

Career and Mental Health Counseling: Integrating Theory, Research, and Practice

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Today's Goals:

- Review theoretical foundation of our service delivery model
- Present practical tools and strategies for integrating career and mental health counseling
- Provide supervision and training model
- Share research findings on our service delivery model

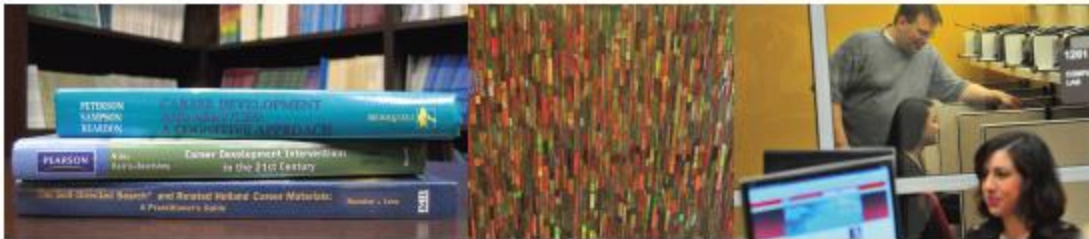


FSU “Tech Center”

Focus on the connection between career and mental health issues in the context of theory, research, and practice

The Center *for the Study of Technology in Counseling and Career Development* at THE FLORIDA STATE UNIVERSITY

Serving career development practitioners, researchers, students, policy makers, and system developers since 1986.



Career, Work, and Mental Health

- Individuals seeking career counseling often present a complex array of issues ...
- Difficult for counselors to separate career satisfaction and development from other mental health issues...

Zunker, V. (2008). *Career, work, and mental health*. Thousand Oaks, CA: Sage.

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Career and Mental Health Issues are Inextricable in Many Cases

- Linda is depressed because she has not done well in high school...she has been very discouraged about her options after she graduates. Is this a career problem or a depression problem?
- Alberto is worried about getting into medical school. He is not sleeping well at night and has become upset because his family and girlfriend are putting pressure on him. Is this a career problem or a relationship problem?
- Fred returns home after work each day with high stress; he suffers verbal abuse from a punitive supervisor, is experiencing anxiety attacks, and high blood pressure. Is this a career, mental health, or medical problem?

(Adapted from Krumboltz, 1993)

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FSU Career Center Mission

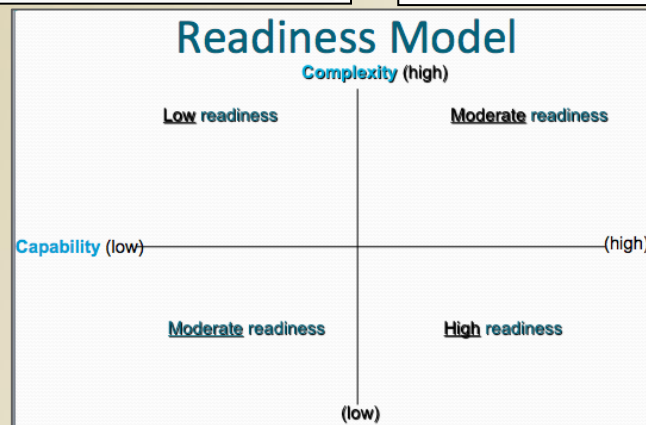
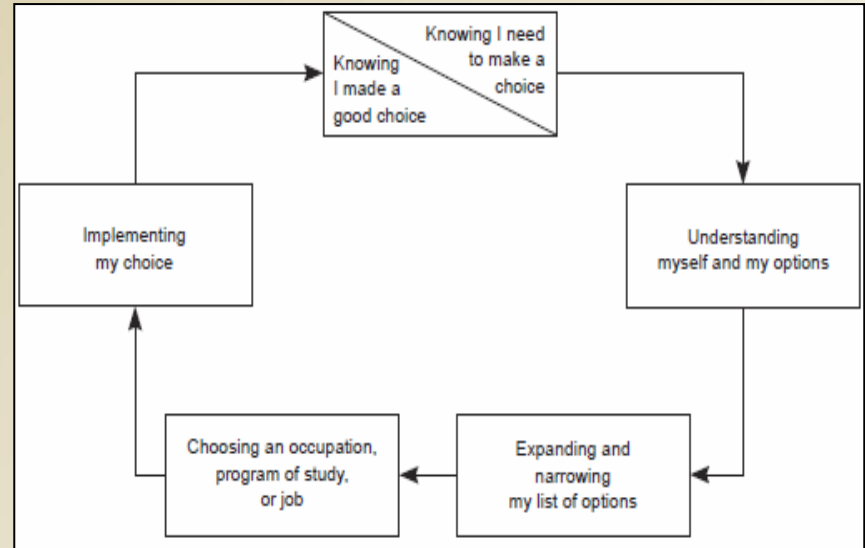
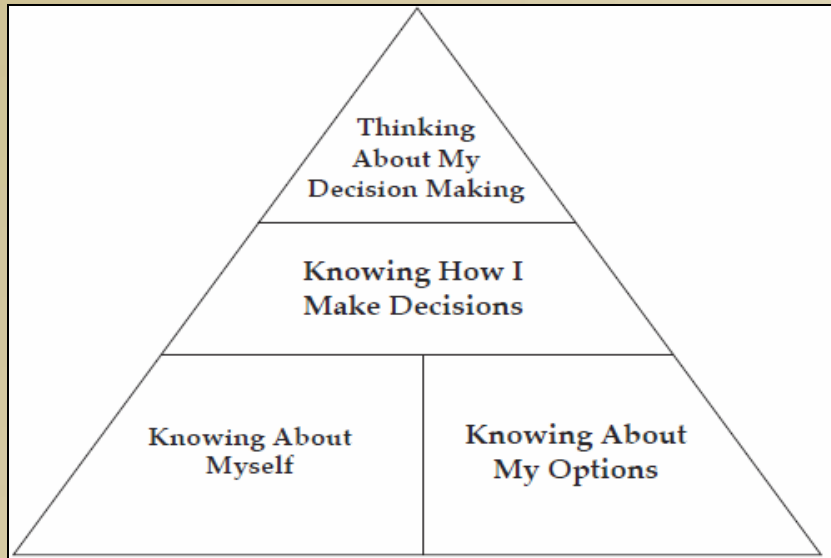
- Provide comprehensive career services
- **Train career service practitioners**
- Conduct life/career development research
- Disseminate information about life/career services and issues to the university community, the nation, and the world.



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Theoretical Foundations: CIP Theory



Source: Sampson, Reardon, Peterson & Lenz (2004). *Career counseling and services: A cognitive information processing approach*.



Executive Processing Domain

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



Readiness

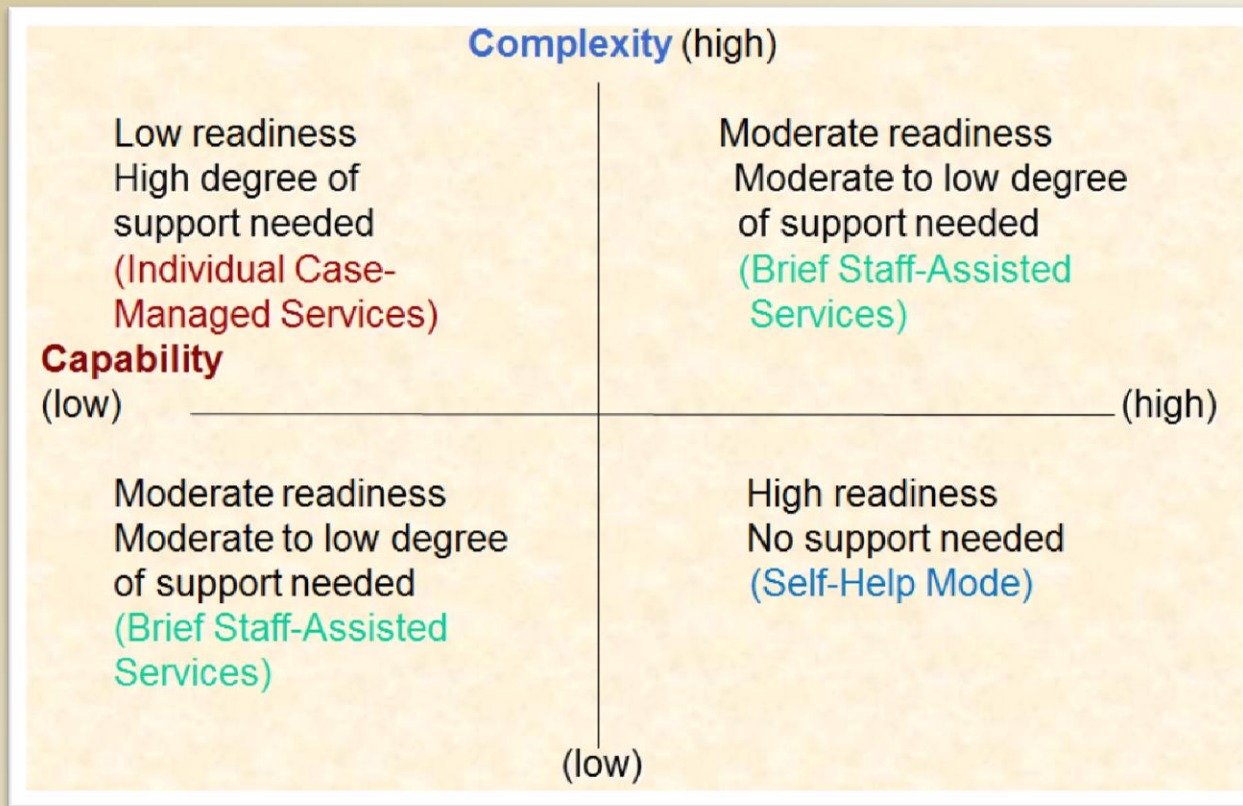
The **capability** of an individual to make appropriate career choices taking into account the **complexity** of family, social, economic, and organizational factors that influence career development

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

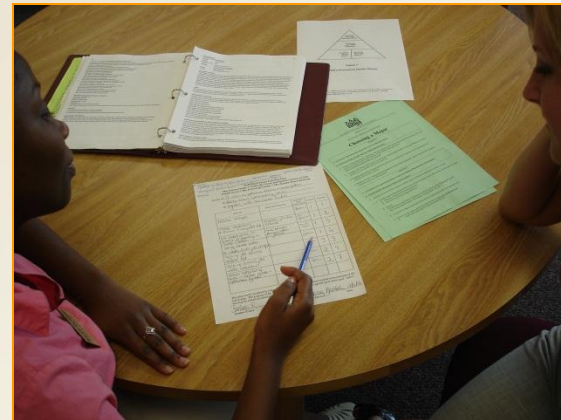
- Direct behavioral observations
- Career decision state
- Low-cost, theory-based assessments
- Psychological mental health appraisals

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.

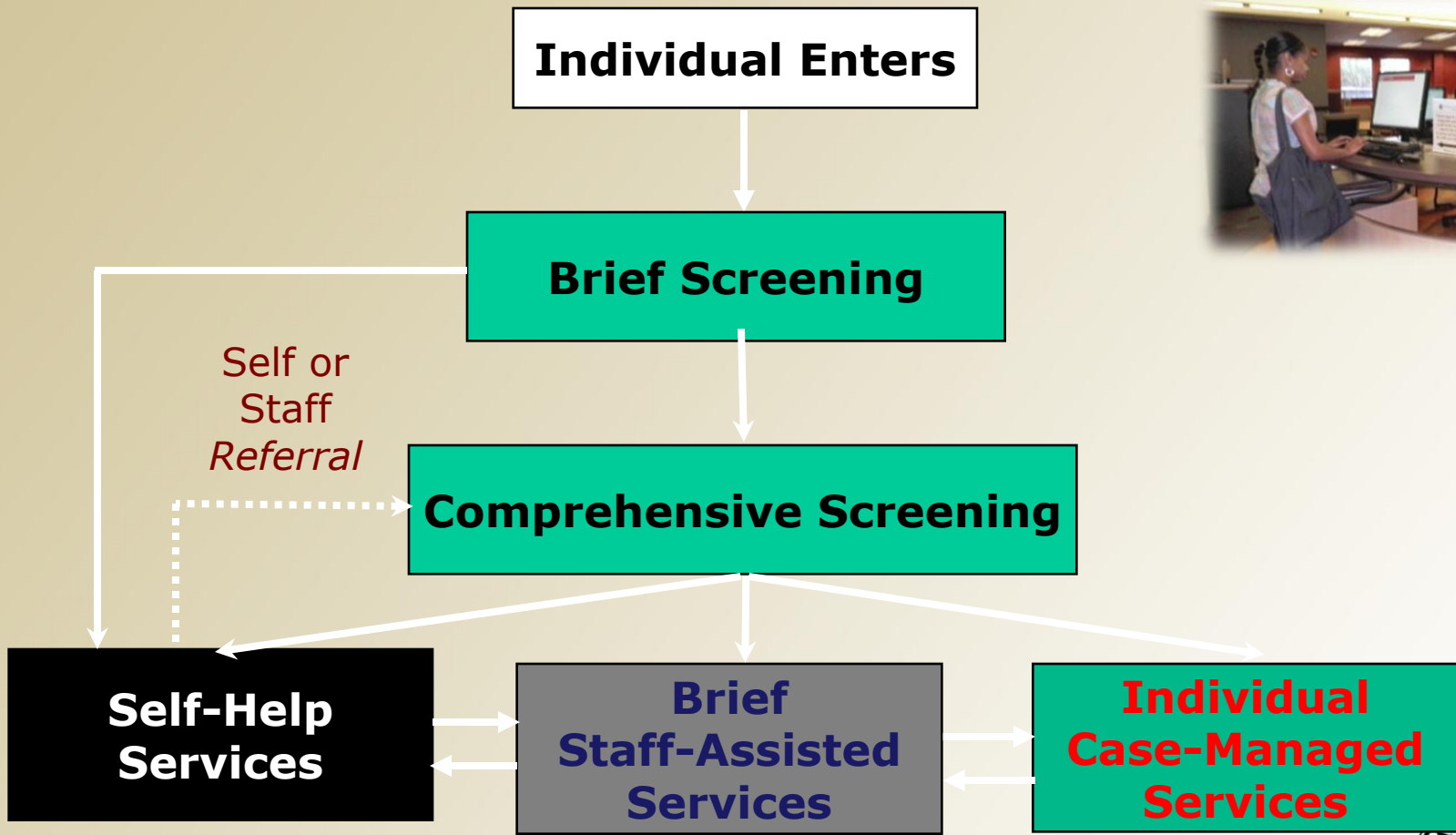


Levels of Service Delivery

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



Differentiated Service Delivery Model



Complete differentiated model of delivering career resources and services



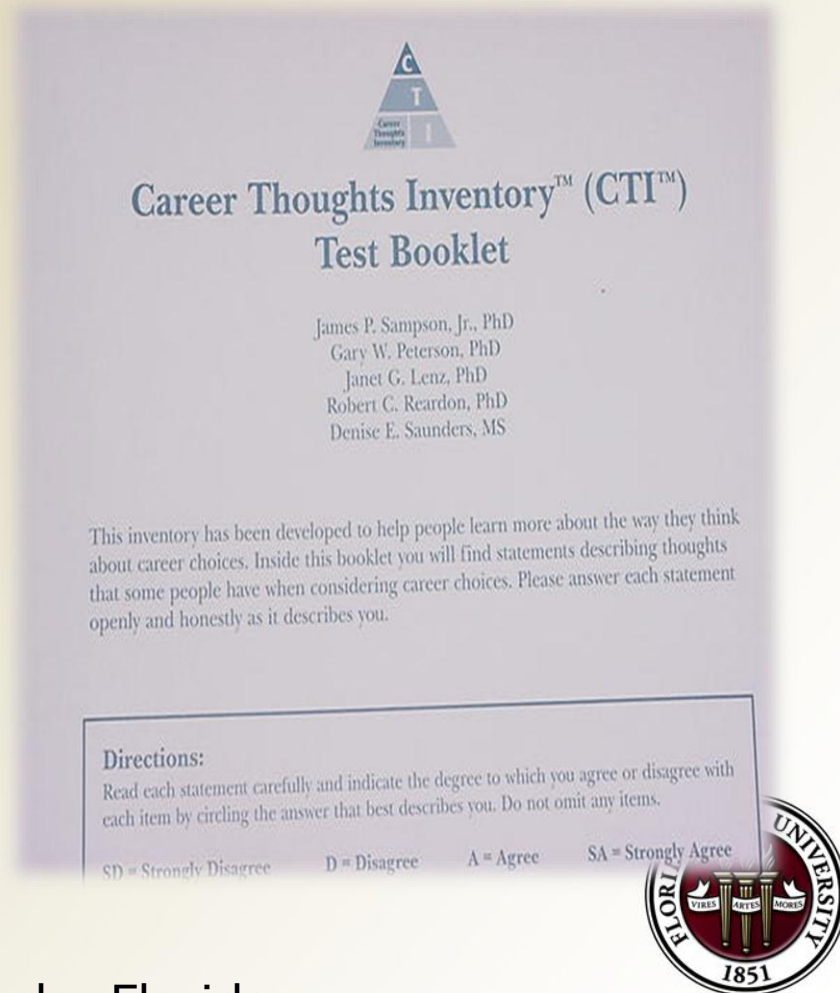
Practical Strategies

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What is the CTI?

- Self-administered
- Objectively scored
- 48-Item measure of dysfunctional thoughts in career choice



Mental health constructs directly correlated with dysfunctional career thoughts

indecision

depression

neuroticism

hopelessness

anxiety

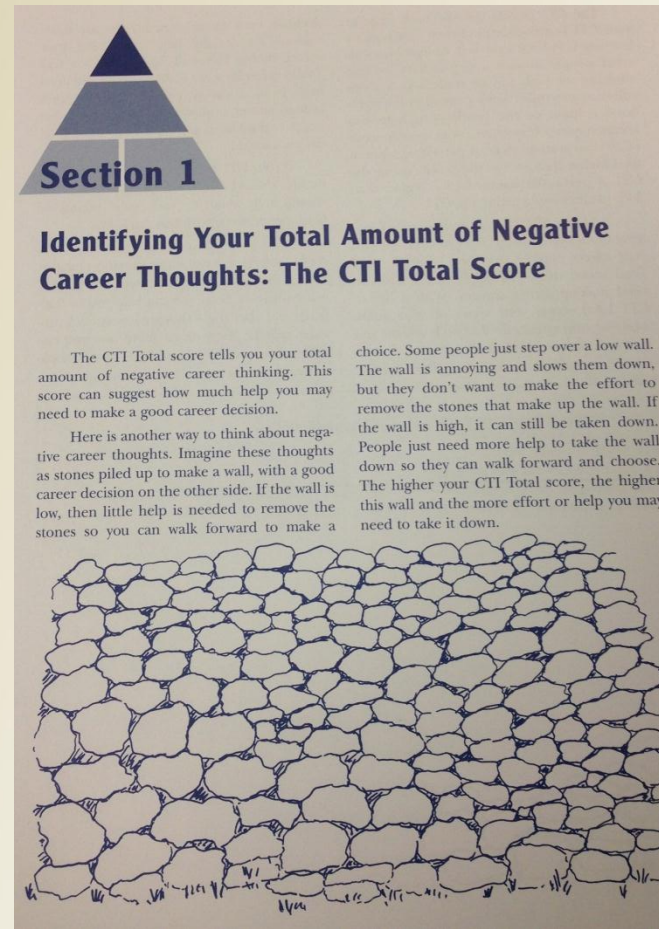
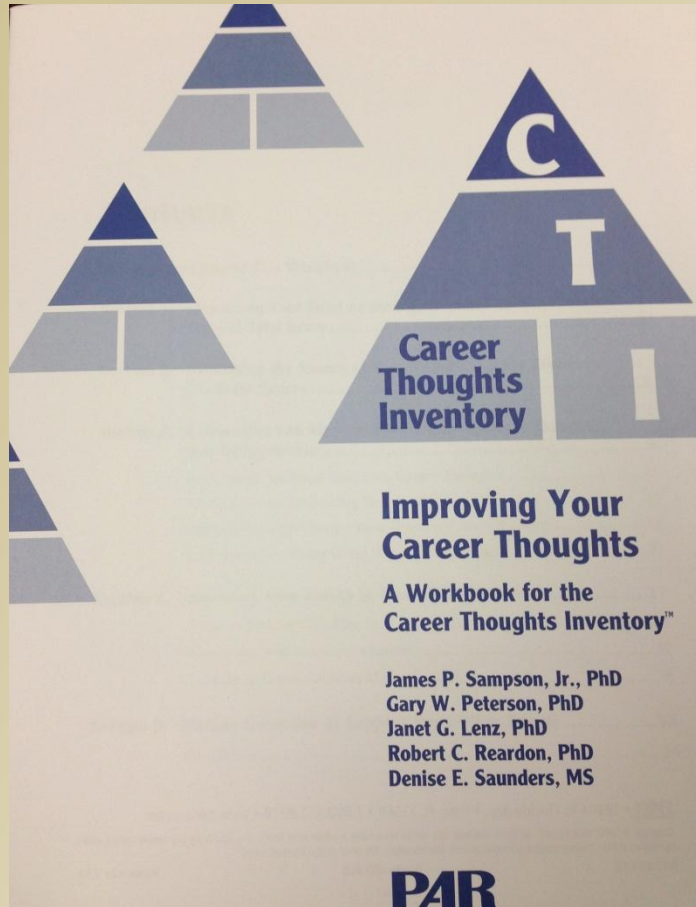
impulsivity

angry hostility

vulnerability



CTI Workbook



Decision Space Worksheet (DSW)

Decision Space Worksheet (DSW)

Name _____ Date _____

Decision you are making _____

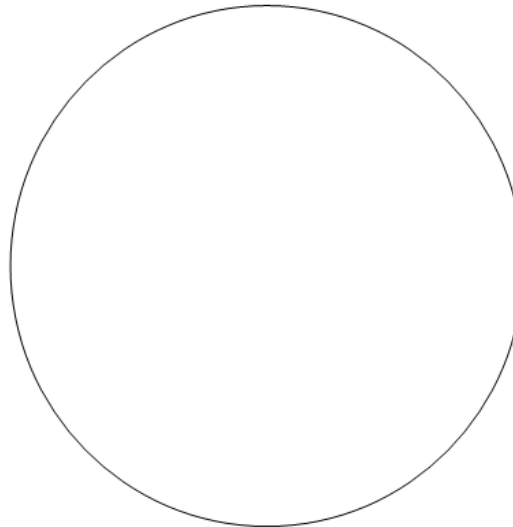
Please list all thoughts, feelings, circumstances, people, or events that bear on the decision you are making.

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.



Purpose of the Decision Space Worksheet (DSW)

- Cognitive mapping task
- Helps clients reveal thoughts, feelings, persons, circumstances associated with career decision
- Helps clients prioritize importance of contextual influences
- Can be used with middle school through college level students and adults



Types of Issues Revealed

- Cognitive distortion
- Disabling emotions
- Financial
- Family
- Education
- Interests
- Self doubt
- Employment
- Quality of life



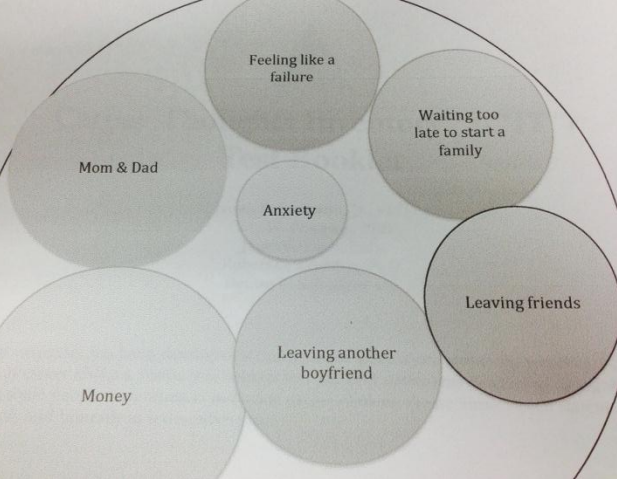
Correlates of DSW

- Beck Depression Inventory .21
- CTI CA .19
- CTI EC -.18

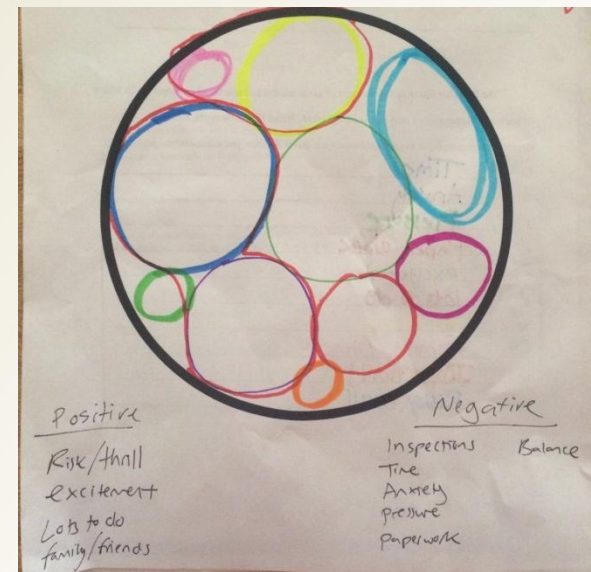
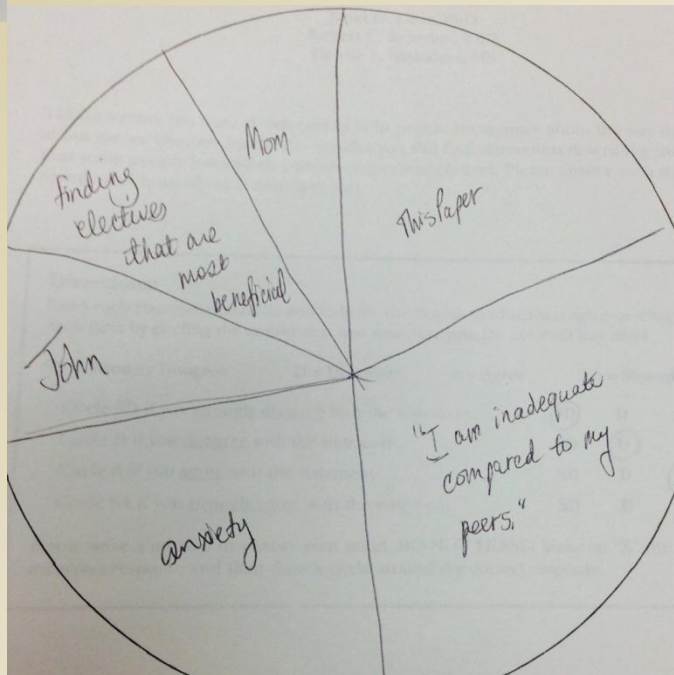
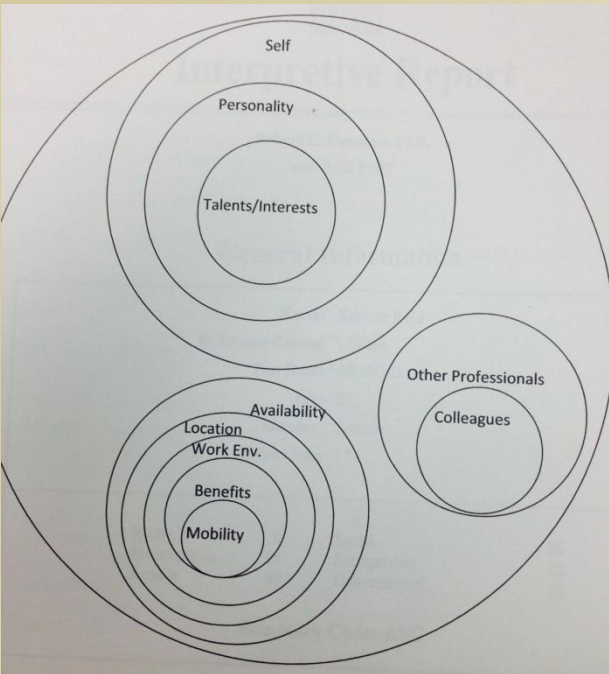
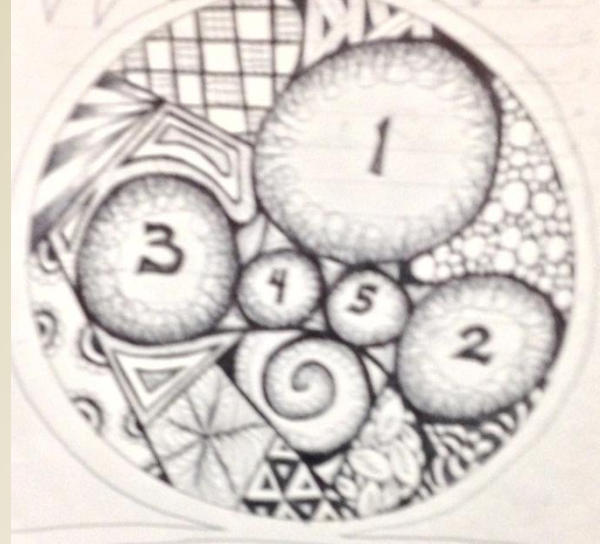
- DSW is basically unrelated to measures of capability

Solomon, J. L. (2011). *The Decision Space Worksheet, the Career Thoughts Inventory, and the Beck Depression Inventory-II as measures of mental health in the career decision-making process*. The Florida State University. *ProQuest Dissertations and Theses*.





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

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Training and Supervision

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Training and Supervision



- FSU Career Center Service Delivery Model
- Career Advisors
- Training
- Supervision

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Factors to consider in combining career and mental health assistance

- Supervision and training
 - Professional identities
 - Ethics
 - DSM diagnoses
- Staff credentials



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.)

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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 Pretest and Posttest Scores on Brief Staff-Assisted Outcomes (n = 138)

Dimension	Pretest		Posttest		F	<u>d</u>	Percent of Change Scores ^c		
	M	SD	M	SD			Positive	Neutral	Negative
1. Knowledge of next steps	8.40 ^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 = (posttest-pretest)

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?



Summary

- Clear support in the literature for integrating these areas
- Important to consider organizational and programmatic issues
- Implementation requires attention to staff resources, internal & external factors
- Theoretical perspectives used in the setting may guide decisions about addressing career and mental health issues
- Assessment tools influence extent to which these factors might be considered and addressed in the counseling process



For More Information



A screenshot of the Tech Center website. The header includes the text "Tech Center" and a navigation menu with "Home" and "Tech Center". 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 two columns of links. The left column lists roles: Individual, Student, Instructor, Practitioner, Researcher or program evaluator, Policy maker or senior administrator, and Developer of computer applications. The right column lists resources: ABOUT US, SITE MAP, February 2015 (CIP Bibliography), June 2014 (NCDA 2014, Technical Report #55, Career Development Quarterly Annual Review, Project Appendices).

www.career.fsu.edu/techcenter

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