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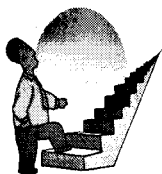
Winter, 2003

A State Division of the National Career Development Association and Affiliated Division of the Ohio Counseling Association

OHIO CAREER DEVELOPMENT ASSOCIATION WINTER, 2003

OHIO CAREER DEVELOPMENT ASSOCIATION

LIFELINE TO WORK



President's Welcome
By Louis A. Busacca, M.Ed., NCC, MCC, PC

I am pleased to announce that the Ohio Career Development Association and the Ohio School Counselor Association has formed a valuable partnership. OSCA has agreed to co-sponsor the OCDA Spring 2003 Career Conference! This highlights a significant movement in the relationship between career counselors and school counselors in Ohio.

Through professional development, we seek to assist school counselors in fostering the career development of students as well as help career counselors and practitioners in their work with adolescents and adults. This collaborative effort will enrich career guidance and counseling in school and non-school settings throughout Ohio.

The Spring Conference theme will be "*Fostering and Constructing Career in our Schools and Commu-*

nity." The conference will be held at the Ramada Plaza Hotel in Columbus, Ohio on Friday May 2, 2003. OCDA and OSCA welcome morning keynote speaker Spencer G. Niles, D.Ed., President-Elect of NCDA. Dr. Niles will present on "*Life Structure Counseling for Career Development.*" An afternoon of roundtable sessions on career issues in adults and career guidance and counseling in the schools will follow.

For the first time, two awards for exemplary service to career development will be presented at the conference. I invite members of OCDA and OSCA to submit nominations for, "Career Practitioner of the Year," and "School Counselor of the Year." Also, non members will have the option for a free OCDA membership with registration. I look forward to seeing you at the conference!

Professional & Career Concerns of Counseling Students
By Louis A. Busacca & Kelly L. Wester

It is expected that students of counseling cope with a variety of career related tasks as they progress through graduate training. These challenges typically include finding a mentor, balancing family and student roles, managing the stress of graduate training, learning about and clarifying one's specialty areas, exploring nontraditional career tracks, finding an internship, understanding the professional publication process, and preparing for the interview process and job search. However, the literature on professional and career development during graduate counselor training is limited. Moreover, many programs pay minimal attention to the career concerns of students—expecting that they will work out these issues on their own. We believe that students do have professional and career concerns, and counselor education programs can foster personal student career development by first taking a look at the concerns student's have.

Many individuals entering graduate community and school counseling programs are adult students who have decided to return to school after spending several years outside the role of student. Often times an attempt to adaptively resolve economic challenges along with various social and psychological tasks stimulate adult students to recycle through the career life stage of Exploration (Super, 1984). In addition, many of these students, especially those who enter graduate school directly after undergraduate studies, appear to possess limited knowledge of the profession that they expect to enter. The purpose of our pilot study was to determine if there was a need to examine more closely the professional and career concerns of students in Ohio counselor education programs.

Professional & Career Concerns of Counseling Students

Continued from p. 1

For this study, a *Counselor Trainee Professional and Career Concerns Questionnaire* (CTPCCQ; Busacca, 2001) was constructed. Four areas of concern were developed and verified: (a) career concerns, (b) placement concerns, (c) adjustment concerns, and (d) professional academia concerns. Some of the results reported here are as follows: the majority of students reported having "some need" or "a lot of need" on all four scales; almost half of the students reported having "a lot of need" for career concerns (43.5%) and placement concerns (50%), with master's students reporting a higher need in these two areas than doctoral students. However, a higher percentage of doctoral students reported "a lot of need" in adjustment concerns (15.4%), and professional academia concerns (46.2%) than master's students. Very few students (0% to 4%) reported that they had "no need" at all on all four career concern scales. Master's students were significantly more likely to report career concerns than doctoral students. As expected, doctoral students were significantly more likely to report having professional academia concerns than master's students. The exploration stage of career development, which will examine how students are clarifying their career preferences, will be examined in our follow up study.

The current study discovered that counseling students appear to have needs similar to those reported by other studies examining nontraditional undergraduate and graduate students. The results of the current pilot study indicate that the career development of counseling students appear to deserve active consideration within counselor curriculum development. Therefore, we suggested that this particular counselor education program take an integrative approach in addressing the career needs of trainees through several avenues capable of fostering a personal career development experience throughout counselor preparation. In light of the current findings, we proposed several areas for curriculum infusion. First, the infusion of professional and career relevant information within the core curriculum can be designed to address student need. Second, the use of individual counseling portfolios has the potential to foster both educational and self-development as students reflect upon their experiences throughout their training. Third, integrating career concepts into career coursework can help counselor trainees' develop insight into their own professional and career development while communicating the centrality of career issues in human behavior across the life span. Fourth, external support services such as campus career services, mental health agencies, community practitioners, and visiting counselor educators can provide valuable professional and career information to students. We have recently secured a larger sample, which is more representative of counseling programs throughout the state of Ohio. A report for publication is currently being prepared.

Louis Busacca and Kelly Wester are doctoral candidates in Counseling & Human Development at Kent State University. For more information on this study, contact lbusacca@kent.edu or kwester@kent.edu.

OCDA Would Like to Offer to all Non Members a Free One Year Membership With Paid Conference Registration. This one time offer is intended to help build our community of career practitioners throughout Ohio. With your free membership you will receive the 'Lifeline to Work' newsletter, discount on next years spring conference, CEU's through workshops and training events, opportunities for professional networking and more. Your option for free membership is located on the enclosed conference registration form. For more information, contact Lbusacca@kent.edu

Adult Career Development: Concepts, Issues, and Practices. 3rd Edition

Edited by: Spencer G. Niles

Career development experts provide cutting edge theories and interventions pertaining to adult career development. This book is a must read for those working with adult clients. 2002.

Regular Price: \$70.00

NCDA Member Price: \$55.00

For Ordering Information:

Call NCDA at 866-367-6232

Order on-line at www.ncda.org

WILL YOUR OCDA MEMBERSHIP EXPIRE SOON?

Check the address label for your expiration date.

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Contribute your article to the OCDA "Lifeline to Work" Newsletter.

Deadline for Summer Issue
June 6, 2003

For more information contact
Lbusacca@kent.edu

OCDA Featured Article

It Takes a Team to Run a Restaurant: Introducing Elementary Students to the Interrelatedness of Occupations

By Andrew V. Beale

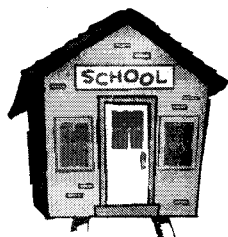
Journal of Career Development,
Vol. 29, No. 3, 2003

The author proposes an action-oriented classroom career guidance activity that introduces elementary students to the need for workers to work together in operating a newly opened restaurant. Through the use of pantomime and role play, students quickly realize that running a restaurant requires a variety of employees who work well together as members of a team.



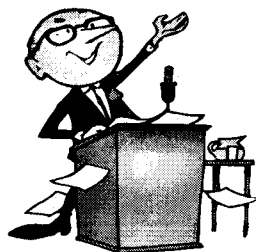
**"But sweet
Vicissitudes of rest
and Toyl make easy
Labour, and renew
the Soil."**

**Virgil (70-19 BC),
Georgics, 36-29 BC,
tr. John Dryden, 1967**



OCDA SPRING 2003 CAREER CONFERENCE

CALL FOR PROPOSALS!



The Ohio Career Development Association along with co-sponsors the Ohio Counseling Association & Ohio School Counselor Association invites you to share your insights and expertise at this collaborative conference on Friday May 2 dedicated to enrich career guidance and counseling in school and non-school settings throughout Ohio.

The conference theme is **"Fostering and Constructing Careers in our Schools and Community."** With that theme as our guide, we are seeking roundtable presentations that demonstrate career development services, programs, and/or resources that seek to assist school counselors in fostering the career development of students as well as help career counselors in their work with adolescents and adults.

We invite submissions from anyone interested in career development issues. You do not need to be a member of OCDA or OSCA to submit a proposal. Following is the program type for which proposals are being accepted: Roundtable – Four consecutive 35-minute presentations at a roundtable that accommodates 10+ people; no A/V equipment.

Handouts, poster boards, folding presentation boards are advised. Please give proper credit to references.

The morning will begin with breakfast followed by a **workshop by Spencer G. Niles, D.Ed., NCC, LPC. Dr. Niles will present on "Life Structure Counseling for Career Development."** Roundtable presentations will begin after lunch for the afternoon session of the conference. There will be 8-10 roundtables. The audience for the conference includes students, career counselors, school counselors, counselor educators, teachers and career development professionals at all levels (K-12, post-secondary, adult) and in all settings (school, faculty, government, business, agency, private practice).

Content Strands:

The following are suggested content strands, but proposals need not be limited to these areas.

• **Teaching & Supervision of Career Counseling • Multicultural & Gender Issues in Career Development • School Career Guidance & Counseling (Middle School) • School Career Guidance & Counseling (High School) • Adult Career Counseling & Development • Career Development Research & Program Development • Career Assessment • Other/General.**

Programs are encouraged to show how delivery of career development services, programs and/or resources take into account the literature and research in various specialty areas of counseling and human development with adolescents and adults.

Submission Information:

Deadline for submission: Postmarked or emailed by March 24, 2003 (Deadline Extended)

Please be clear and concise. Proposals are limited to one page only.

Submit to: Dawn Wisniewski, M.Ed. OCDA Program Chair, 7349 Glenside Lane, Olmsted Twp., OH, 44138

Phone: 440-235-0723, Email: dwisnie@aol.com

Submission Instructions: Submissions are preferred electronically, but may be delivered by US mail.

Send an email to the address above and attach your one-page submission. Attachment should be in Microsoft Word Format or Mail three copies of your one-page submission to the address above.

Whenever possible, correspondence regarding program proposal receipt, acceptance, and confirmation will be made via email. Be sure to include your email address in the contact information of your proposal. All correspondence will be via email unless two self-addressed, stamped envelopes are provided with proposal.

Program Selection Process: The Program Committee will review all proposals. Final decisions will be based on quality, intended audience, and relation to the conference theme. The Program chair is responsible for communications with others on the program.

Proposal Requirements:

1. Presentation Chair Contact Information
 - a. Name, title, degree and/or license/certification, institution/organization
 - b. Address, city, state, postal code
 - c. Phone, fax, email
2. Co Presenter Information
 - a. Name, title, institution/organization only
3. Title of Roundtable Presentation (100 characters or less)
4. Program Description
 - a. Abstract (50-word summary to appear in the conference program)
 - b. Summary of presentation
 - c. Intended audience
5. Content Strand-indicate for which content strand(s) this topic would be applicable. Select as many strands as applicable, and list the strand number(s).



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OHIO CAREER DEVELOPMENT ASSOCIATION

Dawn Wisniewski, Membership Chair
7349 Glenside Lane
Olmsted Twp., OH 44138

SPRING 2003 CAREER CONFERENCE

*"Fostering and Constructing Careers in our
Schools and Community"*

Friday May 2, 2003

Ramada Plaza Hotel & Conference Center

Columbus, OH ph. 614-846-0300

Keynote Speaker:

Spencer G. Niles, D.Ed., LPC, NCC

President -Elect of NCDA

Afternoon Roundtables!

Call for proposals and registration form now available at

www.ohiocounselingassoc.com/ocda/index.htm