REGULAR MEETING OF THE FACULTY COUNCIL, FACULTY OF EDUCATION
TUESDAY, FEBRUARY 6, 2018, 12:30 P.M., ROOM ED2030B (McCANN CENTRE)

AGENDA

1. Approval of the Agenda

2. Approval of Minutes of Previous Meeting
   2.1 Minutes of Regular Meeting of January 9, 2018 (attached)

3. Business Arising

4. New Business
   4.1 Admissions Expectations (Dr. W. Okshevsky)

5. Correspondence

6. Notice of Motion

7. Reports of Committees
   7.1 Nominating Committee
      7.1.1 Nominations for Committee Memberships -2017/2018 (attached)(A. Dcyle)

   7.2 Committee on Undergraduate Studies

   7.3 Admissions Committee

   7.4 Research & Development Committee

   7.5 Graduate Studies Committee
      7.5.1 Documents for Consideration:
      • Removal of E6703 from list of closed electives;
      • Removal of E3600 as eligible pre-requisite for E6709; and
      • Change E6938 from special topics to closed elective.

   7.6 Doctoral Studies Program Committee
8. Associate Dean’s Report – Undergraduate

9. Associate Dean’s Report – Graduate

10. Dean’s Report

11. Reports from Representatives from other Councils

12. Other Business
   12.1 Faculty based circle of care concept

Secretary
Faculty Council, Faculty of Education

Attachments (4)
REGULAR MEETING OF THE FACULTY COUNCIL, FACULTY OF EDUCATION  
TUESDAY, JANUARY 9 AT 12:30PM ED2030B MCCANN CENTRE

Chairperson: Dr. Rhonda Joy


1. APPROVAL OF AGENDA
   It was moved by Dr. Leslie Redmond, and seconded by Dr. Jan Buley, that the Agenda be accepted as circulated.  
   CARRIED.

2. APPROVAL OF PREVIOUS MINUTES
   It was moved by Dr. Toni Doyle, and seconded by Dr. Gabrielle Young, that the previous regular meeting Minutes be approved as distributed.  
   CARRIED.

3. BUSINESS ARISING
   Dr. Cecile Badenhorst brought forward her concerns regarding research award extensions. Faculty are encouraged to have a conversation at a special meeting on this topic at a later date.

4. NEW BUSINESS
   There was no new business presented.

5. CORRESPONDENCE
   There was no correspondence presented.

6. NOTICE OF MOTION
   There was no notice of motion presented.

7. REPORTS OF COMMITTEES
   7.1 Nominating Committee
   There was no report presented.
7.2 Committee on Undergraduate Studies

7.2.1 Proposal for Calendar Changes to Existing Programs – Special Education Waiver

It was moved by Dr. Gerald Galway, and seconded by Dr. Sharon Penney, that the Proposal for Calendar Changes to Existing Programs – Special Education Waiver as presented be accepted.  
CARRIED.

7.3 Admissions Committee

There was no report presented.

7.4 Research & Development Committee

There was no report presented.

7.5 Graduate Studies Committee

There was no report presented.

7.6 Doctoral Studies Program Committee

There was no report presented.

8. ASSOCIATE DEAN’S REPORT- UNDERGRADUATE

The Associate Dean’s Report (Undergrad) was presented by Dr. Gerald Galway as attached.

9. ASSOCIATE DEAN’S REPORT- GRADUATE

The Associate Dean’s Report (Graduate) was presented by Dr. Rhonda Joy as attached.

10. DEAN’S REPORT

The Dean’s Report was presented by Dr. Rhonda Joy (Acting Dean) as attached.

11. REPORTS FROM REPRESENTATIVES FROM OTHER COUNCILS

There were no other reports presented.
12. **OTHER BUSINESS**

12.1 **Roots of Empathy in Schools – Dr. Anne Burke**

Dr. Anne Burke’s presentation will be brought forward at the next meeting of Faculty Council due to time constraints.

**Adjournment**

Council adjourned at 1:42pm.

_________________________  ____________________________
Chairperson                  Date

_________________________
Secretary
Associate Dean's Report

January 2018

1. Admissions – On-base application reviews will be coming up in February. Jill is willing to work with program groups to become familiar with On-base.

2. Courses – course offerings are reduced this term and as a result most of our courses are full. We may have to add one course for several student today. Reminder: students can add courses on their own until January 18, 2018. This could impact planning, group work, etc.

3. Cohorts - Fort Vermillion cohort has just been finalized and process approved, (22 students). Discussions will begin for spring offering in Northern Lights now that process has been confirmed. There is also interest in future cohorts.

4. Research – Lisa is working with faculty to submit grants, etc. Please do not hesitate to reach out to her.

5. Diplomas – EDLS diploma approved; CTLS diploma (general) hoping to go to Committee on Graduate Studies this month.

6. Website – Moira is working on the website content revisions. She will draft descriptions of graduate level program as part of on-going process to develop the faculty’s new, modern-responsive website. These new descriptions will be designed to capture the attention of students considering a graduate degree in our faculty. The drafts will be sent to program groups for their review/feedback.

7. PhD programs – 10 applications to date – feel free to drop into the office to review with Jill or review through on-base. Watch for monthly socials at Bitter's, Hatcher House.


9. Reminders
   a) course outlines should be submitted to graduate and undergraduate office asap.
   b) special topics courses: all special topics courses which have been offered more than once must be changed to “regular” courses.
   c) SGS supervisory reports updates should be submitted every spring.
Good afternoon everybody. Today I would like to report on several items related to undergraduate programs.

These include internship placements for students, initial indication of application numbers for the new academic year, the admissions process for the new STEM program, recruitment of students and our Harlow mission from last December.

**Internships**

Students from our second-degree programs are all completing their internships this term. Online in the past there is a much wider geographic distribution of students this. This may have something to do with the fact that we now have only one school district and students realize that with provincial seniority wherever they find their first teaching position, the options for transfers are much more favorable than in the past. As such, for the Primary Elementary Second degree program, students are placed in the following geographic regions:

- St. Johns – 22
- Avalon West/Burin – 3
- West Coast – 14
- Central – 7
- Out of Province -1

For the Intermediate-Secondary and Tech Ed degrees students are interning in the following regions:

- St. Johns/CBS – 53
- Avalon West/Burin – 16
West Coast/Labrador – 6
Central –10
Harlow - 4
Out of Province - 4

There are five Music interns and all are working in St. John’s schools.

Recruitment

The Field Services Office is carrying on regular recruitment activities and this year also made a recruitment rip to Nova Scotia with three events in different parts of the province. The Teacher Recruitment Fairs for St. John’s and Grenfell campuses are being held on May 16 and May 14, respectively.

Admissions Process

The admissions process is continuing with the deadline extended to January 31, 2018. Admissions applications are up slightly over this time last year. There continue to be problems with On-Base, the Registrar’s new application system. It cannot accept letters of reference from upload to the system. If this continues the Undergraduate Office will establish a different mechanism for receiving letters from referees for 2018.

As at January 8 applications for undergraduate programs were at:

Intermediate-secondary – 50
Spec Ed – 50
Primary-Elementary (First Degree) - 17
Primary-Elementary (Second Degree) – 34
Post-secondary – 2
Music Education 4
Tech Ed - 25
Harlow Mission

We had a very successful mission in Harlow England at the end of last year. The goal was to visit the area and renew our presence with the Harlow partnership schools. We hosted a reception on Thursday, November 30 to which we are invited Harlow school heads, cooperating teachers, faculty of education alumni, our interns and our internship partners in the area, Neil Coster and Cristin Casey (one of our music education graduates). Hayward Blake and I gave a presentation the faculty of education and its association with Harlow. Our interns then gave a presentation. Approximately 40 people attended including a number of representatives from teacher recruitment agencies.

We also visited all of the schools hosting our six interns last term and observed each of the interns independently teaching in their classes. In addition we held meeting with Chris Fluske, head of the Harlow Education Consortium and in addition to the hosting schools visited Passmores High School, where we presently have two interns and St. Alban’s Catholic School. In addition, we met separately with two teacher recruitment agencies Impact and CareerTeach, both of which will attend our Teacher Recruitment Fair this year.

This visit was funded by a grant from Memorial University’s International Office.

Respectfully submitted,
Gerald Galway
Associate Dean (Undergraduate Programs)
Dean's Report
January 9, 2018

Dr. Rhonda Joy, Acting Chair, Faculty Council reported the following on behalf of Dr. Anderson, Dean:

- The deadline for Professional Development applications for funding for sessionals is January 15, 2018. Applications must be vetted through Dean prior to be sent to the VP (Academic).
- Dr. G. Galway extension as Associate Dean, Undergraduate Programs, has been approved for January 1-April 30, 2018. Congratulations and thank you to Dr. Galway.
- There is a new International Student Career Advisor appointed - Andrea Santos to help with international student inquiries and to provide assistance.
- The Search Committee for the Associate Dean, Undergraduate Programs, is seeking applications to fill the position. The deadline date is January 31, 2018. More information communicated in the circulated advertisement.
Agenda Item: 7.1.1.
The Nominating Committee makes the following recommendations for membership of the Standing Committees of the Faculty Council of Education, and representatives to other Faculty Councils for the 2017-2018 Academic Year:

**STANDING COMMITTEES**

A. **The Executive Committee of the Council**

1. Chairperson – Dean, Faculty of Education
2. Ms. S. Lewis (Secretary)
3. Dr. A. Moghaddam (16/17), (17/18)
4. **Dr. M. Stordy (15/16), (16/17), (17/18) Dr. A. Doyle (18/19)**
5. Undergraduate Student Representative
6. Graduate Student Representative

B. **Nominating Committee**

1. Chairperson (to be selected from Committee membership)
2. **Dr. B. Barrell (15/16), (16/17), Dr. D. Gill**
3. Dr. T. Doyle (17/18)
4. **Dr. S. Penney (15/16), (16/17), Dr. A. Burke**

C. **Committee on Undergraduate Studies**

1. Chairperson (to be selected from Committee membership)
2. Associate Dean, Undergraduate Programs (ex-officio)
3. Representative, Office of the Registrar (ex-officio) – Ms. L. Walsh
4. Representative, Office of Student Services (ex-officio)
5. Dr. S. Penney (Co-Chair) (15/16), (16/17); Dr. E. Furey —one year replacement (17/18)
6. Dr. C. Arnold (16/17), (17/18)
7. Dr. T. Johnson (16/17); (17/18)
8. Dr. M. Stordy (16/17), (17/18)
9. Undergraduate Student Representative -Ms. J. Hatcher [17/18]
10. Undergraduate Student Representative -Mr. S. Yetman [17/18]

D. Committee on Graduate Studies

1. Chairperson (to be selected from Committee membership)
2. Associate Dean of Graduate Programs (ex-officio)
3. Elected Members on Academic Council, School of Graduate Studies:
   - Counselling Psychology Representative – Dr. M. Gardner (16/17), (17/18)
4. Educational Leadership Representative – Dr. S. Johnston (16/17), (17/18)
6. Post-Secondary Representative – Dr. J. Hoben (16/17); (17/18)
7. Informational Technology Representative – Dr. B. Mann (15/16, 16/17, 17/18)
   Replacement Needed (18/19)
8. Graduate Student Representative –Ms. B. Mulcahy [17/18] Replacement Needed
9. Graduate Student Representative

E. Admissions Committee

1. Chairperson (to be selected from Committee membership)
2. Associate Dean, Undergraduate Programs (ex-officio)
3. Coordinator of Undergraduate Programs (ex-officio)
4. Representative, Office of the Registrar (ex-officio) – Ms. L. Walsh
5. Dr. S. Pickett (16/17); (17/18)
6. Dr. J. Buley (16/17); (17/18)
7. Dr. N. Hurley (16/17); (17/18)
8. Dr. G. Young (15/16); (16/17); (17/18) Replacement Needed
9. Undergraduate Student Representative –Mr. M. Strickland [17/18]

F. Research and Development Committee

1. Chairperson (to be selected from Committee membership)
2. Dr. E. Yeoman (16/17); (17/18)
3. Dr. D. Kelly (16/17); (17/18)
4. Dr. J. Delaney (16/17); (17/18)
5. Dr. B. Barrell (15/16); (16/17); (17/18) Replacement Needed
G. Social Committee

1. Chairperson (to be selected from Committee membership)
2. Dr. B. Barrell (16/17); (17/18)
3. Dr. G. Young (15/16); (17/18)
4. Dr. S. Penney (15/16); (17/18) **Dr. J. Buley**
5. Ms. L. Tucker
6. Ms. C. Madol/Ms. E. St. Croix

H. Doctoral Studies Program Committee

1. Chairperson (to be selected from Committee membership)
2. Associate Dean, Graduate Programs (ex officio)
3. Dr. C. Badenhorst (16/17); (17/18) **Replacement Needed**
4. Dr. B. Barrell (16/17); (17/18) **Dr. J. Hohen - one year replacement (17/18)**
5. Dr. H. Schulz (16/17); (17/18) **Replacement Needed**
6. Dr. T. Seifert (16/17); (17/18)
7. Dr. X. Li (16/17); (17/18) **Replacement Needed**
8. Representatives from Supervisory Committees (non-voting members)
9. Doctoral Student Representative — Ms. L. Li [17/18]
10. Doctoral Student Representative -Mr. P. Wells [17/18]

I. Ethics in Human Research

1. Chairperson (to be selected from Committee membership)
2. Dr. E. Furey (16/17); (17/18)
3. Dr. H. Schulz (15/16); (16/17); (17/18) **Replacement Needed**
4. Dr. A. Burke (16/17); (17/18)
5. Graduate Student Representative

J. Scholarships and Awards Committee

1. Ms. L. Redmond (16/17); (17/18)
2. Dr. M. Kondratieva (16/17); (17/18) **Replacement Needed**
3. Dr. G. Harris (16/17); (17/18)
4. Staff Member – Office of the Dean
5. Staff Member – One member from the Undergraduate Office (if undergraduate) (non-voting) or one member from the Graduate Office (if graduate) (non-voting)
REPRESENTATIVES TO OTHER FACULTY COUNCILS
1. Faculty of Humanities and Social Sciences — Dr. W. Okshevsky
2. Faculty of Science — Dr. M. Stordy
3. Faculty of Engineering and Applied Science — Mr. D. Gill
4. Faculty of Business Administration — Dr. U. Kelly
5. Faculty of Medicine — Dr. K. Malch
6. School of Human Kinetics and Recreation — Dr. X. Li [Replacement Needed]
7. School of Nursing — Dr. D. Mulcahy
8. School of Social Work - Dr. S. Pickett
9. School of Music — Dr. D. Buley
11. Fisheries and Marine Institute — Dr. K. Anderson
12. Q.E. II Library — Ms. B. Maddigan
13. School of Graduate Studies — Dr. M. Gardiner

Nominating Committee
* All Committee membership are for a three year period.

Updated 2018.01.23/essc
Agenda Items 7.5.1
January 22, 2018

TO: Secretary, Faculty Council, Faculty of Education

FROM: Committee on Graduate Studies

SUBJECT: Documents for Consideration

The Committee on Graduate Studies has approved the following changes to the Counselling Psychology Program and is now forwarded to Faculty Council for consideration:

1. removal of E6703 from list of closed electives;
2. removal of E3600 as eligible pre-requisite for E6709; and
3. change E6938 from special topics to a closed elective.

Thank you.

John Hoben, Ph.D.
Chair
Committee on Graduate Studies
Calendar Changes for Courses in the MEd in Counselling Psychology

1. Removal of ED6703 from the list of closed electives for the program. The rationale for removing this course is that it is a non-credit course that has not been offered for years.

2. Removal of ED3600 as an eligible pre-requisite for ED6709. The rationale for this request is that the MEd in Counselling Psychology program has moved to a cohort model and, as such, it is essential that students complete all courses required for their MEd with their cohort. ED6707 will be the only acceptable prerequisite for ED6709 within the cohort model.
Rationale for switching ED6938 (Advanced Individual Counselling: Theory and Practice) from a special topics course to a closed elective within the MEd in Counselling Psychology

- ED6938 offers students opportunities for development of advanced counselling skills
- Completion of ED6938 allows students the ability to meet the requirements of the Canadian Counselling and Psychotherapy Association (CCPA) for becoming a certified counsellor as well as the requirements to be a registered counselling therapist with the upcoming Newfoundland and Labrador division of the Federation of Associations of Counselling Therapists (FACT)
- Currently there is significant interest and uptake of ED6938 from students in the MEd in Counselling Psychology program and it is anticipated that ED6938 can be offered twice a year and both sections will be filled
- Graduates from the MEd in Counselling Psychology who complete ED6938 will have a higher degree of competency in the area of counselling and as a result will be more competitive when applying to doctoral level programs in counselling and in the current job

In addition to the calendar changes which establish ED6938 as a closed elective instead of a special topics courses, the calendar needs to also indicate that prerequisites for ED6938 include ED6702 and ED6708 as this course builds upon the skills developed in these courses.
Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form. Download the latest version: http://get.adobe.com/reader. (1) Save the form by clicking on the diskette icon on the upper left side of the screen; (2) Ensure that you are saving the file in PDF format; (3) Specify where you would like to save the file, e.g. Desktop; (4) Fill in the required data and save the file; (5) Submit the completed form to:

School of Graduate Studies: Memorial University of Newfoundland; IIC-2012 (Bruneau Centre for Research and Innovation); St. John's, NL A1C 5S7 Canada Fax: 709.864.4702 eMail: sgs@mun.ca

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: ☑ Regular Course ☐ Special/Selected Topics Course

Course No.: E6938

Course Title: Advanced Individual Counselling: Theory and Practice

I. To be completed for all requests:

A. Course Type:
☑ Lecture course ☐ Laboratory course
☑ Directed readings ☐ Lecture course with laboratory
☐ Undergraduate course
☐ Other (please specify)

B. Can this course be offered by existing faculty? ☑ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? If yes, please specify:

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)?

☑ Yes ☑ No

E. Credit hours for this course: 3

F. Course description (reading list required):

Please see attached

G. Method of evaluation:

Written Percentage Oral

Class tests
Assignments
Other (specify):
Final examination:

Total Please see attached

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1 Must specify the additional work at the graduate level
II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

Instructor's initials

1. duplication of thesis work
   
2. double credit
   
3. work that is a faculty research product
   
4. overlap with existing courses
   
Recommended for offering in the Fall Winter Spring 20___

Length of session if less than a semester:

III. This course proposal has been prepared in accordance with General Regulations governing the School of Graduate Studies

Course instructor

Approval of the head of the academic unit

Date

IV. This course proposal was approved by the Faculty/School/Council

Secretary, Faculty/School/Council

Date

Updated June 2017
ED6938 - Advanced Individual Counselling: Theory and Practice
(3 credit hours)

Course Description

The prerequisites for this course are ED 6702 and ED 6708

This course assumes a working knowledge of common therapeutic and change process theoretical orientations. It also assumes that students have completed recorded videos of simulated or actual counselling as a student counsellor. Students are expected to be familiar with various models of change and stages of counselling including counsellor identity, building a therapeutic relationship, intervention skills, and setting counselling goals.

Building on this foundation, the primary focus of ED 6938 allows the student to continue to formulate an in-depth integrative theoretical orientation to human change. The student will be provided an opportunity early in the course to set personal course goals and to identify a particular integrative theoretical orientation to focus on throughout the course. The establishment of specific intervention techniques, communication and counselling skills from this guiding theoretical lens is a key aspect of this course. Students will learn how to use a particular theory and related research to inform their practice. There is a sizeable applied component with focus on ongoing skill development around effective communication, listening, interviewing, and intervening. Skills focused on relationship establishment, goal setting, and facilitating client motivation and change will be a major focus. Students will be provided knowledge of what it means to engage in integrative counselling practice. The format of the course will include lectures, student case presentations via mock consultation break-out groups.

Course Objectives

• To reflect on your current theoretical orientation to counselling, your personal views on human change, and your role in that change process.
• To use your reflection to help inform a personalized program of study for this course including choosing a theoretical orientation that will be the focus of your learning.
• To become familiar with, and to practice using, a variety of counselling skills, techniques, and interventions stemming from your particular integrative orientation.
• To strengthen your emerging integrated counselling theoretical base
• To review, and expand your knowledge base in the characteristics, stages, processes, and empirical research surrounding individual counselling.
• To enhance your understanding of human change processes and what is involved in facilitating human change.
• To develop, and enhance your use of specific counselling skills to establish relationships, set goals, and help support client change.
• To learn and practice advanced therapeutic alliance development skills in counselling.
• To enhance self-awareness and reflection skills associated with individual counselling.
• To learn how to utilize research in your counselling practice.
• To continue learning about the ethical considerations associated with individual counselling practice.
• To become familiar with a multicultural approach to counselling both theoretically and in practice.
• To engage in laboratory or in vivo individual counselling experiences.

Course Materials


Ebook link:

https://www.vitalsource.com/referral?term=9781483351995

In addition to the assigned text, course materials will draw from a wide range of academic articles, books and book chapters, counselling videos and websites. These will be selected and recommended by the instructor but also selected by the student as desired/necessary to augment their particular interests.

Supplemental readings will be assigned for selected lectures. Some will be posted to the course shell.

As you will be focusing on an integrative model of preference, independent reading NOT INCLUDED on reading list is anticipated and recommended.

Activities and Assignments

1. **Video labs and consultation group**: Students will prepare at least four videos of individual mock counselling. It is expected that students will practice mock counselling sessions throughout the course to provide material for labs. Students will discuss their mock counselling experiences and challenges with instructor and peers within their consultation groups. Video labs will be analyzed through a one to two page write up, accompanied by a 10-15 minute video file of your practice. It is strongly recommended that students begin taping these mock counselling sessions early in the course. Students are welcome to make an appointment with the course instructor to review practice. Videos and lab write-ups should be submitted at the indicated times in the course schedule. Lab template will be provided. Videos will be presented and discussed within your weekly consultation group. *Please choose a mock client/partner from outside the class, and ensure that your mock client will commit to a minimum of four sessions. (35%)

2. **Videod Case Presentation**: Each student will be expected to prepare a 30 minute case presentation, including video excerpt/s of their counselling session(s) to share with the class. The
excerpts can be selected from your video lab material. This video will be accompanied by an oral case presentation detailing focus of the session(s), theoretical/integrative model(s) employed, intervention(s) used, as well as a brief discussion of specific counselling skills used in session(s). This presentation should also include a critique of the counselling and should include a focus on relevant research. Other considerations (e.g., ethics, cultural perspective) should also be considered. (30%)

5. Theoretical Synthesis/Position Paper: This paper will include a focus on the student's theoretical integrative orientation framework, with clear description as to how it is being applied. You are expected to present these within your chosen integrative framework, as well as future steps in continuing to develop this approach in your counselling. You will demonstrate a sound understanding of chosen models, both individually as well as how they work within the chosen integrative framework. Citations and proper referencing are expected using APA formatting, worth 5 points of your overall paper grade. Due June 30 end of day. (35%)

5. PLEASE ATTEND ALL CLASSES. In-class participation in critical discussion and experiential learning is essential!

** Mock client sessions can be recorded on smart phone or tablet devices. Please be mindful of audio. Please save in .mov, .avi, .mp4. Please do not use .wlmp. Google docs or dropbox can also be used. Please ensure permissions are given for shared google files.

*** A supplemental reading list will be provided separately. Independent study is expected in your chosen area.

**** All assignments are to be uploaded to the D2L course dropbox, to the assigned folder. 

*Class Schedule (Subject to change or modification)*

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<thead>
<tr>
<th>Class Content</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>Intros, review syllabus, quick theory overview, plan break out groups, CCPA overview</td>
<td>Begin Text Review</td>
<td>Form consultation Groups, Confirm mock client</td>
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<tr>
<td>Introduction to Integrative Practice</td>
<td>Jones-Smith Introduction</td>
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<tr>
<td>Transference/Countertransference, Psychodynamic Models</td>
<td>Jones-Smith, Ch. 1 Supplemental readings on D2L</td>
<td>CCPA/Replacement Assignment due</td>
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<tr>
<td>Class Content</td>
<td>Readings</td>
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<tr>
<td>Integrative Psychotherapy</td>
<td>Jones-Smith Ch. 21, 22</td>
<td>Lab 1 due</td>
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<td>Consultation Group 1 - Mini Case Presentations</td>
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<td>Lab 1 - pair 1</td>
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<td>Experiential Therapies Part 1 - Creative Arts Therapies</td>
<td>Jones-Smith Ch.11 Supplemental readings on D2L</td>
<td>Lab 1- pair 2</td>
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<tr>
<td>Consultation Groups</td>
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<td>Integrated Model Short Essay due June 9</td>
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<tr>
<td>Experiential Therapies Part 2 - Play Therapy</td>
<td>Supplemental Readings on D2L</td>
<td>Lab 2 due.</td>
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<td>Consultation Groups</td>
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<td>Lab 2 - pair 1</td>
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<td>*Guest Lecture - LGBTQ+, Queer Practice</td>
<td>Jones-Smith Ch. 14 &amp; 19 Supplemental</td>
<td>Lab 2- pair 2</td>
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<tr>
<td>Guest Lecture - Somatic Experience in practice</td>
<td>Supplemental reading TBC</td>
<td>Lab 3 due</td>
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<td>Lab 3 - pair 1</td>
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<td>Papers due</td>
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<tr>
<td>Narrative Therapy - Grief and Bereavement Models</td>
<td>Jones-Smith Ch. 16,17 Supplemental on D2L</td>
<td>Lab 3 - pair 3</td>
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<td>*Intercultural Communication in Counselling Practice</td>
<td>Jones-Smith Ch. 13</td>
<td>Lab 4 due</td>
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<td>Lab 4 - pair 1</td>
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<tr>
<td>Cognitive Behavioural Models</td>
<td>Jones-Smith Ch. 5,6 Supplemental TBC</td>
<td>Lab 4 - pair 2</td>
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<td>Consultation groups</td>
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<td>Presentations</td>
<td>Group 1 Case Presentations</td>
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<td>Group 1 Presentations due Friday July 28th</td>
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<td>Presentations</td>
<td>Group 2 Case Presentations</td>
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<td>Group 2 Presentations due Friday Aug 4th</td>
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Assignment Submission We will be using the CITL shell for readings and assignments. PLEASE UPLOAD ALL ASSIGNMENTS to the online shell dropbox.

Academic Dishonesty No form of academic dishonesty will be tolerated. Please adhere to proper citation and referencing. Please see http://www.mun.ca/writingcentre/plagiarism/

Students with Disabilities Any students seeking accommodations, please contact The Blundon Centre for guidance, http://www.mun.ca/blundon/about/index.php , blundon@mun.ca
11.8 Specific Programs

11.8.3 Counselling Psychology

The mission of the program in Counselling Psychology is to prepare highly knowledgeable, skilled, dedicated, and ethical professional practitioners, who will endeavour to enhance human potential throughout the life span and who can effectively practice within a variety of settings.

The Counselling Psychology faculty promotes counselling as an effective, viable means of assisting individuals throughout the life span. The counselling practitioner, regardless of his or her theoretical stance or work setting, functions as a change agent who is sensitive to and knowledgeable about the range of human development reflected in individual differences and cultural and linguistic diversity. Effective and positive change is brought about by assisting clients to: examine and modify their behaviour for more effective living; cope with, adjust to, or otherwise negotiate the environments affecting their psychosocial well-being; and effect change in the larger society.

The practice of Counselling Psychology is based on theory and research, an understanding of ethical practices, and a set of professional and interpersonal skills. It is essential that graduate students study a variety of conceptual frameworks and research findings as preparation for collaborative work with other helping professionals, paraprofessionals, and a variety of self-help groups.

The Counselling Psychology faculty, while representing a range of views, agree that the uniqueness of the individual and his or her personal strengths must be acknowledged and respected. To fully explore professional issues and personal values, a trusting and open atmosphere must be present.

Individuals from a wide variety of personal, social, and educational backgrounds are encouraged to apply to the Counselling Psychology program. The program provides a broad-based sequence of studies and supervised experiences that will prepare graduate students to be knowledgeable and skilled practitioners who can function in a variety of settings. By the time they have completed this program, students will have acquired knowledge and competencies in the following general areas: Individual and group counselling theory and techniques, legal and ethical aspects of counselling, human development and learning, social, cultural, and linguistic diversity, career education and counselling, program development and implementation, measurement and appraisal, research and program evaluation, and application of current technology service delivery in rural areas.

1. Admission Requirements

In addition to meeting the requirements in the School of Graduate Studies General Regulations, students:

a. must have completed Education 3210, Introduction to Counselling.

b. must have completed at least one undergraduate course on each of the following topics:
   Statistics (Education 2900), Assessment (Education 3280, 3951, 3952 or 4950),
   Introduction to Career Education (Education 3211), Introduction to Exceptionality
   (Education 4240 or 4242).

Note:

Many of these courses are prerequisites to specific graduate courses and must be completed
before taking those courses.

c. must have at least one year of teaching (or related work) experience.
d. must submit a resume that contains a concise rationale for the application (500 words or less) and three letters of recommendation (preferably one from each of the following: previous university instructors, supervisors, or employers).

e. should note admission is selective and controlled by an admission committee of faculty members involved in the program. An interview may be required if deemed necessary.

f. should note the Graduate Record Examination may be required.

g. A criminal record check or other screening procedures are not required as a condition of admission to the Counselling Psychology program. A student should, however, be aware that such record checks or other screening procedures are required by school districts, schools, community agencies, or other agencies that host counselling psychology students. Such agencies will not accept a student without a clean criminal record and vulnerable sector check or other screening procedures, which would prevent the student from completing a required component of the program. As a result, such a student may not be eligible for promotion or graduation.

It is the responsibility of the student to have such procedures completed as required and at his/her own expense. The Faculty of Education's Counselling Psychology program expects a student to provide evidence of a clean criminal record and vulnerable sector check before participating in any course or experience where direct contact with clients will occur.

The screening procedures of any given agency may change from time to time and are beyond the control of the University.

2. **Program Requirements**

   a. all students in the Master of Education (Counselling Psychology) program shall be required to complete:
   - 6100 Research Designs and Methods in Education (prerequisite: Education 2900)
   - 6702 Counselling: Theory and Practice (prerequisite: Education 3210)
   - 6706 Career Education and Career Counselling (prerequisite: Education 3211)
   - 6708 Group Counselling: Theory and Practice (prerequisite: Education 6702)
   - 6700 Ethical and Legal Issues in Counselling
   - 6720 Internship in Counselling Psychology (prerequisite: Normally completion of all courses) (9 credit hours)

   b. Students on the thesis route must complete the core courses listed above (24 credit hours) as well as a minimum of 6 credit hours from the closed electives indicated below for a total of 30 credit hours.

   c. Students on the comprehensive-course route must complete the core courses listed above (24 credit hours) as well as a minimum of 6 credit hours from the closed electives and 6 credit hours from any university graduate offering provided that those chosen are appropriate to the student's program for a total of 36 credit hours.

   d. All students in the Counselling Psychology program must complete 6720. The Internship may be fulfilled full-time or part-time and must comprise 600 clock hours with 240 hours of direct service with clients. It cannot be completed as part of your regular employment. It is strongly recommended that students take no other course during the full-time internship.

   e. Closed electives are those listed below:
   - 6703 Personal and Professional Development Group
   - 6705 Nature and Development of School Counselling Services
6707 Assessment for Counsellors
6709 Assessment of Intelligence and Learning Skills (prerequisite: 3600 or its graduate equivalent 6707. Normally, students in Counselling Psychology will not enroll in this course until the latter part of their program). Candidates intending to pursue a career in the K-12 school system in Newfoundland and Labrador are urged to take this course and the prerequisite.
6710 Issues in Development and Implementation of Special Education Policy and Practices
6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
6713 Educational Applications of Contemporary Cognitive Psychology
6714 Principles and Practices in Exceptionality
6716 Working with Families and Parents
6717 Counselling Adolescents
6718 Elementary School Counselling
6719 Cultural Issues in Counselling
6802 Adult Learning and Development
6938 Advanced Individual Counselling: Theory and Practice

Notes:

1. Student membership in the Canadian Counselling Association (CCA) or other appropriate professional organizations is strongly recommended for all students in the program.

2. Students who plan to work in the school system should be aware of the Department of Education regulations to be eligible to work as a school counsellor.

3. Students who plan to become registered psychologists in Newfoundland and Labrador should review the requirements of the Newfoundland Board of Examiners in Psychology.
11.9 Courses

Course descriptions for graduate course in Education are available at www.mun.ca/educ/grad/fee_deadline.php.

A selection of the following graduate courses shall be offered to meet the requirements of candidates, as far as the resources of the Faculty allow.

- 6100 Research Designs and Methods in Education
- 6105 Social and Cultural Difference and Education
- 6106 Popular Culture and Literacy Education
- 6107 Arts Education: Creativity in the Classroom
- 6108 Literacy and Language Education: Sociocultural Perspectives
- 6202 Social Context of Educational Leadership
- 6203 Leadership: Theory and Practice
- 6204 Educational Administration: Theory and Practice
- 6205 Educational Policy: Theory and Practice
- 6290 Research and Development Seminar in Educational Leadership Studies
- 6291 Internship in Educational Leadership Studies (6 credit hours)
- 6292 Project in Educational Leadership Studies (6 credit hours)
- 6293 Paper Folio in Educational Leadership Studies (6 credit hours)
- 6300 Teaching and Learning
- 6321 Supervisory Processes in Education
- 6330 Educational Finance
- 6335 Legal Foundations of Educational Administration
- 6390 Research and Development Seminar in Curriculum, Teaching and Learning Studies
- 6391 Internship in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6392 Project in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6393 Paper Folio in Curriculum, Teaching and Learning Studies (6 credit hours)
- 6394 Biographical Explorations of Teaching and Learning
- 6410 Seminar on Philosophical Issues in Educational Policy and Leadership
- 6420 Ethical Issues and Perspectives in Educational Practice and Policy
- 6425 Comparative Perspectives in Public Education, Reform, and Leadership
- 6426 Computer Applications in Educational Administration
- 6427 School Community Partnerships
- 6440 Family-School Relations: Leadership and Policy Implications
- 6461 Graduate Research Writing
- 6462 Cultural Landscapes, Knowledge and Pedagogy
- 6463 Relationships First: Rethinking Educational Engagement (credit may be obtained for only one of 6463 or 6936)
- 6465 School Violence: Leadership and Policy Implications
- 6466 Qualitative Research Methods
- 6467 Quantitative Research Methods
- 6468 Critical Approaches to Educational Research
- 6469 Theoretical and Methodological Foundations of Action Research
- 6502 Contexts of Music Education
- 6503 Teaching Music from the Podium
• 6504 Musicianship, Pedagogy, and Learning
• 6590 Research and Development Seminar in Information Technology in Education
• 6600 Learning and Motivation
• 6602 Curriculum Studies
• 6603 Place, Ecology and Education
• 6610 Research on Computers in the Curriculum (prerequisite: 6620)
• 6615 Educational Software Prototyping and Evaluation
• 6620 Issues and Trends in Educational Computing Technology
• 6630 Critical Issues in Mathematics Education
• 6632 Current Research in Teaching and Learning of Elementary School Mathematics (prerequisite: 6630)
• 6634 Teaching and Learning to Solve Mathematics Problems (prerequisite: 6630)
• 6635 Teaching and Learning Geometry
• 6636 Teaching and Learning the Concept of Number and Operations
• 6639 Technology and the Teaching and Learning of Mathematics (prerequisite: 6630)
• 6641 Writing in the Primary, Elementary and Secondary Schools
• 6642 Developmental Reading (K-8)
• 6643 Contemporary Issues in Intermediate and Secondary English
• 6644 Drama in Education
• 6645 Literature for Children and Adolescents
• 6646 Literature in the Secondary School
• 6647 Diagnosis and Remediation of Reading and Writing Difficulties
• 6649 Exploring Multiple Literacies
• 6653 Contemporary Issues in Science Education I
• 6655 The Nature of Science and Science Education
• 6658 Teaching and Learning Scientific Concepts, Laws, and Theories
• 6660 Information Technology
• 6661 Applications of Media in Education
• 6662 Research Seminar in Teacher-Librarianship
• 6663 The Organization of Learning Resources
• 6664 Seminar in School Improvement
• 6668 Current Issues in Second Language Education
• 6669 Graduate Seminar in Second Language Teaching and Learning
• 6670 Teaching and Learning Social Studies
• 6671 Research in Social Studies Education
• 6672 Issues and Trends in Social Studies
• 6673 Second Language Teaching, Learning and Curriculum (credit may be obtained for only one of Education 6673, the former 6665 or 6667)
• 6674 Research in Second Language Writing Education
• 6675 Current Issues in Rural Education
• 6676 Research and Practice in TESL/TEFL (Teaching English as a Second/Foreign Language)
• 6693 Literacy for the Young Child in Home and School
• 6700 Ethical and Legal Issues in Counselling
• 6701 Issues and Methodologies in Learning and Developmental Research
• 6702 Counselling: Theory and Practice
• 6703 Personal and Professional Development Group (non-credit)
• 6705 Nature and Development of School Counselling Services
• 6706 Career Education and Career Counselling
• 6707 Assessment for Counsellors
• 6708 Group Counselling: Theory and Practice
• 6709 Assessment of Intelligence and Learning Skills
• 6710 Issues in Development and Implementation of Special Education Policy and Practices
• 6711 Behaviour Modification in the Educational Setting
• 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
• 6713 Educational Applications of Contemporary Cognitive Psychology
• 6714 Principles and Practices in Exceptionality
• 6715 The Theory and Practice of Peer Helping Programs
• 6716 Working with Families and Parents
• 6717 Counselling Adolescents
• 6718 Elementary School Counselling
• 6719 Cultural Issues in Counselling
• 6720 Internship in Counselling Psychology (9 credit hours)
• 6755 Nature and Assessment of Learning Disabilities
• 6801 Foundations of Post-Secondary Programs
• 6802 Adult Learning and Development
• 6803 Research in Post-Secondary Education
• 6804 Leadership and Human Resource Development in Post-Secondary Education
• 6805 Advanced Human Resource Communications
• 6806 Interprofessional Education in the Health Professions
• 6807 Economics and Finance of Post-Secondary Education
• 6822 Foundations of Instructional Design in Post-Secondary Education
• 6823 Principles of Program Design and Development
• 6831 Organization and Administration of Student Services for the Adult Learner
• 6832 Issues and Trends in the Administration of Post-Secondary Education
• 6841 Student Development Theory, Services and Programs in Post-Secondary Education
• 6890 Research and Development Seminar in Post-Secondary Studies
• 6891 Internship in Post-Secondary Studies (6 credit hours)
• 6900-6910 Special Topics (excluding 6909)
• 6909 Narrative Approaches to Teaching, Learning and Research
• 6911 Multiage Education: An Introduction
• 6912-6950 Special Topics (excluding 6913, 6923, 6924, 6927, 6931, 6932, 6936, 6940)
• 6913 Putting Action Research Methodologies Into Practice (prerequisite: 6469 Theoretical and Methodological Foundations of Action Research)
• 6923 Perspectives in Indigenous Education
• 6924 Decolonizing Pedagogies
• 6927 Digital Game-based Learning
• 6931 Educational Technology Law
• 6932 Intellectual Technology Law in Teaching and Learning
• 6938 Advanced Individual Counselling: Theory and Practice
• 6940 Administration of Student Services in Post-Secondary Education