



Registered Counselling Therapist (c) Course Description Form

Effective June 2026, the NSCCT recognizes education programs deemed substantially equivalent to education programs accredited by the Council for Accreditation of Counsellor Education Programs (CACEP). Applicants who have not graduated from a CACEP accredited program (see Policy S-02.0: *Schedule of CAEP Accredited Graduate Programs*) or an NSCCT approved program must complete and submit the *Graduate Course Description Form* and submit a course syllabus for each course. The College uses course syllabi to map courses to [entry-to-practice competencies](#).

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 on the *Graduate Course Description Form*.

STEP 2: Carefully review the generic course descriptors in the Appendix (page 5) which correspond to the course titles listed on the *Graduate Course Description Form*.

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.

STEP 4: On the online application form, upload a syllabus for each course entered on the table.

GRADUATE COURSE DESCRIPTION FORM

APPLICANTS NAME:

UNIVERSITY:	PROGRAM:	GRADUATE DEGREE GRANTED:
COURSE TOPIC	COURSE NAME & NUMBER	COURSE DESCRIPTION
COUNSELLING THEORY		
PROFESSIONAL ETHICS		
COUNSELLING SKILLS		
SUPERVISED COUNSELLING PRACTICUM		
ASSESSMENT PROCESS		
COUNSELLING IN SPECIALIZED SETTINGS		

COURSE TOPIC	COURSE NAME & NUMBER	COURSE DESCRIPTION
COUNSELLING INTERVENTION STRATEGIES		
CONSULTATION METHODS		
DIVERSITY ISSUES		
GENDER ISSUES		
GROUP COUNSELLING		
HUMAN DEVELOPMENT & LEARNING		

COURSE TOPIC	COURSE NAME & NUMBER	COURSE DESCRIPTION
LIFESTYLE & CAREER DEVELOPMENT		
PSYCHOLOGICAL EDUCATION		
RESEARCH & EVALUATION		

Appendix: Graduate Course Content

This document is intended to help applicants complete the *Graduate Course Description Form*. The *Supervised Counselling Practicum* and *Professional Ethics* courses are required; however, applicants are not expected to have completed every course listed below.

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.
- **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.
- **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.