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
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
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.
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.
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
Supervision Boot Camp

- (6) Upcoming Supervisors
- Supervision Manual & Checklist
- (6) Weekly Group Meetings
- Text
- 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
- “Uneveness” 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
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/