

## **Psychoeducation in Quebec: Past to Present**

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### **Abstract**

This article is the first of three written on the topic of Quebec psychoeducation. The object of this article is to explain the historical and theoretical foundations of psychoeducation as an academic discipline in Quebec. Developments within the field will be highlighted to illustrate how it has evolved up to the present day. Psychoeducation originated within live-in rehabilitation centres for troubled youth and was then integrated within the contexts of schools, community centres, psychiatric hospitals and physical rehabilitation centres. Psychoeducators in Quebec are making their mark in providing support and assistance to all age groups, from children to seniors, helping people with adjustment difficulties who struggle to integrate. Today, Quebec psychoeducation can cross borders and cultures, to broaden the perspectives of other specialized higher-education programs at the university level. Sharing the Quebec model, its theoretical expertise and its history of clinical practice will enable others to benefit in improving the social integration and psychosocial adaptation of those in need.

Questo articolo è il primo di una trilogia sulla psicoeducazione in Quebec. Lo scopo dell' articolo è presentare i fondamenti storici e teorici della psicoeducazione intesa come disciplina accademica. Saranno presentate la tappe e gli sviluppi che hanno portato la disciplina a quello che è oggi. La psicoeducazione nasce all'interno dei centri residenziali di riabilitazione per giovani problematici ed è stata poi inserita in altri contesti come le scuole, i centri comunitari, gli ospedali psichiatrici e i centri per la riabilitazione fisica. Gli psicoeducatori hanno un loro specifico marchio nel fornire supporto e assistenza a persone di ogni età, dai bambini agli anziani, e nel sostenere le persone che a diverso titolo presentano problemi di integrazione e adattamento. La Psicoeducazione può, oggi, permettersi di attraversare i confini, aprirsi alle altre culture e allargare le prospettive di altri programmi di educazione specializzata di alto livello universitario. Conoscere il modello quebecchese, la sua expertise teorica e la storia delle sue applicazioni cliniche può consentire ad altri di migliorare la promozione dell' integrazione sociale e dell' adattamento delle persone in difficoltà.

**Key words:** psychoeducation, historical perspectives, theoretical foundations

**Parole chiave:** psicoeducazione, quadro storico, fondamenti teorici

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### Introduction

Over the past 50 years, individualized education plans and special education approaches have advanced significantly in Quebec. Sociopolitical factors, various discoveries in the fields of social & health sciences, and the creation of university-level training programs, amongst others factors, have all transformed and influenced such approaches. Quebec psychoeducation was inevitably affected by these same developments and during these transformative years, extended itself to a diverse range of clientele, to families, and to the growing complexity of problems to be treated.

In this collection of three articles presenting psychoeducation as it is known in Quebec, it is important to discuss the usage and definition of the term *psychoeducation* itself. In Quebec, the spelling of the term that denotes the profession *and* discipline is *psychoéducation* or capitalized as *Psychoéducation*. It is worth noting that, for many practitioners in psychoeducation in Quebec, psychoeducation is a concept specific to themselves and their field, and which distinguishes them professionally from other health-care consultants and counsellors, or from any other form of therapist in the fields of Health, Social Services and Education. That being said, the term may hold different nuances in meaning according to the cultures and professions in which it is used or applied. In Europe, Psychoeducation is an ortho-

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pedagogical approach and is known as a form of special education approach for individualized learning plans and special needs learners, as part of the Special Education domain in the wider application in which it is often meant in the Franco-phone world. In fact, psychoeducation is at the very foundation of technical study programs in Special Education throughout Quebec, as well as also referring to Psychoeducation as the academic discipline in which all Quebec psychoeducators are schooled. Lastly, « psycho-education » is well-known as an approach used in social psychiatry that designates clinical work done by nursing staff. Another noteworthy fact is that in English-speaking cultures (United States and Canada), although in more specialized domains it is understood and used the same way as in Quebec, the term « psycho-education » is predominantly used in the nursing profession and in medical psychiatry to denote a form of patient and peer group education on mental illness, among other conditions, intended for better patient acceptance of treatment and deeper understanding of their condition.

### 1. The Early Years

Quebec psychoeducation originated during the heavily Catholic period of the 1950s. For the most part, educators emerged out of Catholic community aid and Scout volunteer movements (Gendreau, 1983). From its inception, similarly to these very same movements, psychoeducation focused on troubled and abandoned youth. This clientele suffered from « psychosocial affective disorders ». At this time, an educators' vocational role was synonymous with the role they played in the lives of their clientele. Similar to a parent's relationship with a child, the role translated into full and complete involvement in the youth's school education and in their day-to-day lives (Le Blanc, 1990). Therefore, educators provided care and treatment through their everyday interactions with the youth, within the framework of a shared educational experience.<sup>1</sup> In other words, educators offered support on a daily basis. It was the quantity and intensity of interactions between educators and the youth via educative and re-educative activities which enabled the psychoeducator to intervene (Le Blanc, 2004). Within the context of treatment, the relationship between practitioner and client is at the very foundation of a psychoeducator's approach.

In the early years, all programs for troubled youth took place at the « Cité de Boscoville », and at the « Centre d'Orientation » for gifted and maladjusted children. These live-in treatment centres acted like mini-societies in which youth experimented with different social roles throughout the re-education process. Educators achieved professional renown through the use of this model within this innovative re-education environment, and as a result, psychoeducation became a legitimate practice and was even recognized in Europe. A noteworthy fact; Ms. Jeanine Guindon, the co-founder of psychoeducation in Quebec, gave a conference about the training program developed at the *Training Centre for Special Educators*<sup>2</sup>,

presenting its theoretical foundations and practices, at the 1960 *Congress of the International Association for Educators of Maladapted Youth* in Rome, Italy (OPPQ, 2011).

During the Quiet Revolution<sup>3</sup>, a period in contemporary Quebec history between 1960 and 1970, the altruistic vocation of these educators went through multiple changes. The period's effects were felt profoundly in all aspects of life, as a result of the secularization of Quebec society and of state affairs, engendering a shift in thinking and mentality overall. From this time forward, the education and health systems were to fall solely under the authority of government ministries bringing about substantial changes in the way such services were delivered to the general public. Influenced by popular waves of thinking in Europe and the United States, Quebec made headways in the creation of practitioner training programs, whilst new concepts in psychosocial treatment also emerged. Psychosocial treatment was re-invented during this period, as Quebec practitioners transitioned from a traditional to a more contemporary model (Otero, 2003). Educators were influenced by sociopolitical and theoretical trends, and looked to educate youth by imparting values and by providing them with skills instead of trying to change or punish them. Educators expressed concern at working with youth who exhibited more serious affective disorders, and who could not be adequately treated by the existing services. Intervening suitably with juvenile delinquents who would otherwise have been sent to adult correctional facilities was also a priority. Aiming to offer effective re-education programs to a diverse range of at-risk youth, Quebec educators, with a strong sense of values and a willingness to perfect their clinical practice, were led to further enhance methods and the quality of services delivered. The pioneers of Quebec Psychoeducation (Jeannine Guindon, Gilles Gendreau and Euchariste Paulhus) worked within this very same spirit to expand their treatment model by drawing on knowledge from the fields of psychology, education and pedagogy to re-educate at-risk youth.

## 2. Theory Meets Practice

The link was first drawn between theory and practice, between researchers and field practitioners, when educational theory and psychological theory were brought together to help direct and enhance both university programs and existing field practices (Potvin, 2003). From this time onwards, the term psychoeducation explicitly referred to a sub-discipline combining elements from the fields of both psychology and education. The first foundations for an ensuing treatment philosophy were strongly anchored in humanist<sup>4</sup> principles and thought. The pioneers of Quebec psychoeducation, in conceptualizing a re-education process based on the premise of self-consciousness and self-empowerment, were predominantly inspired by Piaget and Erickson's epigenetic theories (Guindon, 1995). These theories in developmental psychology were then united with, on one hand, a series of pedagogical approaches that incite active participation of the subject in his or her

own learning process, and on the other hand, American treatment techniques developed by Redl and Wineman (1951, 1952) as directors of a special education centre for socially-maladapted children. These various theories, approaches and principles were guided by a global view of therapeutic treatment based on Freudian psychoanalytical theory and the psychodynamic approach (Guindon, 1980). In 1969, the field made great advances with a first attempt at conceptualizing and homogenizing psychoeducative care and treatment. At this point, the development of a framework for treating people was defined by a structural psychoeducative model which worked in combination with a re-education model outlining the steps first designed by Gendreau<sup>5</sup> (1960) and later re-conceptualized by Guindon (1965, 1970, 1995). The process of youth treatment was carried out over several years and was applied at live-in rehabilitation facilities by educators in various settings with shared educational experiences. Those being treated went through four steps as part of the re-education process (acclimatization, self-control, achievement and personality) all the while progressing from the initial state of disequilibrium to a higher state of equilibrium. Throughout the process, the young people admitted to the institutions were asked to gather their inner strength in order to reach a level of self-awareness, a task which was accomplished by means of activities geared specifically at having them take an active role in their own re-education process (Le Blanc & Tessier, 1978). This therapeutic direction chosen by Guindon was firmly anchored in psycho-analytical and psychodynamic principles, and came to define the profession, providing educators with primary guidelines to follow for all treatment methodology and treatment plans aimed at troubled youth in the context of live-in treatment facilities (Renou, 1989).

### **3. Educating Psychoeducators: From Past to Present**

Since its inception in the early 1950s, and right through to the 1970s, psychoeducation in Quebec was a rather linear entity in that the very same individuals acted as teachers, rehabilitation centre managers and as leaders at the forefront of a developing field (Renou, 2009). Educators were trained on-site by their employers at the four existing live-in rehabilitation centres<sup>6</sup>. A cooperative relationship was quickly established between these in-house training operations and higher-education institutions. In 1954, the very first recognized training program for psychoeducators was launched. The « Diploma in Psycho-Pedagogy for Maladapted Youth » was a joint-program provided by the Centre d'Orientation de Montréal (Montreal Guidance Centre) in conjunction with the University of Montreal's Psychology Institute<sup>7</sup> and taught over a period of three years (Renou, 1989). In 1958, the University of Sherbrooke's Faculty of Education then opened a similar diploma course to the one already operating in Montreal, so similar in fact that students enrolled in Sherbrooke's program joined the Montreal students for their first year of studies (Renou, 1989). Since 1963 has the University of Sherbrooke been

operating its own diploma course independently, and then subsequently in 1966, it inaugurated the Department of Psychoeducation, under the auspices of the Faculty of Education. The University of Montreal offered a new program, in 1965, by introducing a Degree in Special Education and, in 1971, conferred upon the School of Psychoeducation official status as a separate and independent department within the Faculty of Arts and Social Sciences (Guindon, 1980). At the time, the two university programs were distinct in that they specialized in serving two distinct clienteles. While Montreal's expertise was centered on troubled or at-risk youth, Sherbrooke's focus was on intellectual disability. From 1968 onwards, the Bachelor's and Master's Degree programs in psychoeducation at the Universities of Montreal and of Sherbrooke took shape and were later extended, in 1979, to a range of universities within the University of Quebec<sup>8</sup> network (Renou, 1989). It is worth noting that the university system in Quebec operates under a dual system, with what is referred to as « classical » universities from the former private sector<sup>9</sup> as opposed to the University of Quebec network, initially established as a public university system at its very inception. Within the francophone system, the University of Montreal, the University of Sherbrooke and Laval University would fall under « classical » universities with a traditional faculty structure. The University of Quebec network, however, functions under a departmental framework rather than a faculty-based one. In the more traditionally-structured institutions, the decision to introduce a new department or educational program depends entirely upon the leadership decisions and motivation of the faculty staff. The fact that psychoeducation programs might now be linked and associated more with the field of Education or with Psychology Departments in various universities stems less from a disciplinary allegiance than from the historical or circumstantial contexts. Psychoeducation is recognized as an independent discipline with a relatively standardized curriculum across the various universities.

The period between 1970 and 1980 was strongly impacted by the development of university programs throughout Quebec and predominantly influenced by the emancipation of the Quebec francophone population with respect to religion, and by the increased involvement of the State in issues of health and social affairs. As a result of such change, the tradition/modernity paradigm contributed to the development of the social sciences as an intellectual and autonomous field among Quebec's francophone society, in particular with the influx of young professors who had graduated in the American and European social sciences (McRoberts, 1996). Breakthroughs in scientific research, most particularly in the field of psychology, generated a considerable volume of knowledge to explain and explore human behaviour. Consequently, Quebec witnessed the emergence of various theoretical currents in addition to those already established in psychoeducation. Progressively, the psychodynamic approach gave way to behavioural approaches, which had, until then, remained out of the spotlight for the most part. At the same time, there

was the addition of some rather more contemporary, global approaches proposing novel perspectives on the ecological, systemic, developmental psychopathology and bio-psychosocial fronts.

University programs for psychoeducators then covered both theory and practice, whilst remaining focused on the practitioner's personal development and on the role of practitioner personality in treatment. The latter aspect was only formally adopted as part of the program pursuant to Guindon's 1969 theorization. In fact, entry-level psychoeducators at the "École de Psychoéducation de Montréal" (Montreal's School of Psychoeducation) undertook university studies based primarily on the four steps in the re-education process as it applied to troubled youth. Much like psychotherapy, students were asked to undergo the re-educative process themselves in order to gain higher self-knowledge and to make full use of the natural resources provided inherently by their actual personalities (Guindon, 1980). This pedagogical model only endured a short few years, giving way to a program based on theoretical knowledge, practical know-how and the practitioner's *savoir faire* in human relations (Gendreau, 2010; Grégoire, 1980).

The period between 1980 and 1990 proved to be a significant step forward in the social sciences and for Quebec psychoeducation. McRoberts (1996) pointed out that positivism, with its growing foothold on society, was greatly influential in the contemporary social sciences and that the discipline of psychoeducation also felt the impact of such scientific movements. This moment in the development of the discipline was marked by the eruption of a conflict between two generations of psychoeducators: the pioneers and their successors. The period was also epitomized by controversies over the scientific status of social science disciplines, and their effectiveness (Gendreau, 2010; Otero, 2003). As commented by Renou (1998), Quebec was currently witnessing a transitional phase, driven by the arrival of a young and upcoming group of professors who chose to adopt new perspectives and practices in scientific research. The new, modern era of positivism had set in and was causing dissension among the psychoeducation community. Many authors make reference to this critical period in history and its clashes between tradition and modernity. Articles covering both empirical scientific views and clinical methodology in the field of psychoeducation were published in the "Revue de Psychoéducation"<sup>10</sup> (Bossé & Le Blanc, 1980; Gagnon, 1985, 1991; Gendreau, 1983, 1984, 1998; Lavoie, 1995; Le Blanc, 1983, 1985, 1986, 1990a, 1990b, 2004; Potvin 2003; Pronovost, 1991; Renou, 1989, 1991, 1998; Renou & Tremblay, 1979).

The world of higher education had now gone beyond being a simple teaching environment, and had largely become a research institute. The universities that housed the various psychoeducation departments were, for the most part, directed by professors who ran research laboratories, led collaborative inter-university research groups and obtained research grants from both government and/or non-

government sources. It was through having such infrastructures that professors could generate knowledge and develop innovative treatment practices, contributing ultimately to the enrichment of training programs throughout Quebec. Since the 1980s, universities have aimed to train competent practitioners, endowed with scientific precision (Gendreau, 1983). The acquisition of and familiarity with scientific research methodology has allowed psychoeducators the ability to gain a better understanding of their own re-education practices; to further and to critically assess their own practice, and to confirm or disprove their own basic intuitions (Gendreau, 1983). This aspect of the training enables psychoeducators to draw critical links between research-based knowledge and clinical practice, as well as between issues identified in the field and the use of systematic research methods to seek viable solutions to them. Psychoeducators must therefore master diagnostic assessment, the planning of re-education programs, and their delivery (Renou, 1998). In order to accomplish this, they must be able to 1) identify available data to assess a situation and carefully select appropriate assessment tools; 2) run through possible explanations or any proposed solutions from external sources; 3) distinguish between speculation and fact; 4) Develop new hypothesis and/or new solutions based on the most convincing outcomes and data and, most importantly, 5) continually double-check to ensure that any proposals put forth correspond to actual facts and real outcomes, and be able to measure the efficiency and effectiveness of such proposals (Gagnon, 1985). The professionalization of psychoeducative practices had at this point reached a certain level of complexity that required practitioners to remain up-to-date with a greater volume of practices and to attain higher-level knowledge. Today, a psychoeducation graduate must have completed 18 years of education, five of which at the university level (three undergraduate and two at the masters' level). Since 2009, it has become possible for those wishing to further their education and work within the research and academic fields, to complete a Ph.D. in Psychoeducation. To obtain a psychoeducator's license, issued by *l'Ordre des psychoéducateurs et des psychoéducatrices du Québec (OPPQ)*<sup>11</sup>, professionals must meet the requirements as prescribed by regulation adopted by virtue of the Quebec Code of Professionals; thereby completing a Master's Degree in Psychoeducation at one of the following universities : Université de Montréal, Université de Sherbrooke, Université du Québec en Abitibi-Témiscamingue, Université du Québec en Outaouais, Université du Québec à Trois-Rivières or Université Laval. On an international level, in 2003 a group of students and professors from the University of Quebec in Outaouais (UQO) entered into a collaborative relationship with the Universidad De La Fronter in Chile (UFRO) to introduce a new higher technical college training program in psychoeducation. The program constitutes the first formal Psychoeducation program established outside of Quebec. The exchange program and implementation process took place over five years and was financed conjointly by the Canadian International Development



Agency (CIDA), the Association of Universities and Colleges of Canada (AUCC), along with the two university partnerships from the UQO and the UFRO (Dionne, Demers & Desrochers, 2007). The program was written and dispensed through a co-teaching process with partnerships between Chilean and Quebec professors. The program at the UFRO does not, however, lead to being granted Psychoeducator status via the OPPQ association.

The required university training covers the cognitive, affective, neurobiological and social development of children, adolescents, and adults; adaptive disorders and psychopathology; observational methods and clinical assessments; re-education methods specific to psychoeducative contexts (for individuals, groups, within families and in crisis situations); team-leading and the handling of various treatment settings, as well as re-education program planning and assessment. Courses on scientific methodology and data analysis, professional codes and ethics are also included in the training curriculums. Accompanying the theoretical component of training are practical internships in re-education environments, totaling 1080 hours (OPPQ, 2011).

#### **4. The Order of Quebec Psychoeducators (OPPQ)**

In 1992, the “Office des Professions du Québec”<sup>12</sup>, seeking to better protect public interest, put in a request that the existing Orders (professional regulatory bodies) consider integrating practitioners from the psycho-social field, meaning 3000 Quebec psychoeducators who were not currently eligible for membership with any professional body. A decree calling for the acceptance of psychoeducators into the Quebec Guidance Counselors Order<sup>13</sup> came into effect on September 29<sup>th</sup>, 2000. Admission to the professional order required a Master’s Degree, and the Order was renamed to include psychoeducators as the Order of Quebec Psychoeducators and Guidance Counselors (OCCOPPQ). Since 2010, psychoeducators now belong to a separate professional body known as the OPPQ.

##### **4.1 The OPPQ’s Mission**

The *OPPQ* is mandated to ensure the quality of psychoeducational services provided to the public by its members. In order to guarantee such high-quality services, the *Order* ensures its members are properly qualified and provides continuing education support to develop and maintain members’ professional skills. The *Order* is a place for sharing knowledge, allowing its members to improve as practitioners and to participate in the evolution of the profession as a whole. It strives to provide a sense of identity and belonging. The *Order* plays an influential role within society, exercising due concern and being involved in issues that affect the public.

#### 4.2 Psychoeducator : A Recognized Profession and Title

To operate as a licensed psychoeducator in Quebec, practitioners must become a member of the *Order* (professional regulatory body), which is governed by a code of ethics. The public can rest assured that any licensed professionals possess the necessary skills to intervene in cases of at-risk individuals or people with trouble adapting to social and environmental contexts. Professional acts carried out by licensed psychoeducators, as designated by the Quebec Government, are defined as follows :

Provide groups and individuals who are experiencing, or run the risk of experiencing, adjustment difficulties with psychoeducational support services such as 1) assessing psycho-social adjustment or adjustment skills; 2) intervening for the purpose of helping the individual restore equilibrium to their environment by means of preventive or re-educative approaches (Office des professions du Québec, 2011).

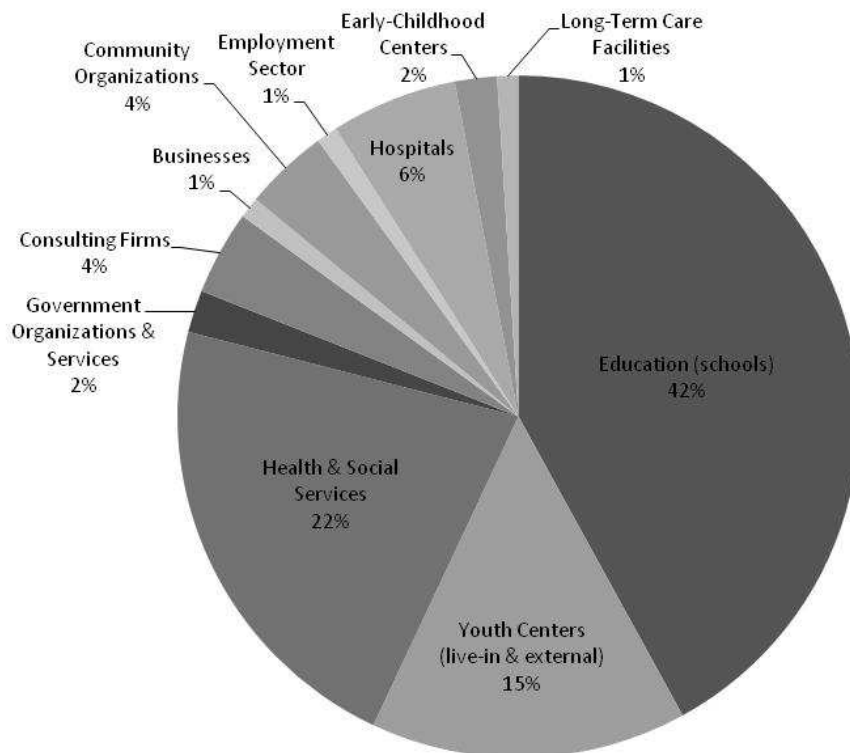
### 5. Psychoeducation Today

#### 5.1 Clinical Settings

The evolution of the field into an academic discipline, new laws and legal realities, and political directions: all have influenced psychoeducation and the role of psychoeducators. While historically psychoeducators practiced exclusively at live-in rehabilitation centers and one could hardly have imagined, at the time, that psychoeducation might one day be deployed outside of this context, gradually over time, clinical environments and opportunities broadened, most notably with the profession's entering school settings, and then in the late 1970s, its integration into community aid settings (Gendreau, 1983). As specialists at structuring and designing treatment environments for live-in care facilities, psychoeducators were able to make a place for themselves in a variety of new settings such as early-childhood centers, community organizations, homes and centres for the elderly, hospitals, prisons, in private practice, and so on. Figure 1 shows the distribution of licensed psychoeducators (members of the *Order*) sorted by sector as of February 2011.

The greater and greater diversification among clientele, as well as in contexts for treatment, has driven Quebec psychoeducation to broaden its horizons and increase its offerings. Holistic and more global in nature, re-education programs may now take a variety of forms, take various aspects of life more into account (family, community), place more emphasis on the surrounding environment and consider individuals in their globality as humans. The following paragraphs describe the predominant forms of psychoeducative treatment carried out by psychoeducators in their range of settings.

Figure 1. Distribution of psychoeducators by employment sector



## 5.2 Types of Treatment According to the OPPQ (2011)

**Services for Individuals.** To draw up effective, comprehensive treatment psychoeducators must first assess the person or group's level of psychosocial adaptation and their adjustment skills. This can be done by means of active and systematic observation, the use of questionnaires and even appropriate standardized tests on occasion. Afterwards, practitioners must design a treatment plan, and deliver the treatment, or conversely, supervise those who have been chosen to deliver it. Lastly, the treatment effectiveness must be measured and assessed.

Psychoeducators execute their treatment plan through educative and re-educative activities that are tailored to a specific person or group's needs. Treatment is achieved by organizing and utilizing the client's actual environment. Psychoeducative methodology in field practice includes a combination of acts called "professional processes", along with the specific organization of the treatment environment, called "structural psychoeducative model". In short, the practical methodology of psychoeducation encompasses the methods and techniques that are gener-

ally recognized as « the art and science of psychoeducative practice » (Renou, 2005). The methodology adopted in the practice of psychoeducation will be approached in a subsequent article.

**Expert Advisory Services for Different Settings.** In addition to delivering psychoeducational treatment directly to individuals and groups, psychoeducators also act as consultants and experts, advising other care-givers and service-providers in the field, or for various organizations. An example of this would be the role that psychoeducators play in childcare settings. For instance, psychoeducators might suggest re-educative activities to childcare staff, or might work on increasing parent and teacher awareness of the specific factors that may prevent, cause or correct adjustment issues.

Psychoeducators work in schools as well, where they provide information and support to teachers, administrators, and parents by explaining the roots, causes and effects of maladaptive behaviour. Equally important topics include prevention, social attitudes, educational practices and efficient re-education programs for at-risk or troubled youth.

**Program Development, Implementation and Evaluation.** Most psychoeducators are mandated to create, implement, and/or evaluate programs that produce favorable conditions for people to better adapt within their own environments. Within this context, some psychoeducators may also take on mandates to teach, supervise or train.

**Assessments for Special Dispensation for Early School Admission.** Psychoeducators are named among the professionals permitted by the Regulation Respecting Special Cases for Admission to Pre-School and Elementary School Education as part of the Quebec Education Act, to provide a specialist's assessment in support of requests for early school admission for cases where the child's intellectual, social, emotional or psycho-motor skills are advanced for the child's age.

## Conclusion

Although psychoeducation is still in its early days as a profession, with a rich history behind it, it continues on the adventuresome path towards establishing an identity. It is primordial, in order to properly understand current practice, to also understand its historical underpinnings. The fruit of the last sixty years has greatly contributed to the development of the psychoeducator's present-day identity. A psychoeducator now belongs to a widely-recognized profession whose expertise is sought after and put to good use serving a diverse range of clientele. Psychoeducation has distinguished itself as a discipline in its own right, with its own set of theories and premises, concepts and principles, beliefs and values. It is with this set of knowledge that psychoeducators define their studies and research on issues related to psychosocial adaptation (Renou, 2005).

The genius of Quebec's psychoeducation pioneers was to have established a discipline in direct relationship with educational practice (psychoeducative treatment), modeled on a re-educative approach (the Guindon model), promoting a specific context for treatment (the Gendreau model), taught by means of a specialized university education (at Master's level), and emerging into a unique profession (psychoeducators today) (Renou, 2005, p. 32).

The second article shall provide precisions on the psychoeducative intervention method itself (its professional processes and its structural psychoeducative model). In the third article, we present the concept of the subject's adaptation through a process of change and learning. This last article will also cover the relational attitudes allowing a therapeutic alliance to form in the context of shared educational experiences.

The profession of psychoeducator continues to develop across a range of client care settings throughout Quebec. With its first doctorate program being introduced in 2009, the knowledge passed down and the establishment of an applied research environment in treatment will likely help expand the discipline and enhance professional practice. Today, Quebec psychoeducation can cross borders and cultures, to broaden the perspectives of other specialized higher-education programs at the university level. Sharing the Quebec model, its theoretical expertise and its practical applications will enable others to benefit in improving the social integration and psychosocial adaptation of those in need.

## Notes

<sup>1</sup>A shared educational experience is exemplified in how the activity leader and/or practitioner engage in the *here and now* with the person through their daily lives (Capul & Lemay, 1996; Lemay, 1990). A shared experience becomes a shared educational experience when a structured and planned activity is used to intervene (Gendreau, 2001).

<sup>2</sup>Translated from its French name : Centre de Formation des Éducateurs Spécialisés.

<sup>3</sup>A deeper exploration on this period in contemporary history and its impact on Quebec society can be found in Dickinson, J. & Young, B. (2003). *A Short History of Quebec*. Montreal: McGill-Queen's University Press.

<sup>4</sup>«Humanistic psychology is the school of psychology that assumes people have positive values, free will, and deep inner creativity, the combination of which leads them to choose life-fulfilling paths to personal growth. Psychologists such as Carl Roger (1902-1987) and Abraham Maslow (1908-1970) developed therapies based on these theories» (Kosslyn & Rosenberg, 2001).

<sup>5</sup>A concept to be further discussed in a subsequent article.

<sup>6</sup>Centre d'Orientation et de Réadaptation de Montréal (Montreal Orientation and Readaptation Center), Boscoville (Montreal), Centre Ste-Hélène (near Montreal) and the Institut Val-du-Lac (situated in Sherbrooke).

<sup>7</sup>Translated from the French name : l'Institut de psychologie de l'Université de Montréal.

<sup>8</sup> Founded by the Government of Quebec in 1968, the Université du Québec network boasts nine establishments with the tri-fold mission of increasing and maintaining accessibility to higher education, of contributing to scientific research and development in Quebec and of supporting development in regional areas (Université du Québec, 2011).

<sup>9</sup> Former private universities in Quebec have now all become public institutions.

<sup>10</sup> La Revue de Psychoéducation (The Journal of Psycho-Education) was founded in 1964 for the publication of theoretical and/or empirical scientific articles on psychosocial maladjustment, and the proposed preventive and curative treatment methods (Revue de psychoéducation, 2011).

<sup>11</sup> The Order of Quebec Psychoeducators (Professional Regulatory Body).

<sup>12</sup> Office des Professions du Québec : the Quebec Council of Professions is the governing body for certain professional associations in Quebec.

<sup>13</sup> Translated from the French title : l'Ordre professionnel des conseillers et conseillères d'orientation du Québec.

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