

# Curriculum Vitae

**Dr. Mark Pearson**    October 2020

## PERSONAL DETAILS

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## INTRODUCTION

I am a Senior Lecturer and Master of Counselling Program Coordinator at the University of the Sunshine Coast, Queensland. I am also the Co-Director of Expressive Therapies Australia, and Director of the USC Counselling & Wellbeing Clinic. I bring a combination – rare in the discipline of counselling education – of extensive clinical experience (28 years), 12 years in university teaching and 33 years teaching counselling around Australia, in S. E. Asia and Europe. I have undergraduate and post-graduate qualifications in education, behaviour management, psychotherapy, and my Ph.D. research was in the field of counselling. As well, I have over 27 years of small business management experience, being the Co-Director of the private training organisation Expressive Therapies Australia.

I keep up-to-date and maintain strong connections within the counselling profession through frequent conference attendance, professional development, and participation with a number of professional associations. My research profile is growing and I publish in field of counselling, counselling education, and personal development (22 peer-reviewed articles and 8 books), with another book and a number of research projects currently underway.

A particular area of expertise is in counselling with children and adolescents, using creative arts-based activities, as well as teaching expressive therapies, mindfulness-based approaches and advanced counselling skills. Over the last decade I have provided in-service training for over 55 NGOs, government agencies, and tertiary training institutions; in addition, I delivered 30 peer-reviewed conference presentations.

## EDUCATIONAL BACKGROUND

**2016 HDR Supervisor Induction Training.** University of the Sunshine Coast.

**2014 Exploring Supervision Program + Supervisor Induction Program**  
University of Adelaide

**2014 Doctor of Philosophy** Research in the discipline of counselling  
University of Notre Dame Australia, Fremantle.

Thesis title: *Multiple intelligences and therapeutic alliances: Counsellors' experiences of incorporating a multiple intelligences approach to counselling.* (6 articles from thesis published)

**2011 Supervising Postgraduate Research (ED6115) 39 hours**  
Core unit of the Graduate Certificate in Tertiary Teaching, University of Notre Dame Australia, Fremantle.

**2001 Master of Education (Behaviour Management)**

Queensland University of Technology, Brisbane

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

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

### **1998 Certificate in Transpersonal Psychology**

Two-year psychotherapy training program through *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. Recognised by the International Transpersonal Association as a Master's course.

### **1987 – 1988 Training Apprenticeship**

Two-year advanced training in multi-modal experiential psychotherapy. Apprenticeship with the directors/trainers of a private training provider. 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.

### **1972 Diploma in Teaching**

William Balmain College of Advanced Education, Sydney, NSW - 3 years full-time.  
(In 1973 this program was accredited as an undergraduate degree.)

## **CAREER HISTORY**

### **2016 – present**

Senior Lecturer and Program Coordinator for the Master of Counselling Program, University of the Sunshine Coast, Queensland.

### **2014 – 2016**

Co-founder, course designer and lecturer for Supervision Alliance training in Adelaide:  
*The Art and Science of Supervision.*

### **2013 – 2015**

Program Coordinator (Clinical), Senior Lecturer and Clinical Supervisor – Graduate Program in Counselling & Psychotherapy, School of Public Health, Faculty of Health Sciences, University of Adelaide.

### **2008 – 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 Australia. Courses conducted throughout Australia, New Zealand, Europe and in S. E. Asia.

### **1991 – present**

Inservice training provider for over 50 community, welfare and educational organisations - both government agencies and NGOs 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 – 2009**

Counsellor and counsellor supervisor in Private Practice

### **1989 – 1997**

Director of Training / Personal Development Facilitator – The Portiuncula Centre for 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.

## **AWARDS**

2014 - Postgraduate **Teacher of the Year**, School of Public Health, Faculty of Health Sciences, University of Adelaide.

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.

## **PUBLICATIONS**

### **BOOKS**

**Pearson, M.** (1991). *From healing to awakening: An introduction to transpersonal therapy*. Valley Heights, NSW: Inner Work Partnership.

**Pearson, M.** (1997). *The healing journey: A workbook for self-discovery*. Melbourne: Lothian.

**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.** (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., & Nolan, P. (1991).** *Emotional first-aid for children: Emotional release exercises and inner-life skills.* Springwood, NSW: Butterfly Books.

**Pearson, M., & Nolan, P. (2004).** *Emotional release for children: Repairing the past, preparing the future.* London: Jessica Kingsley Publishers.

**Pearson, M., & Wilson, H. (2001).** *Sandplay and symbol work: Emotional healing and personal development with children, adolescents and adults.* Melbourne: ACER Press.

**Pearson, M., & Wilson, H. (2009).** *Using expressive arts to work with mind, body and emotions. Theory and practice.* London: Jessica Kingsley Publishers.

## **PEER REVIEWED ARTICLES**

Allen, J. D., Carter, K., & **Pearson, M.** (2019). Frangible emotion becomes tangible expression: Poetry as therapy with adolescents. *Australian Counselling Research Journal*, 13(1), 14-19.

Fleming, J., Crosbie, M., & **Pearson, M.** (2020). A labyrinth walk and mandala reflection experience. Participants reports on a wellbeing resource. *Counselling Australia*, 21(2), 8 – 12.

**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.** (2012). *Multiple intelligences, eclecticism and the therapeutic alliance: New possibilities in integrative counsellor education.* Conference paper: BeyondSCAPE – Counselling and Psychotherapy Educators Conference, Sydney. Available at: [http://researchonline.nd.edu.au/arts\\_conference/36](http://researchonline.nd.edu.au/arts_conference/36)

**Pearson, M.** (2016). Multiple intelligences training for counsellors: Reflections on a pilot program. *Asia-Pacific Journal of Counselling & Psychotherapy*, 7(1-2), 50-68. doi: 10.1080/21507686.2016.1193035

**Pearson, M.** (2019). Counselling intern self-awareness and readiness for practice: Reports from a mindfulness challenge. *Asia-Pacific Journal of Counselling & Psychotherapy*, 11(1), 23-33. Doi: 10.1080/21507686.2019.1703772

**Pearson, M., & Bulsara, C.** (2016). Therapists' experiences of alliance formation in short-term counselling. *European Journal of Psychotherapy and Counselling*, 18(1), 75-92. doi:10.1080/13642537.2015.1131729

**Pearson, M., & Hamilton, F.** (2015). Complementing meaning reconstruction with bereaved parents: Three case reports using multiple intelligences. *Counselling Australia*, 15(4), 40-48.

**Pearson, M., & de Bruin, M.** (2019). Counsellors as resilience guides: Ten ways that counselling support can develop resilience. *Counselling Australia*, 19(1), 28-35.

- Pearson, M., & de Bruin, M. (2019).** Pluralism in counselling and psychotherapy: An introduction to theory and implications for practice. *Psychotherapy & Counselling Journal of Australia*, 7(1), online at: [http://pacja.org.au/?page\\_id=5115](http://pacja.org.au/?page_id=5115)
- Pearson, M., Ferdinands, L., & Evans, S. (2019).** Student voice: Developing student leadership programs. *Teacher – Evidence, Insight, Action*, 31 January, online at: <https://www.teachermagazine.com.au/articles/student-voice-developing-student-leadership-programs>
- 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., O'Brien, P., & Bulsara, C. (2015).** A multiple intelligence approach to counseling: Enhancing alliances with a focus on strengths. *Journal of Psychotherapy Integration*, 25(2), 128-142. doi: 10.1037/a0038881
- 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 & 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.
- Pearson, M., & Wilson, H. (2014).** The evolution of sandplay therapy applications. *Psychotherapy in Australia*, 21(1), 94-100.
- Pearson, M., & Wilson, H. (2019).** Sandplay Therapy: A safe creative space for trauma recovery. *Australian Counselling Research Journal*, 13(1), 20-24.
- 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.

## RESEARCH REPORTS

- Pearson, M., & Evans, S. (2016).** *Towards developing inclusive high school student leadership programs. Research Report for Pine Rivers State High School.* Sippy Downs, Qld.: School of Social Sciences, USC.
- Pearson, M. (2019).** *Developing the Higher Degree Research Student Satisfaction Survey: Assessing mentoring, organisational and social support. Project report.* Sippy Downs, Qld.: School of Social Sciences, USC.
- Pearson, M. (2019).** *Report on online survey of interest in a proposed USC Post-Graduate Program in Creative Arts Therapies.* Sippy Downs, Qld.: School of Social Sciences, USC.

## NEWSLETTER ARTICLE

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

## PEER REVIEWING

Psychotherapy and Counselling Journal of Australia  
Asia-Pacific Journal of Counselling  
Journal of Psychosocial Oncology  
Journal of Higher Education Policy and Management

## EDITORIAL BOARD MEMBER

Australian Counselling Research Journal  
Psychotherapy and Counselling Journal of Australia

## RESEARCH

A recent area of focus has been investigating the application of Multiple Intelligences theory to the field of counselling with adult clients. This theory provides a new foundation for integrative practice. I was invited to present my findings in this field at the 2015 Creative Arts Therapies conference, at 2014 biennial Psychotherapy and Counselling Federation of Australia national conference, and have delivered 8 other peer-reviewed conference presentations and 4 invited talks on this topic in the last few years. The application of this theory to counselling has informed 6 recent publications.

### Current and recent research projects and collaborations

**Lead researcher:** Developing an HDR Student Satisfaction Survey (USC Funding: \$2,000)

**Lead researcher,** in collaboration with the Pine Rivers State High School: *Towards Developing Inclusive High School Student Leadership Programs.* (Funding: \$7,000 – USC: \$2,000, PRSHS: \$5,000)

**Lead researcher,** in collaboration with the UofA International Student Centre and Counselling and Disability Service, project titled: *Relationships and sexual health: International student voices in service planning at the University of Adelaide.*

**Lead researcher,** in collaboration with the UofA International Student Centre, and staff in the Counselling and Psychotherapy Program, titled: *International student experiences of differing cultural perspectives while studying counselling in Australia: Developing a 'cultural bridging' program.* (Funding from UofA ISC: \$16,950)

**Lead researcher,** in collaboration with the Counselling Association of South Australia, project on enhancing clinical supervision, project titled: *Scaffolding reflection and metacognition skills in supervising counselling interns and early-career counsellors: A pilot study.*

**Lead researcher** for a project with a grant application under consideration, as part of the proposed SPH / NATRIC collaboration: *Review and customisation of the NDIA Participant Capacity Building Frameworks for use with young adolescents.* (Application for \$73,511 – Did not proceed)

**Lead researcher** in a 12-month scoping project to widen the appeal of the UofA counselling suite of programs for prospective students. I am completing extensive stakeholder consultations and compiling a report for the Executive Dean of our Faculty, on developing a new program for

school teachers wishing to transition into the field of school counselling, with the tentative title: *Graduate Diploma in School Counselling*.

**My research interests** are also evidenced through membership of the UofA School of Public Health Research Committee and the School ECR Committee, as well as participation in the School's Qualitative Research Network. I have delivered 3 talks within the School's weekly Research Forums.

I have completed the USC and UofA **Supervisor Induction Programs** and am on the USC HDR supervisor register. In addition I completed the UNDA course **Supervising Postgraduate Research** (ED6115) 39 hours.

In 2010, I was the recipient of the **Vice Chancellor's Postgraduate Medal** (University of Notre Dame Australia) for my research.

**Research theses examinations:**

2019 PhD Thesis, University of New England

2016 PhD Thesis, Queensland University of Technology

2015 MPH Honours, University of Adelaide

2014 Master of Clinical Psychology, Centre for Applied Psychology, University of Canberra

2014 Master of Counselling & Psychotherapy – Research Pathway, UofA

2014 Master of Counselling Research Dissertations (7) – School of Arts & Sciences, University of Notre Dame, Australia.

**Current Research Supervision:**

In 2019 two of my PhD students graduated- for one I was principal supervisor and for the other was co-supervisor.

I currently supervise 1 PhD student and 2 Masters by Research students, with 4 new PhD applications awaiting approval.

## **TEACHING, CLINICAL SUPERVISION & PROGRAM COORDINATION**

In 2019 I developed a business case for establishing a university counselling clinic, writing the Scope of Practice and Operational Manual. The university Clinical Governance Board approved the plan, with an opening date of February, 2020. The *USC Counselling and Wellbeing Clinic* at Nambour is a focus for clinical teaching and supervision for undergraduate and post-graduate counselling students completing their placement there.

Having a long history of private practice, using person-centred and creative arts frameworks in therapy, I aim to relate to students with respect, empathy and concern. Frequent comments on teaching SELTS reflect this, for example: *“Very helpful to students and understanding, respectful”*; *“He is willing to support students outside class time”*; *“He is a very respectful person, very open and delivers the topic well”*; *“Mark treats students as equals in the profession and is respectful to all”*.

I employ approaches to teaching that motivate reflective and critical thinking in students. To achieve this students are often challenged to apply a variety of theories and/or methods to case studies, as they justify their perspectives in small group interactions. SELT comments from students reflect this: *“He engages everyone in class and his teaching methods make me more interested in the topic”*; *“The tutorial activities supported course material and enable students to try out therapeutic techniques in a safe environment”*.



### **Clinical Supervision of counsellors / counselling interns:**

2016 Supervisor for Master of Counselling interns on placement – USC.

2013 – 2015 Supervisor for Master of Counselling interns on placement – UofA.

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 – 2008 Counsellor supervisor in private practice. Recognised as a supervisor by Australian Counselling Association.

### **Teaching and course creation at the University of the Sunshine Coast** **2016 - 2018 Program Coordinator - Bachelor and Master of Counselling Programs**

#### **Teaching:**

COU701 & COU781 Advanced Counselling Skills 1 and 2

COU706 Counselling of Children and Young People

COU200 Cognitive Behaviour Therapy

COU101 Theories of Counselling

COU754 & 755 Research Project A & B

### **Teaching and course creation at the University of Adelaide**

#### **2015 Teaching – Post Graduate Course Coordinator, lecturer and marker for:**

GEN PRAC 7014 Counselling of Children and Adolescents

GEN PRAC 7013 Family and Relationship Counselling

GEN PRAC 5007 Attachment Across the Lifespan

GEN PRAC 7006 Mindfulness-based Counselling Applications

GEN PRAC 7019 Expressive Therapies – Creative Arts in Counselling

#### **2013 – 2015: Creation of 3 new courses:**

GEN PRAC 7013 Family & Relationships Counselling

GEN PRAC 7014 Counselling of Children & Adolescents

GEN PRAC 7019 Expressive Therapies: Creative Arts in Counselling

#### **2013 – 2015: Courses re-written from scratch:**

GEN PRAC 7006 Mindfulness-based Counselling Applications

GEN PRAC 7003 Cognitive Behavioural Therapy & Trauma

GEN PRAC 5007 Attachment Across the Lifespan

#### **2014 Supervision Alliance, Adelaide: *The Art and Science of Supervision.***

Co-designed and co-taught. A 6 month course designed for PACFA national standards.

### **Teaching and course creation at the University of Notre Dame** **2008 – 2012**

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

## **Graduate Diploma in Counselling Skills**

CN414 – Case Studies and Supervision

CN413 – Couples and Families Counselling

## **Masters in Counselling**

CN503 – Counselling Couples and Families

CN606 – Dissertation Supervision

## **Counselling Practicum Coordinator**

CN602 Placement / Supervision / Case Studies – a Masters in Counselling unit

## **Teaching & Course Creation at Expressive Therapies Institute**

### **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 – present 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 – 2015, Malaysia 2011 - 2012.

### **1989 – present 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.

## **Course design for the Australian College of Natural Medicine, Brisbane**

### **2003 Expressive Therapies Unit - Counselling Theory 3 (CNST3)**

#### **- Bachelor of Health Sciences (Counselling)**

14 face-to-face lectures x 3 hours each

## **RECENT CONFERENCE PRESENTATIONS**

**2019 Peer-reviewed Presentation:** 6<sup>th</sup> Asia Pacific Rim Confederation of Counsellors International Conference, Brisbane, September. *Integrating Expressive Therapies into culturally sensitive, pluralistic, evidence-based practice.*

**2019 Peer-reviewed Presentation:** The Person Centered and Experiential Psychotherapy and Counselling Conference, Melbourne, October. *Person-centred practice in emotion work with children: A dance between structure and freedom.*

**2018 Peer-reviewed Presentation:** 1<sup>st</sup> International Conference on Pluralistic Counselling and Psychotherapy, March, University of Abertay, Dundee, Scotland. *A multiple intelligences contribution to pluralism: Enhancing choice with a focus on strengths.*

**2018 Peer-reviewed Presentation:** ACA National Conference, September, Melbourne. *Counsellors as Resilience Guides. Ten ways that counselling support can develop resilience.*

**2018 Workshop: ACA National Conference, September, Melbourne.** *Navigating Resilience pathways: Practical counselling activities to build client strengths.*

**2017 Peer-reviewed Presentation:** The Royal Australian & New Zealand College of Psychiatrists, Faculty of Psychotherapy Conference, September, Uluru. *Traversing cultural distances in therapy: Multiple Intelligences as a strengths-based compass.*

**2016 Paper Presentations: Australian Counselling Association – Kanyini National Conference, September, Adelaide:**

1. *Expressive Therapies Well-being Activities - Communication catalysts in multicultural groupwork.*
2. *The Evolution of Sandplay Therapy:* This paper briefly reviews the history, research, and applications of sandplay therapy.

**2015 Peer-reviewed Presentation:** Australian & New Zealand Arts Therapy Association / Australian Creative Therapies Association combined international conference, Adelaide, October: *What works for my client? Using multiple intelligences in therapy.*

**2014 Peer-reviewed Presentation:** Psychotherapy and Counselling Federation of Australia, (PACFA) National Biennial Conference, Sydney, June: *A multiple intelligences approach to counselling: Enhancing alliances with a focus on strengths.*

**2014 Peer-reviewed Presentation:** Society for Counselling and Psychotherapy Educators (SCAPE) Annual Conference, Melbourne, May: *Development of Student Self-Awareness Through an Eight-Week Mindfulness Practice Challenge.*

**2013 Peer-reviewed Presentation:** Society for Counselling and Psychotherapy Educators (SCAPE) Annual Conference, Adelaide, April: *Can counsellors' gauge therapeutic alliance strength through body language?*

**2013 Peer-reviewed Workshop Presentation:** Society for Counselling and Psychotherapy Educators (SCAPE) Annual Conference, Adelaide, April: *Orienting Counsellors to use Multiple Intelligences Theory and Activities.*

**2012 Peer-reviewed 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.*

**2011 Peer-reviewed Keynote:** Research Conference – School of Arts & Sciences, University of Notre Dame, Fremantle, September: *Soothing spaces and healing places: Is there an ideal counselling room design? Australian counsellors perceptions compared to the literature.*

**2011 Peer-reviewed 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 Peer-reviewed 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.*

**2010 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.*

**2010 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.*

**2009 Invited workshop:** Australasia Pacific Play Therapy Association Conference, Launceston, August: *Symbol Work and Sandplay Therapy: The dance between structure and freedom.*

**2009 Invited presentation:** Early Years in Education Society – National Conference, Perth, September: *Stories without words: Adapting Sandplay Therapy for the early years.*

## **PROFESSIONAL ASSOCIATION MEMBERSHIP**

Since 1994 I have been continually active in professional associations, filling a number of executive committee roles.

2015 – present Academic Member, ACA - Australian Counselling Association

2013 – 2015 Associate Member, *Counselling Association of South Australia (PACFA MA).*

2011 – 2017 Full Member, and member of Executive Committee: *Society of Counselling & Psychotherapy Educators Australia Inc. (PACFA MA)* Previous vice-president.

2009 – 2016 Full Professional Member, *Australian Creative Arts Therapies Association.*

2007 – 2009 Academic Member, ACA - Australian Counselling Association

2004 – 2006 Member, QCA - Queensland Counselling Association (PACFA MA)

2000 – 2005 Member, QAFT - Queensland Association for Family Therapy (PACFA MA)

1994 – 2005 Founding Member, QTERCA - Queensland Transpersonal and Emotional Release Counsellors Association (PACFA MA). Vice President.

## **CONSULTANCIES / COMMITTEES**

2020 Member, PACFA Program Accreditation panel

2019 Member, USC Clinical Governance Board

2019 Founding member, ACA Sunshine Coast Chapter

2015 Member, *Communities of Practice: Studio Teaching* working group; Office of the DVC & VP(A), University of Adelaide.

2015 – present National Heads of Counselling Education – Australia-wide committee.

2015 Member, *Program Management Committee*, School of Public Health, Faculty of Health Sciences, University of Adelaide.

2015 Member Early Career Researcher Committee, SPH, UofA.

2014 – 2016 Member, *Executive Committee*, SCAPE - Society of Counselling and Psychotherapy Educators Australia Inc. Was Vice President.

2014 – 2015 Member, *Academic Board*, The IKON Institute, Adelaide

2014 – 2015 Member, *Learning & Teaching Committee*, SPH, University of Adelaide

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

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

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).

## COMMUNITY ENGAGEMENT

I have responded to invitations to provide talks and training for over 55 organisations over many years; most recently in Australia for:

- Mental Illness Fellowship of South Australia, Adelaide – 2015
- South Australian Family Therapy Network, Adelaide – 2015
- Australian Association for Psychological Type, Adelaide – 2015
- The Counselling Association of SA – 2015
- Relationships Australia SA – 2014
- The Ikon Institute of Australia – 2014 and 2015
- Arts as Therapy Information & Support Network, Adelaide – 2014
- University of Canberra, Centre for Applied Psychology – 2014
- Psychology Department staff and students - Playford GPSuperClinic – 2013
- Centacare, Mount Isa – 2013
- NSW Government, Centre for Rural and Remote Education, Dubbo – 2012
- Prostate cancer counselling groups - University of Notre Dame, Fremantle – 2012
- Trauma care training for Anglican volunteer counsellors – via UNDA – who were preparing to travel to Victoria to support bushfire victims – 2009.

### **Inservice Programs – Delivered in S. E. Asia:**

- Tanglin Trust School Counsellors CPD, Singapore – 2014 and 2015
- TCA College, Singapore, September – 2011
- St. Andrews Lifestreams, Singapore 2010 – 2011
- Selangor Association of Play and Expressive Therapies, Kuala Lumpur - 2011
- KK Women's and Children's Hospital, Singapore - 2008
- Malaysian Psychology Centre - 2008
- Agape Counselling Centre Malaysia – Kuala Lumpur - 2006 to 2008:
- Academy of Certified Counsellors - Singapore - 2006 to 2007
- Ministry of Community Development, Singapore: 2-day program – 2004
- Academy of Human Development – Singapore - 2001 to 2006
- Fei Yue – Family Support Centre – Singapore - 2001 to 2002

## RECENT PROFESSIONAL DEVELOPMENT ATTENDED

**2018** Prof. Mick Cooper: *Existential Therapy – Exploring the Rich Tapestry of Practices*. 2 days, Sydney, September.

**2018** Dr Kristen Neff: *The Power of Mindful Self-Compassion*. 1 day. June, Sydney.

**2017** Prof. Robert Neimeyer: *Working with Grief and Loss*. 2 days, Brisbane, August.

**2016** Both PACFA and ACA National conferences

- 2015** Australian & New Zealand Arts Therapy Association / Australian Creative Therapies Association international conference: *Where the sea meets the sand*. Adelaide, October.
- 2015** The BEST Program – *Becoming an Effective Supervisor or Teacher* – 1 day, University of Adelaide
- 2014 - 2015** *Exploring Supervision Program + Supervisor Induction Program*, University of Adelaide
- 2014** Learning and Teaching Seminar, 3 hours: *When SELTS don't cut it: giving your teaching portfolio wings*. University of Adelaide.
- 2014** Australian Childhood Foundation: *International Trauma Conference*, 5 days, August, Melbourne.
- 2014** Psychotherapy and Counselling Federation of Australia, (PACFA) *National Biennial Conference*, 2 days, June, Sydney.
- 2014** PACFA 1-day Training: *Maximising client and therapist resourcefulness: An introduction to a collaborative pluralistic framework for counselling and psychotherapy* – Prof. John McLeod.
- 2014** Society for Counselling and Psychotherapy Educators (SCAPE) *National Annual Conference*, 2 days, May, Melbourne.
- 2014** Counselling Association of South Australia: Professional Development: *Self Harm*.
- 2013** Australian Association of Family Therapy – 34<sup>th</sup> Annual Conference – *Couple to family – the Evolving System*, November, Brisbane.
- 2013** Society for Counselling and Psychotherapy Educators – Annual Conference, April, Adelaide.
- 2013** Counselling Association of South Australia: Professional Development: *Let's Talk About Sex – Considerations for a Therapist*.
- 2012** The Psychotherapy & Counselling Federation of Australia (PACFA) Biennial Conference - *Effectiveness: What works?* October, Melbourne.
- 2012** *Transcultural Competence and Mental Health* – Seminar presented by the University of Western Australia and the WA Department of Health, Perth.
- 2012** Annual Conference: Society for Counselling and Psychotherapy Educators (SCAPE), Sydney.
- 2011** Supervising Postgraduate Research (ED6115) 39 hours. UNDA
- 2011** The Australian Association of Family Therapy Conference: *From the Cradle to the Grave: Family Therapy research into practice*. November, Melbourne.
- 2011** 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.

- 2010** 1-day training: Society of Professional Social Workers – *Everything you ever wanted to know about child abuse*. November, Fremantle.
- 2010** 1-day workshop: PACAWA Annual Professional Development Workshop. Perth.
- 2010** National Education Conference, University of Southern Queensland: *Authentic Counselling Practices: Challenging current thinking, creating new knowledge*. Hervey Bay.
- 2010** 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.
- 2009** 2-day training: *The intersystem approach to couple therapy: An integrative perspective*. Dr Gerald Weeks - *Psychotherapy in Australia* course, August, Perth.
- 2009** 2-day training: *Brain-based therapy: Integrating science with theory and practice*. John Arden & Lloyd Linford - *Psychotherapy in Australia* course, November, Perth.
- 2009** Australasia Pacific Play Therapy Association Conference, August, Launceston.



## STUDENT COMMENTS ON TEACHING

### Student Comments from the University of Adelaide

From Student Evaluation of Learning and Teaching (SELT) forms:

#### **2015 GEN PRAC 7014 Counselling of Children and Adolescents**

*I find confidence is his experience in the field. He ensures that students understand learning objectives and helps in the best ways possible.*

*The course content is kept interesting and Mark carefully organises lectures in ways that best engages students learning.*

*Mark has had practical experience in the different approaches he was teaching about. His passion for learning and understanding of developmental is a strong point. Mark is extremely organised and well planned.*

#### **2015 GEN PRAC 5007 Attachment Across the Lifespan**

*Mark is a very engaging and interesting lecturer. He encourages class participation and takes into account the different needs of students. The course is mixed into lectures and activities which is helpful in facilitating learning. The assignments allowed me to do a lot of research and further my knowledge about the topics which allowed me to actually remember the content long after I handed the assignment up. Overall really enjoyed the course and was glad that Mark took it!*

*Interesting subject matter that is delivered well, the lecturer is experienced in clinical work and more than happy to share knowledge from that experience and provides a comfortable and supporting learning environment for students.*

*The topic was very interesting and the lecturer very informed and convivial.*

#### **2014 GEN PRAC 7006 Mindfulness-based Counselling Applications**

*Mark is an exemplary teacher and lecturer. He is organised, on time and succeeds in making lecture material and readings available to students ahead of time. He uses the online MyUni system well and provides timely and thorough email replies. Mark encourages students to do their best but also encourages them to stretch their knowledge and peruse things that are interesting to them. Mark has the perfect mix of academical and clinical knowledge with real, on the ground counselling experience which he draws from to teach students.*

*Interesting lectures and an interested participant in our learning. I thoroughly enjoyed Mark's teaching, yet again. He is well prepared as a lecturer and inclusive in attitude.*

*Uses real life examples to support his teaching. Mark is very approachable and understanding of all things relating to the students*

*Share his years and years of experience making learning interesting and sounds "real" and more related to clinical work*

#### **2014 GEN PRAC 7013 Family and Relationships Counselling**

*Mark has managed to make a Wednesday class at night-time not only bearable, but often very enjoyable. He has such passion for this topic and it would show through every single lesson, and though some people in the class were very disruptive, he handled these individuals very diplomatically so that learning could continue.*

*Mark was able to make the course extremely interesting through the different therapies that were discussed, his personal experiences using the therapies and the use of other media such as film, cartoons and photos.*

## **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 - 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.*

## **Student Feedback from Malaysia**

### **Courses conducted for the 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.

## **Student Feedback from Expressive Therapies Institute Courses**

### **Comments from Student Feedback Forms in Australia 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: 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.