

Bachelor of Counselling

Programme Guide 2025



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Welcome to Counsellor Education

Tēnā koe,

Nau mai, haere mai ki Te Whare Pūngāwerewere—the school of Social Practice. Welcome to our Te Whare Pūngāwerewere programme: Bachelor of Counselling. This guide is designed to give you an overview of the counselling programme with paper patterns, key dates, practicum information, onsite wānanga and requirements for each year of study.

The name Te Whare Pūngāwerewere was gifted to the School of Social Practice by the late Matua Huikakahu. It comes from the whakataukī, “āno me he whare pūngāwerewere” which translates “like a spiderweb”.

Matua Huikakahu emphasized that a spider is associated with words and communication, which is a key foundation of the School of Social Practice. If a web is destroyed, the spider recycles it and weaves anew. Thus the spider allows the individual to assimilate negative experiences and uses them for improvement and growth. The web is both gentle and strong, beautifully crafted and skillfully made; a whāriki that brings together many strands, as do counsellors and social workers.

Te Whare Pūngāwerewere also takes up the metaphor of a two hulled waka where Social Work students study alongside Counselling students in shared papers (indicated in the paper pattern table) to support the weaving of many strands of learning and practice.

Everything we do is underpinned by BTI’s Christian foundation, values and mission, Te Tiriti o Waitangi informed practice and understanding of current legislation. This commitment is woven throughout our courses and is an integral part of reflection and engagement.

We are excited to partner with you as you take up a journey of becoming a counsellor. This journey will be both an academic one where you will learn theory, skills and practices to call on in your counselling space, alongside a personal transformation journey.

As you engage in ako – reciprocal exchange of teaching and learning, your own life will look different from when you first began this process.

We welcome you to a space of whakapakari – a space of becoming.

Ngā mihi nui,

Rebekah and Michelle

Professional Leads: Counselling Programme



Rebekah Thomas

**Professional Lead:
Academic**



Michelle Youngs

**Professional Lead:
Students**



Our Team

Heads of School



Richard Cook



Tauha Te Kani

“Ehara taku toa I te
toa takitahi. Engari
he toa takitini”



Administrative Staff

**Success is not
the work of the
individual
but the work**



Ingrid Klein-Ovink



Elizabeth Hill

Our Team

Educators teaching in the programme



Ruth Jones



Amy Lynas



Phillip Larking



Michelle Youngs



James Arkwright



Karen Fransen



Rebekah Thomas



Liz Young



Jemma Bennett



Helen Barker Troughton



Karen Meikle



Jade Conway



Lianza Pretorius



Richard Cook



Tauha Te Kani



Nyn Martin

Programme Rationale

BTI's Bachelor of Counselling seeks to prepare inclusive, ethical, integrative counsellors who are skilled, theory-informed, and culturally responsive. This professional preparation is founded upon Christ-centred and bi-cultural principles that enable graduates to contribute to the wellbeing of families, whānau, organisations, and community within Aotearoa and beyond.

Graduate Profile

The programme rationale will show in graduates who in their character (Heart):

- are gracious toward human and cultural diversity
- are secure in their personal and professional identities
- accept and value the complexity of their own and other's unique qualities
- are teachable in thought, action, and attitude
- can describe their personal growth and transformation during their programme of study, demonstrating ongoing self-awareness and reflective practices.

The programme rationale will show in graduates who know and understand (Head):

- the potential relationship between faith and counselling practice
- the historical and socio-cultural context of Aotearoa
- the theory and practice of a number of counselling approaches in the light of ideological, political, economic, social, and cultural contexts
- how to conduct an assessment and develop the case conceptualisation which will inform the therapeutic process
- how to identify client presenting issues recognizing the importance of working within their own scope of competence.
- human growth, development and needs
- families and whānau in relation to social/cultural context, that recognise historical influences and stories, contemporary circumstances, values, and practices

The programme rationale will show in graduates who in their skills (Hands):

- translate the Biblical narrative to the process of counselling practice
- nurture client-centred, empathic, exploratory, and therapeutic relationships
- assess client safety, well-being, and goals
- conceptualise and plan therapeutic directions using person-centred, cognitive, kaupapa Māori, narrative, systemic, strengths-based, and creative approaches
- maintain personal well-being, professional ethics, standards, and processes
- maintain constructive working relationships in placement agencies, using supervision effectively
- relate culturally responsively to Māori and all communities
- demonstrate effective group and facilitation skills
- work effectively with children, young people, community, whānau, and families.



What to Expect: Academic study

A full-time study pattern is three years and a part time study pattern is five years. Each 15-credit paper needs about 10 hours per week, so a full time work load is 40 hours per week. A full-time study pattern has four papers per semester per year, with a total of 24 papers across the degree. The degree must be completed within a 7 year timeframe.

Each paper will have set reading/s for each week. This might be a chapter or two from a course text or a mixture of other set readings. Each paper has a weekly 1 ½ hour class - either onsite or on Zoom. Sometimes there will be other activities like reading summaries, forum posts, skills groups, research, etc., to complete as well as the weekly class. Each paper has two assessments that will need to be worked on in addition to the weekly requirements. If you are continuing with part-time work, please be aware of the workload and the requirements in hours for study, assignments and reading.

Alongside the academic learning there is considerable personal development where you explore your own values, beliefs and thinking as well as how these have been shaped. For this reason we have a requirement of at least three personal counselling hours in the first year of study. We also encourage you to continue to explore therapeutically anything that might come up for you as you engage in this study journey.

We use the online platform 'Moodle' where students are expected to check the online course shell (each paper has a specific page or shell) weekly and engage in the work for the week – whether this is posting a response to another student, answering questions, engaging in an online forum, or submitting assignments.

Communication between the course co-ordinator and/or support educators, and students is conducted through the Question, Answers and Announcements forum at the top of each course shell.

Full time students begin practicum (practical counselling experience) in year two. Part-time students begin practicum when they have completed all the year one prerequisite papers. Please see the paper pattern guide for further information.



What to Expect:

Onsite wānanga, additional costs

Onsite wānanga are held at the Bethlehem Tertiary Institute campus located in Tauranga, at the beginning of each semester for up to two weeks. **Attendance is compulsory.** *Please see the attendance policy <https://bti.ac.nz/student-life/other/student-policies-regulations/policies/>.*

Due to the numbers of students in the counselling programme, year groups are divided into two streams. You will be allocated a stream and classes will be timetabled accordingly. There is a noho marae during the semester two onsite wānanga for year one paper; **CPS5144 - Tangata Whenua, Tangata Tiriti** and year two paper; **TPC6272 Whānau and Families: Applied Theory to Developing Practice**. A koha for noho marae is part of the additional costs.

You are responsible for your own transportation to and from Tauranga, accommodation whilst onsite and your own food. BTI provides tea, coffee and milk in the student HUB for refreshments. You are required to source and purchase your own texts for courses that have compulsory **required texts**. A list of required texts for each year group is located on BTIonline. There is also a Facebook page that on sells second-hand textbooks. Contact the librarian for further information.

In year one you are required to have a minimum of **three personal counselling sessions** at your own expense. We also recommend continuing with personal counselling throughout the rest of the degree as needed. As discussed in your interview, when on practicum (in year two & three) you will be required to have **external supervision** at your own cost according to the ratio of supervision outlined in the practicum guide. In Practicum one and two this will be approximately 18 sessions in total and Practicum three and four around 15 sessions in total. Costs for supervision range from \$80-140+ per session.



Full Time Paper Pattern

Papers shared with Social work highlighted in light blue

Year One

TPC5191 PIPI 1a Introduction to Person– Centered Skills Level 5 (15)	TPC5192 PIPI 1b Person–Centered Ethics & Practice Level 5 (15)
FPC5117 Vision & Vocation Level 5 (15)	TPC5116 Human Lifespan Level 5 (15)
TPC5160 Common Issues Level 5 (15)	CPS5144 Tangata Whenua, Tangata Tiriti Level 5 (15)
TPC5141 Counselling in Aotearoa: Approaches & Contexts Level 5 (15)	TPC6362 Introduction to Working with Trauma Level 6 (15)

Year Two

TPC6293 PIPI 2a Introduction to Cognitive Behavioural Skills Level 6 (15)	TPC6294 PIPI 2b Cognitive Behavioural Therapy Theory and Practice Level 7 (15)
TPC6271 Whānau and Family: Locating Ourselves Level 6 (15)	TPC6272 Whānau and Families: Applied Theory to Developing Practice Level 6 (15)
TPC6292 Counselling Children and Young People Level 6 (15)	TPC6321 Working In Groups Level 6 (15)
TPC5201 Practicum 01 Level 5 (15) TPC6375 Practicum 2 Level 6 (15) Integrative Counselling Practice	

Year Three

TPC7391 PIPI 3A Introduction to Narrative Therapy Level 7 (15)	TPC7392 Narrative Practices with Couples and Families Level 7 (15)
TPC6241 Introduction to Mental Health & Addictions Level 6 (15)	CPS7340 Working Inclusively Level 7 (15)
TPC6385 Advancing Practice 1: Thinking contextually, working creatively Level 6 (15)	TPC7385 Advancing Practice 2: Thinking contextually, working creatively Level 7 (15)
TPC7303 Practicum 03 Level 7 (15) TPC7376 Practicum 4 Level 7 (15) Integrative Counselling Practice	

Part Time Paper Pattern

Year One

FPC5117 Vision & Vocation	TPC5116 Human Lifespan
TPC5141 Counselling in Aotearoa: Approaches & Contexts	CPS5144 Tangata Whenua, Tangata Tiriti

Year Two

TPC5191 PIPI 1a Introduction to Person– Centered Skills Level 5 (15)	TPC5192 PIPI 1b Person–Centered Ethics & Practice Level 5 (15)
TPC5160 Common Issues Level 5 (15)	TPC6362 Introduction to Working with Trauma Level 6 (15)

Year Three

TPC6293 PIPI 2a Introduction to CBT Skills	TPC6294 PIPI 2b CBT Theory and Practice
TPC6292 Counselling Children and Young People	TPC6321 Working In Groups
TPC5201 Practicum 01	

Year Four

TPC6271 Whānau and Family: Locating Ourselves	TPC6272 Whānau and Families: Applied Theory to Developing Practice
TPC6241 Introduction to Mental Health & Addictions	CPS7340 Working Inclusively
TPC6375 Practicum 2 Integrative Counselling Practice	

Year Five

TPC7391 PIPI 3A Introduction to Narrative Therapy	TPC7392 Narrative Practices with Couples and Families
TPC6385 Advancing Practice 1: Thinking contextually, working creatively	TPC7385 Advancing Practice 2: Thinking contextually, working creatively
TPC7303 Practicum 03 Level 7 (15) TPC7376 Practicum 4 Level 7 (15) Integrative Counselling Practice	

Year one

Year one begins with a welcome through a formal pōhiri process onto the whenua (land) where Bethlehem Tertiary Institute is located. We acknowledge the land of Ngāti Kahu, Ngāti Pango, Ngāti Ranginui and Ngāti Te Rangi, known as the river people and the wāhi tapu (sacred lands) it held in growing the food to provide and sustain their people. We hope that this land will offer you sustenance in the rich learning and growth that you will experience here. **Ka whangaia ka tupu, ka pūawai - That which is nurtured, blossoms and grows.**

Starting the journey

On the first morning of the wānanga, year one students will gather at reception for a briefing and introductions prior to the pōwhiri. *Please wear appropriate attire for the pōwhiri (wahine – long skirts, tane – trousers).* Students are welcome to change after the morning tea.

After the pōwhiri there will be an orientation to connect students with the spaces as well as pastoral and academic support. The onsite wānanga will continue for two weeks, followed by a study break and then weekly classes.

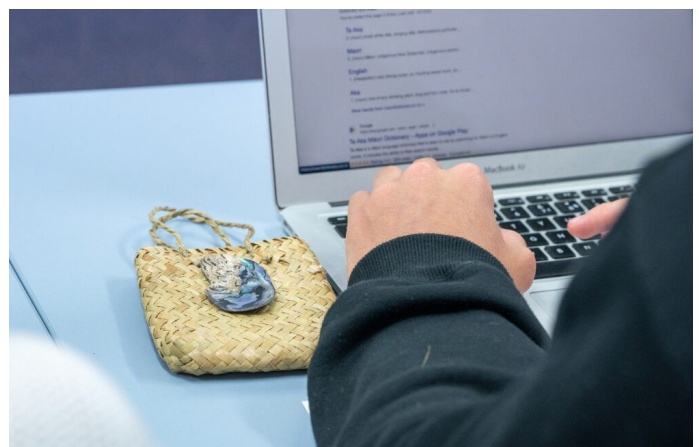
In semester two students will begin with another two week onsite wānanga. Part of this will include a practicum preparation session (if you are full-time). Students will also begin to engage in discussions with the practicum team about options for year two placements. At this wānanga students will also have a noho marae experience as part of **CPS5144 - Tangata Whenua, Tangata Tiriti.**

After onsite block wānanga, students will have regular weekly classes, as well as discussion with practicum team educators about practicum options, contracts and securing a placement. Students are required to find and finalise a placement prior to commencing year two.

Towards the end of year one students will be required to complete a **professional progress review** to gauge their readiness to commence practicum.

This includes evidence of personal counselling hours, and a pass in PIPIb assignment two. Students may also be required to engage in a conversation with a counselling educator and/or Professional Lead.

The PIPI skills papers in year one focus on Person Centred Skills and Counselling in Aotearoa.



Year two

Year two skills papers focus on Cognitive Behavioural Therapy. Year two is the beginning of kanohi ki te kanohi (face-to-face) practice where students begin practicum and take their learning into the counselling spaces with clients.

Beginning face to face practice

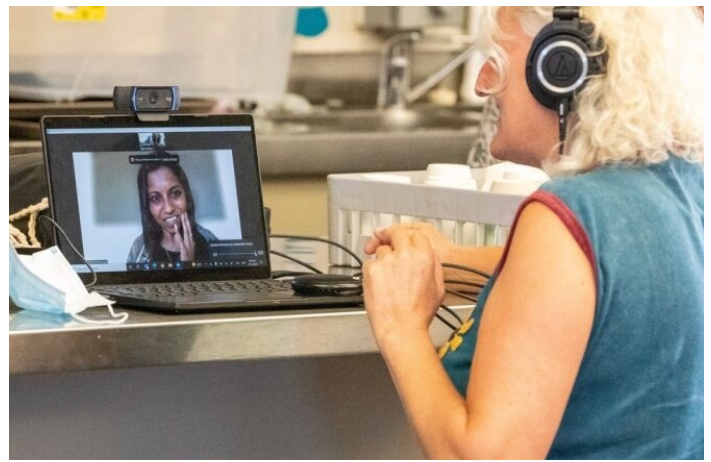
Prior to beginning year two students are required to secure a placement for their practicum. They are not able to begin counselling in their placement until after the semester one onsite wānanga. The Practicum Set-Up Educator will support students with finding a placement setting, writing of contracts and getting started.

Onsite wānanga involves a practicum session with the practicum team. Weekly practicum classes with a Practicum Support Educator will also support students' practicum. After each 50 hours of face-to-face counselling students will have a practicum assessment with a Practicum assessor, PLP (Placement Liaison Person) and their supervisor.

By the end of year two students should have, or be near to, completion of their second placement and 100 hours of face-to-face counselling. They will have also completed the required supervision sessions according to the ratio in the regulations.

The Practicum Set-Up Educator will guide students when to discuss possibilities for year three placement and support them to finalise contracts for placement settings. Students will be encouraged to consider which placement setting they might like to focus on in year three in conjunction with Advancing Practice papers.

As part of **TPC6272 Working with Whānau and Families: Applied Theory to Developing Practice** students will have a noho marae experience and connection with local community organisations as part of the onsite wānanga.



Year three

Year three skills papers focus on Narrative Therapy. The final 100 hours of face-to-face practicum experience is completed, and students engage in Advancing Practice: Thinking contextually, working creatively. The final piece of work is a capstone project weaving together threads of their work and storying their identity as a counsellor.

Whakapakari—Becoming, refining and strengthening practice

Year three is the final year of study for the Bachelor of Counselling degree. You will be introduced to the papers; Narrative Therapy, Working Inclusively and Mental Health and Addictions.

Students will also chose a practice setting to focus on and grow specific skills in either a faith-based setting, agency or school-based setting. The Advancing Practice papers offer an opportunity to explore and deepen practice specific to your chosen setting and to refine and develop your own way of practicing.

At the end of year three students will submit a portfolio of their work and present their approach to counselling within the Advancing Practice paper. This will offer a rich storying of your work across the year with creative approaches, practice examples and highlights of your learning.

You will present your personal—professional practice framework that weaves together counselling approaches, Te Tiriti informed practice and a personal metaphor of your work in a conference style.

**Mai i te kōpae ki te urupa,
tātou ako tonu ai**

**From the cradle to the grave
we are forever learning.**



Practicum

The practicum course will give the opportunity for students to apply their knowledge, understanding, skills and personal insights developed in course work to practice settings and reflect on the personal and professional interface. Practicum begins following the completion of all year one papers.

There are four 50 hour practicums across the degree, with a total of 200 hours of face-to-face counselling. After each 50 hour practicum students have an assessment which they are required to pass before moving to the next practicum. Students work with the practicum team to find a suitable placement and they can complete up to 100 hours in one placement setting. It is recommended that students have exposure to a variety of presenting problems and range of clients. It is required that students have experience in two of the three placement settings across their degree (school, agency, and faith-based settings).

Practicum & Supervision requirements

Clear contracts: Prior to starting their counselling practice, students are required to negotiate contracts outlining the finer details of how supervision and the practicum placement will work. Once the supervision and placement contracts are signed, the student can begin their practicum placement. Counselling hours cannot be counted before contracts are signed and approved by the Practicum Set-up Educators.

50 hours of counselling: Each practicum requires students to complete 50 hours of face-to-face counselling. Depending on the student's study plan (part or full-time study), the 50 hours may need to be completed over one semester or over the entire year.

Recording of counselling sessions: Students are required to make as many recordings as possible of their counselling sessions with clients to aid their learning. The recordings are viewed by their supervisor and/or BTI educator/s as part of assignment and practicum work. Informed consent is needed when seeking permission to record and a 'client consent for recording' form is required for each client who gives consent.

Record of sessions: Students are required to keep a log and record of their counselling and external supervision sessions, as well as have them viewed and signed off by their PLP(s) and supervisor regularly.

Complete course work: Throughout their practicum, students might gather evidence of their learning for assessments in other papers and in line with each practicum's learning intentions.

Practicum Groups: Students are required to attend weekly practicum groups focusing on the students' experiences while on practicum. Areas of focus are typically: ethics, theoretical approaches, 'challenging' work with clients, case studies, and learning to work in an organisation. It is a requirement for students to actively participate and engage in these groups to continue their development as a counsellor.

Practicum Assessment: At the completion of practicum, the supervisor and PLP(s) will complete a report about the student's practice and the progress they have made. Supervisors and PLP(s) join the student for their practicum assessment interview (PLP's are invited to attend for approximately 10 minutes and supervisors for 1 hour of the assessment).

Regular Supervision: Students are required to attend supervision with their external supervisor at a required ratio to their counselling hours. Practicum 1 requires 1 supervision session to 5 counselling hours; Practicum 2, 1 supervision to 7 counselling hours; Practicum 3 and 4, 1 supervision to 8 counselling hours. Supervisors need to be full members of NZAC or NZCCA for more than five years, and have completed supervision training. The cost of supervision is the responsibility of the student.

Regular attendance: Students are required to attend their practicum placement regularly at a time mutually agreeable to the student and the PLP. If the student is unable to meet this commitment due to illness or unforeseen circumstances, they should contact the PLP as soon as possible.

Ngā Maunga Āwhina

This name was gifted to us by our late and respected Kaumatua Huikakahu Kawe in 2020 and is based on Psalm 121:1-2 suggesting that support ultimately comes from looking towards our Lord God. Ngā Maunga Āwhina are 'mountain guides' helping students to climb the mountain of learning and together we are looking to the Lord for help and guidance. We offer both personal guidance and support with navigating academic questions.

The Ngā Maunga Āwhina team consists of Michelle Youngs and Lianza Pretorius. Our hope is that students will experience awahi (support) and whakawhanaungatanga (connection and belonging) while studying at BTI. Much of this will be experienced in interactions between students and between educators and students. This happens at our onsite wānanga kanohi te kanohi (face to face) through sharing occasional meals and activities and in building community in onsite and online classes.

Personal support is offered through a centralised Ngā Maunga Āwhina email system: ngamaungaawhina@bti.ac.nz.

Students can email to ask for support around study, workload or questions around changes to study programmes. Emails will be responded to by one of the team. There is also a Ngā Maunga Āwhina Shell on BTIonline, which has information about study programmes, policies, forms and updates.

In year one at the onsite wānanga there is a time set aside for orientation along with time in the first paper Counselling in Aotearoa to build whakawhanaungatanga and provide support as students begin their study and engage in personal transformation.



Academic Support

Kate Weir and Penny Merton are available most days in the week for any academic help you might need, from understanding an assignment question right through to the final proofread. They are particularly skilled in referencing, but also cover other areas such as engaging with readings, note-taking, time management – in fact anything related to the mechanics of academic writing and being a student.

Appointments are typically half an hour long, and are carried out by email, phone, Zoom or face-to-face. They are also more than happy to do group tutorials if that is your preference. Make a booking, and find other resources to support your Academic journey through BTIonline.



Penny Merton



Kate Weir

Other support services

You can find information about policies, programmes, calendars, and general information at www.btionline.co.nz Below are some key support services that can help with specific needs;

Diverse Needs

Ros Bridgman is the Diverse Needs co-ordinator at BTI. If you have physical or neurological needs that could affect your study, she can help you with the following:

- Provide academic support
- Help you to create a study plan that works for you
- Liaise with educators
- Connect you with the right people or agency
- Support you to apply for scholarships

Ros is available on Mondays or Thursday mornings at r.bridgman@bti.ac.nz or 07 562 2958



Ros Bridgman

Student Engagement Co-ordinator

Rhena Kulasingham is the Student Engagement Coordinator at BTI. One of her responsibilities is to ensure that the student voice is represented well at BTI and she helps facilitate the Student Council which consists of class representatives from each year and programme.

Her other roles include Team Leader of Academic Support and International Student Coordinator. You can find out all about the Academic Support Team at: <https://www.btionline.ac.nz/mod/page/view.php?id=46728&forceview=1>



Rhena Kulasingham

Library

David Osman is the librarian at BTI. His role is to support students in providing resources that they need for their studies and to help them find and know how to use those resources. BTI has a print collection of books, journals, DVDs, card sets etc., along with a growing online collection of ebooks and some databases of journal articles.

If you are an onsite student you may wish to consider obtaining a proximity card to gain access to the library from 7am-10pm every day. Distance students can receive book parcels mailed out to them and free return post too. The library catalogue and other library links can be accessed at: <https://www.btionline.ac.nz/mod/page/view.php?id=41520>



David Osman

Overview of papers taught across the degree

**"Ina aro atu ana te oranga ki ngā mea pai,
ka rere te wairua, ka taea ngā mea katoa"**



"When our lives and heart are attuned to good things, life is clear, the spirit flows freely. Everything is possible."

Dr. Maharaia Winiata

TPC5191: PIPI 1a Introduction to Person–Centered Skills

Course Description:

The kaupapa or purpose of this course is to grow students' ability to connect with self, and others through the development of the core values and skills required for collaborative partnerships, based upon ideas of hospitality and manaakitanga. This is done by reflecting on Jesus' call to love others within a professional context. The link between personal and professional development will be emphasised.

Learning Intentions:

It is our intention that students will be able to:

- Establish the nature and purpose of counselling and social work underpinned by the Biblical narrative (PROFESSIONAL PRACTICE FOCUS, TREATY-BASED PRACTICE FOCUS, FAITH FORMATION FOCUS)
- Identify the links between personal development and professional practice, including how patterns of being and doing influence reactions to current situations (REFLEXIVITY FOCUS)
- Demonstrate and identify core practice skills in helping relationships (THEORY-INFORMED PRACTICE)

TPC5192: PIPI 1b Person–Centered Ethics & Practice

Course Description:

The kaupapa or purpose of this course is to grow students' ability to connect with self, and others through the development of the core values and skills required for collaborative partnerships, based upon ideas of Carl Rogers and manaakitanga. This is done by reflecting on Jesus' call to love others within a professional context. The link between personal and professional development will be emphasised. In PIPI 1b counselling students will further hone their core skills and examine in depth the links between personal and professional development in practice with a strong emphasis on ethics in action.

Learning Intentions:

In PIPI 1b it is our intention that students will be able to:

- Articulate how the ethical values, principles and guidelines underlying the New Zealand Association of Counsellors Code of Ethics and the New Zealand Christian Counsellors' Association Code of Practice and Ethics are outworked in professional practice
- Consider how Māori processes and principles of āta or takepū relate to the above Codes of Ethics and the development of professional practice
- Identify the links between personal development and professional practice, including how patterns of being and doing influence reactions to current situations

FPC5117: Vision and Vocation

Course Description:

This course relates students' personal journeys of faith to the biblical call towards holistic formation and its practical demonstration in social and professional life. Students will reflect on how a vision of God's character and mission informs and inspires their vocational call.

Learning Intentions: In keeping with the above rationales, this course intends that students will:

- Describe ways in which the biblical metanarrative may be lived out in social and professional life.
- Reflect on and describe how a vision of God's character and mission informs and inspires their vocational call.

TPC5141: Counselling in Aotearoa

Course Description:

By examining the way that Jesus engaged with social institutions of “power”, and preferred the company of those rendered less powerful, this course acknowledges the power of counselling to transform lives and communities. It explores the purposes and functioning of counselling agencies working in communities in Aotearoa New Zealand’s socio-political context in order to understand the development of the profession and the application and implications of Te Tiriti o Waitangi for them. The course provides a valuable opportunity for students to reflect upon the work of counselling professionals both at national and local levels when faced with the socio-political issues of clients. More specifically, how counsellors account for the socio-political contexts of their clients when translating counselling theory into practice.

To provide further context, the course will present a brief overview of the cultural make-up and the social and political landscape of Aotearoa New Zealand and discuss some foundational theories and models of practice that have underpinned the development and progress of counselling in Aotearoa since its inception. This will include the contributions that both Māori and Tangata Pasifika models of counselling have made to emerging understanding and development of a unique Aotearoa New Zealand response to counselling practice and its relationship with communities.

Learning Intentions:

Upon completion students will be able to:

- Describe the ways our social world shapes and conforms us as well as the individuals, families, organizations and communities with whom we work : and discuss the implications of Jesus’ engagement with “the powerful” and “the poor” for personal life and professional practice.
- Articulate an understanding of the socio-political-economic context of counselling in Aotearoa New Zealand and identify the implications of the Te Tiriti o Waitangi for the socio-political professional landscapes of Aotearoa New Zealand.
- Identify a range of community focused competencies and professional practices in relation to foundational theories, including Māori and Pasifika approaches to counselling

CPS5144: Tangata Whenua, Tangata Tiriti

Course Description:

The course aims to give you an understanding of Māori as tangata whenua (indigenous people) of Aotearoa New Zealand. The course covers aspects of Te Ao Māori (Māori world), tikanga (culture), te reo Māori (the Māori language), and Te Tiriti o Waitangi (The Treaty of Waitangi). Integral to these aims will be an exploration of the relationship between biblical perspectives, the ‘story of the Treaty’, Māori relations and what that means for us as counsellors and social workers in the Aotearoa New Zealand context.

Learning Intentions:

In keeping with the above rationales, this course intends that students will:

- Develop a framework of understanding of Aotearoa New Zealand society in relation to the tangata whenua (indigenous people), and the place of Te Tiriti o Waitangi (the Treaty of Waitangi) through understanding the history and political systems of Aotearoa New Zealand. (Focus – understanding the socio-political, economic and professional context).
- Offer experiences with Māori culture to enable learning around aspects of Te Ao Māori to develop counsellors and social workers who are able to engage positively, respectfully and securely in the Aotearoa New Zealand context, and who demonstrate competencies and attitudes of bicultural literacy. (Focus – bi-cultural engagement).
- Explore Biblical worldview constructs of culture with specific reference to Te Ao Māori. Reflect on the impacts and challenges of learning about Te Tiriti for faith and life. (Focus - Jesus-focused discipleship).



TPC5116: Human Lifespan

Course Description:

Working in helping professions requires an appreciation and understanding of the complexity and intricacies of human development across the lifespan and in the context of the environments in which people live. The human lifespan is studied from conception to death within a biblical, familial, social and cultural context to enhance understanding, respect and acceptance of diversity. Developments, across physical, psychological, emotional, social, moral and spiritual domains are explored. Key knowledges of human development will be described, including commonly understood theories as well as Te Ao Māori and other diverse perspectives. These knowledges will be applied to the understanding of one's own development and to support stage-appropriate professional practice as a counsellor or social worker.

Learning Intentions:

Upon completion students will be able to:

- Describe the implications of viewing self and others as imago Dei.
- Identify key features of a range of lifespan knowledges in relation to different ages and stages of Human Development.
- Articulate the implications of course content in terms of identity development and stage-appropriate professional practice.

TPC5160: Common Issues

Course Description:

Common Issues in counselling offers an introduction to a range of presenting clinical issues that affect many individuals, whānau, family and the community. There is significant focus on discussion, self-reflection and analysis in order to develop knowledge and self-awareness in having an understanding in relation these issues. The introduction includes a Christian faith and indigenous Aotearoa aspects.

Learning Intentions:

It is our intention that students will be able to:

- Demonstrate an awareness and understanding of a range of presenting clinical issues and reflect on own and others' experiences of these issues in a personal and biblical manner.
- Discuss a range of differences in response and experience across a spectrum of issues commonly encountered in counselling practice and articulate the impact of common life issues on family and whānau relationships.
- Discuss the relationship between a Māori view of well-being and other cultural views and the common issues people face in their lives.

TPC6362: Introduction to Working with Trauma

Course Description:

This paper continues to develop students' ability to have a theory informed practice (evidence-based) in order to be able to work intentionally with clients' who present in counselling with symptoms of psychological trauma. The course is based on the bio-psycho-social-spiritual model of well-ness and introduces the concept of trauma-informed practice. The course considers contextual reflections on faith and spirituality within therapeutic practice by engaging with Biblical principles as part of an exploration of the relationship between trauma and spirituality/faith. Throughout the paper, bi-cultural knowledge and skills are developed by drawing on indigenous models of health and well-being. Students are introduced to the tripartite model of trauma recovery and encouraged to critique its value using current literature and considering the characteristics of Christ-centred practice. Due to the particular challenges of working with adults and children who have experienced trauma, the importance of counsellor self-care is also discussed.

Learning Intentions:

In keeping with the above rationale the learning intentions for students are to:

- Analyse and critique a trauma intervention model from an evidence-based and Christ-centered / Biblically-informed perspective.
- To gain knowledge of and be able to communicate to others the impact of trauma on clients using evidence-based and culturally appropriate skills.
- Develop their ability to provide intentional responses to clients of different ages who have experienced trauma by reflecting on their emerging trauma-informed practice.

TPC6293: PIP1 2a Introduction to Cognitive Behavioural Skills

Course Description:

The course continues the emphasis on therapeutic connection as the basis of practitioner work. This course will introduce students to the background, core underlying principles, theory, application, and skills related to Cognitive Behavioural Therapy (CBT). The course will include an experiential component to enhance learning, including group skills practice and deliberate practice goals.

Learning Intentions:

Students will be able to:

- Document personal and professional awareness and challenges, including self- positioning in regard to Te Tiriti informed practice. (Reflexivity: being, and becoming self, God and other aware focus)
- Articulate a biblical underpinning for counselling and its potential part in the restorative work of God. (Jesus- focused discipleship / faith formation focus)
- Articulate and demonstrate Cognitive Behavioural Therapy theory, skills, and practice dimensions at an introductory level (theory-informed practice: competencies sourced in a CBT model focus)

TPC6294: PIP12b Cognitive Behavioural Therapy: Theory and Practice

Course Description:

The course continues the emphasis on therapeutic connection as the basis of practitioner work. This course will expand understanding of the background, core underlying principles, theory, application, and skills related to Cognitive Behavioural Therapy (CBT). The course will include developing an understanding of other theories developed as branches of CBT. The course will include an experiential component to enhance learning, including group skills practice and deliberate practice goals.

Learning Intentions:

In keeping with the above rationale students will be able to:

- Document personal and professional awareness and challenges, including self positioning in regard to Te Tiriti informed practice.
- Articulate a biblical underpinning for counselling and its potential part in the restorative work of God.
- Articulate Cognitive Behavioural Therapy theories with application to specific presenting issues, and demonstrate advanced consistent, intentional application of therapeutic factors in well-connected counselling relationships.

TPC6321: Working with Groups

Course Description:

Social work and Counselling practitioners are involved in a variety of modes of practice within their professions including working within group settings. The kaupapa or purpose of this course is to equip people with the knowledge and skills to work with a range of clients in a group setting. This will be achieved by applying the theory for working in group contexts, including theories of group behaviour and group work processes, to everyday practice. There will be emphasis on the person of the facilitator, setting up groups, contracting with groups, an introduction to group facilitation skills, and the impact of cultural diversity and differing communities in group process.

Learning Intentions:

In keeping with the above rationales, this course intends that students will:

- Analyse bi-cultural concepts and practices of group work in the professional helping context and relate these to biblical ideas for interpersonal interactions.
- Critically engage with current literature related to the theory and processes of working with groups.
- Demonstrate the knowledge, understanding, skills, and dispositions necessary to facilitate (or co-facilitate) a group process that is appropriate to a counselling or social work setting.

TPC6271: Whānau and Families: Locating Ourselves

Course Description:

This course considers the impact of one's whānau and or family of origin and the dominant stories within, to heighten awareness of the power of whānau and or family patterns to influence the whānau or family life of successive generations. An exploration of the challenges of, and possibilities for, whānau and or family life will give students an understanding of issues facing whānau and families today. An introduction to whānau and family systems, ideas, genograms, and theories about whānau and family functioning will give students a foundation learning about locating themselves in relationship with whānau and family work. Students will bring together an understanding of how their own whānau and or family experience informs their engagement with a range of perspectives and types of whānau and or families.

Learning Intentions:

Upon completion students will be able to:

- Identify and discuss critical aspects of the social constructs of whānau and family and compare and contrast them to Biblical notions of family.
- Explore their lived experience of whānau, and or family, with reference to selected literature and to evaluate the influence that whakapapa kōrero or family stories have in shaping how they are who they are, in this time.
- To examine structures and types of whānau and or family functioning and critically evaluate them relative to a personal experience of life in a whānau and or family.

TPC6272: Whānau and Families: Applied theory to developing practice

Course Description:

Social work and counselling practitioners work with whānau and families to journey toward whānau ora or wellbeing. The purpose of this course is to develop understanding and skills to work with whānau and families. Within Te Tiriti informed practice and biblical narratives, students will develop their approach to practice, including understanding how they are who they are. This will include an evaluation of models, positions and approaches. Students will develop skills for everyday practice, with emphasis on the professional development of the counsellor/ social worker, including engagement, communication and facilitation skills.

Learning Intentions:

It is our intention that students will be able to:

- Explore values, knowledge, attitudes and skills working with whānau and families to focus on whānau ora and family wellbeing
- Demonstrate an understanding of engaging with whānau and families
- Demonstrate and articulate understanding of theories, models and approaches used in collaborating with whānau and families to recognise resilience and build upon strengths

TPC6292: Counselling Children and Young People

Course Description:

Working effectively with children and young people requires counsellors to be knowledgeable, flexible, and skilled. This paper is an opportunity for students to expand their understanding of children and young people's worlds, develop creative therapeutic ways of counselling and consider the challenges and dilemmas that may occur when working with these client groups

Learning Intentions:

In keeping with the above rationales, this course intends that students will:

- Critically reflect on the ways in which society views children and young people and investigate how adults perceive the challenges and difficulties faced by these two client groups and how this informs professional practice;
- Participate in and critique a range of creative therapeutic approaches when working with children and young people;
- Examine ethical dilemmas, legal issues and systemic challenges associated with children and young people across a range of contexts.

TPC5201: Practicum 01

Course Description:

This course will give the opportunity for students to apply their knowledge, understanding, skills and personal insights developed in course work to practice settings and reflect on the personal and professional interface.

Learning Intentions:

Upon completion students will be able to:

- Articulate and relate their sense of identity, faith, spirituality, culture, values, and relationships to their counselling practice.
- Identify aspects of counselling ideas and practices as they are being utilised in practicum.
- Demonstrate a beginning practitioner level of skill to work reflectively and intentionally with clients in collaborative, Te Tiriti-informed, and ethical therapeutic relationships in the context of Aotearoa New Zealand.

TPC6375/TPC6302: Practicum 2/Practicum 02

Course Description:

This course will give the opportunity for students to apply their knowledge, understanding, skills and personal insights developed in course work to practice settings and reflect on the personal and professional interface

Learning Intentions:

It is our intention that students will be able to:

- Articulate their professional identity as relative to personal values, faith, and motivations for practice.
- Identify counselling knowledges that are being expressed in professional practice.
- Demonstrate a beginning practitioner level of skill to work reflectively and intentionally with clients in collaborative, Te Tiriti-informed, and ethical therapeutic relationships in the context of Aotearoa New Zealand.



TPC7391: PIPI 3a Introduction Narrative Therapy

Course Description:

PIPI 3: Narrative Therapy continues the emphasis of connecting with people explored in Professional Practice 2 and PIPI 2: CBT. The emphasis on considering people as shaped in their social contexts has already been introduced through the papers – Professional Practice 1 and Whānau & Families. PIPI 3: Narrative Therapy expands on these ideas and relates them specifically to the incorporation of Narrative Therapy ideas and practice skills into final year students' own developing counselling approach.

Learning Intentions:

In keeping with the above rationales, this course intends that students will:

- Reflect on and critique the social constructionist underpinnings and historical development of Narrative Therapy.
- Demonstrate Narrative Therapy practice maps and skills.
- Analyse their own emerging Narrative Therapy practice, particularly in regard to their own personal and professional faith position.

TPC7392: Narrative Practices with Couples and Families

Course Description:

Narrative Practices with Couples & Families continues the emphasis explored in PIPI3 of understanding people as shaped by social contexts and using narrative therapy ways of understandings and skills to support people (clients) to live-out preferred realities. Particular consideration is given to the contextual environment and power relations within language, scaffolding inquiry that facilitates people within their relationships to take-up more agentic individual, couple and family narratives.

Learning Intentions:

In keeping with the above rationales, this course intends that students will:

- Critically explore the distinctive practices of Narrative Family Therapy when working with people in relation to their relationships, such as counselling families, whānau (including some but not all members of a family or whānau) and couples
- Critically explore the political the political and language contexts of storied lives and relationships, in relation to the opportunities Narrative Therapy offers for generating new meaning-making and preferred changes in the contexts of couple and family or whānau relationships.
- Demonstrate an understanding of and capacity to employ Narrative Family Therapy ideas and practices in counselling.

TPC6241: Introduction to Mental Health and Addictions

Course Description:

This course increases students' developing awareness and understanding of key subjects within the mental health and addiction sector in the Aotearoa New Zealand context. Subjects include mental health and addiction conditions presenting in community settings and consolidation of a person-centered, recovery-focused and reflexive approach to counselling practice. A deepening understanding of Māori approaches to practice and developing a culturally responsive approach in the Aotearoa context is also gained, with an emphasis on the personal and professional reflexive cultural positioning of students.

Learning Intentions:

In keeping with the above rationales, this course intends that students will:

- Gain an introduction to the mental health and addictions sector within the Aotearoa New Zealand context
- Be able to describe a range of presenting mental health and addiction priorities, counselling approaches and implications for practice within the sector
- Develop a holistic and recovery-focused approach to mental health and addictions practice, which is person-centered, reflexive and culturally responsive

TPC6385: Advancing Practice 1: Thinking Contextually, working creatively

Course Description:

Students will choose a possible future vocational context: school, agency or faith-based organisation. Seminars and related follow-on workshops will thread through this course to extend the understanding of, and skills for counselling work within the discursive context and complex relational 'systems' of the chosen setting. These workshops will deepen students' integrations of person-centred, CBT and Narrative approaches. Research perspectives will investigate practice considerations relevant to their chosen context. Te Tiriti-informed practice and the use of creativity will be further applied to client interaction.

Learning Intentions:

To contribute to the programme rationale above it is intended that by the end of the course students will be able to:

- Analyse the systems, discursive influences and professional considerations within a particular specialty context and the implications of these for counselling practice, and
- Select and apply Te Tiriti-informed, systems-aware and creative exploration skills to a chosen specialty counselling context.

TPC7385: Advancing Practice 2: Thinking Contextually, working creatively

Course Description:

This course follows on from TPC6385. Seminars and related follow-on workshops will thread through this course to extend the understanding of, and skills for counselling work within the discursive context and complex relational 'systems' of the chosen setting: school, agency or faith-based organisation. These workshops will continue to deepen students' integrations of person-centred, CBT and Narrative approaches. Research perspectives will investigate practice considerations relevant to their chosen context. Te Tiriti-informed practice and the use of creativity will be further applied to client interaction. The course culminates in a conference presentation of the integrated practice framework and a representative metaphor.

Learning Intentions:

To contribute to the programme rationale above it is intended that by the end of the course students will be able to:

- Construct a personal-professional practice framework that selects from and synthesises (weaves together) counselling approaches, is Tiriti-informed, is a faithful expression of personal beliefs, values and commitments and is applied to a particular population or context.
- Develop and present a metaphor that encapsulates and communicates the integrated personal-professional practice framework together with its rationale, real-world examples and applications to a particular population or context.

CPS7340: Working Inclusively

Course Description:

Aotearoa New Zealand's covenant document, Te Tiriti O Waitangi, embeds the importance of participation, partnership, and protection between iwi and tauwi. On this foundation, New Zealand has become increasingly multicultural as more people have immigrated here. Consequently, the challenge for social workers and counsellors in New Zealand is to be able to work effectively cross culturally, understanding and respecting difference in actions that demonstrate the biblical mandate to 'love your neighbour' / 'kia aroha koe ki tōu hoa tata, anō ko koe'. The theory and application of effective cross cultural and other inclusive interactions, including culture and ethnicity, immigration, gender, sexuality, disability, age, and religion are identified and developed in this course.

Learning Intentions:

In keeping with the above rationales, this course intends that students will:

- Articulate a comprehensive and coherent critique of an area of social concern from an anti-discriminatory positioning.
- Investigate and analyse Aotearoa / New Zealand government strategy documents that impact minority groups within Aotearoa, and link these to fields of social practice.
- Propose ways in which the call to 'love your neighbour' / 'kia aroha koe ki tōu hoa tata, anō ko koe' translates into attitudes and practices in a variety of areas of diversity.

TPC7303: Practicum 03

Course Description:

This course will give the opportunity for students to apply their knowledge, understanding, skills and personal insights developed in course work to practice settings and reflect on the personal and professional interface.

Learning Intentions:

Upon completion students will be able to:

- Propose and discuss a developing faith-inspired professional identity and guiding values and motivations for practice.
- Analyse the ways in which counselling knowledge is becoming consistently expressed in professional practice.
- Demonstrate and critically evaluate developing level of skill to work responsively and with clients in collaborative, Te Tiriti-informed, and ethical partnerships in the context of Aotearoa New Zealand.

TPC7376: Practicum 4/Practicum 04

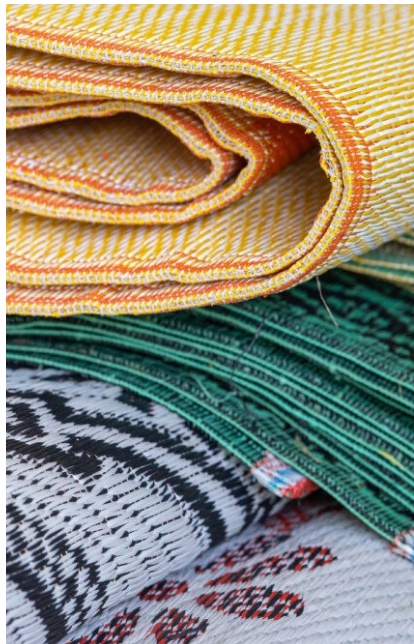
Course Description:

This course will give the opportunity for students to apply their knowledge, understanding, skills and personal insights developed in course work to practice settings and reflect on the personal and professional interface

Learning Intentions:

It is our intention that students will be able to:

- Critically reflect upon and discuss a faith-inspired professional identity and guiding values and motivations for practice.
- Justify their integration and application of counselling knowledge in professional practice.
- Demonstrate and critically evaluate a level of skill consistent with a beginning counselling practitioner working with clients in collaborative, Te Tiriti informed, and ethical therapeutic relationships in the context of Aotearoa New Zealand.

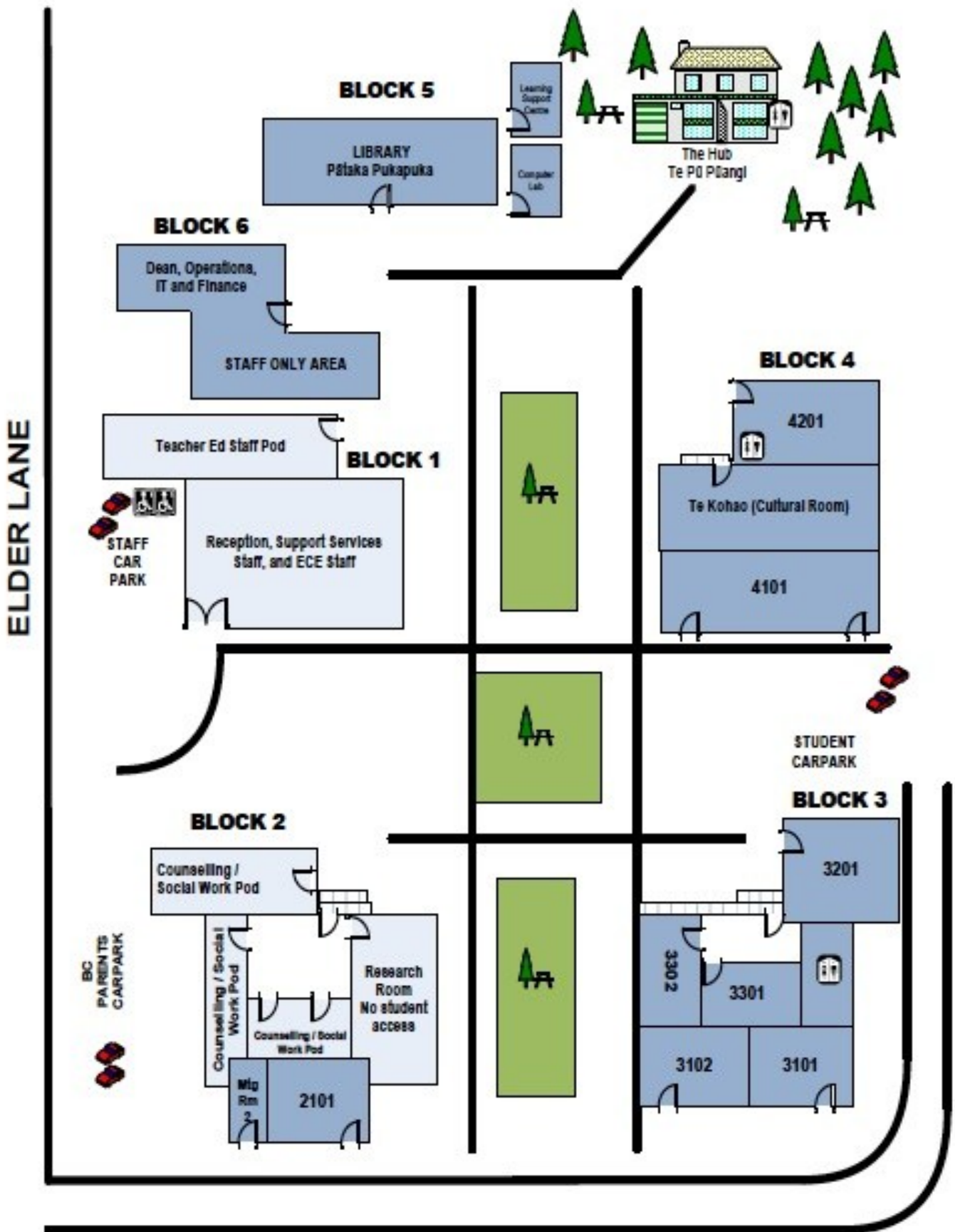


Pre-requisites and Co-requisites

A pre-requisite means a course that must be completed before another may be started. A co-requisite means a course that must be taken at the same time as another course.

- TPC5191 PIPI 1a Introduction to Person Centered Skills *as pre-requisite* to TPC5192 PIPI 1b Preparation for Professional Practice
- TPC5192 PIPI 1b Preparation for Professional Practice *as pre-requisite* to TPC6293 PIPI 2a: Introduction to Cognitive Behavioural Skills
- TPC5160 Common Issues *as pre-requisite* to TPC6293 PIPI 2a: Introduction to Cognitive Behavioural Skills
- TPC6293 PIPI 2a: Introduction to Cognitive Behavioural Skills *as pre- or co-requisite* to TPC6292 Counselling Children & Young People *and pre-requisite* to TPC6294 PIPI 2b: Cognitive Behavioural Therapy Theory and Practice
- TPC6294 PIPI 2b: Cognitive Behavioural Therapy Theory and Practice *as pre-requisite* to TPC7390 PIPI 3: Introduction to Narrative Therapy *and* TPC6386 Advancing Practice: Thinking Contextually, Working Creatively
- TPC7391 PIPI 3: Introduction to Narrative Therapy *as pre-requisite* to TPC7392 Narrative Practices with Couples and Families
- TPC5201 Practicum 01 *as pre-requisite* to TPC6302 Practicum 02 or TPC6375 Practicum 2
- TPC6375 TPC6302 Practicum 02 or TPC6375 Practicum 2 *as pre-requisite* to TPC7303 Practicum 03
- TPC5201 Practicum 01 *as co-requisite* to PIPI 2a: Introduction to Cognitive Behavioural Skills
- TPC5201 Practicum 02 *as pre-requisite* to TPC7391 PIPI 3: Introduction to Narrative Therapy
- TPC5201 Practicum 01 *as pre- or co-requisite* to TPC6292 Counselling Children & Young People
- TPC5141 Counselling in Aotearoa: Contexts and Approaches *as pre-requisite* to TPC7391 PIPI 3: Introduction to Narrative Therapy
- TPC6362 Introduction to Working with Trauma *as pre-requisite* to TPC5201 Practicum 01
- TPC6271 Whānau and Families: Applied Theory to Developing Practice *as pre-requisite* to TPC6386 Advancing Practice 1: Thinking Contextually, Working Creatively
- TPC6386 Advancing Practice 1: Thinking Contextually, Working Creatively *as pre-requisite* to TPC7386 Advancing Practice 2: Thinking Contextually, Working Creatively
- TPC7376 Practicum 4 *as co-requisite* to Advancing Practice 1: Thinking Contextually, Working Creatively *and* TPC7386 Advancing Practice 2: Thinking Contextually, Working Creatively

Campus Map



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BC SPORTS FIELD