Supervision and Role Models for the Development of Core Competencies

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Career Consultant Certification in Japan
Curriculum of 140 hours include:
- 10 hours: social meaning of career counseling;
- 30 hours: knowledge about career counseling;
- 53 hours: skills of career counseling;
- 7 hours: ethical conduct;
- Ten hours: career-related areas

- More than 40,000 certified career consultants in Japan

Background Information on Training for Career Services Professionals

- There is no graduate education program for professional career counseling training.
- Clinical psychologist programs offer career counseling training.
- Except for Broadcasting Universities, all the preparation for Career Services Professionals have been trained by private training schools.

We do not know how the entry level career consultants develop to be a master practitioner.

Previous research conclusion (Mizuno & Nonogaki, 2018)

- Career consultants lack in supervision or consultation.
- Experienced professionals tend to do more learning.
- More participation in the professional association conventions and more opportunities for supervision are needed.
- Existence of professional models will enhance professional career development and satisfaction.

Research Design:
Qualitative and Quantitative Mixed Design

First stage: Conducting two focus group interviews
Second stage: Developing questionnaire
A survey research to find out what work the focused phenomena exist among the Career service professions
We composed Six protocol questions
Conducted a Survey Research

Responses to Q1: What do you do to become more matured professionals?

- To continue training
- To rediscover the original motive
- To maintain motive to help people
- To maintain or better skills and competencies
- To realize the meaning of life
- To have a model
- To participate in the professional convention
- To have supervision
- To learn from clients
- To maintain a healthy body and mind
- To put aside worries
- To be accepted by the clients
- To be positive
- To avoid being irritated or anxious
- To expand imagination and be creative
Q2: Who are demanding clients?
- Aggressive clients
- Clients with borderline personality
- Clients with strong transference
- Clients who make us feel powerless
- Advice seekers
- Clients who need strong leadership
- Beyond understanding
- Clients who invite us to personal relationships
- Clients with a loud voice
- Clients who cause a conflict of interests
- Clients who tag us for their territorial needs

Q3: What is effective counseling?
- Client awareness emerges
- Ignite initial energy that causes behavioral change
- The sense that the client understanding emerges
- Feeling together
- Feel enjoying human relations
- The viewpoint goes to the future
- My life experience helps the clients
- Become an equal partner
- Learning taking place
- Counselor’s intention comes true
- Mental and physical health promoted
- Feeling happiness
- Clients start to become independent
- Feeling that I support clients
- Seeing some change in clients

Q4: What ethical issues do you have in practicing counseling?
- Do not harm clients
- Should be careful in the language
- What seems good may turn out evil, vice versa.
- Here and now
- Our job is to help clients independent, not dependent

Q5: What caution do you take when giving feedback to your clients?
- Our job is listening and understanding
- I have not learned how to feedback
- To do no harm
- Give option
- Believe it, tell it
- Assume responsibility for one’s life
- Avoid confrontation
- Cause no conflict

Q6: What is your philosophy of life?
- Zen Buddhism
- Social constructivism
- Possibility of learning
- People can do anything
- Importance of here and now
- Narrative construction
- Love yourself
- Believe in oneself
- It is useful even for unpleasant things
- I do nothing and let things move as they go
- Anything fun for me is good
- Curiosity is important
- The ending ceremony is important
- Being happy is important
- Get a client to know oneself

IDM Supervision Model/Cal D. Stoltenberg & Brian W. McNeill 3rd Edition 2010
Integrative Developmental Model
- 1st level Self-focus cognitive comprehension level
  Dependent: need for structure, performance anxiety
- 2nd level Focus on clients, understand perspective, empathy
  possible, sometimes overconfident
  Dependency-Autonomy conflict, Assertive vs. complaint
- 3rd level Autonomous, personalized understanding, adjusted with experience and age
Level 1: Awareness level and dependency inclination

- Focus on counselor’s awareness
- Uncertain and insecure conditions
- Lack of skills and knowledge
- The apprehension of not reaching the standard scale.
- Have a strong motivation to use skills and apply what they learn
- Dependency on a supervisor

Level 2: Counselors may

- Exhibit appropriate empathy
- Be able to use counseling skills appropriately
- Be prepared to understand the client’s world view
- Exhibit sensitivity to the use of language and attitudes
- Be able to use more energy on clients because of less tension in the sessions.
- May need help to deal with the emotional burden or become too apathetic due to trying to cut off emotional experiences.

Level 3: Counselor may

- More focus on clients rather than counselor himself or herself.
- Have more awareness of one’s behavior, cognition, and feelings
- Be able to reflect on oneself, experiences, personal response, relationships with clients, and professional attitudes
- Be prepared to evaluate the session objectively as the third party.
- Be able to use more energy in the process of counseling.
- Be ready to get high-quality information in the caring atmosphere.
- Be prepared to understand the client’s response as a general tendency toward others rather than personalize responses.

Q1: What do you do to become more matured professionals? 5-point Likert scale


1. I feel the competency improvement as a counselor.
2. I have participated in academic meetings and training.
3. I am not isolated but have peers in my community.
4. I have had supervision.
5. I take care of myself to maintain or improve my health and well-being.

Q2: Who are the demanding clients?

6. There was a highly aggressive client who made a loud and angry voice.
7. There was a client that caused actual emotional experiences in me (love feelings or aversive feelings).
8. There was a client who violated privacy such as stalking behavior and nuisance calls.
9. There was a client who was trying to get over boundaries, giving me presents or inviting me to meals and play.
10. There was a client with a wish to kill oneself.

Q3: What is the practical and useful counseling?

11. I cannot feel that my counseling is effective enough.
12. I felt that trust relationship with the client at stake.
13. Sometimes I thought that I could not understand my client.
14. I have disclosed my thoughts and experiences to clients.
15. I felt overwhelmed by client problems and felt helpless.
Q4: What ethical issues do you have in practicing counseling?

16. I referred my clients because the task exceeded my ability as a counselor.
17. I hurt my client through my words or actions.
18. I felt the feeling of love and sexual attraction toward a client.
19. There was an inappropriate activity related to the confidentiality of personal information.
20. There was a failure in the interview contract and informed consent.

Q5: What caution do you take when giving feedback to your clients?

21. I asked the client to know the meaning and purpose of life.
22. I have interpreted the meaning of the client's words and actions (rather than clarify the meaning of their words and actions).
23. I have given the client the best choice (rather than letting client explores the choices).
24. Sometimes client's issues make my mind heavy.
25. I have disclosed the client my feelings and opinions.

Q6: What counselor are you like?

26. I am wondering if I am practicing a solid counseling theory.
27. I am wondering how the client thinks of me as a counselor.
28. I wonder if I am doing the right thing.
29. I have disclosed my past experiences and my beliefs to a client.
30. When counseling I make use of my strength.

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Findings

• 78% had no supervision experiences.
• 28% feeling overwhelmed by clients’ issues.
• 10% of counselor had suicidal clients
• Counseling had no positive changes-35% responded Agree.
• 8% reported counter-transference.
• 20% of participants persuaded the right choice.
• 20% disclosed counselor’s value and world view.
• 30% concerns how clients think of counselors.

First Factor: Self-efficacy

q6.11 I cannot feel that my counseling is effective.
q6.13 Sometimes I thought that I could not understand my client.
q6.15 I felt overwhelmed by client problems and felt helpless.
q6.16 I referred my clients because the task exceeded my ability as a counselor.

Second Factor: Professional Development

q6.2 I have participated in academic meetings and training.
q6.3 I am not isolated but have peers in my community.
q6.4 I have had supervision.
q6.5 I take care of myself to maintain or improve my health and well-being.
Discussion
- Professional development model
  First issue: increase self-efficacy of counselors
  Second issue: Develop professional attitudes
  Third issue: Focus change, focus shift from self to others
  Fourth issue: Management of Transference
  Fifth issue: Ethical behaviors

Lastly, career related professionals may have more suicidal clients than clinical psychologists may have.

Career is the core issue of the meaning of life.
Application

- Supervision theme differs according to the developmental level
  - Standard level consultants—development of skills and knowledge
  - 2nd grade career consultants—management of conflict of interest, transference, and suicidal ideation.
  - 1st grade level consultants—ethical issues and integration of skills and knowledge with one’s personal strengths.

References

If you would like to use our survey questions, please email at smizun10.sm@gmail.com.