
The Future of Counselling Psychology Education and Training in Canada: A Post-Conference Reflection L'avenir des études et de la formation en psychologie du counseling au Canada : une réflexion post-congrès

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ABSTRACT

This article summarizes and elaborates upon the themes discussed by members of the “Future of Counselling Psychology Education and Training in Canada” working group at the 2018 Canadian Counselling Psychology Conference (2018 CCPC) by 19 participants in attendance. Complexities in program requirements, external and internal program regulations, research competency and advancement, and cultural/social justice responsiveness and internationalization are explicated and analyzed. The current state of counselling psychology education and training is highly intricate and nuanced, while many strengths and opportunities for growth exist despite some long-standing tensions. It is hoped that this article not only will help outline and contextualize the current status and challenges facing the future of counselling psychology education and training in Canada but also will recruit others in helping to improve Canadian counselling psychology education and training. Advocating for what is needed to achieve this change is consistent with the theme of the 2018 CCPC. Continued dialogue, program evaluation, theorizing, and research are needed on the nature and dynamics of Canadian counselling psychology education and training.

RÉSUMÉ

Dans cet article, les auteur(e)s résument et détaillent les thématiques discutées par les membres du groupe de travail « L'avenir des études et de la formation en psychologie du counseling au Canada » lors du Congrès canadien 2018 de psychologie du counseling (CCPC 2018), soit par 19 personnes présentes à l'événement. On y analyse et explique la complexité des exigences des programmes, les règlements externes et internes des programmes, la compétence et les progrès en recherche, la capacité de réponse sur le plan de la justice culturelle et sociale et l'internationalisation. L'état actuel des études et de la formation en psychologie du counseling est très complexe et nuancé, tandis que s'exercent de fortes pressions et occasions de croissance, en dépit de tensions tenaces. Les auteur(e)s espèrent que cet article contribuera non seulement à souligner et à contextualiser l'état actuel et les défis à venir des études et de la formation en psychologie du counseling au Canada, mais aussi à recruter d'autres personnes susceptibles d'améliorer ce secteur canadien. Le fait de revendiquer ce dont on a besoin pour y parvenir est parfaitement compatible avec la thématique du CCPC 2018. Nous avons besoin de poursuivre le dialogue, d'évaluer les programmes, de formuler des notions théoriques et d'effectuer de la recherche relativement à la nature et à la dynamique des études et de la formation en psychologie du counseling au Canada.

One of the seven working groups at the 2018 Canadian Counselling Psychology Conference (2018 CCPC) was entitled "The Future of Counselling Psychology Education and Training in Canada" and was facilitated by Daniel W. Cox (University of British Columbia) and Blythe Shepard (University of Lethbridge). The specific aim of this working group was to discuss how graduate programs can become more responsive (a) to students with a range of backgrounds and goals for the future, (b) to the needs of our clients and communities, and (c) to the expectations of our professional associations and licensing bodies. The two designated note-takers for the session were Alyssa M. West and Franziska Kintzel, graduate students in counselling psychology at the University of Calgary. The morning session of the working group involved 19 participants, while the afternoon session included 16 participants. Although the working group was comprised of a mix of faculty, practitioners, and students, the largest proportion of the participants consisted of faculty members, albeit representing several programs.

The purpose of this paper is to summarize the rich discussion that ensued among the participants of the working group and to highlight and elaborate upon some key issues within larger contextual circumstances and the broader scholarly literature. We will first address complexities in program requirements, credentialing, and interprovincial mobility, all of which are sources of confusion and challenges that workshop participants discussed frequently. We will then discuss the dilemmas underlying approaches to training and specific changes that programs can make to improve the experiences of students and trainees. Finally, an in-depth analysis will be provided in relation to two areas of training and

education that we deemed as warranting more attention: cultural/social justice responsiveness and internationalization.

It should be noted that the writing of this paper took a different process than other papers in this special issue, which were written by working group facilitators and participants. Both of the facilitators of this working group were unable to contribute to this special issue. Accordingly, members of the organizing committee (i.e., Kaori Wada, Anusha Kassan, José F. Domene, and Robinder P. Bedi) stepped in to historicize the important discussion that took place with the help of the two working group note-takers, Franziska Kintzel and Alyssa M. West. We selected issues from the working group discussion that we believed we could best expand upon based on our collective knowledge, experiences, and interests. At the same time, we took steps to reflect group discussions as best we could, by consulting frequently the work of the note-takers throughout the drafting of this manuscript. Given space limitations and the abundance of highly relevant topics that materialized, it was impossible to elaborate upon every important matter that arose in discussion. Therefore, we excluded those issues that we believed could be covered better by other working group articles contained in this special issue or in existing literature on this topic (e.g., Fitzpatrick et al., 2015). It is our hope that this article will not only help to contextualize the current status and challenges facing the future of counselling psychology education and training in Canada but also recruit others in helping improve Canadian counselling psychology education and training and in advocating for what is needed to achieve this.

The Implications of Regulation on Education and Training

Workshop participants recognized the influence of regulation and associated issues (e.g., program accreditation) for shaping the future of counselling psychology education and training. The fact that the regulation of health services is a provincial responsibility in Canada has broad implications for counselling psychology training programs. Every province and territory except Yukon has its own regulations and standards for the practice of psychology (Truscott & Crook, 2013). What is problematic about provincial jurisdiction, as recognized by workshop participants, is that regulatory requirements differ across the country. At the present time, British Columbia, New Brunswick, and Quebec require doctoral-level education for initial licensure¹ as a psychologist. Manitoba, Ontario, and Prince Edward Island require master's level practitioners to license using the title "psychological associate." The remaining jurisdictions permit licensure as a

1 The phrase "initial licensure" is used to differentiate between the requirements for individuals who have completed a training program and who are registering for the first time as a psychologist and psychologists in one province who seek licensure in another using the labour mobility provisions of the Canadian Free Trade Agreement, which is subject to different regulations.

psychologist with a master's degree, although some jurisdictions impose additional hours of supervised practice beyond degree completion. Furthermore, Saskatchewan, which permits master's level licensure under the title "psychologist," reserves the title of "doctoral psychologist" for those with a doctoral degree. Similarly, some provinces allow practitioners to declare counselling psychology as a specific area of practice, while a majority of jurisdictions either do not differentiate practitioners by areas of practice or combine counselling and other specializations (e.g., clinical) into a single area of declared practice.

In contrast, the title of "counsellor" and the practice of "counselling" are not regulated in any Canadian jurisdiction, a situation that workshop participants spent ample time discussing. Despite the lack of regulation of counselling per se, there is the regulation of counselling-related titles in some provinces, including conseiller/conseillère d'orientation and guidance counsellor (Quebec), counselling therapist (Alberta, New Brunswick, and Nova Scotia), and registered psychotherapist (Ontario). In addition, regulatory activities are under way in numerous other jurisdictions (Canadian Counselling and Psychotherapy Association [CCPA], n.d.). Concern was expressed by graduate student workshop participants about the pressure they felt to meet the requirements of these different regulatory bodies upon graduation, in order to legitimize the value of their education and of their practice in their chosen field.

Implications for Master's Degrees in Counselling Psychology

In the working group, the participants suggested that these interprovincial differences have created confusion and differences in understanding among students and faculty members about the function of master's degrees in counselling psychology. Some may view master's degrees primarily as a way to prepare for doctoral studies. Others may perceive master's degrees primarily as a route to psychology licensure, a perception that may be particularly accurate for the numerous course-based counselling psychology master's degrees that exist in Canada. To complicate the situation further, in jurisdictions that do not permit psychology licensure at the master's level, counselling psychology master's degrees may be perceived by some students and educators to function primarily as preparation to pursue practice within a related profession (e.g., counselling therapist, registered psychotherapist, registered clinical counsellor, or school counsellor).

In turn, confusion and misunderstanding may contribute to additional potential problems for training programs. For example, applicants who intend to enter practice at the master's level may be tempted to present themselves as being interested in doctoral studies because they believe that interest in doctoral studies is what programs desire from their students. The situation may also create conflict between supervisors and supervisees, stemming from fundamental differences in understanding the purpose of the student's education, and increase tension and a sense of hierarchy among students pursuing different options (i.e.,

master's and doctoral; course-based and thesis-based), due to a perception that some counselling psychology degrees are more prestigious or legitimate than others. Finally, regulatory differences for master's degrees may also perpetuate historically grounded identity confusion within our field (Bedi et al., 2011), as students and faculty members alike grapple with questions of whether we are psychologists-in-training and educators of psychologists, counsellors-in-training and counsellor educators, or both, and why our answers to these questions seem to vary across and even within programs. In light of these potential problems, it may be important for training programs and organizations such as the Counselling Psychology Section of the Canadian Psychological Association (CPA) to take steps to address confusion and to build more consensus in understanding of the function of master's programs in counselling psychology across the country.

Implications for Admission into Doctoral Programs in Counselling Psychology

Workshop participants were sometimes frustrated at the extreme inconsistencies in application and admissions requirements and saw these as key impediments to program access for both local and international applicants. Contributing to this frustration is the fact that the entry requirements of the five CPA-accredited counselling psychology programs tend to reflect their own master's programs. Master's programs differ from each other, in part because they reflect interprovincial differences in the regulation of psychology and related mental health professions. Even for students who are fully aware of the range of courses required, the amount of graduate-level coursework required to meet the entry requirements for all five CPA-accredited doctoral programs creates a substantial barrier for those wanting to apply across the country. Other differences in the admissions process among these five programs (e.g., one doctoral program requires the Graduate Record Examination [GRE]; some doctoral programs require master's practicum hours that were supervised by a psychologist) also exacerbate imbalances in the doctoral admissions process. That is, the financial resources and the time commitments needed to complete the admissions requirements for multiple doctoral programs, which are necessary to maximize the chances of admission, may be particularly onerous for economically disadvantaged students and for mature students. The possibility of CPA-accredited doctoral programs working together to create a common set of prerequisite courses across the country seems to provide a solution to problems associated with the admissions requirements of these programs. However, implementing such a solution would require both a willingness to collaborate and substantial alterations to the current structure of the training programs to ensure that students applying to doctoral programs have had equivalent master's-level experiences. Such a homogenization of master's-level training would create its own set of problems, because current programs reflect

the regulatory environment of the specific province in which each program is located. Nonetheless, it may be worthwhile for the leadership within accredited doctoral programs to explore what potential changes realistically can be made to admissions requirements in order to reduce the burden on students who apply to multiple doctoral programs.

Workshop participants also described a related need for improved support and flexibility for applicants who do not meet all admissions requirements, particularly applicants who have been working in the field prior to pursuing doctoral studies as opposed to applicants who recently completed an undergraduate degree. Such flexibility, which could be achieved through some form of prior learning assessment, is likely to encourage those with valuable experience in the field or in a related field and who are potentially already licensed as master's level psychology practitioners to enter doctoral programs. It is likely that providing the flexibility for more practitioners to pursue doctoral studies will increase perspectives that bridge theory and practice among cohorts of students, which will ultimately enrich everyone's learning.

Implications for Program Workload

Across the country, the coursework and practice requirements of counselling psychology programs are informed by the requirements of colleges of psychology (e.g., the College of Registered Psychotherapists of Ontario), certification bodies (e.g., the CCPA), and accreditation bodies (e.g., the Council on Accreditation of Counsellor Education Programs of the CCPA and the CPA Accreditation Panel). Although the specific requirements of each of these entities differ, the underlying point being made here is that education programs are fundamentally shaped by externally imposed requirements. Some working group participants, particularly student attendees, reported concern about what they experienced as an excessive workload imposed by these programs. Yet, this coincided with some recognition of the need for a heavy workload to ensure "excellent training" that would allow for independent practice, professional growth, and adherence to the core values of Canadian counselling psychology. Nevertheless, it was stated repeatedly that, as a psychology specialization that should advocate for self-care and for work-life balance, counselling psychology programs have demonstrated shortcomings due to high systemic program stress, excessive competition, and extensive amounts of coursework. A proposed remedy to this situation proposed by some workshop participants is for counselling psychology programs to increase their flexibility in responding to naturally occurring student life demands such as illness, career issues, or family planning to reduce these burdens. In addition, communication of greater program flexibility may encourage a wider range of prospective students to apply to graduate programs in counselling psychology, which would enrich the profession overall.

Representation on Regulatory and Accreditation Bodies

Another regulation-related concern that emerged from the working group discussion was the emergent perception that there is inadequate representation of counselling psychology within the CPA's accreditation panel and the leadership of provincial regulatory bodies. Workshop participants linked this perceived under-representation to a concern that the "essence" of counselling psychology is not appreciated adequately within professional psychology in Canada. In particular, graduate student attendees made connections between the issue of representation and specific training problems, such as the limited number of CPA-accredited internship sites that accept counselling psychology applicants. Some participants expressed fear that the lack of representation among governing bodies may lead to counselling psychology becoming ignored and delegitimized in Canada. The natural solution to these concerns is for individuals involved in counselling psychology training to advocate on behalf of our specialization, which was one of the goals of the 2018 CCPC conference. This advocacy may include counselling psychology practitioners, educators, and students choosing to become actively involved in leadership roles within their provincial regulatory bodies and within the CPA. It may also include counselling psychologists who are in practice discussing the value of counselling psychology training with colleagues from other specializations within professional psychology. Advocacy could also take the form of establishing additional CPA-accredited counselling psychology internship opportunities.

Approaches to Training and Enhancing Research Excellence

As discussed, the working group discussions revealed a tension resulting from a conflict between a desire for getting more education or training and feeling overwhelmed from already overloaded programs. On the one hand, some participants acknowledged the importance of the generalist approach to training, which is underscored by CPA's accreditation panel. A certain amount of foundational general knowledge and core counselling skills are essential to work with clients whose presenting issue often is multi-faceted. In addition, a breadth of training will prepare students for a wide range of practicum, internship, and career options. On the other hand, some participants expressed a desire for more opportunities within education and training programs to foster students' specific interests and to help them develop greater expertise in these areas. For instance, one student participant stated feeling inadequately prepared to work with clients who had experienced trauma and wished that the training program had more in-depth training in trauma-informed therapy and intervention.

Collectively, the working group participants expressed interest in some combination of generalist and specialist foci. Although they were enthusiastic about opportunities for specialized training, participants were wary of adverse impacts

of adding more components to already packed programs, especially in terms of extending expected completion times and the negative effect of overload on students' well-being. Many came to understand that the bulk of specialized training will occur after graduation and that ongoing continuing education is needed for maintaining professional competence in the evolving landscape of counselling psychology practice.

Research is another area in which tensions emerged. Some master's programs in counselling education and counselling psychology are course- and internship-based and do not require students to complete a thesis. These programs are typically well suited for students who desire a fast track to becoming practitioners. But if they change their mind and wish to pursue a doctoral degree, their lack of research experience will be a barrier since most doctoral programs require applicants to have completed a master's thesis or at least to have thesis-equivalent research experience. Students in thesis-based counselling psychology programs maintain an open door for doctoral admission, but completing both research and clinical work at high levels is demanding, often requiring more than two years to complete a master's degree.

Working group participants suggested concrete strategies to reduce these tensions. First, programs can do a better job of setting realistic expectations for incoming students through information provided on program websites and in program handbooks. Included in this information could be a description of counselling psychology professional identity, a declaration of a generalist orientation to training and the need for postgraduate training for developing expertise in specialized areas, an outline of core competencies with which students graduate, reasonable time-to-completion estimates, and an indication of postgraduate employment attained by recent graduates. Fostering realistic expectations of incoming students in the spirit of informed consent will reduce the risk of students' disappointment from the gap between their expectations and the actual scope of their programs. Additionally, programs should advertise better what sets them apart from other programs (e.g., Bedi, 2016; Bedi et al., 2019) so that incoming students are better able to match their initial interests to varied areas of emphasis and opportunities available at different programs.

Canadian counselling psychology has made important research contributions to broader areas in applied psychology, particularly those of multiculturalism, social justice, and advocacy; health, wellness, and prevention; career development and counselling; and research and evaluation methods (Domene et al., 2015; Sinacore et al., 2011). Some working group participants, however, expressed the sense that these contributions remain relatively unacknowledged due to counselling psychology being a minority discipline within applied psychology. This lack of visibility also reflects the challenge noted by Domene et al. (2015):

One of the challenges that arises from the breadth of subject areas in which Canadian counselling and counselling psychology programs conduct research is that individual researchers may feel more closely connected to and have more in common with colleagues from other disciplines who focus on the same area of research than with other researchers from our own disciplines. For example, a counsellor or counselling psychologist who studies trauma may be more likely to attend interdisciplinary trauma conferences and read research that is published by scholars from clinical psychology ... than to follow the conferences and publications of other counsellors and counselling psychologists whose research focus is career development and career guidance. (pp. 32–33)

It is therefore important that contributions be made visible to foster positive professional identity development among future counselling psychologists (Sinacore, 2019). The working group came up with several strategies to enhance the culture of research within counselling psychology, which could contribute to increased recognition outside of the specialization. Programs can enhance the ethos of collaboration and mentorship to promote research excellence further through the creation of vibrant research labs within programs or of research networks that go beyond institutional boundaries. These initiatives are happening informally as a result of some individual researchers' efforts, but concerted effort and support by the discipline to promote such initiatives will contribute to the positioning of counselling psychology scholarship at a higher level.

The working group participants expressed a preference for building these support mechanisms into existing program structures and curricula, rather than adding components to already overloaded programs so as not to extend currently expected completion times. For example, courses can be sequenced and coordinated so that assignments and coursework function to scaffold components of students' research (e.g., literature review, proposal writing, and ethics application). In addition, for those who seek admission into a doctoral program but lack research experience in their course-based master's degree, structures such as mentorships and bridge programs can be provided as a means for gaining thesis-equivalent research experience (Van Vliet et al., 2013). Given that the profession is keenly aware that career trajectories are rarely linear (Arthur & McMahon, 2019; Young & Domene, 2012), programs need to remove unnecessary barriers and to support the aspirations of candidates who are otherwise capable and who have the potential to lead the future of our profession.

Cultural and Social Justice Responsiveness

Members of the working group on education and training at the 2018 CCPC discussed the topic of cultural and social justice responsiveness, both in counselling psychology specifically and in professional psychology more broadly. Thus,

we begin this section by situating briefly the state of counselling psychology education and training in the larger landscape of Canadian psychology education and training. This contextual analysis will serve as an impetus for addressing the issue that working group attendees identified: the apparent gap between diversity and advocacy as core values in Canadian counselling psychology and the actual implementation of education and training. We then focus on how Canadian counselling psychology, with its historical contributions and contemporary innovations on this topic, can close this gap and make progress in a systemic manner.

In May 2019, the CPA hosted the National Conference on the Future of Professional Psychology Training. This 3-day conference involved over 50 participants spanning multiple specializations of applied psychology (including counselling, clinical, school, and neuro-), and participants had a wide range of professional experience and expertise. Among the authors, Anusha Kassan attended this conference as chair of the section on counselling psychology of the CPA and participated in one of the working groups, specifically the one entitled “Responding to the Needs of First Nations and Underrepresented Groups.”² The working groups met for 2 days and reported back to the larger group on the highlights of their discussions. On the 3rd day of the conference, each working group shared training recommendations with respect to their discussion topics and attendees voted on each of these recommendations.

Following this conference, the CPA commissioned a special issue of *Canadian Psychology* entitled “Graduate Education, Research, and Professional Training in Psychology.” As Goghari (2019) expressed in her editorial to this special issue,

The group tasked with discussing the needs of the First Nations and Underrepresented Groups articulated that for one group to cover all underrepresented groups in psychology is an impossible task and may create competition between underrepresented groups, given the need to prioritize different complex issues within a limited time frame. The group members also expressed disappointment that the other thematic groups did not consider equity, diversity, and inclusivity issues when discussing their themes, because these factors should be key components of all issues in professional training. (p. 217)

As highlighted in this quotation, it seemed that the conference failed in fundamental ways to reflect awareness of and interest in issues of diversity and social justice. As a conference participant, Kassan observed that this lack of attention to cultural and social justice responsiveness surfaced frequently throughout the conference, and diversity conversations remained limited. This limited aware-

2 Four more groups met concurrently: “Standards and Models of Training for Academic and Internship Programs,” “Supervision and Mentorship Throughout the Professional Life Span,” “Technology and Professional Practice,” and “Interprofessional Education and Collaborative Practice.”

ness is reflected within larger psychology discourses at play currently. First, cultural and social justice responsiveness often assumes an inclusion of Indigenous issues or competence. On the one hand, the inclusion of Indigenous issues in conversations about cultural and social justice responsiveness is helpful in that it provides space for truth and reconciliation to be considered—an area grossly overlooked in psychology (CPA & The Psychological Foundation of Canada, 2018; Truth and Reconciliation Commission of Canada, 2015). On the other hand, it remains problematic because the history and epistemological foundations of each domain—Indigeneity and cultural/social justice responsiveness—are different. Training in the area of cultural and social justice responsiveness has been said to be insufficient in preparing psychologists for ethical and competent work with Indigenous clients and communities (Ansloos et al., 2019; Goodman & Gorski, 2015). Thus, building cultural and social justice responsiveness in Indigenous counselling represents its own unique set of awareness, knowledge, skills, and advocacy requirements. Indeed, participants in the 2018 CCPC working group raised the need for counselling psychology programs to incorporate Indigenous perspectives into curricula, a much-needed step to decolonizing psychology and counselling psychology's commitment to the TRC (see Fellner et al., 2020).

Second, it seemed that the vast majority of the research and scholarship of counselling psychology faculty and practitioners working in this area was rendered invisible by the lack of consideration and inclusion in this CPA training conference. This echoes Sinacore (2019), who at the 2018 CCPC made the following observation in her keynote speech:

We should be concerned that the historic contributions of counselling psychologists to multicultural, feminist, and social justice psychology are being rendered invisible, as other areas of applied psychology take on this work—as if it is a new idea—without reading or citing the research done by counselling psychologists over the past 30 years. (p. 190)

After all, it was small groups of counselling psychologists who were at the forefront of the start of the multicultural movement in the United States (see Korman, 1974; Ridley & Kleiner, 2003). The current social justice movement in counselling psychology—referred to commonly as the discipline's fifth force—brought together feminists and multiculturalists (see Enns et al., 2013) and has now expanded to attend to the psychological needs and resilience of multiple communities who historically have been marginalized (see Burnes & Christensen, 2020; Fouad & Prince, 2012). Alongside this movement in the United States, counselling psychologists in Canada have also made significant contributions to scholarship on LGBTQ2+ persons (Alderson, 2015), newcomer communities (Sinacore et al., 2015; Yohani et al., 2019), Indigenous peoples

(Stewart & Marshall, 2015), multicultural counselling (Moodley, 2007), and social justice more broadly (Audet & Paré, 2018; Ginsberg & Sinacore, 2015), to name a few.

As such, it is highly imperative that practitioners in counselling psychology in Canada continue to be “leaders” and “innovators,” to recall Sinacore’s (2019) words in her keynote speech to the 2018 CCPC (pp. 190, 191), in the areas of diversity, Indigeneity, and social justice. Indeed, prioritizing these areas was one of the goals of the 2018 CCPC, when we as the conference organizers ensured that a separate platform was given to the following working groups: (a) the role of Canadian counselling psychology in advocating for the needs of under-represented groups and (b) responding to the TRC in Canadian counselling psychology. Further, the topic of cultural and social justice responsiveness and counselling psychology’s role in responding to the TRC was infused into all the working groups through guidelines and discussion questions provided to the group facilitators in advance.

Yet the need for social justice remains immense. Although the Canadian Psychological Association Code of Ethics (CPA, 2017) stressed the importance of diversity and social justice in all aspects of professional psychology, training across professional psychology does not currently meet the needs of all individuals and communities across the country (Collins, 2018). Clearly, counselling psychology in Canada has more work to do. Participants in this education and training working group discussed the critical need to move from aspiration to action, stating that there is an important disconnect between diversity and advocacy as core values in Canadian counselling psychology. They also called for better modelling of these values across all domains of education and training as well as the profession as a whole, to push beyond early ideas that made cultural and social justice responsiveness simply as *add-ons*. Attendees provided specific examples of ways in which training demands conflict with the needs of students from under-represented groups of people; for example, they discussed the economic privilege needed to pursue graduate studies, which limits access to counselling psychology training and education.

Progress remains to be made, in part, because of the complexity in counselling psychology education and training in cultural and social justice responsiveness. On the one hand, the models that have been proposed to date, including those applied specifically to the Canadian context (e.g., Collins, 2018; Collins & Arthur, 2010), have been shown to have extremely useful practical applications (Curtis-Boles et al., 2020; Hage et al., 2020). Moreover, core components of these models have informed important accreditation documents and policy documents (American Psychological Association [APA], 2017; APA, 2019). On the other hand, when it comes to education and training, the practice models become limited in their applicability as little is written on how to train students to practise in this manner. As extensions to these practice models, a few frameworks have

been proposed for teaching or supervision (e.g., Buckley & Foldy, 2010; Enns & Sinacore, 2005; Thrower et al., 2020). However, these remain the exception and do not appear to be widely applied across counselling psychology education and training in Canada or elsewhere.

Despite the specific education and supervision models available, the most pressing question remains: *Why has training in the area of cultural and social justice responsiveness not been more vigorously and rigorously implemented within counselling psychology specifically or across professional psychology more broadly?* The answer is simple and complex. The simple answer is that those in positions of power in organizations, associations, and regulatory bodies have not placed the concepts of cultural and social justice responsiveness at the forefront of training (APA Task Force on Race and Ethnicity Guidelines in Psychology, 2019; Arthur, 2018; Collins, 2018; Lin et al., 2018). This oversight has led to a lack of culture-specific knowledge on the part of psychologists and educators as well as the troubling misdiagnosis of minoritized individuals, families, and communities (APA, 2017; APA Task Force on Race and Ethnicity Guidelines in Psychology, 2019). The complex answer requires a more careful analysis of who fulfills these positions of power and how policy-related decisions are made. In addition, under a lens of cultural and social justice responsiveness, it is important to consider a number of factors carefully, including faculty and student composition within programs and larger departments, faculties, and universities; program values and training philosophies; and structural supports and resources available within training programs.

Internationalization

The 2018 CCPC working group on education and training touched peripherally on the topic of internationalization, mostly in relation to the barriers that international students face in Canadian programs. As the authors of this article, we believe that the topic of internationalization merits further elaboration. Thus, unlike earlier sections that reflected the working group discussions more closely, we developed this section based on the internationalization of higher education literature and its relevance for internationalizing Canadian counselling psychology education and training. Leask (2015), situating academic disciplines at the centre of her conceptual framework for the internationalization of the curriculum, prompts us to think of a discipline-specific question: *What are the central necessities and advantages to internationalizing the counselling psychology curriculum?* One of the central needs for internationalizing counselling psychology is to question the often taken-for-granted assumption that Western psychological knowledge is universal and to recognize its hegemonic and neo- and post-colonial powers on people globally (Bhatia & Priya, 2018; Ibrahim, 2017; Mills, 2014). Through Western psychology's individualistic emphasis and the neo-liberal values

embedded within it, many mainstream psychological practices have served as a major (if not the principle) mechanism for individualizing and pathologizing people's suffering caused by injustice and various oppressive experiences, not only locally but globally (Adams et al., 2019; Malcoe & Morrow, 2017).

Fostering such understanding of Western psychology and its effects entails what Arfken (2012) refers to as the theoretical level of internationalization—"intellectual work that thematizes and analyzes the philosophical assumptions that inform a particular position" (p. 429). Yet, Arfken argues that efforts to internationalize psychology broadly have focused thus far on the first two levels: organizational (e.g., creating international psychology organizations and conferences) and representational (e.g., increasing the number of international reviewers on the editorial boards of journals). Similarly, although many educational institutions regard international student mobility as a key component in their internationalization strategies (Association of Universities and Colleges of Canada, 2014), this strategy often represents internationalization at the levels of organization (i.e., formal curricular components such as exchange and cultural immersion programs) and representation (i.e., an increase in the presence of international students on campus). Thus, in the following section we discuss critical issues and assumptions in the practices of student mobility and proceed to address the need for internationalizing counselling psychology education at home, especially at the level of theory.

Student Mobility

There are numerous barriers to exposing Canadian counselling psychology students to international training experiences. A handful of counselling psychology programs in the U.S. have a formal international immersion component, which consists typically of a pre-departure phase in the home institution and an experiential cross-cultural phase in the host country abroad, where students interact with local people through practicum or service learning activities (Heppner & Wang, 2014; Smith et al., 2014). However, such training is rarely available in Canadian counselling psychology programs. As an exception, the PhD program in counselling psychology at the University of Calgary has a summer international doctoral seminar through its partnership with Queensland University of Technology (Australia) and Beijing Normal University (China) in which counselling psychology doctoral students are eligible to participate (see Ko et al., 2019).

Sustainability is a major issue for international cultural immersion programs in general, as they rely often on personal connections and leadership of devoted faculty members and are subjected to unstable funding. Moreover, such programs tend to benefit only a small portion of students who are mobile (i.e., not having dependent family members) and who can afford the costs of travel (if these are not funded entirely by the program), reflecting some of the same barriers acknowledged by workshop participants that limit access and engagement for

many potential and actual counselling psychology students generally. This raises the issue of equity and inclusion: the benefit of the internationalization of counselling psychology education and training is perhaps only, or at least primarily, accessible by those who are privileged in various ways and remains elusive for many if not most counselling psychology students in Canada.

The recruitment of international students is another commonly used internationalization strategy, and we are pleased to see that the 2018 CCPC was attended by a number of international students and of professionals who formally had been international students. However, working group participants were acutely aware of the challenges faced by international students in applying for, gaining admission to, and succeeding in counselling psychology training programs. For example, in accordance with the standards set by accrediting bodies such as the CPA and provincial licensing boards, many programs require certain undergraduate courses taken at the senior undergraduate level as prerequisites (e.g., five core content areas identified by the CPA). Similarly, for doctoral admission, programs ask applicants to provide documentation that they have had accumulated a certain number of clinical hours under the supervision of licensed psychologists. These requirements put international applicants at a disadvantage because their undergraduate courses may be structured and sequenced differently and because differences in licensure systems and supervisory practices may make it impossible for applicants to prove equivalence in their previous clinical experiences (see Sinacore & Huminuik, 2020).

Even if international students are conditionally admitted to counselling psychology programs, taking prerequisite courses or completing an extra practicum during their degree programs adds time to their completion. In addition, international students are not eligible for Tri-Council national funding, and many other funding options are limited to domestic students. As a result, many international students are reliant on funding and financial support from home countries, which could be complicated by fluctuating exchange rates. To compensate for the lack of funding opportunities, they may be compelled to take on assistantships or jobs beyond what is beneficial for their career, which could delay their graduation further. These institutional dynamics that the working group participants noted may discourage programs to admit international students even if they have overcome barriers to apply. In turn, international applicants who received offers of admission may get discouraged if their letters of acceptance identify multiple prerequisites but offer little to no funding.

Furthermore, the above institutional barriers may reinforce the “deficit model” from which international students are often perceived—the idea that they must lack background preparation and linguistic proficiencies and thus would put a burden on programs and on supervisors (Lee et al., 2020; Yoon & Portman, 2004). For counselling psychology programs to become truly welcoming and ethical hosts of international students, programs and the broader university need

to evaluate a number of assumptions critically. Embedded in this assumption is the commonly perceived supremacy of Western education, which is an unsupported myth at best, if not outright prejudicial (Rhee & Sagaria, 2004; Yoon & Portman, 2004). In contrast, based on the experience of the authors, we have had involvement with some international students in Canadian counselling psychology programs who have much richer undergraduate learning experiences than most of their domestic counterparts. Working group attendees also expressed the appreciation of the presence and relatively unique contributions of international students and of the need to remove barriers faced by them.

Internationalization at Home

Although student mobility is an important means to internationalizing education, Leask (2015) argues that it should not be conflated with the ultimate end goal, which is to foster an appreciation for a range of perspectives and intercultural competence within students through educational experiences. To benefit fully from international perspectives brought in through international mobility, we also need to engage in “internationalization at home” (Leask, 2015, p. 18).

To begin, we should ask ourselves to what extent the selection of assigned readings listed in course syllabi foster international perspectives. Psychology textbooks and publications written by American authors predominate in the market (Arnett, 2008; Brock, 2006), and to a large extent this is the same in counselling psychology (Moodley et al., 2013), in that there are more publication outlets in U.S.-based journals. Whereas U.S. psychology tends to lead in producing the latest and major share of empirical knowledge, we could also benefit from philosophical and historical foundations that are valued in European psychology. In addition, there are also rich traditions of psychological knowledge in the East and in the South (e.g., Moodley et al., 2013; Rao & Paranjpe, 2016). The conspicuous absence of foundational literature related to counselling and mental health from outside of Euro-American continents used in Canadian education and training programs may be unwittingly perpetuating the myth of the universal supremacy of Western knowledge (Brock, 2006; Mills, 2014).

At the same time, we need to balance internationalization and the prioritization of local knowledges (Leask, 2015). Canadian literature that addresses unique Canadian contexts has immediate relevance to local practices. Furthermore, Canadian counselling psychology has produced valuable and voluminous scholarship. According to Sinacore (2019), as noted already, Canadian counselling psychologists’ contributions “are not prioritized, oftentimes are made invisible” (p. 190), and educators and trainers “have a responsibility to combat our own marginalization” (p. 191). Thus, it is vital for students’ professional identity development that we honour the contributions by our disciplines’ forerunners and contemporaries and expose this local scholarship to students.

To be clear, merely compiling reading lists with scholarship from different parts of the world only meets the representational level of internationalization (Arfken, 2012). To achieve internationalization of counselling psychology education at a deeper, theoretical level, the more pressing pedagogical imperative relates to what we do with those representationally diverse materials, hopefully within the representationally diverse classroom. This undoubtedly entails examining what is taken for granted and therefore “masquerading” (Brock, 2006, p. 4) as the universal in psychology. It is also about recognizing that Western psychological knowledges are in fact socio-culturally and historically situated, the product and the producer of the power disparity in the global arena (Mills, 2014), and intricately embedded at the current time in medicalizing trends that surrounds us as a discipline (Strong, 2017). At the applied level, we need to recognize silencing, othering, and governing effects of the dominant discourses and assumptions in our everyday professional activities, whether it be psychological testing (Galasiński, 2008), using DSM diagnoses (Watters, 2010), writing clinical records (Swartz, 2005), and population-level efforts such as mental health first aid (DeFehr, 2016), *both* at home and globally.

Summary and Conclusion

This paper set out to summarize and to elaborate upon key topics that emerged within the “Future of Counselling Psychology Education and Training in Canada” working group at the 2018 Canadian Counselling Psychology Conference. Specifically, we examined counselling psychology education and training in relation to complexities in program requirements, credentialing/licensure and interprovincial mobility, research preparation and advancement, cultural and social justice responsiveness, and internationalization. In doing so, we drew frequently upon the voices and understandings of the 19 stakeholders who set out specifically to discuss training and education in counselling psychology in Canada.

This examination of the current state of counselling psychology education and training highlighted (a) the highly intricate and nuanced nature of education and training available nationally and (b) the many strengths and opportunities for growth evident to workshop participants. In moving forward and preparing for the next decade, attention is warranted to address the issues featured in the voices of the workshop participants and the authors of this article. These issues include (but are not limited to) the following:

1. How do programs improve master’s level training and education in counselling psychology across Canada in order to permit job mobility and eligibility to apply for doctoral study in counselling psychology across Canada, given the different statuses that master’s-level training has with regulatory authorities and accreditation bodies and in the eyes of counselling psychology students and faculty members?

2. How can we best ensure that more counselling psychologists get involved in national and provincial psychology associations and in provincial and territorial boards of psychology in order to provide greater education and exposure to others about the nature and priorities of the specialization and to ensure counselling psychology not only remains relevant but also contributes to changes in society most in line with its values (Bedi et al., 2011).
3. How do we achieve the internationalization of counselling psychology not only at organizational and representational levels but also at a level of theory while attending to local needs, including the call for truth and reconciliation? Can postcolonial and decolonial lenses to psychology be transformative forces that address the nexus between internationalization, localization, and Indigenization?
4. How can the specialization of counselling psychology promote flexibility, work-life balance, equity, accessibility, cultural responsiveness, social justice, and internationalization better so that such principles are manifested meritoriously in counselling psychology education and training?
5. How can Canadian counselling psychology, as one of several minority specializations in psychology and in the mental health field, obtain better recognition of its research and legitimization of its relatively unique values and historical pillars of practice (e.g., developmental, preventative, and growth-oriented approach to mental health)?

Overcoming the challenges currently facing education and training in counselling psychology in Canada requires continued open dialogue among its multiple stakeholders as well as systematic investigations that provide data (both quantitative and qualitative) that help illuminate pathways forward. We hope that this article stimulates additional dialogue and collaborations between and among counselling psychology researchers, educators, supervisors, students, and practitioners and well as stakeholders outside of counselling psychology.

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The authors have no conflict of interest related to this article. The second, third, and fourth authors contributed equally and are listed in reverse-alphabetical order.

The authors express gratitude to Dr. Daniel W. Cox (University of British Columbia) and Dr. Blythe Shepard (University of Lethbridge) for facilitating the education and training working group at the 2018 Canadian Counselling Psychology Conference, held at the University of Calgary. We also thank conference attendees who took part of this working group discussion.

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