



INITIAL AND IN-SERVICE TRAINING OF PRACTITIONERS AND RESEARCH IN THE FIELD OF GUIDANCE IN FINLAND

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Initial training of study counsellors at the University of Jyväskylä

- Guidance and Counselling Education & Research Unit at the University of Jyväskylä provides education for school counsellors/study counsellors working at different levels in the Finnish educational system

Initial training of study counsellors at the University of Jyväskylä

- Education is organised in the form of two programmes:
 - Work-based school counsellor education programme (60 ECTS)
 - Master's programme (120 ECTS)
- Both programmes are designed to develop research-oriented expertise in guidance & counselling

Work-based school counsellor education programme

- Student intake: 45 students
- Duration of the studies: 1,5 years
- All students need to have Master's degree and teachers' qualification before starting the studies
- The programme consists of contact teaching periods and distant learning periods supported by Internet



Master's programme

- Student intake: 20 students
- Duration of the studies: 2 years
- All students need to have Bachelor degree and minimum of 60 ECTS in Education before starting the studies
- The programme requires full-time studying



Counsellor qualifications

- Both training programmes qualify the students for the work as school/study counsellors in comprehensive and upper secondary schools and in vocational institutions (depending on job descriptions)



Competences behind the curricula

- The curricula of the two programmes are based on the following IAEVG specialization competences:
- **Assessment** (analysing the needs of an individual counselee or group of counselees)
- **Educational guidance** (guidance & counselling dealing with course selection, educational choices, and transition to labour market)



Competencies behind the curricula

- ***Career development*** (guidance and counselling dealing with attitudes, beliefs, knowledge and skills related to decisions concerning career and professional development)
- ***Counselling*** (supporting self-reflection and self-knowledge, selecting options, decision making and problem solving)
- ***Information management*** (informing about education, studying, professions and job options and supporting clients in accessing relevant information)



Competences behind the curricula

- **Placement** (supporting job selection and related skills, networking with partners)
- **Consultation and Coordination**
(providing information and guidance and counselling to parents, teachers, administration and employers, organisation and maintenance of multiprofessional networks in order to support learning and career development)



Competencies behind the curricula

- ***Programme/Service Management*** (design, implementation and evaluation of services for different client groups)
- ***Community Capacity Building*** (supporting collaboration of community partners to enhance the development of the community)
- ***Research and Evaluation*** (studying guidance and counselling related themes, evaluation of guidance and counselling processes, keeping up-to-date with research on guidance and counselling)



Core competence areas in the curricula

All school counsellors should have following three competences :

- 1) Encountering counselees
(individual and group counselling)
- 2) Social awareness
- 3) Network collaboration



Description of core competence areas

- **Encountering counselees**

Encountering counselees can be regarded as the most essential core competence area. This includes building an atmosphere of confidentiality, recognising the needs of counselees, and supporting them in their learning and decision making processes.



Description of core competence areas

- **Social awareness**

The social awareness can be defined as an understanding of social connections of one's own work and its social determinants.

It is important that counselling expertise is not seen only as an understanding of social factors and as a response to changes but also as active influencing.

One idea of the counsellor education is to encourage the students to study and analyse the present state of the society from the point of view of guidance and counselling.



Description of core competence areas

- **Network collaboration**

Network collaboration competences are important because the expertise of one profession is often not enough, given the increasingly complex difficulties related to different phases of life.

Important partners outside the education system are, for example, social and health care, employment administration, human resources departments of companies, and representatives of immigrant and youth organisations.

Guidance and counselling expertise has become more more shared expertise



Dealing with the core competences during the training programme

- During the educational process the student construct a personal relation to each core competence area. A personal learning plan (PLP) is used as a pedagogical tool which deals with the core competence areas in relation to self-knowledge, development of one's own work and theoretical perspectives.
- This process is supported by personal guidance given during the educational process and by small group activities based on on-the-job learning diaries.



Special orientation studies in the training programmes (10 ECTS)

- The special orientation studies are intended to offer students an opportunity to expand their guidance & counselling expertise and theoretical thinking according to their professional development.



Special orientation studies in the training programmes

- Multicultural guidance & counselling
- Higher education guidance & counselling
- Working life guidance & counselling
- Theoretical and philosophical questions in guidance & counselling
- Developing systems for cross-sectoral guidance provision
- Guidance & counselling in basic education and at upper secondary level



In-service training activities

- Guidance and Counselling Education & Research Unit has focussed on the following two areas in the field of in-service training:

Multicultural guidance & counselling for school counsellors and teachers (6 ECTS)

Higher education guidance & counselling for university personnel (6 ECTS)



Post-graduate education

- Doctoral studies (240 ECTS) comprise of different modules, doctoral dissertation being the largest one (160 ECTS)
- The studies are designed to take 4 years (full-time studying)
- There are currently 10 doctoral students in our unit
- Their research topics include, for example:
 - School counsellors' professional identity and relation to work
 - Counselling older employees
 - Mentoring in working life
 - Personal worldview in counselling



Why do we need guidance & counselling research?

- During the last years there have been major changes in the context of guidance and counselling in Finland. Examples of these are:
 - the economic depression at the beginning of the 90's
 - life-long learning and choosing
 - challenges connected to globalisation, such as competition, uncertainty, and diversity of cultures
 - new technologies are reshaping the structures of working life and the contents of work

Research activities

A Follow-up Study of Finnish School Counselling (1990-2001)

- The study focussed on how the problems and core tasks of school counselling have changed during the 1990's and how counsellors have responded to these changes.
- The subjects of the follow-up study were counsellors in Finnish comprehensive schools, upper secondary schools, vocational schools and polytechnics.
- The study comprised two questionnaire phases. In the first phase a total of 1335 and in the second phase a total of 1119 school counsellors completed the questionnaire. This quantitative data was complemented with in-depth interviews (N=19).

Research activities

Guidance and counselling in higher education

- The aim of the survey was to identify students' needs for guidance and counselling and to study their experiences about guidance and counselling.
- A web-based study was carried out in spring 2004. Participants were 884 students from the University of Jyväskylä. They represented all seven faculties of the university: humanist, information technology, education, sports and health sciences, mathematics and science, business and economics, and social sciences.



Research activities

Multicultural guidance and counselling

- The “Chances” ESR-project together with local and regional authorities aims at developing multi-professional cooperation to support the integration of immigrants into working life.
- Representatives of the regional authorities were interviewed (n=31)



Research activities

Working life guidance and counselling

- Working life counselling is a new field of research which will be developed during the following years
- The aim is to study theoretical foundations of working life guidance & counselling, and to analyse how changes are negotiated in working life
- Theoretical and methodological questions of working life guidance & counselling are examined from multidisciplinary perspectives



Research activities

Philosophical and theoretical foundations of guidance and counselling

- Philosophical foundations are important in all focus areas described earlier
- This field of study is a new area to be developed in the future



Links to the National Centre for Lifelong Guidance Expertise

- The research activities of the Guidance and Counselling Education and Research Unit are linked to the recently established National Centre for Lifelong Guidance Expertise (1.1.2006 – 31.12.2011).
- The centre is an innovative network which is comprised of several interest groups including local, regional and national partners.
- The activities of the centre are linked to different disciplines in our University, for example, Education, Communication, Psychology, Social Sciences, Economics, and Information & communication technologies.