

**TECHNOLOGY &
CAREER AND
EMPLOYMENT
COUNSELLING:**

A compendium
Of
Thought.....

January
1998

Published by:
The Counselling Foundation of Canada

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A COMPENDIUM OF THOUGHTS

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INTRODUCTION

This collection of comments on the use of technology by career and employment counselling practitioners has been prepared for distribution at NATCON 98. At the 24th National Consultation on Career Development (Ottawa, Canada, January 1998), the largest bilingual international conference addressing career development and employment related issues, a Cyber Café complements the workshops, professional development materials and networking opportunities offered attendees. A quick perusal of the over 160 workshops reveals that almost 20% are technology related.

Surprising? Not really. One would be hard pressed to find a single career and/or employment counselling practitioner who would not agree that; the skills and the knowledge related to information and communication technologies have become a necessary ingredient for participation in today's workplace. A necessary ingredient for the client – A necessary ingredient for the practitioner. These necessities, however, may require a closer look as we discover, shape and integrate technology into the services provided clients and as we seize the professional development opportunities and communication capabilities the technology offers.

This collection of experience and comment on the use of technology by counselling practitioners is provided as a teaser to foster the individual practitioner's closer look at technology. The individuals contributing the comments presented here can be contacted directly as outlined at the conclusion of each article. If, as a practitioner you would like to participate in additional discussion of the issues raised, an on-line discussion forum has been set up. Details on how to participate, including potential points of comment are provided following the comments by contributors. Additional information may also be obtained by utilizing the "Additional Resources" list provided as an Appendix.

**THE
WORLD WIDE
WEB
AS A
CAREER
RESOURCE**

NEIL BALDWIN
Royston, Baldwin and
Associates

THE WORLD WIDE WEB AS A CAREER RESOURCE

SUMMARY

A career counsellor emphasizes client ownership of the career counselling process by requiring participation, whatever the age or life stage of the client. Information gathering is a large part of this participation and, increasingly, Internet technology plays an everyday role in the process. This article describes three ways in which a practitioner gets clients on board to use the World-Wide-Web as a career resource in order to help them get a clear picture of their options and to generate new alternatives.

I have been doing career counselling for just under 10 years. Most of this time has been spent working with a broad cross-section of students and the general public at a community college. Since 1996, I have continued my general public career counselling in private practice. I have always seen my role as one of resource and consultant, providing the skills and information that will both empower and enable clients to make effective choices about their career and education.

It is invariably a reflection of my particular style and personality, but I also see career decision-making as a highly information-based process. It is a simplification but, just like choosing a car, a house, or any other major purchase one must live with for a while, the likelihood of making the “right” choice tends to rise in proportion to the amount of consideration and research that goes into making it.

Research makes up the majority of my clients’ career counselling process. Research gets them facts about career fields they are considering. Research, without fail, also leads them to alternatives they had not previously considered. I like getting clients to research because it fasters their ownership of the process. Clients like to research because that is when they start to see their options open up.

This brings us to the Internet and its most used component, the World-Wide-Web. For those who have not yet ventured past the on-ramp of this ubiquitous information superhighway, the Internet is a source for (among other things) all types of career resources: occupational information, labour market trends, employment statistics, company information, colleges, universities, education and training, job listings, government programs, and the list goes on and on. The

World-Wide-Web is a graphically-oriented way of presenting and assessing all this information.

While we all know many useful print publications for career and educational research, the Web adds an entirely new dimension of scope, currency, and ability to search. While some might say that enough exists in print for competent career research, the fact is that the Web, and the whole Internet in general, can no longer be overlooked as a source of up-to-date career resources. What's more, in contrast to just two years ago there is now an abundance of Canadian career content on the Web. As career counsellors, we have a duty not only to know about all this, but also to use it and to advocate its use.

As a practitioner, what do I do in this respect? While I cannot require it, I appeal to every client—adult or adolescent, career change or career shifter, computer-brained or computer-illiterate—to use the Web as part of their career exploration process. I do this because, most immediately, it will make their research more effective and expand their career options. I also make this appeal because people need Internet computer skills. They need those skills to find work and they need these skills to do the work they eventually find.

How do I get clients, especially the computer-phobic variety, to actually buy into this? The answer lies in three techniques I learned working in retail while I was at the University of Toronto working on my counselling degree.

First, emphasize what they get not how to get it. As much as I personally love details, technical minutiae and other fine points of computers that drive my wife to rent Jane Austen movies, I restrain my enthusiasm for such things with clients. I try to sell my clients on using the Web by SHOWING them what it can offer. I try to entice them by showing some select web pages from Canada WorkInfoNet (<http://www.workinfonet.ca/>), Job Futures (<http://www.hrdc-drhc.gc.ca/hrdc/corp/stratpol/jobs/english/index.html>), the National Job Bank (http://ein.ccia.st-thomas.on.ca/agencies/cec/jobbank/nation/index_e.html), and any other useful pages that have a clean, uncluttered layout that is less likely to confuse or overwhelm. I just tell them all they have to do is “point and click”...no computer expertise required!

Second, make it difficult to say “no”. If my client has a computer but is not “on the Net”, I give specific recommendations on a modem, if required, and an Internet Service Provider (ISP) that I know to have a straightforward, a self-installing package. If my client’s computer is too old, or they don’t have one at all—and budget, religion, or other considerations preclude a purchase—I offer a printed list of local free (e.g., public library) and fee-by-the-hour (e.g., business centres) access points. Further, I designed a tip sheet with my “Top 7” picks of “Canadian Internet starting points for career exploration, educational planning, and job finding”. Don’t give clients long lists of sites. It looks onerous and some will inevitably be “out of order”. All they need is a few good starting points, preferably Canadian ones that have links to further career resource web sites.

Finally, model the behaviour. I don’t just mean demonstrating the Web when it comes to the research portion of clients’ career counselling experience. Rather, relate your use of the Web as a career resource on an ongoing basis. When clients step into my consulting office they often find me “surfing” or with web page (hopefully career-oriented!) on the screen. Part of my chit-chat in the first few minutes of each session often included something I came across on the Internet. Whenever possible, use the Web to help answer clients’ questions. I recall working with a young adult interested in police work. We looked through career monographs in my office and then went online to the RCMP site where we found detailed information (and even pictures) on recruiting and police careers. That client already had some familiarity with the web but those ten minutes hooked him on research as an effortless way to open his eyes to opportunities and alternatives.

Overall, the key to participation is to keep it simple. The World-Wide-Web is vast and complex but one doesn’t have to know all about it to use it. It is much like computer software: 10 years ago it had limited functions so we read the manual and learned the whole program; now it is elaborately featured so we just use the help feature on a “need to know” basis. Treat the Web the same way.

Printed career resources have a place. They are quick, ready reference, always there when you need them. While the Web will never supplant that, it does supplement it. And just like browsing through printed career information, surfing the Web opens mental doors and expands career horizons.

Over the last 18 months, I have given demonstrations of using the net as a career resource to audiences of professionals (e.g., NATCON, CCIA, OSCA) and the general public (e.g., libraries, career centres). On every occasion, some people have made an express point of thanking me, amazed at the newfound breath of

information literally at their fingertips. So get up to speed yourself and then get your clients on board as you dazzle them with what the Web can do. You won't just be helping their career planning process, you will be giving them valuable life skills.

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**ELECTRONIC
WIZARDRY
IN THE WORLD
OF
COUNSELLING**

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ELECTRONIC WIZARDRY IN THE WORLD OF COUNSELLING

As a child in the 1950's I would visit the Better Living Pavilion at the Toronto Canadian National Exhibition. On display were many enticing devices which someday, thanks to the wonders of modern science, would become integral parts of my life as an adult. They promised me more time, greater simplicity to life, less personal labour and frustration, increased accuracy – a life verging on perfection.

My eyes were wide with anticipation. I was grateful these wonders were being created for me. I was awed. I was a believer.

Here, truly, was the brave new world of the future – my future.

Little did I know what the cost would be to me, nor, at that young age could I have appreciated costs which did not involve money. Expenses which demanded a part of my humanity.

As we begin now to tick down the final seconds of the second millennium I find I am immersed in the future. I can retrieve money from walls while sitting in my car without knowing a teller or that her daughter had a cold this week or even is she is better. Instead I deal with lit greetings on a screen of a human voice.

Then I drive to the next entrance and order lunch through a loud speaker which is delivered from behind glass by a human from wearing a futuristic headset and I ponder if she is flesh or android. She/it does not inquire after my health, nor I hers. It is a pecuniary exchange only.

The she/android will never ask if lunch is fine because I am driving away, listening to an education tape of a "live" lecture I did not have the time to breath at. Even this is punctuated by me responding to a voice mail on my cell phone. The response is to the disembodied other's voice mail. I trust the machines compare notes. Their human owner's do not have time to do so personally.

Spot checking my body and emotions to see where I am at inside, I find red flags in my interiors: isolation, frustration, anxiety, pervasive sadness. Curious, I will share these with support people. I look to the cars around me, smoke windowed pods, are people really in there?

Phone off. Educational tape off. I return to speak with the only person available, Me. The discussion at hand is about the use of electronics in the counselling field.

Memories of 6 years ago come in to view. I was excited to have been asked to take part in the creation of a computer assessment tool for addition counsellors. I would devise the questions as I would a paper assessment. Then I would create reasonable ranges of responses for the computer wizard to compile into his binary world. The result would be a user-friendly computer program which would have the client answer specific questions. Responses would be given on a continuum form 1 to 5.

After the client finished he would call in the counsellor who has been assigned to him. The professional would then push a button which would give them both a print-out. Information was there on the person's degree of substance abuse, mental, physical, social conditions, estimated treatment need, and for good measure, any signs of suicidal ideation.

It worked, it was accurate, and it would save thousands of expensive counselling hours usually spent orally administering these questions and then tabulating results. It would get past client shyness and their tendency to lie for self-protection.

I was a kid in the fifties again, wide eyed and awed. I was also shocked and slightly nauseous.

The prototype of the program lies dusty somewhere in the bowels of my desk. I had no stomach for assisting in marketing it. I was the one who had spent years arguing against heavy dependency on paper assessment tests which disallowed use of such unscientific assessment tools like my gut reactions, my observance of posture and other language, inferences of tonal quality, what feelings the client evoked in me and incongruous amongst what was said and what I saw and felt.

Occasionally surfing the Internet I bump into counselling services which offers online "therapy". I would be able to trust my inner most fears and secrets anonymously to a disembodied counsellor out in cyberspace. I would not know his/her qualifications or references. I would not connect in life with breathing person. I would be processed electronically. The expense would be some money and, once again my humanness. I may also have put my mental state at risk.

Reflecting further, I recall the number of times I was facilitating classes when I was tired, uninspired. Rather than force myself I reached for a video which contained all of the information, and in an exciting format. Constant, dependable. However, rather than responsive dialogue and Socratic approaches which made the group a part of the learning process, I had confined them to the cathartic world of television. There was little learning, some entertainment, not much human contact. (Now I could use a computer, and never even show up).

In the world of psychiatry there was a great change in approach when they dropped talk-therapy and entered into the wonderful world of chemistry. Pharmacology was the promised panacea and it was used as such. Today there is a trend back towards talking, live interaction instead of prescriptions and blood-level tests.

Man seems to progress in pendulum swings. A new and potential system causes the pendulum to swing all the way to the opposite end. With wisdom and experience we bring the arc backward to the middle road and begin to draw again off of the old and the new. There the good of each can be used and balance achieved for everyone's best welfare.

There is a time and use for psychiatric drugs, and a time for meeting human to human and a commencement to look for the uniqueness of the client, not to track down a boxed diagnosis where we might fit him into some labelled compartment and a chemical closure.

As the non-medical counselling services gain more and more ways of using electronic crutches there will be a tendency to depend solely on their promises without asking what the price is to the client.

In terms of confidentiality, even our most advanced attempts to make secure electronic money have not prevented their systems from being infiltrated. Does not the same spectre haunt Internet counselling and electronic information storage?

When we speak of client honesty in responses, do they really open up more when no one is present except the unfeeling computer terminal in front of them? Or are they intimidated and become as mechanically responsive as they do when faced with the beep at the end of taped telephone message?

At its deepest level, are we really still humans guiding humans when we make overt use of electronics to gather client data, to assess, to teach, to plot recovery programs, to counsel – on the same machines which dutifully crank out the invoice the client will receive for our professional services? There is a Pandora's Box of ethical questions here which we must address. It begins with questioning ourselves as to whether we are healers, or programmers.

Electronics can be aids, adjuncts, maybe even complements to our good work. Or they can be destructive replacements for the balm of human intervention and interaction.

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**TECHNOLOGY
AND
SERVICE
ENHANCEMENT**

DAN TREPANIER
Director
YMCA of Greater Toronto

TECHNOLOGY AND SERVICE ENHANCEMENT

PREAMBLE:

Technology can and should be used to enhance the provision of service to clients of Employment and Career counselling practitioners. YMCA's continue to explore new ways of using technology to enhance service to Employment and Training Clients.

By Dan Trepanier, Director
YMCA of Greater Toronto

The Big Picture

There are literally tens of thousands of people who turn to the YMCA each day for Employment and Training services. As an independent charity, YMCAS's across Canada are delivering values-based programs concerned with the whole person – Spirit, Mind and Body. Through YMCA programs and services, people's lives are enhanced, the community is enriched, and we all prosper. Technology can play a contributing role in helping practitioners build healthy individuals, healthy children and healthy communities.

The Challenge

It's important to stress up front that the only thing technological solutions cannot replace is the value of interpersonal communication, either in groups or one-on-one. Practitioners need to exercise caution with technology if too much of their client/staff interaction is spent completing mechanical tasks: filling out personal information forms, scoring tests, writing reports etc.. We must continually be asking the question: With our use of technology is there enough time left for the really valuable part of human interaction, the creative energy from thoughtful analysis and brainstorming? We must balance moving fast enough in adding as many current technological applications to our service provision as adequate resource and expertise to implement and support integrated technological systems and will be at competitive disadvantage. Time and funds need to be dedicated for the acquisition and maintenance of facilities, equipment and software.

Resource Centres, Computer Labs and client work stations across the country help literally thousands of individuals have access to computers, fax machines scanners, telephones, the Internet, and e-mail. Access, that in many cases, clients would otherwise not have.

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**CYBERSPACE
COUNSELLING:
PANACEA OR
CAN OF WORMS?**

MARK SWARTZ
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Author and Consultant

CYBER COUNSELLING: PANACEA OR CAN OR WORMS

You knew it had to happen. First we started hearing about the 'information highway' a few years ago. Now suddenly the Internet is the fastest growing medium of communication in the world (with the possible exception of gossip, which seems to defy space/time constraints in terms of its ability to travel). It was just a matter of time before it impacted the counselling arena.

So please don't thrash your hair or rend your garments because there are practitioners out there doing counselling "online". First of all, what that really means, just yet, is anybody's guess. Must it be restricted to the Internet, with its CHAT groups, Usenet Discussion Areas and Web-based forums? How about Internet telephony, where you hold a conversation with a client half way around the world without paying long distance charges? And video-conferencing too. Plus those great new CD-ROM's aimed at the mass market, which cover everything from building the perfect resume, to completing an extensive self-assessment. Where do they all fit in?

It's Here, So Let's Adapt.

The truth of the matter is that cyber-counselling began years ago, when practitioners started holding the odd session over the phone, rather than face-to-face. This was the proverbial thin edge of the wedge. Did it destroy the bond between consultant and client? Not really, at least not if used infrequently and professionally.

That brings us to the tricky questions which to unhinge this whole cyber-counselling movement. For example, what privacy guarantees do you have in sending personal e-mail between counsellor and consultant? Can someone be sued for breach of confidentiality if an errant (and potentially damaging) e-mail lands in the unintended hands of some sinister user? Who can be held responsible and what are the potential repercussions? (Hint: make sure that you've paid up your premiums on your liability coverage). ☺

But How Effective Is It?

Let's forget about the legal implications for a moment and focus on the quality of counselling through electronic means. How effective can your relationship be with your

client if you never see their face? (This presumes, of course, that you do not have video-conferencing set up—though U.S. practitioners do). Think about all the nuances of facial expression and body reactions that you may never catch. Considering the power of

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non-verbal cues, this could be a real detriment to interpretation and bonding. As evidence of the growing emphasis on the new area, the American Counseling Association included cyber-counselling as one of its six major threads at its annual world conference last April. Marc Verhoeve covered the highlights in the Fall '97 issue of OSCA Reports (available online at <http://ouacinfo.ouac.onca/osca>). He describes the benefits, such as:

- greater freedom in scheduling
- shorter counselling sessions
- complete word for word record of all client interactions
- access to wider base of clients

The downsides (apart from the confidentiality issue discussed above) include:

- impersonal nature of the medium, compared to face to face exchanges
- unequal accessibility of technology to all clients
- unequal ability of clients to articulate true thoughts and feelings electronically

Here's Who's Doing It

By now you may be curious as to who is actually practicing career counselling online. I can give you a partial list of websites here to help you start your investigation. Perhaps you'll discover a method that you can apply in your own practice. Or you might find something so against your own style that you vow to never use it yourself. At any rate, here are some practitioners who have gone the online route, both in Canada and the U.S. (where it's far more prominent, by the way):

Career Coach: Kerry Mahoney from U. Waterloo Career Centre, in private practice with others.
<http://www.careers>

Match Your Personality Profile To A Career Path: Dr. James Sofia (Interest Inventory)
<http://www.hawk.igs.net/careers>

WorkInk: A Canadian career site for the physically challenged. <http://www.workink.com>

Deborah Wilson: Career Specialist (U.S.). <http://amsquare.com/america/amerway/career.html>

Metanoia Guide to Online therapists and counsellors (U.S.). <http://www.metanoia.org/imhs>

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What's Next?

My prediction is that an increasing number of 'traditional' counsellors (both in the career sphere and other areas as well) will try their hand at cyber-counselling. Thus, we'll see practitioners experimenting with CHAT groups for instantaneous communication; e-mail to respond to more involved questions; phone sessions to deal with immediate issues; and the use of Web-based resources (e.g. self-assessments, career exploration sites, research areas etc.) to assist in the overall delivery of the counselling process. Affordable video-conferencing is on its way, and may add a whole new wrinkle of its own.

Is this a good thing? Depending on where you stand, it can either be the dawning of a golden age of counselling, or the death of personalized relationship-based connections. Personally, I'm not sure that we are at either extreme just yet. The possibilities are, in fact, very exciting—for those who embrace the technologies and use them appropriately. This debate has just begun, and we as practitioners are on the leading edge of something new and potentially wonderful.

Mark Swartz, MBA, Med (thesis stage) is a Toronto-based Career Consultant, speaker and author of "Get Wired, You're Hired", the Canadian Guide to Job Hunting Online (Prentice Hall Canada, 1977). He is also an Associate Consultant with Drake Beam Morin, one of the world's leading career transition firms. Mark's website is at <http://www.wiredhired.com> .

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**FUNCTIONAL
CYBERSPACE:
THE CONTACT POINT
EXPERIENCE**

RIZ IBRAHIM
Contact Point

FUNCTIONAL CYBERSPACE: THE CONTACT POINT EXPERIENCE

The information highway is constantly expanding. In fact, its growth is exponential, with new additions feeding its expansion every minute of every day. It's about leisure. It's about commerce. A ride on this highway is a ride to a world of information.

The Internet has provided access to an unprecedented amount of information that the user must explore, interpret and digest. Of interest to counselling practitioners are career planning sites, labour market information sites, occupational information sites, on line job boards and resumes posting services, on line assessments and on line counselling. Information flows through websites, e-mail, mailing lists and LISTSERVs, newsgroups, discussion groups and chat lines. There are electronic manuals, e-zines and e-journals. Learning takes on another dimension as more and more courses are offered on-line. It's about information.

The comments and thoughts presented below are based on the experiences associated with the development of the Contact Point website. Two vital issues comprise the basis of the following discussion: the issue of ownership, and the issue of access.

Contact Point has brought together career and employment counsellors, career development practitioners, career information specialists and others in related professions into a space on the Internet that supports the development of a mutually supportive environment where information and experiential exchange is easily possible. Practitioners from across Canada, in fact around the world, from institutional and non-institutional, community based and private sectors, visit the site and have the opportunity to share their information and experiences. The Contact Point Bulletin, our electronic newsletter, is made possible almost entirely through contributions from practitioners.

AN ISSUE OF OWNERSHIP

The reality of the information highway is that it has allowed the individual to be the self-publisher, the independent researcher, the archiver, and most importantly – the donor or contributor. Individuals, organizations, groups of individuals and groups of organizations are playing the role of contributors. While technology can sometimes distance one from the information at hand, the Internet has the ability to the opposite – to bring people closer to the

information; that is, as long as the individual sees a role for themselves as a contributor. It's about being connected, feeling connected.

About a year and a half ago, a group of counselling practitioners – each practising in a

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different setting – came together. What brought them together was their need for information that was easily accessible and readily available. What kept them together was the fact that each one had a contribution to make on the nature and type of information: Courses and Programs available, career related resources, relevant websites, etc. The individual/organization as contributor has been integral to the development of the Contact Point website (www.contactpoint.ca) since its inception.

On-going brainstorming sessions involving other practitioners reinforced the development of the site with input on the type and scope of information contained in the site, its presentation, and other desired features. Practitioners began to send in suggested items for inclusion, and the website took form. Another group of practitioners from across Canada field tested the site, initiating a tradition of on-going review of the site for ease of access and relevancy. Practitioners played a vital role as contributors and evaluators, effectively playing an ownership role of the site development process from creation to on-going monitoring.

For an information-based technology to be successful, where the user is both the provider and recipient of information, the user must have ownership of that information. This is necessary where information becomes more localized or is dynamic, as is the case and the trend on the Internet. The responsibility for providing up to date information rests with the users, as does the retrieval of that information. The successful use of the technology demands that the individual play an active role in the creation and development of these information management systems whether they be client or professional development related. Users must continually be involved in the development of these technology-based tools. Active participation will ensure that the technology does not get ahead of itself, and does not alienate those it is supposed to serve. Individuals playing a passive role are less likely to harness the potential inherent in the technology.

AN ISSUE OF ACCESS

While there is a tendency to over-develop a site – with many bells and whistles – one must wonder how many are being served by the technology, and more importantly, how many can no longer access it. Practitioners involved in the development of the Contact Point site were very sensitive to issues of access. They recognized that technological change was rapid, and that technology is always a step ahead of them. The challenge that was present was how to develop a

site that was easy to access, easy to navigate through, and presented its information without social or cultural barriers.

Once again, the participation of large numbers of practitioners, through consultation and

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other information gathering exercises, through on-going data-testing and evaluation was critical to the development of the site. These exercises provided a valuable glimpse of not only how they were currently able to access information. Large numbers of graphics, audio, 3D and other features have technological implications for the user, and affects the user's ability to access the information. The architecture of Contact Point presented a site that was approachable but not overwhelming.

The issue of access was further enlightened through the subscription to the Contact Point Bulletin – our on-line newsletter. While many subscribing practitioners requested receiving a copy of the Bulletin in HTML (Web) format, other also requested it in text only format. This clearly highlights that practitioners utilize a broad range of technologies when accessing the Internet. As a result, the Bulletin is circulated in both HTML and text formats. The Contact Point Bulletin also does a bi-annual hard copy circulation to those who may not have access to the Internet, or may have occasional access to the Internet.

In the end, the development of the Contact Point site has shown what the information highway can be – functional tool that can assist practitioners with the work they so by providing easy access to information that they want and can use, and by facilitating their involvement I the expansion of that very same information base.

Riz Ibrahim is the Executive Director of Contact Point. He may be reached at admin@contactpoin.ca

**PRACTITIONER
DISCUSSION
AND COMMENT**

ONLINE
DISCUSSION

PRACTITIONER DISCUSSION AND COMMENTS

An online discussion forum has been set up to facilitate on-going discussion on the discovery, adaptation and integration of technology in the professional activities of career and employment counsellors and practitioners. Individual practitioners can participate in two ways:

- (1) visiting the discussion area and reviewing the comments made by fellow practitioners
- (2) adding you comments and experience to the discussion.

To travel to the discussion group follow these easy instructions. (If you experience difficulty please contact: Contact Point, the host of the discussion group, at (416) 205-9543 or e-mail: admin@contactpoint.ca .

To participate in this on-line discussion, you will need to access the Internet. If you do not already have Internet access, you can contact a local ISP (Internet Service Provider) to get access. You can also access your local Freenet through your local library. You will also need a graphical browser such a Netscape (Version 2 or greater) or Internet Explorer.

1. Type the site address: www.contactpoint.ca
2. Click on the Discussion Forum page
3. Scroll down to the Discussion: Technology and Counselling
4. Register as New User (if you are) providing your name, e-mail address and selecting a password
5. Type your message
6. Click on the Post This Message

Simply Login with your user name and password each time you wish to check in and participate in the discussion. You can also visit and participate in any of the other discussion groups currently underway using the same procedure.

There is also a Help Page to assist you should you encounter any difficulties.

Suggestions for Discussion

Discussions with practitioners during the preparation of this collection of articles revealed areas which were of key interest to many practitioners;

-Client reaction to the use of technology in their career development process and the strategies used to encourage confidence and comfort with the tools.

-Professional development and training available to counselling practitioners. What was helpful? What was not useful? What do other practitioners recommend?

-Client Information Management Systems – Do they belong on the Internet?

Do you have questions, success stories or concerns? Please take the time to add your comments and personal experiences to those of your colleagues.

www.contactpoint.ca

Discussion group: Technology

**ADDITIONAL
RESOURCES**

APPENDIX A

ADDITIONAL RESOURCES

Levin, Benjamin. "Computer Based Employment Skills Learning Systems for Adults." "NATCON Papers, (1995).

Lorenzen, Elizabeth A. (ed.) Career Planning and Job Searching in the Information Age. Haworth Press, 1996.

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**ABOUT
THE COUNSELLING
FOUNDATION OF
CANADA**

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The Counselling Foundation of Canada, a private family foundation, was incorporated in 1959 and funded by Frank G. Lawson and his estate. His purpose was to create and enrich counselling programs and improve the skills of counsellors.

The object of the Foundation is to engage in charitable and educational activities for the benefit of people through the creation and enrichment of programmes using goal oriented counselling to aid in the healthy development of individuals of all ages, thus enabling them to improve their lifestyles in order to make a more effective contribution to their communities and the economy of Canada.

The goals of the Foundation are to (1) promote effective delivery of counselling through reputable and credible existing institutions (governmental, educational, religious and community) to individuals involved in a process of career development; (2) to encourage and support information and evaluation centres for career counselling; (3) to work towards the professionalization of counselling and promote public education which clarifies the role and qualification of counsellors and (4) To encourage and support programs which contribute to healthy child development especially for those groups of parents and children known to be at greatest risk.

The Counselling Foundation of Canada is governed by a seven member Board of Directors, four of whom are family members. Donald Lawson, son of the founder, is Chairman of the Board. The Board reviews all grant requests which fall within the guidelines. Approximately 30 grants totalling 2.3 million are approved annually.

The Foundation is administered by an Executive Director; Additional information is available by contacting:

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