

# Registered Counselling Therapist Candidate Application Course Description Form

In order to help the Registrar/Registration Committee determine if applicants meet the minimum graduate course requirements for RCT-C licensure in Nova Scotia, all applicants who have not graduated from a CACEP accredited program (see Policy S-02.0: *Schedule of CAEP Accredited Graduate Programs*) must complete and submit the following table as part of their application.

## **Instructions:**

**STEP 1:** Enter the name of the university that conferred your degree (e.g., University of Toronto), the name of the program (e.g., Counselling Therapy, Counselling Psychology, etc.), and the degree received (e.g., MA, MEd, etc.) in the top row of the table.

**STEP 2:** Carefully review the generic course descriptors provided in the *Schedule of Required Course Content (S-05.0)*, which correspond to the course titles listed in the first column of the table below.

- The first 4 courses listed (or their equivalent) are compulsory;
- Of the remaining 11 courses on the list, applicants must have 1 course (or equivalent) from at least 4 of the listed categories.

**STEP 3:** Using the course titles listed on the table below as a guide, enter the course title and course number of the corresponding course from your transcript, along with its published description.

**Note:** Course equivalences are determined by the Registrar/Registration Committee assessment of how well the courses which appear on your transcript match the generic course descriptors provided in the *Schedule of Required Course Content (S-05.0)*

# Nova Scotia College of Counselling Therapists

## Required Graduate Course Content for RCT-C Applicants

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*Note: The requirements listed below are subject to change without notice. It is therefore recommended that prospective applicants consult with the College to ensure the list is up-to-date, prior to making an academic program decision. A decision on the acceptance of any course work is determined by the Registration Committee.*

Registered Counselling Therapist-Candidate (RCT-C) applicants must submit an official transcript indicating successful completion of graduate-level courses containing the following required course content. This does not reflect the entire course content that may be required as part of the Graduate degree from any one institution, but does list the course content that is required to be considered for RCT-Candidacy with the NSCCT. This document is intended to assist applicants in filing in required form F-02.1 *Registered Counselling Therapist Candidate Application Course Description Form*.

### Compulsory Courses

- **Counselling Theory** - Counselling theories provide a consistent framework to conceptualize client issues and to identify and select appropriate counselling interventions. Includes the foundations of their development; their cognitive, affective and behavioral components; research evidence for their effectiveness; and their application to practice.
- **Supervised Counselling Practicum** with a minimum of 120 hours of direct client counselling. Involves professional development and supervised practice in a counselling context. Students are expected to be involved in direct work with clients (individual, family, and/or group counselling) under the supervision of a qualified professional. It is strongly recommended that at least 20 hours of direct client counselling is offered in group settings. These hours may include co-facilitation experiences.
- **Professional Ethics** - Ethical and legal issues arising in professional counselling-related, research, and/or assessment settings. A study of ethical codes, ethical decision-making, ethics in professional relationships, and standards of practice.
- **Counselling Skills** - An understanding of essential interviewing and counselling skills needed to establish an effective counselling relationship and to develop and maintain appropriate professional boundaries. These involvements also require a measure of student reflection and self-exploration.

### Plus at least 4 graduate level courses from the following categories (with no more than 2 courses from any category):

- **Assessment Processes** - A study of individual and group assessment and testing, case study approaches, individual differences, and methods of data collection and interpretation.
- **Counselling in Specialized Settings** - A study of issues, applied theory, and relevant counselling approaches pertaining to a particular special client population or setting, e.g. families, rehabilitation, schools, disabled clients, etc.
- **Counselling Intervention Strategies** - Theory and practice in planning and implementing client change interventions; application of strategies in clinical settings.
- **Consultation Methods** - Basic theories and research of psychological consultation that can be used to guide practice in a variety of settings. Topics include the process or stages of consultation, counsellor roles and responsibilities; ethical issues, and approaches to consultation.

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- **Diversity Issues** - An examination of theoretical and practical factors that influence the nature and effectiveness of counselling clients from diverse backgrounds. Ethics, counselling competencies (culture-specific and universal), models of racial and cultural identity development, influence of social, economic, historical, political, and cultural contexts on client problems.
- **Gender Issues** - Theory, research, and practice in the areas of sex role development, sexual orientation, stereotyping and social roles and corresponding counselling theories and counselling approaches.
- **Group Counselling** - Theories related to group counselling including research evidence to support effectiveness of various group approaches. Attention is given to methods of facilitating interpersonal communication within groups, selection processes, group development, member roles and needs, group processes, and ethical and legal issues related to group counselling.
- **Human Development and Learning** - Human development and learning across the lifespan. Learning theories of human behaviour, life stages, transitions, typical and atypical human development, theories of personality.
- **Lifestyle and Career Development** - Involves an exploration of career development theories with emphasis on issues in life-career decision-making and career transitions and work-related issues.
- **Psychological Education** - A study of topics in psychology such as community mental health, social psychology, neurological basis of learning and behaviour, individual differences, motivation etc.
- **Research and Evaluation** - Understanding and applying research including quantitative and qualitative research designs, applied research and program evaluation, statistics.

## GRADUATE COURSE DESCRIPTION FORM

APPLICANT'S NAME: \_\_\_\_\_

<b>UNIVERSITY:</b>	<b>PROGRAM:</b>	<b>GRADUATE DEGREE GRANTED:</b>	<b>REGISTRAR USE ONLY</b>
<b>COMPULSORY COURSES</b>	<b>COURSE NAME &amp; NUMBER</b>	<b>COURSE DESCRIPTION</b>	<b>EQUIVALENT</b>
<b>COUNSELLING THEORY</b>			
<b>PROFESSIONAL ETHICS</b>			
<b>COUNSELLING SKILLS</b>			
<b>SUPERVISED COUNSELLING PRACTICUM</b> <i>(Be sure to include total number of direct client contact hours)</i>			

# GRADUATE COURSE DESCRIPTION FORM

APPLICANT'S NAME: \_\_\_\_\_

			<b>REGISTRAR USE ONLY</b>
<b>FOUR AREA OPTIONS</b>	<b>COURSE NAME &amp; NUMBER</b>	<b>COURSE DESCRIPTION</b>	<b>EQUIVALENT</b>
<b>ASSESSMENT PROCESS</b>			
<b>COUNSELLING IN SPECIALIZED SETTINGS</b>			
<b>COUNSELLING INTERVENTION STRATEGIES</b>			
<b>CONSULTATION METHODS</b>			

# GRADUATE COURSE DESCRIPTION FORM

APPLICANT'S NAME: \_\_\_\_\_

			<b>REGISTRAR USE ONLY</b>
<b>FOUR AREA OPTIONS</b>	<b>COURSE NAME &amp; NUMBER</b>	<b>COURSE DESCRIPTION</b>	<b>EQUIVALENT</b>
<b>DIVERSITY ISSUES</b>			
<b>GENDER ISSUES</b>			
<b>GROUP COUNSELLING</b>			
<b>HUMAN DEVELOPMENT &amp; LEARNING</b>			

# GRADUATE COURSE DESCRIPTION FORM

APPLICANT'S NAME: \_\_\_\_\_

			REGISTRAR USE ONLY
FOUR AREA OPTIONS	COURSE NAME & NUMBER	COURSE DESCRIPTION	EQUIVALENT
<b>LIFESTYLE &amp; CAREER DEVELOPMENT</b>			
<b>PSYCHOLOGICAL EDUCATION</b>			
<b>RESEARCH &amp; EVALUATION</b>			