

MODULE 5: SKILLS AND STRATEGIES FOR CONNECTING CAREER DEVELOPMENT AND MENTAL HEALTH

DAY MONTH YEAR



OVERVIEW & KEY CONCEPTS



MODULE 5 AIMS

- Name and describe core interpersonal skills
- Use interpersonal skills to:
 - connect career development and mental health for students
 - assist students with stress and coping
 - work within professional boundaries of role and competence
 - provide information about resources and make referrals



RATIONALE

- Learning about and practicing skills
 - increases intentionality
 - allows spontaneous use of the skills
 - increases recognition of key opportunities to connect career development and mental health
- CDMH intervention is developmental
 - small, daily interventions will create a school culture and student mindset that normalizes career development and mental health connections
 - you will change how you think about your own career development and mental health



Interpersonal Skills Summary

Reacting

Attending (SOLER-V)

Paraphrase

Reflecting feeling

Reflecting meaning

Questioning

Open

Closed

Others

Structuring

Overviews

Summaries

Information giving

Skills and Strategies

- **Skills** – specific career educator behaviour
- **Strategies** – skills used in combination



Skill Categories

→ **Reacting**

→ Tools for providing feedback

→ **Questioning**

→ Tools for engaging, inviting response, practice, and behaviour

→ **Structuring**

→ Tools for creating a meaningful context for student learning



Reacting Skill (Feedback) - Attending

SOLER-V

- S – Squarely
- O – Open
- L – Leaning forward
- E – Eye contact
- R – Relaxed

- V – Verbal tracking



Reacting Skill (Feedback) - Paraphrase

Paraphrasing (Pp): restating the verbal content of what the student has just said using different words but the same meaning.

Functions:

- Student feels heard
- Story is clarified

Questioning Skill – Open Question

Open Questions (OQ): questions that cannot logically be answered with a “yes” or a “no”

- that ask clients to provide information
- usually begin with words such as what, how, when

Functions:

- acquire information
- solicit practice

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Reacting Skill (Feedback) – Reflecting Feeling

Reflecting Feeling (RF): tentatively stating (reflecting) to the student the unspoken (inferred) feelings associated with the content they are sharing.

Functions:

- Client feels heard, understood, seen
- Client can clarify complex emotions, deepen their understanding of their experience

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 - Open



Reacting Skill (Feedback) – Reflecting Meaning

Reflecting Meaning (RM): stating (reflecting) to the client unspoken (inferred) meanings (e.g., beliefs, values, preferences, interests, motivations).

Functions:

- Client feels heard, deeply understood, seen
- Client can clarify and understand motivation, values, beliefs, complex emotions
- Client deepens their understanding of their experience, motivation

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Structuring Skill (Meaningful Context) – Overviews

- **Overview:**

At start of session, describing the plan (What are we going to do?) and purpose of the meeting (Why does this matter to me?).

Functions:

- Allows client to know and understand what is going to happen
- Reduces or removes confusion, ambiguity
- Supports client motivation and engagement
- Helps client to relax, reduces stress

Questioning Skill – Closed Question

Closed Questions (CQ)

- Questions that can be answered with a yes or a no
- Used intentionally to get confirmation
- Usually start with words like would, did, are, have, etc.

Function = confirmation

Examples

“Does that sound ok to you?”

“Is that going to be ok with you?”

“Did you complete your homework?”

Examples of Overview

Overview (OV): “For today’s meeting, I was thinking we could have a conversation about your career concerns and I may ask some questions and reflect back certain things (Plan) so that I can get a better understanding of the type of support you’re looking for and so you can have a better understanding as well (Purpose).”

Closed Question (CQ): “Is that OK with you?”

Structuring Skill (Meaningful Context) – Summarizing

- **Summarizing:**

At end of session or section of a session, stating briefly what has been said, mentioning key themes.

Functions:

- Helps tie together key elements, enhances understanding of larger story.
- Closes and stores topics for client, so that that new content can be revisited.

Examples of Summarizing

Summary (SU): “Just tying things together here, you haven’t been able to find work in your area for the past year, it’s been very personally stressful, and it’s impacted some other important parts of your life” (restatement of the main information and themes from the meeting).

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Structuring Skill: Information Giving

- **Information giving:** Providing information (not opinion or judgment) relevant to the student's context.
- **Function:** Provides information that supports client understanding their situation. Includes information such as resources available, roles, and responsibilities.
- **Allows educators/counsellors to work within their role, boundaries of competence, and available resources.**

WHAT INFORMATION CAN YOU GIVE YOUR STUDENTS?

1. Information about your role and focus. (“I’ll focus on career concerns, but our career concerns impact other areas of our lives.”)
2. Career development is a mental health intervention. Addressing career concerns boosts wellbeing and mental health.
3. Career choices can impact mental health. Career concerns can cause stress. Career development and intervention can address stress.
4. Information about career development.
5. Information that normalizes student experience.
6. Information about mental health resources and referrals.

EXAMPLE OF INFORMATION GIVING

Information Giving: Practitioner (IG): “We’ve discussed confidentiality and I’ll just mention that I’m a career practitioner (or educator/teacher/counsellor/advisor) and my main focus will be on the career concerns you want support with. We know, however, that other parts of our lives are strongly impacted by our career-related decisions and activities and that our career decisions also impact other parts of our lives. It’s difficult to make effective career decisions without considering our whole life.”

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 - Open

 - Closed

- **Structuring**

 - Overviews

 - Summaries

 - Information Giving

Summary, Homework, and Practice Session

- What have we done here?
- What now?
 - Use the skills intentionally in your daily life and work
 - Consider their functions and the outcomes you want
 - Notice the difference the skills are making
- **What next - practice session**
 - Brief skill review.
 - Opportunities for practice and feedback.
 - We are learners and we all need it.