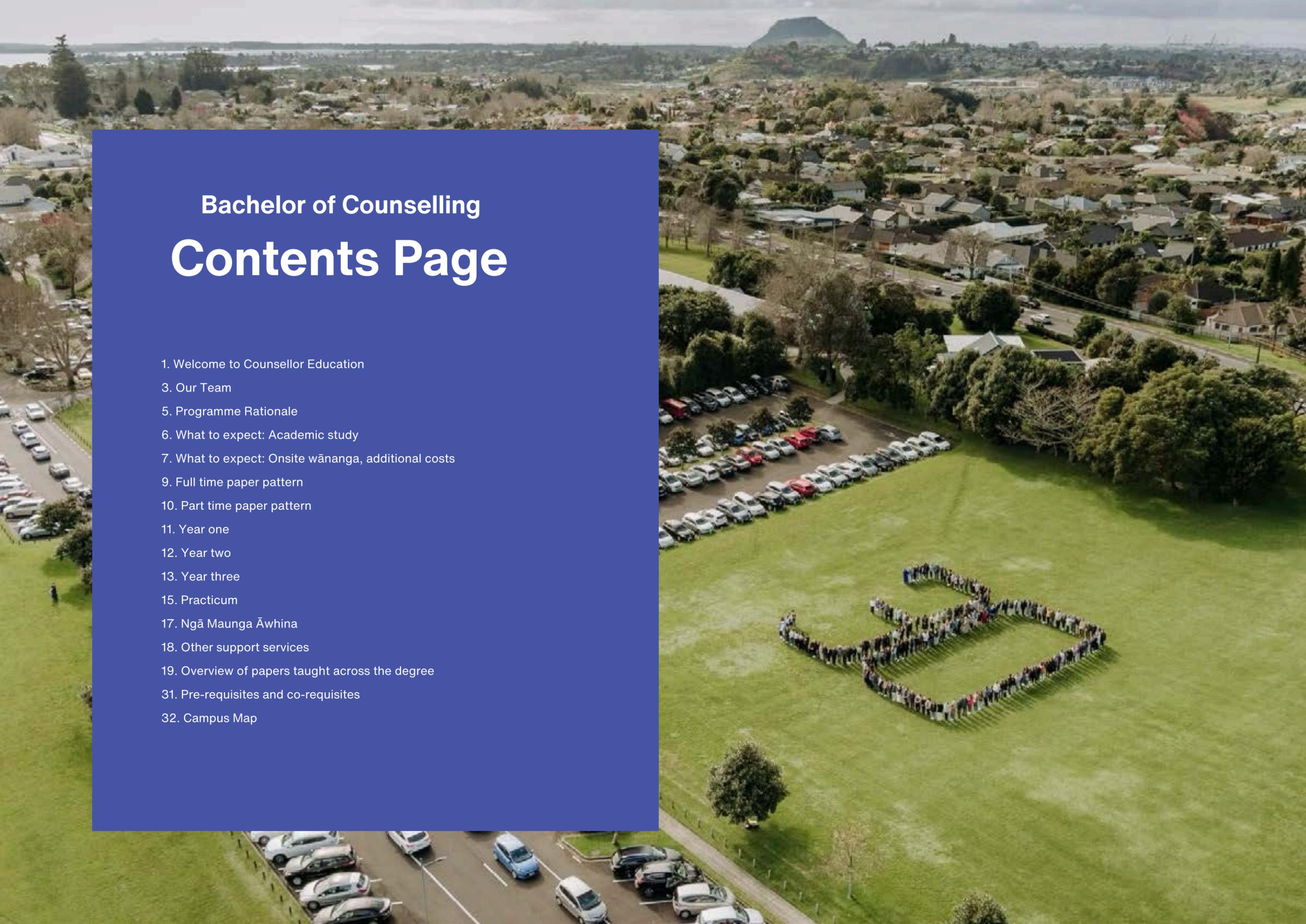




# Bachelor of Counselling Programme Guide 2026



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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 emphasised 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”



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



Ingrid Klein-Ovink



Kathryn Taylor

Administrative Staff

# Educators teaching in the programme



Phillip Larking



Helen Barker Troughton



Karen Fransen



Kathryn Taylor



Tauha Te Kani



Ruth Jones



Richard Cook



Rebekah Thomas



Liz Young



Karen Meikle



Jemma Bennett



Lianza Pretorius



Michelle Youngs



Nyn Martin



Amy Lynas



James Arkwright

# Programme Rationale

BTI's Bachelor of Counselling equips graduates with Biblically and Tiriti-informed principles to integrate knowledge, personal formation, and professional competence. This foundation enables effective, ethical, inclusive, and culturally responsive counselling practice enhancing the wellbeing of individuals, whānau, families, and communities.

## Welcome to Counsellor Education Graduate Profile

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

- Demonstrate cultural humility and a faith-informed professional identity marked by critical and reflective awareness, vocational clarity and purpose.
- Relate with compassion, integrity, and openness, grounded in Christ's teaching and Tiriti-informed responsiveness.
- Engage ethically and responsively in the ongoing formation of self as a counsellor to enhance effectiveness and faithfulness in diverse contexts and communities

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

- Apply critical, integrative knowledge of counselling theories and human development informed by Biblical perspectives and sociocultural, spiritual and historical contexts, including Te Tiriti o Waitangi.
- Evaluate and synthesise counselling approaches for diverse contexts and clients.
- Critically engage with emerging research, practice developments, and societal trends.

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

- Establish and sustain safe, collaborative, and effective therapeutic relationships with diverse individuals, children, young people, whānau, families and communities.
- Practice in ways that are ethically sound, trauma-informed, Tiriti-informed, and aligned with professional standards.
- Demonstrate readiness for effective, accountable and adaptive professional practice in diverse counselling contexts.

## What to expect: Academic study

BTI's Bachelor of Counselling equips graduates with Biblically and Tiriti-informed principles to integrate knowledge, personal formation, and professional competence. This foundation enables effective, ethical, inclusive, and culturally responsive counselling practice enhancing the wellbeing of individuals, whānau, families, and communities.

Each paper will have set reading 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 Teams. 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.



# What to expect:

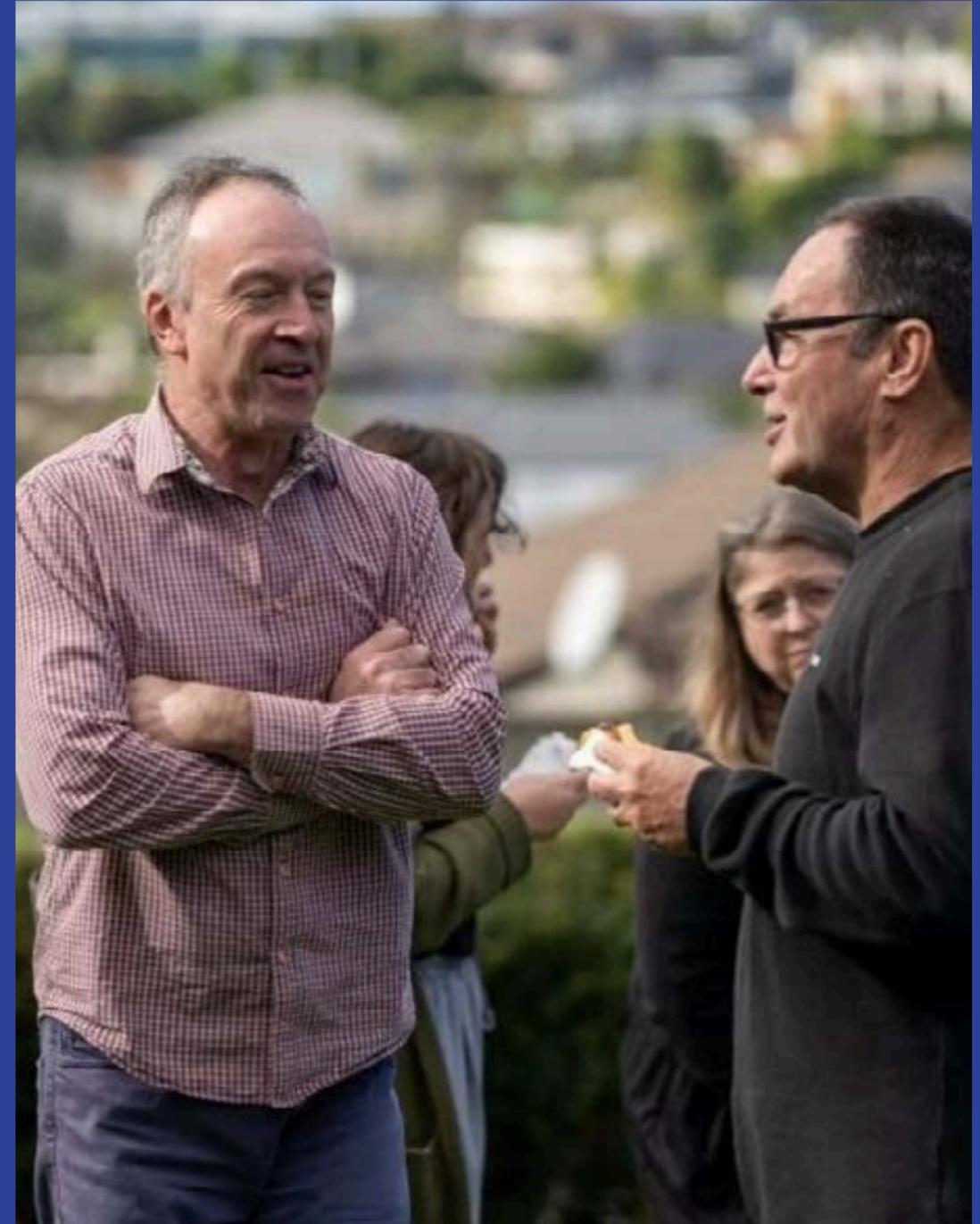
## Onsite wānanga, additional costs

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: Preparation for Professional Practice Level 5 (15)
FPC5117 Vision & Vocation Level 5 (15)	TPC5116 Human Lifespan: Influences & Identity 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)	TPC6170 Introduction to Trauma Informed Practice Level 6 (15)

Year Two

TPC6293 PIPI 2a: Introduction to Cognitive Behavioural Skills Level 6 (15)	TPC7294 PIPI 2b: Cognitive Behavioural Therapy Theory and Practice Level 7 (15)
TPC6271 Introduction to Mental Health and addictions Level 6 (15)	TPC6248 Praxis of Shalom: Justice, Diversity & Inclusion Level 6 (15)
TPC6292 Counselling Children and Young People Level 6 (15)	TPC6272 Working with Whānau and Families: Applied Theory Level 6 (15)
TPC5201 Practicum 1 Level 5 (15) TPC6302 Practicum 2 Level 6 (15) Integrative Counselling Practice	

Year Three

TPC7391 PIPI 3a: Introduction to Narrative Therapy Level 7 (15)	TPC7393 PIPI 3b: Deepening Narrative Practice Level 7 (15)
TCP6321 Working with Groups Level 6 (15)	TPC7363 Narrative Practice s with Couples & Families Level 7 (15)
TPC6386 Advancing Practice 1: Thinking contextually, working creatively Level 6 (15)	TPC7386 Advancing Practice 2: Thinking contextually, working creatively Level 7 (15)
TPC7303 Practicum 3 Level 7 (15) TPC7304 Practicum 4 Level 7 (15) Integrative Counselling Practice	

# Part Time Paper Pattern

Papers shared with Social Work highlighted in light blue

Year One

Vision & Vocation	Tangata Whenua, Tangata Tiriti
Counselling in Aotearoa	Human Lifespan

Year Two

PIPI1a: Introduction to Person-Centered Skills	PIPI1b: Preparation for Professional Practice
Common Issues	Introduction to Trauma Informed Practice

Year Three

PIPI2a: Intro to Cognitive Behavioural Skills	PIPI2b: CBT: Theory and Practice
Counselling & Mentoring Children & Young People	
Practicum 01 Integrative Counselling Practice	

Year Four

Introduction to Mental Health & Addictions	Working with Whānau and Families: Applied
Working with Groups	Praxis of Shalom:
Practicum 02 Integrative Counselling Practice	

Year Five

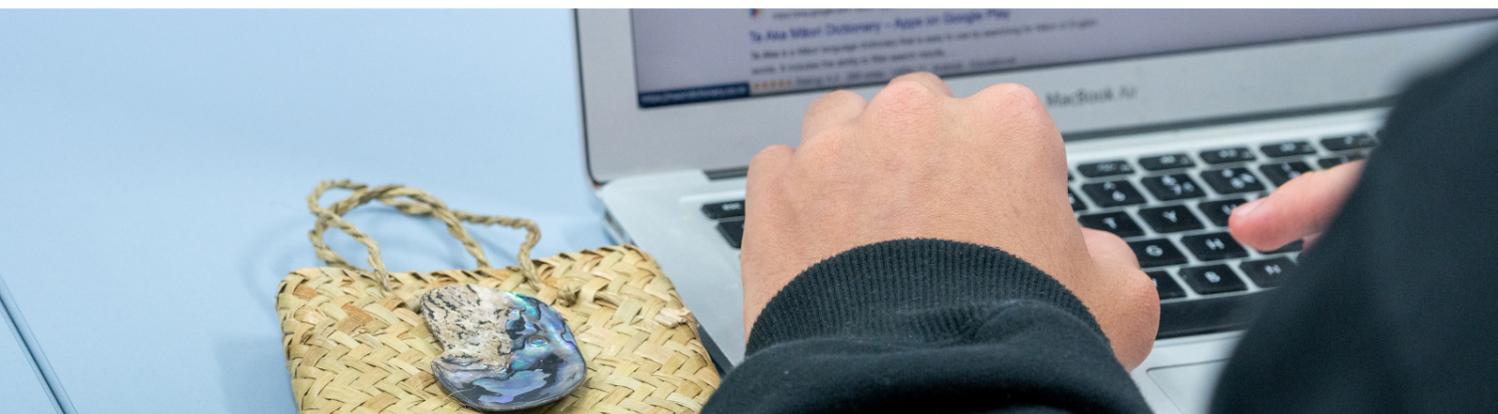
PIPI3a: Introduction to Narrative Therapy	PIPI3b: Deepening Narrative Practice
	Narrative Practices with Couples & Families
Practicum 03 Integrative Counselling Practice	

Year Six

Advancing Practice 1: Thinking Contextually, Working Creatively	Advancing Practice 2: Thinking contextually, working creatively
Practicum 04 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 Ngāi 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.



## 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 pōhiri. *Please wear appropriate attire for the pōhiri (wahine – long skirts, tane – trousers).* Students are welcome to change after the morning tea.

After the pōhiri 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 kanohiki 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 Regional Co-ordinator 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 Regional Co-ordinator will guide students when to discuss possibilities for year three placement and support them to finalise contracts for placement settings.

**Ka whangaia ka tupu, ka pūawai**

**That which is nurtured, blossoms and grows.**

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 Whanau and Families: Applied Theory to Developing Practice** students may have a noho marae experience and connection with local community organisations as part of the onsite wānanga.

Students must pass Practicum 2/02 in order to begin PIPI3a: Introduction to Narrative Practice,



# 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 Narrative Therapy with individuals and couples and families. You will also learn creative approaches and ways of working using Narrative skills.

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.

# Practicum Regional Co-ordinators



**Liz Young**  
Team lead  
Hawkes Bay,  
Gisborne, Taupō &  
South Island



**Michelle Youngs**  
Northland,  
Auckland &  
Coromandel



**Ruth Jones**  
Tauranga,  
Whakatane &  
Rotorua



**Kathryn Taylor**  
Waikato, Taranaki,  
Manawatu,  
Wairapa &  
Wellington

## The Regional Coordinator:

- Considers, guides and endorses student choices of placement sites and supervisors.
- Reviews the online supervision and placement contracts, clarifying omissions or areas of concern prior to consenting to the negotiated arrangements to ensure client, student, placement organisation, and supervisor safety.
- Provides on-going support and communication with the supervisor, placement organisation and the student for the duration of the student's practicum. This will be through emails and phone calls (if needed) to check in on how the practicum is working for you and for the student. They will also be available throughout the year to discuss concerns or questions.
- Follows up with Placements and Supervisors during the practicum and offers an online hui annually to provide information and connection.
- Keeps you informed of key events in the BTI Counselling programme calendar, any relevant programme developments and relevant student issues.

Great Place, Great People, Great Hearts & Minds

Wāhi Hira, Tangata Rawe,  
Ngākau Manawa Hiranga

# 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 awhi (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](mailto: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 page 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

Emma Thompson 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, Teams 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



**Penny Merton**



**Emma Thompson**

# Other Support Services

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



**Ros Bridgman**

Diverse Needs  
Co-ordinator

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](mailto:r.bridgman@bti.ac.nz) or 07 562 2958



**Rhena Kulasingham**

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>



**David Osman**

Librarian

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>

# Overview of papers taught across the degree



## 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 metanarrative.
- Identify the links between personal development and professional practice, including how patterns of being and doing influence reactions to current situations.
- Demonstrate and identify core practice skills in helping relationships.

## TPC5192: PIPI 1b Person-Centered: Preparation for 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:** 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 draws on the Bible's metanarrative themes as a theory base for professional practice. Key aspects of God's character and mission inform an approach to social and professional life. Students are invited to reflect on and integrate their own life experiences, worldview, and values to inspire their vocational calling.

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

- Articulate ways in which the biblical metanarrative can be applied in social and professional life.
- Explain how a vision of God's character and mission can shape vocational calling.

“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*

## TPC5141: Counselling in Aotearoa: Context and Approaches

**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, organisations 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

## 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 is- sues. 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.

## TPC5116: Human Lifespan: Influences & Identity

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 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:** In keeping with the above, students will be able to:

- Analyse the implications of viewing self and others as imago Dei for personal identity and professional orientation.
- Interpret key lifespan knowledges, including diverse cultural and theoretical perspectives, across stages of human development.
- Evaluate the implications of human development theories for identity formation and stage-appropriate professional practice

## CPS5144: Tangata Whenua, Tangata Tiriti

**Course Description:** This course provides an introduction to Māori as tangata whenua (indigenous people) of Aotearoa New Zealand. It explores key aspects of Te Ao Māori (the Māori world), tikanga (cultural protocols and practices), te reo Māori (the Māori language), and Te Tiriti o Waitangi (The Treaty of Waitangi). Emphasising the historical and contemporary significance of Te Tiriti, the course examines its implications for social work and counselling practice. Central to this exploration is the intersection of biblical perspectives, the story of the Treaty, and Māori–Pākehā relations, equipping students to engage in culturally responsive, Treaty-informed, and justice-oriented professional practice in Aotearoa New Zealand.

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

- Analyse Aotearoa New Zealand’s history, political systems, and socio-economic context in relation to tangata whenua and the place of Te Tiriti o Waitangi in shaping contemporary society.
- Integrate Te Ao Māori cultural knowledge and experiences to develop Te Tiriti informed competence, respect, and confidence for social work and counselling practice.
- Analyse biblical perspectives on culture in relation to the challenges and implications of Te Tiriti for faith, life, and professional practice

## TPC6170: Introduction to Trauma-informed Practice

**Course Description:** This course introduces students to trauma-informed counselling practice, focusing on the holistic impacts of trauma across emotional, neurological, relational, cultural, and spiritual domains. Students will explore diverse frameworks for understanding trauma and learn how to apply psychoeducational strategies in counselling contexts. Through self-reflection, students will examine their own experiences of stress and trauma to deepen awareness and develop insight into the different ways trauma responses can present. Te Tiriti o Waitangi-informed and culturally responsive approaches are integrated throughout, alongside engagement with faith-based perspectives to support understanding of spirituality in healing.

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

- Demonstrate understanding of how trauma impacts the holistic wellbeing of self and others, including emotional, neurological, relational, cultural, and spiritual dimensions.
- Communicate trauma-related concepts to others using psychoeducational strategies, while maintaining a person-centred and culturally responsive approach.
- Apply a trauma-informed lens to counselling practice in specific contexts, integrating Te Tiriti-informed and Biblical perspectives to support safe, ethical, and spiritually aware engagement.

## TPC6293: PIPI 2a Introduction to Cognitive Behavioural Skills

**Course Description:** Continuing the emphasis on establishing, developing and maintaining a therapeutic relationship as the basis of practitioner work, this course will introduce students to the foundational principles of Cognitive Behavioural Therapy (CBT). This will include integrating core connecting skills with a knowledge of CBT theory and application of therapeutic interventions. The course will include experiential and reflective learning, through skills practice and self-analysis.

**Learning Intentions:** In keeping with the above, by the end of the course, students will be able to:

- Analyse and apply Cognitive Behavioural Therapy theory and methods to counselling practice, integrating person-centred, trauma-informed, and Te Tiriti-informed perspectives.
- Critically reflect on personal and professional development, demonstrating ethical discernment and faith-informed awareness in culturally diverse contexts.
- Demonstrate emerging competence in facilitating guided discovery and formulation using CBT models and skills to enhance client insight and change.

## TPC6292: Counselling and Mentoring 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.

## 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

## TPC6248 A Praxis of Shalom: Justice, Diversity, and Inclusion

This course examines shalom as a transformative framework for advancing justice, analysing diversity, and deconstructing inclusion in Aotearoa New Zealand. Students will analyse discourses that perpetuate discrimination to understand their impacts on personal, communal, and public contexts. Guided by Te Tiriti o Waitangi and a biblical vision for justice, they will develop a praxis of shalom that embodies grace-informed practice principles to advance community flourishing. Through the lens of issues such as cultural diversity, gender, disability, and migration, students will apply this praxis to contexts of discrimination, illustrating how grace-informed actions can contribute to personal, communal, and public transformation.

### Learning Intentions:

Upon completion students will be able to:

- Analyse discourses that perpetuate discrimination to understand their impacts on personal, communal, and public contexts.
- Develop a praxis of shalom that embodies grace-informed practice principles to advance community flourishing.
- Apply a praxis of shalom to contexts of discrimination, illustrating how grace-informed actions can contribute to personal, communal, and public transformation

## TPC6272: Whānau and Families: Applied Theory to Developing Practice

**Course Description:** This course equips students with knowledge and applied skills for working effectively with whānau and families in diverse contexts. Students critically examine contemporary challenges and strengths within whānau and family systems, integrating theoretical perspectives with practical approaches that foster whānau ora and holistic family wellbeing. Through engagement with whakapapa kōrero and dominant narratives, students reflect on their own whānau and family identity, exploring how these shape their personal and professional practice. Students develop core competencies, including engagement, communication, and facilitation, applying Te Ao Māori-informed, strengths-based, and relational perspectives. Reflexive practice is central, enabling students to understand how their presence, values, and cultural positioning influence professional relationships and interventions. Integrating a biblical narrative of shalom as community flourishing, students strengthen their ability to work ethically, relationally, and collaboratively in ways that foster restorative and transformative approaches to whānau and family wellbeing.

### Learning Intentions:

It is our intention that students will be able to:

- Critically explore understandings of whānau and family, including social constructions, biblical narratives, and Te Tiriti-informed perspectives, using theories, models, and approaches that support relational restoration and flourishing.
- Apply culturally responsive, ethically astute, strengths-based approaches for engaging, communicating, and collaborating with whānau or families.
- Analyse personal lived experiences of whānau and family, reflecting on how whakapapa kōrero and family narratives shape identity and influence engagement

## TPC7294: PIPI2b Cognitive Behavioural Therapy: Theory and Practice

**Course Description:** Building on the foundation of developing and maintaining the therapeutic relationship and trusting alliance central to practitioner work, this course advances the integration of Cognitive Behavioural Therapy (CBT) theory with practice. Developing trauma-informed and te Tiriti o Waitangi responsive approaches, students will practice formulation of case conceptualisations and application of a range of CBT interventions. The course emphasises experiential, contextual and reflective learning through skills practice and demonstration of critical awareness.

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

- Evaluate and apply Cognitive Behavioural Therapy frameworks and interventions to diverse presenting issues, integrating trauma-informed, Te Tiriti-informed, and faith-informed perspectives.
- Critically evaluate personal and professional development, demonstrating ethical discernment, cultural humility, and spiritual integration within reflexive counselling practice.
- Demonstrate competency in collaborative case conceptualisation and guided discovery, integrating theoretical reasoning and reflective analysis to justify counselling decisions and interventions.

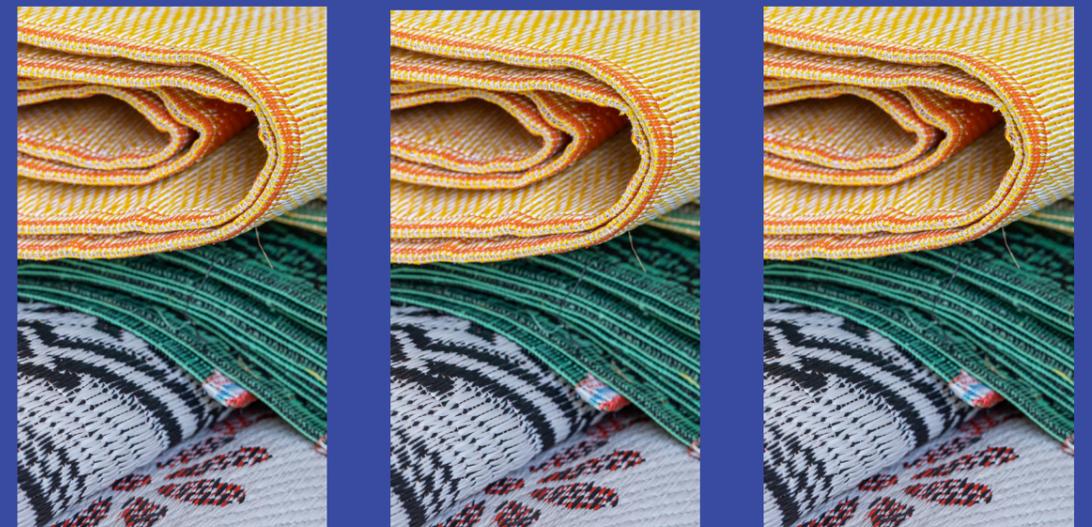
## TPC5270/TPC5201: Practicum 1/Practicum 01

**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.

## 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.



## 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.



## TPC7393 PIPI 3b: Deepening Narrative Practice

### Course Description:

This course is being offered in 2027 and a course description and learning intentions are being finalised

## TPC7375/TPC7303: Practicum3/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/TPC7304: 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

TPC5191 PIPI 1a Introduction to Person Centred 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 Personal Inquiry and Professional Integration (PIPI) 2: Introduction to Cognitive Behavioural Skills

TPC5160 Common Issues as pre-requisite to TPC6293 PIPI 2A Personal Inquiry and Professional Integration (PIPI) 2: Introduction to Cognitive Behavioural Skills

TPC6294 PIPI 2b Personal Inquiry and Professional Integration (PIPI) 2: Cognitive Behavioural Therapy Theory and Practice as pre-requisite to TPC7391 PIPI 3: Narrative Therapy

TPC7391 PIPI 3a: Introduction to Narrative Therapy as pre-requisite to TPC7392 Narrative Practices with Couples and Families and TPC7393 PIPI 3b: Deepening Narrative Practice

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

TPC6375 TPC6302 Practicum 02 or TPC6375 Practicum 2 as pre-requisite to TPC7391 PIPI 3a: Introduction to Narrative Therapy

TPC5201 Practicum 01 as co-requisite to PIPI 2A Personal Inquiry and Professional Integration (PIPI) 2: Introduction to Cognitive Behavioural Skills

TPC6293 PIPI 2A Personal Inquiry and Professional Integration (PIPI) 2: Introduction to Cognitive Behavioural Skills as pre- or co-requisite to TPC6292 Counselling Children & Young People

TPC5201 Practicum 01 as a pre- or co-requisite to TPC6292 Counselling Children & Young People

TPC5141 Counselling in Aotearoa: Contexts and Approaches as pre-requisite to TPC7391 PIPI 3a: Narrative Therapy

TPC6170 Introduction to Trauma-Informed Practice as pre-requisite to TPC5201 Practicum 01

TPC6271 Working with Whānau and Families: Applied Theory to Developing Practice as a pre-requisite to TPC7381 Advancing Practice 1: Thinking Contextually, Working Creatively and TPC7392 Narrative Practices with Couples and Families

All year one papers are required to be completed and passed prior to enrolment in year two and beyond. Exceptional circumstances or CRT/RPL will be considered by the Professional Leads: Counselling.

# Campus Map

