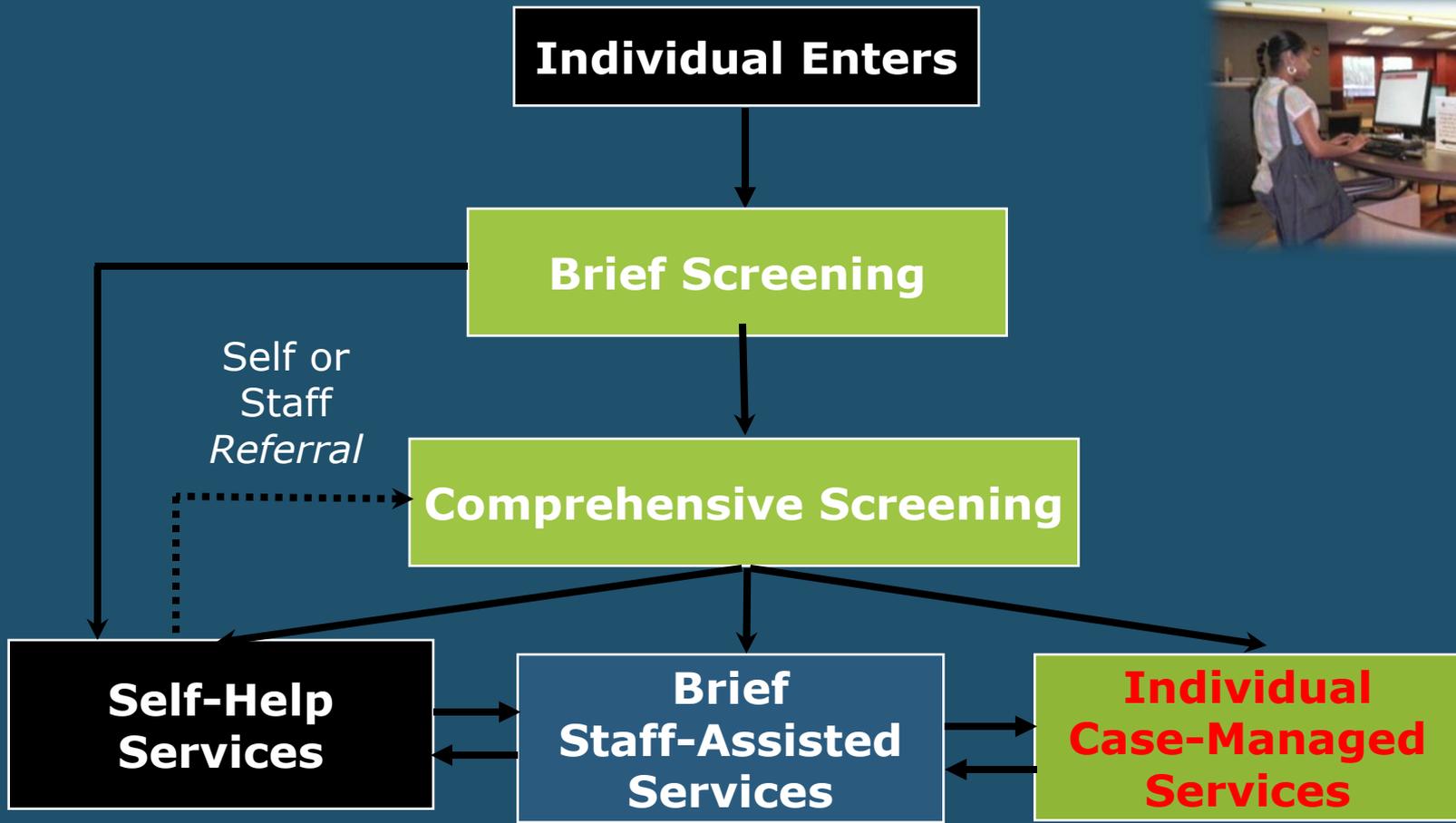
Peterson, G. W., Lenz, J. G., & Bullock-Yowell, E. (2012, June).) *Assessing and enhancing readiness for career decision making: Findings and implications from recent research*. Presentation at the National Career Development Association Global Conference, Atlanta, GA.

LEVELS OF SERVICE DELIVERY

- **Self-Help Services**
- **Brief Staff-Assisted Services**
- **Individual Case-Managed Services**



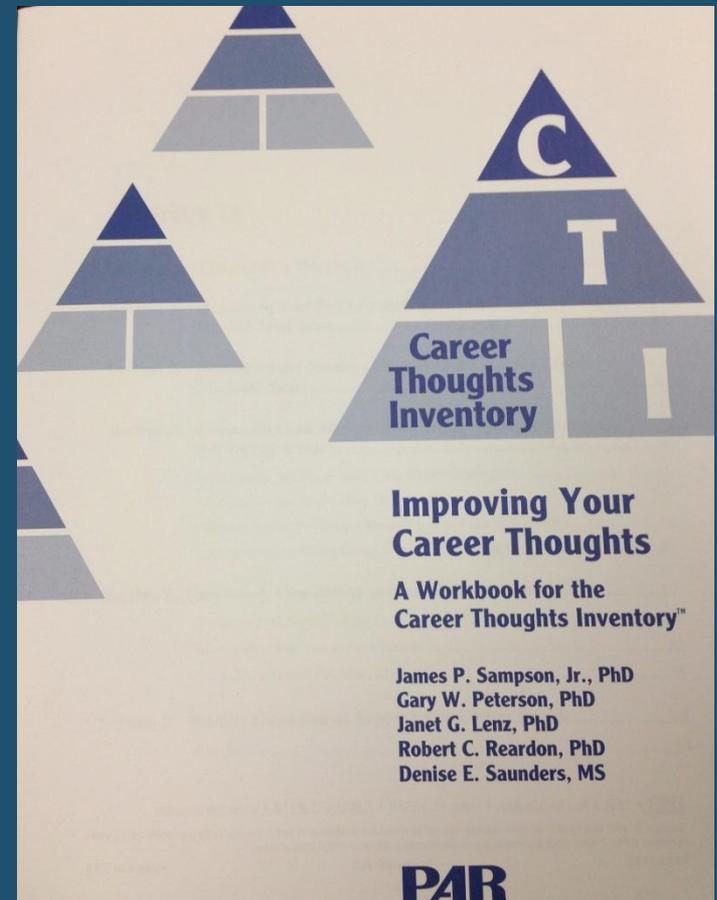
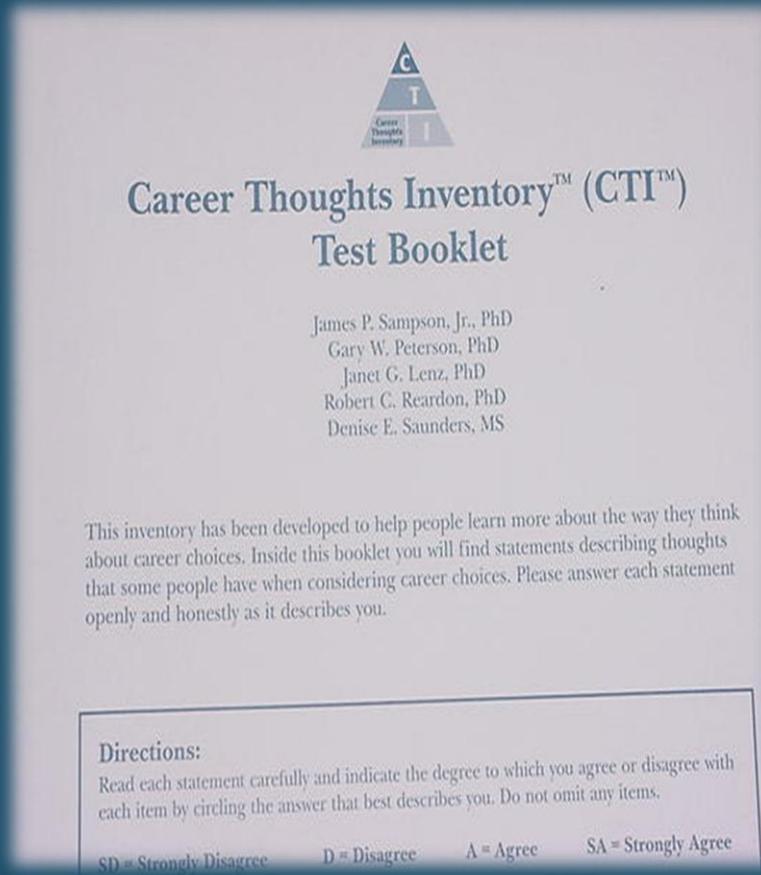
DIFFERENTIATED SERVICE DELIVERY MODEL



Complete differentiated model of delivering career resources and services

PRACTICAL STRATEGIES

CAREER THOUGHTS INVENTORY



DECISION SPACE WORKSHEET (DSW)

Decision Space Worksheet (DSW)

Name _____ Date _____

Decision you are making _____

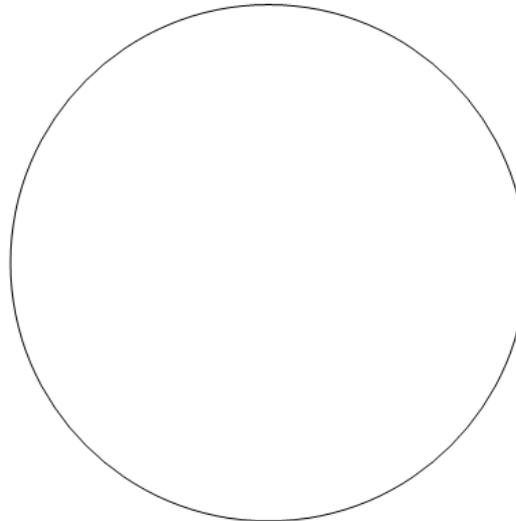
Please list all thoughts, feelings, circumstances, people, or events that bear on the decision you are making.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

The Decision Space

Directions:

- The large circle below represents the total decision space.
- Within the large circle, draw smaller circles that represent the magnitude or the relative importance of each item listed on the Decision Space Worksheet (DSW).

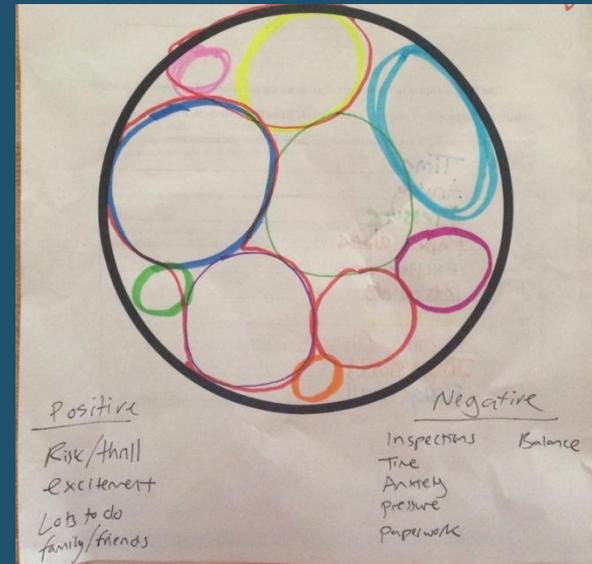
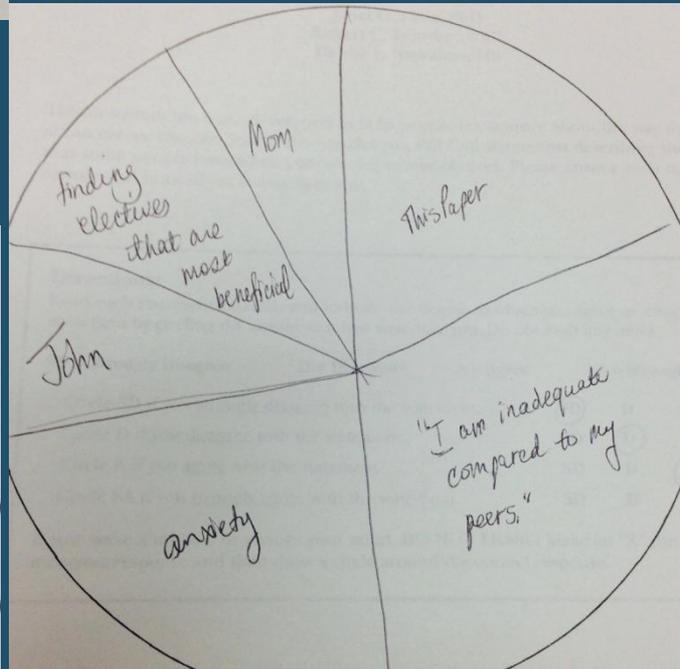
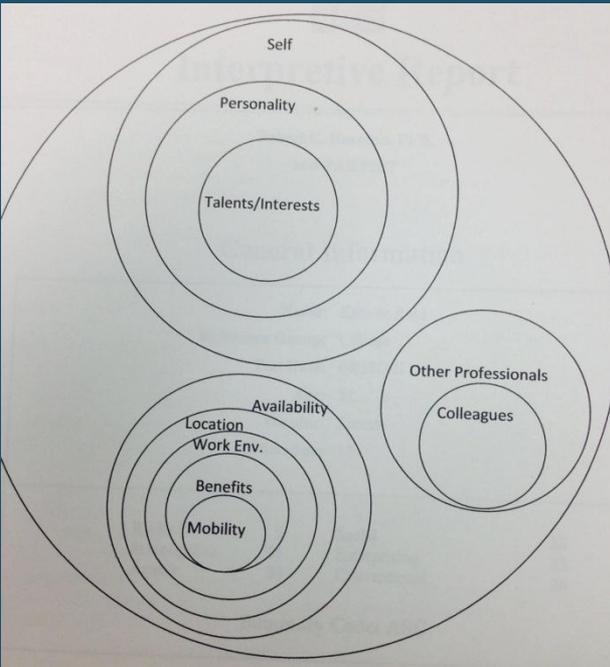
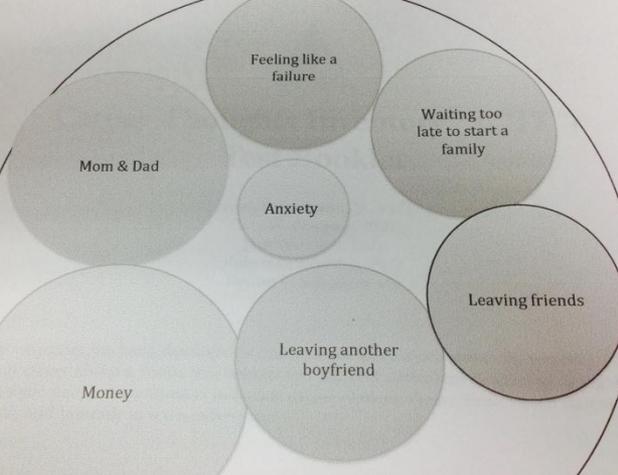


Center for the Study of Technology in Counseling & Career Development, Florida State University, Tallahassee, FL. Please do not reproduce without permission.

- Assessing personal and social context
- A measure of complexity

Peterson, G. W., Leasure, K. K., Carr, D. L. & Lenz, J. G. (2010). The Decision Space Worksheet: An assessment of context in career decision making. *Career Planning and Adult Development Journal*, 25, 87-100.

SAMPLE DSWS



INDIVIDUAL LEARNING PLAN

Individual Learning Plan

Goal(s) #1 Clarify interests and ascertain readiness for career counseling

#2 Explore options for a graduate degree

#3 Improve peer networking skills at work

#4 Increase social interactions among family members

Activity	Purpose/Outcome	Estimated Time Commitment	Goal #	Priority
Individual career counseling to foster self exploration	Enhance knowledge of self and career options	On-going	1, 2, & 3	2
Complete the Career Thoughts Inventory	Ascertain potential dysfunctional career thoughts	15 minutes	1	1
Complete Self-Directed Search	Enhance self knowledge	45 minutes	1	3
Explore potential graduate degree programs of interest	Enhance knowledge of options	On-going	2	4
Practice interacting with other people at work and in neighborhood	Gain self-observation skills and experience in interactions with peers	On-going	3	5
Carry out referral to university counseling center for family counseling ^a	Improve quality of family relationships related to career choice and support	One week	4	6

Ned

Student/Client

Date

^a This activity may be conducted in a career center if counselor possesses appropriate skills and training

MENTAL HEALTH ASSESSMENTS

- Beck Depression Inventory
- Beck Hopelessness Inventory
- Clinical Interview
- MMPI
- Early Memories

RESEARCH ON OUR BRIEF-ASSISTED MODEL

- Why: to help us determine if it does what we think it does
- Background:
 - Career centers are seeing increasing numbers of clients with stagnant or decreasing numbers of staff.
 - Career interventions are effective (Brown, 2014; Brown & Ryan-Krane, 2000)
 - Recommendations to integrate career and mental health (Amundson, Borgen, Iaquit, Butterfield, & Koert, 2012; Schaub, 2012)
 - Relationship with career counselor contributes to a "successful" experience (Elad-Strenger & Littman-Ovadia, 2012)
 - Multiple studies point to the value of brief interventions
 - workshops (Dik & Steger, 2008; Tillotson & Osborn, 2011)
 - career courses (Folsom & Reardon, 2000; Osborn, Howard, & Leierer, 2007)
 - BUT - No research on the delivery of brief-assisted career delivery models or on career-theory based models

RESEARCH ON OUR BRIEF-ASSISTED MODEL

- Who: 128 drop-in volunteer clients
 - 60% female, age 17-39 years
 - 60% White, 17% Latino, 12% Black, 6% Asian, 6% Other
 - Nearly equally divided among educational status



WHAT?



- What is the effect of a brief-assisted career counseling model on general outcomes?
- What are the attitudes of drop-in clients regarding the effectiveness of a brief-assisted career counseling model?
- What is the relationship between process characteristics and changes in outcome variables?
 - (pre and post test scores on knowledge, confidence, anxiety; post test feelings, thoughts about counseling interactions, etc.)

HOW

- Pre/Post Surveys
- Session Rating Scale
 - Duncan, Miller, Sparks, Calud, Reynolds, Brown, & Johnson, 2003
 - Cronbach's alpha: .88; this study .94
- ANOVA and Correlations

ANOVA PRE/POST TEST RESULTS

Comparisons between Pre-intervention and Post-intervention Scores on Brief Staff-Assisted Outcomes (n = 138)

Dimension	Pre-intervention		Post-intervention		F	d	Percent of Change Scores ^c		
	M	SD	M	SD			Positive	Neutral	Negative
1. Knowledge of next steps	3.40 ^a	1.04	3.90	.81	36.22**	.51	38.4	55.8	5.8
2. Confidence in next steps	3.77 ^a	.89	4.01	.71	13.29**	.31	26.5	64.0	9.6
3. Anxiety about concern	3.46 ^b	1.10	3.20	1.03	9.20*	-.26	10.8	57.2	31.9

*p < .01

**p < .001

a. 5-point scale, 5 = Strongly agree, 1 = Strongly disagree

b. 4-point scale, 1 = not at all anxious, 2 = A little anxious, 3 = Moderately anxious, 4 = Very anxious

c. Change score = (post-intervention minus pre-intervention)

Significant changes on each variable
 Medium ES for knowledge & confidence
 Small ES for anxiety

CHANGE RESULTS (%)

	Positive (posttest>pretest)	Neutral (posttest=pretest)	Negative (posttest<pretest)
Knowledge (increased)	38	56	6
Confidence (increased)	27	64	10
Anxiety (decreased)	32 (reduced anxiety)	57	11 (increased anxiety)

PROCESS INDICATORS

Process Indicators for Brief Staff-Assisted Interventions

Variable	M	SD	Range	Notes
1. Session Rating Scale Total ^a	37.74	5.10	40 - 6	84.8% 36 or above
2. Made progress on career concern ^b	4.12	.77	5 - 1	84.0% agree or strongly agree
3. Felt positive about accomplishment ^b	4.39	.69	5 - 2	92.8% agree or strongly agree
4. Career advisor assisted me with strategies ^b	4.42	.64	5 - 2	93.4% agree or strongly agree
5. Need for additional service ^c	1.80	.54	1 - 3	26.3% none 67.2% brief walk-in 6.6% individual counseling

a. 4 items, 10-point scale, 10 = high, 1 = low

b. 5-point scale, 5 = strongly agree, 1 = strongly disagree

c. 3-point scale, 1 = none, 2 = brief walk-in, 3 = individual counseling

CORRELATIONS

Among Process & Change Scores for Brief Staff-Assisted Interventions

Variables	1	2	3	4	5	6	7
Process variables							
1. Made progress	-						
2. Felt positive	.73*						
3. Advisor interaction	.74*	.80*					
4. Session Rating Scale Total	.48*	.52*	.42*				
5. Needs additional service	-.19	-.08	-.19	-.06			
Change in Outcome							
6. Knowledge of next steps	.23*	.20	.30*	.30*	-.02		
7. Confidence in next steps	.18	.26*	.29*	.13	-.06	.39*	
8. Anxiety about career concern	-.15	-.06	-.04	-.03	-.06	-.08	.10

* $p < .01$

SUMMARY & IMPLICATIONS

- Brief-assisted model works – for some
- Brief-assisted model rated positively – by most
- Context of high levels of training, supervision and physical resources
- Counselors using this approach may need to adjust to briefer sessions
- Attend to both cognitive and emotional considerations, especially initial anxiety

FUTURE RESEARCH

- What client or counselor characteristics may account for outcome differences? Possibly:
 - Types of career concerns
 - Client expectations
 - Counselor-client relationship
 - Type of intervention
 - Physical environment of session
 - Time demands
- Changes in anxiety unrelated to process variables – what did cause the change?

FOR MORE INFORMATION



A screenshot of the Tech Center website. The header includes the text "Tech Center" and a navigation bar with "Home" and "Tech Center" links. Below the header is a welcome message: "Welcome to the Center for the Study of Technology in Counseling and Career Development. What brings you here today? Please select from the options below:". There are six bullet points with expandable arrows: "Individual seeking information about my own career and education choices.", "Student learning how to design and deliver career resources and services or exploring graduate study at FSU.", "Instructor teaching a career development or planning course.", "Practitioner delivering career services or creating career resources.", "Researcher or program evaluator examining the delivery of career resources and services.", and "Policy maker or senior administrator interested in the cost-effectiveness of career services." Below these is a link for "Developer of computer applications used in the delivery of career resources and services." On the right side, there are two buttons: "ABOUT US" and "SITE MAP". Below the buttons, there are two sections: "February 2015" with a link to "CIP Bibliography" and "June 2014" with links to "NCDA 2014", "Technical Report #56", "Career Development Quarterly", and "Annual Review, Project Appendices". The background of the website features a collage of images including book covers for "Career Counseling & Services" and "Designing and Implementing Career Programs: A Handbook for Effective Practice", and a photo of a woman smiling at a computer monitor.

www.career.fsu.edu/techcenter



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FSU Tech Center – <http://career.fsu.edu/Tech-Center/NCDA-2015>

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Contact

Janet G. Lenz, Conference Chair
Phone: 850-644-9547 | Fax: 850-644-3273
Email: jlenz@fsu.edu



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