Taking your Career Counselling Services ONLINE

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MixtMode

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TAKING YOUR CAREER COUNSELLING SERVICES ONLINE...
What does the notion of online convey to you?

What opportunities and challenges does this way of thinking bring to your work?

What questions are you bringing to the session?

Session Focus

- Situate the use of Information and Communication Technologies (ICT) within career development practice and research
- Explore design factors that influence effective delivery models
- Discuss online practice approaches that create engaged & interactive Career Development Services
- Consider the Field Implications of ICT
- Create a Personal Vision for integrating Online Services
“An opportunity to give more guidance to more people, more often at a distance” (Offer et al, 2001, Madahar, 2)

Career learning & counselling that takes place using an electronic web-space, where the helping relationship occurs through the use of synchronous and a-synchronous communication methods (Goddard, 2007)
Career Interventions

Purposefully focused effort to enhance an individual’s career development skills to enable an individual to make better career related decisions (Spokane & Oliver, 1983)

Guichard (2003) recognizes that these decisions expand beyond career choice to include decisions one makes in work-life transition a life span and in the social meaning making of one’s existence

Uses of Technology in Career Services

- A tool
- An alternative
- An agent of change

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<td>1. Deliver Information</td>
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<td>2. Provide an Automated Interaction</td>
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<td>3. Provide a Channel for Communication</td>
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ICT CAREER GUIDANCE
ADOPTION MODELS

to approximate
face-to-face

OR

to embrace
new methods
Adoption Models

Independent and Integrated Websites

Computer Assisted Career Guidance Systems

Ask an advisor, via email, live chat or phone

Social Forums for Users to share like experiences

Interactive Online Interventions
Web Technologies

Communication Tools
- email, phone
- Skype
- instant messaging
- Google (Gmail+)

Information Sharing Tools
- websites
- podcasts
- YouTube & Vimeo

Web Meeting Tools
- WebEx
- GoTo Meeting
- Adobe Connect

Social Media
- LinkedIn
- Facebook
- Enterprise Social Media
- Blogs

Learning & Counselling Platforms
- Moodle
- Blackboard
- eVolve

Databases
Technology & Human Services

Key Considerations

- Security of Services (technical & organizational)
- Confidentiality of Communications
- Data Storage & Retention (live sources and back-ups)
- Commercial Access to Data
- Use of Cookies
- Unsolicited Communication
- Technical Auditing

This image has been adapted from: Kraus, Zack and Stricker (2004) *Online Counselling: A handbook for mental health professionals*
What works?

Convenience & Flexibility
Satisfaction
Disinhibition
Written Communication
Working Alliance

The research case for online counselling
Why Design?

“Creating an environment for interaction and learning to occur”

Littleton & Hakkinen, 1999

Key Factors

- Policy Priorities
- Field Competencies
- Technology Access
- Theory-of-Practice
- Learning & Outcome Goals
Risks of Poor Design

- Unclarified or unintended Outcomes
- Ineffective technology and service approach
- Misinterpreting the capabilities of users
- Insecure information storage
- Inadequate buy-in from stakeholders
- Allowing technology to drive theory of practice

Activity
Defining eGuidance

Purpose of Guidance

- Self Awareness
- Opportunity Awareness
- Decision Learning
- Transition Learning
- Developmental Career Learning
- Action Planning
## Purpose of Using Technology

- Extend access across time and space
- Integrate new methodology to meet Client development needs
- Store the guidance intervention to revisit as a life-span support
- Share the guidance workload across regionally distributed Practitioners
- Provide access to “experts”
- Cost Savings

## Communication Technology

- Private Messages
- Pre-fabricated questions
- Written text
- Video messages
- Audio messages
- Chat
- Text Messaging
- Video conference
- VOIP
- Peer-to-peer public posting
- Peer-to-peer private messaging
- Social communication tools (twitter, FB, blogs, YouTube)
Defining eGuidance

Client Point of Engagement

- Repetitive: combine tools with the largest number of points of access - support two directional initiation
- On demand - Client Initiated: present tools designed to elevate "presence of counsellor" and easy, short access points for client
- Mandatory: emphasize tools designed to support counsellor initiated guidance and rapport building
- Multiple: introduce tools that can be coupled with f2f guidance
- Public Guidance: social tools that communicate to many at once

Counsellor’s Actions

- Assessing needs
- Administrating assessments
- Sharing resources
- Presenting concepts
- Generating ideas
- Providing feedback
- Developing career tools
- Modeling techniques
- Practicing techniques
- Referring to services
Defining eGuidance

## Protocols

- Ethics
- Privacy
- Policies
- Security

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<th>PURPOSE</th>
<th>COMMUNICATION TECHNOLOGY</th>
<th>CLIENT POINT OF ENGAGEMENT</th>
<th>COUNSELLOR’S ACTION</th>
<th>PROTOCOLS</th>
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<td>🎂 Self Awareness</td>
<td>✅ Private Messages</td>
<td>□ Repetitive: combine tools with the largest number of points of access - support two directional initiation</td>
<td>□ Assessing needs</td>
<td>☑ Ethics</td>
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<td>🎂 Opportunity Awareness</td>
<td>✅ Pre-fabricated questions</td>
<td>□ On demand - Client Initiated: present tools designed to elevate &quot;presence of counsellor&quot; and easy, short access points for client</td>
<td>□ Administering assessments</td>
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<td>🎂 Decision Learning</td>
<td>⚫ Written text</td>
<td>□ On demand - Client Initiated: present tools designed to elevate &quot;presence of counsellor&quot; and easy, short access points for client</td>
<td>□ Sharing resources</td>
<td>☑ Privacy</td>
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<td>🎂 Transition Learning</td>
<td>⚫ Video messages</td>
<td>□ On demand - Client Initiated: present tools designed to elevate &quot;presence of counsellor&quot; and easy, short access points for client</td>
<td>□ Presenting concepts</td>
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<td>🎂 Developmental Career Learning</td>
<td>⚫ Audio messages</td>
<td>□ On demand - Client Initiated: present tools designed to elevate &quot;presence of counsellor&quot; and easy, short access points for client</td>
<td>□ Generating ideas</td>
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<td>✅ Action Planning</td>
<td>⚫ Chat</td>
<td>□ On demand - Client Initiated: present tools designed to elevate &quot;presence of counsellor&quot; and easy, short access points for client</td>
<td>□ Providing feedback</td>
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<td>⚫ Text Messaging</td>
<td>□ On demand - Client Initiated: present tools designed to elevate &quot;presence of counsellor&quot; and easy, short access points for client</td>
<td>□ Developing career tools</td>
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<td>⚫ VOIP</td>
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<td>□ Practicing techniques</td>
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<td>⚫ Peer-to-peer public posting</td>
<td>□ On demand - Client Initiated: present tools designed to elevate &quot;presence of counsellor&quot; and easy, short access points for client</td>
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<td>⚫ Social communication tools (twitter, FB, blogs, YouTube)</td>
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What considerations will factor in your design?
Pedagogy for Career Learning

- **Information (content):**
  Explore relevant career guidance concepts

- **Personal Application:**
  Engage in activities to apply concepts to self

- **Interaction:**
  Communicate with e-Practitioner and/or online participants

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Service Delivery Models

- Course
- Value-Add
- Blended
- Variable
Scoping Service Model

Depth of Content

3. Comprehensive Content
2. Themed - Bite-Sized Content
1. Personalized Content

Technology Requirements

Counsellor Engagement

A. Self-Directed
B. Light Guidance
C. In-depth Guidance

EXAMPLE OF SERVICE MODELS
CANADA
<table>
<thead>
<tr>
<th>Subject</th>
<th>Career Planning</th>
<th>Work Targeting</th>
<th>Work Targeting &amp; Job Search</th>
<th>Job Search – age 55+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Decision Learning</td>
<td>Opportunity Awareness</td>
<td>Decision learning &amp; Action Planning</td>
<td>Transition Learning</td>
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| Structure     | ▪ Self-Referred  
▪ Cohort  
▪ 4 weeks/25 units | ▪ Self-Referred  
▪ 2hrs in-person / 2 week online  
▪ 4 units | ▪ Case Manager referred  
▪ 35 unit library | ▪ Self-referrred  
▪ 10 weeks / 9 units |
| Tech Purpose  | Extend Access    | Integrate new methods | Share guidance across region | Integrate new methods |
| Client Engagement | Repetitive Access  | Multiple Access | Repetitive – sometime mandatory | Multiple Access |
| Depth of Content | Comprehensive  | Comprehensive  | Personalized  | Bite-sized |
| Depth of Guidance | In-depth  | In-depth  | In-depth  | Light |

**Video**
“In order for questioning of personal assumptions and self-reflection to occur, the environment must provide the support and the ability to dialogue and critically reflect on the material presented and on the self”.

Cranton, 1994
Practitioner Curiosities

What supports the formation of Practitioner relationships online?

What can happen to make online guidance engaging and productive?

What has to be present to make it ethical?

How can this work be rewarding?

What are your questions about practice?

Benefits of Text-Based Counselling

Records the Client’s current career story

Access and timing is controlled by Clients, within a systematic structure

Allows for thoughtful reflection and review for Practitioner and Client

Client and Practitioner have the opportunity to co-construct and make meaning through the process

Targeted resources support personalized career learning

Perspectives can be revisited throughout the process

Revised career stories can be captured and potentially stored for life-span service
E-Practitioner Roles

**Guidance & Counselling Skills:**
ability to transfer from f2f to online

**Digital Skills:**
- social
- personal
- cognitive
- technical

**E-Business Skills:**
ability to conceive how to integrate ICT to enhance or improve guidance and business opportunities

**ICT Management Skills:**
ability to design, develop and maintain web-enabled systems

E-Practitioner Competencies
The Online Counselling Relationship

Onboarding

Building Rapport

Creating a Mattering Climate

Interactive Counselling

Ethical Practice

ETHICAL PRACTICE
Ethical Considerations

- Adhere to your ethical codes & standards of practice.
- Ensure informed consent, share limits of confidentiality, & educate clients on security and legal jurisdiction.
- Provide honest, detailed information about practitioners; ensure alternative contact methods are provided; and include information about local f2f support services.
- Store online information with passwords, using encrypted software, in a secure physical space.
- Remember the core conditions for Client-centred counselling:
  - the counsellor offering and the client receiving acceptance,
  - Empathy
  - Genuineness.
- Understand any jurisdictional and cross jurisdictional matters that could impact your scope of practice.
- Ensure Supervision is provided to Online Practitioners and that Clients have an alternate contact within the organization should they have any concerns.

Ethical Guidelines

- NCDA Guidelines for Internet Use
- International Society for Mental Health Online. (2000). Suggested principles for the online provision of mental health services.
- Canadian Standard and Guidelines for Career Practitioners.
Onboarding

- Convey **vision, commitment and quality** in marketing materials
- Design **effective intake and registration** processes
- Provide an overview of what the online engagement will look and feel like
- **Make yourself visible** through photos, bios & videos
- Share **working timelines** and contact options
- Demonstrate **enthusiasm and confidence**

Building Rapport

The rapport between Practitioner and Client in cyberspace is developed not by reacting to another person’s physical presence and spoken word, but by entering the client’s mental constructs via the written word

*(Anthony, K. 2000, p.626)*
Creating a Mattering Climate

1. **Visibility** – Being noticed by another person
2. **Sense of Real Importance**
3. **Opportunity to Offer Help**
4. **Belief in the Personal & Professional Relationship with the Practitioner**

**PLEASE Acronym for Mattering**

- **P – Protecting**
  - Ensure that the online space is secure, confidential, authentic and designed in accordance with any public funding requirements.
  - Follow through on all of your stated intentions and commitments
- **L – Listening**
  - Pay attention to: word selection, tone and structure of the written communication; activities engaged in; spaces of inactivity, patterns of participation to understand a Client’s story.
- **E – Enquiring**
  - Engage with the Client in text-based exchanges to express interest, seek clarifications and demonstrate a real curiosity about the events in a Client’s life.
- **A – Acknowledging**
  - Demonstrate awareness of Client presence and engagement through various communication channels. Provide additional resources to meet the Client’s unfolding development process.
- **S – Supporting**
  - Express encouragement as Clients arrive and begin an online program; begin completing activities and share reflections with you.
  - Highlight a Client’s progress by linking back to earlier perspectives shared within the development process – be specific in the feedback.
  - Encourage Clients to share learning’s and perspectives with other Clients (if in a group – and with appropriate boundaries)
- **E – Exchange**
  - Some self-disclosure can be done early in the process through the use of pictures, videos and biographies.
  - Also consider opportunities for appropriate self-disclosure related to technical navigations/issues along with employment/career related experiences.

Purposeful Online Guidance

Notice online cues and engage proactively and with curiosity:
- Share observations by summarizing, linking, questioning and expanding the dialogue.
- Enquire about and revisit the development and changes in clients’ online narrative... providing constructive support in the authoring of their career story.
- Revisit development goals.
- Ask to learn.
- Share observations of clients online engagement patterns with curiosity to determine life patterns or where support may be required.

Counselling in Text

“...when I write, I think”

- Think about your client – their goals, where they are in their process – scan earlier communication.
- Assess the clients’ and your own emotional and cognitive frame of reference.
- Assess your available time and the urgency of the situation.
- Consider the most effective communication strategy for the situation.
- Develop a ‘matching’ strategy with clients.
- Consider tone, clarity & rhythm in your message.

Bolton, G. et al. (2004)
Interactive Counselling Strategies

- Clarifying
- Paraphrasing
- Summarizing
- Sharing Information
- Open-ended Questioning
- Supporting
- Strength Challenge
- Observing
- Self-Disclosure

YOUR TURN TO PRACTICE
In the Client’s Own Words...

“Indeed I was a little anxious in the beginning but once I got used to how the program was designed, I was amazed!”

“It was cool to have her comment directly on what I wrote and be given the opportunity to write back. It was good to look back on what we wrote as it can be easy to forget exactly what was said.”

“I like the fact that the workshop was on computer. This helped to get more of my thoughts down and I did not have to sit in a classroom and listen to people go over and over stuff I already know.”

“Reflections made me focus on what was relevant at the time – it gave me an opportunity to expand my ‘thinking’ on each topic and really reflect on how it relates to me.”

“The activities and reflections are very encouraging. I feel like this is going to be quite the journey of self-discovery.”

“This unit was fantastic at putting all the hopes and dreaming from previous units into perspective and a timeline.”

“She posted and called exactly when she said she would, and she was always up to date with where I was at in the course. She always very promptly answered any questions that I had.”

Imagine you’ve delivered an online service to some of your Clients...

Write what you hope they would say about their experience?
Who’s Engaging and What’s Working?

Client Participation Research

Demographics
- 18 - 29 year olds – 19%
- 30 - 39 year olds – 36%
- 40 - 49 year olds – 27%
- 50 - 64 year olds – 17%
- 65+ - 1%

Effect of Online Learning/Counselling Processes
- Reflective online dialogue with Practitioner – 100% effective
- Completing Application Activities – 91% effective
- Practitioner Engagement & Effectiveness – 87% Exceeded Expectations
- Ability to personalize the learning experience – 86% effective
- Private Messaging – 72% effective
- Discussion Forum with other Participants – 37% effective
Career Services need to meet Clients where they are

Program and organizational policies and ethical codes need to adjust to address the use of online practice

Training is needed for Career Practitioners and Supervisors

Secure technologies need to be developed/sourced for human services delivery

Greater research on what works, for whom is required
eVolve Technology Development: 
The Long and Winding Road
Creating Your Vision

Think Big and sketch an ideal online environment for your Services.

Think about:

• Sharing information
• Helping clients apply their learning
• Interactive Communication Opportunities

Thank you!