



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Counsellor Education Handbook

Faculty of Education
Te Kura Toi Tangata



2014

The University of Waikato Celebrates 50 Years

The University of Waikato celebrates our first 50 years in 2014. We'll be acknowledging this throughout the year and reflecting on how far we've come in such a short time.

When the idea for a university in Hamilton was first mooted it was championed by a dedicated group of visionary people. With community support they ensured that the Waikato had a university to meet the needs of the region.

From very modest beginnings in 1964, the University of Waikato is now the university of choice for 12,500 students, more than 1,500 staff (academic and professional), and makes a significant contribution to the local and national economies. What began as a cowshed in a paddock is now an institution ranked in the top 2% of universities in the world.

Our academics engage in major international research collaborations. We continue to extend and refine our offerings to ensure they're relevant in today's environment. Our teaching is research-led and our graduates leave us equipped for careers and roles that will help change the world.

Fifty is young in university terms – but our first half century has confirmed us as a major contributor to national and international research, teaching and learning. And as we look ahead, we take up the challenge to become an even stronger educational force during our next 50 years.



50 UNIVERSITY
OF WAIKATO
1964-2014 TE WHARE WĀNANGA O WAIKATO

From the Vice-Chancellor

Welcome to all new and returning students. The University of Waikato is well known for its excellence in teaching and research, pastoral care and our beautiful campus. It is this combination that sets us apart from other New Zealand universities.



Students join us from around the world, attracted by our award-winning lecturers and internationally connected researchers. I am very proud of the fact our staff take pride in helping every student to succeed, and they ensure that students perform at the maximum of their abilities. A degree from the University of Waikato is like a passport that is recognised and welcomed by employers around the world.

Naturally, students come to university planning to leave with a qualification that will secure them jobs in their chosen careers, but equally important and rewarding can be the friends you make and the new and different opportunities that you'll encounter on and off campus while you are with us.

For some of you it will be your first experience living away from home and I urge you to work hard and embrace the new opportunities and challenges that come with university life.

Professor Roy Crawford
VICE-CHANCELLOR, UNIVERSITY OF WAIKATO

Welcome to the Faculty of Education

Enga mana ... It is my pleasure as Dean to welcome you to Te Toi Tangata, the Faculty of Education.

The Faculty has been involved in counsellor education for more than 20 years and our programmes, qualifications and research in this field are highly regarded, not only within New Zealand but also internationally.

All the teaching staff are active researchers and you can be confident that the teaching is informed by the up-to-date research. Our staff also have strong practice connections and are actively involved in the professional community. One of the indicators of the quality of our counsellor education programmes is the number of graduates that continue on to doctoral study.

We also acknowledge the experience, knowledge and skills that you bring and the valuable contribution you can make to the learning environment.

I trust that your time here is challenging and stimulating, and I wish you every success with your studies. I would also encourage you to make use of the facilities and to participate in activities that are part of the wider University.

Nga mihi ki a koutou.

Professor Roger Moltzen
DEAN, FACULTY OF EDUCATION



Welcome to Counsellor Education

The counsellor education programmes at the University of Waikato are known nationally and internationally for their distinctive orientation, in teaching narrative approaches to counselling and therapy. Graduates of the programmes have taken leadership positions including as practitioners, practice leaders, researchers and counsellor educators.

Practising from a narrative orientation, a counsellor is interested in the stories and storying that shape people's lives. The stories that produce people's lives are those available in the varied cultural worlds that people 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 supports a client to explore the effects of socio-cultural practices on their lives and relationships. This stance is taken because, from the perspective of social constructionism, problems are understood to be produced within socio-cultural contexts, rather than to reside within an individual, family, or community.

On the basis that the stories people have about themselves produce their lives, counsellors working from a social 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 around them!

Narrative therapy is a collaborative therapy, with a strong interest in the knowledge, expertise, skills and experiences that become available through together exploring problems as they arise in the contexts of client's lives. Counsellors bring a genuine curiosity to counselling conversations that explore difficulties in the light of the hopes and purposes, understandings and preferences clients hold for their lives.

The practices described here come out of the ideas offered by social constructionism and poststructuralism. These theories are introduced in the first positioning paper for the MCouns programme, HDCO544 Discourse and Counselling Psychologies: the range of practice papers that follow depend upon and employ practice possibilities offered by this range of theory.

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Cover photo: Courtesy of Emma West.

The Qualifications

Masters Level

- » Master of Counselling (MCouns)
- » Postgraduate Certificate in Counselling Supervision (PGCert(CounsSup)) (Not offered in 2014)
- » Postgraduate Certificate in Family Counselling (PGCert(FamCouns))
- » Postgraduate Diploma in Educational Guidance in Pastoral Care (PGDipEd(Guidance and Pastoral Care))

Doctoral Level

- » Doctor of Philosophy (PhD)

Counsellor Education Contacts

Application forms are available at:

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

Administrative enquiries can be made to:

Administrator, Department of Human Development & Counselling

Phone: 07 838 4031

Email: counsellor.ed@waikato.ac.nz

Academic and professional enquiries can be made to:

Associate Professor Kathie Crocket (on leave B Semester 2013)

Director of Counsellor Education

Phone: 07 838 4500 extn 8462

Email: kcrocket@waikato.ac.nz

In B Semester 2013 please contact:

Dr Elmarie Kotzé

Acting Director of Counsellor Education

Phone: 07 838 4500 extn 7961

Email: elmariek@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 poststructuralist and 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, conflict resolution 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, a total of 240 points. The regulations for this qualification can be found in the 2014 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 and 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 and 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

Academic Requirements

A recognised undergraduate degree is required, preferably with a major in human development, psychology, education or social work. Sociology and anthropology are helpful supporting disciplines. A background in 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.

There is provision for the waiver of up to 60 points for those who hold a masters degree in a related discipline. Applicants should discuss their situation with the Director of Counsellor Education.

Practical Experience

Applicants should be able to produce evidence of prior experience, in paid or relevant voluntary work in settings such as:

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

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 experiences 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 poststructuralist and social 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 2014 is Wednesday 13 November 2013, 9am–5pm. (In 2014 the selection date for the 2015 programme will be 12 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 30 November for the following academic year. There will be no new intake for PGCert Counselling (Counselling Supervision) for 2014.

Application forms for all programmes are available online at <http://education.waikato.ac.nz/counselling> or email the 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 24 February (see below). On Monday 24 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 17 and 18 February.

The following dates are those scheduled for classroom intensives in 2014. All dates are for class meetings from 9am to 5pm. All papers have attendance requirements.

Paper Dates MCouns Programme: Classroom Intensives

HDCO540 Not offered in 2014

HDCO541 Wed 26 Feb – Fri 28 Feb
Wed 26 Mar – Fri 28 Mar
Wed 7 May – Fri 9 May
Tue 15 Jul

HDCO543 Wed 16 Jul – Fri 18 Jul
Wed 20 Aug – Fri 22 Aug
Wed 17 Sep – Fri 19 Sep

HDCO544 Mon 24 Feb – Tue 25 Feb
Mon 7 Apr – Fri 11 Apr (marae noho: Mokau)

HDCO545 Mon 17 Feb – Tue 18 Feb
Wed 2 Apr – Fri 4 Apr
Wed 28 May – Fri 30 May
Wed 6 Aug – Fri 8 Aug

HDCO546 Mon 28 Jul – Fri 1 Aug

HDCO547 Not offered in 2014

HDCO548 No offered in 2014

HDCO549 Mon 13 Jan – Fri 17 Jan

HDCO551 Thu 6 Mar – Fri 7 Mar
Wed 14 May – Fri 16 May
Thu 28 Aug – Fri 29 Aug

HDCO560 Not offered in 2014

HDCO561 Not offered in 2014

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 2014

Core Papers

HDCO544 Mon 17 Feb
HDCO541 Mon 17 Feb
HDCO542 Mon 17 Feb
HDCO545 Mon 17 Feb

Other Optional Papers

HDCO543 Mon 14 Jul
HDCO546 Mon 14 Jul

PGCert Papers

HDCO551 Mon 3 Mar

Summer School

HDCO549 Mon 6 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

HDCO544 Discourse and Counselling Psychologies

This paper offers a social constructionist and poststructuralist 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: Associate Professor 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: Associate Professor 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: Associate Professor Kathie Crocket

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

HDCO540 Working With Groups (Not offered in 2014)

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 Maria Kecskemeti

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.

Postgraduate Certificates in Counselling

Postgraduate Certificate in Counselling (Family Counselling)

The two-paper Postgraduate Certificate in Counselling (Family Counselling) offers a specialist postgraduate option in family and relationship counselling. There is a focus on the particular professional contexts of family and relationship counselling in Aotearoa New Zealand.

The qualification is designed for experienced counselling and social service practitioners who have already received professional education. Its aim is the development of the skills and knowledge of practitioners who wish to become more specialised in their work with families and couples, including work for the Family Court.

In 2014 a special topic paper will be offered for this programme.

- » HDCO551 Whānau and Narrative Practices

Teaching of this paper will be shared between Māori MCouns graduates and programme staff.

Co-ordinator: Associate Professor Kathie Crocket

The Certificate normally consists of two 500 level papers:

- » HDCO560 Advanced Relationship and Family Counselling I
- » HDCO561 Advanced Relationship and Family Counselling II

Completion of the two papers gives students the PGCert qualification. On completion of the PGCert, the papers may also be credited towards a Masters in Counselling, for those students eligible to apply for masters study.

Postgraduate Certificate in Counselling (Counselling Supervision) – not offered 2014

The PGCert Counselling (Counselling Supervision) is designed to offer graduates and postgraduates, who are experienced counselling practitioners, advanced education in supervision.

The programme is comprised of two papers, HDCO547 Counselling Supervision, and HDCO548 Supervision Practice. These papers are taught in a combination of on-campus block courses, online teaching and individual consultation.

The Counselling Supervision paper provides an overview of the field, and includes directed participation in a group research project. The Supervision Practice paper will have an emphasis on the development of supervision practice and will involve the development of a practice folio.

Postgraduate Certificates in Counselling continued

Scheduled Dates for PGCert Papers for 2014

The postgraduate certificates combine online learning and on-campus learning. This approach provides for students in more distant settings from Hamilton who are interested in learning about the ideas that we are teaching.

All PGCert papers are full-year papers. Our campus workshop dates are:

- » HDCO551 Whānau and Narrative Practices Thu 6 Mar – Fri 7 Mar
Wed 14 May – Fri 16 May
Thu 28 Aug – Fri 29 Aug

Applications for PGCert Programmes

Entry to these qualifications is by application.

Application forms are available at: <http://education.waikato.ac.nz/counselling> or email the Department Administrator (counsellor.ed@waikato.ac.nz).

Applications close 30 November in the year prior to enrolment.

Selection for the PGCert programmes is based on the following criteria:

- » An approved undergraduate degree.
- » An approved counselling or social practice qualification.
- » Five years experience in counselling or social practice.
- » Current membership of a recognised professional association in counselling or social work.
- » Access to suitable ongoing practice.

The regulations allow for application from very experienced professionals who do not meet all the above criteria.

Further details about the two PGCerts are available at <http://education.waikato.ac.nz/counselling>

Postgraduate Diploma

Postgraduate Diploma in Education (Guidance and Pastoral Care)

This programme offers the opportunity to develop skills and understanding in the practices of guidance and pastoral care in schools. It is not a professional counselling qualification.

The Diploma consists of the following papers:

- » HDCO540 Group Work
- » HDCO546 Conflict Resolution
- » HDCO549 Counselling and Context
- » HDCO565 Restorative Practices in Education

With permission, HDCO544 Discourse and Counselling Psychologies may be substituted for HDCO540 in 2014.

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 2013 this was held in June.

Doctoral Projects

Current doctoral projects include:

- » **Zoe Alford** – Professional supervision experiences of early career/newly-qualified counsellors.
- » **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** – What we stand for: The co-researching, co-authoring and co-publishing alternative stories with young men.
- » **Brian Morris** – Heterosexual couples, gender discourse, and the production of relational subjectivity.
- » **Sarah Penwarden** – Between worlds: Utilising rescued speech poetry to support the reincorporation of the lost person into a transformed relationship for the bereaved.
- » **Kathy Shaw** – Evaluating how a provincial tertiary institute may reduce intimate partner violence in young students' lives by running a campaign on healthy relationships.
- » **Jenny Snowdon** – "But I still love him": Young women talk about violence and desire. Negotiating egalitarian heterosexual partner relationship.

Recently completed doctoral projects include:

- » **Dr Wendy Talbot** – Reflexive audiencing practices for couple relationships-in-action.
- » **Dr Yusmini Yusoff** – Counselling and religious spiritual values: A Malaysian study.



Online Learning

EdLinked and Moodle

EdLinked is the Faculty of Education's electronic portal for both staff and students. The portal provides direct access to information about your enrolled papers, including class notes, course timetables, calendars, electronic resources, podcasts, etc. It also provides access to your student email and document collaboration environment (Gmail and Google Apps), Moodle and iWaikato (<http://edlinked.soe.waikato.ac.nz/>).

Moodle is the University's online learning management system.

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.

Email

The University provides all staff and students with a Gmail and Google Docs account.

Student Wireless Access on Campus

Lightwire provides student access to the internet from computer labs and/or personal laptops and other mobile devices wirelessly. Students are currently allocated 1.5GB of data per month as part of their fees. Lightwire access is automatically enabled through the network account activation process.

Computer Requirements for Online Study

It is recommended that you have a computer capable of running the latest Apple OSX, Linux or Microsoft Windows operating systems. The following free software programs are recommended: Google Chrome or Mozilla Firefox web browsers, Open Office (version 3.3 or newer), Zotero (version 3.0 or newer), Audacity (version 1.3 or newer), and iTunes (version 10 or newer).

Internet Access

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

Virus and Malware Protection

For students using a computer with the Microsoft Windows operating system we strongly recommend installing antivirus software and malware removal tools. Both Microsoft Security Essentials and Avast are freely available and downloadable antivirus software programs that are highly recommended. Other antivirus programs to consider included Symantec, Kaspersky, McAfee and AVG. The following malware removal tools are free and also highly recommended for Windows OS users: Windows Malicious Software Removal Tool, Malwarebytes Anti-Malware Free, and SuperAntiSpyware Free.

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 current research projects are in counselling ethics, supervision, and school counselling (see www.tlri.org.nz/tlri-research/research-progress/school-sector/key-competencies-how-school-guidance-counsellors). 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 started my tertiary education in social work 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 professions.

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, develop 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*

Following a time in pastoral ministry, I studied for the MCouns at Waikato in 1995–1996. Since then I've practiced as a high school guidance counsellor, Child, Youth and Family therapist, and child and family counsellor at Parentline. Over these years I have also facilitated in offender programmes within community and prison settings, as well as a small private practice in counselling and supervision. I joined the teaching team here in 2007, and contribute to the masters and postgraduate certificate counselling programmes. I am enrolled in PhD study, researching the social constructions of children's sexuality in New Zealand, to explore the effects of discursive positionings for children, parents, teachers and counselling practice. In 2011 I was nominated to join the New Zealand Association of Counsellors National Supervision Committee.

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. Summer School 2014 will be my last contribution to the MCouns programme at Waikato. I will continue with a limited amount of doctoral supervision. 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 2013 the programme has appreciated the teaching contributions of: Hinekahukura Aranui, Rahera Taylor and Larry Crow (Maniaroa Marae); Sue Burns; Eugene Davis; Jill Darragh; Wally McKenzie; Donald McMenamin; Glen Silvester; Jenny Snowdon; Brent Swann; Huia Swann; Dr Wendy Talbot; and Averill Waters.

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.

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

Apply to enrol by contacting:

Sylvia Rutkowska

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

Sylvia Goddard

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





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Te Whare Wānanga o Waikato

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