



CANADIAN COUNSELLING AND
PSYCHOTHERAPY ASSOCIATION

L'ASSOCIATION CANADIENNE DE
COUNSELING ET DE PSYCHOTHÉRAPIE

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CCPA Accreditation Standards for Master's Level Counselling Programs in Canada

Approved by CCPA Board of Directors
August 17, 2022

The Canadian Counselling and Psychotherapy Association National Office in Ottawa, Ontario is currently located on traditional, unceded Algonquin territory. We would like to acknowledge, with gratitude, the respected lands in which we work and live.

Preamble

The revised *CCPA Accreditation Standards for Master's Level Counselling Programs in Canada* were approved by the Canadian Counselling and Psychotherapy Association (CCPA) National Board of Directors on March 18, 2021. The revised Standards were co-developed by Sharon Robertson, PhD, RPsych (CACEP Co-Chair, CCPA President Emerita); Bill Borgen, PhD, RPsych, CCC (CACEP Co-Chair, CCPA President Emeritus); Pam Patterson, PhD, RPsych (CACEP Anglophone Member); and Natasha Caverley, PhD, CCC (CCPA President Emerita). Drs. Borgen, Robertson, and Patterson are members of the CCPA Council on Accreditation of Counsellor Education Programs (CACEP) with Drs. Borgen and Robertson serving as CACEP Co-Chairs from 2001 to present.

Many members of the Canadian community of professional counsellors, including counsellor educators at post-secondary institutions across Canada, CCPA Chapters, CCPA National Board of Directors, and CCPA National Office provided comments and feedback during the revision of the CACEP Standards. Their contributions and support were greatly appreciated.

In particular, Drs. Robertson, Borgen, Patterson, and Caverley extend their thanks and raise their hands in appreciation to the following individuals who were part of the CACEP Rejuvenation Initiative: José Domene (PhD, RPsych); John Driscoll (MEd, CCC, RCT); Kim Hollihan (EdD); Barbara MacCallum (BSc); and Blythe Shepard (PhD, CCC, CCC-S).

The current document was guided by (i) the 2002 *CCPA Accreditation Procedures and Standards for Counsellor Education Programs at the Master's Level* manual; (ii) an online survey of master's level counselling programs in Canada; (iii) interviews of site visitors and accredited program leads (or designates) in understanding their needs with regards to program accreditation – process, administration, and operations; (iv) a literature review of over 40+ cross-jurisdictional documents regarding entry-to-practice competency profiles, counsellor education or related accreditation standards of graduate level programs; (v) consultations with international counsellor education colleagues (e.g., Dr. Carol Bobby – former Council for Accreditation of Counseling and Related Educational Programs [CACREP] Champion), the Western Association for Counselor Education and Supervision, the Australian Counselling Association, and the New Zealand Association of Counsellors; (vi) current CCPA certification requirements; (vii) the statutory (government) regulatory landscape across Canada; (viii) a stakeholder consultation process (included interactive discussions/presentations) to obtain value-added feedback on the revised Standards; and (ix) guidance and feedback from the CCPA National Board of Directors and CCPA National Office.

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INTRODUCTION

Since the early 1970's, the Canadian Counselling and Psychotherapy Association (CCPA) has maintained an ongoing interest in the standards and training of counsellors in Canada.¹ In 1987, this concern culminated in the establishment of a process for accrediting counsellor education programs. This process continued from 1987 to 2002. Established in 2002, the purpose of the Council for Accreditation of Counsellor Education Programs (CACEP), referred to as the Council on Accreditation, is to *oversee and manage the CCPA accreditation program, which involves providing professional and arm's-length evaluation of master's level counselling programs in Canada.*

In general, CACEP promotes high standards in the pre-service training of professional counsellors; assists the administration and faculty of master's level counselling programs to assess and improve their objectives, (technical, financial, and human) resources, and programs; promotes an ongoing review and evaluation of existing master's level counselling programs; and provides prospective students, post-secondary institutions, and employers with information regarding the quality of programs.

More specifically, CACEP's current mandate is to

- develop policies and procedures pertaining to the operation of the Council and to make accreditation policy recommendations to the CCPA National Board of Directors;
- review (periodically) the CCPA Accreditation Standards and Procedures to make recommendations for change(s) to the CCPA National Board of Directors;
- develop and implement a program for training site visitors;
- develop documents and instruments needed to administer the accreditation program;
- provide consultation to master's level counselling programs;
- provide information to the President of the post-secondary institution applying for accreditation, regarding the outcome of the post-secondary institution's application;
- interact through the CCPA National President with other elements of the CCPA governance structure on matters related to accreditation;
- develop marketing strategies to interest post-secondary institutions in the accreditation of their master's level counselling program; and
- cooperate with provincial and federal institutions and agencies and other professional groups in promoting high standards of counsellor education.

¹ Peavy, V., Robertson, S., & Westwood, M. (1982). Guidelines for counsellor education programs in Canada. *Canadian Counsellor*, 16(3). 135 – 142.

CACEP Governance

The Council on Accreditation is composed of a minimum of a Chair, and three additional members, all of whom are recognized counsellor educators. Each member of the Council on Accreditation is appointed for a period up to four years. Members of the Council are appointed by the CCPA National Board of Directors upon the recommendation of the Council on Accreditation.

The Standards outlined in this document are intended for post-secondary institutions seeking accreditation, on a voluntary basis, for master's level counselling programs in Canada.

For more information on the history of CACEP, please read the following article:

Robertson, S. E., & Borgen, W. A. (2016). CCPA accreditation of counsellor education programs in Canada: An historical perspective. *Canadian Journal of Counselling and Psychotherapy*, 50(3), 259-277. <https://cjc-rcc.ucalgary.ca/article/view/61135>.

Emerging Trends and Considerations

From 2002 to present, there have been emerging trends in counselling across Canada that were considered and subsequently informed the rejuvenation of the CACEP Standards. Notably, these included

- **a changing regulatory landscape** in Canada (e.g., Ontario, Quebec, Nova Scotia, New Brunswick, and Prince Edward Island);
- acknowledging the [*Truth and Reconciliation Commission of Canada \(TRC\): Calls to Action*](#);
- **embracing inclusion** - integrating social justice and diversity approaches, principles, and practices in counsellor education;
- **recognizing the delicate balance between over-inclusivity and over-exclusivity in terms of accreditation requirements** (structured standards within 48 credit hour-based innovative program designs/formats);
- supporting flexibility in program delivery;
- engaging in on-going dialogue about the relationship between **accreditation, certification, and (statutory) regulation**;
- **ensuring synergies with national CCPA initiatives** – e.g., Research Task Group, Clinical Supervision Initiative, Guidelines in Technology, Ethics and Standards of Practice Review; and
- **navigating and adapting program delivery and budget considerations during the COVID-19 pandemic.**

Accreditation, Certification, and Statutory (Government) Regulation

In light of the emerging trends and considerations noted above, it is also important to highlight the complementary but distinguishing aspects of accreditation, certification, and regulation. These separate processes are frequently referred to as if they are one and the same.

Program Accreditation

In general, accreditation is a voluntary, self-regulatory process of evaluation that **focuses on programs**. It is a recognition of quality assurance indicating that a program (e.g., master's level counselling program) has met or exceeded pre-determined standards of excellence set by a relevant professional body (e.g., CACEP) and been granted approval.

To become accredited, a master's level counselling program must fulfill certain requirements or standards regarding institutional settings; program mission, orientation, goals, objectives, and priorities; program content areas and competencies; supervised practice; student selection, advising, performance review, and program information; faculty qualifications and workload; program governance; instructional support; and self-evaluation.

Certification

At CCPA, the Canadian Certified Counsellor (C.C.C.) is a protected title and **focuses on individuals**. It identifies to the public those counsellors who satisfy CCPA's entry-to-practice competency standards. Certification represents a successful evaluation of a member's qualification to practice, membership does not.

To be certified, counsellors must meet certain levels of education and training in counselling, they must follow the code of ethics and corresponding standards of practice, and they are held accountable to show competent and ethical performance in practice. **The CACEP Standards outlined in this document only apply to accreditation and not to certification.**

Statutory (Government) Regulation²

Statutory (government) regulation pertains to provincial/territorial governments granting certain rights and responsibilities to a profession through legislation in exchange for the profession regulating its members in the public interest. Licensure/registration **focuses on individuals**. In Canada, the College for that profession becomes the regulatory body that oversees the following professional functions:

- setting entry-to-practice registration requirements
- establishing ethical and practice standards
- requiring that registrants hold appropriate professional liability insurance
- investigating and resolving public complaints, which may proceed to more formal disciplinary hearings, in a fair and timely manner

² Thanks is extended to Barbara MacCallum (CCPA CEO Emerita) and Dr. Kim Hollihan (CCPA CEO) for the information provided in this section of the revised CACEP document.

- requiring registrants to maintain minimum standards of professional development, such as continuing education
- enforcing the occupational title(s) granted to registrants that may be used by non-registrants so that the public can rely on those who use the designated title(s) as holding defined competencies and being accountable to their peers

At the time of preparing these standards, a number of terms were used to refer to professionals engaged in the practice of counselling and psychotherapy in Canada. In this document the [CCPA Board approved definition of counselling/psychotherapy](#) is utilized:

Counselling is a relational process based upon the ethical use of specific professional competencies to facilitate human change. Counselling addresses wellness, relationships, personal growth, career development, mental health, and psychological illness or distress.

The counselling process is characterized by the application of recognized cognitive, affective, expressive, somatic, spiritual, developmental, behavioural, learning, and systemic principles. (<https://www.ccpa-accp.ca/profession-and-regulation/>)

In this document, the terms *counselling* or *counsellor* refer to both counselling and psychotherapy.

CACEP Rejuvenation Initiative

In the spirit of continuous improvement/quality assurance, there is an expressed need and urgency in rejuvenating and revitalizing CACEP – from a strategic, operational, financial, and cultural perspective as a recognized program for the CCPA membership. Therefore, from 2015 to 2020, the CACEP Rejuvenation Initiative was a national CCPA project that focused on revising the CACEP Standards. Specifically, the rejuvenation of the CACEP Standards was intended to

- support quality assurance of master’s level counselling programs in Canada;
- make a “business case” for master’s level counselling programs from a national/pan-Canadian perspective;
- update the CACEP Standards to recognize such areas as diverse master’s level counselling program priorities and delivery methods, and reflecting (i) current and emerging core content areas and competencies in counselling and (ii) focused areas of content and competencies;
- position master’s level counselling program accreditation in a changing regulatory landscape; and
- recognize the need to strategically communicate CACEP’s mandate in relation to the urgent need for professional, competent, and ethical (mental health) counsellors in Canadian society.

Through the CACEP Rejuvenation Initiative, a series of major changes and updates/clarifications were made to the CACEP Standards. Of particular note are the following:

Major Changes

- Preamble statements included for each Standard
- Inclusion of post-secondary institutions and programs with an administrative base and authority to grant degrees in Canada
- Emphasis on culturally responsive counsellor education (social justice and diversity) and acknowledgement of the *Truth and Reconciliation Commission of Canada: Calls to Action*

Updates and Clarifications

- Diversity of program delivery methods
- Technological advances and resources (on and off campus)
- Faculty definitions and composition
- Student performance, gatekeeping, and remediation
- Program evaluation and monitoring
- Core content areas and competencies, includes (supervised) practice within a changing regulatory environment
- Focused areas of content and competencies

For more information about CACEP and the corresponding CACEP Rejuvenation Initiative, please read the following article:

Borgen, W., Robertson, S., Caverley, N., & Patterson, P. (2021). Making the case for counsellor education accreditation in Canada: A cross-jurisdictional review of emerging trends in the pre-service training of counsellors and related mental health professionals, *Canadian Journal of Counselling and Psychotherapy*, 55(1), 74-95.
<https://doi.org/10.47634/cjcp.v55i1.70427>

The CCPA National Board of Directors approved the revised *CCPA Accreditation Standards for Master's Level Counselling Programs in Canada* on March 18, 2021, to be used as a basis for evaluation of master's level counselling programs in Canada. These Standards are available on the CCPA website - <https://www.ccpa-accp.ca/accreditation/>.

STANDARDS

I – THE INSTITUTION

CACEP is committed to being inclusive in terms of the types of institutions in Canada that can qualify for accreditation in the delivery of master's level counselling programs. **Master's level counselling programs are to be located in institutions with an established administrative base in Canada. The institution has received authority to grant degrees through legislation and quality assurance mechanisms established by the government in the provinces or territories in which it offers these programs.**

CACEP also recognizes that in Canada, education is the responsibility of the provincial and territorial governments. As such, each jurisdiction has its own system of education with oversight (including quality assurance mechanisms) provided by departments or ministries of education and advanced education. Institutions seeking accreditation **must provide documented evidence from the government(s) in which the program operates** indicating that they are authorized and monitored by a provincial/territorial-recognized quality assurance process.

Note: Master's level counselling programs seeking accreditation are strongly encouraged to confirm their institutional eligibility by reviewing information located on the [Council of Ministers of Education Canada's Canadian Information Centre for International Credentials website](#) and [Universities Canada website](#).

- A. The academic unit in which the master's level counselling program is offered is located in a Canadian institution that is governmentally recognized as a degree-granting institution.
- B. The academic unit in which the program is offered is a recognized part of the Faculty of Graduate Studies. The program is fully described in the university calendar regarding admission criteria, program requirements, financial aid, etc.
- C. There is cooperation with other programs at the university and with community-based resources, which are involved in components of students' programs.
- D. The institution provides financial support to ensure the ongoing operation of the program. This includes financial support and time for faculty members to engage in professional activities and associations, technical, and personnel support to engage in research activities, and library facilities to support the scholarly and professional work of faculty and students.
- E. The institution provides counselling services. These services are provided by professionals, who are at arm's length from the program.

II – Program Mission, Orientation, Goals, Objectives, and Priorities

Standard II lays important foundational groundwork in Master's level counselling programs; thereby, reinforcing the profession's collective identity in Canada. This Standard relates to the status of the profession, its shared identity and universal roles and responsibilities among its members, and an appreciation for the history of the profession. CACEP recognizes that the counselling profession in Canada represents diversity with respect to professional titles, education, training, theoretical orientation, client demographics, referral issues, therapeutic approaches, and service settings. Among the myriad of evolving practice possibilities are addictions counselling, career counselling, couples counselling, expressive arts counselling, family counselling, grief and loss counselling, Indigenous approaches to counselling, palliative counselling, school counselling, spiritual counselling, transition counselling (related to transitions across all life stages and domains), and trauma counselling.

CACEP recognizes the importance of creating a climate of understanding and mutual respect for the dignity and worth of each person, so that each person can contribute fully to the development and well-being of the community, the profession, and the country.

In order to advance the counselling profession and to promote greater social justice and diversity competencies, CACEP requires master's level counselling programs to prepare counsellors in fostering the development of competency in advocacy within an ethical framework. Students need to understand the history of the counselling profession is entwined with social justice advocacy, issues of diversity and inclusion, and the profession's focus on promoting optimal human development and wellness. These competencies are to be interwoven into master's level counselling programs of study that include a standalone master's level graduate course on ethics.

CACEP recognizes that master's level counselling programs in Canada are to contribute to culturally responsive counsellor education whereby there is understanding of the historical, legal, political, and socio-economic context for Canada's multicultural and diverse populations and communities. From there, such understanding facilitates counselling strategies that are suited to the context in which Canada's multicultural and diverse populations and communities live and ways in which this context can affect individuals, groups, and communities who request mental health and related counselling support.

Within the context of culturally responsive counsellor education, CACEP recognizes the [Truth and Reconciliation Commission of Canada \(TRC\): Calls to Action](#), [the United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#), and the need for contributions to reconciliation by master's level counselling programs in Canada. Reconciliation is a process/journey not a destination/end point. Programs need to identify and demonstrate specific TRC Calls to Action that support reconciliation and build relationships amongst Indigenous Peoples and non-Indigenous peoples.

- A. The program has a clearly defined, published mission statement that indicates the program's goals, its orientation, and priorities, along with a description of the ways in which the program reviews and updates its mission. The mission should reflect how the program is contributing to culturally responsive counsellor education and is responding to the TRC's Calls to Action. There is clear evidence that the program and the

- administrative unit in which it is located have endorsed the mission statement and that it is available to faculty, students, and community resources connected with the program.
- B. The administrative unit that is directly responsible for the graduate pre-service professional education of counsellors has developed a set of objectives for the counsellor education program.
1. Within the context of the mission statement, the objectives are consistent with current theory, research, and practice in the field of counselling within a pluralistic society.
 2. Master's level counselling programs must have in place policies acceptable to CACEP, posted in conspicuous places, that prohibit discrimination and promote a climate of understanding and mutual respect for the dignity and worth of each person.
 3. The objectives are based on a systematic and documented assessment of need.
 4. Major stake holding groups connected with the program (program faculty, current and former students, personnel in cooperating agencies, professionals in the field, and major employers) have been involved in the assessment of need upon which objectives are determined and priorities are set.
 5. The program activities are directly related to program objectives.
 6. The objectives are written in a way that makes it possible to assess the extent to which they are being met.
 7. The objectives are current as evidenced by systematic periodic review (at least every three years) and revision as needed.

III – PROGRAM OF STUDIES

Although CACEP Standards define accreditation requirements for master's level counselling programs, they are not intended to be prescriptive in nature with regard to the manner in which programs choose to meet them. As such, taking CACEP Standard II into consideration, CACEP supports program innovation, including blended learning, with respect to the delivery of master's level counselling programs seeking to meet or exceed the Standards.

A. General Standards

1. The program is comprised of a minimum of 48 credit hours of course work, which may be completed on a full-time or a part-time basis. For the purposes of accreditation, normally, one course credit is equivalent to 13 hours of class time. Therefore, a three-credit course typically meets for 39 hours.
2. The program facilitates opportunities for students to identify and connect with the Canadian Counselling and Psychotherapy Association (CCPA) and other Canadian professional and regulatory bodies.
3. The program provides for a balanced integration of theory and supervised practice.

4. The program is sufficiently flexible to allow and accommodate for individual differences in student background, interests, aspirations, and abilities.
5. The program is comprised of a set of core content areas and competencies that are in alignment with CACEP Standard III Sections B, C, and D.
6. The program provides appropriate opportunities for student self-appraisal and fostering of self-understanding (e.g., self-processing and response to feedback). Specifically, the master's level counselling program includes demonstrated practice that is conducted with personal and professional self-awareness and critical reflection, awareness of competencies, and appropriate self-care.
7. The program provides appropriate opportunities for students to develop interpersonal skills through feedback from peers and instructors.
8. Educational, career, and personal counselling services are available to all students and are provided by qualified persons other than the counsellor education faculty.
9. Master's level counselling programs are to utilize standardized templates syllabi which are distributed at the beginning of each course to all enrolled master's level counselling students. Syllabi include (i) core areas; (ii) learning goals, objectives, and outcomes; (iii) methods of instruction; (iv) required text(s) and/or reading(s); (v) student performance evaluation criteria and procedures including assignments and corresponding due dates; and (vi) a student accessibility policy and procedure statement.
10. Elective courses are available to all students.
11. Course material will engage faculty and students in the review and critical analysis of current and relevant research data.
12. The master's level counselling program seeking accreditation needs to be an established program (as defined in CACEP Standard I) with an ongoing record of graduates.
13. There is evidence of an ongoing professional relationship between program faculty and professional counsellors in the community.
14. The program has a community-based advisory committee whose membership includes major stakeholders such as former students, personnel in cooperating agencies, professionals from the community, and employers. The committee is expected to meet at least once each year. For the purpose of accreditation, every effort should be made to demonstrate diversity and inclusion in terms of representation on the community-based advisory committee. As part of a master's level counsellor education program in Canada, representation from local Indigenous communities on the program's community-based advisory committee is highly recommended.

B. Core Content Areas and Competencies

This section focuses on engendering and developing 12 core content areas and competencies required for master's level counselling programs to be accredited. The 12 core content areas

and competencies are as follows: 1. Counselling as a profession; 2. Ethical and legal issues in counselling; 3. Professional counselling, collaboration, and consultation; 4. Group counselling; 5. Human development and learning; 6. Diversity and social justice; 7. Responding to the TRC's Calls to Action; 8. Career and lifespan development; 9. Assessment processes; 10. Research methods; 11. Program evaluation; and 12. Reflective practice. In addressing these core content areas and competencies, it is important to situate them within a context of culturally responsive counselling and the TRC's Calls to Action.

In many cases, core content areas and competencies will appear in stand-alone courses. In some instances, a core concept area and competency may be infused across a number of courses or covered through a series of non-credit workshops. **In each of these cases, the master's level counselling program must clearly indicate and document where the core content areas and competencies are covered and assessed in the curriculum.**

CACEP recognizes the intersections among certification, regulation, and accreditation trends in relation to enhancing the professional identity of counsellors, and the profile and credibility of the profession in Canada. **Core content areas and competencies consist of demonstrated aptitudes, knowledge, and skills that are considered necessary for counselling effectiveness, and hence integral to the training of master's level counselling students in Canada.**

**Disclaimer for master's level counselling programs where counselling and psychotherapy is regulated in Canada: CACEP cannot guarantee that the core content areas and competencies described in this Standard will be commensurate with licensure from provincial/territorial regulatory colleges.*

All students in the master's level counselling program are required to engage in curricular experiences and to demonstrate competence in each of the following core content areas and competencies.

1. **Counselling as a Profession.** Historical and philosophical foundations of counselling as a helping profession.
 - a) The history and philosophy of counselling as a helping profession.
 - b) Multiple professional roles and activities of counsellors and their relationships with related professional systems, including inter-professional collaboration and consultation.
 - c) Professional organizations (primarily, the Canadian Counselling and Psychotherapy Association) including their mission and goals, membership criteria, activities, services to members, and current priorities.
 - d) Standards of preparation for professional practice including certification, accreditation, and regulation standards.
 - e) Clinical supervision in the counselling profession including roles and responsibilities of clinical supervisors.

- f) The role of technology in the delivery of counselling, including online counselling, telecounselling, online supervision, and telesupervision.

2. Ethical and Legal Issues in Counselling. Professional and research ethics and standards in counselling, including professional codes of ethics and standards of practice as well as knowledge of relevant jurisdictional legislation of the profession.

- a) The changing landscape of regulation of the profession in Canada.
- b) Mobility challenges in Canada (e.g., relocating from unregulated to regulated provinces/territories).
- c) The knowledge of relevant federal and provincial/territorial legislation and relevant municipal and other local bylaws.
- d) The requirements of statutory regulatory bodies and of self-regulatory organizations such as the Canadian Counselling and Psychotherapy Association.
- e) Ethical approaches in practice, including application of ethical decision-making processes to case material.
- f) Ethics in professional relationships.
- g) Ethically and culturally responsive approaches for developing and maintaining therapeutic relationships, both in-person and technologically assisted relationships.
- h) Socially just practices for navigating ethical challenges and tensions.
- i) Ethical approaches to maintaining and securing all paper and digital records.
- j) Ethical use of technology in counselling (e.g., use for communication, program monitoring, report writing, problem solving, recordkeeping, case management, and other activities - use of electronic and social communication media in a secure and professional manner).
- k) Roles and responsibilities of clinical supervisors in protecting the welfare of clients, supervisees, the public, and the profession.

3. Theories and Processes in Counselling, Collaboration, and Consultation. Theory, research, and practice of counselling with a focus on interpersonal relationships, intervention, and consultation.

- a) Theories of counselling that provide a consistent framework to conceptualize client issues and identify and select appropriate counselling strategies and interventions. Presentation of theories should include the foundations of their development; their cognitive, affective, and behavioural components; research evidence for their effectiveness; and their application to practice. Theories presented should reflect current professional practice and include a breadth of approaches.
- b) A theory of change/personal model of counselling.

- c) Systems perspectives that recognize that all clients are part of larger societal, colleague, friendship, and family systems. Curricular experiences are provided regarding systems theories (including couple and family theories) and related approaches and strategies. An introduction is given to theoretical frameworks, interventions, and professional issues (ethics) when working with couples and/or family systems in various settings.
- d) Essential interviewing and counselling skills – ability to establish an effective therapeutic relationship and develop and maintain appropriate professional boundaries. Includes understanding and applying effective counselling approaches and techniques to facilitate client exploration of issues, examination of alternate perspectives, and development of appropriate actions with respect to the issues. It is recognized that these involvements will also require a measure of student reflection and self-exploration. A pre-practicum experience of at least 40 hours of laboratory practice in basic counselling skills and simulated interviews is required of all students.
- e) Theory and practice in planning and implementing client change interventions that are developmentally and culturally responsive; application of strategies in laboratory settings.
- f) Theory and practice of case conceptualization.
- g) Theory and current research in counselling consultation that can be used to guide practice in a variety of settings. Topics include the process or stage of consultation, counsellor roles and responsibilities, ethical issues, and approaches to consultation.
- h) Ethical and legal issues related to professional counselling, collaboration, and consultation.
- i) Business practice issues related to professional counselling, collaboration, and consultation, includes awareness of liability concerns; sound policies and procedures, including dealing effectively with client crises and emergency situations and providing services during therapist absence; ethical advertising principles; planning and time management; advocacy or third-party support for clients.

4. Group Counselling. Theory, research, and practice in group counselling.

- a) Theoretical approaches to group counselling including evidence-based knowledge on the effectiveness of various group approaches in diverse settings.
- b) Knowledge of the major components of group counselling, including group design and structure, group goals and activities; facilitator approaches and skills; group processes, and member needs and roles.
- c) Knowledge and competence to identify typical group dynamics, developmental stages of group functioning, and related interventions—includes communication, norms, decision-making, problem solving and conflict management, managing crises and emergencies in group counselling, and understanding of how these components

evolve across the stages of group development through demonstrated competence in facilitating groups.

- d) Knowledge of major ethical and legal issues in group counselling and dealing with potential concerns that may arise.
- e) Knowledge of the strengths and limitations of group counselling approaches and formats.

5. Human Development and Learning. Theory and research in human development, learning, and behaviour with implications for practice.

- a) An understanding of the application of theories of human development and learning in understanding and working with individuals, families and groups experiencing developmental transitions across the lifespan.
- b) An understanding of the application of learning theory in a variety of counselling and consultation processes.
- c) An understanding of developmental issues, challenges and crises including, addiction, psychopathology, disabling conditions, systemic, and environmental factors.
- d) An understanding of spirituality in shaping values in human development, functioning, and behaviour.
- e) Ethically and culturally responsive approaches for promoting resilience and well-being across the lifespan.

6. Diversity and Social Justice. Exploration of human diversity and advocacy as they pertain to social justice and inclusion in the theory, research, and practice of counselling within Canada's multicultural society.

Issues of human diversity and advocacy as they pertain to social justice and inclusion are important dimensions for counsellors to continually reflect on – particularly, in terms of how their privilege, values, and assumptions impact and influence therapeutic approaches and interventions in the context of clients' lived experiences at the micro (individual), meso (group and organization-wide), and macro (system-wide) levels.

- a) Social bases of behaviour (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory).
- b) Awareness, knowledge, and understanding of issues related to diversity, human rights, social and economic justice, and the influence on the work of the counsellor and the counselling relationship.
- c) Theories and models of multicultural and social justice counselling, and multicultural and social justice competencies (e.g., cultural identity development; knowledge, skills, and awareness related to social location; power and privilege; social determinants of health; advocacy; and critical thinking).

- d) Knowledge of how diversity (e.g., cultural worldview, identity development level, gender, sexual orientation, ability, spirituality, socio-political status, and socio-economic experience) characterizes and shapes the human experience and is critical to the formation of identity.
- e) Recognition of how barriers such as historic and systemic oppression, power imbalance, and social injustice may impact the work of the counsellor and the therapeutic process.
- f) Adaptation of the counsellor's approach to meet culture-specific needs of clients and strategies for identifying and confronting barriers to their well-being.
- g) Respectful engagement that promotes cultural safety that recognizes and strives to address power imbalances inherent in a given sector or organizational system.

7. Responding to the TRC's Calls to Action.

Programs must identify and demonstrate how they are responding to the TRC's Calls to Action whereby Indigenous knowledge and traditional ways of knowing; cultural learning events; Indigenous community consultation, participation, and engagement; territorial/land acknowledgement; and /or related education and skills -based cultural safety training are encouraged to be integrated into counselling curricula. These learning activities are intended to support meaningful contributions to students' understanding of Indigenous Peoples' diverse histories, contemporary experiences, and legal rights; and to fostering the creation of respectful relationships, and effective communication and collaboration with Indigenous Peoples in delivering timely, relevant, accessible, and culturally congruent counselling programs and services.

Programs need to demonstrate the incorporation of Indigenous knowledge and ways of knowing into curricula emphasizing cultural safety training for students to competently communicate and build relationships with Indigenous clients by considering the social and historical contexts of mental health and health care inequities. This can include, but is not limited to, learning events, guest presentations, courses and/or related resources on Indigenous Peoples' experiences with mental health services; the influence of colonization and current forms of colonialism on their mental health; and the study of intergenerational trauma issues.

It is strongly recommended that programs connect with Indigenous Elders, scholars and academics, representatives from various levels of government (local, provincial/territorial, and federal), Indigenous communities and organizations.

8. Career and Lifespan Development. Theory, research, and practice regarding lifespan and career development counselling for diverse populations.

- a) Research regarding career and lifespan development, counselling, and decision-making.
- b) Theories of career development across the lifespan and their application to counselling and consultation processes.

- c) The role of career development issues as they relate to life roles and issues of diversity across the lifespan.
- d) The relationships between work and mental health/wellbeing.
- e) Understanding approaches for accessing and implementing career-related resources, technology and information systems, including career development programs.
- f) An ability to appropriately use a variety of vocational and career-related assessment instruments.
- g) Ethically and culturally responsive strategies for promoting career development across the lifespan.
- h) The ability to effectively use career counselling processes.
- i) An ability to develop, apply, and evaluate career counselling programs with specific populations.

9. Assessment Processes. Theory, research, and practice regarding psychological assessment.

- a) Knowledge related to the evolution of the development of individual and group assessment instruments and processes.
- b) Knowledge of basic concepts of measurement theory, including reliability, validity, and related statistical concepts.
- c) Knowledge and the ability to use a variety of assessment approaches, including standardized and non-standardized instruments, technology-based approaches, observational methods, etc.
- d) Procedures for identifying and assessing the risk of harm to self or others.
- e) Knowledge of the influence of issues of diversity regarding appraisal.
- f) Appropriate selection, application, and interpretation of appraisal techniques and instruments in counselling and consultation processes.
- g) Integration of assessment data into proposed therapeutic processes and communication of assessment information so clients understand its relationship to the proposed therapeutic process.
- h) Knowledge of ethical and legal issues related to assessment (e.g., assess for and address legal duty to report and legal duty to warn).

10. Research Methods. Theory and practice regarding research design and methodology.

- a) Theory and application of basic principles of qualitative, quantitative, and mixed – methods research design, along with related processes of data analysis.
- b) The significance of research to the ongoing development of the counselling profession.
- c) Knowledge and skills in critiquing research to inform counselling practice.
- d) Ethically and culturally responsive approaches for conducting research and interpreting and reporting the results.
- e) Ethical and legal issues involved in research.

11. Program Development and Evaluation. Theory, research, and practice related to counselling program development and evaluation.

- a) Theory, research, and practice in program development (e.g., needs assessment, logic models, and development of objectives).
- b) Theory, research, and practice in program evaluation to inform revision and quality assurance, includes qualitative and quantitative methods.

12. Reflective Practice. Theory, research, and practice regarding a continuous process of self-reflection to develop an understanding of self as counsellor, of the counselling process, and of the influence of the counsellor's reciprocal interaction with broader societal perspectives and trends.

- a) Acquire strategies to increase self-awareness and the ability to be critically self-reflective.
- b) Develop approaches to enhance personal and professional self-evaluation, including engagement in ongoing clinical supervision.
- c) Understand and use information regarding the effect of counsellor characteristics and behaviours to enhance the counselling process.
- d) Develop an awareness of the influence of personal and interpersonal connections to power, privilege, and oppression.
- e) Recognition of personal biases and their influence on counselling-related activities.
- f) Critical reflection on developing and utilizing advocacy skills and strategies to intervene at the micro, meso, and macro levels to change oppressive behaviours and structures that contribute to building a more socially just multicultural society.
- g) Recognition of risks to personal safety.
- h) Awareness of the importance of self-care for ethical and effective practice

C. Focused Areas of Content and Competencies

Master's level counselling programs provide an opportunity for students to be immersed in at least one focused area of content to support (i) counselling in specialized settings, and/or (ii) concentrating on specific areas of content and competencies in counselling that are reflective of current and emerging trends and topics in Canada.

The master's level counselling program must clearly demonstrate how the focused area(s) of content and competency/competencies enhance the overall program of studies.

The program provides the opportunity for students to focus in at least one area, such as:

- Addictions counselling
- Animal-assisted counselling
- Career counselling and development
- Community/agency counselling
- Counselling in higher education
- Couples and family counselling
- Creative arts counselling
- Grief and loss counselling
- Human sexuality counselling
- Indigenous healing and helping
- Rehabilitation counselling
- School counselling
- Spiritual and pastoral counselling
- Transcultural counselling and social justice
- Trauma counselling

D. Supervised Practice

Practica are considered to be critical experiences for students in master's level counselling programs. The primary goals of practica (level 1 and level 2) are to develop strong counselling skills and to promote the development of the students' professional counsellor identity in an organization compatible with their career goals and their program of studies. During the practica (level 1 and level 2), diversity and social justice counselling competence is nurtured, and students are trained to be competent, ethical, and reflective practitioners who acquire the awareness, knowledge, and skills fundamental to the practice. Practicum (level 1 and level 2) activities take place at master's level counselling program-approved sites with appropriately qualified clinical on-site supervisors where the practicum students can work with clients appropriate for the students' program emphasis and career goals. Clinical supervision is a crucial component in the training of helping professionals. In the arena of supervised practice, emerging counsellors integrate theoretical and conceptual learning and apply skills and strategies in their supervised practice. Clinical supervisors are simultaneously tasked with facilitating the professional growth and development of supervisees while safeguarding the well-being of clients and the public.

The purpose of supervision is to facilitate supervisees' development of counselling competencies, intervention skills, and the ability to engage in counselling processes

effectively. The supervisor provides the evaluative dimension of counselling supervision and monitors the quality of the services offered to the client by the supervisee.

CACEP recognizes that clinical supervisors may utilize different supervision models, with definitive theory-specific techniques that guide their work. However, regardless of the model of clinical supervision chosen or adopted, five variables define the context in which competent clinical supervision takes place: (i) rooted in the learning and developmental needs of the supervisee; (ii) attuned to the specific needs of the clients served; (iii) aligned with the goals of the practicum (level 1 and level 2) setting in which the supervisee works; (iv) conducted in a manner that is respectful of issues of diversity, social justice, and inclusion; and (v) advanced in an ethically and legally congruent manner.

Supervisor Qualifications. Supervisors have a minimum of four years of practice in the counselling field, subsequent to earning a master's degree or higher in the area of counselling (or related field), prior to taking on a supervisory role.

Supervised Practice - Master's Level Counselling Program Responsibilities. Clinical instruction includes two levels of supervised practice (practicum levels 1 and 2) completed within a student's program of study. Practicum requirements are considered to be the most critical experiential aspects of the program.

For the purpose of accreditation, an up-to-date practicum handbook needs to be produced which meets current CACEP standards. The practicum handbook should include the following templates: supervisor qualification summary form, supervisor professional disclosure statement, a placement/site/supervisor agreement form, supervisor's evaluation of performance, supervisee's assessment of practicum site/supervisor, log of practicum hours, practicum summary form, summary of the scope of practice of the student's clinical work, and formative competency-based evaluation form. An orientation to the practicum handbook is to be provided by the master's level counselling program faculty to site supervisors and to students. Also, the program faculty must provide orientation, assistance, and consultation to supervisors.

Supervised Practice

1. **Level 1 Practicum.** During their training, students must complete an initial 100-hour supervised level 1 practicum. In order to support student transfer of prior learning in theoretical and practice-based course work into a program or community-based practicum setting, the purpose of this practicum is to foster the development of counselling skills and approaches that includes a major role by a faculty supervisor. In consultation with CACEP, it is recognized that this practicum can be offered through a variety of formats:
 - a) A level 1 practicum may be offered at a university counselling training centre or a community-based counselling centre, where on-site supervision is provided by a university appointee³, who is associated with the master's level counselling program. Alternatively, if a level 1 practicum experience utilizes a field placement

³ **University Appointee.** A person who is appointed by the university to an academic position associated with the master's level counselling program such as a core faculty member, complementary faculty member, adjunct faculty member, or additional faculty member as defined within the CACEP Standards. It may also be a university faculty member who is seconded on a full or part-time basis to the community-based counselling centre.

for students, then practicum experiences received off-campus are supervised by site personnel who have reputed competence and knowledge of the program's expectations, requirements, and evaluation procedures for students;

- b) Regardless of the format utilized for offering the level 1 practicum, a minimum of one hour of individual supervision is offered by a faculty supervisor for every four hours of direct client contact. Supervision involves live observation and/or review of audio or video/digital recordings as well as case discussion of the supervisee's delivery of counselling to identified client(s);
- c) 50 hours of direct service with clients, including experience in individual counselling (minimum 40 hours) and group work (minimum 10 hours). In this Standard, if it is not possible for direct client counselling hours in group settings to be completed in level 1, then some or all of the required level 1 group practicum hours may be completed in level 2;
- d) A minimum 1.5 hour regularly scheduled seminar that includes group supervision totalling a minimum of 19.5 hours across the practicum. Supervision is based on live observation and/or video/digital recording and case studies over the course of the student's level 1 practicum. Group supervision is offered by a program faculty member or a doctoral student (as referred to in #11) under the supervision of a program faculty member. The size of the seminar group should be limited to be a maximum size of five students with one faculty supervisor; and
- e) Evaluation of the student's performance throughout the level 1 practicum including a formal written evaluation at mid-term and after the student completes the level 1 practicum.

2. Level 2 Practicum. Students must complete a final 400 hour supervised on-site level 2 practicum placement:

- a) Of the 400 hours of supervised level 2 counselling practicum, a minimum of 200 hours is spent in direct client contact.
- b) Of the 200 hours spent in direct client contact, a minimum of 160 hours is spent in individual counselling.
- c) Of the 200 hours spent in direct client contact, a minimum of 40 direct counselling hours is spent in group counselling.
- d) There is a minimum of one hour of individual supervision for every eight hours of direct client contact based on supervisor live observation and/or review of audio or video/digital recordings as well as case discussion of the supervisee's delivery of counselling to an identified client(s).
- e) Over the course of the students' practicum level 2, a minimum of 35 – 40 hours of seminar, which meets regularly and includes group supervision, case conceptualization, discussion and/or demonstration of counselling approaches, is offered on a regular basis. Regularly scheduled group seminars are offered by a program faculty member. Supervision involves video/digital recording and case

studies. The size of the supervision group should be limited to be a maximum size of 10 students with one faculty supervisor.

- f) The level 2 practicum should provide the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, teamwork, in-service, and staff meetings).
 - g) The level 2 practicum should provide an opportunity for the student to develop program-appropriate audio, video, and/or digital recordings of the student's interactions with clients for use in supervision.
 - h) The level 2 practicum should provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and multimedia, professional literature, and research.
 - i) There should be two formal evaluations (one at mid-term and one at the end of the level 2 practicum) of the student's performance during the final level 2 practicum by a program faculty member in consultation with the site supervisor.
3. For their practicum (level 1 and level 2) experience, students are placed in settings compatible with their program of studies and their career goals.
 4. Opportunities are provided for students to develop professional relationships with staff members in their practicum (level 1 and level 2) settings.
 5. The practicum (level 1 and level 2) supervisor's role is clearly identified and a specific time for supervision is allocated.
 6. Practicum (level 1 and level 2) supervisors employ a combination of the following methods in discussing the student's counselling sessions: direct observation, live supervision, review of audio and video recordings, client reactions, and peer feedback (e.g., during group supervision).
 7. In addition to in-person supervision, supervision may include online supervision and telesupervision that uses secure delivery methods and defined parameters of use to facilitate two-way communications between supervisor and supervisee. The use of these alternate delivery methods requires a rationale and documented instructional guidelines regarding online supervision and telesupervision best practices. This includes indicating steps taken to ensure supervision of supervisees have met level 1 and level 2 practicum outcomes.
 8. Level 2 practicum experiences received off-campus are supervised by site personnel who have reputed competence and knowledge of the program's expectation, requirements, and evaluation procedures for students.
 9. The program faculty provides orientation, assistance, and consultation to supervisors.

10. Field personnel who assume major responsibility for the supervision of a student's practicum experience are assigned no more than two students at a given time unless the field supervisor is released from other work responsibilities.
11. Doctoral students who serve as practicum supervisors:
 - a) have completed counselling practicum experiences equivalent to those within the master's program,
 - b) have completed or are receiving training in counselling supervision, and
 - c) are themselves supervised by qualified program faculty member with a faculty/student ratio of 1:5 (i.e., no more than five students per faculty supervisor). Faculty members need to meet the CCC supervision qualifications.

IV – STUDENTS

It is the ethical responsibility of counsellor educators and supervisors to monitor and evaluate students' knowledge, skills, abilities, and professionalism, and to develop avenues to remediate or mitigate any deficits throughout the master's level counselling program. Careful screening, selection, admission, advisement, and performance review of students are integral to the delivery of a well-organized and administered master's level counselling program. Further, it is important that policies and procedures pertaining to these matters, in conjunction with information on the program curriculum, are transparent and readily available for prospective applicants, students in the master's level counselling program, and others (e.g., support staff, faculty, institutional administrators, community partners, professional regulatory bodies) to review.

A. Screening, Selection, and Admission

1. The administrative unit, which is directly responsible for the pre-service professional education of counsellors, has developed a policy and procedure for screening, selecting, and admitting students to its program.
2. Admission policy and procedures reflect an effort to select individuals who represent a variety of academic, experiential, and cultural backgrounds.
3. A committee of core program faculty members makes the decisions concerning admission of applicants based on established criteria. These criteria include:
 - a) Acceptability to the Faculty of Graduate Studies or responsible administrative unit.
 - b) An appropriate background as specified by the program.
 - c) Evidence of openness to self-examination and commitment to self-growth.
 - d) Evidence of commitment to a career in counselling or related helping professions.

- e) Evidence of social and interpersonal skills with corroboration from referees and/or interviewer observations.
- f) Evidence of satisfactory person-oriented field and/work experience.
- g) Evidence of awareness of, sensitivity to, and respect for issues related to diversity and inclusiveness.

B. Advisement

1. Students are assigned a faculty advisor at the time of admission and have an assigned advisor for the duration of their program.
2. Upon admission, students are provided with a program of studies that meets accreditation requirements.

C. Performance Review

1. Student's performance is systematically reviewed as they progress through the program at least on an annual basis.
2. The standards and processes involved in a performance review are documented and are made available to all students in the program. Such standards and processes must include the provision of clearly articulated action plans to remediate individual student issues identified during the performance review. Such plans must be documented and made available to the student.
3. Where performance reviews and outcomes of remediation plans indicate continued lack of success in meeting program requirements, faculty members assist in facilitating the student's transition out of the program and, if possible, identification of an area of study and/or career goals more appropriate for the student.

D. Program Information

1. The administrative unit, which is directly responsible for the pre-service professional training of counsellors has posted on the program's website, written descriptions of the master's level counselling program including program offerings, admission requirements, financial aid, average GPAs of entering students, self-identified diversity of students, graduation requirements of the program, average time to completion, and where students are employed post-graduation.
2. Following acceptance into the program, and prior to or at the beginning of the first term of enrolment in the program, the following occur:
 - a) An orientation to the program; and
 - b) Distribution of a student handbook (updated annually) that includes university and program policies and information regarding the following:
 - i. Program mission statement, orientation, goals, and objectives;

- ii. Statement of graduation requirements;
- iii. Policies and procedures pertaining to a professional code of ethics associated with the program;
- iv. Overview of practicum requirements, including remediation policies and procedures;
- v. Activities including involvement with relevant professional organizations (e.g., Canadian Counselling and Psychotherapy Association) available to students in the program;
- vi. Policies and procedures pertaining to student retention including possible student remediation and/or dismissal from the program for academic and non-academic reasons;
- vii. Policies and procedures pertaining to academic appeals;
- viii. Policies and procedures pertaining to academic misconduct; and
- ix. Procedures for obtaining references for credentialing and employment.

V – FACULTY

Knowledgeable, skilled, ethical, and committed faculty are critical to the development, maintenance, and improvement of a master's level counselling program. Together, they must be able to provide instruction in the core content areas and competencies, focused areas of content and competencies, and supervised practice (as identified in CACEP Standard III). In addition, faculty, as counsellor educators, must have the knowledge, skills, and experiences in practice in diverse settings to enable them to train students to understand, assess, and intervene with problems that professional counsellors face in applied settings. Further, they must have training and supervised experience in clinical supervision to augment their effectiveness in their educational and supervisory roles. It is important that faculty help students identify with professional practice, not only through their teaching, research, and practice activities, but also through their involvement in clinical supervision, continuing education, professional associations, and registration/licensure/certification.

In keeping with the changing nature of Canadian society, the values adopted and promoted by CCPA, and the leadership roles undertaken by faculty, it is recommended that counsellor educators stay abreast of and infuse their curriculum, pedagogy, and practice with a multicultural and social justice focus and develop related competencies.

A. Qualifications of Faculty Members

1. Recruitment and Retention of Faculty Members: The program makes ongoing efforts to attract and retain faculty from diverse backgrounds (e.g., ethnic, racial, gender, and personal) reflective of Canadian society.

2. Core Faculty Members: The program faculty consists of a number of core faculty members who have authority and primary responsibility for the program. They are responsible for the instruction and supervision of the program's students and have active roles in the governance of the program. Core members of the counsellor education faculty
 - a) are experienced counsellors or related helping professionals;
 - b) possess an earned doctorate in counselling or a closely-related field from a recognized university;
 - c) are tenure track or in a continuing stream in the university in which the program is housed;
 - d) are appropriately credentialed and registered in the jurisdiction in which the program is located;
 - e) uphold relevant national and provincial/territorial professional and ethical standards and guidelines of practice, teaching, and research in counselling, such as the *CCPA Code of Ethics and Standards of Practice*;
 - f) model multicultural and social justice values and competencies for students;
 - g) are qualified by preparation and experience to conduct and supervise research activities;
 - h) are actively involved in a professional organization of counsellors at the local and provincial level;
 - i) are highly encouraged to be active members of the Canadian Counselling and Psychotherapy Association and its Chapter of Counsellor Educators and Supervisors;
 - j) are informed by current and emerging research and literature in the field – includes being actively engaged in research in counselling and contributing to the literature in the field, supervising student research, and/or engaging in collaborations for the purpose of teaching and contributing to the literature in the field; and
 - k) are actively involved in the academic supervision and evaluation of students, providing ongoing support and encouragement to foster the timely completion of their programs.
3. Complementary and Adjunct Faculty Members: Given the range of knowledge and professional experience required to offer the counsellor education program, the program may supplement its resources through the contributions of faculty members whose primary affiliations are within another area of the department or faculty (complementary faculty), by faculty from other university departments or faculties (e.g., psychology, social work; adjunct faculty), and by faculty affiliated with other, frequently practice-related, settings (adjunct faculty). Complementary and adjunct faculty members must hold an earned doctorate from a recognized university. The earned doctorate must be relevant to

the type of courses instructed and/or supervised research that they are carrying out in the program.

4. Additional Faculty: The program may augment resources by employing additional instructors who
 - a) hold graduate degrees in counsellor education or a closely-related field from a recognized university,
 - b) hold appropriate certification (e.g., CCC) and/or licences (e.g., RP, LCT, RCT, RPsych) pertinent to their counselling specialty, and
 - c) identify with the counselling profession through ongoing memberships in appropriate professional organizations (e.g., CCPA).

B. Number and Workload of Faculty

1. The program demonstrates that it has core faculty resources of appropriate quality and sufficiency to achieve its mission, goals, and objectives. The program has an identifiable full-time core faculty responsible for its leadership, who
 - a) Function as an integral part of the academic unit in which the program is located,
 - b) Are sufficient in number for their academic and professional responsibilities,
 - c) Number at least three (3) full-time faculty members assigned to the academic unit in counsellor education, and
 - d) Have the authority to determine program curriculum within the structure of the institution's policy.
2. Within the program, the ratio of full-time equivalent (FTE) students to full-time faculty does not exceed 10:1. One FTE student is normally considered to be equivalent to three part-time students.
3. For any calendar year (January – December)/academic year (September – August), the total number of course credit hours taught by non-core faculty must not be more than the number of credit hours taught by core faculty.
4. Core counsellor education program faculty take responsibility for informing non-core faculty about program and accreditation requirements, changes, and updates relevant to courses they teach.
5. All faculty (core and non-core) teaching in the counsellor education program have pertinent preparation and experience related to the courses they teach.

VI – PROGRAM GOVERNANCE

CACEP acknowledges that governance of a master's level counselling program requires articulation of a structure within which to implement the effective management and

administration of the program. This includes providing proactive direction, conducting self-reviews, and identifying continuous improvement needs on an annual basis which contributes to the success of a master's level counselling program. Accredited master's level counselling programs will have two core program governance positions to ensure that accreditation standards are maintained. Individuals in these roles are full-time faculty members whose workload is at least 50% in the program. They will have release time from teaching responsibilities to administer the program.

1. Professional Leader. One member of the core faculty is officially designated as the professional leader of the counsellor education program. This individual must have a written job description indicating responsibility for the coordination of the program. The professional leader is the individual to whom program inquiries are addressed, is involved in budgetary decisions regarding the program, and is responsible for ongoing leadership in the operation of the program. Course release time will be provided for this activity. More specifically, the duties of the professional leader of the master's level counselling program include – overseeing the curriculum of the program, developing a committee structure needed to operate the program, chairing regularly scheduled meetings of the counsellor education program faculty, providing orientation to new students, ensuring ongoing improvement of the program, making certain that accreditation status is included in all descriptive materials, representing the needs of the program to the university, promoting Canadian Counselling and Psychotherapy Association (CCPA) membership and pursuit of the Canadian Certified Counsellor (CCC) designation where applicable, and acting as CCPA Accreditation liaison including annual communication with CACEP representatives with regard to program accreditation and program monitoring.

2. Clinical Coordinator. One core faculty member is identified as the clinical coordinator for the program. This individual will have a written job description indicating responsibility for the coordination of all clinical experiences (e.g., practicum – level 1 and level 2) in the counsellor education program and for responding to inquiries regarding clinical experiences. Course release time will be provided for this activity. More specifically, the duties of the clinical coordinator for the academic unit or program include (a) developing connections with potential sites and site supervisors, (b) approving placements, (c) providing orientation to clinical practice for supervisors and students, (d) monitoring practicum placements, (e) overseeing student progress, (f) liaising with faculty who teach practicum courses, and (g) promoting CCPA/CCC membership and credentialing where applicable.

3. Student Representatives. Student representatives are included on all appropriate committees of the counsellor education program. For example, an effort is made to encourage master's level counselling programs to include official Canadian Counselling and Psychotherapy Association (CCPA) Student Representative(s) on appropriate program committee(s) to provide current information to the master's level counselling program faculty and students about CCPA membership and professional credentials (e.g., CCC, CCC-S), CCPA Chapters, CCPA annual conferences and research conferences, CCPA presentation opportunities, CCPA professional development activities (e.g., participating in or presenting webinars and workshops), CCPA awards, and other national initiatives (e.g., opportunities to write for COGNICA and the Canadian Journal of Counselling and Psychotherapy—CJCP). *Note: CACEP recognizes that the student representative role noted above is separate and distinct from the official CCPA Student Representative Program.*

VII – INSTRUCTIONAL SUPPORT

CACEP recognizes that the learning environment for master’s level counselling programs is a fundamental dimension that contributes to maximizing graduate students’ achievement and wellness where unique learning preferences, interests, and strengths are identified, recognized, and supported.

1. The program is clearly identified as part of the institution's graduate program.
2. A minimum of a half-time graduate assistant is assigned to the program for each 20 full-time (or equivalent) students for the purpose of working with the master’s level counselling program lead (or designate) in maintaining accreditation standards for its program.
3. There is sufficient staff, clerical, and technical support for the teaching, clinical, and research work of the master’s level counselling program.
4. For on-campus programs, office space for faculty and a student commons (a designated study space with equipment and resources) for graduate students in the master’s level counselling program are provided. For off-campus programs, similar facilities and resources are provided that allow for face-to-face or online contact with students and colleagues.
5. The institution provides a range of professional and confidential inclusive services to access instructional support related to addressing the needs of diverse students, including learning assistance, Indigenous affairs, career services, student accessibility services, international student services, counselling services, sexual violence complaint and prevention services, ombudsperson services, and LGBTTTQQA2+⁴ services.
6. *For accessible laboratory facilities*, the institution provides access to counselling instruction environments (on or off campus) that support training and supervision of pre-practicum work in basic counselling skills and simulated interviews, and individual and group counselling training activities.
 - a) The counselling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality [e.g., IT security and protocols and *Personal Information Protection and Electronic Documents Act* (PIPEDA) to ensure confidentiality related to recording, demonstration, transportation, and storage of confidential materials].
 - b) Furthermore, the counselling instruction environments include, but are not limited to, audio/visual and related technology and confidential spaces with program-appropriate audio/video/digital recordings and/or live supervision.

⁴ Note: “LGBTTTQQA2+” stands for Lesbians, Gay, Bisexual, Transgendered, Transsexual, Queer, Questioning, Intersex, Asexual, Two-Spirited.

7. *For accessible counselling practicum settings*, the institution provides access to counselling instruction environments (on or off campus and for supervised practicum experiences) that support training and supervision of individual and group counselling.
 - a) The counselling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality (e.g., IT security and protocols and PIPEDA to ensure confidentiality related to recording, demonstration, transportation, and storage of confidential materials).
 - b) Furthermore, the counselling instruction environments include, but are not limited to, audio/visual and related technology and confidential spaces with program-appropriate audio/video/digital recordings and/or live supervision.
8. The institution provides accessible technical assistance to support all master's level counselling program faculty and students thereby ensuring access to information systems for learning, teaching, and research. This includes accessible technical assistance for on-campus classroom and, if applicable, online learning courses.
9. Adequate test materials as well as library and laboratory space are available to support assessment courses. Programs retain their responsibility for the maintenance of the ethical principles of privacy, confidentiality, and responsibility for decisions in utilizing assessment materials. Policies and procedures in this area need to align with the Canadian Counselling and Psychotherapy Association's (CCPA) *Code of Ethics*.
10. There is adequate access to library personnel and resources which facilitate study and research in counselling.
11. An effort is made to secure financial assistance and/or part-time work opportunities for graduate students that includes, but is not limited to, identifying scholarships and other award opportunities for master's level counselling students such as the CCPA awards.

VIII – EVALUATION

Evaluation of a program, both internally and externally, is an essential aspect of an ongoing quality assurance and improvement process. It requires faculty to determine what data they are going to collect about their program's mission, objectives, curriculum, students, student learning outcomes, faculty, program governance, and instructional support.

The intent of this standard is to provide an overall structure for developing a systematic evaluation plan linking the program's mission, orientation, goals, objectives, and priorities to maintaining or enhancing outcomes in relation to CACEP Standards and conducting an evaluation of the program based on this plan.

While allowing some latitude for how a program evaluates itself, the standard delineates areas that must be reviewed and data that must be collected. The process includes (1) developing an empirically-based evaluation plan for the program; (2) carrying out the plan, including data collection and analysis; (3) implementing changes in the program based on the results of the evaluation; and (4) presenting and reporting the results and program changes to stakeholders (e.g., current students, staff, faculty, institutional administrators, and community partners).

1. Program objectives are reviewed, discussed, and changed as needed on an on-going basis, with input from faculty, students, and community-based resources.
2. The program faculty conducts an annual review of each student's progress and provides written feedback to students.
3. Notification of any changes and anticipated changes to the program should be provided to CACEP. This includes changes to curricular offerings, administrative changes, changes in core and other faculty, changes in program delivery methods, and changes in service delivery during practica.
4. A yearly report should be provided to CACEP. The report should include at least the following:
 - a) changes made to curricular offerings and any anticipated changes,
 - b) changes in core and other faculty,
 - c) changes made to address CACEP monitoring items, and
 - d) any other changes or expected changes in the coming year.
5. A formal evaluation of the program is conducted every three years and a report provided to CACEP. The report should include
 - a) review of curricular offerings;
 - b) admissions and graduation statistics;
 - c) surveys of graduates, employers, and field placement supervisors; and
 - d) evidence of program revision based on #1, #2, #3, and #4.
6. The results of program evaluations are made broadly available to current students, staff, faculty, institutional administrators, and community partners (e.g., practicum site supervisors, sessional instructors/adjunct professors, community-based advisory committee members).
7. Students have regular opportunities to formally evaluate the faculty and curricular experiences that are part of their program.
8. The Professional Leader (for the master's level counselling program) annually discusses results of students' evaluations with faculty.
9. Faculty are made aware of faculty evaluation procedures and any changes to those procedures.

KEY TERMS

Blended Learning. This approach combines face-to-face classroom learning methods with online digital media, in which students can, in part, control the time, pace, and place of their learning. While students attend physical classrooms with the instructor present, the face-to-face component is combined with computer-mediated activities of the content and delivery.

Diversity. Respecting and valuing all forms of difference in individuals. Diversity in counselling includes, but is not limited to, the following: gender, race, culture and ethnicity, religion, socioeconomic status, physical and mental ability, age, and sexual orientation. In fostering a diversity framework in a master's level counselling program, students need to acquire academic and experiential multicultural and diversity training; be flexible in applying theories; be open to being challenged and tested; and be aware of one's own personal attitudes, conditioning and beliefs involving tolerance, understanding and the accommodation of populations that are different from one's own – includes being aware of one's own value systems, potential stereotyping, and any traces of prejudice.

Indigenous. Descendants of the original peoples in North America, specifically Canada. This term acknowledges individuals of First Nations, Métis, and Inuit ancestry.

Office Space for Faculty. For the purpose of accreditation, this refers to quiet, undisturbed space conducive to confidential conversation and management of confidential materials.

Online Counselling. Counselling interventions that use internet and related technologies in general (including, for example, video counselling).

Online Supervision. Supervision approaches that use internet and related technologies in general (including, for example, videoconferencing).

Reconciliation. The Canadian Counselling and Psychotherapy Association (CCPA) honours the sacred land and traditional territories upon which our staff, members, advocates and partners live, work, play, and learn. CCPA acknowledges the harms that have been done unto First Nation, Inuit and Metis people, since contact. To uphold our commitment to Truth and Reconciliation, we work with cultural humility and openness to create equitable, meaningful and respectful relationships with the First Peoples and their lands, by acting to prioritize the Calls to Action from the Truth and Reconciliation Commission (TRC). Public acknowledgement of traditional territories upon which we all live, is an important action towards reconciliation and our commitment to continue responding to the Calls to Action.

We invite others to take a moment to honour the cultural richness of the First Peoples and the land upon which they live and to think critically about what this means. The Canadian not-for-profit Native Land Digital website allows you to locate yourself geographically on a map where you can see which traditional territory you live upon, the treaty it corresponds to, and also discover which Indigenous languages are spoken in that area: [Native-Land.ca](http://www.native-land.ca) | [Our home on native land](http://www.native-land.ca). (Approved by the CCPA Board of Directors, August 17, 2022)

Supervisor Agreement. A written contract that defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum/internship.

Telecounselling. The provision of counselling services remotely by means of telecommunications technology (using, for example, a telephone).

Telesupervision: The provision of supervision remotely by means of telecommunications technology (using, for example, teleconferencing).

Video Counselling. A synchronous counselling service where the client and counsellor or psychotherapist communicate using a webcam, land line, and encrypted Internet software through which both parties are able to see and hear each other and are able to share and create documents in real-time.