

The Canadian Counselling and Psychotherapy Association

COGNICA

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Vol. 50 No° 1 | WINTER 2018

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CANADIAN COUNSELLING AND
PSYCHOTHERAPY ASSOCIATION

L'ASSOCIATION CANADIENNE DE
COUNSELING ET DE PSYCHOTHÉRAPIE

Publication Guidelines



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Cognica's mandate is to "reflect the current status of counselling across Canada".

Cognica is published 4 times per year. The submission deadlines for articles and advertising are: December 1, March 1, June 1, and September 1.

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Articles published in Cognica are eligible for Continuing Education Credits. Information on CECs can be found at <https://www.ccpa-accp.ca/continuing-education/>.

Except where specifically indicated, the opinions expressed in Cognica are strictly those of the authors and do not necessarily reflect the opinions of CCPA, its officers, directors or employees.

All submissions are welcome for consideration. Those accepted will be subject to editorial review prior to publication.

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|---------------|--------|----------|---------|
| 1 page | \$510 | \$430 ea | 6" x 9" |
| 1/2 page | \$325 | \$270 ea | 3" x 9" |
| 1/4 page | \$215 | \$165 ea | 3" x 4" |
| Business Card | \$85 | \$55 ea | 2" x 3" |



Save the Date! CCPA 2018 Conference

President's Message

gatherings and events. All of these activities provide conference participants an enriching professional opportunity. For those who may not yet have attended, I invite you to experience some of what it means to be a member of CCPA.

CCPA members can receive 18 Continuing Education Credits by attending the [Conference](#). I do hope many of you will be able to attend and look forward to seeing you in Winnipeg.

Some of the scheduled tours include: Hermetic Code Tour of the Manitoba Legislative Building, the tour of Canadian Museum for Human Rights, and one of Capital K Distillery. It may also be of interest that entertainers Cavialia Odysseo and Shania Twain are 'in town' during this time.

In addition to our Annual Conference our Association will be hosting a student research/symposium for student members and other students in master and doctoral level programs in counselling and psychology. Many thanks go to CCPA's Francophone and Anglophone Directors from Quebec, Michel Turcotte and Carrie Foster, for their leadership in arranging this year's bi-annual Student Symposium. On March 23rd, CCPA will be partnering with the Centre de recherche et d'intervention sur l'éducation et la vie au travail (CRIEVAT) to host a bilingual Student Symposium, at Université Laval, in Quebec City. This is an exciting opportunity for students in counselling and psychology to meet with fellow students from across the country to share and learn from each other. Translations services, provided by CCPA, will be available for all attendees. Registration information will be posted shortly on our [website](#). In the meantime, if you have questions please send them along to symposium.crievat@fse.ulaval.ca.

Sincerely,
John Driscoll
President CCPA

Dear CCPA Members,

Winnipeg Manitoba is the location of this year's CCPA annual conference. Our conference poster says: *Save the Date!* May 10-13. Winnipeg, the capital city of Manitoba, is named after Lake Winnipeg, which comes from the Western Cree word for 'muddy waters'. In the heart of the city is The Forks, a historic site at the intersection of the Red and Assiniboine rivers.

Keynote speakers for the conference are Don Burnstick – *Healing Through Humour: Laughter is Good Medicine*, Michael Hart - *Cultural-Based Helping Practices: Understanding the Continuum*, Anne Bisson - *The DNA of Happiness*, and Tayyab Rashid - *The Next Frontier-Integrating Yin & Yang of Human Experience*. In addition, our conference will offer the usual large number of sessions and workshops aimed at increasing your knowledge and skills in counselling and psychotherapy.

Our conference aims to:

- Develop the field of counselling in Canada;
- Facilitate the professional development of people working in the field;
- Promote the exchange of theories and research in counselling;
- Encourage the exchange of ideas and information among delegates, as well as between delegates and the CCPA Board of Directors.

For those of us who have attended before, we know the Annual Conference is not just about keynotes, sessions, and workshops. It is also connecting with counsellors and psychotherapists colleagues and speaking with exhibitors, attending Chapter meetings and the CCPA AGM, and participating in social

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Truth and Reconciliation: Laying a Foundation with Four Pivotal Questions

President - Elect's Message

There are many pathways to approach Truth and Reconciliation. As Counsellors, we could discuss the application of specific Calls to Action of the Truth and Reconciliation Commission (TRC) of Canada (2015) that we have the opportunity to respond to in the therapeutic setting. We could highlight the excellent efforts being made by our national association to transform these calls into actions. We could review the innovative efforts of our counselling students and educators within our practicums, programs and research. Most importantly, I am hopeful that each of us would feel inspired to actively practice Truth and Reconciliation in new and meaningful ways. One thing I do know for sure – this work begins with each of us as individuals, and so, I will begin there, for today.

During the Autumn of 2015, I had my first visit around the kitchen table with Mi'kmaq Elders Albert and Murdena Marshall of Eskasoni First Nation in Unama'ki (Cape Breton Island, Nova Scotia). I was eager to meet and learn from these welcoming Elders as I am utilizing their theory of Two-Eyed Seeing in my doctoral work. I entered the conversation humbly, and yet feeling as though I had an above-average level of self-awareness. However, I soon learned that awareness surrounding my cultural positioning was desperately lacking. It was true – being a member of the mainstream culture had become so normal for me; I wasn't even aware of what that meant, or the unearned privileges I possessed as a result. This is something that I have now reflected

upon and written about extensively, and it all began with four contemplative questions that my Elders gave me to ponder as part of my initial homework.

These four questions were as follows: (1) Who are You? (2) Where do you come from? (3) Why are you here? and (4) Where are you going? Before I could respond to these questions in the context of my research or as a counselling practitioner, I was encouraged to examine them through a personal lens. I felt particularly uneasy and disconnected from the second question. I was from this beautiful land of New Brunswick, this is my home base that I have always returned to, and I had not previously felt any inclination to dig deeper. As this journey unfolded, I learned more about how I am a descendant of early European settlers who came to sovereign Indigenous territory; I had never thought about it that way before because I 'didn't have to' as a member of the mainstream culture. Concurrently, I was reading *Indigenous Healing: Exploring Traditional Paths* by Rupert Ross (2014), and as each page turned, my heart sank as I learned more and more about the deeply dark history and traumatic impacts of settler colonialism, impacts that still continue today. As a result of examining these four questions, a process that is still alive and on-going today, I felt a much greater connection to all of this devastating hurt and trauma that Indigenous peoples have endured. I could no longer be ignorant and passive as I learned this Truth.

I began exploring the treaties of the land in which I currently live, a territory that was never surrendered by the Indigenous peoples under

our unique Peace and Friendship Treaties on the East Coast. These treaties were signed with the Mi'kmaq, Wolastoqiyik (Maliseet) and Passamaquoddy prior to 1779. I have been learning more about my responsibilities as a Treaty partner, and I have a much deeper understanding and respect for the strength, resiliency, kindness, generosity, forgiveness, and patience of the Indigenous peoples of this territory.

And so, I'm grateful to my Elders for giving me this homework, and now I am passing it along to you as I have been encouraged to do. Please reflect on these four questions, and learn about the history of Indigenous peoples on this land that we now call Canada. Learn about the treaties and/or other agreements and history of the land in which you live – it has a story to share with you. We must begin by understanding our

personal location and cultural identities, and the space between us and another, before we can relate and authentically reconcile with another.

Recommended Resources: [TRC Calls to Action 2015](#)

As an example: [Peace and Friendship Treaties](#)

Until next time, may your winter season be filled with an abundance of joy, happiness, vibrant health, prosperity, learning and growth. And, hot chocolate.

With Gratitude, Merci Beaucoup, Wela'lin, Woliwon!

Jenny Rowett, MEd, CCC-S, LCT
President-Elect, CCPA



NOTEBOOK ON ETHICS, STANDARDS OF PRACTICE AND LEGAL ISSUES FOR COUNSELLORS AND PSYCHOTHERAPISTS

Saying No to the Police when Noncompliance is the Appropriate Response Some Personal Examples

By Glenn Sheppard

I have been considering preparation of a *Notebook* on this topic for some time. However, I was really motivated to do so when I became familiar with a recent news story about a nurse in Salt Lake City, Utah, being arrested for refusing a police officer's order to take blood from her unconscious patient. The officer demanded that the nurse obtain the blood sample from a truck driver who was hospitalized after been involved in a vehicle accident. The nurse insisted that it was against hospital policy to do so and the officer told her that she was going to jail for interfering with a criminal investigation. He then informed her that she was under arrest and forcefully placed her in handcuffs. She was released shortly after and later successfully brought assault charges against the officer and his employer.

In the Supreme Court of Canada case, *R.v.Poheretsky*, (1987), the results of a blood sample taken by a physician from an incoherent and delirious patient, at the request of a police officer, were excluded as evidence. In this judgement it states that "a violation of the sanctity of a person's body is much more serious than that of his office or even his home."

In Canada, *The Charter of Rights and Freedoms, Section 8*, concerns the protection of the privacy interests of citizens from wrongful search or seizure. According to a Supreme Court of Canada decision in *R.v.Dyment* (1988), an unlawful seizure

occurs whenever there is a non-consensual taking of an item by the state in respect of which the citizen has a reasonable expectation of privacy"

Although other types of searches and seizures are not as invasive as those blood sample cases, nevertheless they can also be serious privacy violations. If asked to be party to searches and seizures counsellors and psychotherapists have an ethical obligation to resist unless certain conditions are met. The following three examples with which I am personally familiar required such resistance:

Example I: When I was President of the Canadian Counselling Association (CCA, now CCPA), I received an urgent phone call from our Executive Director about some significant breaking news regarding one of our members. The Executive Director had just been informed by a provincial police officer that the member was recently arrested and charged with a number of serious criminal offenses. The offenses included, as I now recall: possession of a gun and child pornography, and having equipment at his home for the production of false certificates and documents. It was alleged that the member had used such a document to falsely claim that he had completed an undergraduate degree at a Canadian university, and to support his successful admission to a university graduate program from which he acquired a valid master's degree.

I was informed that the police officer had requested a copy of the member's CCA membership file. Our Executive Director had wisely informed the officer that he needed to take some time to consider the request. He was phoning me for direction on the matter. He also informed me that the police officer was very annoyed at what he saw as an unnecessary delay. My advice was to inform the officer that we would provide a copy of the member's file when provided with a search warrant or court order to do so. Shortly after, I received a phone call from the police officer who was clearly already upset over our position. Once he confirmed my identity and that I was the source of the denial of access to the file he became very agitated with me. He accused me of obstructing a criminal investigation and mentioned the seriousness of the alleged crimes as his case for our releasing the member's file without a warrant or court order. He also informed me that the two universities involved and the school board employer of the member had already released their files without the hassle I was causing for him. My privacy violation argument did not convince him of the merits of our position and he ended the phone call without a warm goodbye.

Example II: When I was Chair of the CCA Ethics Committee I received a phone call from a member who was quite upset about an event that had just occurred in her counselling office. She informed me that she had received an unexpected visit from two provincial police officers who demanded the counselling file of a client she had seen several years ago. They stated that the client was currently under investigation for some alleged wrongdoing and that the file was essential to their work on the case. She remained steadfast in her position that she ethically could not acknowledge the identity of her clients. Nor would she provide any counselling records without either client informed consent or a search warrant. Both

officers, she said, challenged her position and accused her of standing in the way of justice by her lack of cooperation. One of them had threatened to search her office for the file if she did not soon provide it. Fortunately, that officer did not act on this threat and the two of them had just left her office. I reassured her that she had taken the correct position and told her that it must have taken considerable courage to maintain it in the face of such challenging behaviour on the part of the officers.

Example III: One day I received a phone call from my friend and former Chair of the CCA Ethics Committee, Dr. Lynda Younghusband. She told me to expect a call from a provincial police officer with whom she had just spoken. Apparently one of our young members who had recently begun a private part-time counselling service had received a visit from a provincial police officer who had insisted on receiving the counselling record of one of her female clients. Furthermore this client had recently died and the police believed that she may have been murdered. The counsellor was already aware of the death of her client and was naturally upset over it. Dr. Younghusband had informed the police officer who had phoned her that she supported our member's position not to release her dead client's counselling record unless she was provided with a search warrant or a court order. In a phone call from the officer shortly after, I agreed with the position of both my colleague and the member. The officer became quite belligerent with me and accused me of being unreasonable and obstructing a serious criminal investigation. I terminated the call after a short exchange. Members are referred to my *Notebook* (2003) entitled *The Issue of Confidentiality when a Client Dies*. In it I remind our members that "The right to confidentiality does not end with the death of the client and counsellors have a continuing responsibility to protect client confidentiality". I also provided some advice as to how we should conduct ourselves

under what can be a most challenging circumstance.

The following professional legal advice will hopefully help us to be resolute in our noncompliance when it is necessary to do so:

"The natural impulse to cooperate with law enforcement officials must be resisted. The primary response to a law enforcement officer's request for health information should be 'show me your warrant', generally law enforcement officials are not entitled to any health information without a warrant issued by a justice...."

W. Reake, University of Alberta, Faculty of Law, 2000

"Requests from defence counsel should be treated in a manner similar to requests from law enforcement. Other than as part of the litigation process there are no requirements, either in legislation or common law, that defence counsel be granted access to health information. Therefore, all requests from defence counsel should be denied until the health professional is properly served."

Glen L.C. Noel, Lawyer, 2002

In most situations counsellors and psychotherapists can insist on taking some time if they are unsure how to respond to a request or a demand from a police officer to release client information. This will provide them with an opportunity to seek legal and collegial consultation.

I can appreciate that all four police officers mentioned in these examples were likely motivated by their determination to pursue and apprehend those who may have

committed serious crimes. However, I was very disappointed in their apparent lack of knowledge about, or concern for, the privacy rights of citizens as they carried out their very important societal responsibilities. Also, the officers were apparently prepared to ignore the real possibility that any evidence wrongly collected could be ruled inadmissible.

On occasion there may be circumstances in which a counsellor or a psychotherapist could, consistent with our ethical code, release private client information without being presented with a warrant or client informed consent. These would be situations in which such a release could prevent or lessen a serious and imminent threat to the health and safety of an individual or to the public.

Such a circumstance could, for example, be one in which a police officer informs a counsellor that her/his client left a suicide note that morning and the counsellor might know where the client often goes or even where the client was planning to go that day. Disclosing information about the possible location could contribute to saving the client's life. For any such disclosures it would be wise to adhere to the following guidelines typically associated with the *Doctrine of Qualified Immunity*.

- The action was taken in good faith;
- There was a demonstrative duty or interest to be fulfilled by the disclosure;
- The disclosure was limited in scope to this duty of interest;
- It was done on a proper occasion; and
- The disclosure was made in an appropriate manner and to the appropriate parties only.

As always I welcome feedback from our readers.

Agency and adaptability: Filling in the gap (year)

If carried out with purpose, a gap year can help foster well-being among young adults in transition.

By Jay Gosselin

Since 1973, Harvard University has been offering admitted students the opportunity to take a year "off" prior to engaging in their post-secondary education. The admissions office is so committed to this pathway that they suggest a gap year directly in their offers of admission. The reason for this approach is simple. Harvard students who complete a meaningful gap year return to their studies motivated, are high-performing and see purpose in their academic endeavours. Furthermore, professors speak highly of their engagement and maturity, both within and outside the classroom.

Every year, between 80-110 students delay the start of their education at Harvard. Until recently, they were the only institution in North America to support this path so earnestly. In recent years, schools such as Princeton and Tufts have followed suit, having witnessed first-hand the benefits that a year off before starting university offered their students. Unfortunately, Canadian institutions, by and large, have not yet embraced this approach to admissions.

The mental health crisis

The past decade has produced increasing levels of mental health concerns across Canadian post-secondary campuses. According to a [recent study](#) of 25,000 students across Ontario universities and colleges, 65 per cent of students reported experiencing overwhelming anxiety within the last year. 46 per cent reported feeling so depressed in the previous year it was difficult to function.

At *Discover Year*, we believe that, while there are many factors contributing to this crisis, the best way to combat this crisis is to help young adults develop a sense of purpose in their lives. Purpose is created when a person uses their greatest strengths to pursue objectives that are meaningful to them. The problem is that very few people have a clear sense of their authentic strengths or passions at the age of 18.

While the concept of the "gap year" remains relatively undeveloped in Canada, we at *Discover Year* believe that there has never been a better time to introduce a purposeful experiential year as a stepping stone to post-secondary education or the workforce. Better understanding their own interests, values and talents and engaging in meaningful experiences and relationships are important components in fostering emotional and psychological well-being among young adults in transition.

Understated successes

I meet successful professionals every week who beam with pride and accomplishment when they tell me about their gap year experiences. In fact, many identify their year of self-discovery as a defining period in their life – a time when they learned what was important to them and they built the character required to pursue those values. While there is still very little scientific research assessing the actual academic and career outcomes for students who choose this track, the anecdotal evidence is overwhelmingly positive. These former "gappers" echo the sentiment of Harvard's

students, professors and admissions officers: their year away enabled them to build motivation, maturity and self-awareness, and, perhaps most importantly, it helped them connect concretely with their purpose for attending post-secondary education. They returned to their studies curious, determined and empowered to understand how academic principles could be applied in “real life.”

Creating meaning

Understanding that an intentional gap year can have significant positive impacts on a young person’s future studies, it is important to offer young people guidance as to how they can go about creating meaningful experiences for themselves during this year of exploration. In this sense, meaning relates to the value of activities undertaken in helping the individual build intrinsic motivation, crucial skills and an optimistic mindset towards their future and the world around them.

Agency and adaptability

In today’s global economy, a “sense of agency” and adaptability are important skills for successful career development. This age of rapid technological advancement necessitates ongoing adaptation to the constantly changing demands of the labour market. Adaptability requires critical thinking, creativity, interpersonal skills and resilience.

Having the tools to adapt to your environment is essential, but in order to implement meaningful adaptation, we must also take action towards people and activities that align with our values. Building a strong sense of personal agency requires confidence, self-awareness and motivation. At Discover Year, we place agency and adaptability at the core of our students’ development plan during their gap year. We help them build these

skills through three pillars of growth: **experiential learning, self-discovery and skill development.**

Experiential learning

Practical experience enables learners to apply theoretical knowledge to their lives. Our students gain this experience in three important realms: paid work, volunteerism and travel. The merits of each of these outlets are well documented, but very few students are able to engage in all three in a purposeful manner prior to their foray into full-time employment. By supporting them in their navigation of the job market, offering travel resources and advice and re-framing the concept of charitable work, we empower our students to integrate all three of these important endeavours into a comprehensive learning experience.

Self-discovery

According to the *Youth in Transition Survey*, only 17% of students still identify the same career objective or track at age 25 as they did when they were 17. This seems logical – adolescents simply haven’t been exposed to enough experiences to truly understand their likes and dislikes, or how their natural abilities and values relate to different occupational fields. Therefore, we offer our students monthly individual coaching sessions with a career coach, as well as access to over 100 incredible mentors from a plethora of fields and occupations. These interactions help shape both the students’ understanding of their own interests and their awareness of what different fields offer and, how to integrate them.

Skill development

There have been hundreds of articles published in the popular media related to the “skills gap” we are experiencing here in Canada. Much of this literature relates

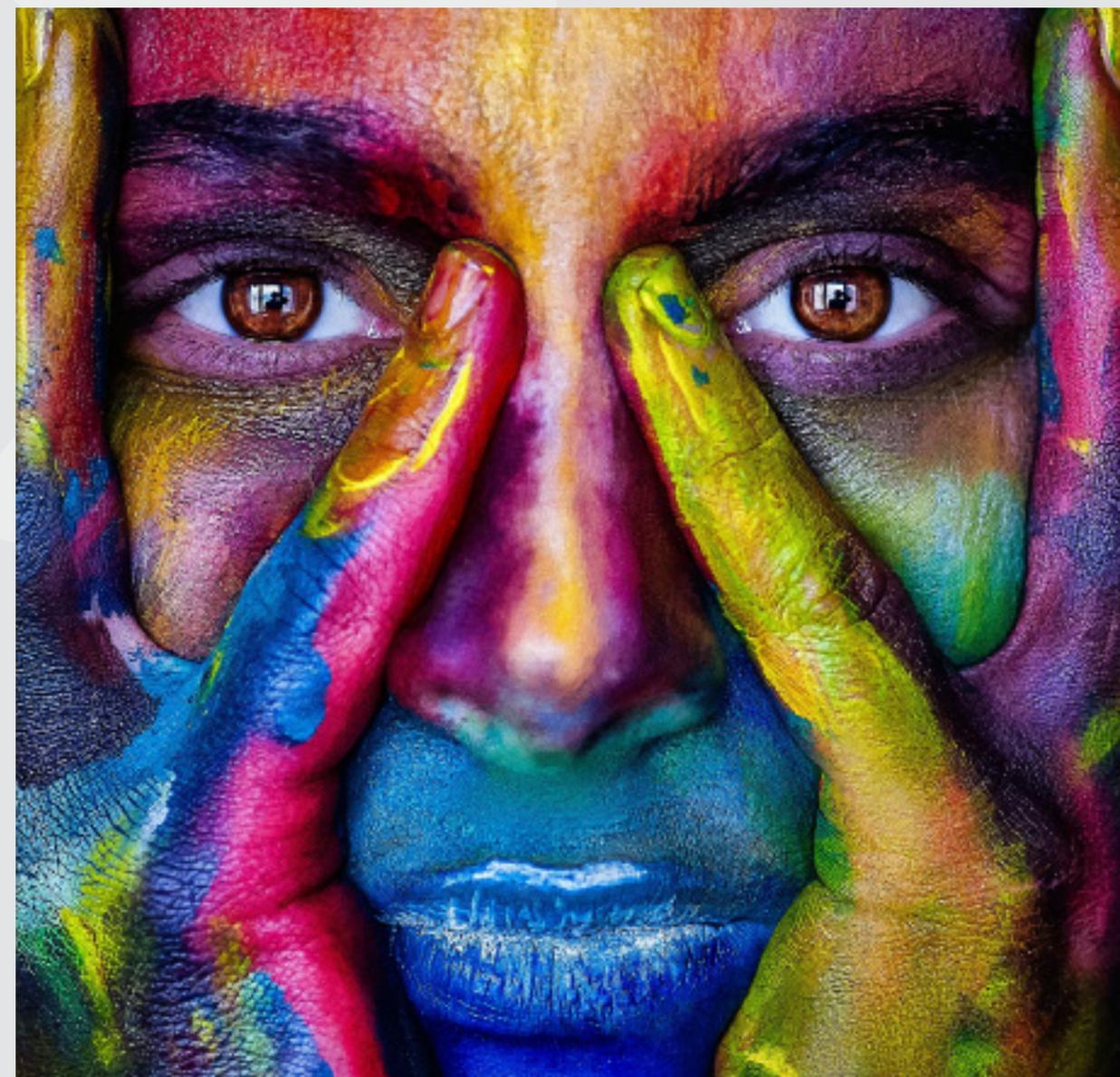
to the so-called “soft” skills needed to perform at a high level in today’s economy. Communication, teamwork, creativity and critical thinking are among the skills that employers identify as increasingly important but claim are sorely lacking in recent graduates. Our weekly [Discovery Days](#) – held each Wednesday over the course of the year – revolve around these core competencies. These days include targeted workshops, career mentorship and group discussion.

While a *Discover Year* is not the solution for every young person, many students stand to improve their own well-being through a meaningful year away from school before the completion of post-secondary studies.

I believe that experiential learning, self-discovery and skill development should frame every student’s planning for a gap year. The pursuit of these principles necessitates action, openness and identification of the student’s authentic self.

A Discover Year is not a guaranteed one-year journey to success, but this one year IS the start of a lifelong journey to significance. We would love to join you on your journey.

Please see discoveryyear.ca for more information, and share our [Purposeful Gap Year Planning Guide](#) with anyone you think could benefit from it.



Bridging Two Worlds: Supporting Newcomer and Refugee Youth

By Lorna Martin and Jan Stewart

Counsellors, educators, and administrators have a new resource for supporting newcomer and refugee children and youth in Canada. *Bridging Two Worlds: Supporting Newcomer and Refugee Youth* (Stewart & Martin, 2018) offers a compendium of information and ready-to-use instructional strategies. Novel in its approach of addressing the learning needs of both educators and their students, the text provides a three-prong strategy to disseminate information:

- 1) Research-informed details for policy-making, classroom-based decision-making and support strategies;
- 2) Essential learnings for school-based personnel to understand and recognize the needs of newcomer and refugee children and youth within the regular classroom, and
- 3) Curriculum-based instructional ideas for the regular classroom.

The book addresses the important role of inclusivity and diversity within the context of the growing number of regular classrooms across Canada that house students from a variety of cultures, countries, and life experiences. According to the 2016 Canadian Census, almost 2.2 million children under the age of 15 were foreign-born (first generation) or had at least one foreign-born parent. In 2018, the Government of Canada expects a further 310,000 immigrants, of which 46,500 will hold refugee status. This increase in population adds to Canada's record resettlement of Syrian refugees between 2015 and 2017, of which just under half were of mandatory school age. Further, Statistics Canada predicts that children with an immigrant background could represent

between 39% and 49% of the total population of children in Canada by 2036. The January 2018 publication of *Bridging Two Worlds: Supporting Newcomer and Refugee Youth* has its inception in a three-year research program led by Dr. Jan Stewart that investigated schools, settlement agencies and communities in Calgary, Winnipeg, and St. John's to build a database of best practices to share with educators, counsellors and policymakers. The results from the primary research revealed that for refugee and newcomer youth to integrate into school life more fully and to find success in achieving life goals, more assistance with career choices and understanding the impact of course choices on future career trajectories is required. With complications arising because of psychosocial issues (e.g., trauma from war, loss of parents, forced migration), interrupted learning or language barriers, students with backgrounds that included refugee and newcomer experiences were facing obstacles to effective learning. This need for increased assistance was amplified by what is known of the mental health needs of Canadian children and youth in regular classrooms. Teachers and counsellors also reported they did not feel fully equipped to deal with these diverse needs.

Bridging Two Worlds offers data-informed curriculum development and instructional ideas. The guide focuses on preparing educators and counsellors to work with newcomer and refugee children and youth in the regular classroom. It includes 30 teacher and counsellor professional development lessons (essential learnings for integrating students into a holistic learning

environment) and more than 90 instructional ideas grounded in existing learning outcomes in the regular curriculum to use with students from Kindergarten to Grade 12.

This book and the study upon which it is aligned speaks to the Canadian spirit of cultural diversity and inclusivity in all classrooms. The title, *Bridging Two Worlds: Supporting Newcomer and Refugee Youth*, reflects the guiding premise of professionals working with newcomer and refugee families in our country: to effectively support the growth and development of a healthy society and the independence of those within it, we must acknowledge and respect the diverse cultures and lived experiences of newcomers to Canada, beginning with children and youth. By building culturally responsive bridges to Canada in our school systems, we strengthen resiliency and address many of the challenges that face refugee and newcomer students.

The first section of the text reveals the primary data resulting from a three-year study. Each of the data-informed themes that emerged from the research are presented in relation to school-based learning and teaching. The section focuses on creating a welcoming classroom, trauma-informed care values, school-wide positive behaviour supports, the role of cultural brokers, and practices and policies that address the needs of refugee and newcomer students.

The second section focuses on educator competency—preparing educators and counsellors to work with newcomer and refugee children and youth in the regular classroom. Relevant core competencies from the *Career Development Guidelines and Standards of Practice for Career Practitioners* form the foundation of 30 sample lessons for the adults working with students who have newcomer or refugee experiences in

their backgrounds and other students who come in contact with them. These lessons are correlated to both the Guidelines and Standards and to research-based themes.

The book concludes with a section devoted to student learning outcomes for life/work development. Learning outcomes from the *Blueprint for Life/Work Designs* are provided with accompanying suggestions for instruction across all elementary and secondary grade levels, Kindergarten to Grade 12 (K-12). It is in this section that the criticality of including all students in the classroom learning of the refugee and newcomer experience is most apparent. When all students, whether newcomer or not, understand the geopolitical contexts and diverse life experiences of the world's population, understanding, empathy, and inclusion take root.

The need for competent and culturally responsive career development programs and services begins in Canadian schools, with children and youth. Within the classroom setting, educators teach and use important constructs that smooth the transition from diverse countries of origin to diverse regions of Canada, beginning with universal design, multiple intelligences, and differentiated instruction. These support all students, not only those who struggle to learn or whose background includes refugee and newcomer experiences.

Bridging Two Worlds offers data-informed curriculum development and instructional ideas that recognize and address educational gaps as well as cultural or experiential differences that impede progress. Nine thematic categories related to effective pedagogy and mental health supports in the book include:

1. Conflict Awareness
2. Social Determinants of Health
3. Peace and Sustainability

- a. Restorative Practices and Justice
- b. Equity
- 4. Refugee Characteristics
 - a. Anger Management
 - b. Stress
 - c. Resiliency
 - d. Who Is the Student?
- 5. Building Personal and Community Connections
- 6. Cultural Competency/Culturally Safe and Responsive Teaching
 - a. Listening, Empathy, and Perspective-Taking
 - b. Counselling Skills
 - c. Expressive Arts
 - d. Storytelling
- 7. Trauma-Sensitivity, Mental Health Awareness, and Crisis Response
 - a. Mental Health
 - b. Loss and Grief
- 8. Career Planning and Career Development
- 9. Teacher Self-Care

Bridging Two Worlds: Supporting Newcomer and Refugee Youth (Stewart & Martin, 2018) is available online and in print. The research upon which the text is based had financial support from SSHRC, MITACS, CERIC, and the University of Winnipeg. The award-winning authors are Canadian Certified Counsellors and educators. Dr. Jan Stewart is a Professor in the Faculty of Education at The University

of Winnipeg and currently the Acting Dean of The Gupta Faculty of Kinesiology and Applied Health. With over 30 years of teaching, research, and field experience, Dr. Stewart has achieved expertise working with children and youth who have been affected by conflict, trauma, violence, abuse, mental health issues, neglect, and human rights violations. She is the author of *The Anger Workout Book for Teens*, *The Tough Stuff Series*, *The STARS Program*, and *Supporting Refugee Children: Strategies for Educators*. Dr. Lorna Martin is a President Emerita of the Canadian Counselling and Psychotherapy Association (CCPA) and the President of the COMPASS Centre for Examination Development. Prior to her current position, she was a counsellor educator, a certified school counsellor, certified teacher, and Provincial Consultant for the Department of Education in Manitoba. With more than 35 years in the education and counselling field, she has authored and co-edited multiple books and resources, educational materials and articles including *Supervision of the Canadian Counselling and Psychotherapy Profession*, *Emerging Trends and Barriers to Clinical Supervision of the Counselling Profession in Canada*, *Canadian Counselling and Psychotherapy Experience: Ethics-based Issues and Cases*, and *the Manitoba Sourcebook for School Counselling and Guidance*.

School Counsellors Celebrate 5th Annual "Canadian School Counselling Week"

By Janice Graham-Migel



School Counsellors in Canada celebrated the fifth annual "Canadian School Counselling Week" from February 5-9, 2018. The week is organized through the CCPA School Counsellors Chapter and supported by regional school counselling professional associations in provinces and territories across Canada. Canadian School Counselling Week is part of a North American focus on the school counselling profession. While education is a provincial / territorial responsibility in Canada, school counselling programs and services have common characteristics on a national spectrum. The week recognizes the contributions of the school counselling profession to the personal, social, educational, and career development, and the mental health and well being, of all students in Canada.

The goal of Canadian School Counselling Week is to increase the public's awareness of the scope of programs and services that characterize the school counselling profession in Canada within the twenty-first century and beyond. This special week highlights the role school counsellors play in supporting student success. It also builds a sense of national identity within the school counselling profession.

Individual professionals have many creative ideas to raise public awareness of the ways in which school counsellors foster student growth with respect to their personal, social, educational, and career development. The National School Counselling Committee of the School Counsellors Chapter has posted various templates of promotional materials on the Chapter website. Resources include a sample press release and proclamation, sample posters, certificates and suggested activities. Upon request, copies of the Chapter brochure are sent to members. Each year an evaluation form is available for Chapter members to provide feedback to the committee in planning the event for the following year. With the assistance of a CCPA Chapter Support fund, two graduate students were hired in 2014 to develop a bilingual national poster that can be used annually to celebrate the week. Additional information regarding the annual event may be found on the [School Counsellor Chapter website](#).

Thank you for joining school counsellors across Canada in celebrating Canadian School Counselling Week. We hope that you will join us in celebrating Canadian School Counselling Week in years to come.



Canadian Certified Counsellors:

Congratulations to the following CCPA members have been recently certified:

Alberta

Agnew, Lindsay
Beech, Leah
Castelo, Charlene
Chenard, Charles
Clarke, Darcie
Dannhauer, Daniel
Drisner, Janelle
Etem Mbiatem, Mary
Fehres, Natalie
Fraser, Rochelle
Mader, Joel
Olorenshaw, Brad
Power, Pamela
Ratcliffe, Brittany
Refaee-Shirpak, Nahid
Roemmich, Michael
Satie, Christie
Shemanchuk, Eileen
Steed-Takasaka, Joanne
Strowbridge, Jane
Tredger, Wendy
Viehweger, Lynn
Wensmann, Scott
Allen, Shauna
Rockey, Megan-Joy
Summerfeldt, Jennifer

British Columbia

Aujla-Sidhu, Parveen
Bartel, Kylie
Dyson-Loewen, Jessica
Evans, Peter
Hall, Stephanie
Hawkins, Yoona
Hydes, Kristen
Kozlik, Kimberly
Lee, Sharon
Lewis, Carlee
Lok, Tsz Yan
McCurdy, Katarina
McEwen, Juliet
Morris, Nicholas
Patel, Priyanka
Reid, Renae
Singh, Shannan
Stenner, Chelsea
VanderMeer, Leanne

Newfoundland & Labrador

Caines, Lori
Coombs, Marilyn Jeanie

Quebec

Berger, Anthony
Velez, Maria Camila

Saskatchewan

Carey, Cori
Mayer, Sarah
Phillips, Rachelle

Ontario

Beatson, Erica
Bourdage, Renelle
Carpenter, Shelly
Cormier, Krisztina
Courteaux, Jennafer
Ewing, Melissa
Garmenova, Yordanka
Grogan, Alanna
Hargraves, Heather
Laderoute, Tony
MacPherson, Sue
Nwabuike, Andrea
Saleh, Shiva
Schonewille, Janet
Sommer, Ian
Taylor-Cline, Jean-Claude
Zhukova, Natalia
Kudlow, Lindsay
Ruci, Lorena
Shah, Reema

Manitoba

Blackman, Ryan
Jack, Ellie
Jaddock, Stephanie
Kelly, Shanna
Taylor, Kristy
Zaharychuk, Cara
Wenzel, Susan

New Brunswick

Acott, Jennifer
Calabrese, Lee Ann
Cormier, Yves
Doughty, Ashley
Frenette, Emilie
Murray-Zelmer, Patricia
Quiring, Jeremy
Webb-Scheers, Krista

Nova Scotia

Al Masalmeh, Maher
Bob, Colleen
Chisholm, Nicole
Merry-Aucoin, Shelly
Nicholson-Hughes, Betty
Shanks-Tracey, Crystal
Wassef, Julia

Yukon

Grudeski, Megan

International

Guo, Jingzhu

Canadian Certified Counsellors-Supervisors:

The following CCPA members hold the CCC-S designation:

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Noble, Velma
Linschoten, Karin Maria
Chafe, Don

British Columbia

Ebenstiner, Janice
Goble, Chris
Henriques, Candice
Ho, Kar-Yue
McArter, Gloria
Milner, Sarah
Norris, Eila
Schnare, Tony
Setiloane, Lindiwe
Shelley, Chris
Slipp, Micheala

Saskatchewan

Pruden, José
Young, Kimberly

Manitoba

Barber, Kim
McGinn, Kate
Rudniski, Lori Lynn
Thomas, William

Ontario

Charbonneau, Claire
Dodd, Elyse
Elson, Caroline
Ernhofer, Rosemary
Fields, Rhonda
Fiszter, Hajnalka
Gignac, Kate
Goldman, Kylee
Goodman, Mary
Hackett, Christina
Hall, Peter
Kuri, Erin
Linkes, Snjezana
Machado, Rebecca
Mack, Heidi
McSheffrey, Reina
Myers, Margaret Elizabeth
Ponsford-Hill, Laurie

Nova Scotia

Belgrave, Michael
Berlasso, Elizabeth
Donaldson, Michael
Graham-Migel, Janice
Hung, Jeanette
MacLean, Martia

New-Brunswick

Rowett, Jenny

International

Allan, Robert
Ostiguy, Huguette

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