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## Florida State University Career Center.

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**Florida State University Career Center**

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**Abstract**

The Florida State University Career Center has a long history of providing career services ranging from helping individuals make initial career decision making, to managing career transitions, to navigating the job search process. What makes the FSU Career Center unique is the synergistic relationship it has between career theory, career research, and career practice, each informing the others, as well as a differentiated model of service delivery that has enabled us to see almost 20,000 clients a year. The integration between career service delivery and a commitment to training and supervising the next generation of career counselors along with a connection to the College of Education is also a unique highlight. As the recipient of the National Career Development Association’s 2018 Exemplary Career Center Award, we are happy to share more about how we do what we do.

**Introduction**

The Florida State University (FSU) Career Center (career.fsu.edu) “strives to be the preeminent career center model for designing and delivering comprehensive, innovative, and inclusive career and employment services.” This vision is operationalized through four key goals, including: (1) providing comprehensive career services; (2) training career service practitioners; (3) conducting life/career development research; and (4) disseminating information about life/career services and issues. The FSU Career Center accomplishes these goals through its four main office areas: Career Advising and Counseling Center, Experiential Learning, Employer Relations, and the Center for the Study of Technology in Counseling and Career Development.

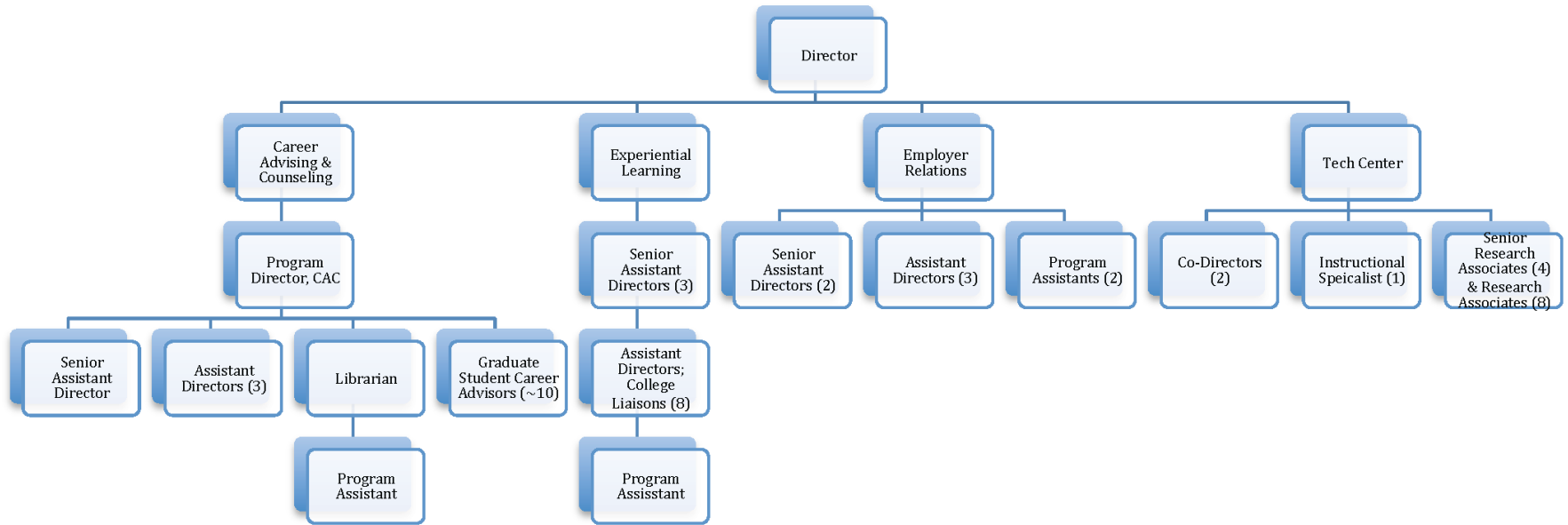
FSU, located in the state capital of Tallahassee, Florida, is home to over 40,000 undergraduate and 8,000 graduate students from over 140 countries, and offers 351 different degree programs. In addition to the students, the FSU Career Center is open to serve the 14,251 employees of FSU, and also offers free career advising and counseling services to Tallahassee’s nearly 200,000 residents. In addition, the FSU Career Center provides services to FSU’s distance students and alumni. The Career Center has a current count of 38 employees, not including graduate assistants (most of whom are graduate students in the MS/EdS Career Counseling program or doctoral students in the Combined Doctoral Program in Counseling and School Psychology), undergraduate student workers, and retired faculty who donate their time and service to provide research and supervision. Taken from the 2017 Annual Report (located at career.fsu.edu), the following Executive Summary of Services provides an overall picture of the services provided and outcomes achieved in 2017.

<b>Service</b>	<b>Outcome</b>
Career Advising/Counseling/Career	19,863 clients

Library	
Career Outreach Programs	1,201 programs; 40,703 attendees
Career Planning Class, SDS 3340	12 sections; 380 students
Cooperative Education, Internship, and Part-Time Jobs	7,785 co-ops/internships self-reported and academic internships; 8,599 experiential learning opportunities; 2,428 student employment positions
Mock Interviews	862 interviews conducted
Career Fairs	20 fairs; 1,450 employers; 11,534 students
On-Campus Recruiting	287 employers; 945 interview schedules; 4,951 interviews
Job Listings and Resume Referrals	19,696 job listings referred to Symplicity/NACELink/Handshake
Career Portfolio	1,755 new Career Portfolios created
Garnet & Gold Society	303 inductees

An organizational chart (see Figure 1) provides a glimpse of how the four key departments within the career center are organized. In addition, we have an associate director who oversees four additional positions, including technology systems coordinator (who also supervises technology interns), the senior assistant director for outreach and assessment, the marketing and communication

Figure 1. FSU Career Center Organizational Chart



manager, and the assistant director for the Garnet and Gold Society (described later). Helping to ensure that programs run without a hitch are our office manager and office administrator.

In the sections that follow, the four key departments within the career center will be described. Key services, unique attributes, challenges faced and steps take to overcome those, program evaluation, and ideas for future services will be briefly examined. This article will conclude with a summary by the FSU Career Center Director.

### **Career Advising and Counseling Center**

The Career Advising and Counseling (CAC) center at Florida State University assists students with career development and planning to advance their understanding and self-knowledge related to their skills, interests, values, and to help them make more informed career decisions, as well as exposing them to options related to different career opportunities. The CAC provides services to undergraduate and graduate students, alumni, and community members and is based on a drop-in model where no appointments are necessary. The services, or intervention options, of the CAC fall into three categories. Self-help services, the first category, require little or no assistance from staff and are primarily guided by the user. The second category is brief staff-assisted advising services, which are guided by the practitioner with the knowledge that minimal assistance is needed. These services can include self-directed career decision-making exercises within the career center library, brief interventions with a career advisor who models information seeking behavior, completing an assessment, taking a career course, short-term group counseling, and attending workshops along with many other options. Lastly, there is individual career counseling which requires substantial practitioner time and commitment to work collaboratively with the client, based on the client's goals, to establish a treatment or counseling plan appropriate for the client's career development needs though regular individual counseling sessions, which take place individually in an office, and at times, a group setting. The CAC service delivery design is primarily influenced by theory, more specifically the Cognitive Information Processing (CIP) theory (Sampson, Reardon, Peterson, & Lenz, 2004), cited as "probably the most widely studied career interventions," providing the tools for counselors to "implement CIP-based counseling in their practice" (Brown, 2015, p. 62). The CIP theory is the foundation that drives how the CAC approaches service delivery. The Readiness Model, assessing a client's career decision making capability and complexity, along with the three service delivery categories are used to assess students/clients in order to then make an educated, theoretically and empirically grounded decision as to what services are most appropriate for each individual.

Internally, the CAC partners with the Employer Relations team as well as the Experiential Learning team. Externally, the CAC partners with the Academic Advising Office, FSU Athletics, the Student Disability Resource Center, the Office of Graduation Planning and strategies, as well as the College of Education to help teach up to five undergraduate career development courses per semester and provide graduate assistants. The CAC utilizes technology through computer-based systems for assessment services (Strong Interest Inventory and MBTI), computer assisted guidance systems (Sigi3, Focus2), the library Career Key system to look up library resources, SnapStream to record individual counseling sessions for supervision, as well as

Skype for distance advising. To determine program effectiveness the CAC determines if there is a need, what the need is, and from there implement a pre and post assessment with students' learning outcomes as the primary measure. According to the director of the CAC, the biggest challenge the CAC faces is managing the surplus of resources. There are many resources available to students; therefore it is important to continuously research what is available, and analyze if the current resources are still valuable, being used, and serving their purpose.

Moving forward, the CAC plans to focus more on identifying and integrating staff strengths immediately after hiring to better align them with their liaison roles and to help in assigning projects that will utilize their skills effectively for greater cross-team collaboration. Specifically, we hope to develop a leadership development program for new staff that will help them understand the how the unique services offered by the various Career Center programs intersect, build a sense of community, and help them see how their skills and experiences can contribute to the overall vision. Additionally, the CAC hopes to further focus on career and professional development by incorporating employers who can speak on diversity and inclusion in the workplace, as well as to further inform and expand the students' knowledge of the NACE competencies, which are the top eight competencies desired by employers. While working on these new goals, the CAC will continue to enhance training for future career counselors and supervisors through consistent evaluation and retooling of career advisor training, supervision training, and counseling and supervision practices within its programming.

### **Training and Supervision of Career Advisors**

Career Advisors (CA's) at Florida State University are trained through a three-week intensive training prior to their start in providing brief staff assisted career advising services in the Career Center. Through this training, CA's learn Cognitive Information Processing (CIP) theory, related assessments, resources, and interventions to incorporate into their advising sessions with students, along with policies and procedures that provide the guidance for day-to-day operations. Over the course of time and through assessing CA's development and skills, a three-week training touches the tip of the iceberg in the training and development of Career Advisors. To promote further development and skill acquisition, weekly supervision is provided individually to each Career Advisor. Through supervision, supervisors work collaboratively with the career advisor to assess strengths and areas that need further development on an individual, weekly basis for a minimum of 30 minutes. With this assessment, career advisors develop Individual Learning Plans, which act as a roadmap for development. At mid-semester, both Career Advisors and supervisors complete a mid-semester evaluation that is compared and discussed in supervision as a means to evaluate the supervisory relationship and progress toward competency and goal attainment. It is at this point that an ILP is reviewed and amended, if necessary, with the intent to continue working toward the development of skill and knowledge, while also discussing and thinking about a CA's future role as a counselor, as well as his or her career goals.

At the end of the semester, a second evaluation is completed by both the career advisor and supervisor to evaluate the development and progress made through the course of the term. It is at this point that feedback and ideas are discussed for future semesters and ILP's, which will be established with the Career Advisor's future supervisor. As Career

Advisors progress from brief staff assisted career advising, to career counseling with individual clients, supervision shifts focus to counseling competencies and lengthens from a 30-minute weekly session to a one hour weekly, individual supervision session that focuses on the CACREP standards and competencies of career counseling.

The supervision of 15-18 Career Advisors each semester requires staff to be adequately trained, as well as have the time to provide quality supervision. With limited staff, Career Advisors with at least one year of experience and who are currently enrolled in a doctoral level program are trained to be supervisors. Over the course of summer semester, doctoral level CA's attend supervision training for one hour each week over the course of 10 weeks. This 10-week training prepares the doctoral CA's to supervise master's level CA's who are providing Brief Staff Assisted Career Advising, which allows full-time career counseling and advising staff to provide supervision to Career Advisors who are providing career counseling services.

Within this supervisor training, doctoral CA's cover the purpose of supervision, are introduced to supervision theoretical frameworks and models, as well as roles and relationships of supervisors and supervisees. In addition, cultural relevance and strategies for providing culturally competent supervision are also emphasized. During supervisor training, supervisor skill development is a focus, as well as the assessment of supervisees related to their developmental level. Through training, opportunities for practical application are given through activities within training sessions. Once a doctoral CA has completed supervisor training, continual support and training is given through their continued supervision. Once a trained supervisor begins supervising, a staff member will continue to provide supervision to the doctoral supervisor to aid in continued skill and knowledge development. As in CA supervision, the supervisor and supervisee in the new role of supervisor, work collaboratively to assess strengths and areas of further development, which is used to develop an ILP. At mid-term and the end of the semester, an evaluation is completed by supervisor and supervisee, which aids in the development of amended or future ILP development.

### **Evaluation of Career Advising & Counseling Services**

#### **Drop in services.**

Service and program evaluation allows for data to drive informed practice and practical theory application, as well as to provide potential areas for further research or training. Brief Staff Assisted Career Advising is evaluated annually through a post session questionnaire. Responses to the questionnaire were overwhelmingly positive (strongly agree or agree) with respect to ratings of the CAs' ability to build rapport (97%), the CA's perceived competence (99%), and whether the student would recommend advising services to another person (97%). The survey was created to allow us to disaggregate the data by topic or by the clients' self-disclosed presenting issue. Also assessed by the post advising questionnaire is student or community members' confidence in decision making (99% agree or strongly agree), and their confidence increased from the advising session. For consecutive years, all assessed areas have ranged from 89% (2013)– 99%, indicating that Career Advisors are adequately trained in CIP theory and brief interventions that increase clients' confidence in their ability to make a career decision. From these survey results we are able to identify areas of strength and weakness, which in turn drives Career Advisor and staff meeting/training topics.

#### **Individual career counseling.**

Each client who is provided career counseling services has completed an intake, which includes the Career State Inventory, which is a measure of the capability dimension of readiness and career decision state, a tenet of Cognitive Information Processing theory (Leierer et al., 2017). Clients also complete a Career Thoughts Inventory at the beginning of career counseling services or at intake, which examines dysfunctional thoughts related to career decision making across three dimensions: Decision Making Confusion, Commitment Anxiety, and External Conflict. Both of these assessments are given at the end of all career counseling sessions to measure change in the client's meta-cognitions and career decision state. This evaluation provides the counselor with a formal measure of change, along with informal evaluations performed throughout counseling services with a client.

### **Workshops.**

Presentations and workshops are provided by Career Center staff and Career Advisors to groups and organization on campus and in the community on topics such as Career Center Overview, Choosing a Major, or Conducting a Job Search. During each semester, every first year English class is visited by Career Center staff who provide students with an overview of the Career Center and ways to utilize career center services. Workshop and presentation attendees are asked questions via an online survey about the appropriateness and usefulness of the workshop, as well as which NACE competencies are discussed or focused on during the workshop. In reviewing the survey results from 2017, 97.6% replied that the presentation was helpful or very helpful. The Workshop Taskforce evaluates annually the number of requests on each topic to decide whether a topic may no longer be as relevant.

### **Experiential Learning**

The Experiential Learning Team ("EL Team") at Florida State University utilizes an embedded Career Liaison model to support student success by meeting them where they are on campus. With the goals of increasing opportunities and services enhancing student success, in 2014 the University funded the expansion of the long-standing, successfully embedded Career Liaison model to promote career readiness and serve students in the FAMU (Florida Agricultural and Mechanical University)-FSU College of Engineering. Career Liaisons were then hired and embedded in the seven largest degree-granting Academic Departments. To increase student engagement in high impact experiential learning opportunities, Career Liaisons deliver employability skills workshops, and host career panels and networking events linking students to local, state and regional employers. By 2016, additional Career Liaison lines were awarded, yielding ten embedded Career Liaisons in 2018.

The EL team collaborates with the Career Advising & Counseling (CAC) Team to increase student engagement in program offerings and the Employer Relations (ER) Team to expand national employer reach. The EL Team uses a registration system called Handshake to manage student engagement in programming and in 2017 advertised 8,511 experiential learning opportunities and 2,417 part-time jobs to students. The EL Team utilizes student talent by employing three Graduate Assistants. The EL Team manages programs facilitating student engagement in practical experiences and expanding skills beyond the classroom. The bi-annual Part-Time Job Fair connects students to local employers offering paid part-time employment. Since spring 2014, registration has doubled to include diverse employers and expanded student options.

In spring 2015, The Career Center launched the inaugural FSU Student Employee of the Year Award (SEOTY) to highlight and recognize contributions of 8,300+ on-campus Student



Employees. During National Student Employment Week, the Career Center hosts the SEOTY Ceremony. Nominations are accepted from faculty and staff to highlight student employee excellence in the areas of professionalism, initiative, customer service, and critical thinking. In 2017, 150 nominations were received representing diverse departments and divisions; a 100% increase from the inaugural year.

FSUshadow matches students with one-day job shadowing opportunities throughout Florida and the nation to help cultivate career-related decision-making skills and to help students gain knowledge and insight into a variety of career fields and industries. Since FSUshadow's introduction in fall 2016, student participation has more than doubled. The ProfessioNole Mentors Program connects students to professionals within the local and global community to learn about industry demands, career expectations, job outlook, and employment opportunities. Partnership with the Alumni Association has been key to expanding the Mentors database enrollment to 2,064 Mentors for 2017.

In 2017, the EL Team launched two programs designed to reduce financial challenges and encourage participation in high-impact internships. InternFSU launched in January 2018 and provides 100 paid, on-campus internship opportunities for undergraduate students across an array of disciplines. The Career Center received 1,448 applications for the inaugural program semester. The second program, Internship Fund, seeks to reduce financial barriers for students pursuing experiential learning opportunities, both paid and unpaid. This December, the Internship Fund awarded funding to nine students for their Spring 2018 internships.

To facilitate career development of students engaging in experiential learning opportunities, the Career Center offers two Experience Recognition Programs. Designed to help students understand the professional applications, theories, and concepts of their academic studies, the two Experience Recognition Programs facilitate goal setting through crafting learning objectives accompanied by mid- and end-of semester performance and skill development evaluation. Complementing evaluations are professional development articles relevant to the time of the semester, ranging from successful onboarding practices to tips for concluding an experience. At the conclusion of the semester, students enrolled in the Experiential Certificate Program (ECP) earn a certificate and students enrolled in the Experiential Recognition Program (ERP) earn transcript notation. In 2017, FSU officially mandated ECP and ERP as the only co-curricular option for completing the formative experience graduation requirement.

### **Employer Relations**

Employer Relations (ER) at Florida State University provides opportunities for employers and students to connect for career and professional development opportunities. Working under a 'Consultation Model' of service, the ER team actively listens to each employer's recruiting needs and builds a tailored on-campus recruiting program for each employer. Key services include an interactive Mock Interview Program, class presentations, Information Sessions (virtual), the Employer in Residence Program and 20 annual career fairs (STEM Career Fair and Seminole Futures are the largest fairs). Traveling to Tallahassee can present some logistical challenges, and thus the consultation model was designed to optimize the time employers spend on-campus recruiting. When asked what he was most proud of concerning the ER team, Program Director Calvin Williams responded that he is proud of the quality of the employers currently recruiting at FSU and the staff's ability to exceed employer expectations.

The ER team partners with Fortune 100 companies on a daily basis. The Garnet and Gold Partners provide additional resources and time to enhance career and professional development

programs on-campus. On-campus partners include faculty and staff, student organizations, as well as a partnership within the Career Center between the Experiential Learning team and the Career Advising and Counseling team. The ER team employs the use of technology such as Handshake, The Fairs App, LinkedIn for marketing and advertising and social media platforms for a seamless, integrated transition between employers and students. The ER team, in partnership with the Career Center, utilizes students through the Ambassador program, where they solicit student volunteers for career events and tabling opportunities. They employ federal work study students and graduate assistants while also partnering with student organizations and faculty advisors to educate students on career and professional development opportunities. The ER team utilizes metrics to establish yearly goals and measure progress towards the strategic plan, with the quality of service and employers being a key driver. One of the biggest challenges the ER team faces is the logistics of getting employers on-campus due to travel into a regional airport.

When looking to the future, the ER team wants to expand their footprint with the Employer in Residence program, expand both physical and virtual information sessions, and expand on the Mock Interview Program by partnering with on-campus offices such as Housing to do interviews. Described as the “business end” of going to college, ER wants to help students build connections between college and the world of work.

### **Center for the Study of Technology in Counseling and Career Development (Tech Center)**

One of the unique aspects of the FSU Career Center is a research center, The Center for the Study of Technology in Counseling and Career Development (Tech Center), developed in 1986 with a purpose of researching how computer applications might be designed and used in counseling and career development. Another purpose was empirically exploring cost-effective service delivery methods. Two co-directors, one based in the career center and the other based in academia, along with regular discussions among other faculty and career center service providers guaranteed an ongoing synergistic interplay between theory, research and practice. As a result, one of the primary outcomes of the Tech Center was the development of cognitive information processing theory (Sampson, Reardon, Peterson, & Lenz, 2004), which served as the empirically-supported model for service delivery within the Career Center. Over 30 years later, the Tech Center is still thriving under that original model, with internal and external research associates that work in collaboration to examine the applications of CIP and RIASEC theory to various populations and client issues. A CIP bibliography with 322 citations and growing, is updated regularly and available at [career.fsu.edu/sites/g/files/upcbnu746/files/20171109%20CIP%20Bibliography.pdf](https://career.fsu.edu/sites/g/files/upcbnu746/files/20171109%20CIP%20Bibliography.pdf). In addition, training tools for practitioners, including PowerPoint presentations and almost 50 technical reports, and client resources are available for free on the FSU Career Center Tech Center website, <https://www.career.fsu.edu/tech-center>. The work of the Center is institutional, state, national and international in focus. The Tech Center team meets monthly to evaluate ongoing and proposed research projects, and to consider concerns voiced by career practitioners in the career center about emerging client needs. A comprehensive project list focused on the topics of CIP theory, RIASEC theory, and technology, helps the team evaluate its effectiveness and set new goals, e.g., exploring the applicability of CIP theory in different settings to diverse

populations, the intersection of career and mental health issues, or the creation of valid and reliable career-related tools.

### **Other Career Services Operated on Behalf of the Office of the Director**

In addition to the services provided by the offices above, the Office of the Career Center Director also oversees several important services. Three of these include the professional clothing closet, the online career portfolio, and the Garnet and Gold Society. The professional clothing closet ([career.fsu.edu/ClothingCloset](http://career.fsu.edu/ClothingCloset)) is the result of a partnership with the FSU Professional Fraternity Council, with the key aim of providing students with free professional attire for their interviews, career fairs, and their work environment. The online career portfolio system ([career.fsu.edu/portfolio](http://career.fsu.edu/portfolio)), started in 2012, has had 98,346 unique users since its launch date. The vision for the career portfolio was to create a repository for examples of individual students' work as demonstrations of key employability skills. The portfolio can be shared by the student with desired employers, and is a unique way to go beyond a resume. The Garnet and Gold Scholar Society ([garnetandgoldscholar.fsu.edu](http://garnetandgoldscholar.fsu.edu)) was created to help students develop in five potential areas, including leadership, internship, service, international and research. Students must apply to the program and show engagement in three of the five areas prior to graduation, and are matched with faculty and FSU staff for advisement, to help them create and achieve goals specific to their career goals. They are then honored at graduation.

Social media and marketing are key ways to alert everyone to the events and opportunities that are available. In order to extend our reach, the Career Center markets their services and events on multiple social media platforms, including Facebook, Twitter, LinkedIn, Instagram, YouTube and Pinterest. We also try to make our services more personable and inviting by highlighting different staff through these venues. To mix some fun in the serious, we even have a Career Center T-Rex who shows up at various events and provides career tips.

### **Career Center Evaluation**

Evaluation occurs in a multi-faceted manner. Improving existing services and determining which new programs and services to launch requires ongoing evaluations. Because of the various moving pieces within our career center, we have multiple standing committees that oversee the products, service and delivery of key areas, including evaluation and making recommendations regarding future priorities. These committees and task force groups include the Leadership Team; Career Center Advisory; Library & Information Resources; New Programs, Systems & Technology; Research & Evaluation; Publicity & Communication; Development, Service & Recognition; Distance Learning; Workshop Task Force; Diversity & Inclusion; and Career Service Manager Taskforce Advisory. Proposals are made to the committees or by committee members, who evaluate and then make recommendations to the Director for approval. Committees also communicate approved projects to the entire staff at regular staff meetings.

### **Vision for the Future**

Our vision for the future is to continue providing high quality services to the clientele we serve, while also expanding opportunities in innovative ways. We will lean on empirically-based research studies in the career area to ensure we are using best practices as we work with our

clients. We hope to increase new and enhance existing partnerships and collaborations with employers, faculty, university personnel, and the community in hopes to provide a mutually beneficial relationship among our students and the needs of these groups. We hope to build opportunities to increase student readiness for career decision-making, employability, and graduate school opportunities. We plan to continue our investment in the next generation of career counselors and vocational psychologists through training opportunities for master's and doctoral students. We aim to use technology to enhance our current programs, and to explore how technology can extend our reach to distance students. Ultimately, we aim to be a center that contributes to the career development profession worldwide. For more information on our strategic plan, readers are referred to

[https://issuu.com/floridastateuniversitycareercenter/docs/strategic\\_plan\\_revised\\_may\\_2015](https://issuu.com/floridastateuniversitycareercenter/docs/strategic_plan_revised_may_2015).

### **Summary of the FSU Career Center: From the Eyes of the Director**

Career Centers today are changing. Emphasis on the return of investment for students are dominating strategic planning and shifting priorities for the profession. Leaders are being challenged to find strategic and creative ways to help students succeed in this changing workplace. Discussions and investments to switch career “work” from transactional to transformative; integrate robust reflection and engagement opportunities for all students; create a culture of innovation around career decision making; build and establish networks across all constituents; and facilitate university-wide programs that focus on student success dominate the new models of many Career Centers. Pressure to adopt new and innovative services, programs, and philosophies to provide all students curricular and co-curricular high-impact practices and career-ready pathways demand the energy and discussions of career and university committees alike. While these discussions are critical and essential, and maybe well overdue at many institutions, the perception that Career Centers have long ignored a differentiated, transformative, and student-centered approach is simply not true at FSU.

Do not get me wrong, the FSU Career Center is changing; we are expanding programs that have been used for decades such as job shadowing, internships and externships, alumni databases for informational interviewing and mentoring, exposure to and integration of career competencies and co-curricular pathways to provide all students access to this foundational element of career success. We are embedding career advising staff in academic units and partnering with our colleges to integrate our work. The results? Exposure to career resources for both students and academic partners, increased number of students who take advantage of the vast resources offered including major choice, exploration of occupations, and connectivity to employers and alumni. The Career Center and the University are investing time and energy in making sure that all students have the financial ability to engage in co-curricular experiences that sharpen their critical thinking, communication, leadership, work ethic, and intercultural competencies, and we are creating programs to support students' engagement both in and beyond the classroom. We are incentivizing students through financial assistance with programs like the Clothing Closet, Internship Fund, and InternFSU to support and engage students in experiential

learning and then we celebrate our students when they engage with recognition through the “Student Employee of the Year,” Student Success Stories, and the Garnet and Gold Scholarship Society. To many this work seems new. While the packaging and scalability reflect the commitment of our university and the larger impact we now have, FSU’s Career Center has always been on the frontier of career work that positively impacts students’ success.

FSU’s Cognitive Information Processing theory, applied to practice for over 40 years, is founded on what many centers now say are their priority, transforming students’ lives. Using a service delivery model that is unique for each student is not new. Helping students understand who they are and what occupations fit their values and interests through information gathering, assessment, reflection, and exploration is and has been foundational to our work. Providing students the necessary exposure and synthesis of career experiences, and teaching effective decision-making not only transforms a student in their first career choice, but it provides them a career management scheme that will support their entire career life.

Career centers are changing, we must if we are to support ALL students. However, the way in which we ground this work will remain unchanged, at least at FSU. Maybe as Bon Jovi sang “The more things change the more they stay the same.”

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**Dr. Deb Osborn** is an Associate Professor in the Educational Psychology and Learning Systems department at the Florida State University, and a Nationally Certified Counselor. She coordinates the MS/EdS career counseling program at FSU, and is also the coordinator for the Psychological and Counseling Services program. She is a Fellow of the National Career Development Association (NCDA) and the American Counseling Association (ACA). She is Past President of the National and Florida Career Development Associations. She received her PhD in Combined Counseling Psychology and School Psychology from Florida State University in 1998. Dr. Osborn's program of research includes three foci, including: (a) the design and use of technology in counseling, (b) innovation and effectiveness in counselor education; and (c) the design and use of assessments in career services. She has 43 peer-reviewed articles in national journals, 9 books, 13 book chapters, and over 95 state, national and international presentations on these topics. She is also a co-director at the FSU Center for the Study of Technology in Counseling and Career Development.

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**David Murphy, M.Ed., NCC**

David is a first year Ph.D. student in the combined Counseling Psychology and School Psychology program at Florida State University. David has a Master of Education degree in Counseling and Career Development from Colorado State University and a Bachelor of Arts degree in Biblical Studies/Theology from Covenant College. David has experience as a Career Counselor in several universities throughout Colorado and Utah and is currently working as a Career Advisor at the FSU Career Center. His research and professional interests include the intersection of mental health and career development, consulting psychology, the use of technology and assessment in counseling, the use of cognitive information processing, and the improvement of career services through the implementation of research, theory, and practice. In his free time, David enjoys mountain biking, hiking, reading, working out, and enjoying restaurants with friends.



**Ivey Burbrink, B.S. Psychology at The University of Georgia**

Ivey Burbrink is a first year graduate student in the combined M.S./Ed.S Career Counseling program at Florida State University. She currently works as a co-instructor and a career advisor at the FSU Career Center as well as at the FSU Athletics Department. Her jobs include providing career services to college students including student-athletes, alumni, and community members. Ivey's research interests include the connection between career and mental health and career

development in student athletes. Ivey plans to continue her education by applying to counseling psychology doctoral programs in order to further her research interests and become a licensed counseling and sport psychologist. Ivey enjoys cooking, exercising, spending time with her family and friends, and attending FSU sporting events.



**Myrna Hoover** is the Director of the Florida State University Career Center and has over 32 years of career services experience. In this role, she leads a team of 39 professionals and 30 paraprofessionals who provide comprehensive career services to both students and alumni and coordinate university wide recruitment and employer relations programs. She has presented at national, regional and state conferences on best practices for both career services and employer relations, and has served as a program reviewer of university career centers at the national level. Myrna co-authored, the National Career Development Association published monograph, *Employer Relations and Recruitment: An Essential Part of the Postsecondary Career Services*. She is a Lifetime Honorary Member and past president of the Florida Association of Colleges and Employers and the recipient of that association's 2002 Brownlee Award for outstanding service and excellence in the field of career services. Myrna served on the Product Development team for the Career Services Manager software developed by NACE and Direct Employers and served for three years as one of the seven "Go Team" consultants for NACE. She has also served on several NACE taskforces. During her career, she also taught Public Speaking and Business Communication at Valdosta State College and Florida State University. Prior to her work in the career services field Myrna was an Instructor and the Director of Forensics at Manatee Community College. Myrna has a Master's degree in Communication from Florida State University.