

CCPA Counsellor Educators Chapter

Newsletter

Message from the President

~Contributed by Roberta Neault

In this second newsletter for the Counsellor Educators chapter in 2017, we have the opportunity to update you on activities from over the Summer and early Fall, as well as to look ahead to upcoming events. We are delighted to share a few contributions from members of the chapter, and look forward to even more of these for the Winter issue. We would also very much welcome a volunteer to take on the role of coordinating contributions for the newsletter – please reach out if you’re willing!

In this issue, you’ll read a brief update about the CACEP process, as well as a report from our panel discussion session at the May 2017 conference in St. John’s, Newfoundland. There is information about a group for counsellors, our new webinar series, some book reviews, and a brief introduction to our current executive. We are also excited to introduce a new project funded in partnership with the Chapter Support Fund.

In compiling our Chapter Report for the Fall CCPA board meeting, I noticed a decrease in chapter membership (after a couple of years of increases). Please reach out to your colleagues who are members of CCPA to confirm that they’ve also signed up for the Counsellor Educators chapter. Also, did you know that grad students who are preparing to become counsellor educators get free membership in this chapter? If you’re supervising doctoral students, please encourage them to join us. They may find the first webinar, focused on creative strategies for enhancing student engagement, to be particularly helpful – and it’s free for chapter members!

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CACEP: Accreditation Update

~ Contributed by Natasha Caverley

The CACEP Advisory Committee submitted an article for the Fall 2017 COGNICA newsletter. Watch for the article entitled, “Rejuvenating counsellor education accreditation in Canada – Understanding the Council for Accreditation of Counsellor Education Programs (CACEP) and the current counselling professional landscape.”

There is also a CACEP panel presentation / webinar video available on youtube. Originally presented in-person at the 2017 CCPA conference in St. John’s and then as a webinar, you can access the recording at: <https://www.youtube.com/watch?v=bD6o1k46qsU> The video provides a great overview of CACEP and its components as well as next steps with the rejuvenation of the program and its standards. Moderated by Bill Borgen, the presenters on this video are Sharon Robertson, Ron Lehr, Blythe Shepard and Natasha Caverley.



Webinar Series

We recently surveyed Counsellor Educator chapter members to find out what topics you'd be interested in for our new webinar series. Some of the recommendations included:

- how core faculty can engage efficiently and productively with sessional instructors so that these part-time faculty feel sufficiently informed and “part of” the program;
- program advisory committees – function, focus, and process;
- coursework assignment development and the evaluation and feedback process – optimizing student learning and ensuring a manageable workload for instructors; and
- program elements that contribute to a sense of “program” above and beyond coursework and practicum.

If any of you are interested in developing and facilitating a webinar related to these topics, please email Roberta Neault (roberta@lifestrategies.ca) and we'll get you on the schedule.

We're happy to launch our first webinar for Counsellor Educators: **Creative Strategies for Enhancing Student Engagement**

Join us on Wednesday, Dec. 6, at 2 PM Eastern

Description: Student engagement and participation in both on-line and face-to-face classrooms are enhanced through the use of strategies for active learning, engaging both the mind and emotion, and multiple modes of learning/teaching. This webinar explains and demonstrates creative strategies and activities that draw on these approaches. The facilitator has used these approaches and has been inspired by social presence theory, imaginative education research, and experiential learning.

Facilitated by Dr. Jill Cummings, Yorkville University

Jill Cummings develops, delivers, and supervises professional development workshops and webinars as Associate Dean, Faculty Development for Yorkville University where many instructors teach graduate courses in Counselling Psychology. Jill has enjoyed

working with educators extensively in both adult education and K-12 in Canada. Her Ph.D. is from the University of Toronto, Curriculum, Teaching, and Learning.

Her recent book publication, “Creative Dimensions of Teaching and Learning in the 21st Century”, examines innovations in approaches and issues in curriculum, teaching, and learning in post-secondary, K-12, and adult and community learning contexts. <http://tinyurl.com/y9crsv4g> Read more about her book in the “For Your Bookshelf” section that follows.



Jill's research, curriculum development, and teacher education activities have included projects related to the following: the effects of technology for learning and teaching; literacy assessment and teaching in ESL and LINC; teaching English as a Second/Additional Language; teacher knowledge, learning, and pedagogy; the goals for academic writing of learners, professors, and instructors; and, the development of mobile, digital educational games.

Cost:

Free for Counsellor Educators chapter members

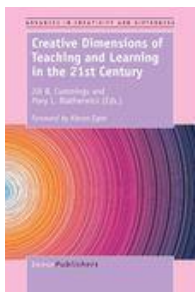
\$20 for non-members (invite your colleagues and students who plan to become counsellor educators; for CCPA members, a free 1-year membership in the Counsellor Educators chapter membership will be included with the registration)



For Your Bookshelf

Creative Dimensions of Teaching and Learning in the 21st Century by Jill Cummings, Yorkville University & Mary Blatherwick, University of New Brunswick (Editors and Authors) is available through Sense Publishers <https://www.sensepublishers.com/> and Amazon <https://www.amazon.com/books-used-books-textbooks/b?ie=UTF8&node=283155>

Jill Cummings, Associate Dean Faculty Development at Yorkville University, has graciously agreed to be our first webinar presenter on December 6. The book will offer a wonderful extension and reminder of the information she'll share in her 1-hour with us.



Creative Dimensions of Teaching and Learning in the 21st Century features 35 chapters from experienced educators and researchers from across Canada and the United States. These “expert educators” explain “leading edge” concepts, strategies and approaches regarding innovative solutions for developing

creativity and critical thinking in a broad range of learning contexts – from STEM to the Social Sciences; from Music to Mathematics; Art to Aboriginal Knowledge; and for post-secondary, K-12, and community programs and classrooms.

Cummings and Blatherwick have not only edited this curriculum, teaching, and learning text. They co-authored Chapter 8, “Back to the Garden: Coming to Our Senses,” which recommends activities for drawing on sensory experiences as a means to enhancing creativity and engagement in learning/teaching. Other chapters are by well-known educators including: Gillian Judson (Simon Fraser University), who discusses strategies for increasing learners’ emotional engagement as the “fount” of creativity; Jim Cummins (University of Toronto), who advocates for developing identity affirmation amongst multi-cultural learners through digital, creative writing activities; Robert Kelly (University of Calgary) on developing creative experience and practices amongst educators and student teachers; Gerald Cupchik (University of Toronto), who critically provokes post-secondary students and professors to examine their

discipline’s professional discourses and constraints; Phil Lambert (University of New Brunswick), who discusses whether creativity may be taught and learned and how; Matthew Poehner (Pennsylvania State University), who explains dynamic assessment practices as a means to bridging the gaps between assessment and learning; Antoinette Gagne (University of Toronto), who recommends creative digital projects and activities as a means to reflective teacher education and self-knowledge amongst practitioners; and, many more.

Kieran Egan, Professor Emeritus, Simon Fraser University as well as founder of the Imaginative Education Research Group (IERG.ca), has written the foreword to this new book. Egan notes:

The readings that follow in *Creative Dimensions in Teaching and Learning in the 21st Century* provide a fantastic resource for administrators, teachers, and professors of education who want ideas for how to ensure that classrooms much more commonly show creativity in action, and lead to greater creativity in students’ thinking and behaviour so that creativity becomes a habit of mind over the years and throughout their adulthood.” (p. xi)

The road of meaning. The art of flourishing in an uncertain world by Jean-Louis Drolet

Reference

Drolet, J.-L. (2017). *La route du sens. L'art de s'épanouir dans un monde incertain*. Montréal : Québec-Livres, 320 p.

Summary

What is the meaning of life? Is there one general meaning, or each one of us has a different meaning? Should we discover it or create it? Why is it essential to respond to our need of meaning? How can we nurture it on a daily basis? How does it manifest itself at different stages of life? What to do when meaning has given way to boredom, frustration, emptiness?



To answer these questions, Jean-Louis Drolet takes us on the road of meanings. First, he explains the three main

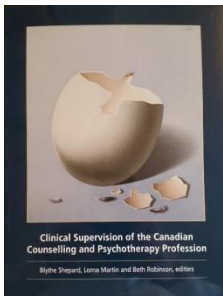


conditions to respect to experience meaning. Then, he describes the steps to take to fully enjoy life and try to meet our highest aspirations. Finally, he helps us understand that living is an art to perfect through our experiences – positive and negative – of our choices and our commitments. With this book based on clinical observation and punctuated with concrete examples, the author succeeds to clearly create a path we must take to get out of our uncertainties and give a solid meaning to our life.

ISBN: 9782764026274

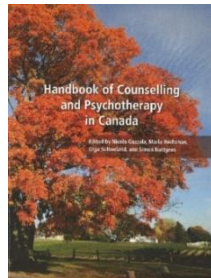
CCPA Publications

If you don't yet have these two recent publications on your bookshelf, we highly recommend them for counsellor educators:



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

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



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/>

Did You Know . . . ?

There is a consultation list on the Counsellor Educators website at

<https://www.ccpa-accp.ca/wp-content/uploads/2017/10/CCPA-CE-Chapter-Consultation-List.pdf>.

It has recently been updated. If you'd like to have your name and information added to it, please send them to roberta@lifestrategies.ca.

Mark Your Calendar

Webinars

Wednesday, December 6 at 2PM Eastern

Dr. Jill Cummings will share **Creative Strategies for Enhancing Student Engagement**.

Thursday, January 25 at 2PM Eastern

Join us for a presentation by Dr. Giorgio Tasca of the Psychotherapy Practice Research Network (PPRN) on their **research on therapeutic alliance/ruptures**, as well as to learn how counsellor educators may get involved in a recently funded study.

Coming in Spring 2018

Dr. Jeff Landine and Dr. Peter Hall will facilitate a webinar on **Practicum Challenges and Creative Solutions**.

For more info, contact: roberta@lifestrategies.ca.

Counsellor Educators Chapter AGM

Based on responses to our survey, the next **AGM** has been scheduled at the conference in Winnipeg on **Friday, May 11, at lunchtime** (lunch will be provided).



Summary of Counsellor Educators' Open Discussion at the CCPA 2017 Conference

In response to a request from our members for more opportunities to connect, the Counsellor Educators chapter experimented with a new way to facilitate opportunities to share what is happening in counselling programs in Canada. Similar to annual conference sessions on the current status of regulation in each province, the President of CCPA's Counsellor Educator Chapter, Dr. Jeff Landine, hosted a discussion session at the May 2017 conference in St. Johns, Newfoundland, for anyone interested in the education of Canadian counsellors.

The discussion drew interest from coast to coast, with contributions in both French and English. We discussed the need to include students (especially our CCPA student reps) in program decision-making. We also discussed the need to better align program outcomes and standards, regulation criteria, and certification criteria. One student shared her research results with us during the discussion, reporting a discrepancy between peer and instructor ratings regarding students perceived as problematic. We'd like to find ways to disseminate such research so that Counsellor Educators can benefit from work that students are doing in programs throughout the country. Sadly, in other research shared by one of our members, the counselling faculty in one university was not interested in receiving student feedback. That was surprising but suggests there might be room for discussion on how to use student feedback to improve our programs. We learned that, in the CACEP requirements, students must be involved on all committees (e.g., search committees); perhaps this could be encouraged in other programs, not just those seeking CACEP recognition. We hope to find creative ways for the Counsellor Educators chapter to use CCPA student reps as advisors, offering an anonymous but highly informed perspective that could be summarized and shared across programs.

Participants also discussed some program gaps, including a lack of courses and practicum experiences that adequately equip our students to work with children. We also heard of the need for more training in conflict resolution and harassment prevention. Perhaps our Chapter might create some toolkits for Counsellor

Educators with tips and activities that would help embed some of these topics into our training and supervision?

There was also a focus on interacting with / collaboration across disciplines/professions and also a call to focus our social advocacy competencies inward as we defend our own programs and preserve their integrity amidst shifting priorities at our institutions.

Another interesting conversation focussed on the topic of personal suitability for counselling and whether this should be screened for at intake, intentionally taught, or developed through extensive reflexive practice. Perhaps our Chapter members could help with this by compiling a literature review or coming together for a panel presentation at a conference?

We were very excited by this input from our members and students and have submitted a proposal for a similar session at the 2018 conference in Winnipeg. If it's accepted, we hope to see you there!

Consultation and Growth Group for Therapists

~Contributed by Dr. Avraham Cohen

I am forming a group with/for therapists that will offer a combination of case consultation, personal growth opportunities, and community culture development. An underlying theme and mission, beyond the specific work, will be to develop a practice that increasingly addresses individual, relational, and collective culture within the context of inner, outer, and relational worlds.

This group is for those who want to explore their practice and their own arising personal work, push the margins of contemporary psychotherapy practice, and work mindfully along a continuum that stretches from healing wounds to accessing the possibilities of human potential.

The main theoretical bases will be humanistic-existential and process-oriented, integrated with mindful attunement practices. As always, however, all approaches and possibilities will be invited in as part of the whole.



The group will meet once a month for 2 1/2 hours; a commitment for the full 9 sessions would be required from each participant. The group, or groups, will be limited in size to accommodate full participation opportunities. At the endpoint, my intention is to evaluate what we have learned from this initial iteration and then decide on future possibilities.

The format of the group will be familiar to many of you:

- Contemplative time
- Check-in
- Announcements
- Possibility of small lecture for learning purposes
- Offering of cases and personal issues for focus
- A 15-minute break midway
- More offerings and work
- Closing comments and feedback

Meetings would take place once-monthly in the second week of each month. Groups are now closed for the current sessions in Vancouver, but please reach out if you're interested in something like this for the future. I am investigating the possibility that participation could be used for CCPA CEU's, and/or supervision hours for students.

In spirit,
Avraham

A Reminder of Certification Requirements

~ Contributed by Jeffrey Landine,
(previously published in the Spring 2017 issue)

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/2015/08/CertificationGuide_EN.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 all of 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.

Breaking News!

We've just learned that our proposal for funding from CCPA's **Chapter Support Fund** has been approved!

Counsellor educators have expressed concern that some CCPA members who seem to fit the Canadian Certified Counsellor (CCC) qualifications "in spirit" remain unable to qualify for the designation, in part due to challenges matching their education to the specified requirements. In some cases, this is due to differences between the Francophone and Anglophone systems; in other cases, counsellors have been accepted by various regulatory colleges but not by CCC. Some counsellor educators themselves are not eligible for CCC.

The approved project will build upon preliminary data collected by the CCPA office. Working closely with the Certification Committee, and with the support of a research assistant that we will hire with this funding, we aim to provide clear mapping/cross-walking and an informed rationale to support the Certification Committee in requesting any recommended changes. We believe that Counsellor Educators are well positioned to inform this position paper and we hope that this project will provide useful documentation to separate myth from reality and provide guidelines for decision-makers at CCPA as well as for individuals applying for their CCC designation.

For more information or to offer information to support this project, contact Project Supervisors:
Dr. Roberta Neault (roberta@lifestrategies.ca)
Dr. Liette Goyer (Liette.Goyer@fse.ulaval.ca)



Meet the Executive

Dr. Roberta Neault, President 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. Roberta is a Project



Director with the Canadian Career Development Foundation (CCDF) and also served on Team Canada for the 2017 International Symposium on Career Development and Public Policy in Korea. She recently retired from her role as Associate Dean for the Faculty of Behavioural Sciences at Yorkville University, home of the Masters of Arts in Counselling Psychology (MACP) program.

Dr. Jeff Landine, Past President 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.



Dr. Peter Hall, President Elect is Dean of the Faculty of Behavioural Sciences at Yorkville University. He is a Registered Psychotherapist (RP), Canadian Certified Counsellor Supervisor (CCC-S), Canadian Certified Counsellor (CCC), and Approved Clinical Supervisor (ACS). His primary areas of focus are counsellor education and supervision, and leadership in higher education.



Dr. Liette Goyer, Secretary/ Treasurer 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, CCPA Board Liaison, is a career counsellor and 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

