

# GRADUATE COURSE DESCRIPTION



To help the Registrar/Registration Committee determine if applicants meet the minimum graduate course requirements for LCT-C licensure in New Brunswick, applicants are asked to complete and submit the following table as part of their application.

## Applicant

Name:		
University, Program, Year:		
Website:		
Applicants must have completed a total of nine (9) graduate-level courses in specific areas from an acceptable institution. The content of these courses will be evaluated in comparison to the course content provided in the sample course descriptions below:		
COMPULSORY COURSES – FOUR (4) COURSES	COURSE NAME & #	COURSE DESCRIPTION
<p><b>Counselling Theories</b> Counselling theories provide a consistent framework to conceptualize client issues and to identify and select appropriate counselling interventions. An eligible course includes academic and professional literature related to the foundations of human development; cognitive, affective and behavioural components of human experience; research evidence for intervention effectiveness; and applications to practice. A course in counselling theories covers approaches that fall into one or more of the following broad therapeutic orientations: psychodynamic, cognitive/behavioural systemic/interpersonal, and humanistic.</p> <p>Counselling theories, additional guidelines:</p> <ul style="list-style-type: none"> <li>- a course in counselling theories must develop an understanding of some of the foundational theories in counselling/psychotherapy.</li> <li>- there must be a breadth and depth of study. The course must cover various approaches within at least one of the following broad theoretical orientations: psychodynamic, cognitive/behavioural, systemic/interpersonal, and humanistic. In comparison, one very specific approach, studied in-depth is not eligible.</li> <li>- while theories guide interventions, a course in counselling theories should be distinguished from a course on interventions (which is an elective coursework area).</li> <li>- the course cannot be focused solely on the psychological components and/or on the application of the theory regarding one specific presenting problem or population.</li> <li>- counselling theories courses are often marked by a course component focused on the integration of various theories into a personal theoretical style and/or personal way of conceptualizing and working with clients.</li> </ul>		
<p><b>Counselling and Communication Skills</b> Counselling and communication skills provides an understanding of essential interviewing and counselling skills needed to establish an effective counselling relationship and to develop and maintain appropriate professional boundaries. These involvements also require a measure of student reflection and self-exploration.</p> <p>Counselling and communication skills, additional guidelines:</p> <ul style="list-style-type: none"> <li>- the course needs to be part of a graduate degree counselling program and taught by a professor with a background in counselling.</li> <li>- the course textbook, required readings, and course activities should be focused primarily on the development of interpersonal and communication skills that are fundamental to effective. Counselling practice.</li> <li>- the syllabus should identify that each day of your course focused on the study and development of a specific counselling micro-skill.</li> <li>- the course should include activities that engage students in the live practice of counselling micro-skills.</li> <li>- graded course assignments must include the evaluation of counselling micro-skills taught in the course.</li> <li>- Note: some counselling programs offer a counselling and communication skills course that is combined with either a counselling practicum or counselling theories course. This combination will be acceptable toward lct-c certification only if the course is worth double the credits and includes coursework that is equivalent to a standalone course in each coursework area.</li> </ul>		

COMPULSORY COURSES – FOUR (4) COURSES	COURSE NAME & #	COURSE DESCRIPTION
<p><b>Professional Ethics</b> Ethical and legal issues arising in professional counselling-related research, and/or assessment settings. A study of ethical codes, ethical decision-making, ethics in professional relationships, and standards of practice. Specific research ethics courses that do not include ethics related to professional counselling are not sufficient for this area.</p>		
<p><b>Supervised Counselling Practicum</b> Involves professional development and supervised practice in a counselling context. The practicum course professor will be responsible for assisting the development of counselling skills and competencies and assist the student in developing insight and reflective practice necessary for independent practice, through a course seminar component. Students are expected to be involved in direct work with clients (individual, family, and/or group counselling) within CCPA's definition and scope of practice of counselling/psychotherapy. The practicum placement must be completed under the supervision of a qualified clinical supervisor.</p>		

ELECTIVE COURSEWORK - FIVE (5) COURSES IDENTIFIED FROM THE LIST BELOW	COURSE NAME & #	COURSE DESCRIPTION
Please only select ONE (1) course per category		
<p><b>Assessment</b> A study of individual and group assessment and testing, case study approaches, individual differences, and methods of data collection and interpretation.</p>		
<p><b>Counselling in Specialized Settings</b> A study of issues, applied theory, and relevant counselling approaches pertaining to a particular special client population or setting, e.g. families, rehabilitation, schools, disabled clients, etc.</p>		
<p><b>Counselling Intervention Strategies</b> A study of issues, applied theory, and relevant counselling approaches pertaining to a particular special client population or setting, e.g. families, rehabilitation, schools, disabled clients, etc.</p>		
<p><b>Couple and Family Counselling</b> The philosophical and historical underpinnings of family therapy, examining core assumptions of various theoretical frameworks in couple and/or family therapy. Attention is given to intervention and professional issues when working with couple and/or family systems in various settings.</p>		
<p><b>Diversity Considerations</b> An examination of theoretical and practical factors that influence the nature and effectiveness of counselling clients from diverse backgrounds. Ethics, counselling competencies (culture-specific and universal), models of racial and cultural identity development, influence of social, economic, historical, political, and cultural contexts on client problems.</p>		

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<b>Gender Issues</b> Gender Issues Theory, research, and practice in the areas of sex role development, sexual orientation, stereotyping and social roles and corresponding counselling theories and counselling approaches.		
<b>Group Counselling</b> Theories related to group counselling including research evidence to support effectiveness of various group approaches. Attention is given to methods of facilitating interpersonal communication within groups, selection processes, group development, member roles and needs, group processes, and ethical and legal issues related to group counselling.		
<b>Human Development and Learning</b> Human development and learning across the lifespan. Learning theories of human behaviour, life stages, transitions, typical and atypical human development, theories of personality.		
<b>Lifestyle and Career Development</b> Involves an exploration of career development theories with emphasis on issues in life-career decision-making and career transitions and work-related issues.		
<b>Psychological Education</b> A study of topics in psychology such as community mental health, social psychology, neurological basis of learning and behaviour, individual differences, motivation etc.		
<b>Research and Evaluation</b> Understanding and applying research including quantitative and qualitative research designs, applied research and program evaluation, statistics.		