Using Information and Communication Technology in Delivering Career Interventions

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Topics

- Career Interventions
- Information & Communication Technology
- Benefits and Limitations of ICT
- Roles of ICT and Roles of the Practitioner
- Practitioners' Scope of Practice
- Computer-Assisted Career Guidance Systems (CACGS)
- Computer-Assisted Career Assessment

Topics

- Computer-Assisted Career Information
- Special Populations
- Distance Career Counseling
- Social Media, Mobile Technology, Apps, and Games
- Virtual Career Centers
- Integrated ICT-Based Career Resources and Services
- Ethical Issues & Professional Standards

Career Interventions

- Promote career growth and development, as well as managing one's career across the lifespan

- Range from intensive practitioner support over time to using self-help resources without practitioner assistance

Information and Communication Technology (ICT)

- Integrates the data processing capacity of computers with the data transmission capacity of digital networks

- Applications range
  - from information files and telephone support
  - to sophisticated CACGS, distance counseling, and social media sites that facilitate interaction among practitioners and individuals

Information and Communication Technology (ICT)

- Original use concerned with automating existing career interventions and in supporting existing services

- ICT was used to improve what was already being done

Information and Communication Technology (ICT)

- The Internet is changing the ways information is created and disseminated
  - From a resource to facilitate communication and disseminate information
  - To collaborative construction of knowledge using social media and mobile devices
  - From disseminating information created by experts
  - To now including substantial content derived from users

Information and Communication Technology (ICT)

- Shift in the locus of control from experts to a blend of expert and user-constructed knowledge

- Provides new opportunities for practitioners to serve individuals that were not possible in the past

Benefits of ICT

- Increases access to information

- Increases access to practitioners

- Convenience and anonymity

- Easy to locate services and resources

- Maximizes opportunities for learning

- Improves cost-effectiveness

Limitations of ICT

- Questionable quality of some career assessments and career information

- Poor implementation of ICT applications

- Confidentiality & security of client records

- Lack of counselor intervention

- Limited evidence of career theory use

- Reduced access for specific populations

The Roles of ICT

- Perform repetitive information processing and instructional aspects of career interventions

- Access career information

- Learn from virtual online simulations

- Understand an individual's situation by using online assessment tools

- Access social networks for support & action

Roles of the Practitioner

- Assess client readiness for using career interventions

- Assist individuals in selecting, assessing, and using quality ICT applications

- Diagnose client needs

- Motivate and assist clients in processing data

- Monitor individuals' use of social media

Practitioners' Scope of Practice

- Nature and extent of practitioners' use of ICT interventions in practice will vary

- Differences in using ICT in work settings which serve a high volume of clientele vs. Settings which provide mostly face-to-face individual counseling

- Organizational support for utilizing ICT in practice

Computer-Assisted Career Guidance Systems (CACGS)

- Three common features:
  - Assessment, search for options, and information delivery

- Other specific features:
  - Online-chat with a career practitioner, career portfolios, career videos, digital publications on various career topics, and local job banks

- Evidence supports the effectiveness of CACGS in promoting career development outcomes

Computer-Assisted Career Assessment

- Improves integration of assessment results, encourages active engagement of clients, reduces scoring errors, and provides more rapid results

- Examples:
  - Self-Directed Search (SDS)
  - Campbell Interest & Skill Survey
  - Non-standardized approaches such as virtual card sorts and YouTube assessments

Computer-Assisted Career Assessment

- Computer-based test interpretation (CBTI) integrates components of theory, research and expert opinion to inform practitioners and test takers as to the meaning of test results

- CBTI is best used in a consultant role, and as one source of information that is integrated with other information about the client by the practitioner

Computer-Assisted Career Information

- Consists of occupational information, educational information, employment information, and job banks

- Ethical responsibility to ensure information is current and unbiased

- Tools for occupational information:
  - O*Net www.onetonline.org
  - Occupational Outlook Handbook www.bls.gov/ooh

Computer-Assisted Career Information

- Tools for education and training information:
  - College Navigator www.nces.ed.gov/collegenavigator
  - Petersons www.petersons.com
  - Finaid www.finaid.org
  - Apprenticeships www.apprenticeship.com
- Tools for employment information:
  - www.jobhuntersbible.com
  - www.rileyguide.com

Special Populations

- Examples of career resources for special populations:
  - Persons with disabilities – aarp.org/work
  - Veterans – civilianjobs.com
  - Offenders – hirenetwork.org
  - People from diverse populations – diversityemployers.com

Distance Career Counseling

- "Involves the provision of brief or longer-term individual counseling to clients via the telephone or the Web that is often augmented by the use of career assessments and information available on the Internet" (Sampson, 2008, p. 15)

- Evidence shows that students receiving distance counseling showed significant gains in career decidedness and career exploration behaviors

Social Media, Mobile Technology, Apps, and Games

- Incorporating social media into career service delivery
  - (i.e., Facebook, LinkedIn, Pinterest, Instagram)
- Some smart phone apps have application in career counseling
  - Unstuck, DecideNow, and iThoughtsHD
- Online career games
  - Realgame.com, driveofyourlife.org, and SIMS3: Ambitions

DIMENSIONS OF VARIATION	CATEGORIES			
	Means for delivering information	Medium for one-to-one communication	Interactive working space	Impetus for paradigm change and reform
Role of social media	useful tools	viable alternative	space for career service	participatory social space
Function of social media	delivering information and advice	delivering career services	collaborative career exploration	co-careering
Attitude	reserved	careful	adaptive	proactive
Rationale	visibility	accessibility	interactivity	influence
Perception	challenge	change	opportunity	reform
Intervention paradigm	individual face-to-face intervention	individual intervention	group intervention	co-constructed intervention
Nature of interaction	practitioner → individual	practitioner ↔ individual	practitioner ↔ individual/group individual ↔ peers	individual ↔ community members individual ↔ practitioner
Practitioner's role	expert role	reflexive role	facilitating role	participating and engaging role

Kettunen, J., Vuorinen, R. & Sampson, J., Jr. (2013). Career practitioners ways of experiencing social media.

Virtual Career Centers

- Provide web-based resources and links to other relevant websites for individuals making career choices, with practitioner support provided for those who need assistance

- Virtual career centers can increase clients' access and remove the space limitations that occur in conventional career libraries

Integrated ICT-Based Career Resources and Services

- Involves practitioners providing assistance to individuals in a timely manner

- Practitioners can assist individuals with "teachable moments" while using a career resource

- Helps immediately process and apply what they are learning from using a resource to their situation

- Learn Direct provides a good example

Ethical Issues

- Ethical standards for face-to-face counseling also apply to distance counseling
- Ethical concerns specific to the practitioner:
  - Confidentiality and privacy
  - Professional boundaries
  - Geographic location
  - Quality of resources
- Ethical concerns specific to the client/user:
  - Readiness
  - Digital literacy/social equity

Professional Standards

- Several professional organizations have developed professional standards regarding the use of ICT in counseling and career service delivery:
  - American Counseling Association (ACA)
  - American Psychological Association (APA)
  - International Association for Educational and Vocational Guidance (IAEVG)
  - National Board for Certified Counselors (NBCC)
  - National Career Development Association (NCDA)

Conclusion

- The challenge as a profession is to decide how to fully, and best use the new ICT that is available

- We have the opportunity to create new practices and paradigms to better reach individuals who need assistance with career exploration and decision-making

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