between
us
THE NEWSLETTER OF THE
ONTARIO COLLEGE
COUNSELLORS COMMITTEE
Welcome,

to our expanded readership. Between Us, by including college Presidents, Registrars, Directors of Student Services, Student Awards Officers, and ministry staff on Art King's distribution list, hopes that college Counsellors' concerns and interests might be better understood throughout the province. Simply stated, we're trying to keep the lines of communication wide open.

Proposed Psychology Legislation

Our continuing concerns regarding the OPA legislation (as outlined by Gayle Dumfiedy in the previous Between Us) has spread throughout various levels of college and ministry personnel. In this issue we try to update some of the recent happenings and keep you as informed as possible. We would certainly welcome your viewpoints and any more current news on this important topic.

Q.C.C. Conference

All counsellors should receive publicity and registration materials with this mailing. We hope that Counselling Centres from every single C.A.A.T. in Ontario shall have participants able to attend. Surely this once-a-year opportunity for us to share professional development skills and expertise is worthy of special attention - the program looks terrific!

Q.P.S.E.U. Contract

Despite the strongest effort yet by a group of counsellors to offer constructive input to the C.A.A.T. bargaining team, our interests are still not adequately reflected in the recent contract settlement. After the thrill of cashing that retroactive pay cheque wears off, puzzlement, anger, and disappointment linger on, as we still are not recognized by "parity" with the teaching faculty in this contract.

Foreign Student Tuitions

McMaster University has received much favourable publicity from its decision not to collect higher tuition fees from foreign students than from Canadians and landed immigrants. The estimated loss of revenue is $200,000 for this year. Are there similar moves afoot at any of the C.A.A.T.'s? It would be interesting to know how small the loss of revenue might be if the colleges followed McMaster's lead.

Q.C.C. Regional Representatives

Do you know yours? Do you know what they do? Between Us is a newsletter, yet we have not had any submissions from the Regional Reps. (There are four, by the way.) Does that mean that nothing is happening at the regional level between the annual conferences? "The Role of the Regional Reps?" - a topic to be considered for discussion at our May gathering. Think about it.
FEEDBACK:

Special Request, from Pauline Blais, Algonquin —

How do you advertise/publicize your Counselling Centre? We would like to have an exchange of ideas and suggestions at the O. C. C. Conference, and will set up a special display area for these materials. Each college delegation is asked to bring samples of their publicity materials to "The Opinion" in May, please.

Walden University, from Wendy Weaver, Sheridan —

If anybody wants to follow up our previous note on Walden University, there is a brief information sheet available. Or, you could phone Naples, Florida; direct at (813) 261-7277!

Interesting Reading, from Dave Proctor, Mohawk —

Dave has pointed out a few articles that seem quite supportive of the kinds of experiences college counsellors are encountering throughout North America:


Upcoming Events:

1. April 15
   O. C. C. C. Executive Meeting, George Brown College.
   (Contact Marianna Korman if planning to attend)

2. April 15 & 16
   "Horizons in Creative Career Counselling (iv)"
   YMCA Centre for Counselling and Human Relations, 481-5261. Key speakers: Dr. John Holland, Dr. Pierre Turgeon, Location: Central YMCA, 40 College Street, Toronto, Fee: $50.00 Registration in advance.

3. May 15 - 18
   "Seeing, Being Doing", O. C. C. Annual Conference
   Location: The Opinicon, Chaffey's Locks, Ontario
   Fee: $95.00 Registration in advance.

4. June 13 - 16
   "College Perspective '77: Confrontation or Collegiality"
   8th Annual International Institute on the Community College
   Location: Lambton College, Sarnia, Ontario
   Fee: $85.00 Registration in advance.

5. June 19 - 22
   "Preventive Student Services", CACUSS Conference 1977
   Location: St. John's Newfoundland

Peter Bacon
Mohawk College

Jim Blakley
Loyalist College
"College of Psychology" - To Be or Not To Be

The following three articles are printed in reverse chronological order, and provide a detailed look at the variety of negotiations being considered with regard to the C.A.A.T.'s position on the proposed O. P. A. legislations. We regret that the article by F. Xavier Plaus (referred to by Dumsday) is too long to reprint here.

The first letter was sent to all Directors of Counselling by Ted Bicknell, Chairman of the O. C. C. C., and makes reference to the two following letters.

March 21, 1977

Dear Friends:

I am writing to you again to send you the enclosed articles and to let you know what has been done so far relative to the issue of the O. P. A. proposed legislation. You will find printed in this month's publication of "Between Us" a memorandum from D. S. Leishman, to H. Kirkconnell, the Chairman of the Senior Student Services Officer's Committee, and I refer you to it. It was at my request and on the advice of Gayle Dumsday that this memorandum was written.

At the Committee of Presidents meeting of March 7, the members of the Student Services Standing Committee were brought up to date regarding the College of Psychology concern as a result of the above memorandum. The result of this meeting was that a request is being made of the Chairman of the Committee of Presidents to write to the Minister of Colleges and Universities making him aware of our concerns. (Rumour has it that many questions are being asked at the Ministry level, so there seems to be much concern there already.)

I have requested through D. Leishman that H. Kirkconnell forward Gayle Dumsday's letter addressed to the Eastern Region College Presidents to all of the Presidents in the system. The Presidents also requested through H. Kirkconnell a more explicit definition of what it is we wish to achieve. I think that Gayle's outline of possible action on the Presidents' part is a reasonable approach at this time for a couple of reasons:

1. We do not know the details of the proposed legislation, so we cannot take any official position one way or the other.

2. We can only get information by opening up negotiations through legal counsel but since we (O. C. C. C.) are not a legal entity, this is impossible.

In reading F. Xavier Plaus's article (see page 30), it seems to me that the College System could have its legal counsel draft an appropriate exemption that could be included in the proposed legislation. This course of action along with Gayle Dumsday's suggestions might also be considered by the Presidents.
On the local scene, I would again advise you to talk with your local executive of O, P, A. so that they can come to appreciate your identity and professionalism and we their's. We are small in numbers, and it is time that we made ourselves and our contributions known.

This topic will indeed be one of debate at our conference, and I am told by Pauline Plais that time has been planned for such. Please contact me if you have any suggestions or questions.

Yours truly,

Ted Bicknell,
Chairman, O, C, C, C.

March 3, 1977

TO: College Presidents, Eastern Region

As you are aware, Dr. Isabelle has asked me to send you a copy of the article I wrote for the January issue of "Between Us"; and, to summarize the discussions that took place at the recent annual convention of the Ontario Psychological Association. As well, I am enclosing a copy of the most up-to-date public information concerning the matter, namely, F. Xavier Plaus, "A Proposal for Legislation Governing Psychologists in Ontario", in The Ontario Psychologist, Vol 8, No. 6, Jan. 1977, p. 28-39. Further, I would like to suggest some possibilities for action that College Presidents may wish to consider.

In summarizing the events of the convention that pertain to the legislation I shall attempt to be as objective as possible. May I say at the outset that from my perception, legislation that attempts to define the practice of psychology is virtually impossible. Parents raising children are "practising psychology"; a housewife who listens to the marital problems of her neighbour could be practising psychotherapy, etc. The present Psychology Act (1960) recognized this problem and legislated only the title. The new proposed legislation is trying to define the practice in order to protect the public from poorly trained or incompetent practitioners. The following points outline the present situation:

1. The proposed legislation has been with the Ministry of Health for over a year. It seems to be stuck at a "lower-middle management level" and the government does not seem to be regarding it as a priority. It is doubtful, according to the psychologists who have been negotiating, if it would become law before 1979.

2. The proposed legislation has not been made public for apparently valid reasons. First, in a sense it belongs to the government even though the O, P, A. drafted it, and second, if released, the various vested interests would raise so much fuss the government probably would shelve it.
3. Apparently, university teachers and researchers in psychology will be exempt from the legislation but not their counterparts in community colleges. Hence, College psychology faculty, human relations trainers, Counsellors, etc. must be supervised and directed by registered psychologists.

4. It was suggested by a member of the Legislation Committee of the O.P.A., that each College Counselling Service should hire a consultant psychologist both to anticipate the new legislation, and to ensure competent service (and, even to avoid the possibility of prosecution under the present Psychology Act). In other words, Counselling might be viewed like our Health Services where a consultant physician can be a necessity.

5. A large portion of the membership of the O.P.A. in unhappy with the proposed legislation. In the typical Canadian tradition it represents many political compromises. The MA's feel it's too difficult to get registered through the secondary route and many Ph. D's feel letting MA's in will destroy the profession. Meanwhile, with the battle between the MA's and the Ph. D's, little attention is being given to paraprofessionals or legitimate practitioners in related fields.

6. Even though the proposed legislation is slotted under the Health Ministry, it would affect people working in all the other ministries, eg. Colleges and Universities, Corrections, Community and Social Services, etc. Interestingly, negotiations are also underway with the Ministry of Education that could produce changes in the Education Act that pertain to Psychology and, in principle, could affect the College system eg. who may administer, score, and interpret certain tests.

I'm uncertain as to what role, if any, College Presidents might play. Generally, I would think Presidents would want to be aware of any pending legislation that might have financial and personnel implications on the present system. At the same time, it is difficult to determine the level of urgency. At any rate, you may wish to consider some of the following possible courses of action:

1. The Legislation Committee has indicated it would entertain discussion with the legal counsel of any interested party with legitimate concerns. If the Committee of Presidents had access to legal counsel who could do this I think it would provide you with the best method of obtaining the pertinent information.

2. A President or, perhaps, the Chairman of the Committee of Presidents could write the Minister of Colleges and Universities requesting that he obtain any relevant data from his cabinet colleague for your information and advice.

3. Conceivably, a President, or Chairman of the Committee of Presidents could write the minister of Health directly for guidance. (Perhaps, it's a matter more appropriate for the Council of Regents to take up with our own Minister - I'm quite ignorant of the government or political protocol to be followed.)
There are many other avenues available I guess, eg. referral to O.C.C.C., request that O.P.S.E.U. investigate, etc., but may I take the liberty of saying that we, as Counsellors, would appreciate any efforts you could make on our behalf. May I also assure you that, like our psychologist colleagues, we too are committed to providing competency and quality to those we serve.

Thank you.

Gayle Wm. Dumsday M.A.
Director
Counselling Services
Algonquin College

TO:               Mr. Herb Kirkconnell; Chairman, Executive Committee
                  S.S.S.O.

DATE:             February 25, 1977

RE:               Proposed Psychology Legislation

For a number of years the Ontario Psychological Association has been concerned over the problems attending the practice of psychology and is seeking to implement legislation in correction of these. A Legislation Committee has been established by the O.P.A. and negotiations are presently taking place with the Ministry of Health.

This legislation has been prepared to conform with the Health Disciplines Act, which embraces the colleges of Physicians and Surgeons, Dentistry and Nursing, and would establish a College of Psychology.

Although the existing Act provides for the registering of psychologists and protects the term "psychology" it makes no definition of this term. However; as a Task Force reported in February, 1975, to the O.P.A. Annual Conference", people doing psychological work who do not qualify, and regulation of, supervision of, and demands from this large class of people will continue to pose a problem for the profession".

The Legislation Committee has prepared a definition of the practice of psychology and stated that anyone who performs any of the functions listed must either be a registered psychologist or be directed and supervised by a registered psychologist. These functions include the teaching of psychology, and counselling and testing. The implications of this for the CAATs are quite clear.

It is proposed that the basic qualification for registration as a psychologist will be an appropriate doctoral degree but provision may be made for the candidate who has a strong masters degree.
Although several groups, viz: secondary school guidance officers, social workers, and CAAT counsellors and teachers, appear to be threatened by the proposed legislation, the groups associated with the CAATs being numerically weaker and lacking legal support are clearly the most vulnerable.

According to a report by Mr. Gayle Dumsday, Director of Counselling, Algonquin College, as many as seventeen directors and heads of counselling of the CAATs would not qualify for registration.

Although there are still questions to be answered, and I will be regarding these with Mr. Ted Bicknell, Chairman of the College Counsellors Association, and Mr. Gayle Dumsday, I believe the issue is clearly enough expressed to permit conveyance of our concern to the Committee of Presidents. It may also be appropriate for the Committee of Presidents to instruct legal counsel to negotiate with the O, P, A.'s Legislation Committee to seek exemption from the proposed legislation for teachers and counsellors and I trust this recommendation may be expressed.

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D. S. Leishman,
Director of Student Services
Mohawk College

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IS THERE A DISTINCT NORTHERN C. A. A. T. STUDENT?

Dick De Stefano, MA.
Cambrian College,
Sudbury, Ontario - 1977-

The topic "Is there a Distinct Community College student in Northern Ontario" was the theme of a workshop held on December third, 1976, on the Barrydowne Campus of Cambrian College. It was felt by the counsellors of Northeast and Northwestern Ontario that there was a student behavioral pattern that was distinct and unique in our geographical zones and some attempt should be made to investigate this phenomenon. The old adage that, "if you are from the North, you are different", proved to be a stimulating exercise.

Workshop Guests

We were quite fortunate in attracting informative guests that encompassed a wide range of topics. Mr. Dave Wroe, Dean of Student Services of Cambrian made an early morning presentation on; The Role of Counsellors in the Community - Inside or Outside, and Ms. B. Carter, a Social Worker from the Sudbury Algoma
Sanitorium presented a well researched paper on, *The Dimension of Loneliness* and its application to the northern student. Rose Potvin, Director of Admissions, Student Award officer, Cambrian College provided some insight into the *Financial Implications for the Northern Student* and Dr. J. W. E. Newby, Director of the Native Studies Programme, University of Sudbury carried the workshop participants through the Native Students Culture and sensitized some "guilt" feelings among those present. Our final guest, Mike Herbert of Cambrian college focused in on, "The Gasda Model"; a human relations model that our speaker felt was operational in our Counselling profession.

As you can see, our day was full and in order not to lose the values of commentaries an attempt will be made to summarize each presentation for the benefit of all the counsellors in Ontario. The decision as to whether there is a distinct Northern Student is left up to the reader!

**Counselling in the Community**

Dean Dave Wroe, expressed concern about both the quality and quantity of services that would be provided if in fact counsellors practiced their functions within the broadest context. Geographically, Cambrian College is responsible for a broad physical area of 25,000 Sq. miles and a population of 200,000 within this space. Multiple sized communities are visible ranging from a large urban centre to villages. Dean Wroe felt that a Counselling Service must review its posture and responsibilities within this frame work and meet the most essential needs of the community and then establish priorities before advancing its programs.

**The Dimension of Loneliness**

Ms. Carter's presentation was extremely sensitive and covered the dimension in deep philosophical and psychological terms. My summary will not in fact do justice to this excellent paper and if anyone wishes a copy please feel free to write me at any time.

In order to illustrate the dimension of loneliness Ms. Carter chose four aspects of loneliness, when seen together, describe the totality of one of our basic human experiences. She states:

"Let's consider a person as one who is in the process of becoming. Such becoming is facilitated and hindered through the simultaneous interaction of his spiritual, psychological, physical and social spheres. These four aspects of a person affect the person's move toward life and/or death. Within each of these aspects of a person, we possess an enormous range for experience one of which is loneliness. It is important to remember the idea of becoming - and they, to repeat, may be constructive or destructive to life, to one's general well being."

Ms. Carter carried her theme futher when she described each of the four aspects, of loneliness and attempted to indicate the destructive--constructive continuum within each. The spiritual continuum ran from ecstatic--promiscuity. The
psychological continuum ranged from psychoses---intimacy, the social continuum spread itself from isolation---involvement and the physical continuum ranged from dis-ease---ease.

The topic of loneliness was discussed because many counsellors from the north feel that the underlying cause of many of students problems lie in this dimension. As Ms. Carter stated in her presentation;

"The confusion of feelings rising from the interaction of these relational aspects of my being suggests that I possess a rather essential need to find myself in another."

In many cases the first other in the institution is the counsellor and a reasonable understanding of the dimension is needed in order to assist the student in becoming.

It is interesting to note that Ms. Carter's research indicated that the church people were most openminded and the church people expressed a desire to respond through communal participation---administrators could not see loneliness or manifestation of it----and their solution was activity and counsellors----seem to be caught in the dilemma of the pragmatic approach of what can I do and abstraction that, this, my friend, is part of life which may enrich or may hurt you depending on what you choose to do.

There was a lengthy discussion concerning this dimension and its application and it was indicated that the Village----urban transfer student definitely exhibits this dimension especially in the northern regions of this province.

The Native Student

The north obviously encompasses many native students and the failure of these students in white institutions is tragic----Dr. Newby's presentation is summarized briefly here and Dr. Newbury is always available as a guest speaker anywhere in Canada.

A strong statement in his introduction and positive conclusion capture the spirit of his proposal.

"The whole educational system in Canada in its relationship to native people has been fraught with failure. It has been based on the assumption of assimilation: Native students, like native people generally, are to be expected to conform to the dominant culture, to accept its philosophy and study its concerns and work by its methods many Canadians and many Canadians institutions still follow such assumption."

"The differenct between our two cultures can be descried in two contrasting words----harmony as compared to exploitation----European based man----Judaeo----Christian man, regarded himself as having dominion over nature to use it as he wished and for his own profit native man regards nature as his home and family where harmony and balance is the ideal."
Dr. Newbury went on to point out the difference perceptions, the western industrial society and the native culture, have in regards to time. The white culture uses linear restraints and schedules while the native culture unfolds in its own time. Dr. Newbury closed off his presentation by stating that the native student will continue to fail or simply fade away, from our rigid system and further suggests that the community college must be flexible and must be willing to change in philosophy and methods if it is to accommodate native students.

It was felt that the white man/women counsellor could never "feel" or totally understand the native student and that some attempt must be made to introduce a native environment in the institution to meet the native needs.

- The Gazda Model

For the final topic of the workshop, Michael Herbert, of Community Services faculty, Cambrian College, presented the system pioneered by Robert Carkhuff and based on the work of Carl Rogers, and Charles Truax was further developed by G. M. Gazda. Mike used a slide presentation and two structured exercises to give participants an over view of the model and to allow them to share a learning experience that would normally involve his students.

Essentially, this model focuses on the core or conditions common to effective helping, empathy, respect, warmth, concreteness, genuineness, self disclosure, confrontation and immediacy.

The format is tell, show, do:--a lecturette provides students with the information necessary to understand the new concept and its relationship to other concepts: a demonstration by the instructor shows the application of this concept and finally students break in triads to practice skills which will enable them to integrate this new concept into their behavioural repertoire. The emphasis is on the acquisition of skills which will help the student in his work and does not require students to accept this model as a life style.

The last part of Mike's presentation asked counsellors to react to this model and served as a stimulus to discuss structured and unstructured approaches to the instruction of interpersonal communication.

Conclusion

The workshop provided a forum for northern counsellors to focus on northern students who are unique in their degree of sophistication and self----concept when they deal with City Colleges. As Rose Potvin, Director of Admissions, at Cambrian stated:

"The northern student is naive when it comes to money because it was never an over abundant commodity at home and he is shy, lacking in self-confidence and has less self assurance than the Southern Ontario Student."

With these concerns being expressed the counsellors at workshop wondered if perhaps
regional counsellors should not investigate their students particular needs before establishing broad pragmatic program that may miss the essential needs of their respective communities.

It is imperative that counsellors adopt a more holistic approach to understanding the needs of their students. They should not limit their investigation to superficial issues but should delve deeper into the students' background, experiences, and circumstances. This approach will enable them to identify the underlying causes of the students' difficulties and develop programs that are more effective in addressing their needs.

Moreover, it is important for counsellors to recognize that students come from diverse backgrounds and may have unique experiences that need to be considered in their counseling. They should adopt a culturally sensitive approach to counseling and be aware of the potential cultural barriers that may hinder the effectiveness of their programs.

In conclusion, while it is important for counsellors to establish broad pragmatic programs, they should not neglect the importance of understanding the students' particular needs. By adopting a more holistic and culturally sensitive approach, counsellors can develop programs that are more effective in meeting the needs of their students.

Reference: