Cognitive Information Processing: Bridging the Gap between Career and Mental Health

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Introduction

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Who is joining us today?
Integration of theory, research, and practice

1. Existing Theory
2. Prior Research
3. Observations from Prior Practice

Evidence for Theory Revision

Theory

Practice

Research

Evidence for Future Research
Connection between Career Development and Mental Health

- Nelly Spigner
- Desired to pursue medical school
  - “Running myself thin trying to be the best college student”
- Hesitated to seek help at the university counseling center
  - “No one wanted to be seen going up to that office”
- Started withdrawing from academic and social communities
- Diagnosed with bipolar disorder
- Eventually withdrew from university
- Needs on campuses far outstrip counseling centers’ capacity to fully address
- Need to consider manner in which services are delivered
Connection between Career Development and Mental Health

- Mental health components aligned with career development
  - Coping efficacy (Corbière, Mercier, & Lesage, 2004)
  - Psychological distress and family conflict (Constantine & Flores, 2006)
  - Emotional and personality-oriented elements (Gati et al., 2011)
  - Depression (Cardoso, 2016; Rottinghaus, Jenkins, & Jantzer, 2009; Saunders, Peterson, Sampson, & Reardon, 2000; Walker & Peterson, 2012)
  - Financial strain and negative future outlook experienced by the unemployed has associations with psychological distress (Creed & Klisch, 2005).
  - Depression and hopelessness associated with negative career thinking (Dieringer, et. al 2017)
Connection between career development and mental health

- Mental health constructs *directly correlated* to dysfunctional career thinking:
  - Indecision
  - Neuroticism
  - Anxiety
  - Angry Hostility
  - Depression
  - Self-Consciousness
  - Impulsivity
  - Vulnerability

(Sampson et al., 1996)
Aims of CIP Theory

- Help individuals become more skillful career problem solvers and decision makers
- Help individuals become better prepared to make informed and careful decisions in the future
- Provide a framework for career decision making that is easily explained to clients
Components of CIP Theory

Pyramid of Information Processing Domains

- Practitioner Version
  - Meta-cognitions
  - Executive Processing Domain
  - Decision-Making Skills Domain

- Generic Information Processing Skills
  - Self Knowledge
  - Options Knowledge
  - Knowledge Domains

CASVE Cycle

- Practitioner Version
  - Communication
    - Identifying a problem which is a gap between a real and ideal state
  - Execution
    - Implementing the first choice
  - Valuing
    - Making a tentative first choice and a backup choice
  - Analysis
    - Understanding self, options, decision making, and thinking about decision making
  - Synthesis
    - Expanding and narrowing options

Two-Dimensional Readiness Model

- Complexity (high)
  - Low readiness
    - High degree of support needed
      - (Individual Case-Managed Services)
    - Capabilities
      - Low
  - Moderate readiness
    - Moderate to low degree of support needed
      - (Brief Staff-Assisted Services)
  - High readiness
    - No support needed
      - (Self-Help mode)

Differentiated Service Delivery Model

- Individual Enters
- Brief Screening
- Comprehensive Screening
- Self or Staff Referral
- Self-Help Services
- Brief Staff-Assisted Services
- Individual Case-Managed Services
Pyramid of Information Processing Domains

Practitioner Version

- Meta-cognitions
  - Executive Processing Domain
- Generic Information Processing Skills
  - Decision-Making Skills Domain
- Self Knowledge
- Options Knowledge
  - Knowledge Domains
Pyramid of Information Processing Domains

**Executive Processing Domain**
- Meta-Cognitions
  - Self-Talk
  - Self-Awareness
  - Monitoring & Control

**Decision-Making Skills Domain**
- Generic Information Processing Skills (CASVE Cycle)

**Knowledge Domains**
- Self Knowledge
  - Values
  - Interests
  - Skills
  - Employment Preferences
- Options Knowledge
  - Specific Knowledge of Options
  - Schema for Organizing Knowledge

**Practitioner Version**
Pyramid of Information Processing Domains

Client Version

- Thinking about my decision making
- Knowing how I make decisions
- Knowing about myself
- Knowing about my options
CASVE Cycle

Practitioner Version

Communication
Identifying a problem which is a gap between a real and ideal state

Analysis
Understanding self, options, decision making, and thinking about decision making

Execution
Implementing the first choice

Valuing
Making a tentative first choice and a backup choice

Synthesis
Expanding and narrowing options
CASVE Cycle

Client Version

Knowing I need to make a choice
Knowing I made a good choice

Implementing My First Choice
Prioritizing My Options

Understanding Myself, Options, Decision Making and Thoughts
Expanding and Narrowing My Options
Readiness and Decision-Making Difficulty

Differences in readiness for career decision making explains why some individuals have difficulty in making career decisions while other individuals do not.
Career Readiness

Readiness is the capability of an individual to make informed and careful career choices taking into account the complexity of family, social, economic, and organizational factors that influence career development.
Two-Dimensional Readiness Model

**Complexity** (high)

- Low readiness: High degree of support needed (Individual Case-Managed Services)
- Moderate readiness: Moderate to low degree of support needed (Brief Staff-Assisted Services)
- High readiness: No support needed (Self-Help mode)

**Capability** (low)

- Low readiness
- Moderate readiness: Moderate to low degree of support needed (Brief Staff-Assisted Services)
- High readiness: No support needed (Self-Help mode)
Differentiated Service Delivery Model

Individual Enters

Brief Screening

Comprehensive Screening

Self or Staff Referral

Self-Help Services

Brief Staff-Assisted Services

Individual Case-Managed Services

Complete differentiated model of delivering career resources and services
Implementation of CIP--Essential Elements

- Theory-based materials that practitioners & clients can easily understand and apply
- Setting that accommodates different service delivery levels
- Adapt as needed for setting & populations
Implementation of CIP--Staff Training

- Training manual used with GAs and new staff
- Presentations & publications from theory authors
- Resources in staff library and online
- Theory concepts reinforced in supervision and staff development meetings
Implementation of CIP--Assessments

Use of readiness assessments--e.g., CSI, CTI

Decision Space Worksheet (DSW)--deals with complexity

Other assessments as appropriate to setting and clientele, e.g., card sorts, CACG systems, SDS, BDI, MMPI, etc.
Implementation of CIP

FSU Tech Center website--goal is to “give away the theory”

Materials for training & increasing one’s knowledge-PPTS, technical reports, presentations

Resources for use by practitioners and clients

Materials that highlight evolution of the theory

For more info visit: www.career.fsu.edu/Tech-Center
Case Study

Max is a 43 year old single Caucasian male who is a third year student earning his Bachelor’s degree in Political Science. He is seeking career counseling to find a full-time job that will utilize his research skills and creative interests. He often doubts his ability to make decisions and questions whether or not he is qualified for positions. He reported a history of panic attacks including his most recent one after attending a career fair.
What’s Involved in a Career Choice

A pyramid can be used to show what’s involved in making a career choice.

- I’m not qualified for any jobs
- I don’t have a process for making decisions
- Research: want to expand options

Section 1

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

The CTI Total score tells you your total amount of negative career thinking. This score can suggest how much help you may need to make a good career decision.

Here is another way to think about negative career thoughts. Imagine these thoughts as stones piled up to make a wall with a good career decision on the other side. If the wall is high, there little help is needed to remove the stones so you can walk forward to make a choice. Some people just step over a low wall. The wall is removing and there is clear, but few don't want to make the effort to remove the stones that make up the wall. If the wall is high, it can still be taken down. People just need more help to take the wall down so they can walk forward and choose the higher your CTI Total score, the higher this wall and the more effort or help you may need to take it down.

An Exercise for Improving Your Career Thoughts

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<th>Old Career Thought</th>
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<th>Item No.</th>
<th>Old Career Thought</th>
<th>New Career Thought</th>
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<tr>
<td></td>
<td>I’m not qualified for any jobs.</td>
<td>I will read the required job qualifications sections and if I do not qualify, then I will determine if I can learn those skills. If not, there are many job openings, so I will keep searching.</td>
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What would you do?

- Think about a time you had a client that presented with both a career and mental health concern.

- Turn to a partner and discuss the following questions.
  - What did you do?
  - What strategies did you use?
  - How might you have applied elements of what we discussed today in the situation?
Individual Career Learning Plan

Goal(s):
1. Search full-time positions related to research that will allow me to also be creative
2. Increase confidence in decision making skills
3. Identify and reframe negative thoughts

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose/Outcome</th>
<th>Time Needed</th>
<th>Goal #</th>
<th>Priority</th>
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<tr>
<td>Make an appointment with the University Counseling Center</td>
<td>To address personal concerns such as anxiety which impact my career decision</td>
<td>10 min</td>
<td>1-3</td>
<td>1</td>
</tr>
<tr>
<td>Explore potential job openings on Handshake or the Employer files</td>
<td>Expand options</td>
<td>Wed. @ 3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>I will read required job qualification sections, identify if I can learn the skills. If not there are many job openings, so I will keep searching.</td>
<td>Reframe stinking thinking!</td>
<td>Ongoing</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Follow-up appointment scheduled next week on Friday, 6/4 at 2 pm</td>
<td>Enhance decision making skills and check-in on goals</td>
<td>Ongoing</td>
<td>1-3</td>
<td>1</td>
</tr>
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This plan can be modified by either party based upon new information learned in the activities of the action plan. The purpose of the plan is to work toward a mutually agreed upon career goal. Activities may be added or subtracted as needed.

Max

Student/Client: Date Career Advisor: Date

Career Center

Alternative Format Available.
Revised: 1/17.
Teaching the Approach

- Antecedents in established counseling theory – CBT
- Can coexist with other theories (e.g. learning approach, solution focused, CBT, Super - roles and complexities, Holland)
- Empowerment
- Teaching people how to fish as opposed to giving them fish
- Gives hope, confident, less anxiety in brief interaction with clients/students
  - research to support this assertion
Final Thoughts/Questions

- Career and mental health are linked
- Need to be adaptive in our response to need
- Need to be adaptive to the specific needs of each individual
- CIP provides opportunity to assess and address co-existing career and mental health concerns
- Career and mental health services need to better reflect the lived experience of clients we serve
- Questions?
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FSU Tech Center – http://career.fsu.edu/Tech-Center