



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Counsellor Education Handbook

Faculty of Education
Te Kura Toi Tangata



2012

Welcome to Waikato

Welcome to the University of Waikato. I hope you make the most of your time here and the opportunities that will present themselves during the course of your study.

You have come to an excellent university that is ranked top in 10 subjects under the Government's Performance Based Research Fund. We are also internationally connected; we have research connections and student exchanges with some of the world's top universities. I urge you to consider taking part in these while you are with us.

Here at the University of Waikato, you will be taught by lecturers who are leaders in their fields of research and who win national teaching awards. We are proud of our academic quality and the fact that we turn out sought-after graduates who go on to take up important roles in all parts of the world.

You will already have noticed our beautiful campus which is set in 68 hectares of gardens, green space and lakes. At the heart of it all is the new Student Centre, which was completed in 2011. With its accessible areas, Library services and multitude of facilities, it is a place for students to study or just gather together and we are very proud of this building.

In 2011 we celebrated 10 years of another important building, the Gallagher Academy of Performing Arts. This world-class facility was the vision of a group of driven Waikato people. It quickly became a focal point in the campus and continues to be an important venue for the performing arts community.

I encourage you to experience all our facilities during your study at Waikato. We are heading towards our 50th anniversary in 2014; you are benefitting from many years of planning, hard work and vision.

I sincerely hope you enjoy your time at the University of Waikato; I urge you to make the most of the excellent education, the beautiful setting and the top facilities and then head out into the world as alumni and ambassadors for us.

Roy Crawford

VICE-CHANCELLOR
UNIVERSITY OF WAIKATO



Welcome to Counsellor Education

The counsellor education programmes at The University of Waikato take a distinctive orientation to counsellor education. These programmes are situated within a postmodern framework, emphasising what are often called narrative approaches in counselling and therapy. These approaches depend upon a social constructionist epistemological base. The specific body of ideas, skills and approaches that draw upon constructionist and postmodern theories and practices are the focus of the programme. The programme's emphasis owes a strong debt to the work of Michael White and David Epston, whose pioneering development of narrative therapy is widely known for its innovation and effectiveness.

A therapist taking a narrative stance is interested in the stories and storying that shape people's lives. The stories that produce our lives are those available to us in the varied cultural worlds that we inhabit. Thus a counsellor is interested in the ideas, beliefs, social structures and norms that people live by. Rather than seeking to identify internal deficit or dysfunction, a counsellor will be interested in working with people in exploring the effects of socio-cultural practices on their lives and relationships. This stance is taken because problems are understood to be produced within socio-cultural contexts, rather than to reside within an individual, family, or community.

Narrative therapy is a collaborative therapy, with a strong interest in the knowledge, expertise, skills and experiences of those who consult a counsellor. On this basis, counsellors bring a genuine curiosity to their work with those who consult them: counsellors are interested to learn about people's own understandings, preferences, hopes and purposes for their lives.

On the basis that the stories we have about ourselves produce our lives, counsellors working from a constructionist perspective pay particular attention to the language by which stories, and therefore lives, are produced. Therapy, then, is a particular sort of conversation, one that invites and enables people to take up various positions in relation with themselves, others, ideas and the world!

The practices described here come out of social constructionist philosophies. These philosophies underpin and are woven throughout The University of Waikato counsellor education programmes. Social constructionist ideas are introduced in the first positioning paper for the masters programme, Discourse and Counselling Psychologies: the range of practice papers that follow depend upon this theory.



Contents

THE QUALIFICATIONS	3
COUNSELLOR EDUCATION CONTACTS	3
MASTER OF COUNSELLING (MCouns) PROGRAMME DETAILS	4
<i>Criteria for Selection of Applicants</i>	8
<i>Procedure for Application</i>	9
<i>Scheduling Details</i>	10
<i>Core Papers – Master of Counselling</i>	12
<i>Optional Papers – Master of Counselling</i>	13
POSTGRADUATE CERTIFICATES IN COUNSELLING	14
DOCTORAL PROGRAMME	16
DOCTORAL PROJECTS	16
ONLINE LEARNING	17
STAFF AND THEIR RESEARCH INTERESTS	18
CONTRIBUTING TEACHERS	19
PROFESSIONAL SUPERVISOR POSTGRADUATE STUDY AWARD	20

Information is correct at time of publication (2011). Some papers or programmes may be subject to change or cancellation. The Faculty of Education reserves the right to change, cancel or withdraw papers or programmes subject to availability.

Cover photo: 'Pōwhiri' (1996) by Donn Ratana is encapsulated in pou, which are representative of a kaikaranga calling to the tangata whenua. These pou acknowledge the people who are here at the Faculty of Education and those who have gone on. The essence of those who have left remains.

The Qualifications

Masters Level

- » Master of Counselling (MCouns)
- » Postgraduate Certificate in Counselling Supervision (PGCert(CounsSup))
- » Postgraduate Certificate in Family Counselling (PGCert(FamCouns)) (Not offered in 2012)

Doctoral Level

- » Doctor of Philosophy (PhD)

Counsellor Education Contacts

Application forms are available at:

<http://education.waikato.ac.nz/counselling> (Go to Application Processes and Forms).

Administrative enquiries can be made to:

Jo Siebert

Administrator, Department of Human Development & Counselling

Phone: 07 838 4031

Email: counsellor.ed@waikato.ac.nz

Academic and professional enquiries can be made to:

Dr Kathie Crocket

Director of Counsellor Education

Phone: 07 838 4500 extn 8462

Email: kcrocket@waikato.ac.nz

Master of Counselling (MCouns) Programme Details

Teaching Focus

The MCouns programme is designed to offer students the opportunity to develop professional skills well-grounded in constructionist theories. Such a professional education programme invites students to consider their own lives, and how they are storied, both as persons and professionals. The focus of the teaching is on providing experiences for students in which they can further develop professional attitudes, knowledge and competencies in the areas of counselling, group leadership, mediation and practitioner research. Practice papers offer the opportunity for students to have supported professional experience in community and/or education settings. Efforts are made to cater for and respond to the individual student's particular background and professional education goals.

Learning Outcomes

The focus of students' learning is expected to be on:

- » Developing competence in the practices of counselling.
- » Grounding in philosophical and ethical issues relating to professional counselling practice.
- » Engaging critically with the theoretical concepts and research which underpin counselling practice.
- » Acquiring a knowledge of the professional context.
- » Developing a well-articulated theoretical position and reflective professional stance in counselling work.

Professional Recognition

The Master of Counselling is a recognised qualification for membership of the New Zealand Association of Counsellors.

Students completing this qualification at The University of Waikato are involved in a variety of work settings including schools, community agencies, private practice, hospitals and health settings, universities and polytechnics, and government departments.

The programme is recognised by the Ministry of Education for secondary school counsellors and the Ministry may fund school counsellors.

Online Learning and Intensive Workshops

Our programme provides for students in more distant settings from Hamilton who are interested in learning about the ideas that we are teaching. Over many years we have used internet-based teaching methods in combination with intensive workshops in block courses on-campus. We use a format of intensive workshops (for practice-based teaching) backed up by a wide variety of internet-based teaching and learning activities.

Intensive workshops vary between two to five days, depending on the paper. Some papers which have a larger online component will have a single one-week intensive.

Distance Students

Students from other parts of New Zealand, or from overseas, are welcome to apply for the programme provided that they can ensure that they will be able to attend programme selection events and classes. Dates for block courses on-campus are included in this booklet. Practicum arrangements for the programme must be specially negotiated when enrolling from greater distances before enrolment can be confirmed.

Master of Counselling – Enrolment Patterns

The Master of Counselling is made up of a total of eight 500 level papers. The regulations for this qualification can be found in *The University of Waikato Calendar*.

The Master of Counselling degree comprises eight papers, including the four compulsory papers. The other four papers can be made up of any of the following:

- » Four taught papers
- » A four-paper thesis
- » A three-paper thesis and one taught paper
- » A two-paper dissertation and two taught papers.

The **four** compulsory papers required for the Master of Counselling are:

- » **HDCO544** Discourse and Counselling Psychologies
- » **HDCO541** Counselling Skills
- » **HDCO542** Counselling Practicum
- » **HDCO545** Professional Practice of Counselling.

The paper **HDCO549 Counselling and Contexts**, offers an orientation to the field of counselling and foundational skills. Students may be **advised** or **required** to complete this paper before enrolling in HDCO541 Counselling Skills. The selection process will identify when this paper is advised or required.

For those students enrolling in a **full-time** masters programme, the following enrolment package is suggested:

Year One	HDCO544-C HDCO541-Y HDCO543-B HDCO540-B HDCO546-B HDCO549-S	Discourse & Counselling Psychologies* Counselling Skills* Counselling Young People and Families Working with Groups and/or Conflict Resolution: Restorative Approaches Counselling and Contexts
Year Two	HDCO542-Y HDCO545-Y DSOE592	Counselling Practicum* Professional Practice of Counselling* Dissertation (two-paper equivalent)

Students wanting a **research emphasis** in their programme might take the following papers:

Year One	HDCO544-C HDCO541-Y HDCO543-B DSOE593	Discourse and Counselling Psychologies* Counselling Skills* Counselling Young People and Families Thesis (one-paper equivalent – first of three)
Year Two	HDCO542-Y DCO545-Y DSOE593	Counselling Practicum* Professional Practice of Counselling* Thesis (two-paper equivalent – completion of three-paper thesis)

(DSOE593 is a three-paper dissertation. A full-time student would begin it in Semester B of their first year and complete it in their second year.)

*Compulsory.

Students wanting a **professional emphasis** in their programme might choose eight taught papers.

Year One	HDCO544-C HDCO541-Y HDCO543-B HDCO549-S HDCO546-B HDCO540-B	Discourse and Counselling Psychologies* Counselling Skills* and two of: Counselling Young People and Families Counselling and Contexts Conflict Resolution: Restorative Approaches Working with Groups
Year Two	HDCO545-Y HDCO542-Y HDCO543-B HDCO546-B HDCO540-B	Professional Practice of Counselling* Counselling Practicum* and two of: Counselling Young People and Families Conflict Resolution: Restorative Approaches Working with Groups or any other approved paper.

A **part-time** masters programme package could be as follows:

Year One	HDCO544-C HDCO540-B HDCO546-B HDCO549-S	Discourse & Counselling Psychologies* Working with Groups and/or Conflict Resolution: Restorative Approaches and/or Counselling and Contexts
Year Two	HDCO541-Y HDCO543-B	Counselling Skills* Counselling Young People and Families
Year Three	HDCO542-Y HDCO545-Y	Counselling Practicum* Professional Practice of Counselling*
Year Four	DSOE592 HDCO540-B HDCO546-B	Dissertation (two paper equivalent) or Working with Groups Conflict Resolution: Restorative Approaches

*Compulsory.

Other part-time programmes, with a research or a professional emphasis, can be adapted from the full-time programmes outlined on pages 5 and 6.

The selection of papers for which students wish to enrol should be discussed with the Director of the Counsellor Education Programme after acceptance into the programme.

Enrolment Notes:

- » *Papers HDCO542 and HDCO545 must be taken as corequisites in the same year of study, and can only be taken after satisfactory completion of both HDCO544 and HDCO541.*
- » *Students studying part-time must first enrol in HDCO544 before entering into the professional papers, including HDCO541 and HDCO543, or be concurrently enrolled in HDCO544 and HDCO541.*
- » *Students wishing to enrol in HDCO543 Counselling Young People and Families, should have completed HDCO541 Counselling Skills, or be concurrently enrolled in both of these papers.*
- » *The paper HDCO543 Counselling Young People and Families is highly recommended.*
- » *HDCO549 has an optional module on school counselling.*
- » *The programme can be completed on a part-time or full-time basis. When enrolling, please note carefully the correct name for the paper you are intending to enrol for. The course names change according to whether the paper is offered in the summer school(S), A Semester, B Semester or all year (Y).*
- » **Enrolment in the MCouns should be ongoing. Suspension or resumption of study requires the approval of the Director of Counsellor Education.**

Research in the Master of Counselling

Students are encouraged to consider completing either a two paper dissertation, or a three or four-paper thesis. We encourage students to discuss their prospective programme with staff to plan for relevant options. Acceptance of a proposal to write a dissertation or thesis is by approval and depends upon academic performance in other papers and on professional achievements.

Master of Counselling students who are considering enrolling in a doctoral programme at some future date should complete a two-paper dissertation, DSOE592, or a three or four-paper thesis, DSOE593, DSOE594.

Practicum and Supervision Requirements

In order to gain a place in the programme, applicants must be able to demonstrate a relationship with a community-based counselling service or school or mental health service, which will give them access to an appropriate practicum placement. Students must have a commitment to ongoing appropriate professional supervision.

However, applicants should not establish any formal contract with an agency until they have been selected into the Counsellor Education Programme and have received all the necessary information on practicum placements.

In general, students in the first year of a full-time programme complete 200 hours in a professional counselling setting including 80 hours of counselling. They will engage in professional supervision. The supervisor must be a member of a professional helping body such as NZAC, NZASW, NZPsS, or NZAP. Students should note that NZAC now requires applicants for membership to engage in supervision with a supervisor who is an NZAC member. Students must engage in a minimum of 16 supervision sessions in each of the practicum papers.

In the second year of the full-time programme students must complete 450 hours in counselling settings. Up to three placements may be arranged. Placements must have the approval of the Director of Counsellor Education.

Note: *Successful applicants are responsible for setting up an appropriate placement to meet the requirements of the counselling practicum.*

Ethical Considerations

The counsellor education programme has adopted the New Zealand Association of Counsellors' Code of Ethics and all students participating in the programme must adhere to these ethical guidelines. In addition, students must also work under the code of ethics or practice of the agency, school or organisation in which they associate during their practicum commitments.

When students enter into practicum placements they must produce and sign a contract with a senior member of the organisation in which the practicum is carried out. The contract outlines the commitments made by both the student counsellor and the organisation. The contract generally covers the tasks that will be carried out by the student counsellor, the supervision requirements, and the extent of the commitment offered by both the student and the organisation.

All students are requested to apply for membership of the New Zealand Association of Counsellors before completing their counsellor education programme with us. Student affiliation is now available at a reasonable price and students can apply to be Applicants for membership of NZAC after completing the Counselling Skills course HDCO541. Working counsellors should not be practising with an MCouns without obtaining membership of the NZAC or some other appropriate professional organisation with a recognised code of ethics.

Criteria for Selection of Applicants

Age Criteria

Candidates should normally be over the age of 25.

Academic Requirements

A recognised undergraduate degree is required, preferably with a major in psychology and/or education or social work. Sociology and anthropology are helpful supporting disciplines. Some background in human development, Māori studies, biculturalism, cross cultural studies, professional ethics, women's studies, interpersonal development, self-awareness and counselling will position students well for the programmes.

At least a B+ grade average in 300 level undergraduate papers is normally required to meet entry requirements at Masters level.

Practical Experience

Applicants should be able to produce evidence of prior experience of two to three years:

- » Counselling in a professional counselling setting, or
- » A helping-related field, or
- » Counsellor training.

Candidates who have backgrounds in related applied professional disciplines such as medicine, social work, teaching or nursing will normally be deemed to meet practical experience criteria.

Personal Qualities (Source: NZAC Handbook)

Self-knowledge

Applicants should have a high level of self-awareness and an awareness of self in relation to others. They should be emotionally stable, self-confident, resilient and trusting of others.

Sensitivity

Applicants should be sensitive to the needs and feelings of others. This must include an acknowledgement of and respect for differences stemming from race, gender, class, age, religion, disability and/or sexual orientation. Applicants should demonstrate a willingness to understand the Treaty of Waitangi and its implications for counselling practice.

Empathy

Applicants should be able to listen to and work effectively with the pain and distress of others.

Communication Skills

Applicants should have interpersonal skills and an ability to communicate ideas clearly in oral or written form.

Respect from Others

There should be evidence that an applicant is respected and accepted by others and is able to work effectively and constructively with them.

Professional Awareness

Applicants should demonstrate an awareness of boundaries and ethical issues and function in a safe, responsible manner.

Self-development

Applicants should have a commitment to ongoing personal and professional development and should be prepared to undertake their own personal counselling when necessary.

(Source: NZAC Handbook)

Constructionist Ideas and Practices

Students should have an interest in and a commitment to understanding and engaging with the constructionist positioning on which the programme is based.

Procedure for Application

Entry to the MCouns programme is through a formal selection process. This will take place over one day and involves applicants participating in a round of selection activities in groups.

The selection date for entry for 2012 is Wednesday 9 November 2011, 9am-5pm. (In 2012 the selection date for the 2013 programme will be 14 November.)

Completed MCouns application forms must be submitted by 31 October for the following academic year.

Application must be made for both the PGCert Counselling (Counselling Supervision) and the PGCert Counselling (Family Counselling) by 31 October for the following academic year. There will be no new intake for PGCert Counselling (Family Counselling) for 2012.

Application forms for all programmes are available online at <http://education.waikato.ac.nz/counselling> or email Jo Siebert, Department Administrator (counsellor.ed@waikato.ac.nz).

Scheduling Details

Opening Workshops for MCouns

The academic year begins with a Summer School paper, HDCO549 Counselling and Contexts. The first level core papers, HDCO544 Discourse and Counselling Psychologies, and HDCO541 Counselling Skills, will begin on-campus classes on the week of Monday 27 February (see below). On Monday 27 February there will be a welcome for students beginning the programme with the commencement of the Discourse paper. Details will be sent out with programme information after selection.

The first on-campus meeting for students doing the second year professional papers, HDCO545, Professional Practice of Counselling, and HDCO542, Counselling Practicum, will be on 20 and 21 February.

The following dates are those scheduled for classroom intensives in 2012. All dates are for class meetings from 9am to 5pm. All papers have attendance requirements.

Paper Dates MCouns Programme: Classroom Intensives

HDCO540 Mon 23 Jul – Fri 27 Jul

HDCO541 Wed 29 Feb – Fri 2 Mar
Wed 28 Mar – Fri 30 Mar
Wed 9 May – Fri 11 May
Thu 19 Jul

HDCO543 Mon 16 Jul – Wed 18 Jul
Mon 20 Aug – Wed 22 Aug
Mon 24 Sep – Wed 26 Sep

HDCO544 Mon 27 Feb – Tues 28 Feb
Mon 16 Apr – Fri 20 Apr (marae noho: Mokau)

HDCO545 Mon 20 Feb – Tue 21 Feb
Mon 2 Apr – Wed 4 Apr
Mon 28 May – Wed 30 May
Mon 13 Aug – Wed 15 Aug

HDCO546 Mon 6 Aug – Fri 10 Aug

HDCO547 Thu 8 Mar – Fri 9 Mar
Thu 2 Aug – Fri 3 Aug
Thu 20 Sep – Fri 21 Sep

HDCO549 Mon 16 Jan – Fri 20 Jan

HDCO560 Not offered 2012

HDCO561 Not offered 2012

Most papers begin online ahead of block courses on-campus.

It is critically important that all enrolment formalities are completed before starting dates, so that there is access to the online learning forum.

Starting Dates Online for Papers 2012

Core Papers

HDCO544 20 Feb

HDCO541 20 Feb

HDCO542 13 Feb

HDCO545 13 Feb

Other Optional Papers

HDCO540 16 Jul

HDCO543 16 Jul

HDCO546 16 Jul

PGCert Papers

HDCO547 5 Mar

Summer School

HDCO549 9 Jan

It is usual for people to have completed their academic and field-work commitments by the end of November.

A full-time programme is equivalent to 40 hours per-week from the beginning of March until the end of November.

Core Papers – Master of Counselling

The following is a description of the professional papers offered.

HDCO544 Discourse and Counselling Psychologies

This paper offers a social constructionist perspective on counselling, and includes consideration of psychological theories, which have influenced counselling practice. Students will be introduced to concepts, which enable analysis of therapeutic conversations.

- » This paper includes an on-campus workshop and a five-day noho marae.
- » This paper is also open by application to other graduates who demonstrate relevant background and experience.

Co-ordinator: Dr Elmarie Kotzé

HDCO541 Counselling Skills

This paper provides the opportunity for students to develop competence in basic relational and conversational skills of counselling within a narrative perspective.

Counsellors will develop a repertoire of counselling skills and strategies which are relevant in a variety of contexts.

A workshop environment will be established early in the paper, where skills will be demonstrated and practised.

During the on-campus workshops, students will participate in regular small group sessions, where counselling skills can be practised more intensively.

- » Videotape feedback and peer supervision will be used.
- » Students must arrange their own practicum placement in order to meet course requirements. They are required to complete 200 hours in this placement. The arrangements must be approved by the Director of Counsellor Education.

Co-ordinator: Dr Elmarie Kotzé

HDCO542 Counselling Practicum

Students may enrol in this paper after satisfactory completion of HDCO544, HDCO541 and preferably two optional papers for the Master of Counselling. They must also be concurrently enrolled in HDCO545.

- » Paper HDCO542 will involve 450 counselling hours in an agency, organisation or school.
- » All work with clients must be covered by approved placement and supervision agreements.
- » Students must arrange their own practicum placement in order to meet course requirements. The arrangements must be approved by the Director of Counsellor Education.

Co-ordinator: Dr Kathie Crocket

HDCO545 Professional Practice of Counselling

Students may enrol in this paper after satisfactory completion of HDCO544, HDCO541 and preferably two papers for MCouns. They must also be concurrently enrolled in HDCO542.

This paper is designed to bring together the narrative theory and practice interests arising in the Counselling Practicum (HDCO542).

Students will meet on-campus at regular intervals to present examples of their work with clients, to participate in peer consultation, and to investigate common problem-related concerns present in their counselling work.

- » This is a compulsory paper for the Master of Counselling and is available only to students enrolled in this programme.

Co-ordinator: Dr Kathie Crocket

Optional Papers – Master of Counselling

HDCO549 Counselling and Contexts

This paper provides an overview of counselling practice and its contexts, including optional modules on primary and secondary schools. It teaches the skills of a generic problem-solving approach alongside an introduction to narrative practice.

Students may be advised or required to complete this paper before enrolling in HDCO541 Counselling Skills. Students applying for the MCouns programme will be informed upon being offered a place in the programme if they are required to take HDCO549 as a prerequisite/corequisite.

Co-ordinator: Dr Kathie Crocket

Note: *This paper is open by application to other graduates who demonstrate relevant background and experience.*

HDCO540 Working With Groups

This paper explores the nature of group processes with selected groups. Students will be given an opportunity to develop group membership and leadership skills through observation, participation and evaluation during an on-campus workshop. A narrative perspective features strongly in the paper.

Co-ordinator: Paul Flanagan

Note: *This paper is an optional paper of the Master of Counselling degree. This paper is open by application to other graduates who demonstrate relevant background and experience.*

HDCO543 Counselling Young People and Families

This paper extends the narrative skills taught in HDCO541 Counselling Skills. Its particular focus is counselling children, young people, families and couples.

Prerequisite or Corequisite:

- » HDCO541 Counselling Skills

Enrolment Requirements:

- » This paper is recommended. In some instances applicants to this paper who have counselling experience will be admitted. All students who enrol in this paper must be engaged in counselling practice.

Co-ordinator: Dr Elmarie Kotzé

HDCO546 Conflict Resolution: Restorative Approaches

This paper develops the skills of facilitating conflict resolution using mediation, conferencing and other types of restorative and generative conversations in families, schools and other contexts. A narrative perspective on conflict resolution features strongly in the paper.

Co-ordinator: Dr John Winslade

Note: *This paper is an optional paper of the Master of Counselling degree, and a required paper for the PGDip and PGCertEd specialisation in Restorative Practice.*

Doctoral Programme

Practitioners who have a masters degree in counselling, and a strong background of practice in constructionist therapy, and who wish to develop further their understanding and practice of constructionist therapy in a particular aspect or context, are invited to apply for the PhD programme.

We convene an annual on-campus teaching week for doctoral students. In 2012 this will be held in June.

Doctoral Projects

Current doctoral projects include:

- » **Jim Depree** – Taping for therapeutic purposes in couples' therapy.
- » **Paul Flanagan** – (De)Constructions of childhood sexuality, normality and therapy: A Narrative critique of ideas and practices in the Aotearoa/New Zealand context.
- » **Donald McMenamin** – Introducing ourselves differently: Un-troubling stories with young people.
- » **Brian Morris** – Heterosexual couples, gender discourses, and the production of relational subjectivity.
- » **Wendy Talbot** – Co-searching relationship practices.
- » **Annette Woodhouse** – Co-researching the (extra)ordinary experiences and practices of rural family therapists.
- » **Yusmini Yusoff** – Counselling and religious and spiritual values: A Malaysian study.

Recently completed doctoral projects include:

- » **James Arkwright** – Disabled lives: Exploring positioning, subjectivity and narrative practices of agency.
- » **Alastair Crocket** – Pākehā counsellors consider their positioning: a post-colonial lens on dominant culture?
- » **Ireni Esler** – Discursive dissonance: Critical reflexivity for supervision.
- » **Maria Kecskemeti** – Improving relationships and satisfaction in teaching: The place of restorative practices in the classroom.
- » **Andrew Tootell** – The use of self in adolescent sexual offending therapy: An autoethnographic study.



Online Learning

Accessing Online Classes

<http://elearn.waikato.ac.nz>

Once your enrolment is confirmed and you have your Student One Card (ID Card) you will need to go through the New User process to find out your username and set your password, so you can get access to the classes in which you have enrolled. To do this you will need to go to the ITS Help Desk website (<http://help.waikato.ac.nz/tools/>). On that page there is a link to the New User process. Follow the instructions on screen and you will learn your username and be asked to set your password.

Computer Requirements

It is recommended that you have a computer capable of running Apple Mac OSX, Linus or Windows XP/Vista/7 operating systems.

The following free software programs are recommended: Mozilla Firefox web browser (v3.5 or newer), Open Office (v3.2 or newer), Zotero referencing plugin for Firefox, and iTunes (v9.1 or newer).

Email

The University provides all students with Gmail email accounts as well as access to the free, Google Docs suite of web-based applications.

Internet Access

We recommend that students have a high-speed internet connection (broadband). If broadband is unavailable in your area then a dial-up connection is required.

Staff and their Research Interests

Kathie Crocket

(Director) PhD (Waik), BA (VUW), DipGuidCouns (Massey), DipTchg, MNZAC

A member of the counsellor education team at Waikato since 1993, my teaching emphasis is professional practice, and supervision. I supervise a wide range of masters and doctoral research projects. I have a particular interest in supporting practitioner research. My counselling practice was at the Student Counselling Service at this university, for more than ten years, and as a vocational guidance counsellor. My first career was teaching. I am an active member of NZAC, and am on the Association's National Ethics Committee.

Elmarie Kotzé

D Litt et Phil (RAU), MEd (Orthoped) (UP), Dipl Orthoped (UP), BA (SW) UP

I originally trained as a social worker and branched out to education, psychology, family therapy and narrative counselling. I have been involved in the training and education of masters and doctoral students as narrative counsellors in a variety of work settings such as nursing, hospice, schools, religious institutions, social work, legal services and human resources.

I teach in the professional programmes and contribute to undergraduate papers in our department. My interest includes participatory action research as co-search and collaboration and how this can benefit the research participants, developing praxis, the practice of witnessing and witnessing positions (www.witnessingproject.org), family therapy and narratives of counselling.

Paul Flanagan

MCouns, PGCertCouns(Supervision), GradDipArts(Psychology), BTheol, ATCL, MNZAC

I joined the counsellor education team in 2007, and have come from counselling practice in a range of contexts: High School, Child Youth & Family, and a community child advocacy agency. I have worked primarily with young people and their families: much of this work has been with children, their families and schools, related to issues of sexual development, behaviour and abuse.

I am registered as an ACC counsellor, and am consulted by counsellors and clergy for supervision. I am interested in researching with children their knowledges about their own development; supporting collaborative practices in counselling work settings; inviting counsellors to become more open to sharing their practice with colleagues for professional development; and exploring the development of supervision for clergy. I co-ordinate the Postgraduate Certificate in Family Counselling.

John Winslade

PhD (Waik), MA, DipTchg, DipEd, MNZAC

I have taught at The University of Waikato since 1993 and was Director of Counsellor Education from 1999-2003. From 2004, I have worked part-time at Waikato since I took up a position as a counsellor educator at California State University San Bernardino. I shall continue to teach mediation at Waikato however. My counselling background has been in school counselling and in family court work and my research interests include narrative therapy and narrative mediation, remembering conversations with the dying and the bereaved, restorative practices in schools and counselling ethics.

Contributing Teachers

In 2011 the programme has appreciated the teaching contributions of:

- » Hinekahukura Aranui, Raheera Taylor, Larry Crow (Maniaroa Mara)
- » Jill Coles
- » Dr Catherine Cook
- » Eugene Davis
- » Wally McKenzie
- » Donald McMenamin
- » Glen Silvester
- » Jenny Snowdon
- » Wendy Talbot

Professional Supervisor Postgraduate Study Award

The Faculty of Education has established a postgraduate study award for professional supervisors in recognition of their work in supporting the Faculty's counsellor education programmes and students, and as part of the Faculty's aim to continue fostering strong connections between the University of Waikato and community agencies.

The Study Award is available to community agencies, supervisors in agencies, and private practitioners where professional supervisors have enrolled in at least one 30 point 500 level taught paper offered by the Faculty of Education. Each Study Award has a value of \$800 for each professional supervisor.

A Professional Supervisor is defined as a counsellor/professional supervisor who provides professional supervision, or acts as the main source of professional support and guidance for student counsellors from the University of Waikato while they are on practicum placement in counselling agencies or schools.

The Professional Supervisor Postgraduate Study Award Application Form is available from the contacts below. Please check the website for more information and due dates for application.

<http://education.waikato.ac.nz/studyaward>

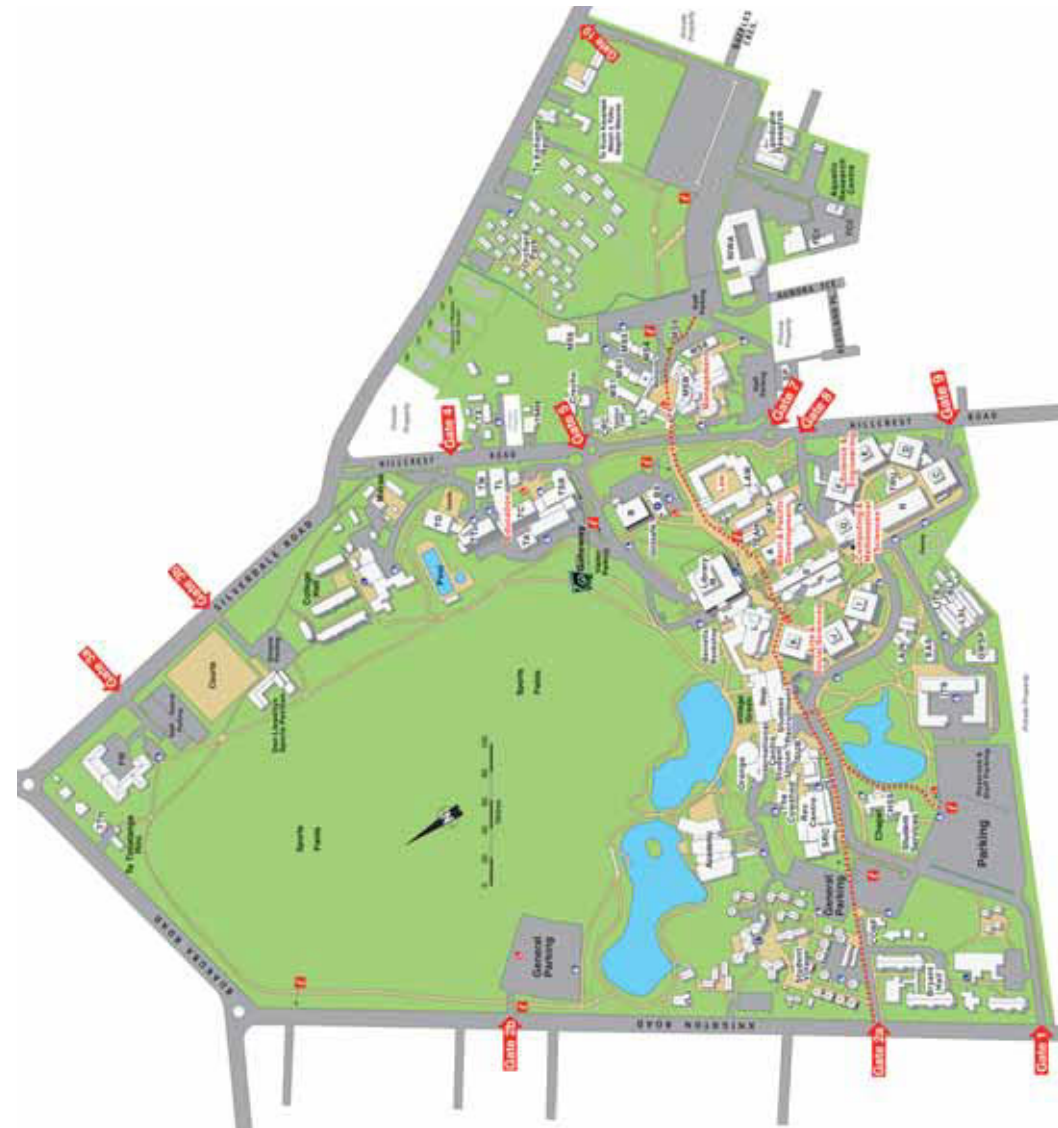
Apply to enrol by contacting:

Sylvia Rutkowska

Phone: 07 838 4500 extn 7725
 Email: educ_grad@waikato.ac.nz

Debbie Oliver

Phone: 07 838 4500 extn 7919
 Email: d.oliver@waikato.ac.nz





THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

**BOLD IDEAS. SMART PEOPLE.
UNLIMITED AMBITION.**
WHAKAARO PŪKENGA. HINENGARO KOI.
PITO MATA MUTUNGA KORE.

The University of Waikato
Private Bag 3105
Hamilton 3240
New Zealand
Toll Free: 0800 WAIKATO
Website: www.waikato.ac.nz

Faculty of Education
Phone: +64 7 838 4500 extn 7725
Fax: +64 7 838 4555
Email: educ_grad@waikato.ac.nz
Toll Free: 0800 83 22 42
Website: www.waikato.ac.nz/education