Cross Border Seminar

Conference contributions
"Professional Care for Counsellors –
– Who Cares for Those Who Care"

euro | guidance

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"Professional Care for Counsellors –
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Vzdelávanie a kultúra
Program celoživotného vzdelávania

Conference contributions

Professional Care for Counsellors –
– Who Cares For Those Who Care

Cross Border Seminar 2010, Bratislava 15 – 16 April

Euroguidance network
Austria, Germany, Hungary, Czech Republic, Poland, Slovenia
and Slovak Republic

Education and Culture DG
Lifelong Learning Programme

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Foreword

Idea of Cross Border seminars came into existence in 2005 as an initiative of Euroguidance centres of three neighbouring countries – Austria, Czech Republic, and Slovakia. Main objectives were not only joining EG centres and their cooperation in common activity, but also meetings and networking of practitioners and policy makers from the field of guidance from cooperating countries. To provide participants of the seminar with the broadest possible perspective on chosen topics all centres were involved in programme planning and preparation. This way, seminar could get together national experts and offer presentations of trends and topics actual in all countries. In years 2005 – 2008 three Cross Border seminars were realized within this cooperation with following topics: Psychological methods in career and vocational guidance in 2005, Transition from secondary schools to the world of work in 2006, and Guidance in institutions of higher education in 2007. In 2009 three other countries – Germany, Hungary and Slovenia – were involved in preparation and organization of Cross Border seminar with the title Career guidance without barriers. This broadening of cooperation proved to be meaningful as more interesting workshops, speeches and discussions could take place. Therefore we continued in this cooperation also for Cross Border Seminar 2010 and another new country – Poland – joined this initiative, too. Cross Border seminar became this way an event involving majority of Central European countries. Participants could profit from information, experience and good practice exchange that was based on mutual understanding as the situation in the participating countries is quite comparable due to common grounds in guidance and somewhat similar social-historic development.

Cross Border Seminar 2010 was dedicated to professional care for counsellors with subtitle Who Cares For Those Who Care. Professional care for those who daily deal with problems and needs of others (such as guidance practitioners, school counsellors, psychologists, etc.) is often neglected as it is seen as secondary to field of guidance. However, personnel are the core essence of all these services. Also professionalization of guidance counselling is not possible without paying particular attention to training, education and personal needs of practitioners. Some of these points were emphasized by keynote speakers Š. Grajcár (Central Office of Labour, Social Affairs and Family) and Š. Vendel (University of Prešov in Prešov). Also nine workshops offered during the seminar dealt with these topics. Stressful situations in career guidance and coping with them were discussed in two workshops (A. Kalbarczyk – PL, H. Hudabiunigg – AT). B. Gogala (SL) and I. Valkovič (SK) presented supervision in national contexts. Training opportunities and support of competencies for career guidance counsellors in different areas were themes in workshops led by A. Slowik (PL), S. Fritz (AT) and L. Novosad with B. Čalkovská (CZ). One workshop was dedicated to ethics and ethical dilemmas (D. Kopčanová – SK). This year the seminar was enriched by special workshop targeting directly policy issues. Representatives of National Guidance

forums and ELGPN presented actual developments in their countries and proposed common goals for further cross-border cooperation regarding research and professionalization of guidance counselling. Interactive ways of work, discussion, and exemplifications guaranteed practical orientation of the seminar what was appreciated above all by practitioners.

As we believe interesting information and outcomes of the seminar should be further spread among guidance practitioners and other experts we decided to collect contributions from workshop leaders and keynote speaker. We hope you will find inspiration and new stimuli in these texts.

Career guidance and counselling: Status Quo

Štefan Vendel, University of Prešov in Prešov

Mission

Vocational guidance and career counselling is a specialization within the profession of co-unselling, one that fosters career development and work adjustment of individuals at each life stage. Guidance counsellors assist individuals to make suitable and viable choices.

Assistance with life-planning is a function that belongs to professional counselling from its very beginnings. The progenitor of professional counselling, the Guidance Movement really came out of the conviction of many guidance pioneers that human beings, particu-larly young people, desperately needed help in planning of their entry into complicated, confusing world of work.

Thus vocational and educational planning activities are virtually at the core of profes-sional counselling's legacy from the past. However, in the recent years it has seemed that many counsellors strangely turned away from vocational/educational counselling and life planning as from activities that are somehow unworthy of their time and attention. Nothing could be further from truth. Vocational life is a wellspring of some of the most pernicious problems and at the same time one of the most fulfilling satisfactions that con-temporary life can afford.

For individuals, who fail to cope adequately with the demands of vocational life and to achieve minimal success and satisfaction from work, it becomes almost impossible to achieve adequate levels of self/esteem, autonomy, or independence. A chronic failure in coping adequately with one`s vocational life almost certainly leads to increased crimina-lity. Anxiety and depression are both triggered and exacerbated by experience of stress, frustration, and failure in the work place. Many of the major developmental crises that people experience in the course of their lives are centred around challenges and discon-tinuities that affect their vocational role. Any attempts to provide professional help to an adolescent or an adult which ignore his or her vocational life are almost bound to be partial and superficial.

The rapid changes that are now occurring in the organization of work and the arrange-ment of occupations as well as the increasing globalization of the workforce reaffirm histo-ric mission of career counselling's in helping individuals to adapt to societal expectations and personal transitions in their work lives.

Career counsellors are employed in settings as varied as schools, universities, compa-nies, advisories, community agencies, and government offices. They provide career ser-vices through the life cycle, including vocational guidance, work adjustment, career edu-cation, job placement, occupational information, academic advising, position coaching, employee assistance, retirement planning, vocational rehabilitation, and organizational consultation.

In one of the texts devoted to career counselling, in the book *Applying Career develop-ment theory to Counselling*, its author R. Sharf emphasizes importance of career counselling with the apposite words: "*Knowledge that several hours spent with counselling can change*

the outcome of an individual`s life is an exciting challenge for a career counsellor. There are many types of counselling, such as personal and crisis, as well as psychotherapy, but only a few counselling situations are apt to have as potentially far-reaching effect as career counselling."

Training in career development and career counselling

Probably nothing can be more important than providing of an adequate training to future career counsellors in order to meet the challenges.

The study "Relation of Type and Amount of Training to Career Counselling Self-Efficacy" conducted in 2004 in Italy examined the relation of self-efficacy to length and type of training in a sample of Italian career counsellors. Findings indicated that amount of career counselling training was positively related to counsellors' self-efficacy regarding their abilities to conceptualize vocational problems, deal with career indecision concerns, and provide educational counselling. In addition, counsellors who had participated in an in-service training course that was focused on social cognitive/learning theories reported stronger self-efficacy regarding their skills in vocational problem conceptualization and educational counselling than did those who received more eclectic training.

Some analytics regard the current state in career counselling in which the training is provided by counselling departments as significant weakness. There is a widespread perception that career counselling has been marginalized because of disinterest among both faculty and students. Educators in the field of counselling seem indifferent to career counselling. A startling example of this indifference occurs in a text called *The Handbook of Counselling* (Locke, Myers, & Herr, 2001), in which "career counselling" is absent from all 44 chapter titles and scarce in the index. The specialization that originated the modern field of counselling by differentiating itself from social work is now marginalized.

Of course, part of the indifference among educators in the field of counselling may reflect the interests of their students who shun career counselling courses as they concentrate on family therapy, community counselling, mental health counselling, and substance abuse counselling. It is unfortunate, given the contemporary need for counsellors to help individuals adapt to dramatic changes in the economy and occupational structure.

Despite this societal need – and probably because of disinterested faculty and uninterested students – many education programs for counsellors offer only one course in career counselling, and often that course is taught by an adjunct instructor or new assistant professor. Only a small number of programs offer a second course or an advanced practicum in career counselling. The programs that do offer a second career course find it difficult to identify a suitable textbook. Thus, Euroguidance association should develop training materials to improve courses and publish more materials for advanced courses.

Emphasizing training standards and competencies is an important part of this work. Such action is particularly important in light of the emergence of "*substitute practitioners*." Given the societal need for career services, coupled with the disinterest of the counselling profession at large, career coaches are flourishing, and Internet sites offering career help

are proliferating. Some analytics lament over the "deprofessionalization" that goes with the "anyone can do it" mentality of coaches and designers of Web sites. Partly in response to this situation some counsellors call for the profession to help the public differentiate between professional career counsellors, career development facilitators, and career coaches.

In summary, counsellors respond positively to their training programs. Both faculty and training programs that reflect support for vocational psychology appear to be the most effective in engaging counsellors in career counselling activities. It is, therefore, not surprising that after participating in a counselling training program counsellors report more positive feelings about career counselling and more positive comments about their self-efficacy as career counsellors.

Supervision

Together with the training there is a need for supervision for counsellors working with clients. Everyone has its own individual flaws and blocks and career counsellors should receive appropriate supervision to ensure that these do not adversely affect their work. Together with continuing learning opportunities (perhaps through training and attending professional meetings), supervision is important for the career counsellor's development. Career counselling is a demanding occupation and counsellors need to look after themselves between, during and after sessions with clients. Good support from fellows is necessary to improve methods, share areas of common interests, pool knowledge, and to reduce isolation. In addition, supervision plays a supportive role for the counsellor.

Constant self-monitoring and examination of the career counsellor's own work, which may usefully draw on feedback from clients is also important.

Practicing counsellors can audio tape counselling sessions and receive supervision from more experienced fellows. The more experienced counsellors are able to role model for the less experienced ones. The practicing counsellors can also receive frequent feedback from their colleagues as they share case presentations in seminars whereby the practicing counsellors can profit from the cumulative expertise of all those involved in the praxis.

Competencies needed by counsellors

Primary areas (Competencies that guidance/career counsellors should possess in order to assist clients with their career development needs) covered in major texts for a beginning courses in career counselling are:
◘ Career development theories
◘ Career assessment
◘ Career information resources
◘ Career development programming
◘ Field experiences
◘ Career interviewing/Career counselling competencies

Practitioners encounter a diverse group of clients. *Together with* the primarily undergraduate population seen in the educational counselling centres, most of the clients in the work offices are middle-aged. Because of this, client demographics cut across age, race, gender, and levels of socio-economic status. Since guidance counsellors will likely be working with diverse clients in the future, their experience with such clients can be critical for training goals. Let me to say some words concerning these and other points.

Theories: The application of career development theories to practice

Many of the analytics who examined the current status and imminent future of the career counselling profession identified its foundational theories as a major strength.

Practitioners more readily accept some theories because they offer practical guidance. Osborn and Baggerly (J. of Career Development, 2004) looked at school counsellors to determine their preferred career counselling and testing activities. In their work, the school counsellors who were studied mostly preferred to use trait-factor theory, which in this study included Holland's theory. Person-environment correspondence theory and cognitive information processing theory were also preferences. However, this study indicated that school counsellors spent limited time doing career development work.

In the study of Chris Brown from 2002, participants – CC practitioners – responded to the question: "*What if any career counselling theory/theories do you use?*" 55% identified 2 to 3 theories that informed their work. Most noted were Holland, Super, Social Learning/Cognitive theories. Holland's RIASEC theory is the most popular, perhaps due to the number of applicable tools, such as the *Self-Directed Search*.

Practitioners indicated that they applied career theory to practice by (a) using assessment instruments, and (b) conceptualizing client issues from the basic theoretical tenets.

In addition, it has been suggested that practitioners likely applied career theory to practice by relating the theories to distinct career services (e.g., guidance, placement, education, counselling, etc.). In other words, career practitioners who provided vocational guidance used trait-and-factor theory to (a) interpret interest and ability assessments, (b) provide information regarding educational and vocational interests and (c) encourage career exploration, and suggest person/job fit options. For clients who were in need of career education services, developmental counselling models were used to orient the client to developmental tasks. Practitioners who provided placement services utilized Social Learning Theory to help clients secure employment in their chosen field by, for example, (a) reducing job search anxiety, (b) countering mistaken beliefs, and (c) increasing assertiveness.

The provision of career counselling from a theoretical framework is strongly recommended. Career development theories have definitely advanced and enriched the strategies and methods for helping people to deal with career concerns. In addition, research on career counselling and career testing is essential to ensure effective implementation of a career development program. Adherence to a counselling theory was indicated to be a major characteristic associated with effective school counsellors. However, some practicing counsellors do not appear to value career theory or research, and regard theory as "not applicable".

Indeed, the analytics deplore the ineffective communication between practitioners and researchers. Extensive data pertaining to career development are continuously accumulated yet not used because career counsellors and vocational psychologists work in separate spheres. Career development researchers already produced an impressive amount of content. Now the time may be to focus on helping career counsellors to use that content in their practices.

The analytics recommend that in the next decade the career counselling profession should (a) expand the purview of its theories beyond the traditional focus on the vocational behaviour of white, middle-class men and should incorporate greater awareness of and sensitivity to race, sex, and culture; (b) concentrate more attention on adult transitions to supplement its emphasis on adolescent decision making; (c) promote a holistic view of life roles and emphasize "life structure counselling"; (d) integrate career development theories to make them more coherent and comprehensive; and (e) address the turbulence in the work world and soothe the anguish and ills experienced by workers.

Our experience suggest a strong need for training that provides counsellors with updates on career theories and current approaches that demonstrate practical applications of theories. *The Career Development Quarterly* has moved in this direction by asking the authors of the annual literature reviews to address one important question: How can the research published last year be useful to counsellors?

Progress in this direction surely will be facilitated by *Career Convergence*, the exciting Web publication debuted by NCDA in February 2003. This electronic magazine provides a practical online resource for career counsellors in the form of "how to" and "best practices" articles, informational tips, and Web links. There is promise that this "practitioner-to-practitioner" forum will lead to collaborative reflection and research on the process of career counselling. This research on process would be best conducted by teams of practitioners and researchers working collaboratively.

Assessments

A common activity associated with career counselling is career testing. The Career Counselling practise tends to make far greater use of assessments than does the personal counselling. Assessments can enhance counsellors' work; the use of assessments can often provide important insights into client´s concerns; and assessments can often play an important role in guiding and shaping counsellors work with their clients.

Practicing counsellors should learn to administer and interpret a wide range of assessment tools measuring: vocational interests, occupational values, career maturity, career identity, career decision making, and career self-efficacy. The most frequently used are the Strong Interest Inventory, the Self-Directed Search, the Career Transitions Inventory, My

Vocational Situation, the Career Decision-Making Difficulties Questionnaire, the Myers-Briggs Type Indicator, Sigi-Plusand and so on. The counsellors also make use of qualitative assessments such as the Career Genogram. Vocational assessment enables career counsellors to understand clients' vocational behaviour in a relatively objective way and improves the process of career intervention.

Regardless of level, most school counsellors report spending very little time on career testing. Approximately three-fourths of middle and high school counsellors participating in a published study reported spending very little time on career testing, an activity which is critical for accurate completion of students' educational and career plans, as well as for providing valuable information for both the college and non-college bound student.

School counsellors need to have opportunities and support to provide career counselling and testing. Career testing data guide middle and high school counsellors in program development and evaluation. Therefore, it is crucial for school counsellors to gain support of administrators and policy makers in areas such as time for testing, specific training and help to provide appropriate career tests. Additional training may enhance the perceptions of counsellors who prefer not to spend the time devoted to career counselling by testing.

Frank Schmidt and John Hunter (1981) estimated that the use of cognitive ability tests in employees´ hiring can produce large labour cost savings, ranging from $18 million per year for small employers such as police department to $16 billion per year for large employers such as federal government.

Technology

Vocational assessment is enhanced by the use of technology. More specifically, the advancement in computer-assisted techniques greatly enriches career assessment and intervention. Counsellors are relieved from the tedious task of data entry and analysis, and therefore can dedicate more time to facilitating clients' awareness of themselves by explaining the assessment results. The wide use of the Internet makes it possible to share and distribute information in a much more efficient way.

Another achievement of technology is the development and improvement of computer-based career planning systems. They provide an important support tool for the career counsellors.

Today, systems of career assessment and career information are multiple and massive, and the Internet is the usual starting and end point for accessing them. In the business area, electronic résumés and electronic interviews have become common. Online counselling has found its niche, and its users are increasing in number. Testing on the Internet has been readily available and has increased in popularity since a greater variety of tests, translated into many languages, have been offered online.

Information technology and the wide use of the Internet is the major threat for the provision of career services and the training of career practitioners, but at the same time, in-

formation technology provides an exciting opportunity for a new application of career counselling and advances in the profession. Because of the information and communication technology, enormous amounts of information become available to the public. The occupational information that has traditionally been available in career centres is now accessible from home with a few keystrokes on the computer keyboard.

In a recent perusal of the Internet, I found interest inventories, assistance in developing a resume, occupational information, and sites that provide career counselling. I believe that the changes in technology offer many opportunities and possibilities for providing career counselling by using new and non-traditional methods. The amount and characteristics of career-related resources available to individuals expand daily. As an example, a technology that allows clients to access online short and engaging videos depicting the typical work activities of individuals in various occupations is available. In my experience, many clients would find this type of occupational information more appealing than reading brief occupational descriptions. Similarly, online testing becomes much more appealing than boring pencil-and-paper testing.

Although technology may make career services more easily accessible for many people, it may also increase the possibility that individuals can be harmed. In the past, most career assessments were not readily available to individuals, and career counsellors had the responsibility for evaluating the psychometric characteristics of an instrument before giving it to a client. Now clients have access to many career assessments that may look legitimate but that, in actuality, have poor psychometric properties. Hence, individuals may be making career decisions that are based on invalid instruments. There can also be financial costs because some of these sites appear to charge hefty fees for what may be negligible services.

Career assessment provided via Internet is just one example of interventions that can be problematic because they do exclude the help of a counsellor. In some high schools, career development activities consist solely of computer-assisted career guidance programs. Whiston et al. (2003) found that counsellor-free interventions were not as effective as were other interventions that involved a counsellor (e.g., individual counselling, workshops, group counselling). They also found that individuals who used a career computer system supplemented by counselling had better outcomes than individuals who just used a computer system.

Some analytics regard the proliferation of counsellor-free interventions, both through the Internet and in other settings, as threat to the career counselling field and a disservice to clients. Unless career counsellors are more active in informing others on the efficacy of career counselling, administrators and organizational decision makers may see counsellor-free services as a less expensive alternative to career counselling.

In essence, computer technologies significantly change the methods of delivering career services and provide an alternative path of offering career services. What is the role of counsellors then? Are they really obsolete? How can counsellors take advantage of advanced technologies to enhance career counselling services?

Technology should become career counsellors' best assistant, not their competitor. Computers will accomplish much of the tedious and labour-intensive work, such as record-keeping, the management of assessment data, and searching for information. Discussion and consultation regarding cases can be done using multimedia technologies. I envision that technology will enhance career counsellors' performance by being an extension to what they are doing but not replacing their jobs. Computer technologies cannot substitute the counsellor's role in facilitating self-awareness, self-exploration, and the construction of an individual's career path.

Career counsellors, being relieved from routine work by computers, can really use what they are trained for: helping people to make meaning of their life (with work as a part of life) and to develop coping skills to adjust well to their environment. Career counsellors do not just match people with work but also help people find their sense of self in relation to work and life.

Career Information

Other services, in addition to assessments, is production and analysis the Labour Market Information. Among the most important kinds of information pertain:
- Where information about schools and vocations can be found.
- Description of occupations
- Work *conditions*
- Required education, knowledge, abilities and skills
- Entry and average income in the occupation
- What is the future outlook of the occupation clients are interested in
- Where further information about an occupation can be obtained
- What are the possibilities of finding a job in region where a client lives

Demands for such information grow as the possibilities of education and work fulfilment get more diverse.

In conjunction with information counsellors need a psychologically based classification system of occupations. The change in occupational structure and labour demands makes it difficult for career counsellors to rely solely on the conventional classification system of job clusters. Many new occupations require workers to combine traits in a different way than traditionally before, possess more adaptive skills, and have the ability to learn quickly to adjust to new environments. The new occupational classification system that will replace the International Standard Classification of Occupations currently used in EU countries and incorporate the changes that are occurring in the world of work is yet to be developed and refined.

Holistic Model of career counselling

A wide range of presented clients´ problems should be encountered by career counsellors. Career issues such as dealing with transitions, career indecision, underemployment, or unemployment are often compounded by other life circumstances. Clients who have ca-

reer concerns are also frequently dealing with concurrent issues of poverty, abusive home situations, depression, anxiety, ageism, and so on. Some clients are influenced by situational factors such as divorce, the global crisis, or the downsizing of companies. Out of career counselling clients is usually about 60 percent women. Many of these women are dealing with gender issues related to career choice and job satisfaction.

Recent discussions in the career literature have emphasized the importance of not separating career and personal counselling. Incorporating both career and personal issues is sometimes labelled as a *Holistic Model*.

An important aspect of the counselling work for many of counsellors, as they try to engage the holistic model, is to realize that there are often more psychologically related issues to attend to than they first realize. Under the guise of conventional career related concerns career clients often present more complex personal issues. A request for assistance with a resume or help with a job search may mask more profound developmental impasses, affective disorders, or other psychological concerns.

Dealing with the complexity of the holistic model, is often one of the biggest challenges for practitioners. For some it is a novel notion, one that is contradictory to their understanding of career counselling. Some career counselling practitioners may not be qualified to attend to the personal issues of their career clients due to the nature of their training.

Other counsellors appear to intellectually understand the holistic model; they find themselves, however, continuing to dichotomize career and personal issues in practice. This process often manifests in comments that suggest that they would feel reluctant to work with clients as "psychologically" in the career centre as they would in the counselling centre. At times the distinction is clinically appropriate, but more often, it appears to represent an internalized, false dichotomization of career and personal issues.

Furthermore, it is not unusual for practicing counsellors, particularly the more advanced counsellors, to initially experience the complexity of the career counselling as a threat to their sense of self-efficacy as counsellors. Often these advanced practitioners have developed solid therapeutic skills with the clients that they have seen in the counselling centres. Many of these practitioners then enter the praxis of vocational guidance thinking that it will be easier and less demanding than their work in the counselling centres. Counsellors often describe their experience here, initially, as "personal counselling plus all these 'add ones.' and are surprised to find it comparatively more difficult. Indeed, career counselling is often more complex and harder to do than personal counselling.

The philosophy of the Career Guidance and Counselling today should be a holistic one; particularly with regards to our approach to client concerns. That is, the training model of guidance counsellor should not compartmentalize clients concerns into dichotomized categories such as "career concerns" and "personal-social" concerns. I believe that career issues must be understood within overall personality context. As a result, the vocational guidance and career counselling should be *comprehended* as a part of counselling psychology.

More unity and collaboration

Career counsellors work in schools, *vocational guidance* institutions, centres of psychological services, employment offices, assessment centres, in private praxis and other institutions. This fragmentation of career services has isolated counsellors from each other. Career counsellors could begin to address this fragmentation by organizing a career summit meeting. In my vision for the future, not only would researchers and practitioners collaborate, but there would be more unity and alliance among professionals involved in career counselling. In my opinion, there is little contact among the vocational psychologists, career counsellors, and school counsellors whose responsibilities also include career development. In many instances, these groups are quite insular and tend to attend different conferences and draw from different professional publications. Thus, advancements in one area are not known in other areas, and individuals receive less than optimum career counselling and assistance. This fragmentation also hinders the advancements that could occur if there was more unity. For example, only a very few Euros from grants have been directed toward providing career counselling to needy individuals.

I believe that further advancement could be made if there was more unity among the professionals interested in career counselling and if these professionals would exchange information and work together with the shared goal of advancing career counselling. In fact, maybe it is time to have more meetings like this organized by Euroguidance centres, the meetings where individuals from a variety of disciplines come together because of a shared belief that career counselling is not only a mean for addressing individual quality of life issues but also for addressing social issues and problems.

Weaknesses of Career Counselling

One overriding weakness that was identified by multiple analyses was the minimal training offered by education programs for students who wish to specialize in career counselling. Many times the people who teach the career counselling courses do not have an appreciation and love and passion for career counselling. It is perceived as not as attractive as personal counselling. Many of those who do have a passion for career counselling are unable to teach the course in an interesting, thought-provoking, and engaging way. Furthermore, counsellors-in-training have generally considered such courses as routine and boring. It is regrettable that some education programs cannot offer one faculty member who can teach a strong career counselling course. That`s why Euroguidance should begin publish the books to support improvement in career counselling courses.

A somewhat related threat concerns individuals who are insufficiently prepared to provide career services. The popularity of job coaches who charge sizeable fees for finding individuals' dream jobs represents a direct threat to those who are well trained and knowledgeable about effective interventions. The popularity of job coaches, however, indicates that there are individuals who need career counselling; yet, career counselling professionals have failed to attract those individuals to career counselling venues. I believe that career counsellors have done an inadequate job in promoting and informing the public about the benefits of career counselling.

Underutilization of services and inadequate service.

Whenever I asked the students in my career counselling class how many of them had visited the guidance office in their high schools or the career development centre (or counselling centre) at the university for career counselling services, most of them answered that they had never done so or sometimes had not even known where the career development centre was located. Those who had received service, all they remembered was that they were given some types of assessment, and, most often, they didn´t remember the results or the meaning of them. Underutilization of services and inadequate service seems to be another issue that needs to be addressed.

Targeting only college students.

Career counselling seems to excessively target college students and to lesser degree secondary school students. The centrality of career development through the entire life span is missing from the current research and practice in the field. The early and late stages of the life span in relation to career development have been poorly understood. Career education is integrated more often into curricula in secondary schools but is very rarely included at the elementary school level. The needs of older individuals are neglected; information and resources for providing career counselling services to these populations are sparse at best.

Strengths of Career Counselling

A chief strength of career counselling is its relatively long history. The beginnings of the organized practice of vocational guidance in the United States date to the early 1900s. Because of this history, there is a large body of data, knowledge, theory, and skills, which provide the underpinnings for the effective practice of career counselling. This long history also led to the availability of many career development theories. These theories and their derivatives inform the practice of career development.

A second strength of the career counselling profession is a very practical one – you can make money! People who specialize in career counselling can earn a lucrative salary. In fact, the independent practice of career counselling is one of the few applied psychology fields in which individuals can make substantial amounts of money. Yet because of that, the profession of career counselling can attract charlatans and foster greed in people. It is the bane of the career counselling that it sometimes attracts this unsavoury element. Not that there is anything wrong with making money working at something one loves, but whenever there is an opportunity for financial gain, a greedy, selfish group of people who prefer their own profit to clients´ benefits will also occur.

The third strength that analytics noted was that members of the counselling profession had produced excellent materials to use with clients in implementing career development models and counselling methods. There are many valid interest inventories, ability tests, value surveys, and developmental indices as well as some effective computer-system interventions. These tools have been so useful that, on the whole, the career counselling profession may have come to rely excessively on test interpretation as its central intervention.

Although test interpretation is a core activity, purchasing tests has become too expensive. A weakness that is particularly frustrating is that counsellors have insufficient funds to purchase these expensive tests and systems. Profit-seeking corporations now own and market the major career inventories and tests. Many counsellors would like to use these popular tools with their clients, but they cannot afford to purchase the "products" from commercial enterprises. Early in the last century, concerned psychologists, led by James McKeen Cattell, formed the Psychological Corporation to distribute tests because they feared the possibility of corporate entrepreneurs profiting excessively from the work of scholars and researchers. It would be a worthy project for Euroguidance to develop a set of psychometric tools for career interventions and distribute them free of charge over the Internet. The exciting possibility is to go even further to develop Web-based career centres, one for counsellors and one for clients. This type of decision-support system, delivered directly to counsellors in their offices by the Web, could allow counsellors to access tests, materials, evidence-based protocols, and other information quickly and conveniently. Perhaps counsellors could use such knowledge-delivery systems and use computer programs to do the person-environment matching so fundamental to vocational guidance and to spend more time with holistic life planning. This suggestion extends Holland's (1971)) innovative idea of using a counsellor-free, self-directed search for educational and vocational guidance to relieve counsellors so they can perform more complicated work with their clients.

Another strength of career counselling is that it is inherently positive. It focuses on a person's strengths and how to use those strengths appropriately. A "new" movement in psychology has named itself "positive psychology." It is no more than what career counsellors have been doing every day for more than 100 years.

Yet another strength is that individuals who are having career problems are willing to seek out career counsellors. Although there continues to be a substantial shame and guilt attached to such mental health issues as depression or personality disorders, there is a relatively little shame in not having all the skills to make an effective career decision. Career counselling has not been tainted with the mental illness, medical model approach to counselling.

Opportunities for Career Counselling

Because career counselling can touch every aspect of a person's life and because career counselling has not been tainted with the social stigma of mental illness, there is rarely a dearth of clients. Practitioners discover that their clients´ base is only constrained by their marketing skills, because the potential audience for such services is limitless. Furthermore, any time there is a social transition, there are even more clients. If helping people is what motivates a career counsellor, then there is an important opportunity during times of social transitions to really help people who are suffering. Career counsellors can quite quickly make a very positive difference in people's lives.

Because career counsellors have generally focused their practice and research on the dominant culture in a country, there are important challenges to significantly expand the base of career counselling by providing research on the career development of individuals who were generally not offered career counselling services. These groups include members of nondominant domestic cultures in the EU, such as individuals in lower economic categories; gypsies, non-European ethnic groups, individuals who are differently disabled and so on.

Implications for the Future: A Strategic Plan to Enhance Career Counselling

To continue its good work in the next decade, the career counselling profession must intensify efforts to serve the diverse clients in new settings, translate theory and research into knowledge about the career counselling process that can be used in practice, construct new tools that exploit the potential of informational technology, increase and improve the training offered to guidance counsellor, infuse information and values into public policy debates, and assist counsellors worldwide who seek to internationalize the profession of career counselling. In this regard, I offer for consideration the following objectives and sample strategies.

To improve the training of career counsellors, Euroguidance should continue to publish materials and foster the development of materials to aid in teaching interesting and engaging career counselling classes. There are many ways how to learn, and career counselling materials need to be presented in lively ways that engage students in the learning process. Such materials might include experiential activities, cases, videos, lesson plans, and syllabi; all these are important to provide opportunities for an active learning that is very important for adult learners, a group that includes many counsellors-in-training.

To broaden the focus beyond career decision making, Euroguidance should organize special conferences on the other aspects of career counselling (not career decision making), such as maintaining a job, different stages in the career development in a person's life, the latest ways of progressing in a career, and the career counsellor's actions and duties after clients have made their career decisions. Selected papers from such conferences should be published.

To improve the basic and advanced skills of career counsellor practitioners, Euroguidance should focus at least one of its international conferences on the "best practices" in career counselling and then turn the proceedings of that conference into a usable textbook on what works in career counselling and why it works. The Euroguidance conferences should strive to have both beginning practice and advanced practice workshops, along with a strong multicultural emphasis infused into all presentations. Euroguidance should offer awards for best practices in career counselling and widely publicize that competition. Euroguidance should actively seek to market career development more effectively to external constituencies such as legislators, school counsellors, parents, and corporate, educational, governmental, and nongovernmental agencies. It should also actively work with counsellor educators who teach career counselling classes to infuse marketing skills into those courses. These skills should not be simply private practice marketing skills, but they should also include how to market the idea of career development and planning into the societal institutions in which career counsellors have membership or that affect their lives. Euroguidance have to expand efforts to market the effectiveness of career counselling to the public – develop audio and video public service announcements that inform people about the good that career counselling can do in their lives. Individuals who know

about career counselling want to avail themselves of the service. It carries no stigma in the public eye. The public may become even more interested in career services as employees are increasingly expected to manage their own careers.

To extend career counselling into underserved groups in the EU countries and other nations, Euroguidance must conduct a career development project for underserved groups (e.g., gypsy youth). It should also institute annual awards for "contributions to multicultural career counselling" and for "contributions to international development of career counselling."

Foster the international growth of the profession.

One opportunity that is too important to miss is to make a significant contribution to the internationalization of the career counselling profession. In response to the globalization of the economy and the emergence of world workers, countries across the globe are instituting career services and university training programs to prepare career counsellors to develop and deliver these services. No longer should the career counselling profession originated in USA "export" its models and methods to international colleagues who translate them for use in their own countries. Now, career counsellors in numerous countries should design and develop indigenous models, methods, and materials that suit their culture and express their preferred ways of helping others. Euroguidance can do more to assist in the "globalocalization" of career counselling, which means adapting general knowledge about work, workers, and careers to the local language and caring practices of each country.

Scientist-practitioner approach to the field.

It is also important for guidance counsellors to be involved in career counselling research. The research has to investigate elements critically to the process and outcome of career counselling. By doing the research guidance counsellors are able to contribute to the growing body of knowledge in our field. Possibility of doing research, particularly when counsellors see the studies that they have helped collect data for, published in significant professional journals is exciting. Including research as part of the praxis is an important part, as the current trended model of guidance is the scientist-practitioner approach to the field.

The cost-benefits of career counselling.

Also, in my vision of the tasks to be accomplished is the collection of data that will allow career counsellors to show the cost-benefits of career counselling. In these days of increasing accountability and the movement toward empirically supported treatment or interventions, researchers must not only show that career counselling is effective, but also that it is cost effective. Although it is difficult to determine the economic benefits of career counselling, researchers need to investigate the cost of career counselling and compare it with variables such as welfare and unemployment costs, college student retention/recruitment costs, and differential health care costs. The need for this type of research is critical and more efforts should be invested in these types of studies.

If we look on the value of career counselling from this point of view, the price of work which at current average earnings levels a worker employed for 40 years produces, is in co-

untries of The Visegrád Group – the *Czech Republic*, *Hungary*, *Poland* and *Slovakia* – more than 700000€ and in other EU countries even much more. About investing such a sum of money the board of expert consults a number of days. Attention to student completing his/her education is devoted in vast majority of cases only form the side of his/her parents. Career counsellors have *therefore* great deal of responsibility not only for the future of their clients but indirectly for effectiveness of economy, because *resources* of tomorrow are in today`s schools.

In the global community in which we now live, it seems essential that counsellors in the EU countries learn what is happening elsewhere. This kind of knowing will help us with our own multicultural and diversity issues and make us conversant with the growing world community of career counselling professionals.

"When providing help is tiring: how to cope with stress and prevent burnout syndrome working with the unemployed and those looking for work"

This title was inspired by Jörg Fengler's book For therapists, physicians and nurses, teachers, advocates, priests… – Helfen macht müde (1996)

Agnieszka Kalbarczyk

Most people have an intuitive idea of what burnout is. In contemporary psychology we find terms and phenomena related to burnout syndrome as well as older designations like job stress, job depression or job strain (conditions that depend on how demanding a job is, the degree of control it allows a worker, and the social support available in the workplace).

The term "burnout" was first introduced into professional discourse in 1974 by American psychiatrist Dr. Herbert J. Freudenberger, who described the condition in his article "*Staff Burnout Syndrome in Alternative Institutions*" and defined it as a *"breakdown of the psychological defenses (that) workers use to adapt and cope with intense job-related stress"*. Freudenberger developed his concept of burnout in a book he co-authored with G. Richelson, *Burnout: How to Beat the High Cost of Achievement,* published in 1980. There he identified the following components of burnout: loss of meaning in one's life; inability to get along with family, friends and co-workers; disillusionment with marriage or career; and being tired and frustrated while needing increased energy to maintain the established pace of one's profession or personal life.

In the ten years after the term was introduced by Freudenberger, almost 50 different definitions of burnout existed in social sciences. The various definitions were the results of different approaches. Only a few of them were tested by research using tools consistent with the definition and the general assumptions of the approach. Other definitions of burnout were determined by "self-help" models which relied on self-administered diagnosis and therefore are not always reliable. Unfortunately in most cases we have no way to determine if the process of defining burnout included recognized psychometric parameters like reliability (a measure of the stability of the tool itself) and validity (which definitively shows that the tool measures what it is intended to measure). Fortunately, professional tools to measure burnout symptoms and to identify its main causes are continually being developed.

Most definitions differentiated active from passive burnout, active burnout resulting from institutional aspects, external events and too many demands and passive burnout from the internalization of such external factors which results from too little resilience (caused by aspects of one's personality, a lack of perspective about oneself, and one's beliefs).

The general nature of burnout was described as follows: a condition which is established gradually and as part of a process through different stages (from 3 to 12). If burnout syndrome continues for a sufficiently extended period of time, it can become chronic. If certain negative coping strategies are adopted, burnout syndrome can intensify and deepen. Burnout can appear cyclical: the first aspect of the cycle is perceiving one's job as stressful, the next, applying destructive coping strategies, and then stabilizing or even deepening burnout becomes the final phase of the cycle as well as the impetus for the repetition of these stages yet again.

Burnout symptoms differ depending on an individual's physiological reactions and various personal resources – cognitive, social, and material – as well as his or her stage in the burnout cycle. Different symptoms of burnout occur in different professions, depending

on the specific nature of the job (for example burnout among medical staff can express itself by individuals in the profession becoming insincere, lying about patients' chances of recovery, and relying on black humour, especially in connection with dying). But even given specific manifestations of burnout in particular professions, we can enumerate some general burnout symptoms on the psycho-physiological level, like negative emotions (feelings of frustration, anxiety, anger, depression, and dissatisfaction which become catalysts for chronic emotional fatigue), psychosomatic or physical health problems (chronic fatigue, increased vulnerability to illness such as colds, headaches, and backaches; frequent or prolonged illnesses or problems sleeping that lead eventually to insomnia).

Burnout can cause interpersonal problems like increasing difficulty communicating with co-workers, friends and family members; family stress – less time spent together and a tendency to withdraw and neglect other relationships – is a very likely outcome for so-called "helping" professionals.

Declining job performance in terms of quantity of work completed as well as the quality of the work itself is also a possible consequence of burnout, though rating performance is more a subjective than objective determination. Subjective feelings of meaninglessness in those who at the beginning of their careers were very enthusiastic and dedicated but see their enthusiasm replaced by cynicism is another common problem.

The style one adopts to cope with the above mentioned problems is of the first importance. Substance abuse is a common response to burnout: the use of more alcohol and drugs, unhealthy eating (more or less than before), drinking more coffee and (for smokers) smoking more cigarettes. Instead of providing help and offering relief, developing or deepening bad habits diminishes one's physical resilience.

Another destructive mode of coping with burnout involves reacting emotionally to stressful situations in extreme or exaggerated ways that are not appropriate to the situation (i.e. strong reactions to minor problems and reactions that are misplaced). A likely outcome of overly emotional responses due to burnout is a tendency to create physical distance from others by withdrawing from or even breaking meaningful and important relationships and friendships, to withdraw from pleasurable activities because of tiredness and lack of motivation, as well as to work more but less effectively and less successfully. Instead of providing helpful solutions to the problem of burnout, these types of destructive coping diminish one's psychological resilience.

Corresponding to the individual level of burnout, we find a number of positive proposals that can help to reduce burnout syndrome. All of them are based on taking care of oneself: participating in enjoyable activities that were important to the individual in the past, exercising even when the motivation for physical exertion is low; finding ways to relieve stress by relaxing and allowing one to rest and get the proper amount of sleep; practicing proven personal methods of improving one's mood.

Burnout in commonly thought of as an individual problem. "*The conventional wisdom is that burnout is primarily a problem of the individual. That is, people burn out because of flaws in their characters, behavior, or productivity. According to this perspective, **people** are the problem, and the solution is to change them or get rid of them …*" (Maslach, Leiter 1997). Maslach and Leiter underscore the organizational roots of the condition and conceptualize burnout as a process which involves key relationships between personal, social, and contextual variables. A conceptual model of the burnout process by Christina Maslach, presented for the first time in a 1976 article in *Human Behavior*, has become the most popular one although it does not fit the standard way of thinking about this phenomenon. In her book *The Truth About Burnout, co-authored* with Leiter in 1997, Maslach describes what burnout looks like: *"Workers are conceding their time. They are working longer hours. They are taking work home, often continuing after-hours on computer equipment they have purchased themselves. They are devoting more time to tasks that are not personally rewarding, that is, that are not enjoyable and psychologically do not further their careers."* So as a consequence "*three things happen: you become chronically exhausted; you become cynical and detached from your work; and you feel increasingly ineffective on the job.*"

In other words, the burnout process begins in response to demands, pressure and an amount of work that exceeds one's capacity and moves next through the individual worker's ineffective attempts to manage the first symptoms of burnout symptoms because one's ability to cope is not sufficient for the amount of stress one experiences. In the end, one's clients suffer as well, because the burnt out professional is no longer able to give his or her best to the people he or she serves.

Maslach formulates the concept of burnout as a psychological syndrome with three dimensions: emotional exhaustion – caused by emotional overload; a sense of low personal achievement – the feeling of low competence, a lack of success at work, and depersonalization expressed in negative attitudes toward and reaction to recipients of one's service that become cause for concern in various ways depending on the particular profession.

The Burnout Inventory, created by Maslach and Susan E. Jackson but known as the Maslach Burnout Inventory (MBI), is the most popular tool for assessing professional burnout in human service, education, business, and government professions. According to its theoretical basis, it contains three general scales: a scale of *emotional exhaustion* (which assesses feelings of emotional exhaustion caused by one's work), a scale of *personal accomplishment* (which assesses feelings of competence and achievement in one's work), and a scale of *depersonalization (which* assesses the level of unfeeling and impersonal responses toward recipients of one's service, care treatment, or instruction).

In the context of vocational counselling we can ask why the so-called "helping professions" are especially vulnerable to job burnout: do those who suffer burnout in these fields constitute a particular kind of person or do these professions by their very nature lend themselves to burnout? Maslach and Leiter suggest through their theories and research that both the individuals in these fields and the fields themselves contribute to a higher incidence of burnout.

If Maslach and Leiter are correct about professionals in these fields constituting a particular type of person, then it is necessary to focus on the individual risk factors they face.

Some primary personality predispositions can be factors in the risk of burnout (i.e. type A personalities). Similarly, personal drives such as the need to be outstanding in one's field or well-liked by everyone may contribute to the likelihood of experiencing burnout.

Aspects of a counsellor's self-image may make him vulnerable to burnout according to Maslach and Letier:

How often do you think: *I should always be able to manage* or *I am indispensable*, *a person with a mission?*

Do you find your job so important that you *have to do this or everything will fall apart* or *you must finish jobs perfectly?* And do you believe that nobody can perform your task better than you? That *you should do everything by yourself?* If so, you are a strong candidate for burnout.

Some fundamental attitudes the counsellor holds concerning the job and his clients can lead to burnout syndrome, such as being extraordinarily enthusiastic, optimistic, devoted and at the same time unrealistic.

We find this kind of attitude readily among vocational counsellors. Such attitudes or expectations frequently attend their relationships with unemployed clients. For example, they understand help as reaching concrete results that are "objectively good" for their clients. This definition of helping is often the result of a counsellor projecting his or her value system onto the client. Frequently a counsellor fails to respect the client as an independent person with free will and attempts in his own inner consciousness to take responsibility for the client. One of the oldest proposed methods to assist burned out counsellors in the helping professions is to encourage them to develop "detached concern", a kind of neutral thoughtfulness: preserving emotional distance but offering active behavioral involvement.

Unfortunately the personal beliefs of employees suffering from burnout syndrome are often reinforced by the institutions for which they work through a system of rewards, incentives and expectations. Counsellors are often encouraged to maintain their central way of understanding their roles and continue to understand their position in their profession in the following negative ways: *I am not allowed to neglect somebody asking for help* or *I feel personally responsible for my clients' progress* because the *success of my clients' careers depends on my efforts.*

Unemployed clients' attitudes towards the relationship they have with their counsellors are another important factor contributing to burnout. There are clients who do not understand that to succeed in their careers they must take decisive action on their own and take the requisite time necessary to realize their career goals. Such clients demand to be helped directly and immediately although real and concrete progress requires time as well as their very active participation.

It's useful, particular institutional causes for burnout aside, to offer advice for counsellors that they can implement immediately and use as often as possible:

- Try to be aware of your own expectations and assumptions.
- Appreciate your coworkers' competence: use their knowledge and experience.
- Do not hesitate to ask for help: be more willing to ask for help and share ideas with others.
- Recognize priorities and delegate tasks.
- Don't take another's stress on as your own burden (your boss' or clients' problems).
- Notice the positive side of your job and take pride in the smaller successes you achieve.
- Learn to set limits and learn to say NO – negotiate a new/ temporary job schedule.
- Recognize when you need professional help to cope with your stress.

It can be very helpful for individuals to change the way they think about themselves and their roles at work. If you're part of a helping profession and you understand help as a virtue, then why not extend that understanding to yourself so that you can let others help you? If you sometimes forget that you are a fully dimensional human being rather than a perfect professional, consider how you care for and perform maintenance on even mechanical tools at home and work. You may tend to think of yourself as an instrument meant to help others but you are also a human being. Doesn't it make sense to care for yourself much more carefully and responsively than you care for mere material tools?

However important changing perspectives and caring for one's self is, focusing only on personal responsibility at the expense of considering organizational roles and responsibilities plays a crucial role in producing individual burnout syndrome: *"burnout is not a problem of the people themselves but of the **social environment** in which people work..."* (Maslach, Leiter 1997).

Beyond the personal considerations and recommendations we've been discussing, it's essential to consider burnout as an organizational problem. We must identify and consider institutional risk factors. If *"burnout in individual workers says more about the conditions of their job than it does about them,[then] contrary to popular opinion, it's not the individual but the organization that needs to change …"* (Maslach, Leiter 1997). Therefore we must ask the obvious question: what is so special about a vocational counsellor's job and what makes the person who performs that job so susceptible to burnout?

People with problems of various kinds, such as the unemployed seeking a job, are typically the clients of vocational counsellors. Counsellors are in frequent or even permanent contact with the negative emotions and behavior (aggressive, depressive etc) of their clients. Moreover, counsellors are in consistent contact with clients who themselves are burnt out because of unemployment.

Offering help and assistance is a basic aspect of counselling. Counsellors must be aware and responsive to clients as they are because being in close contact with a client is a central element of a counsellor's job. Counsellors are expected through verbal and non-verbal expression to use their bodies in an "appropriate way" to meet a client's needs. On the other the clients' goal of being employed is frequently not reached and this can be extremely frustrating for the counsellor.

Maslach and Leiter (1997) explain burnout as the result of a relationship between the job and a person – the product of a mismatch: "*Burnout is the index of the misalignment between* **what people are** *and what they have to do."* Given that misalignment is a central indicator of burnout, it's useful to consider from the earliest stages the potential difficulties someone choosing to become a counsellor might encounter. Even before they begin their careers, candidates for a career in counselling might appear ripe for burnout once we indicate a number of professional / personal 'misalignments': candidates who are poorly educated, too optimistic about the effectiveness of a counsellor's job, unprepared for and uninformed about the real conditions of a job and its potential difficulties. Even before conducting a single counselling session, an aspirant for such a job might already be identified as a likely candidate for burnout.

Therefore, last but certainly not least, it's essential to focus on the organizational level of a counsellor's job. As Maslach and Leiter claim in their *The Truth About Burnout* (1997), *"Contrary to popular opinion, it's not the individual but the organization that needs to change …".* To estimate the problem of employee-institution mismatching in their *Banishing Burnout: Six Strategies for Improving Your Relationship with Work,* Leiter and Maslach propose taking the *My Relationship with Work Test* (Leiter, Maslach 2005) that evaluates:
- ◻ Workload: working alone or with others, amount of work to be completed, deadlines
- ◻ Control: authority, decision making, professional judgment
- ◻ Reward: salary, benefits, perks, recognition of achievement
- ◻ Community: organizational communication, employee interaction
- ◻ Fairness: diversity, cultural sensitivity, disciplinary procedures, management's treatment of staff
- ◻ Values: management's commitment to the organization's values and mission, justice, honesty

Let's consider the relationship between "helping professionals" (i.e. social workers, medical staff or vocational counsellors) and their job. That relationship generally includes some "bad job" indicators such as an overloaded work schedule, no opportunity to exert individual control (research has demonstrated that lack of control is extremely stressful), treatment of workers perceived as unfair or unjust, weakness of a professional community and conflict of values in one's job. Some general aspects of "good job" indicators, unsurprisingly, are just the opposite: clarity concerning goals, demands and instructions, feedback on progress and meeting deadlines, acknowledgement for job performance and especially participation in the setting of goals.

In conclusion, different proposals for diminishing job burnout must concern not only employees as individuals, but institutions as well. Some of the skills required to combat burnout need to be learned and the institution must be responsible for organizing training courses, helping to develop social and positive coping skills, personal methods of stress control and building and utilizing social support networks. Only institutions can build effective networks of professional support. And the institutions can adapt the features of a given job to better match employee capabilities and allow for more self-management instead of exerting external control.

It remains to consider the question of whether the best way to respond to burnout is to develop skills to cope with it or establish measures to prevent it. Certain programs meant to mitigate against the effects of the syndrome were quite successful for participants who had not experienced the full cycle of burnout. Those with more serious symptoms of burnout syndrome didn't respond as well to mediation. It is especially difficult to reduce and change the feeling of depersonalization – a core element of burnout in the counsellor's profession. To conclude, we feel it is absolutely necessary to prevent burnout before it occurs given the difficulty of treating it or even reducing it once counsellors have suffered serious symptoms of the syndrome.

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Conference contributions

Supervision supporting guidance counsellors

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How to define supervision?

Supervision in Slovenia is a method of professional reflection offering education and support to practitioners in helping professions, including guidance counsellors. It is a process-oriented form of counselling, mostly dealing with professional issues in organizational contexts. Supervision improves personal and professional performance and organizational roles of professionals.

Why do guidance counsellors need supervision?

Stress in helping professions

Hawkins and Shohet, authors of *Supervision in helping professions*, state that stress in helping professions usually appears when a disturbance is stronger than the support in a counsellor's personal and professional life. Figure 1 shows both supportive and disturbance factors (Hawkins, Shohet, 1992: 18).
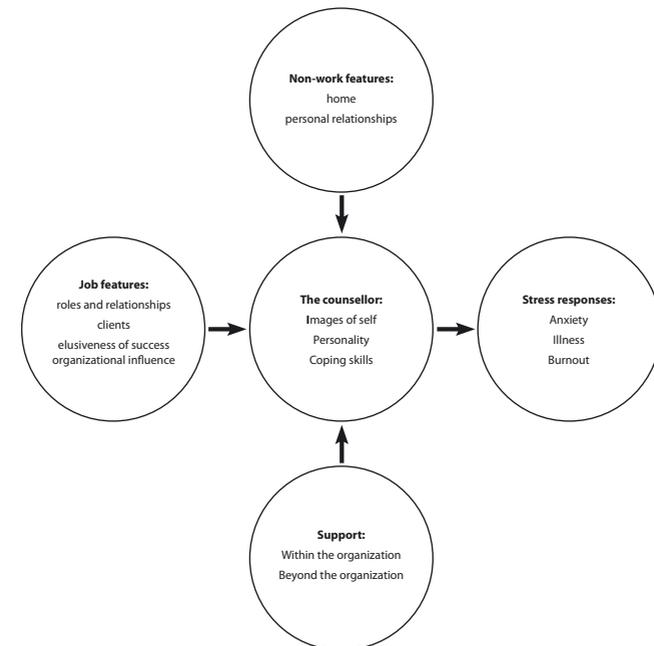
Figure 1: Facets of stress in helping professions (Hawkins, Shohet, 1992).

Some stress is inevitable and can be a positive element in activating creative energy, but when there is no possibility of discharging this energy by taking effective action, physical, mental, behavioural or/and emotional stress symptoms can appear. It is important to recognize the symptoms and to seek remedies through physical activity, therapy or super-

vision. Our Austrian colleagues propose a "burnout prevention wheel" that offers advice about what kind of help may be useful in a given situation. For example, the wheel suggests that one search for medical assistance or therapy in cases where a counsellor feels empty or depressed, and recommends supervision when a counsellor is searching for new meaning in his or her work.

Besides the supportive role mentioned above, supervision also plays an important role in improving the professional and personal skills of professionals. Supervision helps the professional progress from dependent beginner to autonomous practitioner, an individual who is able to make autonomous decisions as well as accept responsibility, adapt to new situations and be genuine and emphatic.

To summarize, our model of supervision has two main functions:

The supportive function focuses on the emotional side of interacting with clients. It helps a professional to get in touch with his/her emotions, to become aware of their impact on the counselling relationship he/she is creating with clients. It also serves to prevent burnout. As a support, supervision offers a professional worker the chance to:
- be validated and supported both as a person and as a worker;
- ensure that a worker is not left to bear problems, difficulties and projections alone;
- have space to explore and express personal distress that may come up at work;
- plan more effectively and use personal and professional resources.

The educational function involves developing skills and competence. It gives a professional the opportunity to explore and master his/her interventions, to be aware of the dynamic of a counselling relationship in addition to the content of the interventions. As education, supervision offers the worker the possibility to:
- reflect upon the content and process of his/her work and to receive feedback;
- develop understanding and skills within the job;
- receive information and another perspective concerning his/her work;
- facilitate the transformation of theoretical knowledge into practice.

And finally, the goal, as stated above, is to develop a reflective practitioner, one who is able to reflect before acting, who is autonomous, genuine and emotionally stable, and to enable him/her to learn meta-cognition and use it in his/her everyday practice.

The developmental and educational model of supervision is deliberately not meant to perform the controlling function of supervision (controlling the quality of service), because we believe that kind of control lowers the ability of professionals to explore and learn from experiences. The quality is included in goals stated above.

The developmental and educational model

The developmental and educational model of supervision is based on the understanding of supervision articulated by our colleagues from the Netherlands. It has been adapted for the Slovenian context. Basic theoretical assumptions are:

- experiential learning from John Kolb,
- humanistic approach to counselling – Rogerian approach,
- group dynamic theories
- theories of communication.

Reflection on experience follows the Kolb theory of experiential learning. This model describes a circle, starting with a *description of the experience*: it is important that the practitioner describes the experience in as detailed a manner as possible. The supervisor is responsible for following the description with attention, to stimulate the narration and to focus on the information "between the lines" (tone of speech, things left out, changes in behaviour, etc). Sometimes in the group session supervisors ask other group members to pay focus on different aspects of the narration.

The core element of supervision is *reflection*. Reflection involves cognitive and abstract processes as well as emotions, intuitions, sensations and bodily experiences. All of these elements provide us with information about the experience on which we are reflecting. To reflect we need to step back and pose hard questions like: Why are things done this way? How could I do it differently? While focusing on thoughts, feelings and behaviour we tend to make meaning from experiences. Reflection is also defined as the ability to think about the past; in the present; for the future. The supervisor is examining the content of the experience, as well as the process. It is easier to follow the content, to offer different perspectives and to be careful not to propose possible solutions to the problem, as offering solutions stops the process of reflection. The process is usually possible to recognize through emotions and other aspects of the process that emerge in situations involving supervision. It is called the parallel process. It takes skill for the supervisor to attend to all facets of the situation and simultaneously be aware of his/her own emotions and bodily sensations.

Giving meaning to the experience is the next phase in the progress of the circle. The experience is being interpreted, connected to similar experiences from the past, connected to theory, values, placed on an abstract level. If the supervision process has been successful so far, the practitioner usually gains insight into the situation. It is easy to notice an insight when it occurs. Many times it is followed by laughter and a palpable change in mood. Nevertheless, it is important that the insight is verbalized so that it can be remembered.

Transfer into action is the last step in the circle. This is the proper time to think about possible solutions, different ways of acting, etc. In the supervision situation the worker can safely try new ways of acting, based on the insight from the previous steps. In the group settings, other members of the group can help by sharing similar experiences they've had.

The circle repeats again after a new experience.

A humanistic approach is part of everything we've discussed so far. The supervision process is oriented towards a client and includes empathy, genuine and unconditional positive regard towards him/her.

The process of supervision usually lasts for approximately 15 sessions; every session is two to three hours long, depending on the number of group members. It is inevitable that a group goes through the stages of group development, so it is very important for the supervisor to have knowledge of and skills concerning group dynamics.

Methods used in supervision

Reflection can be achieved with a wide variety of methods. Some of them are based on dialogue, while others use creative approaches, like drawing and imagining and thus reaching more hidden insights. Some of these approaches will be described here.

Structured reflection offers a sequence of questions that help the practitioner follow the steps of the experiential learning circle. The questions should be clear, understandable, short and supportive.

Level	Questions
Descriptions of the experience: description definition of the problem avoid valuing and giving solutions	What happened? What did you do?
Main factors contributing to the experience more detailed description, without the analysis	What were your reactions? What were you thinking? What did you feel? What was important for you? What do you think others thought/felt?
Analysis summarizing, specific and general conclusions	What does it all mean to you? How difficult is this situation for you? Can you now see all the causes for what happened? Has it happened before? Do you see any similarities to past experiences? Can you draw any conclusions?
Alternative solutions finding other solutions – as much as possible.	What else could be done? What can you do in a similar situation the next time?
Valuing solutions, choosing one	What could be the consequence of all suggested solutions? Which one would you prefer?
Action plan	Describe the plan more precisely. Possible roleplay.
Actions – new experiences	

We can use the following counselling interventions:
- empathic listening with non-verbal signs for attention,
- underlying important themes,
- questioning,
- mirroring,
- paraphrasing,
- active listening and active understanding,
- confronting,
- summarizing.

We can also use creative techniques to come more quickly to the underlying issues. Paper, coloured pencils, projective material, wooden toys, and sets of pictures are usually in the supervisor`s bag. We ask the participants to represent the case using these materials and then we ask questions based on the results.

Four levels of reflection is Michael Carroll`s way of going deeper into reflection. He describes levels of reflection in the following way:
>Level one is a non-reflective stance. It's difficult to go inside and look at the broader picture.
>Typical statement: This client is resistant; he is a problem.
>Level two allows some distance from the event and begins to offer an observer`s point of view. There is an acknowledgement of feelings and some empathy concerning the other person`s perspective and context.
>Typical statement: I can understand why he does that, but it does not excuse it.
>Level three brings the awareness that both parties are responsible for the relationship and that both bring their history into the relationship. This level offers a more systemic way of looking at experience.
>Typical statements: Let`s talk about that. How can I see it from multiple perspectives?
>Level four is the self-transcendent position that means I begin to look at me and how I set up the situations I am in.
>Typical statement: What are my contributions to this?

Supervision utilizes all methods described above to bring the worker deeper and deeper into reflection.

Intervision – peer supervision

Intervision is supervision among colleagues. A group of colleagues decides to support each other's learning in a group. There are advantages and disadvantages to this way of learning. Let`s take a look at both, advantages first:
- members are taking the roles of supervisors and/or supervisees, so they can practice skills in both roles;
- colleagues can be very emphatic because they are facing similar problems;
- they have to learn to communicate efficiently, otherwise the group doesn't work well;
- we learn from other people`s experiences, we learn from the interaction of the intervision group;

Traps that an intervision group has to avoid include:
- ◻ a clear and strong structure is needed to avoid competitiveness between members;
- ◻ a good balance between tasks and the social level (as Bion described) of the group has to be established.

To avoid difficulties clear structure and contracts have to be established at the beginning of the intervision process.

To summarize, let`s look at the supervisor`s responsibilities:

The supervisor's main responsibility is to create positive conditions for learning. That includes methods, interventions and creating a positive group environment so that the members feel safe enough to open themselves to learning.

ANSE – Association of National Organizations for Supervision in Europe

Supervisors all around the Europe have formed professional organizations. ANSE was found in 1997, joining National organizations into a single network. ANSE describes itself in the following way (www.anse.eu):

As supervision became an increasingly professional means of process-oriented consulting, national associations for supervision were founded in several European countries beginning in 1975.

In **1997** on November 21st the national professional organizations for supervision of Austria (ÖVS), Germany (DGSv), Hungary (MSZT) and Switzerland (BSO) established **ANSE** as an European umbrella association based in Vienna to meet the need for European cooperation and Europe-wide exchange of views among professionals.

ANSE now represents more than 8.000 qualified supervisors and coaches in the field of consulting in 22 European countries and more than 80 training institutions.

ANSE is the association of national Organization for Supervision and Coaching in Europe.

ANSE oversees professional interests on the international level.

ANSE is in contact with professional organizations for supervision and coaching world-wide.

ANSE – aims

To promote
- ◻ exchange of information between national organizations and training institutes;
- ◻ exchange of experience between experts in counselling;
- ◻ dissemination of supervision and coaching;
- ◻ quality assurance of supervision and coaching (standards).

To support
- ◻ founding of national organizations for supervision and coaching;
- ◻ development of their own culture of supervision and coaching;
- ◻ training initiatives in European countries;
- ◻ research and coordination of study initiatives in the development of theories and methodologies for supervision and coaching.

ANSE promotes learning about cultural diversity and supports cooperation.

The Slovenian association was founded in 1998 and has been a full member of ANSE since 1999.

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Conference contributions

Supervision in the Slovak counselling centres network

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The network of psychological counselling services was established in the late 1960´s and early 1970´s in Slovakia, or, as it was designated then, the Czechoslovak Socialistic Republic. These services were known as marital and premarital counselling centres and existed in every district town throughout the country. After the Velvet Revolution in 1989, they became centralized and renamed Centres for Psychological Counselling Services for Individuals, Couples and Family. This network was transformed and annexed to the network of Labour Offices, Social Affairs and Family in 2005. Supervision was part of psychological counselling services from the outset as this kind of work is not possible without help from a more experienced and trusted colleague.

The network of psychological counselling centres in the domain of social affairs and family consists now of 55 counselling centres all over Slovakia and 95 counsellors (87 of them psychologists) are employed in these counselling offices. Supervision and further education is organized by the Central Office of Labour, Social Affairs and Family, a governmental agency located in the capital city of Bratislava. Six experienced counsellors are responsible for planning, organizing and often also for implementing various kinds of postgraduate education and supervision for the colleagues noted above. Depending on the number of newcomers to the field, we organize introductory education (a total of 100 hours in 4 weeks over 2 years), occasional two or three day seminars on various relevant topics and regular one day sessions on supervision, organizing issues and short-term topic seminars 10 times a year in each of 8 counties in Slovakia. The Central Office also organizes training in supervision for experienced counsellors who a part of the system. The first such training was implemented in 1995, the second lasted two and a half years (2006 – 2008), and both consisted of 100 hours. We currently have a list of trained supervisors, also certified by the Department of Education, for the entire Slovak republic and this list consisting of approximately 20 names is available to all counsellors in our network.

Supervision for counsellors

Supervision for counsellors is provided both in individual and group form. Supervision is recommended and available for everyone on request and according to an agreement with one of the aforementioned supervisors individually. Furthermore, every counsellor is invited to attend a regular one-day group education session that offers supervision in a group setting. These educational meetings are held every month except for July and August.

One of the supervision methods I myself recently offered is the development of practice through the reflection of SELF in relation to clients. This method involves developing the ability to relate to a wide variety of clients in depth and requires an openness not only toward all aspects and dimensions of the client, but also to all aspects of the therapist. The challenge for a counsellor is to be able to offer openness and depth in relating *to any client*. Initial training can only prepare the counsellor for this challenge; after training, development of the ability to meet every client in depth is part of the ongoing developmental agenda of the therapist.

Developmental agenda

Supervision can play an important role in this process of development, not only through discussion of professional and practical issues, but also by providing a place where the self-development of the therapist can be attended to and where the humanity of the therapist is acknowledged. The developmental agenda (Lambers, E. 2009) involves:

- ◘ Maintaining fitness to practice
- ◘ Broadening our experience of humanity
- ◘ Broadening the self that is available in the therapeutic encounter, being open to all aspects of ourselves and acknowledging our own humanity as a source of connection with the client
- ◘ Physical exercise
- ◘ Balance between rest and work
- ◘ Nutrition
- ◘ Challenge seeking
- ◘ Working on 'weak' areas
- ◘ Experiencing and exploring diversity
- ◘ Expanding the imagination
- ◘ Expanding our life experience
- ◘ Facing fears, prejudice
- ◘ Finding out about other people's experiences

Broadening the self that's available in the therapeutic encounter is about personal/professional development, that is

- ◘ Being open to all aspects of ourselves and acknowledging our own humanity as a source of connection with the client
- ◘ Bringing different dimensions or parts of the self to the counselling relationship
- ◘ Understanding and articulation of theory
- ◘ Developing self acceptance
- ◘ Acknowledging and experiencing our humanity

So, every counsellor needs to ask him/herself these questions:

What do I need to work on in my development so that I can offer an encounter at relational depth to any client?
What are my self-development objectives as a counsellor?
What are my self-development objectives as a supervisor?
How might they be obtained?
What are my excuses for not obtaining them?
Where do I start?

One particular method concerning how to reach these areas in oneself and get closer to relevant answers involves drawing a map of one´s self-development to the present point and also projects it into the future. Any participant in supervision can utilize 20 minutes to work on his/her own map on a sheet of paper. The next step is to share their thoughts with another person for 30 minutes (15 minutes each). After sharing in dyads, the group discussion aims at summarizing and possibly generalizing the experience and learning of

the supervisees. I find especially interesting the excuses for not obtaining personal objectives and goals. Supervisees usually report that their articulation of these excuses is new, however I suspect that it is only new in that they have made the excuses public.

This method is not strictly oriented toward professional issues and possible difficulties in demanding counselling work with our clients. I personally like it simply because it offers an opportunity for discussion to enter more personal area(s), since in my experience supervision very often (if not always) concerned with the personality of the supervisee. And consequently, we also speak quite often about our personal lives or at least some areas of our personal lives with my supervisees. Doing so is very often highly rewarding and helpful not only to them, but also to their clients.

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Conference contributions

Comments on the Professional Care for the Competence of Guidance Counsellors working with students with disabilities and SEN

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Introduction

Health, respectively functional disability can hamper the self-sufficiency, mobility, sensory perception, communication, mental and physical performance, and can also create a number of obstacles, which complicate to a great extent the course of university studies, the socio-educational as well as the subsequent socio-professional integration of disabled people.

The philosophy of support for disabled students reflects a trend, which can be characterized as one shifting away "from assistance to direct support and empowerment", that is from the so called frequently useless dependence and passivity to solving the issues, which are really out of the powers of individual disabled students, and towards their self-determining support. This is aimed at accomplishing that students be able to specify the area requiring help and gradually learn as best as possible to cope with their problems. In the course of this process an empathetic and erudite university counsellor can provide efficient support and guidance.

Education is closely related to employment and social standing, whereas a good job as well as a reasonable, within the given frame of reference usual, standard of living belong to the fundamental parameters of personal health, respectively to the psychosocial components of the quality of life of each person in the present-day postmodern society.

I. Opting for university-level education is to be determined by the talent, academic background, capabilities, and will of the student.

This is to be done irrespective of the student's disadvantageous state of health or functional limitation or disorder. In this respect, working with such students is not diagnose/disability-oriented, but it targets the impediments arising from the student's health constraints and disorders in terms of pursuing university studies, i.e. the student's capabilities of coping with the activities typical of the course of university studies and graduation.

Let's keep in mind that a disabled student may be several times more disadvantaged as regards university studies in case of interplay of unfavourable circumstances – for instance:
- concerning the choice of university when the determining factors are not only the academic background and interest in a particular field of study but also the university's readiness in relation to the specific needs of the student. The very fact that disabled students need not be guaranteed comparable complete freedom upon choosing their preferred university, as against students without any disabilities, may subsequently come to light as insufficient motivation in the course of study and a questionable relation to the content of study as well as in subsequent employment;
- in the course of entrance exams and admission (– form, procedure and assessment criteria) and personal studies (- physical and interpersonal barriers, difficult access to study materials, lack of satisfactory ways of communication from the viewpoint of the student, etc.).

The afore-state facts might as well lead to premature termination of studies or to the fact that the student graduates in a field towards which the student has developed an ambivalent attitude, and hence the student has no real interest in that field. The minimization of such a disadvantage belongs to the fundamental tasks of university counsellors and facilitators.

II. University-level guidance targets among others the following:
- information and study guidance,
- pedagogical/educational guidance,
- psychological guidance,
- guidance support for students with health disabilities and SEN (Special Educational Needs) – usually specialized in individual types of disability (physical, sensory, communication), including specific learning disorders (dyslexia, dysgraphia etc.).
- professional and career guidance
- social and legal consultation
- eventually religious/spiritual guidance

The provision of guidance services at universities in the Czech Republic is incorporated in the Law on Universities (1998). The development of and support for the competence of counsellors has been provided by the actively operating Association of University Guidance Counsellors (*www.asociacevsp.cz*)

III. What is inclusive education?

Inclusive education contains the conditions and process of mutual education of students without and with disabilities. It implies a functional set of system measures enabling the education of students with disabilities or SEN in mainstream studies, and their active, as unreduced as possible participation in academic life.

University-level inclusive education is based on accepting the fact that the essence for studies as well as subsequent academic career are the abilities, knowledge qualifications, motivation, and possibly special knowledge and skills in the selected field of study/program. This, just like the accessibility of the basic human and civil rights, holds true of all academic study applicants and students without exception. In this respect health disability and its consequences cannot play any role. Nonetheless, a key role in the process of building up and ensuring an accessible education (i.e. inclusive) environment is played by the fruitful elimination of impediments to education related to disabilities, thus the extent and coherence of compensating the consequences of various types or forms of health disabilities.

IV. What are university guidance counsellors expected to know/be able to in relation to students with disabilities and SEN?

◻ be open, respecting and unbiased,

◻ understand the specific needs and principles of behaviour of students with functional deficiency in the field of locomotion, orientation and communication,

◻ perceive the student as individuality, and not as "disabled", realize that students with disabilities just like other students manage their lives and studies, and are responsible for performing their academic and study-related duties,

◻ support the student in coping with difficult situations, work with the student's motivation, and facilitate the development of the student's self-sufficiency,

◻ help the student define his/her capabilities and needs, i.e. what the student is capable of managing, and what needs to be compensated for by means of alternative or modified way of education and examination,

◻ support the realization of measures eliminating the impact of health disabilities on studies,

◻ promote the harmony of the mutual expectations and reliability of the student's capabilities and the school,

◻ provide quality mediation services, collaborate with teaching and other academic staff, and be able to explain to them the "what, when, why and how" aspects of the issue at stake.

V. Do all guidance counsellors have the know-how?

Here are some ways and means of helping guidance counsellors acquire and develop the necessary competence:

◻ individual consultations for counsellors having no professional training and experience in the field of working with disabled students,

◻ activities directly aimed at (lifelong) learning for university guidance counsellors,

◻ hands-on or self-test courses and training,

◻ various forms of work under supervision, Bálint-style groups, application of Video Home Training (VHT) or Video Interaction Guidance (VIG) methods,

◻ (auto) reflection of the character, course, and efficiency of one's work with disabled students,

◻ analyses of suggestions stemming from the group sessions of teachers, guidance counsellors and students with disabilities or SEN.

In the Czech Republic, for example, Charles University in Prague and Ostrava University provide schooling for academic staff aimed at improving the awareness and optimization of their attitude towards and dealing with disabled students. Most Czech universities have elaborated guidelines or norms pertaining to the support for students with disabilities or SEN.

VI. The state of affairs in the Czech Republic and a paradigm of competence essential for guidance counsellors

In the meantime the support for students with special needs does not have uniform rules in the Czech Republic. Most Czech universities provide support to students with special needs in the course of their studies by means of consulting service offices, and consulting and facilitating centres established at individual colleges and universities.

Charles University in Prague runs an Office for students with special needs, which serves the whole university, and provides coordination, consultation, information, registration, and conceptual activities as well as methodological help in an area covering the needs of university study applicants and students with special needs. At the level of the individual schools within Charles University a system of the so called contact persons has been introduced. Each school of the university is authorized to establish a specialized information and counselling office in order to meet the needs of university study applicants and enrolled students, thus also including students with special needs. On 01.10.2008, following Provision No.25/2008 of the President of Charles University, a document entitled "**Minimal standards of support provided to students and university study applicants with special needs at Charles University"** came into force within the framework of the university. The document came into existence in order to objectively underpin the needs and standardize the support offered to university study applicants and students with special needs across all schools of Charles University. The document is likewise a response to the all-European effort to standardize the support given to university study applicants and students with special needs attending European universities (List of minimal standards for UNICA member universities – Network of Universities from the Capitals of Europe).

The **Technical University of Liberec (TUL)** set up an Academic counselling office and support centre back in the 1992/93 academic year as a all-university counselling and support office for students faced with difficult life conditions and study problems as well as to provide pedagogical and psychological, special pedagogical, professional, and social and legal counselling for TUL students and faculty, and the public at large. Integral part of the activities of the office is the mediation of solutions compensating for the consequences of student disability as well as provision of study assistance and technical support services (text digitalization, establishing a CD fund of study materials, lending compensatory and locomotive tools, etc.). In the course of existence of the counselling office, first off thanks to participating in the development project of the Czech Ministry of Education, almost all architectural barriers in the buildings of TUL and on campus have been removed. The equipment of the support centre has been continuously modernized (special SW, tools for visually impaired, dictaphones, etc.). The counselling office seeks to provide comprehensive activities in favour of disabled persons, namely by working both with high school students preparing for university studies and TUL graduates who need assistance in finding optimal employment.

On the ground that:..."*Due to the growing number of children and students with disabilities, who were previously integrated in ordinary elementary and high schools, and who have already reached undergraduate age, the number of university study applicants and university stu-*

dents has naturally been increasing. Therefore the current need for a targeted systemic solution to the issue of education of disabled people and of those interested in tertiary-level education has also arisen. In light of exercising the right to access to university education, it is necessary to provide goal-directed and systemic conditions for their possible studies"... (*), the subject matter of stabilization of inclusive education comes under the priorities of the Professional group on education with the government's Committee for the disabled and the Council of universities so that the comprehensively conceived and really existing accessibility becomes one of the underlying criterions for assessment of each Czech university. This, of course, also sets new, qualitatively higher requirements for the competence of university guidance counsellors and facilitators.

The requisite for specific knowledge and skills for university guidance counsellors will be dealt with in more detail by presenting the example of students with hearing impairment whose support is among the very demanding ones – among others in light of the peculiarities in communication between a guidance counsellor and such a student and vice versa. Students with hearing impairment are able to manage university studies with certain help given their individual needs, which first off differ in the way they communicate due to limited hearing perception and speech production. However, it is important to state beforehand that people with hearing impairment constitute a very heterogeneous group of students even in terms of the way of communication with the majority of society.

A group of students whose hearing impairment varies from light to medium to moderately severe /related literature indicates moderately severe hearing impairment as the limit of acceptable hearing capacity for acquiring speech (Hrubý, 1999, Krahulcová, 2002) / and successfully compensate for their hearing defect with the help of quality technical aids (individual digital hearing-aids, FM systems) or a Cochlear implant are used to being in a hearing environment and to oral communication. Hence they will need support other than that necessitated by students with severe to very severe hearing defects going into complete deafness where we are talking an outright ear channel deficiency. Such students are used to communicating in a visual motor system.

Hard of hearing students, students with a Cochlear implant or those who have gone deaf after the completion of speech development are able to graduate from university without problems following suitable adjustment of the conditions of study, given certain standards, diligence and tolerance, and support from their environment. It is exactly here that guidance counsellors come in with their knowledge of certain communication principles in consideration of this group of students, and with the task to also brief their colleagues and lecturers on the specifics of communication in that respect.

These students, apart from compensating for their hearing defect with technical aids, are capable of lip-reading live speech (they perceive live speech with the help of their eyesight). When communicating with them it is very important to create optimal conditions for good visibility of the speaker who is being lip-read, therefore it is significant to establish the so called visual contact. Another not less important element is the lighting inside the room, and the distance between the speaker and the lip reader as well as a reasonable pace of speaking. Lip-reading is very demanding for people with hearing impairment in terms of the exhausting concentration of attention and demand factor of content comprehension. Persons with hearing impairment admit being able to handle lip-reading for 20 – 30 minutes at the most.

University guidance counsellors should also brief lecturing colleagues of the following support options meeting the needs of students with hearing impairment. In terms of better orientation in a lecture what really matters is the synopsis of the lecture, and that at least certain portions of the lecture be presented by means of e.g. an overhead projector, data projector (visual props and clearness are pivotal by virtue of the limited hearing capacity). Lip-reading does not go together with taking notes during lectures; therefore students with hearing impairment cannot do without handouts, Xerox copies or hand-copying of lectures. The best solution in the case of making record of lectures is to have a personal assistant, the so called "recorder" in the form of a fellow student whose handwriting and style of taking-down notes the student with hearing impairment is used to. A better case scenario involves taking down notes of lectures with the help of a laptop.

In terms of examinations it is necessary to consider whether the option of giving the exam questions in writing is not a better alternative for both the examiner and the examined student. In case of a written test it is necessary to extend the time limit for students with hearing impairment as those students must think about both the content accuracy of their answers and the meaning of the words and sentences contained in the questions. One should also accept formulations which might not be grammatically correct.

Students, who are deaf or having severe hearing impairment, show completely different needs. University studies conducted in a communication code different than their native sign language, which they have been taught at elementary and high schools for students with hearing impairment are particularly burdensome. Many problems arise from the incomprehension of a number of situations, and the inaccurate, distorted interpretation of input information, which derive from the different language code and not from lack of intelligence. It is here that the demanding role of guidance counsellors comes in. The optimal case scenario is for the university guidance counsellor to be able to communicate with such students in the Czech sign language. A number of organizations for people with hearing impairment, schools and universities offer sign language courses all across the Czech Republic. Another viable solution is to resort to the services of a sign language interpreter when the need for communication arises. Some counselling centres also employ such interpreters or hire them on an ad hoc basis.

Sign language is the fundamental language of communication for people with severe hearing impairment or those who are deaf. It is a natural and fully-fledged communication system having its own vocabulary and grammar, and constituting specific visual and motor means (hand-expressed shapes, hand position and motions, face-play, positions of the head and upper body parts), produced in three-dimensional space (roughly delineated by the spread-out elbows, the top of the head, and the waist). It has no written form. Deaf people in the Czech Republic are entitled to education conducted in sign language pursuant to Act No. 155/1998 Coll. of 11.06.1998 on sign language on the amendment of other laws, and on its updating of the Act on communication systems for deaf and deaf blind people

under No. 423/2008 Coll. of 20.10.2008. It is important for those students to be furnished information in an acceptable communication code during lectures and seminars so that they can orient themselves in the material covered and narrow down problems related to incomprehension of hand-copied or photocopied lectures from fellow students. The shift of information between two communication codes is provided by sign language inter-preters. Interpreting is a unique conversion of the meaning of statements from the initial into the target language. Such a language conversion must respect both the distinction of the two languages and the differences in the cultures of people with and without hearing impairment. It is important to accurately interpret the manner of expression, not to alter the meaning or content of the message.

Interpretation can in no way be considered relief or preferential treatment, but only me-diation of the communication code, which is natural and usual for deaf people, whereas live speech is alien to them. Students with hearing impairment may not be discriminated against in any case. On the contrary, they must be given the opportunity to receive edu-cation in the language they understand. It is important that the interpreting of lectures, seminars, consultations, examinations, the very presentation given by students with he-aring impairment, the verbal production of fellow students, etc. be of sufficient quality. Interpreters should be able to find their way around a given academic field, and to pre-pare in advance for each lecture and seminar, which certainly requires that lecturers be helpful and make their materials available to the respective interpreter. In this case, as a rule, university guidance counsellors are a great help as mediators between interpreters and lecturers.

Every interpreter is bound by the so called interpreter code of ethics. The code of ethics determines the basic discretions and duties of sign language interpreters at work, and has in connection with the work of interpreters been created for the purpose of exercising the right of deaf people to fully-fledged communication.

Even in the course of communication realized with the help of a sign language interpre-ter it is necessary to adhere to certain principles of communication with a deaf student, which must be observed not only by guidance counsellors, but also by the other collea-gues, who should be given sufficient instructions, which is in the competence of guidance counsellors.

A deaf person is entitled to having an interpreter, as has already been mentioned here above, but first off must request to be allotted an interpreter. Deaf students are also en-titled to choose their interpreter. Interpreting can be provided by means of the Czech sign language, signs Czech, spoken and written Czech in line with the individual communica-tion preference of a deaf student. It is important that the speaking person always conduct a conversation directly with the deaf student, and thus to maintain visual contact with the deaf student and not with the interpreter. It is also important to communicate in real time and not to speak to the interpreter expecting that the deaf student be given explanation by the interpreter at a later point in time. A deaf student needs to see clearly both the spea-ker and the interpreter. During any conversation, explanation, or lecture the speaker is not advised to perform other activities, come around, or turn over. At the end of the conversa-

tion it befits to find out whether the deaf student needs additional clarification. Even in the course of interpreting a deaf student cannot make notes of the lectures. Therefore even in such cases it is appropriate to make use of personal assistants, the so called "recorders", who presently write down lectures by mostly entering their contents in a laptop. Someti-mes when it comes to writing notes down on paper there might be problems reading one's individual handwriting. In the Czech Republic assistants are recruited from among fellow students, but in Austria, for instance, such "recorders" are recruited from among students from other academic fields in order to provide objective records, which are not influenced by their subjective judgment of the material covered.

Conclusion – acquiring specific competence is not a one-off act

Similarly to other counselling skills, specific competence needs further development and updating so as to match the various situations, capabilities, and needs of student clients. A prerequisite for a susceptible, unbiased, and matching the circumstances approach is the endeavour to respect the specifics of a student's disability, and the openness to understan-ding the student's problem as well as the will to seek possible solutions.

The mutual aim of our work in the area of university students with disabilities and special needs is to enable them with the help of optimized forms of assistance, conditions, and circumstances related to their study and social activities to overcome the disadvantageous consequences of their disability and to reduce the impediments, which obstruct them in pursuing "standard" studies.

Topics discussed at the workshop:

Is your university ready for inclusive education of students with disability?
- YES – What measures have been implemented?
- NO – Why?
- AS THE CASE MAY BE – What does it depend on?

Do you practically run across students with a disability?
- YES – How do you feel about that?
- So far NOT – Would you feel uncertain?

Do you agree with the statement that the needs of students with a disability are legi-timate and that their implementation does not involve unsubstantiated relief and prefe-rential treatment but is about an adequate form of compensation for the consequences of a certain disability, which thus reflects its impacts and functional limits?
- YES – Why?
- NO – Why?
- UNDER RESERVATIONS – What?

Have you had any interesting experience in the field of working with disabled students, which you would like to share or discuss with the other workshop participants?

Summary of the workshop named "*Notes regarding care for the competence of counsellors working with students with a disability and special educational needs*" (lectured and recorded by Barbora Čalkovská, MEd., Handicap counselling centre, Czech Technical University in Prague):

The workshop was attended by ten conference participants from Austria, Slovakia, the Czech Republic, and Germany. The introductory report presented by Dr. Novosad was followed by an exchange of views and experiences of the participants regarding the topic of the possibilities for university studies pursued by students with disabilities or special education needs.

In light of the fact that only 2 of the seminar participants had had previous work experience in dealing with university students with disabilities or special educational needs, for most attendees the report delivered was the first information of its kind on the provision of special care for such students.

The course of discussion showed that each country had their system of support for university students with disabilities set in quite a different way. Some participants were surprised to hear that students with dyslexia the Czech Republic may attend university and that they are provided with specialized care. Based on the information furnished by the Austrian participants, universities in Austria do not offer such care. On the contrary, Slovak regularization stipulates that each national university is obliged to appoint a coordinator for the support of students with a disability. All participants agreed among others on the following:
- need to standardize and make compatible the support for students with a disability in the EU,
- necessity to have specialized training for guidance counselors working with this clientele,
- legitimate measures leading to the non-disadvantageous and equal standing of students with a disability within the academic environment.

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Ethics and Ethical Dilemmas in the Work of a School Counsellor

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The challenge of working ethically means that practitioners will inevitably encounter situations where there are competing obligations. In such situations it is tempting to retreat from all ethical analysis in order to escape a sense of what may appear to be irresolvable ethical tensions. Ethics are intended to provide assistance in such circumstances by directing attention to the variety of ethical factors that may need to be taken into consideration and to alternative ways of approaching ethics that may prove more useful. No statement of ethics can entirely alleviate the difficulty of making professional judgements in circumstances that may be constantly changing and rife with uncertainty. By accepting a statement of ethics, members of the relevant National Association for Counselling are committing themselves to engage the challenge of striving to act ethically, even when doing so involves making difficult decisions or acting courageously.

We will present basic issues concerning the meaning of the main concepts (terms) of Ethics and Ethical dilemmas. Moreover, we will present some interesting results from Slovak research from the beginning of the new millennium on Ethical Dilemmas among counsellors in Centres for educational and psychological counselling. Last, but not least, we will attempt to underscore the meaning of "Professional identity" and the values of a school counsellor.

1. Ethic:
   - a. A set of principles of right conduct.
   - b. A theory or a system of moral values: *"An ethic of service is at war with a craving for gain" (Gregg Easterbrook).*
2. ethics *(used with a sing. verb)* The study of the general nature of morals and of the specific moral choices to be made by a person; moral philosophy.
3. ethics *(used with a sing. or pl. verb)* The rules or standards governing the conduct of a person or the members of a profession (*medical ethics, counsellor ethics, etc.).*

An ethical dilemma can have multiple meanings as well:
- a) a complex situation that often involves an apparent conflict between moral imperatives in which to obey one would result in failing to observe another *en.wikipedia.org/wiki/Ethical_dilemma*
- b) you are caught between making two possible choices in a situation where both could be considered "ethical" (right or moral choices) but the goodness of one cancels out the other.

Values of counselling

The fundamental values of counselling include a commitment to:
- Respecting human rights and dignity
- Ensuring the integrity of practitioner-client relationships
- Enhancing the quality of professional knowledge and its application
- Alleviating personal distress and suffering
- Fostering a sense of self that is meaningful to the person(s) concerned
- Increasing personal effectiveness
- Enhancing the quality of relationships between people
- Appreciating the variety of human experience and culture
- Striving for the fair and adequate provision of counselling

Some examples of the most frequent ethical dilemmas among counselling

psychologists: (Kopcanova,D. 2001)

1. Rodičia proti vôli klienta
2. Drogy, krádež, šikan
3. Psychické zábrany
4. Škola-ped.pracovník
5. Zanedbávanie rodičmi
6. Sex. zneuž. rodičmi
7. Nesúhlas rodičov s psych.
8. Sex. zneuž. iní
9. Utajovanie inf. rodiny
10. Zverenie do výchovy
11. Preradenie do špec. šk.
12. Neodborný kolega
13. Iné - odmiet. spolupr.

Mladší
Starší

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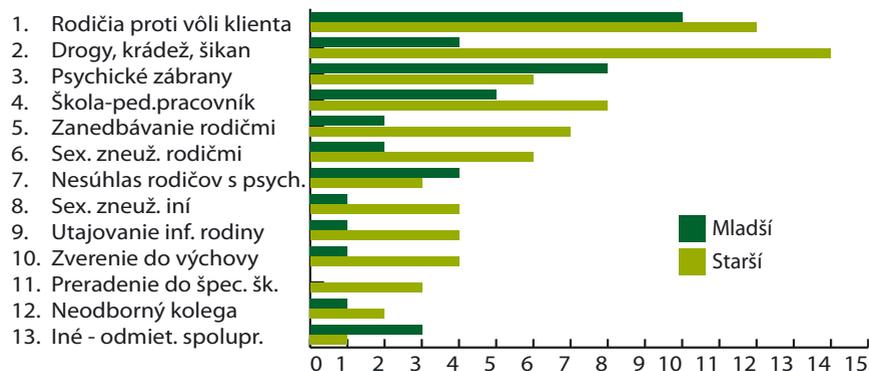
1. Whether or not to contact parents of a client who's a minor
2. Various dilemmas involving drugs, thefts, bullying etc.
3. A practioner's biases and prejudices related to gender, race, politics, etc.
4. School, educational workers
5. The neglect of children by parents
6. Sexual abuse of children by parents
7. Parents' disagreement with a psychologist´s proposal
8. Sexual abuse of others
9. Family secrets
10. Child custody
11. Transfers to other schools
12. Unprofessional interference of a colleague
13. Other (like refusal to cooperate, etc.)

Some examples of ethical dilemmas (statements)**:**
◻ The client asked me not to discuss his theft in the supermarket with his parents...
◻ I know that my client has begun to experiment with drugs but I feel too embarrassed to contact his parents...
◻ I was dealing with a case of a drug abuse (the young man came to discuss this problem voluntarily), but he strongly rejected my appeal to contact his parents or doctor…
◻ The client insisted on doing nothing to address his drug abuse as he was afraid of a dealer (who'd threat to kill him), I shared his legitimate fear...
◻ A secondary school girl confided that she had been subject to abuse by her family and did not want anybody to learn about it. After much discussion she agreed to begin family therapy.

What causes the most ethical problems:
◻ a wide variety / insufficient variety of services offered
◻ insufficient qualifications of a counsellor
◻ too little evaluation of the work of a counsellor
◻ counselling intervention that was not fully recognised by a client or other partners involved in a resolved case
◻ the limitations of social interaction between client and family members
◻ parents' views regarding a counsellor´s intervention
◻ various misunderstandings due to a lack of communication

So how does one deal with ethical dilemmas? One options is to follow the American model "STEPS"= Solutions to Ethical Problems in Schools introduced by Stone, C. (2005) which adapts and extends the seven steps of The Practitioner's Guide to Ethical Decision Making developed by The American Counselling Association (ACA) model and extends the conceptual and contextual applications so they align with the unique aspects of counselling in schools. It is a nine step model which considers the emotional influences of a problem, the chronological and developmental appropriateness of the solution, the setting and rights of parents.
◻ Define the problem emotionally and intellectually
◻ Apply the ASCA and ACA Code of Ethics and the law
◻ Consider the chronological and developmental levels
◻ Consider setting, parental rights, and minors rights
◻ Apply moral principals
◻ Determine the potential courses of action and their consequences
◻ Evaluate the selected course of action
◻ Consult
◻ Implement the course of action

1. Define the Problem Emotionally and Intellectually
How do your emotions (your initial reaction) define a problem? What does your heart tell you should happen in this case? Store this initial reaction for later reference.

How does your intellect define the problem unemotionally, objectively? What are the facts? Separate out the hearsay but remember that rumors are often informative.

It is important to acknowledge and honor your first reaction to a problem. This immediate reaction and your ideas on how to support a client will help guide you toward a correct resolution that will benefit a student. School counsellors are careful not to act on their emotional reactions without considering the other ethical decision-making steps. Because we care about our students, we don't want to negate or discard emotional reactions entirely but rather use them to guide us along with a healthy intellectual response based on reason and judgment.

Separate out the facts, innuendos, rumors, hearsay, and hypotheses. However, in school settings we cannot rule out hearsay or rumours as they often allow school counsellors to discover the truth about situations involving their students.

2. Apply ASCA and ACA Ethical Codes and the Law
Ask yourself whether your code of ethics or the law offers a possible solution to the problem. Ethical dilemmas are often complex and we do not usually find a simple hard and fast solution in the codes or laws.

3. Consider chronological and developmental levels

What is the impact of the student's developmental level on the dilemma and how will you approach that impact? It matters how old a child is and how he or she demonstrates his or her ability to make informed decisions. Also, school counsellors continually have to remind themselves that the younger and more immature the child, the greater our responsibility to their parents/guardians.

4. Consider the setting, parental/guardian rights and minors' rights

You must consider the rights of parents/guardians as they provide the guiding voice in their children's lives, especially in terms of value-laden decisions. Clear or imminent danger can take many forms and that danger is not necessarily as obvious as a brandished knife when you are talking about a minor in a school setting. Parents' rights to be informed and involved when their children are in harm's way must be honored.

You must consider any ethical dilemma in the context of the school setting. School counsellors cannot practice risk-free but we can reduce our risk and offer out support to students by using ethical reasoning. STEPS helps school counsellors negotiate the nuances of ethical dilemmas that are part of working in an environment designed for academic instruction in which our minor clients' attendance is mandatory; the school environment provides a significantly different context than that of an agency, community, private, or hospital counselling setting with clients who are adults. Although the model is presented sequentially, employing the model in the throes of an ethical decision-making process will almost always require you to use it out of sequence.

Another model is offered by Tim Bond (2000, 2009) in *Standards and Ethics for Counselling in Action*. His latest book is a highly acclaimed guide to the major responsibilities of which trainees and counsellors must be aware before working with clients. Bond outlines the values and ethical principles inherent in counselling and points out that the counsellor is at the center of a nexus of responsibilities: to the client, to him/herself as a counsellor and to the wider community. Now fully revised and updated, the second edition of this book examines issues fundamental to the process of counselling. Bond discusses a wide range of ethical problems and gives advice for resolving these dilemmas. Topics covered include: confidentiality, legal aspects of counselling, working with suicidal clients, false or recovered memory, record keeping, and the importance of adequate supervision.

Personal moral qualities *[1]

The practitioner's personal moral qualities are of the utmost importance to clients. Many of the personal qualities considered important to providing service to clients have an ethical or moral component and are therefore considered to be virtues or positive personal characteristics. It is inappropriate to stipulate that all practitioners possess these qualities, since it is a fundamental reality that these personal qualities must be deeply rooted in the person concerned and developed through personal commitment rather than any requirement imposed by an external authority. Personal qualities to which counsellors and psychotherapists are strongly encouraged to aspire include:

- **Empathy:** the ability to communicate understanding of another person's experience from that person's perspective.
- **Sincerity:** a personal commitment to maintaining consistency between what is professed and what is done.
- **Integrity:** a commitment to being moral in dealings with others, personal straightforwardness, honesty and coherence.
- **Resilience:** the capacity to work with the client's concerns without being personally diminished.
- **Respect:** showing appropriate esteem for others and their understanding of themselves.
- **Humility:** the ability to assess accurately and acknowledge one's own strengths and weaknesses.
- **Competence:** the effective deployment of necessary skills and knowledge to do what is required.
- **Fairness:** the consistent application of appropriate criteria to inform decisions and actions.
- **Wisdom:** possession of sound judgement that informs practice.
- **Courage**: the capacity to act in spite of known fears, risks and uncertainty.

The professional identity of a school counsellor

Similar to the process of growth in other professions, research plus experience in the field of counselling leads to technological growth and increased knowledge. In this manner school counsellors need to continue their professional development in order to increase effectiveness as practicing professionals. School counsellors, like others in the field, work with systems in constant flux.

Establishing a professional identity, maintaining ethical conduct, and working to keep current are critical to the school counsellor's career. Given these requirements, however, the necessary and practical question we must ask is: "How does the new professional continue to learn?" Professional associations aim to inform practicing school counsellors about current research and issues within the field of education and applied psychology via their professional activities and their free publications (e.g., journals). They also serve as a means to establish and maintain communication nationally and abroad, to share ideas and support one another, to promote ethical and effective practices in the field, and to enhance professional growth. Professional associations also impact federal, state and local laws, policies and practices.

Presenting at state or national conferences is an exciting opportunity to share and inform your colleagues of new developments in research, interventions and/or programs in the field. By participating in these types of activities, professionals in the field are strengthening their own foundations as school counsellor as well as developing their professional identities in the eyes of their colleagues.

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PhDr. Dagmar Kopčanová, is a researcher at the Research Institute for Child Psychology and Pathopsychology. Recently she has been working on a project intended to facilitate the development of Child Guidance Centres and other counselling facilities in the Slovak education system as well as serving as the project manager for the standardization of certain psychodiagnostic techniques used in the evaluation and assessment of young children (SON R 2-1/2-7). Currently her professional activities focus on the quality of education, the psychological and educational aspects of cognitive development and the social integration of Roma students in mainstream schools. As the Head of an Education Section of the Slovak Commission for UNESCO, she organized international conferences on Quality Education for Socially Disadvantaged children which were supported by the Participation Program of UNESCO.

Training and further training of careers teachers on Sek I and SEK II, example of the federal province of Styria, Austria

Sabine Fritz

This summary of a workshop conducted at the Cross Border Seminar 2010 in Bratislava provides insight into the initial and advanced training of teachers who are also career counsellors (Berufsorientierungslehrer/innen) and student advisors (Schülerberater/innen) in secondary education, using as an example the federal province of Styria in Austria. We also offer a glimpse into the Austrian net-1 project "KL: IBO", focussing on the tool "Portfolio of Strengths" or talent portfolio. The main focuses of the workshop were:

- ▫ Creating job profiles for career guidance teachers and student advisors;
- ▫ Surveying the need for initial training and in-service training;
- ▫ Discussing current topics and successful undertakings;
- ▫ Relating the necessity of networking and finding cooperative partners in career guidance;
- ▫ Comparing national strategies.

In principle, career guidance in Austrian schools is organised based on a three-level model:
1. Career education lessons are provided by teachers responsible for career counselling.[1] In this scenario, teachers work with the whole class "teaching".
2. Individual advice is provided by student advisors, who give personal attention to students and possibly their parents.
3. Both of these are supplemented by a school psychology service that can offer specialised assistance. The service is supported by classroom teachers and a wide range of other individuals and agencies outside of the school context.

There are approximately 150 school psychologists in Austria – not all are full-time – compared to around 2,370 student advisers (typically one at each school).

Which different responsibilities are attributed to the three systems?

1. Career teachers work with all pupils in one classroom. They usually provide one lesson a week to 13- and 14-year-olds (in the 7th and 8th grades). They can also offer project days, or block lessons when it makes sense to them.

Specific topics include: personality development, the world of work, career/school information (e.g. job descriptions, required abilities in various professions, etc.).

They work together with job experts, organising early work experience and job shadowing.

Initial training for career guidance teachers takes 4-6 semesters (12–20 ECTS) at universities specializing in the continuous education of teachers.

––––––––––––––––––––
1   These lessons are based on the curriculum "Curriculum für den

Lehrgang für Berufsorientierung", which can be obtained upon request from the author of this text (sabine.fritz@phst.at). There are three different training courses: Course for student advisors, Course for career teachers and Course for career coordinators.

Further training and updating of knowledge is also organised by universities of teacher education. Seminars, workshops, etc., are generally offered several times a year.

The contents of initial training courses include: career development theories, teaching/ methods of career counselling, information on the world of work and the labour market, competence training, working with experts, computer-based career planning methods, on-the-job training, early work experience, career testing, application training, and coo- peration with parents (detailed information is available in the curriculum; our offers are based on this).

Career guidance teacher "advanced training" constitutes learning about new deve- lopments in teaching, new computer based techniques, gender/diversity management, experts in the world of work, transitioning from school to work, projects on "early work ex- perience"– e.g. by the Styrian Association for Education and Economics (STVG) (the world of work and the labour market, working with portfolios, such as talent portfolios, applica- tion portfolios, job assessments, etc.)

2. Student advisors offer personal and career counselling.

They work individually with students and their parents, and discuss students' abilities with colleagues. They do not provide lessons, but they have office hours.

They advise on individual career planning and learning difficulties or behavioural and related problems.

They create networks with partners (chambers of labour, chambers of economy, labour offices, as well as many other institutions).

They organise early work experiences and education/job fairs, where students can gather information.

Initial training for school advisors consists of 4-5 semesters (min 12 ECTS) at universi- ties of education in the form of ongoing teacher training.

Further training and updating of knowledge is organised by a coordinating team at the regional level (1-3 times a year) in cooperation with universities of education and school psychology services.

Psychology services support teachers when specific questions/problems occur in their job and also offer cooperation in planning further training at the regional level.

Student advisor "initial training" consists of career development theories and coun- selling techniques in the fields of career management, as well as learning how to handle challenging behaviour or learning difficulties. Student advisors receive information on individual career possibilities, career management methods, the world of work, require- ments of the labour market, theories on the development of career management skills,

and social learning. They also gain new materials, new methods, public relations skills, and learn about career testing assessments, computer-based career planning, and career/ school information.

Trainees learn how to find partners in career guidance (including labour offices, cham- bers of labour, chambers of commerce, NGOs, parents, and potential early work experience employers), and they are taught how to undertake case analysis and supervision.

Student advisor "advanced training" deals with counselling and job coaching, the professional personal development of teachers (addressing issues such as burn out, team work, and social learning), on-the-job training, applying for jobs, working with partners in career guidance (universities, colleges, companies, and potential employers, for exam- ple), cooperation with parents, and managing behavioural issues. Timely topics include: the world of work and the labour market, unemployment, intervention in the case of crisis supervision, "intervision" and the avoidance of "burnout".

3. A very new approach to vocational orientation and career and life planning for stu- dents is a national net-1 project called "**KL: IBO"**.

In this project, (12 schools in Austria are involved, with the support of the Ministry of Education) vocational orientation is regarded as a challenge for the whole system. It en- tails teachers in project schools attempting to build a bridge between their school and the world of work by being aware of the three core elements of the project in their lessons: **portfolio work, conferences on vocational orientation** (student/parent/teacher confe- rences) and **personalised learning.**

In our project/pilot schools, we support students in discovering and developing their strengths and talents. We encourage them to collect proof of their abilities and interests, including any certificates they have received, and documents from in and outside the school, which are then presented in a **portfolio of strengths** or **talent portfolio** (our understanding of a talent portfolio is based on the school-wide enrichment model – SEM http://www.gifted.uconn.edu/).

In our project, we call the result a **portfolio of strengths,** because we are convinced that each human being has strengths. We do not focus on the so-called "high potentials", the extremely talented students in a special field. Every single student has the right to develop and present personal strengths, no matter whether they are cognitive, physical or practical (hands-on).

The portfolio is a tool used to systematically gather and record information about abili- ties and interests. Students develop it autonomously, while teachers serve as counsellors/ facilitators in the portfolio review process.

Students alone decide what they want to include. Proof of abilities could focus on crafts, sports, history, maths/logic, languages, physical sciences, computers, business, musical performances, musical composition, course grades, and product evaluations. They can

also put in degrees, feedback papers from interaction with others, samples of completed assignments and other performance-based observations and assessments.

They can include learning environment preferences, thinking styles, and references from early work experiences (e.g. babysitting).

As mentioned before, the selection of proof/items to be included in portfolios is undertaken by the students themselves. In the process, the students pick up important skills such as reflecting and evaluating.

Students should reflect upon their individual interests and abilities, which are then supported by evidence in their portfolios. Their reflections should be written. Helpful questions are used to start the process, such as What abilities do you show through this work? What was easy to do? What was difficult? How did you manage the difficulties? and so on. Our portfolios are periodically reviewed by peers, teachers and parents in what we call portfolio conferences.

At the end of the project – after 4 years in lower secondary school – the students make an application portfolio out of the strengths portfolio they have designed.

Based on this work at school, our main goal is to encourage each student to choose his/her first job or study based on awareness of personal competencies. If there is an economic crisis, the person has been trained not to give up, but rather to confidently reflect on personal potentials and move forward on his or her life path.

Short CV Sabine Fritz

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Activities:
◘ Leader of national net-1 projects
◘ Project "KL: IBO – Kompetenzlernen durch Individualisierung und Berufsorientierung"
◘ Planning of regular and advanced training courses for teachers of polytechnic schools
◘ Planning and coordination of regular and advanced training for career guidance teachers (secondary academic schools, compulsory schools) and student advisors (compulsory schools)
◘ Coordination of ÖKOLOG
◘ Member of various national working groups

Publications:
◘ Fritz Sabine, Ebner Peter: Berufswahl: Das will ich – das kann ich – das mach ich: Lebensplanung spielerisch ausprobieren. Verlag an der Ruhr September: 2005.

◘ Fritz Sabine, Ebner Peter Portfoliomappe Berufsfindung: Arbeitsmaterialien zur Selbsteinschätzung Verlag an der Ruhr: Mai 2008.
◘ Posch Peter, Fitz Sabine u.a.: 9x Partizipation – Praxisbeispiele aus der Schule. Ueberreuter 2006.

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Stressful situations in educational guidance – how do counsellors deal with them, what help is provided, what measures are needed?

Heidi Hudabiunigg

Before describing career guidance and supervision possibilities in schools, it is important to have an overview of the Austrian school system. It is a system with many different pathways and bridges, as well as some gaps.

Graphic of the Austrian Education System

Bildungssystem Österreich | The Austrian Education System

DOCTOR, PhD — ISCED 6

MASTER

DIPLOMA PROGRAMMES b

BACHELOR

(Werk-) Meisterschulen
School for Mastercraftsmen,
Foremen, Construction Trades — ISCED 5B

Kollegs
Postsecondary
VET courses

Hebammenakademie, Med.-techn. Akademien, Ausbildungen kardiotechn. Dienst Academies for Midwifery, Clinical Technical Academies, Programmes for Cardio technicians — ISCED 5B

Abendform Evening Courses — ISCED 5B

Tagesform Daytime Courses — ISCED 5B

Lehrgänge an Universitäten, Fachhochschulen und Pädagogischen Hochschulen Continuing education courses at universities, Universities of Applied Sciences and University Colleges of Teacher Education — ISCED 4/4C, 5A, 5B

Pädagogische Hochschulen
University Colleges of Teacher Education — ISCED 5A

Fachhochschulen
Universities of Applied Sciences — ISCED 5A

Privatuniversitäten
Private Universities — ISCED 5A

Universitäten
Universities — ISCED 5A

Kunstuniversitäten
Universities of Arts — ISCED 5A

Berufsreifeprüfung
Higher education entrance examination

Aufbaulehrgänge
Add-on courses — ISCED 4A

Vorbereitungslehrgänge
Bridge courses

BMS¹ | Integrative Berufsausbildung — ISCED 3B

Polytechnische Schulen
Polytechnic schools — ISCED 3C

Berufsschulen und Lehre (Duales System)
Vocational schools for apprentices (Dual System) — ISCED 3B

Berufsbildende Mittlere Schulen (BMS)
Medium-level secondary technical and vocational colleges — ISCED 3B

GuK** — ISCED 4B

Berufsbildende Höhere Schulen (BHS)
Upper-level secondary technical and vocational colleges — ISCED 3A, 4A

Allgemein bildende höhere Schulen (AHS) Oberstufe
Secondary academic schools Upper level — ISCED 3A

Volksschul-Oberstufe
Primary school Upper cycle — ISCED 2

Hauptschule
General secondary school — ISCED 2

Neue Mittelschule (Modellversuch)
New secondary school (Pilot project) — ISCED 2

Allgemein bildende höhere Schule (AHS) Unterstufe
Secondary academic schools Lower level — ISCED 2

Vorschule | Preschool

Volksschule
Primary school — ISCED 1

Kindergarten
Nursery school — ISCED 0

Sonderpädagogik / Inklusive Bildung
Special education / Integrated education

Postsekundäre und Tertiärstufe
postsecondary and tertiary level

Sekundarstufe
secondary level

Primarstufe
primary level

Schulstufe
school years

Alter
age

Allgemeine Schulpflicht | compulsory education

1 Lehrabschlussprüfung (LAP) | Apprenticeship leave examination
2 Diplomprüfung | Diploma examination
3 Abschlussprüfung | Leaving examination
4 Reifeprüfung | Reifeprüfung
5 Reife- und Diplomprüfung | Reifeprüfung and diploma examination
6 Reife- bzw. Diplomprüfung | Reifeprüfung or diploma examination
a Zulassung zu weiterführenden Studien nach Einschätzung im Einzelfall
   Admissions to further studies on case-by-case basis
b Diploma Programmes: 8–12 sem.

*   Berufsvorbereitungsjahr
    Preparatory vocational year

** GuK
    Gesundheits- und Krankenpflegeschulen
    Educational institutions for nurses — ISCED 4B

*** Ausbildungen für Gesundheitsberufe
    MTF, Pfls, MABIm, San, SHD
    Education and training for health professions — ISCED 3 C, 4 B

Berufliche Erstqualifikation
Initial vocational qualifications

Allgemeine Hochschulzugang
General higher education entrance qualifications

Höhere Berufsqualifikation
Higher-level vocational qualifications

2 Career guidance in the Austrian school system

In principle, career guidance in Austrian schools is organised based on a three-level model: career education lessons (Berufsorientierungsstunden) are provided by careers teachers (Berufsorientierungslehrer), advice is provided by student advisors (Schüler- und Bildungs-berater), who give individual attention to students, and both of these are supplemented by a school psychology service (Schulpsychologie-Bildungsberatung) which can offer specialised assistance.

Guidance is regarded as a continuous process that should help young people become conscious of their abilities, interests and possibilities, thus enabling them to make decisions regarding education and employment on a qualified basis. The goal is for each student to acquire comprehensive knowledge of education and working opportunities, understand the value of lifelong learning and education and gain skills which aid in making career choices.[2]

3 Problems and conflicts in guidance

Guidance is quite often connected to problems which arise during times of transition and thus are difficult for career advising teachers.

First I will explain the connection between advising and different target groups:

Primary school (Volksschule):

Ten-year-old children transitioning to secondary school have the possibility of entering two different school types (regular secondary school= HS, and secondary academic school = AHS).

The conditions for entry into academic secondary school are high marks in German, reading and mathematics (not worse than very good and good).

The intervention of career advisory teachers is not foreseen at this stage. Decisions are made by teachers and parents, often guided by discussions between teachers (using their judgement) and parents. Support is provided by the school psychology service.

Regular secondary school (Hauptschule):

Fourteen–year-old children who are completing school must make the transition to work or VET schools/colleges or secondary academic school. There are special conditions (high marks) in place for attendance at VET colleges or secondary academic schools. With completion of the first year of studies, compulsory education is finished, as it is with the alternative – a prevocational year in a polytechnical school (PTS). Often the decision is made to pursue further education rather than PTS, even by those who want to start working after compulsory education.

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2 Anne Froberg: "Career Management Skills – The Goal of Education and of Guidance in the School System in Denmark", Key note speech held at the Euroguidance Conference "Förderung von Career Management Skills", Vienna, 11 Nov. 2009.

Career guidance teachers and student advisors: People filling these roles are already teachers in their respective schools, and some students and/or parents are displeased with this dual role.

Secondary academic school lower level (AHS-Unterstufe)

Fourteen–year-old children may decide to attend VET colleges or secondary academic school (upper level ORG, grades 9-12). About 50% choose to follow this path rather than continuing in the secondary academic upper level of the same school.

Student advisors' duties include informing students about all possibilities after the lower level, but since they also work as teachers at the same school, they often fail to do so. It is a fact that schools do not want to lose too many students. Students (and parents) know this and therefore often decide against contacting the student advisor when guidance is required. They choose instead to seek external advice.

VET colleges and secondary academic schools (upper level; BHS; AHS-Oberstufe, grades 9-13)

Seventeen- to 19-year-old students who decide to study in the tertiary level are directed to **student advisors.** These individuals should provide guidance regarding pathways after high school; however they are generally not sufficiently informed about the many possibilities which have developed in the last 20 years.

In Styria SAB, has implemented a project called "Bildungs- und Berufsorientierungspass" (career guidance passport) to support individual educational guidance.

4 Which counselling situations are perceived to be especially stressful?

- The conflict of interest which exists for people required to be both teachers and counsellors.
- Counsellors wonder how to provide advice and guidance to students who are in their own class, as well as to their parents.
- Counsellors are confronted with handling colleagues and headmasters who are anxious about losing students. This problem exists primarily in secondary academic lower levels. The role of school counsellors is often determined by the expectations of administrators, parents and teachers.
- The following problems impact counselling work:
  - Social background (poor families)
  - Special needs
  - Health and psychiatric problems (depression, anorexia etc)
  - Drug abuse
  - Immigration background
  - Mobbing and violence

5 Supervision

Student advisors

Supervision is not offered for student advisors; instead 'intervision' is carried out. In intervision sessions, exemplary problem cases in schools (such as mobbing among students, drug abuse, student learning problems, etc.) can be discussed within a student advisor peer group. Only in special cases, such as in crisis situations, is supervision offered by the school psychology service.

Actually supervision is not really offered by the institutions. School advisors can choose to make use of school psychologist services, though only between two and five percent do so in Styria. We do not know if they hesitate to accept the offer of psychology services, or if they are not even aware of the possibility. Another reason could be this: there are approximately 150 school psychologists in Austria, usually not working full time, compared to around 2370 student advisors, one at each school, except in schools with a high student population. School advisors can also pursue offers to join special private associations, such as the centre for teacher consultation (though only the first session is free of charge). But typically teachers, as well as those advising on career direction, work alone without talking about the problems they have.

AMS (public employment services)

In contrast to this, supervision and coaching is offered to advisors free of charge within the realm of public employment services. The possibility also exists to take part in group coaching and special courses as well as job shadowing (Hospitationen). These are good examples of how professional care for guidance practitioners is offered in order to avoid burnout and provide effective help.

Private association/SAB

Due to budget restrictions, supervision cannot be offered. But the need is great, and advisors help each other through job shadowing and follow up reflections in especially stressful counselling situations, which can be very draining.

6 Where do solutions lie?

- Supervision is necessary for every school advisor, regularly and free of charge;
- Financing models for supervision in private institutions should be examined (which could create more money!);
- Changes are needed regarding awareness and responsibility, such as:
  - Understanding it is not a discredit to call for help,
  - Realizing that seeking out a psychologist is not an indication of a psychological defect or psychiatric disease,
  - Seeing that more support is provided for school advisors by school administrations.

Curriculum vitae Heidi Hudabiunigg

I have worked as a general high school teacher for German and history in Leibnitz and Graz as well as in the area of in-school career guidance since 1977. I served as head of the association for career guidance teachers in Styrian high schools from 1980 to 1990. Between 1989 and 1996, I worked as the assistant to the president of the Styrian Board of Education. During this time the first BIZ (centre for career guidance) of the AMS (Public Employment Service) was founded in Styria. There I installed a career guidance service, mainly for parents and children aged 10 to 14 (also financed by the AMS), called SAB (Schul- und Ausbildungsberatung). In 1995, this programme was stopped, and I founded a private association for career guidance (SAB).The target groups were (and still are) children aged 10 to 19 and their parents, as well as high school graduates and university students who want to change their field of study.

I was the head of SAB, which continues to deliver services, from 1995 to 2005. Along with these activities, I deliver talks at parents' evenings in schools and during regional fairs for high school graduates (BEST) all over Austria on behalf of the Federal Department of Education.

Within the Styrian Board of Education (LSR) I am responsible for EU affairs and career guidance.

Conference contributions

Workshop: ELGPN and National Forums

Rational of the workshop

The rationale of the workshop was to map out common issues within the Central European countries' national LLG forums. The following seven CE countries were invited to the workshop: Hungary, Austria, Slovakia, Czech Republic, Poland, Germany, and Slovenia. The actively participating countries in the workshop were: Hungary, Austria, and Czech Republic.

Hungary

The workshop was coordinated by *Borbély-Pecze Tibor Bors* who presented the first results of TÁMOP 2.2.2. and the role/structure of the Hungarian LLG Council.

The main objectives carried out to date:
◻ Information gathering from the different subsystems in the field of career guidance and counselling,
◻ Professional supervision of the development of the national LLG system,
◻ Developing a national network of trained career counsellors and other related professionals (ie. teachers, social workers etc.)
◻ Dissemination of the results of ELGPN work,
◻ Analyzing the Hungarian educational and labour system for the further development of LLG,
◻ Fostering researches in the field of LLG (ie. evidence-based practice, financing, reregulation of the system etc.)

He briefly mentioned good practices for cross-border exchange (EURES-T) between the Slovak and Hungarian labour markets as well as Austrian-Hungarian cooperation thanks to the initiatives of MSZOSZ (one federation of Hungarian trade unions) towards OGB.

Austria

Gerhard Krötzl (Ministry of Education and Culture, AT) spoke about the Austrian LLG strategy and its current aims. He described the role the country played in implementing the LLL strategy so that LLL became part of the national government's agenda. A national steering group representing social, educational as well as labour sectors was formed in order to coordinate the process, and establish a national LLL strategy, dealing initially with "common wording", understanding and terminology. The LLL strategy is rooted in the Austrian Lifelong Learning Strategy (LLL is one of 5 guidelines).

5 Guidelines of the Austrian LLL strategy:
◻ Implementation of basic skills for educational, career, and life planning in all curricula.
◻ Focus on process optimization and support.
◻ Professionalization of counsellors and trainers.
◻ Quality assurance and evaluation of provisions, processes and structures
◻ Widening access – creating provisions for new target groups

Gerhard Krötzl emphasised that Austrian LLL strategy has attempted to follow professional EU guidelines from the outset. Members of the Austrian LLL working group (not a council) are delegates from the Ministry of Education, Ministry of Economics and Social Affairs, Austrian PES (AMS), Social partner organisations, and Euroguidance Austria.

Some of their goals and plans for the future:
◻ Implementing multi-dimensional models for fostering Career Management Skills in schools
◻ Further steps towards higher professional standards for guidance workers
◻ Fostering coordination on regional and local levels
◻ Strengthen the evidence base for LLL Strategy in Austria

Czech Republic

Presented by Tereza Listová, (MoEYS, NGF) and Silvie Pýchová, (EG, ELGPN). Implementation of LLG strategy in the Czech Republic is in a rather rudimentary phase. One of the most important strategic aims is to promote the availability of career guidance (defined as offering information about potential employment opportunities and related education) for all students and secondary school graduates. The program also covers institutions of higher learning and tries to motivate nongovernmental counselling providers to broaden the scope of their services.

In January of 2009 an inter-ministerial (Ministry of Education, Youth and Sport – Ministry of Labour and Social Affairs) working group was established in order to implement LLG Strategy.

The National Guidance Forum, established in 2007, functions as a coordinating body in the field of career guidance activities. Members' main tasks are monitoring, researching, and analysing the actual state of the LLG in the Czech Republic and ensuring the quality of the LLG. As there are no special courses available to career guidance professionals, the Forum's central aim is to define the professional qualification requirements of practitioners.

Based on previous experiences/surveys, it's clear that the backgrounds of guidance professionals are very diverse. There is a reliable overview of services offered in the governmental sector. However, in order to make the activities of nongovernmental and private career guidance providers clearer, the Czech Euroguidance Centre organised a National Career Guidance Award in 2009. Criteria for the Career Guidance Award for 2010 are in accordance with the objectives of LLG and professional care for career counsellors.

Two main projects in the field of LLG were mentioned: UNIV2 which is a systematic framework in adult education at the national level, and KONCEPT, which identifies the needs of clients who take advantage of guidance services and the new concept of information and the continuing education guidance system.

Common professional points for further cooperation

In closing, Borbély-Pecze Tibor Bors offered several proposals to further cross-border co-operation:

- Carry out joint research in order to develop evidence based practices
- Pursue the identifying process of career guidance professionals in order to make public as well as private sectors more transparent and user-friendly … and
- … keep career guidance/counselling as a separate profession
- Develop a joint protocol and then bring the protocol into all career guidance sectors