

# Resume

**Mark Pearson**

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## **MARK PEARSON – PROFILE**

Currently lecturer in counselling in the *Post-Graduate Program in Counselling and Psychotherapy*, at the University of Adelaide

25 years teaching counselling - nationally

25 years training program development - nationally

13 years teaching counselling internationally in multi-cultural settings

21 years supervised experience as a counsellor and supervisor

21 years experience supervising training teams

22 years management of a private counselling training provider

22 years experience in small business administration

Extensive publication in field of counselling and personal development

Acknowledged expert in counselling with children and adolescents using creative arts-based activities

Collaboration with over fifty community service agencies and tertiary training institutions

Development and presentation of in-service programs for government agencies and non-government organisations

Training and experience as a classroom teacher

## **KEY RESEARCH INTERESTS**

### **CURRENTLY ACTIVE:**

PhD research topic: *Multiple intelligence theory and the therapeutic alliance.*

### **OTHER ONGOING RESEARCH PURSUITS:**

Developing emotional literacy and wellbeing for youth through groupwork programs.

Multi-modal counselling approaches and their application in the practice of counselling.

Teaching of mindfulness practices with counselling students.

## **KEY SKILLS**

Self-motivated worker; Self-starter who also works well in team settings

Proven excellent written and oral communication skills

Ability to develop and deliver interactive counsellor training programs

Ability to support and guide students, training teams, committees and professional associations

## **EDUCATIONAL BACKGROUND**

**2011**

**Supervising Postgraduate Research (ED6115) 39 hours**

A unit of the Graduate Certificate in Tertiary Teaching  
University of Notre Dame Australia, Fremantle

**2010 - 2014**

**PhD Candidate**

Commenced February 2010 – University of Notre Dame Australia, Fremantle campus –  
Thesis under examination.

Project title: *Multiple intelligence and the therapeutic alliance: Counsellors' perceptions of the effect of incorporating multiple intelligence theory into counselling practice.*

**1998 - 2001**

**Master of Education – (Behaviour Management)**

Queensland University of Technology, Brisbane

The coursework and dissertation program included units such as: Interpersonal Psychology, Understanding Research, Behaviour Management, Youth Focused Behaviour Management, Classroom Management, Interactive Teaching Strategies.

Dissertation: *Guidance officer and counsellor perspectives on supporting students through Expressive Therapies* (2001 – published 2003, *Australian Journal of Guidance and Counselling*).

**1996 - 1998**

**Certificate in Transpersonal Psychology**

Psychotherapy training program through the Grof Transpersonal Training - 610 hours

Units included: Abnormal Psychology, Addiction and Spirituality, Culture and Consciousness, The Experience of Death and Dying, The Healing Potential of Non-Ordinary States of Consciousness.

GTT certification recognised by the International Transpersonal Association as a Master's level course

**1987 - 1988**

Two year advanced training in multi-modal experiential psychotherapy. Course completed through apprenticeship with the directors/trainers of a private training organisation.

Directors of the program were a Jungian Analyst/Sandplay Therapist and a Gestalt trained therapist. Living Water Centre, Blue Mountains, NSW.

**1986**

**Diploma in Emotional Release Counselling and Transpersonal Studies**

Living Water Centre, Blue Mountains, NSW

12 weeks full time - 540 hours

Units completed included: Experiential Counselling, Jungian Psychology, Sandplay Therapy, Transpersonal Psychotherapy, Gestalt Dreamwork, Emotional Release Processes.

**1970 - 1972**

**Diploma in Teaching**

William Balmain College of Advanced Education, Sydney, NSW

## **CAREER HISTORY**

### **2013 – present**

Lecturer in Counselling – Post-Graduate Program in Counselling & Psychotherapy,  
Division of General Practice, School of Population Health  
University of Adelaide

### **2009 - 2012**

Lecturer in Counselling / Counselling Practicum Coordinator  
School of Arts and Sciences,  
University of Notre Dame Australia, Fremantle

### **1997 - present**

Managing Director and Senior Counselling Trainer  
Expressive Therapies Institute of Australia

Courses are conducted throughout Australia and in S. E. Asia.

### **1991 - present**

Inservice training provider for over fifty community, welfare and educational organisations -  
both government agencies and non-government organisations in Australia, New Zealand and  
S. E. Asia

### **1995 - 2008**

Regular guest trainer specialising in counselling with children and adolescents  
The Australian Council of Educational Research - Melbourne, Brisbane, and Sydney

### **1987 - 2007**

Counsellor and counsellor supervisor in Private Practice  
Working with counsellors, adults, couples, families, children and adolescents

### **1989 - 1997**

Director of Training / Personal Development Facilitator  
The Portiuncula Centre for Personal and Professional Development - Toowoomba, Qld.

Working with adult learners training to be counsellors using expressive therapies, through  
courses which met PACFA training standards.

### **1990 - 1994**

Co-Director and Counsellor Trainer  
Inner Work Centre, Hazelbrook, NSW

Working with adult learners training to be counsellors using emotion-focused techniques.

### **1986 - 1990**

Counsellor Trainer - Expressive Therapies  
Living Water Centre, Blue Mountains, NSW

Working with adult learners training to be counsellors using emotion-focused techniques.

## PUBLICATIONS

### I BOOKS

- Pearson, M.** (1991). *From healing to awakening: An introduction to transpersonal therapy*. Valley Heights, NSW: Inner Work Partnership.
- Pearson, M., & Nolan, P.** (1991). *Emotional first-aid for children: Emotional release exercises and inner-life skills*. Springwood, NSW: Butterfly Books.
- Pearson, M.** (1997). *The healing journey: A workbook for self-discovery*. Melbourne: Lothian.
- Pearson, M., & Wilson, H.** (2001). *Sandplay and symbol work: Emotional healing and personal development with children, adolescents and adults*. Melbourne: ACER Press.
- Pearson, M.** (2004). *Emotional healing and self-esteem: Inner-life skills of relaxation, visualisation and meditation for children and adolescents*. London: Jessica Kingsley Publishers.  
(also in Korean edition)
- Pearson, M., & Nolan, P.** (2004). *Emotional release for children: Repairing the past, preparing the future*. London: Jessica Kingsley Publishers.
- Pearson, M.** (2006). *The Innerspace Program: A proactive groupwork program for emotional literacy, student wellbeing and resilience*. Student Workbooks and Facilitator Guides. Brisbane: Expressive Therapies Institute of Australia.
- Pearson, M., & Wilson, H.** (2009). *Using expressive arts to work with mind, body and emotions. Theory and practice*. London: Jessica Kingsley Publishers.

### BOOKS UNDER REVIEW

- Pearson, M., Wilson, H., & O'Brien, P.** (Eds.) (under review). *Expressive therapies and sandplay in action. Research and application in Australia*. Camberwell, VIC: ACER.
- Pearson, M., & Wilson, H.** (under review). *Kids can work it out. Interactive counselling: Self-discovery worksheets - for children*. London: Jessica Kingsley Publishers.

### 2 PEER REVIEWED ARTICLES

- Pearson, M.** (2003). Guidance officer and counsellor perspectives on using expressive therapies to support students. *Australian Journal of Guidance and Counselling*, 13(2), 205-224.
- Pearson, M.** (2011). Multiple intelligences and the therapeutic alliance: Incorporating multiple intelligence theory and practice in counselling. *European Journal of Psychotherapy & Counselling*, 13(3), 263-278.
- Pearson, M.** (2012). Building bridges: Higher degree student retention and counselling support. *Journal of Higher Education Policy and Management*, 34(2), 1-13.

**Pearson, M., O'Brien, P. (2012).** Changing views of theory and practice in counselling: Multiple intelligences, eclecticism and the therapeutic alliance. *Psychotherapy & Counselling Journal of Australia*, 1(1), online at: <http://pacja.org.au/?p=465>

**Pearson, M., & Wilson, H. (2008).** Using expressive counselling tools to enhance emotional literacy, positive emotional functioning and resilience: Improving therapeutic outcomes with Expressive Therapies. *Counselling, Psychotherapy and Health*, 4(1), 1-19.

**Pearson, M., & Wilson, H. (2009).** Using expressive arts to work with mind, body and emotion. *Psychotherapy in Australia*, 16(1), 55-64.

**Pearson, M., & Wilson, H. (2012).** Soothing spaces and healing places: Is there an ideal counselling room design? *Psychotherapy in Australia*, 18(3), 46-53.

Smith, G., & **Pearson, M. (2011a).** Counselling clients from an older generation. *Psychotherapy in Australia*, 17(3), 12-18.

Smith, G., & **Pearson, M. (2011b).** Counselling clients from a younger generation. *Psychotherapy in Australia*, 17(4), 68-74.

### **ARTICLES UNDER REVIEW / IN REVISION:**

**Pearson, M. (under review).** Multiple intelligences training for counselors: Reflections on a pilot program. *Journal of Creativity in Mental Health*.  
(Submitted 1/3/2013; Revised 26/8/2013)

**Pearson, M., & Bulsara, C. (under review).** Counsellors' perspectives on establishing therapeutic alliances: A qualitative survey. *Journal of Counseling & Development*.  
(Submitted 4/2/2013; Revised 16/9/2013)

**Pearson, M., & Hamilton, F. (under review).** Using multiple intelligences to complement meaning reconstruction with bereaved parents. An analysis of three case reports. *Australian Journal of Guidance & Counselling* (Submitted 22/3/2013)

**Pearson, M., O'Brien, P., & Bulsara, C. (under review).** A multiple intelligences approach to counselling: Enhancing alliances with a focus on strengths. *Journal of Psychotherapy Integration* (Submitted 27/11/2013)

Wilson, H., & **Pearson, M. (under review).** Creating safe psychological spaces for change: Experiential counselling with Sandplay Therapy. *Counselling, Psychotherapy and Health*.

### **3 NEWSLETTER ARTICLES**

**Pearson, M., & Wilson, H. (2008).** Opening doors to a safe haven – Creating healthy family landscapes through Expressive Therapies. *PACAWA Newsletter*, 42, 4-5.

#### **4 MULTI-MEDIA** Book and CD sets

**Pearson, M., & Millar, J.** (in press). *A fern in the forest. Visualisation, relaxation and stillness. Activities and music for young people 7 to 10 years.* Melbourne: Millapede Projects.

**Pearson, M., & Millar, J.** (in press). *Imaginary journeys. Visualization and movement adventures for calm wellbeing and self-esteem. Activities and music for young people 7 to 10 years.* Melbourne: Millapede Projects.

**Pearson, M., & Millar, J.** (in press). *Sitting still, doing nothing. Mindfulness, self-awareness, meditation. Activities and music for young people 9 to 14 years.* Melbourne: Millapede Projects.

## RECENT CONFERENCE PRESENTATIONS

### 2013

**Invited Talk:** Society for Counselling and Psychotherapy Educators (SCAPE) Annual Conference, Adelaide, April: *Can counsellors' gauge therapeutic alliance strength through body language?*

**Workshop Presentation:** Society for Counselling and Psychotherapy Educators (SCAPE) Annual Conference, Adelaide, April: *Orienting Counsellors to use Multiple Intelligences Theory and Activities*

### 2012

**Presentation:** Society for Counselling and Psychotherapy Educators (SCAPE) Annual Conference, Sydney, May: *Multiple intelligences, eclecticism and the therapeutic alliance: New possibilities in integrative counsellor education.*

### 2011

**Presentation:** Curtin University - The Twelfth Humanities Graduate Research Conference: *Changing Facts: Changing Minds; Changing Worlds.* Perth, October: *Multiple intelligence and the therapeutic alliance: Changing views of theory and practice in counselling.*

**Keynote:** Research Conference – School of Arts & Sciences, University of Notre Dame, Fremantle, September: *Soothing spaces and healing places: Is there an ideal counseling room design? Australian counsellors perceptions compared to the literature.*

**Keynote:** Research Conference – School of Arts & Sciences, Notre Dame, Fremantle, March: *Multiple intelligence and the therapeutic alliance: Counsellors' and clients' perceptions of the effect of incorporating multiple intelligence theory into counselling practice.*

### 2010

**Keynote:** Research Conference – School of Arts & Sciences, Notre Dame, Fremantle, March: *Researching Expressive Arts Therapies: Practice-based evidence and the 'common factors' in therapy outcomes.*

**Invited presentation:** National Education Conference, University of Southern Queensland: *Authentic Counselling Practices: Challenging current thinking, creating new knowledge.* Hervey Bay, April: *Using Expressive Arts Therapies to work with mind body and emotion.*

**Invited workshop:** National Education Conference, University of Southern Queensland: *Authentic Counselling Practices: Challenging current thinking, creating new knowledge.* Hervey Bay, April: *Symbol Work: A practical workshop.*



## 2009

**Invited presentation:** Australasia Pacific Play Therapy Association Conference, Launceston, August: *After earthquakes, solid ground - Repairing attachment through Sandplay.*

**Invited workshop:** Australasia Pacific Play Therapy Association Conference, Launceston, August: *Symbol Work and Sandplay Therapy: The dance between structure and freedom.*

**Invited presentation:** Early Years in Education Society – National Conference, Perth, September: *Stories without words: Adapting Sandplay Therapy for the early years.*

## 2008

**Keynote:** Sexual Assault Support Service Conference, Queensland Health, Inaugural Conference, Brisbane: *Self-Care and Healthy Professional Boundaries*

**Keynote:** NSW Women's Refuge Movement - Child Support Conference, Sydney: *Exploring the Story Without Words – Expressive Therapies support for children in counselling.*

## 2007

**Keynote:** Association for Supervision, Coaching, Consultancy in Australia and New Zealand, Sydney: *Creativity in Supervision*

**Invited Presentation:** Education Queensland – Guidance Officer Conference, Hervey Bay: *Developing Emotional Literacy - Enhancing Emotional Communication with Students*

**Keynote:** Creative Therapies Association of Aotearoa (New Zealand) Conference, Auckland: *Emotional Healing, Emotional Literacy and Resilience*

**Invited one-day Workshop:** Creative Therapies Association of Aotearoa (New Zealand) Conference, Auckland: *Processing, Reflecting and Integration: Art and multiple intelligences in the healing journey.*

## 2006

**Invited presentation:** Inaugural Australian National Sandplay Therapy Conference: *Sand & Psyche, Sydney: Through Earthquakes to Solid Ground*

**Presentation:** Society for Counselling and Psychotherapy Educators - *LandScape* – 7<sup>th</sup> National Conference, Adelaide: *Landscapes of the Soul: Shaping Compassion*

## 2005

**Keynote:** Guidance Officers in Catholic Education – Catholic Education Office, Gold Coast, Qld: *Emotional Literacy with Students*

**Presentation:** Society for Counselling and Psychotherapy Educators - *See-SCAPE* – 6<sup>th</sup> National Conference, Gold Coast, Qld: *Personal and Transpersonal Experience in Counsellor Education*

## **CONSULTANCIES / COMMITTEES**

2014 Member, *Learning & Teaching Committee*, School of Population Health, University of Adelaide

2012 Member, *Interim Register of Experts*, TEQSA.

2012 Member, *School Research Committee*, Arts and Sciences, University of Notre Dame Australia.

2011 Member, *Course Assessment Panel*, Department of Further Education, Employment, Science and Technology, Quality and Tertiary Education Policy Directorate, Government of South Australia.

2011 Member, Postgraduate Supervisors' Advisory Cohort. University of Notre Dame Australia.

2011 - 2012 Member, *External Advisory Panel*, Counselling Discipline – University of Notre Dame Australia.

2011 Advisor on creative arts therapies training for the Theological College of Asia, Singapore.

2008 Consultant for the founding of the Selangor Association of Play and Expressive Therapies, Malaysia.

1994 Consultant for the founding of the Queensland Transpersonal and Emotional Release Counsellors Association, Inc. (a PACFA member association).

## **PROFESSIONAL MEMBERSHIPS**

2013 – present

Member, Counselling Association of South Australia (CASA) (Member of PACFA).

2011 - present

Full member, SCAPE - Society of Counselling and Psychotherapy Educators Australia Inc. (Member of PACFA)

2009 - present

Full professional member, ACATA - Australian Creative Arts Therapies Association

2007 - 2009

Academic member, ACA - Australian Counselling Association

2004 - 2006

Member, QCA - Queensland Counselling Association (Member of PACFA)

2000 - 2005

Member, QAFT - Queensland Association for Family Therapy (Member of PACFA)

1994 - 2005

Founding member, QTERCA - Queensland Transpersonal and Emotional Release Counsellors Association (Member of PACFA).

## **PROVISION OF COUNSELLING SUPERVISION**

2013 – present

Supervisor for Master of Counselling students on placement

2009 – 2012

Supervisor, Graduate Diploma unit *Supervision and Case Studies* – UNDA

2004 – 2007

Monthly provision of individual and small-group supervision for counsellors, both in Melbourne and Brisbane.

1987 – 2007

Counsellor supervisor in private practice. Recognised as a supervisor by Australian Counselling Association.

## **AWARDS**

2012 - Unijobs Lecturer of the Year: Finalist nominee for the University of Notre Dame Australia (6<sup>th</sup> most popular lecturer in the university).

2011 - Unijobs Lecturer of the Year: Finalist nominee for the University of Notre Dame Australia (7<sup>th</sup> most popular lecturer in the university).

2010 - Award Recipient: Vice Chancellor's Postgraduate Medal, University of Notre Dame Australia. This medal is awarded annually to the most outstanding student in a postgraduate program at UNDA.

2010 - Unijobs Lecturer of the Year: Finalist nominee for the University of Notre Dame Australia.

## **VOLUNTEER ACTIVITIES**

2013 - Provision of Creative Arts Therapies training for psychologists and psychology students at the Playford GPSuperClinic, Mono Parra West, SA.

2011 – 2012 - Facilitation of prostate cancer recovery groups

I have conducted several 10-week programs of group counselling sessions for men recovering from prostate cancer, including conducting individual intake and exit interviews. The program has just been concluded at the University of Notre Dame, Fremantle (2010 – 2012).

2009 - Provision of trauma care training for Anglican volunteer counsellors – via UNDA – who were preparing to travel to Victoria to support bushfire victims.

## **TRAINING COURSES DEVELOPED / CONDUCTED**

### **2013 University of Adelaide**

#### **Master of Counselling & Psychotherapy**

Counselling of Children and Adolescents

Family and Relationship Counselling

Cognitive Behavioural Therapy and Trauma

### **2009 – 2012 University of Notre Dame Australia**

Unit content developed, unit co-ordinator, field practicum coordinator, lecturer and tutor for counselling units at the University of Notre Dame Australia, Fremantle campus:

#### **Bachelor in Counselling**

CN102 – Personal Growth Group

CN201 – Couples and Families Counselling

CN207 – Meditation and other Stress Reducing Techniques

CN302 – Personal Growth, Group Facilitation and Group Theory

CN303 – Case Studies / Placement / Supervision

Within the B. Counselling content was developed for CN201 – Couples and Families Counselling, CN207 – Meditation and other Stress Reducing Techniques, and for CN302 – Personal Growth, Group Facilitation and Group Theory.

#### **Graduate Diploma in Counselling Skills**

CN414 – Case Studies and Supervision

CN413 – Couples and Families Counselling

For this course unit content was developed for CN413.

#### **Masters in Counselling**

CN503 – Counselling Couples and Families

CN606 – Dissertation Supervision

#### **Counselling Practicum Coordinator**

Masters in Counselling unit: Placement / Supervision / Case Studies - CN602

#### **Guest lectures in Grad. Cert. in Mental Health Counselling**

Unit: CN512 - Professional Issues in Mental Health Counselling

#### **Guest lectures in Bachelor of Counselling**

Unit: CN304 – Special Topics in Counselling - Annual lectures

### **2006 – 2012 The Innerspace Programs – Proactive Groupwork Programs for Emotional Literacy, Student Well-being and Resilience**

This two-day training for teachers, guidance officers, social workers, counsellors, psychologists, chaplains and private practitioners was developed by myself, and is recognised by ACA, CAPA, and Education Queensland.

**1991 – 2012 Certificate in Sandplay Therapy and Symbol Work  
- with children, adolescents and adults**

Recognised by PACAWA, ACATA, ACA, CAPA, Malaysian Psychotherapy Association, Selangor Association for Play and Expressive Therapies, USQ.

105 hours - co-developed with Helen Wilson

Conducted nationally in Australia since 1991, in New Zealand 2006 - 2007, Singapore 2010 – 2012, Malaysia 2011 - 2012.

**1989 – 2012 Certificate in Expressive Therapies with Children and Adolescents  
– Somatic Focussed, Creative Counselling for Emotional Integration.**

Recognised by PACAWA, ACATA, ACA, CAPA, Selangor Association for Play and Expressive Therapies, Ministry of Education - Singapore.

15 days 105 hours Conducted nationally in Australia since 1991, in Singapore since 2001, and in Malaysia since 2005.

**1995 – 2012 One-day Professional Extension Training Workshops**

**Counselling with Adult Clients:**

Spirituality in Counselling: Exploring the spectrum of re-connection.

Healing and Improving Relationships. Symbol Work and emotion-focused approaches.

Building Strong Support Teams – through personal growth.

Using Multiple Intelligence Theory and Practice: Responding to client needs.

Processing, Reflecting and Integration: Art & multiple intelligences in the healing journey.

**Counselling with Children and Adolescents:**

Expressive Therapies with Troubled and Traumatized Young Clients.

Working Through Anger and Frustration with Young Clients.

Introduction to Sandplay Therapy.

Grief, Loss and Separation: Emotion-focused approaches to counselling young clients.

Using Expressive Therapies in Pastoral Care: Supporting emotional expression.

Expressive Therapies in Schools: Counselling activities to reduce difficult behaviour.

The Arts in Creative Counselling: Music, rhythm and mandalas.

Introduction to Symbol Work for Counsellors: Projective activities with miniatures.

**2003 Expressive Therapies Unit - Counselling Theory 3 (CNST3)  
- Bachelor of Health Sciences (Counselling)**

14 face-to-face lectures x 3 hours each Co-developed with Helen Wilson  
For: The Australian College of Natural Medicine, Brisbane

**2002 Master of Education (Counselling)  
- Major: Sandplay & Symbol Work**

University of Southern Queensland - Course designed - Not yet adopted by USQ

**1990 – 2006 Level I, Level II & Level III Practitioner Certification in Expressive  
Therapies - PACFA and ACA recognised courses.**

Conducted for the Expressive Therapies Institute of Australia. Three years part-time 1,650 hours

## **RECENT PROFESSIONAL DEVELOPMENT & CONFERENCE ATTENDANCE**

### **2013**

Australian Association of Family Therapy – 34<sup>th</sup> Annual Conference – *Couple to family – the Evolving System*, November, Brisbane

Society for Counselling and Psychotherapy Educators – Annual Conference, April, Adelaide.

### **2012**

The Psychotherapy & Counselling Federation of Australia (PACFA) Biennial Conference - *Effectiveness: What works?* October, Melbourne.

*Transcultural Competence and Mental Health* – Seminar presented by the University of Western Australia and the WA Department of Health, Perth.

Annual Conference: Society for Counselling and Psychotherapy Educators (SCAPE), Sydney.

### **2011**

Supervising Postgraduate Research (ED6115) 39 hours. University of Notre Dame Australia

The Australian Association of Family Therapy Conference: *From the Cradle to the Grave: Family Therapy research into practice*. November, Melbourne.

Curtin University - The Twelfth Humanities Graduate Research Conference: *Changing Facts: Changing Minds; Changing Worlds*. November, Perth.

### **2010**

Professional Doctorate course work, University of Notre Dame Australia, Fremantle. – year-long program. Recipient of the Vice Chancellor's Medal for course work.

1-day training: Society of Professional Social Workers – *Everything you ever wanted to know about child abuse*. November, Fremantle.

1-day workshop: PACAWA Annual Professional Development Workshop. November, Perth.

National Education Conference, University of Southern Queensland: *Authentic Counselling Practices: Challenging current thinking, creating new knowledge*. Hervey Bay.

International Congress of Psychoanalytic Psychotherapy – 3 days - Perth

### **2009**

2-day training: *The search for the mythical mate: Integrating attachment, differentiation and neuroscience for effective couples therapy*. Bader, E., & Pearson, P. *Psychotherapy in Australia* course, March, Sydney.

2-day training: *The intersystem approach to couple therapy: An integrative perspective*. Dr Gerald Weeks - *Psychotherapy in Australia* course, August, Perth.

2-day training: *Brain-based therapy: Integrating science with theory and practice*. John Arden & Lloyd Linford - *Psychotherapy in Australia* course, November, Perth.

Australasia Pacific Play Therapy Association Conference, August, Launceston.

## **RECENT INSERVICE PROGRAMS PRESENTED**

### **2013**

Playford GPSuperClinic - Provision of Creative Arts Therapies training for psychology staff and interns, Mono Parra West, SA.

Centacare - Provision of 3-day course: Introduction to Sandplay Therapy. Mount Isa, Qld.

### **2012**

Waratah Women's Refuge, Bunbury, WA, one day.

Centre for Rural and Remote Education, NSW Government, Dubbo, two days.

St. Andrews Diocese, Singapore – three days

### **2011**

TCA College, Singapore, Evening lecture and demonstration.

SAL Consulting (Clinical and training providers), Sydney, one day.

Centacare, Bathurst, NSW, two days.

Relationships Australia, Perth, two days

### **2010**

Psychotherapists and Counsellors Association of WA, evening presentation.

SAL Consulting (Clinical and training providers), one day.

Department of Education & Children's Services, South Australian Government, Adelaide, two days.

Women's Council for Domestic and Family Violence Services (WA), Perth, one day.

## **2009**

Centacare, North West Tasmania, Devonport, five days.

Centacare, Parramatta, NSW, one day.

## **2008**

Life Bridge Community Counselling & Training Centre, Sunshine Coast, Qld., one day.

Malaysian Psychology Centre, Kuala Lumpur, May - training evening.

Notre Dame University Australia – Guest lectures:

- September: *Expressive Therapies with traumatised young clients*
- October: *Introduction to Sandplay Therapy*

Malaysian Psychology Centre, Kuala Lumpur, August, training evening.

Child Youth & Mental Health, Townsville, one day.

Alcohol & Drug Foundation of ACT, Canberra, one day.

## **Inservice Programs – Delivered in S. E. Asia: Singapore and Kuala Lumpur**

KK Women's and Children's Hospital, Singapore - 2008

Malaysian Psychology Centre - 2008

Agape Counselling Centre Malaysia – Kuala Lumpur - 2006 to 2008:

Academy of Human Development – Singapore - 2001 to 2006

Fei Yue – Family Support Centre – Singapore - 2001 to 2002

Academy of Certified Counsellors - Singapore - 2006 to 2007

Ministry of Community Development, Singapore: 2-day program

TCA College, Singapore, September - 2011

St. Andrews Lifestreams, Singapore 2010 - 2011

Selangor Association of Play and Expressive Therapies, Kuala Lumpur - 2011



## **Past Inservice Programs – Delivered in Australia – for:**

St Joseph's Homes, Grafton

Nazareth Senior College, Bankstown

Benedict Community School, Auburn, NSW

The Haven, Youth Refuge, Toowoomba, Qld

Bethany Family Care Centre, Geelong, Vic

The Victorian Emotional Release Counsellors Inc, Melbourne, Vic

The Ballarat Counsellors Support Group, Ballarat, Vic.

McAuley Special School, Melbourne, Vic

Wesley Centre, Geelong, Vic

Fatima Children's Homes, Toowoomba, Qld

Breath of Creation Centre, Malvern, Vic

Sunnybank Family Support Centre, Brisbane

Tablelands Rape and Crisis Centre, Atherton, Qld

Bremer Institute of TAFE, Ipswich, Qld

Cooloola Institute of TAFE, Caloundra, Qld

The Association of Children's Welfare Agencies, Inc, Sydney, NSW

Mallee Family Care, Mildura, Vic

Relationships Australia: Sydney, Perth

Centacare: NSW, Tasmania

Birdwing Therapies, Cairns

Jean's Place – Child Support Centre, NSW

Elizabeth Grove Children's Centre, SA

Waratah Support Centre, Bunbury, WA

Australasia Pacific Play Therapy Association

SAL Consulting, Pennant Hills, NSW

Central Zone Support Network, Qld Health

Women's Council for Domestic and Family Violence Services, WA

## STUDENT COMMENTS ON TEACHING

### **Student Comments from the University of Notre Dame From Unit Content Evaluations and Teaching Performance Evaluations**

#### **CN503 – Masters – Couples and Family Counselling**

*The lecturer is an extraordinarily approachable and amenable person. Always felt comfortable and listened to in lectures. Very knowledgeable with subject and shares great experiences.*

*One of the best units I have taken. Open, responsive and flexible to the issues that were presented. Mark's style was professional yet personal and approachable. His experience and examples made the theoretical aspects come alive for us.*

*I really enjoyed the unit. Mark is patient and a great lecturer.*

*An extremely valuable unit – a must-have for counsellors.*

*Excellent. I recommend Mark to teach international students, an excellent lecturer!*

*Mark has a very gentle approach which is very easy to understand and follow.*

*Really enjoyed this unit, and the assessments were worthwhile and helped to extend my understanding of the subject matter.*

#### **CN201 – 2<sup>nd</sup> Year Bachelors - Counselling Couples and Families**

*I have been inspired to think critically about counselling frameworks.*

*I really enjoyed this unit. The lecturer is passionate about his subject.*

*Very informative, lots of explanations / examples – very helpful.*

*It was a truly engaging and exciting unit, delivered with passion and wisdom. It was inspiring and an expansive experience intellectually and emotionally.*

*I felt very engaged in every lecture and tutorial – a great lecturer.*

*Mark was very approachable and it was a pleasure to be in his class.*

*Mark Pearson's knowledge and experience in the counselling profession is invaluable. I can honestly say that this unit has been enjoyable and informative.*

*Highest of rating possible. Mark needs to be congratulated on a job very well done!!!*

*Mark is a very passionate and enthusiastic lecturer. His experience and his sharing of this is wonderful to hear.*

*I enjoyed the constructive approach to a subject very challenging. I believe the lecturer / tutor had a modern outlook to an age-old topic of relationships, which I found appropriate.*

*I found Pearson a very informative and warm teacher – approachable, fun – which is a breath of fresh air in a stuffy academic setting.*

### **CN202 – 2<sup>nd</sup> Year Bachelors - Personal Growth Group**

*I enjoyed and valued Mark's facilitation*

*What I thought was not possible, you facilitated and made possible.*

*A great semester. I appreciated the way Mark facilitated, which allowed a far more authentic and dynamic experience.*

### **CN302 – 3<sup>rd</sup> Year Bachelors - Personal Growth, Group Facilitation & Group Theory**

*Mark is very person-centred and accommodating of all members.*

*I have enjoyed Mark's style, although challenging. I have found him grounded and gentle.*

*Great facilitation – courageous and empowering to group members, respectful of our potential.*

*Mark is obviously passionate about this field of work – an inspiration! His knowledge and the way he attended not only to me personally, but as a group reflect much sensitivity and support!*

### **CN102 – 1<sup>st</sup> Year Bachelors - Personal Growth Group**

*In personal growth, Mark helps us feel safe and not judged.*

*Mark has helped guide the group to a great level of acceptance.*

*Mark is a master at what he does.*

### **CN207 – 2<sup>nd</sup> Year Bachelors - Meditation and Stress Reducing Activities**

*Mark was extremely confident, yet approachable and open. His communication was excellent, as was his ability to pass on his obvious knowledge and experience.*

*Mark not only equipped us with many valuable methods to use in practice, but confidently and effectively encouraged our own relaxation, in a very gentle and confident manner.*

*Mark's knowledge in this area was exceptional. His calm manner enhanced the training.*

### **CN413 – Graduate Diploma - Counselling Couples and Families**

*The unit was wonderfully engaging, interesting and helpful.*

*I found Mark to be very thorough, helpful and well informed.*

*Mark is an excellent lecturer; respectful, intelligent, friendly, humorous and kind.*

*Mark has been an extremely supportive and helpful lecturer and tutor. He made assignments clear and provided marking keys and excellent feedback to assist us to improve.*

## Feedback From University of Southern Queensland

**Subject:** Residential school

**From:** "Patrick O'Brien" <obrienp@usq.edu.au>

**Date:** Thu, October 30, 2008 9:15 am

Mark

Thought that you would like to know how the residential school went. In thinking about it I realised that this year was the first year in my 9 years at the university that I have taken the residential school without you providing a full days workshop on Sandplay and Symbol Work. I also realised that before you left, I didn't have the chance to let you know how much I valued working with you over the years.

I was thinking how much I enjoy your conversational teaching style and the relaxed way in which you impart knowledge. I have learnt much from you over the years and have tried to emulate what you do with some success but it does not seem to come out quite the same. When you first start I always wonder whether you will again be successful in quickly creating a safe learning environment for all my students, as they can be a varied lot. You always do, and it is not long before they are enjoying the program. You have great talent as a teacher and communicator.

I particularly like the way you vary from the theoretical to the practical and the transition for students seems seamless. I guess that comes from an intimate knowledge of the theory and a wide variety of experiences in therapy.

Just thought that I would let you know that you and your skills are greatly missed. Hope that you return to Queensland one day and we can take up where we have left off.

Dr Patrick O'Brien  
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Faculty of Education  
University of Southern Queensland  
Fraser Coast Campus  
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## **Student Feedback from Malaysia**

### **From Agape Counselling Centre Malaysia, Kuala Lumpur**

On the training course presented by Mark Pearson:

### **Certificate in Expressive Therapies with Children & Adolescents**

#### **1. Course rating:**

extremely helpful (52%)    helpful (44%)

#### **2. Highlights of the course:**

- To be more flexible, more creative in using activities for helping the client when needed.
- Understanding interpersonal, intrapersonal, transpersonal skills; and stages for presenting relaxation sequences.
- Self development for the carer, and real experience before trying out on the clients.
- The various ET imaging techniques.
- Trying out the activities for personal awareness and development. Having hands on experience is very useful.
- Self-esteem visualization, bio-energetic games, self-esteem exercise, story telling.
- Always enjoy the bio-energetics, and the variety of relaxations, different and affirming - will be useful to my clients. Thank you.
- All good.

#### **3. What activities will be most useful in your work:**

- Designing the program for a client was helpful.
- Applying relaxation, use of worksheets.
- Meditation, the warm up and the basic bio-energetic exercises.
- Planning a relaxation activity session.
- Basically all the activities / techniques are useful.
- All.
- The worksheet exercises on self-esteem are helpful and useful.
- Stages of relaxation sequence, engaging and informing parents / care.
- All of the activities and techniques from every workshop that I attended are useful for me.
- All activities are useful, I've learned the techniques of meeting the clients where they are (flexibility) instead of following the plan rigidly.

#### **4. The manual and the trainer (Mark Pearson):**

- Great job!
- Straight forward and easy to understand.
- Mark is excellent in teaching and guiding us in understanding the concepts of each activity.
- Excellent.
- Mark is excellent.
- Trainer gave us space for processing through the activities.
- The trainer is knowledgeable and is able to share his expertise and experience well.
- Well prepared.
- Clear.

## **EXPRESSIVE THERAPIES INSTITUTE COURSES**

### **Comments from Student Feedback Forms on the Certificate in Expressive Therapies:**

*I have found this to be a tremendously exciting and rewarding course involving an ongoing process of theoretical development and experiential learning in which personal and professional development are inter-woven in an immensely satisfying way. Mark and Helen provide a safe, supportive environment in which participants undertake a transformative personal journey that simultaneously develops highly effective therapeutic skills.*

– Dr Jenny Campbell, QUT, Brisbane.

*With one adult client in particular, it has been the most amazing experience. I used the most beautiful symbol exercise first and then the Then and Now. She has really connected to this work and has just made so many gains. Her feedback about this process has been that it has changed her life in so many ways. She is blown away. It has given her so much insight already.*

*The second client, we are just working at a very slow pace, lots of trauma issues. The beautiful symbol exercise brought out lots of uses, so used the connection to nature exercises which worked really well. Thanks for sharing this great way of working. Keep up the great work. - Lisa Lawrence - Team Leader, Green Valley Domestic Violence Service, NSW.*

*The course very much emphasised self-experiencing. It provides sufficient practices that actually prepare participants to apply in real cases with much confidence. I truly enjoyed the course, the things we did and the interpersonal warmth of the trainers.*

- Chia Wee Pheng – Academy of Certified Counsellors, Singapore.

*The course was experiential, transformative and creative. ET for children and adolescents is one of the most authentic and effective healing tools that I have experienced. – Primrose White, Psychologist, Convener of APS interest group on Child Psychology, Melbourne.*

### **Student Feedback on Certificate in Sandplay Therapy:**

*I found all the activities to be powerful. The trainer had a wonderful presence and openness with everyone. The manual was excellent. Every day and every activity was incredibly worthwhile and useful, both personally and professionally.*

– Michelle Furner, Adolescent Counsellor, CYMHS, DUBBO, NSW.

*The course was very well thought through, balanced in all aspects. I felt I received well grounded, research methods and processes that had been tried and proven. A highlight was working with the sandtrays and having the time to process the work in progress over the five days. – Eveline Crotty, Pastoral Care & Chaplaincy Trainer, SYDNEY.*

*This course is the missing link to Social Work practice and helping people.*

– Carol Pinfield, Student Social Worker, CAIRNS,

*Thanks for the excellent sandplay course. It was an extremely beneficial experience for me, both from a personal and a professional perspective. I thoroughly enjoyed the highly professional and informative, yet relaxed and collegial facilitation.*

– Fiona Pienaar – MIT, New Zealand.