

SENATE

MEETING DATE: *August 23, 2010*

AGENDA #: *3.2*

PRESENTED BY: *Dana Cserepes*

Issue: Approval of a full program proposal for a Bachelor of Arts Minor in Counselling

For approval: THAT Senate approve the full program proposal for a Bachelor of Arts Minor in Counselling

Full Program Proposal

Bachelor of Arts
Minor in Counselling

Department of
Learning
Communities

Faculty of
Academic &
Career
Advancement

Kwantlen
Polytechnic
University
(July, 2010)

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Executive Summary

- a) An overview of the organization's history, mission and academic goals

Founded as a community college for the South Fraser Region in 1981, subsequently granted university college status in 1995, and university status in 2008, Kwantlen Polytechnic University has provided outstanding undergraduate education for more than twenty-five years. Undergraduate degrees have been offered at Kwantlen since 1996, along with a wide array of diplomas, associate degrees, certificates and citations in different fields of study. The university continues to prepare its students for successful careers as well as helping them develop the skills and critical awareness to be responsible citizens and community leaders. Today, Kwantlen serves approximately 17,500 students each year and is the fourth largest university in British Columbia.

Designated as a “special purpose teaching university”, Kwantlen Polytechnic University was specifically directed to serve the regions encompassing Langley, Surrey, Delta and Richmond. Across its four main campuses, Kwantlen takes up its role as B.C.'s polytechnic university by offering in excess of 130 programs spanning such diverse educational areas as Trades, Vocational, Preparatory, Professional, and Academic. As a leader in innovative education, Kwantlen creates relevant and engaging programs that integrate a broad-based university education, community service opportunities, undergraduate and applied research experience, and essential skills practice. The learning culture at Kwantlen is learner-focused, academically rigorous, innovative, interdisciplinary and socially responsible.

Arising from its commitment to serve the Fraser Region, Kwantlen offers all learners, regardless of background and preparation, and from across the country and abroad, opportunities to achieve the highest standards of academic performance. Access and support services, multiple entry points, and bridging programs are examples of this commitment. Transition programs, international education, workplace experiences and continuing education are also part of Kwantlen's commitment to lifelong learning across a broad range of educational options.

Our university culture is based on critical inquiry, collegial debate, knowledge generation, freedom of expression, diversity, and environmental stewardship and sustainability.

See the Mission & Mandate document at: <http://www.kwantlen.ca/mission/mission-mandate.html#>.

- b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study
Bachelor of Arts, Counselling Minor.

c) Location

The B.A. Minor in Counselling program will be offered primarily at Kwantlen's Surrey campus, with select courses being offered at Richmond and Langley, and on-line.

d) Faculty(ies) or school(s) offering the proposed new degree program

The Department of Learning Communities, Faculty of Academic and Career Advancement. One required course will be offered by the Psychology Department.

e) Anticipated program start date

Spring 2011

f) Anticipated completion time in years or semesters

Students engaged in full-time study will be able to complete a B.A. in four years. The Minor in Counselling consists of seven 3-credit courses and therefore constitutes approximately 1.5 semesters worth of that time over the four years.

g) A summary of the proposed program

The B.A. Minor in Counselling was designed to equip students with a basic theoretical and practical understanding of counselling. It will also provide access to the undergraduate counselling courses that are now required prerequisites for application to graduate counselling programs in British Columbia (e.g., SFU, UBC, UVIC). A minor, rather than a major, is being proposed because Counselling is an interdisciplinary field and graduate programs expect students to have a major in a discipline other than counselling. It is for this reason that no institution offers a full Bachelors degree in Counselling.

In the first year, students will be required to take Introduction to Higher Education in order to develop the appropriate attitude and disposition towards interdisciplinary scholarly inquiry that studies in Counselling requires. In the second year, students will take Abnormal Psychology (through the Psychology Department) so they can understand categories of mental disorders in order to strengthen their awareness regarding boundaries of competence. The third year involves developing an understanding of the theoretical foundations of counselling through courses on Theories, Career Counselling, and Cultural Considerations in Counselling. The fourth year courses involve a shift from theoretical understanding to practical and experiential learning with courses on Reflective Practice, Counselling Relationships and Basic Skills, and Group Facilitation.

Key features of the B.A. Minor in Counselling include the following:

The aim is two-fold. First, we seek to provide students with a richer understanding of the field of counselling, themselves, others, and intra-and inter-personal dynamics in multicultural societies. Second, we aim to support students in developing basic interpersonal and counselling skills in order to: 1) enhance employment opportunities for students in fields where interpersonal skills, abilities and insights are highly prized (e.g.,

teaching, policing, probations, management, social work, etc.), and 2) provide students access to opportunities for future studies in Counselling.

In line with Kwantlen's mandate, students will develop greater critical awareness through deepening understandings of self, others, intra-and inter-personal dynamics, sociocultural conceptions of well-being/dysfunction, and the sociopolitical implications of theory and practice in counselling. In turn, the program will enhance students' cultural sensitivities and sense of social responsibility, as well as provide broader educational and career opportunities.

The program has been designed to ensure a strong linkage between learning outcomes and curriculum design, as will be described more fully in the next section, and to allow for both traditional and innovation delivery methods (e.g., face-to-face, mixed-mode, on-line) and flexible offerings (full-time, part-time, evening, weekend, and summer).

The program strengths are many. First, the minor will augment whatever degree program students are pursuing by providing them tangible, practical interpersonal skills that can benefit them in a variety of settings. Second, the program is well-rounded in terms of theoretical and practical work, as well as providing a strong reflective component in which students will have the opportunity to determine if they have the personal strengths and abilities to flourish in counselling-related professions. Third, our internationally known, award-winning faculty bring a broad range of expertise in a variety of counselling domains. Fourth, due to Kwantlen's location in one of Canada's most diverse regions, we are well positioned to deliver on our commitment to provide a program that critically examines cultural tensions that exist around conceptions of health, dysfunction, healing and helping.

In terms of support and recognition, as the program is at the level of a Minor no regulatory or professional bodies apply. Major regional post-secondary institutions (e.g., SFU, UBC) have already approved transferability of all the courses that have been developed in the minor to date (5 of the 8 courses) and we anticipate the others will transfer as well, particularly given graduate programs are encouraging students to complete these courses at the undergraduate level.

This program is similar to the Minor in Counselling & Human Development offered at SFU and the courses that comprise the Minor are offered at other post-secondary institutions (e.g., Athabasca, Douglas, Trinity Western, UBC, UVIC, Vancouver Community College). We view the proposed program less as a duplication of other institution programs, than as extending the increasingly available opportunity to pursue counselling to Kwantlen students as well. This will not only provide greater access to further education and employment opportunities, it will also retain students who are leaving Kwantlen due to the lack of such offerings and will better enable the region to meet the demand for professionals who have strong interpersonal communication skills and abilities.

- h) Name, title, phone number and e-mail address of the institutional contact person in case more information is required.

Dr. Sarah Hickinbottom, Faculty & Chair, Learning Communities, Faculty of Academic & Career Advancement

Sarah.Hickinbottom@kwantlen.ca
604-599-2428

Part 2 – Degree Content

Program Goals

The general aim of the B.A. Minor in Counselling is to equip students with a strong theoretical and practical understanding of counselling. Within this aim, are a number of sub-goals related to learning outcomes, Kwantlen's mandate, and expansion of professional and educational opportunities.

There are three major outcomes related directly to curriculum and course content. First, students will develop a sound knowledge of ontological assumptions regarding the nature and development of persons, selves, and identity in multicultural societies, as well as mainstream and critical notions of mental health/dysfunction, how change occurs, and the process of helping. Second, students will have the opportunity to learn about and reflect deeply on issues related to working in the helping professions. In particular, they will explore their motivation and inclinations towards counselling and helping others, as well as issues related to counsellor mental health and self-care so they may make informed choices about their futures. Third, students will begin the process of developing basic counselling skills that can serve to strengthen their interpersonal interactions and, if they choose, provide a foundation for the cultivation of more advanced counselling skills at the graduate level.

These curriculum outcomes support five of the broader learning aims outlined in Kwantlen's mandate. First, the theoretical understandings developed through the program will not only inform future practical endeavours in the helping professions, but will also enable students to develop critical awareness and increased cultural sensitivity in understanding themselves, others, and interpersonal dynamics, as well as conceptions of mental health and well-being, psychological dysfunction, helping, and change.

Second, the program will emphasize contemporary understandings of persons as inherently relational beings. Such perspectives place the relationship between individual and community (both local and global) at the forefront of concern and challenge notions of the individual as separate and apart from others. Thus, developing this view will enhance students' sense of social responsibility.

Third, the program will serve to cultivate a broad, interdisciplinary perspective amongst students. Counselling, as an academic area of study, is traditionally housed in Faculties of Education. Like education, counselling is strongly interdisciplinary, drawing from both humanities and the social sciences. The concept of the person that is the subject of counselling is best described as a biological, sociocultural, historically embedded psychological agent. In terms of scholarship, counselling is founded on philosophy, political science, history, and sociology, as much as it is on psychological science. As such, it is just as common for students who move on in counseling graduate work to conduct empirical research as it is for them to explore their subject matter through ethnography, hermeneutic investigation, historical ontology and/or genealogy, or case studies.

Fourth, in our mission and mandate document, the Kwantlen community has expressed its intention to "recognize and respond to challenges and opportunities within the dynamic communities of the Fraser region of British Columbia." One of the challenges that faces multicultural communities, particularly those with a large immigrant populations, involves dealing with issues of communication, cultural sensitivity, identity development, and transition. These issues lie at the heart of any strong counselling program and an understanding of such issues is beneficial to those working in diverse multicultural settings such as Langley, Surrey, and Richmond.

The fifth aspect of Kwantlen's mandate that is served by the proposed program is with respect to enhancing opportunities for further education or career change. Currently, students who wish to pursue graduate work in Counselling at SFU, UBC, or UVIC require a number of undergraduate courses in counselling before they apply to these programs. The B.A. Minor in Counselling has been developed with these prerequisites in mind to ensure that students who want to pursue further studies and a career in Counselling have the opportunity to do so without having to leave Kwantlen. Moreover, it is frequently observed that in today's job market, the ability to develop strong interpersonal relationships and have skills, abilities, and insights into human interactions are important to any occupation that involves working with others. These include, but are not limited to, the helping professions (e.g., mental health, drug and alcohol, women's services, career and employment counselling, child and youth services, special needs and disabilities, music and art therapy), education (e.g., teaching, special education, adult education), business (e.g., human relations, marketing, management), criminal justice (e.g., policing, mediation and conflict resolution, victim services, probations, law), health care (e.g. nursing, geriatrics, support work, medicine), communications (e.g., journalism), and creative fields (e.g., writing, acting). Thus, the Minor will be both attractive and useful to students who intend on pursuing fields both within and outside the helping professions.

The curriculum for the program has been designed in line with these learning objectives. Students will be required to take theoretical, reflective, and practical courses. Each of these courses will serve to meet the aspects of the mandate outlined above and will provide those who wish to pursue further studies the appropriate prerequisites to do so.

Delivery Methods

In alignment with Kwantlen's mandate, the B.A. Minor in Counselling will offer educational opportunities to students with diverse backgrounds and encourage them to choose educational pathways to best suit their needs. Multiple entry points and bridging opportunities will reflect Kwantlen's commitment to accessible, polytechnic, university-based lifelong learning. To ensure accessibility, courses that are theory-based and/or encourage self-reflection will be offered in mixed-mode and on-line formats as well as traditional face-to-face modes. While the practical skills courses require face-to-face instruction, they will be offered at various times (daytime, evening, weekends, summer semesters) to ensure accessibility for both full-time and part-time students.

The instructional philosophy of faculty members recognizes the pivotal role that educators, as mentors, play in supporting students to develop their values, direction, and fundamental character. Learners will be supported in diverse modes of inquiry by a teaching environment that is a collaborative, dynamic, respectful community of inquiry, scholarly discourse, and practice.

Program Strengths

Beyond Kwantlen's general strengths as an institution (e.g., small classes, diverse student body), the program brings a number of specific strengths. As noted above, the Minor in Counselling was designed to be a well-rounded educational experience. Students will begin by developing a strong foundation in both traditional and contemporary counselling theories. They will also have the opportunity to cultivate practical skills through role-plays, videotape and transcript analysis, and feedback in a supportive environment. The faculty in our program is particularly prepared to offer such a well-rounded experience; the theory courses will be taught primarily by theoretical and philosophical psychologists with backgrounds in counselling (Drs Hickinbottom and McClellan) and the practical courses will be taught primarily by current practitioners with decades of counselling and supervision experience (Drs Laird and MacNamara).

Moreover, the program will provide the space to explore who they are in the helping relationship and how they relate to others. Research strongly suggests that the efficacy of counselling is dependent upon the therapeutic alliance (i.e., the relationship between client and counsellor). To this end, who the counsellor is and how they connect with and relate to clients is critical to the quality of therapy. In our program students will have the opportunity to confront what compels them to engage in helping relations. They will explore common counsellor issues such as power dynamics, the desire to fix/solve/help/heal, vicarious traumatization, burnout, and advocacy in order to make informed choices about their suitability for the profession.

Support from Post-Secondary Institutions

See Appendix A for Course Listings, Calendar Descriptions, and Transferability to Other Institutions. See Appendix B for Letters of Support from institutions and professionals.

Relevant Regulatory Bodies

N/A

Curriculum Design

The curriculum conforms with the B.A. framework requirements.

The Minor itself is composed of the following courses:

Required Courses

LCOM 1100	Introduction to Higher Education
PSYC 2350	Psychopathology
EDST 3310	Theories of Counselling
EDST 3320	Career Counselling and Career Education
EDST 4300	Counselling Relationships and Basic Skills (new)
EDST 4310	The Reflective Practitioner (new)

Electives

EDST 3330	Cultural Considerations in Counselling (new)
EDST 4330	Group Facilitation

See Appendix A for Course Listings, Calendar Descriptions, and Transferability to Other Institutions.

***Please note:** The Counselling courses will be delivered as EDST (Educational Studies) in order to reflect the nature and transferability of the courses.*

Program Delivery

Faculty will adopt a wide range of approaches to provide students with a participatory and collaborative learning environment that merges theory with practice. These approaches include traditional instruction, web-based discussion groups, small group discussions, presentations, case studies, guest speakers, and field trips to community based services.

In the first year, students will develop an understanding of the qualities associated with having a scholarly disposition and being an educated person (e.g., curiosity, openness, tolerance of ambiguity, rigorous and critical thinking). In the second year, students will take Abnormal Psychology (through the Psychology Department) so they can understand categories of mental disorders in order to strengthen their awareness regarding boundaries of competence. The third year involves developing an understanding of the theoretical foundations of counselling through courses on Theories, Career Counselling, and Cultural Considerations in Counselling. The fourth year courses involve a shift from theoretical understanding to practical and experiential learning with courses on Reflective Practice, Counselling Relationships and Basic Skills, and Group Facilitation.

Admission Requirements

The B.A. is a four-year degree program with multiple entry points, thereby allowing a broad range of students to access the program. Students may enter the B.A. Minor in Counselling program at any level provided they satisfy university and program entrance requirements.

Year 1 degree entrance requirements:

In addition to the university entrance requirements, students entering the degree program at Year 1 will need to meet the following program entrance requirements:

- λ English 12 with B or equivalent
- λ Principles of Math 11 with a C or equivalent

Year 3 degree entrance requirements:

- λ ENGL 1100 and ENGL 1200-level
- λ 2 Quantitative courses from approved list
(<http://www.kwantlen.ca/calendar/quantitative.html>)
- λ Language to Grade 11 or 6 credits post-secondary language (in the same language), or equivalent
- λ Principles of Math 11 with a C or equivalent (i.e. MATQ 1099, MATP 1011, MATH 1093, ABEM 0011)
- λ 12 of 24 credits of Breadth requirements
- λ Cumulative GPA of 2.00 with a minimum grade of C in required courses

Students who do not qualify upon initial application to Kwantlen will be offered entry into the B.A. Qualifying Year and then enter the BA program after successfully completing appropriate qualifying courses. Students can transfer into the B.A. program provided that they meet the entrance requirements. Transfer credit and prior learning assessment provide options for students transferring into the program to bring appropriate credit with them.

Faculty

Kwantlen Polytechnic University has the faculty necessary to launch the new program in Spring 2011, although a small budget allocation would be required to meet the strong student demand for courses in our department. We have a total of eight faculty members, three of whom have qualifications directly related to the Counselling Minor (Dr. Sarah Hickinbottom, Dr. Ross Laird, Dr. Deborah MacNamara), while two others (Dr. Fran Chandler, Dr. Ann-Marie McClellan) are qualified to teach one specific course each within the program. Given that only 6 courses in the program are specific to Counselling (LCOM 1100 is focused on Education, rather than

Counselling, and is well staffed and the other required course is offered through Psychology), we believe we have sufficient qualified faculty. The specializations of all our faculty members are listed below with a more detailed description of the specific faculty members involved in the Minor provided in Appendix D: Faculty Listing, Specialization, and Credentials.

LCOM Faculty Listing and Specializations

Frances Chandler, M.S.W (Social Work), Ph.D (Education). Specialization: Career and employment counselling; social work and protective services; early childhood education; policy initiatives for children, developmental, mental health and seniors services.

Elaine Decker, Ph.D (Education). Specialization: Philosophical hermeneutics, humour studies, curriculum, educational leadership, history and philosophy of education.

Stephen Dooley, B.A. (Sociology), M.A. (Sociology). Specialization: Sociology of health; community development; First People's issues and the criminal justice system; street youth and employment issues; statistics and research methods.

Kerstin Heilgenberg, B.A. (English Lit. & Biology), M.Ed (Education), Ph.D (Education). Specialization: Academic literacy; acquisition of academic culture in higher education; internationalization of education; cultural studies; minority studies.

Sarah Hickinbottom, CCC (Canadian Certified Counsellor), B.A. (Psychology), M.A. (Counselling), Ph.D. (Education). Specialization: Self, identity, and personhood; historical and cross-cultural critiques of Western psychology; psychotherapist and counsellor education; ontological and philosophical hermeneutics; philosophy of education; identity development in multicultural societies.

Ross Laird, R C C (R egistered Clinical Counsellor), B.A. (E nglish L it.), M.A. (C ounselling), Ph.D. (I nterdisciplinary Creative Process). Specialization: Addictions; trauma; creativity in counselling; the counselling supervision process; conflict resolution; interdisciplinary education.

Deborah MacNamara, R C C (R egistered Clinical Counsellor), B.A. (P sychology), M.A. (C ounselling), Ph.D. (I nterdisciplinary Studies via Counselling, Commerce, E ducation, & Sociology). Specialization: Adolescent development; anxiety and aggression; career counselling and education; stuckness in young children; qualitative research methods).

Ann-Marie McClellan, B.A. (P sychology), M.A. (P sychology), Ph.D. (E ducation). Specialization: Critical considerations of psychological and educational theory, research, and practices related to self (e.g., self-esteem, self-concept, self-regulation); developmental psychology; the education of students as persons; interrelations of psychological theories, research, and interventions; theory and history of psychology.

Program Resources

Minimal resources are required to mount this program. More than half the courses are already running and Kwantlen already has qualified faculty and sufficient facilities for the additional courses. Students enrolled in the minor will already be enrolled in extant programs of study. As such, it is expected that no additional resources will be required in terms of computers and computer access.

Associated Costs for an overview of requirements in terms of a minor FTE increase and annual professional development, videotape equipment, and additional funds requested by the Faculty of Social Science for support courses.

Library Impact Assessment have been conducted for the new B.A. Minor in Counselling program to establish budgetary and purchasing priorities that will be met in order to support new courses in development.

Implementation Schedule

The department can implement the Minor as early as Spring 2011. Courses are already offered and any student who meets basic entrance requirements and has completed one or more semesters may apply for the program once it is approved. Marketing strategies have already shown success (e.g., our first counselling offering filled by the second week of enrollment).

The timeline is as follows:

Spring 2010	Program concept development; development/approval of 3 of 6 new courses (complete)
Summer 2010	Approval of program concept (complete) Market new course for Spring (complete, course filled) Development and approval of 3 more courses (in progress)

Fall 2010	Offerings of established courses (LCOM 1100; PSYC 2350; scheduled and running) Launch first new course (EDST 3310; scheduled and running) Approval of Full Program Concept (in progress) Marketing (online, advertising materials, events; ongoing)
Spring 2011	Offerings of established courses (LCOM 1100; PSYC 2350; scheduled) Launch second new course (EDST 3320; scheduled) Launch Minor (students may already have 3 of the 7 courses at this point) Marketing (online, advertising materials, events; ongoing)
Summer 2011	Offerings of established courses Continue to implement and monitor marketing strategies Development of mixed/mode, online versions of theories courses
2011/2012	All Minor courses available over the academic year

Program Consultation

Both internal and external consultations were conducted. Internal consultations were conducted in accordance with the program proposal. An additional series of internal consultations were made with the Psychology Department at Kwantlen because we believe many of their students would be particularly interested in the Minor. Deborah Macnamara contacted the Chair, Dr. Kevin Hamilton, on February 18, 2010. Dr. Hamilton suggested that we speak with Dr. Jocelyn Lymburner. Deborah contacted Dr. Lymburner that day and sent the proposal on for feedback. Dr.'s Hickinbottom, MacNamara, and Lymburner met March 8, 2010. As a result of that discussion, we decided to require the Abnormal Psychology course for the Minor. Dr. Lymburner then invited us to the Psychology Department meeting April 9th, 2010 to discuss the proposal. The Department offered a professional and enthusiastic response and we received an email from Dr. Lymburner following the meeting stating the "department is eager and uniformly positive" about the proposal.

In terms of external consultation, local private practitioners, community service groups, and post-secondary institutions were contacted for written feedback on the program concept. The results of those consultations are provided in Appendix B: Letters of Support.

APPENDICES

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APPENDIX A: COURSE LISTINGS, CALENDAR DESCRIPTIONS, AND TRANSFERABILITY

L COM 1100: Introduction to Higher Education (required)

Students will develop an understanding of the purpose of post-secondary education and the ways in which becoming educated can enhance the quality of their lives and their communities. They will explore their place in the university through examining the history and functions of education (e.g., the exclusion of certain groups, the relation of education to living in a democratic society). Students will also begin to develop abilities necessary to maximize their education including the ability to participate in scholarly discourse, recognize connections between disciplines, and understand the world and act within it in new and creative ways through discussions, group work, special events, and service learning projects.

Transferable to SFU and UNBC

PSYC 2350: Psychopathology (required)

Students will critically examine historical and contemporary approaches to the understanding of psychological disorders and explore issues associated with diagnosis and classification. Students will study specific classifications of psychological disorders including anxiety, somatoform, dissociative, mood, personality, eating and psychotic disorders.

Transferable to SFU, UFV, UBC, UNBC, VIU, TWU, UVIC

EDST 3310: Introduction to Theories of Counselling (required)

Students will be introduced to major theoretical approaches that underlie the work of counsellors. They will examine psychodynamic, behavioral, cognitive, existential, phenomenological, school-based, post-modern, and family systems theoretical frameworks in their broad sociological, historical, and philosophical contexts, while critically evaluating their own assumptions regarding health, dysfunction, and change.

Transferable to SFU and UBC

EDST 3320: Career Counselling and Career Education (required)

Students will be introduced to the theory and practice of career development and career education, as well as the implementation of career services in various settings. They will explore historical and cross cultural perspectives on the meaning of work, as well as theories and assessments based on decision-making and developmental frameworks. Students will also examine career development and counselling considerations with diverse populations, the practice of career education and career counselling in elementary, secondary, post-secondary, and community settings, and moral and ethic issues related to practice.

Transferable to SFU and UBC

EDST 3XXX: Cultural Considerations in Counselling (NEW)

Students will examine the range of attitudes regarding the helping professions that exist in contemporary multicultural societies. They will develop an understanding of the situated nature of self, personhood, and identity, and explore their own tacit assumptions about health and healing, as well as critically analyzing those embedded in Western and non-Western paradigms.

EDST 4300: Counselling Relationships and Basic Skills (NEW)

Students will examine how helping relationships are developed and learn basic interviewing skills. They will learn active listening skills and examine the values, knowledge, and abilities necessary for communicating in a professional helping context. Students will participate in role-plays and simulated helping interactions including video recording to receive feedback on their communication skills.

EDST 4310: The Reflective Practitioner (NEW)

Students will examine their own expectations, assumptions, and developmental issues in becoming a helping professional through the process of journaling, reflection, and reading. They will survey a range of helping services and be introduced to the philosophical underpinnings of each along with the practices that accompany them. Students will consider professional issues such as dealing with ethical concerns, healthy boundaries, support networks, and maintaining one's own emotional and psychological well-being.

EDST 4330: Group Facilitation (elective)

Students will learn about a wide spectrum of theoretical and experiential approaches to group work in counselling, focusing particularly on core facilitation skills. They will examine group dynamics and evolution, interpersonal relationships (e.g., conflicts, alliances, and other structures), leadership styles, and psychoeducational curriculum development, and the role of health and healing practices. Students will work to develop effective facilitation strategies through self-awareness and active sensing.

APPENDIX B: LETTERS OF SUPPORT**NOTE: Originals in the Office of the Secretariat, Kwantlen**

Letter received from Herbie Atwal, February 9, 2010

R e: L etter of Support

I fully endorse the proposal for a BA Minor in Counselling offered at Kwantlen Polytechnic University. This innovative proposal is very significant to our Kwantlen mandate of being a post-secondary of choice for our students. By offering this program, students will be encouraged to pursue different options, especially those interested in the social services. I am particularly interested in this proposal because I have personally seen Kwantlen lose many students to Douglas College because of their stranglehold on the social service programs.

As the coordinator for the SPARK Education Program at Kwantlen Polytechnic University, I interact with both high-school and post-secondary students daily. Many students are prepared to enrol at other institutions because Kwantlen does not have the social service programs, especially those interested in becoming counsellors. I have seen the need for this program through my work with the high school students as well as those currently enrolled at Kwantlen. Kwantlen does have many programs and they are phenomenal, however they are not for every student. Students want choices, and students will pursue courses and institutions that best suit them. Therefore more options in social service programs will attract more students.

The strength of the proposal is the level of education and commitment from the faculty. They are all experienced practitioners that have an unconditional positive regard for their students. For those instructors that have worked closely with the SPARK Education Program, their compassion and empathy has encouraged most if not all the students they have worked with to pursue higher education. This initiative will ensure students are receiving the best and comprehensive instruction available in the social service programs.

I would really like to see Kwantlen become an institution known for their social services. If I were to add anything to this proposal it would be to consider offering other programs such as Child and Youth Care Counselling, Social Work, and Classroom and Community support. I would also encourage students interested in pursuing a career in counselling to have work experience or volunteer experience prior to their admission to the program. This will allow potential students to have an understanding if this program is right for them.

Overall, there is a need for this program and I am pleased to write a letter of support for a BA Minor in Counselling offered at Kwantlen Polytechnic University. If there is anything else that I could assist with please contact me at herbie.atwal@kwantlen.ca or 604.992.2429.

Sincerely,

Herbie Atwal,
SPARK Education Program Coordinator

Email received from Kurt Penner, February 11, 2010

Feedback for Developers of the BA Minors in Education and Counselling

I fully support your proposals for minors in Education and Counselling, having reviewed the Program Concept and Degree Requirement documents. My own graduate work was done in a Faculty of Education (Counselling Psychology), and my work with students over the past twelve years at Kwantlen has included teaching, counselling, career facilitation, and leadership development. I have taught students at the citation level, first year undergraduate and fourth year/graduating stages (the latter in the Psychology Dept). Most recently my work focuses on coordinating programs that build student leadership capacity related to supporting Kwantlen students, achieving personal success and making citizenship contributions.

I support the overall concept as well as the structure proposed. In our work over the years with student leaders and volunteers, we often see a correlation between those student motivations and career aspirations in the so-called “helping professions” such as teaching and counseling. I appreciate the inter-disciplinary character of the proposal, as well as the broad nature of the conception of career goals. I would very strongly agree that the Essential skills related to both teaching and counseling are likely to be of profound value in many different career directions.

In my view, we have been doing our students a disservice by not providing them with early-stage exposure to the field of Education itself, one reason being that so many students do change their minds and adjust originally chosen career directions while in undergraduate studies. There has also long been an ironic gap in higher education systems, in that the study of teaching and learning has lagged behind pursuit of other disciplines – or at least the infusion of this discipline into the whole institution. The addition of these programs in Education would assist Kwantlen to provide an increasingly well-rounded offering to our student body.

I didn't see an Essential Skills section in the Counselling Minor Program Description.

I expect to develop courses in the near future related to Leadership Studies that could be offered within or connected to these programs as well. Leadership development is also an area that would benefit from an interdisciplinary approach, and the benefits would likely be seen both for the Kwantlen community and for students' own educational/career goals.

Good luck with the proposals,
Kurt

Kurt Penner, MA, CCC
Coordinator & Instructor, Dept for Student Life & Development
Kurt.penner@kwantlen.ca

Email received from Charito Gailling, April 28, 2010

I think it's a great idea for Kwantlen to offer a minor in counselling.

As a community developer that works in northeast Vancouver, I collaborate with a wide variety of service providers and residents who are interested in developing skills related to facilitating groups and dialogic processes. A minor degree in counselling at Kwantlen would provide another option for local residents, who are interested in supporting strengths and assets of individuals and groups, to obtain the credentials they are looking for.

Charito Gailling
Community Developer

Evergreen Community Health Centre
3425 Crowley Drive, Vancouver, BC, V5R 6G3
Direct line: 604-877-4689 charito.gailling@vch.ca
Fax: 604-872-2368 www.vch.ca

Email received from Michael Horne, April 29, 2010

Hi Ross: Good to hear from you. I do think that a Minor in Counselling would be helpful because it would allow some who won't be going on in the counselling profession to use some of the principles in other disciplines. In addition, such a minor could provide a foundation for those students who may well decide that counselling is a career path they want to follow. As you know, counselling skills cross over into so many disciplines, all of life, really. so I would anticipate a number of students finding a Minor in Counselling helpful in their chosen fields. Counselling is also a way of being, a way of communicating and empathic connection, and any course that brings the central ideas and ethics to greater attention will have an effect on the lives of the students and those persons they encounter on their personal journeys.

Feel free to use my name as an endorsement of your work at Kwantlen as a valuable addition to the counselling field.

Talk soon.... Mike

Michael Horne, MA, RCC
Executive Director
Corrections Canada Libby House

Email received from Lisa Elsner, May 3, 2010

I support the proposed Minor in Counselling component under development by Ross Laird and associate faculty members at Kwantlen College. Basic skills in counselling are amplifications of communication skills and teach us awareness of nonverbal communication, empathy, unconditional positive regard, encouragement and, particularly, listening skills. Which are increasingly essential in this fast paced and complex world. Listening and meaningful communication are discrete skills that once learned, can be used to enhance any relationship. Counselling training is the best way to get people to appreciate the value of listening and want to learn to listen well.

Regards,

Lisa

Lisa Elsner, DVATI
Addictions Counsellor
NAOMI Clinic
84 W. Hastings Street
604-689-8803 ext.222

Email received from George Passmore, May 3, 2010

During my 13 years as a practicing counsellor, I have collaborated with a multitude of other professionals from nurses, correctional officers, social workers, RCMP, and educators. Those who have had some exposure to concepts and approaches regarding human change are significantly more effective in forming relationships with those they aim to help. Providing a minor in counselling would be a tremendous asset to the social service/health industry by augmenting students' career path with a powerful set of skills.

I am very impressed that Kwantlen would consider providing such a learning opportunity that would translate into a true investment in the social capital of our communities.

Regards,
George Passmore, M.A., R.C.C.
Manager Addiction and Counselling Programs
SOURCES (formerly Peace Arch Community Services)
604-538-2522, ext. 233
gpassmore@sourcesbc.ca
www.sourcesbc.ca

Email received from Sarah Van Norman, May 3, 2010

I think that the Minor in Counselling is a fantastic and needed development for Kwantlen. It is an extremely relevant and applicable Minor in the current educational climate of British Columbia. What a wonderful foundation for students to have, and a great way to encourage our learners to explore possible professional avenues from within their undergraduate experience. We would view a Minor in Counselling as a great asset on a prospective student's application to enter our graduate-level training in art therapy.

Warmly,

Sarah Van Norman, PhD Candidate
Director
Vancouver Art Therapy Institute
350-1425 Marine Drive
West Vancouver, BC
V7T 1B9

Phone 604.926.9381
Fax 604.926.5728
vatimail@telus.net

Email received from Sara Menzel, May 4, 2010

Kwantlen University's initiative to create undergraduate training in the counselling area is applauded. Many university counselling courses are offered exclusively at a graduate level so specific academic and practical courses offered at an undergraduate level will be beneficial for those graduates who wish to work in the human services field. VCC- Counselling Skills Certificate Programs looks forward to working in tandem with Kwantlen to enable VCC students to be recognized and credited for these new offerings if they pursue university education.

Sara Menzel
Program Coordinator - VCC Counselling Skills Certificate Programs

Letter received from Rachel Falc (Kwantlen student), May 7, 2010

I am writing this letter in support of the BA MINOR in Counselling program implementation at Kwantlen Polytechnic University. I am a fourth year student at Kwantlen, currently completing my Bachelor of Arts in Psychology. Upon completion, I intend to apply to UBC for the Master of Arts in Counselling program. To qualify for this program, I will need several of the newly proposed LCOM courses, course equivalencies I will have to take elsewhere (UBC, Vancouver Community College) if Kwantlen cannot provide them. Having completed my core degree at Kwantlen, I would much prefer to complete these courses here, as it is close to home. I would likely complete the entire Minor in Counselling on top of my BA, as it would put me in a desirable position when applying for graduate school. Not only would I complete the required courses for the Minor, my desire in becoming a practitioner would draw me to complete all six proposed courses. In addition to students looking to apply for an MA degree, I feel that there is a strong desire among other BA in Psychology students to take courses pertaining to counselling as part of their BA degree, putting these courses in high demand.

Thank you very much for your time and consideration. Please do not hesitate to contact me for any further information.

Sincerely

Rachel Falc

Email received from Brenda Plant, May 7, 2010

As the administrator of human and social service organizations and programs for over 20 years and a counsellor myself, I have long felt that there is a need to have opportunities available to post-secondary students to expand their area of study in social services so that they are better prepared to enter the work force with a more diverse but focused background following graduation. Additionally, students that wish to advance to graduate level programs will be better prepared having completed the required prerequisites for Counselling and other post-graduate programs in Education during their undergraduate study.

I fully support the inclusion of these new programs and will look forward to hearing more about the programs next fall.

Please feel free to call me if you have any questions or if I can help in any other way.

Regards,
Brenda L. Plant - Executive Director
Turning Point Recovery Society (1984)
10411 Odlin Road
Richmond, BC V6X 1E3
(604) 303-6844
bplant@turningpointrecovery.com

Letter from Elizabeth Kroeker received May 12, 2010

Vancouver Island University,
Faculty of Education
900 Fifth Street,
Nanaimo, BC,
Canada V9R 5S5

To whom it may concern,

This is a letter to support the proposal for a BA Minor in Counselling program. The skills that the students will obtain through the course work will prove invaluable as they move into employment in any field that requires work with people. It will also position students who are wishing to pursue a Master of Arts in Counselling Psychology at all of the major universities in the area by providing them with the prerequisite course work.

As a counsellor in the school system, I see a tremendous need for qualified professionals who are equipped to support development and growth for children, individuals and families. I applaud you for considering making these skills accessible to your students at Kwantlen Polytechnic University.

Sincerely yours,

Elisabeth Kroeker

Elisabeth Kroeker, B.Ed., PBD, M.Ed., C.C.C.
Coordinator of Post Degree Diploma in Special Education
Faculty of Education, Vancouver Island University

Letter received from Patti Drobot, March 9, 2010

This letter is in support of the proposed program to begin a degree at Kwantlen Polytechnic University that would enable students to obtain a B.A. Minor in counselling.

As a registered professional counsellor in private practice, I see such a program as having tremendous benefit for students and the community. The courses proposed would be highly useful for students both moving into a Master's program in a related field and equally as useful for a number of other work and employment arenas. I believe the skills and knowledge learned from a counselling program have wide spread applicability.

I can also speak to the benefit I believe that such a program could offer to students considering the numerous employment possibilities within the health care system. Prior to my work in

private practice, I was employed in the position of department head of psychiatric occupational therapy at St. Paul's hospital as well as assistant professor of occupational therapy in clinical fieldwork at U.B.C. As someone who has worked with university students, I can certainly attest to the value of those with a counselling background. I would like to see all students entering the health care employment field with a strong background in counselling. Having an undergraduate degree option for this would be optimal.

Please let me know if there is any other information I can offer in order to support this program proposal of creating an undergraduate counselling degree at Kwantlen Polytechnic University.

Sincerely,

Patti Drobot

Registered Professional Counsellor/Occupational Therapist

Email received from Tamara Strijack, May 16, 2010

Response to the BA Minor in Counselling, Kwantlen Polytechnic University

I support and value the development of a BA Minor in Counselling as I see benefits in many arenas. In terms of the community and the helping professions, this training would equip students in interpersonal and basic counseling skills that would apply in many different occupations and be valuable assets in the eyes of prospective employers. This program would also help equip a culturally diverse group of individuals who in turn can help serve the multicultural population of the lower mainland. In terms of preparation for graduate studies, this program would prepare the way and provide a bridge for those who must complete prerequisites for graduate school programs; this is often a challenge for those that decide to pursue further study and having a road map and stepping stones can be helpful on the journey. I also see benefits in terms of self-awareness and equipping for personal relationships and interaction with others in the work force.

In my opinion, the course selection is well-rounded, providing valuable and useful training in cultural considerations, group facilitation, career counseling, self-reflection and the development of relationship in the helping professions. All of these contribute not only to specific skills that are helpful in the arenas mentioned above, but they also lay a basic foundation for successful practice.

Tamara Strijack, MC
Registered Clinical Counsellor
Neufeld Institute Faculty, Director of Distance Education
Adjunct Faculty, ACTS Master of Arts in Marriage and Family Therapy

Email received from Dr. Richard Young, UBC Graduate Programs Counselling Admissions Advisor,
June 21, 2010

On 2010-06-21, at 6:28 PM, Richard Young wrote:

Hi Deborah

Sorry for not getting back to you sooner. I have been teaching for the past 6 weeks, as well as trying to prepare two conference papers, serve as an examiner on comprehensive examinations, etc.

I received your telephone message and will phone you tomorrow. But I did just now look at the course list -- it meshes very well with the UBC pre requisites. We have a policy that equivalency is not granted for CNPS 362 (Interviewing Skills) with a formal review of the applicant's skills. So even students taking LCOM 4XXX at Kwantlen would have to submit a tape for review, but otherwise I think this program would be fine.

I hope this helps, but we can take further tomorrow.

Best regards
Richard

APPENDIX C: COURSE REQUIREMENTS FOR ENTRANCE INTO GRADUATE PROGRAMS IN
COUNSELLING

Students intending to apply to a Masters of Arts or a Masters of Education in Counselling should become informed about the entrance requirements for such programs and build an undergraduate program of study that includes the prerequisites for admission at specific institutions.

At SFU the prerequisites are the equivalent of:

EDST 3310: Introduction to Counselling Theories
EDST 4300: Counselling Relationships and Basic Skills

At UBC the prerequisites are the equivalent of:

EDST 3310: Introduction to Counselling Theories
EDST 3320: Career Counselling and Career Education
EDST 4300: Counselling Relationships and Basic Skills
PSYC 2385: Cognition OR PSYC 3303: Learning
PSYC 2300: Applied Statistics
PSYC 2350: Psychopathology

At UVIC the prerequisites are the equivalent of:

EDST 3310: Introduction to Counselling Theories
EDST 4330: Group Facilitation
EDST 4300: Counselling Relationships and Basic Skills
PSYC 2300: Applied Statistics

APPENDIX D: FACULTY LISTING, CREDENTIALS, AND SPECIALIZATIONS

Core Faculty for Minor

Sarah Hickinbottom, Ph.D., CCC, received a B.A. 1st Class Hons. from SFU in Psychology, an M.A. from SFU in Counselling Psychology, and a Ph.D. from SFU in Educational Psychology. She is a member of the Canadian Counsellor and Psychotherapy Association and the American Psychological Association, and has won several awards from the latter including the 2010 Sigmund Koch Award for Early Career Scholar in Theoretical & Philosophical Psychology. She has also received numerous awards from private foundations and national funding bodies (e.g., SSHRC). Her areas of specialization include: self, identity, and personhood; identity development in multicultural societies; historical and cross-cultural critiques of Western psychology; psychotherapist and counsellor education; ontological and philosophical hermeneutics; and philosophy of education with emphasis on higher education.

Dr. Hickinbottom has over 16 years of university teaching experience (SFU, UBC, Kwantlen). She has taught courses at both the undergraduate and graduate level in Counselling and Education. She also worked as a counsellor for 5 years in post-secondary and community outreach settings (e.g., drug treatment, psychoeducational initiatives for street entrenched youth).

Courses Qualified for in Minor:

Introduction to Higher Education; Theories of Counselling; Career Counselling and Career Education; Cultural Considerations in Counselling; Counselling Relationships and Basic Skills

Selected Publications:

- Christopher, J. C., Hickinbottom, S., & Richardson, F. (in preparation). Mindfulness in psychology: Why here? Why now?
- Martin, J., Sugarman, J., & Hickinbottom, S. (2010). *Persons: Understanding self and agency*. Springer.
- Christopher, J. C. & Hickinbottom, S. (2008). Positive psychology and the disguised ideology of individualism. *Theory & Psychology*, 18, 563-589
- Christopher, J. C. & Hickinbottom, S. (2008). Substantive views of well-being: Individualism and the challenge of indigenous psychologies. Paper presentation 2008 Mid-Winter Meeting of APA, Division 24 (Theoretical and Philosophical Psychology), Miami, FL.
- Hickinbottom, S. (2007). The (mis)education of the psychology student. *International Journal of Critical Psychology*, 19, 77-92.
- Hickinbottom, S. & Christopher, J. C. (2006). Ethnocentrism and the mainstream: Limits of generalizability in positive psychology. Paper presentation at the 2006 APA Convention, New Orleans, LA.
- Hickinbottom, S. (2003). Reconceptualizing happiness and well-being for the postmodern world. Poster presentation at the 2003 APA Convention, Toronto, ON.
- Thompson, J. & Hickinbottom, S. (2001). Training implications of a hermeneutic approach to psychotherapy. Poster presentation at the 2001 APA Convention, San Francisco, CA.
-

Ross Laird, Ph.D, has a B.A. (Hons) in English Literature (UBC), a M.A. in Counselling (Antioch), and a Ph.D. in Interdisciplinary Creative Process (Union Institute). He was the recipient of the BC Association of Clinical Counsellors Communications award in 2005 and has received numerous honours for his scholarly and literary works (including being named as a finalist for the Governor General Award for non-fiction). His areas of specialization include: addictions, trauma, creativity in counselling, counsellor supervision, conflict resolution, and interdisciplinary education.

Dr. Laird has over 18 years of experience teaching Counselling, Psychology, Writing, and Interdisciplinary courses in post-secondary institutions (UBC, SFU, Justice Institute, Langara, VCC, Antioch, Union Institute, Vancouver Art Therapy Institute, Kwantlen). In addition, he has worked as a clinical supervisor for 10 years and as a counsellor in private practice for 24 years. He is a much sought after speaker and consultant, having worked with numerous organizations over the last decade (e.g., Vancouver Coastal Health, Turning Point Recovery Society, Vancouver Hospital, Phoenix Alcohol and Drug Rehabilitation, Corrections Canada).

Courses Qualified for in Minor:

Introduction to Higher Education; Reflective Practitioner; Counselling Relationships and Basic Skills; Group Facilitation

Selected Publications:

- Laird, R. A. (in press). *Labyrinth: Addictions and the search for healing*. Vancouver: ar2us.
 Laird, R. A. (2003). *A stone's throw: The enduring nature of myth*. Toronto: McClelland and Stewart.
 Laird, R. A. (2001). *Grain of truth: The ancient lessons of craft*. Toronto: Macfarlane Walter and Ross. (finalist, Governor General's Award)

Deborah MacNamar a, Ph.D has a B.A. in psychology (UBC), a M.A. in Counselling Psychology with a specialization in Adult Counselling, (UBC), and a PhD in Interdisciplinary Studies (from the disciplines of counseling, commerce, education and sociology). She completed a post-doctoral internship with Dr. Gordon Neufeld, an internationally recognized clinical and developmental psychologist, and won the Canadian Psychological Association's award for Best Master's Thesis. Her areas of specialization include: adolescent development, anxiety and aggression, career education and counseling, stuckness in young children, as well as qualitative research methods.

Deborah has over 15 years experience teaching Counselling, Career Education, and Transition courses at both the secondary and post-secondary levels (Capilano, BCIT, and Kwantlen). She has also worked as a counsellor in public and private practice extensively, providing counseling supervision and professional development, individual counseling to adults and university students, and consultations regarding learning and behavioural issues with young children and adolescents. She is a sought after speaker in the area of child and youth development (e.g., Options Services to Communities Society, Success by Six Initiative, Public Health Agency of Canada, Council of Parent Participation Preschools, Westside Family Place) and has worked for the Canadian Mental Health Association and Vancouver School Board along with Kwantlen for the last 12 years.

Courses Qualified for in Minor:

Career Counselling & Career Education; Reflective Practitioner; Relationships and Basic Skills; Group Facilitation

Selected Publications:

Neufeld, G. & MacNamara, D. (in progress). Rest, play, grow: Making sense of young children.

MacNamara, D. (2003). Caring for self and others: Consumer board and committee participation. Visions: BC's Mental Health Journal, 18, 13.

Additional Support Faculty

Fran Chandler, Ph.D (ABD), RSW, has a B.A. in Environmental Studies (Waterloo), a B.Ed. (Brock), a M.S.W. in Social Welfare Policy (McMaster), and a Ph.D in Educational Policy and Leadership (Brock). She is member of the Ontario College of Teachers and is a Registered Social Worker.

Specializations: Social work and protective services; early childhood education; policy initiatives for children, developmental, mental health, and seniors services; career and employment counselling.

Courses Qualified for in Minor: Career Counselling & Career Education

Ann-Marie McClellan, Ph.D, has an B.A. (Hons) in Psychology (SFU), a M.A. in Developmental Psychology (SFU), and a Ph.D. in Educational Psychology (SFU). She has worked in the university setting since 1995 and has taught courses in Psychology and Education at SFU.

Specializations: Theory and history of psychology and education; developmental psychology, critical considerations of theories and practices related to "self" development (e.g., self-esteem, self-regulation).

Courses Qualified for in Minor: Introduction to Higher Education, Theories of Counselling

Faculty for required Psyc 2350 course will be provided by the Psychology Department.