

# Vancouver College of Counsellor Training

*Making Counselling Skills Public Knowledge for a Therapeutic Community*

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## **Dear College Students,**

Welcome to the **Vancouver College of Counsellor Training**, where many stimulating and enriching opportunities for personal growth and professional development can be achieved.

Our diplomas, specialized certificates, and certificate programs are offered to both new students and experienced practitioners already working in community service agencies or private practice. All programs and courses at VCCT are available to Canadian and International Students both on-campus or through distance education.

Students who enroll at VCCT may be interested in personal growth, exploring a new career, completing a College Diploma for its own value or as a step towards further University training, or to enhance and upgrade their practitioner skills and abilities.

Courses described in this catalogue are designed to provide adequate theoretical background knowledge of counselling and practical skill training, which can be immediately applied to counselling situations. Our courses are based on the most current and widely recognized research, techniques, academic and ethical standards in the counselling field today. VCCT is accredited by the Private Career Training Institutions Agency (PCTIA) of British Columbia.

Our instructors, professional and practicing psychologists, counsellors and therapists are able to use their own practical wisdom and insight gained throughout their careers to enrich the learning process for VCCT students and are dedicated to providing a meaningful educational experience.

We look forward to discussing and providing you with a pathway for personal goals, professional development and transferable career skills in the fascinating and rewarding field of professional counselling.

Sincerely,



Dale T. Brooks, Ph.D.; R.Psych.  
Director of Academic Programs, VCCT

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Revised February 2<sup>nd</sup>, 2012

## About Vancouver College Of Counsellor Training

*The Vancouver College of Counsellor Training (VCCT) is a private, post-secondary institution dedicated to providing training opportunities for professional development, personal growth and transferable skills in the field of professional counselling. VCCT is PCTIA accredited and a member of the Better Business Bureau (BBB).*

### Our Mission

To provide opportunities for students to learn current techniques provided by practitioners from a variety of training backgrounds and areas of expertise, so that students may contribute to and participate in the professional field of counselling.

### Our Philosophy

VCCT is committed to offering an undergraduate level program in applied counselling skills that is accessible to all students with a genuine interest in furthering the personal growth of themselves and others, while maintaining the highest possible academic, ethical and professional standards relevant to the counselling field.

This philosophy is followed so that students can learn to develop effective treatment methods and further increase the effectiveness of these methods by sharing and learning from peers and instructors within a structure of reporting and evaluation.

### Our Vision

*“Making Counselling Skills Public Knowledge for a Therapeutic Community”*

When students are given opportunities to gain knowledge of and develop counselling skills and procedures, they are able to provide a positive influence on the lives of others.

### Our Approach

The VCCT curriculum offers a diploma, areas of specialized interest and certificate programs enabling students to pursue their personal achievements and educational goals according to their interests and abilities.

### Our Goals:

1. To give students the opportunity to explore a new career choice.
2. To give students the knowledge and skills needed to become a Professional Counsellor.
3. To offer current practitioners the option to upgrade their skills and abilities.

The Vancouver College of Counsellor Training provides education based on clinically sound, eclectic and multicultural approaches to counselling. VCCT instruction encourages research-based techniques; by-passing what might be called fringe or controversial methods. Self-awareness work and the acquisition of skills through practice exercises are fundamental components of all courses at the Vancouver College of Counsellor Training.

## Frequently Asked Questions



### ***What are the admission requirements?***

- Grade 12 or mature student status 19+
- Emotional stability
- Good written and verbal skills in English
- Application Form reviewed and approved

### ***Who is a typical student?***

Many students at VCCT are mature individuals who may have been away from a classroom setting for several years. They are people who have encountered a variety of life experiences and have found that friends and/or acquaintances often feel safe to approach them with their problems. They view VCCT training as an opportunity to acquire practical skills in order to become professional counsellors.

### ***How can I enroll?***

Please refer to “How Do I Start”, on the following page for enrollment instructions.

### ***Who do I speak with for information on the programs offered at VCCT?***

Students may call the Admission Department and speak with an Advisor for information.

### ***Are the text and materials included in the tuition fee?***

Yes. All text and materials required are included in the tuition fee.

### ***Who do I speak with for assistance during my program?***

You may call to arrange an appointment with an Admissions Advisor to discuss program or course issues, educational goals, or career planning. Instructors are available to provide students with support and direction.

### ***What is the Student Reference Manual?***

The student reference manual will guide you through the phases of your program and provide information pertaining to academic policies, administrative policies, clinical supervision policies, student services and code of conduct.

### ***Where can I get information about financial aid?***

Financial aid is offered through: Student Loans, HRDC, WCB, Band Funding, Student Line of Credit through Financial Institutions etc. Contact the Admissions Department and speak with an Advisor for further information.

## How Do I Start?

Registration is accepted on a first-come, first served basis and is complete when full course payment or verification of funding is received.

- STEP 1** - Call the Admissions Department and speak with an Advisor.  
Vancouver Campus Fax: 604-683-2442 or toll free 1-800-667-3272 (Canada & International)

**Distance Education is offered at VCCT.**

- STEP 2** Complete the **Application Form** and submit a **\$100.00 non-refundable registration fee** by mail using the prepaid envelope provided, in person or online using PayPal. Check the **Campus Course Schedule** in your Brochure package for start dates.

- STEP 3** - Receive your “**Letter of Acceptance**” from VCCT.

- STEP 4** - **Register.** Contact an Admissions Advisor to complete the **Registration Form** and finalize course selections. You will receive a copy of your **Registration Form** and program schedule.

- STEP 5** - Provide tuition or approval of source funding and begin your period of study.

### HOW TO APPLY:

**Phone:** To apply by phone, contact an Admissions Advisor. (*See step one for contact information*)

**Fax:** To apply by fax, complete the **Application Form** and fax it to the Admissions Department.  
Vancouver Campus 604-688-9001

**Online:** To apply online, go to [www.vcct.ca](http://www.vcct.ca), click on the Admissions link, complete and submit the **Application Form**.

**Mail:** To apply by mail, complete the **Application Form** and mail to 206 East 6<sup>th</sup> Avenue,  
Vancouver, B.C. V5T 1J8.

**In Person:** To apply in person, please bring your completed **Application Form**. If you require assistance at any time filling out the **Application Form**, please call 604-683-2442 and speak with an Advisor. Office hours are 8:00 a.m. – 5:00 p.m. Monday – Friday.

### **\$100.00 NON-REFUNDABLE REGISTRATION FEE:**

Please submit a cheque, money order or credit card payable to the *Vancouver College of Counsellor Training*. This **non-refundable** deposit **is required** in order to process your **Application Form**. If you have applied online, over the phone or via fax, please use the prepaid envelope provided to you in your brochure package and mail the deposit accordingly.

## Academic Requirements

### Admission Requirements

- Grade 12 or mature student status 19+
- Emotional stability
- Good verbal and written skills in English
- Application Form reviewed and approved

A review of the application may take place for any one or more of the following circumstances:

- Past or current substance abuse or addiction
- Criminal record
- Current or past psychiatric hospitalization, diagnosis, medication, suicidal tendencies, or unresolved crises

**NOTE: The admission criteria cannot be waived by either VCCT or the applicant.**

### Maintaining Student Status

The requirements for maintaining student status are outlined in the Student Reference Manual. It is mandatory that on-campus students complete all assignments and exams, participate in a positive manner during class and fulfill attendance requirements. Distance education students are required to successfully complete their assignments within the administrative deadlines specified on their assignment sheet unless they arrange for an extension with the Admissions Department.

### Attendance

Full attendance is required at VCCT. To facilitate class planning and to be courteous, students are to leave a message for instructor(s) at reception if he or she will be late, absent or require an early dismissal from class with a valid reason. Instructors will record lateness on class attendance sheets. A deduction of 1% of the students' grade will result for every hour missed to a total of 4% on any one day. As per Student Loan Regulations, any course with lateness or absences totalling 12 hours will result in an automatic repeat of the course or withdrawal from the program depending on the student's individual attendance record. Students may opt to *repeat or refresh* any course, provided seating is available, at a discounted rate to enhance their own learning. Students are put on a wait list where class size is full.

### Participation

Positive, appropriate and respectful behaviour and speech is required when participating in any class discussions, debates or projects.

### Marking

All courses are marked with a standard letter grade and/or percentage. In the event of an "Incomplete" for an on campus course, the student may repeat the course or submit the necessary assignment(s). A "No Pass" mark is assigned when the student does not complete the course requirements or requests a withdrawal from the course. When distance education course assignments are not completed within the three-week period, the student may request an extension from the Student Records and Distant Education Coordinator. However, before the extension is granted, financial aid requirements, if necessary, will have to be considered. In the event there is a dispute over a mark/grade given by an instructor, the student can report this dispute to the Director of Academic Programs who will review and determine the final mark/grade.

### Method of Evaluation

The method of evaluation for all VCCT programs and courses is based upon quality of completed assignments, exams and demonstrated skills such as understanding the course objectives and concepts.

In addition, students will be evaluated on their counselling techniques and skills. In practicum courses and clinical supervision, evaluation is on-going through client and instructor feedback and case conferencing. All VCCT course assignments and evaluations are designed as learning experiences.

## Academic Requirements cont.

### Professional Association Membership

Monthly supervision of clinical work with clients is required of students/interns enrolled in the ***Diploma of Counselling Practice***. The student/intern at this level is obligated to become a member of an approved association. (e.g., Canadian Professional Counsellors Association – CPCA)

Professional associations uphold counselling standards, provide on-going learning opportunities, enable students and graduates to remain involved and network with their colleagues in the helping professions and protect the public by monitoring and investigating complaints. An approved association must be a non-profit society having rigorous membership criteria, criminal records check, a complaint and disciplinary procedure, and a code of ethics designed for the protection of the public seeking help.

VCCT graduates may be eligible for membership in the Canadian Professional Counsellors Association, which entitles the use of the designation “Registered Professional Counsellor” (R.P.C.) upon completion of Clinical Supervision. The “Registered Professional Counsellor” designation is not a legislated license, but rather a qualified membership in a professional association, which provides the member with insurance and other benefits.

### Professional Liability Insurance

Professional liability insurance is a standard component of professional counselling practice. VCCT students enrolled in the Diploma of Counselling Practice are required to hold professional liability insurance. The fee is approximately \$250/year. This protects both counsellor and client in all counselling situations such as student practice exercises, volunteer work, agency placement and intern private practice. Interns completing their Clinical Supervision towards their ***Diploma of Counselling Practice*** and graduates of VCCT may obtain professional liability coverage through their membership in the Canadian Professional Counsellors Association.



## Diploma Program

### DIPLOMA OF PROFESSIONAL COUNSELLING

#### Formats Available:

AM – 8:30 - 12:30pm Monday – Friday

PM – 1:00 - 5:00pm Monday – Friday

On-campus or through distance education

#### Admission Requirements:

- Grade 12 or mature student status 19+
  - Emotional stability
  - Good verbal and written skills in English
  - Application form reviewed and approved
- A review of the application may take place for any one or more of the following circumstances:
- Past or current substance abuse or addiction
  - Criminal record
  - Current or past psychiatric hospitalization, diagnosis, medication, suicidal tendencies, or unresolved crises

An interview and/or submission of reference letters may be required by the Admissions Department.

The Diploma of Professional Counselling consists of 16 courses, 10 required and 6 elective, to be completed over a 52-week period of study. Upon completion of all 16 course requirements and the VCCT Comprehensive Exam, students will be granted a **Diploma of Professional Counselling**

#### Overview:

The Diploma of Professional Counselling exposes students to intensive study of theories & skills that represent current research, practice and techniques recognized in the field of counselling as core competencies associated with contemporary social issues and current professional and ethical standards. The program also emphasizes intensive hands-on counselling skill development with 180 hours dedicated to study, practice and instructor review of clinical skills.

**The following schedule of 16 courses is presently offered on campus, which includes the six currently available electives listed below:**

#### TEN REQUIRED COURSES:

PPD - 600	Personal & Professional Development of the Counsellor
MOD- 600	Models of Counselling
CSM - 600	Case Study Approaches to Models of Counselling
CCS - 600	Clinical Counselling Skills

ASC - 600	Advanced Counselling Skills
INS - 600	Integrative Counselling Skills
PSD - 600	Psychosocial Development
IPP - 600	Introduction to Psychopathology
SAB - 600	Sexual Abuse Counselling
SUB - 600	Substance Abuse Counselling

#### SIX ELECTIVE COURSES OFFERED ON CAMPUS:

CBC - 600	Introduction to Cognitive Behavioural Counselling
IFC - 600	Introduction to Family Counselling
GPS - 600	Group Process & Support Skills
LAR - 600	Listening, Asserting & Resolving Conflict
LGC - 600	Loss & Grief Counselling
GES - 600	Gestalt Counselling Skills

#### OTHER ELECTIVE COURSES:

Students interested in a specialized area of counselling may select 6 electives from the following list below, to complete the required 16 courses for the diploma. Please see next page for **Areas of Specialized Interest** (examples of grouped electives).

ACS - 600	Aboriginal Counselling Skills
CAC - 600	Child & Adolescent Counselling
CAT - 600	Clinical Art Therapy
CCO - 600	Introduction to Career Counselling
CIC - 600	Chronic Illness Counselling
CIS - 600	Critical Incident Stress Debriefing
CPD - 600	Counselling Practice Development
CSC - 600	Case Study Approaches to Career Counselling
CSF - 600	Case Study Approaches to Family Counselling
EAT - 600	Counselling of Eating Disorders
FAM - 600	Family Violence Counselling
FOO - 600	Family of Origin Explorations
GAC - 600	Gambling Addiction Counselling
ICC - 600	Issues in Cross-Cultural Counselling
ICS - 600	Introduction to Counselling Seniors
IPR - 600	Issues in Prison Release
MCS - 600	Mentored Counselling Skills Practicum
PHM - 600	Pharmacology for Counsellors
SAS - 600	Specialized Approaches to Sexual Abuse Counselling
SCI - 600	Suicide & Crisis Intervention Skills
SSA - 600	Specialized Approaches to Substance Abuse Counselling

Notes:  
GES-600 & GPS-600 offered on-campus only. (Above) "Other Elective Courses" are to be taken through distance education if not available on-campus. Distance education students can choose any 6 of the elective courses.



## Diploma Program Cont.

### AREAS OF SPECIALIZED INTEREST

#### Formats When Available:

On-campus or through distance education  
Monthly start dates available

#### Admission Requirements:

- Completion of 10 required courses from the Diploma of Professional Counselling or permission from the Director of Academic Programs
- Emotional stability
- Good verbal and written skills in English
- Application Form reviewed and approved

A review of the application may take place for any one or more of the following circumstances:

- Past or current substance abuse or addiction
- Criminal record
- Current or past psychiatric hospitalization, diagnosis, medication, suicidal tendencies, or unresolved crises

An interview and/or submission of reference letters may be required by the Admissions Department.

#### Overview:

The following Areas of Specialized Interest are offered to students who want to pursue a more in-depth study of a specific area of counselling and upon completion will receive a Diploma of Professional Counselling & an Area of Specialized Interest Acknowledgement.

#### Aboriginal Counselling

ACS - 600	Aboriginal Counselling Skills
LGC - 600	Loss & Grief Counselling
SAB - 600	Sexual Abuse Counselling
SUB - 600	Substance Abuse Counselling
FAM - 600	Family Violence Counselling
SCI - 600	Suicide & Crisis Intervention Skills



#### Family and Community Counselling

LAR - 600	Listening, Asserting & Resolving Conflict
ICC - 600	Issues in Cross-Cultural Counselling
CSF - 600	Case Study Approaches to Family Counselling
FAM - 600	Family Violence Counselling
FOO - 600	Family of Origin Explorations
IFC - 600	Introduction to Family Counselling

#### Prison Release Counselling

CCO - 600	Introduction to Career Counselling
IPR - 600	Issues in Prison Release
CIS - 600	Critical Incident Stress Debriefing
FAM - 600	Family Violence Counselling
FOO - 600	Family of Origin Explorations
SCI - 600	Suicide & Crisis Intervention Skills

#### Seniors Counselling

LAR - 600	Listening, Asserting & Resolving Conflict
LGC - 600	Loss & Grief Counselling
ICS - 600	Introduction to Counselling Seniors
CIC - 600	Chronic Illness Counselling
IFC - 600	Introduction to Family Counselling
SCI - 600	Suicide & Crisis Intervention Skills

#### Sexual Abuse Counselling

SAB - 600	Sexual Abuse Counselling
CAT - 600	Clinical Art Therapy
CIS - 600	Critical Incident Stress Debriefing
IFC - 600	Introduction to Family Counselling
SAS - 600	Specialized Approaches to Sexual Abuse Counselling
SCI - 600	Suicide & Crisis Intervention Skills

#### Substance Abuse Counselling

SUB - 600	Substance Abuse Counselling
CBC - 600	Introduction to Cognitive Behavioural Counselling
ICC - 600	Issues in Cross-Cultural Counselling
FOO - 600	Family of Origin Explorations
IFC - 600	Introduction to Family Counselling
SSA - 600	Specialized Approaches to Substance Abuse Counselling

## Diploma Program Cont.

### DIPLOMA OF COUNSELLING PRACTICE

#### Formats Available:

Off-campus Internship

#### Prerequisites:

- Diploma of Professional Counselling or equivalent
- Good verbal and written skills in English
- Psychological inventory
- Professional liability insurance
- Professional association membership (i.e. CPCA)
- Two letters of recommendation from instructors. Additional letters of recommendation from specific individuals may be required for Specialized Certificate Programs
- Approval from the Director of Academic Programs
- Criminal record check

#### Requirements:

- Internship/practicum consisting of 24 months clinically supervised by a VCCT approved supervisor.
- A minimum of 4 counselling sessions per month from the 3<sup>rd</sup> month onward as well as 2 hours of clinical supervision per month.

#### Overview:

The Diploma of Counselling Practice consists of a 24-month practicum clinically supervised by an approved VCCT supervisor. The practicum will provide the graduate with professional standing and will acknowledge their ability to offer independent services to the public.

Throughout 24 months of clinical supervision, the Intern fine-tunes the many counselling skills and techniques learned during the earlier studies. With consistent support and direction from the Clinical Supervisor, the Intern develops seasoned approaches to real life situations in a maturing development of therapeutic work with clients.

#### Internship Options:

Interns may opt to participate in any combination of the following Internship formats as available.

- Private Practice Development
- Volunteer or Remunerated Placement within an Agency or Clinic
- Volunteer and Remunerated Internship at the VCCT Clinic (must be on approved list)

### Clinical Supervision/Internship

Interns must conduct a minimum of four counselling sessions per month from the third month onward. Interns will engage in a minimum of two hours of scheduled case conferencing each month and will immediately teleconference with the Clinical Supervisor about any crisis situations. During case conferencing, tapes or verbatim transcripts of counselling sessions may be required as well as case histories of new clients. The Intern will receive feedback on counselling style and choice of interventions. Case conferencing will also include discussion of treatment planning for clients as well as transference and counter-transference issues. Clients may complete "Counsellor Assessment" feedback sheets, which are given to the Intern and presented to the Clinical Supervisor for discussion.

An Intern has up to one year from the date of enrollment in the Diploma of Counselling Practice to begin clinical supervision and may interrupt clinical supervision for a maximum of six months. Interns who re-apply after the maximum allowable delay or interruption may be required to take refresher courses, unless prior approval has been obtained.

During clinical supervision, the Intern pays monthly supervision fees or, if they are in placement, arranges for that agency or clinic to provide free supervision if an approved supervisor is on staff.

Interns are required to submit monthly statistical reports signed by their supervisor within 30 days of the reporting period in order to receive credit.

### VOLUNTEER PLACEMENT

The volunteer placement enables students to volunteer at an agency in their community in conjunction with their Diploma program.

- Students meet with an Admissions Advisor to discuss areas of interest regarding community relations
- Students can create their own schedule after classes with the agency of their choice.
- Prerequisites: completion of 4 courses including clinical counselling skills.
- Student requirements: Placement Contract, Learning Objectives Form, Supervisory Evaluation Form, a copy of the Code of Ethics, and follow policies and procedures.

## Certificate Programs

### **ADDICTIONS WORKER CERTIFICATE**

#### **Formats Available:**

#### **Full-time – 24 weeks/6 months**

PM – 1:00 - 5:00pm Monday – Friday

On-campus or through distance education

Monthly start dates available

#### **Admission Requirements:**

- Grade 12 or mature student status 19+
- Emotional stability
- Good verbal and written skills in English
- Application form reviewed & approved

A review of the application may take place for any one or more of the following circumstances:

- Past or current substance abuse or addiction
- Criminal record
- Current or past psychiatric hospitalization, diagnosis, medication, suicidal tendencies, or unresolved crises

An interview and/or submission of reference letters may be required by the Admissions Department.

#### **Overview:**

The Addictions Worker Certificate program is designed to introduce students to theory and skills applicable to working in various community support positions. The program exposes the student to a range of substance abuse etiology and intervention models that include cultural factors, community, family and the individual. The courses are taught by therapists with specialized knowledge of substance abuse, its treatment and management. The program consists of 8 courses over a 24-week period of study totalling 32 credits. Each course is worth 4 credits, is three weeks in length and totals 60 hours of classroom time. Students may apply these credits towards the Diploma of Professional Counselling or other Certificate Programs.

#### **REQUIRED COURSES**

PPD - 600	Personal & Professional Development of the Counsellor
CCS - 600	Clinical Counselling Skills I
SUB - 600	Substance Abuse Counselling
IFC - 600	Introduction to Family Counselling
PHM - 600	Pharmacology for Counsellors
CBC - 600	Introduction to Cognitive Behavioural Counselling
SSA - 600	Specialized Approaches to Substance Abuse Counselling
GPS - 600	Group Process and Support Skills

**Note: GPS-600 offered on-campus only. IPP-600 offered for distance education in lieu of GPS-600.**

### **YOUTH & FAMILY SUPPORT WORKER CERTIFICATE**

#### **Formats Available:**

#### **Full-time – 6 months**

PM – 1:00 - 5:00pm Monday – Friday

On-campus or through distance education

Monthly start dates available

#### **Admission Requirements:**

- Grade 12 or mature student status 19+
- Emotional stability
- Good verbal and written skills in English
- Application Form reviewed and approved

A review of the application may take place for any one or more of the following circumstances:

- Past or current substance abuse or addiction
- Criminal record
- Current or past psychiatric hospitalization, diagnosis, medication, suicidal tendencies, or unresolved crises

An interview and/or submission of reference letters may be required by the Admissions Department.

#### **Overview:**

The Youth & Family Support Worker Certificate program provides students with a detailed and practical exposure to the most commonly encountered issues in children and adolescents. Assessment, symptom identification, differential diagnosis and treatment planning within a cognitive-behavioural approach are covered. The program consists of 8 courses over a 24-week period of study totalling 32 credits. Each course is worth 4 credits, is three weeks in length and totals 60 hours of classroom time. Students may apply these credits towards the Diploma of Professional Counselling or other Certificate Programs.

#### **REQUIRED COURSES**

PPD - 600	Personal & Professional Development of the Counsellor
CCS - 600	Clinical Counselling Skills I
IFC - 600	Introduction to Family Counselling
CAC - 600	Child & Adolescent Counselling
LAR - 600	Listening, Asserting and Resolving Conflict
SUB - 600	Substance Abuse Counselling
LGC - 600	Loss and Grief Counselling
CSF - 600	Case Study Approaches to Family Counselling

## Certificate Programs cont.

### CAREER EXPLORATION & DEVELOPMENT SKILLS CERTIFICATE

#### Formats Available:

#### Full-time – 18 weeks/4.5 months

PM – 1:00 - 5:00pm Monday – Friday

On-campus or through distance education

Monthly start dates available

#### Admission Requirements:

- Grade 12 or mature student status 19+
- Emotional stability
- Good verbal and written skills in English
- Application form reviewed & approved

A review of the application may take place for any one or more of the following circumstances:

- Past or current substance abuse or addiction
- Criminal record
- Current or past psychiatric hospitalization, diagnosis, medication, suicidal tendencies, or unresolved crises

An interview and/or submission of reference letters may be required by the Admissions Department.

#### Overview:

The Career Exploration & Development Skills Certificate is designed to allow students to both explore their own career development as well as become familiar with current career counselling research, concepts, and employment facilitation skills. Students will be trained to a level of competence enabling them to provide a variety of approaches to career exploration and employment counselling applicable across different community settings. The program exposes students to a wide range of contemporary models of career exploration and counselling techniques applicable to a variety of populations and cultural groups. The program consists of 6 courses over an 18-week period of study totalling 24 credits. Students may apply these credits towards the Diploma of Professional Counselling or other Certificate Programs.

#### REQUIRED COURSES

CCO - 600	Introduction to Career Counselling
CCS - 600	Clinical Counselling Skills I
LAR - 600	Listening, Asserting & Resolving Conflict
ASC - 600	Advanced Counselling Skills
CSC - 600	Case Study Approaches to Career Counselling
INS - 600	Integrative Counselling Skills

## Distance Education

### Who is a typical student of distance education?

A typical student of distance education may be an individual who is working full-time, has business and family obligations and/or commitments, but would like to pursue a new career or further their education.

### Will I receive guidance and support during my program or course through distance education?

Yes. An instructor will be assigned to you for the duration of your program or course. The instructor will evaluate and mark your assignments and will be available at specific times for academic assistance and mentoring.

We also offer an email-sharing program where students may email each other and share ideas, discuss assignment topics or even get together to assist one another. **Any student wanting to share their email address with other students must sign a consent/permission form to release such information.**

### Review Packages?

A Review Package is provided for specific distance education courses to supplement the required text and related materials. The package is mailed out with the course materials and cost is included in the tuition fee.



## Course Descriptions

### ACS 600 Aboriginal Counselling Skills

**Objective:**

To understand common or special problems and issues, traditional beliefs and practices and resources within aboriginal communities.

**Texts:** *Healing Traditions* – Edited by Laurence J. Kirmayer & Gail Guthrie Valaskakis

**Topics:**

Assessing the individual and the community in relation to traditional beliefs and practices; utilizing existing strengths and resources such as special skills, examples of healthy living, local elders, community services, training and educational programs; developing effective structures and strategies for prevention and healing in the local and neighbouring communities and in the larger city setting.

### ASC 600 Advanced Counselling Skills

**Prerequisite:** Clinical Counselling Skills

**Objective:**

To gain progressive proficiency in the use of counselling skills and processes in a brief counselling relationship and to appreciate the client role.

**Text:** *Skilled Helper* - Gerard Egan

(Text already received from CCS/BSC – 600)

**Topics:**

Participants learn counselling theory and skills in actual one-to-one situations; students practice counselling skills with each other and learn to observe and give appropriate feedback to each other under the supervision of the instructor; client files are maintained, and the instructor provides feedback on style and choice of interventions; as a client, the student increases awareness of core issues, transference, emotions, resistance and defenses, and gains insight into trust and safety concerns.



### CAC 600 Child & Adolescent Counselling

**Objective:**

To familiarize students with the ability to recognize symptoms associated with the most frequently encountered issues in children and adolescents today. Evidenced-based methods of cognitive and behavioural interventions will be reviewed and practiced in case studies.

**Texts:** *Cognitive Therapy with Children & Adolescents*, , *A Casebook for Clinical Practice* – Mark A. Reinecke, Frank M. Dattilio & Arthur Freeman

**Topics:**

Overview of recent developments in cognitive-behavioural approaches to issues in children and adolescents. Survey of the most commonly encountered symptom complexes in children and adolescents. Views of recognized contemporary experts on current evidenced-based cognitive-behavioural therapy techniques best suited to specific psychopathologies. Understanding of common childhood and adolescent issues. Identification of scope of practice of support counsellors with issues in children and adolescents.

### CAT 600 Clinical Art Therapy

**Objective:**

To understand the variety of applications for therapeutic art with children and adults while practicing and applying art therapy skills within the counselling process.

**Texts:** *Using Drawings in Assessment Therapy* – Oster & Gould Selected Materials

**Topics:**

Use of Kinetic Family Drawing with children and adults; the use of art as projective instruments for assessment; art as a means of establishing rapport with non-verbal clients; applications of art with clients experiencing post-traumatic stress; therapeutic drawing as a safe expression of difficult experiences such as sexual abuse; utilizing therapeutic art to nurture the inner child.

## Course Descriptions

### **CBC 600 Introduction to Cognitive-Behavioural Counselling**

**Objective:**

To acquire expertise in the broad range of techniques within this category of thinking and learn approaches that are designed to change the ways a client thinks and relates.

**Text:** *Cognitive Therapy Techniques: A Practitioners Guide* – Robert L. Leahy  
*Theory & Practice of Counseling & Psychotherapy* – G. Corey  
**(Text already received from MOD – 600)**

**Topics:**

Knowledge of major theories and theorists underlying both behavioural and cognitive techniques; multi-modal model of experience and the reciprocal relationships between emotion, cognition and behaviour; development of skills focused on fear reduction, operant conditioning and identification and restructuring of irrational beliefs, cognitive distortions, automatic thoughts and areas of application; the use of cognitive interventions for stress reduction and inoculation.

### **CCO 600 Introduction to Career Counselling**

**Objectives:**

To provide an understanding of the variables involved in career exploration and explore processes, which identify potential and strengths of individuals.

**Texts:** *Applying Career Development Theory to Counselling* – Sharf

**Topics:**

Major career theorists such as Holland, Super, Roe and Krumholtz; major career theories such as trait-factor, developmental, person-environmental-correspondence, sociological, needs and learning approaches; assessment methods related to major career counselling models; identifying and responding to career and career transition issues in client interviews; knowledge of work context issues such as job trends, equal opportunity, job security, unemployment, stress, ageing, work and values; identifying distinct career issues in specific populations.

### **CCS 600 Clinical Counselling Skills (on-campus) BSC 600 Basic Counselling Skills (distance ed.)**

**Objective:**

To give students opportunities to put their theoretical learning into practice in a setting, which will allow them to practice techniques, receive supervision and obtain feedback.

**Text:** *The Skilled Helper* by – Gerard Egan

**Topics:**

Importance of basic attending, empathy, active listening and perception checking skills; detailed attention to the Code of Ethics governing counsellors; boundary and dual relationship issues; issues of confidentiality in individual, couple, family and group contexts; importance of ongoing supervision when working with clients; awareness and criteria for appropriate and timely referral to other professions and resources; attention to current outcome research for counselling interventions.

### **CIC 600 Chronic Illness Counselling**

**Objective:**

To understand the range of emotions, beliefs, and adaptive and maladaptive behaviours associated with a variety of major chronic diseases such as multiple sclerosis, diabetes, head injury, heart disease, AIDS/HIV and others.

**Text:** *Coping Skills Therapy for Managing Chronic and Terminal Illness* – Kenneth Sharoff

**Topics:**

Personality changes and anxiety conditions resulting from specific illnesses; self-concept, developmental and gender factors related to identified diseases; psychodynamic factors which influence healthy adaptation to chronic disease; understanding the grief process in relation to acceptance and recovery; use of resources within the community of those who experience specific chronic conditions.

## Course Descriptions cont.

### CIS 600 Critical Incident Stress Debriefing

**Objective:**

To identify the characteristic symptoms of traumatic stress experienced by emergency workers, firefighters, police, and paramedics and to also understand and implement specific skills and approaches for the prevention of traumatic stress and for support and recovery.

**Text:** *Group Crisis Support* – Jeffrey T. Mitchell, PhD.

**Topics:**

Experiences and situations which often result in traumatic stress; ineffective ways of dealing with traumatic stress which interfere with one's ability to function; characteristics of traumatic and post-traumatic stress disorder; group approaches to traumatic stress which can be implemented in the work setting; brief preventive interventions which can be applied near the time of the critical incident; identifying symptoms such as illness, avoidance, and absenteeism which require proactive intervention; use of cognitive and behavioural approaches such as relaxation and mental imagery; drawing out, validating and supporting emotions such as fear, anger and guilt; use of gradual exposure concepts, and approaches which increase personal control and empowerment.

### CPD 600 Counselling Practice Development

**Objective:**

To gain essential knowledge and practical approaches for establishing a professional counselling practice or service.

**Text:** *Private Practice Handbook* – Browning & Browning

**Topics:**

Creating and building a professional image; developing creative strategies for generating clientele; ethical standards, legal liability, charting and business records; fee assessment and professional contacts; client relationships: initial contact, maintaining and determining the length of counselling and evaluation; brochure writing.

### CSC 600 Case Study Approaches to Career Counselling

**Prerequisite:** Introduction to Career Counselling

**Objective:**

To understand and apply career development and decision making theories to case studies.

**Texts:** *Career Counselling: Applied Concepts of Life Planning* – Zunker

**Topics:**

Knowledge of one's values, abilities, personality and interests; occupational awareness which includes knowledge of the world of work; information about the labour market; decision making using a variety of assessment tools; special need populations.

### CSF 600 Case Study Approaches to Family Counselling

**Prerequisite:** Introduction to Family Counselling

**Objective:**

To provide students with in-depth practice in applying family therapy concepts to case studies.

**Texts:** *Family Therapy: An Overview* – Goldenberg & Goldenberg  
**(Text already received from IFC-600)**  
*Family Therapy: Concepts and Methods* – Nichols & Schwartz

**Topics:**

Practice in formulating family dynamics in case study material; practice developing treatment plans based on different systemic theoretical approaches; practice with a variety of family therapy techniques.



## Course Descriptions cont.

### CSM 600 Case Study Approaches to Models of Counselling

**Prerequisite:** Models of Counselling

**Objective:**

To provide students with more in depth practice in utilizing concepts introduced in Models of Counselling.

**Texts:** *Theory and Practice of Counseling and Psychotherapy* – G. Corey  
(Text already received from MOD-600)  
*Case Approach to Counseling and Psychotherapy* – G. Corey

**Topics:**

Practice in conceptualizing and utilizing theories of counselling; planning interventions drawn from different theories; practice with integrating different theories in treatment planning.

### EAT 600 Counselling of Eating Disorders

**Objective:**

To understand the psychodynamic factors and emotional, cognitive and behavioural components affecting anorexia nervosa, bulimia nervosa and overeating.

**Text:** *Handbook of Treatment for Eating Disorders* – Garner & Garfinkel

**Topics:**

Identifying the symptoms of anorexia nervosa, bulimia nervosa and compulsive overeating; understanding the dangers and adverse health effects of eating disorders; treatment implications of core issues: a) low self-worth and image-based worth in anorexia, b) need for control in anorexia, c) unhealthy ways of dealing with emotions in bulimia, d) loss of parental caring; unhealthy patterns emerging from childhood abuse and the dysfunctional family of origin; identifying thought patterns, self-talk, and emotional triggers for binge and purge behaviours in bulimia.



### FAM 600 Family Violence Counselling

**Objective:**

To understand the causes of spousal and family abuse and develop treatment plans using case studies.

**Text:** *Family Violence* – R.L. Hampton

**Topics:**

Definitions of abuse and a review of spousal abuse, historically, socially and culturally; assessment of factors contributing to family violence: early experiences, alcohol and drug abuse, stressors and dynamics in couple relationships; strategies for counselling couples, families with children and individuals; relating to the legal system and court processes; supporting the person who chooses to remain in an abusive relationship or preparing them for a safe exit.

### FOO 600 Family of Origin Explorations

**Objective:**

This course allows the student to explore their own family of origin in methodical ways and exposes them to contemporary family therapy theory. Allows the student to practice applying family therapy concepts to their own experience. (6-week course)

**Text:** *You Can Go Home Again* – Monica McGoldrick

**Topics:**

Exploration of principles of family of origin research with reference to literature and personal experience.

### GAC 600 Gambling Addiction Counselling

**Objective:**

To provide familiarities with theoretical and clinical approaches to pathological gambling. Individual dynamics will be considered in relation to social, cultural, economic demographics and political contexts.

**Texts:** *Pathological Gambling: A Clinical Guide to Treatment*– Grant & Potenza

*Overcoming Compulsive Gambling* – Blaszczynski  
*Overcoming Your Pathological Gambling Workbook*  
Ladouceur & Lachance

**Topics:**

Gambling and public health, epidemiology, clinical characteristics, population differences, biological basis, role of the clinician, pharmacological treatments, cognitive-behavioural treatments and assessment instruments.



## Course Descriptions cont.

### GES 600 Gestalt Counselling Skills

**Objective:**

To gain knowledge and skills in the area of Gestalt theory, therapy, process, and techniques.

**Text:** *Gestalt Counselling in Action* – P. Clarkson

**Topics:**

Understanding basic Gestalt principles such as the cycle of experiencing, the power of awareness and boundary/contact issues as well as therapeutic interventions; understanding the six Gestalt resistances and identifying them in personal and clinical experience; how to monitor one's own inner dialog, help others modify toxic messages and utilize the potential of the "language of responsibility"; how Gestalt principles can be applied to managing group processes.

### GPS 600 Group Process and Support Skills

**Objective:**

To acquire skills for leading therapy and support groups by observing the instructor and by experiencing the group process.

**Text:** *Groups: Process and Practice* – Corey & Corey

**Topics:**

Background theory on group leadership skills in preparation for leading or co-leading groups; models of group growth and development with techniques for stimulating and processing developmental stages; barriers to group growth; skill training in lesson design and curriculum development for psycho-educational groups; specific skill training in solving practical problems that occur in groups; ethical and professional issues arising out of the group experience.

### ICC 600 Issues in Cross-Cultural Counselling

**Objective:**

To provide students with a broad knowledge of culture, cultural variables, intra-cultural differences and cross-cultural dynamics as they apply to interpersonal settings, especially the counselling context.

**Text:** *Cross Cultural Caring* – Waxler-Morrison

**Topics:**

Alternative conceptions of culture and the role played by culture in influencing an individual's behaviour, world view, attitudes, values and other dimensions of subjective culture; identifying personal cultural values, assumptions and priorities; how mental health and mental health services are

defined in other cultural settings; conceptualizing and treatment planning for problems located in different cultural contexts.

### ICS 600 Introduction to Counselling Seniors

**Objectives:**

To familiarize the student with contemporary theories and techniques, as well as an understanding of effective and ethical methods of supporting seniors with the specific concerns of ageing.

**Text:** *Geriatric Mental Health Care* – Kennedy

**Topics:**

Background theory and a general understanding of issues specific to counselling seniors in a variety of settings; specific models of assessment relevant to the multidimensional assessment of the older adult; skills training in counselling with appropriate strategies and models designed to meet the needs and concerns of the older adult; ethical and professional issues arising out of working with this population; counselling skills with specific reference to sensitive core issues such as health, finances, substance abuse and abuse and/or neglect from caregivers, family and others.

### IFC 600 Introduction to Family Counselling

**Objective:**

To understand family dynamics related to patterns and issues perpetuated from families of origin and to acquire knowledge of different theories of family counselling.

**Text:** *Family Therapy: An Overview* – Goldenberg & Goldenberg

**Topics:**

Assessment of family dynamics using a systemic model; unresolved childhood issues and dysfunctional interactive patterns and roles; application of role reversal, family sculpting and journaling; communication skill training; therapeutic use of family interviews for the resolution of individual client issues.



## Course Descriptions cont.

### INS 600 Integrative Counselling Skills

**Prerequisite:** Advanced Counselling Skills

**Objective:**

To gain increased proficiency in the use of counselling skills and processes in a brief counselling relationship and to appreciate the client role.

**Text:** *Skilled Helper* – Gerard Egan  
(Text already received from CCS I/BSC-600)

**Topics:**

Participants learn counselling theory and skills in actual one-to-one situations; students practice counselling skills with each other and learn to observe and give appropriate feedback to each other under the supervision of the instructor; client files are maintained, and the instructor provides feedback on style and choice of interventions; as a client, the student increases awareness of core issues, transference, emotions, resistance and defenses, and gains insight into trust and safety concerns.

### IPP 600 Introduction to Psychopathology

**Objective:**

To understand causes and characteristics of and to create treatment approaches for disorders frequently seen in a counselling practice.

**Text:** *Abnormal Psychology: Perspectives* – Firestone & Marshall.

**Topics:**

Mood or affective disorders, anxiety disorders, personality disorders, eating disorders, and psychotic disorders, described in the Diagnostic and Statistical Manual of Mental Disorders (DSM), as well as suicide prevention, and psychopharmacology.

### IPR 600 Issues in Prison Release

**Objective:**

To provide the student with an overview of the needs and concerns of the individual who has served time in a correctional facility and is not in the community.

**Text:** *Correctional Counselling and Rehabilitation* – Van Voorhis, Braswell & Lester

**Topics:**

Theory and a general understanding of issues specific to counselling ex-offenders in a variety of settings; models of assessment relevant to issues and concerns of the ex-offender and their families; skill training in counselling with specific reference to core issues: anger management, substance abuse and risk assessment; general mandate, systems of decreasing security and programming options for the Correctional Service of Canada; ethical and professional issues arising out of working with this population; issues of trust, informed consent, safety, dangerousness and confidentiality with ex-offenders.

### LAR 600 Listening, Asserting & Resolving Conflict

**Objective:**

To familiarize students with listening and assertiveness skills, as well as different approaches to conflict resolution. To provide specific communication skills essential to the adoption of healthy relationship patterns replacing dysfunctional and distancing behaviours that are compulsively perpetuated from unresolved conflicts and losses.

**Text:** *Messages* – Matthew McKay, Ph.D., Martha Davis, Ph.D. & Patrick Fanning  
*The Conflict Resolution Toolbox* – Gary T. Furlong

**Topics:**

Introduces listening and assertiveness skills and looks in-depth at models of conflict resolution. Identifying one's own and other's communication styles in different settings and evaluating their effectiveness in non-blaming or pathologizing ways; active listening and regulating one's conversational participation using empathy, perception checking, immediacy, judgment, tact, behavioural description, depth and metacommunication; using self-disclosure and how to respond to mixed messages; non-verbal forms of communication.

## Course Descriptions cont.

### LGC 600 Loss and Grief Counselling

**Objective:**

To familiarize the student with the stages of reactions to loss, forms of grieving and mourning including delayed mourning, resistances to resolution of loss and aspects of unfinished business related to loss, and defence mechanisms typically seen in losses.

**Text:** *Grief Counselling and Grief Therapy* – J.W. Worden

**Topics:**

Understanding the wide range of loss in life itself including aspects of developmental changes, transitional losses, employment, health, disabilities, separation, divorce and death; review of developmental/transitional loss, traumatic loss and “disenfranchised losses”; knowledge of the effect of developmental stage on reactions to loss, defences against loss and theoretical models of adjustment to loss; recognition and adjustment to cultural, gender and role-conditioning components of the grieving process; the impact of community loss; methods of intervention including role plays, empty chair techniques, letter and journal writing, art and play therapy.

### MCS 600 Mentored Counselling Skills Practicum

**Objective:**

This course identifies a practicing counsellor in the student’s locale with whom the student contracts for the purposes of practicing and enhancing counsellor skills. The practicum is designed to assist students in gaining experience and attaining contacts and connections in the counselling field.

- Students will receive a **Mentored Counselling Skills Practicum Certificate** and recognition on their transcript upon completing 60 hours of practicum training. Students will discuss area of interest with the Community Relations Advisor and will be connected with a placement agency.
- Prerequisites include completing 4 courses at VCCT (one of which must be **Clinical Counselling Skills** and the approval from the Director of Academic Programs.
- MCS-600 is taken in place of an elective course for the Diploma Program or it can be taken after completion of the Diploma Program as an extra elective.

**Student Requirements:** Follow MCS-600 Policies and Procedures, Contract, Log Book, Learning Objectives Form, Supervisor Evaluation, Student Self Evaluation, Copy of the Code of Ethics.

### MOD600 Models of Counselling

**Objective:**

To provide the participant with a broad knowledge of counselling theories, skills and approaches. The focus will be to assist students in developing sound skills in critical evaluation of models and guide them toward developing a clear foundation for a personal approach to counselling.

**Text:** *Theory and Practice of Counseling and Psychotherapy* – G. Corey

**Topics:**

Understanding common denominators of theories of counselling and therapy; identifying similarities and differences in theory concepts; contributions and limitations of each model with regard to special populations and multicultural counselling; limits of each model and counsellor responsibilities; applying models to one’s own personal background, values, personality traits and professional goals.

### PHM 600 Pharmacology for Counsellors

**Objective:**

To provide an information base in pharmacology and neuro-physiology as they effect clinical counselling situations.

**Text:** *Handbook of Clinical Psychopharmacology for Therapists* – Preston, O’Neal, & Talaga

**Topics:**

How the central nervous system works; basic pharmacology; categories of mood altering drugs; pharmacokinetics - effects to human behaviour and special considerations; drug interactions; complications resulting from use of more than one mood-altering drug; clinical syndromes, etiology and treatment implications; side effects and cognitive mental status; multiple psychological and physiological dependence; a working knowledge of medications.

## Course Descriptions cont.

### PPD 600 Personal & Professional Development of the Counsellor

**Objective:**

To understand the ethical guidelines that direct the field of counselling and how to behave in an ethical manner at all times.

**Text:** *Issues and Ethics in the Helping Professions* – Corey, Corey & Callanan

**Topics:**

The counsellor as person and professional; personal values in the counselling process; confidentiality; boundaries; professional development; selected topics in ethics; ethical issues in multicultural counselling and couples and family counselling.

### PSD 600 Psychosocial Development

**Objective:**

To understand the psycho-emotional-social needs of stages in human development and what life experiences result in loss or unmet needs.

**Text:** *Development through the Lifespan* - L. Berk

**Topics:**

Challenges and needs of infancy, childhood, latency, adolescence and adulthood; examples of life experiences that interrupt and those that support development; examples of unmet needs resulting in dysfunction.



### SAB 600 Sexual Abuse Counselling

**Objective:**

To provide information regarding various types of sexual abuse, indicators of abuse, types of abusers, the resulting interpersonal damage and unhealthy interpersonal patterns.

**Text:** *Counseling Survivors of Childhood Sexual Abuse* – C.B. Draucker  
*Trauma and Recovery* – Herman

**Topics:**

Common indicators of abuse, forms of abuse and the effects of sexual abuse related trauma on various aspects of the client's life; knowledge of the differential impact of sexual abuse as mediated by age, level of cognitive understanding and social/cultural context; theoretical models of stages of adjustment to sexual abuse including identification of defence mechanisms, negative role acceptance, irrational beliefs and forms of acting out; intervention with children, teens and adults; identification of the impact on family, community and other relationships when disclosures are made and investigations conducted.

### SAS 600 Specialized Approaches to Sexual Abuse Counselling

**Objective:**

To identify the therapeutic process and interventions for assisting the survivor of sexual abuse, non-offending family members, partners and offenders.

**Text:** *Trauma and Recovery* – J.L. Herman

**Topics:**

A history of the treatment of sexual abuse and post-traumatic stress; a socio-political perspective of sexual abuse and post-traumatic stress; the process of recovery for victims, offenders and society; assessment of the normal responses to sexual abuse, life threat, shame and secrecy; special aspects of sexual abuse and the similarities with other types of trauma; a model for offender treatment.

**Please note:**

Distance education students enrolled in the above course SAS-600 will have already received the required text "*Trauma & Recovery*" from SAB-600.

## Course Descriptions cont.

### SCI 600 Suicide and Crisis Intervention Skills

**Objective:**

To provide essential skills for assessing and preventing suicide.

**Text:** *Crisis Intervention* – K. France

**Topics:**

Assessing the crisis and providing support and validation of painful feelings; identifying, prioritizing and drawing upon the creative resources of the client for problem-solving to instill hope; assessing suicidal ideas, intent, and degree of risk; admitting the suicidal client to hospital with or without consent and follow-up; implementing the suicide contract, follow-up and documentation; applications to telephone counselling; assault and crime victims.

### SSA 600 Specialized Approaches to Substance Abuse Counselling

**Objective:**

To provide advanced skills to students interested in specializing in alcohol and drug counselling and working with special populations.

**Text:** *Alcohol & Drug Problems: A Practical Guide For Counsellors* – Harrison & Carver

**Topics:**

Working with alcohol and drug specific special populations (i.e. youth, women, First Nations, geriatric, people with handicaps, dual diagnosis, etc.); advanced case management and case history writing; professional ethics and standards of practice, alcohol and drug specific; legal and financial issues for counsellors and personal wellness; counsellor concerns and issues specific to the alcohol and drug field; signs, symptoms (alcohol and drug specific), effects on human behaviour and relationships.

### SUB 600 Substance Abuse Counselling

**Objective:**

To understand the range of addictive substances and to acquire expertise in approaches to motivate and treat addictive behaviour.

**Text:** *Substance Abuse Counseling* – Stevens-Smith & Smith

**Topics:**

Knowledge of current research with respect to what criteria are used to determine what constitutes substance abuse, substance dependency, classification of substances and their physiological effects and model of etiology; assessment and diagnosis examining the appropriate use of assessment tools; current treatment modalities for individuals, groups, families, self-help formats, and approaches to relapse prevention; working with special populations; continuum of intervention and treatment options available to clients with substance misuse concerns.



## Student Services

### Admissions

Applicants may contact the Admissions Department at any time and speak with an Advisor to obtain information on our programs. Contact Admissions at 604-683-2442 or toll free 1-800-667-3272.

Applicants are required to submit their Application Form with a \$100 non-refundable deposit to the Admissions Department in order to have your application processed and receive a "Letter of Acceptance". The purpose of the detailed Application Form is to provide the college with background information, goals and objectives of the Applicant, which will maximize the probability of success in the counsellor training programs offered at VCCT.

### Faculty Advising

Faculty Advising is offered to students to review their experience towards learning goals and career development as well as any other issues students may have. Students may use up to 2 sessions with a Faculty Advisor during their period of study.

### Library

Students at VCCT may sign-out books and related material from the library for a period of one week. If an extension is required, students must sign-out the books and related material again to receive an extension. Please see reception for information.

### Bookstore

VCCT offers books and related material to both students and the general public for purchase. The bookstore carries the most current titles related to mental health and counselling practice. Call 604-683-2442 for an order form or come in person.

### Community Relations

An Admissions Advisor will provide assistance with volunteer/practicum placements and with job search. Volunteer placement enables students to volunteer at an agency in their community in conjunction with their Diploma program.

### Personal Counselling

Students are entitled to 5 free counselling sessions with an intern or 3 free sessions with a graduate.

**To obtain a list of available Counsellors, please ask reception.**

### Reserve Packages

Instructors may choose to provide students with a Reserve Package to supplement the required texts needed for their course or program. These packages are usually available on the first day of class or can be lent out during a student's course or program upon request.

### Refresher Courses

Graduates of VCCT may choose to take refresher course(s) at a discounted rate. Subject to availability. Please call Admissions and speak with an Advisor for more information. 604-683-2442

### Tuition Assistance

Applicants wanting to enroll in programs offered at VCCT may need to apply for financial aid. For more information on tuition assistance and procedures for applying, please contact the Admissions Department and speak with an Advisor.

Financial aid is available for qualified applicants. Funding sources:

- Canada Student Loans and Provincial Student Loans
- Student line of credit through a financial institution (Bank)
- Workers' Compensation Board
- Human Resources Development Canada
- Ministry of Skills, Training and Labour (Vocational Rehabilitation Services)
- Native Band sponsorships

### Student Lounge

The student lounge offers the use of a microwave, small fridge, telephone (local calls), and a pop/snack vending machine. Employment and volunteer opportunity binders as well as career and community events posting boards are updated regularly. Two computer stations, printers, internet, wireless internet and work desk(s) are available for student use. (Located across the hall from the Library).

## Graduation

It's time to celebrate! The Vancouver College of Counsellor Training acknowledges graduates who have completed a diploma or certificate program. Upon Completion of each course a graduation ceremony takes place at VCCT. Family and friends are invited to join the presentation from students and staff.



## Career Outcomes

Graduates of VCCT can explore employment opportunities with non-profit organizations, community care agencies, and treatment centers, counselling agencies, specialized counselling practices and private practice.

### **Sheila Q., RPC VCCT Diploma of Professional Counselling**

[www.higherground.zoomshare.com](http://www.higherground.zoomshare.com)

Sheila is a Registered Professional Counsellor currently running a private practice out of the White Rock Wellness Centre. Sheila specializes in Eating Disorders, Trauma, Relationship Problems, Depression, Loss and Grief, Panic Disorders, Separation and Divorce.

### **Christine M., RPC VCCT Diploma of Professional Counselling**

[www.lighthousecounselling.com](http://www.lighthousecounselling.com)

Christine offers Individual, Couple and Family Counselling Services through her private practice. Christine also offers internet and telephone counselling services for people who may be faced with wait lists or lack of counsellors in their home town. Christine also offers workshops on an ongoing basis on various topics such as, Communication in Relationships, or Parent to Parent workshops using the **S.T.E.P. (Systematic Training for Effective Parenting)** approach.

### **Janel B. RCC, MBACP VCCT Diploma of Professional Counselling**

[www.healingsolutions.ca](http://www.healingsolutions.ca)

After completing her program at VCCT, Janel was accepted into the Master's in Integrative Counselling Practice at the University of Derby in England. After graduation she returned to Canada to start her own private practice. Healing Solutions Professional Counselling Services focuses on individual counselling specializing in Depression, Anxiety, Sexual Abuse, Gay and Lesbian issues, Relationships and Addictions. Janel also works as a therapist doing individual and group therapy at the BC Society for Male Survivors of Sexual Abuse.

### **Ruth B. VCCT Diploma of Professional Counselling**

Ruth is working at a government emergency task force agency. She describes her experience at VCCT: "The College has given me the strength and self-esteem to use my gift of helping others and to direct it to good use." Ruth also intends to establish workshops on Addictions, Anxiety and Depression.

### **Tom B., RPC VCCT Diploma of Professional Counselling**

Tom has his own private practice specializing in Couple, Family and Group Work. He offers Marriage workshops and is the President of the BC Chapter for CPCA.

### **Karleen N. VCCT Diploma of Professional Counselling**

[www.karleenneverly.ca](http://www.karleenneverly.ca)

Karleen is operating her own private practice. "I loved the program at VCCT."

### **Audrey R. VCCT Diploma of Professional Counselling**

Audrey works at a Women's Shelter as well as the Intersectional Advisory Committee for Children and Youth Mental Health Services in Saskatchewan, developing programs.

### **Glen W. VCCT Diploma of Professional Counselling**

Glen is working full time with the RCMP as a Victim Services Coordinator. Also operates a private practice and specializes in Trauma and Critical Incident issues.

### **Michael B., RPC VCCT Diploma of Professional Counselling**

[www.tiptopwebsite.com/mbest](http://www.tiptopwebsite.com/mbest)

Michael works with youth in custody at the *Burnaby Youth Correctional Centre* co-facilitating groups where he teaches empathy and communication skills using Reality Therapy, Behavioural Therapy and Cognitive Therapy. He also has a private practice called *Harmony in Choices*. Michael is running a workshop on Borderline Personality Disorder for Canadian Mental Health Association - CMHA in New Westminster, BC. This will be for the staff and with the hopes of future counselling around workplace stress. He is currently working on a business proposal to identify and find resolutions around workplace stress management.



## Tuition & Fees

### Diploma of Professional Counselling (On-Campus)

All Courses .....	\$930
Comprehensive Examination and Results .....	\$300
(Text & Materials Included in Tuition)	

### Diploma of Professional Counselling (Distance Education)

All courses .....	\$730
Comprehensive Examination and Results .....	\$300
(Text & Materials Included in Tuition)	

### Diploma of Counselling Practice

Diploma Registration/Administration Fee .....	\$400
Clinical Supervision Fee (2hrs per month)	
Paid to the Clinical Supervisor (approx.) .....	\$75/hour
Professional Liability Insurance (approx.) .....	\$250/year
CPCA Membership Fee .....	\$150/year

### Certificate Programs

Addictions Worker Certificate (on-campus) .....	\$7646
Youth & Family Support Worker Certificate (on-campus) .....	\$7646
Career Exploration & Development Skills Certificate	
(on-campus) .....	\$5786
Addictions Worker Certificate (distance education) .....	\$6046
Youth & Family Support Worker Certificate (distance education) ..	\$6046
Career Exploration & Development Skills Certificate	
(distance education) .....	\$4586

### Other Related Fees

Application Fee .....	\$100
Annual Student Fee .....	\$200
Archiving Fee .....	\$6.00
Program Status Change Administration Fee .....	\$150
Course Change Fee .....	\$60
Comprehensive Examination Rewrites .....	\$100
Transcripts (student receives three) .....	\$20
Diploma and/or Certificate Reprints .....	\$10/each
International Student Fee .....	15% of Tuition

# Vancouver College of Counsellor Training

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## Directory

### Campus Locations:

#### Vancouver Campus

206 East 6<sup>th</sup> Avenue, Vancouver, BC V5T 1J8

**Telephone** (604) 683-2442

**Fax** (604) 688-9001

**Toll Free** 1-800-667-3272

**Website** [www.vcct.ca](http://www.vcct.ca)

**Email** [info@vcct.ca](mailto:info@vcct.ca)

**Hours:** 8:00 a.m. to 5:00 p.m., Monday – Friday

### Administration:

Executive Director

Lydia Manko

### Academic & Faculty:

Director of Academic Programs

Instructor

Instructor

Instructor

Instructor

Dr. Dale Brooks, Ph.D.; R.Psych.

Devorah Peterson, M.Ed., R.C.C.

Mahmud Nestman, M.Ed.

Kari-Ann Thor, M.Ed., R.C.C.

Maecan Campbell, M.A., R.C.C.

### Admissions/Registrations & Administrative Support:

Admissions/Community Relations Coordinator

Administrative Support

Student Records & Distance Education

Reception

Finance

Priyanka Kaur

Murli Soni, M.A.

Alexandra Jaworsky

Carla Iacobellis

Gurpreet Kaur