

# Justice Foundations

# **TRAINING GUIDE**



**PROSPECT**

COUNSELLING  
+ TRAINING

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# OVERVIEW

As mental health professionals, we know that individual wellness cannot be separated from societal context. In fact, inadequately trained counsellors often create substantial spaces of harm when systemic realities are not taken into consideration. Ethical practice requires us to look at individuals through a systemic context to fully understand and support the healing process. Unfortunately, our profession's core training programs are not currently set up for the continual, in-depth learning that facilitates the development of knowledge required for a systemic analysis, nor is it set up to support the development of skills required to turn an understanding of systemic context into actual practice.

This is where our training comes in. Our program is one of a kind in its diversity, comprehensiveness, and structure. Along with access to theoretical and empirical foundations on each of the systems that affect our society and the folx we work with, our program provides dedicated training on frontline-grounded, direct skills development from industry leaders of inclusive counselling practice. Our goal is to help you gain a comprehensive foundational knowledge base and then support you in turning that theory into practice so that you can build practical skills for enhancing your work. Each of our community trainers not only specialize in the module they are teaching, but also have lived experience of that system, thereby providing well-rounded skills development education not found anywhere else. For more information on each of our trainers, please [click here](#).

Please note that our program is not a diploma or degree program, and cannot be constituted as supervision, therapy, consulting, or coaching. You will, however, receive a certificate of completion upon successful evaluation outcomes.



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# PREREQUISITES



Our focus is to support BIPOC and mixed-race POCs who are engaged in or have completed post-graduate studies and/or have work experience in mental health support, support work, social work, counselling and/or psychotherapy. This requirement is necessary to ensure all participants are able to get the most from the skills development portion of the training which is built upon the standardized support work skills generally covered in basic training programs.

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*Our shared hope is in spaces where there is already a buy-in into the ethics and radical politics that inform our work. What change could we spark if we created a space for therapists/therapists-to-be to build their practice on a more radical foundation?*

# PROGRAM STRUCTURE

There are two general components associated with our course total, you will access 17 self-paced modules and 6 monthly Q&A Integration and Skills Development calls totaling approximately 48 hours of training.



## **No. 01 – Self-Paced Learning**

A pre-recorded component where you can access and review core, foundational learning at your pace and in your own time. Over the course of the program, you will access 17 self-paced modules. For a detailed overview of each training module, please [click here](#).



## **No. 02 – Q+A, Skill Development Calls**

A recurring live Q&A component where you can access further skills application guidance for the duration of the program. Over the course of the program, you will access 6 monthly QASD calls.



## **No. 03 – Evaluation**

To obtain your certificate of completion, you must complete all self-paced modules and attend all monthly Q&A Integration and Skills Development calls, along with progress evaluations and a final evaluation process.

Progress evaluations are conducted through a written format and based on content from the 16 self-paced modules. The final evaluation process consists of a roleplay scenario where you will be evaluated on skills integration in your counselling practice. Additional support may be recommended to be successful in this evaluation process depending on trainee's progress.



# TRAINING FEES + COHORT SIZE

The full fee for this skills-based intensive program, which includes the 17-module curriculum and 6 live Q&A Integration and Skills Development calls totaling approximately 47 hours of training is \$8997 +GST CDN per participant.

No other costs are associated with the completion of this training. You are required to have a working computer and secure internet connectivity to access materials required for the completion of this program. Your training fees goes directly towards fairly compensating your trainers for their knowledge, experience, and time, as well as for the facilitation of this program. Any additional proceeds go back into funding resources for the community.

To maintain standards of training and to ensure all participants have enough support during the training, each cohort is limited to 10 participants. If our current cohort is full, please register for our waitlist for notification of future cohort acceptances by emailing [connect@prospectcounselling.ca](mailto:connect@prospectcounselling.ca).



# MEET YOUR TRAINERS



Community trainers speak to and provide support in applying the following analysis:

- Anti-oppressive, intersectional Feminism
- Anti-colonial framework
- Anti-carceral and abolitionist practices within mental health
- Queer theory and queering mental health
- Disability Justice practices
- Reflexivity practices for questioning dominant discourse and colonial psychotherapy
- Liberation Psychology

*For more information please see page 12.*

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***Our community trainers are not only experienced and influential in their specializations, they also have living experience of the analysis that we are centering.***



# BHUPIE DULAY

(she/her)

is a settler who was born and raised on the stolen unceded, ancestral territories of the Semiahmoo, sḱə́ciyaʔ təməxʷ (Katzie), Kwantlen, kwikʷə́ləm (Kwkwetlem), Qayqayt, and sḱəwaθənaʔ təməxʷ (Tsawwassen) Nations; and her ancestors are from India. Bhupie is a cis, non-disabled, middle class, small fat woman.

Currently, Bhupie works as a therapist, supervisor, professor, and consultant. Her work is informed by social justice and collaborative principles. She is honoured to work alongside people who are navigating and resisting multiple systems of oppression individually, within relationships, and in communities. As a clinical supervisor, Bhupie supports teams providing health care services and counselling services, practicing counsellors and student counsellors. Supervision is an enriching experience for Bhupie—a space where she can engage in a collaborative dialogue about best practices and ethics alongside the critique and feedback.

Bhupie also provides workshops, trainings, and consultations to organisations, teams, and boards. She is an adjunct faculty at Adler University and City University, and an instructor at Vancouver Community College. And she is a board member at Healing in Colour.





# JI-YOUN KIM

(they/she)

is a queer, currently non-disabled Korean femme, immigrant and settler, joy-seeker, liberatory dreamer, psych survivor, justice-oriented therapist-ish and ongoing creation of community. Born in Bucheon, Korea, they grew up and continue to live on the unceded territories of Musqueam, Squamish, and Tsleil-Waututh Nations in what is colonially known as Vancouver, Canada, which shapes their relationships with land, kinship, sovereignty and co-resistance.

Ji-Youn works in private/alternative practice in relationships with predominantly Sick & Disabled QTBIPOC client community members with the orientation of therapy-ish as a space to practice embodied liberatory practices in the spirit of collective liberation. In recent years, she has also been teaching about abolitionist mental health care, the mental health industrial complex and the blurring of the categorization of therapy. Their practices are informed by Black & Indigenous feminist scholars, Disability Justice & Transformative Justice educators, abolitionists and organizers, as well as their lived experienced of mental illness/Madness and psychiatric incarceration.



# THERESA THOMAS

(she/her)

is an educator, counsellor, mentor, and creator. Theresa began her career working in supplemental education and business management in Houston, Texas before immigrating to Vancouver, BC to continue her education in psychotherapy. Since moving to Vancouver in 2012 Theresa has been focused on learning the origins and impacts of trauma and developing the skills to facilitate healing.

Theresa has an MCP in Counselling Psychology from Adler University and is a Registered Clinical Counsellor with the BCACC. For 7 years post-graduate Theresa worked on the front lines with local non-profits to provide accessible and quality therapeutics for those with barriers to support.

Theresa is committed to helping people achieve freedom from systemic and societal oppression in every capacity. Theresa works with those who have anxiety, depression, experienced trauma, including violence, sexual assault, childhood sexual abuse, neglect, and abandonment. Theresa addresses the distresses that come from navigating shame, marginalization, discrimination, disassociation, and lack of self-worth. Through one-to-one therapy, group counselling, educational workshops, community training, and new counsellor supervision Theresa has sought any opportunity to facilitate healing.

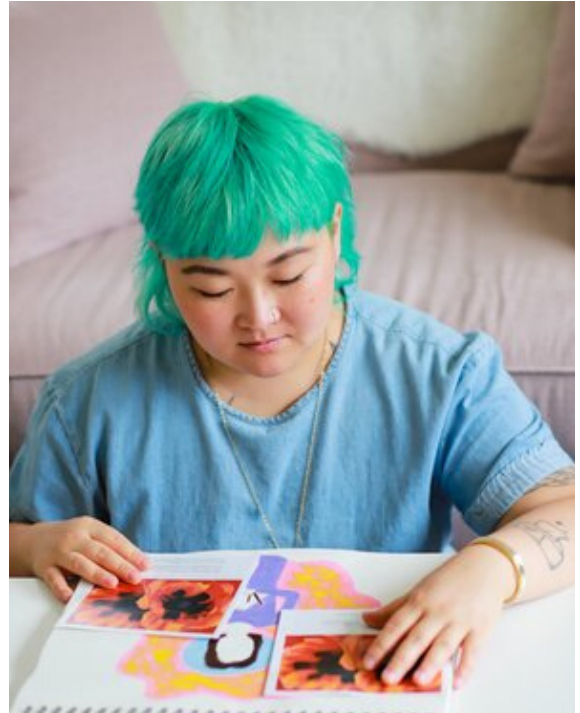
Theresa is passionate about developing personal power and helping individuals and relationships live authentically and thrive in their truths. In 2020 Theresa started her own therapeutic practice; In-Power Counselling & Services, which continues the work she's done in healing and empowerment. In-Power Counselling & Services provides individual, relational and group counseling, as well as education and enrichment in the form of workshops, trainings, and creating unique psychotherapy tools to destigmatize mental health and wellness. Theresa is also a clinical supervisor for new and developing therapists. Theresa's hope is to make mental health, daily health! When she's not working Theresa is a learner in every sense of the word. She loves to read and consume content and information. She is a sister, a friend, a daughter, a cat aunt, a writer, crafter, painter, and creator.

# XU WANG

(they/them)

is a non-binary, queer, 1.5 generation Chinese-Canadian immigrant settler who live, work and benefit from taking up space on the unceded traditional territories of hən̓q̓əmi̓n̓ə́ and Sk̓wxwú7mesh peoples (colonially known as Burnaby.). I'm also neurodivergent, mentally ill and a parent to a pre-schooler.

As an art maker, I enjoy all things creative. Some of my favourite interests include, caring for plants and animals, painting, collaging, cooking, and immersing myself in the alternate realities of video games.



**Where I Came From** I was born in Kunming, China and raised by my grandmother for most of my early childhood. It is during this time that I began to immerse myself in art making. My grandmother was a painter, and the first person to model for me what resilience and healing looked like. When I immigrated to Canada with my parents at the age of 12, I left my grandmother and lost my connection with art. My life became grappling with experiences of assimilation, gender questioning and displacement. Like many third-culture kids, I felt like no one close to me could understand my lived realities. I had to survive and navigate a great deal of complexities on my own throughout my adolescence and early adulthood. At the same time, what I also discovered in moving through loneliness and isolation were moments of belonging and being seen. Learning to make space for the conflicting feelings became essential to my wellbeing, and is what ultimately supported me in embracing the nuances of my multiple intersections.

When I reflect on my development over the years, I noticed that many of my healing experiences were inspired by the meaningful relationships with others and in communities of care. In these supportive spaces, I am able to reclaim parts of myself and nourish my growth through embracing every aspect of my humanity. I see working as a therapist and being a human being as inseparable processes. More than my educational and training backgrounds, I draw from my lived experiences and inner knowing to support those who share space with me. Through my journeys in life I have found deep healing in the practice of embracing "enoughness". In the therapeutic space, my role is to guide you to connect with "being enough", while cultivating gentleness and compassion for you to embody the richness of your humanity.



# 17 MODULES IN DEPTH

## Process + Theoretical Foundations

Justice-oriented therapy is not just knowledge or learning, it's about an embodiment of practice, creativity, and building community in the work. We've structured the course specifically with that in mind:

- Access to a comprehensive, one-of-a-kind, 17-module course to guide your unlearning in translating theory into practice
- Hands-on skills practice and facilitated coworking to support practical skill development
- Especially created reflection prompts for each module to help deepen your unlearning
- Six-month access to monthly community debriefs and co-learning spaces where you get to access generative learning that's only available through collaboration

## Conducting an inclusive intake session (1 hour)

This is a module that expands on general consent and intake processes to include inclusive skills such as relational informed consent, careweb work, and skills in building rapport through defining identities.

After this module, participants will have built practical self-reflexive practices necessary to ensure the intake and general consent services are dignity-filled and strengths-based.

## Structuring Safety (2 hour)

This module explores assessing various risks associated with counselling work and building respective plans for safety through a systemic lens. This includes, suicide risk, homicide risk, intimate partner violence risk, transgression risk, appropriate documentation, building collaborative safety and practical plans for safety.

After this module, participants will have a thorough and practical guide to ensuring adequate support can be provided through an inclusive, systems aware perspective.

## **Intersectionality and Confluence (1 hour)**

In order to provide inclusive services, an understanding of the intersections and confluence of struggles impacting clients is essential. In this module, we explore the applications of intersectionality and confluence as theories that guide our conceptualization of working across difference. While intersectionality denotes the exponential effects of oppression and struggle experienced by folx who hold multiple identities of marginalization, we also explore confluence, a newer framework that allows for the analysis of complexity associated with global implications, systematic erasure, and the nuanced emotional landscape of when identities of struggle intersect with supposed identities of privilege.

Upon completing this module, participants will have gained a nuanced understanding and practical experience of expanding existing working models of theoretical conceptualization to include systemic context.

## **Abolitionist Framework (2 hours)**

To quote Ruth Wilson Gilmore, “abolition is about presence, not absence. It’s about building life-affirming institutions.” The goal of incorporating an abolitionist framework into counselling practice is to develop a critique of psychology’s complicity in the institutions that prioritize punishment over accountability, a complicity that is empirically validated to be in opposition to wellness. At the core of humanistic psychology is the belief that every human being possesses the qualities of irreducibility, uniqueness and context, self-awareness, autonomy, and self-actualization.

After this module and through developing this critique, participants will be able to incorporate community-focused, dignity-centered ways of addressing power within counselling as well as co-create collaborative ways to support clients in accessing care without the use of carceral logic. Participants will also gain skills in incorporating transformative justice approaches to their work.

## **Feminism + Liberation Psychology (2 hours)**

Liberation psychology takes a strengths-based approach to social justice work and psychological healing. It emphasizes the importance of understanding the lived experience of poor and oppressed populations and utilizing these lived experiences as a means toward one's own liberation and self-actualization. This approach rejects an exclusively white, Western perspective in favor of allowing those with lived experience of marginalization to write their own narratives (Tate et al., 2013). The feminist praxis in counselling offers a similar analysis - feminist counselling prioritizes addressing problematic social hierarchies as the root cause of mental distress that folx we work with experience. Both feminism and liberation psychology offer foundational conceptualizations of the roots of psychological harm and promote models of care that aim to facilitate the healing of both the affected individual and the communities and systems they belong to.

After this module, participants will have a comprehensive understanding of both these empirically validated theories and completed a practical integration of these theories into their working models of conceptualization.

# **SPECIFIC SYSTEMS OF ANALYSIS**

## **Colonization (2.5 hours)**

Anti-colonial practice requires practitioners to be able to explore the process and impact of colonization and continual colonization on Turtle Island, particularly to understand structures and systems that impact Indigenous and Black communities. Through this analysis we prioritize recognizing Indigenous resistance and wisdom and deconstruct what has been normalized by the colonial roots of the profession.

After this module, students will be able to deconstruct counselling/therapy/healing from an anti-colonial lens and apply practices to begin the process of decolonizing counselling/psychology starting with the self and within relationships



## **Race/Ethnicity (2 hours)**

The race/ethnicity module is essential as our program is geared towards BIPOC folx. Through this module we will discuss race as a social construct while being able to identify the reality of racism; explore the ways that racism shows up in so-called Canada, historically and currently; examine the ways that anti-indigenous and anti-black racism shows up; and the racism and divisiveness that exists within BIPOC communities; and identify resistance, activism, and community healing within BIPOC communities.

After completing this module, students will be able to describe the connections of racism on mental health; use anti-racist practices in relation to the self and within counselling practice; and support clients through a strength-based, collaborative framework to recognize their resistance as wisdom.

## **Gender and Sex (2 hours)**

This module was designed to support students in beginning to examine queer theory with a particular focus on the importance of language, social constructs, and how they impact the ways we understand gender and sex. It will also describe the ways that queer theory impacts counselling outside of gender and sex through an intersectional lens. Finally, this module provides research-based information around sex and gender that help to deconstruct binaries while exploring ways of defining gender that exist outside of the body.

Upon completing this module, students will be able to apply queer theory in their understanding of gender and sex and recognise the ways that social constructs and language can limit counselling in general but also in relation to gender and sex.

## **Sexuality and relationship structures (2 hours)**

Exploring the impact of sexuality and relationship structures are often neglected in traditional masters programs as well as other counselling programs, largely due to the stigma associated with exploring sexuality and purity culture. When they are covered within programs they are often grounded in a cis-het-mononormative lens. However, sexuality in both relationship counselling and individual counselling is a common issue that comes up and has tremendous impact on our client's experience of life. In this module, we will explore different relationship structures and the spectrum of sexual identities/expressions.

Upon completing this module students will be able to use appropriate language when talking about sexuality and relationships in their counselling practices; unpack their biases and/or assumptions of relationships and sexual identities/expressions that are non-cis-het-mononormative; and better support clients in a more inclusive manner.

### **Disability Justice (2 hours)**

Ableism is commonly the least explored -ism considered when speaking of anti-oppressive practice. In this module we will be exploring what disability justice looks like in practice - which starts with us as practitioners. We do this through examining the deconstruction of language and common practices used in counselling that can be ableist as well as describe the intersections of disability justice in relation to class and criminal legal system.

After this module, students will be able to implement aspects of disability into their counselling practice; begin to distinguish counselling interventions through a disability justice lens; and co-create counselling practices with clients that are actually meeting the needs of the client while also resisting problematic, individualising, deficit-based narratives.

### **Classism (2 hours)**

Classism is a crucial system to explore as our program is geared towards clients who experience financial barriers. Class is something that isn't spoken about in counselling often; however impacts clients on a fundamental level. Through this module we will explore the intergenerational impacts of class and class mobility, examine class through an intersectional lens, with special attention to capitalism, race, health, criminal legal system, access and how this impacts mental health.

Upon completing this module, students will be able to begin to identify the ways that counselling can be classist; implement practices that are more inclusive to those with financial barriers; and understand the ways that mental health struggles are related to class through an intersectional lens.

## **Anti-Fat Bias and Health (2 hours)**

Health and wellbeing are central to healing within counselling; however, healthism can erase contextual factors (including race, poverty, capitalism, and food deserts) and choice/autonomy. Through this module we will explore the ways in which healthism and anti-fat bias intersect and its impacts of this on mental health, while naming the history around anti-fatness in relation to anti-black racism and colonialism

Students will be able to Integrate a trauma informed approach to health and anti-fat bias focusing on choice, dignity, and autonomy. Implementing a harm reduction approach to counselling goals, treatment and interventions Recognising the impact of weight bias in particular anti-fatness in counselling and health setting

## **Ageism (2 hours)**

Another commonly neglected system of oppression, ageism is something that everyone has or will experience at some point in their lives. Through this module, we will examine ageism in particular with children, youth, and older adults. Research-based impacts of ageism on biological health will also be explored in relation to the medical system model.

Upon completing this module students will be able to practice counselling from an intersectional perspective, weaving age in relation to topics such as race, capitalism, disability justice, queerness, poverty, etc; identify the impacts of perceived age and having access to resources such as counselling; recognise the ways that competency and capabilities are erased by ageism; and demonstrate knowledge of ethical considerations such as consent and autonomy.

## **Spirituality/Religion (2 hours)**

An in-depth consideration of spirituality and religion is commonly a topic that is often ignored in counselling programs. However, in practice, we know that a client's spiritual and religious practices often form fundamental aspects of their experience and ways in which they move about in the world. Therefore, unfamiliarity in exploring these concepts and the specific oppression experienced by folk holding non-colonial faiths proves as a disservice to supporting clients as a holistic individual.

After completing this module students will be able to explore ways to invite spiritual/religious practices within the counselling practices; become aware of their own biases around religion/spirituality so that we can be more inclusive; and recognise the impact of spiritual/religious practices on mental health and healing



### **Queering practice (2 hours)**

Building upon the module on sex and gender, we will be examining advanced lessons from queer theory that pertain not only to queer folx but to folx of all identities.

Upon completing this module students will be able to apply concepts from queer theory to their counselling practice in general; explore the importance of narratives, social constructs, and language can impact client's experiences; and practice queer theory from an anti-colonial and anti-racist lens

### **Sex Therapy + Relationship Therapy (2.5 hours)**

Building upon prior module on sexuality and relationship, we begin to explore sex therapy and relationship therapy specifically. As sex therapy and relationship therapy are more in-depth topics, this module focuses on providing an introduction to how to provide sex therapy and relationship therapy to clients in a more inclusive manner. This module examines common concerns that come up in sex therapy and relationship therapy as well as the dynamics to consider when engaging in this work.

Upon completing this module students will be able to begin implementing basic concepts from sex therapy into their counselling practice and expand their knowledge about sex therapy and relationship therapy to include poly and queer folx and relationships.

### **Deconstructing Counselling Practice (2 hours)**

To tie together the foundations of this training program, we will deconstruct the colonial underpinnings of counselling practice through exploring the implications of basic empathy skills; what is called therapeutic relationship building, the concepts and critiques of 'allyship' / collective liberation; the implications and practices of professionalism / boundary setting within a therapeutic relationships; what a truly collaborative process entails; and an exploration of wellness, goal setting, and success.

# QASD CALLS

Calls are currently set for 1 PM PST on the 4th Monday of every month. However, call times are subject to change depending on participants and trainer availability. We will try our best to accommodate folx who are in the program. Calls are approximately 2.5 hours each and accessible through Zoom.

## QUESTIONS + APPLICATIONS

If you have any additional questions regarding programming, would like to apply, or be put on our waitlist for future cohorts. Please email [connect@prospectcounselling.ca](mailto:connect@prospectcounselling.ca).




## Contact

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