

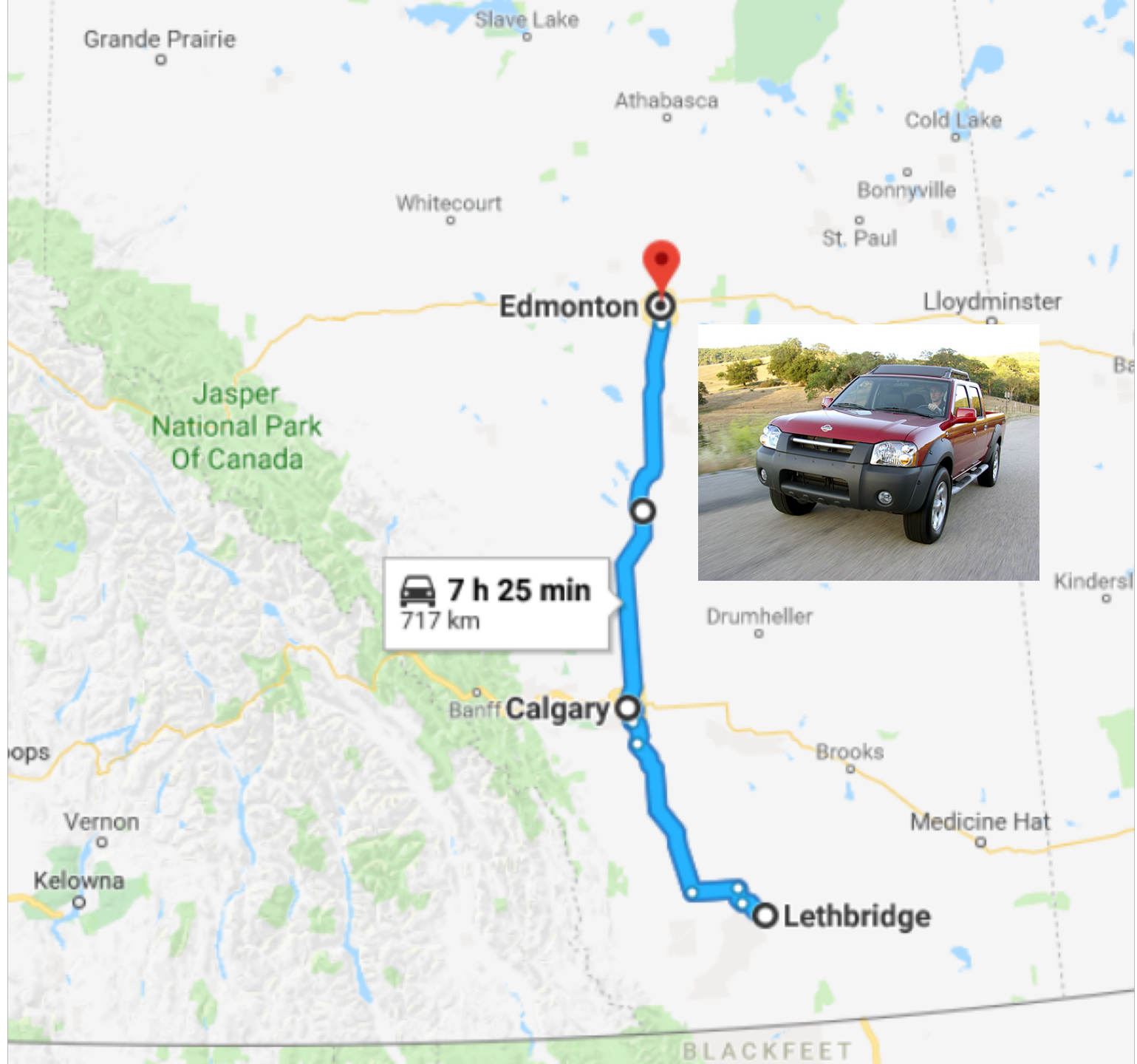
Our Career Practitioner Role in Mental Health Intervention

Michael Huston & Dave Redekopp

Cannexus 2019

Overview





Mental Illness & Mental Health Together

- Mental health co-exists with mental illness
- Corey Keyes – 2 continua model





Threats to Flourishing

Table

Discussion

What career-related demands are your clients facing that may threaten flourishing?

For example, worries about course selection

Career Related Demands

- Choosing work
- Choosing a major
- Understanding self - strengths, needs, values, interests
- Work transition
- Finding work
- Finding meaningful work
- Concerns about money
- Academic demands
- Others' expectations
- Identity concerns
- Relationship decisions

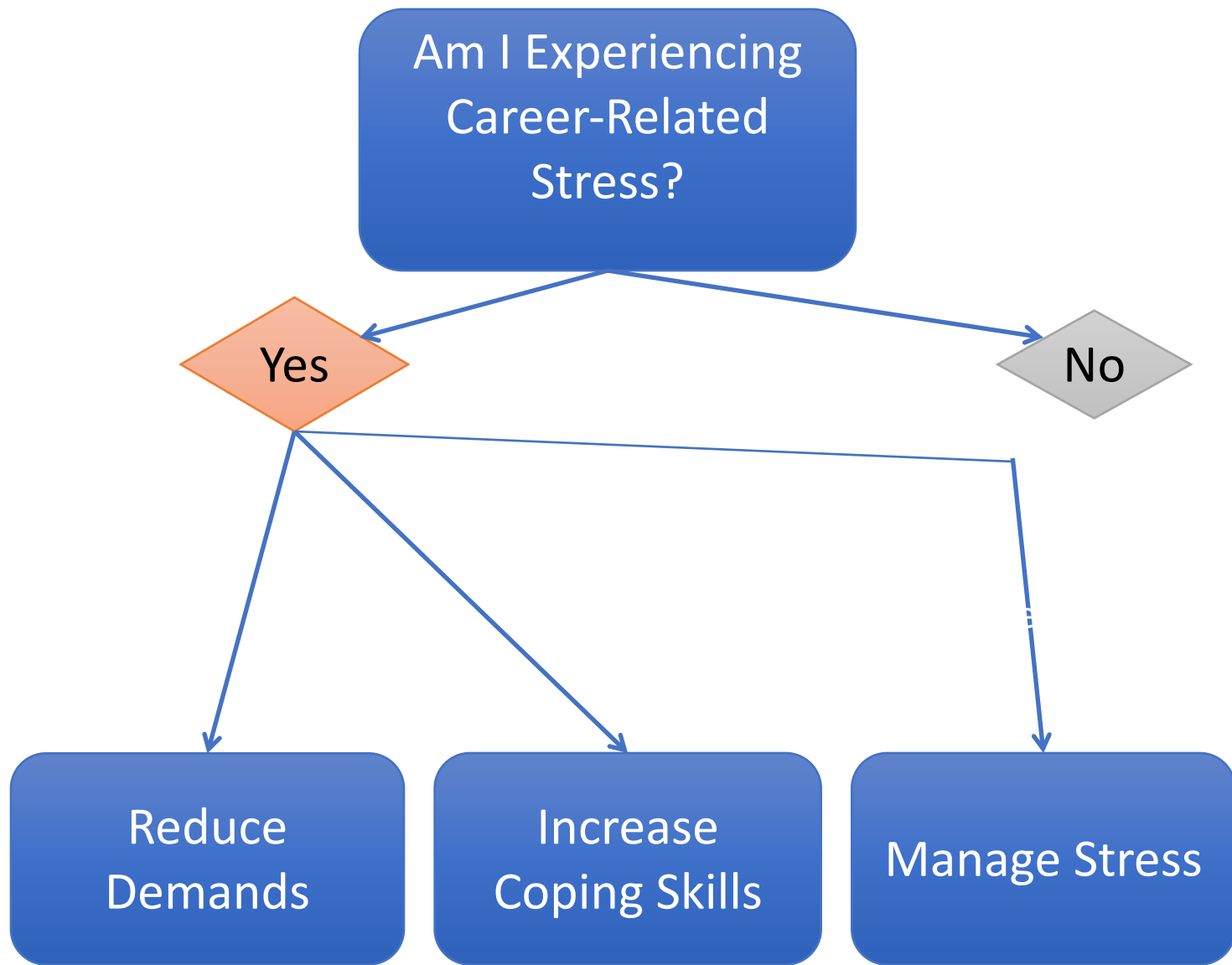
Stress

Stress is a reaction to perceptions about coping

- Behavioural
- Cognitive
- Physiological

Stress is a reaction to the perception that we might not be able to cope with the demands we are facing

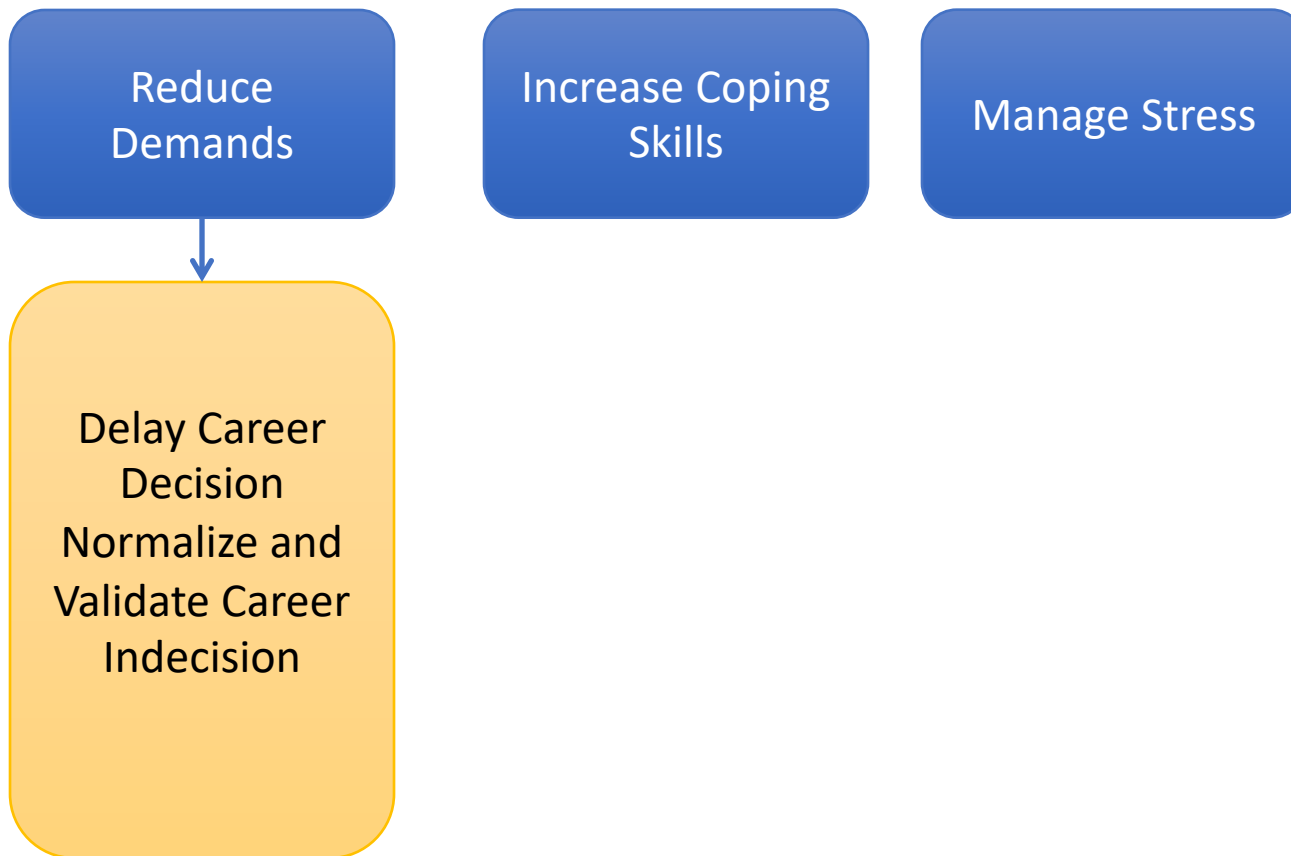
Effectively managing the demands that can lead to stress contributes to mental health



Adapted from Hiebert, 1987

Career-Related Stress

- Concern about coping with career-related demands
- Amplified if
 - Demand is considered important (e.g., future is contingent on coping)
 - Coping is overly challenging (e.g., competitive market)
 - Uncertainty about coping



Reduce
Demands

Increase Coping
Skills

Manage Stress



Self-Assessment
Self-Knowledge (NVIS)
Career Research
 Online
 Experiential
 Talking to others
Organizing Information
Career Decision-Making Skills
Experiential Learning
Developmental Perspective
Life-Role Perspective =
Career Planning = Life-Planning

Reduce
Demands

Increase Coping
Skills

Manage Stress



Body
(Physiological)

Mind
(Cognitive)

Behaviour
(Acting As if)

Reduce
Demands



Normalizing
and Validating
Indecision



Stress
Reduction

Increase Coping
Skills



Build Career
Development
Skills and
Knowledge

Manage Stress



Stress
Management
Activities/Skills

Reduce
Demands



Normalizing
and Validating
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Increase Coping
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Build Career
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Manage Stress



Stress
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Stress
Reduction

Reduce
Demands



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Increase Coping
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Build Career
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Manage Stress



Stress
Management
Activities/Skills

Stress Reduction
Skill Development
Long-term Coping
Retention
Engagement
Academic Achievement
Self-Esteem
Mental Wellness
Identity Development

Reduce
Demands



Normalizing
and Validating
Indecision



Stress
Reduction

Increase Coping
Skills



Build Career
Development
Skills and
Knowledge



Stress Reduction
Skill Development
Long-term Coping
Retention
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Mental Wellness

Manage Stress



Stress
Management
Activities/Skills



Stress
Reduction

Reduce
Demands

Increase Coping
Skills

Manage Stress



Interventions

Career Decision-Making Skills
Organizing Information
Self-Understanding
Identity Development
Career Research
Experiential Learning
Developmental Perspective
Career Planning = Life-Planning

Ethical Principles

Boundary of Competency

Career development practitioners recognize the boundaries of their competency and only provide services for which they are qualified by training and/or supervised experience...

...will acknowledge the boundaries of their professional expertise and make every effort to ensure that their services are delivered appropriately.

Ethical Principles (cont'd)

Integrity /
Honesty /
Objectivity

Career development practitioners promote the welfare of clients by providing accurate, current and relevant information...

Registered persons ensure they act as neutral providers of accurate and up-to-date career information.

What Can We Do?

Focus on the relationship

Develop general knowledge of mental health concerns

Validate and normalize feelings, thoughts, experiences and behaviours

Treat clients as whole people

Skills and Strategies

Skills

- Specific practitioner behaviour

Strategies

- Skills used in combination

Skill Categories

- Structuring
 - meaningful context
- Questioning
 - engaging
- Reacting
 - providing feedback

Enter Structuring Skills

Information Giving

Overview

- Beginning: plan and purpose

Summary

- End: state briefly what has been said

What Information Can You Give to Clients?

1. Career development is a mental health intervention.
2. Work affects mental health.
3. Mental health and mental illness affect work.
4. Perceptions about coping are key to managing stress.

Pairs Practice – Giving Information

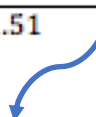
- Roles:
 - A: student or client who is modestly anxious, nervous, upset, distressed – the person playing this role will choose a concern
 - B: career development practitioner
- Practitioner, you will have 5 minutes to:
 - Begin an interview and use your usual structuring, questioning and reacting skills
 - Find comfortable ways to give 1 or 2 of the following information:
 - Career-related concerns and mental health concerns often go together
 - You are a career development practitioner, not a mental health practitioner
 - The student's/client's concern is normal
 - Finish with a summary
 - Then, switch roles for another 5 minutes

Sample
“Post-Pre”
Survey
Averages
from a
Career
Exploration
Workshop

Unacceptable		Acceptable		
0	1	2	3	4

	Before	After	Difference
1. Understanding the role of interests in making better career decisions.	1.78	3.46	1.68
2. Understanding the role of values in making better career decisions.	1.83	3.33	1.5
3. Understanding the role of Strengths and best skills in making better career decisions.	2.20	3.37	1.17
4. Understanding how to plan for combining work with other life roles.	1.63	3.25	1.62
5. Understanding of my needs and criteria for a future career path and how to use for future career decisions.	1.89	3.35	1.46
6. Understanding how to research career options (educational and occupational possibilities).	1.84	3.75	1.9
7. Understanding how to better cope with barriers and obstacles that could prevent me from pursuing desired career paths.	1.63	3.14	1.51
8. Hope and optimism about finding work I enjoy after graduation.	1.75	3.57	1.82
9. Hope and optimism about finding meaningful work in areas I hadn't been considering.	1.69	3.03	1.33
10. Knowledge and understanding of my future goals related to career planning.	1.89	3.19	1.30

Second highest difference score is on a mental health outcome not addressed in the workshop!

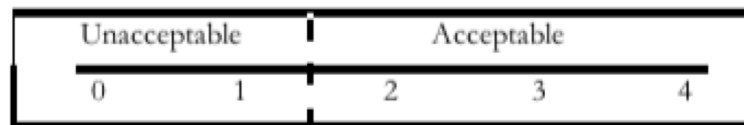


Evaluations

Evaluations: Participants Liked

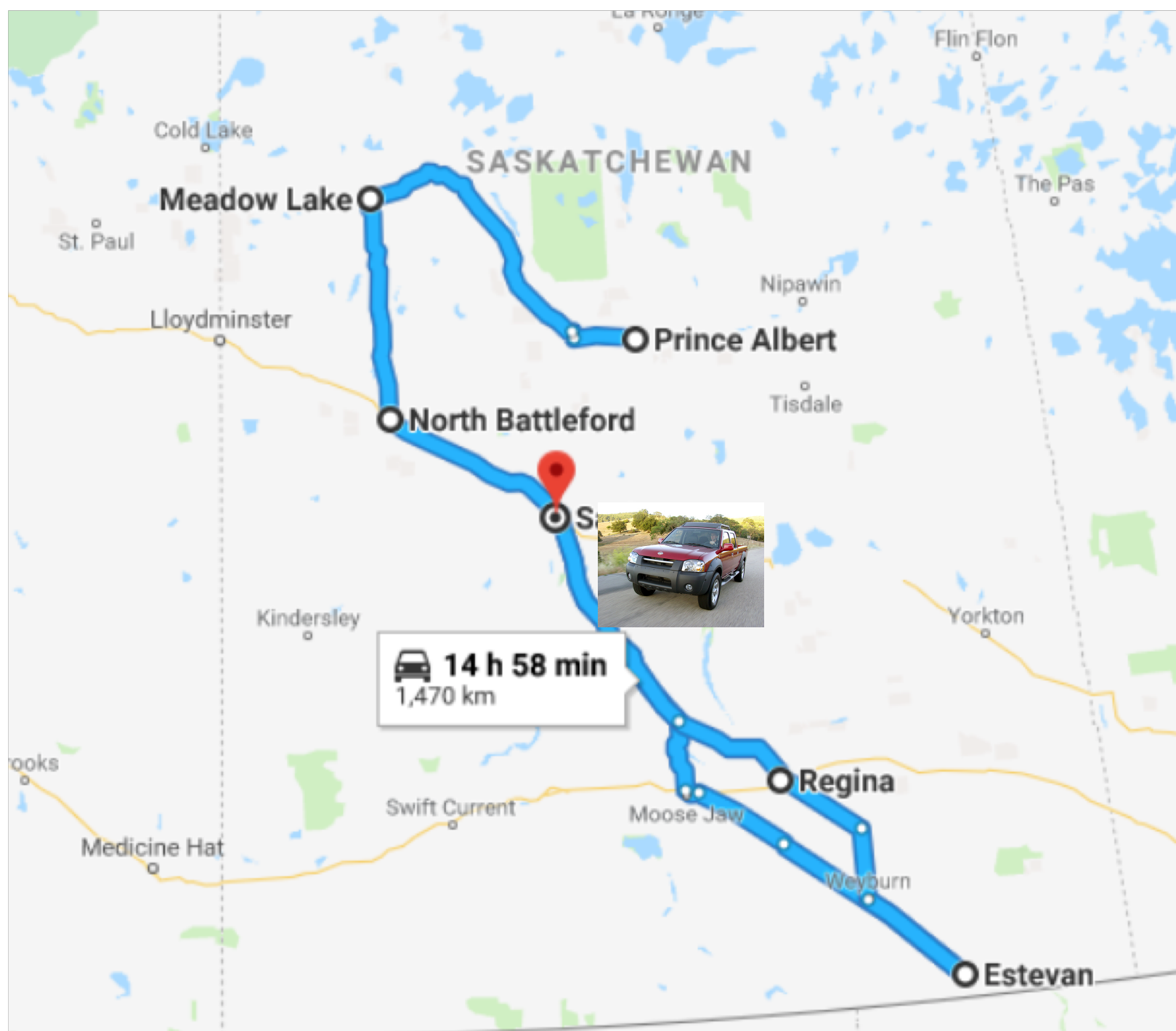
- Discussion of Mental Health/Wellbeing Versus Mental Illness.
- Focus on Models
 - Keyes Continua Model
 - Effects Model
 - Career Demands Model
- Focus on skills for including Mental Health in our career conversations.
- Focus on ethics and boundaries of competence.
- Focus on evaluation, gathering evidence about the wellbeing outcomes of our work.

6. Use the following scale to rate your “before” and “after” experience related to today’s workshop.



I was... / I am...	Before	After	Diff
a. aware of the relationships among career development interventions/outcomes and mental health	1.7	3.4	1.6
b. aware of the distinctions between mental health and mental illness	2.0	3.6	1.7
c. aware of how mental health concerns play a part in career development practice	2.0	3.6	1.6
d. recognize the role and value of career development practice in supporting mental health both directly and indirectly	1.7	3.7	1.9
e. familiar with the ethics and boundaries of competence issues related to career development practice and mental health.	2.2	3.5	1.4
f. aware of how clients' mental health concerns may present themselves in career practice	2.4	3.6	1.2
g. able to respond effectively (within the boundaries of my role) to a client's disclosure of mental health concerns	2.0	3.5	1.5
h. able to refer clients/ students to and/or work collaboratively with mental health service providers	2.4	3.5	1.1
i. able to use specific strategies to bolster mental health via career development practice	1.8	3.4	1.6
j. recognize ways in which I can evaluate the mental health impact of my/my organization's career development services	1.4	3.1	1.7
k. appreciate the need to communicate the mental health impact of my career intervention/practice to clients and other stakeholders	1.4	3.4	2.0
l. appreciate the value of my career intervention/practice in bolstering mental health	1.7	3.6	1.8

Post-Pre
Evaluations
from
Alberta
"Ignite
your
Passion"
workshops.



Thank You!

For further information, contact:

Dave Redekopp

 +1.780.451.1954

 liferole@telusplanet.net

 www.life-role.com

 @liferole

