School of Medicine
FACULTY OF MEDICINE & HEALTH

SUPPORTING STUDENTS

A resource for tutors

www.leeds.ac.uk/medicine/support
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Introduction

The philosophy of Student Support

The University of Leeds has the vision that all students have an “exceptional learning experience”. The role of Tutors and Personal Tutors is paramount to ensuring this.

Each student will come in contact with many Tutors during the course of their studies and will and have a named Personal Tutor, the latter whom they will be expected to meet minimum once per term.

Personal Tutors are expected to provide both Academic and Pastoral support to students. Other tutors may at times find that they need to provide pastoral support on top of the academic support they provide.

Further information on the University’s expectations around personal tutoring can be found as below:

• The 2013/14 Taught Student Guide has a Code of Practice on Personal Tutorials http://www.leeds.ac.uk/qat/tsg/COP-Tutorials.html. Guidance and resources on how to implement this model are available at http://www.lts.leeds.ac.uk/personaltutoring/page_02.htm.

• The 2008 Model was refreshed in summer 2013, and the new version is being circulated currently through student education committees (paper FTSEC/13-05)."

The focus of support provided should be developmental i.e. helping students to identify areas for academic and personal development so that they can achieve their potential.

This resource provides a range of practical guidance to assist tutors and personal tutors in their role.

Dr Martin J McAreavey

Director of Student Support, School of Medicine, Leeds

On behalf of the School of Medicine Student Support team.

May 2014
Chapter 1
Developmental Mentoring
Author: Dr John Sandars

This aim of this chapter is to guide you in helping your student to achieve their maximum potential

1. The Developmental Mentoring Model
2. Further reading
3. Self-Test Questions

1. The Developmental Mentoring Model

It is expected that Tutors will use a developmental approach that helps students to set goals for their academic and personal development.

A frequently used developmental model is GROW

Goal

What does the student want to achieve?
Where do they want to be?

It is useful to ask questions like:
“What do you want to achieve?”
“How will you know that you have achieved your goal?”
“When do you want to achieve it by?”

Reality

What is the current situation in relation to their goal?
Where are they now?

It is useful to ask questions like:
“What have you done so far to achieve the goal?”
“What is happening now?”
“What challenges have you met?”
“What challenges have you overcome?”

Options

What are the different ways that the student can achieve their goal?
What do they need to do?

It is useful to ask questions like:
“What else could you do?”
“What are the benefits and downsides of each option?”
“Do you need to obtain more information to help you to make a decision?”
Way forward
What is the action plan that the student will need to follow to achieve their goal?
*How are they going to do it?*

It is useful to ask questions like:

“So what will you do now ... and when?”
“What could stop you moving forward?”
“And how will you overcome it?”
“How likely is this option to succeed?”
“What else will you do?”

As you can see, the focus is on helping the student to take responsibility for their own actions. The Tutor may offer advice but should try and avoid telling the student what they should or must do. Giving information and suggesting sources of information and help is useful to the student.

2. Further reading

http://www.pocketbook.co.uk/pdf/9781906610203.pdf

GROW Model

help@leeds
The University has an excellent Student Support Service
http://help.leeds.ac.uk

LITE BITES
Online Resource
http://medhealth.leeds.ac.uk/info/291/cpd/658/lite_bites-free_e-learning_courses

3. Self-Test Questions

1. The following statements about Developmental Mentoring are correct:
   A The tutor actively tells the student what they should be doing differently
   B The focus is about helping students to achieve their individual potential
   C The GROW model can be applied to a range of different academic and personal issues
   D The approach is new and rarely used

2. The following statements about Developmental Mentoring are correct:
   A The student should identify their own goals for change and development
   B The Reality stage of the GROW model allows the student to make a realistic evaluation of their present situation
   C The tutor should take responsibility to provide more information
   D The Reality stage of the GROW model is unnecessary

3. The following statements about Developmental Mentoring are correct:
   A Students should be encouraged to think how aspects of their academic or personal performance can be improved
   B Students cannot be expected to make decisions for themselves
   C Students should be encouraged to seek out information since this will help them to deal with challenges in the future.
   D Taking responsibility for their own actions is not useful for students

Answers
Question 1 Correct: B C
Question 2 Correct: A B
Question 3 Correct: A C
Chapter 2

Helping your students to become more effective learners

Author: Dr John Sandars

The aim of this chapter is to guide you in helping your student to become a more effective learner

1. The Self-Regulated Learning (SRL) approach

2. Using the SRL approach

3. Further reading

4. Self-Test Questions

1. The Self-Regulated Learning (SRL) approach

Self-regulated learning (SRL) considers that all learners are active participants in the learning process. Whenever a learner is faced with a learning task, they will actively integrate the ‘will’ and ‘skill’ components that are required for effective learning.

The ‘will’ is the essential motivational component and includes attribution and self-efficacy beliefs. The main attribution beliefs about success and failure are related to the learner’s perceived control over their academic performance. High performing learners tend to attribute academic success to factors that the learner can control (such as the study skills that were used), whereas low performing learners may attribute their lack of success to factors over which they perceive they have no control (such as the examination was too hard). The main self-efficacy beliefs are associated with personal confidence regarding the success of a learner’s approach to learning. High performing learners take measures to ensure success, such as making the topic interesting and relevant to a learner’s personal needs.

The ‘skill’ component relates to the various strategies or techniques that are used to complete the learning task successfully, such as time management and/or note taking skills. High performing learners choose strategies that will help them to achieve their intended goals despite poor concentration or stress. These strategies include taking frequent notes and regular checking of their own performance.

The continuous and dynamic adjustment of both the ‘will’ and the ‘skill’ to ensure that the learning task is achieved effectively requires meta-cognitive processes to be used by the learner. These processes include planning and setting goals for learning (both the ‘will’ and the ‘skill’), self-monitoring to identify if the approach is achieving the intended goals and adaptation to allow the modification of the approach to learning to ensure that the goals are being met. Research into the active process of the self-regulation of learning has consistently shown that high performing learners make extensive use of these essential meta-cognitive processes for their learning, particularly when compared with lower performing learners.
2. Using the SRL approach

It is useful to help the learner to identify how they approach any learning task. This can be achieved by asking learners to consider several focussed questions.

Understanding the process of learning can help the learner to identify what they are doing to enable effective learning but, more importantly, to identify what they are not doing! This insight provides an opportunity for the learner to change their approach to learning.

The example below considers a tutorial but will also be applicable to a lecture or a reading assignment.

**Preparation**

Before beginning the learning task:

- What is my goal? Or what is it that I need to learn from this session?
- What learning strategies do I intend to use? How do I intend to learn in this situation?
- Do I think that I can achieve the goal? Am I confident in achieving the goal?

**Participation**

During the learning task:

- Am I progressing towards my goal? Am I learning what I intended to learn?
- Are my chosen strategies working? Do I need to change how I am learning in this situation?
- Is the task holding my attention? Do I need to focus on what is interesting?

**Reflection**

After the learning task:

- Did I achieve my goal? Did I learn what I intended to learn?
- How well did my chosen strategies work? Do I need to change how I learn in the future?
- How did I stay motivated? Do I need to change how I keep myself motivated in the future?

3. Further reading

http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/zimmerman90.pdf

Additional student education resources can be found at:-

http://medhealth.leeds.ac.uk/info/860/cpd

http://srl.leeds.ac.uk
4. Self-Test Questions

1. The following statements about effective learning are correct:
   A Successful learning is all about luck
   B There is no evidence that learners can develop their approach to learning
   C Setting goals is essential for effective learning
   D Improving motivation to learn is related to personal beliefs about success and failure.

2. The following statements about effective learning are correct:
   A Learners can develop their approach to learning by identifying their process of learning
   B Self-monitoring of whether learning is being effective is an essential skill
   C Motivation is a belief that cannot be altered
   D The effect of stress on learning cannot be overcome

3. The following statements about effective learning are correct:
   A Effective learners have a dynamic approach to learning that responds to the challenge of each learning task
   B The role of the tutor is to tell the student exactly how they should study
   C Making a learning task more interesting is a useful approach to learning
   D Reflection on the strategies used to achieve a learning task is of no value

Answers
Question 1 Correct: C D
Question 2 Correct: A B
Question 3 Correct: A C
The aim of this chapter is to guide you in helping your student when they have a problem.

1. The main types of problems presented to Tutors
2. The philosophy of Brief Focused Support
3. The First Session
4. The Follow Up Session
5. Further reading and sources of support for students
6. Self-Test Questions

1. The main types of problems presented to Tutors

Students may present a wide range of problems to their Tutor!

The Tutor will need to effectively respond and it is essential to help the student to decide for themselves how they can obtain support and help. This student centred approach can ensure that the Personal Tutor does not feel overwhelmed by the problems that are presented to them and it also allows the student to make choices that are the most appropriate to their circumstances.

2. The philosophy of Brief Focused Support

The origins of Brief Focused Support are in Brief Focused Therapy. There are several key features:

• Change is always possible. If circumstances cannot change, it is always possible to change the way that circumstances impact on the individual.

• The individual is the expert about their own problems and they can define their own goals and solutions to their problems.

• The focus of support is to encourage individuals to make changes towards their own preferred goals and solutions to their problems.

• The emphasis of the support is on what’s possible and changeable - to do something differently!

The basic assumptions are:

• Individuals have resources and strengths to resolve problems
• The tutors job is to identify and amplify change
• It is usually unnecessary to know much about the problem in order to resolve it
• A small change in one small aspect of the problem is often all that is necessary to “kick start” the process of change to resolves the problem.
• Individuals are “stuck” in present ways of thinking about problems – and solutions!
• A focus on what is possible rather than what is impossible and intractable

3. The First Session

Here is an outline of the main tasks for the tutor:

• Collect a list of the problems presented by the student

• Rank the importance of the problems
  (What is 1st, 2nd, 3rd) - Deal with the main!

• The Miracle Question
  This question is designed to help the student to think differently about their problems, especially to identify their goals and what has to be changed to achieve these goals

Examples include:

  “Suppose that one night, while you are asleep, there is a miracle and the problem that brought you here is solved. When you wake up in the morning, what will be different that will tell you that the miracle has taken place?”

  “What would it be like if your problem was solved, and what would have happened to cause this change to come about.”

  “Let’s say that a few weeks or months of time had elapsed, and your problem had been resolved. If you and I were to watch a videotape of your life in the future, what would you be doing on the tape that would show that things were better?”

• Goal setting – Do something different!

  What do you need to do to achieve this change?
  What is the first step you need to do?
  Remember – small, achievable and realistic
• Encourage coping skills
  
  How do you cope with these difficulties?
  
  How do you manage day-to-day?
  
  Who is your greatest support?
  
  What do they do that is helpful?

It may be helpful to help the student to consider how they effectively coped with a problem in the past:

  How did you get through that period?
  
  Who was your greatest support? How did they help?
  
  How did you manage to solve that problem in the past?

By the end of the first session, the student should have a clear goal (such as obtaining advice from the Student Advice Centre at the Student Union) and to have a clear plan for coping (such as going swimming each day and talking to their best friend).

4. The Follow Up Session

The main tasks for the tutor are:

• Spend less time talking about the problems
• Spend more time on solutions to the problems
  
  Has anything been better since we last met?
  
  What's changed? What's better?

  What have you done differently?
• Compliment the student on making changes - no matter how small!

• Provide a summary of the initial problem and how the student has made changes and altered the way that they have coped with the problem.

5. Further reading and sources of support for students

Solution-focused brief therapy Chris Iveson Advances in Psychiatric Treatment (2002) 8: 149-156
http://apt.rcpsych.org/content/8/2/149.full

Solution Focused Therapy Treatment Manual for Working with Individuals Research Committee of the Solution Focused Brief Therapy Association
http://www.sfbta.org/Research.pdf

help@leeds
The University has an excellent Student Support Service
http://help.leeds.ac.uk

LITE BITES
Online Resource
http://medhealth.leeds.ac.uk/info/291/cpd/658/lite_bites-free_e-learning_courses
6. Self-Test Questions

1. The following statements about Brief Focused Support are correct:
   A  The tutor actively tells the student what they should be doing differently
   B  Individuals are considered to be the experts about their own problems
   C  There is the assumption that change is always possible
   D  The approach is new and rarely used

2. The following statements about the First Session are correct:
   A  It is essential to take a detailed history of all the events that have contributed to the problem
   B  The Miracle Question is designed to identify the spiritual beliefs of the student
   C  It is useful to help the student to identify only the main problem
   D  The Miracle Question helps the student to think about a possible change to their problem

3. The following statements about the First Session are correct:
   A  It is important to identify and encourage the student to use coping strategies that they have found useful when dealing with previous problems
   B  All students should begin meditation
   C  Planning to make only a small change can "kick start" the resolution of their problem
   D  Students should avoid talking and mixing with their friends

4. The following statements about the Follow Up session are correct:
   A  It is important to identify and encourage how the student is making changes to manage their problem
   B  It is useful to encourage the student to keep talking about the various causes of their problem
   C  It is important to blame the student if they have not made any changes to manage their problem
   D  The focus of the session should be about how the student is beginning to make changes to manage their problem

Answers
   Question 1  Correct: B  C
   Question 2  Correct: C  D
   Question 3  Correct: A  C
   Question 4  Correct: A  D
Chapter 4
Getting Beyond the Tip of the Iceberg

Author: Ms Marina Davies

A problem may not be as simple as it first appears. The student may not know which source of help to approach or may have been avoiding the problem or is just feeling overwhelmed. The Tutor is there to help the student make sense of the problem, offer advice on who can help and direct her/him to suitable support services.

This chapter aims to guide you in assisting a student who is facing a problem.

1. The Tutor's role
2. The Student's role
3. Helping the student deal with the problem
4. Sample Template
5. Useful contacts / further reading

1. The Tutor's Role

The Tutor acts as a "professional friend" and is there to help the student identify the problem and make sense of the underlying issues.

The Presenting Problem

The presenting problem may appear obvious or straightforward but it could just be the tip of the iceberg.

The Underlying Issues

A distressed student may not clearly identify the source of the problem or may just focus on one aspect e.g. failed assessment. The tutor may have previous knowledge of other issues concerning the student and feel that the problem is more complex than it appears. In this case, it may be appropriate to ask the student to consider "the bigger picture" by looking at the underlying issues. The tutor should ask the student if there are any other issues that are having a negative impact on the problem.
The A B C approach can be used as a guide for helping a student deal with a problem.

A - Achieve a relationship

The tutor should reassure the student that they are right to seek advice and encourage them to explain the problem and any other contributing factors.

B - Boil down the problem

The tutor can help the student get to the root of the problem by asking the student to look at the surrounding circumstances so that he/she can prioritise the most serious aspects.

C - Challenge the student to Change or Cope with the problem

The student should understand that they must play a major role in resolving the problem. They have the best knowledge of the circumstances and should look at what changes they could make to find a suitable solution. If the circumstances cannot be changed, the student should look at how they can adapt to cope more effectively.

There is no expectation that the Tutor should have specialist skills other than knowledge of how the course works, who can help and what support services are available.

If the problem areas are complex, the tutor needs only to gain enough information to be able to direct the student to the appropriate support services. However, the student should be encouraged to share information with others, such as their placement lead, who might find the information important in helping the student.

Further information and a full list of agencies within the university that offer help and advice can be found at http://help.leeds.ac.uk/.

2. The Student’s Role

When faced with a difficult situation, how the student interprets and responds to the problem will play a major role in the outcome. What one person sees as a crisis another will see as a challenge.

How the student manages the problem depends on how they think, feel and act. These factors are interlinked and influence each other. A positive response to the problem will produce a more positive outcome.

Factors influencing the outcome of a problem

Students who are more resilient will be able to find a way of working through the problem to get the best outcome. Those who struggle could look at ways to improve their coping skills. Dealing with problems is a process that can be practiced and developed so that the student can learn from the experience, build on it and be more able to cope with the next problem.
There are some key areas that a student can work on to promote their resilience and improve their coping abilities.

1. **Taking care of their health:** the student should aim to be in the best health possible by having a balanced diet, regular exercise and getting enough sleep.

2. **Being optimistic:** the student should believe in his or her own ability to work through the problem and not view himself or herself as a victim. It is important to visualise a positive outcome and work towards it.

3. **Self-awareness:** the student should recognise their role in the situation. They should be aware how they perceive the problem and their reaction to it. They will manage the problem more effectively if they understand what they are feeling and why.

4. **Having strong problem-solving skills:** the student should work on tackling the problem with small and positive steps in order to find a successful solution. If necessary they should seek advice to help them make more informed decisions.

5. **Maintaining close personal relationships:** keeping strong connections with family and friends can be a valuable source of strength and support. The people who know the student well may also be in the best position to give advice and help put the situation into perspective.

6. **Having a good social network:** the student should find time to relax with other people and do things they enjoy otherwise it is easy to withdraw and dwell on problems. Being in good social groups makes people healthier and happier.

7. **Finding meaning in their life:** this could be spiritual and if the student has strong religious beliefs they can gain strength from their faith, but those who are not religious can also develop a sense of purpose and look for opportunities for self-discovery when dealing with difficult times.

8. **Setting goals:** the student should establish realistic goals and work towards them. This encourages a sense of control and a positive outlook. Achieving goals brings a sense of accomplishment and builds confidence in their abilities.

9. **Being flexible:** change is a part of life that cannot be avoided and if the student is in a negative situation that they cannot change, they may need to adapt and find opportunities to minimise the impact.

10. **Being able to ask for help:** being resilient also means recognising when help is needed and taking action to seek the best source of advice.
3. Helping the student deal with the problem

The steps below should be used as guide and do not necessarily have to be followed in order. Some steps may need going over several times.

**Presenting Issues/ Current problem**

Encourage the student to explain what the problem is.

*E.g. what’s been happening? How are you feeling?*

**The Bigger Picture**

This is a process of gathering information in order to help the student identify the source of the problem. Problems can be complicated and the template in section 4 of this chapter can be used as a guide to loosely organise the issues into categories, which may also help to identify the relevant support services. The template can also be used as a prompt for which questions to ask.

*E.g. how are you feeling about the workload? Who is there for you? If the problem area is sensitive, you could precede the question with, ‘Do you mind me asking, but…?’*

**Re-assess the problem**

Is the presenting problem still the main issue?

Ask the student to prioritise the issues. Which issue is having the most negative impact?

**Action Plan/ Coping Strategies**

What would the student prefer to do? What changes can she/he make to either resolve the problem or help cope with it? Which support services would be helpful? What goals could she/he set?

Agree on a plan and an appropriate time period for a follow-up meeting.

In some circumstances, (e.g. if there is serious concern about the student’s wellbeing) an immediate referral may be needed.

**Follow up and Evaluation**

At the follow up meeting ask if things are improving? If so, what are the next steps? If things are not improving, re-assess the problem and set new goals.

At a later date, the student should be given the opportunity to evaluate how they coped with this problem. If the problem was resolved, did they find the best way of dealing with it or how could they have done it better? If the problem is continuing, do they think they have found the best way of coping with it? What more could they do?
4. Template

NAME | DATE | TIME
--- | --- | ---

**CURRENT PROBLEM/PRESENTING**

**THE BIGGER PICTURE**

**ACADEMIC**
* e.g. workload, poor results

**ENVIRONMENTAL**
* e.g. accommodation, travel, finance

**PHYSICAL & MENTAL HEALTH**
* e.g. illness, stress, trauma

**PERSONAL & EMOTIONAL**
* e.g. family and relationships

**PRESENTING ISSUES**

**RE-ASSESS THE PROBLEM/PRIORITISE**
Are there any specific concerns that need immediate referral?
5. Useful contacts at Leeds University

http://help.leeds.ac.uk

www.leeds.ac.uk/medicine/support

Student Counselling Centre  Tel: 0113 343 4107
www.leeds.ac.uk/studentcounselling

Leeds Student Medical Practice  Tel: 0113 295 4488
www.leedsstudentmedicalpractice.co.uk

Chaplaincy  Tel: 0113 343 5071
www.leeds.ac.uk/chaplaincy

LUU Student Advice Centre  Tel: 0113 380 1300
http://www.leedsuniversityunion.org.uk/helpandadvice/browse/

Disability Team  Tel: 0113 343 3927
www.equality.leeds.ac.uk

Equality and Diversity Team  Tel: 0113 343 3927
www.equality.leeds.ac.uk

International Student Office  Tel: 0113 343 3930
http://www.internationalstudentsupport.leeds.ac.uk/

Student Services Centre  Tel: 0113 343 8877
www.leeds.ac.uk/studentservicescentre

Emergency numbers:
LUU Nightline 0113 380 1381
The Samaritans 08457 90 90 90

Further information and a full list of the student support agencies at Leeds University can be found at http://help.leeds.ac.uk/

Books for Further Reading

Chapter 5
Dealing with “Stuckness” in Student Support

Author: Dr John Sandars

This chapter aims to help you understand and overcome “stuckness” when you are supporting students.

1. Recognising “stuckness”

“Stuckness” describes a variety of different feelings that a tutor may experience when meeting a student. It is a feeling that despite your efforts the student does not appear to be making any changes to the issue that they have presented to you.

You may feel at a loss about what next to do.

You may also feel frustrated at yourself or at the student.

These feelings are often normal when the student is initially thinking about making a change in their circumstances, either related to personal or academic issues.

However, the feeling of “stuckness” may persist and the Tutor becomes increasingly aware of these feelings whenever they have contact with the student. The Tutor may even feel like avoiding meeting the student!

2. Understanding “stuckness”

Making sense of your feeling of “stuckness” is an essential first step to overcome this block to effective student support.

You will find it useful to read Chapter 3 on Brief Focused Mentoring before working through the factors described below.

The factors to be considered are:

(a) The process of student support

Key questions to ask yourself:

Do you consider that you have achieved a working relationship with the student? This may initially appear to be obvious but it is important to consider.

Do you consider that you have identified the underlying issue that needs to be changed? What initially appears to be the main issue, such as poor academic performance, is related to underlying issues, such as housing or financial problems.

Are you using an approach that has a focus on helping the student to change or cope with their identified issues?
(b) **The student**

It is essential to identify underlying severe mental health issues, such as depression or schizophrenia. It is also important to identify any major psycho-social issues, such as substance or alcohol abuse, severe financial problems or relationship problems. These issues will tend to block the student’s ability to make effective changes.

Appropriate referral to specialist services may be required and details of these are available at http://help.leeds.ac.uk/

(c) **The tutor**

It is understandable that tutors will try and encourage their students to make changes but sometimes they can be too forceful in their approach. Common approaches by Tutors that can lead to a feeling of “stuckness” are:

- Expecting students to make sudden and/or large changes in their current academic or personal lives. *Making changes usually takes time …… and is often accomplished by making lots of small changes*
- Telling students what they should or must do to overcome their problems. *They may feel that they have to follow your advice and if they do not, and the problem remains, then it is all due to their lack of effort and their fault*
- Describing how they themselves overcame similar problems in the past. *Your problems are unlikely to be identical and you may not be aware of all the surrounding issues that can complicate any resolution by the student*

### 3. Overcoming “stuckness”

Thinking through the possible reasons for “stuckness” will often help you to resolve any difficulties. These include the process of student support, the student and the tutor

If you feel that you still have “stuckness” after working through the factors or would like to talk through the issue, please contact a member of the Student Support Team https://www.medicine.leeds.ac.uk/mbchb/support/ or your programme manager.

### 4. Self-Test Questions

1. **“Stuckness” when supporting a student can be recognised by:**
   - A. Being unable to move from your chair
   - B. A feeling that the student is not making changes despite your efforts
   - C. A feeling that the student is making changes in response to their issue
   - D. Being aware that your palms are sweating

2. **Which of the following is not a common cause of “stuckness” when supporting a student**
   - A. Failure to identify the underlying problem related to their issue
   - B. Underlying psychosocial issues, such as alcohol or substance abuse
   - C. Major mental health issues, such as depression
   - D. Students making active changes to alter their present situation

3. **Which of the following is a common cause of “stuckness” when supporting a student**
   - A. Being aware of your own feeling of frustration with the student
   - B. Having unreal expectations of the extent of change in the student’s personal circumstances
   - C. Your own personal experiences of similar issues
   - D. Allowing students time to find their own solutions to their own problems

**Answers**

- Question 1 Correct: B
- Question 2 Correct: D
- Question 3 Correct: B, C
Chapter 6

Careers Guidance – Theories and Models Underpinning Careers Guidance

Author: Ms Helen Steel

This chapter aims to help you understand some of the theory that underpins careers guidance and will give you an overview of two models of guidance, which can help you structure careers support you provide to your students.

1. What is Careers Guidance (in the context of the tutor role)?

2. Theories underpinning career decision making.

3. Two Models of Guidance:
   a) Egan – A 3 stage model of helping a student plan their career.
   b) A Rogerian Approach

5. Further Reading

6. Self-Test Questions

1. What is Careers Guidance (in the context of the tutor role)?

The crossover between careers guidance and the role of the tutor has long been recognised and tutors will often get involved in supporting students to make career decisions. When considering what Careers Guidance is and what it isn't, it is useful to think of the careers interview as setting out to achieve 4 main outcomes:

D – Decision Making
O – Opportunity Awareness
T – Transition Skills
S – Self Awareness

This framework is known as DOTS and is a useful tool to measure the success of a careers guidance intervention.

Careers Guidance isn’t about finding the right job for someone; making decisions for them; advising them based on your own subjective experience or coaching them in job search skills. Guidance is about facilitating individuals to develop sound decision making skills to enable effective choices and transitions.

Quality Careers Guidance ensures that people develop the self-awareness and skills needed to manage a successful and satisfying career.

For the undergraduate medical student, careers guidance can increase motivation on their undergraduate studies, ensure smoother transitions occur between degrees, the foundation years and beyond and increase their knowledge of particular specialties, their own suitability and where the current opportunities are.
2. Theories underpinning Careers Guidance

There are 4 main areas of careers theory which draw on a range of disciplines from sociology to psychology to counselling.

They are:-

Differentialist - Trait Factor Theory

Concerns itself with:-
  • The role of aptitude, ability and personality in career decision making.
  • A person “fitting” into particular environments.

Developmental - Self Concept Theory

Concerns itself with:-
  • The different roles that we play over a lifetime.
  • How we and others see ourselves.

Structural – Opportunity Structure

Concerns itself with:-
  • Career opportunities being determined by factors such as social class, gender, family background, ethnicity.

Behavioural – Community Interaction, Career Learning & Planned Happenstance

Concerns itself with:-
  • The many external influences on career decision making.
  • Developing transferable skills.
  • Transforming unplanned events into opportunities for learning

3. Two Models for Careers Guidance Interviewing

EGAN

• A 3 stage model of goal directed helping.

• The 3 stages:-
  a) Identifying and clarifying problems, situations and unused opportunities.
  b) Developing a preferred scenario.
  c) Formulating strategies and plans.

ROGERS

• A person centred approach.
• 3 core conditions for a successful interaction are necessary:-
  a) Genuineness.
  b) Unconditional positive regard.
  c) Empathic understanding.

A careers guidance interview is likely to incorporate both models and others, depending on the issues presented by the client. Although Egan is goal directed, it can still be used in a person centred way.
4. Further Reading

**Careers Guidance Theories**
National Guidance Research Forum

**Egan – Goal Directed Model of Helping**
Guidance and Counselling Matters
http://www.careerguidanceandcounselling.com/the-egan-skilled-helper-model/

**Carl Rogers – A Person Centred Approach**
Counselling Approach to Careers Guidance Lynda Ali and Barbara Graham
http://books.google.co.uk/books?id=pKBMIhyVCl0C&pg=PA26&lpg=PA26&dq=carl+rogers+careers+guidance&source=bl&ots=VXSPTzl1yP&sig=I5DvH66uNhxkNMM-oR1sp5cmEgw&hl=en#v=onepage&q=carl%20rogers%20careers%20guidance&f=false

5. Self-Test Questions

1. The following statements about Careers Guidance Theory are correct:-
   A. Differentialist theory is partly about aptitude and personality.
   B. Structural careers theory is about how you structure a career over a lifetime.
   C. The different roles that we play in a lifetime can influence our career choice.
   D. Planned Happenstance is about letting fate take its course.

2. The following statements about Models of Careers Guidance are correct:-
   A. Transference is a core condition of rogerian counselling.
   B. Developing a preferred scenario is the 1st stage in the Egan model of helping.
   C. Egan is a person centred approach to careers guidance interviewing.
   D. The models you would use as a careers guidance practitioner would depend on the client.

3. The following statements about Careers Guidance are correct:-
   A. A careers guidance interview should have clearly defined outcomes.
   B. Careers guidance is about finding someone the right job.
   C. A careers interview will increase motivation in a student.
   D. Helping someone to develop their decision making skills is part of careers guidance.

**ANSWERS**
Question 1 – Correct: - A, C
Question 2 – Correct: - C, D
Question 3 – Correct: - A, D