

## Greetings

Welcome to the first newsletter for the Counsellor Educators chapter. We look forward to contributions from you, our members, and sharing resources and opportunities that impact our various roles.

To begin, we'll aim for three issues per year – Spring, Fall, and Winter. If any of you have a special interest in taking on the coordinating role for this project, please reach out. If you'd like to suggest additional sections or topics, we're interested in hearing from you. And, of course, we welcome your submissions, including short articles, book reviews, photos, notices, resource links, or even requests for support from other counsellor educators.

In this issue, you'll read a brief update about the CACEP process, as well as a preview of our upcoming Counsellor Educators AGM, pre-conference workshop, and panel discussion session at the conference. There are updates about changes in counsellor certification and regulation across Canada, some book reviews, and a brief introduction of our current executive.



We're very much looking forward to seeing many of you in person at the conference in St. John's in May. Aside from our scheduled sessions, please come up to us and introduce yourselves at events throughout the conference – we'd love to meet you!

Warmly,  
Roberta Neault, President-Elect

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## Message from the President

~ Contributed by Jeff Landine

Greetings Counsellor Educators and 'long may your big jib draw'. In less than a month we will be gathering in St John's NL for a conference that promises to be memorable on many levels. Initial commitment to the CEC AGM and workshop is up from previous years and we look forward to seeing many of you at the various events and presentations that involve those tasked with educating counsellors from across the country. This year has seen another increase in membership in our chapter with the number of members at 221 in March (a 20% increase from September 2015). I am very happy to be kicking off, on behalf of your executive (who have worked hard in the last month to gather the information), this inaugural newsletter. You will find in the following pages an accounting of the chapter's activities over the past year, as well as informative pieces related to your on-going work as Counsellor Educators.

## CACEP: Accreditation Update

~ Contributed by Bill Borgen and Sharon Robertson

Council Co-Chairs continue their involvement with the ongoing work of the CACEP Advisory Committee, which is now in the process of concretely considering possible changes to accreditation standards and procedures. We appreciate the excellent leadership that Dr. Natasha Caverley has brought to the committee and the work of the entire committee.

At the CCPA conference in St. John's we will offer a site visitor's pre-conference workshop. Nine participants who are involved in master's level counsellor education in Canada have been accepted to attend. Eight other counsellor educators were interested in attending but were not able to come to St. John's. They expressed interest in participating in a future site visitor's workshop. Our proposal to offer a panel presentation titled "Updating Standards and Processes for Accrediting Counsellor Education Programs in Canada" was accepted and will be offered at the conference. Panel members are Dr. Natasha Caverley, Dr. Ron Lehr, Dr. Blythe Shepard, and the Council Co-Chairs.

## Counsellor Educators Chapter AWARD WINNERS

~Contributed by José Domene

Our chapter offers several awards annually to recognize outstanding research by graduate students and section members. I am very pleased to share with you the following award winners from the 2016 CCPA Research Conference, as well as the upcoming 2017 CCPA Annual Conference.

### 2017 CCPA Annual Conference Doctoral Dissemination Award

**Winner: Jenny Rowett**

**Bio: Jenny Rowett, MEd, CCC-S, RCT,** is a doctoral student in the Faculty of Education at the University of New Brunswick, where her doctoral research involves working with Indigenous Elders and Traditional Knowledge Keepers to explore ways to appropriately integrate traditional knowledge into counsellor education graduate programs. She is also a sessional instructor at UNB and supervisor of master's practicum students. She has also served as a national Board member of CCPA (New Brunswick Director), as a Board member of the New Brunswick Association of Counselling Therapists, and as a member of the Federation Working Group that is working toward legislation of counselling therapy in New Brunswick.



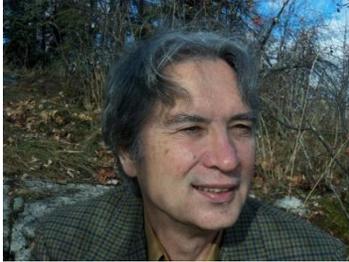
### **Presentation Title: Counsellor, Know Thyself: Preparing to Work with Indigenous People through the Cultivation of Two-Eyed Seeing**

**Abstract:** It is essential to understand how our cultural background and experiences influence our attitudes, values, and biases in our work as Counsellors. Two-Eyed Seeing (Etuaptmumk), is a theoretical approach brought forth by Mi'kmaq Elders Albert and Murdena Marshall from Eskasoni First Nation in Unama'ki (Cape Breton Island), Nova Scotia. The purpose of Two-Eyed Seeing is to learn to see from one eye the strengths of Indigenous knowledge, and from the other eye the strengths of Western science, and learning to utilize both eyes mindfully together, for the benefit of all. This presentation explores the meaning of Two-Eyed Seeing through conversations with Indigenous Elders and Knowledge Keepers, and shares the journey of a researcher and counsellor who is interested in integrating wholistic ways of knowing and being. To cultivate Two-Eyed Seeing, self-awareness, having an accurate sense of one's positioning in mainstream culture, integrity, humility, self-compassion, and a courageous spirit were determined as being essential. This presentation will describe the theory and important questions that were raised in these conversations that are an essential starting place for the cultivation of Two-Eyed Seeing: (a) Who am I? (b) Where do I come from? (c) Why am I here? (d) Where am I going?

## 2016 CCPA Research Conference Counsellor Educators Chapter Member's Presentation Award

**Winner:** Lloyd Hawkeye Robertson

**Bio:** Dr. Robertson is in private practice northern Saskatchewan as a counselling and educational psychologist. He is on the faculty of Athabasca University and has served on the CCPA Northern Initiative Committee. He has published on the structure of the self, historic trauma and Indian residential schools, prior learning assessment and its effects of self-development, the aboriginal self, cultural structures that may function as a "mind virus," and self-mapping as may be used to treat suicide ideation and other mental health conditions.



**Presentation Title:** Constructing maps of the self to facilitate client change

**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

## 2016 CCPA Research Conference Master's Presentation Award

**Winner:** Willow Glasier

**Bio:** Willow Glasier, MA, is from both southern Alberta and rural southern Saskatchewan. She completed a double major with honours in Psychology and History from The King's University College in Edmonton in 2013, and finished her Master of Arts in Counselling Psychology from Trinity Western University in Langley,

BC, in 2016. Her research is focused on spouse-caregiver medical separation in seniors. Willow currently works in Addiction & Mental Health Outreach in Medicine Hat, AB. She looks forward to starting a small private counselling practice within the next year, with an emphasis on trauma and individuals who are undergoing involuntary separation.

**Presentation Title:** 'Torn Apart': Involuntary Separation and the Search for Connection

**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. Participants were 17 spouse-caregivers (12 women and 5 men) with a mean age of 84 years who had been involuntarily separated for an average of 20 months. All participants lived in or near Medicine Hat, Alberta, and were of Western European descent. Data were comprised of 12 individual interviews and one focus group. 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. There were also four additional categories: 1) Adjustment to Separation, 2) Significant Helping Roles, 3) Family, and 4) Social World. Movement through the three stages was 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 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.

## 2016 CCPA Research Conference Doctoral Presentation Award

**Winner: Lorraine Smith-MacDonald**

**Presentation Title: Lost in transition: Soldiers' Voices and the Impact of Spirituality for Mental Health and Well-being in the Military-to-Civilian Transition**

*Co-presented with Shane Sinclair & Shelley Raffin-Bouchal*

**Bio: Ms. Smith-MacDonald** is a doctoral candidate in the Faculty of Nursing, University of Calgary. Lorraine holds a Masters of Divinity and a Masters in Psychotherapy. Previously she has worked as chaplain and spiritual care practitioner in Toronto, before training as a counselling therapist. Her research has focused on the intersection between spirituality and mental health, particularly within military trauma. Her master's thesis focused on understanding post-traumatic guilt from a Hegelian dialectic for veterans who are often both victim and victimizer. Her current PhD dissertation research is focused on developing a holistic model of veteran's mental, emotional, and spiritual health to improve therapeutic outcomes. Lorraine also continues to develop her clinical skills through working at Eastside Family Centre in Calgary, Alberta, and seeking certification with the Canadian Counselling & Psychotherapy Association, the American Association of Marriage and Family Therapy, and as a Certified Clinical Trauma Practitioner



**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.

## Join Counsellor Educators for an Open Discussion at the CCPA Conference

~ Contributed by Michel Turcotte

The Counsellor Educators chapter is "tasting" a way to get the members of the chapter to share what is happening in counselling programs in Canada. Similar to the model used for more than 15 years to have an annual session at the CCPA conference on the current status of regulation in each province, the President of CCPA's Counsellor Educator Chapter, Dr. Jeff Landine, is hosting a discussion session for anyone with an interest in the education of counsellors in Canada at the next CCPA conference in May at St. Johns. This session will involve active discussion by attendees to share success stories and what's working well, as well as the challenges that programs are facing and the innovative means by which we are overcoming those challenges. This session is directed at all of you who play a part in Counsellor Education in Canada - graduate students, new professionals, faculty, instructors, and administrators. We will provide the panel but we ask that you provide the content. The session will be held on **Thursday May 18 at 13:30** in the **Narrows** room (**Session B-14** on the CCPA Conference program).

## Are You Aware Of Certification Changes?

~ Contributed by Jeffrey Landine

Each year the Certification Committee, under the guidance of the Registrar and the Committee Chair, advises the CCPA Board of Directors with respect to the procedures and eligibility criteria of its counsellor certification program. Efforts are continually being made to keep our certification criteria aligned with current trends in the profession and with regard to educative programming. Part of this responsibility involves responding to the concerns of members of the Association and institutions that work with counsellors in training. Some of the recent changes that may impact the structure of counsellor education programs are included here. If you have questions or concerns I would invite you to contact the Registrar and/or the Chair of

the Certification Committee. All of the changes described here are documented in the recently updated Certification Guidelines, available on the CCPA website: [https://www.ccpa-accp.ca/wp-content/uploads/2017/02/CertificationGuide\\_EN-FEB13.pdf](https://www.ccpa-accp.ca/wp-content/uploads/2017/02/CertificationGuide_EN-FEB13.pdf)

Many of the changes made are additions to or strengthening of the criteria that govern certification. In 2012, CCPA added the requirement of an Ethics course and a Counselling Skills course, to the previously existing requirements of a Counselling Theories course and a practicum. The number of hours required, as part of an acceptable practicum, in direct contact with clients has changed from 120 to 150 hours. These additions have been in response to the need to ensure that graduates from Counsellor Education programs have sufficient supervised experience with skill development prior to graduation and that they have come in contact with the ethical and legal factors that govern our profession in a comprehensive way.

More recently, the Board has approved changes to the criteria governing acceptable supervision that have allowed programs to offer more flexibility in managing students who are increasingly doing some of their program via distance education and in vicinities where supervision can be more difficult to secure. In brief these changes include:

1. That the supervisory relationship can be overseen by a senior supervisor if an applicant's direct supervisor is lacking EITHER the required amount of professional experience OR appropriate membership(s)/designation(s).
2. The acceptance of structured peer group supervision as an acceptable form of supervision provided that "Structured peer group supervision" has the following characteristics. It is formal and structured supervision, led by a supervisor who satisfies the supervisor qualification requirements. It should be noted in

the client's file and it occurs regularly rather than on an as-needed basis.

3. In some cases, where qualified on-site supervision is not available for the entirety of the placement, blended supervision may be permitted. The applicant must demonstrate that at least a minimum of 1/3 of the total client counselling hours were overseen by a supervisor who satisfies the qualification requirements. The remaining 2/3 of the total practicum hours must be overseen by an on-site supervisor who holds a graduate degree in counselling, and at least one of the remaining two supervisor qualification requirements.

In recognition of the difficulty that many counsellors who graduated years ago have in gathering together all of the documentation required for certification, a pathway for counsellors who graduated more than 5 years previous has been established. These Pathway Two applicants must provide most of the same documentation but instead of having to document a practicum as part of their graduate degree, they are required to demonstrate the accruing of a minimum total of 800 hours of direct client counselling (the equivalent of three years of practice), within the last five years.

Finally, the most recent change made is that on April 5, 2016 the CCPA Board of Directors passed a motion to remove the requirement for an institution to be a member of Universities Canada for its graduates to be eligible to apply for the CCC designation. The new requirements state that applicants must hold a graduate-level degree based on a coherent program in counselling or a related professional field. A coherent program of study comprises a conceptually consistent set of courses that covers foundation knowledge and skills for effective counselling completed in a developmentally appropriate sequence. Graduates from a Canadian institution must complete their studies from an institution that is governmentally recognized as a degree-granting institution.



## Book Review: CRIEVAT Trilogy

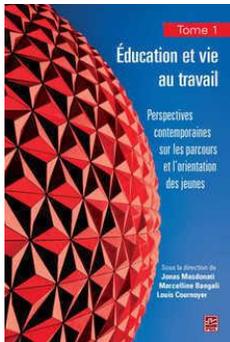
~ Contributed by Liette Goyer

Propelled by the leadership of its director, Geneviève Fournier, Ph.D., several researchers from the **Research Center on Education and Work Life (CRIEVAT)** decided to mobilize their energies and efforts in the realization of three collective works to publicize their research. The objective of this trilogy was to produce a "portrait" of the work and reflections resulting from the scientific program of the Center. These three books are intended for researchers, students, professionals, guidance practitioners, and curious decision-makers who feel challenged by questions of education and life at work. I summarize each of the volumes in the next paragraphs before concluding.

### Volume 1: Contemporary Perspectives on Youth Journeys and Orientation

Under the direction of JONAS MASDONATI, MARCELLINE BANGALI, LOUIS COURNOYER

Les presses de l'Université Laval (PUL), 254 pages



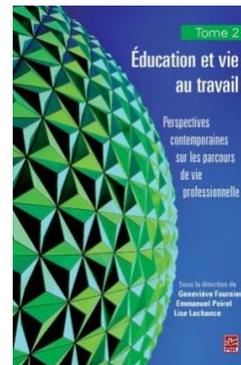
This first volume raises the question of the orientation [guidance] of young people and the main challenges raised by their journeys. The "choices" of orientation result from a complex articulation between contextual influences and individual questions in the search for meaning. Both school institutions and the labour market are

channeling the way young people develop and make their career choices. In this Volume 1, 16 researchers explore the contemporary paths of young people in a situation of orientation and transition. In the first part, we talk about the educational paths, that is, the path and choices of young people at different levels of the education system and outside of it. The second part is devoted to the transition from school to the world of work, that is to say, their path of socio-professional integration.

### Volume 2: Perspectives on Professional Life Course

Under the direction of GENEVIÈVE FOURNIER, EMMANUEL POIREL, LISE LACHANCE

Les presses de l'Université Laval (PUL), 376 pages

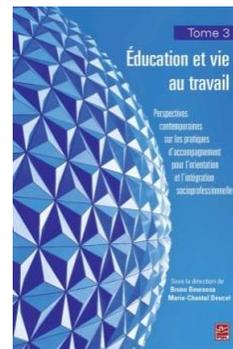


For several decades, changes in the labour market and work organization have had an impact on work and life paths for many workers. If these transformations are well known in their general (e.g., economic, social) aspects, the ways in which they are embodied in professional circles and the concrete consequences they have on people's working

lives and people themselves still cause a lot of issues and questions. Twenty-four researchers contribute to understanding the effects of these labour market transformations, the interaction between life roles, and the occurrence of possible tensions and conflicts, the meaning of work, and the processes of identity construction and deconstruction throughout the career.

### Volume 3: Contemporary Perspectives on Accompanying Practices for Orientation and Socioprofessional Integration

Under the direction of BRUNO BOURASSA, MARIE-CHANTAL DOUCET



Les presses de l'Université Laval (PUL), 230 pages

In this Volume 3, the meaning given to accompaniment is very broad, as it covers practices in the context of helping relationships as well as those deployed in several research-action approaches. Numerous educational devices and other forms of clinical and

psychosocial support have emerged in recent years. These devices support individuals, groups, and organizations in coping with the rising demands of the world of work and working life in our ever-changing contemporary societies. This third volume gathers the work of 18 researchers who have attempted to better

understand these new postures of intervention by addressing both their theoretical and pragmatic aspects.

These three volumes present an actual portrait of scientific research and reflection in French-speaking Canada in North America. They illustrate very well the dynamism of this research group on the question of education and the life at work where one finds in particular the main contemporary challenges related to orientation throughout life. This trilogy represents a solid transfer of knowledge resulting from the research and scientific work of CRIEVAT. It can be very useful for researchers, professors, practitioners, and students interested in the future of work in the field of education concerning life at work. Considering that it is rather rare to find clustered Francophone, scientific, and applied works in the Americas, CRIEVAT's trilogy represents a precious and inescapable reading.

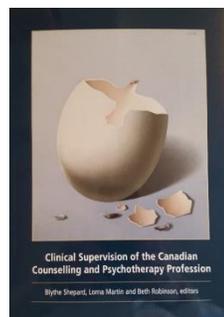
## Counsellor Educators' Bookshelf

~ Contributed by José F. Domene

CCPA has recently published two edited books addressing topics that are of particular relevance to counsellor educators. They could be used as either course textbooks, or as valuable reference resources for us in preparing to teach our courses. At minimum, they are worth adding to any Canadian counsellor educator's bookshelf.

Shepard, B., Martin, L., & Robinson, B. (Eds.). (2016). *Clinical supervision of the Canadian counselling and psychotherapy profession*. Ottawa, ON: Canadian Counselling and Psychotherapy Association.

This book was written to support the work of clinical supervisors and focuses on multiple aspects of clinical supervision as a distinct and important specialty area within the profession of counselling and psychotherapy. It comprises 19 chapters written by leading Canadian counsellor educators and researchers in the field of clinical supervision. The topics addressed in the book include the supervisory relationship and student perspectives, models and techniques of supervision, supervision in

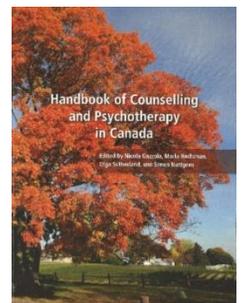


specific practice contexts and with specific communities, diversity and cultural considerations, the requirements of regulatory bodies, ethical and legal issues in supervision, and evaluating supervision outcomes. The authors have taken particular care to attend to historical, demographic, geographic, and professional practice realities in Canada in addressing key aspects of clinical supervision. This book is an invaluable resource for anyone who is supervising the work of interns, counsellors, and psychotherapists in Canada.

Gazzola, N., Buchanan, M. J., Sutherland, O., & Nuttgens S. (Eds.). (2016). *Canadian Handbook of Counselling and Psychotherapy*. Ottawa, ON: Canadian Counselling and Psychotherapy Association.

This handbook provides an overview of the entire profession of counselling and psychotherapy in Canada, with a particular emphasis on application to practice. Thirty-one authors, who are leaders in the field, have contributed a total of 17 chapters to the handbook. These chapters address many specific issues within the broader area of the Canadian context for counselling and psychotherapy, social justice and diversity issues, aspects of theory and research within the profession, and specific clinical issues and practices within the profession. One of the distinct features of the book is that each chapter provides a list of recommended readings for anyone wanting to delve further into the issues that were discussed, as well as a self-assessment quiz for readers wanting to evaluate their own understanding of the chapter content. This book is useful for counsellor educators and counselling students alike, who are seeking an introduction to key foundational and contemporary practice issues for counselling and psychotherapy in Canada.

For more information about these two resources, and to order copies of either of them, see the CCPA web-site: <https://www.ccpa-accp.ca/ccpa-publications/>



## Meet the Executive



**Dr. Jeff Landine** is an associate professor at the University of New Brunswick where he spends his time teaching students about the world of counselling and exploring the world of career and employability in his research.

He also serves as the Chair of CCPA's Certification Committee.



**José F. Domene** is a Professor and the Canada Research Chair in School to Work Transition at the University of New Brunswick, where he teaches in the counsellor education program. He is also a licensed psychologist and a

registered counselling therapist in the province of New Brunswick. His research explores the relational contexts of career development, young people's transition to adulthood, and professional issues in counselling and counselling psychology in Canada.



**Liette Goyer** is a researcher, full professor and director of graduate studies in counseling and orientation at Université Laval. Her research interests focus on the fundamentals and accompanying practices (counselling, guidance and supervision) for youth and

adults. Her research focuses on the relationship to work. She leads the Laboratory on the Analysis of Accompanying Devices in Counselling and Guidance (ADACO) affiliated to the Centre for Research and Intervention on Education and Working Life (CRIEVAT).



**Michel Turcotte**, Career counsellor, Psychologist. After a career of 30 years within the Canadian Department of Employment and Social Development as a counsellor, counsellor educator, research and policy development manager, Michel has undertaken

a doctoral thesis on the topic of career guidance at a distance, at Laval University in Canada. He has worked on numerous international cooperation projects in career guidance. He is a member of the Centre de recherche et d'intervention sur l'éducation et la vie au travail (CRIEVAT), Quebec, Canada



**Roberta Neault** currently serves as Associate Dean for the Faculty of Behavioural Sciences at Yorkville University, home of the Masters of Arts in Counselling Psychology (MACP) program. As president of Life Strategies, she oversees the award-

winning LearnOnline suite of courses which has trained hundreds of career practitioners from across the globe. Her research interests include issues related to international and global careers. President-Elect of the Counsellor Educators chapter of CCPA, Roberta is also on Team Canada for the 2017 International Symposium on Career Development and Public Policy in Korea.