



Cognica

CCA - The Canadian Counselling Association's Newsletter
Bulletin de l'Association canadienne de counseling - ACC

Vol. 36 No. 4 October 2004

FALL / AUTOMNE

Octobre 2004 Vol. 36 No 4

CCA LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND TWO-SPIRITED (LGBTT) CHAPTER

Greetings, fellow CCA members! My name is Robert Roughley and I am exploring the option of organizing a chapter of the Canadian Counselling Association that will represent the LGBTT communities, and address their individual mental health concerns and needs. Please contact me if you are interested in participating.

In order to establish this new chapter, the CCA By-Laws require a minimum of 25 members in good-standing. When I receive confirmation that the necessary number of participants is interested, we will be able to move forward to the next stage of the organizational process. I look forward to hearing from you!

My contact information is as follows: (613) 533-8154 or rob@hoddinott.com ✨

CHAPITRE DES LESBIENNES, GAIS, BISEXUELS, TRANSGENRES ET BISPIRITUELS DE L'ACC (LGBTB)

Bonjour, collègues de l'ACC ! Mon nom est Robert Roughley et j'examine présentement la possibilité de créer un chapitre de l'ACC qui représentera les communautés LGBTB et qui se penchera sur leur besoins et préoccupations en santé mentale. Veuillez me faire parvenir vos coordonnées si ce thème vous intéresse.

Tel que requis par les règlements de l'ACC, un nombre minimal de 25 membres en règle est requis avant de créer un nouveau chapitre; ainsi, lorsque suffisamment de membres m'auront exprimé un intérêt pour un tel chapitre, nous pourrons poursuivre les démarches. J'attends donc votre réponse!



Vous pouvez communiquer avec moi au (613) 533-8154 ou à rob@hoddinott.com ✨

CONTENTS — CONTENU

Recently Certified CCA Members/Membres de l'ACC nouvellement certifiés	2	Professional Liability Insurances/Les Assurances Responsabilité Professionnelle	14
President's Message/Mot du président	3-4	Changes of State by Walking the Line	15
Notebook on Ethics/Bloc-Notes sur la déontologie	5-6	Counselling and Intentional Hope: Working with Clients Living with HIV/Aids	16-17
Registrar's Column/Rubrique de la Registraire	7-8	Connecting to Nature: Wellness for Client's and Counsellors	18-19
You and Your Services/Vous et vos services	9-11	CCA/l'ACC	20
It's up to Me Program/ C'est à moi de choisir	12-13		

CANADIAN CERTIFIED COUNSELLORS CONSEILLER(ÈRE)S CANADIEN(NE)S CERTIFIÉ(E)S

The following CCA members have recently been certified.

Voici les noms des membres de l'ACC nouvellement certifiés

Alberta

Christie Gialloredo
Teresa Jones-Dukes

British Columbia / Colombie-britannique

James Blake
Randie Clark
Jalene Davies
Cheryl Dean Thompson
Sandra Fraser
Christina Limmer
Petra McNaughton
Dawn Olson
Abigail Stewart-Petterson
Tania Wicken

New Brunswick / Nouveau- Brunswick

Marion Clorey
Jay Guptill
Anne Jones

Newfoundland / Terre-Neuve

Jennifer Abbott

Nova Scotia / Nouvelle-Écosse

Nancy Gray

Ontario

Wayne Briggs
Marizete Damasceno Scott
Elizabeth Kwasniewski
Karine Sauvé
Melanie Tincombe
Lois Wilkie

Prince Edward Island / Île-du- Prince-Édouard

Jennifer Gillan
Sarah Knorr

Québec

Josette Boudreau
Lucie Bourdeau
Leigh Bulmer
Nadine Lapensée Gagnon
Laura Mallory

Saskatchewan

Marie Boatness
Robert K. Deobald
Maureen Omness
Joanne Shymkiw

ERRATA!

The following CCA member was omitted from the list of CCC list in the July 2004 issue of *Cognica* / Le membre suivant a été omis de la liste des membres certifiés publiée dans le numéro de juillet

Margaret Cosgrove (ON)

PUBLICATION GUIDELINES

Cognica's mandate is to "reflect the current status of counselling across Canada".

Cognica is published 4 times per year.

The submission deadlines for articles and advertising are:
December 1, March 1, June 1, September 1

***Cognica* is published by CCA**

Return undeliverable Canadian addresses to:

CCA National Office
116 Albert, Suite 702, Ottawa, Ontario K1P 5G3
Publications mail agreement no. 40012209
Email: cognica@ccacc.ca
Toll Free: 1-877-765-5565
Tel: (613) 237-1099
Fax: (613) 237-9786

GUIDE DE PUBLICATION

Le mandat de *Cognica* est de refléter les tendances en counseling au Canada.

Cognica est publié quatre fois par année.

Les dates de tombée pour les soumissions d'articles et d'annonces sont :

1er décembre; 1er mars; 1er juin et 1er septembre

***Cognica* est publié par l'ACC
retourner toute correspondance ne
pouvant être livrée au Canada au:**

Siège social de l'ACC
116 Albert, suite 702, Ottawa, Ontario K1P 5G3
Convention de la poste-publications no 40012209
Courriel: cognica@ccacc.ca
Sans Frais : 1-877-765-5565
Téléphone : (613) 237-1099
Télécopieur : (613) 237-9786

Except where specifically indicated, the opinions expressed in *Cognica* are strictly those of the authors and do not necessarily reflect the opinions of CCA, its officers, directors or employees.

A moins d'indication contraire, les opinions exprimées par les auteurs publiés dans *Cognica* sont personnelles et ne sont pas nécessairement partagées par l'ACC, par ses directeurs, ni par ses employés.

All submissions are welcome for consideration. Those accepted will be subjected to editorial review prior to publication.

Nous lisons avec plaisir tous les articles soumis et assurerons la révision des textes retenus avant la publication.

As we enter the hectic season of Fall it is hoped that all of you have had a respite from work and had some time to enjoy your families, friends and favourite leisure time activities, CCA has had a hectic summer, with a greater demand for services and some staffing difficulties due to health issues, but with the fine help of Annie Ménard, our summer intern assistant, Pierrette Gibeault's return, along with Lyse Laframboise, the impossible was done, thanks to their devotion. With the departure of our Cognica editor, Catherine Hedrich, this past summer, I appreciate that our executive director, Doris Lavoie, stepped in to produce the last two issues of "Cognica" to keep important Association news flowing to our membership. Our Board of Directors will be holding the annual fall meeting in Ottawa and my next message will contain information about the results.

CCA will be celebrating its upcoming fortieth Anniversary in 2005, marking a real milestone in the growth of our association. We have much to celebrate, to name a few: such as our membership continuous increase towards 2500 members and the creation of additional unique interest chapters and affiliates to reflect the needs and expand the expertise and services of our association.

In this evolution towards our Anniversary, another special milestone of our association is reflected in the creation of our "Aboriginal Circle Chapter" this past May in Winnipeg. Your support is requested to help nurture the growth of this chapter by making it known to all your colleagues and local communities, who might have interest in the unique objectives of this special group.

As we reflect on our blessings celebrating much positive growth, high professional values and ethics, and exceptional services over the past forty years let us acknowledge with special gratitude that these and numerous other accomplishments have been made possible by a huge number of Volunteer members. These unsung heroes from membership ranks, such as Provincial Directors, chapter leaders, editors, publishers, conference organizers, committees, councils, and many other members who have been "The Heart and Soul" of this proud association. These volunteers along with a excellent National Office staff have done us proud over the years!



Lorne Flavelle
c.o., CCC.

Au début de cette saison mouvementée qu'est l'automne, nous espérons que vous avez tous eu un répit de votre travail et pu prendre le temps de profiter de la compagnie des membres de votre famille et de vos amis, et que vous avez pu vous adonner à vos loisirs favoris. L'ACC a eu un été mouvementé parce que la demande de services a été plus grande que d'habitude et que nous avons connu des difficultés de dotation de personnel à cause de problèmes de santé. Mais avec l'aide excellente d'Annie Ménard, notre adjointe en stage pour l'été, le retour de Pierrette Gibeault et celui de Lyse Laframboise, l'impossible a été fait grâce à leur dévouement. Catherine Hedrich, la rédactrice de *Cognica*, ayant quitté l'été dernier, je suis reconnaissant envers notre directeur général, Doris

Lavoie, d'avoir pris la relève pour publier les deux derniers numéros du bulletin, afin que les nouvelles importantes concernant l'Association continuent de circuler parmi nos membres. Notre Conseil d'administration tiendra sa réunion annuelle d'automne à Ottawa et mon prochain message renfermera de l'information sur les résultats.

L'ACC célébrera son 40^e anniversaire en 2005, ce qui marque une véritable étape dans la croissance de notre Association. Nous avons beaucoup à célébrer : l'augmentation continue du nombre de nos membres, qui atteindra bientôt 2 500, la création de chapitres supplémentaires par centre d'intérêt et l'adhésion d'affiliés pour refléter les besoins et étendre l'expertise et les services de notre association, pour ne citer que ces événements-là.

Dans cette évolution vers notre anniversaire, notre Association a franchi une autre étape spéciale lors de la création de notre « Chapitre du cercle autochtone » en mai dernier à Winnipeg. Nous vous demandons d'appuyer ce chapitre pour en favoriser la croissance en le faisant connaître à tous vos collègues et aux collectivités locales qui pourraient s'intéresser aux objectifs uniques de ce groupe spécial.

À mesure que nous comptons nos bienfaits dans notre célébration de beaucoup de croissance positive, des valeurs professionnelles élevées, d'un code de déontologie exigeant et des services exceptionnels au cours des quarante dernières années, ayons des pensées de reconnaissance toutes spéciales pour le nombre immense de bénévoles qui ont rendu possible ces événements et beaucoup d'autres réalisations. Ces héros méconnus parmi nos membres, tels que les directeurs provinciaux, les leaders de chapitres, les rédacteurs, les éditeurs, les organisateurs de conférences, les membres de comités et de conseils, et plusieurs autres sont « le cœur et l'âme » de notre fière association. Ces bénévoles, avec l'excellent personnel de la permanence nationale, ont été pour nous une source de fierté au fil des ans !

■ Continued from page 3

As the recognized National Voice of Counsellors in Canada, CCA will have many challenges that we must face by demonstrating strong leadership and advocacy to establish the rightful and vital place of counsellors in our educational and mental health communities. The gradual progression towards the regulation of the professional counsellors will require highly united CCA provincial counsellor representatives with resolve to protect their interests with firm support from your national association.

Some other challenges we must meet will be the need for a higher profile and stronger identity of counsellors with the Canadian public. As an Association, CCA must be prepared to have professional, expert, researched positions on the issues facing our citizens in a modern, challenging society.

CCA will also have to create a larger revenue base other than just membership fees to finance its strategic plan to fund such pressing issues as "Third Party Billing". We must examine models of governance to make sure our association remains highly relevant, effective, and efficient.

As I send out my final signal "Bravo Zulu", to the organizers of the Winnipeg Conference this past May, I salute the upcoming efforts underway for the most successful CCA 40th Anniversary Conference in Newfoundland in 2005. The conference theme "Roots of Resilience" is most appropriate in the most challenging and turbulent times in our global community. Upcoming publicity promises to make this conference a professional development and social event not to be missed. Note May 24-27, 2005 in your agenda and encourage all your professional colleagues to come to our St. John's Newfoundland and Labrador Conference and join in our Anniversary celebrations.

An important reminder is that this Fall your association will be seeking some new provincial directors to serve on our board from May 2005 to 2007. Please give careful and serious consideration to a commitment to serve as a director of a complex, expanding, challenging, and tremendous association.

Have a most productive fall season in both your professional and personal endeavours. ✨



■ Suite de la page 3

En tant que voix nationale reconnue des conseillers au Canada, l'ACC devra relever plusieurs défis en faisant preuve d'un leadership et d'un militantisme forts pour établir la place vitale qui revient de droit aux conseillers dans les milieux de l'éducation et de la santé mentale. Le mouvement graduel vers la réglementation des conseillers professionnels fera appel à un grand sens de l'unité parmi les représentants provinciaux des membres de l'ACC et à leur détermination de protéger leurs intérêts avec l'appui ferme de votre association nationale.

Parmi les autres défis que nous devons relever, notons le besoin d'un profil plus visible et d'une identité plus marquée des conseillers auprès du public canadien. En tant qu'association, l'ACC doit être prête à avoir des positions professionnelles expertes et approfondies sur les questions auxquelles doivent faire face nos citoyens dans une société moderne et remplie de défis.

L'ACC devra aussi créer une base de revenus plus large que les simples frais d'adhésion pour financer son plan stratégique et des questions urgentes telles que la « facturation à une tierce partie ». Nous devons étudier des modèles de gouvernance pour nous assurer que notre association demeure hautement pertinente, efficace et efficiente.

En lançant mon « *Bravo Zoulou* » final aux organisateurs de la conférence qui a eu lieu en mai dernier à Winnipeg, je salue les efforts déjà en cours pour tenir une conférence très réussie à l'occasion du 40^e anniversaire de l'ACC, qui aura lieu à Terre-Neuve en 2005. Le thème de la conférence, « Les racines de la résilience », convient très bien à cette époque turbulente et pleine de défis que vivent tous nos contemporains. La publicité à venir promet de faire de cette conférence un événement social et de perfectionnement professionnel à ne pas manquer. Bloquez les dates du 24 au 27 mai 2005 à votre agenda et encouragez tous vos collègues à venir à notre conférence de St. John's et à se joindre à nos célébrations d'anniversaire.

Il est important de rappeler que votre association cherchera cet automne de nouveaux directeurs provinciaux, qui siégeront au Conseil de mai 2005 à 2007. Veuillez penser sérieusement à vous engager à servir comme administrateur d'une extraordinaire association complexe, en expansion et qui a plein de défis à relever.

Je vous souhaite un automne des plus productifs dans vos entreprises professionnelles et personnelles. ✨

Notebook on Ethics, Legal Issues, and Standards for Counsellors



Glenn Sheppard,
Ed.D. CCC

Personal Information Protection and Electronics Documents Act (PIPEDA)

What is PIPEDA?

Federal legislation entitled, Personal Information Protection and Electronics Documents Act (PIPEDA), came into full effect on January 1, 2004. It was implemented in two stages. In 2001, it took effect for federally regulated organizations, but it now applies to **all federal government departments and agencies and to all commercial activity in Canada**. This Act is administered by the federal Privacy Commissioner, who has the authority to make public statements on violations of the Act and/or refer serious cases to Federal Court. **Virtually all provinces in Canada have some type of privacy protection and right to information legislation. The federal Privacy Commissioner may exempt organizations and activities in those provinces if their privacy laws are substantially similar to the PIPEDA. So, even if a province is exempted obligations similar to those outlined here would still apply but under provincial legislation.**

What Does PIPEDA Say?

It "sets out the ground rules for the collection, use and disclosure of personal information in the course of commercial activities...(and) balances an individual's right to privacy with an organization's needs for personal information for legitimate business purposes."

"Organizations covered by the Act must obtain an individual's consent when they collect, use or disclose the individual's personal information. The individual has a right to access personal information held by an organization and to challenge its accuracy, if need be. Personal information can only be used for the purposes for which it was collected. If an organization is going to use it for another purpose, consent must be obtained again."

"Individuals should also be assured that their information will be protected by specific safeguards, including measures such as locked cabinets, computer passwords or encryption."

The types of personal information covered by the new rules include:

- age, name, ID numbers, income, ethnic origin or blood type;
- opinions, evaluations, comments, social status or disciplinary actions;
- employee files, credit records, loan records, medical records, existence of a dispute between a consumer and a merchant, intentions (for example, to acquire goods or services, or to change jobs.)

Source: *Privacy Commissioner of Canada*, www.privcom.gc.ca

■ Continued on page 6

Bloc-notes sur la déontologie, les questions juridiques et les normes pour les conseillers

Loi sur la protection des renseignements personnels et les documents électroniques (LPRPDÉ)

Qu'est-ce que la LPRPDÉ?

La législation fédérale intitulée *Loi sur la protection des renseignements personnels et les documents électroniques (LPRPDÉ)* est entrée en vigueur le 1^{er} janvier 2004. Elle a été mise en application en deux étapes. En 2001, elle a été appliquée aux organismes régis par le gouvernement fédéral, mais elle s'applique maintenant à **tous les ministères et agences fédéraux ainsi qu'à toute activité commerciale au Canada**. Cette loi est administrée par la Commissaire fédérale à la protection de la vie privée; celle-ci a le pouvoir de faire des déclarations publiques concernant les infractions à la loi ou de référer les cas sérieux à la Cour fédérale. **Toutes les provinces canadiennes ont en fait adopté une forme ou une autre d'une telle loi sur la protection des renseignements personnels et sur leur accès. La Commissaire fédérale à la protection de la vie privée peut donc offrir une exemption aux organismes et aux activités dans les provinces où la loi est substantiellement semblable à la LPRPDÉ. De fait, même si une province jouit d'une telle dispense, des obligations similaires à celles décrites ci-dessous s'appliquent donc quand même sous la loi provinciale.**

Que dit la loi ?

« La Loi établit des règles de base au sujet de la gestion des renseignements personnels dans le secteur privé. Elle établit un équilibre entre le droit d'un particulier à la protection des renseignements personnels le concernant et le besoin des organisations de recueillir, utiliser ou communiquer des renseignements personnels à des fins commerciales légitimes. »

« Les organisations visées par la Loi doivent obtenir le consentement de l'intéressé lorsqu'elles recueillent, utilisent ou communiquent des renseignements personnels les concernant. L'intéressé a le droit de consulter les renseignements personnels que détient une organisation à son sujet et, au besoin, d'en contester l'exactitude. Les renseignements personnels ne peuvent être utilisés qu'aux fins auxquelles ils ont été recueillis. L'organisation qui entend les utiliser à une autre fin doit obtenir un nouveau consentement. »

« Les particuliers devraient également avoir l'assurance que les renseignements qui les concernent seront protégés au moyen de mesures de sécurité précises, notamment des classeurs verrouillés, des mots de passe informatiques ou le chiffrement. »

Les types de renseignements personnels couverts par les nouvelles règles comprennent :

- l'âge, le nom, les numéros d'identification, le revenu, l'origine ethnique ou le type sanguin;
- les opinions, évaluations et commentaires, le statut social ou les mesures disciplinaires;
- les dossiers de l'employé, les dossiers de crédit, les registres de prêts, les dossiers médicaux, l'existence d'une controverse entre un client et un marchand, les intentions (par ex. acquérir des biens ou des services, ou changer d'emploi).

Source : *Commissaire à la protection de la vie privée du Canada*, www.privcom.gc.ca

■ Suite à la page 6

■ Continued from page 5

How Does PIPEDA Apply to Counsellors?

The legislation applies to all counsellors working in private practice. This is so because it applies to all commercial activity but not to activities in the public domain. For example, it does not apply to public educational institutions, hospitals, **local** governments and so forth.

What Must Counsellors in Private Practice Do to Comply with PIPEDA?

Fortunately, the standards set by our CCA Ethical Code and Standards of Practice are equal to and, in most areas, higher than those expected by PIPEDA. For example, the principles of informed consent and confidentiality are central to our professional conduct. So, counsellors should have no difficulty achieving compliance with this Act. However, all private practitioners should review their practices to ensure that they do so by being familiar with the requirements as stated here and more fully on the website provided in this Notebook. Clients have a right to know what private information is being collected and why, how it will be used, to give consent to its use and transmission, to correct information in their file, to have their questions answered, and to know who to contact if they have a related complaint.


If private practitioners have receptionists, business managers, and so forth, they must act to ensure that these same privacy rights are extended to their employees with respect to their personal information. When counsellors are employed by private agencies or organizations they should also follow the PIPEDA policies and procedures that such employers are required to establish.

Two Problem Areas with PIPEDA

There are two problem areas for counsellors (private practitioners) if they are expected to achieve full compliance with PIPEDA.

Firstly, although PIPEDA states that service providers do not have to disclose personal information that could endanger a third party, it does not extend such an exemption to the disclosure of information in a counselling file that may be harmful to a client. Rather, it requires full disclosure of client **personal** information. As members know, under our Ethical Code we have an obligation to protect clients from disclosure of personal information that is likely to cause them harm, such as, information that is likely to prompt them to engage in self-destructive or self-injurious behaviour.

Secondly, it appears that under PIPEDA counsellors (private practitioners) could be expected to disclose to clients information about psychological tests they may have taken, such as scoring **keys** and the like, disclosure of which could violate the integrity of such psychometric instruments and compromise fair trade practices for companies that produce and sell psychological tests. Such disclosure would be inconsistent with our practice standards and with Canadian case law (*see Notebook, Cognica, volume 33, No. 1 for a case law example*).

I suspect that these are **unforeseen** difficulties with this legislation. CCA will be writing to the Canadian Privacy Commissioner to inform him of the need to address those problematic provisions. In the meantime, we are advising you to be in touch with our CCA Ethics Committee should you encounter a request to **comply** with a client request in either of these **problematic** areas. 

■ Suite de la page 5

Comment la loi s'applique-t-elle aux conseillers ?

La loi s'applique à tous les conseillers de pratique privée. Il en est ainsi parce qu'elle s'applique à toute activité commerciale, mais non aux activités du domaine public. Par exemple, elle ne s'applique pas aux institutions publiques d'éducation, aux hôpitaux, aux gouvernements **locaux** et ainsi de suite.

Que doivent faire les conseillers de pratique privée pour se conformer à la LPRPDÉ ?

Heureusement, les normes établies par le Code de déontologie et par les Normes d'exercice de l'ACC sont équivalentes et, dans la plupart des domaines, plus élevées que celles prévues par la Loi sur la protection des renseignements personnels. Par exemple, les principes du consentement éclairé et de la confidentialité sont essentiels à notre conduite professionnelle. Les conseillers ne devraient donc pas avoir de difficulté à observer cette loi. Cependant, tous les praticiens privés devraient revoir leur pratique afin de s'assurer qu'ils le font en connaissant les exigences énoncées dans le présent document et plus complètement dans le site Web indiqué dans ce Bloc-notes. Les clients ont le droit de savoir quels renseignements privés sont recueillis, et pourquoi et comment ils seront utilisés. Ils ont aussi le droit de donner leur consentement à leur utilisation et à leur transmission, de corriger les renseignements figurant à leur dossier, d'obtenir des réponses à leurs questions et de savoir qui contacter s'ils ont une plainte à formuler à l'égard de leur dossier.


Si les praticiens privés ont des réceptionnistes, des directeurs administratifs et ainsi de suite, ils doivent se comporter de façon à s'assurer que ces mêmes droits de la protection des renseignements personnels s'étendent à leurs employés. Lorsque les conseillers sont embauchés par des agences privées ou par des organismes, ils devraient aussi suivre les politiques et procédures de la LPRPDÉ que de tels employeurs doivent établir.

Deux problèmes dans la LPRPDÉ

Deux questions posent problème aux conseillers de pratique privée si on veut qu'ils se conforment pleinement à la Loi sur les renseignements personnels.

Premièrement, quoique la LPRPDÉ énonce que les fournisseurs de services n'ont pas à divulguer des renseignements personnels qui pourraient mettre en danger une tierce partie, elle n'étend pas une telle exception à la révélation de renseignements provenant d'un dossier de counseling et qui pourrait être nuisibles à un client. Au contraire, elle exige la révélation complète des renseignements **personnels**. Comme les membres le savent, d'après notre code de déontologie, nous sommes obligés de protéger nos clients contre la divulgation de renseignements personnels susceptibles de leur causer du tort, par exemple, les renseignements propres à provoquer chez eux un comportement **autodestructeur** ou qui leur soit préjudiciable.

Deuxièmement, il semble que, selon la Loi sur les renseignements personnels, les conseillers de pratique privée pourraient être obligés de révéler aux clients des renseignements sur les tests psychologiques qu'ils pourraient avoir passés, comme les **grilles** de correction ou autres éléments semblables, dont la révélation pourrait violer l'intégrité de tels instruments psychométriques et compromettre l'intégrité commerciale des entreprises qui produisent et vendent des tests psychologiques. De telles révélations pourraient se trouver en contradiction avec nos normes de pratique et avec la jurisprudence canadienne (*voir Bloc-notes, Cognica, tome 33, n° 1 pour un exemple de jurisprudence*).

Je soupçonne qu'il s'agit de difficultés **inattendues** concernant cette législation. Les représentants de l'ACC vont écrire à la Commissaire fédérale à la vie privée afin de l'informer du besoin de régler les problèmes que causent ces dispositions. D'ici là, nous vous conseillons de communiquer avec le Comité de déontologie de l'ACC si un de vos clients vous demande des renseignements qui sont **touchés** par un des **problèmes** en question. 

How do we process CEU applications?

The first step is for applicants to download the CEU application form at www.ccacc.ca/CEUApplic_en.htm (if they are claiming CEUs for past events) or the CEU pre-accreditation form at www.ccacc.ca/CEUAccred_en.htm (if they would like us to determine how many CEUs will be allocated for a specific future event).

CEU forms are then sent to the CCA National office (by mail, fax or email). The national staff then ensures that each application is completed and these three items are included:

- A description of the professional development event clearly demonstrating that it is related to counselling (e.g.: description, specific website, copy of the program),
- A description/proof of the length of the event (e.g.: copy of the program, certificate with the hours of attendance),
- In the case of a CEU application, a proof of participation (e.g.: copy of the University transcript, receipt, certificate, signature of the facilitator)

If any of those items are missing, the staff will either return the incomplete application to the sender with a note explaining what is missing or they will send an email to the applicant to that effect.

Once all supporting elements are in place, the CEU application is then sent to the CCA CEU Coordinator, Ms. Marisabelle Terriault-Elibani, for evaluation. Those CEUs are picked up once a week and are usually evaluated within the following couple of weeks. Once evaluated the applications are returned to the National office for further staffing where they are entered in our database under the applicant's record.

If the application is refused or judged incomplete, a note is sent to the applicant to that effect.

Because of the high volume of CEU applications we receive each year, we do not notify each applicant of the result of the evaluation if successful. The event will however appear on the CEU transcript sent in February to any member who has submitted CEUs in a given year.

■ Continued on page 8



**Line Melanson
M.Ed., CCC
CCA Registrar**

Comment remplir un formulaire de demande d'UÉP?

Le candidat doit d'abord télécharger le formulaire de demande d'UÉP au www.ccacc.ca/french/UEPdemande.htm (s'il réclame des UÉP pour des événements passés) ou le formulaire de préaccréditation au www.ccacc.ca/french/UEPaccred.htm (s'il souhaite que nous déterminions combien d'UÉP seront allouées pour un événement futur spécifique).

Faire ensuite parvenir les formulaires d'UÉP au siège social de l'ACC (par la poste, par télécopieur ou par courriel). Les membres du bureau national s'assureront ensuite que chaque formulaire soit bien rempli, et que les pièces suivantes l'accompagnent :

- Une description de l'événement de perfectionnement professionnel démontrant clairement qu'il est lié au counseling (par ex., une description, un site Web spécifique, une copie du programme);
- Une description de la durée de l'événement (par ex., une copie du programme, un certificat avec les heures d'assistance) ;
- Dans le cas d'une demande d'UÉP, une preuve de participation (par ex., une copie du relevé de notes de l'université, un reçu, un certificat, la signature de l'animateur ou instructeur)

Le personnel retournera un formulaire de demande incomplet à l'expéditeur avec une note expliquant les pièces manquantes ou lui enverra un courriel à ce sujet.

Une fois que tous les documents d'appui requis sont en place, le formulaire de demande d'UÉP est envoyé à la coordinatrice des UÉP pour l'ACC, M^{me} Marisabelle Terriault-Elibani, pour évaluation. Ces UÉP sont ramassés une fois par

semaine et sont habituellement évaluées au cours des deux semaines qui suivent. Une fois évaluées, les demandes sont retournées au siège social pour être saisies au dossier du demandeur dans notre base de données.

Si la demande est refusée ou estimée incomplète, une note est envoyée au candidat.

Vu le fort volume de demandes que nous recevons chaque année, nous n'avisons pas chaque candidat qui réussit son évaluation. Le résultat apparaît toutefois dans le relevé de notes d'UÉP envoyé en février à chaque membre qui a soumis des demandes d'UÉP pendant l'année en cours.

■ Suite à la page 8

■ Continued from page 7

CEU pre-accreditation requests: As you can imagine this could become a fairly long process and with the increasing number of applications we receive, applicants are strongly encouraged to send their pre-accreditation applications as early as possible, so it can obviously be evaluated before the event takes place but also early enough to use in the promotion for the event. It is suggested that you send it at least **six to eight weeks** in advance. As soon it is evaluated and approved, CEU pre-accredited events are then posted on our website at www.ccacc.ca/CEUPre.htm.

P.S.: You can always contact the National office to find out the status of your application.

How do we process preliminary evaluation and certification applications?

Your file stays at the reception's office until all required documents are received. I pick them up once a week. After the evaluation is completed, I send an email to the applicant to let him/her know the status of their application. Then, I return the files to the CCA office for further staffing (certificate, CCC directory, notice to AON, etc.)

P.S.: It is every applicant's responsibility to contact the National office to find out, if any documents are still missing or if the file has been sent to the Registrar. ✪

■ Suite de la page 7

Les demandes de préaccréditation d'UÉP. Comme vous pouvez l'imaginer, ce processus peut devenir assez long, et comme le nombre de demandes que nous recevons augmente, nous encourageons les candidats à faire parvenir leur formulaire de préaccréditation dès que possible, pour qu'il soit évalué, bien sûr, avant que l'événement ait lieu, mais aussi suffisamment tôt pour l'utiliser dans la promotion pour l'événement. Nous suggérons que vous nous le fassiez parvenir au moins de **six à huit semaines** à l'avance. Aussitôt évalués et approuvés, les événements préaccrédités sont affichés dans notre site Web au www.ccacc.ca/CEUPre.htm.

P. S. Vous pouvez toujours contacter le siège social pour connaître l'état de votre demande.

Comment traitons-nous l'évaluation préliminaire et les demandes de certification ?

Votre dossier demeure à la réception jusqu'à ce que tous les documents exigés soient reçus. Je les ramasse une fois par semaine. Une fois l'évaluation complétée, j'envoie un courriel au candidat pour lui faire connaître l'état de sa demande. Ensuite, je retourne les dossiers au bureau de l'ACC pour plus ample traitement (certificat, annuaire du CCC, avis à AON, etc.).

P.-S. Chaque candidat doit lui-même contacter le siège social pour savoir s'il manque toujours un document ou si le dossier a été envoyé au registraire. ✪

ATTENTION ALL MEMBERS!

AVIS À TOUS LES MEMBRES!

Please check out the enclosed "Call for Papers" for the CCA Annual Conference to be held in St. John's, NL, 24-27 May, 2005 (www.ccacc2005.ca)

Also, the nominations for both the Board Directors' positions and for the 2005 CCA Awards are due by **December 15, 2004**.

Please fill the enclosed forms or visit our Website at www.ccacc.ca/bodNomination.htm for a Board Nomination Form and at www.ccacc.ca/AwardsForm.htm for an Awards Nomination Form

Please don't hesitate to forward your nominations to the CCA Head office at any time before the due date ✪

N'oubliez pas de consulter « L'appel de présentations » ci-joint pour la conférence annuelle de l'ACC qui aura lieu du 24 au 27 mai 2005 à St. John's, NL (www.ccacc2005.ca)

De plus, les mises en candidature pour les postes de directeurs du Conseil et celles pour les Prix d'excellence de 2005 sont toutes deux dues le **15 décembre 2004**.

Veillez remplir les formulaires ci-joints ou visiter notre site à www.ccacc.ca/french/bodNomination_fr.htm pour un formulaire de mise en candidature pour le Conseil et www.ccacc.ca/french/FormPrix_fr.htm pour un formulaire pour les prix d'excellence.

N'hésitez pas à faire parvenir vos mises en candidature au bureau chef n'importe quand avant la date limite ✪

FIVE COMMON MISTAKES THAT PREVENT COUNSELLORS FROM HAVING A FULL PRACTICE

Focusing Your Marketing Materials on You and Your Services

Although it is important to include information about yourself and your services in your promotional literature (brochures, websites, flyers, etc), it shouldn't be the first thing potential clients see when they see your materials. Your first goal should be to capture their attention by focusing on the problems they are experiencing and conveying that you can help them with their concerns. Typically, it is after you have convinced people of these two things that they then become more interested in you and your services.



Juliet Austin, MA

CINQ ERREURS COURANTES QUI EMPÊCHENT LES CONSEILLERS D'AVOIR UNE PLEINE PRATIQUE

Centrer votre matériel de promotion sur vous et vos services

Il est important d'inclure de l'information sur vous et sur vos services dans vos documents de promotion (dépliants, sites web, feuillets, etc.), mais cela ne devrait pas être la première chose que voient vos clients éventuels. Votre premier objectif devrait être de capter leur attention en vous concentrant sur les problèmes qu'ils vivent et en transmettant le message que vous pouvez les aider à apaiser leurs inquiétudes. Habituellement, c'est après avoir convaincu les gens de ces deux choses qu'ils s'intéressent à vous et à vos services.

Trying to Be All Things to All People

Counsellors often attempt to cover all the bases by trying to appeal to all types of people with all sorts of problems. Often this stems from a fear that if you don't attract everyone you won't fill your practice. While there are successful generalists out there, in the current competitive market it is wise to target your marketing efforts to one or two populations that you want to work with. In the long run, you will become better known for what you do and attract more suitable clients.

Not Having a Marketing Strategy or Plan

Most counsellors have some sort of plan when it comes to working with their clients, but often they do not plan very well for the marketing of their practice. I encourage my clients to have an evolving marketing plan for at least one year at a time and ask them to break it down into segments. If you are serious about building your practice you will want to have very clear and specific marketing goals. You can't get somewhere if you don't know where you are going.

Giving Up Too Soon

Too often I hear from counsellors that they tried a particular marketing strategy and it didn't work. They become discouraged and erroneously assume that there was something wrong with the strategy or that marketing simply doesn't work - or at least doesn't work for them. Marketing often takes time before you see results. You must be committed to repeating your marketing strategies several times while remaining patient.

Essayer d'être tout pour tous

Les conseillers tentent souvent de couvrir tout le territoire en essayant d'attirer toutes sortes de gens ayant toutes sortes de problème. Cela provient souvent d'une peur de ne pas remplir sa pratique si on n'attire pas tout le monde. Bien que certains généralistes réussissent très bien, dans le marché compétitif actuel il est sage de cibler, dans vos efforts de marketing, une ou deux populations avec lesquelles vous voulez travailler. À long terme, vous serez mieux connu pour ce que vous faites et attirerez des clients qui vous conviennent mieux.

Ne pas avoir de stratégie ou de plan de marketing

La plupart des conseillers ont un plan quelconque pour travailler avec leurs clients, mais ils ne planifient pas très bien le marketing de leur pratique. J'encourage mes clients à avoir un plan de marketing qui évolue sur une période d'au moins un an et je leur demande de le diviser en segments. Si vous voulez sérieusement monter votre pratique, vous voudrez avoir des objectifs de marketing très clairs et spécifiques. Vous ne pouvez vous rendre quelque part que si vous savez où vous allez.

Abandonner trop tôt

Trop souvent, des conseillers me disent qu'ils ont essayé une certaine stratégie de marketing et qu'elle n'a pas fonctionné. Ils se découragent et supposent à tort que la stratégie était défectueuse ou que le marketing ne fonctionne tout simplement pas – ou du moins, pas pour eux. Le marketing ne donne pas toujours des résultats immédiats. Vous devez vous consacrer à répéter vos stratégies de marketing plusieurs fois, et faire preuve de patience.

■ Continued from page 9

Not Tracking the Results of Your Marketing

There is no point spending time, energy and money marketing your services if you do not keep track of the results of your efforts. Frequently I come across counsellors who can't tell me which of their efforts helped bring in more business. Track each of your marketing methods and you'll know where to spend your money in the future, what to modify, and what to eliminate.

Juliet Austin, MA, Life and Marketing Coach, Director, Canadian Office, Institute for Life Coach Training and member of the Canadian Counselling Association. Juliet provides coaching via telephone to counsellors who are struggling to build their practice. She also offers workshops and teleclasses on marketing and practice building. She can be reached at 604.730.1838 or coach@julietaustin.com You can sign up for her free newsletter, "Enlightened Marketing" at her website: www.julietaustin.com

■ Suite de la page 9

Ne pas faire le suivi des résultats de votre marketing

Il ne sert à rien de dépenser du temps, de l'énergie et de l'argent à promouvoir vos services si vous ne faites pas le suivi des résultats de vos efforts. Je rencontre fréquemment des conseillers qui ne peuvent me dire lesquels de leurs efforts les ont aidés à augmenter leur clientèle. Faites le suivi de chacune de vos méthodes de marketing, et vous saurez où dépenser votre argent à l'avenir, et ce que vous devez modifier et éliminer.

Juliet Austin, MA, professeure privée de compétences de vie et de marketing, est directrice du bureau canadien de l'Institute for Life Coach Training et membre de l'Association canadienne du counseling. Mme Austin guide par téléphone les conseillers qui se débattent avec la mise sur pied de leur pratique. Elle offre aussi des ateliers et des classes à distance sur le marketing et la mise sur pied d'une pratique. On peut la joindre au 604.730.1838 ou à coach@julietaustin.com. Vous pouvez demander de recevoir son bulletin gratuit « Enlightened Marketing » sur son site web, www.julietaustin.com.

Q: I am overwhelmed by the thought of building a website. How do I go about getting one up and running?

Last issue I discussed the reasons why it is important for counsellors to have a website. Once you are convinced that you must have a website, you need to decide how you will go about it. Often one can feel at a loss on how to do this. Should I hire someone or try to do it myself? How do I choose a domain name? How many pages should I have and what should I put on them? There are so many things to consider if you want to have a successful website that it is not surprising that you might find it to be a daunting task.

Often one of the first tasks my clients want help with is getting up a website. I suggest that they follow the steps below:

1. Decide on your budget. One can spend anywhere from a hundred to thousands of dollars on a website. At the low end, you can probably get a basic professional website done for somewhere between \$500-\$1000. If you do it yourself or use one of the many templates available on the web, it could cost considerably less. Be careful that you don't skimp so much on the cost though so that your website looks amateur.



Q : Je me sens submergé(e) à la pensée de construire un site web. Comment faire pour en mettre un sur pied ?

Dans le dernier numéro, j'ai discuté des raisons pour lesquelles il est important que les conseillers aient un site web. Une fois que vous êtes convaincu que vous devez en avoir un, vous devez décider de la façon de procéder. Souvent, on ne sait pas comment faire. Devrais-je embaucher quelqu'un ou essayer de le faire moi-même? Comment choisir un nom de domaine? Combien de pages devrais-je avoir et qu'est-ce que je devrais y mettre? Il y a tant de choses à considérer si vous voulez avoir un site web réussi qu'il n'est pas surprenant que vous trouviez la tâche décourageante.

Souvent, une des premières tâches pour lesquelles mes clients ont besoin d'aide est de monter un site web. Je leur suggère de suivre les étapes ci-dessous :


1. Se fixer un budget. On peut dépenser de cent à plusieurs milliers de dollars pour un site web. Au bas de l'échelle, vous pouvez probablement faire faire un site web de base par un professionnel pour une somme d'environ 500 \$ à 1 000 \$. Si vous le faites vous-même ou utilisez un des nombreux modèles disponibles dans Internet, cela vous pourrait vous revenir beaucoup moins cher. Mais attention de ne pas lésiner sur le coût au point que votre site web ait l'air amateur.

■ Continued on page 11

■ Suite à la page 11


■ Continued from page 10

2. **Choose a domain name and check to see if it is available.** The domain name is the address where your site is hosted (e.g. susiebrown.com). You can get domain names for anywhere from \$6.95 to \$25.00 per year or more. So again shop around for prices and make sure you deal with a reputable company. .com domain's are the most popular I recommend that you try to get one of these. However, there are many others available now that you might want to consider (i.e. .ca, .org, .biz).
3. **Choosing a hosting company.** You have to have a place to host your site on the web if you want people to see it. Often you can also get your domain name from the hosting company you choose. There are many options available in terms of how much space you will get, the amount of technical support you will have, etc. Again, shop around for the best price and service.
4. **Choose a website designer or design your own site.** As with other aspects of the process, you really need to do some research to find the best designer for you. Cost should be one consideration of course, but also check out the other sites they designed to see if you like their work. Having a fancy website is not going to make a big difference in terms of the number of clients you get, so don't try to do something too complicated.
5. **Research other websites to find designs that you like.** Don't just look at counsellors' websites, look at all different kinds of sites. Choose elements of the sites that you like and discuss these with your designer.
6. **Decide what and how many pages you will have.** Often 4-6 pages are enough to get you started. You can always add pages later. At the very least you will probably want a 'Home' page, an 'About You' page, a "Services" page, and a "Contact" page.
7. **Write effective copy for your pages.** Get some help or read about how to write copy (text) from a marketing perspective.. Research shows that you have only a few seconds to capture the attention of your visitors before they leave your site. For this reason, your home page should have compelling marketing copy that attracts the visitors' attention, shows them that you understand the problems they are experiencing and that you are a person that can help them.

Once your site is up, you will need to decide how you will market it. It won't do you much good to have a website if no one knows it's there. In the next issue we will explore various methods of launching and marketing your website-both offline and online 

■ Suite de la page 10

2. **Choisir un nom de domaine et vérifier s'il est disponible.** Le nom de domaine est l'adresse à laquelle votre site est hébergé (par ex. susiebrown.com). Vous pouvez obtenir des noms de domaine pour un montant de 6,95 \$ à 25,00 \$ par année ou plus. Encore une fois, magasinez les prix et assurez-vous que vous faites affaires avec une compagnie réputée. Les domaines « .com » sont les plus populaires, et je vous suggère d'essayer d'en obtenir un. Toutefois, plusieurs autres sont maintenant disponibles; vous pourriez par exemple considérer un domaine avec « .ca », « .org » ou « .biz».
3. **Choisir une compagnie d'hébergement.** Vous devez avoir un endroit pour héberger votre site web si vous voulez que les gens le voient. Souvent, vous pouvez aussi obtenir votre nom de domaine de la compagnie d'hébergement que vous choisirez. Plusieurs options sont disponibles relativement à l'espace que vous obtenez, au degré de soutien technique que vous obtiendrez, etc. Encore une fois, magasinez pour obtenir le meilleur prix et le meilleur service.
4. **Choisir un concepteur de site web ou créer son propre site.** Comme pour les autres aspects du processus, vous devez véritablement faire de la recherche pour trouver le concepteur qui vous convient le mieux. Le prix est bien sûr une des considérations, mais vérifiez aussi les autres sites qu'il a conçus pour voir si vous aimez son travail. Avoir un site web sophistiqué ne changera pas grand chose au nombre de clients que vous obtiendrez, alors n'essayez pas de faire quelque chose de trop compliqué.
5. **Faire une recherche d'autres sites web pour trouver des agencements que l'on aime.** Ne regardez pas seulement les sites web des conseillers; regardez toutes sortes de sites différents. Choisissez des éléments des sites que vous aimez et discutez-en avec votre concepteur.
6. **Décider des pages que vous voulez avoir et du nombre de pages.** De 4 à 6 pages suffisent souvent pour commencer. Vous pourrez toujours en ajouter par la suite. À tout le moins, vous voudrez probablement avoir une page « d'accueil », une page « sur vous », une page de « services » et une page de « coordonnées ».
7. **Rédiger un texte efficace pour vos pages.** Obtenez de l'aide ou lisez sur la façon d'écrire un texte du point de vue du marketing. La recherche démontre que vous n'avez que quelques secondes pour capter l'attention de vos visiteurs avant qu'ils ne quittent votre site. C'est pourquoi votre page d'accueil devrait avoir un texte convaincant qui attire l'attention des visiteurs, leur montre que vous comprenez les problèmes qu'ils vivent et que vous pouvez les aider.

Une fois que votre site est monté, vous devez décider de la façon de le promouvoir. Cela ne vous servira pas à grand chose d'avoir un site web si personne ne sait qu'il existe. Dans le prochain numéro, nous étudierons diverses façons de lancer et de promouvoir votre site – tant en ligne que hors ligne 

Statistical Analysis Report on the Evaluation of the "It's Up to Me Program"

The Coalition Against Abuse in Relationships (C.A.A.R.) is a non-profit organization whose members represent many service providers, volunteers, businesses and retired people in the Greater Moncton area. Established in 1990, it attempts to improve awareness of services available to victims and perpetrators of abuse through educational and lobbying activities. Its ultimate goal is to break or prevent the cycle of violence.

The first program implemented by C.A.A.R., *Love Without Violence*, aimed at educating students from grades 9 to 12 about abuse in relationships, particularly by addressing the issues of date rape and the cycle of violence. Students who participated in this program have indicated how much they needed this information before embarking on serious relationships. They said that they needed to know HOW to build healthy relationships. This led to the *It's Up to Me* program.

The *It's Up to Me* kit, released in 1998, is a tool for teaching and developing the skills and knowledge required to choose and maintain healthy interpersonal relationships and treat others with respect. This tool targets pre-teens and teens from grades 5 to 8. The program was designed with the help of representatives from the academic field, local and provincial administrators from the Department of Education, and local practitioners. After identifying what was needed and what was lacking, the emphasis was put on keeping it simple and successful, user-friendly with a minimum of preparation time for facilitators and/or teachers. In addition, the objective was to send a positive message, to make it fun and interactive.

The *It's Up to Me* kit includes a presenter's guide, pre-activities and post-activities (exercises to do in the classroom) and the presentation material. The focus is on three major themes: Respect, bullying and healthy and unhealthy relationships. The timeline suggested for presenting the material to the students is 3 weeks.

After using the kit for a few years, C.A.A.R. decided to evaluate the *It's Up to Me* program. A consulting firm was hired to put in place a data collection process. The purpose was to evaluate the changes in attitude towards interpersonal relationships as a result of the *It's Up to Me* program among primary school students. The aim was to verify if students' knowledge regarding respect, bullying, healthy and unhealthy relationships increased after participating in the program.

■ Continued on page 13

Rapport d'analyse statistique sur l'évaluation du programme « C'est à moi de choisir »

La Coalition contre l'abus dans les relations (C.C.A.R.) est une organisation sans but lucratif dont les membres représentent de nombreux dispensateurs de services, bénévoles, gens d'affaires et personnes à la retraite de la région du Grand Moncton. Créée en février 1990, elle s'efforce de faire connaître les services destinés aux victimes et aux auteurs de violence en organisant des activités éducatives et en exerçant des pressions. Son but ultime est de rompre ou de prévenir le cycle de la violence.

Le premier programme mis en place par C.C.A.R., *Aimer sans violence*, visait à sensibiliser les élèves de la 9^e à la 12^e année à la violence dans les relations, notamment en abordant les thèmes du viol dans les fréquentations et du cycle de la violence. Les élèves qui ont suivi ce programme ont mentionné à quel point cette information leur était nécessaire avant de commencer à avoir des fréquentations sérieuses. Ils ont dit qu'ils ont besoin de savoir COMMENT nouer des relations saines. C'est ainsi qu'est né le programme *C'est à moi de choisir*.

La trousse *C'est à moi de choisir*, publiée en 1998, est un outil qui permet d'enseigner et de développer les habiletés et les connaissances nécessaires pour pouvoir choisir et entretenir des relations interpersonnelles saines et traiter autrui avec respect. Cet outil s'adresse aux préadolescents et aux adolescents de la 5^e à la 8^e année. Le programme a été conçu avec l'aide des représentants du milieu pédagogique, des administrateurs locaux et provinciaux du ministère de l'Éducation et des praticiens locaux. Ayant cerné les besoins et les lacunes, l'accent est mis sur la simplicité et le succès, la convivialité et le minimum de préparation pour les animateurs et/ou enseignants et enseignantes. De plus, le message se voulait positif, amusant et interactif.

La trousse *C'est à moi de choisir* comprend un guide du moniteur, des préactivités et des postactivités (exercices à faire en classe), ainsi que du matériel de présentation. Trois thèmes majeurs y sont présentés, soit le respect, la tyrannie et les relations saines et malsaines. L'échéancier proposé pour présenter le programme aux élèves est de trois semaines.

Après avoir utilisé la trousse pendant quelques années, principalement dans la région du Sud-Est du Nouveau-Brunswick, C.C.A.R. a décidé de procéder à une évaluation de son programme *C'est à moi de choisir*. Une firme de consultants a été embauchée pour mettre en place un processus de collecte des données. L'objectif était d'évaluer les changements dans les attitudes face aux relations interpersonnelles produits par le programme *C'est à moi de choisir* chez des élèves du primaire. Il s'agit de vérifier si les élèves acquièrent davantage de connaissances concernant le respect, la tyrannie et les relations saines et malsaines après leur participation au programme.

■ Suite à la page 13



Coalition Against Abuse in Relationships
Coalition Contre l'Abus dans les Relations

■ Continued from page 12

Overall, 515 students from the Southeastern region of New Brunswick aged between 10 and 14 years old (average = 11.71 years, s. d. = 1.12 years) and from 6 primary schools participated in this study. Among them, there are 270 (56%) girls and 245 boys (48%). The questionnaire used is divided in two sections. The first identifies the student. The second includes 15 questions pertaining to social relations whereby the students have to choose the best possible answer based on their knowledge. First, the students answer a preliminary questionnaire, which allows for the collection of pre-acquired knowledge. Second, the students participate in the program. Third, the students answer the initial questionnaire once again to see if any changes occurred in their answers with respect to the program implemented.

The McNemar test (Siegel, 1956) is used for this study as it enables us to evaluate the degree of change in the answers provided by the students between the first and last time the questionnaire is administered. The McNemar test statistic is distributed as a chi-square with a degree of freedom equal to 1. The interpretation of this chi-square is based on the comparison between the regressions and the improvements. When the program has a positive influence, there will be more improvements than regressions.

The size of the samples varies, as there are more completed questionnaires in the second run than in the first. Out of 128 McNemar tests, 34 are significant, which is clearly higher than what would have been expected by chance (6). The effect of gender is noticeable mainly among girls and the greatest improvement occurs in grade 5. It is to be noted that girls and boys were not influenced by the program for the same questions.

The category that seems to be the most affected by the program is the one on respect. The students can better distinguish between passive, aggressive and assertive styles of communication. Also, they acquired the know-how regarding ways of communicating more effectively. The students also seem to be better able to define the three types of bullying: physical, psychological and verbal. The questions on notions of good and bad relationships do not reveal any significant change, except when students associate the act of lying and bullying with an unhealthy relationship after the program. The ability to identify the three types of abuse, i.e. physical, psychological and sexual, does not change after the program.

Overall, the results indicate that the program is effective. The effectiveness is related mainly to the notion of respect, among girls and among grade 5 students. Some questions were rather badly answered, whereas others were extremely well answered. This limits the ability of the analysis to uncover any change. In short, these results indicate that the pursuit of the *It's Up to Me* program should be encouraged and that the evaluation of its impact should be improved.

For more information on the Coalition Against Abuse in Relationships, don't hesitate to visit our website at the following address: www.coalitionagainstabuse.com
To inquire about ordering the kits, you can email us at caar@coalitionagainstabuse.com, or P.O. Box 1660, Moncton NB, E1C 9X5. ✪

■ Suite de la page 12

En tout, 515 élèves du Sud-est du Nouveau-Brunswick âgés de 10 à 14 ans (M = 11,72 ans, é.t. = 1,12 ans) et provenant de 6 écoles primaires ont participé à l'étude. Parmi ce groupe, il y a 270 (52%) filles et 245 (48%) garçons. Le questionnaire utilisé se divise en deux sections. La première partie sert à identifier l'élève. La deuxième section comporte 15 questions concernant des relations sociales où les élèves doivent choisir la meilleure réponse possible en fonction de leurs connaissances. Premièrement, les élèves répondent à un questionnaire préliminaire afin de recueillir les connaissances pré-acquises. Deuxièmement, les élèves sont soumis au programme. Et troisièmement, le questionnaire du début est refait pour voir si un changement dans les réponses se produit en fonction du programme instauré.

Le test McNemar (Siegel, 1956) est utilisé pour cette étude puisqu'il permet d'évaluer le degré de changement entre les réponses émises par les élèves à la première et dernière administration du questionnaire. La statistique du test de McNemar se distribue comme un khi-carré avec un degré de liberté égal à 1. L'interprétation de ce khi-carré se fonde sur la comparaison entre le nombre de régressions et d'améliorations. Si le programme a une influence positive, les améliorations seront plus nombreuses que les régressions.

La taille de l'échantillon varie. En effet, il y a plus de questionnaires complets lors de la deuxième passation que lors de la première. Sur 128 tests de McNemar calculés, 34 sont significatifs, ce qui est un nombre plus élevé que ce que le hasard permet d'espérer (6). L'effet du sexe se dénote surtout chez les filles et c'est en 5^e année que s'observe le plus d'amélioration. Il convient de remarquer que les filles et les garçons n'ont pas été influencés par le programme pour les mêmes questions.

La catégorie qui semble la plus affectée en général par le programme est celle sur le respect. Les élèves peuvent mieux distinguer entre les styles de communication passive, agressive et assertive et ils acquièrent le savoir-faire concernant les façons de communiquer plus efficacement. Les élèves semblent aussi mieux définir les trois types de tyrannie : physique, psychologique et verbale. Les questions abordant des notions de bonnes et mauvaises relations ne démontrent pas de changement significatif entre avant et après le programme, sauf lorsque les élèves associent l'action de mentir et d'intimidation à une relation malsaine suivant le programme. Les capacités à identifier les trois types d'abus : physique, psychologique et sexuel, suivant le programme, ne varient pas.

Les résultats dans leur ensemble indiquent que le programme est efficace. Cette efficacité est relative principalement à la notion de respect, aux filles et aux jeunes de 5^e année. Certaines questions ont été plutôt mal répondues et d'autres extrêmement bien. Ceci limite la capacité de l'analyse à découvrir du changement. En somme, ces résultats encouragent la poursuite de l'intervention *C'est à moi de choisir* et l'amélioration de l'évaluation de son effet.

Pour plus d'information sur la Coalition contre l'abus dans les relations, n'hésitez pas à visiter notre site internet à l'adresse suivante : www.coalitionagainstabuse.com
Si vous désirez savoir comment vous procurer l'une de nos trousseaux, vous pouvez nous rejoindre par courriel : caar@coalitionagainstabuse.com, ou à l'adresse suivante : C.P. 1660, Moncton N.-B., E1C 9X5. ✪

PROFESSIONAL LIABILITY INSURANCES

LES ASSURANCES RESPONSABILITÉ PROFESSIONNELLE

Renew Your Policy On Time!

The professional liability insurance policy for the Canadian Counseling Association program is on a claims made basis.

A 'claims made' policy requires reporting a potential or actual claim to the insurer before the policy expiry date. Only claims that are **reported during the policy period** are covered subject to all terms, conditions and exclusions of the policy wording. Incidents that have occurred before the policy came into effect are covered if they are reported during the policy period and you were unaware of the claim at the time you purchased the policy.

Therefore, it is imperative that you either:

- Renew your insurance;
- Acquire Tail coverage. Tail coverage extends the reporting period in which a claim can be made if you are retiring or are no longer practicing counseling. This coverage extends the reporting period for seven years immediately following the end of the policy period with respect to an error, omission or negligent act arising out of the insured services rendered prior to the retirement date. (There is no cost in obtaining Tail coverage under the Canadian Counseling Association Liability Insurance Program);
- Make alternative arrangements through a new insurance provider however, if you do not intend to renew your policy with Aon, please let us know in writing.

At renewal time, it is up to you as a member of the Canadian Counseling Association Liability Insurance Program to make sure your insurance coverage is up to date. There are two things you can do to ensure continuation in your coverage:

- Complete the renewal application;
- Send your updated renewal application along with payment in full prior to your renewal date.

Never hesitate to contact your broker with any questions or concerns!



Aon Reed Stenhouse Inc.
710-1525 Carling Avenue
Ottawa, ON K1Z 8R9
1-800-267-9364
group.programs@aon.ca

Renouvelez votre couverture à temps !

La police d'assurance responsabilité professionnelle de l'Association canadienne de counseling est un programme basé sur les réclamations.

Une police « basée sur les réclamations » exige qu'on rapporte une réclamation réelle ou éventuelle à l'assureur avant la date d'expiration de la police. Seules les réclamations **rapportées durant la période pendant laquelle la police est en vigueur** sont couvertes, sous réserve de toutes les modalités et exclusions qui y sont définies. Les incidents survenus avant l'entrée en vigueur de la police sont couverts s'ils sont rapportés durant la période pendant laquelle la police est en vigueur si vous n'étiez pas au courant de ladite réclamation au moment de l'achat de la police.

Il est donc impératif que

- vous renouveliez votre assurance. Ou que...
- vous achetiez une prolongation de couverture. Une prolongation de couverture prolonge la période au cours de laquelle une réclamation peut être faite si vous prenez votre retraite ou ne pratiquez plus le counseling. Cette couverture prolonge de sept ans la période au cours de laquelle des réclamations peuvent être présentées, immédiatement après la fin de la période pendant laquelle la police couvre une erreur, omission ou négligence se produisant en dehors des services assurés rendus avant la date du retrait du régime d'assurance. (Le régime d'assurance responsabilité de l'Association canadienne de counseling offre une prolongation de couverture sans frais.) Ou que...
- vous remplacez cette police par celle d'un nouvel assureur. Cependant, si vous n'avez pas l'intention de renouveler votre police chez Aon, s'il vous plaît, faites-nous-le savoir par écrit.

Au moment du renouvellement, c'est à vous, en tant que membre du régime d'assurance responsabilité de l'Association canadienne de counseling de vous assurer que la couverture de votre assurance est à jour. Voici deux choses à faire pour assurer la continuation de votre couverture :

- Compléter le formulaire de renouvellement;
- Faire parvenir votre formulaire de renouvellement à jour avec le paiement complet avant la date de votre renouvellement.

N'hésitez jamais à contacter votre courtier si vous avez des questions ou des inquiétudes !



Aon Reed Stenhouse Inc.
1525, av. Carling, bureau 710
Ottawa (Ontario) K1Z 8R9
1 800 267-9364
group.programs@aon.ca



A Lawsuit Could Derail Your Career

Stay On Track

LIABILITY PROTECTION
PROPERTY INSURANCE
AND MORE...

AON

1-800-267-9364

group.programs@aon.ca

Service Bilingue Disponible

CHANGE OF STATE BY WALKING THE LINE

As an NLP (Neuro-Linguistic Program) trainer I find many useful techniques which help bring about change. In my recent book **Free to be Me! From Depression Valley to Plain Happiness** I explain a simple NLP technique called Walking the Line. You have my permission to print it. The excerpt from my book is given below.

Change of State by Walking the Line.

I talked earlier in this book (*Free to be Me!*) about how we respond to perception rather than to reality. This simple exercise called "Walking the Line" can bring noticeable change to the user if the intent is there to change. For example, using your imagination, notice a line segment on the floor, with one end being A and the other end being B. Choose two opposite emotions, e.g., anger, calm; happy, sad; excited, depressed; awake, sleepy; etc. Let's say for demonstration purposes here, you choose awake (Point A) and sleepy (Point B). Notice the line and make it large and put colour on it. For point A, put a bright lively colour and for point B, put a drab brown, dark, non-lively colour. Notice the line from bright at one end (A) to gradually changing colour until you see the dull side (B). Let's suppose at the moment you are feeling a bit tired. Jump on the line where it represents your level of tiredness right now - you will be close to B. While facing B, start walking backward on the line toward A and notice if there is some shift in your tiredness. Now go back to the point where you jumped on the line, but this time turn around and face the bright lively end, A and start walking toward it. Notice the increase in bright colour as you walk toward A. Be aware of absorbing the bright colour, moving toward A, and be aware of the change of your state. Do you find you become more awake? This is a good exercise to do, even mentally, before going into a meeting. You can reverse the process just before going to bed.


Walking the line can be used for several different "opposites" with which you may want to experiment. This technique is great for helping to change state. Around the time I was writing this section I was also teaching a Level One NLP course in the city of Charlottetown. As I taught "Walking the Line" one of the students (a psychology major), who was having difficulty making a decision to leave a job, applied this technique to her situation. In the next class she had shared her experience and had given me permission to use it. The student writes:

Dear Al - When I got home Monday night I was still in awe over

what I'd experienced in class. I got the chance to use it this week too. I decided to resign from the group home job. I am not good at that kind of thing at all. I get very nervous and frustrated. It is one of the only few situations where I'm so extremely uncomfortable that I could vomit. Just anticipating this meeting was making me shake. So when the time came, I imagined a very long line, like the one in class, but much longer and brighter. I imagined red (anxiety) as far over the horizon, where I couldn't see (behind me) and the road in

front of me as continually more blue (calm). My line ended in my boss's office, and her whole office was blue. I kept this image with me all day, right up until meeting time. As I drove to her office I felt increasingly calm and confident. I went into the meeting, said what I needed to say, and left and I never once felt nervous! Not even a little bit! As I left and went home, I felt the "blueness" inside myself, and I mentally turned almost my whole line blue. I left some purple and red because we all need some stress and anxiety, but I made the red much less intense. Al, this is a technique I will use for the rest of my life! Frankly, I'm floored that it works. I mean, it's so simple! It sounds so honkey and fluffy but, by God it works! -Ella

When the student (Ella) shared this in class all the students were well aware of her change of state. This simple technique is very effective when the student has the strong desire for a positive outcome.

Alvin Curley B.Sc., B.Ed., and M.Ed. is a Certified Canadian Counsellor (CCC). He retired from the educational system in 1995 and has been in private practice ever since. His recently completed book **Free to be Me! From Depression Valley to Plain Happiness** is a story of his personal journey through depression to a life of health and plain happiness. You may reach him by calling 1-902-436-7965 or through email: alcurely@pei.sympatico.ca 

Brief Solution-Focused Counselling

2004 Earn Continuing Education Hours! 2005

LEVEL 1: SOLUTION-FOCUSED SKILLS™

Calgary	Oct. 4 - 5	Calgary	Jan. 17 - 18
Edmonton	Oct. 25 - 26	Edmonton	Jan. 24 - 25
Winnipeg	Sept. 27 - 28	Victoria	Apr. 25 - 26
Moose Jaw	Nov. 22 - 23		

LEVEL 2: HOW TO DEAL WITH TOUGH PROBLEMS™

Calgary	Oct. 6 - 7	Calgary	Jan. 19 - 20
Edmonton	Oct. 27 - 28	Edmonton	Jan. 26 - 27
Winnipeg	Sept. 29 - 30	Victoria	Apr. 27 - 28
Moose Jaw	Nov. 24 - 25		

CREATIVE APPROACHES FOR HELPING CHILDREN AND YOUTH™

Edmonton	Oct. 29	Calgary	Jan. 21
Winnipeg	Oct. 1	Edmonton	Jan. 28
Moose Jaw	Nov. 26	Victoria	Apr. 29



SOLUTION-FOCUSED STRATEGIES FOR HEALTH CARE PROFESSIONALS™

Levels 1 and 2 are important for Health Care Professionals!

SUMMER INTENSIVE (Levels 1 & 2) Calgary July 5 - 8, 2005

Nancy McConkey, M.S.W., is a family therapist and professional speaker. Order her new book **"Solving School Problems. Solution-Focused Strategies for Principals, Teachers and Counsellors."**



CALL ABOUT ON-SITE TRAINING 1-866-30-4TALK (8255)
www.solutiontalk.ab.ca

COUNSELLING AND INTENTIONAL HOPE: WORKING WITH CLIENTS LIVING WITH HIV/AIDS

Gregory E. Harris, University of Alberta

Hope as a core human characteristic is central to healthy human functioning and has existed as long as mankind (Fromm, 1968). It has only been recently that this construct has found its way into scientific research journals (e.g., Menninger, 1959) and it is still struggling to be recognized in counselling practice despite its importance (Edey & Jevne, 2003). The following discussion highlights key characteristics of hope for general counselling practice, as well as when specifically working with clients living with HIV/AIDS.

The construct of hope has been defined in numerous ways, which represents its complex and often multidimensional nature. For example, Dufault and Martocchio (1985) defined hope as "a multidimensional, dynamic life force characterized by a confident yet uncertain anticipation of achieving a future good which, to the hoping person, is realistically possible and personally significant. Hope has implications for actions and for interpersonal relatedness. Hoping is not a single act but a complex of many thoughts, feelings and actions that change with time. Hope is multidimensional and process-oriented" (p. 380). Jevne and Miller (1999) defined hope as "looking forward with both confidence and unsuredness to something good" (p. 10). Edey, Jevne, and Westra (1998) noted the subjectivity of hope, and focused on how clients perceived and defined hope, utilizing these client-focused definitions as their definitions of hope. Many of the definitions of hope include the belief that "hope functions as a protective mechanism, whereas the presence of hopelessness on a long-term basis threatens a person's physical, psychological, and spiritual health and quality of life" (Farren, Herth, and Popovich, 1995, p. 39). Thus, it seems the development of hope is an important component of well-being and mental health.

Numerous researchers (e.g., Edey & Jevne, 2003; Edey, et al., 1998; Frank, 1968; Ruvelson, 1990; Yalom, 1995; 1998) suggest that hope is an important component in counselling. Creating and maintaining hope in counselling has been reported to be an integral role of the counsellor, including maintaining his/her own level of hope (Bernard, 2000; Edey et al.; Miller, Duncan, & Hubble, 1997; Westburg & Guindon, 2004; Yalom). Many researchers and clinicians (e.g., Ahn & Wampold, 2001; Hubble, Duncan, & Miller, 1999; Lambert & Bergin, 1994) have highlighted the importance of examining factors that are common across theoretical orientations and techniques. There have been numerous trans-factor models suggested (e.g., Frank & Frank, 1991; Hubble, et al., 1999; Lambert, 1992; Yalom, 1995; 1998), many of which label hope as a common factor. For example, Yalom (1998) noted, "the instillation and maintenance of hope is crucial in any psychotherapy" (p. 9), and labeled one of his 11 primary therapeutic factors the instillation of hope. Lambert identified a four-factor model and labeled one of these factors as placebo, hope, and expectancy. Talley (1992)

noted that in examining the predictors of brief psychotherapy, the single most effective factor in predicting satisfaction of treatment was the counsellor encouraging the client to believe he/she could improve his/her own situation. Edey and Jevne (2003) reported that this could be interpreted as the "client reclaiming hope about the situation" (p. 45). Taken together, these suggest that hope seems to be a common factor that exists in counselling regardless of which orientation or technique is being employed.

Massey (2003) reported that hope-focused counselling approaches typically include an eclectic modality. For example, areas of emphasis have included cognition, systems, social learning, and existentialism (Massey). Edey et al. (1998) reported that narrative therapy is also an important orientation within hope-focused counselling. Typically, the hope-focused counsellor will listen for stories and instances of hope in order to help redevelop undesired narratives (Edey et al.). Massey reported that the most common theoretical modalities within a hope-focused approach consist of narrative (e.g., externalizing the problem), cognitive-behavioural (e.g., identifying core beliefs and inappropriate thoughts and utilizing hope to help redefine problematic thoughts and beliefs), and existentialism (e.g., life meaning being connected with hope). Corey (2001) reported that Alfred Adler's (1912) Individual Psychology contains a key intervention known as encouragement (i.e., helping the client to develop courage), which involves fostering a sense of hope in the client. Stone (1998) as well as Jevne (1993) have each reported numerous interventions, based on multiple theoretical orientations, for helping clients develop hope: (a) searching for hopeful exceptions to hopelessness, (b) reframing hopeless situations with hopeful possibilities, (c) highlighting clients' strengths, (d) developing goals, (e) communicating caring, (f) creating hope rituals, images, and stories, (g) locating hope models (e.g., a favorite actor/actress that inspires hope), and (h) utilizing appropriate humour.

Regardless of the underlying orientation(s) or technique(s) employed, hope-focused counselling's central tenet is intentionally working with hope as the central theme within counselling (Edey & Jevne, 2003; Edey et al., 1998; Massey, 2003). Hope-focused counsellors utilize hope-focused questions (e.g., what do I have to know about you to understand your hope) to help clients perceive options and hope as opposed to a predominate focus on the problem(s) (Edey et al.). Hope-focused counsellors also recognize the importance of the therapeutic alliance, and relationships with significant others, in terms of influencing clients' hope levels, notably with those living with HIV (Keen, 1994; Wong-Wylie & Jevne, 1997). The development of hope has been linked with caring (Dufault and Martocchio, 1985; Nekolaichuk & Bruera, 1998), which is a key component of the therapeutic alliance. Its opposite, hopelessness, has been linked with being judged (Collins & Cutcliffe, 2003), which

■ Continued on page 17



■ Continued from page 16

presents a roadblock to an effective alliance.

It is important to note that hope-focused counselling is not a separate counselling modality, but rather an approach with a hope-focus that occurs within any therapeutic modality (Edey & Jevne, 2003). The difference is that a hope-focus approach intentionally utilizes this hope-focus when it is required, making it an integral and key component of the counselling process. It is also important to note that numerous authors suggest (e.g., McGee, 1984; Ruvelson, 1990) that attempting to demonstrate or elicit hope prematurely in clients experiencing hopelessness can be counterproductive and lead to increased isolation and hopelessness. Thus, part of hope-focused counselling includes recognizing when to engage in other activities that can be non-hope related or be precursors to a hope-focused discussion. Specifically, the client needs to be truly heard and understood, which can then facilitate a hope-focused discussion.

One area of practice in which hope has a central focus is working with people living with HIV/AIDS. There have been connections noted between fearing a diagnosis of HIV or fearing HIV/AIDS itself and hopelessness (Akanke & Ross, 1994; Ickovics, Morrill, Beren, Walsh, & Rodin, 1994). Kylma, Vehvilainen-Julkunen, & Lahdevirta (2001) reported that individuals in their study who suspected an HIV diagnosis, and who began to lose hope, experienced serious consequences as a result, such as hurting oneself (e.g., suicide attempt). It has also been noted that people living with HIV/AIDS may experience increased levels of hopelessness (McEnany, Hughes, & Lee, 1996; van Servellen, Padilla, Brecht, & Knoll, 1993). Research has demonstrated that HIV-positive gay men have experienced higher levels of hopelessness than HIV-negative gay men (Catalan et al., 1992; Catalan & Pugh, 1995) and HIV-positive individuals living with haemophilia have experienced higher levels of hopelessness than HIV-negative individuals living with haemophilia (Catalan et al.). Hopelessness has been demonstrated to be highly related to suicidal ideation (Beck, Steer, Kovacs, & Garrison, 1985; Hall, Platt, & Hall, 1999), possibly even acting as a mediator between depression and suicide (Chochinov, Wilson, Enns, & Lander, 1998).

There have also been connections noted between hope and living with HIV. For example, Harrison (1993) noted a connection between experiencing hope and maintaining a health-promoting lifestyle in individuals living with HIV. This is an important consideration, as developing a health-promoting lifestyle potentially suggests a reduction of high-risk behaviours (e.g., suicidal ideation, poor medication adherence, unsafe sexual practices). Similarly, Cousins (1989), as well as Dufault and Martocchio (1985), reported that individuals who are experiencing hope are more likely to make healthier choices. Dufault and Martocchio noted that hope can also lead to increased social responsibility. Again, this seems to suggest a concern for others and, thus, a potential reduction of high-risk behaviours. Farren, et al. (1995) reported that in contrast to hope, hopelessness has been connected with increasing levels of "sociologically oriented destructiveness and violence" (p. 39). Wong-Wylie (2003) suggested that counsellors working with individuals living with HIV who engage in high-risk behaviours (i.e., unsafe

sexual practice, risky drug sharing behaviours) and refuse to disclose their HIV status to their sexual or drug sharing partners need to maintain the client's level of hope as opposed to immediately breaking confidentiality (i.e., breaking confidentiality was seen as a mechanism of destroying hope). She further suggested that maintaining hope would lead clients to make healthier choices (i.e., reduction of high-risk behaviours or informing partners), which would benefit the HIV-positive individuals involved as well as society in general, to a greater degree than breaking confidentiality and disclosing the high-risk behaviour information.

Numerous researchers (e.g., Chammas, 1999; Heinrich, 2003) reported that hope is an important internal resource for helping individuals living with HIV to experience increased well-being and to survive with HIV. There was also a relationship noted between spirituality or existential well-being, hope, and positive correlates of HIV (e.g., fewer HIV related symptoms) (Carson, Soeken, Shanty, & Terry, 1990; Coleman, 1997; Coleman & Holzemer, 1999). Heinrich (1999) noted that hope influences perceived and actual health among individuals living with HIV. Watts (2001) noted that hope is positively related to emotional adjustment in individuals living with HIV. Meredith, Delaney, Horgan, Fisher, & Frasier (1997) reported that in their survey of individuals living with HIV, participants wanted to be treated within a setting that offered opportunities to discover hope.

Kylma et al. (2001) reported that in their study, participants typically became highly distressed and experienced hopelessness and despair following an HIV-positive test result (i.e., some of these participants experienced this after suspecting they were HIV-positive). They noted that this had the effect of leading the individual to actually "close down in despair" (Kylma et al. p. 363). This was noted to potentially serve a positive function for some, as "surely in the beginning it is so upsetting, and the despair comes and the person becomes closed and cannot take in anything more" (p. 363). However, following this initial reaction many of the participants' hopelessness and despair turned into hope, which was an important component in deciding to live as opposed to die (Kylma). Similarly, Siegal and Meyer (1999) reported that following notification of HIV-positive status, suicide ideation and suicide attempts were actually involved in a process of coping with HIV, which involved hope.

This review highlights the importance of hope in counselling practice and gives some suggestions on how counsellors can increase their intentional use of hope in practice. It also demonstrates the relevance of hope while working with people living with HIV/AIDS.

References available upon request

Greg Harris is a PhD student in Counselling Psychology at the University of Alberta. During 2003-2004, he completed his external clinical placement at the University of Alberta Hospital, Division of Clinical Psychology, and worked primarily with clients living with HIV/AIDS. His research has been predominately in the areas of HIV/AIDS, mental health, and hope. These projects have been funded by Health Canada as well as CIHR. In 2005, he will be starting at Mount Allison University as an instructor in the Department of Psychology and is planning to commence his pre-doctoral internship at the Moncton Hospital.



Most people have early memories of themselves in nature. When asked to recall them, they are transported back in time to feelings of peace, serenity and satisfaction that they have long since forgotten. If memories of being in nature have such transformative power, it seems logical that actually being there will have a similar, if not more potent effect. Connecting to nature is recognized as beneficial, however, little is known about how to include this activity as part of the therapeutic process. To begin incorporating nature into counselling, we need information. We need to know how to make the connection to nature and we need to know what specifically in nature facilitates wellness in people. Of particular interest is the idea that counsellors stand to benefit from this process as well as clients.



**Valerie Nicol, MA
CCC, RRP**

The Rationale

The importance of conducting a study that examines how nature facilitates wellness is demonstrated by a number of reasons. First, most people believe the notion that a walk in the woods is good for the soul, but surprisingly few people act on it. The result is increasing numbers of people who disregard nature as a means for psychological healing. To change this phenomenon, we need to expand our worldview to include nature, or, as Devereux (1996) describes, we need to reinstate the ancient sense of our relationship with nature.

Second, life in a modern urban environment is often very unbalanced in favour of intellectual pursuits, at the expense of emotional, physical, and spiritual ones. Problems with high stress levels, poor physical health, strained relationships, and emotional distress are rampant. Compounding this is the prevalent practice of treating problems in isolation, rather than holistically. A more beneficial approach to these issues is presented in the philosophy of the First Nations Medicine Wheel, which shows the mental, physical, emotional and spiritual entities as being equal and part of a larger whole.

Third, there is a distinct lack of related research regarding the use of nature to promote well-being and psychological healing. There are several sources of information that can be considered tangential to this area of inquiry, such as First Nations philosophies of healing, Shamanism and Ecopsychology. However, none of these sources have thus far been adapted for use in a mainstream counselling setting.

The Research

For these reasons, this study posed the question: How does connecting to nature facilitate wellness? The Critical Incident Technique (Flanagan, 1954) was employed to develop a reasonable comprehensive scheme of categories that describe what, in connecting to nature facilitates wellness. Twelve participants were interviewed which resulted in the elicitation of 80 critical incidents. These incidents were organized into seven categories which were tested for soundness and trustworthiness. An examination of what led up to the critical incidents revealed four categories of possible precursors to the facilitation of wellness. As well, an examination of the outcomes for each of the critical incidents lead to the creation of five categories which describe what can result from making a connection to nature.

What Preceded Critical Incidents

To better understand how connecting to nature facilitates wellness, it is also important to know what was happening for participants before they took action in nature. In this section, the circumstances leading up to the 80 critical incidents were examined and categorized according to similarity. A framework of four exploratory categories emerged from this examination.

Engaging in Outdoor Activity - Participants engaged in numerous types of activities including walking, running, hiking, sailing, skiing, mountain climbing, snow shoeing, diving, camping, paddling, meditating, sundancing, vision questing, and gardening.

Emotional Turmoil (19 incidents) - Participants were experiencing emotional turmoil such as relationship problems, the ending of a relationship, grief and mourning, stress, and conflict when they decided to seek out nature.

Decision Making (5 incidents) - Participants were having trouble making an important decision when they chose to connect to nature. Examples include changing careers, relocating to another city, enrolling in a masters degree program, and the future of a relationship.

Work (6 incidents) - Events resulted from participants attending to their occupational duties. Incidents were experienced while participants performed their jobs, rather than in a situation of their choosing. The incidents range from healing work to encounters with animals.

Description of the Critical Incident Categories

Each of the seven categories will be described in terms of its composition and the range or variation found within it. All of the incidents described in this study indicate what participants found to increase their sense of well-being or wellness as a result of connecting to nature. The seven categories were not ranked in importance, and are presented here in random order.

Observation of Animals (13 incidents) - Participants reported an increased sense of well-being that included feeling comforted, peaceful, energized and "one with nature" after meeting animals in their natural habitats.

Activities in Nature (20 incidents) - A sense of well-being came as a result of connecting to nature through a particular activity. Activities ranged from walking, hiking and running, to showering in a waterfall, climbing a volcano or snow-shoeing at night. Participants experienced a shift such as gaining perspective, groundedness, clearer thinking, or release from troublesome emotions, as a direct result of doing the activity itself.

Overcoming a Challenge in Nature (6 incidents) - Includes events where participants experienced a heightened sense of wellness as a result of their triumphs in nature. Participants reported feeling empowered, more confident and gaining new perspective as a result of overcoming specific challenges in nature. The events in this category range from being lost at 10,000 ft. on Mt. Rainier, to sailing through a storm in 70 mph winds.

Performing a Ceremony in Nature (8 incidents) - Incidents in this category describe participation in traditional ceremonies from the First Nations culture. All but one of the ceremonies described in this category are considered to be traditional forms of healing for First Nations people. Some ceremonies included in this category are: attending a sweat lodge; throwing tobacco into a river; participating in a sundance; going on a vision quest; and passing a smudge.

Expressed Feelings in Nature (3 incidents) - Events are distinguished by participants' descriptions of how connecting to nature facilitated wellness by enabling them to express feelings. Being in nature was conducive to releasing emotion and discovering their true feelings. Participants report that positive influences such as fresh air, open spaces, sights, sounds and smells influenced them to release negative feelings and emotions. Incidents include sailing, walking on the sea-wall and going on a weekend retreat.

■ Continued on page 19

■ Continued from page 18

Extraordinary Experiences in Nature (7 incidents) - Events are described as transcendent, or even supernatural. Events include: seeing energy in trees; riding on a cloud; singing as if there was a choir of angelic voices coming from a single person; stopping a waterfall; finding an evil stone; having the sensation of light coming from the top of the head and extending into the heavens.

Examination of Outcomes

The purpose of this study was to address the question of how connecting to nature facilitates wellness for people. Critical incidents were collected from participants and organized into a scheme of categories based on what actions the participants took, or what specifically was done to facilitate wellness. In order to fully understand how connecting to nature facilitates wellness, it is also important to examine the outcomes, or results of the actions taken by participants. A framework of five wellness outcome categories was created. These five categories are not intended to be conclusive.

Connection (22 incidents) - Participants experienced a connection to nature which resulted in a greater sense of well-being in a variety of ways such as: feeling "one" with nature - experiencing a seamless existence of all things; feeling grounded or attached to the world; feeling that life is unfolding as it was meant to; and feeling privileged to be part of the animal world.

Empowerment (16 incidents) - Connecting to nature resulted in participants feeling empowered by increased self-esteem and confidence, inspiration, rejuvenation, challenge, motivation and accomplishment.

Release (16 incidents) - Release was experienced by participants as an outpouring of emotion such as tears or laughter, freedom from responsibility and worry, and becoming unblocked.

Relaxation (15 incidents) - Wellness outcomes in which participants feel more relaxed and calm as a result of connecting to nature. Feelings ranged from soothed, and tranquil, to elated, happy and light.

Perspective (12 incidents) - Wellness outcomes where participants experienced a positive change in perspective, or gained new perspective. These outcomes included: changed perspective on relationships, conflicts and priorities in life; and new perspective on disease, role in the world and the cycles of life and death.

Implications for theory and research

There is currently no theory regarding connecting to nature and how it facilitates wellness. However, the persuasiveness of results from this study suggests there should be. The seven categories describing what happened for participants provide a framework for how others can connect to nature to increase well-being. The five categories describing the outcomes of participant events reveal very positive and holistic healing experiences as a result of connecting to nature. The four categories describing what led up to the critical incidents show a variety of motivations for seeking out nature to heal. These findings establish the importance of a connection to nature as a method for increasing well-being and they provide a compelling reason for the development of a theoretical framework from which to conduct further research.

Four of the five categories based on critical incident outcomes are fairly typical - empowerment, perspective, relaxation and release are common goals of therapeutic practice. The fifth category - connection - is not common. Connection in this instance refers to 28% of the incidents where participants experienced an increased sense of wellness as a result of: feeling they had become one with nature; feeling they had connected to something much larger than themselves; or feeling they had become grounded or attached to the world. Clearly, nature was an integral part of these wellness outcomes.

One final aspect of the findings to be given consideration in the construction of a theoretical framework is the range of the 7 critical incident categories. The categories range from passive (observation of natural environment and expressing feelings) to active (activities in nature, overcoming a challenge in nature and performing a ceremony in nature). They also range from concrete (observation of animals) to transcendental (extraordinary experiences in nature). These ranges of experience demonstrate that connecting to nature could be appropriate for people with widely varied interests and abilities.

Implications for practice


The findings of this study indicate four major points that have implications for counselling practice. First, the critical incidents documented in this study demonstrate the power of connecting to nature in improving well-being. Including the use of nature in counselling creates a multitude of possibilities for both practitioner and client. Fresh air, the ambient sounds and activity are just a few of the benefits to be enjoyed in nature. Of particular interest is the idea that the wellness of counsellors could improve concurrently with clients.

Second, the seven critical incident categories describing what happened for participants indicate a pattern of events that could be used to facilitate specific kinds of connection with nature. For example, "expressing feelings in nature" suggests a low key activity, such as walking, where client and counsellor could easily carry on a conversation that would eventually lead to the client releasing some previously withheld emotions. "Overcoming a challenge in nature" would require the selection of an appropriate goal for the client. Upon reaching the goal, the client could benefit from outcomes such as increased self-esteem, empowerment and increased confidence. Clients and counsellors can decide together on the level of physical activity to be undertaken.

Third, what led up to each of the critical incidents indicates situations that would be opportune for bringing nature into counselling. The four categories representing what led up to incidents (emotional turmoil, decision-making, engaging in outdoor activity, and work) offer some insight as to appropriate scenarios for using nature in counselling.

Fourth, the categories of wellness outcomes experienced by participants provide a basis for facilitating the use of nature in counselling and for program planning. The five wellness outcomes reported in this study, relaxation, release, connection, empowerment and perspective, suggest that connecting to nature as part of the counselling process could be appropriate for individual and group work. The 80 critical incidents used for this study were all about individual experiences in nature. However, with facilitation by a trained counsellor, these outcomes may also be attainable by groups.

References available upon request

Valerie Nicol, MA, CCC, RRP is the Senior Vocational Rehabilitation Counsellor at Lifeworks! Consulting Inc. in Nanaimo, British Columbia. The original study "Connecting to Nature: How Nature Facilitates Wellness" was conducted as thesis research for her MA degree in Counselling Psychology at U.B.C. She is currently adapting this work for use with clients who have multiple barriers to employment and plans to begin running groups outdoors during the summer of 2004. For further information, please call 1-866-771-2381 or email, vjnicol@lifeworks.bc.ca 

**CCA Board of Directors /
Conseil d'administration de l'ACC
2003 - 2005**

Executive Committee / Comité exécutif

President/Président: Lorne Flavelle (president@ccacc.ca)
President-Elect & Treasurer/Président élu & Trésorier:
 Dr. David Paterson (dpaterso@sfu.ca)
Past-President/Président sortant: Dr. Glenn Sheppard
 (glenns@mun.ca)
Vice-President/Vice-présidente: Marie-Claude Martel
 (jlgilles.levasseur@sympatico.ca)
Secretary/Secrétaire: staff / mb du personnel
Executive Director/Directeur général: Doris Lavoie
 (dg@ccacc.ca)

Provincial Directors / Directeurs provinciaux

Newfoundland-Labrador/Terre-Neuve-Labrador: Alana
 Walsh-Giovannini (alanag57@stemnet.ca)
P.E.I./I.P.E: Corrine Hendricken-Eldershaw
 (corrine@careerservicespe.com)
New Brunswick Anglophones: Dr. Patricia Donihee
 (pat@doniheeconsulting.com)
Nouveau-Brunswick francophone: Dr. Robert Baudouin
 (baudoir@umoncton.ca)
Nova Scotia/Nouvelle Écosse: Mary Butler
 (butterm3@staff.ednet.ns.ca)
Québec francophone: Sandra Salesas
 (ssalesas@securenet.net)
Quebec Anglophones: Wayne Clifford (wclif4d@yahoo.ca)
Ontario Anglophones: Leslie Lumsden
 (llumsden@sympatico.ca)
Ontario francophone: Marie-Claude Martel
 (jlgilles.levasseur@sympatico.ca)
Manitoba / Nunavut: Marge Winters (mwinters@mts.net)
Saskatchewan: Kris Larson (larson@sias.sk.ca)
Alberta/N.W.T.-T.-N.-O: Jack Dobbs (jdobbs@mtroyal.ca)
B.C.-Yukon /C.B./Yukon: Bruce Bailey
 (bruce.bailey@kwantlen.ca)
CCDF President/Présidente FCAC: Barbara MacCallum
 (bmaccall@istar.ca)

CCA National Office/ Siège social de l'ACC

116 Albert, Suite 702 Ottawa, Ontario K1P 5G3
 Tel: (613) 237-1099 Fax: (613) 237-9786
 Toll Free / Sans frais: 1-877-765-5565
 E-mail : info@ccacc.ca • Website - www.ccacc.ca

Cognica Ad Rates / Taux publicitaires

	1 Time/fois	4 Times/fois	Size/format
1 page	\$475.00	\$400.00 ea/ch.	6 ½ X 9"
1/2 page	\$300.00	\$250.00 ea.	3 ¼ X 9"
1/4 page	\$200.00	\$150.00 ea.	3 ¼ X 4 ½
Business card / carte d'affaire	\$ 75.00	\$ 50.00 ea.	2 X 3 ½

**Standing Committees / Comités permanents
2003- 2005**

Appeals / Appels - Lorne Flavelle (Chair/prés.)
Personnel - Lorne Flavelle (Chair/prés.)
Ethics / Déontologie - Corrine Hendricken-Eldershaw (Chair/
 prés.)
Finances - Wayne Clifford & Kris Larson (co-chairs/co-prés.)
**Publications, Research & Communications / Publications,
 recherche & communication** - Robert Baudouin (Chair/prés.)
Internal Affairs / Affaires internes - Leslie Lumsden (Chair/
 prés.)
**Certification Advisory / Comité consultatif pour la
 certification** - Dr. David Paterson (Chair/prés.)
3rd party/Tiers parti - Lucy MacDonald (Chair/prés.)

CACEP/CAPFC - Dr. Sharon Robertson & Dr. Bill Borgen
 (co-chairs/co-prés.)

Chapter Presidents / Présidents de chapitres

Atlantic/Atlantique: Maxine MacMillan
 (maxine.macmillan@gnb.ca)
National Capital Region/Région de la capitale nationale: Hope
 Wojcik (hope_wojcik@ocdsb.edu.on.ca)
British Columbia/Colombie-britannique: Dr. Roberta Neault
 (rneault@telus.net)
Career Development/Développement en carrière: Sharon
 Cameron (midnight.sun@sympatico.ca)
Counsellor Educator/Formateurs de conseillers: Dr. Marvin
 McDonald (mcdonald@twu.ca)
Creative Arts in Counselling/Arts créatifs en counseling:
 Nisha Sajani (nishacca@yahoo.ca)
Feminist Network/Réseau féministe: Donna Bretell
 (bretell@sask.usask.ca)
Private Practitioners/Conseillers en pratique privée: Lucy
 MacDonald (lucy@lucymacdonald.com)
School Counsellors/Conseillers scolaires: Sandi Duffield-
 King (sdking@edu.pe.ca)
Aboriginal Circle/Cercle autochtone: Tony Falasca
 (orrtfy@hotmail.com)

CCA Staff / Personnel de l'ACC

Executive Director/Directeur général: Doris Lavoie
 (dg@ccacc.ca)
Office Manager/Gérante: Lyse Laframboise (lyse@ccacc.ca)
Reception & Membership: Pierrette Gibeault (Reception@ccacc.ca)
Commis à l'administration/Admin Clerk: Annie Ménard
 (Cognica@ccacc.ca)
Register/Régestraire: Line Melanson (Registr@ccacc.ca)
CEUs/UÉP: Marisabelle Terriault-Elibani
 (marisabelle12@hotmail.com)
CJC Editor/Éditrice de la Revue: Dr. Vivian Lalonde
 (cjc.rcc@ucalgary.ca)

Insert Rates / Taux des encarts

≤ 30 gr	\$ 650.00
31 - 54 gr.	\$ 750.00
55 - 64 gr.	\$ 850.00
65 - 84 gr.	\$ 950.00
85 - 114 gr.	\$1,200.00
≥ 115 gr.	call for quote/appeler