

Guide for Practicum Placement Providers and Supervisors



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**E hara taku toa
i te toa takitahi,
he toa takitini**

**My strength is not
as an individual,
but as a collective**

**Ngā mihi nui ki a koutou -
A big welcome to the BTI practicum community!**

Thank you for supporting our students either by providing a counselling placement or supervising them. Your willingness to be part of their personal and professional development as they progress through their counselling practica is greatly appreciated. The contributions made by placement organisations and supervisors are vital to the preparation of upcoming counsellors. BTI recognises that without support and generosity, particularly from placement agencies, the programmes we offer would not be possible.

As a supervisor or Placement Liaison Person (PLP) of a BTI counselling student, you operate as part of a wider team including the student and BTI practicum support staff. Your role is crucial in supporting the student as they grow and develop as beginning counsellors, seeking to link theory to practice within a professional setting, and to experience the realities of everyday counselling in Aotearoa New Zealand.

Free flow communication is encouraged between each party to maximise the student's learning experience. Supervisors and PLP's are therefore encouraged to contact BTI with any queries or concerns.

This guide is designed to provide you with a clear overview of the structure and intention of counselling practicums. If you would like more detail (practicum policy, knowledge of assessment tasks and so forth) the student will be able to provide this for you.

At BTI we are passionate about supporting and developing professional and competent counsellors. Your role is a vital one in this process!

E hara taku toa i te toa takitahi, he toa takitini.

Introducing the BTI Practicum Team



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The Practicum Team:

- Approve supervision and placement contracts in a timely manner clarifying any omissions or areas of concern prior to consenting to the negotiated arrangements to ensure client, trainee, placement organisation, and supervisor safety.
- Provide on-going support and communication with the supervisor, placement organisation and the student for the duration of the trainee's practicum. This will be through emails and phone calls to check in on how the practicum is working for you and for the student.
- Follow up with Placements and Supervisors during the practicum and offer a national hui to provide information and connection.
- Keep you informed of key events in the BTI Counselling calendar, programme developments and relevant student issues.
- Be available throughout the year to discuss any concerns or questions.

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 Regional Co-ordinators.

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. The counselling student will be able to inform you of whether they are required to do two 50-hour practicums during the year, or one 50-hour practicum over the year.

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 must gather evidence of their learning for their portfolio in line with each practicum's learning intentions. Some of the work may require some involvement from you as the student's PLP or supervisor.

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.

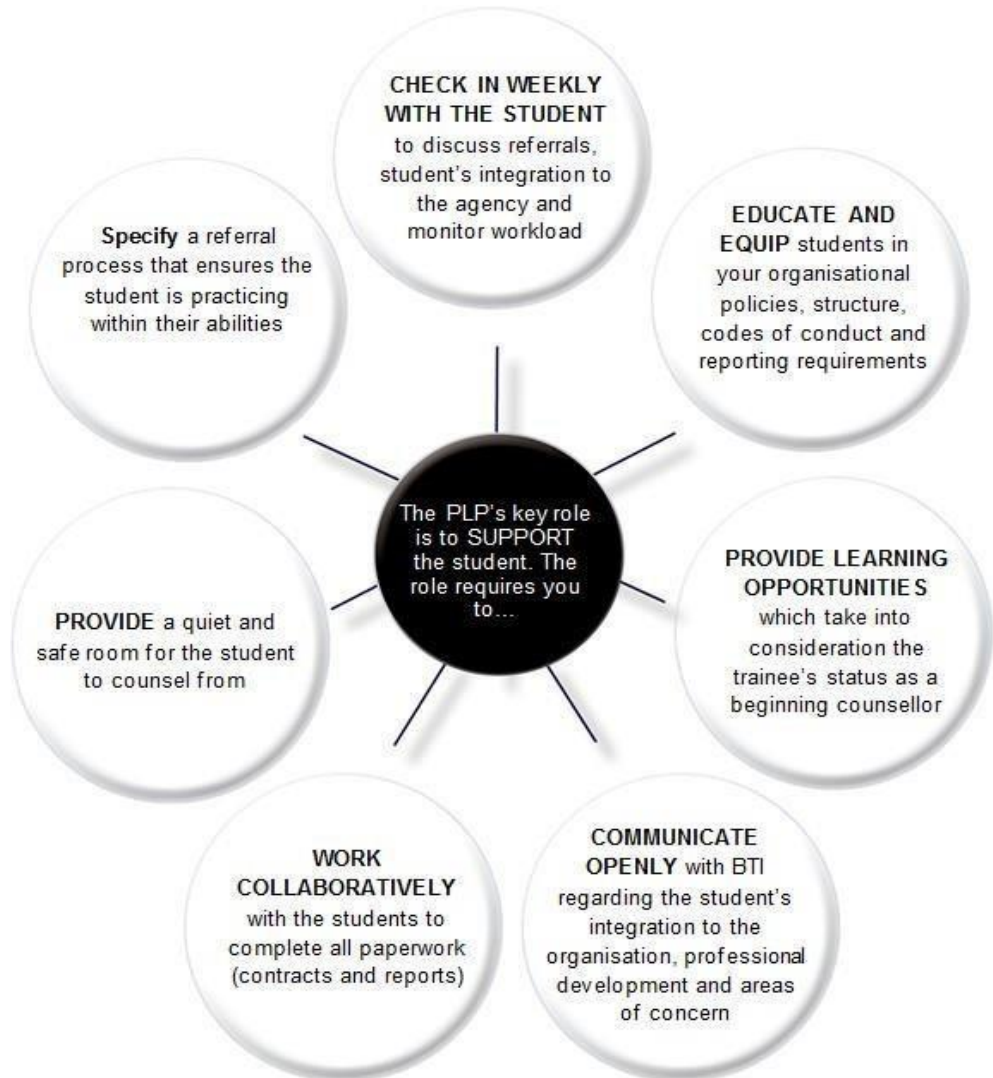
Report writing and Assessment: At the completion of practicum, the supervisor and PLP(s) will complete a report of the student and their progress. Wherever possible, supervisors and PLP(s) join the student for their practicum assessment interview (PLP's are invited to attend for approximately 10 minutes 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.

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 must contact the PLP as soon as possible.

Provide a flier: Students are required to prepare a Professional Disclosure Flier should the organisation require it (approved by BTI and the organisation) to hand out to prospective clients if appropriate.

Expectations of Placement Provider





What can PLPs expect from a BTI Counselling student?

Professionalism: An area of focus at BTI is the development of competent and caring professionals. BTI counselling students will be professional in their interactions with clients, colleagues, and the wider community, in their presentation and in all their communication.

Te Tiriti informed, culturally safe practice: BTI students understand their own cultural identity and positioning as counselling practitioners in relation to Te Tiriti o Waitangi. They develop practices towards achieving positive and culturally safe engagement with tangata whenua and people from various cultural backgrounds.

Ethical: BTI counselling students have a commitment to ethical practice as outlined in the NZAC and NZCCA codes of ethics. Students will identify ethical issues as they arise in practice and raise these in a timely manner in supervision, and where appropriate with the PLP, to determine how the issues are to be resolved in accordance with the NZAC and NZCCA code of ethics.

Clear communication: BTI counselling students will collaboratively negotiate clear contract(s) outlining how the placement(s) might work. Students will also notify you of any medical or physical health issues affecting their performance on placement or their ability to continue practicum.

Accountability: Counselling students will be accountable to you while on practicum and will abide by organisational policies and procedures as is consistent with NZAC or NZCCA.

Guidelines for recording Counselling sessions

BTI counselling students are required to make several recordings of their counselling sessions with clients to aid their learning. The recordings are viewed by BTI educator(s) and/or their supervisor as part of assignment and practicum work.

BTI recognizes the sensitive nature of students recording counselling sessions. All students are required to discuss how this might happen with their PLP and consider carefully how to sensitively discuss this with clients. It is vital both the counselling student and the client have a clear understanding that the purpose of recording sessions is to enhance the student's learning and development as a counsellor; it is not focused on the client and their issues.

Informed consent is paramount when students are seeking permission to record. Counselling students are required to talk through the 'Client Consent for Recording' form with their client. If consent is given clients are asked to sign the form. A copy of this form is provided on the following page.

Ideally, the recording will capture both the client and the counsellor. Some clients prefer to not have their face visible and therefore the student may do the recording from behind the client while still focused on the trainee counsellor. Sometimes clients may not want their back visible, so recording the counsellor only is also sufficient if the conversation can be heard clearly, and the counsellor is in view.

Client Consent for Recording

I am involved in a counselling training programme at Bethlehem Tertiary Institute (BTI), Tauranga Moana. Part of the requirement for my course is to make recordings of counselling sessions with clients to aid my learning.

I would be grateful for your permission to record our counselling sessions. The recording will be viewed by my educators and/or supervisor and material from recorded sessions may also be used in written assignments. Information from our session is confidential to my educators and/or supervisor and your privacy is protected. The focus of the recording is on my counselling skills rather than you.

The feedback I am given will help me improve my counselling work with you and with other clients.

Once the recording has been viewed by my supervisor and/or educators it will be destroyed. I always undertake to look after the recording. Your identity is confidential, known only to me.

If you do not wish to be recorded, do not sign this form. There is no need to give reasons and our counselling will continue whether the session is recorded or not.

If you agree for our counselling session to be recorded, please sign below and accept my thanks. Please note that you can change your mind about your consent for recording at any stage.

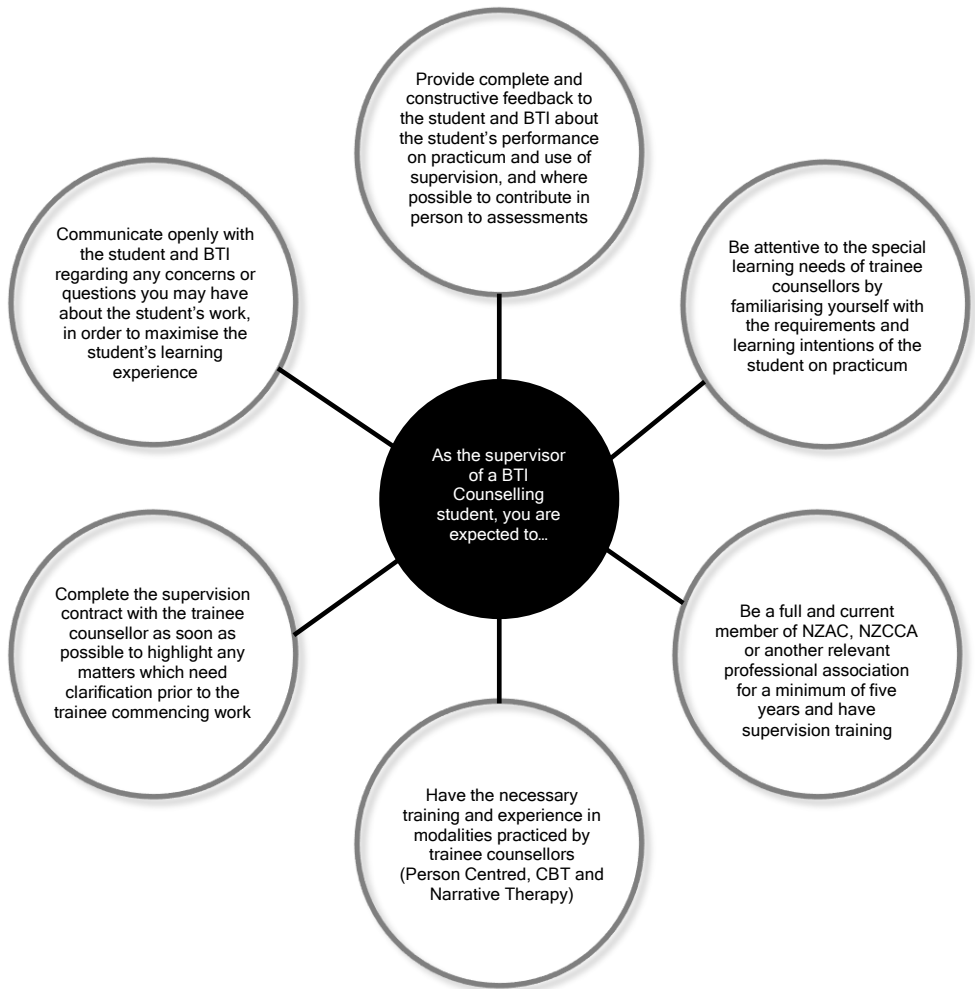
**I agree to my counselling sessions with
being recorded.**

Name:

Signed: **Dated:**

(This form is to be stored in a confidential place by the trainee counsellor)

Expectations of Supervisors





What can supervisors expect from a BTI counselling student?

- **Growing in self-awareness:** BTI counselling students are actively engaged in their journey of self-awareness. It is important this is attended to appropriately in supervision with exploration given to the ways in which the personal is the professional and how this is evident in the counselling room.
- **Developing model guided practice:** A focus for BTI counselling students is the development of model guided practice. Your supervisee will need to talk with you about linking theory to practice. This should be a regular topic of discussion.
- **Te Tiriti informed, culturally safe practice:** BTI students grow to understand their own cultural identity and positioning as counselling practitioners in relation to Te Tiriti o Waitangi. They develop practices towards achieving positive and culturally safe engagement with tangata whenua and people from various cultural backgrounds.
- **Clear communication:** BTI counselling students will collaboratively negotiate a clear contract outlining how supervision might work. Students will also notify you of any medical health or life issues affecting their practice or ability to continue practicum.
- **Professionalism:** An area of focus at BTI is the development of competent caring professionals. BTI counselling students will be professional in their interactions with clients, colleagues, and the wider community, in their presentation and in all their communication.
- **Ethical:** BTI counselling students have a commitment to ethical practice as outlined in the NZAC and NZCCA codes of ethics. Students will identify ethical issues as they arise in practice and raise these in a timely manner in supervision, and where appropriate with the PLP, to determine how the issues are to be resolved in accordance with the NZAC and NZCCA codes of ethics.
- **Commitment:** BTI counselling students are committed to their professional development and supervision. You can expect your supervisee to come prepared and willing to engage with you and the process of supervision.

Guidelines for viewing recordings

Viewing recordings provides an excellent opportunity for students to develop their skills of critical reflection and articulating how they are applying theory to practice improving their counselling practice.

We suggest the following areas for the student and you to reflect on:

- **Self-awareness:** The student's way of being in the role of counsellor. This involves their understanding of the socio-political context, its influences on clients and their families or whānau, and their ability to partner with clients, sit with pain, sense of pacing, and awareness of the impact their own culture, values and commitments have on the counselling process.
- **Conceptualisation:** How the student is making sense of their client's issue in the Aotearoa New Zealand context. This involves the student articulating their understanding of presenting issues and how they are shaped by their personal/cultural worldview, understanding of their client's cultural and social context, developmental stages, and ways these contribute to the personal difficulty and discussing what progress might look like for this client.
- **Micro-skills:** The student's regular and competent use of the core counselling skills. This involves their ability to explore emotions, use reflections and summaries, clarifying questions, immediacy, create a safe and therapeutic environment and work in a culturally responsive way.
- **Theory informed practice:** The student's growing ability to work intentionally in a model-guided way (Māori approaches, CBT, Narrative, Person-Centred practices). This involves students' ability to articulate and reflect on the approaches in action, what is leading them to respond in particular ways, what is informing them about what is therapeutic for a client, where to from here, what aspect of the model do they need to develop/practice, and in what ways could the work they are doing with this client be further developed.
- **Safety:** The student's ability to attend to safety issues. This involves discussing how the student has considered and attended to safety issues (suicide, domestic violence, risk-taking behaviours, care and protection, abuse, neglect etc.), the strategies used to regularly check on these, resources and supports available when faced with these issues.
- **Ethics:** The student's growing ability to reflect on ethical situations. This involves the knowledge and integration of the core counselling values and principles outlined in the counselling codes of ethics, reflecting on how ethics are guiding their way of being, increasing their knowledge and application of 'ethics in practice', including ethical decision-making processes.

What is different about supervising a student?

There are differences between students and supervising qualified counsellors.

- **Tripartite relationship between the supervisor, student and BTI:** While respecting the confidential aspects of supervision, free flow communication is encouraged between each party to maximise the student's learning experience. Supervisors are encouraged to contact BTI with any queries or concerns.
- **Growing competency:** It is important to be aware of the current level of the student you are supervising. Year 2 students are at the beginning stages of their counselling practice. They understand therapeutic conversations using approaches responsive to Māori, core counselling skills and are also learning to use CBT approaches to practice. Year 3 students are focusing on Narrative Therapy and developing competency by integrating these approaches in their work. Both year groups need regular and ongoing support, encouragement, and input in relation to how they are developing intentional model-guided and Te Tiriti informed practice.
- **Assessment criteria:** Each practicum has its own set of learning intentions and assessment criteria. It is important these are regularly referred to and discussed in supervision. Please check with your supervisee about the assessment requirements of their current practicum. For the Practicum 1 assessment there needs to be evidence of PC skills. Practicum 2 assessment to demonstrate the integration of two counselling approaches PC skills and CBT. Practicum 3 assessment to demonstrate sound PC skills and clear narrative therapy. Practicum 4 assessment to demonstrate an integration of at least two or more counselling approaches from across the BTI counselling programme.
- **Viewing recordings and providing feedback:** Your feedback to students is invaluable as they grow in ability and confidence. At times supervisors have been asked by students whether they will pass an assessment based on what the supervisor has seen. Please try and avoid being positioned in this way to maintain the clear differences in roles between supervisor and assessor. Students can come and talk to their educator about specific assignments.
- **Reports:** Supervisors must complete the supervision reports at each practicum; it is important to be open with any concerns or areas of development in these reports.
- **Participation in practicum assessments:** Supervisors are, wherever possible, expected to participate in assessment interviews with a BTI staff member and the student counsellor. Supervisors will not be placed in an assessor role during this interview. Your participation involves supporting the student in this process. You will be invited to talk to the student's growth, strengths, and future learning areas.

What has the student studied so far?

The following pages contain all the papers covered in the students' studies. We hope this will provide an overview of their studies and therefore what they are working towards in their counselling practicum. Practicums run concurrently with skills papers, so that students' developing skills can be integrated with their practice.

Your BTI student will be able to talk through the content of each paper with you and what this might mean for their developing practice. Students have the option of studying part- or full-time. The individual learning plan of each student may vary in line with their pace of study. Ask your student what papers they have completed and are currently studying.

BTI advises placement providers and students to sit down together and look at the papers the student has completed and is studying this year in light of the client groups and issues they are likely to work with. It might be helpful to be aware of when the student covers Counselling Children and Young People or Whānau and Family courses.

Questions that might be helpful to ask in supervision:

- What are the key learnings for you from your current papers?
- What are the areas of challenge in relation to your current papers?
- How have you been working to integrate theory into practice with your current clients?



YEAR 1 COURSES

PIPI 1A: Introduction to Person-centred Skills: 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.

Vision & Vocation 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.

Common Issues 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.

Counselling in Aotearoa: Contexts and Approaches: Socio-Political considerations explores the way we are shaped by the social and political context. It examines the way Jesus engaged the social institutions of power and preferred the company of those rendered less powerful. It explores the purposes and functioning of counselling agencies to understand the socio-political context of the profession. It introduces the implications of Te Tiriti o Waitangi for agencies and their work in the Aotearoa New Zealand socio-political context.

PIPI 1B: Preparation for Professional Practice 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. In PIPI 1b (Person-Centred: Preparation for Practice) 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.

Introduction to Working with Trauma develops 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.

Tangata Whenua Tangata Tiriti 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.

Human Lifespan: 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. Development across physical, psychological, emotional, social, moral, and spiritual domains is surveyed. Key knowledges of human development will be described, including commonly understood theories, 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.

YEAR 2 COURSES

PIPI 2A: Introduction to CBT: 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.

Practicum 01 & Practicum 2 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.

Whānau and Family: Locating Ourselves 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.

PIPI 2B: CBT Theory and Practice 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.

Introduction to Mental Health and Addiction 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.

Working with Whānau and Family: Applied Theory to Developing Practice: 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 practice approach. 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, including engagement, communication and facilitation skills.

Counselling Children and Young People requires counsellors who are knowledgeable, flexible, and skilled. Students have the opportunity 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.

YEAR 3 COURSES

Advancing Practice: 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.

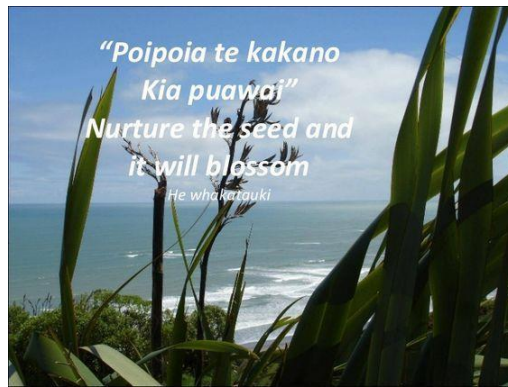
Practicum 3 & Practicum 4 give the opportunity for students to apply their knowledge, understanding, skills and personal insights developed in course work to practice settings and reflect on the personal and professional interface.

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

Working with Groups equips people with the knowledge and skills to work with a range of clients in a group setting by applying the theory for working in group contexts, including theories of group behaviour and group work processes, to everyday practice. There will be opportunities to practice working within a group setting with specific 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.

Narrative Practices with Couples & Families continues the emphasis explored in PIPI 3 of understanding people as produced by social contexts and using skills of deconstruction and development of alternative storying to enable people to live out preferred realities. Further to this introduction to Narrative Therapy, the detail of clinical practice in relation to the political context of therapy, power relations within language, using relational language and creating agentic narratives through various therapeutic processes is considered and related to work with Couples and Families.

Working Inclusively: 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 multi-cultural 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.



Practicum questions

Who do I talk to if I have any concerns about the student and their work?

Please talk with the student about this in the first instance if possible. Following this please contact one of the Regional Co- Ordinators, who oversee your region.

Michelle Youngs (Northland, Auckland and Coromandel) Email:

m.youngs@bti.ac.nz

Jason Robertson (Tauranga Moana, Whakatane and Rotorua) Email:

j.robertson@bti.ac.nz

Amy Lynas (Hawkes Bay, Gisborne, Waikato, Taranaki, Wanganui/ Manawatu and Wellington) Email:

a.lynas@bti.ac.nz

Liz Young (South Island) Email:

e.young@bti.ac.nz

If the matter is still not resolved then please contact the team lead

Practicum Team Lead: Liz Young e.young@bti.ac.nz

Who do I talk to if I have questions or queries about practicum in general?

Elizabeth Hill 07 562 2918 sosp.prac.admin@bti.ac.nz

Are there any parameters regarding client issues?

Year Two students are expected to see clients with reasonably straightforward issues. Mental health issues, sexual abuse, couples counselling and so forth are considered to be too complex for Year 2 students given where they are in their study. It is essential, as their PLP, that there is a clear screening process of potential clients and referral process if a student has a client with complex issues.

When can student counsellors begin working with more complex issues?

For full-time students by Year 3 they are much more capable of working with complex issues in conjunction with appropriate support from their PLP and supervisor. We suggest you ask the student to inform you of the papers they have completed and are currently studying in order to better inform you about their level of practice and understanding, and to ensure they have completed the necessary papers to support clients with more complex issues.

Are student covered by BTI's indemnity insurance while on placement?

Yes, students come under BTI's indemnity insurance while on placement within the dates agreed between the student, PLP and BTI as per the Placement Agreement.

Practicum Assessment Criteria

Each practicum has its own assessment criteria covering skills, knowledge, cultural and value components. Students are required to work towards each one of these and demonstrate a passing (good in their final assessment) level of achievement before proceeding with the next practicum.

For the Practicum 1 assessment there needs to be evidence of PC skills. Practicum 2 assessment to demonstrate the integration of two counselling approaches PC skills and CBT. Practicum 3 assessment to demonstrate sound PC skills and clear narrative therapy. Practicum 4 assessment to demonstrate an integration of at least two or more counselling approaches from across the BTI counselling programme

It is important students are regularly reviewing the assessment criteria and reflecting on their progress with each of them. We recommend this becomes part of the supervision process. Students also have their personal learning goals to work towards in each of their practicum.

Thank you so much for your continuing support of our BTI students.
The Practicum Team

GREAT PLACE, GREAT PEOPLE, GREAT HEARTS & MINDS

Wāhi Hira, Tangata Rawe, Ngākau Manawa
Hiranga