

# Vancouver College of Counsellor Training

*Making Counselling Skills Public Knowledge for a Therapeutic Community*

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**Email:** info@vcct.ca **Web:** www.vcct.ca

## **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. VCCT is designated by the Private Training Institutions Branch (PTIB).

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.

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.

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.  
Director of Academic Programs, VCCT

## Table of Contents

***We acknowledge that we live, work, and learn on the unceded, ancestral, and traditional territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tseil-Waututh) Nations.***

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## About Vancouver College Of Counsellor Training

*The Vancouver College of Counsellor Training (VCCT) is designated by the Private Training Institutions Branch (PTIB) and is dedicated to providing training opportunities for professional development, personal growth and transferable skills in the field of professional counselling. VCCT is also 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 referred to as 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
- Successful completion of an interview
- International students' proof of language proficiency (submission of TOEFL/IELTS scores or phone/in-person interview)

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

A criminal record check and/or submission of reference letters may be required by the Admissions Department.

**Program admission requirements may not be waived by the student or the institution.**

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

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 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 Admissions Department and speak with an Admissions Advisor for information or attend our weekly information session held every Wednesday on-campus at 11:00am.

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

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

### ***Will I have to write a Comprehensive Exam at the end of my program?***

Yes. You are required write the VCCT Comprehensive Exam upon completion of your Diploma of Professional Counselling Program.

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

Call to arrange an appointment with an Admissions Advisor to discuss program or course issues, educational goals, or career planning. Instructors are also 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, and Student Line of Credit through Financial Institutions. 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 Admissions Advisor.  
Vancouver Campus 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:  
Suite 503 – 333 Terminal Avenue  
Vancouver, B.C.  
V6A 4C1

**In Person:** To apply in person, please bring your completed **Application Form**. If you require assistance 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:**

A **non-refundable** deposit is **required** to process your **Application Form**. If you have applied online, please use the PayPal format provided. VCCT also accepts cheque or credit card. Please make your cheque payable to the **Vancouver College of Counsellor Training** or call 604-683-2442 to and provide your credit card information.

## 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
- Successful completion of an interview
- International students' proof of language proficiency (submission of TOEFL/IELTS scores or phone/in-person interview)

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

A criminal record check and/or submission of reference letters may be required by the Admissions Department.

**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 understanding the course objectives and concepts, quality of completed assignments and exams, as well as demonstrated counselling techniques and skills used.

## Academic Requirements cont.

### Comprehensive Examination

Upon completion of all 16 course requirements (10 required & 6 elective), all students must write and pass the VCCT comprehensive exam to be granted a Diploma of Professional Counselling. The comprehensive exam is open-book and written at home. Students will have two weeks (14 days) to write the comprehensive exam and return the original to the college in person or by mail.

Distance education students will receive the comprehensive exam application form in their last shipment of courses. On-campus students can obtain the **comprehensive exam application form** from Student Support Services, Admissions, Reception, or the Distance Education Department. Please carefully read the comprehensive exam application form instructions when filling out. The comprehensive exam application form can be submitted by mail, fax, email or in person.

### Professional Association Membership

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.

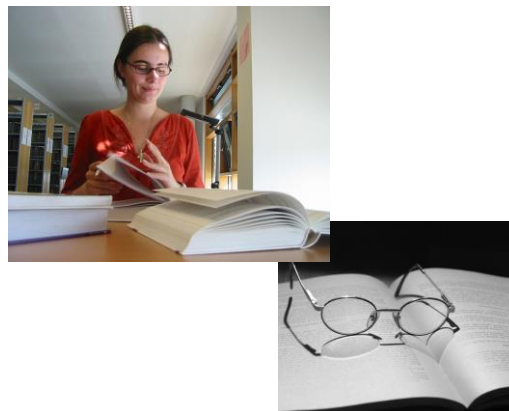
VCCT graduates may be eligible for membership with the **Association of Cooperative Counselling Therapists of Canada (ACCT)**, which entitles the use of the designation “Registered Therapeutic Counsellor” (R.T.C.). The “Registered Therapeutic Counsellor” designation is not a legislated license, but a qualified membership in a professional association, which provides the member with insurance and other benefits.

Students may also be eligible for membership with the **Canadian Professional Counsellors Association (CPCA)** which entitles use of the designation “Registered Professional Counsellor” (R.P.C.). The “Registered Professional Counsellor” designation is also not a legislated license, instead it is 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. This protects both counsellor and client in all counselling situations such as student practice exercises, volunteer work, agency placement and intern private practice. Graduates of VCCT are encouraged to review both **ACCT** [www.acctcounsellor.com](http://www.acctcounsellor.com) and **CPCA** at [www.cpcarpc.ca](http://www.cpcarpc.ca) for more information.

Students are welcome to book an appointment with Student Support Services at [support@vcct.ca](mailto:support@vcct.ca) to discuss professional associations.



## 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
- Successful completion of an interview
- International students' proof of language proficiency (submission of TOEFL/IELTS scores or phone/in-person interview)

**An application review 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

Program admission requirements may not be waived by the student or the institution.

The Diploma of Professional Counselling consists of 16 courses, 10 required and 6 electives, 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 - Personal & Professional Development of the Counsellor

MOD- Models of Counselling

CSM - Case Study Approaches to Models of Counselling

CCS - Clinical Counselling Skills

ASC - Advanced Counselling Skills

INS - Integrative Counselling Skills

PSD - Psychosocial Development

IPP - Introduction to Psychopathology

SAB - Sexual Abuse Counselling

SUB - Substance Abuse Counselling

#### TWO ELECTIVE COURSES (ON CAMPUS ONLY)

GES - Gestalt Counselling Skills

GPS - Group Process & Support Skills

#### SIX ELECTIVE COURSES (ON CAMPUS AND DISTANCE EDUCATION)

CBC - Introduction to Cognitive Behavioural Counselling

CMC- Couples & Marital Counselling

IFC - Introduction to Family Counselling

LAR - Listening, Asserting & Resolving Conflict

LGC - Loss & Grief Counselling

SIG - Sexual Identity & Gender Counselling

#### ADDITIONAL ELECTIVE COURSES (DISTANCE EDUCATION ONLY)

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 - Aboriginal Counselling Skills

CAC - Child & Adolescent Counselling

CAT - Clinical Art Therapy

CCO- Introduction to Career Counselling

CIS - Critical Incident Stress Debriefing

CPD - Counselling Practice Development

CSC - Case Study Approaches to Career Counselling

CSF - Case Study Approaches to Family Counselling

EAT - Counselling of Eating Disorders

FAM - Family Violence Counselling

FOO - Family of Origin Explorations

GAC - Gambling Addiction Counselling

ICC - Issues in Cross-Cultural Counselling

ICS - Introduction to Counselling Seniors

IPR - Issues in Prison Release

PHM- Pharmacology for Counsellors

SAS - Specialized Approaches to Sexual Abuse Counselling

SCI - Suicide & Crisis Intervention Skills

SSA - Specialized Approaches to Substance Abuse Counselling



## 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
- International students' proof of language proficiency (submission of TOEFL/IELTS scores or phone/in-person interview)

**An application review 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

**Program admission requirements may not be waived by the student or the institution.**

#### 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 - Aboriginal Counselling Skills  
LGC - Loss & Grief Counselling  
FAM - Family Violence Counselling  
SCI - Suicide & Crisis Intervention Skills  
ELECTIVE OF YOUR CHOICE  
ELECTIVE OF YOUR CHOICE

#### Family and Community Counselling

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

#### Prison Release Counselling

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

#### Seniors Counselling

LAR - Listening, Asserting & Resolving Conflict  
LGC - Loss & Grief Counselling  
ICS - Introduction to Counselling Seniors  
IFC - Introduction to Family Counselling  
SCI - Suicide & Crisis Intervention Skills  
ELECTIVE OF YOUR CHOICE

#### Sexual Abuse Counselling

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

#### Substance Abuse Counselling

CBC - Introduction to Cognitive Behavioural Counselling  
ICC - Issues in Cross-Cultural Counselling  
FOO - Family of Origin Explorations  
IFC - Introduction to Family Counselling  
SSA - Specialized Approaches to Substance Abuse Counselling  
ELECTIVE OF YOUR CHOICE



## Certificate Programs

### ADDICTIONS WORKER CERTIFICATE

#### Full-time – 24 weeks/6 months

AM – 8:30am – 12:30pm Monday – Friday

PM – 1:00pm - 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
- Successful completion of an interview
- International students' proof of language proficiency (submission of TOEFL/IELTS scores or phone/in-person interview)

#### An application review 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

Program admission requirements may not be waived by the student or the institution.

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

### YOUTH & FAMILY SUPPORT WORKER CERTIFICATE

#### Full-time – 24 weeks/6 months

AM – 8:30am – 12:30pm Monday – Friday

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
- Successful completion of an interview
- International students' proof of language proficiency (submission of TOEFL/IELTS scores or phone/in-person interview)

#### An application review 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

Program admission requirements may not be waived by the student or the institution.

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

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

## Certificate Programs cont.

### CAREER EXPLORATION & DEVELOPMENT SKILLS CERTIFICATE

#### Full-time – 18 weeks/4.5 months

AM – 8:30am – 12:30pm Monday – Friday

PM – 1:00pm - 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
- Successful completion of an interview
- International students' proof of language proficiency (submission of TOEFL/IELTS scores or phone/in-person interview)

#### An application review 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

Program admission requirements may not be waived by the student or the institution.

#### 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.

#### REQUIRED COURSES

CCO - Introduction to Career Counselling

CCS - Clinical Counselling Skills I

LAR - Listening, Asserting & Resolving Conflict

ASC - Advanced Counselling Skills

CSC - Case Study Approaches to Career Counselling

INS - Integrative Counselling Skills

### COUNSELLING FOR INTIMACY IN RELATIONSHIPS CERTIFICATE

#### Full-time – 21 weeks/5.25 months

AM – 8:30am – 12:30pm Monday – Friday

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
- Successful completion of an interview
- International students' proof of language proficiency (submission of TOEFL/IELTS scores or phone/in-person interview)

#### An application review 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

Program admission requirements may not be waived by the student or the institution.

#### Overview:

The Counselling for Intimacy in Relationships Certificate is designed to allow students to gain familiarity with a range of contemporary models of counselling. Students will be trained to a level of competence to enable them to provide support for clients dealing with intimacy issues within relationship. Students will gain an understanding of how psychopathology & sexual identity may impact intimacy in relationship. The course will help familiarize students with listening and assertiveness skills, as well as introduce different approaches to conflict resolution. Students will learn specific communication skills training essential to the adoption of healthy relationship patterns and gain an understanding of how to recognize and replace dysfunctional and distancing behaviours with healthy behavioural patterns.

#### REQUIRED COURSES

MOD - Models of Counselling

CSM - Case Study Approaches to Models of Counselling

SIG - Sexual Identity & Gender Counselling

CCS - Clinical Counselling Skills I

IPP - Introduction to Psychopathology

LAR - Listening, Asserting and Resolving Conflict

CMC - Couples & Marital Counselling

## 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. Student Support Services on-campus is also available for distance education assistance. [support@vcct.ca](mailto:support@vcct.ca)

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.** This form is received with your first shipment of courses.

### Textbooks

A textbook(s) will be provided for each course as required. The textbook is mailed out with the course materials and the cost is included in the tuition fee.

**Note: Some textbooks offer students to sign up for additional resources such as MindTap, MySearch Lab or CourseMate etc. VCCT and its instructors do not use these resources for our courses and therefore do not have access codes for them.**

### 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.

## Learning Resources & Videos

Please visit our website [www.vcct.ca](http://www.vcct.ca) and click our **resource tab** to view counselling videos specific to your course or area of study.



### Job Postings/Volunteer Opportunities

VCCT provides job posting services to students and graduates. Students and graduates interested in receiving job postings via email, please contact the Outreach Department. [outreach@vcct.ca](mailto:outreach@vcct.ca)

VCCT also provides a list of resources for volunteer opportunities in various agencies, facilities, and centres. Students and graduates interested in receiving this list, please contact the Outreach Department. [outreach@vcct.ca](mailto:outreach@vcct.ca)

### Resume/Cover Letter/Career Resource Handbook

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**See page 23 for more Student Services.**



## Course Descriptions

### ACS - 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 - 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 & Robert J. Reese (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 - 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 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 - 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 - 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 - 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* – Richard S. Sharf

**Topics:**

Major career theorists such as Holland, Super, Roe and Krumboltz; 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 - Clinical Counselling Skills (on-campus) BSC - 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* – Gerard Egan & Robert J. Reese

**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.



## Course Descriptions cont.

### CIS - 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:** *A Guide to Psychological Debriefing* – David Kinchin

**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.

### CMC - Couples & Marital Counselling

**Objective:**

To understand assessment and treatment approaches along with case study examination of the relationship between marital and family and provide a sequential set of clinical skills to enable the application of knowledge of couples in the counselling context.

**Text:** *Recovering Intimacy in Relationships* – Jon Carson & Len Sperry

**Topics:**

Exploring systemic and contextual definitions of intimacy, types of intimacy and particularly the loss of and means of restoring intimacy in complex relationships. The increasing understanding of the relationship between marital and family dysfunction and serious mental and emotional disorders, such as chemical dependency, substance abuse, eating disorders, disorders of childhood and adolescence, and other forms of psychopathology have contributed to the recognition of family counseling as distinct mental health profession.

### CPD - Counselling Practice Development

**Objective:**

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

**Text:** *Private Practice Made Simple* – Randy J. Paterson, Ph.D.

**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 - 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: A Holistic Approach* – Vernon G. 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 - 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, Stanton & 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 - 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 - 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 - Family Violence Counselling

**Objective:**

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

**Text:** *Family Violence: Prevention & Treatment* – Robert 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 - 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.

**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 - 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 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 - 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 - 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 - 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 - 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 - 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, Stanton & 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 - 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 & Robert J. Reese (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 - 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* – David J.A. Dozois.

**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 - 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 - 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 - 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.



### MOD - 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 - Pharmacology for Counsellors

**Objective:**

To provide an information base in pharmacology and neurophysiology 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 - 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, 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 - 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 Life: A Psychosocial Approach* – Newman & Newman

**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 - 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* – J.L. 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 - 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 traumas; a model for offender treatment.

**Please note:**

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

## Course Descriptions cont.

### SCI - 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.

### SIG - Sexual Identity & Gender Counselling

**Objective:**

To understand the specific issues faced by the communities within the population and effectively counsel individuals through these issues. To reflect on their own learning and attitudes towards these communities and how this might impact on their work.

**Text:** *LGBTQ Clients in Therapy: Clinical Issues & Treatment Strategies* – Joe Kort

**Topics:**

Knowledge of definitions and terminologies, assessment, and counselling of gender concerns. Issues related to discrimination. Learn to help the client deal with coming out and transitioning and resolve internalized oppression. Body issues such as image and appearance. Issues related to family of origin and family of choice. HIV/AIDS and other medical issues. Learn to create a care plans using case studies.

### SUB - 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 Use 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.

### SSA - 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:** *Fundamentals of Addiction: 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.

## 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 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.

### 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, 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.

### Learning Resources & Videos

Please visit our website [www.vcct.ca](http://www.vcct.ca) and click our **resource tab** to view counselling videos specific to your course or area of study.

### 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.**

### Refresher Courses

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

### Review Packages

Instructors may choose to provide students with a Review Package to supplement the required texts needed for their course or program.

### 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 the application procedure, contact the Admissions Department and speak with an Advisor. [admissions.ca](http://admissions.ca)

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

### Job Postings/Volunteer Opportunities

VCCT also provides a list of resources for volunteer opportunities in various agencies, facilities, and centres. Students and graduates interested in receiving this list, please contact the Outreach Department. [outreach@vcct.ca](mailto:outreach@vcct.ca)

VCCT provides job posting services to students and graduates. Students and graduates interested in receiving job postings via email, please contact the Outreach Department. [outreach@vcct.ca](mailto:outreach@vcct.ca)

### Resume/Cover Letter/Career Resource Handbook

VCCT provides resume and cover letter writing assistance for students and graduates interested. A copy of the VCCT Career Resource Handbook is available upon request. Students and graduates interested, please contact the Outreach Department. [outreach@vcct.ca](mailto:outreach@vcct.ca)

### Student Lounge

The student lounge has a small kitchenette offering the use of a microwave, fridge, kettle, sink, cabinet storage, couch, and small dining table.

### Student Resource Center

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. Photocopying and faxing can be done for a fee. Please enquire for current fees.

## Graduation

**It's time to celebrate!** The Vancouver College of Counsellor Training acknowledges graduates who have completed a Diploma or Certificate Program. Upon individual student(s) completion of a program, a graduation ceremony takes place at VCCT. This is organized by the current students and instructor. Family and friends are invited to join the presentation.

### Note:

- All food and beverages must be set-up and kept in the student lounge. Clean-up is the responsibility of the students and/or parties involved.
- Please ensure that all paper plates, cups, plastics are properly discarded in the garbage.
- All furniture, if rearranged, must be returned to its original place.
- All decorations, if any, are the responsibility of the students and/or instructor and must be taken down after graduation.



## Career Outcomes

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

### **Kerrin D- R.T.C, VCCT Prof. Counselling Diploma, Youth & Family Worker Certificate**

Working as a part time Program Assistant for the Crisis Centre for Suicide Prevention of BC. Work includes volunteer management and community education on mental health, wellness and suicide prevention. Kerrin also facilitates workshops for suicide awareness for the general public and mental health workers including counsellors. Kerrin is also currently working on her own counselling business where she plans on focusing on trauma in adults and group workshops for youth. "Studying at VCCT meant more to me than words can express. I met some amazing people and experienced growth and healing as well as a full and challenging curriculum that highlighted strengths and revitalized my desire for learning."

### **Gina T., RTC Diploma of Professional Counselling**

Upon graduation from VCCT, Gina opened her private practice "Discovery Path". Her primary focus is supporting families and advocating for individuals with mental health issues, addictions, and/or disabilities. She also works with anxiety, depression and trauma. Graduating from VCCT has allowed her to become an instructor within the field of mental health and community support. She has transferred her courses from VCCT onto furthering her education, while she continues to expand her private practice.

### **Frances S., Diploma of Professional Counselling, Addictions Worker Certificate**

Frances is the Self-Published Author of "A Reflection of Love ~ A Different Kind of Love Story" and Radio Co-Host of "Talk Recovery Vancouver" on Vancouver Co-Op Radio 100.5 FM. She studied at VCCT to receive the education, skills and training necessary to pursue a rewarding career in Addictions Counselling. Today she is a Client Care Worker studying to be Certified Addictions Counsellor at Westminster House (Treatment Centre for Women in New Westminster, BC). VCCT gave her the education she needed to embark upon the career she has always wanted.

### **Mike N., RTC, VCCT Diploma of Professional Counselling, Counselling for Intimacy in Relationships Certificate, and Youth and Family Support Worker Certificate**

Mike has a private counselling practice in North Burnaby, focusing on marriage and premarital counselling, grief work, parenting, and life transitions. Mike teaches marriage communications and parenting workshops, and he is a speaker and facilitator. Mike is also a Mental Health Coach for faith communities to develop mental health recovery strategies and works as the Community Liaison for Sanctuary Mental Health Ministries.

### **Kenneth K., RTC, VCCT Diploma of Professional Counselling, Certificate in Career Exploration & Development Skills**

Ken currently provides support to students at VCCT. Ken established his private counselling practice, "Stepwise Counselling", in the Mount Pleasant neighbourhood of Vancouver. He is looking forward to serving the local community, helping clients deal with difficult life and career transitions, career and vocational exploration & planning, interpersonal relations, parenting, cultural identity and inter-generational family dynamics. Ken also intends to work with a non-profit organization.

### **Diane A., RPC, CH, HT, VCCT Diploma of Professional Counselling**

Diane is running a successful private practice in Vancouver. She also offers workshops on Journaling, Art Therapy, and runs a Caregiver support group.

### **Joseph E., RPC, VCCT Diploma of Professional Counselling**

Joseph received his first job offer four days before he even began at VCCT. Since then, he has become the head counsellor at the firm where he works and has received several pay increases. He also has a private practice that continues to grow. Next year he will be writing a weekly advice column for a local newspaper and has been asked to be a counsellor/interviewer for a documentary movie. "Every course that I took at the school has helped me to achieve my dreams."



## Tuition & Fees

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

|   |        |
|---|--------|
| All Courses .....                           | \$1090 |
| Comprehensive Examination and Results ..... | \$300  |
| (Text & Materials Included in Tuition)      |        |

### Diploma of Professional Counselling (Distance Education)

|   |       |
|---|-------|
| All courses .....                           | \$890 |
| Comprehensive Examination and Results ..... | \$300 |
| (Text & Materials Included in Tuition)      |       |

### Certificate Programs (On-Campus)

|   |        |
|---|--------|
| Addictions Worker Certificate .....                         | \$8720 |
| Youth & Family Support Worker Certificate .....             | \$8720 |
| Counselling for Intimacy in Relationships Certificate ..... | \$7630 |
| Career Exploration & Development Skills Certificate .....   | \$6540 |

### Certificate Programs (Distance Education)

|   |        |
|---|--------|
| Addictions Worker Certificate .....                         | \$7120 |
| Youth & Family Support Worker Certificate .....             | \$7120 |
| Counselling for Intimacy in Relationships Certificate ..... | \$6230 |
| Career Exploration & Development Skills Certificate .....   | \$5340 |

### Other Related Fees

|  |                         |
|--|-------------------------|
| Application Fee .....                          | \$100                   |
| Annual Student Fee .....                       | \$200                   |
| Archiving Fee .....                            | \$6                     |
| Program Status Change Administration Fee ..... | \$150                   |
| Course Change Fee .....                        | \$60                    |
| Comprehensive Examination Rewrites .....       | \$100                   |
| *Official Sealed Transcript .....              | \$15/each or 3 for \$40 |
| *Diploma and/or Certificate Reprints .....     | \$15/each               |
| *Individual Course Certificate .....           | \$5/each                |

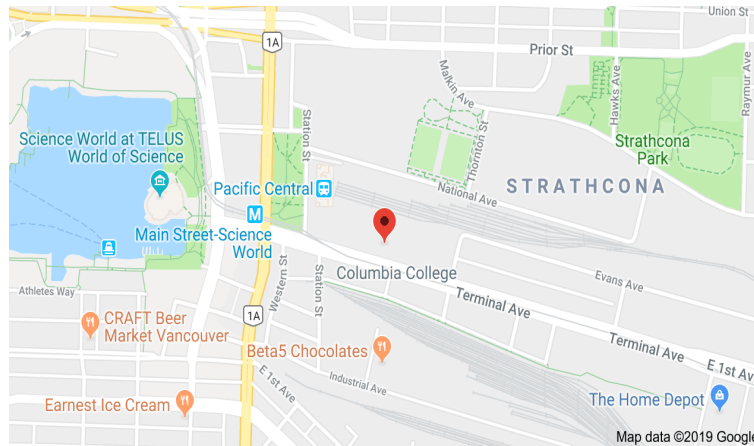
\*If xpresspost is requested, additional charges will apply.

# Vancouver College of Counsellor Training

## Directory

### Campus Location:

503 – 333 Terminal Avenue, Vancouver, BC V6A 4C1



**Telephone** 604.683.2442  
**Fax** 604.688.9001

**Website** [www.vcct.ca](http://www.vcct.ca)  
**Email** [info@vcct.ca](mailto:info@vcct.ca)

**Toll Free** 1.800.667.3272

**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  
Instructor  
Instructor

Dr. Dale Brooks, Ph.D.  
Devorah Peterson, M.Ed., R.C.C.  
Kari-Ann Thor, M.Ed., R.C.C.  
Pauline O'Reilly, M.S., R.C.C.  
Carsen Farmer, M.A., R.C.C.  
Kathy Kuna, M.A., R.C.C.  
Catherine Hall, M.Ed., C.C.P.A.

### Admissions/Registrations & Administrative Support:

Admissions Coordinator  
Student Records & Distance Education  
Outreach/Marketing  
Student Support Services  
Reception & Administrative Support

Elmira Fakhr  
Alexandra Jaworsky  
Victoria Csabrajetz, B.A.  
Kayin Fields  
Alexandra Marinova