

2013 COUNSELLING AND GUIDANCE PROGRAMMES

INFORMATION FOR PROSPECTIVE STUDENTS



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Introductory Information

Massey University, Te Kunenga ki Pūrehuroa, has offered programmes in counselling and guidance since 1974. The programmes were set up originally for training school counsellors and vocational guidance counsellors. However, since the late 80s Massey has been training counsellors from community, health, social work and church settings, as well as from educational settings. Massey has an established reputation for quality education and training in this field and more than 400 professional counsellors have been through the programmes. Staff have always played an active part in professional matters, with three previous staff having been Presidents of the New Zealand Association of Counsellors (NZAC), Te Roopu Kaiwhiriwhiri o Aotearoa, during their time as lecturers.

The approach used to train counsellors is a meta-model which is derived from both an indigenous framework put forward by Sir Mason Durie and the pluralistic counselling approach developed by Professors John McLeod and Mick Cooper in the UK. In addition, the course provides introductions to several other approaches which can be fitted into this meta-model. Recently, these have included Solution-Focused, Cognitive Behaviour Therapy, Creative Therapy approaches, Neuro Linguistic Programming, Socio-drama and attachment theory. These tend to vary in accordance with the expertise of the teaching team and availability of outside presenters. These are introductory in nature but provide a solid starting range of methods or intervention strategies for conducting counselling with clients.

Massey has a long and close association with NZAC and Massey qualified counsellors typically gain Membership without difficulty. Currently counsellors are not registered in New Zealand. However many employers will only appoint NZAC members to counselling positions and funders usually require this. NZAC presently has an application for registration pending under the Health Practitioners Competence Assurance Act (HPCA Act).

Becoming a member of NZAC provides counsellors with a clear professional identity. It gives commitment to a code of ethics and to on-going professional development and supervision. The Association can investigate complaints about a counsellor's work. Professional membership is often required by agencies employing counsellors or providing funding for counselling, such as ACC and the Family Court.

The Master of Counselling programme leads to provisional membership of NZAC though student counsellors may need to complete further supervised hours of practice for full membership. Students may be able to use the Postgraduate Diploma in Education (Counselling and Guidance) to fulfil the theory learning requirements, if they can meet other requirements from other sources. Occasionally candidates for NZAC are asked to complete a particular paper or papers (undergraduate or postgraduate) to fill gaps in other previous training (e.g. from overseas). Requirements change so check the NZAC website: www.nzac.org.nz

Enrolment & Admission

Enrolment

Before you enrol online you need a Student ID and a PIN. To get a Student ID and PIN you can either:

- Apply for a Student ID and PIN online (<https://enrolnow.mymassey.com/onlineenrolment/MUOEPersonalDetails.aspx>) or
- Contact Massey (<http://www.massey.ac.nz/massey/contact/>)

If you are a returning student, you should already have this information. If you do not know your PIN, apply online for a PIN reminder

[https://secure.mymassey.com/modules.php?op=modload&name=NS-](https://secure.mymassey.com/modules.php?op=modload&name=NS-Student&file=my_study&req=find_pin)

[Student&file=my_study&req=find_pin](https://secure.mymassey.com/modules.php?op=modload&name=NS-Student&file=my_study&req=find_pin)) or contact us at (contact@massey.ac.nz).

MyEnrolment

To submit and maintain your enrolment at Massey go to

(http://www.massey.ac.nz/massey/admission/enrolment/online_enrolment/online_enrolment-homepage.cfm).

This includes selecting your course of study, answering questions about your academic history, specifying how you qualify for admission and answering other general questions. You can also view timetable and fee information. Distance students will also be able to register for contact courses and select exam venues. Students may, in addition, be asked to submit other information to the University to support their enrolment.

Note: You cannot enrol via the Web into the Master of Counselling programme as this is a selected entry programme. Students are required to complete a selected entry application which is available online at:

<http://www.massey.ac.nz/massey/admission/enrolment/forms/preselection/preselection.cfm>

You would normally complete the Postgraduate Diploma in Education (Counselling and Guidance) in the first instance, unless you are applying for the 240-credit Master of Education (Guidance Studies) programme.

Admission

If you are new to Massey University; or new to postgraduate study, even if you have enrolled at Massey before, you must be granted **postgraduate admission**. It is only when you are continuing in the same postgraduate qualification that you are exempt from this requirement.

If you are enrolling for the first time at Massey University you must provide evidence of:

- A relevant bachelor's degree, or
- Equivalent tertiary qualification, relevant professional qualification/s or a teaching qualification.

Students holding an overseas degree or a degree from another Aotearoa New Zealand tertiary institution must submit verified copies of academic certificates, transcripts, and a New Zealand Qualifications Authority(NZQA) assessment if relevant. As well as the academic qualification requirements, some postgraduate programmes require students to have a sufficient back ground of professional experience to be likely to benefit from the course. Students should forward their documents after applying online.

Fees

The information on the fee web page (<http://www.massey.ac.nz/massey/admission/fees/>) is for estimation purposes only. Actual fees payable will be finalised on confirmation of enrolment.

Programmes Offered

Massey currently offers three postgraduate programmes as listed in the table below.

Students should complete the Postgraduate Diploma in Education (Counselling and Guidance) in the first instance unless they are applying for the 240-credit Master of Education (Guidance Studies) programme.

On completion of the Postgraduate Diploma in Education (Counselling and Guidance) students with a minimum:

- B grade average are eligible to apply for the 120-credit coursework pathway of the Master of Education (Guidance Studies) or to apply for selection into the Master of Counselling.
- B+ grade average are eligible to apply for the 120-credit research pathway of the Master of Education (Guidance Studies) or to apply for selection into the Master of Counselling.

<i>Programmes Offered</i>	<i>Description</i>
<p>Postgraduate Diploma in Education (Counselling and Guidance)</p> <p><i>Distance Learning</i></p>	<p>This programme is aimed at those interested in the field of guidance and/or counselling. Current students include teachers, deans, career advisers, school guidance and marriage guidance counsellors, those involved in advocacy and those wanting to undertake professional counselling training at a later stage.</p>
<p>Master of Education (Guidance Studies)</p> <p><i>Distance Learning</i></p>	<p>This programme provides an excellent opportunity for those involved in 'helping' work, or with particular responsibility for pastoral care/guidance within senior administrative roles, to study the theoretical bases to human service provisions. Relevant roles includes teaching, lecturing, nursing, social work, advocacy, advisory work or support in educational, welfare, community, health or pastoral contexts.</p>
<p>Master of Counselling</p> <p><i>Block and Distance Learning</i></p>	<p>This is an advanced professional training programme aimed mainly at those with experience and current involvement in counselling. The objectives of this programme are to develop theoretical knowledge and a wide range of skills relevant to effective counselling purposes and roles, and to address attitudes in accordance with being effective and professionally responsible. Additionally, students will develop the capacity to undertake, analyse and utilise research appropriate to their practice and profession.</p>

PROGRAMMES

POSTGRADUATE DIPLOMA IN EDUCATION (COUNSELLING AND GUIDANCE)

This programme involves four papers (120 credits), comprising core guidance and counselling topics and a small range of electives directly relevant to Counselling and Guidance. It is aimed at people interested in the field of guidance and/or those actively involved in guidance roles, such as teachers, deans, careers advisers, school guidance counsellors, or marriage guidance tutors.

The programme, while not providing any professional training in counselling, is also of relevance to those interested in the field of counselling; those who work alongside counsellors; or those who wish to explore the option of professional counselling training at a later stage.

There is a time limit of four years to complete the Postgraduate Diploma in Education (Counselling and Guidance). To be eligible for the award of Distinction this programme must be completed at a superior standard (equivalent to First Class Honours) within one year of first enrolling in full-time study or within three years of first enrolling in part-time study.

**POSTGRADUATE DIPLOMA IN EDUCATION
(COUNSELLING AND GUIDANCE)
120 credits**

Schedule (a)

Compulsory Paper:

253.750 Counselling Theory (30 credits)

Schedule (b)

At least one of the following papers:

253.753 Guidance in Education (30 credits)
(Paper offered in odd years)

253.754 Family and Couples Counselling (30 credits)
(Paper offered in even years)

253.755 Culture and Counselling (30 credits)
(Paper offered in even years)

253.759 Career Development: Theory and Practice (30 credits)
(Paper offered in odd years)

Schedule (c)

Up to 30 credits from schedule (b) or other masterate level papers in Education, Rehabilitation Studies, Psychology, or otherwise as approved by the PVC Education or nominee.

Schedule (d)

Either one additional paper from schedule (b) or the Research Methods papers below, if you are intending on proceeding to either masterate degree.

267.782 Quantitative Research in Education (15 credits) and
267.783 Qualitative Research in Education (15 credits)

MASTER OF EDUCATION (GUIDANCE STUDIES)

This degree follows directly on from the Postgraduate Diploma in Education (Counselling and Guidance), but is a higher level qualification. It is also of interest to those working in higher education with an emphasis on guidance in their teaching areas such as special needs, health education; or with guidance responsibilities for students as part of their role. The research pathway is appropriate for students intending to progress to doctoral studies.

120-credit

Students who have completed the Postgraduate Diploma in Education (Counselling and Guidance) with a minimum B average are eligible to apply for the Master of Education (Guidance Studies) **coursework pathway**.

Students who have achieved a minimum B+ average in the Postgraduate Diploma in Education (Counselling and Guidance) are eligible to apply for the Master of Education (Guidance Studies) **research pathway**.

There is a time limit of four years in which to complete either 120-credit Master of Education (Guidance Studies) pathway. To be eligible for the award of Distinction either pathway must be completed at a superior standard (equivalent to First Class Honours) within one year of first enrolling in full-time study or within three years of first enrolling in part-time study.

240-credit

Students who have achieved a B+ grade average in their Bachelor's degree are eligible to enter directly into the 240-credit Master of Education (Guidance Studies) programme. Please note that the 240-credit Master of Education (Guidance Studies) must be completed by the research pathway.

There is a time limit of six years in which to complete the 240-credit Master of Education (Guidance Studies). The 240-credit Master of Education (Guidance Studies) degree will be awarded with a level of Honours if completed within two years of first enrolling for full-time study or within five years of first enrolling for part-time study.

MASTER OF EDUCATION (GUIDANCE STUDIES)

120 Credit
Coursework Pathway

At least two papers (60 credits) from the following papers:

253.753 Guidance in Education (30 credits)
(Paper offered in odd years)

253.754 Family and Couples Counselling (30 credits)
(Paper offered in even years)

253.755 Culture and Counselling (30 credits)
(Paper offered in even years)

253.759 Career Development: Theory and Practice (30 credits)
(Paper offered in odd years)

The balance from:

249.744 Understanding Learners with Behaviour Difficulties (30 credits)

262.751 Theory and Foundations of Gifted and Talented Education (30 credits)

Or

Up to 30 credits from other masterate-level papers in Education or other Schedules approved for the study of Guidance

120 Credit
Research Pathway

267.782 Quantitative Research in Education (15 credits) and 267.783
Qualitative Research in Education (15 credits)

or

If a research methods paper has been completed as part of the PGDipEd
(Counselling and Guidance) then one 30 credit paper from either list above

Either 267.880 Education Thesis (90 credits) or
267.881 Education Thesis Part I (45 credits) and 267.882 Education Thesis
Part II (45 credits)

MASTER OF EDUCATION (GUIDANCE STUDIES)

240 Credit

One Compulsory Paper:

253.750 Counselling Theory (30 credits)

At least two papers (60 credits) from the following papers:

253.753 Guidance in Education (30 credits)
(Paper offered in odd years)

253.754 Family and Couples Counselling (30 credits)
(Paper offered in even years)

253.755 Culture and Counselling (30 credits)
(Paper offered in even years)

253.759 Career Development: Theory and Practice (30 credits)
(Paper offered in odd years)

Up to one paper (30 credits) from:

249.744 Understanding Learners with Behaviour Difficulties (30 credits)

262.751 Theory and Foundations of Gifted and Talented Education (30 credits)

Or

Up to 30 credits from other masterate-level papers in Education or other Schedules approved for the study of Guidance

267.782 Quantitative Research in Education (15 credits) and
267.783 Qualitative Research in Education (15 credits)

Either 267.880 Education Thesis (90 credits) or
267.881 Education Thesis Part I (45 credits) and 267.882 Education Thesis
Part II (45 credits)

MASTER OF COUNSELLING

This is an advanced professional training programme aimed mainly at those with experience and current involvement in counselling. The objectives of this programme are to develop theoretical knowledge and a wide-range of skills relevant to effective culture-centred counselling purposes and roles, and to address attitudes in accordance with being effective and professionally responsible. Additionally, students will develop the capacity to undertake, analyse and utilise research appropriate to their practice and profession.

This programme involves three papers: the two comprehensive professional development papers, and a research project. To be eligible to apply for selection, applicants must have completed or be completing the Postgraduate Diploma in Education (Counselling and Guidance) or an approved equivalent with a minimum B grade average.

Selection Process

The selected entry application is available online at <http://www.massey.ac.nz/massey/admission/enrolment/forms/preselection/preselection.cfm> or can be obtained by telephoning the Contact Centre at 0800 MASSEY (0800 627739) or by emailing contact@massey.ac.nz

Selected entry applications must be submitted to the University before the 5th September 2012.

The selected entry application seeks information on:

- academic study;
- counselling background;
- training workshops attended;
- practice experience and details of supervision;
- current counselling and counselling-related involvement, including setting, hours, clientele and supervision.
- personal development experiences (eg personal counselling) and training

The selection panel also look for readiness in relation to personal and interpersonal awareness, attitudes, openness to change, ability to participate in co-operative group learning and to operate in a professional capacity, as well as the overall capacity to fulfil the requirements of the professional development papers. Successful candidates will also have a demonstrated interest in the area, shown through attendance at relevant courses, personal development experiences and training.

Research consistently shows that the effectiveness of counselling depends on the quality of the counselling relationship and the therapeutic alliance it produces (Cooper, 2008).

The selection criteria applied both in applicants' written presentations and at the interview are in keeping with the Learning Outcomes for the Practicum elements of the programme and are as follows:

- Evidence of bicultural awareness and the interpersonal skills to work competently with others in a variety of settings, with cultural sensitivity and self confidence.

- Evidence of previous counselling training and supervised counselling experience and the ability to reflect on that experience critically and with maturity in the context of contemporary literature and theoretical understandings. (Supervised practice as a voluntary telephone counsellor is acceptable).
- Evidence of openness to self examination and reflection, along with the ability to articulate personal values and cultural context.

Reference: Cooper, M. (2008). *Essential research findings in counselling and psychotherapy: The facts are friendly*. London, UK: Sage

Short-listed applicants will be sent an invitation in early October to attend the Master of Counselling Selection Workshop. The one-day Master of Counselling Selection Workshop will be held at Massey University in early November. It is particularly important that short-listed applicants are able to show that they have arranged a suitable placement, in which to complete the counselling fieldwork hours, before they attend the Selection Workshop.

There is a time limit of four years to complete the Master of Counselling degree.

Programme Schedule

MASTER OF COUNSELLING 120 credits
Entry is by Selection
253.761 Professional Development in Counselling I (45 credits)
253.762 Professional Development in Counselling II (30 credits)
253.800 Research Project in Counselling (45 credits)

Professional Development I & II Papers

The Professional Development in Counselling papers are block course papers.

It is intended that students take Professional Development I and II papers in Semester 1 and Semester 2 of the same year. The block courses for the two Professional Development in Counselling papers involve periods of up to two weeks in Palmerston North over February and June. Over the two papers this involves up to four weeks on the Turitea Campus. The block courses occur before Semester One and between Semester One and Two. See the schedule below.

	Block Courses	Fieldwork
SEMESTER ONE Professional Development in Counselling I (253.761)	<i>Campus Block Course (February)</i>	<ul style="list-style-type: none"> • February – June • Counselling fieldwork • 10 (minimum) supervision sessions
SEMESTER TWO Professional Development in Counselling II (253.762)	<i>Campus Block Course (June)</i>	<ul style="list-style-type: none"> • July – December • Continue counselling fieldwork • Continue supervision sessions (a further 10 minimum)

Notes:

1. Supervision must be with an approved supervisor in a student's local community. Suitability will be negotiated with the University lecturers.

Fieldwork Information for Professional Development Papers

The key components of the two Professional Development papers are counselling skills learning, self-awareness or personal development, professional supervision and counselling practice. A total of 100 hours of counselling practice are required for Professional Development in Counselling I and 100 hours for Professional Development in Counselling II. While some Professional Development student counsellors are employed in clearly defined and well-established counselling positions which provide them with their hours, some need to negotiate fieldwork arrangements within contexts that may be relatively unfamiliar with accepted counselling practices. Other student counsellors may develop a mutually useful working relationship outside of their normal paid positions within a fieldwork context.

It is the student counsellor's responsibility to arrange their own placements. It cannot be stressed enough how important it is to begin organising this early in the year preceding that in which the student counsellor hopes to start Professional Development. Finding a placement is often more difficult in one of the main centres in Aotearoa, New Zealand, where student counsellors from different courses are all seeking placements. When starting to look, student counsellors should think about their previous experience and contacts, and use these as starting points.

Applicants for Professional Development training should discuss the following course requirements and expectations of counsellors, with the people to whom they will be responsible for their fieldwork.

Applicants who are presently exploring fieldwork opportunities outside of normal paid positions should discuss each of the following fully before finalising any arrangement for fieldwork. Where applicants are contemplating a number of placements in order to achieve the required experience, involvements in each setting will need to be considered separately.

Workshop Commitments

Student counsellors will not be available to their placements for the 2 X two weeks of block course time over the two papers. These block courses occur in February and June.

Practice Hours

A minimum of 100 hours of face to face counselling is required in semester one and 100 hours in semester two. This occurs outside of block course periods. Hours may include counselling with individuals, families, couples and groups.

Counselling

'Counselling' needs to be differentiated from the use of 'counselling skills'. 'Counselling' is an activity designated as such, occurring within a defined time-frame (usually, but not always, about an hour), with both counsellor and client knowing that they are in these roles. It also requires a shared understanding that the process is to enable the client to make changes.

Getting the Hours Completed

There are approximately 41 working weeks in a year, outside of the block course periods. Allowing for holiday, illness, and 'getting established' time, **this will probably mean averaging at least eight hours of actual contact time per week.**

Prospective student counsellors should note that the number of hours spent on the premises will usually exceed the number of hours with clients. When arranging placement hours, student counsellors are also advised to check out likely attendance rates for counselling

sessions in the chosen setting, since it is inevitable that some clients will not appear for booked appointments and patterns of non-attendance may differ from setting to setting.

Note also that the set hours represent the minimum number required per semester. Any hours logged beyond this in semester one may not be transferred into semester two. In special cases, a small deficit in hours from semester one may be added to the requirement for semester two provided clear strategies are in place for completing the additional fieldwork.

Counselling Facilities

Settings need to be able to make available appropriate facilities for the student counsellor to counsel and perform counselling-related activities. This should include an adequate private and uninterrupted space for the counselling to take place and access to routine resources, such as a telephone, secretarial assistance, group work materials, available to other staff in the workplace. Settings may find it helpful to convey to relevant staff the nature of the student counsellor's involvement in the setting and the extent of their autonomy and accountability. If the work is unpaid and/or part-time, settings should beware of the student counsellor being perceived by other staff as able to carry less responsibility or deserving less respect than if the work were paid and/or full-time.

Workplace Manager/Administrator

This is usually the person who signs the Fieldwork Statement of Expectations on behalf of the organisation providing the fieldwork placement. For example, in a school setting, it is usually the principal or sometimes the head of the guidance department.

Aside from agreeing to provide the placement, the programme asks that the manager and student counsellor hold a three-way meeting with one of the counsellor educator staff, on at least one occasion during Professional Development in Counselling I. It is also asked that this person provide a workplace fieldwork report toward the end of semester 2 of the placement. The student counsellor will have a template for this report.

Counselling Approach

Massey University Counselling Programmes use an integrated pluralistic model for training counsellors. This entails learning micro-skills linked to specific stages in the counselling process. Within this approach, student counsellors are encouraged to draw from a range of different theoretical models. In time, student counsellors develop particular interests and strengths in relation to these, which they often develop further post training. During training it is important that the fieldwork setting allow student counsellors to practise according to the model they are being taught in the programme. Where fieldwork settings use a different theoretical model themselves, student counsellors may learn much from being exposed to this, but should not be restricted to it in their own work.

Counselling Supervision

When student counsellors begin the Professional Development papers, the lecturers discuss supervision so that the student counsellor understands what to look for. The lecturers also provide advice about supervisors in the area. Broadly student counsellors need someone who is a member of a relevant professional association preferably NZAC and someone who is experienced in counselling. The supervisors do not need to work with the same sort of clients or type of organisation as the student counsellor. It can be helpful to learning if supervisors are also trained as counsellors at Massey, but this is not a necessity.

Counselling supervision requires a minimum of 10 individual supervision sessions for Professional Development in Counselling I and 10 for Professional Development in

Counselling II. Please note this may differ from NZAC membership requirements. Sessions should last approximately one hour. The counselling supervisor will be approved by the Massey lecturers and be external to the work system or organisation in which the fieldwork is taking place. While some student counsellors may also wish to participate in supervision groups or co-supervision (where two counsellors supervise each other) this cannot be accepted as part of their training supervision.

Normally counselling supervision is confidential between student counsellor and supervisor. The only exception would be where the supervisor believes there to be serious and imminent risk to client(s), the student counsellor or others and in the supervisor's judgement the student counsellor is not equipped and/or willing to handle the matter themselves.

Only in exceptional circumstances, where no other suitable supervisor was available, would in-house supervision be acceptable for training purposes.

The supervisor is interviewed about the progress of the supervision during the programme and provides a training report to the Massey programme in November. This information is confidential to the student counsellor, the supervisor and the lecturers, except where the student counsellor wishes to give access to this information to others in the placement setting, and this is agreed to by the supervisor.

The cost of the supervision is carried by the student counsellor and should form part of the training budget, where funding is made available for training.

Settings where student counsellors are working in an unpaid capacity may wish to consider funding the student counsellor's supervision.

Student Counsellor Assessment

Formative self, peer and lecturer assessment and feedback form routine parts of all involvements. Student counsellors are encouraged to self-assess accurately, to provide feedback to each other and to generate goals for their own development throughout the programme. Written assessment material is generated at the end of each workshop, and is collected from supervisors at the end of the year. Student counsellors submit a portfolio of work on their fieldwork activities. Written feedback from those to whom the student counsellor is responsible, and/or who are working closely with the student counsellor is required at the end of the year. Individual assessments from fieldwork settings are considered in the light of other information available to the lecturer. All assessment information is shared with the student counsellor and is placed in the context of other assessment information available to the lecturer.

Addressing Particular Concerns

If workplace personnel have concerns about the quality of the student counsellor's work, this is best raised as part of any routine phone contact between the lecturer and the workplace or noted in the end of year report. Where the workplace manager has concerns outside of this period, they should raise them initially with the student counsellor. If the outcome of this is unsuccessful or where they have serious concerns about safety, they may wish to proceed to communication with the supervisor. In normal circumstances this will be with the knowledge of the student counsellor. Where this also is unsatisfactory or where the situation is regarded as intractable or dangerous, responsible persons should contact the lecturers. Information will be shared with the student counsellor in an effort to resolve the difficulties. In extreme circumstances the student counsellor may be encouraged to find another placement or participation in the programme may be reviewed. Lecturers can only

address with student counsellors matters that relate directly to their training/learning responsibilities. Within-agency or non-training related managerial matters should be addressed using the setting's normal procedures.

If a student counsellor should have serious concerns about her or his own functioning, in relation to significant emotional, mental and/or physical health difficulties which may be interfering with practice, it is expected these will be discussed with the supervisor. They will then be reported to the programme lecturers and/ or the workplace, as appropriate, by the student counsellor.

Should lecturers or supervisors have concerns about the fitness of a student counsellor to practise in the workplace, as above, the preferred option is that the student counsellor inform the workplace of their concerns. Where the student counsellor does not or cannot undertake this, contact will be made with the workplace by either the supervisor or a lecturer, after consultation with each other. The student counsellor will be informed that this is happening, if at all possible.

Code of Ethics

During training Massey Master of Counselling student counsellors are required to operate according to the New Zealand Association of Counsellors Code of Ethics (<http://www.nzac.org.nz/>). Student counsellors should discuss the implications of the key principles in the Code for their workplaces and should clarify matters of confidentiality, communication, referral and record keeping.

Role Definition

Unless the role of the student counsellor is already clearly understood, accepted and defined in the setting, student counsellors are advised to spend some time establishing the parameters of their work in the setting. Those to whom they are responsible need to understand not only the nature of counselling itself, but the student counsellor's possible involvement in counselling-related activities. These may include consultation work, guidance programmes, liaison, referral, advocacy, social action and policy development. The preferred Professional Development fieldwork placement offers opportunities to experience all of these over the two year period.

Responsibility to the Fieldwork Setting

Student counsellors need to have clearly established with whom they are expected to have working relationships, to whom they should report any difficulties they are experiencing in the setting, and to whom they are ultimately responsible, usually the workplace manager. Where student counsellors are new to the setting, and particularly where the student counsellor is working a limited number of hours, normal organisational culture in relation to how systems of responsibility function need to be made clear. Responsibilities beyond counselling, such as the need to attend certain meetings, should also be discussed.

The Setting's Responsibility to the Student Counsellor

Settings need to be able to provide clear and accurate information about their expectations of the student counsellor and the likely workload. Where student counsellors are not part of the normal paid workforce in a setting, they need to establish that they are covered by the same protections that apply to other staff. This should include access to fair procedures in the event of disciplinary action or complaint. Mediation, advocacy, advice and support may also be relevant if clients or those connected with clients threaten action against the student counsellor. In particular, settings need to have clarified how they will respond if student counsellors experience pressure to ignore aspects of the Counselling Code of Ethics. At the end of each year brief written feedback will be requested from the workplace manager to

whom the student counsellor is responsible on their activities and development over the year.

The Student Counsellor's Status

Finally it may be helpful for settings to understand that whatever the hours or payment, student counsellors undertaking the Master of Counselling Programme are to be regarded as competent professionals able to handle most of what is referred to them and in a position to identify when they need to refer on to others, and to take the initiative to do so. This programme offers advanced training and most frequently student counsellors have already gained paid positions as counsellors before admission to the programme. Being 'in training' does not mean that the student counsellor should be 'protected' from certain types of client or situation, unless the student counsellor, supervisor or lecturers have indicated that this would be advisable. Misconceptions of competency can often be traced to reactions to stereotyped ideas about 'voluntary work', 'student status' or 'part-time hours'. Such attitudes risk restricting student counsellors' access to the types of work required by the programme to facilitate skill development, and the acquisition and consolidation of professional expertise.

Summary

To summarise, an appropriate counselling fieldwork placement for the student counsellor:

- Can preferably accommodate the student counsellor for the full academic year;
- Recognises that the student counsellor will be committed to some weeks of workshop each year;
- Can provide access to the required hours of counselling work during the year;
- Can provide the necessary facilities for counselling work;
- Enables the student counsellor to practise the skills and approaches taught in the programme;
- Understands and accepts the supervision requirements of the programme;
- Understands the nature of its own contribution to assessment processes;
- Understands the relevant avenues for addressing any concerns about the student counsellor;
- Accepts that the student counsellor is bound by the NZAC Code of Ethics;
- Can develop with the student counsellor an appropriate counselling role for the student counsellor in the setting;
- Provides the student counsellor with clear information about its organisational structures and requirements;
- Will take responsibility for addressing with fairness any difficulties that may arise with the student counsellor's work;
- Recognises the student counsellor's right to be treated as a competent professional;
- Will provide the student counsellor and lecturers with relevant and constructive feedback.

Overall a successful fieldwork placement will be able to work cooperatively with the student counsellor and the programme to develop, fulfil and refine training goals.

Contact Information

For further information or assistance, please contact :

Telephone: 0800 MASSEY (0800 627739)

Email: contact@massey.ac.nz

(Please, include your Student ID number (if known), full name, date of birth and current address when sending an email)

The two core staff are **Steve Lang** and **Brent Gardiner**. Their interests, backgrounds and research areas are listed in the School of Arts, Development and Health Education pages of the College of Education website

http://www.massey.ac.nz/massey/learning/colleges/college-education/about/staff/adhe/adhe_home.cfm

The staff contact details are as follows:

Brent Gardiner, MEd, BSc, MNZPsS

Title: Professional Clinician, Co-ordinator for Counselling and Guidance Programmes.

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253.754 Family and Couples Counselling
253.759 Career Development Theory & Planning
253.761 Professional Development in Counselling I
253.762 Professional Development in Counselling II

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Paper Co-ordinator: 253.255 Cultural Issues in Counselling
253.353 Guidance Principles and Practice
253.355 Professional Issues in Counselling
253.758 Research Project in Counselling
260.353 Guidance Principles and Practice
253.755 Culture and Counselling
253.800 Research Project in Counselling

APPENDIX

PROGRAMME PATHWAY			
POSTGRADUATE DIPLOMA IN EDUCATION (COUNSELLING AND GUIDANCE) 120 credits	MASTER OF EDUCATION (GUIDANCE STUDIES)	MASTER OF EDUCATION (GUIDANCE STUDIES) 240 credits	MASTER OF COUNSELLING 120 credits
<p>Schedule (a) Compulsory Paper:</p> <p>253.750 Counselling Theory (30 credits)</p> <p>Schedule (b) At least one of the following papers:</p> <p>253.753 Guidance in Education (30 credits) <i>(Paper offered in odd years)</i></p> <p>253.754 Family and Couples Counselling (30 credits) <i>(Paper offered in even years)</i></p> <p>253.755 Culture and Counselling (30 credits) <i>(Paper offered in even years)</i></p> <p>253.759 Career Development: Theory and Practice (30 credits) <i>(Paper offered in odd years)</i></p> <p>Schedule (c) Up to 30 credits from schedule (b) or other masterate level papers in Education, Rehabilitation Studies, Psychology, or otherwise as approved by the PVC Education or nominee.</p> <p>Schedule (d) Either one additional paper from schedule (b) or the Research Methods papers as follows:</p> <p>267.782 Quantitative Research in Education (15 credits) and 267.783 Qualitative Research in Education (15 credits)</p>	<p>Coursework Pathway 120 Credits At least two papers (60 credits) from the following papers:</p> <p>253.753 Guidance in Education (30 credits) <i>(Paper offered in odd years)</i></p> <p>253.754 Family and Couples Counselling (30 credits) <i>(Paper offered in even years)</i></p> <p>253.755 Culture and Counselling (30 credits) <i>(Paper offered in even years)</i></p> <p>253.759 Career Development: Theory and Practice (30 credits) <i>(Paper offered in odd years)</i></p> <p>The balance from:</p> <p>249.744 Understanding Learners with Behaviour Difficulties (30 credits)</p> <p>262.751 Theory and Foundations of Gifted and Talented Education (30 credits)</p> <p>Or Up to 30 credits from other masterate-level papers in Education or other Schedules approved for the study of Guidance</p> <p>Research Pathway – 120 Credits</p> <p>267.782 Quantitative Research in Education & 267.783 Qualitative Research in Education or if a research methods paper has been completed as part of the PGDipEd (Counselling and Guidance) then one 30 credit paper from either list above</p> <p>Either 267.880 Education Thesis (90 credits) or 267.881 Education Thesis Part I (45 credits) and 267.882 Education Thesis Part II (45 credits)</p>	<p>Compulsory Paper:</p> <p>253.750 Counselling Theory (30 credits)</p> <p>At least two papers (60 credits) from the following papers:</p> <p>253.753 Guidance in Education (30 credits) <i>(Paper offered in odd years)</i></p> <p>253.754 Family and Couples Counselling (30 credits) <i>(Paper offered in even years)</i></p> <p>253.755 Culture and Counselling (30 credits) <i>(Paper offered in even years)</i></p> <p>253.759 Career Development: Theory and Practice (30 credits) <i>(Paper offered in odd years)</i></p> <p>Up to one paper (30 credits) from:</p> <p>249.744 Understanding Learners with Behaviour Difficulties (30 credits)</p> <p>262.751 Theory and Foundations of Gifted and Talented Education (30 credits)</p> <p>Or Up to 30 credits from other masterate-level papers in Education or other Schedules approved for the study of Guidance</p> <p>267.782 Quantitative Research in Education (15 credits) and 267.783 Qualitative Research in Education (15 credits)</p> <p>Either 267.880 Education Thesis (90 credits) or 267.881 Education Thesis Part I (45 credits) and 267.882 Education Thesis Part II (45 credits)</p>	<p>Entry is by Selection</p> <p>253.761 Professional Development in Counselling I (45 credits)</p> <p>253.762 Professional Development in Counselling II (30 credits)</p> <p>253.800 Research Project in Counselling (45 credits)</p>

NOTE: This table is to be read in conjunction with the detailed programme information on Pages 4-17