

Career Counseling and Services: A Cognitive Information Processing Approach

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Chapter 12

Developing and Implementing a Career Services Program: A Personal Case History

Overview

- Organizational Context
- Establishing a Career Services Program
- Ongoing Program Development
- Personal Reflections

Organizational Context

- Physical setting for a career services program
- What is required in this setting to help clients solve career problems and make decisions?
- Important to provide a center that is positive, accepting, attractive, neat, organized, and helpful

Organizational Context

- Goal in designing our career services program was to:
 - respond to basic information needs
 - provide the least complex interventions
 - draw upon basic staff competencies or skills

Establishing a Career Services Program

- In Holland terms, what characteristics do program developers possess?
- Requires E, I, and S skills and interests

Establishing a Career Services Program

- Useful guides
 - CASVE cycle
 - Holland's RIASEC theory
 - ISD Model

Communication

- Gaps in career services in the 60s
 - Student demand for career assistance
 - Student needs for career information
 - Dissatisfaction with academic advising
 - Counseling center's career resources were minimal

Communication

- Louis Harris survey showing dissatisfaction with availability of career and academic information
- Novel approaches to providing career information
- Separation of career placement, career counseling, and academic and career advising

Analysis

- Problem was long standing and complex; no ready made solutions existed
- Contacts with key figures in the field, (e.g., Tiedeman, Holland)
- Contacts with faculty and administrators

Analysis

- College of Education faculty interest in creating career counseling degree programs
- Similar problem with career information existed at other institutions
- Successful models using paraprofessional advisors
- Student career problem-solving needs were recurring and repetitive

Synthesis

- Exploring potential options
 - small career information centers in residence halls or in student union lobby
 - university library
 - self-help program that would be client-centered, matching services to specific client needs

Synthesis

- Exploring potential options (continued)
 - multimedia career information delivery system
 - include both educational and occupational information, along with campus and community referral resources
 - staffed by para and pre-professionals
 - use instructional systems design (ISD) approach to develop program components

Valuing

- Considering pros and cons of various intervention alternatives
- Using ISD to structure program development process
- Changes role of the counselor/paraprofessional

Valuing

- Variety of learning activities can be used
- Locate program in student living and high traffic areas
- Target clients would be lower-division undergraduates

Valuing

- Create information resources to complement the work of external staff
- Innovative and reflects creative use of information in career services
- Personal and professional commitment to the program development activity

Execution

- Spring 1972, pilot program in residence hall
- Developed evaluation model to assess impact of pilot program
- Secured funding

Execution

- Development of 5 instructional modules:
 - CCIS Introduction
 - Decision Making
 - Self Assessment
 - Information Resources
 - Referral Resources

Execution

- Pilot program launched in January 1973
- Established as an ongoing program called the Curricular-Career Information Service (CCIS), Fall 1973
- Second location established in the student union
- CCIS merged with Department of Career Development Services, 1979
- Comprehensive Career Center created that included CCIS, career placement, and cooperative education, 1984

Ongoing Program Development

- Existing CCIS career services program has adapted to changing conditions in the external environment, e.g.,
 - facility relocation
 - personnel
 - technology
 - university structure

Ongoing Program Development

- CASVE problem-solving model
 - helped focused ongoing program development efforts
 - can be generalized to other settings

Mission Statement

- Capsule statement of the philosophy of a social system
- Example of the FSU Career Center's mission statement
- Sought to align with the larger mission of the University

FSU Career Center Mission Statement

“The mission of the FSU Career Center is to provide comprehensive career services, train career service practitioners, conduct life/career development research, and disseminate information about life/career services and issues to the university community, the nation, and the world”

Systems Perspective

- Career center has unique boundary spanning role
- Career center involvement in teaching, research, and service
- Use of CASVE problem-solving model and instructional systems design help create and maintain viable career services

Career Center Continua

- Involvement in Career Development
- Involvement in Experiential Education
- Locus of Placement
- Locus of Funding

Source: Vernick, S., Garis, J., & Reardon, R. (2000). Integrating service, teaching, and research in a comprehensive university career center. Article submitted to the Adult Career Planning & Development Journal.

Involvement in Career Development

Low

High

Placement advising
only with career
counseling in the
Counseling Center
or Academic
Advising

Comprehensive
career
counseling,
programming &
assessment

Involvement in Experiential Education

Low

High


**Decentralized
experiential
education
services**

**Mission for coop.
education,
internships & part-
time employment**

Locus of Placement



Locus of Funding



**Self-supported
through client
and employer
fees, fund raising**

**State/Institutional
appropriated**

Comprehensive Career Centers

Career advising & intake

Individual & group
counseling

Assessment & computer-
assisted guidance

Career information

Career planning classes
for credit

Career education outreach

Experiential education

Career expositions

On-campus recruiting

Job listings & resume
referral services

Theory-Based Services

- John Holland's theory
 - RIASEC/Self-Directed Search
 - Personal Career Theory (PCT)
- Cognitive Information Processing Theory (CIP)
 - teach individuals to solve career problems and make decisions

Fund Raising

- Multiple efforts to raise external funds
- Use external funds to provide resources for students and community members, which in turn benefits employers

Fund Raising

- Examples of fund raising activities:
 - Placement Partners
 - Named Rooms
 - Career Advisor Scholarship Program
 - Friends of the Career Center

Career Portfolio

- Initial idea began with the University President
- Program to assist students in communicating information about their skills to employers
- Cooperative effort between Administrative Information Services & Career Center

Career Portfolio

- Educates students on the importance of professionally relevant skills
- Provides a system for students to chronicle their skills
- Web-based portfolio for students to use in seeking employment and applying to graduate schools

Career Portfolio Skills

- communication
- creativity
- critical thinking
- leadership
- life management
- research/project development
- social responsibility
- teamwork
- technical/scientific
- optional skill

Web Site Redesign

- Collaborative effort between Career Center and Tech Center staff
- Use of a needs-based format
- More user friendly design
- Web site becomes integral part of service delivery (virtual career center)

Personal Reflections

- Clients are willing to take responsibility for finding and using career information
- ISD model can be used in creating resources that will help clients achieve learning objectives
- Clients want information in varied formats, attractively packaged

Personal Reflections

- Delivery of career information via a variety of formats
 - attractive to administrators
 - tangible evidence of service delivery
 - facilitates program accountability
- Importance of connecting with the larger organization

Summary

- Case study of implementing a career service delivery system
- Illustrates how personal and institutional commitment, along with CASVE cycle & ISD, led to creation of career services program
- CASVE paradigm & ISD can be successfully applied to design, development, and evaluation of career programs in other settings

Getting the Most Benefit from Reading

- Identify 3 critical factors that impacted success of career services programs
- Prepare case for or against proposition and debate issue
- Identify a setting and prepare hypothetical case study
- Conduct information interview with person who has developed a successful program

For Additional Information

www.career.fsu.edu/techcenter/

Thank You

