

CCME 2013 Professional Development Opportunity

NBCC and Affiliates Professional Development Institute

The National Board for Certified Counselors (NBCC) is co-sponsoring this PDI portion of CCME. It is designed for military and academic counselors who would benefit from training that will help military and veterans achieve their education goals, with special emphasis on vocational issues.

This is a 4 course series to be held during concurrent sessions on Wednesday, February 27 at the 8 a.m. and 9:15 am sessions, and on Thursday, February 28 at the 9:30 a.m. and 12:45 pm sessions.

NBCC will award approved CEU's for each session if requested and maintains responsibility for the content of those sessions. Certificates will also be provided to attendees.

Session 1: The Importance of Personality in Career Choice: Utilizing the BeMIS in Educational Counseling

Name/title of Presenter: Dr. Daniel R. Collins, Ed.D., NCC, LPC Developer
National Board for Certified Counselors and Affiliates

Description of training session: The focus of this session is on knowledge based decision making. The selection of an academic major, a career, personnel for employment, or any other decision in which personality traits are influential are too important to be made without the availability and consideration of critical information. There are many personality tests, but few are really useful. The lack of utility has many causes, including: assessing only a small range of behavior; being restricted to a limited theoretical view point; too time consuming, threatening, and confusing; culturally specific; and difficult to score and interpret. This session will present a personality assessment procedure, The Adjective Check List (ACL) that is useful and is free of the utility constraints. The ACL, as administered, scored, and interpreted by the Behavioral Management Information System (BeMIS) provides critical decision making information and suggested solutions for personal and organizational actions.

Learning Objectives:

- To investigate The Adjective Check List (ACL) and the Behavioral Management System (BeMIS).
- To apply the ACL and BeMIS to critical decision making in the areas of academic major, career and employment choice, and other decision making scenarios relevant to military counselors and educators.
- Outcome measures:
- Participants will complete a survey indicating level of increased knowledge and relevance of application

Practical application: Critical decision-making in the areas of academic major, career and employment choice, and other decision making scenarios relevant to military counselors and educators.

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Session 2: PTSD and TBI: Implications for Education and Career Counselors

Name/title of Presenters:

Sherry L. Allen, MEd., LPC, NCC, CCMHC
Executive Director
NBCC Foundation

Marilyn Dykman
LCDR, US Coast Guard (Ret)
NBCC Foundation Military Scholar
Director, Veterans Outreach Center,
University of New Mexico

David Hudson, M.A., LPCC, ATR-BC
Albuquerque Veterans Center,

Description of training session: According to the Invisible Wounds of War study (RAND Corporation), early evidence suggests that the psychological toll of Operations Enduring Freedom and Iraqi Freedom deployments may be disproportionately high compared with the physical injuries of combat. Concerns have been most recently centered on Post Traumatic Stress Disorder and Traumatic Brain Injury particularly. Effective treatments are available, and include supports in education and employment arenas. This session will examine evidence based practices, and the implications for effective support by education and career counselors.

Learning Objectives:

- To review findings of RAND Corporation study regarding PTSD and TBI
- To identify evidence based practices for PTSD and TBI and resources for attaining
- To identify effective roles of education and career counselors in working with military personnel experiencing PTSD and TBI

Outcome measures: Participants will complete a survey indicating level of increased knowledge and relevance of application.

Practical application: Education services officers and related counseling resources will increase ability to identify educational and career resources appropriate to the needs of military personnel experiencing PTSD and TBI.

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Session 3: The Value of Certification in the Military Community

Name/title of Presenters:

Sandra Winborne, Education Program Manager, U.S. government
Shawn O'Brien, Vice President, Center for Credentialing and Education, Inc. (CCE)

Description of training session: Certification of specialized skill-sets affirms a knowledge and experience base for practitioners in a particular field, their employers, and the general public. Certification represents a declaration of an individual's professional competence. This program will highlight the value of certifications to the military community, provide resources regarding credentialing organizations and their certification examinations and explore the value of Credentialing Opportunities On-Line (CCOL).

Learning Objectives:

- To discuss the value of civilian credentials
- To provide information for finding civilian credentials which relate to service personnel rating
- To provide a framework for guiding military personnel in the right certification direction

Outcome measures: Participants will complete a survey indicating level of increased knowledge and relevance of application.

Practical application: Highlight the value of certifications to the military community, provide information credentialing organizations and explore the value of Credentialing Opportunities On-Line (CCOL)

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Session 4: The Global Career Development Facilitator – Quality Career Guidance Services

Name/title of Presenters:

Don Howard, Regional Director, Louisiana & Arkansas, Troops to Teachers Program

Shawn O'Brien, Vice President, Center for Credentialing and Education, Inc. (CCE)

Description of training session: In the global economy that exists today, individuals are making complex career choices more often. In response to the current career development needs of individuals, a variety of career resources and services are available. These resources and services are designed to help individuals to make informed educational and occupational choices through self awareness, opportunity awareness, decision learning, and transition learning. In an effort to improve the quality of career guidance services, attention is being focused on the training and credentialing of practitioners. One specific initiative intended to improve the quality of career guidance services is the Global Career Development Facilitator Certification.

Global Career Development Facilitators (GCDFs) assist, or provide leadership, in designing, delivering, and evaluating the career guidance services individuals need to make informed educational and occupational choices over the life-span. Promoting self awareness, opportunity awareness, decision learning, and transition learning enhances individuals' informed career choices. A GCDF typically works as part of a team of practitioners, or as an independent practitioner when necessary, to deliver quality career guidance services in a variety of settings.

As the number and type of practitioners have grown, a variety of practitioner competencies have emerged related to the design, delivery, and evaluation of career services. The GCDF competencies represent one of the currently available competency statements for career guidance practitioners.

The GCDF competencies include:

- Helping Skills - proficient in the basic career facilitating process, including productive interpersonal relationships.
- Labor Market Information and Resources - understanding labor market information, trends and using current resources.
- Assessment - knowledge and use of both formal and informal career development assessment (under supervision) techniques with emphasis on relating appropriate career development assessments to the population served.
- Diverse populations - recognizing special needs of various groups and adapting services to meet their needs.
- Ethical and Legal Issues - following the CDF Code of Ethics and knowing legislative regulations.
- Career Development Models - knowledge of career development theories, models and techniques as they apply to life-long development, gender, age, and ethnic background.
- Employability Skills - knowledge of job search strategies, techniques and placement, especially when working with displaced workers.

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- Training Clients and Peers - preparing and developing materials, with supervisor, for training programs and presentations.
- Program Management/Implementation - understanding programs and their implementation and working as a liaison in collaborative relationships.
- Promotion and Public Relations - market and promote career development programs with staff and supervisors.
- Technology - knowledge and appropriate use of career development computer applications.
- Supervision - meet regularly with supervisor for suggestions on performance improvement.
- Applicants for credentialing generally need to successfully complete 120 hours of training in the 12 GCDF competency areas from an approved GCDF instructor.

Learning Objectives:

- To discuss the development of the GCDF, specifically focusing on the development of the original curriculum & competency areas
- To explore an abridged yet comprehensive career services training that is customized for military educators and Educational Military Officers
- Outcome measures:
- Participants will complete a survey indicating level of increased knowledge and relevance of application.

Practical application: This workshop will provide attendees with an abridged version of the GCDF training that is customized for military educators and Educational Military Officers, and that can lead to the certification as a Global Career Development Facilitator.