

E - Career Services Symposium : expanding the limits of design, technology, and practice

Communiqué, September 2013

Key Findings

1. Potential of ICT for practice

Many career organisations and professionals recognise that within a fast changing economic, social and political context, they cannot function alone. The exploitation of information communications technologies (ICT) for building sustainable networks and communities is reshaping international economies. The rate of technology development is non-linear – it doubles every few years. This has significant implications for careers work with new market players and system developments operating within a climate of spending cuts, innovation, or a combination of both.

2. Joint optimization

Effective e-careers services involve a process of ‘joint optimisation’ in which technical possibilities and consumer needs and behaviours should be addressed in the context of greater partnership links between business, education and the career development sector. Design principles for e-careers services need to be grounded in strong practical, theoretical and ethical concepts that ultimately equip young people and adults with the skills and knowledge to make effective career decisions and to ensure that skills gaps are addressed. And yet, the integration of Information and Communication Technologies (ICT) into career services remains largely unresearched.

3. Learning from others

There is a strong desire to learn lessons from the evolving integration of ICT and its impact on career development policies operating in different markets. However, no clear or formal support mechanisms exist to share policies and practices across Australia. The CDAA working with other professional associations has strong potential to lead the way in this regard. Efficient and cost-effective e-career service policies and practices need to be shared and further developed for the common good. Lessons learned from regional, national and international models should be captured and disseminated widely.

4. LMI and ICT

Harnessing labour market intelligence (LMI) knowledge and experience from within and outside of the career development sector is a key priority for CDAA in order to find more opportunities for young people and adults. This will inform and support the innovation of career development services across Australia and further afield. Improved competency in the use of ICT will result in greater effectiveness in the application of LMI in career services across the globe.

5. Workforce development needs

Career development organisations, including sole traders, have different ICT workforce development needs, which include a number of factors: new and emerging diffused models of careers practice; shifts in 'core expertise' offered by careers practitioners; building on the skill levels and the 'technological frames' of different practitioners; responding to next generation technology; strategic positioning of services within parts of the public-private-community careers sector; and specification of goods and services produced within a high to low technology spectrum. These need to be operationalised at three different levels: human resource development (that is, the skill levels of individual employees); the ICT infrastructure and support (that is, resources and technical support); and the organisational culture (that is, the expectation that employees will engage with ICT and the priority attached to this aspect of CPD).

6. Role of Professional Associations

The career development profession needs to rapidly embrace further innovation and change so that the full potential of e-career services can be used to deliver 'more for less' in a manner that motivates users of services to access learning and labour market opportunities. There is a role for professional associations to lead in the dissemination of good practice by providing repositories of good practice and signposting innovatory practices, as well as delivering professional development support for learning the ICT skills and competencies required.

1. Introduction

Career development services and their relationship with clients, customers and/or consumers are becoming increasingly more dynamic and complex, with a high demand for online customised products and services. These must cater to the precise needs of individuals within a time-compressed environment. The greater integration of new information and communication technologies (ICT) in careers practice on a global and national basis is also being mediated by changes occurring within public, private and community sectors. As a result, new responses are required for highly effective career development services aimed at young people and adults.

A 'world first' e-career services symposium, led by a professional association working with an expert team of academics from the UK, Canada and Finland, was held in Sydney, Australia on 22nd May 2013¹. More than 100 delegates attended, representing a wide range of professional contexts relating to career development including researchers, practitioners, policy makers, educational designers, human resource professionals, university faculty staff and teachers. The event, hosted by the Career Development Association of Australia (CDAA), provided an unprecedented opportunity for participants to shape the future direction of the electronic delivery of career services.

Specifically, the symposium aimed to:

- advance knowledge and practice in the application of technology in career and employment services;
- highlight key research, policy and practice advances particularly in the areas of social media, career systems and services, and on-line practitioner capability;
- inform the establishment of a centralised repository to foster community discussions in technology and careers ; and
- propose recommendations to further the development of policy, programs and evidence-based practice.

The symposium was delivered by: Professor Jenny Bimrose (UK); Dr Deirdre Hughes (UK), Ms Tannis Goddard (Canada) and Ms Jaana Kettunen (Finland); and convened by Ms Carole Brown (Australia).

This Communiqué provides an analysis of the key themes addressed in the symposium - policy, designing and research for practice - together with key recommendations that emerged from the collective contributions and conclusions of those present at the event. It has been prepared to inform stakeholders and to guide future actions.

¹ There have been other e-learning events, including seminars, conference presentations and expert groups, but this was the first international event that involved over 100 professionals and key stakeholders in knowledge creation about current practice and state of development of state-of-the-art technologies.

2. Recommendations

Policy for Practice

- Recommendation 1* Individuals and organisations should be incentivised by CDAA, working with the government, to engage in continuing professional development (CPD) in order to upskill, reskill and forge closer partnerships working in relation to policy development and the ongoing design and development of e-careers services.
- Recommendation 2* At present, no clear or formal support mechanisms exist to share e-careers services and good and interesting policies and practices across Australia. The CDAA should lead the way in creating an online platform and repository for practitioners and managers to make greater use of social media for CPD purposes, including live webinars, seminars, blogs, LinkedIn, Twitter, Facebook etc.
- Recommendation 3* The development of e-careers services should be assisted by a careers industry-led Advisory Board comprising senior representatives from the profession working with employers, education and government departments to further support good quality value for money online services that meet the needs of young people, adults and employers.
- Recommendation 4* The CDAA should develop and extend its on-line services and bring together key partners in order to consolidate on-line career information and tools, enabling trusted information to become more accessible for advisers to use in their work with young people, parents/carers and adults seeking on-line support to their career development activities and plans.
- Recommendation 5* Schools and colleges should be encouraged to harness technology such as MyFuture which has the potential to support people from a wide range of backgrounds doing a wide range of jobs to visit and talk to students, supported by career development professionals.
- Recommendation 6* The Australian Blueprint should be revisited to assess its potential to migrate successfully to the MyFuture website.

Designing for Practice

- Recommendation 7* Given the multiplicity of providers designing e-career services for young people and adults, CDAA should jointly establish an ‘expert group’ with the Careers Industry Council for Australia (CICA) to focus on design principles and a common code of ethical practice.
- Recommendation 8* CICA Professional Standards should be revised to reflect the professional needs of practitioners to deliver electronic career services and that reflect the needs of individuals and the markets in which they work.
- Recommendation 9* A series of ‘how to’ webinars and blogs on the use of social media should be developed by CDAA and its partner agencies based on key design principles and good/interesting policies and practices linked to accredited/non-accredited professional development opportunities.
- Recommendation 10* A workforce development strategy led by CDAA and CICA should be developed highlighting ways in which young people, adults, employers and ICT experts will help to inform and shape the design and delivery of personalised e-careers provision.

Research-led Practice

- Recommendation 11* Career development professionals should embed research and evaluation into their everyday practice to inform evidence-informed policies that strengthen the connection between the individual, learning and work.
- Recommendation 12* CDAA and the Careers Industry Council for Australia (CICA) should produce guidelines for action research in e-careers service design and delivery.
- Recommendation 13* There is scope for CDAA and other interested parties to identify more innovative careers products and online services designed and delivered through differing mediums. Further research could help illuminate good and interesting policies and practices.
- Recommendation 14* More studies are needed to support professionals in their need for models that enable them to fit together existing guidance practices with new technologies

3. Outcomes of breakout sessions

A. Policy for Practice (led by Dr Deirdre Hughes & Professor Jenny Bimrose)

Practical Insights

- It is certain that the impact of ICT will continue to grow and take new forms over the next few years. There is growing demand for labour market intelligence and information (LMI) and an obvious appetite to think of creative solutions and harness ICT and LMI more fully, as outlined in the Australian Government's National Career Development Strategy (23rd May 2013).²
- Mediated career development support will require differing forms of policy leverage to stimulate and attract growth in funding from multiple and new sources, including public, private and voluntary/community sectors.
- Effective e-careers services involve a process of 'joint optimisation' in which technical possibilities and consumer needs and behaviours should be addressed in the context of greater partnership links between business, education and the career development sector e.g. 'LMI for All' initiative (UK).³
- Organisations providing career development services have different e-careers service workforce development needs, depending on a number of factors, including: emerging diffused models of careers practice; the shifting nature of 'core expertise' offered by careers practitioners; current skill levels and the 'technological frames' of different practitioners (and managers); next generation technology; strategic positioning of services within parts of the public-private-community careers sector; and the specification of the goods and services produced within the high to low technology spectrum.
- New strategies for incentivising individuals to use online career development services are required.
- Online tracking and monitoring individuals progress in learning and work through mediated career development and employment support services is gathering pace quickly, with lessons to be learned from differing, yet complementary Government departments.
- The evidence-base for proving individuals make appropriate use of career websites to enhance their career investment decisions is under-developed and requires further research to inform policy, particularly in relation to cost-benefit analysis and added-value returns.
- The career development profession has the capacity and capability to audit its current e-careers service activity and drive up levels of competence and quality standards.

² The National Career Development Strategy was launched on May 23 2013 by the Hon. Peter Garrett, AM MP, at the National Conference of the Career Development Association of Australia. Ref: <http://deewr.gov.au/national-career-development-strategy>

³ The "Labour Market Information for All" initiative, UK Commission for Employment and Skills <http://webarchive.nationalarchives.gov.uk/+http://www.ukces.org.uk/ourwork/research/lmi/lmi-4-all>

Recommendations

1. Individuals and organisations should be incentivised by CDAA working with the government to engage in continuing professional development (CPD) in order to upskill, reskill and forge closer partnerships working in relation to the ongoing design and development of e-careers services.
2. At present, no clear or formal support mechanisms exist to share e-careers services good and interesting policies and practices across Australia. The CDAA should lead the way in creating an online platform and repository for practitioners and managers to make greater use social media for CPD purposes, including live webinars, seminars, blogs, LinkedIn, Twitter, Facebook etc.
3. The development of e-careers services should be assisted by a careers industry-led Advisory Board comprising senior representatives from the profession working with employers, education and government departments to further support good quality value for money online services that meet the needs of young people, adults and employers.
4. The CDAA should develop and extend its on-line services and bring together key partners in order to consolidate on-line career information and tools, enabling trusted information to become more accessible for advisers to use in their work with young people, parents/carers and adults seeking on-line support to their career development activities and plans.
5. Schools and colleges should be encouraged to harness technology such as MyFuture which has the potential to support people from a wide range of backgrounds doing a wide range of jobs to visit and talk to students, supported by career development professionals.
6. The Australian Blueprint should be revisited to assess its potential to migrate successfully to the MyFuture website.

B. Designing for Practice (led by Tannis Goddard)

Practical Insights

- Career development is a 'social practice' enhanced through online services that complement local face-to-face careers provision in schools, colleges, vocational education and training, higher education and other local community settings.
- The use of social media and internet-based information more broadly is noted as an under-utilised mechanism to facilitate targeting intensive services to those who need them most, and providing core services to all (avoiding 'marginalising the mainstream').
- Across the globe new personalised and integrated design models are emerging for e-careers services informed by research, product design and a plethora of new players operating in new and emerging markets.

- New design principles that encourage more individuals to access public services for the private good highlight the necessity for digital literacy skills by both clients and providers.
- What the client wants and how they want services must be pivotal in framing provision.
- Design principles for e-careers services need to be grounded in strong theoretical and ethical concepts that ultimately equip young people and adults with the skills and knowledge to make effective career decisions and to ensure that skills gaps are addressed. This requires clarity in understanding the clients' starting positions.
- E-career services must take account of the contrasting needs of differing cultural groups to ensure the design of culturally-relevant approaches to career decision making.
- The Career Industry Council of Australia (CICA)⁴ Professional Standards for Career Development Practitioners highlight key principles that can be further extended to build effective e-career services.
- E-career services support individuals to make connections to learning and work but often this requires some form of 'skilled helper' mediation: this has workforce development implications that require investment by the individual, organisation and government.
- Primary ethical considerations include communicating and assessing benefits and limitations of technology-enabled delivery; transparent communication about credentials, approach and commitments and security and confidentiality of information.

Recommendations

7. Given the multiplicity of providers designing e-career services for young people and adults, CDAA should jointly establish an 'expert group' with the Careers Industry Council for Australia (CICA) to focus on design principles and a common code of ethical practice.
8. The CICA Professional Standards should be revised to reflect the professional needs of practitioners to deliver electronic career services and that reflect the needs of individuals and the markets in which they work.
9. A series of 'how to' webinars and blogs on the use of social media should be developed by CDAA and its partner agencies based on key design principles and good/interesting policies and practices linked to accredited/non-accredited professional development opportunities.
10. A CDAA workforce development strategy should be developed highlighting ways in which young people, adults, employers and ICT experts will help to inform and shape the design and delivery of personalised e-careers provision.

⁴ The Career Industry Council of Australia is implementing the Professional Standards for Career Development Practitioners which came into effect on 1st January, 2012. These have detailed both core competencies and some specialisations such as program delivery, counselling and employer liaison.

C. Research-led Practice (led by Jaana Kettunen)

Practical Insights

- Research into career practitioners' conceptions of social media in career services provides a basis for understanding the different ways in which career practitioners think about and act upon in relation to social media, its character and purpose in career services.
- A strong research and evidence base is an essential underpinning for good practice in career development design and delivery.
- Australian-led research into e-career services can be linked to collaborative and innovative practice at a local, federal, national and international level.
- The focus on 'outcomes' and 'payments by results' has stimulated renewed interest in co-funded government and community alliances delivering online (and face-to-face) education, employment and careers support services.
- Career development professionals must find new ways of integrating ICT and labour market intelligence and information more fully into their practice. They must develop digital literacy skills for themselves and the people they work with in schools, colleges, training providers, universities and public employment services.
- The importance of practitioners to gain competence and confidence in existing and emerging technologies in order to fully realise the usefulness and potential for clients is a critical success factor in the design of effective career development policies and practices.
- Successful integration of technology and social media in career services is dependent on practitioners' willingness to accept the changes that a new technology may bring to service design and delivery.

Recommendations

11. Career development professionals should embed research and evaluation into their everyday practice to inform evidence-based policies that strengthen the connection between the individual, learning and work.
12. CDAA and CICA should produce guidelines for action research in e-careers service design and delivery.
13. There is scope for CDAA and other interested parties to identify more innovative careers products and online services designed and delivered through differing mediums. Further research could help illuminate good and interesting policies and practices.
14. More studies are needed to support professionals in their need for models that enable them to fit together existing guidance practices with new technologies

4. Final plenary session

A. Additional Insights

- Policy developments are moving at a rapid pace therefore the career development profession must 'stay ahead of the curve' in asserting its knowledge and expertise in e-careers service design and delivery.
- Partnerships with business and education are increasingly essential in helping to understand that added-value of career development specialist's expertise and services.
- Digital literacy skills are essential for business growth and workforce development and the careers sector is no exception to this new phenomenon.
- Private practice career development professionals are seeking collaborative ways of connecting online with the support of CDAA
- The market in e-career services is expanding fast. Therefore codes of ethical conduct are necessary to protect the interest of the consumer, particularly those most vulnerable to exploitation.
- Career development professionals must lead the way in showcasing and developing cost-effective e-career services working more closely with business and education leaders.

B. Questions to guide future action

- How best to create professional space for reflective practice to support digital literacy up-skilling and re-skilling for careers practitioners?
- How to stay on top of the latest e-careers service developments?
- How to accelerate and integrate digital literacy into new career development policies and practices in schools, colleges, vocational education and training, universities and other community settings?
- What steps can be taken to engage more with contemporary research findings in e-career services?
- What is the role of government in e-careers service workforce development?
- What more can be done to create a professional register of career development practitioners?
- How can CDAA's work be further informed by international collaboration?
- How do we influence organisations to invest more in career development services to support economic growth and reduce skills mismatch and gaps?

APPENDIX 1: SYMPOSIUM PROGRAM

E - CAREER SERVICES SYMPOSIUM

expanding the limits of design, technology, and practice

WEDNESDAY MAY 22 2013
SHERATON ON THE PARK, SYDNEY AUSTRALIA

From 8:30 am – registration and coffee/tea	
8:50 am	<p>Welcome and introduction</p> <p><i>Carole Brown, National President Career Development Association of Australia (symposium chair)</i></p>
9:00	<p>Opening session: the e-careers landscape: gains made, challenges and opportunities</p> <p><i>Tannis Goddard, Deirdre Hughes, Jaana Kettunen, Jenny Bimrose (by recording)</i></p> <p>This session orientates participants to the symposium by focussing on frameworks and competencies for ICT in careers work. Participants will have the opportunity to reflect on the opportunities and challenges for integrating ICT into career practice; explore a selection of published frameworks for the use of ICT in career guidance; examined competencies required for effective use of ICT; and consider their competency profile for this area of professional practice.</p> <p>Further, the adoption of technology within organisations is a complex, inherently social, developmental process. This session will consider the factors that facilitate the integration of technology into organisations, and implications for workforce and career development policy more broadly.</p>
10:15	Break
10:45	<p>Breakout sessions #1</p> <p><i>Delegates choose 1 of 3 options</i></p>
Option 1	<p>Policy for practice: Deirdre Hughes & Jenny Bimrose</p> <p>The exploitation of ICT is reshaping the global economy. New online systems facilitate data exchange and stimulate increasingly high levels of usage, with significant interest in obtaining individuals’ profiling behaviours for marketing and other purposes. In parallel, demand for careers support is increasing from a broad spectrum of individuals, stimulating the emergence of new market players and partnerships involving public, private and community sectors. This is leading to shifting paradigms for delivery and increasing pressures for the greater use of ICT to</p>

	<p>help ‘achieve more for less’.</p> <p>In response to this dynamic environment, considerable variety in careers service policies and practices are emerging, with the multi-layered landscape providing opportunities to learn from, and take strategic advantage of, the opportunities offered by technology. The changing nature of careers services has had a ‘knock on effect’ for workforce development and organisational structures. Strategies to integrate ICT more effectively within careers service delivery emerge through an exploration of new and emerging possibilities.</p> <p>The aim of this session is to explore key findings from recent research into the process of integrating new technologies into careers practice across the four countries of the United Kingdom. Using a scenario-building framework and case study examples, it focuses on challenges to effective integration of ICT and considers contrasting models of practice.</p>
<p>Option 2</p>	<p>Designing for practice – Tannis Goddard</p> <p>Designing and integrating online services within career development programming requires careful analysis of many factors to create a model that will achieve overarching service goals and meet the career learning needs of targeted clients while ensuring the service is accessible and fits within policy context, that practitioners are skilled and ready for delivery , with managers prepared for online supervision and that the implementation is effectively evaluated to determine necessary changes in approach.</p> <p>This session will examine key questions that influence the decisions that need to be made when planning for and designing online career services.</p> <p>Key Areas of Consideration</p> <ul style="list-style-type: none"> ▪ Purpose, Goals and Policy Context ▪ Access & Readiness ▪ Technology Selection ▪ Learning Design (pedagogical considerations) ▪ Practitioner Development & Ongoing Supervision ▪ Implementation Systems & Processes ▪ Evaluation & Continuous Development
<p>Option 3</p>	<p>Research-led practice – Jaana Kettunen</p> <p>The increasing use of social media has led career service sector to acknowledge the need to expand its understanding of new technologies and to modernize its services. The importance of practitioners to gain competence and confidence in existing and emerging technologies in order to consider the usefulness and potential for clients has been highlighted.</p> <p>Successful integration of technology and social media in career services is dependent on practitioners’ willingness to accept the changes that a new technology may bring to service delivery. Some practitioners are not convinced of the relevance of technology in delivering career services and others do not have the</p>

	<p>skills or confidence to be able to do so effectively. However, practitioners no longer believe that technology replaces them, but rather accept it as a potentially valuable tool that assists them in doing their work</p> <p>The aim of this session is to explore the findings of research on career practitioners' conceptions of social media in career services, to provide a basis for understanding the different ways in which career practitioners think about social media, and its character and purpose in career services. The critical aspects identified in this study will be used to support delegates understanding of the application of new technologies in career services.</p>
12:00	<p>Plenary Report back on session discussions</p> <p><i>Jaana Kettunen, Tannis Goddard, Deirdre Hughes, and symposium delegates</i></p>
12:30	Lunch
1:15	<p>Social media practice showcase</p> <p>Social media: supporting the next generation of online career information services <i>Cameron Picton, Education Services Australia</i></p> <p>Integrating Facilitated Online Delivery into Career Services <i>Jane Schmidt, Training Innovations, Canada</i></p> <p>Social Media – Giving an edge to career practice. <i>Jenni Proctor, Clarity Career Management, Brisbane Australia</i></p>
2:00	<p>Breakout sessions #2</p> <p><i>Repeat of morning sessions; delegates select a second session</i></p>
3:15	<p>Plenary - Report back on session discussions</p> <p><i>Deirdre Hughes, Jaana Kettunen, Tannis Goddard and symposium delegates</i></p>
3:45	Break
4:10	<p>Symposium findings and next steps</p> <p><i>Tannis Goddard, Deirdre Hughes, Jaana Kettunen, Carole Brown</i></p>
5:00	Symposium close

APPENDIX 2: CONVENOR, PRESENTERS & REFERENCES

Symposium Convenor

Carole Brown, Immediate Past President, Career Development Association of Australia

Symposium faculty

Professor Jenny Bimrose, Deputy Director of the Institute for Employment Research at the University of Warwick, England

Dr Deirdre Hughes, OBE, Commissioner at the UK Commission for Employment and Skills and Chair of the National Careers Council for England

Ms Tannis Goddard, founder and President of Training Innovations, British Columbia Canada

Ms Jaana Kettunen, Researcher at the Finnish Institute for Educational Research of the University of Jyväskylä, Finland

Social media showcase presenters

Cameron Picton, Education Services Australia

Jane Schmidt, Training Innovations, Canada

Jenni Proctor, Clarity Career Management, Brisbane Australia

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SYMPOSIUM BLOG

http://cdaa2013conference.blogspot.com.au/2013/04/join-us-at-first-international-ecareer_2.html#comment-form