



2021 COUNSELLING AND GUIDANCE PROGRAMMES

INFORMATION FOR PROSPECTIVE STUDENTS



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INTRODUCTION



Tēnei au, tēnei au
Te hōkai nei i taku tapuwae
Ko te hōkai-nuku
Ko te hōkai-rangi
Ko te hōkai o tō tipuna a Tāne-nui-ā-rangi
I pikitia ai
Ki te Rangi-tūhaha
Ki Tihi-i-manono
I rokohina atu rā
Ko Io-Matua-Kore anake
I riro iho ai
Ngā Kete o te Wananga
ko te Kete Tuauri
ko te Kete Tuatea
ko te Kete Aronui
Ka tiritiria, ka poupoua
Ki a Papatūānuku
Ka puta te Ira-tangata
Ki te whai-ao
Ki te Ao-marama
Tihei mauri ora!

Here am I, here am I
here am I swiftly moving by
the power of my karakia for swift
movement
Swiftly moving over the earth
Swiftly moving through the heavens
the swift movement of your ancestor
Tane-nui-a-rangi
who climbed up
to the isolated realms
to the summit of Manono
and there found
Io-the-Parentless alone
He brought back down
the Baskets of Knowledge
the Basket called Tuauri
the Basket called Tuatea
the Basket called Aronui.
Portioned out, planted
in Mother Earth
the life principle of humankind
comes forth into the dawn
into the world of light
Behold, I have life.

Tēnā koutou ngā Rangatira-o-ākengokengo, ngā pukenga o te mātai hinengaro, nau mai o hinengaro, nau mai o manawanui, otirā to aroha, ki tēnei he waka eke noa, kia puta atu ki te paerangi panekeritanga o te manaakitanga

- *Greetings to you the leaders of tomorrow, those skilled in the understandings of psychology, of relating, connecting, understanding, bring along your minds, your hearts, your dedication, and especially your love and care, aboard our ship together, to sail over our horizons of excellence in providing care.*

Our Counselling Programme at Massey University has been in existence since 1974. While serving communities, families, and individuals, we strive to cultivate Mana Atua, Mana Whenua, Mana Tangata, - Well-Being. We are seeking to be a counsellor education programme that is anchored in mana enhancing practices.

Our Counselling Programme Community

Communities exist because of people who create them and cultivate them. Similarly, our community will thrive because of who you are as a person, who we are as teachers, and who we are when we are together as members of our learning community. We are looking forward to getting to know you, learning where you are from, where you feel like you belong, who you are as a person, and what professional dreams and passions you hope to pursue so you too can make meaningful contributions to people and communities around you.

Your learning experiences will include opportunities to experience first-hand the transformative healing power of listening, understanding, conveying empathy, and becoming a reflective practitioner. Through experiential learning embedded in our Block Courses, Stream, and Zoom sessions, we will be sharing with you a broad range of frameworks informed by research and pluralistic, bi-cultural, mana-enhancing practices. We look forward to learning your unique ways of connecting, understanding, and supporting others while gaining awareness of competencies that can add value to your skills. We are committed to supporting your growth so that you may reach your potential.

Embedded into the learning experiences are opportunities for you to have a voice, participate in mutual construction of meaning, and become a reflective professional who will have input in how your learning needs are addressed so that your professional dreams can be fulfilled. We believe that our cultural identities inform our experiences and therefore mana enhancing, bi-cultural, pluralistic awareness will be emphasized.

What does it mean to us to be Mana Enhancing?

We strive to cultivate a programme culture that:

- Views differences as strengths and assets.
- We affirm that each world view (Te Ao Maori, Western Paradigms, and non-Western Approaches) has its own whakapapa, roots and origins, its own mana, (Matua Pat Ruka, 2010, personal communication), its own unique relational influence and presence. Therefore, we view our students as our fellow travelers whose strengths,

worthiness, and potential we strive to cultivate, Through a parallel process, our students will emulate cultural humbleness and a desire to learn and understand so that healing can be restored and well-being can be delivered.

- We seek to model a humanistic, relational, developmental, wholistic approach that provides students with opportunities to gain awareness of various ways of helping others, most of all, by keeping the unique needs of individuals, couples, families, whānau, and communities in mind.
- We seek to support the development of professional counsellors who first assess a client’s level of well-being and then assist the client to reach an optimal level of well-being.
 - As professional counsellors, we view all mental and emotional problems from a developmental perspective in that various stages of life present opportunities, challenges, and concerns that need to be caringly and mindfully addressed
 - As professional counsellors, we recognise that search for understanding of human developmental needs and human suffering is, as Sir Mason Durie describes, “centrifugal, that is it flows outward from the individual to the environment and others around them” (as cited by Wiremu NiaNia, Allister Bush, and David Epston, 2017)
 - We seek to understand human suffering through the interconnectedness of internal and external dynamics (macrosystemic influences, systemic experiences, historical variables, as well as community, family, and individual characteristics)
 - We recognise that numerous individuals and communities’ experience various traumatic events, encounter loss/grief, and some grapple with addiction, while most seek to search for purposeful living and relating on intimate, personal, and professional/work/career related dimensions. While our programme focuses on wellbeing and optimal growth, a trauma informed, post-traumatic growth approach is embedded throughout our training.
 - Our programme, maintains primary focus on well-being, healing, and restoration/affirmation of human dignity; therefore our students will have opportunities to become aware of the Tihei-Wa Mauri Ora, a “construct that shows a life continuum, where periods of light and darkness are normalized as proper and valid, given their space and time in their lives” (Teina Piripi and Vivien Body, 2013).

Definition of Counselling

Our programme adopts a definition of counselling from the NZAC Code of Ethics:

“Counselling involves the formation of professional relationships based on ethical values and principles. Counsellors seek to assist clients to increase their understanding of themselves and their relationships with others, to develop more resourceful ways of living, and to bring about change in their lives. Counselling includes relationships formed with individuals, couples, families, groups, communities, and organisations”

- For members of our programme this means that we:
 - Maintain primary focus on well-being, social justice, and advocacy
 - Strive to understand the application of counselling skills to working with couples, families, communities, through individual, couples, families, and group counselling as well as group work
 - Provide students with opportunities to become aware of approaches unique to Te Ao Maori; for example, Tihei-Wa Mauri Ora, Mana Atua, Mana Whenua, Mana Tangata. Te Whare Tapa Wha (Sir Mason Durie, 1984), Te Wheke (Dr Rose Pere, 1997), Pōwhiri Poutama (Parairie Huata, 1999), TePae Mahutonga (Dr Mauri Pomare & Dr Mason Durie 1999), He Huarahi Oranga (Sir Mason Durie 2010), Pūrakau (Traditional Māori narratives of origin).
 - Provide students with opportunities to gain understanding of variables conducive to positive counselling outcomes through various theoretical frameworks, including an integrated, eclectic, relational approach to counselling; Existentialism, Humanistic Frameworks, Narrative Therapy, Adlerian Therapy, EFT (Emotionally Focused Therapy), TA (Transactional Analysis, Gestalt, Psychodrama, Multicultural Healing Expressive Arts, CBT (Cognitive Behavioural Therapies), Motivational Interviewing, Brief Therapy, and Solution Focused Therapy.
 - Subscribe to a belief in the inherent worth and dignity of each person, to the need to develop throughout our lifespan toward a greater sense of self-realisation and commitment to mindfully serve a pluralistic community.
 - Seek to cultivate a reflective, practitioner/scholar model.

Career Paths

- Our programme prepares students to work as counsellors in school and community settings. Our alumni (over 500 members) contribute to the counselling service delivery through a variety of mental health human services: mental health centres, addiction/recovery centres, crisis programs, outpatient clinics, residential programs, private practice, school settings.
- Our programme is NZAC accredited and our graduates are eligible to pursue provisional membership with NZAC.
- Our clinical academic staff consists of professionals who have been working in the counselling positions in various settings-from residential programs, to intensive outpatient, addiction centres, crisis centres, wellness programmes, and private practice. We have been training counsellor educators for over 46 years. We are engaged in communities and participate in scholarship on national and international levels. We are a team that strives to be a mana enhancing programme and represent various Maori cultures/Iwi, Aoteroa/New Zealand cultures, and cultures from Western and Non-Western walks of life.
- Our programme cultivates a sense of supportive community that is dedicated to thriving; through written discussions via STREAM (our online Learning Platform) as well as through Zoom class meetings held twice a month, and an on-campus residency, twice a

year, ranging from 7-14 days. We provide a range of opportunities for students to develop competencies through research informed practice.

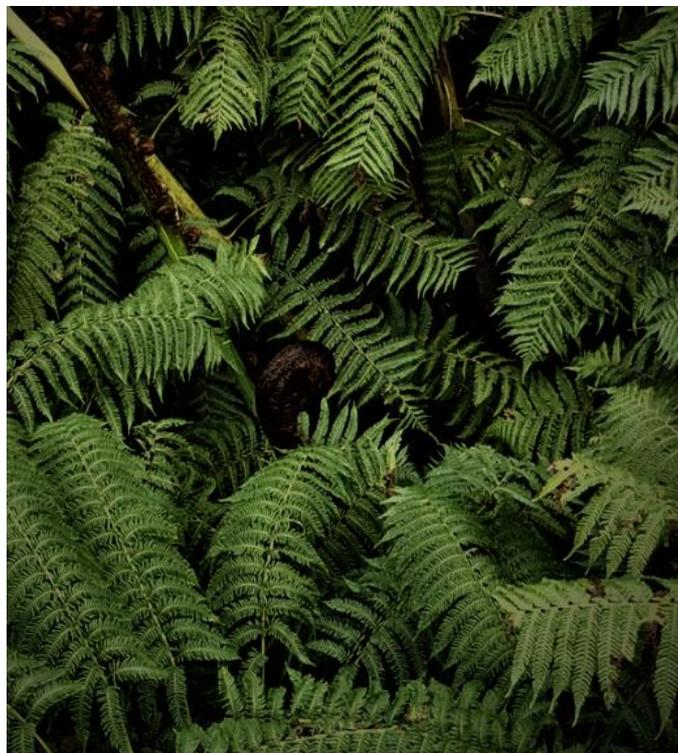
Ongoing Support

- Students will be invited to stay in contact and help us cultivate a supportive community from the moment they join us to the moment they become an alumni.
- Students will have an opportunity to collaborate with each other and academic staff in regard to community engagement and research.

If you have any questions, comments, and/or would like to connect; you are encouraged to reach out to our Programme Leader, Dr. Bogusia Skudrzyk, PhD, Associate Professor, Counselling and Guidance. She can be reached through email at B.Skudrzyk@massey.ac.nz

Nāu te rourou, nāku te rourou, ka ora ai te iwi

With your contributions together with mine our people will thrive



This photo of Koru was taken by Bogusia Skudrzyk on 10th of August, 2020. This Koru's home is Massey Campus, Te Papaioea, Palmerston North, near the Social Science Building.

ENROLMENT & ADMISSION

Applying for admission

When applying to study with us, the first step is to apply for **admission** to a particular programme. If you are new to Massey University, or new to postgraduate study, even if you have enrolled at Massey before, you must be granted admission. (It is only when you are continuing in the same postgraduate qualification that you are exempt from this requirement). When you apply for admission to the University you will be asked to provide documents so that your eligibility for admission can be assessed.

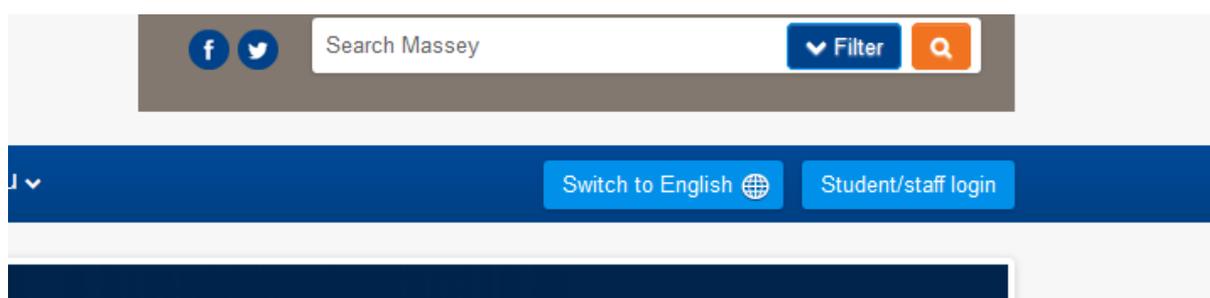
For postgraduate counselling programmes you must provide evidence of a relevant bachelor's degree. Students holding an overseas degree or a degree from another Aotearoa New Zealand tertiary institution must submit copies of academic certificates, transcripts, and a New Zealand Qualifications Authority (NZQA) assessment if relevant. As well as the academic qualification requirements, students are required to have a sufficient background of professional experience to be likely to benefit from the course as demonstrated in a current CV. In addition, you will be asked to complete a NZ Police Check and supply two pieces of **verified** identification. As part of the online enrolment process, students will be asked to upload documents electronically and will be advised if hard copies are required.

For further selection requirements please see the Programme planning page https://www.massey.ac.nz/massey/learning/programme-course/programme.cfm?prog_id=93059&tab=plan.

If your application is successful, we will issue you an **Offer of Place**. This will be sent as a message to view in your student homepage. If you accept your Offer, you will be able to add your courses if the enrolment year is open. We will also send you an email with your student ID number.

Enrolment in courses

Once you have been admitted to your programme, you can then apply for enrolment in courses. Log in to your 'Student Homepage' at: https://smsportal.massey.ac.nz/sitsvision/wrd/siw_lgn

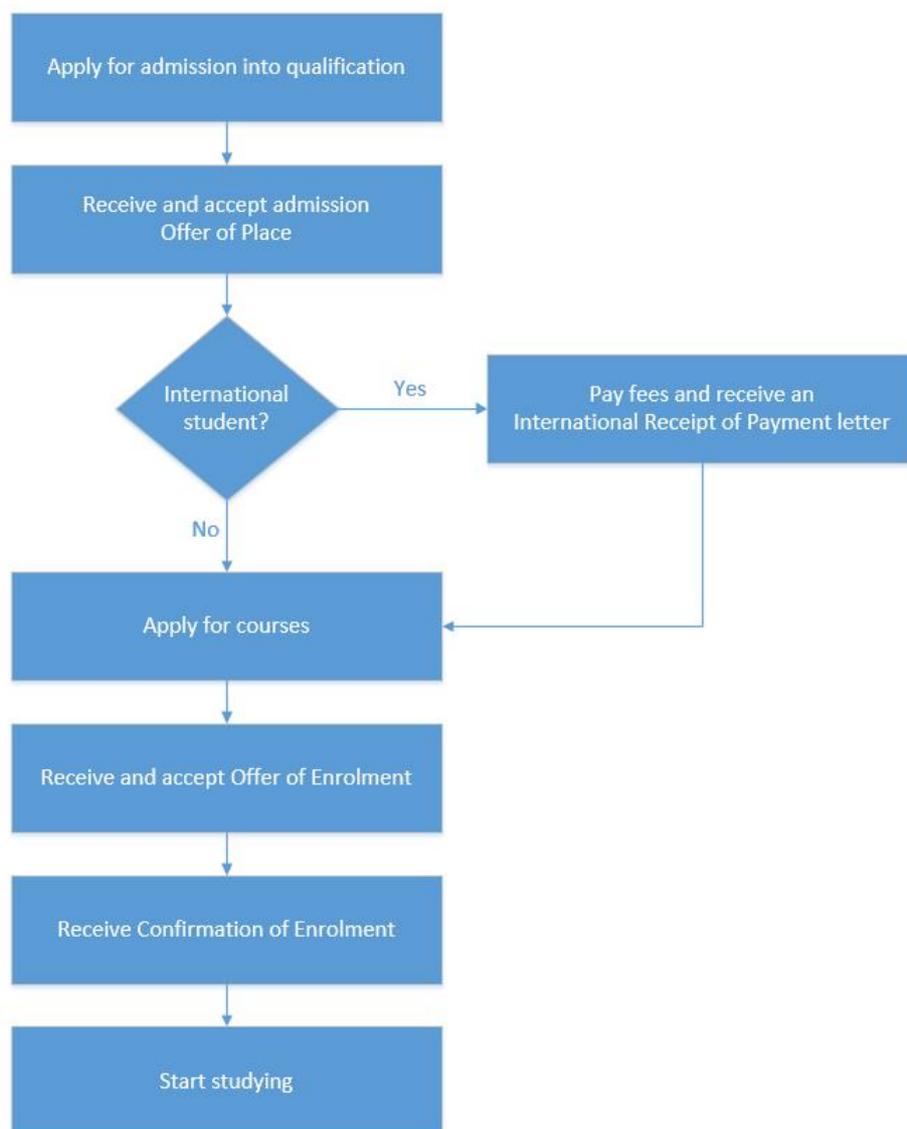


Click on Qualification and Course tab. To help plan your study please contact our Academic Advice Team (academicadvice@massey.ac.nz).

If your application for enrolment in your courses is approved, you will receive an **Offer of Enrolment notification** for each course which you will need to accept. The Offer of Enrolment will contain information about fees and may have conditions on it. Once you accept your Offer of Enrolment you will be enrolled and will receive a Confirmation of Enrolment notification. Check out the full process at the link below

<http://www.massey.ac.nz/massey/admission/enrolment/checklist/checklist-domestic.cfm>

Admission and enrolment flowchart summary



Fees

The information on the fee web page is for estimation purposes only. Actual fees payable will be finalised on confirmation of enrolment:

(http://www.massey.ac.nz/massey/admission/fees/fees_home.cfm).

PROGRAMMES OFFERED

Currently we offer two programmes as listed in the table below.

Programmes Offered	Description
<p>Postgraduate Diploma in Education (Counselling and Guidance)</p> <p>Distance Learning</p> <p>120 credits</p>	<p>This programme offers academic experiences for individuals interested in the helping professions such as: the field of counselling in community and school settings, case management, community outreach, addictions related services, advocacy, wellness programs implementation, correctional services. Current students include teachers, deans, career advisers, school guidance and marriage guidance counsellors, those involved in advocacy and those wanting to undertake professional counsellor education at a later stage. Bicultural, pluralistic, mana enhancing approaches are embedded throughout the programme. A reflective practitioner-scholar approach informs our programme design.</p>
<p>Master of Counselling Studies</p> <p>Block and Distance Learning</p> <p>120 credits</p>	<p>This programme offers a bi-cultural, pluralistic, mana enhancing practical field training, anchored in research. Individuals interested in becoming professional counsellors will have opportunities to acquire competencies essential for understanding strength based, developmental approaches, with focus on understanding developmentally based and culturally mindful approaches conducive to cultivating relationships, wellbeing, as well as coping with crisis, loss, addictions, and grief. Fieldwork experiences, direct counselling service delivery, developmentally, strength focused practices and a reflective practitioner/scholar approach are emphasized.</p>

Programme Schedules

<p style="text-align: center;">POSTGRADUATE DIPLOMA IN EDUCATION (COUNSELLING AND GUIDANCE) 120 credits</p>
<p style="text-align: center;"><u>TWO Compulsory Courses:</u></p>
<p style="text-align: center;">253.750 Counselling Theory (30 credits)</p>
<p style="text-align: center;">253.755 Culture and Counselling (30 credits)</p>
<p style="text-align: center;"><u>At least one of the following courses:</u></p>
<p style="text-align: center;">253.753 Guidance in Education (30 credits) (Course offered in odd years)</p>
<p style="text-align: center;">253.754 Family and Couples Counselling (30 credits) (Course offered in even years)</p>
<p style="text-align: center;">Any other 30 credits from the Elective Schedule or any of the endorsement schedules of the PGDipEd, or from approved Rehabilitation Studies (147.7xx) or Psychology (175.7xx) courses.</p>
<p>Note: Students can fulfil the research requirements by completing two (30 credits) of the following courses: 267.740 Mixed Methods Research, 267.782 Quantitative Research in Education, or 267.783 Qualitative Research in Education, or 267.741 Indigenous Research Methods.</p>
<p>All offers of place for Master Counselling Students are subject to final GPA (B or greater). If you are completing your PGDipEd (Counselling & Guidance) with a summer school course, you will not have your official final grade or GPA at the time the 253.761 February block course commences. Therefore, your enrolment in 253.761 remains conditional on your final GPA, and attendance at the February block course in the interim is at your own risk.</p>

There is a time limit of four years to complete the Postgraduate Diploma in Education (Counselling Guidance) or three years to be eligible for Distinction.

MASTER OF COUNSELLING STUDIES
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)

**There is a time limit of four years to complete the Master of Counselling Studies degree.
The Master of Counselling Studies is not awarded with honours, distinction or merit.**

MASTER OF COUNSELLING STUDIES

This is an advanced professional education programme designed to provide individuals with opportunities to gain competencies relevant to strength based, developmental, humanistic, bi-cultural, pluralistic, mana enhancing counselling practices. Students will gain awareness of competencies unique to individual, couples, families, and group counselling. Students will gain awareness of practices that are anchored in cultural understanding, counselling related theories and research relevant to understanding well-being, relational dynamics and needs across life span, career counselling, assessment, as well as crisis, grief, loss, addictions, and conflict. Additionally, students will develop the capacity to undertake, analyse and utilise research appropriate to their practice and profession.

Selection Process

The selected entry form is available online at <https://smsportal.massey.ac.nz>

Selected entry forms must be submitted to the University by **6 November 2020**

The selected entry form seeks information on:

- academic study;
- understanding of the bi-cultural, pluralistic practices;
- experiences, voluntary and paid, that have shaped learning about counselling and counselling roles;
- training workshops attended.

The selection panel also look for readiness in relation to personal and interpersonal awareness, attitudes, openness to growth and change, openness to pluralistic, bi-cultural, mana enhancing perspectives, 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 courses.

Research consistently shows that the effectiveness of counselling depends on the quality of the counselling relationship and the therapeutic alliance it forms (Cooper, 2008; Mikullincer, Shaver, Berant, 2013; Yalom, 2005). Therefore, students enrolled in our programme seek to develop this relationship by demonstrating the following approaches: desire to grow in conveying empathy, openness to becoming a reflective practitioner, openness to developing competencies that are likely to cultivate professional relationships that are conducive to mana enhancing, well-being, and human development; and openness to becoming a reflective practitioner scholar.

The selection criteria required to be demonstrated, both in applicants' written presentations and at the interview, are in keeping with the programme learning outcomes and the NZAC training and ethics guidelines.

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

- Evidence of previous community engagement and the ability to describe and reflect on that effectively, including an understanding of bicultural and pluralistic approaches. This may have been gained through experience of:
 - a) voluntary involvement with organisations, such as Lifeline, which provide training and supervision to their volunteers and/or
 - b) paid employment such as case management, social work, and addictions support which provides training and supervision to their staff.
- Evidence of openness to self-reflection, along with the ability to articulate personal values and cultural context.
- Evidence of desire to learn with others how to become an empathic, reflective, mana enhancing practitioner

Please note that initial selection decisions as to suitability may be reviewed during and immediately following the initial block course.

Preparation for Professional Development Courses and Fieldwork

Embedded into our programme is an emphasis on competency development through supervised clinical field work which we refer to as Professional Development. Our counselling supervision approach is a developmental, mana enhancing approach that starts with opportunities to observe, practice with feedback, co-counsel, and transition toward more independent work with supportive supervision.

- Students who are invited to join our programme will be provided with assistance to identify a clinical placement that is compatible with their skills and congruent with their career aspirations. Further information will be available upon acceptance.
- Students accepted into our programme will initiate the process of identifying a potential placement site as of November. Students will need to secure an approved site and supervisors no later than the first Friday of March.
- Students will be asked to complete 100 hours of counselling hours during the first year and another 100 hours during the second year.
- Students who are approved to proceed will be required to participate in an orientation to clinical training which will be held on the evening of 2nd December via Zoom
- Students' competencies and dispositions will be assessed during the first required Block Course which is held at the start of our Academic Year, in February. Students will be asked to attend an orientation to the Block Course on the last Monday of January.

Professional Development I & II Courses

The Professional Development in Counselling courses involve block courses.

It is intended that students take Professional Development I and II courses in Year 1 and Year 2 of consecutive years. The block courses for Professional Development I (Year 1) involve periods of up to two weeks during February and July. See the schedule below.

	Block Courses	Fieldwork
Year ONE Professional Development in Counselling I (253.761)	<p><i>Campus Block Course (February)</i></p> <p><i>Campus Block Course (July)</i></p>	<ul style="list-style-type: none"> • February – November • Counselling placement, weekly reflections on counselling work through STREAM, • Focus on well-being, skill building, assessment and understanding of client’s needs • Bi-cultural, pluralistic, mana affirming approach-embedded into the programme • Fortnightly group supervision meetings (usually on Wednesday evenings, two hours) with programme counselling staff • A minimum of 10 hours of additional external supervision to meet the NZAC guidelines
Year TWO Professional Development in Counselling II (253.762)		<ul style="list-style-type: none"> • February – November • Continue mana enhancing counselling practice • Focus on continuation of individual, couples, and family counselling; development of counselling plans, crisis/grief/loss and addictions response • Introduction to group work-focus groups, educational groups, counselling groups, therapy groups and career counselling and development • Bi-monthly group supervision through Zoom, with Massey University Academic Counselling Staff, (usually on Wednesday evenings, two hours) weekly reflections on counselling practice through STREAM • A minimum of 10 hours of additional external supervision to meet NZAC guidelines.

Student Counsellor In Training Assessment

A strength based and developmental approach is embedded throughout the programme. Students will create goals conducive to their development of competencies essential for becoming a reflective, mana enhancing practitioner. Students' developmental goals will be reviewed through a collaborative feedback process from student, supervisors, and academic staff. Students will be asked to reflect on feedback from site and external supervisors, academic staff, peers, and self on a regular basis.

Code of Ethics

During professional counsellor education Massey Master of Counselling Studies student counsellors are required to operate according to the New Zealand Association of Counsellors Code of Ethics (http://www.nzac.org.nz/code_of_ethics.cfm). Student counsellors should discuss the implications of the key principles in the code with their workplaces and should clarify matters of confidentiality, communication, referral and record keeping.

CONTACT INFORMATION

For further information or assistance, please contact:

Programme leader, **Dr. Bogusia Skudrzyk**.

Her contact details are as follows:

Bogusia Skudrzyk PhD, Associate Professor



Title: Academic Programme Leader

Telephone: (06) 356 9099 Extn 84395

Email: b.skudrzyk@massey.ac.nz

Her interests, background and research areas are listed in the Institute of Education pages of the College of Humanities and Social Sciences website

http://www.massey.ac.nz/massey/learning/colleges/college-humanities-social-sciences/staff/staff_home.cfm

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