



***School of Education***

***M.ED. COUNSELLING***

***PROGRAM HANDBOOK***

***2022-2023***

The *Council* *on* *Accreditation* *of* *Counsellor* *Education* *Programs* (CACEP)
accredits the Master of Education in Counselling Program at Acadia University.
All courses offered in the program are designed to meet the core competency requirements established by CACEP. For a complete description of CACEP
program standards and competencies go to <http://www.ccpa-accp.ca/accreditation/> and <http://www.ccpa-accp.ca/wp-content/uploads/2015/05/AccreditationProcedures_en.pdf>

Acadia University M.Ed. Counselling Program



**Contacts for the M.Ed. Counselling program at Acadia University:**

***Tanya Surette***

***Program Coordinator***

*(tanya.surette@acadiau.ca)*

***Kelly Brenton***

***Clinical Coordinator***

 *(kelly.brenton@acadiau.ca)*

***Birdie Bezanson***

*(birdie.bezanson@acadiau.ca)*

***Linda Wheeldon***

*(linda.wheeldon@acadiau.ca)*

**Introduction**

This Program Handbook provides a brief overview of the current context of professional counselling in Canada and an awareness of the focus and structure of the Master of Education in Counselling program at Acadia University.

The Program Handbook first outlines the relevant professional national and provincial organizations, and their contributions to the professional development of counsellors. This framework provides a backdrop for the details of the national accreditation of Acadia’s M.Ed. in Counselling program and the counsellor competencies associated with accreditation. These requisite competencies in turn inform Acadia University’s M.Ed. in Counselling program design, and the content and approaches adopted in the required coursework and practicum. The philosophy and process of counselling espoused by the M.Ed. in Counselling faculty reflect the significant evolution of the counselling profession over the past few decades, and demonstrate strong commitment to ethical attunement and conduct, cultural responsiveness, celebration of diversity, and social justice advocacy.

**Mission Statement**

The mission statement of the Counselling program at Acadia University was jointly created by the M.Ed. Counselling faculty.

Acadia University’s Counselling program mission states: *The Counselling program at Acadia University is dedicated to the preparation of leaders of the counselling profession through the pursuit of disciplined inquiry, the understanding of and respect for human diversity, and the development, use, and evaluation of effective counselling practices. Counselling is a helping profession devoted to the prevention, remediation, and amelioration of emotional, cognitive, behavioural, and interpersonal difficulties, and the enhancement of human potential and quality of life. These aims are sought by integrating theory and practice, and with the awareness and skills to work with diverse populations from individual, social, and organizational perspectives.*

*Acadia’s Master of Education in Counselling program provides an accredited and quality-based foundational program preparing professionals for a variety of work settings.*

The Counselling program supports the mission of Acadia University, which is “*to provide a personalized and rigorous liberal education; promote a robust and respectful scholarly community; and, inspire a diversity of students to become critical thinkers, lifelong learners, engaged citizens, and responsible global leaders.”*

Faculty associated with the Counselling program provide a rigorous academic experience within a supportive environment, which contributes to personal, academic, and professional development, and to personal growth of students from diverse racial, ethnic, religious, geographical, and socio-economic backgrounds who will graduate:

* As mature counsellors with reasonable awareness of themselves and the impact they have on others.
* As practitioners who are knowledgeable about the profession of counselling and skilled to effectively and ethically practice as counsellors in school and community/agency settings; and,
* With a commitment to the scholarly and professional community of counselling and the people to whom they provide service and with whom they consult.

**Orientation of the Program**

The goal of the M.Ed. Counselling program is to educate professionals about the orientation and priorities of counsellor education; namely the personal, the academic, and the professional.

**The Personal (Who we are)**

Counselling involves the person of the counsellor, the person of the client, and the process between them. Acadia’s program recognizes the value of self-knowledge and self-awareness. The identity, authenticity, and integrity of the person of the counsellor are important dimensions in the practice of counselling and, therefore, must receive emphasis in a counsellor education program. On a regular basis, students are encouraged to address important philosophical questions about who they are and what motivates their lives.  Personal reflection can be done through journaling, shared discussion groups, class check-ins, and professional counselling or accompaniment.

**The Academic (What we need to know and why)**

Counsellors also need academic knowledge about the theoretical foundations of counselling and should understand how professional practice is informed by research within the profession. They must also be familiar with the contemporary issues and challenges facing counselling practitioners. It is important to know how different theories of counselling view the nature of people and their psychological dynamics. An important part of academic knowledge is the knowledge of human development and the understanding of the personal and career issues facing people at various stages in their lives.

**The Professional (How we practise)**

The professional dimension encompasses the practical aspects of counselling including the pre-practicum skills and interventions, and the application of these skills and interventions in a supervised setting. The professional dimension also will include knowledge of the legal and ethical issues related to counselling along with involvement in various professional associations. A professional counsellor values continual professional development in order to maintain high standards of practice.

**Program Objectives**

The objectives of Acadia University’s Counselling Program correspond to the program’s mission statement:

1. To integrate the three dimensions of counselling such that students will develop an attitude toward learning that involves an appreciation for the personal, the academic, and the professional dimensions of counselling.
2. To understand and respond appropriately to the counselling needs of others.
3. To appreciate the need and commitment for ongoing professional development as counsellors.

**Personal**

We commit to:

1. Maintaining a relatively small, high quality program that will function to support a community of learners in a cohort environment with collegial relationships between faculty and students;
2. Promoting the development of our graduate students intellectually, emotionally, and professionally;
3. Maintaining a supportive environment that promotes self-examination and openness to the perspectives of others with the expectation that each student will actively engage in a process of personal and professional growth; and,
4. Appreciating and celebrating the diversity of our students and the rich history of experiences they bring to our program.

**Academic**

We commit to:

1. Educating students to be highly skilled and competent counsellors who will work effectively with diverse populations;
2. Ensuring high quality and up-to-date curricular experiences and competencies in all 10 core areas of CACEP: Counselling as a Profession; Ethical and Legal Issues in Counselling; Counselling and Consultation Processes; Group Counselling; Human Development and Learning; Diversity; Lifestyle and Career Development; Assessment Processes; Research Methods; and, Program Evaluation;
3. Supporting the teaching of an array of theoretical approaches so that students might begin to develop their own personal models of counselling and consultation;
4. Encouraging inquisitiveness and curiosity in students so they will seek to explore and evaluate the complexity of the discipline of counselling, remain open to evolving perspectives, and attempt to understand and appreciate the perspectives of others;
5. Promoting an understanding and practice of ethical and legal issues in counselling; and,
6. Promoting the value of continuing to seek opportunities for personal and professional growth.

**Professional**

We commit to:

1. Graduating professional counsellors who believe in the value of all persons and who are committed to advocating for others when injustices prevail;
2. Teaching the importance of advocacy and social responsibility;
3. Encouraging counselling students to become actively involved in professional organizations such as the national Canadian Counselling and Psychotherapy Association (CCPA) and its provincial chapter (CCPA-NS), the Nova Scotia School Counsellors Association (NSSCA), and the recently inaugurated provincial regulatory body, the Nova Scotia College of Counselling Therapists NSCCT); and
4. Faculty acting as models of leadership in local, provincial/territorial, national, and international professional associations as well as in school and community/agency organizations

**National and Provincial Counselling Organizational Framework**

The Canadian Counselling and Psychotherapy Association (CCPA) is the national association of professional counsellors. It has approximately 6,200 members nationwide. Through the arm’s length *Council on Accreditation of Counselling Education Programs (CACEP*), graduate counselling programs that meet stringent training program criteria may seek national accreditation status. Additionally, members of CCPA may seek the Canadian Certified Counsellor (CCC) designation, which readily identifies them across the country as well-qualified professional counsellors. Students graduating from Acadia University’s M.Ed. in Counselling program are fast-tracked for certification with CCPA due to the program’s *CACEP*-accredited status. Student membership in CCPA is encouraged, and this membership affords numerous professional development opportunities including conferences, workshops, and webinars. In addition, student members have access to CCPA Regional and Interest Group Chapters, graduate student representative programs, graduate student awards, CCPA publications including *Cognica* and the
*Canadian Journal of Counselling and Psychotherapy*, listserv bulletins, CCPA forum, and the CCPA blog “Counselling Connect.”

Formerly the Nova Scotia Association of Counselling Therapists (NSACT), the Nova Scotia College of Counselling Therapists (NSCCT) saw its genesis in Bill 201, known as the Counselling Therapists Act.

The Act passed its third reading on November 24, 2008 and was proclaimed on October 11, 2011, officially establishing the NSCCT as a regulatory body overseeing the practice of professional counsellors in Nova Scotia. Following a period of post-graduate supervised practice, counsellors will be able to transition from the designation of Registered Counselling Therapist-Candidate (RCT-C) to Registered Counselling Therapist (RCT), affirming that they have demonstrated preparedness to practice independently.

CCPA and the former NSACT traditionally enjoyed a collaborative and mutually supportive relationship. Consequently, in step with the inauguration of the provincial regulatory body (NSCCT), the national association (CCPA) launched a provincial chapter (CCPA-NS) to complement NSCCT’s endeavours.

While NSCCT focuses on regulatory oversight of ethical and competent counsellor practices, CCPA-NS devotes its energies to professional advocacy, intra- and interdisciplinary networking, and the continued professional development of counsellors.

Acadia University’s M.Ed. in Counselling students and graduates are strongly encouraged to consider professional association membership at the national and provincial levels. A summary of national and provincial professional associations follows:

**National**

* Canadian Counselling and Psychotherapy Association (CCPA)
	+ [www.ccpa-accp.ca](http://www.ccpa-accp.ca)
	+ National role in advocacy, networking, professional development, ethics oversight
	+ Accredits counselling programs through CACEP
	+ Offers Canadian Certified Counsellor (CCC) designation to qualified counsellors
	+ Offers Canadian Certified Counsellor- Supervisor (CCC-S) designation to qualified clinical supervisors (and an online graduate level course in Clinical Supervision)
	+ Includes a number of provincial/territorial and special interest chapters such as CCPA Private Practitioners Chapter (<https://www.ccpa-accp.ca/chapters/>)
	+ Offers annual national conference, research conference, leadership conference, etc.

**Provincial**

* Nova Scotia Association of Counselling Therapists (NSACT) became Nova Scotia College of Counselling Therapists (NSCCT) on October 11, 2011
	+ [www.nscct.ca](http://www.nscct.ca)
	+ NSCCT serves as regulatory body, including ethics oversight
	+ Offers Registered Counselling Therapist-Candidate (RCT-C) and Registered Counselling Therapist (RCT) designations
	+ CCPA records all Continuing Education Credits (CECs) and Professional Development transcripts for all RCTs and RCT-Cs. This is free of charge to Certified CCPA members.
* CCPA Nova Scotia Chapter
	+ Provincial role in advocacy, networking, professional development
	+ Confers all benefits of CCPA membership

**CACEP Counselling Program Accreditation**

As of May 2010, the M.Ed. in Counselling program at Acadia University was officially recognized as meeting the competency requirements of the *Council on Accreditation of Counsellor Education Programs (CACEP)*. It was the second university in Canada to attain such accreditation. On January 24, 2014, Acadia received news that its Master of Education in Counselling program had been awarded Full Accreditation for a further six years. The M.Ed. Counselling Program has been granted extension of their current accreditation to Spring, 2022. A full self-study was submitted to CACEP in 2021, with a formal site visit in the Fall of 2021, and we await the outcome of our reaccreditation application. Acadia University’s School of Education and its Counselling faculty members are committed to delivering a high quality, competency-based graduate degree in the discipline of counselling.

****

**Focus and Structure of Acadia University’s M.Ed. in Counselling Program**

The M.Ed. in Counselling program at Acadia University is foundational in nature and offers two counselling streams: School Counselling and Agency Counselling. The program introduces students to
the profession of counselling – exploring the beliefs, attitudes, values, knowledge, and skills that underlie the competencies required of effective counsellors across settings, populations, and referral issues. The didactic and experiential components of each of the streams are designed to prepare students to undertake professional counselling positions in a variety of settings, including university and college counselling centres, school systems (for those with teaching certificates), career and transition services, human resource departments, employee assistance programs, independent practice, community mental health, hospitals, rehabilitation centres, health services (e.g., related to pain, chronic illness, fertility issues), hospices and palliative care, women’s centres, addiction services, pastoral care, correctional services, and other agencies and organisations that assist people to address goals intrapersonally, interpersonally, educationally, and vocationally. Additionally, depending on professional interests, students may focus their coursework assignments, theses and research projects, and practicum on programs and services for one or more populations across the lifespan: children, youth, young adults, adults in middle life, older adults, and elderhood.

The Counselling program at Acadia leads to a Master of Education degree. For students who entered
the program in 2005 or later, the M.Ed. in Counselling degree requires completion of **48 credit hours
(51** for those completing a **thesis).** Students must complete all core courses in addition to the required courses for either the School Counselling or Agency Counselling stream. With prior approval of the Director of the School of Education, students may select program-related courses from other graduate courses within the School of Education, other Acadia University departments/schools, or other universities.

The M.Ed. in Counselling is offered in two cohort formats: full-time and part-time. Both cohorts commence the first week of July. The **full-time** cohort is designed to be completed in **14 months** if the student is pursuing the coursework-only route; a longer timeline applies if the student also will be engaging in a research project or thesis. Typically, full-time cohort students engage in **practicum** from **January through April**. **Part-time** students follow a course rotation over a **three-year period;** their cohort engages in **practicum** from **September through December** of their third year.

In addition to selecting the School Counselling or Agency Counselling stream, students in the M.Ed. Counselling program have another three options with respect to the structure of their program. Those considering subsequent doctoral level study will need to ascertain whether a research project or thesis will be required for admission.

1. Students may decide on the **course-only** route. This entails 42 credit hours of required core and stream-specific courses, plus 6 credit hours of additional courses, for a total of **48 credit hours**.
2. Students may choose the **research project** route. This involves 42 credit hours of required core and stream-specific coursework, 3 credit hours of EDUC 5713 (Project in Education), plus 3 credit hours of additional coursework, resulting in a total of **48 credit hours**.
3. Students may select the **thesis route** that requires 42 credit hours of required core and stream-specific courses, 3 credit hours of EDUC 5113 (Qualitative Research in Education), and 6 credit hours of EDUC 5966 (Graduate Thesis), for a total of **51 credit hours**.

**Program Requirements and Course Descriptions**

**Core Course Requirements for All Students (36h)**

EDUC 50D3 ETHICS IN COUNSELLING PRACTICE

This course provides a critical analysis of professional, ethical, legal, and diversity issues related to practice, teaching, supervision, and research in counselling. Students are encouraged to explore personal beliefs and values, review ethics and legal documents, consider procedures for processing ethical inquiries and complaints, and engage in application of ethical decision-making processes.

EDUC 50F3 COUNSELLING PRE-PRACTICUM

The 40-hour pre-practicum lab experience moves students toward the practice of integrating their beginning skills and strategies into an intentional counselling process in a simulated environment. While under supervision, students are encouraged to enhance self-awareness, further develop counselling competencies, analyse their emerging counselling theoretical orientation, and attune to ethical, legal, and culturally responsive practices

*Prerequisite or concurrent: EDUC 5033 and EDUC 5133*

EDUC 50J3 aSSESSMENT IN COUNSELLING

In this course students become familiar with general and formal assessment practices and their uses to inform intervention. Students obtain experience in the use of selected standardized assessment instruments frequently employed in the exploration of cognitive, academic, emotional, social, and behavioral functioning. Development of a critical perspective towards ethical and diversity considerations, conceptualization, purposes, and methods of assessment is promoted.

EDUC 50E3 COUNSELLING ACROSS THE LIFESPAN
This course will examine the application of theories of growth, learning, and identity formation in working with individuals, families, and groups across the lifespan. Students will learn about counselling, change strategies and consultative processes and the ethical, equity, legal, and diversity considerations relevant to each life stage. The significant transition points encountered in life will be explored with respect to changes, challenges and disruptions as well as the role of counselling in supporting client emotional health and well-being.

EDUC 5033 COUNSELLING THEORIES

This course is an introduction to the field of counselling. Philosophical foundations and historical bases of the counselling profession are considered from a critical perspective and current issues and future trends are taken up. A significant portion of the course is devoted to the study of the major theories of counselling, both historical and current.
*Prerequisite: Admission to the M.Ed. Counselling program*

EDUC 5066 COUNSELLING PRACTICUM & GROUP SUPERVISION

In this course, students must complete a minimum 500-hour supervised counselling practicum that necessitates full-time availability for a 16-week residency. The practicum is accompanied by 36-hours of group supervision to support interns’ professional growth and development during their placement. Students are encouraged to engage in critical self-reflection as they work to strengthen their competence and confidence as entry-level counselling practitioners.
*Prerequisites: EDUC 50F3, 5033, 5133, 5583, and 5623. Preference is given to those who have completed additional counselling courses.*

EDUC 5133 COUNSELLING SKILLS

This course focuses on salient conditions, skills, and processes that have been associated through research with effective counsellor-client relationships and positive client growth. Through participation in lectures, discussions, and structured exercises, including role 247 playing and video-recorded simulated counselling sessions, students integrate multiple skills into the beginnings of a therapeutic process. P

*Prerequisite or concurrent: EDUC 5033*

EDUC 5343 COUNSELLING FOR SOCIAL JUSTICE & CULTURALLY RESPONSIVE PRACTICES

Students are supported in exploring theories of social justice, equity, and cultural responsiveness in counselling. Students will be provided with opportunities for self-reflection on their social positioning and biases and how this impacts their approach to counselling. A priority of this course is to bring forward first voice of groups marginalized by traditional counselling practices and raise student’s consciousness.

EDUC 5353 CRISIS AND TRAUMA COUNSELLING

This course is aimed at providing students with a theoretical and practical understanding of trauma and basic accepted practices of supporting individuals from a trauma-informed approach. This course also takes up the research, theory, and practical interventions in supporting individuals experiencing situational or transitional crises. Topics of this course are approached through an ecological perspective and crisis and trauma are explored through consideration of interactions to environmental, developmental, and cultural factors.

EDUC 5513 RESEARCH DESIGN IN EDUCATION
This course is designed to provide an introduction to multiple paradigms and approaches to research design. Emphasis is placed on participants reading, understanding, and critically engaging with research literature and developing a grounding in ethical best practices for research with human subjects. Moreover, a focus of the course is on applying the methodologies used to design, analyse and interpret educational research.

EDUC 5543 THEORIES OF CAREER DEVELOPMENT

This course examines theories of vocational development and choice, meanings attached to work and leisure, and uses of occupational and educational information. Approaches for assisting individuals in exploration and decision-making related to work in the context of lifespan issues are actively explored. Consideration is given to issues related to equity and diversity as they relate to work-life.

*Prerequisites: EDUC 50J3*

EDUC 5623 GROUP COUNSELLING: THEORY AND PRACTICE

This course provides a conceptual and experiential introduction to group counselling theory, models, skills, strategies, and techniques. It affords opportunity for the acquisition and application of self-awareness, knowledge, and competencies related to group counselling and leadership. Students explore group development, process, and dynamics; therapeutic factors; facilitator and member roles; ethical and legal considerations; and culturally responsive group practices.

*Prerequisites: EDUC 5033 and 5133*

**Additional Required Course for the School Counselling Stream (3h)**

EDUC 50C3 SCHOOL COUNSELLING PROGRAMS

This course examines the roles and functions of school counsellors within a Canadian context, in the planning, development, implementation, and evaluation of programs aligned with various models of school counselling. Relevant ethical, legal, and diversity issues are considered in the context of provision of counselling, consultation, and coordinating services in the school setting.

*Prerequisites: EDUC 5033 and EDUC 5133*

**Additional Required Course for the Agency Counselling Stream (3h)**

EDUC 50K3 CLINICAL MENTAL HEALTH COUNSELLING

This course provides a foundation for working with clients who are living with a mental illness. Students will become familiar with the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, and become conversant with evidence-supported and emerging approaches to prevention and intervention. The intent of the course is to establish a critical, conceptual, and procedural framework across the mental health continuum

*Prerequisites: EDUC 5033 and EDUC 5133*

**Additional Course Options for Both Counselling Streams**

EDUC 5553 TOPICS IN COUNSELLING: ADVANCED COUNSELLING SKILLS **(Recommended)**

This course builds upon an existing theoretical and skill foundation via conceptual and experiential exploration of counselling strategies and techniques. Students will be able to articulate a theoretical rationale for the selected strategies and techniques and will hone competency in their implementation.

*Prerequisites: EDUC 5033 and 5133*

EDUC 5233 COUNSELLING FAMILIES **(Recommended)**

This is an introductory course in counselling families and systemic approaches. In addition to an examination of the philosophical and historical underpinnings of family therapy, the course examines systemic theories and family therapy research. Students will have opportunities to consider the practical application of those theories to working with parents/guardians and families in school and agency settings.

*Prerequisites: EDUC 5033*

EDUC 5553 TOPICS IN COUNSELLING **(Recommended)**

Different sections of this course are offered each year to address specialized areas important to counsellors such as addictions, play therapy, sexual diversity, spirituality, trauma-informed practice and counselling in Indigenous communities. Each of these courses covers key concepts, frameworks for practice, current research, ethical principles, and the application of diversity-sensitive practices.

EDUC 5563 CAREER COUNSELLING

This course is for students who wish to expand their career counselling competencies. It includes a major practical component and will cover such topics as career education and exploration, planning and decision making, and incorporation of computer-based programs. Students are introduced to selected interest and other preference assessment tools. Equity and diversity are taken up as central concerns in career counselling.

EDUC 5143 EDUCATIONAL EXPLORATIONS

This course provides an opportunity for the exploration of a variety of educational issues through participation in formats such as institutes, workshops, and mini-courses. Evidence of 3h equivalency (120 hours of approved voluntary professional development activities), program relevance, and appropriate academic standards are to be submitted for prior approval to the Graduate Coordinator. Evaluation is on a pass/fail basis. Available only to students enrolled in an Acadia University M.Ed. program.

EDUC 5153 READINGS

This is a course that allows students to investigate an area of readings interest as an independent study with a faculty member. **This course is only accessible to enrolled M.Ed. students who have completed 9 credit hours in their M.Ed. program already**. The course contents and assessment scheme are negotiated between student and participating faculty member and are necessarily approved by the Graduate Coordinator. The range of studies and course outputs are widely flexible with the caveat that a seminal reading list forms the foundation of the course. The form below is intended to be a template only which can be shaped to address the desired outcomes of the course with the expectation that there be a rigorous review of the relevant literature and a significant evaluation component that addresses the student's engagement of the topic.

***Stepwise Process:***

* Read about faculty interests and areas at: <https://education.acadiau.ca/faculty-staff.html>
* Approach an Acadia faculty member or adjunct faculty about their availability
* Download the course proposal form ([**word.doc**](https://education.acadiau.ca/files/sites/education/resources/DocForms/READINGS%205153%20COURSE%20CONTRACT-2021.doc))
* Over a meeting with the instructor, negotiate: the contents, deliverables and evaluation of the course
* Submit the signed form to the Graduate Coordinator (graded@acadiau.ca)
* Await approval to proceed

EDUC 5053 TOPICS IN EDUCATION

This course is designed to allow students to engage in the study of special topics that are of emerging interest in their core area. **This course is only accessible to enrolled M.Ed. students who have completed 9 credit hours in their M.Ed. program already**. The course contents and assessment scheme are negotiated between student and participating faculty member and are necessarily approved by the Graduate Coordinator. The range of studies and course outputs are widely flexible. ***This course differs from Readings courses in that there are typically tangible and practical outcomes that go beyond reading the literature***. The form below is intended to be a template only which can be shaped to address the desired outcomes of the course.

***Stepwise Process:***

* Read about faculty interests and areas at: <https://education.acadiau.ca/faculty-staff.html>
* Approach an Acadia faculty member or adjunct faculty about their availability
* Download the course proposal form ([Topics contract 2021.doc](https://education.acadiau.ca/files/sites/education/resources/DocForms/Topics%20-5053-%20CONTRACT-2021.doc))
* Over a meeting with the instructor, negotiate: the contents, deliverables and evaluation of the course
* Submit the signed form to the Graduate Coordinator (graded@acadiau.ca)
* Await approval to proceed

**Additional Requirements for Research Project Students (3h)**

EDUC 5713 PROJECT IN EDUCATION
The focus on the project is on practical applications grounded in scholarly work. The project should be a substantial piece of work with a written component of approximately 30 pages, at the discretion of the supervisor. Projects might include but are not limited to development of software or artistic presentation, creation of a professional development program, or evaluation of a counselling program.

**Additional Requirements for Thesis Students (9h)**

EDUC 5966 GRADUATE THESIS *Prerequisites: EDUC 5513*

**and**

EDUC 5113 QUALITATIVE RESEARCH IN EDUCATION
This course examines the traditions and paradigms of interpretive research in educational contexts. Practical, ethical, and theoretical issues are shared through class readings, discussion, and practical application. Opportunities are provided for students to learn and practice a variety of interpretive research methods and strategies. Students actively engage in analyzing data from a variety of interpretive perspectives. The intended outcome of the course is to provide students with skills and understandings in a wide range of interpretive research approaches that can be put into practice in classrooms and other research settings. *Prerequisites: EDUC 5513*

**or**

EDUC 5523 EDUCATIONAL STATISTICS
This course provides a background for the educator who must use statistics in research, evaluation, and planning. The fundamental statistical tools are reviewed and particular statistical methods applicable to educational problems are introduced in this course. While the student uses computers to calculate and to manage the data, an emphasis is placed upon the interpretation of statistical results. The following topics are part of this course: linear regression and correlation, multiple regression analysis, analysis of variance, and non-parametric statistics.

**Counselling Practicum & Group Supervision (EDUC 5066)**

The Counselling Practicum & Group Supervision course (EDUC 5066) offers supervised opportunities to foster further development and demonstration of self- and other-awareness, and the attitudes, knowledge, and skills required to establish effective counselling relationships and to provide competent counselling programs and services. The M.Ed. Counselling program promotes reflective and intentional practice in the context of facilitative counselling conditions from a variety of theoretical perspectives. With the support of the site supervisor, faculty supervisor, and seminar classmates, students are encouraged to engage in thoughtful therapeutic application of strategies and interventions with a primary focus on establishing a therapeutic alliance and working relationship with clients in order to facilitate personal narrative development, exploration of identity, flexible perspective-taking, and enhanced coping, social competence, problem-solving, decision-making, and goal-setting. Client goals may relate to healing, change, and/or personal growth. **Detailed information pertaining to the M.Ed. in Counselling practicum can be found in the Practicum Handbook.**

**Student Eligibility**

To be eligible for practicum, students must ensure that all foundational counselling courses (i.e., Counselling Theories, Counselling Skills, Group Counselling, Ethics in Counselling Practice, and Counselling Pre-Practicum) have been completed or are being taken concurrently.

**Practicum Requirements**

All practicum interns must complete a minimum of **500** hours of practicum. The Council on Accreditation of Counsellor Education Programs (CACEP), the national body that accredits Acadia’s M.Ed. Counselling program, requires **250** hours of **direct client contact** with a minimum of **170** of those hours in **individual counselling** and a minimum of **50** of those hours in **group work**.

 **Practicum Schedule**

Students in the **full-time** cohort commence their practicum on the first day in January that the regular work schedule resumes at their placement sites. This start date typically precedes the beginning of Acadia’s winter semester classes. Practicum interns spend **5 days per week** at their practicum site, from Monday through Friday, until the end of April. They attend the concurrent seminar class and group supervision on campus as scheduled (typically Friday evenings and/or Saturdays).

Students in the **part-time** cohort commence practicum the beginning of **September** and continue through to the end of **December**. They spend **5 days per week** at their practicum site, Monday through Friday, and attend the concurrent seminar class and group supervision as scheduled (typically Friday evenings and/or Saturdays). The full-week schedule is required to ensure completion of a minimum of 500 hours of fall practicum by the end of December.

Prior to commencing practicum all students are required to obtain and **deposit at the main office in the School of Education** the following documents (obtained no more than 6 months prior to the start of practicum):

1. Nova Scotia **Criminal Record Check** and **Vulnerable Sector Check\***
2. Nova Scotia **Child Abuse Register Request for Search\*** (This program requirement pertains whether or not the practicum will involve minor clients. Theform is available online at <https://novascotia.ca/coms/families/abuse/documents/CAR-4001_Request_for_Search_Form_A.pdf>).

**PLEASE MAKE AND KEEP PHOTOCOPIES OF ORIGINAL DOCUMENTS.**

**Developing a Theoretical Orientation and Professional Identity**

It has been estimated that there are over 1000 counselling theories, systems, and approaches (Garfield, 2006). Acadia University’s Master of Education in Counselling program introduces students to a range of these counselling ‘lenses’ or viewpoints, from the more traditional or ‘modern’ to the postmodern. Students are encouraged to ‘try on’ different theoretical orientations and to ‘weave’ their own ‘tartan’ or ‘plaid’ as they identify those theories and approaches that resonate most strongly with their values, beliefs, cultural and professional identities, and worldview. It is acknowledged that certain theories and approaches will be more consonant and therefore occupy a greater portion of the student’s personal theoretical orientation. While encouraged to exercise critically analytical judgment in adopting a theoretical stance, students also are reminded of the importance of theoretical and practice openness and flexibility. Counselling should be tailored to the client, rather than the client molded to fit the counsellor’s favored strategies and approaches.

In addition to offering further opportunity to explore and assess the fit of various theoretical orientations, the practicum period invites continued refinement of the emerging sense of identity of oneself as a professional counsellor. Practicum interns are transitioning from a focus on acquisition of knowledge and skill, and consolidation of conceptual and experiential learning in the academic setting, to application of counselling competencies to real-life issues and clients in actual counselling settings.

**Ethical Guidelines**

If theoretical orientation and professional identity represent the solid framework of the ships on which counsellors accompany clients on sometimes rough and stormy seas, then ethical guidelines are the stars that guide counsellors and clients through dark nights of life challenges and uncertainties.

The M.Ed. in Counselling program at Acadia University is committed to fostering ethical practice in accordance with the *Code of Ethics* (2020) and *Standards of Practice* (2021) of the Canadian Counselling and Psychotherapy Association (CCPA). Students should be aware of the moral, ethical, and legal imperatives of professional counselling, and need to consider implications for the counselling practicum. The CCPA *Code of Ethics* *and Standards of Practice* are available for purchase and/or free download on the CCPA website at <https://www.ccpa-accp.ca/ethics/>.

Students should be aware of the following ethical considerations throughout their program:

1) ETHICAL CONDUCT AND COMPORTMENT

 Practicum interns are to conduct themselves always in a manner consistent with the CCPA *Code of Ethics* and *Standards of Practice*.

2) CONFIDENTIALITY
Any discussions held between the practicum intern and the client should be kept in the strictest confidence. If informed consent has been obtained *knowingly, intelligently*, and *voluntarily* for counselling (including discussion of the nature of the practicum intern’s ongoing supervision), the practicum intern may discuss a client case with site and faculty supervisors and EDUC 5066 peer consultants. De-identified consultation is recommended.

Additionally, the practicum intern may seek permission of a client to discuss the case with another specified individual if it appears in the best interest of the client to do so. If, however, the client does not wish another party to be contacted, then the request should be honored, subject to the exclusions to confidentiality that are discussed with the client at the outset of, and over the course of, the counselling relationship.

3) EXCLUSIONS TO CONFIDENTIALITY

 Clients are made aware of the standard possible exclusions to confidentiality (minor client, child abuse or neglect, intent to engage in self- or other-harm, court order, client-initiated lawsuit against counsellor, waiver) in addition to those related to M.Ed. Counselling students undertaking practicum. With respect to the latter, the practicum intern informs clients that they are being supervised in three settings in which case discussions and sharing of recordings will occur: site supervision, supervision with the EDUC 5066 faculty supervisor, and group/peer consultation in the seminar class.

4) MANDATED REPORTING
There are certain situations, such as abuse of a child and intent to cause serious harm to self or others that must be reported to the proper authorities. The practicum intern is advised to consult with the site supervisor if mandated reporting is required or when uncertain as to whether it might be. Mandated reporting does not constitute a breach of confidentiality.

5) LACK OF PRIVILEGED COMMUNICATION
The practicum intern should be aware that counsellors do not have privileged communication under Canadian law. This means that they can be compelled by court order to testify in court and/or to produce counselling records. However, not all requests to disclose information about clients and counselling sessions carry the same legal weight (e.g., lawyer or police officer versus judge, subpoena versus court order or search warrant). Because the relationship with the client is of paramount importance, and that relationship and/or the client’s wellbeing may be harmed by disclosure of confidential information, a practicum intern is advised to consult with site and faculty supervisors and to seek legal consultation (as warranted) upon receipt of a request to divulge confidential client information.

6) INFORMED CONSENT FOR COUNSELLING

Practicum interns seek informed consent (and informed assent as applicable) prior to engaging in any counselling activity, and on an ongoing basis, consistent with requirements of the practicum site and the CCPA the *Code of Ethics* and *Standards of Practice*.

7) CLIENTS INFORMED ABOUT SUPERVISION
Clients are to be made aware that the practicum intern is being supervised on site and through Acadia University’s M.Ed. Counselling program. They should be informed that recordings of counselling sessions will be used for educational purposes (to promote the practicum intern’s professional growth and delivery of competent and ethical counselling services). Recordings may be shared with the site and faculty instructor/supervisor, as well as with the practicum intern’s peers in the seminar class.

8) CONSENT TO RECORD

 Practicum interns must seek and obtain client or parent/guardian (as required) informed consent and written permission to video or audio record a counselling session. If initially declined, the client or parent/guardian’s decision must be honored.

9) CLIENT RIGHTS WHEN A SESSION IS BEING RECORDING
A client should be informed of the commencement of recording of a session (e.g., “I’ll start the recording now” or “All set for me to turn this on?”) and the recording should be paused if the client so requests. If a client asks that certain segments of the audio or video recording not be shared with others, the request must be honored.

10) RECORD KEEPING

 Practicum interns keep records of all counselling activities, consistent with the policies and procedures of the practicum setting and, in a manner, and style aligned with the CCPA *Code of Ethics* and *Standards of Practice*.

11) COUNSELLING NOTES
The practicum intern should discuss with his or her site supervisor the recommended style and content of counselling notes for that setting. In educational and other interdisciplinary settings where it is possible that someone other than the counsellor might have access to client records, the practicum intern should exercise care in determining the kind of information and level of detail to be included.

12) DE-IDENTIFIED RECORDS
 Samples of session notes and other records that are shared with the EDUC 5066 faculty instructor/
 supervisor should have the client's name and other identifying information deleted or blacked out.

13) BOUNDARIES OF COMPETENCE
 Practicum interns are to be mindful of their boundaries of competence and to seek consultation and

 supervision when uncertain about their professional readiness to competently address a particular
 counselling issue. In certain cases, it may be most appropriate to make a referral to another practitioner.

14) TERMINATION

 Practicum interns are proactive in termination planning, particularly in light of their time-limited
 placements. They ensure that clients are aware of the practicum end date and provide information about
 options (e.g., within school/agency transfer, referrals) so that clients do not feel abandoned.

15) VICARIOUS LIABILITY

 Practicum interns are aware of the concept of vicarious liability or *respondent superior* and ensure that
 their site supervisors are aware of any counselling circumstances or concerns that could heighten the
 risk for such liability.

**Acadia University
Master of Education in Counselling
Program Tracking Form**

Name: Stream: Agency or School Cohort: PT or FT 20\_\_\_

Telephone: E-mail: Date of Review:

*Please indicate the courses that you will have completed as of the end of the current semester by entering the semester and year of completion (e.g., Summer 2022, Fall 2022, Winter 2023, Spring 2023).*

Program requirements: 48h non-thesis and 51h thesis

***Core Courses for School and Agency Streams:*(39h) Semester Year**

EDUC 50D3 – Ethics in Counselling Practice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
EDUC 50F3 – Counselling Pre-Practicum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
EDUC 50J3 – Assessment in Counselling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EDUC 50E3 – Counselling Across the Lifespan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EDUC 5033 – Counselling Theories \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
EDUC 5066 – Counselling Practicum & Group Supervision **(6hr)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
EDUC 5133 – Counselling Skills \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EDUC 5343 – Counselling for Social Justice & Culturally

 Responsive Practices \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
EDUC 5353 – Crisis and Trauma Counselling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EDUC 5513 – Research Design  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
EDUC 5543 – Theories of Career Development \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
EDUC 5623 – Group Counselling: Theory and Practice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Additional Required Course for School Counselling Stream:*(3h)**

EDUC 50C3 – School Counselling Programs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
***Additional Required Course for Agency Stream:*(3h)**
EDUC 50K3 – Clinical Mental Health Counselling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Additional Recommended Course:*(3h)**

EDUC 5553 – Topics in Counselling – Advanced Counselling Skills \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Additional Elective(s):***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Thesis Students – Additional Requirements:*(9h)**
EDUC 5966 – Graduate Thesis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
EDUC 5113 – Qualitative Research in Education  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
or EDUC 5523 – Educational Statistics \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 TOTAL CREDITS TO DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program and Campus Websites & Resources**

**School of Education Website**

[**https://education.acadiau.ca/our-programs.html**](https://education.acadiau.ca/our-programs.html)

**M.Ed. in Counselling Website**

[**https://med.acadiau.ca/programs/counselling.html**](https://med.acadiau.ca/programs/counselling.html)

**Acadia Graduate Studies Website**

[**https://gradstudies.acadiau.ca/home.html**](https://gradstudies.acadiau.ca/home.html)

**Acadia Student Services Website**

[**https://www2.acadiau.ca/student-life/academic-student-support.html**](https://www2.acadiau.ca/student-life/academic-student-support.html)

**Accessible Learning**

[**https://www2.acadiau.ca/student-life/accessiblelearning.html**](https://www2.acadiau.ca/student-life/accessiblelearning.html)

**Acadia Equity Office**

[**https://www2.acadiau.ca/student-life/equity-judicial/equity.html**](https://www2.acadiau.ca/student-life/equity-judicial/equity.html)

**Student Health Centre**

[**https://www2.acadiau.ca/student-life/health-wellness/clinic.html**](https://www2.acadiau.ca/student-life/health-wellness/clinic.html)

**Student Counselling Centre**

[**https://www2.acadiau.ca/student-life/health-wellness/mental-health.html**](https://www2.acadiau.ca/student-life/health-wellness/mental-health.html)

**Indigenous Student Resource Centre**

[**https://www2.acadiau.ca/student-life/indigenous-students.html**](https://www2.acadiau.ca/student-life/indigenous-students.html)

**ASU Women’s Centre**

[**https://www.theasu.ca/about-2-1-4**](https://www.theasu.ca/about-2-1-4)

**Acadia Pride**

[**https://www2.acadiau.ca/student-life/health-wellness/sexuality-relationships/lgbtq.html**](https://www2.acadiau.ca/student-life/health-wellness/sexuality-relationships/lgbtq.html)

**Course List**

[**https://med.acadiau.ca/course-list.html**](https://med.acadiau.ca/course-list.html)

**Resources**

[**https://med.acadiau.ca/current-students.html**](https://med.acadiau.ca/current-students.html)

**Academic Calendar**

[**https://registrar.acadiau.ca/AcademicCalendars.html**](https://registrar.acadiau.ca/AcademicCalendars.html)