



CANADIAN COUNSELLING AND
PSYCHOTHERAPY ASSOCIATION
L'ASSOCIATION CANADIENNE DE
COUNSELING ET DE PSYCHOTHÉRAPIE

CCPA 2015 Annual Conference Congrès annuel 2015 de l'ACCP

Preliminary Program Programme Préliminaire

Subject to Change / Sujet à changement

May 19–22, 2015 / 19 au 22 mai 2015
Hôtel Sheraton on the Falls Hotel
Niagara Falls, Ontario



www.ccpa-accp.ca/conference

the S.A.S.S.I. & *the* S.A.S.S.I. *en français*

Open the door to meaningful clinical insight into your clients

Donnez-vous accès à une connaissance clinique approfondie de vos clients



Reliably identify substance use disorders. The SASSI can identify people who may have a substance use disorder with a high degree of accuracy - **even when someone is reluctant to self-disclose.**

Identifiez de façon fiable les troubles liés à l'usage de substances. Le questionnaire SASSI est en mesure d'identifier, avec une haute précision, les personnes pouvant avoir des troubles liés à l'usage de substances, **même si ces personnes hésitent à se confier.**

The French SASSI-3 is currently available to use for **free**. Visit the website below for more information.

Le questionnaire français SASSI est actuellement disponible **à titre gratuit**. Pour plus de renseignements, visitez le site internet ci-dessous.

Demonstration and optional training for the SASSI is available for groups and individuals.

Une démonstration ainsi qu'une formation facultative sur le questionnaire SASSI sont mises à la disposition de groupes ou individus.



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Canadian
Heritage

Patrimoine
canadien



Alcoholics Anonymous



THERAPYONLINE



Centre for Research & Education
on Violence Against Women & Children



Please visit: www.ccpa-accp.ca/conference/opportunities.php to view exhibitor descriptions.



THE GOVERNOR GENERAL · LE GOUVERNEUR GÉNÉRAL

I am delighted to extend greetings to everyone attending the annual conference of the Canadian Counselling and Psychotherapy Association (CCPA), celebrating its 50th anniversary this year!

Canadians are known throughout the world for their desire to make a difference in the lives of others. CCPA and all of its members strive to do so each and every day and are dedicated to making their community a better place. By sharing experiences and best practices, by working together, CCPA and its members are developing the invaluable tools they need to address the challenges they face in their professional practice. Through your commitment to improving mental health and overall well-being, you are helping to build a smarter, more caring nation.

Enjoy what is sure to be a wonderful and productive celebration.

David Johnston

May 2015



THE GOVERNOR GENERAL · LE GOUVERNEUR GÉNÉRAL

Je suis heureux de saluer ceux et celles qui prennent part au congrès annuel de l'Association canadienne de counseling et de psychothérapie (ACCP), laquelle célèbre cette année son 50^e anniversaire!

Les Canadiens sont renommés internationalement pour leur volonté d'améliorer le sort des autres. L'ACCP et tous ses membres travaillent en ce sens chaque jour, afin de faire de leur collectivité un milieu où il fait bon vivre. Le partage des connaissances et l'esprit de collaboration qui animent l'association sont des outils inestimables pour surmonter les défis rencontrés dans le cadre de la pratique professionnelle. En ayant à cœur la santé mentale et le mieux-être global, vous contribuez à rendre notre nation toujours plus avertie et bienveillante.

Que cette célébration soit des plus agréables et donne lieu à de nombreux échanges fructueux. Bon congrès à tous!

David Johnston

Mai 2015



Premier of Ontario - Première ministre de l'Ontario

May 19 – 22, 2015

Du 19 au 22 mai 2015

A PERSONAL MESSAGE FROM THE PREMIER

On behalf of the Government of Ontario, I wish to extend warm greetings to the members of the Canadian Counselling and Psychotherapy Association (CCPA) on the occasion of the association's 50th anniversary conference. Congratulations on celebrating this milestone in your history!

Thanks to the conference's diverse elements — from the concurrent sessions to specialized chapter meetings — CCPA members can look forward to stellar learning and networking opportunities. I commend the CCPA for its tireless commitment to supporting members in their desire to remain at the leading edge of therapeutic work and to effect positive change in patients.

Please accept my best wishes for a memorable and successful conference.

MESSAGE DE LA PREMIÈRE MINISTRE DE L'ONTARIO

Au nom du gouvernement de l'Ontario, je souhaite offrir mes plus chaleureuses salutations aux membres de l'Association canadienne de counseling et de psychothérapie (ACCP) à l'occasion de leur conférence célébrant leur 50^e anniversaire. C'est un jalon important de votre histoire. Félicitations!

Grâce aux divers éléments de la conférence, allant des séances simultanées aux réunions des sections spécialisées, les membres de l'Association peuvent s'attendre à des possibilités d'apprentissage et de réseautage exceptionnelles. Je félicite l'Association des efforts qu'elle déploie pour s'assurer que ses membres restent à l'avant-garde des interventions thérapeutiques et pour les soutenir dans leur désir de fournir aux patients et aux patientes les meilleurs soins possible.

Je vous souhaite un congrès mémorable et rempli de succès.

La première ministre de l'Ontario,

A handwritten signature in black ink, reading 'Kathleen Wynne'.

**Kathleen Wynne
Premier**

President's Welcome / Mot de bienvenue de la Presidente



On behalf of my friends on the Executive and the Board of the Canadian Counselling and Psychotherapy Association, welcome to the 50th National Conference of the Canadian Counselling and Psychotherapy Association in beautiful and historic Niagara Falls, the place of our very first conference. I am so pleased to welcome many former presidents of CCPA to this celebration as well as those who first joined CCPA 50 years ago!

Our association continues to thrive and to lead the way in the development of counselling and psychotherapy across Canada. CCPA has responded to the ever-changing professional landscape, the shifting social climate, and the advent of the global village by evolving considerably since it began in 1965. With the help of dedicated volunteers, CCPA has been able to remain a committed and relevant force in the field. Today we represent more than 5,300 counsellors and psychotherapists across Canada.



Blythe Shepard

Niagara Falls has a special place in my heart. The Battle of Queenston Heights was the first major battle in the War of 1812 and resulted in a British victory. This is the place where Laura Secord walked 30 kilometres from Queenston to Beaver Dams to warn James FitzGibbon that the Americans were planning to attack. My Mohawk relatives played a role in helping Laura walk through inhospitable terrain to avoid the American sentries and then joined the fight at Beaver Dams. So while you are here, soak up the history by visiting some of the historic sites in the area: Fort George, Fort Mississauga, Queenston Heights and Brock Monument, Butler's Barracks, Fort Niagara (on the American side) and don't forget Niagara-on-the-Lake, one of the top historic destinations in Canada and the world - rated the most beautiful small city in Canada!

A big thank you to the organizers of the conference and the National Office who have worked tirelessly to make this an exceptional experience for all of you. The line-up of speakers, concurrent sessions, and social activities to engage in during your stay is phenomenal. I encourage you to take full advantage of your time in the Niagara Falls area to connect with fellow counsellors and psychotherapists in order to make the most of this special time together.

My sincerest best to all of you,

Blythe Shepard

President, Canadian Counselling and Psychotherapy Association



President's Welcome / Mot de bienvenue de la Presidente

*A*u nom de mes amis du Comité de direction et du Conseil d'administration de l'Association canadienne de counseling et de psychothérapie, je vous souhaite la bienvenue au 50e Congrès national de l'ACCP dans le décor enchanteur et historique de Niagara Falls, lieu où s'est tenu notre tout premier congrès. Je suis aussi ravie d'accueillir à cette célébration plusieurs anciens présidents de l'ACCP, ainsi que des personnes qui sont devenues membres de l'ACCP il y a 50 ans!

Notre association continue de s'épanouir et d'être un chef de file du développement du counseling et de la psychothérapie à l'échelle du Canada. L'ACCP a réagi au paysage sans cesse changeant de la profession, à l'évolution du climat social et à l'avènement du village global, en s'adaptant considérablement depuis ses débuts, en 1965. Grâce à l'aide de ses bénévoles dévoués, l'ACCP a su demeurer une force engagée et utile dans le domaine. Aujourd'hui, nous représentons plus de 5 300 conseillers et psychothérapeutes partout au Canada.



Blythe Shepard

Niagara Falls occupe une place bien spéciale dans mon cœur. C'est sur les hauteurs de Queenston qu'a eu lieu la première bataille de la guerre de 1812, qui se solda par une victoire de l'armée britannique. C'est ici que Laura Secord a parcouru 30 kilomètres à pied, de Queenston à Beaver Dams, pour prévenir James FitzGibbon que les Américains planifiaient une attaque. Mes ancêtres mohawks ont aidé Laura à franchir des territoires hostiles et à éviter les sentinelles américaines, puis ils se sont joints au combat à Beaver Dams. Alors, profitez de votre séjour ici pour vous imprégner d'histoire en visitant certains des lieux historiques de la région. Le fort George, le fort Mississauga, les hauteurs de Queenston et le monument Brock, les casernes de Butler, le fort Niagara (du côté américain), sans oublier Niagara-on-the-Lake, l'une des plus importantes destinations historiques au Canada et à l'échelle mondiale – elle a été classée la plus belle petite ville du Canada!

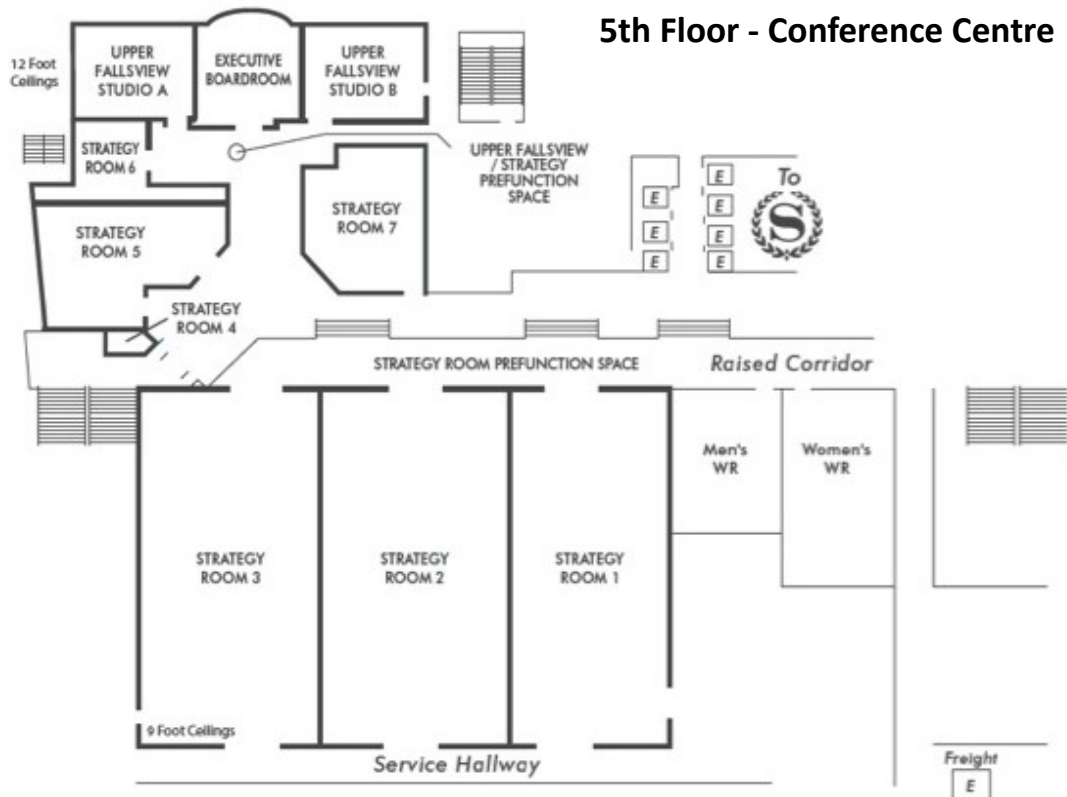
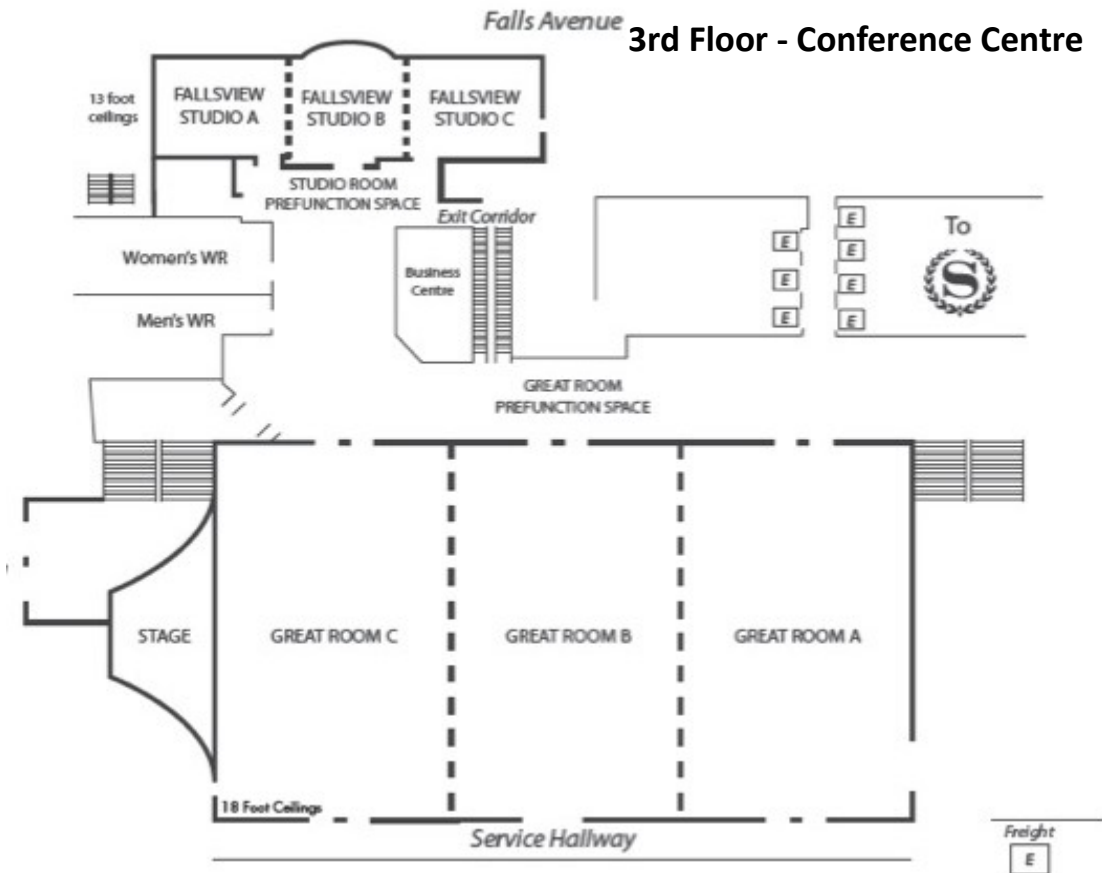
Un très grand merci aux organisateurs du congrès et aux employés du Siège social qui ont travaillé sans relâche à faire de cet événement une expérience exceptionnelle pour vous tous. Nous avons droit à une brochette exceptionnelle de conférenciers, de séances concomitantes et de formidables activités sociales pour agrémenter votre séjour. Je vous encourage à profiter pleinement de votre séjour dans la région de Niagara Falls pour faire connaissance avec vos collègues conseillers et psychothérapeutes, afin de tirer le meilleur parti de cette occasion spéciale de rencontre.

Mes salutations les plus sincères à vous toutes et tous.

Blythe Shepard

Présidente, Association canadienne de counseling et de psychothérapie

Conference Floor Plan / Plan d'étage du congrès





Canadian Counselling and Psychotherapy Association (CCPA) Continuing Education Credits

Continuing Education Credits (CEC's) will be granted for the conference based on your registration. Once you have completed your registration (i.e. confirmed your attendance by picking up your registration kit), your name will be flagged as attending the conference. If you are a member of CCPA, your CEC's will automatically be added to your transcript by the CCPA National Office. Please allow 3 - 4 weeks for credits to appear on your transcript.

Continuing Education Credits Assigned for the Conference:

*May 19, 2015 (Pre-Conference) - 6 CECs, *May 20, 2015 - 5.5 CECs, *May 21, 2015 - 5.5 CECs, *May 22, 2015 - 4 CECs

Indigenous Gathering Space

Indigenous protocol includes the tradition of greeting and gathering with other Indigenous people when our paths cross. For Indigenous counsellors and counsellors working in Indigenous communities, the connections we make with each other at our national conferences are an extremely important and valuable part of the experience for us. The Indigenous Gathering Space is a room where we can meet, and also a room where individuals can go who seek a quiet place to reflect in the midst of all the conference workshops and activities.

Photographer

If you do not want your photograph taken, please identify yourself to the photographer.

Session Levels

Presenters have identified the target audience knowledge of their presentations in order to better assist you in choosing a session that is right for you. Presentations have been identified as:

- Introductory
- Intermediate
- Advanced



L'Association canadienne de counseling et de psychothérapie (ACCP) Crédits d'éducation permanente

Des crédits d'éducation permanente vous seront octroyés une fois que votre inscription au congrès sera confirmée. En complétant votre inscription (c'est-à-dire en confirmant votre participation lorsque vous ramasserez votre trousse d'inscription), votre nom sera inscrit en tant que participant au congrès. Si vous êtes un membre de l'ACCP, vos crédits seront automatiquement ajoutés à votre dossier par le bureau national de l'ACCP. Veuillez accorder 3 à 4 semaines pour l'affichage de vos crédits.

Crédits d'éducation permanente assignée pour le congrès :

*19 mai 2015 (pré-congrès) - 6 crédits, *20 mai 2015 - 5.5 crédits, *21 mai 2015 - 5.5 crédits, *22 mai 2015 - 4 crédits

L'espace de rassemblement indigène

Le protocole indigène inclut la tradition de la salutation et du rassemblement avec d'autres peuples indigènes quand nos chemins se croisent. Pour les conseillers et les conseillères qui travaillent dans des communautés indigènes, les connexions que nous faisons l'un avec l'autre à notre congrès national sont extrêmement importantes et sont une partie précieuse de notre expérience. L'espace de rassemblement indigène est une chambre où nous pouvons nous rencontrer ainsi qu'une chambre où les individus peuvent se retirer afin de réfléchir calmement au sein de toutes les activités et ateliers du congrès.

Photographe

Si vous ne voulez pas que votre photographie soit prise, présentez-vous au photographe.

Niveaux des séances

Les présentateurs ont identifié le niveau ciblé de connaissance de l'auditoire de leurs présentations afin de mieux vous aider à choisir une séance. Les présentations ont été identifiés comme suit:

- Préliminaire
- Intermédiaire
- Avancé

Invitation to Meet Chapter Representatives / Invitation pour rencontrer les représentants des sections



Wednesday, May 20, 2015 / Mercredi le 20 mai 2015	
10 h 15 - 12 h 00	School Counsellors Chapter / Section de conseillers scolaires British Columbia Chapter / Section de la Colombie-Britannique
12 h 00 - 13 h 30	Counsellor Educators Chapter / Section des formateurs des conseillers Technology in Counselling Chapter / Section de la technologie en counseling
13 h 30 - 15 h 15	Pastoral and Spiritual Care in Counselling Chapter / Section de soutien pastoral et spirituel en counseling National Capital Region / Section de la région de la capitale nationale

Thursday, May 21, 2015 / Jeudi le 21 mai 2015	
7 h 45 - 8 h 30	Career Counsellors Chapter / Section des conseillers/ières d'orientation Alberta & NWT Chapter / Section d'Alberta et T.N.-O.
10 h 15 - 12 h 00	School Counsellors Chapter / Section des conseillers scolaires Indigenous Circle Chapter / Section du cercle indigène
12 h 00 - 13 h 30	British Columbia Chapter / Section de la Colombie-Britannique Social Justice Chapter / Section de la justice sociale
15 h 15 - 17 h 00	Creative Arts in Counselling Chapter / Section des arts créatifs en counseling National Capital Region Chapter / Section de la région de la capitale nationale

Friday, May 22, 2015 / Vendredi le 22 mai 2014	
10 h 15 - 12 h 00	Indigenous Circle Chapter / Section du cercle indigène
12 h 00 - 13 h 30	Alberta & NWT Chapter / Section d'Alberta et T.N.-O. Creative Arts in Counselling Chapter / Section des arts créatifs en counseling



List of Chapter Meetings / Listes des sections

TUESDAY, May 19, 2015 / MARDI le 19 mai 2015

12 h 15 - 14 h 30	Counsellor Educators Chapter / Section des formateurs de conseillers	Strategy Room 3
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WEDNESDAY, May 20, 2015 / MERCREDI le 20 mai 2015

12 h 15 - 13 h 15	Animal Assisted Therapy in Counselling Chapter / Section de zoothérapie en counseling	Strategy Room 3
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12 h 15 - 13 h 15	School Counsellors Chapter / Section des conseillers scolaires	Strategy Room 2
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12 h 15 - 13 h 15	Nova Scotia Chapter / Section de la Nouvelle-Écosse	Strategy Room 7
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16 h 45 - 18 h 00	Creative Arts in Counselling Chapter / Section des arts créatifs en counseling	Great Room C
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16 h 45 - 18 h 00	Indigenous Circle Chapter / Section du cercle indigène	Strategy Room 5
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16 h 45 - 18 h 00	Private Practitioners Chapter / Section des conseillers en pratique privée	Strategy Room 3
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16 h 45 - 18 h 00	Career Counsellors Chapter / Section des conseillers/ières d'orientation	Great Room A
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16 h 45 - 18 h 00	Alberta & NWT Chapter / Section d'Alberta et T.N.-O.	Strategy Room 1
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16 h 45 - 18 h 00	Technology in Counselling Chapter / Section de la technologie en counseling	Strategy Room 2
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16 h 45 - 18 h 00	Social Justice Chapter / Section de la justice sociale	Great Room B
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THURSDAY May 21, 2015 / JEUDI le 21 mai 2015

7 h 00 - 8 h 00	Pastoral and Spiritual Care in Counselling Chapter / Section de soutien pastorale et spirituel en counseling	Off-site / Hors site
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12 h 15 - 13 h 15	CCPA Annual General Meeting / Assemblée générale annuel de l'ACCP	Strategy Room 2
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FRIDAY May 22, 2015 / VENDREDI le 22 mai 2015

7 h 30 - 8 h 30	Chapter President's Breakfast / Déjeuner des présidents des sections	Strategy Room 2
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*Program is Subject to Change / Le programme est sujet aux changements



Pre-Conference / Pré-congrès

7 h 45 - 9 h 00	<i>Registration / Inscription</i>
9 h 00 - 12 h 00	<i>Pre-Conference Sessions / Séances du pré-congrès</i>
10 h 15 - 10 h 45	<i>Nutrition Break / Pause santé</i>
12 h 00 - 13 h 30	<i>Lunch on own or Box Lunch Available / Dîner non-inclus ou un Boîte à lunch disponible</i>
12 h 15 - 13 h 15	<i>Counsellor Educators Chapter / Section des formateurs des conseillers</i>
13 h 30 - 16 h 30	<i>Pre-Conference Sessions / Séances du pré-congrès</i>
14 h 45 - 15 h 15	<i>Nutrition Break / Pause santé</i>
18 h 30 - 19 h 30	<i>Keynote Address / Conférencier d'honneur</i>
20 h 00	<i>Networking Opportunity for CCPA Students / Occasion réseautage pour les étudiants</i>





P1—Family Play Therapy (Full Day)

Location / Lieu : Strategy Room 1

(Intermediate)

This session will focus on the development and application of Family Play Therapy techniques. The day will begin with a review of some of the key concepts of Play Therapy and Family Therapy. An emphasis will be placed on how these therapeutic approaches can be effectively combined. Demonstrations and role plays will focus on the practical aspects of Family Play Therapy interventions. Participants can expect to leave at the end of the day having observed and practiced skills that they can begin to use immediately in their own practice.

Don Chafe is a Child and Family Therapist in Brigus, Newfoundland. He also works in the public school system and lectures at Memorial University of Newfoundland and Acadia University.

P2—Informed Clinical Supervision in Practice: Integrating Foundational Concepts and Competencies to Optimize Process and Outcomes (Full Day)

Location / Lieu : Strategy Room 2

(Intermediate)

This one-day workshop is designed to integrate foundational concepts and competencies in clinical supervision. It is based on the premise that informed supervision emphasizes thoughtful intentionality and is designed to accommodate both a framework structure and responsive flexibility. Workshop participants will engage in reflective discussion and practice as they articulate a philosophy of change in counselling and supervision, demonstrate their preferred supervision model, anticipate ethical and legal considerations, contemplate cultural and other diversity issues, and consider the design and communication of a risk management plan for preventing or responding to supervisory challenges.

Beth Robinson is a Counsellor Educator in Acadia's MEd Counselling program. Beth is interested in clinical supervision from both didactic and practice perspectives. She greatly enjoys supervision practice, research, and writing.

P3—Creative Positive Art Directives in Clinical Practice and Research (Half Day)

Location / Lieu : Strategy Room 3

(Introductory)

The newly named field of positive psychology focuses on people's strengths, growth, pursuit of happiness and well-being rather than on their weaknesses and psychological difficulties. In the clinical setting this approach does not ignore clients' psychological or physical crises but places greater emphasis on clients' post-traumatic growth and helps them find pathways towards a meaningful life. This experiential workshop will introduce to mental health professionals art directives from the field of art therapy, meaning therapy and psychology grounded in the concepts of flow, gratitude, goals, hope, life meaning and strengths. Attendees will learn how to integrate art tools in therapy and how to find life meaning through the act of creating something for the world.

Olena Darewych, PhD, RCAT is an art therapist and Adjunct Faculty at Waterloo Lutheran Seminary, part of Wilfrid Laurier University. She is past-president of the Canadian Art Therapy Association.

P4—Competencies for Online Counselling (Full Day)

Location / Lieu : Strategy Room 5

(Introductory)

This workshop identifies key areas of competency for the professional, ethical, and effective delivery of online counselling. Participants will have the opportunity to self assess and develop professional goals toward enhancing their level of competency in online delivery of clinical services.



Dan Mitchell is the co-founder and clinical supervisor for Worldwide Therapy Online Inc. He has participated in the development and validation of competencies for online counselling.

P5—Trauma-Sensitive Mindfulness, Meditation and Yoga (Full Day)

Location / Lieu : Strategy Room 6

(Advanced)

Many clients turn to meditation or yoga to assist in their healing and personal growth, and mindfulness is a popular modality in use by a growing number of therapists. However, the very practice of becoming present through focusing on the breath or body has the potential to trigger clients who struggle with trauma and emotional dysregulation. This may result in clients feeling overwhelmed, distressed, ashamed, or dissociating during practice, many opting never to return. This workshop is geared towards counsellors and therapists who currently incorporate mindfulness, meditation or yoga in their sessions with clients. Grounded in the latest neuroscience research and evidence-based practices about the psychophysiology of trauma and attachment, this 1-day Pre-Conference seminar will allow participants to:

- Learn about the most common ways mindfulness, meditation and yoga can be triggering or retraumatizing.
- Understand the neurobiology of trauma, stress and emotional dysregulation and how overwhelming experiences impact the brain, body and behavior.
- Reframe client resistance through a trauma lens.
- Distinguish between presence and dissociation.
- Incorporate trauma-informed principles and skills from somatic psychology into their existing approaches with clients.
- Discover how to adapt mindfulness, meditation and yoga to increase client safety, stabilization, choice, voice and control.

Sarah Schlote is a sought-after trauma specialist, trainer and Somatic Experiencing™ practitioner with 15 year's experience in counselling in English and French in Ontario and British Columbia. For more information, visit www.healingrefuge.com.

P6—Private Practitioners Engaging Successful Practice (Part 1)

Location / Lieu : Strategy Room 7

(Introductory)

Private practitioners are passionate about building an effective, efficient practice with ethical boundaries and supervision that engages evidence based outcomes for all.

Corrine Hendricken-Eldershaw is President of the Private Practitioner Chapter and CEO of the Alzheimer Society of PEI.

Lorne Flavelle is in private practice. He is passionate about education and private practice networking.

Glenn Sheppard has been a counsellor and counsellor educator for more than 30 years. He has worked in many counselling environments: public school, mental health clinic, college counselling centre, and private practice.

12 h 00—13 h 30

**Lunch on own or Box Lunch Available /
Dîner non-inclus ou un Boîte à lunch disponible**



Tuesday, May 19, 2015 / Mardi le 19 mai 2015
Pre-Conference Sessions / Séances du pré-congrès
13 h 30 - 16 h 30

12 h 15—14 h 30

Counsellor Educators Chapter / Section des formateurs des conseillers
Location / Lieu : Strategy Room 3

13 h 30—16 h 30

Pre-Conference Sessions / Séances du pré-congrès

P1—Family Play Therapy continued...

Location / Lieu : Strategy Room 1

(Intermediate)

P2—Informed Clinical Supervision in Practice: Integrating Foundational Concepts and Competencies to Optimize Process and Outcomes continued...

Location / Lieu : Strategy Room 2

(Intermediate)

P7—Staying the Ethical Course in Clinical Supervision as a Counsellor Educator

Location / Lieu : Strategy Room 3

Despite increasing recognition of clinical supervision as a specialty area of practice, competence as a clinical supervisor is not something that is typically developed through graduate education and training, nor does supervision competence automatically arise from experience as a practicing counsellor or psychotherapist. Drs. Beth Robinson and Jeff Landine will address some of the ethical and legal considerations in clinical supervision and promote awareness of approaches aimed at managing risk and minimizing liability in clinical supervision by facilitating an interesting and meaningful discussion that will be structured to respond to the areas of most interest to their colleagues.

Jeff Landine, PhD, is a Licensed Psychologist and Associate Professor at the University of New Brunswick. His research interests include identity and career development.

Beth Robinson - See biography on page 7.

P4—Competencies for Online Counselling continued...

Location / Lieu : Strategy Room 5

(Introductory)

P5—Trauma-Sensitive Mindfulness, Meditation and Yoga continued...

Location / Lieu : Strategy Room 6

(Advanced)

P6—Best Practices in Building and Maintaining an Effective, Efficient Private Practice (Part 2)

Location / Lieu : Strategy Room 7

(Introductory)

All private practitioners want their practice to be successful – however, many have not clearly defined what “success” will look like when they get there. Through discussions, case examples, and sharing stories, leave this session with practical tools and strategies to enhance your practice and keep your business responsive to changing contexts.

Roberta Neault, CCC, CCDP, GCDFi, President of Life Strategies Ltd., Associate Dean of the Faculty of Behavioural Sciences at Yorkville University, and internationally-recognized leader in the career development sector, exemplifies a portfolio practice – building on her foundation as a counsellor and educator to coach, consult, facilitate, train, research,



speak, and write on topics related to career and personal/professional development. She has also facilitated many of the Private Practitioners' webinars over the past 3 years.

18 h 30 - 19 h 30

Keynote Address with Rod McCormick

Good Medicine: A Humble Sharing of Indigenous Healing Wisdom on the Occasion of CCPA's 50th Birthday
Location: Great Room C *(English)*

This informative and at times humorous presentation will provide participants with some important teachings of Aboriginal healing practices such as humility, balance, ceremony, laughter, perspective, empowerment, honesty, honour, hope and connectedness. The healing practices and approaches of the Indigenous peoples of Canada are thousands of years old and constitute a rich source of knowledge and teachings for both modern day Aboriginal and non-Aboriginal healers. It is appropriate that (CCPA) as an national organization for counsellors and psycho-therapist's recognizes this rich heritage of healing wisdom on the occasion of its 50th birthday.



Rod McCormick

Dr. Rod McCormick is Mohawk (Kanienkehake) and a full professor and British Columbia Government research chair in Aboriginal health at Thompson Rivers University in Kamloops BC. Prior to moving to his partners' home reserve in Kamloops (Tk'emlúps te Secwepemc), Rod worked as a professor in the counselling psychology program at UBC for 18 years and also ran the Native Indian Teacher Education program at UBC for 7 years. Rod is one of the most highly funded researchers in Aboriginal health in the world and has been the nominated Principal Investigator of 3 Aboriginal health research networks over the past 12 years. In addition to being an active therapist and clinician for over 25 years, Dr. McCormick has published over 50 scholarly journal articles, chapters, reports and books on Aboriginal mental health and has presented at over 100 regional, national and international conferences. Rod joined CCPA (then CGCA) back in the mid 80's and was the first Aboriginal counsellor to receive the Canadian Counsellor Certification.

18 h 00 - 19 h 30

Registration / Inscription

20 h 00

Networking Opportunity for Students / Occasion de réseautage pour les étudiants

Location / Lieu : Off-site / hors site - Weinkeller

Cost / Coût : \$10

Network with fellow students from across the country. Join the conversation and make new friendships and connections. Cash bar and light snacks.

Cost: \$10/person. Registration is required. Spaces are limited.



Wednesday, May 20, 2015 / Mercredi le 20 mai 2015

Program at a Glance / Aperçu du programme

7 h 45 - 9 h 00	<i>Registration / Inscription</i>
8 h 30 - 10 h 15	<i>Opening Ceremonies and Keynote Address / Cérémonies d'ouverture et Conférencier d'honneur</i>
10 h 15 - 10 h 45	<i>Nutrition Break / Pause santé</i>
10 h 45 - 12 h 00	<i>Concurrent Sessions / Séances simultanées</i>
12 h 00 - 13 h 30	<i>Lunch on own or Box Lunch Available / Dîner non-inclus ou un Boîte à lunch disponible</i>
12 h 15 - 13 h 15	<i>Animal Assisted Therapy in Counselling Chapter / Réunion de la section de zoothérapie en counseling</i>
12 h 15 - 13 h 15	<i>School Counsellors Chapter Meeting / Réunion de la section des conseillers scolaires</i>
12 h 15—13 h 15	<i>Nova Scotia Chapter / Réunion de la section de la Nouvelle-Ecosse</i>
13 h 30 - 14 h 45	<i>Concurrent Sessions / Séances simultanées</i>
14 h 45 - 15 h 15	<i>Nutrition Break / Pause santé</i>
15 h 15—16 h 30	<i>Concurrent Sessions / Séances simultanées</i>
16 h 45 - 18 h 00	<i>Indigenous Circle Chapter Meeting / Réunion de la section du cercle indigène</i>
16 h 45 - 18 h 00	<i>Private Practitioners Chapter Meeting / Réunion de la section des conseillers en pratique privée</i>
16 h 45 - 18 h 00	<i>Career Counsellors Chapter Meeting / Réunion de la section des conseillers/ières d'orientation</i>
16 h 45 - 18 h 00	<i>Alberta & NWT Chapter / Réunion de la section d'Alberta et T.N.-O.</i>
16 h 45 - 18 h 00	<i>Creative Arts in Counselling Chapter Meeting / Réunion de la section des arts créatifs en counseling</i>
16 h 45 - 18 h 00	<i>Technology in Counselling Chapter Meeting / Réunion de la section de la technologies en counseling</i>
16 h 45 - 18 h 00	<i>Social Justice Chapter Meeting / Réunion de la section de la justice sociale</i>
18 h 00 - 20 h 00	<i>Social Activities / Activités sociales</i>
20 h 00 - 21 h 30	<i>Welcome Reception / Réception de bienvenue</i>



Opening Ceremonies and Keynote Address / Cérémonies d'ouverture et conférencier d'honneur

Treatment of Individuals Who Have Been Traumatized / Victimized : Ways to Bolster Resilience

Location: Great Room C

(English - Simultaneous Interpretation)

In the aftermath of traumatizing and victimizing experiences, 75 % of individuals will be impacted, but they go onto to evidence resilience, and in some instances develop Post Traumatic Growth. In contrast, some 25 % will develop Post Traumatic Stress Disorders (PTSD or Complex PTSD), co-occurring disorders and persistent adjustment difficulties. In this presentation, Dr. Meichenbaum, will discuss what distinguishes these two groups and consider the implications for both assessment and treatment decision-making. He will use a Constructive Narrative Perspective to demonstrate ways to implement evidence-based interventions and specific ways to bolster the client's resilience.



Donald Meichenbaum

Dr. Donald Meichenbaum, Ph.D. is a Distinguished Professor Emeritus from the University of Waterloo, Ontario from which he took early retirement 18 years ago. He is presently Research Director of the Melissa Institute for Violence Prevention in Miami, Florida, which has had over two million HITS worldwide this year). He is one of the founders of cognitive behavior therapy and in a survey of clinicians reported in the American Psychologist, he was voted "one of the ten most influential psychotherapists of the 20th century". He has published extensively and his latest book is Roadmap to resilience.

Traitement des personnes ayant été traumatisées ou agressées : les moyens de susciter la résilience

Lieu : Great Room C

(Anglais - Interpretation simultanée)

À la suite d'un traumatisme ou d'une agression, 75 % des personnes souffrent de séquelles, mais elles s'orientent vers une démonstration de résilience et, dans certains cas, elles peuvent développer une croissance post-traumatique. Par contre, quelque 25 % des personnes développent des troubles de stress post-traumatiques (TSPT ou des complexes TSPT), des troubles concomitants et des difficultés d'adaptation persistantes. Dans le cadre de sa présentation, le Dr Meichenbaum discutera de ce qui distingue ces deux groupes de personnes et abordera ce que cela implique pour la prise de décisions à la fois en ce qui concerne l'évaluation et le traitement. Il aura recours à une perspective narrative constructive pour démontrer les façons de mettre en œuvre des interventions fondées sur des données probantes et présentera des moyens précis permettant de susciter la résilience chez le client.



Donald Meichenbaum

Le **Dr Donald Meichenbaum**, Ph. D., est professeur émérite de l'Université de Waterloo, en Ontario, dont il a pris sa retraite anticipée il y a 18 ans. Il est actuellement directeur de recherche au Melissa Institute for Violence Prevention à Miami, en Floride, dont le site a enregistré plus de deux millions d'accès de par le monde cette année. C'est l'un des fondateurs de la thérapie cognitivo-comportementale et, dans un sondage mené auprès de cliniciens et rapporté dans l'American Psychologist, ceux-ci l'ont élu « parmi les 10 psychothérapeutes les plus influents du 20e siècle. » Il a publié de nombreux ouvrages et son plus récent s'intitule Roadmap to Resilience.

10 h 15 - 10 h 45

Nutrition Break / Pause Santé



10 h 45 - 12 h 00

Concurrent Sessions / Séances simultanées

A1 - Sex, Shame, and Faith in Sexual and Spiritual Identities

Location: Great Room B

(English)
(Introductory)

This presentation shares insights and findings gained from examining the experience of shame surrounding sexual behaviour among emerging adults belonging to a faith community. The concept of “emerging adulthood” (Arnett, 2000) marks a new independence from social roles and normative expectations. While sexual and spiritual identities are important aspects of self, with such freedom comes a vulnerability to experience shame, an example of this being the many faith communities morally opposed to premarital sexual behaviours (Barkan, 2006). Guided by the tenets of hermeneutic phenomenology (van Manen, 1990), individuals’ shameful sexual experiences were explored, reflecting an in-depth investigation aimed to describe and better understand the essence of shame. Findings include the rich and nuanced layers of shame, which can better assist one to infer the influences of shame on the self, interpersonal relationships, and spiritual well-being. Such understanding might further alleviate negative aspects of the emotion, equipping individuals to develop healthier understandings of themselves, while also contributing to quality relationships and community-building. Closely looking at shame through this lens can prepare counsellors who work with clients struggling with such dilemmas. Family and educational counsellors, pastoral and spiritual care providers, and those oriented to social justice, would benefit by attending this session.

Nick Jacobs is currently completing his Master of Psychotherapy and Spirituality degree at St. Stephen’s College in Edmonton, Alberta.

A2 - Connecting Body and Soul: A Creative Arts Supervision Approach

Location: Great Room C

(English - Simultaneous Interpretation)
(Intermediate)

Effective counsellor supervision encompasses methods promoting self-reflection and self-awareness (Bernard & Goodyear, 2009). Supervisors can use creative arts supervision as a medium to encourage supervisees’ personal and professional growth (Drewes & Mullen, 2008) through self-expression (Malchiodi, 2005) and self-exploration (Gladding, 1998). Creative arts generate an atmosphere of safety and open supervisees to new pathways of communicating and experiencing, requiring active supervisee participation through imagination and mind and body connection. In this interactive presentation, participants will explore and experience the use of creative arts in the supervision of counsellors-in-training, school counsellors, and community counsellors. Creative arts supervision encompasses a variety of learning modalities that are “process” rather than the “problem” oriented. Supervisors will learn specific supervision techniques and activities that involve the use of arts, sand, and other media. Presenters will demonstrate how to use creative arts to engage supervisees, to foster supervisee abilities, to increase supervisee feelings of self-resourcefulness, and to gain knowledge regarding creative arts as a therapeutic intervention to help clients. Creative arts can further be useful in helping supervisees understand the counselling process, gain perspective of the clients’ experiences, examine the client-counsellor relationship, make treatment decisions, and increase their self-awareness as a counsellor.

Charles Myers utilizes creative arts in counselling and counsellor education and supervision. He is certified in disaster mental health and has provided crisis counselling in response to hurricanes and earthquakes.



Margo Sutorius is a counselor with 13 years of experience implementing counseling and supervision with a myriad of clients and supervisees with variety of presenting concerns.

A2 – Marier le corps et l'esprit : une approche de supervision par les arts créatifs

Lieu : Great Room C

(Anglais - Interprétation Simultanée)
(Intermédiaire)

La supervision efficace des conseillers suppose des méthodes favorisant l'autoréflexion et la conscience de soi (Bernard et Goodyear, 2009). Les superviseurs peuvent faire appel aux arts créatifs comme moyen d'encourager l'épanouissement personnel et professionnel des supervisés (Drewes et Mullen, 2008) grâce à l'expression de soi (Malchiodi, 2005) et à l'autorévélation (Gladding, 1998). Les arts créatifs suscitent en effet une atmosphère de sécurité et d'ouverture chez les supervisés en ce qui concerne de nouvelles voies de communication et d'expérience, ce qui exige du supervisé qu'il y participe par son imagination et en renforçant la relation entre son corps et son esprit. Dans le cadre de cette présentation interactive, les participants exploreront et expérimenteront le recours aux arts créatifs pour la supervision de conseillers en cours de formation, de conseillers scolaires et de conseillers communautaires. La supervision par les arts créatifs comporte toute une gamme de modes d'apprentissage qui sont centrés sur la démarche plutôt que sur le problème. Les superviseurs apprendront des techniques et des activités de supervision précises qui font appel aux arts, au sable et à d'autres supports. Les présentateurs démontreront comment utiliser les arts créatifs pour mobiliser les supervisés, développer leurs aptitudes, accroître leur esprit d'initiative et parfaire leurs connaissances en ce qui concerne les arts créatifs comme outil d'intervention thérapeutique et d'aide aux clients. Les arts créatifs peuvent aussi s'avérer utiles pour aider les supervisés à bien comprendre la démarche de counseling, à se donner du recul face aux expériences des clients, à examiner la relation client-conseiller, à prendre des décisions sur le traitement et à accroître leur conscience de soi en tant que conseillers.

Charles Myers utilise les arts créatifs pour le counseling et pour la formation et la supervision des conseillers. Il possède une certification dans le domaine de la santé mentale en situation de catastrophe et a fourni des services de counseling à la suite d'ouragans et de séismes.

Margo Sutorius est conseillère clinicienne professionnelle agréée et possède 13 années d'expérience dans la prestation de services de counseling et de supervision auprès d'une foule de clients et de supervisés présentant des préoccupations très diverses.

A3 - The Changing Landscape of the Counselling and Psychotherapy Profession: Counsellor Mobility and the Formation of Regulatory Colleges

Location: Strategy Room 1

(English)
(Intermediate)

Regulated professionals are required by law to deliver their services competently and ethically. They are accountable to the public, through their professional regulatory body, for their professional behaviour and activities. This panel discussion will bring you up to date on the changing landscape for counsellors and psychotherapists with respect to labour mobility requirements of the Agreement on Internal Trades (AIT) and statutory regulation across Canada. Panel members will summarize activities towards the statutory regulation of counselling/psychotherapy in their provinces and discussion will occur about entry requirements and quality assurance activities required to update and improve one's professional knowledge and skills.

Blythe Shepard, PhD is a professor at the University of Lethbridge. She co-chaired the National Symposium on Counsellor Mobility for three years (2008-2011) and is currently the President of CCPA.



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10 h 45 - 12 h 00

Glenn Sheppard is a President Emeritus of CCPA and a retired professor at Memorial University. He is past chair of the CCA Ethics Committee (1997-2001) and maintains Cognica's Ethics Notebook.

A4A - Counselling with or without a diagnosis: The views of expert counsellor educators and counselling service administrators/regulators.

Location: Strategy Room 2

(English)
(Intermediate)

Increasingly, making a diagnosis and practicing in accordance with diagnostic understandings have become central activities for counsellors. However, within and beyond the profession views vary regarding use of diagnoses, particularly among counsellor educators and those overseeing the practice of counselling as administrators and regulators. For example, many counselling approaches (systemic, feminist) do not adopt a diagnostic view, despite expectations from funders that such diagnoses guide professional interactions with clients and colleagues. In our session, we present on such potential dilemmas of counselling practice, giving voice to experts and administrators. From survey information and interviews, and from the extant literature, we share current views on the need for and use of diagnoses in counsellor education and counselling practice. We relate these different views to how counsellors inform and justify their own practice to themselves and colleagues, as well as to expert counsellors and administrators/regulators. The session closes with an interactive exercise focused on how counsellors articulate and justify their position on diagnosis in counselling to themselves and others.

Tom Strong is a Professor, couple and family therapist, and counsellor educator who researches the practical potentials of discursive approaches to psychotherapy. For more details, please consult: <http://www.ucalgary.ca/strongt>

Konstantinos Chondros is a doctoral student in counselling psychology at the University of Calgary. His scholarly interests lie in the areas of counsellor education, multiculturalism, social justice, and community psychology.

A4B - Understanding Client-Therapist Processes: Using Interpersonal Process Recall To Enhance Client Change

Location: Strategy Room 2

(English)
(Advanced)

Interpersonal process recall (IPR; Kagan, 1963) uses video-assisted recall interviews following therapy sessions to access the conscious, yet unspoken, experiences that occur for both counsellors and clients. IPR is commonly used for training and research purposes to better understand the therapeutic process; however, its application as a therapeutic intervention has not been readily acknowledged. We propose that the use of IPR interviews may be an effective intervention within therapy. Probing the thoughts, feelings, and somatic experiences that took place within session can help traumatized clients reduce symptoms of re-experiencing, avoidance and hyperarousal by (a) helping clients acknowledge their distressing emotions rather than avoid them, (b) stimulating a commitment to change following this awareness, and (c) helping clients discriminate real versus perceived threats. A case study is presented to demonstrate how the IPR interview process significantly contributed to one clients' improved sense of closure by enabling him to construct a deeper meaning from his traumatic event. From this, the client was able to re-establish a sense of identity, increase his intimacy and trust with others, and ultimately reconnect with life. We conclude that IPR may be a useful intervention for enhancing post-traumatic growth and healing.

Andrea Bennett is a doctoral student in Counselling at UBC. Her research includes studies with military and prison populations. She is conducts workshops on IPR in research and clinical practice.

Marla Buchanan is a Professor in Counselling at UBC with research expertise in traumatic stress and secondary trauma. Her recent work explores the use of IPR with traumatized clients.



ASA - Self-Care and Professional Identity of PhD Counselling Psychology Students

Location: Strategy Room 3

(English)
(Intermediate)

Balancing the role of counsellor and student is a precarious act. PhD Counselling Psychology students are expected to successfully manage both. We have all heard the adage, "to take care of others, you must first take care of yourself". As a graduate student, this is not always easy. Between meeting deadlines and supervisors' expectations, the development of professional and research skills, and personal stressors, many graduate students have little time for self-care. The American Psychological Association of Graduate Students conducted a study in 2009 that revealed more than 70 percent of graduate students reported at least one stressful event was impairing their optimal functioning. PhD students from the University of Alberta's Counselling Psychology program will discuss the importance of professional identity and self-care as it pertains to graduate level professional psychology students. They will then discuss their own experiences and compare it to literature. Panel discussion will also include self-care tips for graduate level psychology students. A question and answer period will follow. This panel is geared toward Masters' and PhD-level psychology students, but mental health professionals who work in university settings, or who supervise student practitioners at this level may find the information helpful for their clients.

Tina Shrigley is a PhD Counselling Psychology student at the University of Alberta. She has worked extensively with clients who experienced trauma and dissociation. Research interests include effectiveness of trauma therapy.

Terilyn Pott, Registered Psychologist, MSc, is a Counselling Psychology PhD. student at the University of Alberta. Her research interests include examining what makes for an effective supervisor.

Tricia Sandham, M.Ed. is a Counselling Psychology PhD. student at the University of Alberta. Her research interests include hope and career transitions of elite amateur ballet dancers.

Amanda Stillar is a first year PhD Counselling student at the University of Alberta. Her research interests include emotion regulation, emotion-focused family therapy and parent-child relationships.

Author: Kevin St. Arnaud

ASB - Post-Traumatic Growth as an Outcome of Religious and Spiritual Change

Location: Strategy Room 3

(English)
(Introductory)

Arising from the positive psychology movement, which seeks to balance the deficit model of psychology with an appreciation for human resilience and hope, the concept of post-traumatic growth points to the fact that some people not only prevail but flourish in the aftermath of trauma. Post-traumatic growth has been linked to spirituality, with studies reporting that spirituality increases after the experience of trauma and is associated with post-traumatic growth. Using semi-structured, in-depth interviews, the current study explores the pre- and post-trauma experiences of eleven individuals who experienced changes in their religion or spirituality after a traumatic event. Data is analyzed thematically using the grounded theory approach and an integrative model of religious change is proposed. The results indicate that regardless of whether they weakened or strengthened their faith, almost all participants reported post-traumatic growth in the form of greater resilience, deeper appreciation of life and enhanced trust. These findings are discussed in relation to literature suggesting that cognitive rumination and engagement with existential questions, rather than spirituality alone, is crucial for post-traumatic growth to occur.



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Claire Barnes is completing her doctorate in the Clinical and Counselling Psychology program at the University of Toronto. Her research examines the intersections of religion, spirituality and trauma.

A6 - L'intervention vie-carrière au-delà des services d'orientation

Lieu : Strategy Room 7

(Français)

(Avancé)

Le paradigme constructiviste rappelle à quel point la démarche d'orientation débute dès l'enfance et se poursuit tout au long de la vie. Dans un tel contexte, apprendre à articuler ses différents rôles de vie devient un enjeu important pour l'individu qui aura à s'adapter continuellement et à savoir tirer parti des événements fortuits pour créer ses propres opportunités. Plus que jamais, les spécialistes de l'orientation se doivent de mobiliser l'individu dans son projet vie-carrière dès un jeune âge, voire même dès l'école primaire. Cette présentation a donc pour but de réfléchir au rôle que peuvent jouer les spécialistes de l'orientation ainsi que différents partenaires éducatifs et communautaires dans la construction du parcours professionnel et la formation identitaire des individus. Au cœur de cette intervention se trouve une démarche ayant, entre autres, comme visée éducative des expériences d'apprentissages vicariants, favorisant ainsi un sentiment d'efficacité personnelle et professionnelle. Au moyen de résultats de recherche, il sera donc question de la manière dont l'orientation et l'éducation peuvent s'unir afin de mieux soutenir chaque individu dans sa réussite scolaire et professionnelle.

Diane LeBreton est professeure en orientation à l'Université de Moncton. Ses principaux champs d'intérêt sont le développement vie-carrière, les approches éducatives liées à la carrière et l'insertion socioprofessionnelle.

Sylvie Arseneau est professeure en orientation à l'Université de Moncton. Ses domaines d'intérêt sont le counseling, la communication interpersonnelle, le concept de résilience et le sentiment d'efficacité personnelle.

Philippe Jacquin est Professeur en Orientation à l'Université de Moncton. Ils s'intéressent aux méthodes d'accompagnement des transitions professionnelles et extraprofessionnelles, à la modulation de l'expression identitaire et au désengagement identitaire.

12 h 00 - 13 h 30

Lunch on Own / Dîner (non-inclus)

or / ou

Box Lunch Available / Boîte à lunch disponible

12 h 15 - 13 h 15

School Counsellors Chapter / Section des conseillers scolaires

Location / Lieu : Strategy Room 2

12 h 15 - 13 h 15

Animal Assisted Therapy in Counselling Chapter / Section de zoothérapie en counseling

Location / Lieu : Strategy Room 3

12 h 15 - 13 h 15

Nova Scotia Chapter / Section de la Nouvelle-Écosse

Location / Lieu : Strategy Room 7



12 h 00 - 14 h 30

Poster Sessions / Séances d'affiches
Location / Lieu : Great Room A

Poster Sessions

Location: Great Room A

Please visit: www.ccpa-accp.ca/conference/program.php to view session descriptions and presenter biographies.

1	Caregivers' Experiences Raising a Child with Fetal Alcohol Spectrum Disorder	Aamena Kepasi
2	Counselling the Social Media Procrastinator: A Review of the Literature to Deal with the Emerging Problem	Adam McCaffrey
3	The Lived Experiences of Parents of Children with Polyposis Syndromes	Andrea Too
4	Conceptualizing Shame-Focused Coping in LGBTQ Youth Using Compassion-Focused Therapy	Brittany Budzan
5	Binding the Self: Black Mothers Post-Homicide Process of Grieving and Meaning Making	Camille Hannays-King
6	To Believe or Not to Believe: What is the Impact of Spirituality on Life Meaning and Positive Mental Health?	Deanna Murphy
7	Methodological Considerations for Research in Community Practice Settings: Lessons Learned Exploring the Perspectives of Clients and Therapists in Eating Disorder Treatment	Diana Norton
8	Gambling and Problem Gambling Among Canadian College Students: A Review	Dustin Marcinkevics
9	Interprofessional Education (IPE) Opportunities and Attitudes Among Counselling Psychology Students in Canada	Elaine Greidanus, Greg Harris
10	The Role of Counselling Psychology in Mental Health Care Teams	Elaine Greidanus, Greg Harris
11	The YMCA Youth Mindfulness Group Pilot Program: The Effectiveness and Feasibility of Delivering Free ACT Therapy Groups in the Community for Youth with Anxiety	Elizabeth Sabine
12	Silent Supporters: Understanding Counselling Clients' Experiences of Animal-Assisted Therapy	Jess Owen
13	The Role of the Media and Violence-Tolerant Attitudes in Youths' Perpetration and Experience of Dating Abuse	Jessica Sciaraffa
14	Sharing What Works: One Counsellor's Foray into the World of Culture-Infused Practice with First Nations People	Kathy Offet-Gartner
15	How do Women Maintain Positive Embodiment in a Western Sociocultural Context?	Kayla Balsden
16	Siblings of Young Homicide Victims: Comparisons with a Matched Sample	Kenneth Wright, Stephanie Slater, Susan Tasker



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Concurrent Sessions / Séances simultanées
13 h 30 - 14 h 45

Poster Sessions Continued...

17	Dancing Our Stories: An Evaluation of a Dance/Movement Therapy Program Exploring the	Krista Samborsky
18	Yoga for the Reduction of Anxiety in a Female Undergraduate Population	Kristy Miyanishi
19	Supporting Athletic Career Transitions	Lauren McCoy
20	Moral Disengagement in Online Bullying: Suggestions for Research and Practice	Maria Timm
21	The Business of Therapy: Examining the Process of Working in Private Practice	Melanie Baruch
22	School Counsellors and Best Practices with Children Experiencing Divorce	Melissa Yanitski
23	Newcomer Youths' Reflections on Experiences at Home with Family	Mikaela Burgos
24	The Weight of Conversation: Tensions in Eating- and Weight-Related Discourses	Molly Williamson
25	Counsellors' Responses to Psychiatric and Psychological Discourses Used by Clients to Describe their Problems	Monica Sesma-Vazquez
26	Let's Talk about Sex: Counsellors's Narratives about Integrating Sexuality into their Counselling Practice	Nina Sangra
27	The Bridge Drawing with Path Art-Based Assessment: Measuring Meaningful Life Pathways	Olena Darewych
28	Depression among Perpetrators of Domestic Homicide	Polly Cheng
29	Counselling Consensually Non-Monogamous Clients: Processes and Experiences of Therapy for Relationship Distress	Rachel Friederichsen
30	Positive Identity in Latin American Gay Men: A Narrative Inquiry	Ricardo Avelar
31	Supervisees Lived Experience Engaging with Master Supervisors: A Thesis Proposal	Terilyn Pott
32	SOS- Saving Our Sisters: Understanding the Immediate and Long-Term Clinical Effects of Adolescent Romantic Relationships	Tiffany Rush-Wilson
33	Using Fraser's "Conference Table" Technique with Clients with Complex Trauma	Tina Shrigley
34	Hope in the Successful Early Career Transitions of Elite Amateur Ballet Dancers	Tricia Sandham
35	Seeing Clearly: The Art of Addressing Conflict Competently and Respectfully	Vicki-Anne Rodrigue

13 h 30 - 14 h 45

Concurrent Sessions / Séances simultanées

A7 - The Art of Guiding Mindfulness-Based Relaxation Practices

Location: Great Room B

(English)
(Intermediate)

Mindfulness is a way of learning how to purposely pay attention, with the qualities of acceptance and kindness, in the present moment. Mindfulness-based relaxation practices have been identified as being useful and relevant to integrate into the counselling and education settings for a variety of presenting issues, and for the maintenance of mental health and resilience. This presentation is grounded in the experience of facilitating and guiding mindfulness-based interventions with various populations, such as university students and counselling clients, over the past ten years.



Discussion will include a review of the body's nervous system, an overview of relaxation techniques and how to explore the best fit for our clients, and pragmatic tools for the instruction of relaxation exercises. Experiential activities will include a progressive muscle relaxation, a visualization exercise, and a loving kindness/self-compassion meditation practice. Participants will have increased confidence in their ability to guide these relaxation practices, and will leave this session with sample scripts and video demonstrations.

Jenny Rowett is a university instructor (UNB), researcher, counsellor, kinesiologist, and yoga and meditation teacher. She seeks to integrate mindfulness-based interventions into psychotherapy, education, and healthcare.

Jason Jones is a youth worker, group facilitator, researcher, and student counsellor and representative for CCPA and NBACT. He is currently researching the impact of teaching mindfulness skills to youth.

A8A - The Forgiveness and Reconciliation Model in Emotionally Focused Therapy (EFT) for Couples: Video portrayal of the EFT Attachment Injury Resolution Model

Location: Great Room C

*(English - Simultaneous Interpretation)
(Advanced)*

Safety and trust in couple relationships can be shattered in a moment of injury. Wounds of infidelity block the repair of distressed couple relationships and create an impass to restoring trust. One of the best validated and most effective approaches to changing distressed couple relationships into secure, trusting bonds is Emotionally Focused Therapy (EFT). Over 30 years of scientific research validates the success rate of EFT and shows its relapse rate is low compared to other couple therapies. Dr. Sue Johnson and colleagues developed a specific model of forgiveness and resolution: the Emotionally Focused Therapy Attachment Injury Resolution Model (AIRM). It is to be used within the general model of EFT: with an understanding of adult love as an attachment bond, and a facilitation of client change processes via experiential and systemic interventions. This model has been empirically validated and change is found to be stable in a three-year follow-up study. The workshop will feature an innovative training program of the EFT Attachment Injury Resolution Model, with video clips of real couples along with interactive exercises to identify specific therapist interventions for facilitating client change. Fun songs and the "EFT hand-dance" will engage participants in a multi-sensory learning experience.

Lorrie Brubacher, M.Ed, CCC and RMFT, certified with the International Centre for Excellence in EFT (ICEEFT) as a therapist, supervisor and trainer. She is a university counselling instructor 1989-2006. Lorrie is also a Private Practitioner.

Author: Lillian Buchanan

A8B - Emotionally Focused Couple Therapy (EFT): Couples' Reports of Change Experiences

Location: Great Room C

*(English)
(Intermediate)*

This study focuses on couples' reports of change experiences in Emotionally Focused Couple Therapy (EFT) stage two. Qualitative data from three different couples is utilized. The couples are asked to share their experience of change and identify what has changed in their interactional patterns as they are leaving the old patterns (negative interaction cycles) behind and creating a new positive interaction cycle. A qualitative analysis of the transcribed interviews identified five qualities presented by the couples. Accessibility, responsiveness, engagement, acceptance and stepping out/coming forward are the qualities that contribute to the change in the couples' interactional patterns. These five qualities help them to feel connected, respected, cared for, loved, close and intimate. Although EFT does not explicitly talk about acceptance and stepping out/coming forward, further research focusing on these qualities and their connection to the positive interaction cycle and softening events could enrich the EFT framework.



Ken Genlik, BSW, RSW, MMFT, PhD Candidate facilitates Hold Me Tight Groups. His clinical practice reinforces his belief that relationships and desire to connect are the core of human experience.

A8A – Le modèle du pardon et de la réconciliation dans la thérapie conjugale centrée sur l'émotion (TCÉ) : portrait vidéo du modèle TCÉ de résolution des blessures d'attachement

Lieu : Great Room C

(Anglais - Interprétation simultanée)
(Avancé)

Dans les relations de couple, les sentiments de sécurité et de confiance peuvent être ébranlés lors d'un épisode blessant. Les blessures d'infidélité bloquent la réparation des relations de couple en détresse et créent une impasse dans le rétablissement du sentiment de confiance. La thérapie centrée sur l'émotion (TCÉ) est l'une des approches les mieux validées et les plus efficaces pour transformer les relations de couple en détresse en des liens sûrs et empreints de confiance. Le taux de réussite de cette approche TCÉ s'appuie sur plus de 30 années de recherche scientifique, qui démontrent que la fréquence de rechute est faible comparativement à d'autres types de thérapie conjugale. La Dre Sue Johnson et ses collègues ont mis au point un modèle précis de pardon et de résolution : l'Emotionally Focused Therapy Attachment Injury Resolution Model (AIRM) ou modèle de résolution des blessures d'attachement par la thérapie centrée sur l'émotion. Ce modèle doit être conjugué au modèle général de la TCÉ et comporter la compréhension de l'amour adulte en tant que lien d'attachement et la facilitation des processus de changement par le biais d'interventions expérientielles et systémiques. Il a été validé de façon empirique et une étude de suivi sur trois ans a confirmé que le changement est stable. L'atelier proposera un programme novateur de formation au modèle de résolution des blessures d'attachement par la thérapie centrée sur l'émotion, assorti de vidéoclips de couples réels ainsi que d'exercices interactifs visant à déterminer les interventions précises du thérapeute pour faciliter le changement chez le client. Des chansons amusantes et la « danse TCÉ de main à main » entraîneront les participants dans une expérience d'apprentissage multisensorielle.

Lorrie Brubacher, M. Éd, CCC et RMFT, détenteur d'une certification de l'International Centre for Excellence in EFT (ICEEFT) à titre de thérapeute, de superviseur et de formateur. Elle est un formateur universitaire en counseling de 1989 à 2006. Lorrie est aussi un Praticien en cabinet privé.

Auteur : Lilian Buchanan

A8B - Thérapie centrée sur l'émotion (TCÉ) : comptes rendus des couples sur les expériences de changement

Lieu : Great Room C

(Anglais - Interprétation simultanée)
(Intermédiaire)

Cette étude porte sur les comptes rendus de couples concernant les expériences de changement qu'ils ont vécues au stade deux d'une thérapie centrée sur l'émotion (TCÉ). On utilisera les données qualitatives issues de trois couples différents, auxquels on a demandé de partager leur expérience du changement et de déterminer ce qui a changé dans leurs patrons d'interaction lorsqu'ils ont abandonné leurs anciens patrons (cycles d'interaction négative) et adopté un nouveau cycle d'interaction positive. Une analyse qualitative des entrevues transcrites a permis d'établir cinq qualités citées par les couples. C'est ainsi que l'accessibilité, la réceptivité, l'engagement, l'acceptation et la sortie/affirmation de soi constituent les qualités qui contribuent au changement des patrons d'interaction chez les couples. Ces cinq qualités leur permettent de se sentir liés, respectés, entourés, aimés, proches et intimes. Bien que dans le modèle de la TCÉ, on ne parle pas explicitement de l'acceptation ni de la sortie/affirmation de soi, le cadre même de la TCÉ pourrait s'enrichir de recherches plus poussées portant sur ces qualités et sur leur lien avec le cycle d'interaction positive et les événements apaisants.



Ken Genlik, BSW, RSW, MMFT, est candidat au doctorat et animateur de groupes Hold Me Tight. Sa pratique clinique conforte sa croyance selon laquelle les relations et le désir d'être en lien sont au cœur de l'expérience humaine.

A9 - Indigenous Sharing Circle hosted by the Indigenous Circle Chapter

Location: Strategy Room 5

*(English)
(Introductory)*

For millennia, Indigenous peoples have held circles for a variety of purposes, including healing, decision-making, planning, and celebrating. Different Indigenous peoples have different practices, all of which are based on the belief that a circle expresses our mutual respect and equality within interconnected wholeness. At the CCPA annual conference in 2015, the Indigenous Circle Chapter is hosting a Sharing Circle. This is not a ceremony, as some Talking Circles are. The ICC Sharing Circle is an opportunity to listen and speak about the work we are doing in Indigenous mental health and to learn from each other, in keeping with Indigenous ways of learning and knowing. All conference participants are welcome to attend, with the understanding that the focus of the Sharing Circle will be hearing about our work as Indigenous counsellors/psychotherapists, or non-Indigenous counsellors/psychotherapists working with Indigenous clients and communities.

Andrea Currie is a member of the Red River Métis Nation. As Counselling Therapist in We'koqma'q for eleven years, she offers individual, family, and group counselling, and community wellness programs.

A10 - School Counselling in Canada: An Examination of the School Counselling Profession in Canadian Provinces and Territories

Location: Strategy Room 2

*(English)
(Intermediate)*

Using data from an environmental scan, this session will provide an overview of the school counselling profession in Canada, including information on the programs or frameworks that are being implemented in Canadian schools. Participants at this interactive session will have an opportunity to discuss current challenges in the field of school counselling and identify professional support networks for school counsellors.

Janice Graham-Migel, PhD, CCC, is a School Counsellor with the Halifax Regional School Board. She holds an Adjunct Professor appointment at Acadia University where she teaches part time in the School of Education. Janice is Past President of the CCPA School Counsellors Chapter and recipient of two CCPA national awards: Counsellor Practitioner Award (1999) and Counsellor Leadership Award (2014).

Belinda Josephson, MEd, CCC, is a School Counsellor with the South Shore Regional School Board. She is currently serving a two-year term as President of the CCPA School Counsellors Chapter. Belinda is a member of the Executive for the CCPA Nova Scotia Chapter and the Nova Scotia College of Counselling Therapists.

A11A - Reflections on Social Justice in Professional Practice

Location: Strategy Room 3

*(English)
(Intermediate)*

Can the Amartya Sen's concept of social justice assist practitioners to reflect on their practice? The capabilities approach (CA) developed by Amartya Sen, is a promising framework for rethinking social justice and challenging the classic principle of "resourcefulness" associated with equality of opportunity by drawing attention to conversion factors (individual, social or institutional) that come into play in the transformation of rights into real freedoms. It refers to how resources provided to clientele by a service provider allow individuals to open career possibilities. This is



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Concurrent Sessions / Séances simultanées
13 h 30 - 14 h 45

what Sen refers to the concept of “conversion factor”. We will discuss how practitioners take into account the notion of social justice in their intervention, how they assist their clients to transform resources in career choices and how they are a “conversion factor” for their clients? A comparative study of academic and career counselling mechanisms is currently being conducted in five national educational contexts (France, Québec in Canada, Swiss canton of Vaud, Burkina Faso, Turkey). This research is lead by France Picard, professor at University Laval. We will illustrate how useful this conceptual framework can be in the context of a reflexive analysis of career counsellors' professional practices.

Michel Turcotte has played key roles in pan-Canadian and international career development and public policy symposiums, boards, and the Canadian Research Working Group for Evidence-Based Practice in Career Development (CRWG).

France Picard is a counselling professor at Université Laval with research focusing on career counselling mechanisms, transitions to post-secondary education, co-development coaching of guidance counsellors and career indecision.

A11B - Awakening Connections between Counsellor Education and Social Justice

Location: Strategy Room 3

(English)
(Intermediate)

What approaches can be used in counsellor education curriculum to enhance content on social justice? How do we engage students to learn about social justice through experiential learning? This presentation will highlight ways that experiential learning in counsellor education supports students to learn about the meanings of social justice and to strengthen the connections with their future roles as counsellors. Reflections from a learning assignment based on a cultural interview show how students bridge knowledge with skill development. The discussion will focus on best practices for awakening connections between counselling practice and social justice through counsellor education.

Nancy Arthur is a Professor and Associate Dean Research, Werklund School of Education, University of Calgary, with teaching and research interests in career development, culture-infused counselling, and international transitions.

Co-Authors:

Lisa Gust, Graduate Student, Educational Studies in Counselling Psychology, Werklund School of Education, University of Calgary. Lisa's thesis research is focused on family influence, cultural influence, and their impact on career decision-making.

Dan Cui is an Eyes High Postdoctoral Fellow, Werklund School of Education in the University of Calgary. Her research interests include immigration and integration, school to university/work transition, sociology of education, and social justice and equity in education.

A12 - L'Art de la résilience

Lieu : Strategy Room 7

(Français)
(Préliminaire)

Lorsque confronté à des obstacles ou de grands défis, un individu peut choisir différentes solutions. Que ce soit une question de survie ou d'épanouissement professionnel, ou toute autre raison entre ces deux extrêmes, la résilience est une qualité qui peut parfois être essentielle. Qu'est-ce que la résilience? Quel rôle peut-elle jouer dans ma vie? Comment puiser dans cette source de potentiel incroyable? À l'aide d'exemples tirés de sa propre vie, et un brin d'humour, Pierre vous inspirera à mieux faire face à vos propres défis. Il vous outillera pour mieux aider vos clients lors de grandes épreuves.

Pierre Beaudin est un conférencier, un conseiller pédagogique, un formateur, un webmestre, un auteur, un musicien et un amateur d'arts martiaux. Il a donné d'innombrables sessions de formation, ateliers et conférences portants sur



divers sujets tels que la surdicécité, l'autisme, l'approche Snoezelen, la communication relationnelle, l'intégration des nouvelles technologies en salle de classe et la réforme en éducation. Pierre a deux diplômes de premier cycle universitaire et une maîtrise (master) en counseling. Il est accrédité par l' Association canadienne de counseling et de psychothérapie (ACCP).

14 h 45 - 15 h 15

Nutrition Break / Pause Santé

15 h 15 - 16 h 30

Concurrent Sessions / Séances simultanées

A13 - Keeping Going: How Mother Entrepreneurs Manage Multiple Life Roles

Location: Great Room B

(English)
(Intermediate)

This session will present the results of a grounded theory study of how mother entrepreneurs manage their multiple life roles. Participants included 18 mother entrepreneurs—women who were parenting at least one child under 18, and identified with their roles as mothers and as business owners. The “momprenneur” phenomenon is described, and the process whereby mother entrepreneurs ‘keep going’ in managing their multiple life roles is outlined. In particular, the role of feeling supported, a sense of living ones values, a vision of the future, and the ability to make choices and adapt creatively all contribute to the process of keeping going. Remembering push and pull factors for entering entrepreneurship, such as a lack of flexibility or opportunity for advancement in paid employment, are also key. A general career counselling model is proposed, building on the theory from the study, highlighting the role of supports, values, and choices in the visioning and implementation of career-life plans.

Rebecca Hudson-Breen is a graduate of the University of Victoria, and is currently an Assistant Professor in the Addictions Counselling program at the University of Lethbridge.

A14 - An Integrative Approach to Counselling Ethics

Location: Great Room C

(English - Simultaneous Interpretation)
(Intermediate)

Counselling ethics is often construed too narrowly as an obligation to follow rules imposed by a professional organization. A broader perspective on ethical practice integrates considerations of rules along with considerations of consequences of decision making, counsellor virtues, and the relationship context. This broader perspective construes ethics as an ever-present layer in everything counsellors do, and therefore foundational to effective counselling. This presentation will review these four different but complementary views on ethics and provide examples of how they can be integrated into everyday practice. This presentation will also introduce a relational approach to counselling ethics. Principle-based ethics forms the cornerstone for ethical practice in counselling. Ethical codes are developed according to well-established ethical principles such as beneficence, non-maleficence, autonomy, and justice. As an adjunct to traditional approaches to ethics, relational ethics is promoted as an action ethic that involves moment-to-moment attunement to the question of how we ought to be with our clients. Whereas principle-based ethics tends to be called upon most often during times of crisis or dilemma, relational ethics is offered as a way of being with clients that persists through all facets of the relationship at all times.

Simon Nuttgens is an Associate Professor with the Graduate Centre for Applied Psychology at Athabasca University.



Simon is currently Chair of the CCPA Ethics Committee, Complaints Division.

David Smith teaches counselling at the University of Ottawa. He writes about school bullying and counselling ethics. He served on the CCPA Ethics Committee and chairs the Certification Committee.

A14 – Approche intégrative à la déontologie en counseling

Lieu : Great Room C

(Anglais - Interprétation simultanée)
(Intermédiaire)

On interprète souvent trop étroitement le sens de la déontologie en matière de counseling, en l'assimilant à une obligation de suivre les règles imposées par l'ordre professionnel. Dans une perspective plus large, l'exercice éthique consiste à conjuguer la prise en compte des règles et la prise en considération des conséquences des décisions, des vertus du conseiller et du contexte relationnel. Ce point de vue plus global permet d'interpréter la déontologie comme une composante permanente de toutes les actions des conseillers, et donc comme un fondement du counseling efficace. Cette présentation sera l'occasion de passer en revue ces quatre points de vue différents, mais complémentaires, sur la déontologie et de fournir des exemples sur la façon de les intégrer à la pratique au quotidien. On y présentera aussi une introduction à une approche relationnelle à la déontologie en counseling. La déontologie fondée sur des principes constitue la pierre d'assise d'une pratique éthique en counseling. Les codes de déontologie sont rédigés en fonction de principes éthiques bien établis, comme la bienfaisance, la non-malfaisance, l'autonomie et la justice. À titre de complément aux approches déontologiques traditionnelles, l'éthique relationnelle se présente comme une déontologie de l'action, qui implique une adaptation constante à la question concernant la façon de se comporter avec nos clients. Alors que l'on fait généralement appel à la déontologie fondée sur des principes en situation de crise ou de dilemme, l'éthique relationnelle se présente plutôt comme une façon d'être auprès des clients, dans toutes les facettes de la relation et en tout temps.

Simon Nuttgens est professeur agrégé au Graduate Centre for Applied Psychology de l'université Athabasca. Il est actuellement président du Comité de déontologie de l'ACCP, division des plaintes.

David Smith enseigne le counseling à l'Université d'Ottawa. Il écrit à propos de l'intimidation à l'école et de l'éthique de conseil. Il a siégé au comité d'éthique de l'ACCP et préside le comité de certification.

A15A - Fostering Cultural Safety with LGBTTQ or Sexually and Gender Diverse Clients: Strategies for Surfacing and Resisting the Power of Cis, Hetero, and Homonormativity

Location: Strategy Room 1

(English)
(Intermediate)

How will clients with diverse sexualities or genders, perhaps LGBTTQ identified, experience an initial session with you? How can you engage in therapeutic work that respects and empowers people living lives that challenge heteronormativity and binary gender? A Cultural safety approach asks practitioners to stretch beyond accepting difference, and begin by understanding our own place and stake in culturally dominant stories and practices. This presentation will use narratives to guide participants in reflecting on how heteronormativity, homonormativity, and cisnormativity may be present in therapeutic encounters. The presenter will use transcripts and a demonstration to present strategies for listening for impacts of power, privilege, stigma and oppression in clients' lives. The aim of these strategies, that draw on constructivist, experiential, and narrative approaches, is to foster a therapeutic stance that honours and witnesses clients' resiliencies, resistance to oppression, and potentials.

Sharalyn Jordan is an assistant professor, Counselling Psychology, Simon Fraser University. Her research deals with the intersectionality of stigma, trauma, mental health, sexuality, gender, and forced migration.



A15B - The Changing Face of Transgender

Location: Strategy Room 1

(English)
(Intermediate)

A transgender revolution is before us like none other ever experienced in history. Even in rural areas once immune to the presentation of sexual and gender diversity, young people are boldly coming out as transgender with an expectation that their wants and needs will be addressed. This session will focus on the reasons explaining this rapid change, the adjustments required of society to accommodate them, and what we can do right now as counsellors who will see these individuals in our offices. There will also be time allocated for attendees to discuss their current experiences with transgender clients.

Kevin Alderson is an associate professor of counselling psychology, and his private practice is mostly comprised of transgender individuals. His main writings are in LGBT studies.

A16 - A Developmental and Relationship Approach to Working with ASD

Location: Strategy Room 2

(English)
(Intermediate)

In this workshop we will explore ways of working with ASD including behavioural, sensory and regulatory disorders through a developmental and relational lens. It will provide practical ways for supporting children diagnosed with ASD and their parents. We will look at indicators to developmental delays, types of behaving and strategies to assist the child/ren and their parents to manage these behaviours. We will also look at what the spectrum is made up in terms of features of sensory processing, ASD, anxiety, autism and other spectrum characteristics.

Stacey Lloyd is a dynamic presenter who is a child, family & relational psychotherapist and supervisor since 1998. She is a passionate child advocate, parenting consultant, lecturer, teacher, challenging behaviours specialist.

A17A - Scary Coping: Women, Culture, Eating Disorders and Substance Abuse

Location: Strategy Room 3

(English)
(Intermediate)

Throughout history women, as a group, have faced obstacles related to personal and societal injustices. Unfortunately, many of the women in need of mental health and social support resources are not able to adequately engage needed services secondary to financial, cultural, societal, personal or other barriers. As such, maladaptive and health-defeating coping practices, such as disordered eating and substance (abuse) become prominent in their lives. Current research and practice standards for eating disorders and substance abuse have evolved from previously accepted guidelines. This presentation is designed to inform participants about current practice standards, familiarize participants with current diagnostic criteria and provide opportunities for engagement of the materials via case study and role-play using vignettes of women who have substance and/or eating issues.

Tiffany Rush-Wilson Ph.D. is the Counseling Skill Coordinator at Walden University. She is a US/Canadian licensed / certified counselor and psychologist with an extensive clinical and educational background.

Billie Gilliam-Frierson, M.A. is an independently licensed substance abuse counselor, and licensed mental health counselor in Ohio. She directs a residential substance abuse program for women in Cleveland, Ohio.



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16 h 45 - 22 h 25

A17B - The Drive to Extreme Thinness: Lessons from Users of Pro-Anorexia Websites

Location: Strategy Room 3

(English)
(Introductory)

This lecture presentation will address the recent phenomenon known as pro-anorexia websites in relation to the concepts of extreme thinness, the thin ideal, self-esteem, and power. Results from the presenter's qualitative research study, which explored the reasons why users of pro-anorexia websites wanted to be extremely thin, will be illustrated with the hopes that a group discussion can develop regarding the implications of this topic in the counselling field.

Danielle McPhail completed her Master of Arts degree in Counselling Psychology. Her passion and primary academic interest includes exploring the development and treatment of eating disorders from a holistic perspective.

A18 - Autogestion de carrière et développement du pouvoir d'agir

Lieu : Strategy Room 7

(Français)
(Intermédiaire)

En utilisant le cadre d'évaluation (Baudouin, coll.2007) Goyer (2009) a mis au point un outil d'autogestion de carrière (Mon GPS de carrière). Nous discuterons des principaux effets de cette modalité auprès des utilisateurs. (Goyer et coll., 2011). Par la suite, nous présenterons comment nous utilisons l'approche du développement du pouvoir d'agir des personnes (Lebossé, 2013) pour mobiliser les actions des personnes. Un atelier réflexif sera proposé en deuxième partie de cette activité. Mots clés: auto-orientation, autogestion de carrière, développement du pouvoir d'agir (DPA)

Liette Goyer is a professor and programs director at Laval University. She teaches graduates programs in counseling and guidance. Liette Goyer is a regular searcher of the CRIEVAT.

16 h 45 - 18 h 00

Indigenous Circle Chapter / Section du cercle indigène
Location / Lieu : Strategy Room 5

16 h 45 - 18 h 00

Private Practitioners Chapter / Section des conseillers en pratique privée
Location / Lieu : Strategy Room 3

16 h 45 - 18 h 00

Career Counsellors Chapter / Section des conseillers/ières d'orientation
Location / Lieu : Great Room A

16 h 45 - 18 h 00

Alberta & NWT Chapter / Section d'Alberta et T.N.-O.
Location / Lieu : Strategy Room 1

16 h 45 - 18 h 00

Creative Arts in Counselling Chapter / Section des arts créatifs en counseling
Location / Lieu : Great Room C



16 h 45 - 18 h 00

Technology in Counselling Chapter / Section de la technologie en counseling
Location / Lieu : Strategy Room 2

16 h 45 - 18 h 00

Social Justice Chapter / Section de la justice sociale
Location / Lieu : Great Room B

18 h 00 - 20 h 00

Social Activities / Activités sociale
Location / Lieu : Off-site



Bird Kingdom Tour / Tournée de Bird Kingdom (royaume des oiseaux)

Time / heure : 18 h 30 - 19 h 30

Cost / coût : \$22

*Meet in Hotel Lobby at 18h15 / Rencontre dans le hall d'entrée de l'hôtel à 18h15

The Ravine Vineyard Reserve Wine Tasting / Dégustation de vins Ravine Vineyard Reserve

Time / Heure : 18 h 30 - 19 h 15

Cost / coût : \$30.00

Includes Transportation / Transport inclu

*Meet at bus in front of hotel at 17h45 / Rencontre à l'autobus devant l'hôtel à 17h45



Niagara Falls Walking Tour / Marche guide de Niagara Falls

Time / Heure : 18 h 00 - 19 h 30

Cost / coût : \$15

*Meet in front of Hotel at 18h15 / Rencontre devant l'hôtel à 18h15

Falls Illumination Cruise / Croisière d'illumination des chutes

Time / Heure : 21 h 45 - 22 h 25

Cost / coût : \$43.00

*Meet in Hotel Lobby at 21h30 / Rencontre dans le hall de l'hôtel à 21h30



Niagara Wine, Cheese & Theatre Event / Vin, fromage et spectacle à Niagara

Time / heure : 18 h 30 - 20 h 30

Cost / coût : \$20

Location / Lieu : Rainbow Salon

*Meet in the Rainbow Salon at 18 h 15 / Rencontre dans le salon « rainbow » de l'hôtel à 18h15

20 h 00 - 21 h 30

Welcome Reception / Réception de bienvenue
Location / Lieu : Fallsview Studio ABC



Thursday, May 21, 2015 / Le jeudi 21 mai 2015

Program at a Glance / Aperçu du programme

7 h 00 - 8 h 00	<i>Pastoral and Spiritual Care in Counselling Chapter / Section du soutien pastoral et spiritual en counseling</i>
7 h 30 - 9 h 00	<i>Registration / Inscription</i>
8 h 30 - 10 h 15	<i>Keynote Address / Conférencier d'honneur</i>
10 h 15 - 10 h 45	<i>Nutrition Break / Pause santé</i>
10 h 45 - 12 h 00	<i>Concurrent Sessions / Séances simultanées</i>
12 h 00 - 13 h 30	<i>Lunch on own / Dîner non-inclus</i>
12 h 15 - 13 h 30	<i>CCPA Annual General Meeting / Assemblée générale annuelle de l'ACCP</i>
13 h 30 - 14 h 45	<i>Concurrent Sessions / Séances simultanées</i>
14 h 45 - 15 h 15	<i>Nutrition Break / Pause santé</i>
15 h 15—16 h 30	<i>Concurrent Sessions / Séances simultanées</i>
18 h 30 - 19 h 00	<i>Cocktail Hour / Heure de l'apéritif</i>
19 h 00 - 12 h 00	<i>Banquet & Dance / Banquet et danse</i>





7 h 00 - 8 h 00

Pastoral and Spiritual Care in Counselling Chapter /
Section de soutien pastorale et spiritual en counseling
Location / Lieu : Off-site / Hors site

Keynote Address / Conférencier d'honneur

Comme un caméléon sur une jupe écossaise : prévenir et composer avec les problèmes de discipline et de comportement à l'école

Lieu : Great Room C

(Français - Interpretation simultanée)

Faire œuvre d'éducation avec des jeunes qui manifestent des problèmes de discipline ou de comportement est une tâche exigeante qui peut facilement devenir stressante et épuisante. Pourtant les intervenants scolaires n'ont reçu, que ce soit à l'université ou en cours d'emploi, que très peu de formation leur permettant de développer des habiletés efficaces d'intervention pour composer avec de telles situations. Cette communication présente des manières de faire susceptibles de prévenir les problèmes de discipline et de comportement. L'objectif poursuivi est également de faire la démonstration de pratiques reconnues comme pertinentes pour favoriser la réussite scolaire de ces jeunes. Des outils pour supporter concrètement l'intervention seront proposés.



Égide Royer

Le Dr Égide Royer est psychologue et professeur titulaire en adaptation scolaire à la Faculté des sciences de l'éducation de l'Université Laval. Il travaille actuellement plus particulièrement sur la question de la prévention de l'échec et de l'abandon scolaires, l'intervention en classe pour prévenir les problèmes de comportement ainsi que sur le développement de la compétence sociale des jeunes en difficulté. Égide Royer est auteur ou coauteur de plus d'une centaine d'articles et d'ouvrages, autant scientifiques que de vulgarisation. Il a entre autres publié récemment *Comme un caméléon sur une jupe écossaise : comment enseigner à des jeunes difficiles sans s'épuiser*, *Le chuchotement de Galilée : permettre aux jeunes difficiles de réussir à l'école*, *Comment être le bon parent d'un élève difficile*, *Leçons d'éléphants : pour la réussite des garçons à l'école* et *La réussite scolaire : chroniques d'un passionné*.

Like a Chameleon on an Tartan Skirt: Addressing Disciplinary and Behavioural Problems at School

Location: Great Room C

(French - Simultaneous Interpretation)

Teaching young people with disciplinary and behavioural problems is not just an arduous, but often stressful and exhausting task. Educators, however, receive little university or workplace training on developing effective skills for contending with such situations. This book describes how to prevent problems of discipline and behaviour. It also illustrates best practices for helping such young people thrive in school and describes specific intervention techniques.



Égide Royer

Dr. Égide Royer is a psychologist and full professor of special education at the Faculté des sciences de l'éducation of Université Laval. His work currently focuses on keeping children from failing in school or dropping out, intervention in class to address behavioural issues and development of social skills among troubled youth. Égide Royer is author or co-author of more than 100 scientific and popular articles and books. He recently published *Comme un caméléon sur une jupe écossaise*, on teaching youth at risk without depleting resources, *Le chuchotement de Galilée*, about enabling vulnerable young people to succeed in school, *Comment être le bon parent d'un élève difficile*, guiding parents on raising a difficult student, *Leçons d'éléphants*, for helping boys succeed in school and *La réussite scolaire : chroniques d'un passionné*, a guide for enabling young people to do well in school.



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Concurrent Sessions / Séances simultanées
10 h 45 - 12 h 00

10 h 15 - 10 h 45

Nutrition Break / Pause Santé

10 h 45 - 12 h 00

Concurrent Sessions / Séances simultanées

B1 - Competency-Based Counsellor Education: A Comprehensive Approach to Course Design, Evaluation, and Counsellor Self-Assessment

Location: Great Room A

(English)
(Intermediate)

The trend towards counsellor regulation across Canada has resulted in a variety of competency frameworks. In counsellor education programs that attract diverse students from jurisdictions throughout Canada, it's important to equip students to identify specific knowledge, skills, and attributes that will be required in their counselling practice. In this session, learn how one program has integrated competency frameworks at multiple levels, such as program design, course design, student self-assessment and evaluation, and practicum planning, orientation, and supervision. We will begin with an overview of how we have integrated our program philosophy, competencies, and assessment of students, especially in important gate-keeping courses, across the program. We will discuss the issues and challenges faced in planning, implementing and evaluating a competency-based curriculum. We will conclude by sharing our observations on the impact of this comprehensive, iterative approach on faculty hiring, training, and evaluation.

Helen Massfeller is a counselling psychologist with relevant experience in counsellor education, applied research and academic administration. Her areas of interest are counsellor education, clinical supervision, and health communication.

Roberta Neault is Associate Dean, Faculty of Behavioural Sciences at Yorkville University, Chair of the Curriculum Review Committee, and Course Developer for several of the courses within the program.

B2 - Past, Current, and Future of the Counselling/Psychotherapy Profession in Canada: A Tribute to Luminaries of CCPA

Location: Great Room B

(English)
(Introductory)

The President of CCPA is hosting a panel session by CCPA luminaries. Listen to how our past presidents and leaders in the field have inspired others throughout their professional journey. Come with your questions! This session is particularly aimed at graduate students and new professionals who want to learn more about the life of a counsellor/psychotherapist and the opportunities that this field affords. For those who have been part of the counselling/psychotherapy profession for some time, this panel presentation is an opportunity to sit back and reminisce about your professional journey.

Blythe Shepard, Ph.D., CCC, is CCPA President 2013-2015 and past-Chair of the Certification Committee. She is a counsellor educator at the University of Lethbridge.



B3 - An Introduction to Internal Family Systems Therapy: An Empowering Framework for Understanding and Treating the Psychological Effects of Trauma

Location: Great Room C

*(English - Simultaneous Interpretation)
(Intermediate)*

Internal Family Systems is a distinctively hopeful model of psychotherapy. Most models consider clients to have deficits or pathology, in response to various kinds of trauma. IFS is different. IFS understands many symptoms of complex trauma are the product of extreme “protective” or “guardian” parts which served the client at the time of the trauma. This perspective reduces the level of fear in both therapists and clients, which in turn reduces extreme symptoms and gives therapist and client more access to Self-leadership; a feeling of safety is enhanced. The model will be introduced in a manner which will encourage reflection on the safe and effective use of self, in relation to the psychological effects of trauma for both the client and practitioner.

Ken Hundert, CCC, MA, Psychology, Professional Counselling Specialty, MA, Political Science, Latin American Studies has a private practice and volunteers at two Toronto walk-in clinics. Ken values humour and healthy skepticism; skepticism which has value leads one to further study and investigation and herein lies the spirit of the presentation.

B3 - Introduction à la thérapie du système familial intérieur : un cadre habilitant pour mieux comprendre et traiter les effets psychologiques du traumatisme

Lieu : Great Room C

*(Anglais - Interprétation simultanée)
(Intermédiaire)*

Les Systèmes familiaux intérieurs constituent un modèle de thérapie particulièrement prometteur. Dans la plupart des modèles de psychothérapie, on considère que les clients souffrent de déficits ou d'une pathologie en réponse à divers types de traumatisme. L'approche SFI est différente, car elle permet de comprendre que de nombreux symptômes de traumatismes complexes sont le produit d'éléments de « protection et de sauvegarde » extrêmes auxquels a eu recours le client au moment du traumatisme. Ce constat a permis de réduire les niveaux de crainte aussi bien chez les thérapeutes que chez les clients, ce qui contribue par le fait même à réduire ces symptômes extrêmes, tout en procurant au thérapeute et au client un meilleur accès à l'autodétermination (self-leadership); il en résulte alors une amélioration du sentiment de sécurité. On présentera le modèle d'une manière qui suscitera la réflexion sur l'utilisation sûre et efficace du soi, en lien avec les effets psychologiques du traumatisme à la fois sur le client et sur le praticien.

Ken Hundert, CCC, MA, Psychologie, Spécialité en counseling professionnel, MA, Sciences politiques, Études latino-américaines exploite un cabinet privé et fait du bénévolat dans deux cliniques torontoises sans rendez-vous. Il attache beaucoup d'importance à l'humour et au scepticisme de bon aloi; le recours judicieux au scepticisme amène la personne à étudier et examiner davantage, et c'est cet esprit qui anime la présentation.

B4 - CCPA Insurance Program - Do I Have a Claim?

Location: Strategy Room 1

*(English)
(Intermediate)*

This session will focus on the following:

1. Difference between a claim, an incident, and legal issue not subject to insurance
2. Notice of Claim: the importance of promptly reporting circumstances



3. How to report a claim or incident under your policy
4. What to expect when you report a claim
5. Resolution of claims
6. Claims examples
7. Interactive claim mini-workshop (work the claims analyst to resolve a claim)
8. Questions

Dan Reid is the Assistant Vice President of Marsh Canada.

Marianne McKinnon, Senior Claims Analyst

B5 - Struggling with Storyline: How to Use Life-Story or Narrative Writing Exercises to Bridge the Gap Between Your Client's Objective and Subjective Self

Location: Strategy Room 2

(English)

(Advanced)

This session is designed to help counsellors build a bridge between the 'objective' and 'subjective' self of their clients as part of a narrative counselling/therapy process. It will demonstrate a joint venture between a counsellor and a client that involves the identification of problem stories, interpretation of their effects on the client's life, and the re-authoring of the client's story for the purpose of moving to a 'second' story, a more empowering one.

George Dutch is a Career Counsellor in Ottawa. He is completing an MA at Athabasca University, with a focus on research into the relation between knowledge, power and work.

B6A - Counselling, Education & Career Development: Tools for Health and Wellness for First Nations peoples

Location: Strategy Room 3

(English)

(Intermediate)

In this session, stories and research will be offered to support the notion that counselling with First Nations people must be different than what most of us have been taught in school (Offet-Gartner, 2011). It must be wholistic in nature; grounded in relationships that include a spiritual and communal focus; include a recognition for the past, while holding the future of their children as the purpose for the present (McCabe, 2008). Counselling offered through an educational institution can offer counselling support as a means to assist First Nations people to heal the historical wounds that education has left behind and attain higher educational and career levels. In turn, their families, communities and society as a whole benefits, as investing in education contributes to changing the trends of poverty, mental, and physical health challenges found in many First Nations communities today (Sharpe & Arsenault, 2010).

All counsellors need to take note of culturally appropriate counselling practices with First Nations peoples, but those counsellors who are involved in educational institutions have the added responsibility to ensure that career development is also addressed as an integral aspect of well-being (Offet-Gartner, 2009).

Kathy Offet-Gartner is a registered psychologist and counsellor at Mount Royal University. Her research interests involve culturally infused career development, counselling, research practices, and First Nations populations.



B6B - Counselling Praxis, Social and Restorative Justice: Integrated Perspectives for Radical Listening & Change

Location: Strategy Room 3

(English)
(Advanced)

Commensurate with scholarship linking counselling psychology to social justice (Arthur, 2012; Fouad, Gerstein, & Toporek, 2006), this presentation takes forward the concept of Radical Listening, first noted by critical pedagogue Kincheloe (2010) and integrates it with the theory and practice of counselling, social and restorative justice. Radical Listening will be discussed as a practice philosophy that supports the uncovering of alternative voices beyond the edges of traditional disciplinary and academic knowledge while, in the same instance, deconstructing dominant discourse of healing in psychology. In this way, this presentation will grapple with critiques of psychology as fundamentally linked to colonialism and imperialism and attempt to transcend the constraints of dominant disciplinary knowledge within this arena. This is supported by integrating critical race feminism and indigenous epistemologies of healing that are more prevalent within community-based practices of restorative justice (Moore, Tulk, Mitchell, 2005). Restorative justice praxis is a movement from the epistemological to the practice of individual and community healing where harm has taken precedence. Counselling, restorative justice and radical listening are linked through an ever-evolving critical search for new ways of understanding individuals within the complex intersections of social and cultural worlds (Moore, forthcoming, *Radical Listening: Transdisciplinarity, Restorative Justice, Change*, WLUPress).

Shannon Moore is an Associate Professor, Brock University, and registered with CCPA since 2000, Shannon has practiced in Canada and the UK. As a counselling educator, Shannon has instructed graduate/undergraduate courses.

B7 - Exploration des identités sociales et personnelles en counseling vie-carrière

Lieu : Strategy Room 7

(Français)
(Intermédiaire)

Avec la mondialisation de l'économie et la révolution digitale, les travailleurs se trouvent confrontés à plusieurs ruptures au cours de leur vie professionnelle (e.g., changement d'entreprise) et extraprofessionnelle (e.g., séparation). En conséquence, les individus doivent faire face à ces transitions, synonyme de crise identitaire. Ici, il s'agit pour nous de présenter une méthode constructiviste, destinée à l'accompagnement des transitions professionnelles et extraprofessionnelles en conseil en carrière : l'explorateur des identités pour le counseling. Cette approche que nous avons développée, vise à appréhender les différentes identités sociales liées à la situation de transition de vie, et à proposer une voie d'accès aux sphères de vie ou rôles de vie touchés par les changements (professionnels, familiaux, personnels et sociaux). La contextualisation des éléments composant les identités personnelles par le récit de vie du client amène à un état des lieux de leurs représentations du passé, du présent et du futur. Cette méthode narrative propose une approche globale du client recueillant les éléments liés à son soi et aux représentations des autres signifiants, saisissant ses évolutions identitaires, favorisant sa réflexion, le rendant co-constructeur de son accompagnement et auteur de son parcours.

Philippe Jacquin est Professeur en Orientation à l'Université de Moncton. Ils s'intéressent aux méthodes d'accompagnement des transitions professionnelles et extraprofessionnelles, à la modulation de l'expression identitaire et au désengagement identitaire.

Diane LeBreton est professeure en orientation à l'Université de Moncton. Ses principaux champs d'intérêt sont le développement vie-carrière, les approches éducatives liées à la carrière et l'insertion socioprofessionnelle.

Sylvie Arseneau - Veuillez voir la biographie sur la page 17.



Thursday, May 21, 2015 / Jeudi le 21 mai 2015
Concurrent Sessions / Séances simultanées
13 h 30 - 14 h 45

12 h 00 - 13 h 30
Lunch on Own / Dîner (non-inclus)
or / ou
Box Lunch Available / Boîte à lunch disponible

12 h 15 - 13 h 15
CCPA Annual General Meeting / Assemblée générale annuelle de l'ACCP
Location / Lieu : Great Room B

13 h 30 - 14 h 45
Concurrent Sessions / Séances simultanées

B8 - Conversation Café

Location: Great Room A

Can't decide which session to attend? Come visit The Café for an opportunity to experience multiple presentations and expand your knowledge in several different areas. Your itinerary will set sail in small groups of delegates who will spend 15 minutes with a presenter. A time keeper will then announce when it is time to depart and delegates will move to another presentation. This process will be repeated for the entire 75 minute session. The following presenters will be waiting for you in the Café (confirmed to date).

Please visit: www.ccpa-accp.ca/conference/program.php to view session descriptions and presenter biographies.

1	Decision Making and Values: How to Apply Your Values to Create the Life that You Want!	Ada Barlatt
2	Mindfulness Based Expressive Arts for Children & Youth	Alison Thomas
3	Link to EAP / EFAP and Foster an Exciting Private Practice	Claire Sutton
4	Stabilization Counselling for Youth-at-Risk	Deborah Grose-Checkel
5	Aboriginal Post-Secondary Student Success: The Meaning of Success for Aboriginal Students at a Canadian University as Indicated in an Interpretive Phenomenological Analysis of Personal Stories	Glen McCabe
6	The Need and Relevance of an Expanded Self Construal in Counseling and Psychotherapy	Isaac Cherian, Co-Author: Shaima Ahammed
7	Improving the Career Integration Success of Recent Immigrant Professionals	Jennifer Davies
8	Youth Applied Suicide Intervention Training	Marie Mihalicz
0	Connecting with Adolescents. How Does Empowering Adolescents to Identify Their Attachment Patterns Promote their Development of Secure Attachment?	Melissa Jay
11	Broaching: A Necessary Skill!	Michelle Ghoston
11	The "diagnostic culture" in Counselling Conversations: Clients Using Psychiatric Knowledge	Monica Sesma-Vazquez
12	Digital Technology as a Creative Medium and Clinical Tool with Adults on the Autism Spectrum	Olena Darewych



B8 - Conversation Café continued...

13	Career Counselling is Personal Counselling	Roberta Neault
14	A Culturally Relevant, Ecological Approach to Addressing Incarcerated Barbadian, Adolescent Females' Adverse Childhood Experiences	Sadie Goddard-Durant
15	Validating the Faith Practices of African Canadians within Counsellor Education	Sandra Dixon
16	There And Back Again, My Unexpected but Incredible Journey of International Adoption towards Parenthood and the Struggle to find the path back home.	Seema Khan
17	Just Therapy, or Ethical Advocacy? Reflections on Advocating as a Counseling Psychology Practitioner/Researcher	Sharalyn Jordan
18	Group Career Counselling for International Students: Research and Practice	Snjezana Linkes
19	Child Inclusive Practice Post Parental Separation	Stacey Lloyd
20	Hear No Evil -- See No Evil: Why HR Professionals Need to Know When to Refer their Employees to a Professional Counselor	Tina Smith
21	Paths into the Unconscious	Viola Doiron, Roland LeBlanc
22	"It was very difficult with school": Bereavement in Post-Secondary Contexts	Sharon Robertson
23	Using the Creative Arts with Couples and Families: Tales from Two Practicum Sites	Elsa Perez, Shyam Anandampillai
24	50 Years! The Evolution of Career Counselling	Clarence De Schiffart, Laurie Edwards

B9 - Music Along the Continuum: Using Music as Supportive and Insight-oriented Psychotherapy

Location: Great Room B

(English)
(Intermediate)

Interest in creative arts approaches to counselling therapy continues to flourish. A critical need exists for therapists, including those using creative arts methods, to further investigate linkages between their clinical work and current therapeutic theory. Research shows that therapeutic goals and procedures form a continuum of levels of intervention—allowing counsellors to make client-centered therapeutic decisions. Drawing on categories of music therapy procedures, this presentation discusses the use of music and imagery as an approach to supportive and insight-oriented psychotherapy.

This session presents theory relevant to a discussion of levels of therapeutic intervention and provides a summary of the author's use of supportive and re-educative Music Imagery—an adaptation of Helen Bonny's Guided Imagery and Music developed by Lisa Summer and Fran Goldberg. A demonstration of Music Imagery precedes a discussion of clinical examples from case studies drawn from the author's practice.

Eric L. Ross holds Master of Education in Counselling and Bachelor of Science in Music Education and Music Therapy degrees. He is a counselling therapist at New Start Counselling.



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B10 - Socially Just Counselling Practices: Every Day Small Steps

Location: Great Room C

(English - Simultaneous Interpretation)
(Introductory)

In keeping with the CCPA conference objective to “allow opportunity for networking and sharing of information and best practices among attendees”, and based on feedback from Social Justice Chapter workshops over the years, the workshop for 2015 will focus on a large group discussion that addresses a key question: “How do we know when we are engaged in social justice, or using socially just practices each day?” The large group discussion will accomplish three goals: 1. affirm those who are engaged in socially just practices; 2. encourage those who are less certain how to identify the occasions when they are also so engaged; and 3. share practices with colleagues from across the country. As a means to enhance reflective practice, we will provide material, including resources, to registered participants in advance of the conference. Once together, we will provide a brief review of major points concerning social justice practice, followed by participant discussions in our large group sharing. At the conclusion of the workshop, participants will be encouraged to share, via an email address provided, one thing they will take away from the session. The takeaways and notes will be shared amongst those who participated soon following the workshop.

Andria Hill-Lehr is a Counsellor in the Adult Learning Program at the Nova Scotia Community College and co-chair of the Social Justice Chapter of the CCPA.

Linda Wheeldon is a Counselling Therapist since 1986, teaches Education and Counselling. Her research includes philosophy, justice and performance inquiry. Her passion is a theatre troupe that raises money for Charities.

B10 – Pratiques de counseling socialement équitables : des petits pas au quotidien

Lieu : Great Room C

(Anglais - Interprétation simultanée)
(Intermédiaire)

Dans la foulée de l'objectif du congrès de l'ACCP de « de susciter le réseautage et le partage de l'information et des pratiques exemplaires parmi les participants », et en réponse aux commentaires recueillis dans les ateliers de la Section de justice sociale au fil des années, nous avons décidé que l'atelier 2015 allait porter sur un grand groupe de discussion s'intéressant à la question fondamentale suivante : « Comment déterminer dans quelles circonstances nous participons à la justice sociale ou quand nous utilisons les pratiques socialement équitables dans notre quotidien? » Le grand groupe de discussion permettra d'atteindre trois buts : 1. confirmer ceux et celles qui sont engagés dans des pratiques socialement équitables; 2. encourager ceux et celles qui sont moins certains de pouvoir déterminer dans quelles circonstances ils y sont engagés et 3. partager des exemples de pratiques avec des collègues de partout au pays.

Pour favoriser l'amélioration de la pratique réflexive, avant la tenue du congrès, nous fournirons du matériel, notamment des ressources, aux participants inscrits. Une fois réunis, nous présenterons un bref survol des principaux points concernant la pratique socialement équitable, puis les participants partageront et discuteront au sein du grand groupe. À la fin de l'atelier, les participants seront encouragés à partager, par l'entremise d'une adresse courriel déterminée, un élément qu'ils ont retiré de la séance. Peu de temps après l'atelier, il y aura partage des acquis et des notes parmi ceux et celles qui ont participé.

Andria Hill-Lehr est conseillère au sein du programme de formation des adultes du Nova Scotia Community College et co-présidente de la Section de justice sociale de l'ACCP.



Thérapeute en counseling depuis 1986, **Linda Wheeldon** enseigne la pédagogie et le counseling. Sa recherche porte entre autres sur la philosophie, la justice et la performance. Elle se passionne pour une troupe de théâtre qui récolte des fonds pour des organismes de bienfaisance.

B11 - Client's Experiences of Hope in a Positive Psychology Focused Group Intervention For Individuals with Chronic Pain: An Interpersonal Process Recall Study

Location: Strategy Room 1

(English)
(Intermediate)

Individuals with chronic pain face difficult futures, struggling to adjust to negative impacts on career, social life, and family (Turk, Flor, & Rudy, 1987; Reid et al., 2011). Tang and Crane (2006) estimate that 20% of individuals with chronic pain contemplate suicide and 5-14% attempt. Hope and strength to face the future are challenged for those with chronic pain. In a meta-analysis of positive psychology interventions, Sin & Lyumbomirsky (2009) found these treatments elevate well-being and mitigate depression, a promising finding for supporting those with chronic pain. This study employed basic interpretive inquiry to examine how clients with chronic pain experienced a specific hope and strengths intervention during a 6-week structured psychoeducational group treatment. Twelve clients were interviewed individually using interpersonal process recall while viewing a video recorded playback of the group intervention. Clients discussed their unspoken thoughts and feelings as they occurred during the group intervention, with specific attention to any impact on hope. Clients experienced hope in various ways including: (a) enhanced awareness of strengths and new perspectives, (b) social comparison offering inspiration, personal capability, and occasionally threatened hope, and (c) communion experienced through community, shared difficulties, receiving support, and shared hope.

Denise Larsen, Ph.D., R. Psych., is Professor of Counselling at the University of Alberta. She is Director of Hope Studies Central and focuses on effective use of hope in counselling.

Authors: Rachel King, Rachel Stege, Natasha Egeli

B12 - The Curious Conundrum of Counselling on the Spectrum

Location: Strategy Room 2

(English)
(Intermediate)

This presentation will provide brief overview and background to Asperger's and the current ASD spectrum. Incidence/prevalence rates of Asperger's in Calgary schools and also post secondary settings will be noted. (University of Calgary 2014) Given the significant increase in Asperger's students in high schools in the coming decade with many going on to attend post-secondary institutions we will discuss what these students will need in order to be better prepared to be more self-directed and self-responsible. Specific career development approaches are important and necessary, as are social skills development for maintaining career stability and relational skill development. We will describe some unique programs, services and partnerships to help bridge the transitions from high school and post secondary to career achievement, with inspiring stories from these individuals with High Functioning Autism or Asperger's. This presentation will address a number of the important self advocacy and social justice issues. There are many implications for counsellor training and enhanced practice opportunities.

Jack Dobbs is a counsellor at Mount Royal University in Calgary. Some of his scholarship interest include Aspergers syndrome, career development with diverse populations.

Michael Huston is a counsellor at Mount Royal University. His research interest include career development in a variety of contexts.



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B13 - Dying to Live: Self-Care. Transforming Your Health and Wellness while Managing Stress

Location: Strategy Room 7

(English)
(Introductory)

Are you and those who work with/for you living to die or dying to live? The fact that our life is perishable makes it precious. The evidence is clear that most North Americans don't take care of themselves - over 70% are overweight or obese, and 90% of illnesses are lifestyle related –preventable. In fact, no health care system can sustain the current wellness practices of our society. We will link via the most recent research why the health of our clients highly influences our counselling success or failure. We will never be able to optimize ours or other performance when we are struggling with our wellness levels.

This session will help you identify your wellness/stress levels in 5 specific areas. From benchmarking your current condition and wellness practices you will immediately be able to identify opportunities for improvements for positive changes, increasing your well-being and your all-round performance. This is an interactive, participant-driven session where each attendee will complete the Stress Indicator and Health Planner to identify their stress levels in 5 critical areas as well as developing a targeted plan of action to embrace healthy behaviors to help increase you overall quality of life.

Ken Keis, Ph.D., CPC an internationally known author, speaker, and consultant— in the past 26 years, Ken has conducted more than 3000 presentations and 10,000 hours of consulting and coaching.

B14 - Helping People Recover From Violence With Response-Based Practice

Location: Strategy Room 7

(English)
(Introductory)

In this session, Metis therapist Dr. Catherine Richardson will discuss the key tenets of response-based practice, a counselling approach designed to help people recover from violence and mistreatment. Response-based approach emerged from conversations with counselling clients who experienced violence and who often carried feelings of self-blame. Dr. Richardson will describe the importance of attending to human dignity, eliciting responses to violence, using accurate language to describe interaction and the importance of positive social responses. She will begin with a history of response-based practice and talk about its use in Indigenous communities with survivors of child internment. She will provide practice examples and demonstrate aspects of a clinical interview. There will be opportunities for some interaction and small group discussion.

Catherine Richardson is a Metis professor in the School of Social Work at the Universite de Montreal. She does individual and family therapist and is a developer of response-based practice.

14 h 45 - 15 h 15

Nutrition Break / Pause Santé



15 h 15 - 16 h 30

Concurrent Sessions / Séances simultanées

B15 - Developing a Nationally-Validated Clinical Supervision Competency Profile

Location: Great Room A

(English)
(Intermediate)

CCPA has made great strides over the past few years in both promoting and facilitating the provision of effective and ethical clinical supervision of counsellors and psychotherapists. This has been accomplished through the establishment of the Canadian Certified Counsellor- Supervisor (CCC-S) credential, publication of a clinical supervision handbook, launch of an online graduate course in clinical supervision, and preparation of a multi-authored text on clinical supervision that will be published in 2015. A logical next step was a research project that would undertake the development of a nationally-validated clinical supervision competency profile. Co-chairs Blythe Shepard and Beth Robinson, along with Working Group members John Driscoll, Liette Goyer, Mark MacAulay, Anne Marshall, Simon Nuttgens, and David Paré, are well under way with this study. Components of the project include: consultation with American experts, Drs Carol Falender and Janine Bernard; interviews with Canadian clinical supervisors; and pan-Canadian administration of a survey on clinical supervision. Please join us as we bring you up to date on what we have learned thus far and invite you to share your own experiences, observations, and recommendations with respect to clinical supervision competencies.

Blythe Shepard, Ph.D., CCC, is CCPA President 2013-2015 and co-editor of *Supervision of the Canadian Counselling and Psychotherapy Profession* textbook. She is a counsellor educator at the University of Lethbridge.

Beth Robinson is a counsellor educator at Acadia University, a Director with CCPA, and serves on the CCPA Ethics Committee. She has particular interests in clinical supervision and ethics in counselling.

B16 - Indigenous Knowledge and Psychotherapy

Location: Great Room B

(English)
(Introductory)

Indigenous peoples in Canada represent about 4% of the overall population, yet at the same time are highly overrepresented as having mental crisis. The social determinants of health point to dismal factors and outcomes for this population, with high rates of poverty, unemployment, historical trauma, low educational attainment and achievement. Prior to contact with European settlers in the 1400s, Indigenous peoples had successful healing practices, based in Indigenous knowledges, for addressing health problems. Currently, Indigenous mental health problems are addressed by the Canadian health care system with non-Indigenous forms of healing, such as western based counselling and psychotherapy. There is little documented success in the literature of western based healing interventions with Indigenous. Ethical and effective mental health care includes culturally appropriate models, appropriately trained clinicians, and “evidence based practise”—none of which are currently employed with Aboriginal patients accessing mental health services in Canada. Dr. Stewart’s research identifies how Indigenous knowledges can be successfully and ethically employed when servicing Indigenous clients, and all clients, in western counselling and psychotherapy, with policy implications for both the discipline and governments also discussed. Key issues addressed include, racism and oppression in psychological practice, community collaboration, hybridism, and cultural competence.

Suzanne Stewart, C. Psych, is Professor at UT, Special Advisor to the Dean on Aboriginal Education, and holds the Canada Research Chair in Aboriginal Homelessness & Life Transitions.



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Mikaela Gabriel (Mik'miq) is an MA student in Counselling/Clinical Psych at OISE/UT who works in Indigenous mental health and healing.

Ashley Hyatt is a PHD student in in Counselling/Clinical Psych at OISE/UT. She conducts community based research with Aboriginal youth on identity, life transitions, and mental health.

Author: Nicole Elliott

B17 - Dealing With Critical Incidents in Canadian Schools

Location: Great Room C

*(English - Simultaneous Interpretation)
(Introductory)*

Belinda Josephson is presently the School Counsellor Chapter President- CCPA-ACCP and has worked extensively with critical incident school teams. This interactive workshop looks at ways to assist school counsellors to be efficient and balanced when dealing with school critical incidents. Belinda has dealt with a variety of critical incidents in both rural Manitoba and Nova Scotia. One of her most recent critical incidents was the murder of a student in her elementary school. She will address the role of school critical incident teams and provide tips to assist school counsellors or others who help reduce trauma for the students, teachers and the school community. She will address support and communication for the whole school community. Please come prepared to share any ideas or tips.

Belinda Josephson holds three Masters degrees: Curriculum, School Administration and Counselling. She has 31 years of teaching, school administration and school guidance counselling experience in both Nova Scotia and Manitoba.

B17 – Faire face aux incidents critiques dans les écoles canadiennes

Lieu : Great Room C

*(Anglais - Interprétation simultanée)
(Préliminaire)*

Belinda Josephson est actuellement présidente de la Section des conseillers/ères scolaires de l'ACCP-CCPA et a beaucoup travaillé auprès des équipes d'intervention en cas d'incidents critiques dans les écoles. Dans cet atelier interactif, on examine les façons d'aider les conseillers et conseillères scolaires à être efficaces et pondérés lorsqu'ils interviennent lors d'incidents critiques dans une école. Belinda a dû intervenir dans diverses situations d'incidents critiques en milieu rural au Manitoba ainsi qu'en Nouvelle-Écosse. L'un des incidents critiques les plus récents auxquels elle a dû faire face fut le meurtre d'un étudiant à son école primaire. Elle traitera du rôle des équipes d'intervention en cas d'incident critique à l'école et proposera des conseils sur la façon d'aider les conseillers et conseillères scolaires ou autres intervenants à amoindrir le traumatisme chez les étudiants, les enseignants et la communauté de l'école. Elle abordera le soutien et la communication destinés à l'ensemble de la communauté de l'école. Le partage des idées et des conseils sera le bienvenu.

Belinda Josephson est détentrice de trois diplômes de maîtrise : programmes d'enseignement, administration scolaire et counseling. Elle possède 31 ans d'expérience en enseignement, en administration scolaire et en counseling d'orientation en Nouvelle-Écosse et au Manitoba.

B18A - Self Reflection and Mentoring for International Students Developing a Professional Identity in Canada: Results of Research and Implications for Counsellors

Location: Strategy Room 1

*(English)
(Intermediate)*

Our research team recently received internal funding to examine the experiences of international students at Thompson Rivers University in the Interior of British Columbia. The participants were involved in short community



placements with on-site mentors in an area of professional development/career that they are interested in pursuing in Canada. The research team interviewed these student participants to determine what the most defining experiences of the community placement were as well as asking them about how their professional identity has changed or evolved as a result of their participation in the community placement. Initial results indicate that there are several contrasts with home country and home cultural experiences that affect the participants' sense of becoming a professional. Results will be outlined and implications for counsellors working with international students for both overall wellness and career success will be discussed.

Toupey Luft is an Assistant Professor in the M.Ed Counselling Program at Thompson Rivers University. She is a Registered Psychologist and specializes in the wellness of adolescent girls.

Misty Sheldon is completing her final year of Graduate Studies in the M.Ed Counselling Program at TRU. She is the research assistant for the proposed session outlining research results.

Co-Author: Carol Rees, Thomson Rivers University

B18B - International Students' Perspective of the Helpful and Hindering Factors of the Therapeutic Relationship

Location: Strategy Room 1

*(English)
(Intermediate)*

The number of international university students in Canada is quickly increasing and studies have demonstrated that many of these students have unique mental health concerns. As of yet, however, there is little research conducted on the quality of the therapeutic relationship with international university students. The purpose of this presentation is to report on and discuss some of the findings of a Master's thesis research conducted on the helpful and hindering factors of the therapeutic relationship with international students. This study used Interpersonal Process Recall, a qualitative research method wherein counselling sessions were videotaped and then watched in order to closely examine the verbal and non-verbal interpersonal interactions between counsellors and clients.

Sariné Willis-O'Connor, M.Ed., CCC, is a CONNECT Counsellor for the Canadian Hearing Society. Her professional and research interests include multicultural counselling with newcomers and the culturally Deaf.

Jeff Landine, PhD, is a Licensed Psychologist and Associate Professor at the University of New Brunswick. His research interests include identity and career development.

B19 - The Designation of "Canadian Certified Counsellor"

Location: Strategy Room 2

*(English)
(Introductory)*

The counselling profession in Canada is not currently regulated by a statutory process except in the provinces of Quebec, Ontario, and Nova Scotia. In 1986, CCPA established a credentialing service for its members: Canadian Certified Counsellors: A National Certification Program for Professional Counsellors. The program includes recognition of standards of professional preparation, continuing education, and a formal code of ethics. This session will provide an overview of this national service which identifies to the public those counsellors who CCPA recognizes as qualified to provide counselling services in Canada. Participants will learn about CCPA's certification requirements and the application process for obtaining the status of Canadian Certified Counsellor (CCC). Common issues when applying for certification will be discussed. Please note that this session will not cover provincial regulation or CCPA's Code of Ethics.



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Concurrent Sessions / Séances simultanées
15 h 15 - 16 h 30

Monika Green, MEd, CCC, is the current Certification Registrar with CCPA . She is a graduate of the University of Ottawa's M.Ed. in Educational Counselling.

B20 - "It Changed My Life": Young Women in Emerging Adulthood Talk About Loss

Location: Strategy Room 3

(English)
(Intermediate)

A disenfranchised loss is one that cannot be openly expressed because the death or other loss cannot be publicly acknowledged. Based on interviews conducted with young women who lost a sibling and relevant literature, we will explore what it is like for young women to experience a disenfranchised loss during late adolescence and early adulthood including the changes in self and relationships that are engendered by such a loss during this important developmental period. Using the Dual Process Model of Coping with Bereavement, we will discuss methods of coping with the loss using the young women's own words. Finally, we will discuss the implications of this work for counselling bereaved young women.

Sharon Robertson is a Professor and Director of Training of the Counselling Psychology Program at the University of Calgary, Calgary, Alberta, Canada.

Authors: Mirjam Knapik, Ann Laverty

B21 - La chanson de Mélodie

Lieu : Strategy Room 7

(Français)
(Intermediate)

Si votre enfant était né gravement handicapé ou le devenait soudainement, comment réagiriez-vous? Cela affecterait-il votre vie personnelle ou professionnelle? Quoi de bon pourrait-il surgir d'une telle tragédie? Pierre Beaudin démontre comment, en dépit du désespoir, ou peut-être à cause de celui-ci, une lueur d'espoir peut se manifester et offrir la promesse d'un avenir meilleur. Apprenez comment la famille de Pierre a surmonté les défis offerts par la surdicécité de leur fille et l'autisme de leur fils. Découvrez comment l'amour inconditionnel peut transformer ce qui semble être un avenir sombre et sans espoir en un vécu plein de lumière et d'apprentissage, avec des conséquences inattendues! Cette conférence édifiante vous inspirera et vous outillera pour mieux affronter vos propres défis, qu'il soient personnels ou professionnels. Résultats visés : une perspective plus lucide sur l'expérience humaine, plus d'inspiration et de motivation, ainsi qu'une plus grande appréciation pour la quête de sens.

Pierre Beaudin - Veuillez voir la page 2. pour la biographie.

Thursday, May 21, 2015 / Jeudi le 21 mai 2015
Banquet & Dance / Banquet et danse
18 h 30 - 12 h 00



18 h 30 - 12 h 00

Cocktail Hour / Heure de l'apéritif

Banquet & Dance / Banquet et danse

Location / Lieu : Off-site / hors site - Elements on the Falls

(6650 Niagara Parkway, Niagara Falls, ON)

Transportation to Cocktail Reception and Banquet and Awards Ceremony

A WEGO bus will arrive at the Sheraton on the Falls Hotel at 18 h 15 and run every 15 minutes until 20 h 15.

A WEGO bus will arrive at the Elements on the Falls at 21 h 15 and run every 15 minutes back to the Sheraton on the falls Hotel until 24 h 15.

- Times may vary depending on traffic and weather conditions.

This service is free of charge.



Transport vers le Cocktail-banquet, ainsi qu'à la Cérémonie de remise des prix

Un autobus WEGO arrivera à l'hôtel Sheraton on the Falls à 18 h 15 et fera la navette toutes les 15 minutes jusqu'à 20 h 15.

Un autobus WEGO arrivera à l'hôtel Elements on the Falls à 21 h 15 et fera la navette toutes les 15 minutes à l'hôtel Sheraton on the Falls jusqu'à 24 h 15.

- L'horaire peut varier selon les conditions de la circulation et de la météo.

Ce service est gratuit.

Niagara's Premier Party Band / Le Band préférée de Niagara

SANDY VINE AND THE MIDNIGHTS have been delighting corporate, festival and dance hall crowds with their party dance music for over twenty five years. They feature a huge song repertoire that includes top 40 dance hits of today right back to the 1960's and beyond featuring a variety of classic rock, funk, disco and other radio charted hits for all ages.

This band takes requests and will keep you moving the whole night long! If you love to party, then squeeze onto the dance floor - here's Niagara's best party dance band - Sandy Vine and The Midnights.



Depuis plus de vingt-cinq ans, l'ensemble musical SANDY VINE AND THE MIDNIGHTS fait la joie des publics dans les événements d'entreprise, les festivals et les salles de danse, grâce à sa musique festive. Ces musiciens proposent un vaste répertoire, qui comprend les grands succès actuels de musique de danse, en passant par ceux des années 1960 et au-delà, notamment une gamme de pièces classiques du rock, du funk, du disco et autres succès du palmarès pour tous les âges.

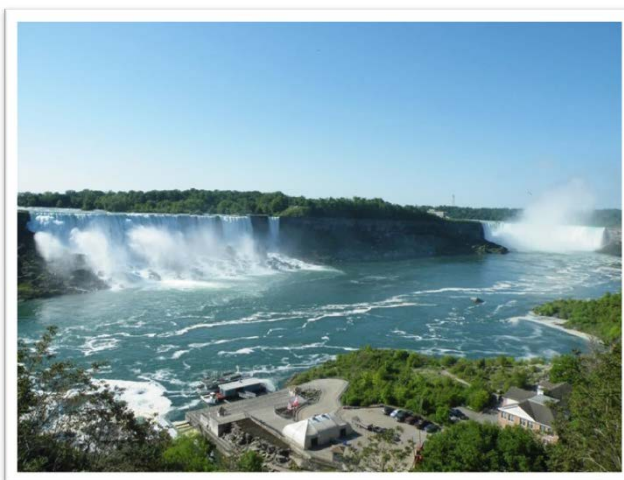
L'ensemble accepte les demandes spéciales et vous fera danser toute la soirée! Si vous aimez faire la fête, alors faufilez-vous sur la piste de danse, car voici le meilleur groupe musical de danse festive de Niagara : Sandy Vine and The Midnights.



Friday, May 22, 2015 / Le vendredi 22 mai 2015

Program at a Glance / Aperçu du programme

7 h 30 - 8 h 30	<i>Chapter President's Breakfast / Déjeuner des présidents des sections</i>
7 h 45 - 9 h 00	<i>Registration / Inscription</i>
9 h 00 - 10 h 15	<i>Concurrent Sessions / Séances simultanées</i>
10 h 15 - 10 h 45	<i>Nutrition Break / Pause santé</i>
10 h 45 - 12 h 00	<i>Concurrent Sessions / Séances simultanées</i>
12 h 00 - 13 h 00	<i>Lunch on own or Box Lunch Available / Dîner non-inclus ou un Boîte à lunch disponible</i>
13 h 00 - 14 h 30	<i>Closing Ceremonies & Keynote Address / Cérémonies de clôture et conférencière d'honneur</i>





C1 - Mindful Self Care for Counsellors

Location: Great Room A

*(English)
(Introductory)*

This workshop will focus on hands-on, experiential self care techniques for the counsellor through physical, emotional and cognitive exercises, and sharing in small group dyads or triads. The exercises include the use of imagery, mindfulness, body sensation, and a writing exercise. Participants will learn to shift from doing to being in a mindful way.

Eric Skoglund, MA, CCC, is currently a family justice mediator and experienced counsellor in private practice, living and practicing in Goose Bay, Labrador.

C2 - Who Puts the "Self" in Self-Esteem? A Discussion About the Helpful (and maybe not so helpful) Ways Self-Esteem is Addressed in Therapy

Location: Great Room B

*(English)
(Intermediate)*

The pursuit of self-esteem is a central preoccupation in our society. Self-help books advise how to achieve it, child rearing guides and school curriculum suggest how to raise children with it, and people organize parts of their lives around seeking out (or avoiding) situations, activities, and people to protect, maintain, and enhance it. The costs of having low self-esteem are presented as numerous and serious, and high self-esteem is implicated as necessary for healthy functioning.

That people are motivated to sustain high levels of self-esteem is often a paradigmatic assumption. However, this assumption can lead to problems in our counselling practices. Most of us take the importance of having high self-esteem for granted. But, in doing so, we risk forcing the personal experiences of our clients to fit within our professional understandings; we risk neglecting - or excluding - what could be most relevant in therapy.

Together we will explore related psychological literature and provide examples of how counsellor and client uses of self-esteem can be mis-matched in practice (resulting in interventions that may miss the mark). I hope you will leave the presentation with useful ideas around how to further explore incorporation of self-esteem in your own professional practices.

Emily Doyle is a PhD candidate in Counselling Psychology at the University of Calgary, and an Academic Coordinator for the Graduate Centre for Applied Psychology (GCAP) with Athabasca University.

C3A - Trauma Assessment as Influenced by Dissociation Among Women Survivors of Sexual Assault: Single Case Analysis of the Impact of Event Scale-Revised in the Presence of Underreported Dissociation

Location: Great Room C

*(English - Simultaneous Interpretation)
(Intermediate)*

Reviews of empirical, clinical, and theoretical resources on posttraumatic stress disorder and trauma therapies suggest that dissociative experiences frequently follow traumatic experiences (Vermetten et al., 2007). In addition, recent international research and clinical standards have identified substantial underreporting and/or underdiagnosis of dissociative symptoms in medical, mental health, and general populations. Psychometric findings from a randomized control trial comparing trauma therapies for sexual assault survivors are summarized to help to inform clinical observations about the impact of dissociation on assessment protocols. The Impact of Event Scale-Revised was examined in relation to clinical observations, patterns of self-report, and neurological assessment at idiographic levels



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Concurrent Sessions / Séances simultanées
9 h 00 - 10 h 15

of analysis. The IES-R is a 22-item self-report measure that assesses distress caused by traumatic events. The findings from his study highlight Van der Kolk's (2002) observations that people who have been traumatised may not realise that their irrational behaviours or experiences are not relevant to the present but instead reflect dissociation. The disproportionate risk for trauma among poor, marginalized, and oppressed groups makes it a social justice imperative for professional counsellors to develop skills in assessment that take into account the impact dissociation. Cultural and linguistic factors are especially important to address.

Marvin McDonald is a counsellor educator at Trinity Western University. His research and clinical interests include bicultural identity, trauma therapy, compassion satisfaction, spiritual health, and family systems.

Valentina Chichinova is a clinical counsellor in a trauma clinic and project manager for a consulting practice. Valentina's clinical and research interest include trauma, dissociation, and international dissemination of practices.

C3B - Repressed Memories and Trauma: A Case Study

Location: Great Room C

(English - Simultaneous Interpretation)
(Intermediate)

Trauma of any magnitude is difficult to process. When trauma happens, individuals will review, process, and learn as a way to reduce its lasting impact. What happens when a client discovers memories of a previously suppressed traumatic event? The act of suppression can add another level of difficulty in trauma processing. This presentation will review the case of a client seeking psychotherapy due to great emotional anguish arising from sudden recollection of suppressed memories of a traumatic childhood event. In addition, the presentation will review the events that unfolded, the treatment plan created, and the ethical issues that arose from this case.

Nancy Tavares-Jones, holds her Masters degree in Counselling Psychology. She has her own private practice in Toronto, Ontario, and is involved in research surrounding virtual worlds, personality theory, and trauma.

C3A – Évaluation de l'influence de la dissociation sur le traumatisme subi par des femmes ayant survécu à une agression sexuelle : Analyse de cas individuel au moyen de l'Échelle révisée des répercussions de l'événement (IES-R – Impact of Event Scale- Revised) en contexte de dissociation sous-évaluée

Lieu : Great Room C

(Anglais - Interprétation simultanée)
(Intermédiaire)

Lorsqu'on passe en revue les ressources empiriques, cliniques et théoriques portant sur l'état de stress post-traumatique et les traitements des traumatismes, on constate que les expériences traumatisantes donnent souvent lieu à des expériences dissociatives (Vermetten et coll., 2007). Par ailleurs, les récentes recherches internationales et les normes cliniques ont permis de déterminer l'existence de symptômes de dissociation largement sous-évalués et sous-diagnostiqués dans la population bénéficiant de soins médicaux, de soins de santé mentale et dans la population en général. Pour aider à étayer les observations cliniques sur l'influence de la dissociation sur les protocoles d'évaluation, on résume les résultats psychométriques d'un essai contrôlé randomisé comparant les traitements de traumatisme chez des personnes ayant survécu à une agression sexuelle. L'Échelle révisée des répercussions de l'événement (IES-R) fut examinée en lien avec les observations cliniques, les modèles d'autoévaluation et l'évaluation neurologique au niveau de l'analyse idiographique. L'IES-R est un outil d'autoévaluation à 22 points qui permet d'évaluer la détresse causée par des événements traumatisants. Les résultats de cette étude mettent en évidence les observations de Van der Kolk (2002) selon lesquelles les personnes ayant subi un traumatisme peuvent ne pas se rendre compte que leurs comportements ou expériences irrationnels ne concernent pas le présent, mais sont plutôt le reflet d'une dissociation. Étant donné le risque de traumatisme beaucoup plus élevé chez les groupes défavorisés, marginalisés ou opprimés, les conseillers et conseillères professionnels ont le devoir de justice sociale de développer



des compétences d'évaluation permettant de prendre en compte l'effet de la dissociation. Il est particulièrement important de tenir compte des facteurs culturels et linguistiques.

Marvin McDonald est formateur de conseillers à la Trinity Western University. Sur le plan clinique et de la recherche, il s'intéresse notamment à l'identité biculturelle, au traitement des traumatismes, à la satisfaction de compassion, à la santé spirituelle et aux systèmes familiaux.

Valentina Chichiniova est conseillère clinicienne dans une clinique de traitement des traumatismes et chargée de projet au sein d'un cabinet d'expertise-conseil. Sur le plan clinique et de la recherche, elle s'intéresse notamment au traumatisme, à la dissociation et à la dissémination internationale des pratiques.

C3B – Les souvenirs enfouis et les traumatismes : une étude de cas

Lieu : Great Room C

(Anglais - Interprétation simultanée)
(Intermédiaire)

Quelle que soit son ampleur, le traumatisme reste difficile à traiter. Lorsque survient un événement traumatique, les gens essaient d'en faire la revue, de le traiter, et d'en apprendre quelque chose afin de réduire son impact durable. Que se passe-t-il lorsqu'un client découvre des souvenirs d'un événement traumatisant qu'il avait préalablement supprimés? L'action de suppression peut constituer un niveau de difficulté additionnel dans le traitement des traumatismes. Dans le cadre de cette présentation, nous examinerons le cas d'un client qui a recours à la psychothérapie en raison de la grande angoisse émotionnelle qu'il a ressentie en se rappelant des souvenirs enfouis au sujet d'un événement traumatisant de son enfance. Nous examinerons aussi les événements qui se sont déroulés, le plan de traitement élaboré et les enjeux éthiques soulevés par ce cas.

Nancy Tavares-Jones est détentrice d'une maîtrise en psychologie du counseling. Elle exploite son propre cabinet privé à Toronto, en Ontario, et participe à des recherches relatives aux mondes virtuels, à la théorie de la personnalité et au traumatisme.

C4 - Play Therapy: Concepts and Techniques for Working with Divorce

Location: Strategy Room 1

(English)
(Intermediate)

Play therapy is an expressive arts therapy currently used primarily with children and families. A major focus of the discipline is to understand issues from the child's developmental point of view and to work therapeutically in developmentally appropriate ways. This session will use a Play Therapy lens to conceptualize therapeutic issues around divorce and review specific therapeutic approaches to help with these issues. The session will be a blend of theory and practice, so come ready to play.

Don Chafe is a Child and Family Therapist in Brigus NL. He also works in the public school system and lectures at Memorial University of Newfoundland and Acadia University.

C5 - Being Digitally Aware: Implications of the Digital Age for Counselling Practice

Location: Strategy Room 2

(English)
(Intermediate)

Do you use email, text, social media platforms, videoconferencing or have a website? There are important ethical considerations in using any of these technologies. Knowing how to integrate technology into our work in ethical and effective ways is critical. In this session we will discuss confidentiality and privacy issues; ethical use of social media,



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and learn skills for managing our online lives.

Dawn Schell, MA, CCC, CCDP has been an Online Counsellor for over eight years. She is an affiliate of Worldwide Therapy Online Inc. and a regular blogger for Counselling Connect.

Susan Dempsey, MA, CCC counsellor for 25+ years & at University of Victoria Counselling for 8 years providing individual and group counselling for students, many of whom are "digital natives".

C6A - Implementing Cognitive-Behavioural Skills in Routine Clinical Practice: Reflecting on the Five Areas Model

Location: Strategy Room 3

*(English)
(Intermediate)*

Cognitive-Behavioural Therapy, an evidence based modality, is effective for a wide range of mental health issues, is relatively brief, and is well received by clients. CBT is also collaborative and client focused. The traditional model, established by Aaron Beck in the early 80s, calls for fidelity to the model and describes short-term therapy as 16-20 sessions. With the advancement of managed care in Canada, many therapists do not have the luxury of 16 sessions, and are often faced with "doing the best they can" in 6-8 sessions. The Five Areas Model of Assessment, developed by Williams and Garland (2001) is more flexible in terms of fidelity, and has been found useful to the presenters in everyday clinical practice over fewer than 10 sessions. The Five Areas Model calls for a jargon-free structured consultation, and provides the therapist with a broad range of techniques. It addresses life situation, relationships and practical problems, altered thinking, altered emotions (mood/feelings), altered physical feelings/symptoms, and altered behaviour or activity levels. Additional considerations are implications for assessment, best delivery of services, evidence based delivery, finding a language for altered thinking, interactions between the five areas, using worksheets, and identifying vicious circles.

Margaret Elizabeth Myers trained in CBT at Cleveland Center for Cognitive Therapy, is Diplomat at Academy of Cognitive Therapy; Certified with Canadian Assoc of CBT. She is a therapist in private practice.

Len Myers is an Anglican Priest and Clinical Fellow with AAMFT/OAMFT.

C6B - How Practitioners Describe the Process of Mindfulness in Professionals Practice

Location: Strategy Room 3

*(English)
(Intermediate)*

The concept of mindfulness, relatively new in the literature, has been determined to have a positive contribution on wellbeing. The researchers investigated the concept as it applies to the professional practice of those providing care to mental health clients. Part I of the study included focus group with ten mental health professionals. Part 2 drew from the extant literature on Mindfulness, and utilized the 5-Factor Mindfulness Questionnaire developed by Baer (2004). Online surveys were conducted with 558 participants: nursing (324); social work (72); counselling (61); case management (19); rehabilitation therapy (vocational, recreation) 27; medicine (10); and physiotherapy (13); and those that did not indicate professional designation (5). Researchers sought to discover how these care givers perceive and describe the practice of Mindfulness. A Mindfulness questionnaire was piloted with 38 participants. Findings were compared to components of Mindfulness identified in the literature with the goal identifying existing gaps in the practice of Mindfulness in participants who work with this patient population. Gaps are identified and the report is organized under five sub-headings: mindfulness observation; mindfulness describing; mindfulness actions; mindfulness perception of inner experience; and mindfulness non-reactivity to inner experience.



Margaret Elizabeth Myers - See biography on page 4 .

Authors: Laurie Carty, Bilal Sabra & Laura Liebrock

C7 - Writing for Submission to the Canadian Journal of Counselling and Psychotherapy and other Professional Journals

Location: Strategy Room 7

(English)
(Introductory)

E. B. White once wrote “I admire anybody who has the guts to write anything.” As a counsellor, graduate student, or professor, do you want to expand your identity by becoming an author of journal articles, but are uncertain how to do this? Frequently, there is lack knowledge of journal publication procedures with many finding the prospect of publishing intimidating. During this session, the Editor in Chief of the Canadian Journal of Counselling and Psychotherapy (CJCP) will discuss writing for publication in professional journals and how manuscripts are processed by the CJCP. Additionally, this session will offer particular considerations for students with opportunity for discussion on the writing and publication process.

Kevin Alderson is the Editor in Chief of the Canadian Journal of Counselling and Psychotherapy. He is the author of eight books and several book chapters and journal articles.

10 h 15 - 10 h 45

Nutrition Break / Pause Santé

10 h 45 - 12 h 00

Concurrent Sessions / Séances simultanées

C8 - Helping Clients Forgive

Location: Great Room A

(English)
(Intermediate)

Forgiveness has gained a credible place in counselling and psychotherapy literature over the past two decades. Learning how to forgive has been discovered to play a critical role in helping clients to release anger, relieve depression, resolve past injustices and increase hopefulness. Clients who choose to forgive experience identifiable themes on the path of forgiveness. The themes are [1] Dealing with Injustice [2] Grieving the Loss and [3] Cancelling the Debt. These themes do not predictably present themselves in a linear manner but appear more randomly as in a narrative or lived in experience. Counsellors help clients forgive by articulating the themes and in this way allow the clients to monitor their own progress as they seek to forgive. Participants in this session will explore the three themes experienced in the process of forgiving. This will be done through illustrations, small group conversations and in addition, as time permits by observing a brief forgiveness counselling session. with a participant volunteer.

Daniel Klassen is Professor Emeritus in Education at Lakehead University, author of The Forgiveness Workbook, founder and practicing counsellor at The Listening Centre which serves clients in Northwestern Ontario.



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C9 - First Do No Harm: 4 Grounding and Resourcing Techniques for Clients with Trauma Using EMDR Principles and Practices

Location: Great Room B

*(English)
(Intermediate)*

While trauma work may be intimidating for counsellors, it is often a common presenting problem. It is both an ethical and competency mandate for counsellors to be prepared to assist clients effectively with their distress, whether or not they have the time and resources to resolve the trauma. Focusing directly on the trauma is counterindicated, since it may well lead the client to greater distress, triggered by the counsellor's well meaning efforts. It is important to first ensure that clients receive tools that offer hope and relief, and assist in affect regulation. This session will cover four specific grounding and resourcing techniques sourced in the EMDR approach to help clients manage overwhelming emotional reactions, behavioral triggers, and negative cognitions, both in and out of session. Clients in severe crisis, with limited access to mental health assistance, or with overwhelming life challenges can be helped, even if the trauma stays unresolved. After briefly covering key elements of the EMDR approach to trauma, we will then describe each technique, in specific procedural detail; with the principle the technique embodies, and caveats and cautions of use. Participants will be invited to practice the techniques in simulated role plays in the session.

Devika Dibya Choudhuri is a Professor of Counseling and a certified EMDR therapist, specializing in working with refugees and multicultural populations on cross cultural trauma.

C10A - Not Too Soon! An Empirical Study of Young Children's Career Development: Implications for Parents/Guardians, Teachers, and Community

Location: Great Room C

*(English - Simultaneous Interpretation)
(Intermediate)*

The question, "when should career education begin?", has been posed for decades. Researchers Cahill and Furey will present rich, empirical data from their mixed-methods study of young children's career development and from parents/guardians and teachers. Participants will view the work of young children (ages three to nine years) using a variety of play media on key concepts like present/future, role models, and "work". Discussion will center around these concepts as well as on the interesting and engaging focus group data from parents/guardians, and teachers. Programming implications for parents/guardians, teachers, counsellors, and other educators will be discussed.

Mildred Cahill, Professor in Counselling Psychology, Education, Memorial University, is an experienced counsellor educator/researcher. Her research has focused on career, cultural diversity, and programming for clients in differing contexts.

Edith Furey, Associate Professor, Special Education, Memorial University, has worked for 30 years in special education and school administration. Her research has focused on children/youth with exceptionalities, particularly transition planning.

C10B - Stretched Too Thin...Is Your Career Success Sustainable

Location: Great Room C

*(English - Simultaneous Interpretation)
(Advanced)*

Counsellors and other professionals, regardless of geographic region or workplace setting, are sharing a distressing experience – they can't catch up. Getting everything done has become impossible.

As we look forward to counselling in Canada over the next 50 years, this is an important issue to grapple with – for our



own health and wellbeing and also for our clients. Like the “canary in the mineshaft,” counsellors are highly sensitive to the need for self-care. We have built this need into our core competency frameworks. And yet . . . we still find ourselves caught in an unending cycle of doing more with less.

In this panel presentation, join Canadian career counselling leaders as they reflect on changes in their work, the impact of technology, increasingly blurry boundaries in project-based portfolio careers, and how to find a sustainable work-life balance in the midst of compelling demands. Join the discussion on how to build capacity to handle emerging challenges in our field. Leave with tips and techniques to grow your own career without burning out and also to help your clients develop sustainable careers that integrate their important life roles.

Roberta Neault - See biography on page 36.

Michael Huston - See biography on page 43.

Clarence De Schiffart is a nationally recognized counsellor educator and trainer in career development theory/practice. He is known for his deep passion to assist others with making significant life/work decisions.

C10A – Pas trop tôt! Étude empirique du développement de carrière chez de jeunes enfants : implications pour les parents, les tuteurs, les enseignants et la collectivité

Lieu : Great Room C

(Anglais - Interprétation simultanée)
(Intermédiaire)

La question « À quel âge devrait-on entreprendre l'éducation aux choix de carrière? » a été soulevée depuis des décennies. Les chercheurs Cahill et Furey présenteront de précieuses données empiriques obtenues au terme de leur étude à méthodes mixtes sur le développement de carrière chez de jeunes enfants et auprès des parents, tuteurs et enseignants. Les participants examineront le travail de jeunes enfants (de trois à neuf ans) utilisant divers supports de jeu appliqués à des concepts comme la distinction présent et futur, les modèles de rôle et le « travail ». La discussion portera essentiellement sur ces concepts ainsi que sur des données intéressantes provenant du groupe de concertation formé des parents, des tuteurs et des enseignants. On discutera également des implications de programmation dans le cas des parents, des tuteurs, des enseignants, des conseillers et des autres intervenants en éducation.

Mildred Cahill, enseignante en psychologie du counseling et en éducation à l'université Memorial, est une formatrice de conseillers et une chercheuse chevronnée. Ses recherches ont notamment porté sur les choix de carrière, la diversité culturelle et l'élaboration de programmes pour des clients dans divers contextes.

Edith Furey, professeure agrégée en éducation spécialisée à l'université Memorial, a travaillé 30 ans en éducation spécialisée et en administration scolaire. Ses recherches ont notamment porté sur les enfants et les jeunes ayant des besoins particuliers, principalement sur la planification de transition.

C10B – La surcharge de travail. . . La réussite de votre carrière est-elle durable?

Lieu : Great Room C

(Anglais - Interprétation simultanée)
(Avancé)

Peu importe la région ou l'environnement dans lequel ils travaillent, les conseillers et autres professionnels vivent tous une expérience stressante : ils ne suffisent pas à la tâche. Il est devenu impossible de tout faire à temps.

Si l'on regarde l'avenir qui se dessine pour le counseling au Canada au cours des 50 prochaines années, cet enjeu constitue un problème de taille qu'il faudra régler, pour notre santé et notre bien-être et ceux de nos clients. À l'instar



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du « canari dans la mine », les conseillers sont très sensibilisés au besoin d'autosoins. Nous avons intégré ce besoin au cœur de nos cadres de compétences essentielles. Et pourtant, nous nous retrouvons encore aux prises avec l'éternel dilemme d'en faire plus avec moins.

Dans le cadre de cette présentation d'experts, joignez-vous à des chefs de file canadiens du counseling d'orientation qui réfléchissent aux changements qui surviennent dans leur travail, aux répercussions de la technologie, aux contours sans cesse plus flous des historiques de carrière fondés sur des projets et aux façons de concilier durablement travail et vie personnelle en présence de demandes pressantes. Participez à la discussion sur la façon de développer des moyens de relever les nouveaux défis dans notre domaine d'activité. Glanez des conseils et des techniques qui vous permettront de faire progresser votre carrière sans vous épuiser et d'aider vos clients à développer des carrières durables et compatibles avec leurs rôles sociaux importants.

Roberta Neault est une chef de file primée internationalement dans le domaine du counseling et du développement de carrière. Présidente de Life Strategies Ltd./doyenne associée à l'université Yorkville, ses recherches portent notamment sur la conciliation travail-vie personnelle, la viabilité et l'engagement professionnel.

Michael Huston est psychologue-conseiller et chargé de cours au Mount Royal University de Calgary, en Alberta. Sur le plan de la recherche, il s'intéresse notamment à la prise de décisions relatives à la carrière, à l'autoévaluation non normalisée, à la conciliation travail-vie personnelle et à la formation des conseillers.

Clarence De Schiffart est reconnu à l'échelle nationale en tant que formateur de conseillers et dans le domaine de la théorie et de la pratique du développement de carrière. Il s'est démarqué par son remarquable dévouement à aider les autres à prendre des décisions importantes de conciliation travail-vie personnelle.

C11 - The Designation of Canadian Certified Counsellor – Supervisor (CCC-S)

Location: Strategy Room 1

(English)
(Introductory)

Supervision is a specialty within the overall practice of counselling and psychotherapy and is perhaps one of the most important components in the development of a competent practitioner. It is within the context of supervision that trainees begin to develop a sense of their professional identity and to examine their own beliefs and attitudes regarding clients and therapy. Clinical supervision is also essential to professional practice as all counsellors and psychotherapists have an ongoing ethical obligation to engage in supervision. In 2013, the Canadian Counselling and Psychotherapy Association (CCPA) established a credentialing service for its members: Canadian Certified Counsellor – Supervisor (CCC-S) to meet the growing need for qualified clinical supervisors. Because of limited coursework in supervision in Canadian graduate programs in Counselling and Counselling Psychology and insufficient post-master's coursework and training opportunities, it is difficult for counsellors to pursue comprehensive training in clinical supervision. This session will provide an overview of the national designation of Canadian Certified Counsellor-Supervisor (CCC-S), including the requirements and the application process, as well as identify existing coursework and professional development opportunities on supervision.

Kim Hollihan, EdD, is the National Director of Stakeholder Relations for CCPA and is also the Registrar for the Canadian Certified Counsellor-Supervisor designation.

Blythe Shepard Ph.D., CCC, is CCPA President 2013-2015 and co-editor of Supervision of the Canadian Counselling and Psychotherapy Profession textbook. She is a counsellor educator at the University of Lethbridge.



C12 - Working with Clients Who Have Learning Disabilities

Location: Strategy Room 2

(English)
(Intermediate)

Learning disabilities (LDs) are estimated to affect 5-20% of Canada's population, making them the most common disability type. It was once thought that individuals "grew out" of these disorders, but we now know they persist into adulthood and affect every aspect of life from reading to relationships.

Although many adults have never received a formal diagnosis, they may still show symptoms of LDs or other learning difficulties. As counsellors or psychotherapists, we need to recognize the signs and understand what we can do to help these clients.

During this presentation, Avril will share the results of her Master's thesis research which investigated the experience of receiving an LD diagnosis in adulthood. She will also discuss strategies counsellors and psychotherapists can use to better serve clients with LDs. Topics will include: broaching the subject with clients, the pros and cons of diagnosis, and ways to help clients with LDs get the most value from counselling or psychotherapy.

Avril Rinn is currently a Master of Counselling student in Athabasca University's Graduate Centre for Applied Psychology Program. She lives and works in London, Ontario.

C13 - Counselling Records: Best Practices for Counsellors and Psychotherapists

Location: Strategy Room 3

(English)

This session will address the essential aspects of clinical records including: their creation, management, accessibility, ownership, security and so forth. Dr. Sheppard will draw on professional ethics, standards of practice, and decisions from adjudicated ethical cases and case law, and his considerable professional experience.

Glenn Sheppard - See biography on page 3 .

C14 - Being There: Relationships Between People with Cancer and their Pets

Location: Strategy Room 7

(English)
(Introductory)

Dr. Nitkin will present and expand upon her qualitative research which studied the relationships between people with cancer and their pets. She will describe the impact of an interspecies bond on the individual and family's sense of well-being and added challenge when facing life-threatening illness. The findings of her study were congruent with literature from the fields of veterinary medicine, social work, nursing, and anthrozoology in supporting the significant and primarily positive impact of the social support and bond experienced by human beings from their companion animals. The results also indicate the distress caused by lack of resources for pets when one is ill as well as the suffering caused by pet illness and bereavement. As such, Patricia is recommending that psychological and psychosocial oncology theory, practice and research engage with further exploration of the relationships between people and their companion animals; in particular regarding potential mental health benefits. It is also suggested that health care and public policy take into greater account the needs of individuals in ill health who require assistance with pet care. In this presentation Patricia will present her research as well as provide guidelines for the inclusion of non-human relationships such as pets into counselling assessment and treatment.

Patricia Nitkin, PhD, CCC, has 25 years of experience in counselling & creative arts therapies. Research area is the human-animal bond and its counselling applications. Currently a sessional instructor at UBC and SFU.



Closing Ceremonies & Keynote Speaker Cérémonies de clôture et conférencière d'honneur

Closing Ceremonies & Keynote Address / Cérémonies de clôture et conférencière d'honneur

Creative Arts in Counseling and Psychotherapy: Brain-Wise Approaches to Treatment and Intervention

Location: Great Room C

(English - Simultaneous Interpretation)

Neurobiology and neurodevelopment throughout the lifespan are currently informing best practices in the fields of counseling and psychotherapy, including work with children, adults, families and groups. In particular, the use of expressive, action-oriented and participatory approaches are demonstrating that creative arts therapies [art, music, dance/movement, and dramatic enactment] capitalize on five "brain-wise" strategies--right-hemisphere dominance, non-verbal communication, relational dynamics, self-regulation and sensory-based intervention. The presentation provides a basis for understanding the neurobiology of the creative arts therapies and an overview of contemporary research that underscores why these approaches are essential to treatment. It also emphasizes what every counselor and psychotherapist should know to begin to integrate these methods into their own therapeutic practice.



Cathy Malchiodi

Cathy A. Malchiodi, PhD, LPCC, LPAT, ATR-BC, is the Founder and Director of the Trauma-Informed Practices and Expressive Arts Therapy Institute, Adjunct Professor at Lesley University and President of Art Therapy Without Borders. Cathy is a Board-Certified and Licensed Professional Art Therapist, Licensed Professional Clinical Counselor, Registered Expressive Arts Therapist and research psychologist with more than 25 years of experience in arts-based trauma intervention, medical art therapy and integrative approaches to health and wellness. She has developed programs for a variety of populations including survivors of interpersonal violence, medical illness, and disasters and currently works with returning military and their families, specializing in trauma-informed intervention and resilience-based programs. Dr. Malchiodi is the author and/or editor 20 books on art therapy, expressive arts therapy, trauma-informed practice, and health care, including the Handbook of Art Therapy (2nd ed), Creative Arts and Play Therapy for Attachment Disorders, Understanding Children's Drawings, Creative Interventions with Traumatized Children, The Art Therapy Sourcebook, Art Therapy and Health Care, and Trauma-Informed Art Therapy.

Les arts créatifs en counseling et psychothérapie : Approches cérébrales au traitement et à l'intervention

Lieu : Great Room C

(Anglais - Interprétation simultanées)

La neurobiologie, ainsi que le neurodéveloppement tout au long de la vie, sont actuellement d'importantes sources d'information pour les pratiques exemplaires dans les domaines du counseling et de la psychothérapie, y compris en ce qui concerne le travail auprès des enfants, des adultes, des familles et des groupes. Plus particulièrement, le recours aux approches expressives, axées sur l'action et participatives démontre bien que l'art-thérapie [peinture, musique, danse-mouvement et représentations théâtrales] mise sur cinq stratégies « cérébrales » : la dominance de l'hémisphère droit, la communication non verbale, la dynamique relationnelle, la maîtrise de soi et l'intervention sensorielle. La présentation propose les notions de base permettant de comprendre la neurobiologie des thérapies par les arts créatifs, ainsi qu'un survol de la recherche contemporaine, qui met en évidence les raisons pour lesquelles ces approches sont essentielles au traitement. On y souligne également ce que chaque conseiller et psychothérapeute devrait savoir avant d'intégrer ces méthodes à sa pratique thérapeutique.

Closing Ceremonies & Keynote Speaker Cérémonies de clôture et conférencière d'honneur



Cathy Malchiodi

Cathy A. Malchiodi, Ph. D., LPCC, LPAT, ATR-BC, est fondatrice et directrice du Trauma-Informed Practices and Expressive Arts Therapy Institute, professeure auxiliaire à Lesley University et présidente de l'organisme Art Therapy Without Borders. Elle est détentrice de divers certificats de spécialiste (Board-Certified et Licensed Professional Art Therapist, Licensed Professional Clinical Counselor, Registered Expressive Arts Therapist) et psychologue en recherche disposant de plus de 25 ans d'expérience en intervention traumatologique axée sur les arts, en art-thérapie médicale et dans les approches intégratives de la santé et du bien-être. Elle a mis au point des programmes conçus pour diverses populations, y compris des survivants à la violence interpersonnelle, à la maladie et aux désastres. Elle travaille actuellement auprès des militaires de retour du combat et auprès de leurs familles, et elle se spécialise dans des programmes d'intervention tenant compte des traumatismes et axés sur la résilience. Mme Malchiodi est l'auteure/éditrice de 20 ouvrages sur l'art-thérapie, l'art-thérapie expressive, la pratique tenant compte des traumatismes et les soins de santé, dont *Handbook of Art Therapy* (2e éd.), *Creative Arts and Play Therapy for Attachment Disorders*, *Understanding Children's Drawings*, *Creative Interventions with Traumatized Children*, *The Art Therapy Sourcebook*, *Art Therapy and Health Care* et *Trauma-Informed Art Therapy*.