

Spring 2019

CCPA Counsellor Educators and Supervisors Chapter Newsletter

Message from the CES Chapter President



The past few months have been active for the Counsellor Educators and Supervisors chapter. The National Clinical Supervision Symposium took place in Ottawa on November 13 and 14, 2018 and Beth Robertson has a brief summary for you to read. In late November, Jillian Mannella offered a free webinar on clinical supervision for our members and we have another one scheduled for March on CCPA supervision initiatives. The International Association for Counselling (IAC) Research Roundtable had a successful first meeting and is looking for others to join in the discussions. The doctoral dissemination award is due **March 1st, 2019** and details are provided in the newsletter.

The CCPA and IAC conference in Moncton is fast approaching and that means time for the CES Chapter AGM and elections. This year we have two positions available: **President-Elect** and **Secretary-Treasurer**. Please consider putting your name forward!

And great news from Alberta! On Wednesday December 5, 2018, Bill 30, *The Mental Health Services Protection Act*, received final reading in the Alberta Legislature. Bill 30 is an omnibus health bill that contains legislation related to the licensing of addictions facilities and the creation of the College of Counselling Therapy in Alberta. This new College will regulate Counselling Therapists, Addiction Counsellors, and Child and Youth Care Counsellors. The College will regulate the titles of Counselling Therapist, Psychotherapist, Addictions Counsellor, Drug and Alcohol Counsellor, and Child and Youth Counsellor. The significance of Bill 30 for the rest of Canada is that we now have five provinces regulating the profession of Counselling/Psychotherapy. Alberta joins the ranks of Quebec, Ontario, Nova Scotia, and New Brunswick.

The Ministry of Finance has indicated to us that once there are five (5) provinces regulated we can apply for an exemption from charging GST/HST. This is something many of you have been asking us to pursue and now we can! Anticipating the passage of Bill 30, CCPA has written to Minister Morneau to request a meeting about the exemption from GST/HST. We hope that he will be able to prioritize the request.

We hope to see you at the CCPA conference in Moncton (May 13-16) – perhaps with some of your colleagues and students? In this newsletter, we've highlighted a few sessions from the program that we think will be especially appealing to counsellor educators.

Blythe Shepard

Blythe Shepard. PhD, CCC, CCC-S



CANADIAN COUNSELLING AND
PSYCHOTHERAPY ASSOCIATION
L'ASSOCIATION CANADIENNE DE
COUNSELLING ET DE PSYCHOTÉRAPIE
COUNSELLOR EDUCATOR'S AND SUPERVISOR'S CHAPTER

P. I
Spring 2019

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Did You Know?

Counsellor Educators List

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>.

If you'd like to have your name and information added to it or would like to update your information, please email blythe.shepard@uleth.ca

REMINDER

Your annual \$20.00 Chapter fee is a very valuable contribution that helps support the Counsellor Educators and Supervisors Chapter.

A top priority is to provide a Doctoral Student Dissemination Award.



National Clinical Supervision Symposium 2018

~ Contributed by Beth Robinson

The CCPA held a national clinical supervision symposium in Ottawa on November 13 and 14, 2018, to which a diverse group of Canadian practitioners and scholars with an interest in clinical supervision were invited.

During the first morning, distance keynote addresses were delivered by our esteemed US colleagues Dianne Borders and Carol Falender. These were followed by a presentation titled “CCPA’s Supervision Initiatives: Where We Have Been, Where We are Now, Where We are Going,” after which participants engaged in a dotmocracy activity to provide feedback on CCPA accomplishments, identify potential improvements, and recommend additional initiatives. In the afternoon, attendees took part in roundtable sessions exploring the use of technology in clinical supervision, establishment of clinical supervision policy and practice in organizations, development of supervisory culture in the counselling workplace, professional development of the clinical supervisor, and clinical supervision in rural, remote, and northern contexts.

The second day saw attendees participating in cafés addressing CCPA’s research-based national framework for clinical supervision, ethical considerations in clinical supervision, the interface of regulation and clinical supervision, and possibilities for expanded clinical supervision research.

On both days, an exciting element of the clinical supervision symposium was the opportunity to embark on the preparation of a clinical supervision casebook to be published by CCPA. Symposium participants collaborated on developing clinical supervision

vignettes that will be accompanied by questions and activities to promote reflection and critical analysis. We envision the use of the casebook in clinical supervision, self-supervision, professional growth groups, courses, and accrual of clinical supervision CECs.



Many thanks are extended to the CCPA Regional Development Fund for sponsorship of the symposium, and to members of the CCPA Advancement of Clinical Supervision Committee, roundtable and café facilitators, graduate student symposium assistant Isoken Ogumbor, and all those who attended the symposium and offered valuable contributions that will foster continued momentum in the professionalization of clinical supervision in Canada.

Beth Robinson

Blythe Shepard

National Clinical Supervision Symposium Co-Chairs

(Also printed in the AB/NWT February Newsletter)



Certification Update: Standards (Part 3 of 3) The on-going evaluation of standards

~ Contributed by Jeff Landine



In January 1976 Ontario became the first province to make it a legal requirement that vehicle occupants wear a seatbelt. Prior to then, most people didn't recognize the significant role that wearing a seatbelt might have in terms of saving their life in the event of an accident. The change

in legislation came about for a number of reasons, including the increasing speed of travel (change in the practice of driving) and increasing awareness of the role that seatbelts could have in decreasing car accident mortality (change in the available knowledge). In the same way, and primarily for the safety of the public and clients, the practice of counselling and the awareness and knowledge that we have to work with changes over time. As I have pointed out in previous newsletters, certification standards change in response to changes in our understanding of clients and the practice of counselling. In not too distant a past there were many examples of lay people, untrained and often operating from only a heightened sense of care for others, providing counselling to their peers and community members. In fact, in its infancy, counselling was an unregulated profession practiced with limited theoretical support. The people providing counselling, I imagine, were often unaware of the importance of, for example, suspending their own judgment when listening to the person across from them. And until quite recently, students in Counselling programs were often advised to refer clients to someone else when significant differences in values or worldview

became evident. We now know the importance of a counsellor being able to suspend their judgment and acknowledge the responsibility we have to work with all kinds of people, regardless of whether or not we agree with them. This is just one of the changes in policy and standards of practice that have occurred over the past 30 years. Other changes include the recognition that counsellors need to be well versed in ethical practice and the need for significant training in this area, leading to CCPA's requirement of a standalone Ethics course for Certification. The criteria for supervision have been changing fairly regularly in the recent past in response to changing demographics, increasing need for service in rural and northern parts of the country, and changes in demand for supervised experience.

But who prompts these changes? And how does change come about? The answer to the first question is varied - the association, professionals within the association, researchers who provide evidence for direction for the profession, and the public. For example, as the role of competencies gains an increasingly strong foothold in the world of work and employment, CCPA will feel the pressure to recognize counselling competencies more and rely on credentials less. Another consideration is that standards for counselling are often interdependent in practice, though they are typically developed in isolation. This is why they often are published en masse and then modified as practice dictates over the following years. For example, supervisory relationships are changing in the field and growing in complexity. According to standards determined years ago, supervisors of an applicant's practicum experience are expected to have graduate level education in the area of counseling and experience and are also expected to be accountable to a Code of Ethics comparable to CCPA's. These criteria are interdependent but changes in the field have necessitated changes in how these standards are met.

With regard to the second question, how do these changes take place, in the case of CCPA, a formal process is delineated in our bylaws. Motions to change certification standards, criteria and



processes are made by members of the Certification Committee, the registrar or members and these are then presented to the National Board for approval, if they are found to be acceptable. The Board meets twice a year to consider motions and approve changes. Frequently, these motions are supported by substantial discussion, consideration and research. Sometimes the precedence for decisions change after decisions are made by the Certification Committee or the Appeals Committee. In these cases, formal changes to the standards still need to be approved by the Board. Ultimately, however, all standards accepted by the Association are evaluated based on the need for there to be a clear statement of their purpose. That purpose always goes back to the stated objective for certification: CCC is meant to “identify recognition of standards of professional preparation, continuing education, and a formal code of ethics.”

In summary, our standards and requirements for certification are dynamic and responsive to the professional landscape. As such, changes are necessary and ongoing. The Certification Committee desires and needs to communicate with programs and counselling educators about the challenges and issues they are facing, as this is necessary in order to establish certification standards and policies that can address the changes described above. The more aware the Association and the Certification Committee is of these issues and the more we collaborate on potential pitfalls, the more responsive our standards and criteria can be to the profession's development and to supporting students and faculty, while balancing the need to maintain the standards. If you have question or comments about this editorial or about CCPA's Certification standards I am happy to discuss these with you (jlandine@unb.ca), as is CCPA's Registrar (registrar@ccpa-accp.ca). Please be sure to access the many resources related to CCPA's standards available on the CCPA website and download the Certification Guide, also available on the CCPA website (https://www.ccpa-accp.ca/wp-content/uploads/2015/08/CertificationGuide_EN.pdf)



Maximizing Learning From International Experiences

~ Contributed by Roberta Neault



International Experience Canada ([IEC](#)) recently had a prominent presence at Cannexus, a large Canadian conference for career development

practitioners, including counsellors. IEC, part of Citizenship and Immigration Canada, is tasked with facilitating access to international experiences for young Canadians, making work permits easier to obtain for several countries.

As counsellors, counsellor educators, and counselling supervisors, I encourage you to take a moment to ponder – why do you suppose the Canadian government would invest in a program like this? Why might international experience be important? I've been richly blessed with travel opportunities, many of them work-related, that have taken me to more than 70 countries. These international experiences have impacted who I am, both personally and professionally, and how I understand and interact with others. What I value has shifted, as has the respect I have for the strengths, courage, resilience, and, in many cases, language flexibility of the diverse individuals I have encountered at home in Canada and abroad.

As counsellor educators and supervisors, we emphasize the importance of cultural competency. Career counsellors, in particular, highlight the impact of globalization on local and international workplaces, industry sectors, and economies. Our schools, K-12 and post-

secondary, are increasingly reliant upon the fees paid by international students. Immigration has been embraced as a key factor in reducing skill shortages. It's not a surprise, therefore, that gaining some international experience might be seen as helpful in building cultural competency to navigate complex relationships, at home in Canada, with diverse colleagues, clients, students, and neighbours. So, how can we maximize learning from international experiences, even if it's not realistic to live abroad for an extended period of time? Here are a few tips for you to experiment with the next time you travel outside of Canada, or to share with your students, clients, or supervisees to strengthen



their ability to thrive in our increasingly global community.

1. **Say yes to opportunities.** It's challenging to travel – and it can be expensive as well. However, if you're intentional about seeking out international experiences (e.g., conferences, international boards or committees), it's surprising how often opportunities arise. Make space for them.
2. **Access cultural informants.** Find someone local or who has extensive experience in the country or culture that you'll be travelling to. Ask endless questions; listen carefully. A cultural informant is invaluable in helping you prepare for your trip, gain cultural competency, dress appropriately, understand protocols like



gifting or shaking hands, and, where relevant, learn a few key words of a new-to-you language.

3. **Mingle with locals.** Many people travel extensively with hardly any interactions with locals. They fly on their own national airlines, stay with familiar hotel chains, eat in multinational restaurants, and see only tourist sites, surrounded by other tourists. Look for opportunities to stay in local neighbourhoods (services like Airbnb can facilitate this), eat where locals do, and visit people in their homes or workplaces if you receive an invitation.

4. **Serve on international committees or project teams.** Even without leaving home, there are many opportunities to gain international experience in our increasingly connected global community. Actively seek out opportunities to work with your international colleagues!

Notice: Judge for the Canadian Safest Employer (CSE) Award Needed



Natasha Caverley (CCPA Past President) is stepping down as a judge for the Canadian Safest Employer (CSE; Wellness category) award. She served on Wellness category judging panel from 2016 – 2018. It was a great experience and opportunity to review interesting work being carried out by organizations across Canada.

As the next CSE judging cycle is this summer for 2019 – 2021 , Natasha has asked the Chapter to reach out to its members to serve on the Wellness category panel.

From a public relations perspective, as an award panel judge - this was a great way to acknowledge CCPA and our value-added work in the field!

For more information about the 2019 CSE judging opportunity, please send an email to Natasha at ncaverley@shaw.ca before **February 22, 2019**.



The International Association for Counselling (IAC) and CCPA's Counsellor Educators and Supervisors Chapter Collaborate at the CCPA/IAC 2019 Conference in Moncton

Are you interested in taking part in an **international research project**? The Counsellor Educators and Supervisors Chapter (CES) is working with the IAC International Research Roundtable to form international research partnerships. A group of 22 met on December 13, 2018 by Go to Meeting. The meeting started with introductions and an overview of the proposed project. IAC Roundtable can provide infrastructure between conferences by ZOOM, Go to Meeting, or Google docs and supply a champion to help the team be productive in their research endeavour. The main part of the meeting involved generating potential topics and making connections amongst attendees. A concept map was developed to show the main topics identified (see below!)

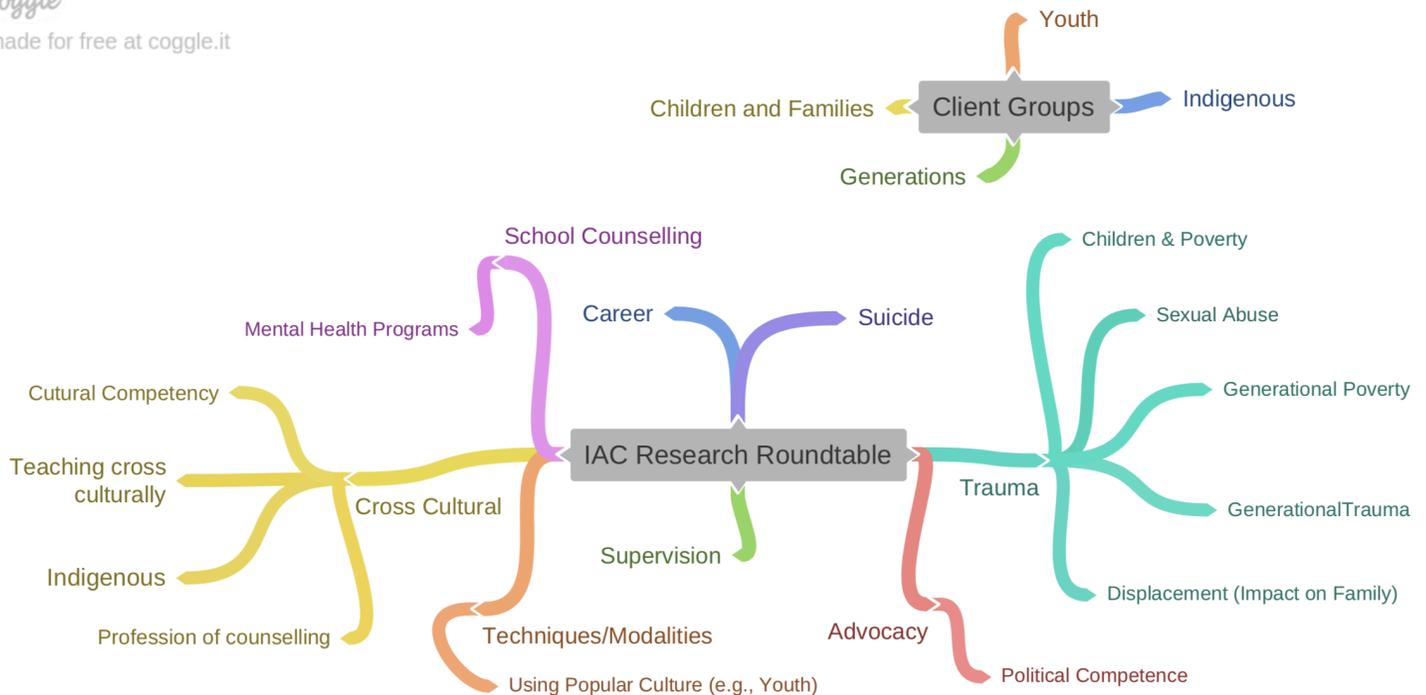
Our second Go to Meeting will be held **February 12, 2019 at 9 AM Eastern Standard Time** with the purpose of continuing to develop ideas and to identify any other research topics. If time, we will consider specific settings and potential research participants for the studies. We would also like to start to link topics with researchers' names.

We believe that another meeting prior to the Moncton Conference 2019 might be helpful in refining topics and forming preliminary research teams. The Research Roundtable in Moncton will be an opportunity to meet face to face with your team to firm up ideas and to identify a team leader for your group. At the CCPA/IAC conference in Moncton, we intend to make it possible to join by internet. IAC will assist teams to meet after the conference using tools for connecting via distance (e.g., Zoom, Google docs) and to identify "point people" to help teams keep on track.

If you are interested in being part of this project, please contact me (blythe.shepard@uleth.ca).

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2019 CCPA Sessions of Interest for CES Chapter Members

The pre-conference day, Monday, May 13th, offers workshops for counsellors, psychotherapists, and clinical supervisors. Don't miss these sessions:



- P1 - Informed Clinical Supervision in Practice: Integrating Foundational Concepts and Competencies to Optimize Process and Outcomes
- P6 - Le développement de la personne du conseiller ou du psychothérapeute : contingences et possibilités
- P7 - A Spiritual Approach to Counselling and Psychotherapy
- Exploring the Canadian Counselling and Psychotherapy Landscape: A Primer on Accreditation, Certification, and Regulation

Be sure to check out other pre-conference workshops at: <https://www.ccpa-accp.ca/wp-content/uploads/2019/01/CCPAIAC-2019-Pre-Conference-Program-Jan-23.pdf>

Don't miss these sessions on Tuesday, May 14th:

- A1 - Building Resilience to the Effects of Vicarious Trauma, Compassion Fatigue, and Burnout through Self-Care Planning and Wellness Practices
- A3 - Writing for Submission to the Canadian Journal of Counselling and Psychotherapy, Other Professional Journals, and Book Publishing
- A6 - Indigenizing Counsellor Education and Clinical Supervision in Canada: A Conversation
- Counsellor Educator Chapter Lunch meeting (begins at 12h15)
- A8 - A Shared Learning Journey: CCPA's National Update and Reflections on the Interplay Between Ethics, Social Justice, Religious Freedom, Human Rights, and Legal Systems Within the Current and Emerging Canadian Counselling and Psychotherapy Landscape
- A12 - Supervision of Counselling Supervisees with Emotional Distress and Mental Health Problems
- A13 - The Shaping of Counselling as a Profession: Unpacking the History of Counselling and Counselling Psychology in Canada
- A16 - Racial Bias, Power, and Privilege: A Look at the Clinical Supervisory Relationships and the Lived Experiences of Supervisees of Colour
- A21 - Together in Action: CCPA Chapters for Reconciliation Initiative

Don't miss these sessions on Wednesday, May 15th:

- B1 - Ethics, Equity and Inclusion: A Sociocultural Perspective on Diagnosis, Power, and Social Context, and Tools and Language for Equity-Oriented Practice
- B3 - Reviewer Training Certification for the Canadian Journal of Counselling and Psychotherapy (CJCP) – Levels I and II
- B4 - Reconciliation and Mental Health: CCPA's Response to the Truth and Reconciliation Commission of Canada's Calls to Action and What You Can Do
- B5 - Revising CACEP Standards for Accrediting Counsellor Education Programs in Canada: An Update
- B10-1 - Beyond Counsellor as Ally: Understanding the Needs of LGBTQ+ Youth and Taking Action with Clients
- B14 - The Designation of the "Canadian Certified Counsellor"
- B19 - A Cross-Country Update on the Regulation of Counsellors and Psychotherapists in Canada

Don't miss these sessions on Thursday, May 15th:

- C1-1 - Video Counselling: Ethical Practical and Clinical Challenges
- C1-2 - Living in a Digital World: The Most Fun Counsellors and Psychotherapists Can Have While Talking About the Uses of Technology
- C3 - Access to Counselling Records: What the Judges Have Said
- C15-2 - Trauma-Informed Supervision in Counseling
- C16 - Practicum Supervision and Client Outcomes: A Transformative Learning Perspective

Be sure to check the many other conference presentations at: <https://www.ccpa-accp.ca/wp-content/uploads/2019/02/CCPA-IAC-2019-Conference-Program-Feb-7.pdf>



Best Practices in the Training and Development of Counselling Practitioners

~Contributed by Robert Roughley



As part of my new role as the Director, Counsellor Educators, with the Counsellor Educators and Supervisors Chapter of the

Canadian Counselling and Psychotherapy Association, I have been asked to write a brief article for our newsletter. The following article will represent one of many in a series of different topics surrounding best practices in the training and development of counselling practitioners.

The topic of critical reflection and counsellor awareness in the education and training of counselling practitioners are topics that are amongst my many research interests. These interests stem from my education and clinical training as a professional counsellor. In 2016, my colleague, Dr. Toupey Luft and I initiated and revisited the ongoing discussion of critical self-reflexivity and the role that one's identity plays in students' ongoing professional identity development (Luft & Roughley, 2016).

According to Owens and Neale-McFall (2017), "The issue of professional counselor identity has been the source of considerable discussion in the literature. Researchers have discussed identity issues on a macro level...as well as the perceptions of the influence of counselor identity on recognition and professional advancement" p. 16). In my doctoral dissertation, *The authentic self: A constructivist grounded theory of gay*

fatherhood in Alberta (Roughley, 2014), I engaged in a journey of critical self-reflexivity as I pondered, interpreted, and attempted to make sense of the individual and collective stories of participants in my study. In my graduate training, I was encouraged to engage in self-reflection; however, the intention of this invitation and the larger-landscape importance was unclear. As a graduate student, I needed to know the importance of the larger implications associated to my self-reflection process. Such attention to detail would have provided me with advanced notice of possible things to expect as well as the importance of vulnerability in my professional identity development as a counselling practitioner.

Sense-making and meaning-making call for practitioners to engage in processes of self-awareness, knowledge acquisition, and reflective practice (Wosket, 2017). Within our current practices as counselling practitioners and graduate students we are required to participate in the use of self as well as the safe and effective use of self in counselling psychology training. This message has me wondering: How are counsellor educators facilitating and supporting graduate students in a meaningful way to engage in the practice of self-awareness as counselling practitioners? Blakemore and Agllias (2018) identified the following themes in their qualitative appreciation of graduate student responses to engaging in reflexive practice, including vulnerability and the importance of self-awareness and connection. They caution that "The intentional scaffolding of self-reflective activities can support early skills development and promote self-awareness" (p. 21).



A question I would like to propose to reflect upon is: As a counsellor educator, what strategies do you employ to assist learners in the embracing of the importance that their identity(ies) play in their practice of counselling psychology?

In closing, the purpose of this brief article is to draw attention to this crucial topic and to provide critical questions for self-reflection. In future articles, I will discuss pedagogy and instructional strategies to empower graduate students in counselling psychology to embrace and welcome self-reflexivity into their learning journeys.

References

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The CES Chapter is sponsoring a conversation on *Indigenizing Counsellor Education and Clinical Supervision in Canada* on Tuesday, May 14th at 10:45 am.

In 2015, the Truth and Reconciliation Commission (TRC) published several documents sharing the stories of 150 years of systemic abuse of Indigenous people and its Calls to Action – 94 recommendations to “redress the legacy of residential schools and advance the process of Canadian reconciliation.” In this informal discussion we are interested in how counsellor educators and supervisors are working to Indigenize their curriculum (the process by which Indigenous ways of knowing, being, doing and relating are incorporated into educational, organizational, cultural, and social structures of the institution) and how programs are responding to the TRC’s Calls to Action. We invite graduate students, clinical supervisors, new professionals, faculty, instructors, and administrators to this important discussion. We will provide the panel, but we ask that you provide the content. Please don’t let language be a barrier; we will have colleagues on hand to assist with translation.



Reflections of a New Supervisor and the ED 5850 Course

~Contributed by Janis Campbell



You don't know what you don't know. These are my thoughts when reflecting on my journey so far as a clinical supervisor. Before taking the ED 5850 course, I knew I had an interest in supervision so I completed workshops when they were available which can be

a challenge living in Newfoundland. As I became a more experienced counsellor, I found myself in situations where I was teaching, mentoring, or supervising students. With an education background, I felt somewhat comfortable navigating this but I was aware I had lots to learn about supervision. This is when I took notice of the CCPA's efforts to provide more training in clinical supervision through webinars and with the graduate course offered online through the University of Lethbridge. I enthusiastically registered for the course and completed it during the Winter 2018 semester. I had the opportunity to learn with others who worked in a variety of settings across the country and I found the collaborative, online community engaging. The workload kept us busy as you would expect in a graduate level course but it was manageable. The best part was that all of the assignments were very practical and contributed to our own individual growth as supervisors. The readings and other resources used in the class were current and relevant in the Canadian context.

Since completing the course, I feel firmly grounded in theory and practice of clinical supervision and what started as a curious interest, has grown into a full-blown passion for the work. I have models to work from and I understand who I am as a supervisor. I know this will continue to evolve over time just as it has with my counselling work and identity. Noticing a gap in my province and as we move toward regulation, I set up my own private practice for supervision. I want to promote a culture of supervision in my province and across the country which is why I also joined the CCPA's Advancement of Clinical Supervision Committee. I have had the opportunity to work with counselling students at Memorial University of Newfoundland through teaching, mentoring, and clinical supervision. I look forward to doing more of this kind of work and continuing to grow myself as a counsellor and a supervisor. I very much feel like I am just getting started and am grateful for the solid theoretical and practical foundation the ED 5850 course gave me.



2019 Counsellor Educators and Supervisors Chapter Dissemination Award for Doctoral Students

Apply by emailing
blythe.shepard@uleth.ca

Purpose

The Counsellor Educators and Supervisors (CES) Chapter wishes to encourage those who are CCPA members and who are doctoral students to consider a career as a counsellor educator. The CES Chapter Dissemination Award for Doctoral Students is intended to assist these members achieve this goal by providing funding to assist students present their work at the CCPA annual conference.

Eligibility

Applicants must be (a) CCPA members in good standing, (b) a current doctoral student at an accredited university or a recent graduate of a doctoral program (i.e., no more than 12 months from the date of the conference), and (c) the first author on a session that has been accepted for presentation at the CCPA annual conference. The session may be in any format accepted by the conference (e.g., Education Session, Poster Session, Roundtable Session).

Applicants do not need to be members of the Counsellor Educators and Supervisors chapter. The work that the applicant will be presenting at the conference does not need to be their dissertation research.

Application Procedures

Applicants must submit the following documents:

- A letter of acceptance from CCPA, confirming that the applicant has been accepted to present a session at the CCPA annual conference
- A 250-word abstract of the session they will be presenting

- A short letter (max. 1 page) outlining (a) the applicant's career goals and the relevance of their session to the counselling profession in Canada
- A current curriculum vitae
- A letter from a counsellor educator, confirming the applicant's status as a current or recently graduated doctoral student and recommending the applicant for this award

Application deadline: March 1, 2019

Evaluation Criteria

Applications will be evaluated on their overall merit including:

1. The scholarly merit of the session being presented
2. The relevance of their session to the counselling profession in Canada.
3. The strength of the applicant's interest and potential to pursue an academic career in counsellor education

Value

The award is valued at \$500. The award is presented to the winning applicant at the annual meeting of the Counsellor Educators and Supervisors Chapter, which is held at the CCPA conference. The award winner is encouraged to present an overview of their award-winning session at the annual meeting.

Applicants must submit their documents by email to the Counsellor Educators and Supervisors Chapter President. For the 2019 award, this is Blythe Shepard (blythe.shepard@uleth.ca)



What are FACTS?

~Contributed by Blythe Shepard

"If everyone is moving forward together, then success takes care of itself." – Henry Ford

Federations of Associations of Counselling Therapists (FACTs) are provincial societies of professional associations that represent counsellors and therapists. Currently there are five FACTs in Canada in the following provinces: Alberta, British Columbia, Manitoba, Newfoundland/Labrador, and Saskatchewan.

The idea for creating FACTs originated in British Columbia. The BC Task Group for Counsellor Regulation was formed in late 1997 representing approximately 2,500 counsellors throughout BC at that time in the following associations: the BC Association of Clinical Counsellors, BC Art Therapy Association, Music Therapy Association of BC, Canadian Counselling Association, American Association of Pastoral Counsellors, the Canadian Professional Counsellors Association, and the BC Association for Marriage and Family Therapists.

The Task Group completed a number of major projects in support of designation under the Health Professions Act (HPA), including the Counselling Therapist Competency Profile developed between 2004 to 2006 and further revised in 2007 after a national consultation and validation process. That profile has now been adopted by other provincial regulatory Colleges. For example, in 2011, Ontario's Transitional Council of the College of Registered Psychotherapists adapted the 2007 Competency Profile as the foundation for Ontario's own profile.

The BC Task Group welcomed other associations to attend the Task Group meetings so that all counsellors, therapists and potential members of the new College would have a voice in the ongoing dialogue about the regulation of counsellors in BC. Other documents created included Options for Self-Regulation of Counselling Therapists (2008 to the Ministry of Health), and Risks of Harm Association with Counselling Therapy Services (2011).

In early 2014, the Task Group members approved the creation of the Federation of Associations for Counselling Therapists in BC to consolidate their long-standing association and consensus. The Federation was registered under BC's Society Act in March 2014 and developed a constitution and bylaws (which have been shared with other FACTs).

The original Competency Profile was updated in 2016 by the Federation of Associations of Counselling Therapists in British Columbia (FACTBC) which represents over 4200 counsellors and therapists who practice in British Columbia. The profile was revised by a committee of experienced counsellors, therapists, and educators, assisted by a consultant in competency-based workplace standards. In its work, the committee considered a wide array of available documentation and drew heavily upon the expertise of its members. The profile was then validated through a comprehensive online survey involving the memberships of its member associations.

The revised profile is available to other FACTs if full acknowledgement of its source is clearly made and with the provision that any alterations to the document, including additions and deletions, are clearly noted. The profile is an integrated set of abilities with each

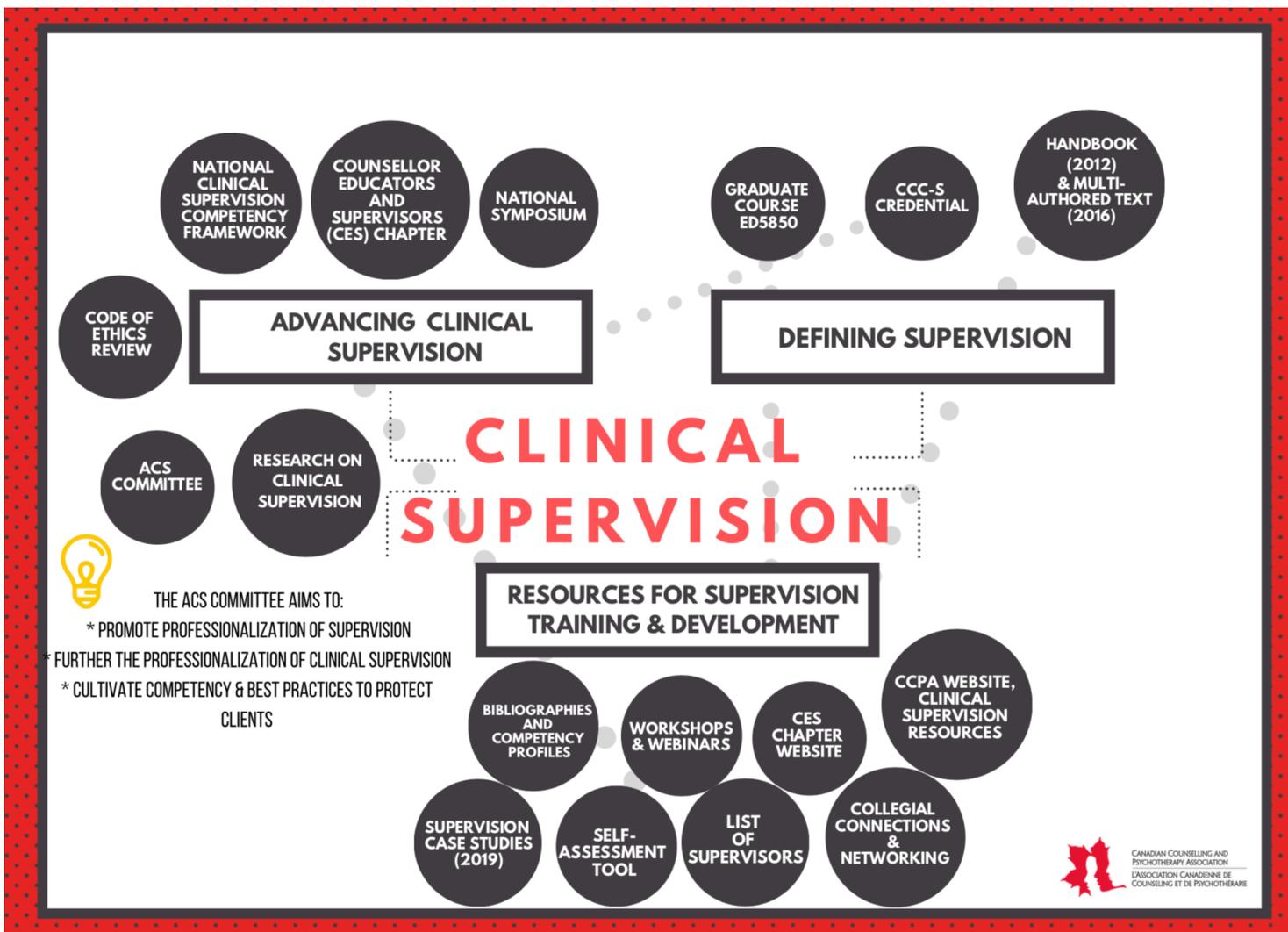


competency informing and qualifying the others that is, competencies are not intended to be used in isolation as a checklist.

The sharing of documents, resources, and expertise has been crucial to the speed and success of the formation of regulated colleges of counselling professionals, now five across Canada. As Helen Keller said, "*Alone we can do so little; together we can do so much.*"



Connections amongst CCPA's Clinical Supervision Initiatives



¹ Full PDF available at <https://www.ccpa-accp.ca/wp-content/uploads/2019/02/CLINICAL-SUPERVISION2.pdf>





Counsellor Educators and Supervisors

The CES Chapter is a group of dedicated counsellor educators and clinical supervisors who work towards the promotion of high standards in the training of professional counsellors and the professional development of counsellors and supervisors across the career span in diverse academic and non-academic settings.

What Do We Hope to Achieve?



To provide an opportunity for counsellor educators and clinical supervisors to meet for discussion of critical issues in teaching, supervision, and research in the area of counsellor education and clinical supervision



To provide a forum for ongoing information exchange and professional development (skill and knowledge based)



To serve as a vehicle for lobbying appropriate university departments and facilities, governments and agencies to help counsellor education programs meet their primary goal of preparing professionally competent counsellors



To provide a means by which counsellor educators and clinical supervisors can help one another to develop and obtain research support provincially and federally through increased collaboration



To serve as a direct link to the National Association, thereby providing for the presentation of mutually sought aims and objectives

To achieve the goals of the CES Chapter, we elect a Chapter Executive from the membership: including a President-Elect; Secretary-Treasurer; Director, Counsellor Educators; Director of Clinical Supervisors; and a Doctoral Student Representative.

Want to get involved?

For more information, or to get involved, please contact us at: <https://www.ccpa-accp.ca/chapters/counsellor-educators-supervisors/>

New Members Welcome!

The annual chapter fee is \$20, in addition to your CCPA membership fee.

Doctoral students are invited to join the Chapter for free.

Fill in the membership form from the CCPA website

<https://www.ccpa-accp.ca/chapters/counsellor-educators-supervisors/>

Award Opportunities

The CES Chapter wishes to encourage doctoral students who are CCPA members to consider a career as a counsellor educator. The **CES Chapter Dissemination Award for Doctoral Students** is intended to assist these members to achieve this goal by providing funding to assist students to present their work at the CCPA annual conference.



Website & Newsletter!

Our website (<https://www.ccpa-accp.ca/chapters/counsellor-educators-supervisors/>) and newsletter contain valuable information regarding upcoming workshops, conferences, and other significant resources - be sure to check them out!



Canadian Counselling and Psychotherapy Association

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