



**Pearson New International Edition**

Career Development Interventions  
in the 21st Century

Spencer G. Niles JoAnn Harris-Bowlsbey  
Fourth Edition

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## Using Technology to Support Career Counseling and Planning

**Table 1**  
*(continued)*

	ACA	NBCC	NCDA
	Indicate who will see client data, if it will be saved, and how it may be transferred	Explain to clients how to cope with potential misunderstandings when visual cues do not exist  Make clients aware of free public access points to the Internet within the community for accessing Internet counseling or Web-based assessment, information, and instructional resources	Determine if content is appropriate for Internet and state appropriate topics on site  Must be aware of free public access points so that service can be available for all who desire it in this mode  Assessment must meet same criteria online as in print format (or client must be informed)
<b>Selection of Clients</b>	Counselor cannot provide service in states in which professional counselors are not licensed  Clients must be above minority age and able to enter counseling relationship with informed consent (or have signed permission of authorized representative)  Counselor must verify client identity and have alternate ways of contacting client in case of emergency	Determine if a client is a minor and therefore in need of parental/guardian consent  Within the limits of readily available technology, to make their Web site a barrier-free environment to clients with disabilities	Counselors must do appropriate screening by phone to determine if client can profit  Counselor must monitor the client's progress to assure that he or she is profiting from service in this mode
<b>Client Responsibilities</b>	Sign waiver statement acknowledging limitations and potential lack of security of Internet		
<b>Content</b>		Internet counselors are aware that some clients may communicate in different languages, live in different time zones, and have unique cultural perspectives	Databases must be of high quality and updated often (date listed on site)
<b>Security of Information</b>	Counselor can only transfer information to third parties if both sites are secure	Informs clients of encryption methods being used to help ensure the security of client/counselor/supervisor communications	

*(continued)*

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**Table 1**  
(continued)

	ACA	NBCC	NCDA
	Site must be secure through various methods (including encryption, firewalls, etc.) if one-on-one counseling is provided	Informs clients if, how, and how long session data are being preserved	
	Clients must be informed about levels of security and limitations of confidentiality	Follow appropriate procedures regarding the release of information to others by other electronic sources	
<b>Links to Other Sites</b>	Counselor is responsible for doing a quality check of Web sites to which his or her site is linked	Counselors should provide links to all appropriate certification bodies and licensure boards for the purpose of consumer protection	Web sites to which site is linked must also meet NCDA guidelines
<b>Online Relationship</b>	Counselor must have specified intake procedures to assure that client can profit from online counseling		Counselor should have a specific contract with client that includes counselor's credentials, client goals, cost of service, how client can report unethical behavior, security of the Internet, and what data will be stored and how long
	Counselor must develop with client individual counseling plans related to client needs and Internet limitations		
	Counselor must cease to provide services if it is evident that client cannot profit from cybercounseling. Must suggest alternate means of help, including other counselors and/or contact by phone, fax, and so on	Counselor must explain how to cope with potential misunderstandings arising from lack of visual cues	Counselor must identify appropriate counselor in client's geographic area if face-to-face is needed and make the referral

Source: American Counseling Association (1999); National Board for Certified Counselors (2007); and the National Career Development Association (1997).

## ISSUES RELATED TO CYBERCOUNSELING

Although the prospect of providing good counseling service at a reasonable rate to a much larger audience through the Internet is bright, there are also issues and concerns that the profession must wrestle with and research. The most critical of these are counseling environment, content topics, client characteristics, security and confidentiality, counselor qualities and qualifications, and supporting services. Each of these will be addressed briefly.

Counselors have been traditionally trained to create a nonpressured, accepting environment and to use specific relationship-building skills, including eye contact, attending behavior, immediate feedback through reflection, and intuitive questioning. Despite the use of digital cameras on workstations and software like Skype, achieving a psychologically warm environment and good facilitative skills in the medium of the Internet is challenging and currently at a primitive stage. Responsiveness may be seriously impacted by the limitation of band width or simply by the lack of synchronicity in the communication.

A second concern relates to the selection of presenting problems for attention via the Internet. Clients typically begin a counseling relationship by discussing topics that they believe will be acceptable ones, such as making a career choice or dealing with stress. However, it is typical that other concerns surface as the counseling relationship builds. The current guidelines indicate that counselors should state on their Web sites the topics that they believe to be appropriate for cybercounseling. This raises a concern as to whether the Internet should be used for counseling or only for the provision of guidance and information. It also raises the question of whether it is possible to stack presenting problems in hierarchical order and to divide them into the categories of “appropriate” and “inappropriate” for cybercounseling.

A third concern relates to determining which clients can profit from service via cybercounseling. The guidelines indicate that it is the responsibility of a counselor to determine whether a given client has the capability to maintain a relationship via the Internet and to profit from it. Yet, as a profession we have neither researched nor defined what the client characteristics are that would enhance their capability to profit from service in this mode or how a counselor may identify them, especially without a face-to-face interview.

A fourth concern relates to the fact that the Internet is an insecure environment. The counseling profession has always placed very high priority on the necessity to keep client communication and records secure and confidential. Encryption and other methods are being used to minimize the risk of having counselor case notes, client communication, and client records accessed by unauthorized persons; yet, these methods are not ironclad. The current guidelines indicate that counselors have the responsibility to inform their clients that the Internet is an insecure environment, but this may not be an adequate way to absolve counselors of this responsibility.

A fifth concern is how to identify and train counselors to work in this new mode. It is likely that counselors who are effective in delivering service via the Internet have characteristics that are different from those of their colleagues who work in a direct, face-to-face service mode. It is also very likely that counselors need to be trained differently for effective cybercounseling than for traditional counseling. Research is

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needed to understand what those counselor personality and skill differences are so that appropriate people can be selected and be taught appropriate skills.

Finally, it would be very helpful to understand what kinds of supportive services cyberclients need and how to determine when they need them. The current guidelines suggest that online services might be supplemented by support by phone, fax, links to other Web sites, and referral to qualified face-to-face counselors. The issue here is how to know when service in other modes would be critical or beneficial and how best to provide those additional services.

### MyCounselingLab™

Go to Topic 14: *Information in Career Guidance and Counseling* in the MyCounselingLab™ site ([www.MyCounselingLab.com](http://www.MyCounselingLab.com)) for *Career Development Interventions in the 21st Century*, Fourth Edition, where you can:

- Find learning outcomes for *Information in Career Guidance and Counseling* along with the national standards that connect to these outcomes.
- Complete Assignments and Activities that can help you more deeply understand the chapter content.
- Apply and practice your understanding of the core skills identified in the chapter with the Building Counseling Skills unit.
- Prepare yourself for professional certification with a Practice for Certification quiz.
- Connect to videos through the Video and Resource Library.

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## Summary

The computer has been used as a powerful tool in the delivery of career planning information and service since the late 1960s when such systems had their genesis. Delivered initially by stand-alone mainframe computers, these services have migrated to networked computers of all sizes and, more recently, to the Internet. Although far more effective than no service at all, their function is optimally enhanced by the support

of counselors in one-on-one counseling, group guidance, group counseling, or cybercounseling. The latter is in a primitive stage at this writing but will likely become an important delivery mode as technology, ethical standards, and cybercounseling training progress. In this chapter, three sets of ethical guidelines are summarized and compared, and six specific issues related to cybercounseling are defined.

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## Case Study

Casio is a 32-year-old Hispanic male who has recently lost a job due to a reduction in state government employees. In his initial visit with you in a one-stop center, he indicates that he is very

comfortable with using the Internet as one way to help in his job search.

Which sites would you recommend to Casio, and for what purposes?

## Student Activities

1. In order to have firsthand experience with a Web-based integrated career planning system that was developed for middle school and high school students, sign on (without charge) to the Kuder career planning system called *Navigator* and use parts of it by following these steps:
  - a. Access [careerinterventions.kuder.com](http://careerinterventions.kuder.com).
  - b. Complete the brief form provided at that site, including your name, your instructor's name, and the name of the university where you are taking this course.
  - c. Upon completion of the form, Kuder, Inc., will send by e-mail an activation code—a number which you can use when you register to use *Navigator*. This number will allow you to use the system and build an electronic portfolio without charge.
  - d. Upon receipt of the activation code, access *Kuder Navigator* at [kuder.com](http://kuder.com).
  - e. On the right side of the screen, choose *Navigator* (the system for middle school and high school students).
  - f. Under the Login box, select *New Users Register Here*. Complete the registration form, indicating that you are in Grade 9. During that process you will be asked to enter the activation code you have received. You will also create a unique user name and password. Record the user name and password because you will enter the same ones each time you return to the system.
  - g. Use the following parts of the system. You may sign off at any time and return to the system by entering the user name and password that you created at first use.
    - i. Under the tab titled *Learn About Myself*, choose *Take an Assessment*, and then the *Kuder Career Search* (an interest inventory). If you have time, come back to this menu later and take Donald Super's *Work Values Inventory*.
    - ii. Under the tab titled *Explore Occupations*, select the option to *Explore Occupations by Assessment Results*. This option will give you a list of occupations suggested by the results of your interest inventory and values inventory. Look at the descriptions of at least three occupations, and save them to your portfolio. From your portfolio, compare the descriptions of the three occupations side by side. While you are in that section, notice the other ways in which students can explore and identify occupations.
    - iii. Under the tab titled *Plan for Education*, search for a college, using at least four different characteristics. Look at the descriptions of at least three colleges, save them to your portfolio, and compare them. While in that section, note the other content that is available to students.
    - iv. Choose the tab *Plan for Work* and look at the menu options to get an idea of the content of this module.
    - v. Choose the tab *Find a Job* and look at the menu options to get an idea of the content of this module.
  - h. After this review, write a brief report related to these three items:
    - i. At the freshman level, your high school is looking for ways to meet a career guidance objective which reads: "Provide activities that are designed to expose students to a large number of career options and motivate them

to explore these.” Assuming that you had approval to assign students to a laboratory setting which offers the use of a Web-connected computer for each student, which specific part of Kuder *Navigator* would best meet this objective, and why?

- ii. You are a high school counselor with a responsibility for freshman students. A parent calls you and asks you to work with her son in regard to a career choice and development of a high school plan of study that would support that choice. As a part of your assistance to this student, which parts of *Navigator* might you assign, and why?
  - iii. Another counselor on your high school guidance staff works with college-bound juniors. Which parts of *Navigator* would you suggest that this counselor use with students, and why?
2. You are a high school counselor, and you have been asked to serve on a committee

that will review three integrated Web-based career planning systems in order to choose one for your school. You have been asked to review the Kuder Career Planning System called *Navigator*. Your assignment is to sign on to *Navigator* (following the directions provided in Activity 1 above) and then to write a one- to two-page summary for the committee based on the criteria specified in this chapter, namely

- Theoretical base
- Presence of online inventories and/or capability to enter assessment scores
- Quality and comprehensiveness of databases
- Ease of searches
- Content of system
- User-friendliness and appeal
- Multimedia capabilities
- Quality and track record of vendor.

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