

2019-10

What do Canadian Counselling Psychologists Who are Not Affiliated with the Canadian Psychological Association Think? Results from a National Survey of the Profession?

Pradhan, Kesha

Pradhan, K., & Bedi, R.P. (2019). What do Canadian counselling psychologists who are not affiliated with the Canadian Psychological Association think? Results from a national survey of the profession. Proceedings from the 2018 Canadian Counselling Psychology Conference, 110-132.

<http://hdl.handle.net/1880/111415>

Downloaded from PRISM Repository, University of Calgary

What do Canadian Counselling Psychologists Who are Not Affiliated with the Canadian Psychological Association Think? Results from a National Survey of the Profession

Kesha Pradhan
University of British Columbia

Robinder P. Bedi
University of British Columbia

Abstract

The only previous nation-wide survey of Canadian counselling psychologists (Bedi et al., 2016) was conducted with those affiliated with the Canadian Psychological Association (CPA) and its Section for Counselling Psychology (SCP). As most Canadian counselling psychologists do not belong to the CPA and SCP, the previous survey is limited in its generalizability. This paper reports the results of four open-ended questions administered to Canadian counselling psychologists not affiliated with the CPA and its SCP. One hundred and seven participants responded to questions pertaining to training, pressing professional issues, next steps for the field, and recommended focus areas for a future Canadian Counselling Psychology Conference. With respect to training, participants reported that there should be increased training in testing/assessment, increased training in the business side of psychology for private practitioners, and more supervised practice. The most pressing professional issues experienced by the participants were clients' limited access to services and the need to promote the counselling psychology profession. Participants reported the most important next steps for the field to be increased coverage of services and increased status of counselling psychology. Respondents hoped the next Canadian Counselling Psychology Conference to focus on skill-building, the professional identity of the field, and networking. A comparison with answers provided by CPA SCP affiliated counselling psychologists is provided. The results of this study provide a broader understanding of the views of Canadian counselling psychologists and have implications for the future practice and training of Canadian counselling psychologists.

Keywords

Canadian counselling psychology, Canadian counselling psychologists, professional issues, survey

Research about the profession of counselling psychology in Canada and the characteristics of its professionals is finally emerging. Recent studies have focused on Canadian counselling psychology doctoral students (Bedi, Christiani, & Cohen, 2018a, 2018b) and doctoral programs (Bedi, 2016; Bedi, Klubben, & Barker, 2012). Only two articles offer a recent in-depth

examination of the practice of counselling psychology in Canada and the characteristics of Canadian counselling psychologists (Bedi, Christiani, & Sinacore, 2018; Bedi, Sinacore, & Christiani, 2016)¹. Of the two, only Bedi, Christiani and Sinacore (2018) report on Canadian counselling psychologists' open-ended thoughts about topics highly pertinent to the profession in Canada. In this study, Canadian counselling psychologists affiliated with the Canadian Psychological Association's (CPA) Section of Counselling Psychologists (SCP) identified a desire for increased testing and psychological assessment and business management education for private practice as the most salient aspects of counselling psychology graduate training requiring modification based on their experience of the job market. The most pressing professional issues for respondents was protecting the scope of practice for counselling psychologists, self-care, and building a private practice. The participants identified the most important next steps in the development of the field to be building a clearer professional identity and advocating for counselling psychology as a profession. Respondents in Bedi, Christiani, and Sinacore's study also indicated a desire for increased educational opportunities and knowledge and resources about best practice from the CPA's SCP at future conferences. While this study provided a richer understanding of Canadian counselling psychologists' perspectives, it was limited by only sampling members of the CPA and its SCP, raising concerns about the generalizability of its findings, as most Canadian counselling psychologists are not members of the CPA and SCP (Bedi, Christiani, & Sinacore, 2018; Bedi et al., 2016). The current study addresses this significant limitation of Bedi, Christiani, and Sinacore's (2018) study.

The purpose of this article is to describe how counselling psychologists not associated with the SCP think about (a) how counselling psychology training should be modified (given the current marketplace), (b) challenges impacting the profession, (c) next steps in the development of the profession, and (d) recommendations for the focus of the next Canadian Counselling Psychology Conference. It is important to involve counselling psychologists who are not associated with the CPA and SCP to ensure that findings reflect the view of majority of Canadian counselling psychologists and that we develop the field accordingly. Further, it is important to continue conducting research on the profession specifically in Canada because research conducted in other countries may not generalize to Canada. This is due to the relatively distinct characteristics in the development of the profession in Canada, Canadian practices, and the unique Canadian context (Beatch et al., 2009; Goodyear et al., 2016).

Method

Participants

A total of 107 counselling psychologists who were not members of SCP participated in the survey. Our respondents were overwhelmingly female (73.8%), heterosexual (88.8%), and of European origin (79.4%). The age range among respondents was between 24 to 71 years of age ($M = 42.42$, $SD = 11.81$). We received responses from 11 out of the 13 provinces and territories in Canada. See Table 1 for a detailed breakdown of the demographic characteristics of survey respondents.

¹ A dated account is provided by Hiebert and Uhlemann (1993). However, Hiebert and Uhlemann's (1993) report partially conflated counselling psychologists and counsellor educators, received a low response rate (9%), and their findings reflected the perspectives of only 16 Canadian counselling psychologists.

Procedure

Canadian counselling psychologists who were not members of CPA and its SCP were invited to complete an online survey. The survey was advertised twice, four months apart, through e-mail newsletters, research sections on websites, social media (e.g., Facebook), and the publications of the 11 provincial/territorial professional associations across Canada (e.g., British Columbia Psychological Association). Snowball sampling procedures were also employed by asking survey respondents and counselling psychologists to forward the survey onto colleagues who met the inclusion criteria. Finally, the survey was e-mailed to the faculty and doctoral alumni list-serves of the five CPA-accredited counselling psychology programs in Canada. To encourage participation in the survey, respondents were offered a \$20 gift card honorarium.

Survey

A 66-item survey – adapted from a survey created by Bedi et al. (2016) – was used. The survey consisted of questions relevant to participants' (a) demographic characteristics, (b) theoretical orientations, (c) professional activities, (d) training and career experiences, and (e) considerations about the future of Canadian counselling psychology. This article reports the qualitative responses to the four short-answer, open-ended survey questions focused on considerations about the future of the profession. Participants were asked to respond to the following questions:

1. Given what you know of the current marketplace for counselling psychologists, what aspects (if any) of Canadian graduate training in counselling psychology should be modified?
2. What is the single most pressing professional issue for you right now?
3. What do you think is the most important next step for the field of counselling psychology in Canada?
4. If you are interested in attending a Canadian counselling psychology conference or summit within the next 3 years, then what should the purpose, goal, or focus of the next conference/summit be?

Data Analysis

Each of the questions were analyzed using inductive content analysis (Elo & Kyngäs, 2008). Inductive content analysis involves creating categories by first reviewing the data then quantifying frequencies of similar responses. For this study, we focused on manifest content rather than latent content. Constituent codes and categories were identified using correspondence-discussion-consensus procedures between the two authors. Categories were then further modified based on critiques provided by an external auditor (who reviewed the open-ended answers and the proposed categorization scheme) to further promote the trustworthiness of the categorization system. Categories common across at least 10% of the participants who responded to the questions are presented in this paper.

Results

The content analysis of each of the four questions is presented in Tables 2, 3, 4, and 5, respectively. The tables present the most common categories, constituent codes for the categories, prevalence rates, and example quotations.

Discussion

The current study most notably extends the research by Bedi and colleagues (Bedi et al., 2018; Bedi et al., 2016) by surveying counselling psychologists who are not members of the SCP to develop a more generalized understanding of Canadian counselling psychologists' thoughts about the future of the profession. When asked about how graduate training should be modified based on the current marketplace for psychologists, participants most frequently identified a desire for increased training in testing and assessment. This finding is consistent with SCP counselling psychologists' and counselling psychologist trainees' only moderate satisfaction with their graduate training in assessment, reported lack of overall assessment training, and strong desire for increased assessment education (Bedi et al., 2018a, 2018b; Bedi et al., 2018). This point needs to be considered in light of differential training emphases observed among CPA-accredited counselling psychology doctoral programs (Bedi, 2016; Bedi et al., 2011). The robust desire for increased training in assessment, particularly diagnostic and clinical assessment, which is more characteristic of clinical psychology in Canada (Bedi et al., 2012), may also be part of a future trend in which counselling psychology and clinical psychology could be amalgamating into one specialty (noting the first combined PhD program in counselling and clinical psychology in Canada at the University of Toronto) or could reflect a desire to be more competitive for APPIC internships – most of which heavily favour strong clinical assessment training (Haverkamp, Robertson, Cairns, & Bedi, 2011).

Despite counselling psychology doctoral trainees receiving standalone courses or practicum placements in supervised counselling/psychotherapy and clinical supervision (Bedi et al., 2012), participants believed there is a need for increased training in providing clinical supervision and more and improved supervised counselling practise to ensure counselling psychology trainees are maximally ready for the current marketplace. The desire for increased training in clinical supervision is consistent with SCP counselling psychologists' low levels of satisfaction with their graduate training in providing clinical supervision (Bedi, Christiani, & Sinacore, 2018). Respondents suggested mandating internships through the Association of Psychology Postdoctoral and Internship Centers (APPIC). Currently, Canadian counselling psychology doctoral programs typically recommend, but do not require, trainees to engage in APPIC internships (Bedi, 2016). Mandating APPIC internships is a challenge because there is a severe lack of available and appropriate accredited counselling psychology internship sites in Canada (Bedi, 2016; Haverkamp et al., 2011). Although there are non-counselling psychology alternatives (i.e., clinical sites) that sometimes accept counselling psychology students, these sites tend to be highly competitive and typically favour interns from clinical psychology programs, thus are much less common amongst counselling psychology doctoral students (Bedi, 2016; Haverkamp et al., 2016). While the SCP has engaged with the CPA Committee on Accreditation to increase the number of counselling psychology internships (Bedi et al., 2011), there continues to be a lack of CPA-accredited designated counselling psychology internship sites (Bedi et al., 2012).

Some aspects of training that should be considered for modification but have not been widely considered in past literature are the increased desire for training on the business side of psychology for private practice and more training working with non-psychologists. These modifications were also endorsed by SCP members, albeit with less frequency than in our sample (Bedi, Christiani, & Sinacore, 2018). In our sample, 20.0% wanted more business training and 12.9% wished for more training in working in multidisciplinary teams while in Bedi, Christiani, and Sinacore (2018) the numbers were 12.8% and less than 5.1%, respectively. The desire for increased training in business management is consistent with the finding that Canadian counselling psychologists' most common primary and secondary work setting is independent practice (Goodyear et al., 2016) and that most Canadian counselling psychologists engage in some private work (Bedi et al., 2016). The desire for more training in working with non-psychologists may be associated with the finding that more and more Canadian counselling psychologists are now working in non-traditional work settings (e.g., hospitals) that require collaboration with other professionals (Bedi et al., 2016).

Regardless of counselling psychology being distinguished as a distinct specialization with its own definition (Beatch et al., 2009; Bedi et al., 2011), this study's sample of counselling psychologists identified distinguishing themselves from similar mental health professionals as one of the most pressing professional issues, the most important next step for the profession, *and* a potential focus of the next Canadian Counselling Psychology Conference (i.e., it was brought up very frequently across three out of the four questions). This concern has been raised repeatedly among Canadian counselling psychologists (Bedi, Christiani, & Sinacore, 2018; Bedi et al., 2011). Nevertheless, tensions exist as some respondents were not concerned with professional identity issues or believed that they were overemphasized (see also Bedi, Christiani, & Sinacore, 2018). Professional identity concerns may be a function of age and work setting, with older counselling psychologists and individuals working in academia more likely to believe that there is a difference between counselling psychology and counsellor education and clinical psychology, respectively (Bedi, Christiani, & Sinacore, 2018). A reason for this struggle with professional identity may be related to the transdisciplinary characteristic and shared area of practice between counselling psychology and other branches of psychology and other professions, which is acknowledged within the definition of counselling psychology (Bedi et al., 2011). Distinguishing counselling psychology from its clinical counterpart for both professionals and the public is frequently identified within our profession as one of the most challenging aspects of delineating a clear professional identity (Bedi et al., 2018a, 2018b; Bedi et al., 2016).

The lack of clarity about counselling psychologists' professional identity appears to arise during graduate training (Bedi et al., 2018a, 2018b). Despite findings that there are distinctions between clinical and counselling psychology doctoral programs, there continues to be considerable overlap in training and scope of practice which allows trainees from both specializations to meet identical requirements to register as a psychologist (Beatch et al., 2009; Bedi et al., 2012; Linden, Moseley, & Erskine, 2005). Counselling, clinical and school psychology doctoral programs are tasked with meeting the same CPA accreditation requirements, while unique ones only exist for clinical neuropsychology (Canadian Psychological Association, 2011). Other aspects of the past and present counselling psychology training environment may also instill and perpetuate the confusion about professional identity (Bedi et al., 2012). For example, counselling psychology's origins within Canada are within both the disciplines of psychology and educational counselling. Furthermore, Canadian counselling psychologists in provinces where counselling is licensed can

often choose to license as psychologists or counsellors, or both; one exception is Quebec where where it would be highly unusual for a counselling psychologist to have sufficient career development/counselling coursework to qualify for licensure as an a Conseillieur d'Orientation (Bedi et al., 2011; Young & Nicol, 2007). This is in sharp contrast to the situation in the United States where psychologist licensure does not necessarily meet the requirements for counsellor licensure (and vice versa) and those trained in counselling psychology are deemed unqualified, or at least inappropriate, to be core faculty in counsellor education programs (for example, see Council for Accreditation of Counseling and Related Educational Programs, 2015).

In addition, student trainees who had aspirations for acceptance into clinical psychology programs may get accepted into counselling psychology programs and continue to emphasize the perspectives and values of conventional clinical psychology throughout their training, further contributing to the confusion between clinical and counselling psychology professional identity (Beatch et al., 2009; Bedi, Christiani, & Sinacore, 2018). This issue is further compounded when these students are supervised by clinical psychologists or taught by faculty trained in clinical psychology (at least by those who utilize a conventional clinical psychology lens). Further, the limited number of accredited counselling psychology internship sites in Canada hinders the development of a strong counselling psychology professional identity for trainees. This limitation may lead trainees to compete for internships in another specialization (e.g., clinical psychology), exacerbating the professional identity confusion by giving the impression that training in counselling psychology and clinical psychology are interchangeable for the marketplace (Bedi, Christiani, & Sinacore, 2018; Bedi et al., 2011, 2016, 2018a; Haverkamp et al., 2011). Based on concerns about professional identity, counselling psychology graduate programs may want to reconsider how they promote students' identification and pride in the profession (Bedi, Christiani, & Sinacore, 2018).

Further contributing to the professional identity and scope of practice confusion is the definition of counselling psychology in Canada. The CPA-endorsed definition of counselling psychology describes a meta-perspective on applied professional practice rather than unique skills, distinct scopes of practice, or a specific knowledge base (Beatch et al., 2009; Bedi et al., 2011), which is inadequate for making practical distinctions between counselling psychologists (and their scope of practice) and other mental health professionals. Moreover, some provinces (e.g., Quebec) do not recognize counselling psychology as an area of specialization (i.e., the definition is irrelevant in these jurisdictions), resulting in counselling psychologists typically identifying as practicing in the area of clinical psychology.

The need to promote counselling psychology and its distinctiveness among other mental health professionals clearly relates to perceived professional hierarchies (as noted by many participants in our study), with counselling psychology usually considered to be inferior to clinical psychology. A similar hierarchy was experienced by practitioners who were members of the SCP and identified as an important next step for developing the field (Bedi, Christiani, & Sinacore, 2018). This apparent lower status may be partially attributed to the fewer number of counselling psychologists than clinical psychologists in practice, on provincial regulatory boards, and within CPA, which may contribute to the lack of awareness about the profession (Bedi et al., 2011, 2012). There also seems to be systemic differences in valuation of counselling psychology and clinical psychology during training, with Canadian counselling psychology internship sites being more welcoming to

clinical psychology students than vice versa (Bedi et al., 2011). In sum, the experience of inferiority among respondents seems to reflect the systemic devaluation of counselling psychology in training and professional environments, which could be loosely considered analogous to a colonial mentality or at least an early stage of identity development in which the group in power is admired and mimicked (Bedi, Christiani, & Sinacore, 2018).

Respondents in this study had a significant number of common beliefs with the SCP-affiliated counselling psychologists surveyed in Bedi, Christiani, and Sinacore (2018), suggestive of general lived experiences of Canadian counselling psychologists broadly. For example, our sample of respondents indicated maintaining or expanding competence and self-care or balance as important and identified a desire for professional skills training to be a focus of the next Canadian counselling psychology conference. Similarly, SCP members identified the same factors to be important next steps in the field and how the SCP could better serve their members (Bedi, Christiani, & Sinacore, 2018). Additionally, advocating for counselling psychology, promoting its distinctiveness, and increasing the profile and awareness of the profession among allied professionals and the public were considered important next steps for the field among our sample of respondents and SCP-affiliated counselling psychologists (Bedi et al., 2018a).

There were also some novel responses in this study that were not found among SCP-affiliated counselling psychologists surveyed in Bedi, Christiani, and Sinacore (2018). Respondents in this study identified clients' limited access to mental health care services due to affordability as the most pressing professional issue. For SCP-affiliated counselling psychologists the most pressing issue was protecting counselling psychologists' scope of practice and did not mention affordability at all in their most common answers. While Canada has a publicly funded universal health care system, psychological services are not fully covered beyond specific institutional settings (Bedi et al., 2016). Nevertheless, there is a high demand for psychological services, as such, many individuals rely on private insurance plans. Although such plans provide some support for seeking psychological services, there continues to be limitations on health insurance coverage (Bedi et al., 2016; Domene & Bedi, 2013). Participants in this study further suggested that the most important next step for the profession would be to work towards advocating for increased coverage of psychological services by insurance and health care system – an answer not common amongst SCP-affiliated counselling psychologists from the previous survey. Further, participants identified networking as a desired focus for the next Canadian counselling psychology conference, while SCP-affiliated counselling psychologists did not. These differences indicate that the beliefs of the majority of Canadian counselling psychologists may not be fully in line with the beliefs of Canadian counselling psychologist who choose to affiliate with CPA's SCP.

Limitations

There are several limitations to this study. First, while recruitment procedures aimed to recruit a representative sample of Canadian counselling psychologists who were not SCP members, it is possible that there are still systematic differences between respondents and counselling psychologists who did not respond to the survey, limiting the generalizability of these findings. This limitation can be addressed by replicating this study with a larger sample, to assess how relevant the results of this survey are to the population of Canadian counselling psychologists. Second, as with all qualitative analyses, it is important to be cognizant that any set of open-ended

data can have multiple interpretations. Although alternative interpretations are still possible, we are hopeful that our use of qualitatively rigorous analyses identified results that are credible and trustworthy. A third limitation of this study is that the results will continually change and evolve as the profession. What is presented here is only a snapshot of counselling psychologists during the time of data collection, rather than an indication of what may persist in the future. Fourth, as the responses were collected through written responses on an online survey, there was no opportunity to ask follow-up questions to increase the richness of participant responses. This limitation can be addressed in future studies by using interviews to collect data for the open-ended responses. Despite the limitations identified, the results of this study are important in understanding the current state of the profession and better informing future directions based on the experiences of Canadian counselling psychologists.

References

- Beatch, R., Bedi, R. P., Cave, D. G., Domene, J. F., Harris, G. E., Haverkamp, B. E., & Mikhail, A. M. (2009). *Counselling psychology in a Canadian context: Final report from the executive committee for a Canadian understanding of counselling psychology*. Ottawa, ON. Retrieved from <https://cpa.ca/docs/File/Sections/Counselling/CPA-CNPSY-Report-Final%20nov%2009.pdf>
- Bedi, R. P. (2016). A descriptive examination of Canadian counselling psychology doctoral programs. *Canadian Psychology*, 57, 83–91. <https://doi.org/10.1037/cap0000047>
- Bedi, R. P., Christiani, K. D., & Cohen, J. A. (2018a). The future of Canadian counselling psychology: Doctoral students. *Counselling Psychology Quarterly*, 31, 205–222. <https://doi.org/10.1080/09515070.2016.1277977>
- Bedi, R. P., Christiani, K. D., & Cohen, J. A. (2018b). The next generation of Canadian counselling psychologists. *Counselling Psychology Review*, 33, 46–56. <https://doi.org/10.1080/09515070.2016.1277977>
- Bedi, R. P., Christiani, K. D., & Sinacore, A. L. (2018). A survey of the characteristics and professional practices of members in the Canadian Psychological Association's Section on Counselling Psychology. *Counselling Psychology Quarterly*. Advanced online publication. <https://doi.org/10.1080/09515070.2018.1538935>
- Bedi, R. P., Haverkamp, B. E., Beatch, R., Cave, D. G., Domene, J. F., Harris, G. E., & Mikhail, A. M. (2011). Counselling psychology in a Canadian context: Definition and description. *Canadian Psychology*, 52, 128–138. <https://doi.org/10.1037/a0023186>
- Bedi, R. P., Klubben, L. M., & Barker, G. T. (2012). Counselling vs. clinical: A comparison of psychology doctoral programs in Canada. *Canadian Psychology*, 53, 238–253. <https://doi.org/10.1037/a0028558>
- Bedi, R. P., Sinacore, A., & Christiani, K. D. (2016). Counselling psychology in Canada. *Counselling Psychology Quarterly*, 29, 150–162.

<https://doi.org/10.1080/09515070.2015.1128398>

Canadian Psychological Association. (2011). *Accreditation standards and procedures for doctoral programmes and internships in professional psychology* (5th ed.). Ottawa, ON.

Council for Accreditation of Counseling and Related Educational Programs. (2015). 2016 CACREP Standards. Retrieved January 12, 2019, from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

Domene, J. D., & Bedi, R. P. (2013). Counseling and psychotherapy in Canada: Diveristy and growth. In R. Moodley, U. P. Gielen, & R. Wu (Eds.), *Handbook of counseling and psychotherapy in an international context* (pp. 106–116). New York, NY: Routledge.

Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62, 107–115. <https://doi.org/10.1111/1365-2648.2007.04569>

Goodyear, R., Lichtenberg, J., Hutman, H., Overland, E., Bedi, R., Christiani, K., ... Young, C. (2016). A global portrait of counselling psychologists' characteristics, perspectives, and professional behaviors. *Counselling Psychology Quarterly*, 29, 115–138. <https://doi.org/10.1080/09515070.2015.1128396>

Haverkamp, B. E., Robertson, S. R., Cairns, S. L., & Bedi, R. P. (2011). Professional issues in Canadian counseling psychology: Identity, education, and professional practice. *Canadian Psychology*, 52, 256–264. <https://doi.org/10.1037/a0025214>

Hiebert, B., & Uhlemann, M. R. (1993). Counselling psychology: Development, identity, and issues. In K. S. Dobson & D. J. G. Dobson (Eds.), *Professional psychology in Canada* (pp. 285–312). Cambridge, MA: Hogrefe & Huber.

Linden, W., Moseley, J., & Erskine, Y. (2005). Psychology as a health-care profession: Implications for training. *Canadian Psychology/Psychologie Canadienne*, 46, 179–188. <https://doi.org/10.1037/h0087025>

Young, R. A., & Nicol, J. J. (2007). Counselling psychology in Canada: Advancing psychology for all. *Applied Psychology: An International Review*, 56, 20–32. <https://doi.org/10.1111/j.1464-0597.2007.00273.x>

Author Biography

Kesha Pradhan is a doctoral student in counselling psychology at the University of British Columbia. Her research interests include professional issues in Canadian counselling psychology, developmental transitions, interpersonal relationships and cross-cultural counselling. Her e-mail address is Kesha.Pradhan@alumni.ubc.ca.

Dr. Robinder P. Bedi is an associate professor of counselling psychology at the University of British Columbia. He also works part-time in private practice in Surrey, B.C., Canada. His research interests include professional issues in Canadian counselling psychology and counselling/psychotherapy with Punjabi Sikh individuals. His e-mail address is Robinder.Bedi@ubc.ca.

Author Note

Kesha Pradhan, Educational and Counselling Psychology, and Special Education, University of British Columbia.

Robinder P. Bedi, Educational and Counselling Psychology, and Special Education, University of British Columbia.

This research was supported by a University of British Columbia Hampton Fund Research Grant in the Humanities and Social Sciences awarded to the second author.

Portions of this paper were presented on October 28, 2018 at the Canadian Counselling Psychology Conference in Calgary, Alberta, Canada.

Correspondence concerning this article should be addressed to Robinder P. Bedi, Educational and Counselling Psychology, and Special Education, University of British Columbia, 2125 Main Mall, Vancouver, BC, V6T 1Z4. E-mail: Robinder.Bedi@ubc.ca.

Table 1

Demographic characteristics for sample participants

Characteristic	n	%
Sex		
Female	79	73.8%
Male	28	26.2%
Sexual Orientation		
Heterosexual	95	88.8%
Bi-Sexual	6	5.6%
Lesbian	3	2.8%
Queer	1	0.9%
Not specified	2	1.9%
Ethnic Origin		
European	85	79.4%
Asian	8	7.5%
Aboriginal	2	1.9%
Multi-ethnic	6	5.6%
Other	6	5.6%

Province of professional activity		
British Columbia	23	21.9%
Alberta	18	17.1%
New Brunswick	18	17.1%
Saskatchewan	16	15.2%
Ontario	6	5.7%
Quebec	6	5.7%
Manitoba	4	3.8%
Nova Scotia	4	3.8%
Newfoundland and Labrador	3	2.9%
Prince Edward Island	3	2.9%
Northwest Territories	3	2.9%
Non-Canadian Province	1	1.0%

Table 2

Most Common Responses to Question About What Aspects of Training Should be Modified (N = 70)

Category	Constituent Codes	Prevalence	Example Quotations
Increased training in testing and assessment	<p>More training on assessment</p> <p>More training in testing and assessment</p> <p>More rounded training in assessment</p>	22.9%	<p>“Assessment courses and practicums for graduate students, as well as how to use these assessment findings in treatment.”</p> <p>“More thorough training in assessments.”</p> <p>“Testing/assessments”</p>
More training on the business side of psychology regarding private practice	<p>More training on the business side of psychology regarding private practice</p>	20.0%	<p>“More training in the business aspect of running a private practice.”</p> <p>“Professional business considerations for psychologists seeking private practice.”</p> <p>“Training in starting and growing a private practice.”</p>
More and improved supervised practice	<p>Requirement of multiple internships</p> <p>Mandate APPIC Doctoral Internships</p> <p>More focus on supervised professional practice (rather than coursework)</p>	20.0%	<p>“A longer practicum/internship as part of the training.”</p> <p>“Longer, more intensive practicums.”</p>

	<p>More emphasis on training to provide counselling/psychotherapy</p> <p>More extensive supervision of professional practice</p> <p>More reviewing of taped sessions/transcripts</p> <p>More practical training</p> <p>Greater standardization of professional practice opportunities and competencies across students</p> <p>Greater diversity of professional experiences</p> <p>Better vetting of practicum placements</p> <p>Longer practicums</p> <p>More practicums</p>		<p>“More practicums with a greater number of clients seen within each practicum.”</p>
More training in working with non-psychologists	<p>More training on working within multidisciplinary teams</p> <p>More training in working with third party referrers</p> <p>More training on providing and requesting consultations</p>	12.9%	<p>“Working within multidisciplinary care settings.”</p> <p>“More practice working with multi-disciplinary providers”</p> <p>“Integrated practice with other health care professionals.”</p>
More training on providing clinical supervision	<p>More training on clinical supervision</p> <p>Training in providing supervision should be mandatory</p>	11.4%	<p>“Course work in clinical supervision.”</p>

			<p>“More courses on clinical supervision - how to provide it.”</p> <p>“Training in providing supervision should be mandatory.”</p>
--	--	--	--

Table 3

Most Common Responses to Question About the Most Pressing Professional Issue for Individuals (N = 81)

Category	Constituent Codes	Prevalence	Example Quotations
Limited Client Access due to Affordability	<p>Clients cannot afford services</p> <p>Client access to services</p> <p>Limited private insurance coverage</p> <p>Limited public health insurance coverage</p> <p>Lack of service accessibility for clients</p> <p>Lack of funding for services for clients</p>	14.8%	<p>“Funding for psychological services. Most people cannot afford the recommended fees of a private practitioner.”</p> <p>“Lack of affordable resources for clients.”</p> <p>“Most people's extended health coverage is so minimal that it only covers a few sessions - we are not as accessible to people as we could be when working in private practice.”</p>
Need for promoting the profession and its distinctness	<p>Advocacy for the profession</p> <p>Better differentiation of psychologists and non-psychologists</p> <p>Administrator lack of understanding of role and ethics of counselling psychologist</p> <p>Improved recognition of counselling psychology</p> <p>Lack of other's awareness of differential credentials for mental health professionals</p>	13.6%	<p>“Advocate for the profession and its recognition.”</p> <p>“Defining respective roles for Psychologists versus non-Psychologists in this province. Very little professional distinction exists”</p> <p>“To be seen as well trained as those in clinical psychology”</p>

	<p>Clarifying similarities and differences between counselling and psychotherapy</p> <p>Lack of clarity of regulatory bodies on similarities and differences between counselling and psychotherapy</p> <p>Professional hierarchy (counselling psychology is lower)</p> <p>Professional rivalries across disciplines</p>		
Maintaining/ Expanding competence	<p>Staying current with professional knowledge</p> <p>Ensuring self-competence in practice</p> <p>Gaining more practical skills</p> <p>More opportunities for training</p> <p>Obtaining up-to-date training</p> <p>Lack of relevant training through professional association</p>	12.3%	<p>“Being able to keep up to the growing information there is to read and learn.”</p> <p>“Remaining abreast of information, research and techniques, but also ensuring competence in use of techniques.”</p> <p>“Staying current with professional knowledge.”</p>
Competition/Loss of marketshare	<p>Marketshare lost to others professionals</p> <p>Competition from insurance companies who charge less</p> <p>Insurance companies use non-psychologists</p> <p>Lack of supply of counselling psychologists to fill positions leading to growth of competing professions</p> <p>The recognition of master's trained professionals for providing services</p>	9.8%	<p>“...there are many government positions for clinical/educational psychologists vacant because there are not enough psychologists to fill the positions. These positions are changed to other professional positions because they can't fill them with Psychologists...Furthermore, private psychologists face competition with insurance providers who provide businesses</p>

	Resistance to moving field to a PhD standard for entry		<p>with mental health services at a lower rate...”</p> <p>“The recognition of the role of counsellors/counselling therapists in the mental health system.”</p> <p>“Being in Alberta, the single most pressing issue for me is the movement toward a Ph.D. standard for this province. The provincial association has lobbied for this change, but the licensing body has put out a statement against a Ph.D. standard.”</p>
Self-Care/Balance	<p>Balancing different work responsibilities (teaching, research)</p> <p>Managing workload</p> <p>Self-care</p> <p>Reducing waitlist/too much demand for services</p> <p>Work-life balance</p>	9.8%	<p>“Balancing work (e.g., research and teaching)”</p> <p>“Managing the number of clients I see because in the community where I work there aren't enough psychologists for the number of clients needing counselling.”</p> <p>“Work/Life balance. It's a big work in progress. I'm still within my first 5 years of full-time work, and I have at times felt at the edge of burnout already. Self-care is 'preached' regularly in graduate training, but the realities of starting a career, undergoing the process to register as</p>

			a psychologist, and learning how to cope with the demands of a job within the not-for-profit sector/learning my own personal/professional limits has been a real challenge.”
Obtaining/ maintaining licensure	<p>Completing requirements for psychologist licensure/registration</p> <p>Getting licensed as a psychotherapist (Ontario)</p> <p>Lack of consistency of licensure across provinces</p> <p>Costs of registration/licensure</p>	9.8%	<p>“Completing all of the requirements to register as a psychologist”</p> <p>“Getting grandparented into the new College of Registered Psychotherapists of Ontario”</p> <p>“Getting accredited in BC and not just simply registering with RCC. Also for the professional accreditation and practice to be consistent across Canada.”</p>

Table 4

Most Common Responses to Question About the Most Important Next Steps for the Profession (N = 59)

Category	Constituent Codes	Prevalence	Example Quotations
Increased coverage of services by insurance	Advocating for services to be covered by health insurance Coverage of services by public health insurance Coverage of services by private health insurance Increased funding for services for clients Increased client access to services	18.6%	“I’d love to see insurance companies provide more coverage to clients “ “Medical Services Plan coverage for counselling services to increase accessibility.” “Advocating for more accessibility for public in public system.”
Increased Status and Awareness of Profession	Increasing the reputation/profile of counselling psychology in the mental health field Informing the public about the benefits of counselling psychology Promoting counselling psychology To be have equal status to clinical psychology Promoting the profession as best of both psychology and counselling Increased legitimacy amongst other health professions	11.9%	“Increasing the profile of counselling psychologists in the mental health world in Canada.” “Gaining more legitimacy in the eyes of the professional/medical system and community, e.g. recognized more properly.” “We need to increase our contribution to the professional psychology through research, practice and advocacy. We cannot stop at a level of just being a therapy practitioner.”

Communicating Distinctiveness of Profession	<p>Creating a distinct scope of practice</p> <p>Explaining distinctness of counselling psychology to the public</p> <p>Differentiating from related professions (e.g., clinical psychology, professional counselling) and communicating this</p> <p>Differentiating from physicians who provide counselling</p>	10.2%	<p>“Further explaining the difference between clinical and counselling psychology and making this information more readily available to all psychology disciplines.”</p> <p>“Differentiating between psychotherapist, therapist, psychologist, mental health clinician, etc. Too many titles present a convoluted message for the public and significant overlap with social work professionals further cloud this distinction.”</p> <p>“Defining a distinct scope of practice when the marketplace is crowded with counsellors, psychotherapists, therapists, life coaches and so forth and then explaining that to the general public in a digestible manner.”</p>
---	---	-------	--

Table 5

Most Common Responses to Question About the Focus of the Next Canadian Counselling Psychology Conference (N = 49)

Category	Constituent Codes	Prevalence	Example Quotations
Professional Skills Training	Professional skills training Professional development Training Learning about current research New research/practice findings Best practices New therapies DBT Short term counselling Crisis intervention Treatment approaches/interventions Positive psychology Treating families Dealing with different generations (aged) clients	36.7%	“Unique workshops that would focus on enhancing skill development.” “Education around best practices.” “Professional skill building. Practitioner oriented workshops and training.”
Professional identity of field	Clarifications of professional identity Describing practices in line with field's values Uniqueness of counselling psychology Distinctness from clinical psychology	16.3%	“Certainly, further clarification of professional identity as counselling psychologists would be of value. What is it that counselling psychologists have to offer that represents unique contributions to the helping professions? What is the

	<p>Commonalities with other MH professions</p> <p>Scope of practice</p> <p>Defining the field for all provinces/territories</p>		<p>nature of our complementarity? What are the commonalities shared with other helping professions?”</p> <p>“How do we know when we are embodying/enacting the profession's core values?”</p> <p>“Defining it so that it can be understood within all provinces in Canada.”</p>
Networking	<p>Connecting with colleagues</p> <p>Sharing one's work with colleagues</p> <p>Networking</p> <p>Professional collaboration</p>	16.3%	<p>“Encouraging networking. Just bringing people together to share current work and further get to know each other.”</p> <p>“Network. Professional collaboration”</p> <p>“To make connection with the colleagues in the field to advance the profession.”</p>
Increasing the profile of counselling psychology	<p>Increasing the reputation/profile of counselling psychology in the mental health field</p> <p>The field taking a leadership role within the mental health field</p> <p>Furthering the profession through public education</p>	10.2%	<p>“Determining how to accomplish increasing the profile of counselling psychologists in the mental health world in Canada.”</p> <p>“In what manner can we offer leadership to the world of helping.”</p>

			“Strengthening Counselling Psychology's reputation in Canada.”
--	--	--	---