

# CCPA Counsellor Educators Chapter Newsletter

## Greetings from the President

~Contributed by Blythe Shepard

I am very honoured to take on the role of President of the Counsellor Educators Chapter, anticipated to soon become the Counsellor Educators and Supervisors Chapter. Many thanks to Roberta Neault for "nudging" me to put my name forward and for her ongoing support and energy. I look forward to working with our new Board: President-Elect Leah Lewis, Secretary-Treasurer, Liette Goyer, Past-President, Roberta Neault, and with our three new directors (in new positions, if the CCPA Executive and Board approve our proposed name and bylaw changes): Director, Counsellor Educators: Robert Roughley; Director, Clinical Supervisors, Jillian Mannella; and Doctoral Student Representative, Micheala Slipp.

As President, I will put my energies into continuing the work of Roberta and her board and identify new areas for growth. I am particularly enthused that clinical supervision will be included in our title and mandate. In this newsletter you will find information about the Clinical Supervision Symposium to be held in Ottawa on November 13<sup>th</sup> and 14<sup>th</sup>, 2018. A new initiative will be to reach out to clinical supervisors and those holding the designation, CCC-S to invite them to join us as chapter members.

CCPA anticipates heightened demand for clinical supervision across the country and across the career span (i.e., novice through veteran); it is therefore timely that the Chapter will include supervisors. There is an increased call for clinical supervisors which reflects developments on the regulatory landscape, dawning recognition of the benefits that ensue from clinical supervision at all levels of practitioner experience, and growing appreciation of clinical supervision as a specialty area of practice with its own unique body of knowledge and skills.

Along with continuing to connect with university and training program liaisons, presenting webinars, creating bi-lingual newsletters, and identifying professional development activities, and new activities related to clinical supervision, the Chapter will also be encouraging its members to collaborate with the International Association for Counselling's (IAC) Roundtables (discussion groups) and submit proposals for the 2019 Moncton Conference. Roundtables include the following: Research, Ethics, Practitioners, Projects, Students, Peace and Social Justice, and Indigenous Peoples. The Chapter has also been challenged by the Indigenous Circle Chapter to include initiatives aimed at addressing the Truth and Reconciliation Commission's Recommendations.

Thank you for the opportunity to lead this Chapter at this exciting time

Blythe Shepard. PhD, CCC, CCC-S

*Blythe Shepard*

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## Certification Update: Standards (Part 1 of 3)

~ Contributed by Jeff Landine

In my role as Chair of CCPA's Certification Committee I work closely with our Registrar and (new) Associate Registrar. On an anecdotal basis I can say that every year we have a number of applicants who, for one reason or another, do not meet CCPA's criteria for Certification (CCC). Some will appeal the decision and others will express their displeasure but almost all offer their opinion on how our standards are too rigid and need to be more flexible in order to accommodate more people. The increasing flexibility of available education options appears to have created the illusion of flexibility in standards also. The tension for organizations like CCPA comes from the reality that, in contrast to these pressures from Counsellor Education (CE) programs and graduate applicants to lessen standards by limiting requirements and making exceptions, there are also pressures to maintain or even increase the scope and rigidity of standards. These pressures to maintain standards stem, at least partially, from the advent of professional colleges whose standards often exceed the national association's, increasing recognition of the need to protect a vulnerable public, and a rise in the number of complaints filed against health practitioners.

Over the course of the next three newsletters I will expound on the issue of standards – Why do we have them? Who creates them? How do we evaluate and maintain them. Part 1, then, is about why we have standards for certification (and in regard to other aspects of the counselling profession). We likely all have experienced the frustration of trying to use incompatible software or hardware with our phones, often because the product we want to use is designed solely for an iPhone (I use an android). It seems to me that cellphones would be much less complicated had Apple decided to abide by the already established standards

for cellphone compatibility. Their decision to create their own standards resulted in the creation of a whole new language (that not everyone speaks), the inability to share some forms of media (and power cords), and endless debate about which standard for cellphones is superior. An example of positive use of standards might be the founding of McDonald's in 1940. Part of the affinity consumers have for McDonald's is based on their knowledge that, regardless of where in the world they might go, the product they get will be consistent. My first example demonstrates how a failure to maintain standards can result in confusion and frustration. The second example shows how adherence to standards creates comfort and confidence.

**YOUR INPUT NEEDED!**  
Please vote on bylaw change to be more descriptive of our membership: counsellor educators and supervisors in diverse settings, working with counsellors across their career spans

Respond at  
<https://www.surveymonkey.com/r/X2B5267>

Standards are clearly present in CCPA's Code of Ethics (standards for ethical practice, based on underlying fundamental principles), the Standards of Practice for Counsellors document, and the standards established for certifying counsellors and, more recently, counselling supervisors. The reasons for these standards are evident in the preamble to the

Standards of Practice document. In short, the reasons for standards are: 1. to assist with individual self-regulation based on shared expectations, 2. to protect the public, 3. to set expectation for ethical behavior, and 4. to establish expectations for counsellor education and professional development. CCPA wants counsellors to be clear about their role and competence. We all want clients to feel confident in the service we provide.

When these standards are applied to evaluating an application for CCC, the Registrar and Certification Committee try to determine, based on the available evidence, if the applicant has the qualifications and experiences that have been shown, repeatedly, to be related to competency as a counsellor. Coursework from an independently vetted program including courses that develop theoretical understanding and skills, evidence of familiarity and commitment to ethical practice, and a supported practicum experience all address the need for



counsellors to be competent and ethical in their practice. The Registrar and Certification Committee try to interpret the standards in a flexible way, always with consideration of the purpose behind the standard. Changes to the standards, however, results in confusion and frustration. Counsellors depend on our standards to help them define their own role and limitations. Third party payers count on these standards to justify the payments they make for the counsellor's work. The public trusts these standards when they confide information about themselves to their counsellor. And CE programs should be using these standards to structure their programs.

In Part 2 I will look at who does and who should develop the standards that govern our profession. 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](mailto:jlandine@unb.ca)), as is CCPA's Registrar ([registrar@ccpa-accp.ca](mailto: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>).

## **Chapter Support Fund Report: Exploring Eligibility for CCC Designation for Graduates of Several Programs Offered in French**

The Counsellor Educators chapter partnered with the Canadian Counselling and Psychotherapy Association (CCPA) national office through the Chapter Support Fund to conduct research to assess eligibility for the Canadian Certified Counsellor (CCC) designation; the focus of the study was master's degree students in career and guidance counselling and art therapy programs offered mainly in Quebec, in French. In total, eight clinically oriented higher education programs were considered: four universities offering the counselling program in Quebec: Université Laval, Université de Sherbrooke, Université du Québec à Montréal (UQAM), and McGill University; two universities offering the art therapy program: Université du Québec de l'Abitibi-Témiscamingue (UQAT) and Concordia University; and two programs in counselling outside Quebec, at the University of Moncton and the University of Ottawa.

This analysis was necessary as the students' academic background from the programs offered in French in Quebec is different from students studying elsewhere in Canada. In order to assess that students are developing all of the CCPA competencies



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required for CCC status, both undergraduate and graduate courses were taken into consideration (i.e., within the Quebec context, training of counsellors is offered through coherent programs comprising a combination of undergraduate and graduate courses.

The comparative analysis demonstrated that most of the programs reviewed for this project offered comprehensive opportunities to develop the skills necessary for the CCC designation. Indeed, the comparative analysis of the CCPA's CCC requirements with career and guidance counselling programs at Laval University, Université de Sherbrooke, and Université de Moncton revealed that their combined bachelor's-master's degree programs comprise a coherent curriculum within an integrated conceptual framework. Such a curriculum provides the knowledge and skills required for effective counselling, and the program involves an effective sequence of skill development. Furthermore, the master's programs at McGill and Ottawa have also been shown to be both comprehensive and coherent.

With the information available on program websites or by request, it was not possible to reach the same conclusion for the counselling program at UQAM (it was undergoing a revision, so detailed course outlines were not available). Similarly, the review of art therapy programs at UQAT and Concordia University did not demonstrate that their master's programs meet CCPA requirements if we merely consider the course descriptions appearing on the university's site. At first glance, the courses offered seem limited to the field of art. However, a more detailed review of the course plans might demonstrate that this program does meet CCPA requirements.



In conclusion, this study has demonstrated that master's students in career and guidance counselling who have studied at a Quebec university or a French-language university in Ontario or New Brunswick meet CCPA requirements for the Canadian Certified Counsellor (CCC) designation. We hope that this review will be useful to CCPA's Certification Committee and Registrar to support their reviews of CCC applications.

## Sticking with the Sticking Point in the Change Process

~Contributed by Avraham Cohen  
[cohen2therapy@gmail.com](mailto:cohen2therapy@gmail.com)

A crucial first step in any process of change is shedding light on the dynamics of where you are. The start of the process is a reflection moment on whatever it is that you are working on. Once you have that moment in consciousness you can identify the associated thoughts, emotions, physical sensations, contemplated actions or inactions, and your sense of your own life force and how it is being compromised in the moment. During this identification process other associations may arise, particularly earlier memories of early events that took place, or may have taken place.

In a state of non-awareness, all these dimensions are associated and essentially fused together. The process of noting them, and going into more depth of awareness about them and their association has a great potential to begin to dislodge them from the status quo that has existed for, without doubt, a long time. A frequent event along the way during this process is the arising of confusion. For most people this confusion that arises is also associated with some anxiety or fear. The tendency then is to try and clear up the confusion or get rid of it in some way or other.

The counterintuitive but valuable way is to enter into a process of befriending your confusion, as it is indeed a very reasonable outcome of the awareness process into which you have entered, and is indeed a sign that the change processes are unfolding. What is required is the befriending process and learning to allow the process to continue. For most it is hard to trust this process. However with increasing experience of entering into such processes, trust for them will inevitably grow.

Confusion arising is a positive signal and is also a potential sticking point. The process of being in a sticking point and being confused all have potential for inner work exploration.

## For Your Bookshelf

Cohen, A. Tiryaki, T., & Bai, H., (In-Press). Phoenix rising from the ashes of corruption: Transforming leadership through inner and relational work. In W. Amann & A. Stachowicz-Stanusch (Eds.), *Anti-corruption in research, in practice and in the classroom*. Charlotte, NC: Information Age.

### Chapter Highlights

This chapter describes corrupted leadership from the perspective of cultural, organizational, and psychological contexts. It identifies the roots of corruption as developmental arrest that traps individuals within limiting and restricted ego-mind structures, and offers ways of preventing or intervening in the process that leads to corruption. Two narratives based on personal experience are used to illustrate the roots of corruption at work. As well, alternative and preventative ways to work with corruption already in process are offered. Moreover, this chapter emphasizes psychological-mindedness as core to ethical practice that can prevent or intervene into patterns of corruption. A case is made that nurturance in the form of inner work, encouragement, and empowerment creates a thriving organizational culture. Finally, the chapter offers various practical know-hows, including a sample of inner work, for working with corruption and development of its potential for prevention and transformation.

## Consultation and Growth Group for Therapists

If you are interested in a monthly process-oriented group (10 meetings starting September 2018) for counsellors that is for therapy, consultation, and method learning, please contact Dr. Avraham Cohen, PhD, RCC, CCC for further details:  
[cohen2therapy@gmail.com](mailto:cohen2therapy@gmail.com)



## 2018 Counsellor Educators Chapter Dissemination Award for Doctoral Students Winner: Breanna Lawrence

### Counselling Youth with Co-Occurring Learning and Mental Health Challenges: A Family Approach

Across the lifespan people with learning differences have been found to be at risk for mental health concerns (Wilson et al., 2009). Academic and emotional difficulties over time can potentially become more severe without effective intervention (Wagner & Davis, 2006). Currently, there is a notable overlap and prevailing climate of mental health concerns as well as learning challenges among school-aged children and youth. Youth anxiety has become a critical topic of discussion as counsellors, teachers, administrators, and families grapple with implications of increasing levels of stress among youth. Youth with learning disabilities (LD) and co-occurring mental health concerns is an underserved counselling population. Students with LD experience not only academic challenges, but also social distress that has been linked to feelings of loneliness, anxiety, and depression (Feldman et al., 2016; Maag & Reid, 2006; Mugnaini et al., 2009). This calls for increased primary prevention as well as individualized approaches in schools. Counselling interventions for youth with LD typically do not include family involvement. However, parents of children with LD have also been found to exhibit higher levels of distress (Bonifacci et al., 2015). Having a child with learning differences can significantly impact positive parenting and family functioning. The goals of this presentation are to briefly highlight my doctoral research related to this topic and then to discuss relational and contextual counselling implications related to supporting not only the struggling youth but also their family.

**Bio:** Breanna is a doctoral student in Educational Psychology at the University of Victoria, in her final term (ending April, 2018). Her dissertation research was focused on exploring the relation between learning disabilities and anxiety among youth and examining the



family influences. She completed her MA in counselling psychology in 2010 and is a Canadian Certified Counsellor. Breanna has worked in a variety of counselling settings including an alternative high school, university counselling services, and child and youth mental health. Last year, Breanna and her family moved across Canada for her to start a faculty position at Brandon University (BU) in the department of Educational Psychology and Student Services. Here she primarily teaches child and adolescent development for preservice teachers, and group counselling and theories of counselling in the Guidance and Counselling graduate program. She is excited to take on this new position, working in the field of counsellor education. Breanna also has recently started a small private practice with her husband who is also a counsellor. She focuses her practice on counselling children, youth, and families with co-occurring learning and mental health challenges.

## Webinars

More webinars are planned for Fall 2018. In the meantime, recordings are available for our three 2017-2018 webinars:

### Who Are We? An Introduction to the Counsellor Educators Chapter

<https://ccpaaccp.adobeconnect.com/p5sr37yevu07/?pr oto=true>

### Creative Strategies for Enhancing Student Engagement.

Facilitated by Dr. Jill Cummings, Yorkville University.  
<https://ccpaaccp.adobeconnect.com/pdm7zysdnfzr/>

### The Evidence Base for Psychotherapy.

Facilitated by Dr. Giorgio Tasca, University of Ottawa, Psychotherapy Practice Research Network  
<https://ccpaaccp.adobeconnect.com/presa14j1v1t/>



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## 2018 Student Research Symposium

~Contributed by Michel Turcotte



The Counsellor Educators chapter sponsored several awards for student researchers at the 11th Student Symposium of CRIEVAT—the Centre de recherche et d'intervention sur l'éducation et la vie au travail (CRIEVAT)—on March 23, 2018 at

Laval University's Pavillon Alphonse-Desjardins in Quebec City. The theme of this year's symposium was **Sharing Our Knowledge and Practices for Living Better in Society**. Students from 10 universities presented their research projects at this student-organized event; there were 24 oral presentations and 4 posters. Four of the presenters were from outside of Quebec (University of Victoria, Athabasca University, University of New Brunswick, and Moncton); the other presenters represented six universities in Quebec.

The symposium's primary purpose was to act as a friendly and informative interdisciplinary exchange on projects by master's and doctoral students in education, social sciences and the humanities (sociology, counselling, psychology, administration, industrial relations, etc.), whatever the progress of their work (literature review, issue, methodology or research results).

Our CCPA board liaison to the Counsellor Educators chapter, Michel Turcotte, was the Symposium Coordinator. Michel is also currently a doctoral student in counselling at Laval University.

Congratulations to the three recipients of the CCPA Counsellor Educators Chapter Awards:

- **Anabelle Segovia Reyes:** Master in drama-therapy at Concordia university
- **Sarah Johnson:** Master in counselling at University Nouveau-Brunswick
- **Gabriella Hamelin:** Master in career counselling at Laval university

Check out the bilingual website at: <https://symposium-etudiant-crievat-en.weebly.com/>

## Supervision Symposium

Gathering professionals from across the country to engage them in activities in the spirit of continuing the collective growth of the clinical supervision filed in Canada. The goal is to contribute to continued momentum in the advancement of clinical supervision

Date: November 13 and 14, 2018

Time: 9:00 am – 4:00 pm

Location: Sheraton Hotel, 150 Albert Street, Ottawa

For more details

RSVP to Karina at 1.877.765.5565 x 102 or [karina@ccpa-accp.ca](mailto:karina@ccpa-accp.ca) by September 30, 2018 to secure your spot.



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### Did you miss our AGM in Winnipeg in May?

You will find the minutes online at <https://www.ccpa-accp.ca/wp-content/uploads/2018/06/CCPA-Counsellor-Educators-Chapter-AGM-Minutes-2018.pdf>



## Save the Date

Plan ahead for an exciting CCPA conference in Moncton, May 13-16, 2019, in partnership with the International Association of Counselling (IAC).

If you can only attend one conference in 2019, make it this one. Are you interested in collaborating on international research? If so, please connect with Roberta Neault ([roberta@lifestrategies.ca](mailto:roberta@lifestrategies.ca)) so that we can add you to the list of potential collaborators. There will be virtual opportunities to connect and contribute, even if you can't attend the conference in Moncton.

## Meaning-Making in Counsellor Education Classrooms

### Presentation Type:

1 Hour Workshop (longer if possible)

### Presenters:

Avraham Cohen, Ph.D., R.C.C., C.C.C. (UBC)

Jade Ho, Ph.D. (cand.) (SFU)

Heesoon Bai, Ph.D., R.C.C. (UBC)

### Description:

A most notable characteristic about human beings is their ability and propensity to make and hold meaning, which is made possible by their being symbol processing creatures. Henceforth, loss of meaning as well as entertaining unhelpful and possibly even destructive meaning-making negatively contributes to the vitality and viability of human beings. Given this, one of the primary tasks of counsellors and psychotherapists is working skillfully with their own and clients' meaning-making abilities and patterns. How well are our counselling students prepared in this domain of competency? In our presentation, we put forth a number of theses towards developing a counsellor education model that immerses student counsellors in a rich, generative, and unique approach to their own, and

their clients' practice and experience of meaning making and transformation.

The first thesis we present is that meaning-making for humans involves relationality, intersubjectivity, and inter-being with relationship beyond the human. Experience takes place in dyadic as well as collective "containers" of relationality, within the classroom learning environment. Counsellor education that does not offer opportunity to students to experience such an environment is inadequate in educating future counsellors, and no amount of content-focused education will provide remediation. From this ground, we present our research on creating and facilitating a counsellor education classroom that modelled meaning-making through personal inner work and relationality, and documented how students participating in this research expressed what they learned from the process. The second thesis we present is that intersubjective meaning-making is core to the 'therapeutic alliance' that research shows to be the greatest indicator of therapy efficacy. A core idea is that classrooms present an untapped opportunity to learn about groups, leadership, inner life, relationship, and community development that has implications for counselling practice, inner and inter-subjective life, along with philosophical and theoretical knowledge development. The felt sense that one's psychotherapist really understood and know him/her is essential to their together exploring unfamiliar mental and emotional landscapes where transformation possibilities await the client. Similarly, the felt-sense that the educator and one's peers within the learning context really understand and that a person is known in their humanness and vulnerability is core to learning in an integrated way about their own growth and the facilitation of growth and transformation for clients.

The workshop will be presented in a way that is highly interactive and engaging and that provides a demonstration and experience of the approach taken that leads to high student and educator engagement, and that facilitates meaning and transformation that is integrated with learning of the professional skills, ethics, and ways of being.



## CCPA Awards 2019

The deadline for applications for CCPA Awards is December 1. As we're just into summer, December seems a long way off. However, Counsellor Educators, Supervisors, and students are all encouraged to check out the long list of available awards (<https://www.ccpa-accp.ca/membership/awards/>) and to consider nominating someone or submitting an application. Our members would be eligible for any of the awards. However, here are a few to get you thinking . . .

Are you particularly excited about a new resource or training materials that you or your colleagues have developed?

- **CCPA Counselling Resources and Training Materials Award**

Are you studying or conducting some research (or do you have some great students to nominate)?

- **CCPA Doctoral Dissertation Award**  
Dissertation must be completed and approved by examining committee in 2017 or 2018
- **CCPA Master's Thesis Award**  
Thesis must be completed and approved by examining committee in 2017 or 2018
- **CCPA Practice-Based Counselling and Psychotherapy Research Award**  
Recipients must have CCC designation
- **CCPA/BMS Student Bursary Award**  
CCPA students members currently enrolled in a Canadian graduate counselling program
- **Chris Campbell Memorial Study Grant**  
Specific to Atlantic area school counsellors or students specializing in Guidance and Counselling

Are you planning to attend the Moncton conference?

- **CCPA Conference Travel Grant and CCPA Student Conference Travel Grant**
- **Dr. Lynda Younghusband Counselling Award**  
Specific to students from Memorial University of Newfoundland's MEd (Counselling Psychology) program

Are you a leader in Career Counselling?

- **Vance Peavy Memorial Award**
- **Counsellor Practitioner Award**
- **Robert Langlois Award for Bilingualism**
- **Conference Travel Grant**  
Members from all CCPA regions are invited to apply, but must attend the conference to receive the award.
- **CCPA Doctoral Dissertation Award**
- **CCPA Masters Thesis Award**
- **CCPA Practice-Based Counselling and Psychotherapy Research Award**
- **Conference Student Travel Grant**  
Student members from all CCPA regions are invited to apply, but must attend the conference to receive the award.
- **CCPA/BMS Student Bursary Award**  
In support of Graduate Student research, BMS, the CCPA Professional Liability Insurance Broker of Choice, has provided two \$500 awards to student members demonstrating academic excellence.



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## Meet Our New Board

### **Blythe Shepard, President**

Blythe Shepard, PhD, CCC, CCC-S served on the Board and Executive of the Canadian Counselling and Psychotherapy Association (CCPA) for 10 years and is now President Emerita. She co-chaired the National Symposium on Counsellor Mobility for two years (2009-2011) and sits on several committees involved in regulation of counselling therapists in British Columbia and Alberta. She served on the BC Task Group responsible for the creation and revision of entry to practice competencies for counsellors. She co-chairs the CCPA Clinical Supervision Competency Framework project and is a recipient of the Canadian Counselling and Psychotherapy Association's (CCPA) Professional Contribution Award in recognition of outstanding promotion of the counselling profession in Canada. Dr. Shepard is the treasurer of the International Association for Counselling (IAC) and chairs the IAC Indigenous Roundtable. She provides counselling services to rural youth and women and offers supervision to clinical supervisors in Canada.



### **Leah Lewis, President Elect**

Leah Lewis is a Canadian Certified Counsellor and Creative Arts Therapist living in St. John's, Newfoundland and Labrador. She holds graduate degrees in arts therapies and counselling psychology, and her doctoral studies are interdisciplinary in applied psychology and creatives arts therapies. Leah sits on the board of directors of the CCPA in her position of provincial director for the province of Newfoundland and Labrador. She is particularly interested in counsellor regulation across Canada and has been heavily involved in FACT-NL's recent provincial submission for regulation, including consideration of the TRC's calls to action in counsellor training and practice. Leah teaches at Memorial University's Counselling Psychology program and is happy to be joining the counsellor educators' chapter.



### **Roberta Neault, Past 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.



### **Liette Goyer, Secretary Treasurer**



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

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



### Robert Roughley, Director, Counsellor Educators



Dr. Robert Roughley is the Director of Graduate Programs for the City University of Seattle Campus in Calgary, Alberta. Robert has been a member of the scholarship of teaching and learning and

counsellor educator communities for the past 18 years. Robert specializes in the following areas of counselling psychology: human sexualities, gender expressions, culture-infused counselling, counsellor identity development, counsellor wellness and self-care, and narrative therapies. Robert teaches for several Canadian-based universities and has been the recipient of several teaching excellence awards and recognitions, including the Psychologists' Association of Alberta Teaching Excellence Award.

### Jillian Mannella, Director, Clinical Supervisors

Jillian recently completed her Doctoral studies with a research focus in Clinical Supervision. Her research study investigated supervisor development and the needs of the novice supervisor in particular.



To date, she has presented research directed at understanding the impact of supervision on therapist development for the Society of Psychotherapy Research at the University of Pennsylvania in Philadelphia. Jillian is currently working as a Registered Psychotherapist and Team Supervisor. She has written an introductory reference book on clinical supervision currently being used in agency settings in Ottawa. She has taught Masters level courses on Supervision and Group Dynamics.

### Michaela Slipp, Doctoral Student Representative

Originally from Ottawa, Micheala has been working and living in British Columbia since 2006. She holds a B.A. in Psychology, a B.F.A. in Fine Arts and a Master's Degree in Creative Arts Therapies. She is a registered Counsellor and Clinical Supervisor with the Canada Counselling & Psychotherapy Association and also holds registration as an Art Therapist with the American Art Therapy Credentials Board. She will also certify as a Somatic Experiencing Trauma Therapy practitioner this spring.



Micheala is currently working towards a Doctor of Education in Distance Education at Athabasca University with mixed methods dissertation focus in the role of video-conferencing clinical supervision for counsellors working in rural communities to mitigate compassion fatigue risk. Her clinical work includes specialization in wellness and healing across cultures, indigenous mental health, technology in counselling and clinical education, complex trauma and the integration of Somatic Experiencing Trauma therapy with creative arts therapy modalities. She is currently on faculty at Vancouver Art Therapy Institute and City University.

In July Micheala will be relocating to Edmonton to take over as Associate Chair at St. Stephen's College and will oversee the Masters of Psychotherapy and Spirituality - Art Therapy while taking on a small teaching load within this department. In addition to newly joining the Supervisor and Counsellor Educator Board of Directors, she also sits on the Board of Directors with CCPA's Technology and Innovative Solutions in Counselling chapter.



## Michel Turcotte, CCPA Board Liaison



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

manager, Michel has undertaken since 2013 a doctoral thesis on the topic of career counselling at distance, at Laval University in Canada. He is a member of the Centre de recherche et d'intervention sur l'éducation et la vie au travail (CRIEVAT). He has worked on numerous national and international cooperation projects in career guidance. Michel has been awarded the Etta St. John Wileman Award (2017), the Stu Conger Gold Medal for Leadership in Career Development (2014), the Mérite du Conseil Interprofessionnel du Québec (2012) and the Stu Conger Award for leadership in counselling and career development in Canada (2008) in recognition for his leadership in career development.

### Requests from our Members

Our 2017 survey of Counsellor Educator chapter members identified several topics of interest. If you are willing to contribute a short newsletter article, develop a webinar, or offer some other type of professional development on the following topics, please email Roberta Neault ([roberta@lifestrategies.ca](mailto:roberta@lifestrategies.ca)):

- 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.

## Counsellor Educator Liaisons

To align with our priority of increasing our membership and facilitating more member involvement in chapter activities, we have initiated a new role to liaise between university programs and the Counsellor Educators Chapter board.

To date, we have identified 22 Counsellor Educator reps from programs across the country. If we don't yet have a rep from your program, consider serving in this way (or pass on this request to a colleague). We hope that the reps will help us reach their colleagues, sharing our newsletter, webinar information, and other CCPA news. We also hope that the rep will share with us their celebrations and challenges, helping to keeping the community of counsellor educators across Canada better connected.

### University

Acadia University  
Adler University  
Athabasca University  
Brandon University  
Briercrest  
City University  
Concordia University  
Memorial University of Newfoundland  
Simon Fraser University  
Trinity Western University  
Université Laval  
Université de Moncton  
Université de Moncton  
Université de Sherbrooke  
Université du Québec à Montréal  
University of Alberta  
University of British Columbia  
University of Calgary  
University of Lethbridge  
University of New Brunswick  
University of Victoria  
Western University  
Yorkville University

### Contact Person

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Simon Nuttgens  
Chris Brown  
Sam Berg  
Rob Roughley  
Mary Rawlins  
Leah Lewis  
Masahiro Minami  
Marvin MacDonald  
Liette Goyer  
Sylvie Arseneau  
Philip Jacquin  
Patricia Dionne  
Louis Cournoyer  
Jessica Van Vliet  
Bill Borgen  
Tom Strong  
Blythe Shepard  
Jeff Landine  
Anne Marshall  
Alan Leschied  
Peter Hall



# Counsellor Educators Chapter Report

Oct 2017 to Apr 2018<sup>1</sup>

## Chapter Officers



**President:**  
Roberta Neault



**Past President:**  
Jeff Landine



**President-Elect:**  
Peter Hall



**Secretary/Treasurer:**  
Liette Goyer



**Board Liaison:**  
Michel Turcotte

## Our Membership<sup>2</sup>



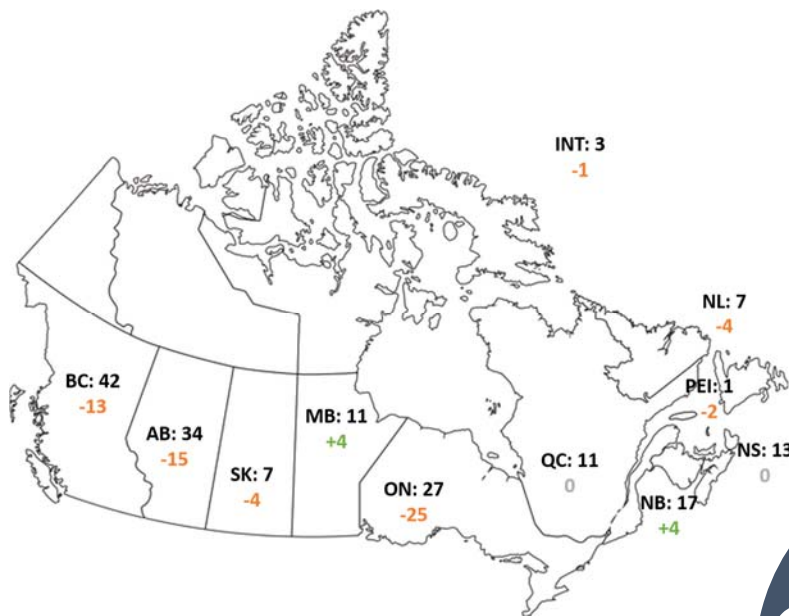
**173**  
Members  
-25%



**167**  
Professional  
Members  
47% CCC



**21**  
Professional  
Student



**165**  
English  
-56

**8**

French  
0

**\$** Bank Balance  
**5,376.<sup>63</sup>**

## Income

**\$20**

Members /  
Associate  
Members

**\$0**

Student  
Members

## Expenses<sup>3</sup>






- 2 webinar presenters (\$1,000)
- 3 prizes for the student research symposium (\$450)
- 1 prize for the doctoral student dissemination award (\$500)
- Certification mapping project for French-language programs (\$1250)
- Translation, teleconference fees, and executive travel support for the conference/AGM (\$1,000)

<sup>1</sup> Report Submitted by Roberta Neault (Chapter President)












<sup>2</sup> As of April 2018

<sup>3</sup> Some expenses still outstanding

## 5 Priority Areas

 <p>Increase membership by taking specific action</p>	 <p>Continue our newsletter</p>	 <p>Expand focus on supervision in the chapter</p>	 <p>Provide opportunities for more membership involvement</p>	 <p>Continue to offer awards for student research and doctoral research dissemination</p>
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Since October 2017, we have engaged in the following activities:

1	<p><b>Executive Meetings</b> 5 teleconferences</p>	
2	<p><b>University Liaisons</b> 23 volunteer representatives from counsellor education programs Orientation meeting March 12; ongoing email correspondence</p>	
3	<p><b>Research<sup>4</sup></b> Examined CCPA certification eligibility of master's level students attending French-language universities (QC, ON, and NB) Results dissemination planned with Registrar / Chair of the Certification Committee</p>	
4	<p><b>Webinars</b> Nov. 21: Counsellor Educators Chapter: Who are We?<sup>5</sup> Dec. 6: Creative Strategies for Enhancing Student Engagement Jan 25: The Evidence Base for Psychotherapy</p>	
5	<p><b>Newsletter</b> 2 bi-lingual newsletters</p>	
6	<p><b>Conference</b> Workshops highlighted in February newsletter as interest to counsellor educators</p>	
7	<p><b>Consultation list</b> Updated list of members available for consultation on specific research areas</p>	
8	<p><b>Supervisors</b> Expand mandate/membership welcoming Supervisors with proposed changes to chapter name, bylaws, and 3 new board positions</p>	
9	<p><b>Bylaw Changes</b> Proposed bylaw changes were sent to members on April 24, to review before voting on them at our AGM on May 11.</p>	
10	<p><b>Student Research Symposium Awards</b> Anabelle Segovia Reyes (Masters in Drama Therapy, Concordia University) Sarah Johnson (Masters in Counselling, University of New Brunswick) Gabiella Hamelin (Masters in Career Counselling, Laval University)</p>	
11	<p><b>Dissemination Award for Doctoral Students</b> Breanna Lawrence (University of Victoria), <i>Counselling Youth with Co-Occurring Learning and Mental Health Challenges: A Family Approach</i></p>	

<sup>4</sup> Research conducted by Research Assistant, Danielle Lemelin, under the leadership of Secretary/Treasurer, Liette Goyer, and with cost-sharing from CCPA's Chapter Support Fund

<sup>5</sup>Recording available at: <https://ccpaaccp.adobeconnect.com/p5sr37yevu07/?proto=true>