



**Building Your
FLEX:
Emotional Muscle**

October 2015

Letter from the President

NLCPA Members and Community Partners,

Welcome to the 2015 NLCPA Conference and AGM!

We are really excited about this year's conference. Our theme is an empowering one – **FLEX: Building Your Emotional Muscle**.

During these times of 'stress-prone lifestyles' and fast-paced workplaces, it has never been more important to understand and embrace the vital importance of our emotional states, our outlook and our self-care.

Last year, we focused on the mind-body connection and the critical role our emotions play in our physical health. Dr. Gabor Maté shared with us how emotional stress undermines our immunity thereby preparing the body for disease. Strong evidence suggests that hidden and chronic stress is a predisposing factor in nearly all chronic conditions and autoimmune disorders. We also heard from Stephane Grenier, a veteran and mental health advocate who coined the term "Occupational Stress Injury". He highlighted the fact that mental health problems are now the leading cause of both short and long-term disability claims in the workplace. He is working with industry to improve the workplace 'norm' by strategically improving systemic wellness and re-humanizing the workplace for long-term sustainability, increased productivity and balanced budgets.

This year, Dr. Danie Beaulieu will guide us in developing a better understanding of how we can strengthen our emotional intelligence. She will show us how we can use the principles of emotional intelligence to empower our students (and ourselves!) to take greater control, improve resiliency in these challenging times and proudly flex their emotional muscles! In the course of the two days with Danie, delegates

will undoubtedly fill their professional toolkit with many new strategies to use in their daily work with students.

Delegates will also gain insights into improving their own resiliency, and commitment to self-care. The pre-conference session with Judy Furlong-Mallard, in addition to our many guest speakers at the Conversation Café, will also share practical strategies for our daily work, along with a wealth of information on relevant topics and services. We will close with the inspirational 'Wolf of Wellness' Carl George who will share a practical toolkit on healthy living that will help us to unleash our full potential!

Planning a provincial conference, especially while actively advocating for positive change in our system, requires a strong commitment by all Executive members. You will be pleased to know that you are represented by an executive that has been committed to raising your profile, representing your concerns and planning for a super conference! Boyd, Tamar, Craig, Jill, Glenda, and Peggy – I thank you all for your hard work. This conference will see Past President, Peggy Hann stepping down from the executive. I wish to thank her for her many years of dedicated service to our Association. Her contribution has been invaluable.

On behalf of the executive, thank you for your continued support and for making this conference a success.

We wish you an incredible conference. Enjoy fully the learning and networking!

Angie Wilmott
President
NLCPA



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Newfoundland and Labrador Teachers' Association



Dear Colleagues,

Buddhist teacher Sakyong Mipham in his book, *Running with the Mind of Meditation: Lessons for Training Body and Mind* says, "The bones and tendons of the mind are mindfulness and awareness. Mindfulness is the mind's strength, and awareness is its flexibility. Without these abilities, we cannot function."

One would expect that in our technologically advanced and prosperous world we would have achieved a kind of utopian society where we would be free from the stresses of daily living and our lives would be easier. At least that's what some futurists promoted. And yet we know that such is not the case. Life is busier and demands have multiplied. If anything, stress and anxiety have increased to almost epidemic proportions. This is no less true for teachers and students. Mental nervous disorders are the main reasons we have seen a rise in teachers accessing EAP services and using long-term disability. Teachers are also concerned about the mental well-being of their students. In a recent survey by the Canadian Teachers' Federation teachers identified child youth mental health as the number one concern. The fact that a local elementary school hosted a forum on youth mental health indicates just how serious the issue is for teachers.

The question is, "What do we do about it?"

While there are never any easy solutions, this year's conference with its theme "Flex: Building Your Emotional Muscle" offers guidance. The fact is we have no real control over the events, stresses and demands of the world around us; we only have control over our reaction to them. I believe it is the latter that is the basis of resiliency and emotional intelligence. Your conference offers practical sessions on how we can achieve mental resilience in dealing with the significant stresses of our modern world.

Since 2011 I have had the pleasure of attending several of the NLCPA conferences to bring greetings on behalf of the Newfoundland and Labrador Teachers' Association. As I noted in last year's conference program, I have always been impressed by the thoughtfulness and relevance of the conferences and of their themes to the everyday life of a school. This year's conference is no different.

On behalf of the Newfoundland and Labrador Teachers' Association I welcome you to the Annual General Meeting and fall conference of the Newfoundland and Labrador Counsellors' and Psychologists' Association. NLCPA's commitment to professional development is crucial not only in promoting mental health and awareness among our students, but also in creating a healthier society.

I congratulate the NLCPA for organizing this conference. Your commitment and dedication to the mental well-being of your colleagues and to the children of this province is outstanding. To the organizers, delegates and other participants, I wish you an enjoyable and successful conference.

Sincerely yours,

A handwritten signature in blue ink that reads "James Dinn". The signature is fluid and cursive.

James Dinn
NLTA President



A Message From
DARRIN PIKE
CEO/DIRECTOR OF EDUCATION

On behalf of the Newfoundland and Labrador English School District, I welcome you to the Fall Conference and Annual General Meeting of the Newfoundland and Labrador Counsellors' and Psychologists' Association.

We know that now, more than ever, counsellors and psychologists are needed in our schools to help students and staff through the daily pressures of a dynamic and challenging society. Not only do our students face the day-to-day pressures of academics, they are influenced by a wide variety of societal factors which can impact their success in the classroom. As our world shrinks, our students face new obstacles that they must overcome and your help and expertise is instrumental in allowing them to do so.

The influence of counsellors and psychologists within our schools is ever-present and helps many people who are struggling learn new ways to approach challenges, to cope with stressful situations and to recognize that some levels of anxiety are indeed ok and manageable. You are our steady hands, the ones who create calm and help students to help themselves.

Flex: Building Your Emotional Muscle is an appropriate theme for the conference and one I hope you keep in mind throughout the week. The agenda put together by the NLCPA will certainly help you improve your professional and personal well-being, and thus allow you to better serve the students of our district. Be engaged in the sessions offered and take the knowledge learned back to your schools to complement the already tremendous work you do each and every day.

I encourage you to contribute and learn throughout the conference sessions and to enjoy the professional learning opportunity provided to you by your society. Sharing the strengths you each possess will make every one of our counsellors and psychologists better practitioners within our schools.

Regards,



Darrin Pike
CEO/Director of Education



Message from the Minister

I would like to welcome all delegates and participants to the Newfoundland and Labrador Counsellors' and Psychologists' Association's 2015 Conference and General Meeting. This year's theme is *Flex: Building Your Emotional Muscle*.

As mental health awareness is growing throughout the province, it is important for our educational communities to nurture social emotional learning and resilience in our students. This conference will provide members with valuable information and insight to enhance both their professional and personal lives.

Through positive partnerships and a continued commitment from groups like yours, our education system continues to progress and support students, parents and teachers. I would like to extend my gratitude to the Newfoundland and Labrador Counsellor's and Psychologists' Association for your continued support of our school and educational community.

I wish you all the best for a successful and productive conference.

A handwritten signature in black ink that reads "Susan Sullivan". The signature is fluid and cursive.

The Honourable Susan Sullivan
Minister of Education and Early Childhood Development

www.gov.nl.ca





CANADIAN COUNSELLING AND
PSYCHOTHERAPY ASSOCIATION
L'ASSOCIATION CANADIENNE DE
COUNSELING ET DE PSYCHOTHÉRAPIE

Greetings from the Canadian Counselling and Psychotherapy Association

On behalf of the over 5,500 members of the Canadian Counselling and Psychotherapy Association (CCPA), I am delighted to extend my very best wishes to the Newfoundland and Labrador Counsellors' and Psychologists' Association (NLCPA) on the occasion of your 2015 Conference in St. John's which centers on the theme of "FLEX: Building Your Emotional Muscle". The outstanding range of engaging and proficient pre-conference and conference speakers will undoubtedly create a rich professional development opportunity for all delegates. The conference's balanced focus on care for the client and care for the practitioner will be both informative and restorative.

Congratulations to the counsellors and psychologists of NLCPA for your collaborative efforts in advancing the mental health agenda in the province and addressing the mental health needs of Newfoundlanders and Labradorians.

Thank you/Merci/Meegwetch,

A handwritten signature in black ink, reading "Natasha Caverley".

Natasha Caverley, PhD, CCC

President, Canadian Counselling and Psychotherapy Association

Conference Agenda

Capital Hotel, St. John's, NL

Wednesday, October 21

8:00 a.m. – 11:45 a.m.	Branch President's Meetings
12:00 p.m. – 1:00 p.m.	Registration
1:00 p.m. – 2:30 p.m.	Pre-Conference Session Judy Furlong-Mallard <i>A Practical Application of the DSM-5 in Diagnosing Specific Learning Disorder and Intellectual Disability</i>
2:30 p.m. – 2:45 p.m.	Nutrition Break
2:45 p.m. – 4:00 p.m.	Conversation Café <i>Participants engage in 5 consecutive roundtable info sessions</i>
4:00 p.m.	Wine & Cheese/Early Registration (Safe Harbour Lounge, Capital Hotel – open to all conference participants)

Thursday, October 22

8:00 a.m. – 8:45 a.m.	Registration <input type="checkbox"/> Sign up for AGM lunch (Thursday, Salon A, B, C) <input type="checkbox"/> Sign up for Social and Mixer
8:45 a.m. – 9:30 a.m.	Opening Ceremonies/Greetings/Welcome
9:30 a.m. – 10:15 a.m.	Mark Gruchy – Chair, Canadian Mental Health Association, NL Chapter
10:15 a.m. – 10:45 a.m.	Nutrition Break
10:45 a.m. – 12:00 p.m.	Keynote Address Dr. Danie Beaulieu <i>Building Your Emotional Intelligence</i>
12:00 p.m. – 1:30 p.m.	Lunch NLCPA Annual General Meeting (NLCPA members only. Complimentary Lunch)
1:30 p.m. – 3:00 p.m.	Dr. Danie Beaulieu <i>Impact Techniques to Improve the First Dimension of Emotional Intelligence: Self-awareness</i>
3:00 p.m. – 3:15 p.m.	Nutrition Break
3:15 p.m. – 4:00 p.m.	Dr. Danie Beaulieu <i>Impact Techniques to Improve the Second Dimension of Emotional Intelligence: Self-control</i>
7:00 p.m.	NLCPA Social & Mixer Dinner @ The Merchant Tavern (Cost: \$40) Drinks & Dancing @ Martini Bar (free cover & NLCPA specials)

Conference Agenda Capital Hotel, St. John's, NL

Friday, October 23

8:45 a.m. – 10:00 a.m.

Dr. Danie Beaulieu

*Impact Techniques to Improve the Third Dimension
of Emotional Intelligence: **Auto-motivation***

10:00 a.m. – 10:30 a.m.

Nutrition Break

10:30 a.m. – 12:00 p.m.

Dr. Danie Beaulieu

*Impact Techniques to Improve the Fourth Dimension
of Emotional Intelligence: **Empathy***

12:00 p.m. – 1:15 p.m.

Lunch (on your own)

1:20 p.m. – 2:30 p.m.

Dr. Danie Beaulieu

*Impact Techniques to Improve the Fifth Dimension
of Emotional Intelligence: **Social Skills***

2:30 p.m. – 3:30 p.m.

Carl George, Wolf of Wellness

3:30 p.m. – 3:45 p.m.

Closing

"Every child deserves a

champion -

an **adult**

who will never give up on them,
who understands the **power**
of connection,

and insists that they become the
best they can possibly be."

~ **Rita Pierson**

WEDNESDAY, OCTOBER 21 Pre-Conference

1:00-2:30 p.m. – Salons A, B and C



JUDY FURLONG-MALLARD

A Practical Application of the DSM-5 in Diagnosing Specific Learning Disorder & Intellectual Disability

Judy Furlong-Mallard is a high school counsellor at Holy Heart High School (population 1000) in St. John's. She has 24 years of experience counselling in the school system at the primary, elementary, junior high and high school levels. She received a Bachelor of Science in 1989, a Bachelor of Education degree in 1991 and a Master of Education (Educational Psychology) degree in 1994. Judy is a Registered Psychologist who has her own private practice, Psychological Services and Assessment Inc. She is highly involved with the local hockey community and dedicates many volunteer hours at the rink. In her spare time Judy enjoys running, scrap-booking, spending time at the cabin and trying to keep up with her three teenage boys.

This session will cover the diagnostic criteria and severity descriptors for both Specific Learning Disorder and Intellectual Disability using specific case studies. We will discuss when assessment/re-assessment is required, review the Department of Education's exceptionalities, and examine relevant DSM-5 criteria specific to both. If time permits, we will take a closer look at the specific communication disorders identified in the DSM-5. **(see Appendix A)**

WEDNESDAY, OCTOBER 21 Pre-Conference

2:45-4:00 p.m. – Salons A, B and C

CONVERSATION CAFÉ

Participants engage in 5 consecutive roundtable info sessions

- Each session is 15 minutes
- There are 14 possible sessions to choose from
- All tables are clearly numbered and titled
- A sound will notify you it's time to move to a different table

A Conversation Café is kind of like "Speed Dating For Knowledge" (a quick way to network, learn a few tips, gain some info and direction)

Conversation Café Topics:

1. **Introduction to Acceptance and Commitment Therapy (ACT)** – Dr. Jodi Spiegel (Eastern Health)
2. **Developing an Effective & Sustainable GSA** – Rob Sinnott (Eastern Health) & Trent Langdon (School Counsellor)
3. **CCPA - Advocating for Canadian Counsellors:** the Benefits of Membership & the Future of Regulation – Tracy Duffy (President CCPA, NL Chapter)
4. **Occupational Stress Management – Tips for Dealing with People Who Can be Difficult** – Judy Beranger (NLTA)
5. **'What do you mean, I've got to live here?' Understanding Healthcare & Academic Education at the Youth Treatment Centre** – Andrea Brown (Psychologist) & Sherri Head (Principal), Tuckamore Treatment Centre
6. **Professional Regulation for Psychologists: What Does it Mean and Why is it Necessary?** – John Harnett (Newfoundland and Labrador Psychology Board)
7. **Brief Review of Thrive Services and Using Positive Adult-Youth Relationships to Build Inclusivity with Marginalized Youth** – Ellie Jones (Thrive)
8. **Mental Health Advocacy & the Current Mental Health Movement** – Meaghan Barnhill (Coalition 4 Mental Health)
9. **Youth Involvement in Mental Health Matters** – Simon Henley (Metro Youth Mental Health Committee)
10. **The Yoga, Meditation and Mental Health Connection** – Jill Holden (Moksha Yoga)
11. **Innovating with Online Low Intensity CBT Mental Health Tools** – Peter Cornish (Counselling Centre, Memorial University)
12. **Building Your Emotional Strength with Emotional Freedom Technique (EFT)** – Phyllis Reardon (Counsellor & Life Coach – The Wellness Centre)
13. **Loving Kindness Practice** – Daphne MacNeil (ITZ Focus Solutions, Inc.)
14. **FRIENDS for LIFE** – Francine Doyle (School Counsellor/IRT)

THURSDAY, OCTOBER 21

9:30-10:15 a.m. – Salons A, B and C



MARK GRUCHY

Mark Gruchy is a successful criminal defense attorney with Gittens and Associates who has been an active mental health advocate for over 10 years. Mark was the longest standing president of the Canadian Mental Health Association-NL. He is the past and first co-chair of the Community Coalition for Mental Health. Mark was diagnosed with depression at 15 and with bipolar disorder at 16. He was forced to leave high school thereafter but graduated at the Waterford Bridge Road Centre directed by Donna Kavanagh. He is actively changing the face of Mental Health in Newfoundland and Labrador and challenging stigma daily! Mark is also the provincial NDP candidate for Cape St. Francis district where he resides.

THURSDAY & FRIDAY

October 22-23
Salons A, B and C



DR. DANIE BEAULIEU

Building Emotional Intelligence Using Impact Techniques

Danie Beaulieu, Ph.D., is the founder and president of Académie Impact training institute. A psychologist specializing in the innovative multisensory intervention and teaching methods, she is co-developer of Impact Therapy and Eye Movement Integration Therapy and is currently the only person authorized to teach these two approaches in Canada and in the French-speaking world. She has published seventeen books, contributed to several ones in Germany, Italy and the USA and has authored ten booklets and over fifty articles on these and other creative techniques in French and English. In addition to giving numerous conferences and workshops to teachers, therapists, counsellors and general audiences in Canada each year, Dr. Beaulieu is a highly sought-after international trainer and has taught on four continents. She is also among the six experts on anxiety chosen by the *Psychotherapy Networker* to help service providers in better understanding anxiety, as well as, the most effective methods for management.

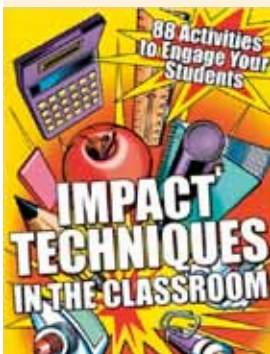


The scientific proofs brought by Daniel Goleman shows that when it comes to helping children and adults, the five dimensions of emotional intelligence cannot be ignored. In fact, in focusing our work on developing these five dimensions, we make sure our work will count – for the years to come since these dimensions are the basis for resilience, happiness and emotional maturity. Scientific studies will also be shown to support the value of these dimensions.

The five dimensions of emotional intelligence:

1. Techniques specifically addressing self-awareness
2. Techniques specifically addressing self-control
3. Techniques specifically addressing auto-motivation
4. Techniques specifically addressing empathy
5. Techniques specifically addressing social skills

(PLEASE SEE APPENDIX B FOR WORKSHOP HANDBOOK)



Conference participants will receive a free copy of Dr. Beaulieu's book:

Impact Techniques in the Classroom: *88 Activities to Engage Your Students*

For more information regarding Danie Beaulieu, visit her website:

www.academieimpact.com/en/danie-beaulieu.php

Check out these Free materials!

Conversation Café Presenters



DR. JODI SPEIGEL (EASTERN HEALTH)

Introduction to Acceptance and Commitment Therapy (ACT)

Dr. Jodi Spiegel is a Registered Psychologist. She practices at the Terrace Clinic at Eastern Health, conducting individual and group therapy with adults 18 and older. Dr. Spiegel is an active participant in training new Psychologists in Newfoundland and Labrador, including supervision of practicum students, Psychology Residents at Eastern Health, and Provisionally Registered Psychologists. She has been practicing in Newfoundland and Labrador since 2001. Dr.

Spiegel also maintains an active private practice in the evenings.



ROB SINNOTT (EASTERN HEALTH) & **TRENT LANGDON** (NLESD SCHOOL COUNSELLOR)

Developing an Effective & Sustainable GSA

Rob Sinnott (BSW, MSW, RSW) is a social worker who works as a Community Counsellor with Eastern Health. He received a Bachelor of Social Work from Memorial University in 2000 and a Master of Social Work from Dalhousie University in 2008. Rob works with LGBTQ + folks and families in his practice. As a volunteer, Rob's past involvements have included coordinating the LGBTQ Youth Group – St. John's, and acting as a mentor with Camp Eclipse: OUT in the Woods, a leadership retreat for LGBTQ+ youth, both run through Planned Parenthood, NL Sexual Health Centre. Rob is the Chair of the Transgender Health Services Network of Providers with Eastern Health. In that role he is working with other service providers and partners to review and develop capacity in the area of trans health. Rob is a board member of CPATH (Canadian Professional Association for Transgender Health) and he is a member of WPATH (World Professional Association for Transgender Health).



Trent Langdon has been a school counsellor at St. Peter's Junior High in Mount Pearl for the past eight years. He is dedicated to advocacy for adolescents, their families, and communities; the development of a strong GSA at St. Peter's has been a priority for him over the last three years. Trent is a Past President of the NLCPA and was elected for a second term in March of 2015 to the Provincial Executive of the NLTA. He is also Past President of the School Counsellors Chapter of the Canadian Counselling & Psychotherapy Association. Trent has recently joined the team of Epic Engage (www.epicengage.com) as Director of Public & Community Education.



TRACY DUFFY (PRESIDENT CCPA, NL CHAPTER)

CCPA – Advocating for Canadian Counsellors: the Benefits of Membership & the Future of Regulation

Tracy Duffy has been living in NL since 1986 but hailed originally from Ontario. She first completed her undergrad in Psychology from Dalhousie, and then earned her Masters in Counselling Psychology/Education from Memorial University of Newfoundland in 2004. She has worked for many years in various capacities, including the non-profit sector (crisis intervention – sexual assault), helping youth in residential care, and in provincial government, with families experiencing separation and divorce. Most recently, she has added private practice and group facilitation to this list, working in the area of anxiety and stress management. Through this broad base of work experience, she has gained significant skill in teaching, mediation, and counselling with both individuals and groups. Wishing to expand her knowledge base, she has recently completed training in the areas of play therapy and mindful practice. She is approaching her new role as Director with excitement and looks forward to networking with hopes to expand the NL membership. Most of all, she enjoys free time with her two teenage children, who bring new insights and joy every day.



JUDY BERANGER (NLTA)

Occupational Stress Management – Tips for Dealing With People Who Can be Difficult

Judy McCann-Beranger (B.A., B.Ed., M.A., CCFE, FMC Cert. CFM) is the Employee Assistance Program Coordinator for teachers in NL. Along with her Community Development, Psychology and Conflict Resolution and Education background Judy is a certified FMC Comprehensive Family Mediator and certified Elder Mediator. Judy is the Chair of the Certification Committee for Family Mediation Canada, drafter of the first Code of Conduct (since published in four languages) and a past president of Family Mediation Canada, Family Service Canada and the Elder Mediation International Network. Judy was three times recognized by the Government of Canada for her work in the field of age related programming and is a recipient of several awards including the Family Mediation Canada Long Term Achievement Award, the International Elder Mediation Award, and the Governor General's Golden Jubilee Award. Judy is the author of the bestseller, *A Caregiver's Guide for Alzheimer and Related Diseases*, published in both French and English, and is an honorary member of both Family Mediation Canada and Mediation PEI Inc.



ANDREA BROWN & SHERRI HEAD (TUCKAMORE TREATMENT CENTRE)

'What do you mean, I've got to live here?' – Understanding Healthcare & Academic Education at the Youth Treatment Centre

Andrea Brown is a Child and Adolescent Psychologist who has worked in children's mental health for the past 13 years. Specializing in mood and anxiety disorders and the impact of child/adolescent and family stressors on mental health,

Andrea has worked as a consultant within the school systems, served as a front-line worker in remote Northern Communities, as well as outpatient and long-term residential treatment. Currently, Andrea works at the Tuckamore Youth Treatment Centre for Complex Mental Health in Paradise.

Sherri Head is the Principal for the Hospital School, with classrooms located in three different healthcare facilities in the province: the Janeway Children's Health and Rehabilitation Centre in St. John's, the Tuckamore Centre in Paradise, and the Hope Valley Centre in Grand Falls-Windsor. Her role as principal sees her working within the Newfoundland and Labrador English School District, and in partnership with both Eastern and Central Health, to ensure that during periods of hospitalization, rehabilitation, and treatment, youth who are admitted to these healthcare settings are provided with academic education and services.

Sherri holds Bachelor's Degrees in both English and Education, as well as a Master's Degree in Educational Leadership, each from Memorial University of Newfoundland. She has experience working with youth in grades 7 - 12, as classroom teacher, learning resource teacher, assistant principal, and principal.



JOHN HARNETT (REGISTRAR, NEWFOUNDLAND AND LABRADOR PSYCHOLOGY BOARD)

Professional Regulation for Psychologists: What Does it Mean and Why is it Necessary?

John Harnett has been the Registrar with the Newfoundland and Labrador Psychology Board since 2009. Prior to this experience, 35 years has been spent working with the College of the North Atlantic both here in Canada and at the College's campus in Qatar in the Middle East.

It is hoped that, in this session, a better understanding and appreciation of professional regulation can be achieved and some clarity can be given with respect to the skills that psychologists bring to the teams that are part of improving the lives of students and patients with whom they work each day.

John also hopes to be able to put the regulation of the profession of psychology into a North American context, some of which drives how, as a profession, psychology must be regulated.



ELLIE JONES (THRIVE)

Brief Review of Thrive Services and Using Positive Adult-Youth Relationships to Build Inclusivity with Marginalized Youth

Ellie Jones is the Director of Programming at Thrive. Thrive is a non-profit organization in St. John's which provides a continuum of services for youth – from street-based outreach to alternative learning opportunities. After completing her M.Ed. in counselling psychology from MUN seven years ago, Ellie joined the Thrive team and has worked to support marginalized and vulnerable youth as they realize their potential and work to complete their high school education.



MEAGHAN BARNHILL (CO-CHAIR, COALITION 4 MENTAL HEALTH)

Mental Health Advocacy & The Current Mental Health Movement

Meaghan Barnhill has been an activist for the majority of her life. She has organized events and movements across Canada in various social justice groups. Currently she is focusing on mental health and addictions through her work with the Community Coalition 4 Mental Health, PTSD Buddies community support project and helping to push the creation of a peer-lead mental health crisis centre. She works with youth in the care of child protection for a living.



SIMON HENLEY (METRO YOUTH MENTAL HEALTH COMMITTEE)

Youth Involvement in Mental Health Matters

Simon Henley is a high school student currently completing Grade 12 at Holy Heart High School. Simon is the Senior Chair for the Metro Youth Mental Health Committee and is heavily involved with initiatives surrounding mental health. On top of that he produces electronic dance music and likes meeting new cool people. He is very excited to be a part of the NLCPA Conversation Café!

MYMHC: Who we are, what we do and why



JILL HOLDEN (STUDIO OWNER/TEACHER, MOKSHA YOGA)

The Yoga, Meditation and Mental Health Connection

Jill Holden has made Yoga an integral part of her life for more than 15 years. Jill initially explored yoga to aid in the recovery of running injuries. From a regular practice, she fell in love with the physical and therapeutic benefits of yoga, which offered her a balance of strength, flexibility and peace in body, mind and life. Jill travelled to India in 2009 to complete the Moksha Yoga Teacher Training. In 2012, she left corporate life to explore her passion and love of yoga more

deeply and opened Moksha Yoga St. John's. Jill is a dedicated student of yoga and meditation practitioner. She is certified in Moksha, Yin, Blissology (Vinyasa/flow), and guides free weekly community meditation sessions at Moksha Yoga. She lives for the ocean, nature, and travel, and is always up for an adventure!



PETER CORNISH (COUNSELLING CENTRE, MEMORIAL UNIVERSITY)

Innovating with Online Low Intensity CBT Mental Health Tools

Dr. Peter Cornish, an Associate Professor and Director of the Health Wellness and Counselling Centre, joined Memorial in 1994. Over the years at the Counselling Centre he became a strong advocate for interprofessional collaboration, encouraging the development of health-related partnerships with a broad range of disciplines (including medicine, nursing, psychology, social work, education, human kinetics, arts and science) within the university and within the public health sector. His clinical and research interests include interprofessional team functioning, interpersonal and group dynamics, healthy communities, online health service innovations, stepped care and gender issues. His empowerment-oriented approach to professional practice and administration draws on feminist, psychodynamic and community psychology theory. Dr. Cornish is a registered psychologist in Newfoundland and Labrador as well as Saskatchewan.



PHYLLIS REARDON (COUNSELLOR & LIFE COACH – THE WELLNESS CENTRE)

Building Your Emotional Strength with Emotional Freedom Technique (EFT)

Phyllis Reardon, B.A. (Ed), M.Ed. is a counsellor, life coach, author, professional speaker, Certified Emotional Freedom Technique (EFT)/Tapping practitioner and is known as Coach Phyllis.

Phyllis is the author of three life coaching books, one of which, *Life Coaching Activities & Powerful Questions* has been in the top five on Amazon since 2012. She is also the author of *Know Your Strengths Inventory*, 2011, Amazon; *Life Coaching Questions*, 2012, Amazon; *Heal Yourself: Drug-Free Healing By The Power of New Science & Ancient Wisdom*, 2014, Balboa Press; and *A Woman's Journal of Daily Thoughts*, 2015, Amazon.

Phyllis works from her office at The Wellness Centre, 98 Bonaventure Ave., St. John's, NL and can be reached at 771-8277 or phyllis@coachphyllis.com. Find out more about Phyllis at www.coachphyllis.com



DAPHNE MACNEIL (ITZ FOCUS SOLUTIONS, INC.)

Loving Kindness Practice

Daphne MacNeil is founder of ITZ Focus Solutions Inc., a leadership coach/consultancy practice. She is a skilled facilitator of group process, certified MBSR Teacher, a Myers Briggs Facilitator and is Teacher Certified by the Government of NL. Her practice areas include: leadership development (self, teams, organizations, professional associations, communities), team building, organizational culture, solutions focused problem-solving, facilitation and mindfulness.

This session of Loving Kindness Practice has benefits which include well-being, providing release from disease and improving emotional intelligence.



FRANCINE DOYLE (NLESD SCHOOL COUNSELLOR/IRT)

FRIENDS for LIFE

Francine Doyle began teaching in 1984, in Junior High/High School, and has experience with all grades, as well as in the area of Instructional Resources. Francine has taught in British Columbia and Newfoundland, and became a School Counsellor in 2003. She has worked as Itinerant Counsellor, and is currently at St. Mary's Elementary as School Counsellor/ Instructional Resources teacher. Francine was trained in the FRIENDS for LIFE program 4 years ago, and

has implemented both the FUN FRIENDS and the FRIENDS for LIFE resource at her school. She is co -chair of the FRIENDS Working Group, which advocates for the accessibility of this program for all children. (www.funfriends.org.nz; www.lifepaths.org.nz)

Be silly. Be fun.
Be different. Be crazy.
Be you, because
life is too short
to be anything
but happy.



FRIDAY, OCTOBER 23

2:30-3:30 p.m. – Salons A, B and C



CARL GEORGE, WOLF OF WELLNESS

Natural Wellness Specialist, Motivational Speaker, Humanitarian

Carl's credentials include Bachelor of Arts, and Bachelor of Education from Memorial University, Newfoundland and Labrador, 28 years Special Education Teacher, Yoga Instructor, Keiki Practitioner (Healing Touch), Personal Trainer, Nutritional & Wellness Specialist, Integrative Medicine student, and Inspirational Speaker.

After being told he had a rare aggressive stage IV cancer and given the prognosis of a few months at best to live more than two years ago, Carl became a true renegade in his approach to health and wellness. He was told by major hospitals throughout Canada that no one walks away from this type of cancer. Rather than seeing this as an obstacle or even a challenge, Carl viewed this as an opportunity to show others that we have more control over our wellness than we are led to believe.

Using a platform called *Life: A User's Manual*, he guides others through what may seem as insurmountable odds. He has been granted the Humanitarian Outreach Award from The World Organization of Natural Medicine for the work he does with medical refugees and he is a presenter on their forum panel.

Carl shares his unique personality and life's learning on how every person has the power to take charge of their lives. Through his own inspirational story he offers individuals practical personal, emotional and physical health solutions to empower and believe in themselves. He inspires individuals to take charge of their lives based on the principle that each person has the internal control and power to develop the confidence in their own decisions. He offers a practical toolkit on healthy living that will help you unleash your potential.



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Be mindful, peaceful, soulful, and self-full...



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Happiness is. . .

Happiness is like a butterfly which, when pursued, is always beyond our grasp, but, if you will sit down quietly, may alight upon you. ~ Nathaniel Hawthorne



Happy thoughts attract happy people into your life. ~ Author Unknown

Affirm the positive, visualize the positive, and expect the positive, and your life will change accordingly. ~ Author Unknown

The best way to cheer yourself up is to try to cheer somebody else up. ~ Mark Twain

Happiness and sadness run parallel to each other. When one takes a rest, the other one tends to take up the slack. ~ Hazelmarie Elliott ("Mattie")

We tend to forget that happiness doesn't come as a result of getting something we don't have, but rather of recognizing and appreciating what we do have. ~ Frederick Keonig

If you want others to be happy, practice compassion. If you want to be happy, practice compassion. ~ Dalai Lama

A happy thought is like a seed that sows positivity for all to reap. ~ Miriam Muhammad

Real elation is when you feel you could touch a star without standing on tiptoe. ~ Doug Larson

Isn't it cool when the days that are supposed to feel good, actually do? ~ Jim Carrey

There is no way to happiness — happiness is the way. ~ Thich Nhat Hanh

Inspirational Quotes & Affirmations

I've learned that you shouldn't go through life with a catcher's mitt on both hands; you need to be able to throw something back. ~ Maya Angelou

I express gratitude for all the good things in my life. Each day brings wonderful new surprises. ~ Louise Hay

All great achievements require time. ~ Maya Angelou

You have everything you need for complete peace and total happiness right now. ~ Wayne W. Dyer

You don't need to be better than any one else, you just need to be better than you used to be. ~ Wayne W. Dyer

Change the way you look at things and the things you look at change. ~ Wayne W. Dyer

When the choice is to be right or to be kind, always make the choice that brings peace. ~ Wayne W. Dyer



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Save the Date

Upcoming Conferences

CCPA – ACA 2016 CONFERENCE

Montreal, QC

March 30 – April 3, 2016



CANADIAN COUNSELLING AND
PSYCHOTHERAPY ASSOCIATION
L'ASSOCIATION CANADIENNE DE
COUNSELLING ET DE PSYCHOTHÉRAPIE

The Canadian Counselling and Psychotherapy Association (CCPA) will be joining the American Counselling Association (ACA) next year in Montreal to create a combined super conference with hundreds of sessions to choose from!

www.ccpa-accp.ca/continuing-education/annual-conference

NLTA also offers a travel grant for out-of-province conference travel.

NLCPA 2016 CONFERENCE

The Capital Hotel, St. John's

October 19-21, 2016



Dr. Stan Kutcher will be joining us for next year's 2016 Conference!

Dr. Stan Kutcher is an internationally-renowned expert in adolescent mental health and an international leader in mental health research, advocacy, training, policy and services innovation working at the IWK Health Centre and Dalhousie University.

In 2006, Dr. Kutcher stepped into the role of Sun Life Financial Chair for Adolescent Mental Health. Prior to accepting this role, Dr. Kutcher was Dalhousie's Medical School's first Associate Dean of International Medical Development and Research.

Authoring more than 300 scientific papers and numerous medical textbooks, Dr. Kutcher continues to break new ground in the vital area of mental health. He has received numerous awards and honors locally, nationally and internationally for his work, including the Order of Nova Scotia, Excellence in Education Award (CACAP), Best Doctor in Canada Award, Doctors Nova Scotia Health Promotion Award, Dr. John Savage Memorial Award for outstanding humanitarian contributions to global health, Canadian College of Neuropsychopharmacology Gold Medal, Lifetime Achievement Award of the Canadian Psychiatric Research Foundation and the Ruedy Award for Innovation in Medical Association from the Association of Faculties of Medicine Canada. A distinguished fellow of the Canadian Psychiatric Association and a Fellow of the Canadian Academy of Health Sciences, Dr. Kutcher has been honoured by the Canadian Psychiatric Association with the JM Cleghorn Award for his contribution to mental health research and the Paul Patterson Award for his innovations in psychiatric education.

Internationally, Dr. Kutcher has been involved in mental health work in over 20 countries. One of his recent projects led the development of a national child and youth mental health framework for Canada: Evergreen. Dr. Kutcher's current focus is on knowledge translation pertaining to improving mental health literacy, mental health care in schools and primary care, and the development, application and evaluation of an electronic personal health record that focuses on youth mental health engagement and self-care. He continues his innovative youth mental health development and research across Canada, and globally in China, South America, Latin America and Africa.

Dr. Stan Kutcher, ONS, MD, FRCPC, FCAHS, Sun Life Financial Chair in Adolescent Mental Health and Director World Health Organization Collaborating Center in Mental Health Policy and Training

APPENDIX A

DSM-5

A PRACTICAL APPLICATION OF THE DSM-5 IN DIAGNOSING
SPECIFIC LEARNING DISORDER & INTELLECTUAL DISABILITY

OCTOBER 21, 2015

JUDY FURLONG-MALLARD

Agenda

- ▶ Purpose of Comprehensive Assessment
- ▶ When is comprehensive assessment/re-assessment required?
- ▶ Review of the D. Of E. Exceptionalities & Required Documentation
- ▶ DSM-5 Criteria & Specifiers for SLD
- ▶ Specific Learning Disorder Case Study
- ▶ DSM Criteria and Specifiers for ID
- ▶ ID Case Study
- ▶ Recommended Resources
- ▶ Communication Disorders

Comprehensive Assessment

Required to inform program planning team decisions such as:

- Implementation of accommodations
- Modified prescribed programming, and/or
- Alternate program, course or curriculum

The purpose of a comprehensive assessment is to:

1. Answer the referral question in a valid and reliable manner
2. Confirm if a student's difficulties are the result of an exceptionality
3. Provide clarity on how the exceptionality impacts programming

(see Dept. of Education document for Comprehensive Assessment - Standards of Practice)

What is included in a comprehensive assessment?

Will Always include:

- ❑ A review of the school file
- ❑ Interview information (family, educators, etc)
- ❑ Pre-referral intervention strategies
- ❑ Academic history
- ❑ Observations of student in multiple school settings

May Include:

- ❑ Observations of student in setting outside the school
- ❑ Speech Language assessment
- ❑ IRT assessment information
- ❑ Formal cognitive assessment
- ❑ Achievement assessment
- ❑ Other formal and informal assessments

When is re-assessment necessary?

- ▶ The service delivery team determines that an assessment/reassessment referral is necessary.
- ▶ The exception to this practice is students who are on a Functional Curriculum.
- ▶ "The Service Delivery Model for Students with Exceptionalities states on page 22 that **reassessment is required every five years to ensure that an alternate curriculum is still a valid choice** and that the student's individualized programming is addressing his or her strengths and needs".

Exceptionalities Recognized by the Dept. of Education:

- ▶ **Developmental Delay****
- ▶ **Gifted and Talented****
- ▶ **Hearing Loss****
- ▶ **Physical Disability****
- ▶ **Vision Loss****
- ▶ Medical Condition
- ▶ Mental Illness/Mental Health
- ▶ Acquired Brain Injury
- ▶ Speech and/or Language Disorder
- ▶ Neurodevelopmental and Related Disorders
- ▶ Intellectual Disability
- ▶ Specific Learning Disorder

(**Exceptionalities not impacted by the DSM-5)

Documentation Required:

Diagnosed by Health Care & Comprehensive Assessment Required

- Acquired Brain Injury
- Medical Condition
- Mental illness/Mental health
- Neurodevelopmental & related Disorders
- Physical Disability

Diagnosed by Health Care only

- Vision Loss
- Hearing Loss

Diagnosed by Education only

- Gifted & talented
- Intellectual Disability
- Specific Learning Disorder
- Speech &/or Language Disorder
- Developmental Delay (classroom performance is sufficient)

NOTE: In the case where an exceptionality is identified by a medical professional, **specialists outside of the programming team do not determine a student's educational plan** (see page 3 of Guidelines for Comprehensive Assessment.)

Exceptionality Categories Unaffected by the DSM-5

- ❑ Developmental Delay (DSM-5 "Global Developmental Delay")
- ❑ Gifted and Talented
- ❑ Hearing Loss
- ❑ Physical Disability
- ❑ Vision Loss

- [illegible]

Dept. of Education Exceptionalities

Previous Categories

- ▶ Emotional, mental health, and/or behavior disorders
&
Pervasive Developmental Disorder
- ▶ Brain injury
- ▶ Health Disorder
- ▶ Speech and/or Language Disorder
- ▶ Learning Disability
- ▶ Cognitive Disorder

New Categories

- ▶ Mental Illness/Mental health
&
Neurodevelopmental and Related Disorders
- ▶ Acquired Brain Injury
- ▶ Medical Condition
- ▶ Speech and/or Language Disorder*
- ▶ Specific Learning Disorder
- ▶ Intellectual Disability

[illegible]

The diagram features a large blue header at the top with the text "DSM-5" in white. Below this, there are two green downward-pointing chevrons. The top chevron is labeled "Educational Professionals" and points to a white box containing the text "• Intellectual Disability (ID)". The bottom chevron is also labeled "Educational Professionals" and points to a white box containing the text "• Specific Learning Disorder(SLD)".

DSM-5

Educational Professionals

- Intellectual Disability (ID)

Educational Professionals

- Specific Learning Disorder(SLD)



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Specific Learning Disorder Diagnostic Criteria

- **Criteria A:** Persistent difficulties learning and using academic skills with symptoms persisting for at least six months, despite the provision of interventions that target those difficulties
- **Criteria B:** Performance in affected skill is well below average (1.5SD below population mean)
- **Criteria C:** Learning difficulties are apparent in the early school years in most individuals; however, the learning difficulties may not manifest fully until later school years.
- **Criteria D:** Not attributable to intellectual disability, global developmental delay, uncorrected hearing or vision acuity, other mental or neurological disorders, psychosocial adversity, lack of proficiency in the language of academic instruction, or inadequate educational instruction.

Note: The 4 diagnostic criteria are to be met based on a clinical synthesis of the individual's history (developmental, medical, family, educational) school reports, and psychoeducational assessment.

Specific Learning Disorder (Criteria A)

1. Inaccurate or slow and effortful word reading (e.g. reads single words aloud incorrectly or slowly and hesitantly, frequently guesses words, has difficulty sounding out words).
2. Difficulty understanding the meaning of what is read (e.g. may read texts accurately but not understand the sequence, relationships, inferences, or deeper meanings of what is read).
3. Difficulties with spelling (e.g. may add, omit, or substitute vowels or consonants).
4. Difficulties with written expression (e.g. make multiple grammatical or punctuation errors with sentences; employs poor paragraph organization; written expression of ideas lacks clarity).
5. Difficulties mastering number sense, number facts, or calculation (e.g. has poor understanding of numbers, their magnitude, and relationships; counts on fingers to add single-digit numbers instead of recalling the math facts as peers do; gets lost in the midst of arithmetic computation and may switch procedures).
6. Difficulties with mathematical reasoning (e.g. has severe difficulty applying mathematical concepts, facts, or procedures to solve quantitative problems).

SLD with Impairment(s) in:

Reading

Word reading accuracy
Reading rate or fluency
Reading comprehension

Written Expression

Spelling accuracy
Grammar and punctuation accuracy
Clarity or organization of written expression

Mathematics

Number sense
Memorization of arithmetic facts
Accurate or fluent calculation
Accurate math reasoning

Specify Current Severity:

Mild

Moderate

Severe

Mild: Some difficulty learning skills in one or two academic domains but of mild enough severity that the individual may be able to compensate or function well when provided with appropriate accommodations or support services, especially during the school years

Moderate: Marked difficulties learning skills in one or more academic domains, so that the individual is unlikely to become proficient without some intervals of intensive and specialized teaching during the school years. Some accommodations or supportive services at least part of the day at school, in the workplace, or at home may be needed to complete activities accurately and efficiently.

Severe: Severe difficulties learning skills, affecting several academic domains, so that the individual is unlikely to learn those skills without ongoing intensive individualized and specialized teaching for most of the school years. Even with an array of appropriate accommodations or services at home, at school, or in the workplace, the individual may not be able to complete all activities efficiently.

Intellectual Disability

Is a disorder of thinking and reasoning characterized by 'gullibility' – inability to recognize and avoid risk; and by limitations in everyday reasoning and social judgement.

Must meet three criteria:

- Intellectual deficits
- Adaptive functioning deficits in conceptual, social and practical domains.
- Age at onset in the developmental period

Intellectual Disability Diagnostic Criteria:

- **Criteria A:** Deficits in intellectual functions, such as reasoning, problem solving, planning, abstract thinking, judgement, academic learning, and learning from experience, confirmed by both clinical assessment and individualized, standardized intelligence testing.
- **Criteria B:** Deficits in adaptive functioning that result in failure to meet developmental and sociocultural standards for personal independence and social responsibility. Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such as communication, social participation, and independent living, across multiple environments, such as home, school, work and community.
- **Criteria C:** Onset of intellectual and adaptive deficits during the developmental period.

Intellectual Disability

Specify Current Severity:

Mild
Moderate
Severe
Profound

(refer to handout on ID)



When specifying the severity of Intellectual Disability, severity must be specified across the three domains:

Conceptual
Social
Practical

Helpful Resources with SLD & ID

- ▶ Behavior Assessment System for Children -2nd edition (BASC-2)
- ▶ Behavior Rating Inventory of Executive Functioning (BRIEF)
- ▶ Adaptive Behavior Measures (ABAS II , Vineland II)
- ▶ Checklists for SLD
- ▶ K-12 File Summary
- ▶ Parent Questionnaire

Communication Disorders

Disorders of communication include deficits in language, speech, and communication.

Speech is the expressive production of sounds and includes an individual's articulation, fluency, voice, and resonance quality.

Language includes the form, function, and use of a conventional system of symbols (e.g. spoken words, sign language, written words, pictures) in a rule-governed manner for communication.

Communication includes any verbal or nonverbal behavior (whether intentional or unintentional) that influences the behavior, ideas, or attitudes of another individual.

*Assessments of speech, language and communication abilities must take into account the individual's cultural and language context, particularly for individuals growing up in bilingual environments.

DSM-5 Communication Disorder Categories:

- ▶ Language Disorder
- ▶ Speech Sound Disorder
- ▶ Childhood-Onset Fluency Disorder (Stuttering)
- ▶ Social (Pragmatic) Communication Disorder
- ▶ Unspecified Communication Disorder

(Note: each of these has its own diagnostic criteria).

Language (Criteria A)

▶ Criteria A:

Persistent difficulties in the acquisition and use of language across modalities (i.e., spoken, written, sign language, or other) due to deficits in comprehension or production that include the following:

1. Reduced vocabulary (word knowledge and use).
2. Limited sentence structure (ability to put words and word endings together to form sentences based on the rules of grammar and morphology).
3. Impairments in discourse (ability to use vocabulary and connect sentences to explain or describe a topic or series of events or have a conversation).

Language Disorder (Criteria B-D)

- ▶ **Criteria B:** Language abilities are substantially and quantifiably below those expected for age, resulting in functional limitations in effective communication, social participation, academic achievement, or occupational performance, individually or in any combination.
- ▶ **Criteria C:** Onset of symptoms is in the early developmental period.
- ▶ **Criteria D:** Difficulties are not attributable to hearing or other sensory impairment, motor dysfunction, or another medical or neurological condition and are not better explained by ID or GDD.

APPENDIX B

Danie Beaulieu, Ph. D.

Building your Emotional Intelligence



Emotional Intelligence has been proven to be at the core of true happiness and self-esteem (Goleman, 1995, 1996, 2007). More important than IQ, more important than high degrees, more important than financial wealth, emotional intelligence influences the vast spectrum of a human's life, including his satisfaction with his relationships, professional life, school, his health and overall success including financial wealth.

Targeting Emotional Intelligence in helping children is paramount to ensure resilience and a healthy personal and social development.

Here are the 5 dimensions of Emotional Intelligence:

1: Self-Awareness

The first – but also the most important of the five dimensions. Without self-awareness, the other dimensions cannot be fully developed. Self-awareness refers to being aware of oneself, including one's traits, feelings, and behaviors.

- The puzzle

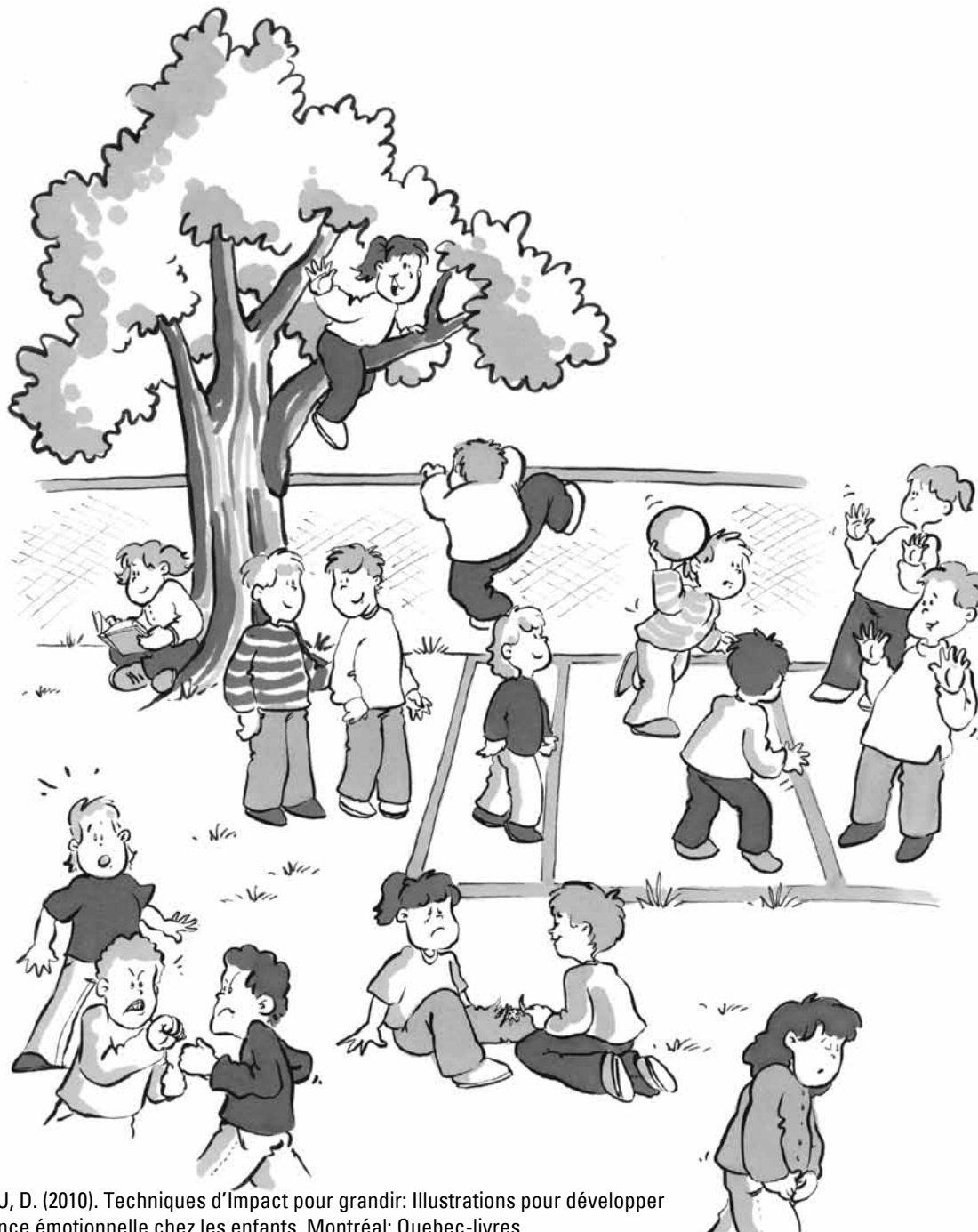
- The six sides of a dice

- The wood in the sheet

- The length of your fuse

- What "sticks"?

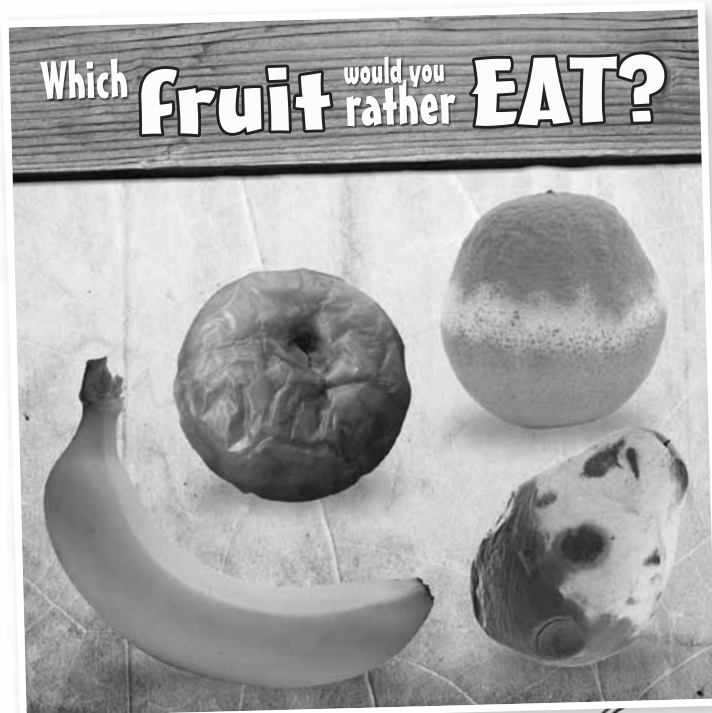
-
-
-
-



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2: Self-Control

Refers to one's ability to control his actions, reactions, feelings and words.



BEAULIEU, D. (2010). Techniques d'Impact pour grandir. Illustrations pour développer l'intelligence émotionnelle chez les enfants. Montréal: Quebec-livres.



BEAULIEU, D. (2010). Techniques d'Impact pour grandir: Illustrations pour développer l'intelligence émotionnelle chez les enfants. Montréal: Quebec-livres.

- The different glasses: where do you invest your time and energy

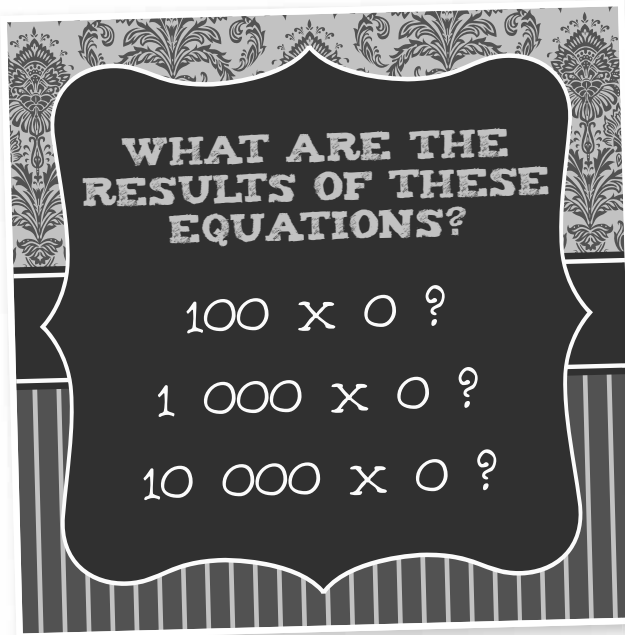
- How heavy is this pen (or glass or bottle or else)?

- Which colors are you?

- Wheel of anger

3: Auto-Motivation

Ability to make decisions based on one's own values and essence.



- Exercise using the body to evaluate the motivation of your client

- Sculpture

- Create codes for different energy states

- Use of chairs to represent the different voices

4: Empathy

The ability to identify with or understand another's situation or feelings



- 5 predictions based on one object

- The sheet teared apart from others

- Group exercise – how does others influence you?

- Share a secret... without the words

5: Social Skills

The competence to speak to others in a respectful way, manage conflicts efficiently, negotiate, listen, and articulate one's perspective in a clear and discerning way.

- Johary window

- Which part of the sheet are you sharing?

- Exercise with the post card



- « Psychic » exercise
-
-

Reference

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APPENDIX C



NLCPPA



Newfoundland and Labrador Counsellors' and Psychologists' Association

Who are we?

The Newfoundland and Labrador Counsellors' and Psychologists' Association (NLCPPA) is a Special Interest Council of the Newfoundland and Labrador Teachers' Association (NLTA). This professional body was established to represent counsellors and psychologists working within the K-12 education system across our province.

What do we do?

The primary purpose of all professionals within the field of education is to guide our youth in reaching their potential: to graduate from the K-12 system as independent and healthy young adults with clear direction and motivation to engage in fulfilling careers and positively contribute to their communities.

Counsellors and psychologists comprise a specialized group with unique skill sets for the purpose of addressing the continuum of needs presented by the K-12 population. Training that combines primary mental health care/wellness, psychology, counselling, assessment and education. Counsellors and psychologists within the school system also boast a unique access to the K-12 population which enables a continuum of service and intervention for 13 years of student development and learning.

Research clearly indicates that early intervention is key when dealing with issues of learning, behavior, and emotional/mental health. The Standards of Practice outlined for Newfoundland and Labrador counsellors and psychologists reflect a broad scope of responsibilities from prevention to intervention, for the purpose of addressing the continuum of hurdles facing our K-12 youth on the journey to their potential.

Some key responsibilities unique to school counsellors and psychologists include:

- Individual counselling
- Group counselling
- Career counselling
- Provide direction in program planning based upon the specific needs of the child and the curriculum
- Crisis response
- Mediation
- Classroom psychoeducation / prevention for the purpose of ongoing awareness & skill-building as youth transition through key developmental levels from K - 12 (i.e., personal identity, social skills, healthy relationships, wellness, assertiveness, goal setting, motivation, anxiety, study skills, healthy coping skills, sexuality, etc.)
- Provides support for emotional/behavioral difficulties/disorders
- Assessment /diagnosis of intellectual disabilities, learning disorders, etc.
- Referral to appropriate outside agencies (e.g., pediatrician, psychiatrist, mental health/addictions counsellor, occupational therapist, audiologist, etc.).
- Post-secondary & scholarship exploration

What barriers do we face in meeting the needs of our K-12 population?

1. Counsellor Ratio

The ratio of counsellors to students is approximately 1:500 (one counsellor per 500 students)

- This ratio was deemed grossly inadequate almost 20 years ago by Dr. Patricia Canning (*SPECIAL MATTERS: The Report of the Review of Special Education, 1995*).
- The Canadian Counsellors and Psychotherapists Association (CCPA) stresses the need for a 1:250 ratio across the country.
- The American School Counsellor Association (ASCA) recommends one counsellor for every 250 students.

2. Changing Roles & Responsibilities

There has been a major shift in the daily roles and responsibilities of school counsellors and psychologists in the last ten years.

- There has been a significant increase with respect to the assessment and intervention caseloads for learning disorders, anxiety disorders, depression, behavioral disorders, autism, addictions, self-harm, and suicide.
- Counsellors and psychologists report spending more time with complex cases and responding to increasing numbers of crises, consequently very little time remains for prevention and psychoeducation.

3. Mental Health Crisis

- The general public is presenting an increasingly 'stress-prone lifestyle' (i.e., increasingly unhealthy diets, less exercise, increased time on technology, reduced sleep, increased mental stress) and unfortunately, there is a clear increase in dysfunctional coping skills (i.e., 'self-medication', self-harm, etc.)
- The stress-prone lifestyle is aggravating underlying anxiety/depression based disorders in families. An increase in parental struggle to cope clearly also negatively impacts a child's ability to cope with even the normal challenges of growing up. A parent's inability to work with the school or other service agencies further restricts a child's ability to progress.
- The increased struggles of our families is also resulting in the identification of 'disorders' for normal mental health issues that would typically be transient, but are now becoming entrenched.
- Stigma still exists for 'mental health' and 'mental illness' (despite overwhelming research that shows how emotional health and physical health impact each other). This restricts many from seeking help. The stigma also prevents people from providing basic support to each other in the face of normal mental health issues that are not mental illnesses.
- Our mental health services have become overtaxed and consequently, many receive inadequate service to enable a return to wellness.

4. Lack of Coordination of Services / No Clear Continuum of Service

- With a lack of coordination of the many services offered in our vast province, it is extremely difficult for many members of our communities (especially those with cognitive deficits, mental health issues, poverty, working poor, etc.) to figure out what services are available and where/how to access said services.
- As a result, many struggling families do not get access (or regular access) to necessary services for the parents and/or the children. Early intervention is very important in addressing dysfunction. Without support, individuals in crisis will often develop dysfunctional coping skills further complicating and extending the scope of necessary treatment.
- At present, there is no standard of communication between service providers which is suspected to result in duplication of service, ongoing lack of a necessary service, or contradictory service plans. Increased communication would improve efficiency and effectiveness of intervention for the client and reduce costs for the employer.

Ease of Access Issue

In contrast to the often intimidating medical system, many families perceive a greater ease of access to support at the school level - from the perspectives of familiarity, location, transportation and labels (e.g., school counsellor versus psychiatrist).

While counsellors and psychologists within the school system are accustomed to the responsibility of providing extra support to our high need youth 'between appointments' with specialists, we also frequently provide service 'in lieu of' outside appointments due to access issues. Many counsellors and psychologists also provide support to parents in an effort to improve the home situation for the child receiving service.

Looking Ahead. . .

Sufficiently resourced school counsellors and psychologists (within a coordinated primary health care system) would enable a proper focus on prevention, mental health/wellness, and strength-building services for all students, as well as, timely assessments, counselling and crisis response.

Research clearly shows the significant long-term financial benefits of investing in prevention. Research also outlines the strong link between emotional health and physical health.

Considering the amount of money currently spent in this province in health care (and the projected future spending for our aging population), our province clearly cannot afford NOT to invest in the role of its counsellors and psychologists within the K-12 school system.



7 Lovely Logics



- 1 Make peace with your past so it doesn't spoil your present.
- 2 What others think about you is none of your business.
- 3 Time heals almost everything, give the time, some time.
- 4 Don't compare your life with other's. You have no idea what their journey is all about.
- 5 No one is a reason of your happiness except you, yourself.
- 6 Stop thinking too much. Its alright not to know all the answers.
- 7 Smile, you don't own all the problems in the world.

The Tao of Dana
www.taoofdana.com

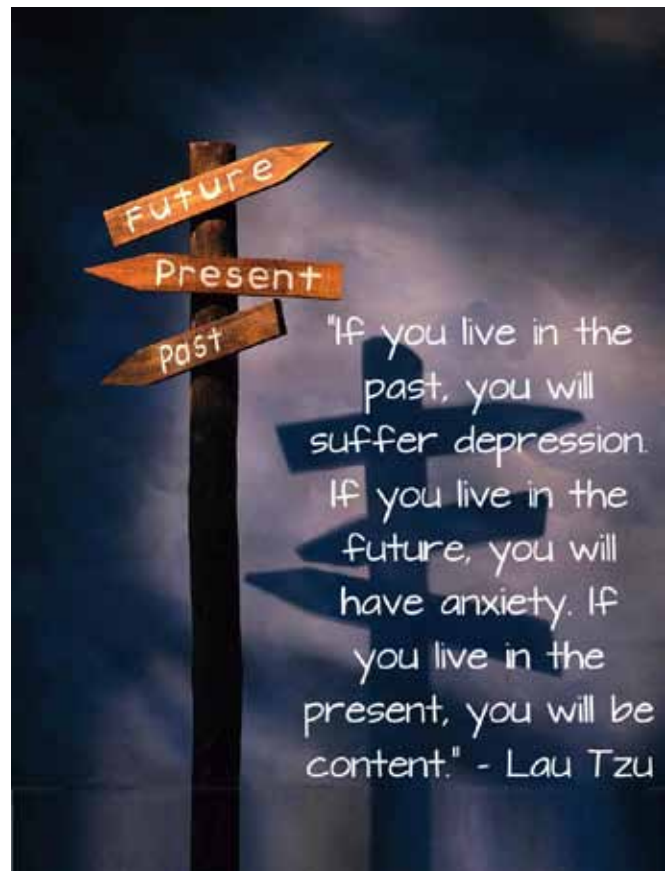


Happy People...

live minimally, tell the truth,
never make excuses, **take time to listen,**
don't hold grudges,
speak well of others, choose friends wisely,
establish personal control,
dream big,
see problems as challenges,
nurture social relationships, avoid social comparisons
treat everyone with kindness,
exercise,
don't sweat the small stuff,
accept what can not be changed,
meditate,
avoid seeking approval from others,
express gratitude for what they already have,
eat well,
wake up at the same time every morning,
and get absorbed
in the "Now".


*S*et goals.
*E*xercise.
*L*ove yourself.
*F*ocus on fitness.

*R*est and relax.
*E*at right.
*S*mile.
*P*ortray positive.
*E*njoy life.
*C*are for others.
*T*ell yourself you can do this.




"If you live in the past, you will suffer depression. If you live in the future, you will have anxiety. If you live in the present, you will be content." - Lau Tzu


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NLCPA

Newfoundland and Labrador Counsellors' and Psychologists' Association






Building Your

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