

The Positive impact of two interventions on the negative career thoughts of pacific island students

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overview

- Study background
- Instruments used
- Three interventions
- Participants
- Procedures
- Results
- Discussion



China

Japan

USA

Pacific Ocean

Guam

Philippines

Hawaiian Islands

Palau

Fed. States of
Micronesia

Papua New
Guinea

Equator

Solomon
Islands

Vanuatu

Fiji

Australia

New Caledonia









School background

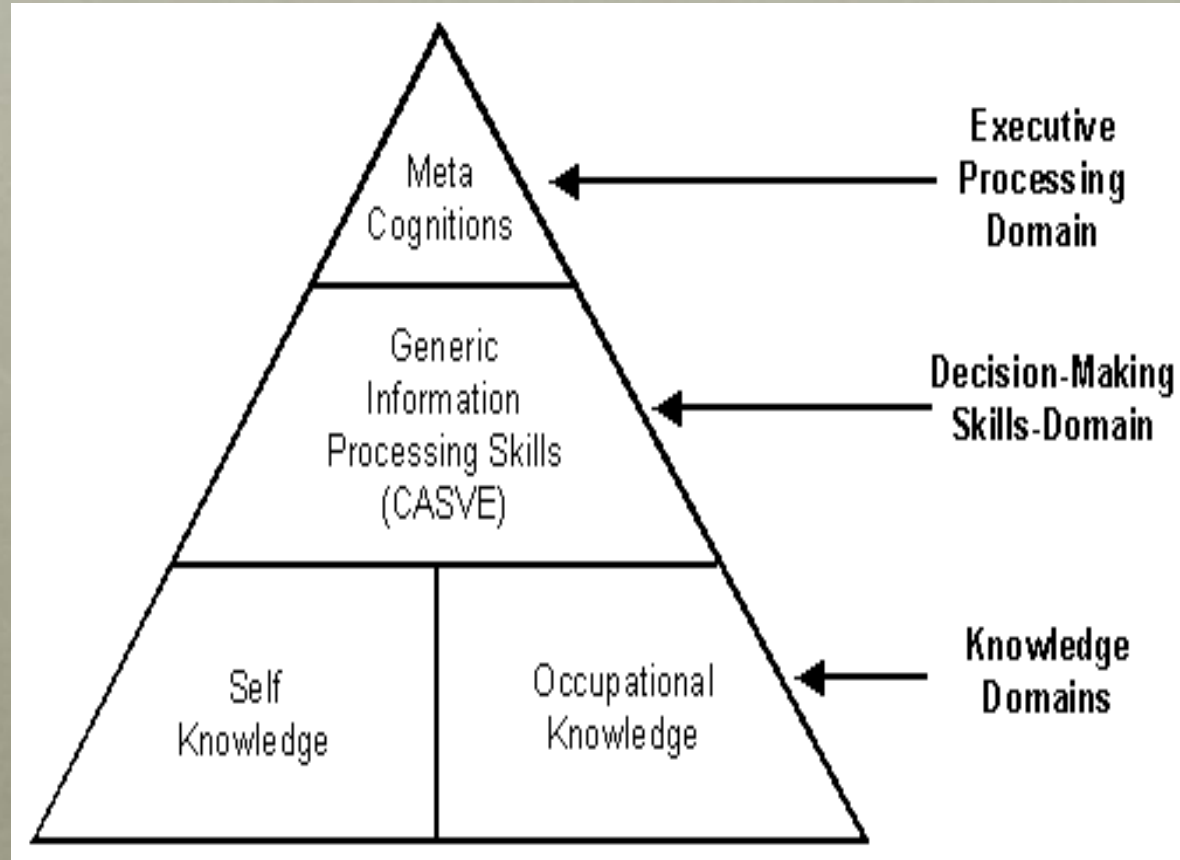
- University of Guam
 - Open-admissions, semester-based
 - One associate, 34 bachelors, 15 masters level programs
- 2008 Fall Semester Student Enrollment
 - 3387 Students
 - 38% male, 62% female
 - 69% full-time, 31% part-time
 - Average age, undergraduates: 23
 - 3000 degree-seeking undergraduates
 - 597 incoming freshmen
 - 49.3% Pacific Islander, 41% Asian, 5.1% White/Non-Hispanic, 0.7% Black/African American, 0.9% Hispanic, 1.7% Other, 1.1% Non-Resident Alien, 0.2% Native American

College Success Skills

- College success course, required of all freshman
 - Two credit course
 - Topics include:
 - time management,
 - stress management,
 - critical thinking and decision – making,
 - preferred learning style,
 - test taking strategies,
 - library skills,
 - overcoming procrastination
 - For Research and Workbook groups:
 - factors to consider when choosing a college major/career path

purpose

- Can negative thinking be altered using standard tools and procedures based in cognitive information processing theory?



Instruments used

- Career Thoughts Inventory (CTI)
 - Decision Making Confusion
 - Commitment Anxiety
 - External Conflict
- Career Thoughts Inventory Workbook
 - Used to challenge and alter negative career thoughts
- Self-Directed Search

Three interventions

- Workbook Group (#1)
 - CTI pretest
 - Self-Directed Search
 - CTI workbook
 - CTI posttest

Three interventions

- Research Group (#2)
 - CTI pretest
 - Self-Directed Search
 - Class presentation
 - CTI posttest
- Control Group
 - CTI pretest
 - Regular class activities
 - CTI posttest

method

- UOG Students
 - 497 freshmen (2008)
 - 51% Pell Grant eligible
 - 41% first generation college students
- Study Participants
 - 128 of 270 students enrolled in college success course
 - 50 (39%) men and 78 (61%) women

method

Group	Gender		Ethnicity			Group Totals
	Male	Female	Asian	Pac. Isl.	Other	
Workbook group	10	29	19	18	2	39
Research group	21	29	35	14	1	50
Control group	19	20	10	28	1	39
Total Participants	50	78	64	60	4	128

ethnicity

- Asian
 - Japanese
 - Chinese
 - Korean
 - Filipino
- Pacific Islander
 - Chamorro
 - Pacific Islander
 - Chuukese
 - Yappese
- Other
 - Caucasian
 - Indian

Results – Total Score

Group	Pretest <i>M</i> (<i>SD</i>)	Posttest <i>M</i> (<i>SD</i>)	<i>t</i>	<i>d</i>
Workbook (<i>n</i> = 39)	47.5 (25.5)	32.2 (22.3)	4.30*	.60
Research Rep (<i>n</i> = 50)	55.3 (21.0)	46.3 (23.0)	3.39*	.43
Control (<i>n</i> = 39)	58.0 (19.7)	55.6 (22.2)	1.01	.12

Results – Decision Making Confusion

Group	Pretest <i>M</i> (<i>SD</i>)	Posttest <i>M</i> (<i>SD</i>)	<i>t</i>	<i>d</i>
Workbook (n = 39)	9.92 (7.55)	6.79 (6.63)	3.41*	.41
Research Rep (n = 50)	12.38 (7.33)	9.12 (6.87)	3.71*	.44
Control (n = 39)	11.95 (6.30)	12.41 (7.48)	-.56	-.07

Results – Commitment Anxiety

Group	Pretest <i>M</i> (<i>SD</i>)	Posttest <i>M</i> (<i>SD</i>)	<i>t</i>	<i>d</i>
Workbook (<i>n</i> = 39)	13.05 (6.45)	8.36 (5.81)	5.45*	.73
Research Rep (<i>n</i> = 50)	14.62 (5.52)	12.18 (5.71)	4.56*	.44
Control (<i>n</i> = 39)	16.54 (5.29)	15.67 (6.13)	1.24	.16

Results – External Conflict

Group	Pretest <i>M</i> (<i>SD</i>)	Posttest <i>M</i> (<i>SD</i>)	<i>t</i>	<i>d</i>
Workbook (<i>n</i> = 39)	4.26 (3.54)	3.51 (3.06)	1.80	.21
Research Rep (<i>n</i> = 50)	6.50 (2.85)	5.52 (3.36)	2.30	.34
Control (<i>n</i> = 39)	6.54 (3.48)	5.97 (3.51)	1.61	.16

discussion

- Workbook and research interventions = significant impact
 - Workbook → CASVE cycle, readiness, some SK & OK
 - Research Group → SDS → SK & OK
- *Observation 1: Workbook had direct effect on CTI*
 - Total score
 - Decision Making Confusion
 - Commitment Anxiety
 - Not External Conflict

Discussion

- *Observation 2: SDS & Research had indirect effect on CTI*
 - Effort in career exploration lessened confusion
 - DMC and CA subscales
- *Observation 3: CTI sensitive to:*
 - Direct effects of cognitive reframing
 - Detecting changes in negative career thinking
 - Committing to a plan of action and choice implementation
 - Clarifying SK → OK linkages

limitations

- Cohort groups used = quasi-experimental design
 - Pre-post testing and use of pretest as covariate offset non-equivalence of groups
- Experimental mortality may have threatened internal validity
 - Believed to be no systematic differences among groups
- External validity—unique geographic location and student groups
- Possible experimenter bias

conclusion

- Power of cognitive information processing theory using CTI Workbook
- Power of effortful career exploration through career decision making activity
- Future research

Questions and Comments?

These presentation slides are available at

<http://www.career.fsu.edu/techcenter/>

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