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KEYNOTE SPEAKERS

Canadian Counselling and Psychotherapy Research: What, How, Where and Why?

BUCHANAN, Marla, PhD, University of British Columbia

DOMENE, José F., PhD, University of New Brunswick

In this interactive session, Drs. Buchanan and Domene examine the current landscape of counselling and counselling psychology research in Canada. This discussion focuses on current research practices within the profession in Canada, addressing such questions as what phenomena do we tend to study, how do we tend to generate knowledge, where do we disseminate knowledge, and why it is important for counsellor education programs to actively prepare students to grapple with issues related to research. The findings of a recent national survey among Canadian counsellor educators and counselling psychologists will be used to illustrate key points in this presentation. The current challenges, strengths and future visions for research in our disciplines will also be addressed.

SYMPOSIA

Symposium: Cross-cultural Conversations: Forefronting Voices through Qualitative Exploration

Chair/Discussant: PARÉ, David, PhD, University of Ottawa

Cross-cultural awareness—which includes awareness of “self”, awareness of “other”, and how the two intersect—is an important competency for counsellors given increasing diversity in their work. Heightened cross-cultural awareness can also be viewed as a social justice tool in service of empowering the individuals and groups counsellors work with in collaborative efforts towards health, wellbeing, and fulfillment.

This symposium, based on the results of two qualitative research studies and a reflexive self-exploration, aims to provide tools to heighten counsellor awareness while forefronting three different cultural contexts through the exploration of: international students’ counselling experiences in a university setting, Aboriginal youth experiences of becoming active participants in community healing, and a counsellor’s experience as a “cultural outsider” when working with a marginalized group in a developing community abroad.

Whether forefronting the perspective of client, counsellor, or community, these three presentations aim to identify considerations that arose when giving voice to three different cross-cultural experiences. The findings are in service of assisting counsellors in building upon their competencies when working cross-culturally.

Culture in counselling: A qualitative exploration of international students’ university counselling experiences

NAJMI, Setareh, BA, University of Ottawa

A review of the literature suggests that there are cross-cultural barriers that interfere with international students having their needs met through the counselling process which, in turn, create challenges for counsellors working in university settings. This presentation will focus on a data set stemming from a larger qualitative study which explored three international students’ experiences of receiving counselling services in a university setting. In order to gather rich and descriptive information, a phenomenological qualitative approach was used. The participant sample consisted of two female international students and one male international student who were recruited using criterion sampling from two universities in

eastern Canada. Interview questions were derived from the literature and were tested through a pilot study. Data collection was conducted through a face-to-face semi-structured interview with each participant. Audio-recorded interviews were transcribed for analysis. During member check, each participant received a summary of the interview to provide feedback. Upon completion of member check, necessary changes were made to the interview summaries. Data analyses consisted of a within-person analysis for each participant and a between-person analysis. For the within-person analysis, each transcribed interview was read multiple times to obtain a general understanding of the interview. A list of significant statements and “units of meaning” were developed and verified by the help of an auditor. Through within and between-person analysis, specific and common themes were developed for each interview. The final step of data analysis consisted of developing clusters of meaning units and themes which helped illuminate the phenomenon under study. Eight main themes emerged of which the following three themes will be presented in the context of understanding cultural implications of working with international students: 1) expectations of counselling, 2) perceptions of counsellor, and 3) perceptions of culture in counselling. It may be of value for counsellors to consider cross-cultural considerations when working with international students from different cultural backgrounds.

Specifically, counsellors may enhance counselling experiences of this population through a judicious balance between demonstrating knowledge they possess of the client’s cultural background and acknowledging client uniqueness within their culture. This and other findings will be discussed in the context of cultural competencies that may be useful when working with international students.

Youth engagement as a tool for empowerment and healing among Aboriginal communities

CALLINGHAM, Christina, University of Ottawa

There exists a general perception that the youth population is “at risk”, unable or unwilling to contribute positively to their own development or to the common good. Aboriginal youth in Canada are no exception, particularly given the health and social challenges stemming from a history of marginalization and social injustice. Despite these challenges, Aboriginal youth across the country have expressed a need to be valued as contributors to community health and healing, and have taken initiative to this effect. One way Aboriginal youth have taken initiative is through participation in programs that promote youth engagement. Through this engagement, Aboriginal youth have a presence and bring fresh perspectives to the Aboriginal healing movement. Youth engagement provides opportunity for meaningful engagement of young people in leadership and decision-making for the betterment of their communities, and can occur in many settings including both a community and counselling contexts. In communities, engagement can be integrated into programs where youth are supported and given opportunity to plan and develop initiatives. In counselling settings, counsellors can engage youth in the therapeutic process through adapting a client-centered approach and providing space for collaboration in therapeutic youth groups. This presentation will (1) explore strategies for promoting youth engagement, (2) introduce links between youth engagement and Aboriginal healing, (3) present a case study demonstrating perceived impact of youth engagement for a young Aboriginal youth, and (4) explore opportunity for engagement strategies to be integrated into the counselling environment.

Counsellor reflexivity in a cross-cultural context: From awareness to engagement when crossing borders

AUDET, Cristelle, PhD, University of Ottawa

Increasingly we are expanding our counsellor role as we witness human suffering and social injustices in communities abroad. Counsellors may be crossing borders with good intentions but limited training. I am professionally preoccupied by how my presence in communities abroad, and that of other counsellors who “cross borders”, is experienced by the host culture and the extent to which our practices are

culturally informed. My experiences working with children orphaned by HIV/AIDS in a poverty-stricken community in post-colonial Kenya have brought to light cross-cultural considerations that reflect a unique intersection. They also highlight the importance of engaging in reflexivity to identify how I can best situate myself as a “cultural outsider” while navigating a cultural environment unfamiliar to me. As it can be difficult to conduct research in another country to learn more about cross-cultural considerations, I draw from my experiences abroad to engage in a structured self-reflection grounded in the limited literature and research on international counselling. I argue that reflexivity can unveil our cultural leanings as they intersect with our understanding of the socio-political environment in which we practice. I also discuss reflexive tools that may generate insight into how we individually position ourselves in consideration of “other” when working cross-culturally, and do so in the spirit of heightening cross-cultural awareness and discourse.

Symposium: Innovations in psychotherapy process and outcome research: Introduction to the Cognitive Error Rating System and to the Coping Patterns Rating Scale

Chair: DESTEFANO, Jack, EdD, McGill University

Discussant: GAZZOLA, Nicola, PhD, University of Ottawa

A difficulty in conducting clinical research as well as clinical work in CBT lies in finding methods that detect cognitive errors (CEs) and coping strategies (CSs) as they occur or are reported in session by clients/patients. The Cognitive Error Rating System (CERS) and the Coping Patterns Rating Scale (CPRS) are the first known observer-rated measures of CEs and CSs. Unlike questionnaires, the two methods document cognitive distortions and coping mechanisms as they occur or are reported by a client/patient in any type of interview, including in session. The first presentation will present the CERS and its development, including examples of how it can be used by clinicians and clinical researchers. The second presentation will introduce the CPRS, with examples of how it can be used by clinicians and clinical researchers. For both presentations, examples of how each may be applied with real-life clinical cases will be provided. The third presentation will present findings from a study examining the construct of CEs in theory and in practice as reported by cognitive behavioural clinicians, as well as findings from a study on the face validity of the CERS. The fourth presentation will present findings from a study examining change in CEs and CSs and how this change is related to change in client/patient symptoms.

Introduction to the Cognitive Error Rating System

ANTUNES ALVES, Sara, MA, McGill University

Co-Authors: SCHWARTZMAN, Deborah, MA, McGill University; D'ISUO, Debora, MA, McGill University; DRAPEAU, Martin, PhD, McGill University

Cognitive errors are illogical interpretations of the self, the world, and others' behaviours and intentions, and they play a strong role in the maintenance of depression and other disorders (Drapeau, Perry, & Dunkley, 2008). They are important considerations in treatment as they are examples of how we think and evaluate the world. Thus, a major goal of therapy is to reformulate clients' thought patterns in order to decrease depressive symptomatology. A difficulty in conducting research in cognitive behavioural therapy lies in finding or developing measures that can isolate cognitive errors, and then apply those measures to document response to treatment and better understand the psychotherapy process. The Cognitive Error Rating System (CERS; Drapeau et al., 2005) is the first known observer-rated measure of cognitive errors (CEs). Unlike questionnaires, the CERS documents CEs as they occur or are reported by a client/patient in any type of interview. The rating method has been detailed and operationalized in a revised manual which presents how each of the twelve cognitive errors developed by A.T. Beck (1976), J.S. Beck and colleagues (1979), and other clinicians, may be measured. The manual contains detailed descriptions of each construct, including a definition and possible function, ways to differentiate between similar or related constructs, and examples from actual therapy sessions. This presentation will outline the

central tenets of the method, and will enable observers to better understand and recognize cognitive errors as they occur in therapy. It may also provide observers with additional ways of conceptualizing client/patient problems and functioning.

Introduction to the Coping Patterns Rating Scale (CPRS)

ANTUNES ALVES, Sara, MA, McGill University

Co-Authors: SCHWARTZMAN, Deborah, MA, McGill University; D'ISUO, Debora, MA, McGill University; DRAPEAU, Martin, PhD, McGill University

Coping strategies are the affective, behavioural, and cognitive efforts made to respond to internal and external demands that are viewed as stressful (Perry et al., 2005). Maladaptive coping strategies such as avoidance and aggressive confrontation have been found to be more common among depressed than non-depressed populations. Thus, a central concern of CBT therapy in particular, is to identify clients' coping mechanisms that contribute to depression and other conditions and replace them with more effective responses to stress. A difficulty in conducting research in cognitive behavioural therapy lies in finding or developing measures that can identify coping strategies, and then applying the measures to document response to treatment and better understand the psychotherapy process. The Coping Patterns Rating Scale (CPRS; Perry et al., 2005) is the first known observer-rated measure of coping strategies (CSs). Unlike questionnaires, the CPRS method documents CSs as they occur or are reported by a client/patient in any type of interview. This rating method is detailed in a manual where each of the twelve coping styles are delineated in their three manifestations (i.e., cognitive, behavioural, and affective) based on the work of Skinner and colleagues (2003). The manual contains detailed descriptions of each construct, including a definition and possible function, ways to differentiate between similar or related constructs, and examples from actual therapy sessions. This presentation will outline the central tenets of the method, and will enable participants to better understand and recognize coping styles as they occur in therapy. It may also provide participants with additional ways of conceptualizing client/patient problems and functioning.

Cognitive errors in Cognitive Behavioural Therapy: A survey of researchers and practitioners and an assessment of the face validity of the Cognitive Error Rating Scale

MILMAN, Evgenia, MA, McGill University

Co-Author : DRAPEAU, Martin, PhD, McGill University

Constructs such as cognitive errors (CE) and other types of cognition are crucial to the advancement of Cognitive Behavioural Therapy (CBT) theory, practice, and research. However, much ambiguity remains surrounding the characterization and manifestation of CEs and other types of cognitions (e.g., Kwon & Oei, 1994). In response to this, Drapeau and Perry (2008) developed the Cognitive Error Rating Scale (CERS) which has the potential to clarify some of this ambiguity and to provide a means of assessing the manifestation of CEs. The present study first investigated whether the ambiguity surrounding the characterization and manifestation of cognition types translates from CBT literature to the experience of researchers and practitioners. An online survey ($n = 128$) indicated that this ambiguity is, in fact, not evident to researchers and practitioners. Demographic variables, including identity as a researcher versus practitioner, attitude toward manual use, and experience in practice, affected participants' assessment of the need for and the benefit from the provision of consensual definitions for cognition types in CBT theory. The study also examined the face validity of the CERS. Results showed that the CERS has strong face validity. The research implications of these findings are discussed.

The relationship between cognitive errors and coping, and symptoms and outcome

SHEPTYCKI, Amanda, BA, McGill University

Co-Authors: D'ISUO, Debora, MA, McGill University; THOMPSON, Katherine, MA, McGill University; FITZPATRICK, Marilyn, PhD, McGill University; DRAPEAU, Martin, PhD, McGill University

A number of studies have shown a relation between cognitive errors and various indicators of psychopathology on the one hand, and between maladaptive coping strategies and other indicators of mental health on the other (e.g., Furlong & Oei, 2002; Miranda & Mennin, 2007; Newman et al., 2002). However, all of these studies were based on questionnaires that were used before and/or after a session. With this study, we reexamined how cognitive errors and coping strategies are related to psychopathology. We also examined how change in cognitive errors and coping is related to change in symptoms following treatment. Unlike in previous studies, cognitive errors (CEs) and coping strategies (CSs) were assessed using observer-rated methods (Drapeau et al., 2007; Perry et al., 2005). Data were collected as part of the landmark component study of cognitive behavioural treatment of depression conducted by Jacobson, Dobson, Truax, and colleagues (1996, 2008). Data from the full cognitive behavioural treatment condition were used in this study. Fifty participants were assessed before and after therapy using the Beck Depression Inventory, the Hamilton Depression Scale, and the Global Assessment of Functioning Scale. One early and one late session were rated for CEs and CSs. Significant associations were found between specific CEs and symptoms and general functioning. Results also indicated some, although fewer, relationships between CSs and symptoms. Findings will be compared to results from studies that had used questionnaires only. Implications for treatment and research will be discussed. The value and importance of not relying only on questionnaires but also on using observer-rated methods will also be discussed.

Symposium : L'usage prudent du « toucher » dans la relation d'aide

Chair : DEMASURE, Karlijn, PhD, Université Saint-Paul

Dans ce colloque, nous proposons d'aborder la question du toucher à partir de différentes perspectives : anthropologique, philosophique, psychologique et spirituelle. Dans le travail de conseiller ou de psychothérapeute, les professionnels sont amenés à serrer des mains, à poser une main sur une épaule pour reconforter, à « toucher » le corps de l'autre, mais un geste peut prendre différentes dimensions pour des personnes qui ont connu des transgressions de frontières. Celles-ci ont des conséquences sur la psyché, le corps mais aussi l'âme d'une personne. Après une présentation philosophique sur la place du « toucher » et sur l'impact de ses transgressions, la notion du toucher sera successivement abordée, à partir du travail auprès des victimes d'abus sexuel, et ensuite à partir du travail auprès des personnes qui ont commis un abus de nature sexuel. Les intervenants apporteront leur expérience internationale et partageront le fruit de leurs recherches universitaires et cliniques sur la relation d'aide auprès des victimes et de personnes ayant abusé sexuellement.

Le toucher interdit et la culpabilité

DEMASURE, Karlijn, PhD, Université Saint-Paul

L'inceste, et par extension, l'abus sexuel (des enfants), est un toucher interdit qui est fondamentalement lié au vécu de la transgression du tabou. Par cet acte, la victime entre dans le règne de la terreur, ce qui est le domaine du tabou. La culpabilité que vit la victime d'abus sexuel ne se situe pas au niveau de la transgression individuelle qui implique une responsabilité morale, mais au domaine archaïque de la faute. La faute est le mal qui correspond au domaine du tabou qui ne distingue pas encore entre un acte volontaire et involontaire ni entre la honte et la culpabilité (Ricoeur, 1960). La transgression du tabou, du « sacré » mène à la souillure. La victime d'abus veut se débarrasser de cette impureté causée par un toucher sexuel qu'elle n'a pas voulu. La transgression du tabou par le toucher interdit mène aussi à l'interprétation de l'abus comme punition. (Lévy-Bruhl, 1931). Sexualité, honte, impureté, culpabilité et punition risquent alors d'être vécues comme intrinsèquement liées.

Transgressions de frontières et styles d'attachement: Oser faire confiance, après le toucher abusif

MALETTE, Judith, PhD. C.Psych, Université Saint-Paul

Il est reconnu que l'abus sexuel engendre une souffrance émotionnelle et cognitive (Rosenbloom & Williams, 2010). Le toucher, le regard coercitif, associés à l'abus sexuel, transgressent les frontières du corps de la personne qui les subit. Cette souffrance, infligée au corps, l'outrepasse et devient émotionnelle, cognitive, et nous en soulevons la possibilité, souffrance spirituelle. Nous explorerons donc comment l'abus peut s'apparenter à une trahison de confiance qui risque d'affecter/infester l'image de soi et les liens d'attachement à autrui et au Tout-Autre, que Celui-ci soit Dieu ou toute entité spirituelle permettant à la personne d'attribuer un sens à son vécu. Dans un premier temps, nous décrirons les styles d'attachement vécus à l'enfance et à l'âge adulte (Cassidy & Shaver, 2010). Puis, nous verrons comment les styles d'attachement au Tout-Autre s'inscrivent en continuité (hypothèse de la correspondance) ou en opposition (hypothèse de la compensation) avec ceux vécus avec des personnes humaines (Kirkpatrick & Shaver, 1992 ; Rizzuto, 2007). Enfin, nous proposerons des pistes de réponses et de traitement, à la fois psychologiques et spirituelles, aux questions suivantes : pourquoi, puis comment, faire confiance, après avoir été abusé sexuellement. Nous présenterons une courte histoire de cas afin d'illustrer notre propos.

Symposium: Qualitative Designs in Counselling Research: Using Multiple Data Sources to Understand Counselling Phenomena

Chair: GAZZOLA, Nicola, PhD, University of Ottawa

Discussant: THÉRIAULT, Anne, PhD, University of Ottawa

Qualitative research in counselling aims to achieve in-depth, rich descriptions of phenomena. Qualitative approaches are inherently multi-method (Flick, 2002) and after obtaining different sources of data within a research design, they provide opportunities to understand issues from different perspectives. This symposium will explore the methodological, epistemological, and practical considerations in using qualitative research designs in counselling. In the first paper, Kearney and Gazzola will outline a qualitative case study methodology applied to studying counsellor professional identity. This paper will focus on determining when to use case study, learning what constitutes a case and its boundaries, differentiating between the various types of case studies, establishing a conceptual model to guide the research by weighing propositions or issues relevant to the case, contemplating innovative strategies for mining multiple data sources, settling on a technique for data analysis, and evaluating how worthwhile metaphor-based rehearsal and reflective practice skills are for meeting the ethical challenges of case study research. Each of these designs and procedures will be expanded through the use of illustrative examples from preliminary data in a case study of counsellor professional identity. In the second paper, Synard and Gazzola will describe the use of a mixed methods, multiple data collection design to explore the subjective experience of well-being following job loss. Using the case study as an umbrella methodology, this case incorporates multiple forms of data collection which include: (a) written narratives, (b) semi-structured interviews, (c) historical data, and (d) well-being and demographic questionnaires to understand the experiences of high-tech workers downsized during the industry crash from 2000-06. In the third paper, Isenor, Pascal, and Thériault will review the history of using Delphi polls as a research method and outline the standard Delphi procedure. The benefits and challenges of this method will be discussed and a case example of using a modified Delphi method in supervision self-care research will be presented. Emphasis will be placed on the multiple types of data that may be gathered using this approach and on key decision points in combining data that are of different natures. In the final paper, De Stefano will describe the application of consensual qualitative research (CQR) method to data that were not originally collected for research. He illustrates the approach using two studies where CQR was used with existing data. How the method was adapted to allow it to be used with a non-traditional data format will

be reviewed. Collectively, these four presentations will address the value of multiple data sources in achieving in-depth qualitative inquiries.

Using qualitative case study methodology: Design and procedural considerations for counselling research.

KEARNEY, Kate, PhD, University of Ottawa
GAZZOLA, Nicola, PhD, University of Ottawa

Qualitative case study methodology is a valuable approach for investigating a variety of phenomenon within their given context through the use of multiple data sources that may be less familiar or perhaps overlooked by counselling researchers. Understanding what a case study is and outlining the key design elements of this unique qualitative research method will be the objective as illustrated through a recent study on counsellor professional identity. In this overview of the design process the main points of discussion will include: determining when to use case study, learning what constitutes a case and its boundaries, differentiating between the various types of case studies (e.g., single, multiple, intrinsic, instrumental, or collective), establishing a conceptual model to guide the research by weighing propositions or issues relevant to the case, contemplating innovative strategies for mining multiple data sources, settling on a technique for data analysis, and evaluating how worthwhile metaphor-based rehearsal and reflective practice skills are for meeting the ethical challenges of case study research. Each of these design and procedural aspects will be expanded on through the use of illustrative examples from preliminary data provided by a group of Canadian counsellors currently navigating the construction of their professional identity amid changes to the remit of their profession. This particular qualitative approach has the potential to enhance the knowledge base for counselling by providing compelling case studies that highlight the process and outcomes of counselling practice, increase public awareness of the unique role and expertise of counsellors, and to build a case study database as a resource for practitioner research networks.

The challenges of life events research: Using a mixed methods case study to explore the subjective experience of well-being following job loss

SYNARD, Jacqueline, PhD, University of Ottawa
GAZZOLA, Nicola, PhD, University of Ottawa

Understanding the subjective experience of well-being following job loss is critical given the increasing incidence of this life event and the typically negative effects of job loss on well-being (McKee-Ryan, Song, Wanberg, & Kinicki, 2005; Paul & Moser, 2009; Zunker, 2012). As positive psychology predicts, however, positives in the wake of job loss have also been reported but continue to be understudied in the literature (Forret, Sullivan, & Mainiero, 2010; Gabriel, Grey & Goregaokar, 2010; McKee-Ryan et al., 2005). This paper describes the use of a mixed methods, multiple data collection design to explore the subjective experience of well-being following job loss. Using case study as an umbrella methodology, a qualitative lens is emphasized given the exploratory nature of this study and the limited number of qualitative studies in both the positive psychology and job loss literature (McKee-Ryan et al., 2005; Synard & Gazzola, 2011). This case study of Ottawa, Ontario high-tech workers downsized during the industry crash from 2000-06 incorporates multiple forms of data collection which include: (a) written narratives, (b) semi-structured interviews, (c) historical data, and (d) well-being and demographic questionnaires. This discussion will explore the methodological, epistemological, and practical considerations influencing this design of this eclectically-integrated approach.

Using the Delphi poll in supervision self-care research

ISENOR, Jessica, PhD Student, University of Ottawa

PASCAL, Lisa, MA (Cand.), University of Ottawa

THÉRIAULT, Anne, PhD, University of Ottawa

Delphi polls are a unique way to understand a current issue in the field and/or predict where a field or practice is heading by obtaining the opinions of experts in that area. The presenters will review the history of using Delphi polls as a research method and outline the standard Delphi procedure. The benefits and challenges of this method will be discussed and a case example of using a modified Delphi method in supervision self-care research will be presented. Emphasis will be placed on the multiple types of data that may be gathered using this approach and on key decision points in combining data that are of different natures.

INDIVIDUAL PAPERS

Better Gay than Dead: Positive Identity in Latino Gay Males

AVELRA, Ricardo, University of Lethbridge

The literature suggests that developing a positive gay identity is a difficult task to accomplish, as there are many barriers along the way. Being a gay male in a Latin American ‘machista’ culture remains relatively unexplored. As such, research regarding the interrelation of various identities such as sexual orientation and Latino culture in Canadian society remains unknown. The purpose of this research is three-fold: a) to provide knowledge of experiences to inform the development of emerging counselling interventions regarding ethnic and sexual minority populations, b) to investigate the lived experiences, narratives, and perceptions of gay Latino young adult males, and c) to qualitatively contribute voices to the literature.

Researchers suggests that narration has become a primary embodiment of our understanding of the world, of experience, and ultimately of ourselves as it appears to yield a form of understanding of the human experience, both individual and collective, that is not directly amenable to other forms of exposition or analysis. Furthermore, it is generally acknowledged that our understanding of other cultures and persons is primarily gained from, and in the form of, narratives and stories about and by those people. As such, the data for this narrative inquiry was collected through audio-recorded, semi-structured interviews of three Latino young adult gay males living in Canadian cities. Participants are foreign-born and each indicated having a positive gay identity, which can be defined as: being fully out to his family and friends; as being able to deal and cope with homophobia well; and with seeing himself in a positive manner more often than not. The interview questions were designed to consider each participant’s life through various stages, including feeling different, coming out, and establishing a positive identity.

Through these conversations, a synthesis of the literature is presented where gender, socialization or socially sanctioned roles, and patriarchy set the foundation for understanding how males must meet the “male standard” by other men, not just women. In Latin American societies, it appears that there is a belief that male dominant behaviour and social scripts are for the benefit of women, which feeds directly into the assumption that heterosexuality is the preferred sexual orientation. Critical issues emerged regarding family views on homosexuality, the developmental identity formation of adolescence, peer acceptance, education, role models, victimization/bullying, medical concerns, and mental health issues. In particular, an examination of the “Latino Lover” or Latino male stereotypes, as well as religious expectations and adherence, give context as to why it is important to understand this unique population. By considering Collins & Arthur’s (2010) multicultural counselling competencies, links between one’s own cultural awareness and sexual orientation are explored.

Culturally Infused Research Practice: What is that and how do I do it?

OFFET-GARTNER, Kathy, PhD, Athabasca University

Culturally-Infused Research requires that the researcher begin with understanding one's self before considering any research project that involves people (Offet-Gartner, 2010). Richards (2005) suggested that the more one invests in understanding their own cultural influences, biases, and values, the greater the opportunity to fully embrace learning about and increasing our understanding of the experiences of another. However to understand our own cultural influences we must understand that culture—broadly defined—is inherent in all beings and comes with a set of intersecting and intermingling identities that make up each person's unique cultural makeup (Arthur & Collins, 2010). Hence all activities that involve people, involves culture. Consequently, culture must be considered in all activities within the helping professions—including research—in order for it to be considered competent and ethical.

Therefore, competent, ethical research *begins* with a thorough understanding of *self* as a cultural being; then transitions to gaining a solid understanding of the cultural influences of the person, group, place, etc. that is the subject of the project; and requires that *all* of these cultural influences are considered and acknowledged throughout *every* stage of a research project, including dissemination.

Sound ominous? Overwhelming? This presentation is designed to assist participants to understand the basic tenets and processes involved in engaging in ethical and competent cultural research. A practical example will be used to demonstrate the process and possibilities of engaging in culturally-infused research. A 'cheat sheet' of things to consider when engaging in culturally-infused research will be given to all who attend, making this ideal for students, those new to the research field, and those who are interested in ensuring that research is culturally inclusive.

Cybercounselling Clients with Disabilities

SENROY, Priya, MA, CCC

This presentation will be discussing using cybercounselling with clients who have been diagnosed as having high functioning learning disabilities. These clients were recommended to attend short term solution based counseling by their social workers as they are experiencing life transition issues. While using face to face counseling strategies have had significant impact on reaching out to these clients, they seem to be encountering challenges because of their lack of understanding of the rules of social behavior, including eye contact, proximity to others, gestures, posture, and so forth. As a result these clients who are internet and social media savvy were introduced to online counselling and they have been reporting that they find this medium to be less threatening and easily accessible than attending face to face counseling. In this context, the clients have embraced and enthusiastically using these techniques that functionally assist them in understanding and structuring their perceptions, perspectives, and behavior to fit the demands of their world. The presentation is geared towards counsellors who work with people with disabilities using both face to face and cyber counselling. The presentation will conclude with sharing some challenges faced and goals attained during this brief counseling process while discussing the efficacy of using this medium of counseling with people with disabilities.

Diverging Realities, Converging Possibilities: A Scholarly Approach to Bridging the Gap Between Fiscal Constraints and Programme Accountability

DAY, Deborah A., PhD, Acadia University

Co-Author: ROBINSON, Beth, PhD, Acadia University

Funding support for Canadian universities has been constrained, or in decline, for several years now and demographic trends and the overall economic outlook suggest that an environment of fiscal constraint can be anticipated into the foreseeable future. Concurrently, roles of counsellors have expanded and there is movement toward accreditation of programmes and regulation of the profession in various provinces of

Canada. Graduate programmes that prepare counsellors sit between these two realities, with ever-fewer resources to direct to programme development while regimes of accountability require closer attention to student progress and programme outcomes. As scholars, counsellor-educators have the potential to bring research expertise, a critical perspective and a desire for deep understanding of developing counsellors' experiences to programme development and evaluation. This session explores how programme review and development activities might be constructed through a scholarly lens to meet the practical, pragmatic requirements of monitoring in counsellor-educator programmes in an environment of scarce resources, while simultaneously leveraging the curiosity and capacity of scholars to take up substantial questions around student development. Not the least of the considerations that must inform such research is the role of students, who are participants in these explorations, and the careful consideration of the ways in which they may be beneficiaries of these processes. Promising theories, questions and approaches to research, drawn from literature, will be presented, along with a sample research plan situated in a counsellor-education programme.

Among the ideas that hold promise for providing broad theoretical support for this approach to research around counsellor-education, we offer self-authorship theory and developmentally-effective educational practices (Baxter-Magolda, 2004; King, Baxter Magolda, Barber, Kendall Brown & Lindsay, 2009), resilience in higher education (Morales, 2008; Walker, Gleaves & Grey, 2006), the concept of liminality (Hurlock et al., 2008; Tempest & Starkey, 2004) and ethics of assessment (Aschieri, 2011) for consideration. Possible research questions range from those related to case-based explorations of the interface between personal, professional and academic development (Spurgeon, Gibbons & Cochran, 2012; Thompson, 2004) to phenomenologically-located inquiries into students' lived experiences of their programmes (Henfield, Owens & Witherspoon, 2001; Hughes & Kleist, 2005) and investigations of connections between teaching methods and students' competency attainments (McAuliffe, 2002; Schumaker, Ortiz & Brenninkmeyer, 2011). The growing community of teacher-researchers involved in the Scholarship of Teaching and Learning (SoTL) in Higher Education internationally provides ideas for small-scale studies and venues for presentation and publication. Overall, we argue that qualitatively-oriented approaches to research that are synchronised with routine data collection required for external reporting offer the best possibilities for conducting research that is sustainable in the context of constrained resources, takes up substantial questions in counsellor-education, supports programme development and is of direct benefit to students.

Equine Assisted Mental Health: A pilot program

REILLY-ANSONS, Morrigan, MA, CCC; BARKLEY, Stephen

Learn about a 10 week Equine Therapy pilot program provided by the Canadian Mental Health Association (C.M.H.A.) in partnership with Full Circle Ranch to individuals within the Prevention & Early Intervention Program for Psychoses (P.E.P.P). This presentation will discuss the pilot program, as well as provide an overview of Equine Assisted Mental Health Services.

First Nations Youths' Experiences with Wellness: A Four Directions Approach

WARREN, Jamie, MEd (Cand.), Western University

First Nations youth are a growing population at risk for multiple outcomes that affect their well-being. The effects of colonization and the residential school legacy continue to impact First Nations communities today, creating a cycle of intergenerational trauma to affect the next seven generations. As First Nations youth are at a social and economic disadvantage for maintaining balance in terms of their well-being, the purpose of this research was to identify through the Medicine Wheel teachings what youth see as the contributors to well-being, their vision for well-being, and ways to achieve their vision. Using an ethnographic approach, the results described the reality of wellness amongst First Nations youth in a holistic, cultural view. Face-to-face interviews were conducted with five First Nations youth in a rural

First Nations community in Northern Ontario. Seven themes had emerged that were related to their experiences with wellness. It was determined that the voices of First Nations youth are powerful, significant, and must be listened to. If an imbalance continues to affect the lives of First Nations youth, the imbalance will also be reflected in Canadian society. Further initiatives are needed to support and empower our First Nations youth on their journey to becoming tomorrow's leaders.

Forming and Maintaining Bonds with Others: What the Boys Say

WEBSTER, Chris, MA, University of British Columbia

This qualitative study investigated four adolescent boys' perceptions of how they form bonds with others. The particular means by which this was undertaken was through photo elicitation interviews, a process in which participants are asked to take photos documenting their experiences and which then serve as prompts during an interview process. The participants' stories about these photographs were then examined using a form of narrative inquiry, thematic analysis.

The extant literature suggests that males seek counselling or therapy less frequently, that they remain in counselling for shorter lengths of time, and that this may have negative impacts on their mental and physical health. Current theories of masculinities suggest these trends may be because the culture of counselling is incongruent with the culture of masculinities. As one key determinant of successful therapeutic outcomes is the bond between counsellor and client, the present study proposes that if more is known about how adolescent boys perceive forming bonds, practitioners will be in a better position to meet their specific needs. It contributes to the literature by employing a qualitative methodology, an approach underutilized in previous studies of masculinities, by researching a group that has hitherto been relatively unexplored, and by suggesting a new framework through which practitioners might understand forming relationships with young male clients.

Participants' narrative accounts suggest that four overarching themes guide how boys form and maintain bonds with others: Features of the Self, Features of the Setting, Features of the Other, and Features of the Relationship. Of these four, participants particularly emphasized Features of the Relationship. Based on these findings, several theoretical, practical, and ethical recommendations are suggested, particularly that practitioners need to be open to alternate ways of forming relationships with male adolescents, especially during therapy's nascent stages.

Graduate Psychology Students' Preparation for Sexuality Related Counselling

SANGRA, Nina, Athabasca University

This literature review examined graduate level programs in North America regarding the level of preparation, effectiveness of preparation, and gaps in the training of psychologists working with sexuality related issues. Three areas are examined: (a) graduate level psychology education programs in North America and the inclusion or lack thereof of sexuality training, (b) graduate level students and practicing psychologists' perceptions of self efficacy in counselling clients on sexuality topics, and (c) explanations for the current level of preparation provided by graduate psychology education programs. Literature search strategies were limited to peer-reviewed journals, and published theses and dissertations. As a paucity of published literature exists, the review is based on key historical articles and current and relevant literature.

Historical trends in literature revealed very limited research on the topic, and inconsistencies in education and training of graduate level psychology students. An increase in sexuality training at the graduate level corresponded with the HIV/AIDS epidemic, which was related to stereotypical attitudes towards gay men and HIV. However, a positive influence of this trend has been the increase of training on sexual orientation. Early studies also focused on surveying graduate program and training directors on the extent

of training provided on specific topics. However, more recent Canadian studies have surveyed practicing psychologists about the level, comprehensiveness, and effectiveness of their training. Practicing psychologists reported that they obtained sexuality information through self-learning and workshop. Surveys also indicated that providing sexuality training at graduate level would increase self-efficacy and competency of psychologists, which was also found to be related to the practitioners' awareness of and willingness to address sexuality issues in therapy.

A review of the literature found that little research exists that systematically assessed the outcomes of sexuality training programs. However, the literature suggested that sexuality be consistently addressed in all graduate psychology programs, by integration into other courses, training, supervision, observations, and continuing education. This may be ideal considering that practitioners who obtain specialized sexuality training often feel ill prepared, and those who wish to obtain specialized training are constrained by time, cost, and accessibility specialized training programs.

The gaps in research alert us to areas that require more information so that we can move forward in providing sexuality related training at the graduate level more consistently, in an ethical and effective manner. For example, one gap is the lack of research on clients. We need to ask clients about their sexuality concerns and their comfort broaching topic with their psychologist. We also need to ask clients who they prefer discussing sexuality issues with, such as their psychologist, doctor, nurse, or sex therapist. Another gap in the literature was the lack of consideration of culture and ethnicity as variables in surveys. There is a lack of pre and post program evaluations of the training programs of various formats, delivery, and teaching models. Longitudinal studies are required to observe how level and type of training is related to self-efficacy and comfort over time. Lastly, more qualitative studies would provide greater insight into the subjective experiences of psychologists providing sexuality-related counselling.

How do Supervisors Experience their Evaluative Role in Supervision? A Qualitative Inquiry

ASSOULINE, Isabelle, University of Ottawa; GAZZOLA, Nicola, PhD, University of Ottawa

Counselling supervision is considered crucial in fostering the professional development and competence of novice counsellors (Bernard & Goodyear, 2009). Through a supportive supervisory relationship, supervisees acquire counselling skills and develop a professional identity. Yet inherent in the supervisor's role are evaluative, "gate keeping" functions, which are sometimes accompanied by conflict and tension between supervisor and supervisee (Nelson et al., 2008). Counsellor education programs typically provide very little training to supervisors on managing the evaluative roles in the context of counselling supervision. The overarching research goal in this study is to qualitatively understand how supervisors experience their evaluative roles in the supervision process. Counselling supervisors will take part in semi-structured interviews. The consensual qualitative research method (Hill, Thompson, & Nutt Williams, 1997) will be used to code, analyze and audit the transcribed data in order to illustrate supervisor experiences and perceptions regarding their experiences of evaluative roles. The discussion will focus on implications for supervision training and practice.

Incidence des types psychologiques sur l'estime de soi : altération des facettes des soi actuel, idéal et devoir

RANGER, Annik, BA, Université Saint-Paul

Superviseur : FORTIN, Filles, Université Saint-Paul

L'incidence de la personnalité sur l'estime de soi est encore mal comprise (Golden, 2001; Rosenberg, 1979) et cette dissertation vise à élaborer un cadre théorique qui serait, à cet égard, éventuellement

testable empiriquement. La notion de la personnalité à laquelle on se réfère est celle des types psychologiques jungiens : la raison à cela est que non seulement la personnalité « colore » le soi qui est perçu et jugé – et intrinsèquement « colore » l'estime de soi –, mais les types psychologiques (Briggs Myers & Myers, 1995) renvoient aussi aux préférences personnelles quant à la perception et au jugement, qui sont évidemment essentiels quant à la conceptualisation de l'estime de soi. Il est donc très plausible que la personnalité modifie l'estime de soi de par la modification immédiate de la représentation de ce qu'on se perçoit être et de la représentation de ce qu'on juge idéal. Cette dissertation explore donc comment la personnalité, ou la « coloration » de la personne, mène à une conceptualisation distincte de son estime de soi et, pour ce faire, on relie les notions de l'estime de soi et de la personnalité par le biais d'une notion précise du soi. Les résultats de cette analyse permettront d'émettre l'idée de l'altération des facettes des soi actuel, idéal et devoir, parallèlement à la théorie de la dissonance (Higgins, 1987). Il faudra préalablement à l'émission de cette idée que les définitions du « Soi Global » et de ses « facettes » – le soi corporel, le soi relationnel et le soi mental – (inspirées par James, 1912), de l'estime de soi (Higgins, 1987) et des types psychologiques (Jung, 1977) soient présentées. Quelques éventuelles répercussions thérapeutiques seront finalement déduites de nos réflexions.

Les causes de l'abus spirituel et examen de la dynamique de l'abuseur et de l'abusé

CHABOT, Major Richard, Université Saint-Paul

Superviseur : FORTIN, Filles, Université Saint-Paul

L'abus de pouvoir spirituel peut se définir par une mauvaise gestion du pouvoir exercé par certains prêtres, pasteurs ou autre responsable religieux (Poujol et Zivi, 2006). Pour saisir en quoi consiste la mauvaise gestion du pouvoir, nous approfondissons une conceptualisation du pouvoir fondée sur trois composantes du pouvoir (la nature relationnelle, le besoin de contrôle et le contrôle sur soi et sur les autres); les styles de leadership (autocratique et démocratique) et les stratégies d'influence dont certaines sont positives et constructives et d'autres sont négatives et destructrices (Landry, 2010). Cette présentation a pour but de faciliter notre compréhension de la dynamique de l'abuseur. Nous analysons, par la suite, les causes premières qui créent un terrain propice aux abus spirituels. Ces causes se définissent par un état psychologique malsain, des idées tordues du pouvoir spirituel et de la sexualité, et un milieu communautaire malsain (Robinson, 2010). Nous poursuivons notre exploration en définissant la notion d'addiction, nous voyons en quoi elle se distingue et s'associe à celle de la dépendance et comment, elle se met en scène. Ceci, dans le but de mieux saisir l'état de victimisation dans lequel se retrouve la personne abusée spirituellement (Fournier, 2009). Nous présentons, ensuite, quelques attitudes cliniques pertinentes du thérapeute à l'égard des victimes d'abus spirituel dont voici la teneur : toujours considérer sérieusement les propos d'une victime d'abus spirituel; élaborer des concepts ou des théories de manière à expliquer l'impact d'un abuseur ou d'un mouvement sectaire sur la personne; être conscient qu'en raison des situations abusives passées, la victime peut être méfiante au cours de la thérapie et douter des intentions bienveillantes du thérapeute; entrevoir la pertinence d'une thérapie de groupe pour la personne abusée pour faciliter l'extériorisation du vécu et la solidarité entre les victimes; reconnaître la difficulté pour la victime de s'engager à nouveau dans un projet et de prendre des décisions dues au fait qu'elle a été trompée dans un engagement qui lui a demandé un plein investissement; faire preuve d'une grande capacité d'accueil, de patience, de compréhension et d'une profonde empathie; permettre au sujet de conscientiser sa part de responsabilité dans sa position de victime en favorisant la recherche des faits réels qui peuvent être difficiles à percevoir hors d'un cadre adéquat et accorder de l'importance aux besoins de la victime (Nathan et Swertvaegher, 2003). Conséquemment, aux connaissances acquises par cette recherche, nous concluons ce mémoire par un plan de traitement qui préconise l'atteinte des objectifs suivants : réapprendre la confiance en soi et en l'autre; conscientiser et exprimer ses sentiments et ses émotions; découvrir les faits réels relatifs à sa situation de victime; contrôler sa vie par un bon contrôle de soi et des autres et s'affirmer dans les situations d'abus de pouvoir; répondre à ses besoins individuels, répondre à son besoin de liberté et définir sa spiritualité, sa quête de sens à la vie.

Psychosocial Adaptation to HIV/AIDS

SPECTOR, Noah, MSW, University of Ottawa; SAMSON, Andre, PhD, University of Ottawa

Due to advancements in scientific knowledge and pharmacological therapies there has been a dramatic decline in the morbidity and mortality rates associated with HIV infection (UNAIDS, 2010; Werth, Borges, McNally, Maguire, & Britton, 2008). Access to Highly Active Antiretroviral Therapy (HAART) and medical follow-ups has enabled the majority of people living with HIV (PHA) to experience a higher quality of life and longer life expectancy (Lohse et al., 2007). Consequently HIV/AIDS is now categorized as a chronic illness (Argentier et al., 2003) and PHAs are increasingly accessing psychosocial services including counselling and psychotherapy (Samson & Spector, 2011).

The onset of a chronic illness as represented by the diagnosis of HIV often provokes an adaptation process. It is important to understand how this process unfolds. According to several theoretical models, the adaptation process is based on the completion of certain adaptive tasks (Cohen & Lazarus, 1979; Corr, 1992; Moos & Tsu, 1977; Samson & Siam, 2008). Current task based models tend to ignore the social environments in which this adaptation occurs. Therefore it is important to contextualize the process of adaptation for counselling and psychotherapy professionals who may offer assistance to PHAs.

To aid these professionals, the authors propose an expanded task based model which takes into account the influence of structural conditions on the adaptation process. These structural conditions may include, but are not limited to, the availability of housing, access to healthcare and experiences of stigma and discrimination. To illustrate this expanded model, the dynamic relationship between structural conditions in the lives of PHAs and adaptive tasks, as detailed in the current adaptive model, will be considered. The paper will conclude with a proposal to add a new component to the existing model of adaptation to HIV/AIDS.

Recherche qualitative sur l'expérience de syncrétisme

ROCHETTE, Yves; MALETTE, Judith, PhD, C.Psych, Université Saint-Paul

La diversité religieuse n'est pas sur le point de disparaître dans nos sociétés occidentales qui se réclament du libre marché et d'une nouvelle éthique de la mondialisation (Marty, 2011). En effet, il existe un nombre grandissant de personnes qui vivent un phénomène spécifique de diversité religieuse et spirituelle qu'on appelle le syncrétisme (Hick, 2005). Dans sa plus simple expression, le syncrétisme se définit comme un amalgame d'éléments religieux, spirituels et culturels d'origines diverses (Boespflug, 2006). Or, cet amalgame est généralement perçu de manière péjorative (Hick, 2005; Knitter, 2009; Schmidt-Leukel, 2009). Cette connotation péjorative est historiquement reliée à des disputes théologiques au sein du christianisme (Leopold & Jensen, 2004). Afin de mieux comprendre – et de l'intérieur – la complexité de cette expérience contemporaine du religieux et du spirituel, nous avons effectué une analyse qualitative thématique de deux séries d'entrevues semi-structurées réalisées auprès de deux participants se définissant comme vivant cette expérience d'hybridation religieuse et spirituelle (syncrétiste). Les entrevues duraient environ 1.5 heure et visaient à cerner l'expérience de syncrétisme, telle que chacun des participants la comprenait et la vivait aux niveaux cognitif, émotionnel, religieux et spirituel. Une entrevue de suivi eut lieu 10 semaines après l'entrevue initiale et visait à vérifier ce que celle-ci avait suscité en chacun d'eux. À partir de la transcription des propos tenus lors des entrevues, chacun des auteurs a extrait des thèmes émergents, puis des unités de sens. Ensemble, ils ont comparé les fruits de leur travail individuel. Une discussion des thèmes et des unités de sens avait alors lieu jusqu'à l'obtention d'un consensus. Une analyse préliminaire des résultats révèle que l'expérience de syncrétisme des deux participants s'articule autour des thèmes de l'ouverture à la diversité et à la Réalité Ultime; de la rencontre de l'autre et de l'Autre; de la recherche absolue de la liberté...

Recherches en cours dans l'identité internationale des étudiants et de préparation de carrière

WILLIS-O'CONNOR, Sariné, University of New Brunswick

Au cours de la dernière décennie, le nombre d'étudiants internationaux dans les universités canadiennes a doublé (Foreign Affairs and International Trade Canada, 2011). Cette tendance est due aux initiatives fédérales et provinciales pour recruter des étudiants étrangers dans l'espoir qu'ils vont rester et travailler au Canada après l'obtention de leur diplôme (Enterprise Fredericton, 2012). Étant donné ce changement démographique, la recherche sur l'identité des étudiants internationaux et leur préparation pour le marché du travail devient de plus en plus importante. Plusieurs études ont examiné l'identité universitaire étudiante et ont conclu qu'il existe une corrélation inverse entre l'identité professionnelle et l'indécision de carrière (Landine, sous presse), ce qui suggère que l'identité est un indicateur pertinent de préparation pour le marché du travail. De plus, plusieurs études (Leung, Hou, Gati, et Li, 2011; Landine, sous presse) ont exploré la préparation de carrière des étudiants canadiens. Cependant, il y a eu peu d'études qui ont examiné ce phénomène spécifiquement pour les étudiants internationaux (Singaravelu, White, & Bringaze, 2005). Même s'il y a un peu de recherche sur l'acculturation des étudiants internationaux (Popadiuk & Arthur, 2004), il y a eu peu d'études qui examinent l'expérience des étudiants internationaux lorsqu'ils terminent leurs études au Canada (Arthur & Flynn, 2011). Ceci inclut l'observation de leur identité après avoir vécu au Canada pendant une période de temps prolongée ainsi que leur état de préparation à l'emploi.

Le but de cette présentation par affiche sera d'examiner la recherche récente faite dans le domaine de l'identité et de la préparation professionnelle pour les étudiants internationaux, de définir les domaines où des recherches futures sont nécessaires, et de fournir des informations qui seront utiles pour les éducateurs pour qu'ils puissent aider les étudiants internationaux lorsqu'ils approchent l'obtention de leur diplôme et prendre les décisions de carrières qui suivent.

Reflections on the role of the researcher in sensitive organizational inquiry

WHITE, Heather, MEd

Inquiry into organizational well being can be influenced by the researcher's methodological decisions. How the researcher engages with the research participants can be a key consideration to ensuring a relevant methodology to guide the research inquiry. Issues surrounding the benefits and limitations of taking an insider or outsider perspective as well as managing the nuances and challenges of intersubjectivity are particularly important explorations that shape the research design. These issues are of heightened importance when the inquiry is focused on looking at the sensitive issue of organizational health. Research explorations of the organizational factors which enhance employees and, in turn, the organization itself need to consider the psychological safety of participants especially when entering organizations that are not currently functioning at their optimal level of health. This paper will offer an exploration of the literature in the area of insider/outside roles, the nature and realities of intersubjectivity as well as the delicate balance needed to sustain a psychologically safe research environment where participants can offer meaningful and honest perspectives on their experiences. The author will explore ways to balance the needs of the individual with the demands of rigor required of a doctoral research project.

Resisting Bullying: Response-Based Narratives of the Victims and their families

KHANNA, Savitri, MA, MEd, CCC, University of Ottawa; PARÉ, David, PhD, C. Psych, University of Ottawa

Peer victimization is a common experience for school-aged children. It has severe consequences for the children who have experienced repeated bullying. Little research has been devoted to studying the experiences and responses of the victims' and their families' in the bullying situations. Victims are frequently simply portrayed as unable to defend themselves.

Response-based approach moves beyond solely looking at the effects of bullying on victims. A response-based approach provides a context where the participants can elucidate their resistance to peer victimization. The victims are able to give rich descriptions of the skills and knowledge they have used to hold on to their values. By investigating the actions and responses of the victims, response-based research develops a deeper understanding of the victim's identity. This more in-depth understanding allows us to move beyond the simplistic and one-dimensional view of victims currently portrayed in the literature. It also allows for the victims to acknowledge their own agency. By doing so, we hope the victims can begin to view themselves as capable of changing the circumstances they are in.

This presentation will explore the use of response-based narratives to examine the experiences of the victims of peer-victimization and their families. By using this type of framework, we will examine the victims of bullying through a new lens. This new perspective reframes the helpless, powerless victims into agents who have responded to bullying. By further elucidating the resistance of victims, we can begin to understand which skills and knowledge have assisted children in responding to the aggression of their peers.

Sexual Minorities: Exploring the Sexual Identity Development and Ethnic Identity Formation of Multicultural Populations

SODHI, Pavna, EdD

Co-Author: GLICKMAN, David, MEd

Before 1973, homosexuality was regarded as a psychiatric illness entitled neurosis, the previous term for a personality disorder. It is currently considered a normal variation of human sexual orientation. Unfortunately, for some ethnic individuals it continues to be time of immense confusion, guilt and occasional denial regarding being born "differently" than their peers. According to Rust (2003), the coming out process for multicultural individuals involves combining their ethnic and sexual identity formations. As well, ethnic families often misconstrue coming out with rejecting traditional family roles and ethnicity. With the lack of current literature present on this topic, this paper is intended to increase awareness concerning: the impact of home, community, dominant culture, potential cultural challenges/advantages experienced by sexual minorities during the coming out process and the intersection between sexual identity development and ethnic identity formation. Prevalent psychotherapeutic themes, clinical interventions and supportive counselling techniques designed specifically for this population will also be discussed.

Smells Like Teen Spirit: The Impact of Aggressive Music on Bullying Participant Roles

LAFONTAINE, Sean, MA (Cand.), University of Ottawa

Co-Author: SMITH, David, PhD, C. Psych., University of Ottawa

Guided by research on bullying and bullying participant roles (Olweus, 1991; Salmivalli et al., 1996), along with research (or lack thereof) indicating music's ability to influence aggressive and violent behaviour (e.g. Treadwell, 2007), the primary objective of this study is to determine if listening to violent and aggressive music can influence bullying participant roles (victim, bully, reinforcer of the bully, assistant of the bully, defender of the victim, and outsider). Through the use of a true experimental design (Creswell, 2012) the proposed study will answer the following research question: will listening to violent and aggressive music lead youth to adopt bullying-supportive roles in bullying situations? Using the

Overt Aggression Scale (Yudofsky et al., 1986) to control for initial aggression all participants from local youth organizations will first complete the scale. Participants will be randomly divided into experimental and control groups, the experimental group will listen to expert approved aggressive music, while the control group will listen to expert approved non-aggressive music. After the intervention, all participants will be required to complete the Revised Participant Role Questionnaire (Sutton & Smith, 1999) to determine bullying participant roles. Results will be analyzed using an analysis of covariance (ANCOVA); initial aggression will be accounted for by covariance, the song selections will serve as the independent variable, and bullying participant roles will serve as the dependent variable. With the current accessibility and prevalence of music (Shuker, 2008) we expect that aggressive music will have an impact on bullying participant roles in youth.

The Ambiguous Nature of Values in the Research: Definitions and Measurement

COMEAU, Thea, MEd, McGill University

Co-Author: FITZPATRICK, Marilyn, PhD, McGill University

Since the early days of psychological research, values have been considered as a key aspect of mental health and wellness. Values congruence has been proposed as a route to decreased stress (Creswell et al., 2005), decreased experience of pain (Branstetter-Rost, Cushing, & Douleh, 2009), and better grades (Cohen, Garcia, Apfel, & Master, 2006), among a wide range of other positive outcomes. As early as 1964, Rogers argued that a discrepancy between personal values, or stated preferences, and action is the foundation of psychological struggles. Values have been discussed in the psychological literature in a myriad of ways, with humanistic, behavioural, and existential manifestations. Despite the long standing tenure of the values construct, there is little consensus as to the meaning of the term *values*. It has been defined as a set of interests (Allport, Vernon, & Lindzey, 1960); a set of domains that guide behaviours and goals (Schwartz & Bilsky, 1987); or the results of socialization which determine behavioural patterns in social scenarios (Brewster-Smith, 1969). Today, Acceptance and Commitment Therapy (ACT) researchers define values as “verbally construed global desired life consequences” (p. 206, Hayes, Strosahl, & Wilson, 1999). Unlike many previous definitions, this one defines values as a two fold construct, which encompasses not just ideas, but also the chosen actions by which individuals can live out these ideas. Rather than assuming values are externally prescribed, ACT researchers believe that values are consciously chosen and intrinsically derived. The lack of consensus pertaining to this construct has resulted in values research becoming less and less interpretable. Consistent with the multitude of interpretations, there are many measures- qualitative and quantitative - that have been used in a variety research settings to explore values. Due to the lack of clarity around the term *values*, it is unlikely that these measures are assessing the same construct. This presentation will review the wide range of meanings attached to the term “values” in the psychological literature. We will explore the range of domains in which values have been discussed and analyze links between the different measures. In this presentation, we will focus on the conceptualization of values through an Acceptance and Commitment Therapy (ACT) framework. We will highlight the measures of values developed through this theoretical orientation and the research that has made this treatment an empirically supported modality. We will also introduce a method under development that will standardize the format and content of study participants’ definitions of values. The clinical and research applicability of the measure will be reviewed.

The Ingredients for Effective Group Supervision: Exploring Potential Processes Identified in the Literature

SYNARD, Jacqueline, PhD (Cand.), University of Ottawa; GAZZOLA, Nicola, PhD, University of Ottawa

Group supervision is a common training modality in university counselling programs (Bernard & Goodyear, 2009). Group supervision saves time and is known for its efficiency (Kuechler, 2006; Riva &

Cornish, 1985). It is also an effective modality. Although supervisees have been known to prefer individual supervision, the research shows both group and individual supervision to be equally effective in training outcomes (Bernard & Goodyear, 2009). A question begs – *what processes have been used to explain the effectiveness of group supervision?* This review of the literature provides information on the known ingredients of effective group supervision, including concepts which have been linked to the field of positive psychology (Synard & Gazzola, 2012).

The JourneyMen Project – An Adventure Therapy Option in Domestic Violence

CARDONE, Nicholas, MA, Acadia University

Men who have used abuse and violence in their intimate relationships are limited when it comes to counselling options – especially when mandated to do so. While some men respond well to traditional “in the chair” counselling methods of individual or group counselling, others encounter resistance to the idea of therapy conducted within an office setting, that is talk-based, and built around a defined timeframe. Engrained gender social expectations and negative stigma regarding men attending therapy, not to mention the stigma associated with mental illness in general, further complicate matters (McKelley and Rochlen, 2007).

The purpose of this literature review is to present a well-informed case for creating an alternative therapeutic platform – Adventure Therapy – for men who have violent domestically. Although there is no shortage of programs targeting more common mental health presentations, a scan of the available literature reveals little in the way of adventure therapy programs working with men who have used violence and abuse in their relationships.

To this end then, it is essential to explore the historical underpinnings of adventure therapy, while also examining common threads of successes and downfalls – logistical, clinical, ethical or otherwise. Since little exists in the way of directed adventure therapy programs engaging this specific population of men, it is necessary to examine programs that *indirectly* address family violence, consult experts from the fields of adventure therapy and family violence, and synthesize the information into a formalized, therapeutic program for these men.

Drawn from across the adventure therapy international community, Gass, Gillis, and Russell (2012) define adventure therapy as, “...*the prescriptive use of adventure experiences provided by mental health professionals, often conducted in natural settings that kinesthetically engage clients on cognitive, affective, and behavioral levels.*”

Dating back to the late 1800s and early 1900s, early programs (camps primarily) systematically sought to address – to varying degrees and using a host of ‘adventure’ media – the physical, social and psychological wellness of participants.

By the late 1900s, a host of adventure therapy-based services evolved to specifically address the mental health needs of communities. In the last 20-30 years, numerous peer-reviewed studies and evidence-based adventure therapy programs have demonstrated success at meeting many of those client needs. The vast majority of client populations that were – and continue to be – served fall into one or more of the following groups: at-risk and/or incarcerated youth; clients with eating disorders, depression, anxiety or addictions; or victims of domestic violence – typically women and/or children (Gass et al., (2012).

Research conducted on men using adventure therapy who present with a variety of mental health concerns clearly illustrates that “...an enriched therapeutic experience is available to men sharing with other men in the alternative, structured and therapeutic environment of an adventure or wilderness experience.” (Scheinfeld et al., 2011).

Given the social imperative the work in the field of domestic violence, it is anticipated that the addition of an adventure therapy option to the menu of available therapies will translate to more men moving away from violence and abuse, and towards respect in their relationships, thereby encouraging healthier families and communities.

To Carl Rogers, with Fond Regards: Interrogating our Dominant Models of Counsellor and Psychotherapy Skills Training

PARÉ, David, PhD, University of Ottawa

The world is a very different place since the 1950's and 1960's. At that time, Rogerian humanism emerged as the central organizing framework for counsellor and psychotherapy skills training. Since then, a wide array of theoretical and empirical work has attuned us to issues of power, language, meaning, and perhaps above all, cultural diversity. It is challenging to accommodate these within a predominantly individualist, developmental, humanist approach. And yet curiously, the extensive developments pertaining to therapeutic practice in recent decades have not managed to nudge aside the humanist thread which continues to provide the backbone of virtually all counselling and psychotherapy skills texts. Instead, contemporary, culture-conscious contributions are included as add-ons without any significant re-visioning of the underlying practice framework.

In this presentation, David will outline what he perceives as the blind spots of a liberal humanist model, framed around practices such as "active listening" and "reflecting feeling", in preparing counsellors for engaging clients in the 21st century. After a recap of humanism's depiction of the self and the therapeutic process, participants will be introduced to a range of alternate metaphors and theoretical resources. These support a practice that involves inescapably cross-cultural conversations subject to power differentials, where meaning and experience are constructed jointly by clients and counsellors within the fertile, but fragile, medium of language. David will present examples of a selection of counselling practices associated with these contemporary perspectives, demonstrating how they accomplish tasks not addressed by interventions associated with traditional approaches to counsellor skills training.

In addition to being of potential interest to counsellor educators, this presentation may be useful for any practitioners experiencing limitations to the vocabularies available for describing their work, or seeking additional practices for working with diverse clientele.

POSTERS

A Case Study in Developing an Open Access Journal: The Ongoing Story of *Education Matters*

GAYLOR, Lisa, University of Saskatchewan

Co-Authors: HELLSTEN, Laurie, PhD; BRENNAN, Bev, PhD

The development of the online, open access journal *Education Matters* was initiated by the University of Saskatchewan's Department of Education in the summer of 2012. The first issue of *Education Matters* is anticipated to be published in January of 2013 and will feature articles, book reviews, personal narratives, artwork and poetry from a variety of education-based areas. These include, but are not limited to, curriculum studies, educational psychology and special education, educational administration, and school and counselling psychology. From the initial acquisition of funding to issues of copyright and content, this case study follows the general steps taken in starting an open access journal as they have pertained to the creation of *Education Matters* thus far. Additionally, we examine a number of the similarities and differences researchers might encounter when comparing the typical open access publication process to

their more traditional journal experiences. The latter being a topic area that, given the growing popularity of online, open access resources, many of today's researchers may be exploring.

A Critique of the Career Aspirations of Youth who are in Conflict with the Law

BARTLETT, Jennifer, BSc, MEd (Cand.), University of New Brunswick; DOMENE, José F., PhD, University of New Brunswick

Co-Author: MORRINSON, William, PhD

The youth justice system is designed to promote rehabilitation among criminally involved youth and to aid in their reintegration into society. Obtaining gainful employment is a critical component to successful rehabilitation and, by understanding the impact that the youth justice system has on adolescent career development, we can promote the formation of vocational goals, job-seeking behaviour and help these at risk adolescents overcome obstacles they may otherwise face. Unfortunately, little is known about the career development of criminally involved youth, their career goals for the future or the factors that influence their choices. The present study began to address this gap by exploring helping and hindering experiences that contributed to the development and achievement of career aspirations of criminally involved youth, using the Enhanced Critical Incident Technique. Preliminary results reveal that criminally involved youth have similar aspirations to other adolescents, but also that these aspirations have been substantially hindered by their involvement in crime and the youth justice system, as well as the social contexts in which they grew up. The emergent categories of helping and hindering incidents that arose in this study will be compared and contrasted to existing literature on factors that influence the development and achievement of career aspirations in typical youth. The implications of our findings for career counselling and programming will also be discussed.

A Narrative Exploration of Aboriginal Youth Involved in a Youth-driven Program

CALLINGHAM, Christina, University of Ottawa; AUDET, Cristelle, PhD, University of Ottawa

The aim of this qualitative study is to explore how Aboriginal youth both act and perceive themselves as agents of change in relation to having participated in programs that promote their engagement and strive to contribute to a greater social change movement. The study explores the following research question: "What narratives emerge, and are co-constructed, when exploring the experience of Aboriginal youth who engage in youth development programs aimed at fostering youth engagement?" Inspired by a Youth Participatory Action Research (YPAR) framework, this study embraces the strength of youth by conducting research with, as opposed to on, youth. Through narrative methodology, in-depth interviews were first conducted to explore how Aboriginal youth (a) become engaged in programs that promote youth engagement, (b) experience the process of their engagement in such programs, and (c) perceive the impact of their engagement on their personal development and their community. Participants were Aboriginal youth from the Canadian arctic (Yukon, Northwest Territories and Nunavut) aged 18-24 who had participated in a Motivate Canada program called ACTIVATE that fosters youth engagement. Using 'The Listening Guide' as a tool for analysis, narratives were co-constructed to reflect each participant's experience. Documents, such as community profiles and archives, were used to assist in further contextualizing participant stories. Preliminary results are presented in the form of case studies, and implications for practice and future research considered.

A Qualitative Exploration of International Students' Experience of Counselling Services at University

NAJMI, Setareh, University of Ottawa; AUDET, Cristelle, PhD, University of Ottawa

This qualitative study explored international students' experiences of receiving counselling services in a university setting. In order to gather rich and descriptive information, a phenomenological qualitative

approach was used. The participant sample consisted of two female international students and one male international student who were recruited using criterion sampling from two universities in eastern Canada. Data collection was conducted through a face-to-face semi-structured interview with each participant. Eight main themes emerged from the analysis of transcribed interviews: 1) attitude towards seeking counselling, 2) expectations of counselling, 3) effectiveness of counselling, 4) positive therapeutic relationship, 5) perceptions of counsellor, 6) perceptions of culture in counselling, 7) termination and future counselling, and 8) client recommendations. The results from the current study provide insight into international students' counselling needs and expectations, some of which can be understood in the context of culture. Implications for counsellors and university counselling services, limitations of the study, and recommendations for future research are provided.

Adult Education: The Need for Information on Mental Health Issues in the Classroom

MEEK, Fiona, Med (Cand), Western University

Co-Authors: SPECHT, Jacqueline, PhD; RODGER, Susan, PhD, C.Psych

According to the literature, although teachers want to facilitate learning for students with mental health issues, they reveal minimal training and lack of knowledge related to mental health variables such as identification, assessment and social emotional development. Without proper identification training, it is unlikely that teachers will provide the necessary support for mental health issues interfering with learning.

The present study investigated the needs of adult education staff within a local school system in order to identify the most appropriate means of assisting the staff with dealing with mental health issues of adult students. This study utilized a mixed method design, using both a survey (quantitative measures) and an open-ended questionnaire (qualitative measures) to gather data. The study was divided into three separate studies, which have individual purposes and results. The studies build on the previous one and the general purpose of the three studies together is to assess the reported needs of adult education teachers when dealing with mental health issues in the classroom, and to implement workshops that address the identified needs to provide the teachers with the necessary information.

The concerns that were revealed by the focus group participants indicated that they wanted to know how to identify students with mental health issues and what they are permitted to do to help their students. Further, the results gathered from the focus group provided a direction for the content of the needs assessment survey that was administered during the first professional development workshop to the adult education teachers.

By analyzing the responses for each item in the needs assessment, it was found that the participants felt as though they had received very little mental health training throughout their careers. Additional analyses of the needs assessment surveys indicated that the participants felt that building a community and positive relationships within their classroom was highly valued, as well as the participants reported that they witness a significant amount of mental health issues in their classrooms.

After the needs of the adult education teachers were assessed through the evaluation of the surveys, two 2-hour workshops were designed based on the needs identified by the staff. The workshops were provided to staff during professional development sessions at one of the adult education centres within the school system.

The feedback regarding the specific content of the workshops was varied, indicating that the participants' unique experiences and opinions directed their opinion of the value of the content. However, the majority of the participants indicated that the overarching topic of mental health training was valuable and needed to be addressed.

This research will be beneficial for both educational instructors and students. By identifying the needs of instructors, we will be able to provide them with the necessary tools to do their jobs successfully and comfortably. By educating teachers about students who are learning in the context of mental health challenges, we can make a difference in academic engagement and success for learners, as well as increase the safety and teaching efficacy for educators.

Defining the Relationship Between Bullying and Mental Health

BARTLETT, Jennifer, BSc, MEd (Cand.), University of New Brunswick

Over the last decade bullying has become an increasingly prominent issue for children and adolescence, and the methods that bullies inflict on their victims continue to grow more serious over time. Contrary to popular belief, bullying is not just about school-yard brawls or teasing, but in fact encompasses a range of populations and behaviours. Bullying can be physical, sexual or verbal, although the latter is more commonly used and can include a variety of behaviours such as teasing, name-calling, rumors, social isolation and threats. Bullying can be found in any elementary, middle or high school. However, it can also be found among adults in university, college and the work place; a fact that is often overlooked. Where bullying was once solely a direct and personalized form of interaction, it can now follow individuals wherever they go due to the increased accessibility of technology. For example, cell phones and social media websites have become popular modes of harassment and are available to children at a very early age. Unfortunately, this means that there is virtually no escape for a victim of bullying. Bullying can have a severe impact on an individual's ability to function, including mental health, social interaction, peer relationships and self-esteem, and is often long lasting. Through this comprehensive literature review, I will explore and describe the impact that bullying can have during childhood and adolescence, and how these experiences can translate into mental health problems during adulthood.

Employer Conditions that Facilitate Congruence between Immigrants' Skill Level and Career

WOODEND, Jon, University of Calgary

Supervisor: ARTHUR, Nancy, PhD, University of Calgary

The aim of this poster is to present a work-in-progress study on employer practices to hire and retain immigrants for professional positions that adequately match these workers' skills, academic qualifications, and experience level. Recently Canada has experienced a constant influx of immigrants from African, Asian, and Middle Eastern countries into the work force and this is reflected in its economic strategy to attract skilled labour. These trends in immigration have resulted in increasing ethnic and cultural diversity in Canada, which needs to be acknowledged and reflected in the employment policies and practices of employers. Researchers have documented a disturbing trend where immigrants are facing deteriorating employment opportunities. Although Canada actively recruits skilled workers, there is a paradox in that the same skills and experiences highly rated during the immigration process are discredited during the job seeking process in favor of Canadian skill and experience. These newcomers often face barriers for securing employment commensurate to their skill level and aspirations, and end up in positions of underemployment or unemployment. To date, vocational research has focused on the responsibilities of the immigrant job-seeker to prepare for employment, as well as on the programs and policies that enable foreign-born workers to better integrate into the work force. Research needs to extend beyond identifying organizational barriers to explore successful policies and practices of employers who hire and retain immigrants in positions that match their skill, academic and experience levels. Consequently, this poster will present themes from the literature related to organizational processes, including employers and their hiring policies which facilitate successful integration.

Inter-Partner Touch in Couple Counselling: A Review of the Literature and Future Implications.

ROVERS, Martin, PhD, Saint Paul University; PETRALLA, Cassandra, MA (Cand.), Saint Paul University; MACHAN, Michael, MA (Cand.), Saint Paul University

As part of a larger research project on in-session inter-partner touch by Martin Rovers, PhD, Saint Paul University, the researchers Cassandra Petrella and Michael Machan, MA Candidates, conducted a literature review on the psychology and biology of touch. There is limited existing research on the use of touch to create emotional bonding and security in couple counselling sessions. The two researchers examined what is already known about the psychology and biology of touch. In the poster presentation, touch and inter-partner touch will be defined. Next, the motives and reasoning behind the need for human touch is explored, including a review of relevant theories and research study findings. The biology of touch is discussed. Then, a review of the recent research relating to touch in couple counselling is examined. Finally, the limitations of the current research and implications for future research are discussed. The findings which reveal the potential for many benefits of touch in creating bonding and connection between couples will be explored further as part of a future research project on the use of in-session inter-partner touch.

Intergenerational Conflict and Reconciliation: The Unique Experiences of Older Bicultural Asian-Canadians

LEI, Danni, University of Calgary
Supervisor: ARTHUR, Nancy, PhD, University of Calgary

This poster will present a work-in-progress study on the unique experiences of intergenerational conflict among older bicultural Asian-Canadians. Research has been beginning to examine how bicultural individuals participate in a new culture while retaining a degree of traditional cultural norms and values. This complex process needs to be understood in a family context, as the family's reaction to the bicultural individual can influence the experience. Specifically, immigrant parents may acculturate at a slower rate compared to the children, resulting in an acculturation gap, which has been associated with intergenerational conflict. This conflict may lead to detrimental effects on well-being and an increase in vulnerability to psychological distress and problems. Much of research has focused on adolescent and young adult intergenerational conflict, which leaves a significant gap. It is important to extend knowledge beyond that cohort in order to further develop theoretical knowledge of the progression of intergenerational conflict. As adult Asian-Canadians proceed through life, parental relationships will change, and it is important to understand how these individuals have navigated, resolved or accepted conflict. This understanding may have important implications for counselling bicultural Asian-Canadians. The poster will reflect themes of reconciliation and conflict from the literature, on intergenerational parent-child relationships, as well as explore possible implications for counselling.

The Hopes and Fears of Counsellors-In-Training

HOFFNER, Lindsay, BSc, University of Lethbridge

Possible selves are the selves we imagine ourselves becoming in the future, the selves we hope to become, the selves we are afraid we may become, and the selves we fully expect we will become. Possible selves can have a very concrete impact on how people initiate and structure their actions, both in realizing positive possible selves and in preventing the realization of negative possible selves. Since envisioning an action entails previewing a sequence of events that would likely accompany that action, the creation of elaborated possible selves achieving the sought-after goal has a direct impact on motivation. Possible selves are also vivid pictures representing the self's potential to actually accomplish hoped-for selves or avoid feared ones.

Research of this type is important because it allows counsellors in training and counsellor educators to understand more about the process of how counselling identity is formed at different stages of a graduate program in counselling (at the beginning and at the conclusion of the program) and to assist students in linking strategies with possible selves to better promote behaviour change. Innovative interventions can then be developed that integrate program initiatives to support the goals of counsellors-in-training in addition to individual-level interventions targeting articulation of feared possible selves and specific strategies intended to facilitate attainment of possible selves.

The purpose of this research project was to: (a) take the Possible Selves Mapping Interview (Shepard, 1997) and apply it to the field of counsellor identity and (b) to identify the hopes, expectations and fears of counsellors-in-training when considering their future. Potential contributions of the research include identifying the ways in which supervision can normalize and support counselling students as they move through a graduate program.

Participants were interviewed two separate times: at the beginning of their program and upon completion of their program. This poster presentation includes only the data collected at the commencement of their program. Participants were recruited from three counselling programs: two at the University of Lethbridge and one at the University of Northern BC, for a total of 34 participants from 2010 to 2011.

Participants completed the Possible Selves Mapping Interview (PSMI), a hands-on, visual strategy that can be used with both individual participants and groups. Participants responded to questions posed by the Research Assistant which included writing their hopes and fears for the future on cards with a focus on themselves as counsellors-in-training and completing four activities related to these hopes and fears. The interview did not require participants to share any information with other members of the group; the group format was for convenience only. At the end of the PSMI, eleven participants took part in an individual audiotaped interview at which time they elaborated on each of their hopes and fears. They also explained their responses to the four activities carried out for both hoped-for and feared selves.

Recovered Enough? Evaluating Wellness Among Counsellors and Trainees with Eating Issues

DAYAL, Helena, BA, Med, University of New Brunswick; DOMENE, José F., PhD, University of New Brunswick

Co-Author: WEAVER, Kathryn, RN, PhD

This study consisted of a systematic review of the existing literature on wellness in practitioners who are working with clients with eating issues and also have a history of eating issues themselves. In this context, "eating issue" is defined as abnormal eating habits that involve insufficient or excessive food intake, resulting in detriment to one's physical and mental health. It encompasses both full and partial eating disorders. Helping professions attract a disproportionate number of individuals with psychopathologies. For example, approximately one in every three or four eating disorder practitioners has an eating disorder history of their own. Research has revealed that there are significantly more psychological and emotional disturbances in Master's level counsellors-in-training than the general population, suggesting that their ability to counsel others may be impaired. Overidentification, feeling overly responsible for the client, and comparing their own experiences with the client are some of the emotional responses experienced by psychotherapists who have a history of psychiatric hospitalization. Additionally, they may experience anxiety, frustration, reminders of difficult times, isolation, and their ability to be present with the client may be compromised. Alternatively, a personal history with eating issues may help inspire the work of these individuals because they value learning about themselves, which may lead to emotional and professional growth. It also leads to less stigmatizing attitudes, and empathy, which facilitates trust and hope in the therapeutic relationship. There are both advantages and

disadvantages to working as a mental health professional when one has a personal history of an eating issue. A contentious issue that has arisen is whether there is a need for a systematic guideline, and what that guideline would entail in order for agencies to determine when one is “recovered enough” from an eating issue to be able to practice as a counsellor. In addition, there is no established protocol for evaluating wellness among counsellors-in-training who may suffer from an eating disorder. The lack of regulations regarding this issue may further encourage secrecy around the topic of eating issues, which is detrimental to the personal health and professional practice of counsellors who are intending to practice with clients who have eating issues. A review of articles in 20 peer reviewed journals on counselling, psychotherapy, mental health, and related fields revealed various challenges that counselling-related practitioners who have personal histories of eating issues experience in their work with clients who have eating issues. These challenges include how this affects their professional practice, personal wellness, and secrecy of their eating issue. Emergent themes included a high precedence of countertransference and overinvolvement in the client’s process, increased chances of relapse, and fear of stigma, which maintained secrecy from supervisors and other colleagues. Implications of these findings for evaluating and promoting practitioner wellness in eating disorder treatment facilities and counsellor education programs will be described, such as implementing self-care courses among counsellor training programs, and implementing a guideline to determine when a counsellor is competent to practice without risk of harm to themselves or others.

Secure Versus Avoidant: The Effect of Spirituality in Overcoming Conflict Created by Adverse Attachment Styles in Intercultural Couples

THOMSON, Tracy, Saint Paul University

Most married couples seek deeper connectedness within their marriage. The depth of connectedness is influenced by the behaviour of the individuals within a marriage and how their significant other perceives and interprets these behaviours. Since the interpretation of behaviours is based largely on the culture in which a person is raised, intercultural or interracial (hereafter referred to as intercultural) marriages face particular challenges in achieving a level of connectedness not experienced in intracultural or intraracial (hereafter referred to as intracultural) marriages. This experience is common to a growing number of Canadians as the rate of marrying outside of one’s cultural or racial group is on a rapid incline. A unique sub-population with diverse cultural backgrounds is emerging. These diversities can enrich a marriage and at the same time cause struggles of connecting within the marriage. It has been shown that the way we seek attachment affects our ability to connect to others. An individual’s attachment style (either secure, avoidance, or anxious/ambivalent) is influenced during childhood development and is stable when carried over into our romantic relationships as adults. Our ability to connect and love another is rooted in how we learned to love within the family we grew up in. Past research has shown that different cultural groups have different attachment styles. The majority of white American’s tested displayed a secure attachment style while the majority of Asian American college students self-reported an avoidant attachment style. How do these different attachment styles influence connectedness between intercultural couples? This current research studies the attachment style of 150 married couples (intercultural and intracultural marriages). It also examines if spiritual and/or religious affiliations prove to be an important resource that gives intercultural couples the strength to stay connected when in the absence of cultural commonalities. Hypothesis 1: The majority of couples of intracultural marriages will have a better quality of marriage due to having a more secure attachment style when compared to intercultural couples. Hypothesis 2: Intercultural couples will rely on more spiritual/religious affiliation for a better quality of marriage compared to couples of intracultural marriages. Measurements of attachment style, quality of marriage, and spiritual/religious affiliation are collected using questionnaires available via online survey websites. The quality of marriage is measured using the Dyadic Adjustment Scale. This measure has been used extensively due its solid psychometric properties. Factor analysis has shown this scale to be reliable, valid and appropriate for this measure. Attachment styles are measured using the Experiences in Close Relationships Scale. This scale has been shown to have both convergent and discriminant validity.

Spirituality and/or religion affiliation is measured using the Spirituality Transcendence Scale. Construct validity along with cross-observer convergence and incremental validity make this scale a preferred choice to for this measure. This research is directed at understanding the foundations of strong interpersonal bonds that exist in the absence of cultural commonality. These bonds are critical to maintaining stable family units in the face of the challenges unique to intercultural marriages.