

Cross Border Seminar 2010

“Professional Care for Guidance Practitioners – Who Cares for Those Who Care”

Bratislava 15 – 16th April 2010, Falkensteiner Hotel Bratislava

<http://www.falkensteiner.com/sk/hotel/bratislava/>

7 participating countries: Austria, Czech Republic, Germany, Hungary, Slovakia, Slovenia, Poland

Programme

Wednesday April 14th

Arrival, dinner

Thursday April 15th

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| 9.00-9.30 | Registration |
| 9.30-10.00 | Opening speech – Representatives of Euroguidance centres |
| 10.00-10.30 | Icebreaking – Euroguidance Slovakia |
| 10.30-11.00 | Coffee Break |
| 11.00-11.30 | Europe 2020, Initiative "New Skills For New Jobs" And Links With Career Guidance – Speaker: Štefan Grajcár |
| 11.30-12.00 | Career guidance and counselling: current status and imminent future - Speaker: Štefan Vendel |
| 12.00-13.00 | Lunch |

13.00-14.30 Workshops 1 (3 parallel workshops)

1A. When aiding is tiring: how to cope with stress and prevent the burn out syndrome in work with the unemployed and job-seekers - Agnieszka Kalbarczyk

- a presentation of basic concepts useful for understanding the phenomenon and it's mechanisms;
- identifying stressful elements in work with an unemployed or job-seeking client;
- a team analysis of institutional factors determining the level of stress and burn out effects;
- a possibility of auto diagnosis of individual risk factors and of a personal level of burning out;
- defining basic ways and methods of coping and prevention of job burning out – which can be applied both at the individual and the institutional level.

1B. Supervision supporting guidance counsellors - Barbara Gogala

The developmental and educational model of supervision will be presented in the workshop. The basics of the model are the experiential learning theory, humanistic approach to counselling, communication skills and group dynamic aspects. Educational and developmental model covers two out of three supervision functions – educational and supportive function.

Reflection is the core activity in supervision. The four layers model of reflection will be presented. In the experiential part of the workshop the supervision case will be discussed in the small groups with the four layers reflection model.

ANSE (association of National Organizations for Supervision in Europe) will be presented, its goals, members, network organizations...

In the discussion the possibilities and limits of the implementation of supervision in participants organizations will be discussed.

1C. Ethics and Ethical Dilemmas in the Work of School Counsellor - Dagmar Kopčanová

Counsellors in school setting can sometimes find themselves in situations, where they are confronted with stark questions of who decides what is a successful outcome - the client or the organization. However, in order to provide the best professional services in schools it is important for counsellors first of all to take into consideration the client's well being. This responsibility presents a principle that helps to solve many ethical problems appearing in schools and protects not only the client but also a counsellor, with no regard to length of his practice.

The workshop will bring into attention of participants the meaning of ethics and ethical dilemmas in the work of school counsellors. Some examples of dealing with some ethical problems will be discussed and models for moving along these issues will be practised.

The workshop will be realized in a combination of a small group play, common and personal reflection.

14.30-15.00 Coffee Break

15.00-16.30 Workshops 2 (3 parallel workshops)

2A. ELGPN and National Forums - Tibor Borbély

Representatives of involved countries:

- introduction of the Lifelong Guidance Councils' operation, mandates, and their results
- establishment of the possible cooperation points
- establishment of a long-term cooperation with the representatives attending the Cross Border Seminar.

In addition you will have the chance to indicate if you need any kind of support from the other Councils, or if they could maintain your country at any area.

2B. Situations of strain in educational guidance - how do counsellors deal with it, what help is provided, which measures are needed? - Heidi Hudabiunigg

The focus of this workshop is on guidance for school and training in different settings (within schools, within the School Psychology Service and at private guidance services). Only counsellors at the School Psychology Service can for instance benefit from the provision of supervision free of charge, whereas careers teachers and counsellors at private institutions (shown with the example of the "School and Training Guidance Centre, Verein SAB") do not have such opportunities.

Topics for discussions include:

- Which counselling situations are being felt as especially straining?
- How do guidance practitioners, for whom no supervision is provided within their systems, deal with these situations?
- How do counselling settings at points of transition intensify these stressful situations? (the counsellor between the conflicting priorities and needs of schools, parents and children)
- Where do approaches to solutions lie?

2C. Models of the vocational counsellor's career performance - Aneta Slowik

The principal goal of the workshop is a practical training of five models of the vocational counsellor's career performance, such as: the expert, the informant, the consultant, the reliable guardian and laissez-fairest. They are placed along a continuum starting from an extreme technocratic approach and ending with the extreme humanist one. This scientific proposal is based on three concepts of a human being: behavioural, cognitive and psychodynamic.

This workshop will provide exercises of three types of counselling (directive, dialogue and liberal). We will discuss and analyse various elements which influence vocational choice of counsellor including cultural differences.

The workshop will be realized in a combination of group play, common and personal reflection. In addition, you will have the opportunity of looking through your personal career as counsellor including intercultural exchange with other participants of workshop.

The proposed contents are part of the professional training for students, guidance counsellors, practitioners in studies and postgraduates studies in Poland. The proposed models are not permanent structure, but dynamically changed, serve to reflect guidance counsellors, can be useful in supervision. Models are a constructs to help to reflect on the work of guidance counsellors.

We want to show the practise how to use models in a flexible manner.

17.00 **Social Programme + Dinner**

Friday April 16th

9.00-10.30 Workshops 3 (3 parallel workshops)

3A. Training and further training of careers teachers on Sek I and SEK II, example of the federal province of Styria, Austria - Sabine Fritz

Participants will learn about training and further training of secondary school careers teachers in Austria. In a short presentation Sabine Fritz, who teaches at the University college of teacher education, Styria, will inform about the curriculum of careers teachers and their function and tasks in Austrian schools.

Topics for discussions include:

- Profile of careers teachers (job orientation / career counselling)
- When to start with Job orientation / career counselling as an offer for young people?
- How to successfully survey the needs for training and further training
- Actual topics of training offers / time-proven offers
- Criteria of quality in the field of training and further training (prevention of violence, guidance techniques, learning to learn)
- National comparison
- Networking, Partners of co-operation in careers guidance of pupils

3B. Supervision in Slovak counselling centres' net - Ivan Valkovič

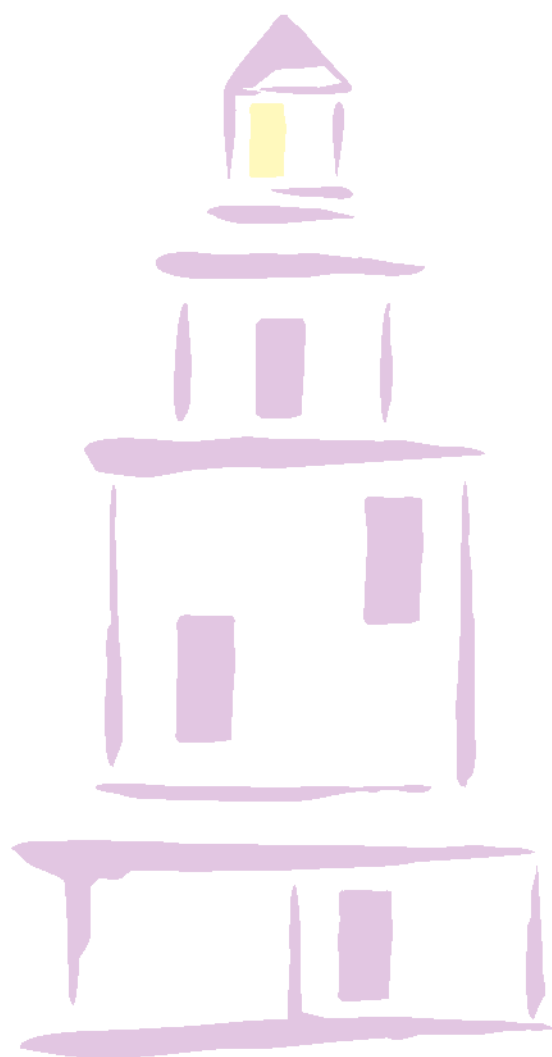
The development of counselling centres for individuals, couples and families in Slovakia with special emphasis on supervision system will be presented. Supervision became an integrative part of this network. Although it is not very popular, it could be a place of development of the therapist's own developmental agenda (Lambers, 2009), that is: to be open to all dimensions of clients' experience and to be fully present and engaged in relationship with them, the therapist can/ has to work on his/her own fitness, physical and mental health, humanity, openness, self-acceptance and self-understanding.

After short presentation of basic facts and terms, we shall do an exercise which includes work on self-developmental map, discussion with other member on it and group discussion on all these aspects of providing counselling the best way we are capable.

3C. Support of competencies of university counsellors in a work with students with SEN - Libor Novosad and Barbora Čalkovská

Paper thematically based on the assumption that the decisive factor for university education and career planning are learning and personal and social competence of students. Their use and development can significantly help erudite academic counselling. The same criteria apply to students with special educational needs, with the purpose of aid is to overcome the impact of their disability, compensation for possible handicaps and adjust to their learning opportunities. Means that the university counsellor must be able to understand the specific needs of students with SEN, respect them as equal people, and are competent in communication and access to them. That can make a targeted support competency development in university counsellors work with students with SEN realized through knowledge, education and training activities that fall under the professional care of counsellors. Main question - how can we prepare university counsellors for work with SEN students?

10.30-11.00 Coffee Break
11.00-12.00 Closing Session
12.00-13.30 Lunch
13.30 Departures



Thank you for your cooperation!
Euroguidance centres