

From Then to Now:

*Career Counseling Training and Supervision
for the Next Generation of Counselors*



National Career Development Conference 2013

Kathy Dorsett, Ed.S., NCC

Seth Hayden, Ph.D., LPC, NCC, ACS

Janet Lenz, Ph.D., MCC, NCC

Agenda



- ☞ Overview / Setting / Context
- ☞ External Groups
- ☞ Operations
- ☞ Challenges / Considerations
- ☞ Top Tips
- ☞ Questions



Overview



☞ The Setting/Context

- ☞ Division 1 Research University
- ☞ CACREP-accredited program
- ☞ Long history of collaborative efforts between academic program and student services unit



Overview



❧ Career Center has long commitment to training, reflected in its mission statement:

❧ The mission of The Career Center is to:

❧ 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.



External Groups



- ❧ A few unique elements of the FSU CC keep things very interesting
 - ❧ Department within the division of Student Affairs
 - ❧ Masters and doctoral counselors-in-training
 - ❧ close affiliation with academic department

- ❧ This requires us to account for several different considerations.
 - ❧ APA -
 - ❧ CACREP – Section III
 - ❧ NACE – Section II – Program Components: Career Advising

CACREP – Section III



- ❧ A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:
 - ❧ 1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
 - ❧ 2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.
 - ❧ 3. **Relevant supervision training and experience.**

External Groups



- ❧ B. Students serving as individual or group practicum student supervisors must meet the following requirements:
 - ❧ 1. Have completed a master's degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.
 - ❧ 2. Have completed or are receiving preparation in counseling supervision.
 - ❧ 3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.

External Groups



- ❧ C. Site supervisors must have the following qualifications:
 - ❧ 1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
 - ❧ 2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
 - ❧ 3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
 - ❧ 4. **Relevant training in counseling supervision.**

CA Training



- ☞ Overview / Setting / Context
- ☞ CA Training
- ☞ Supervision / Training Meetings
- ☞ Colloquiums / Guest Speakers
- ☞ Participation in CC events

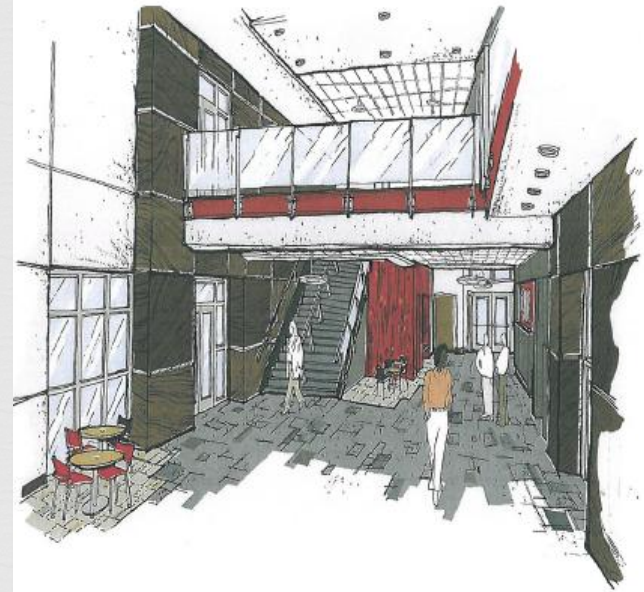


Supervisor Training



- ☞ Overview / Setting / Context
- ☞ Supervision Summits
- ☞ Supervision Manual
- ☞ Evaluation
- ☞ Supervision Boot Camp

Supervision Manual



Spring 2013

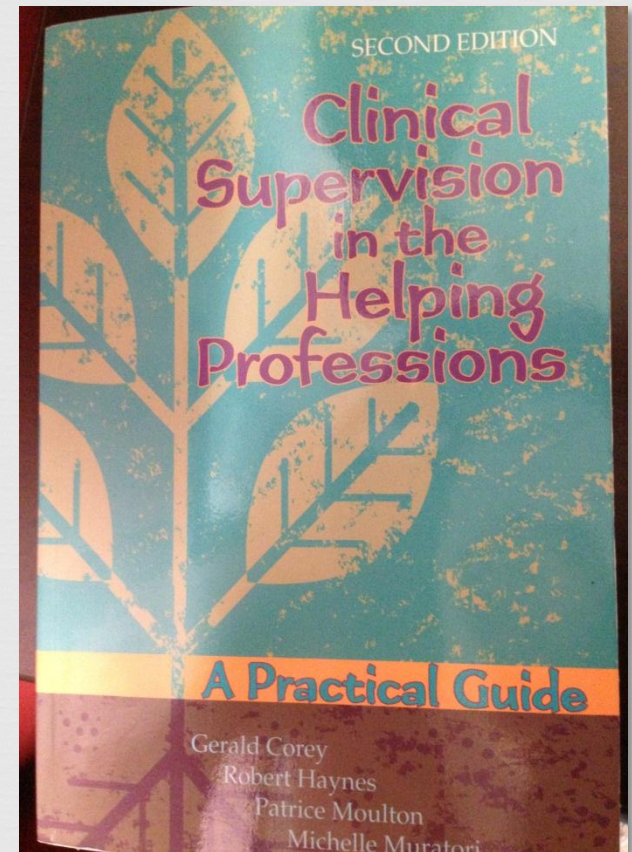


The
Career Center
linking futures

Supervision Boot Camp



- œ (6) Upcoming Supervisors
- œ Supervision Manual & Checklist
- œ (6) Weekly Group Meetings
- œ Text
- œ Pre/Post Test & Feedback



Supervision Training Feedback

- ∞ Collected quantitative and qualitative feedback
- ∞ Overall average growth of almost .52 on 4 point scale.

“An introduction to the supervision contract and disclosure statement: my ‘philosophy of supervision’ was a great clarifying tool.”



“Group processing/discussions, case studies/scenarios, checklist items, role-plays”

“Having it at the end of spring semester during busiest two academic weeks. I feel I could have immersed myself deeper in more readings if it were at a less busy time.”

Professional Development



- ☞ Presentations & Workshops
- ☞ Teaching Experience
- ☞ Professional Associations
- ☞ Writing Collaborations
- ☞ Portfolios



Challenges & Considerations



- ❧ Collaborative efforts more difficult when there are multiple sites
- ❧ Buy in needed from the service delivery unit and senior administration
- ❧ Providing space onsite for faculty
- ❧ Balancing service delivery setting needs against academic and accreditation requirements
- ❧ “Unevenness” in site supervision

Top Ten Tips



1. Have a regular meetings between all parties involved to exchange ideas and address concerns
2. Share policies (e.g., CACREP standards), documents, and other relevant information that impacts training & supervision
3. Meet with students jointly to share expectations
4. Offer to do in-service trainings at the site(s)
5. Attend counselor staff development meetings at the training site

Top Ten Tips



6. Exchange resources that can contribute to professional development
7. Have the site manager make a presentation in a class about practicum and internship opportunities
8. Look for ways to make handling paperwork and other documentation requirements easier
9. Collaborate on publications and presentations
10. Remember the shared goal of mentoring the next generation of professional counselors

Thank You!



For more information:

Please visit the **Center for Study of Technology in Counseling and Career Development** website at:

<http://www.career.fsu.edu/techcenter/>

The screenshot shows the homepage of the Center for the Study of Technology in Counseling and Career Development. At the top, there is a navigation bar with links for "first time user?", "help | about us", "site map | index", and a search box. Below the navigation bar is a "home" button. The main heading reads "Center for the Study of Technology in Counseling and Career Development" with the tagline "Welcome! What brings you here today?". The page is divided into two main columns. The left column lists user roles: "Individual" (seeking information about career and education choices), "Student" (learning how to design and deliver career resources and services or exploring graduate study at FSU), "Instructor" (teaching a career development or planning course), "Practitioner" (delivering career services or creating career resources), "Researcher or program evaluator" (examining the delivery of career resources and services), "Policy maker or senior administrator" (interested in the cost-effectiveness of career services), and "Developer of computer applications" (used in the delivery of career resources and services). The right column is titled "What's New" and lists recent updates: "May 2013 Social Media in Career Services", "February 2013 CIP Bibliography", "December 2012 Career Counseling for Veterans", "November 2012 Readiness Assessment Measures Update", "October 2012 IAEVG 2012", and "June 2012 HCDA 2012".

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.

