

2016 Research Conference Congrès de recherche 2016

Program / Programme

October 14 - 15, 2016
St. Albert, Alberta

Sponsored by



CANADIAN COUNSELLING AND
PSYCHOTHERAPY ASSOCIATION

L'ASSOCIATION CANADIENNE DE
COUNSELING ET DE PSYCHOTHÉRAPIE



St. Stephen's
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Welcome from CCPA's President

Greetings from the Canadian Counselling and Psychotherapy Association

On behalf of the over 5,700 members of the Canadian Counselling and Psychotherapy Association (CCPA), thank you for participating in the third CCPA Research Conference being held in partnership with St. Stephen's College. Also, I welcome you to St. Albert where we are gathered in the traditional territory of the Treaty 6 First Nations. Also, St. Albert is a historically significant Métis settlement. The acknowledgement of the traditional territory honours Indigenous peoples' connections to their ancestral lands. We are all Treaty people.

As part of CCPA's vision and mission statement, we promote research for the provision of *accessible, competent and accountable counselling services throughout the human lifespan* and *endorse therapeutic approaches across the continuum of care that have sound theoretical underpinnings* that are (i) consistent with current established knowledge in the field, (ii) withstand scholarly review, and (iii) demonstrate efficacy, safety, and benefit to the client. Research scholarship in counselling and psychotherapy is part of the core foundation to our work in society – promoting leading edge research, collaborating with community partners, and enhancing counselling and psychotherapy-related practices and interventions.

Our conference in St. Albert offers a venue where students, scholars and practitioners in the counselling and psychotherapy profession can come together to collectively discuss works in progress, network with research partners, and share relevant new findings in our profession. I am pleased with our sponsorship of this year's conference where our Association can aid in facilitating the extension of knowledge, practices, and findings in our profession through practice-based, theoretical, and/or applied research from a pan-Canadian and bilingual perspective. Many thanks to our CCPA conference organizers for coordinating the diverse range of conference speakers which includes a special evening with Olympian Clara Hughes and post-conference workshops with Dawn McBride and Markus Alexander – bringing together lived experiences with scholarship and practical application of mental health strategies and interventions.

In closing, please enjoy your time in St. Albert and the surrounding areas.

Thank you/Merci/Meegwetch,

Natasha Caverley, PhD, CCC
President—Canadian Counselling and Psychotherapy Association



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Mot de bienvenue de la Présidente de l'ACCP

Mot de bienvenue de la part de l'Association canadienne de counseling et de psychothérapie

Au nom des plus de 5 700 membres de l'Association canadienne de counseling et de psychothérapie (ACCP), je vous remercie de participer au troisième Congrès de recherche de l'ACCP, qui se tient en partenariat avec le St. Stephen's College. Je vous souhaite aussi la bienvenue à St Albert, où nous sommes réunis sur le territoire traditionnel des Premières Nations du Traité n° 6. Par ailleurs, St Albert constitue un important établissement Métis. La reconnaissance du territoire traditionnel rend hommage aux liens qu'entretiennent les peuples autochtones avec les terres ancestrales. Nous faisons tous partie du peuple issu du Traité.

Conformément à la vision et à la mission de l'ACCP, nous faisons la promotion de la recherche visant la prestation de *services de counseling accessibles, compétents et responsables, touchant divers aspects du développement humain* et nous souscrivons aux *approches thérapeutiques qui, dans le continuum des soins, ont de bons fondements théoriques, qui sont (i) compatibles avec les connaissances établies dans le domaine, (ii) qui résistent bien à l'examen scientifique et (iii) qui démontrent leur efficacité, leur sécurité et leurs bienfaits pour le client.* Les bourses de recherche en counseling et en psychothérapie sont au cœur de notre travail au sein de la société, à savoir la promotion de la recherche de pointe, la collaboration avec les partenaires de la collectivité et l'amélioration des pratiques et des interventions liées au counseling et à la psychothérapie.

Pour les étudiants, les chercheurs et les praticiens évoluant dans la profession du counseling et de la psychothérapie, notre congrès à St Albert représente une occasion de se réunir pour discuter ensemble des travaux en cours, pour établir des liens avec des partenaires de recherche et pour partager d'importantes découvertes au sein de la profession. Je suis ravie que nous commanditions le congrès de cette année, notre Association pouvant aider à favoriser la bonification des connaissances, des pratiques et des découvertes au sein de notre profession grâce à de la recherche fondée sur la pratique, théorique et/ou appliquée dans une perspective pancanadienne et bilingue. Mille mercis à nos organisateurs du congrès ACCP pour leur coordination de la vaste gamme de conférenciers, dont une soirée spéciale en compagnie d'Olympian Clara Hughes et des ateliers post-congrès avec Dawn McBride et Markus Alexander – permettant ainsi de conjuguer des expériences vécues dans les domaines de la recherche et de l'application pratique des stratégies et des interventions en santé mentale.

En terminant, je vous souhaite de bien profiter de St Albert et de sa région environnante.

Merci/Thank you/Meegwetch,

Natasha Caverley, Ph. D., CCC
Présidente, Association canadienne de counseling et de psychothérapie



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General Information / Renseignements généraux

Conference Location

All sessions will be held in **St Albert's United Church** located at 20 Green Grove Dr, St Albert, AB. An Evening with Clara Hughes on October 14 will be held at the **Arden Theatre** located at 5 St Anne St, St Albert.

Continuing Education Credits (CEC'S)

Once you have completed your registration (i.e. confirmed your attendance by picking up your registration kit), your name will be flagged as attending the conference. If you are a member of CCPA, your CEC's will automatically be added to your transcript by the CCPA National Office. Please allow 3 - 4 weeks for credits to appear on your transcript. The Research Conference has been approved for 8.5 CEC's. The post-conference workshops have been approved for 3.5 CECs.

Feedback Form

Feedback forms can be found online at <https://www.surveymonkey.com/r/TBDW87G>. All delegates are encouraged to submit their feedback following the conference.

Lieu du Congrès

Toutes les séances auront lieu au **St Albert's United Church** à 20 Green Grove Dr, St Albert, AB. La soirée avec Clara Hughes aura lieu au **Arden Theatre** à 5 St Anne St, St Albert.

Crédits d'éducation permanente (CÉPs)

En complétant votre inscription (c'est-à-dire en confirmant votre participation lorsque vous ramasserez votre trousse d'inscription), votre nom sera inscrit en tant que participant au congrès. Si vous êtes un membre de l'ACCP, vos crédits seront automatiquement ajoutés à votre dossier par le bureau national de l'ACCP. Veuillez accorder 3 à 4 semaines pour l'affichage de vos crédits. Ce congrès a été pré-approuvé pour 8.5 CÉPs. Les ateliers post-congrès ont été approuvé pour 3.5 CÉPs.

Formulaires de commentaires

Les formulaires de commentaires sont disponibles en ligne à <https://www.surveymonkey.com/r/TPPF3CW>. Tous les délégués sont invités à soumettre leurs commentaires après le congrès.



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Friday, October 14 - Program at a Glance
vendredi, le 14 octobre - Aperçu du programme

8 h 00 - 9 h 00	Registration / Inscription
9 h 00 - 10 h 15	Opening Ceremonies & Keynote Address / Cérémonies d'ouverture et conférencier d'honneur
10 h 15 - 10 h 30	Nutrition Break / Pause santé
10 h 30 - 11 h 45	Concurrent Sessions / Séances simultanées
11 h 45 - 13 h 00	Poster Sessions (lunch will be provided) / Séances d'affiches (le diner sera servi)
13 h 00 - 14 h 00	Concurrent Sessions / Séances simultanées
14 h 00 - 14 h 15	Nutrition Break / Pause santé
14 h 15 - 15 h 15	Concurrent Sessions / Séances simultanées
15 h 15 - 16 h 30	"Ted Talk" - Top Practice Ideas / Idées de pratique style « Ted Talk »



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9 h 00 - 10 h 15

**Opening Ceremonies and Keynote Address /
Cérémonies d'ouverture et conférenciers d'honneur
Room / Salle : Sanctuary**



Meaningful Research. How can research nourish us and keep us in a soulful place of true inquiry? How can the creation of an artful research theory contribute to the transformative work of the counselor and psychotherapist? How can the research process itself be more playful, creative and inventive while still being grounded in reality and truly useful? This keynote looks at the relationship between skill and inspiration as essential ingredients for meaningful research. The manner with which we hold our questions changes everything.

Markus Scott-Alexander, PhD, REAT has been a psychotherapist for 30 years, beginning in New York and currently practicing and teaching in Edmonton, where he is the director of World Arts Organization (worldartsorg.com), training students in Expressive Arts Therapy. This program is in cooperation with the European Graduate School, Saas Fee, Switzerland, where he is senior faculty. He also teaches at St. Stephen's College, where he helped to create the Art Therapy specialization. His arts-based, cross-cultural approach to the teaching of psychotherapy has recently taken him to Norway, Peru, Hong Kong, China, Ireland and Malta.

10 h 15 - 10 h 30

Nutrition Break / Pause santé



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10 h 30 - 10 h 45

Concurrent Sessions / Séances simultanées

Room: Sanctuary

1. Aboriginal Counsellors: Voices Of Hope

Presenter(s): Blythe Shepard

Abstract

In this study I explore the descriptions, understandings, and experiences of Aboriginal counsellors in creating and maintaining hope in the therapeutic relationship with their Aboriginal clients. Four in-depth interviews were carried out with trained and experienced counsellors who identified as Aboriginal and who worked primarily with Aboriginal clients. We asked, what role does hope play in the interactions of clients and counsellors and how does hope influence the process and outcome of therapy? Investigations into Aboriginal counsellors' experiences of their own hope as professionals and, their incorporation of hope into their practice, offers the prospect of improved and culturally relevant mental health services for Aboriginal clients.

2. Seeds of Decolonial Practice: a presentation and discussion exploring culturally safe counselling practice with Indigenous clients, families, and communities

Presenter(s): Meaghan Fullerton

Abstract

This autoethnographic research explores the process of cultivating a culturally safe and critically reflexive counselling practice in Indigenous contexts, an orientation that is imperative for settlers to ethically work with Indigenous clients, families, and communities. The focus is on members of settler society who work as counsellors with Indigenous clients. This research questions how worldviews rooted in Canadian settler society affect the ability of counsellors from the dominant culture to effectively work with diverse Indigenous clients. Honestly examining the colonial legacy, deconstructing settler identity, learning to listen to other historical narratives, questioning the historical myths of peaceful Indigenous-settler relations, and unpacking the assumptions within them is challenging but essential for learning to work within a culturally safe framework.



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3. Lost in Canadian Indian country: Cultural competencies among mental health service providers

Presenter(s): Francisco Hilarío

Abstract

I argue that mental health service providers with cultural competencies deliver a higher quality of care than those who do not consider the influence of culture on the experience, expression, course, and outcomes of the provision of mental health counselling services (Kirmayer, 2012), considering that culture has contributed to the current patterns of mental health and illness (Waldrum, 2016) and influenced Canadian indigenous peoples' particular expressions of those patterns. At the clinical level, culturally competent service providers are sensitive to the unspoken dynamics of social status and power, differences in cultural identity and practices, and are able to identify particular social and psychological problems that are the product of health disparities and social disadvantages (Kirmayer, 2012). During the presentation, we will focus our conversation on examining cultural competence among mental health service providers in a Canadian indigenous context, including looking at definitions of cultural competence and the skills and abilities required to become culturally competent. I will frame the scope of the described objective at the beginning of the presentation and invite you to share what cultural competence means to you within your clinical practice afterwards.

Room : Lower Hall

1. Invisible Kids: Children Affected by Parental Incarceration

Presenter(s): Barbara Pickering

Abstract

The term collateral damage has been used when describing children who have experienced the incarceration of a parent. A picture is beginning to emerge of how these children are negatively affected. In this presentation the presenter will share the preliminary results of an inquiry that is looking at the consequences of parental incarceration from a strength and resilience perspective and how people have navigated this adverse childhood experience. The collaborative session will include discussion around bias toward these children, strategies for working with children or families affected by incarceration, and an invitation to share stories and insight from the audience.



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2. My Client is an Ex-con ... What Should I Do?

Presenter(s): Barbara Pickering and Jen Sputek

Abstract

In this session you will meet a researcher and a participant researcher who worked together on an inquiry that was launched in order to challenge the often-impenetrable stigma that interferes with women integrating into the community after incarceration. Easily finding homes, jobs, and a welcoming community is far from the reality of women who have spent time in prison. Five formerly incarcerated women and an academic engaged in an action research project where the women photographically expressed their hopes, dreams, and desires to be “normal”. After compiling large photographic banners, the group was invited to give presentations at both academic and community gatherings. In this presentation delegates will hear what participants had to say to mental health care practitioners about what was both helpful and harmful. Themes such as “I don’t need to be fixed” and “You do not know me” are among examples of the insights that can guide practice. The banners will be on display for delegates to see and experience and perhaps have their own biases challenged by the insight, courage, and strength the women have shown. This session will be helpful to delegates across the spectrum of practice as we all have biases that could be challenged. It is particularly important for practitioners who may be working with women, men, or families who have been affected by incarceration.

3. Youths' Perspectives on Promoting Positive Mental Health Outcomes in Residential Child-Care Settings

Presenter: Chelsea Arsenault and José Domene

Abstract

This presentation will discuss a research project which explored the experiences of youth who are living in residential child-care facilities and key influences on their mental health during the transition into adult life. The present study was designed to explore residential care youth’s experiences with mental health, with the aim of discovering ways that positive mental health can be effectively promoted among this largely disadvantaged population. Specifically, the enhanced critical incident technique (ECIT) approach to qualitative research (Butterfield, Borgen, Maglio, & Amundson, 2009) was used to answer the central research question: What do youth living in residential child-care centres



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perceive as beneficial in promoting their mental health as they transition into adult life?

This presentation will provide an overview of the literature while also discussing the present study and its findings. Implications for counsellors and other practitioners working with youth in care will also be presented.

Room: Basement

1. A conceptual model for integrating executive function skills in psychotherapy with individuals with FASD

Presenter: Paul Jerry

Abstract

Individuals with FASD may face significant challenges in everyday life. These challenges are not limited to the specific damage done by alcohol in utero, such as impaired cognition, memory, and language. These challenges can also take the form of the so-called secondary issues including relationship issues, legal involvement, substance abuse and employment or school difficulties. One significant effect of primary and secondary disability in FASD is the development of mental health concerns including, but not limited to, anxiety, depression and post-trauma syndromes. While it is accepted that there is no single defining profile of an individual with FASD, there are specific areas of impairment that appear across many individuals. In this brief talk, I will present several models for integrating executive functioning training/skills into approaches more often used when working with anxiety and depression, and in working with individuals with FASD with mental health concerns.

2. A psychodynamic approach to the counselling of obstetric trauma: A case study reviewing the DSM-5's diagnostic criteria of the proposed "Persistent complex bereavement disorder"

Presenters: Nancy Tavares-Jones

Abstract

The loss of a fetus in the second or third trimester can be devastating to a family. One can expect that family members will grieve the loss of the fetus, along with the hopes and dreams associated with the child. However, what happens when there is a fetal anomaly, and the family elects for an abortive procedure? What happens for a mother when there is obstetric trauma associated with the



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procedure? And given an anomaly and abortion, how does this contribute to the grieving process? This presentation will outline a clinical case study which challenges some of the proposed criteria of persistent complex bereavement disorder, the use of a psychodynamic approach to counselling a client through the grieving process and obstetric trauma, and discusses an opportunity for the criteria for the proposed “persistent complex bereavement disorder” in the future editions of the DSM.

Note: This presentation will be describing an abortive procedure in great detail, and may be difficult for some audience members to hear.

11 h 45 - 12 h 45

Poster Presentations (lunch will be served)

Séances d'affiches (le diner sera servi)

Room: Friendship Hall

- A Phenomenological Investigation of Pre-Service Teachers' Experiences of Working with Adolescent Newcomers - **Jasmine Nathoo**
- Agency, power, and resistance in online stories of intimate partner violence - **Shannon Loewen**
- At Work with stress, depression and the masculine psyche: Stressors, strategies and suggestions from working men - **Jennifer Mitchell**
- Canadian Mothers' Identity Formation: Qualitative Research - **Katherine Dunford**
- Conducting Research with Syrian Refugees in Canada: Prioritizing Ethics and Cultural Sensitivity - **Rabab Mukred**
- Counsellor Perspectives of Culture-infused Counselling in Practice: A Pilot Study - **Michaela Rebus**
- Examining Use of Video Teleconferencing for Qualitative Data Collection in Counselling and Psychotherapy Research - **Lisa Gray**
- Integrating Aboriginal youth's cultural and work-life identities: A qualitative investigation of employer perspectives - **LeeAnna Deringer**
- Navigating Intergenerational Differences in a Bicultural World: The Personal Perspectives of Chinese Canadians - **Judy Dang**
- Parents in Academia: An Exploration of Guilt and Shame in Graduate Student Parents - **Jane Fix**
- Possible Pathways: Indigenous career and identity development - **LeeAnna**



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- **Rooted in Connection: Strengthening Cultural Identity through Storytelling: Honouring our Women Using Indigenous Feminism as a Conceptual Framework - Leah Lychowyd**
- **Silent Stories: A Narrative Inquiry Into Men's Journey With Grief in Middle Age - Andrew Gustainis**
- **The experience of undergraduate students transitioning from high school to university - Danae Laut**
- **Youth as Knowledge Keepers: A Qualitative Study of Community-Engaged Research with Digital Youth - Jessica Cumming**

12 h 45 - 14 h 00

Concurrent Sessions / Séances simultanées

Room : Lower Hall

1. Usefulness of a Cultural Assessment Tool in Counseling Immigrant and Refugees: An Exploratory Study

Presenter(s): Sophie Yohane and Karin Linschoten

Abstract

Despite knowing the value of multicultural competencies, very few practitioners are equipped to engage in counselling practice that is holistic and understands clients from their socio-cultural historical contexts, while acknowledging multiple identities. To address this knowledge gap, we have developed a cultural assessment tool to facilitate reflective practice in counselling with immigrants and refugees. In our presentation, we will discuss the development of the cultural assessment tool and present preliminary results of our research findings. We will present background information for the impetuous and for developing a cultural assessment tool. This will be followed by an interactive demonstration of the tool with participants, using a sample case. We will then share preliminary results of our current exploratory study of the utility of the tool with counsellors in Edmonton. Participants will have the opportunity to share their perspectives of engaging with the tool during the session. The use of a cultural assessment tool has potential benefits for guiding multicultural counselling practice with immigrant and refugee clients.



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2. I am Supervising with my Supervisor: A Collaborative Project Exploring High School Immigrant Students' Social Confidence

Presenter(s): Gina Ko

Abstract

In this presentation, I will share my experience co-supervising with my PhD supervisor. We worked with an undergraduate psychology student in her independent study course. The project is a retroactive study of immigrant students' experience of making friends and gaining social confidence in secondary school. In the study, 17 undergraduate students participated in either a one-to-one semi-structured interview or focus group. Questions were asked to understand their experiences of making friends when they came to Canada between grades five to nine. Thematic analysis (Braun & Clarke, 2006) was used to analyse the data. In total, seven themes and 20 subthemes were discovered. The themes were: social support; commonality with others; embracing prior self; accepting new self; social acceptability; involvement in the community; and language competency. The participants voiced that these helped them gain social confidence. Implications for school professionals (principals, teachers, and counsellors), parents, and students will be discussed along with future research to delve into social confidence of various immigrant groups.



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Room : Sanctuary

1. The impact of cultural identity on educational and career transitions for secondary and post-secondary students

Presenter(s): Anne Marshall and Suzanne Stewart

Abstract

In this presentation, we first summarize concepts and issues related to school and work transitions from a relational-cultural perspective. We then present data themes and findings from qualitative group and individual interviews with more than 100 cultural minority youth and emerging adults, including Indigenous young people. Issues, options, and interventions to support successful transitions are presented. Six common themes were identified across the interviews: cultural identity, mentoring and relational connectedness, respecting diversity, family and community roles, education and work roles, and impact of discrimination. More specific sub-themes included particular cultural perspectives, community values, role of family and elders, stereotyping, work availability, and local contexts. Our participants' experiences are contrasted to more mainstream or Euro-western majority student expectations and assumptions related to individuation, choice, affluence, and success. Given our increasingly diverse communities, culturally inclusive theories, models, and curricula benefit all students, even within seemingly similar contexts. Relational support and mentoring were effective cultural practices that were found to support successful transitions and positive mental health. Policy changes are needed in order to better support the educational and work transitions of culturally diverse students. We discuss the implications of this research for career development education, research, and counselling practice.



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2. Controversial Credits: Secondary Students Education on Heteronormativity

Presenter(s): Tanya Surette

Abstract

This presentation will summarize the results of an analysis of specific curriculum materials using Critical Discourse Analysis in relation to how heteronormativity is taught and reproduced in schools. This analysis focuses on the content and objectives of lessons pertaining to gender and sexuality as well as heteronormative language and investigates how certain curriculum texts and documents work to normalize and disguise heterosexism and the oppression of gender and sexual minority students. The analysis includes describing, interpreting, and explaining the relationship between language use within the curriculum materials pertaining to sexual and gender diversity along with the cultural models and situated meanings in the context of heteronormativity, with a focus not only on what is said but what is left out.

The discussion will highlight how these materials perpetuate heterosexist attitudes and beliefs amongst students and how this may contribute to and justify homophobic bullying at a systemic level and negatively impact not just gender and sexual minorities, but all students. This presentation will open a dialogue about how to create school spaces that promote understanding and acceptance, not mere tolerance, of gender and sexual diversity, with the lives and concerns of this marginalized population represented in the practices, policies, and curriculum of the schools



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Room: Basement

1. Building on Hope: A Program for Accompanying Partners of International Students and Knowledge Translation Case Study

Presenter(s): Denise Larsen, José Domene and Chelsea Arsenault

Abstract

As the number of individuals who pursue international education degrees increases, so too does the number of individuals who accompany their partners to host countries. Research reveals an intimate connection between the educational and occupational plans of individuals in long term romantic relationships (Domene et al., 2012; Brosseau, Domene, & Dutka, 2010). At present, no programming has been published either proposing or evaluating adjustment programming for international accompanying partners. To address this gap, a pilot program, Building on Hope: Taking the Next Steps (BHTNS), is being designed to address documented adjustment needs of accompanying partners (Domene, Arthur, & Cui, 2015). Grounded in this existing research, the BHTNS program takes a hope and strengths focus, recognizing accompanying partners as capable, resourceful individuals learning to face adjustment challenges in a new context. In this presentation attendees will learn practical information about the key components of the BHTNS and how it has been developed to meet the needs of accompanying partners of international students. Attendees will also learn about the case study research accompanying implementation of the program, a sequential, qualitative case study approach (Merriam, 1998).

2. 'Torn apart': Involuntary separation and the search for connection

Presenter(s): Willow Glasier

Abstract

Placing a loved one in care does not relieve informal caregivers' physical and emotional stresses, yet the experience of caregivers during the long process of separation has not been fully explored, especially in Canada. This study sought to identify the social processes of involuntary separation for caregiving spouses. Using Charmaz's (2006) model of grounded theory, this study found that the basic social process of spouse-caregiver involuntary separation was connecting, which had three distinct stages: 1) Initial news and coping, 2) Adjusting to new situation, and 3) Moving forward. Movement through the three stages was



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influenced by individuals' willingness to reach out for connection and by the abilities of others to extend accurate empathy and practical help. This study's Canada-specific contributions include the polarized responses to the government's required change in marital status to "involuntarily separated." Additionally, weather conditions during harsh prairie winters had a negative impact on some participants' abilities to spend time with their spouses in care. The implications of this study highlight spouse-caregivers' needs for connection and support not only during the crisis of separation, but in the following months and years.

14 h00 - 14 h 15

Nutrition Break / Pause santé

14 h 15 - 15 h 15

Concurrent Sessions / Séances simultanées

Room: Sanctuary

1. The Science of Forgiveness

Presenter(s): Daniel Klassen and Pamela Hardisty

Abstract

Scientific interest in the notion of forgiveness has grown enormously over the past two decades. The resulting explosion is enhancing our understanding of the nature of forgiveness and its application in psychotherapy. The questions which research is addressing are how forgiveness develops and the consequences of forgiveness for health, well-being and its effects on wholesome relationships. Participants in this session will be given an overview of a selection of categories of research on forgiveness.



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2. Sex, Shame, and Spirituality: A Study of Lived Experience

Presenter(s): Nick Jacobs

Abstract

This presentation shares insights and findings gained from examining the experience of shame surrounding sexual behaviour among emerging adults belonging to a faith community. Guided by the tenets of hermeneutic phenomenology (van Manen, 1990), individuals' shameful sexual experiences were explored, reflecting an in-depth investigation aimed to describe and better understand the essence of shame. Findings include the rich and nuanced layers of shame, which can better assist one to infer the influences of shame on the self, interpersonal relationships, and spiritual well-being. Alongside such description, inferences gleaned from this research challenge traditional understandings of the role of shame in the human experience, outline a relationship between spirituality and the experience of shame, and comment on the importance of a phenomenological approach to the practice of psychotherapy. Such understanding might further alleviate negative aspects of the experience, equipping individuals to develop healthier understandings of themselves. Closely looking at shame through this lens can prepare counsellors who work with clients struggling with such dilemmas. Family and educational counsellors, pastoral and spiritual care providers, and those oriented to social justice, would benefit by attending this presentation.

Room: Lower Hall

1. Constructing Maps of the Self to Facilitate Client Change

Presenter(s): Lloyd Robertson

Abstract

Using a definition of the self as a self-referencing cognitive structure, this workshop details a method of creating representations of the self for use in counselling psychology. Graphic illustrations of the self are presented taken from original qualitative research and from exemplars drawn from the presenter's private practice. Therapeutic implications of this method of mapping the self are discussed. It is proposed that graphic representations depicting cognitive self-structures combined with psychological and environmental determinants could benefit counsellors and their clients in planning transformative change. It is also suggested that this method serves to increase client empowerment with respect to the change process.



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2. The Art of Compassion: Exploring and Integrating Counter-Emotions **Presenter(s): Charles Chenard**

Abstract

Through arts-based research, interviews and facilitated discussions, this research explored how six volunteer participants were able to detect and integrate their counter-emotions; those emotions that represent a conflict between how we internally feel and experience an emotion, with our actual presentation of ourselves to others because of social conditioning. Participants explored the eight basic emotions (joy, trust, fear surprise, sadness, disgust, anger, anticipation) and through the creation of art, self-reflection, and discussion became present to their experience of having a counter-emotion. By exploring and unlearning previous negative beliefs about themselves, when experiencing a counter-emotion, they found a more compassionate view of self-emoting. Through this process, five central components surfaced for uncovering and integrating counter-emotions: lack of self-compassion; lack of congruency or a divided-self; a search for our true-self; a more compassionate self; and an emotional-spiritual experience. Learning self-compassion was another benefit of this artistic exploration of counter-emotions. Through self-acceptance and emotional honesty participants came closer to a truer self; more accepting of their counter-emotion and of others.

Room: Basement

1. Pluralistic past, medicalizing future? Counsellor education in the era of mental health

Presenter(s): Tom Strong, Konstantios Chondros and Vanessa Vegter

Abstract

Counsellor educators continue to prepare graduate trained and supervised counsellors in pluralistic approaches and culturally inclusive sensitivities to helping clients. However, many practicum students and graduates go on to counsel in mental health settings where they are expected to exclusively use a medicalized discourse of DSM5 diagnoses and evidence-based intervention. From our SSHRC-funded research, we show how students, educators and profession leaders have experienced, responded to, and envisioned professional,



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administrative, educational and other influences associated with medicalizing discourse in counsellor education. Drawing from program website and textbook reviews, surveys and interviews with graduate students and counsellor educators, and a Delphi interviews with profession experts, we share findings related to how students, educators, and profession leaders navigate and negotiate tensions between counsellor education's pluralistic traditions and the medicalizing influences of practicing "mental health."

2. Graduate students doing Action Research: where do we even start!

Presenter(s): Barbara Pickering, Gina Ko, and Art Assoiants

Abstract

Whether it is about joining a particular community in order to address some form of social injustice, or the method itself acting as a change agent for students, supervisors, or practitioners, action research (AR) can be a viable choice for graduate inquiries. In this presentation, a PhD Candidate, a PhD student, and a Master's student will present a case for adopting an AR stance/methodology to complete a graduate degree. They will also share reflections from a supervisor who is supporting graduate students through the process. This wisdom from the graduate school trenches will help to inform attendees about the challenges, joys, and deep learning of doing AR in the context of a graduate degree. Supervisors and students alike are invited to explore the spirit and practice of AR. Delegates can expect to be invited into an interactive presentation that will emulate the tenets of AR: collaboration, sharing knowledge, and finding solutions.

15 h 15 - 14 h 30

"Ted Talk" - Top Practice Ideas

Room: Sanctuary

1. Campus-based Counselling for Accompanying Partners of International Students: Practice Ideas from the University of New Brunswick

Presenter(s): José Domene

Abstract

Over the past decade, Canadian universities have increasingly recruited students from overseas. This has resulted in increasing numbers of international students, particularly at the graduate level, who are accompanied by their



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partners and children. Many accompanying partners lack knowledge about or are reluctant to access off-campus health and support services (Schwartz, & Kahne, 1993). However, many campus-based counselling services are unaware of the needs of accompanying partners of international students, and in need of ideas for how to work with this population. In this "top practice ideas" session, I will present the idea that there are important benefits associated with extending campus-based counselling services to this population, and (b) suggest potential ways for campus-based counselling services to address their needs, citing specific examples of interventions and programs that have been implemented at the University of New Brunswick.

2. One Year in Private Practice and the Wisdom I have Gained

Presenter(s): Shelley Skelton

Abstract

I have experienced a significant learning curve over the past year. Having no background knowledge in business, marketing, or website design, I have successfully opened a private practice. Come and hear me talk about all of the things I didn't know a year ago and how my decisions are serving me now.

3. The Competence Roadmap: A Stepwise Method for Assessing and Developing Competence

Presenter(s): Art Assoians and Jackson McKee

Abstract

Although competence is an essential component of professional practice in the fields of counselling, psychology, and mental health, there is little agreement among governing bodies on how competence is to be assessed and validated. This is problematic since professionals need to demonstrate and maintain competence for both certification and ethical practice, and there are few systematic self-evaluation tools to assist in this process. We propose a novel Practice Idea that fills this major gap. We offer a stepwise tool to help students and practitioners develop and maintain competence: The Competence Roadmap. Accessible, easy to navigate, and practical, the Competence Roadmap provides a method of how to first assess and then enhance or maintain competence by ascertaining resources, best practices, and career trajectories of the practitioner.



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A starting point as well as an iterative tool with use across one's career, the Competence Roadmap is a quintessential companion to any student or professional in the field of counselling, psychology, and mental health. Suggestions for revisions will be welcomed from attendees.

4. Unexpected Pitfalls and Challenges in My Life as a Counsellor **Presenter(s):** Ria Meronek

Abstract

My University education taught me counseling theories and skills. What that education did not do was tell me how my life would be influenced and changed by a career in counselling. Participants will learn about potentially unexpected pitfalls and challenges in the life of a counsellor as well as some strategies to manage these pitfalls and challenges effectively.

19 h 00

An Evening with Clara Hughes

Location: Arden Theatre - 5 St Anne St, St Albert

Open Heart, Open Mind - Clara Hughes



After more than a decade in the gruelling world of professional sports that stripped away her confidence and bruised her body, Clara began to realize that her physical extremes, her emotional setbacks, and her partying habits were masking a severe depression. After winning bronze in the last speed skating race of her career, she decided to retire from that sport, determined to repair

herself. She has emerged as one of our most committed humanitarians, advocating for a variety of social causes both in Canada and around the world.

Told with honesty and passion, *Open Heart, Open Mind* is Clara's personal journey through physical and mental pain to a life where love and understanding can thrive. This revelatory and inspiring story will touch the hearts of all Canadians.



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Saturday, October 15 - Program at a Glance
samedi, le 15 octobre - Aperçu du programme

8 h 30 - 9 h 15	“Ted Talk” - Thesis or Dissertation / Idées de pratique style « Ted Talk »
9 h 20 - 11 h 00	Keynote Address and Closing Ceremonies / Conférencier d'honneur et Cérémonies de clôture
11 h 15 - 12 h 15	AB/NWT Chapter AGM (lunch included) / AGA de la Section de l'AB et des T.N.-O.
12 h 30 - 14 h 15	Post-Conference Workshops / Ateliers post-congrès
14 h 15 - 14 h 30	Nutrition Break / Pause santé
14 h 30 - 16 h 00	Post-Conference Workshops / Ateliers post-congrès



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8 h 30 - 9 h 15

“Ted Talk” - Thesis or Dissertation

Room: Sanctuary

1. Lost in transition: Soldiers’ voices and the impact of spirituality for mental health and well-being in the military-to-civilian transition

Presenter(s): Shane Sinclair, Shelley Raffin-Bouchal and Lorraine Smith-MacDonald

Abstract

Military personnel often experience mental health and psychosocial issues that impact their well-being, family lives, and interactions with society. While interventions to date have had a modest impact, two elements are strikingly absent: the perspectives of soldiers themselves, and the role of spirituality in enhancing well-being. The objectives of this dissertation are to understand the nature and trajectory of mental health and well-being as understood by military personnel, to understand their associated issues, care needs, and desires for mental health and wellbeing support and to determine the potential role of spirituality in supporting well-being.

2. A review of reflective functioning measures for evaluating relationship-based parenting programs

Presenter(s): Monica De Roo

Abstract

Reflective functioning (RF) is an important human capacity that has become a significant component for relationship-based parenting programs. The purpose of this paper is to provide a systematic literature review on RF measures existing in the field to date. This paper follows the PRISMA search strategy and includes 86 research studies conducted between the dates of 1990-2016. The search strategy involved scanning databases, reviewing journals, cross-referencing, contacting professional experts through reading published, non-published or in-progress studies, abstracts, thesis documents, dissertations and posters. Data extraction revealed 11 RF measures that fell within one of the following three categories: 1) gold standard measures, 2) booming measures and 3) one hit wonders. Findings



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also provided key information about the characteristics, scoring, reliability, validity, strengths, weaknesses and careful considerations to take into account when choosing an appropriate RF measure.

3. Impact of Cultural Hegemony on Work/Life Decision-making

Presenter(s): George Dutch

Abstract

By choice, chance or coercion, millions of individuals will need to make work/life changes in the coming decades. Current theories and models emphasize personal agency while the influence of cultural hegemony on the effectiveness of decision-making is overlooked both conceptually and empirically. This paper is the result of M.A. – Integrated Studies and research that focuses on career as a cultural construct and shows how The Canadian Dream organizes individual, institutional and cultural norms and values into a dominant social order that comes to stand for common sense: this is how life is best lived. These norms and values are often reinforced by counsellors and become a determining influence on work/life decision-making in a way that might exacerbate rather than resolve depression (and related mental health issues) as the number one workplace disability in North America today. The purpose of this presentation is to outline a Two Group research experiment that may help counsellors to better understand and approach a client as a “cultural citizen” in order to help them dis-engage from cognitive, affective and behavioral structures that keep them stuck and suffering in certain “negative” ideas, feelings and behaviours.

4. Just fun or fundamental? Fathers’ narratives of leisure with their children with ASD

Presenter(s): Jennifer Mitchell

Abstract

Anchored in a generative fathering framework, I use a narrative approach to study fathers’ stories of leisure with their child with ASD and highlight how these activities are given meaning and constructed as part of active fathering. I generated three broad themes, narratives of action, narratives of adjustment and narratives of becoming, to capture the importance and meaning of leisure in the lives of fathers of children with ASD. Narratives of action are stories of what fathers are doing in their day to day interactions with their children, while narratives of adjustment depict how and why fathers’ parenting practices



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have adapted and evolved. Lastly, in narratives of becoming, fathers illustrate the relational outcomes of their involvement for the father-child dyad. Influences of the broader context and the corresponding effort and balance that fathers put into their father-child activities is accounted for within each narrative.

This work augments deeper understandings of the father-child dyad, including challenges and successes in father-child leisure, and informs policy and practice related to providing resources, activities and venues for facilitating fathers' involvement with their children with ASD.

5. Now(here): Exploring the Experiences of Displacement and Relocation of the 1.5 Generation Colombian Refugees Living in the Lower Mainland.

Presenter(s): Carolina Rojas

Abstract

The complexity of the experiences of displacement entail not only fleeing a threat against one's life and losing one's social location; it also includes rewriting one's story in a new location and most often in a new language. The purpose of this study is to answer the following question: "How do Colombian refugees who belong to the 1.5 generation living in Lower Mainland make meaning of their experiences of displacement and relocation?" Narrative inquiry in combination with art based elicitation will be the primary method used to explore the displacement and relocation experiences of the 1.5 generation refugees in the Lower Mainland. Having a better understanding of the particular challenges that the 1.5 generation faces during the process of relocation will offer an opportunity for parents, counsellors, social workers, and teachers to engage and design effective support strategies for this population. At the same time this project will offer significant information that could be used to develop programs and support groups for parents, teachers and service providers who work with 1.5 generation immigrants and refugees in particular.



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9 h 20 - 11 h 00

**Keynote Address and Closing Ceremonies / Conférencier d'honneur et
cérémonies de clôture
Room / Salle : TBD**



Creating safe and inclusive environments for sexual and gender diverse (LGBTQ) people. When one begins to live their true and authentic self, every relationship needs to be renegotiated. Marni explores many of the relationship that had to be renegotiated in her life on her road to living a happy, healthy and complete life as the woman she was always meant to be. Through her presentation, she will help you understand the lived and learned realities of sexual and gender minority (LGBTQ) people; explore and engage with LGBTQ terminology; break down the myths about transgender people; and develop skills in creating a safe, supportive and nurturing environment for people of a sexual or gender minority.

Marni Panas is a community and health engagement professional with a focus on diversity and inclusion. She has been invited to share her experiences and expertise in community engagement, facilitation, Patient & Family Centred Care, loss, and inclusive health and cultural safety for LGBTQ patients and their families locally, nationally and internationally. Marni is also a transgender woman who has been very transparent throughout her journey in the hopes of fostering acceptance through education and respectful dialogue.



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11 h 15 - 12 h 15

AB/NWT Chapter AGM (lunch included)

Room / Salle : Lower Hall

12 h 30 - 16 h 00

Post-Conference Workshops / Ateliers post-congrès

***Please note that registration for the post-conference workshops is not included in the conference registration. Pre-registration is required.**

Room: The Sanctuary

1. Counselling Session Notes: Unpacking the Ethical and Legal Issues To Make The Process A Whole Lot More Efficient!

Presenter: Dawn McBride

Abstract

Ethics in record keeping can be confusing and complicated. This practical and informative presentation will identify a variety of strategies to maintain client files in an efficient, ethical, and simple manner across various configurations (i.e., individual, family, couple). In addition, counsellors will be briefed on the various actions they can take when they are served with a subpoena for release of a client file, including files from sexual assault victims. A comprehensive handout package along with sample templates shall be provided.

Room: Lower Hall

1. Soulful Inquiry

Presenter: Markus Scott-Alexander

Abstract

Through the interplay of letting go and shaping, this workshop will show how the phenomenon of flow in the creative act is essential to the research process. In a playful, safe and supportive environment participants will explore a low skill/high sensitivity approach to drawing, music, movement and writing which directly impacts the research process. The use of these art forms in this way will give the participants an experience of soulful inquiry. Deep play is the entrance to deep thought.



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The Neuroplasticity of Art Therapy in the Autism Spectrum / Plasticité neuronale de l'art-thérapie dans le spectre de l'autisme - Christina Dove



Career Development and Mental Health / Le développement de carrière et la santé mentale - Dave Redekopp

Psychotherapy and Counseling: Implications for Virtual Reality and Videoconference / Psychothérapie et counseling : enjeux liés aux applications en réalité virtuelle et en vidéoconférence - Stéphane Bouchard



Mindfulness, Mindsight and the Integrated Brain: What is the Mind and Mental Health? / La pleine conscience, la vigilance et le cerveau intégré : Qu'est-ce que l'esprit et la santé mentale ? - Dan Siegel



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