

COUNSELLOR EDUCATION

PROGRAMME GUIDE 2024



TE KURA TOI TANGATA
SCHOOL OF EDUCATION



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

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Please note: Information is correct at time of publication (August 2023). Some papers or programmes may be subject to change or cancellation. Te Kura Toi Tangata School of Education reserves the right to change, cancel or withdraw papers or programmes subject to availability.



Left-right: Paul Flanagan, Amy James, Jenny Snowdon, Wendy Talbot, Leah Gillanders

COUNSELLOR EDUCATION CONTACTS

Application forms are available at: waikato.ac.nz/go/MCouns (Go to Entry Requirements).

Administrative enquiries can be made to:

Jinah Lee

Programme Administrator -
Postgraduate & Research

Phone: **0800 WAIKATO** (0800 924 528)

Email: counsellor.ed@waikato.ac.nz

Academic and professional enquiries can be made to:

Paul Flanagan

Professional Leader of Counsellor Education

Phone: **0800 WAIKATO** (0800 924 528)

Email: paulf@waikato.ac.nz

WELCOME TO COUNSELLOR EDUCATION

The counsellor education programmes at the University of Waikato are known nationally and internationally for their distinctive orientation, in teaching narrative approaches to counselling and therapy. Graduates of the programmes have taken up leadership positions as practitioners, practice leaders, researchers and counsellor educators.

Practising from a narrative orientation, a counsellor is interested in the stories that shape people's lives. The stories that produce people's lives are those available in the varied cultural worlds that people inhabit. Thus a counsellor is interested in the ideas, beliefs, social structures, and norms that people live by.

Counsellors pay particular attention to the language by which stories, and lives, are produced. Therapy, then, is a particular conversation, one that invites and enables people to take up various positions in relation with themselves, others, ideas and the world around them!

Narrative therapy is a collaborative therapy. Counsellors bring a genuine curiosity to counselling conversations that explore difficulties in the light of the hopes and purposes, understandings and preferences clients hold for their lives.

The following comments from graduates and students capture moments of their journeys in counsellor education at the University of Waikato:

"The programme helps me to understand the world, others and myself in a different way, in my work and my own life. It helps me to understand my own culture better. The learning expands the space in my counselling room, and allows more possibilities, understanding, awareness, and change to happen."

Joel Agnew, MCouns

Specialist Clinician at STOP, Christchurch

We look forward to you joining us.



ACKNOWLEDGEMENT TO WALLY MCKENZIE

May 2023 saw the passing of a dear colleague who had generously served as a significant contributor to the counsellor education programme. We acknowledge Wally McKenzie.

Wally's love of life showed through the ways he engaged intimately with the earth, with nature, the beach, dogs, cycles and each person he encountered. He was well-known locally in Hamilton during the 1980s until the 2010s for his work in narrative family therapy practice, and it was this area of practice which saw him contribute to the Master of Counselling programme for over 20 years from the early 1990s.

Wally helped initiate the ideas and working with the editors and group of co-authors towards the publication of the 1997 publication, *Narrative therapy in practice: The archaeology of hope* (Monk, Winslade, Crocket & Epston (Eds.)).

Wally also co-authored with Gerald Monk the chapter on 'Learning and teaching narrative ideas'.

The last paragraph of the acknowledgements section, written by Gerald Monk, John Winslade and Kathie Crocket, is a fitting tribute to Wally.



'...we acknowledge Wally McKenzie. We would like to thank you, our dear friend and fellow traveler, person of generous spirit, for your commitment, creativity, and constancy in this work. We want to acknowledge that it has been you who have advanced the practices and development of narrative therapy in the Waikato. Your enlivening stories have added a warmth, a richness, and a playfulness that have brought heart and soul to this way of working.' (p. xxii).

We hold Bev, Louisa and Kahurangi in our hearts. We continue to hold gratitude for all that Wally gifted to staff, graduates and students.

Moe mai, e Rangatira.

MASTER OF COUNSELLING

PROGRAMME DETAILS

Teaching focus

The MCouns programme is designed to offer students the opportunity to develop professional skills well-grounded in poststructuralist and constructionist theories. Such a professional education programme invites students to consider their own lives, and how they are storied, both as persons and professionals. The focus of the teaching is on providing experiences for students in which they can further develop professional attitudes, knowledge and competencies in the areas of counselling, group leadership, conflict resolution and practitioner research. Practice papers offer the opportunity for students to have supported professional experience in community and/or education settings. Efforts are made to cater for and respond to the individual student's particular background and professional education goals.

Learning outcomes

The focus of students' learning is expected to be on:

- Developing competence in the practices of counselling
- Grounding in philosophical and ethical issues relating to professional counselling practice
- Engaging critically with the theoretical concepts and research which underpin counselling practice
- Acquiring a knowledge of the professional context
- Developing a well-articulated theoretical position and reflective professional stance in counselling work.

Professional recognition

The Master of Counselling is an accredited qualification with the New Zealand Association of Counsellors (NZAC). The implication of this accreditation is that, upon application, graduates of the University of Waikato Master of Counselling will be granted Provisional Membership of NZAC.

Students completing this qualification at the University of Waikato are involved in a variety of work settings, including schools, community agencies, private practice, hospitals and health settings, universities and polytechnics, and government departments.

The programme is recognised by the Ministry of Education for secondary school counsellors and the Ministry may fund school counsellors.

Online learning and intensive workshops

Our programme provides for students in more distant settings from Hamilton. We use a format of intensive workshops (for practice-based teaching) backed up by a wide variety of internet-based teaching and learning activities.

Intensive workshops vary between two to five days, depending on the paper. Some papers which have a larger online component will have a single one-week intensive.



Distance students

Students from other parts of New Zealand, or from overseas, are welcome to apply for the programme provided that they can ensure that they will be able to attend programme selection events and classes. Dates for block courses on campus are included in this booklet. Practicum arrangements for the programme must be specially negotiated when enrolling from greater distances before enrolment can be confirmed.

MASTER OF COUNSELLING – ENROLMENT PATTERNS

The Master of Counselling is made up of a total of eight 500 level papers, a total of 240 points.

The regulations for this qualification can be found in the University of Waikato Calendar.

The Master of Counselling degree includes four compulsory papers. The other four papers can be made up of any of the following:

- Four taught papers or,
- A four-paper thesis or,
- A three-paper thesis and one taught paper or,
- A two-paper dissertation and two taught papers or,
- A one paper directed study after consultation with the Professional Leader of Counsellor Education and three taught papers.

The four compulsory papers required for the Master of Counselling are:

- **COUNS544**
Discourse and Counselling Psychologies
- **COUNS541**
Counselling Skills
- **COUNS542**
Counselling Practicum
- **COUNS545**
Professional Practice of Counselling.

The paper COUNS549 Counselling and Contexts offers an orientation to the field of counselling and foundational skills. Students may be advised or required to complete this paper before enrolling in COUNS541 Counselling Skills. The selection process will identify when this paper is advised or required.

For those students wishing to enrol in a full-time masters programme, please consult the professional leader:

Year One

COUNS549-H Counselling and Contexts	COUNS544-X Discourse and Counselling Psychologies	Either COUNS540-B Working with Groups OR COUNS546-B Conflict Resolution: Restorative Approaches
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Year Two

COUNS541 Counselling Skills	COUNS543 Counselling Young People and Families*	Either COUNS540-B Working with Groups OR COUNS546-B Conflict Resolution: Restorative Approaches
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Year Three

COUNS542 Counselling Practicum	COUNS54 Professional Practice of Counselling
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Students wanting a research emphasis in their programme are asked to consult the professional leader:

Year One

COUNS544-X Discourse and Counselling Psychologies*	COUNS541-X Counselling Skills*	COUNS543-B Counselling Young People and Families	COUNS540-B Working with Groups and/ or COUNS546-B Conflict Resolution: Restorative Approaches and/or COUNS549-H Counselling and Contexts
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Year Two

COUNS542-X Counselling Practicum*	COUNS545-X Professional Practice of Counselling*	COUNS592 Dissertation (two-paper equivalent)
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*Compulsory.

Students wanting a professional emphasis in their programme might choose eight taught papers.

Year One

COUNS544-X Discourse and Counselling Psychologies*	COUNS541-X Counselling Skills*	Two of: COUNS543-B Counselling Young People and Families and/or COUNS549-H Counselling and Contexts and/or COUNS546-B Conflict Resolution: Restorative Approaches and/or COUNS540-B Working with Groups
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Year Two

COUNS545-X Professional Practice of Counselling*	COUNS542-X Counselling Practicum*	Two of: COUNS543-B Counselling Young People and Families and/or COUNS546-B Conflict Resolution: Restorative Approaches and/or COUNS540-B Working with Groups or any other approved paper
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A part-time masters programme package could be as follows:

Year One

COUNS544-X Discourse and Counselling Psychologies*	COUNS540-B Working with Groups and/or COUNS546-B Conflict Resolution: Restorative Approaches and/or COUNS549-H Counselling and Contexts
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Year Two

COUNS541-X Counselling Young People and Families	COUNS543-B Counselling Skills*
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Year Three

COUNS542-X Counselling Practicum*	COUNS545-X Professional Practice of Counselling*
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Year Four

COUNS592 Dissertation (two-paper equivalent) or	COUNS540-B Working with Groups	COUNS546-B Conflict Resolution: Restorative Approaches
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Other part-time programmes, with a research or a professional emphasis, can be adapted from the full-time programmes outlined on pages 9.

The selection of papers for which students wish to enrol should be discussed with the Professional Leader of the Counsellor Education Programme after acceptance into the programme.

*Compulsory.



ENROLMENT NOTE(S):

- Papers COUNS542 and COUNS545 must be taken as corequisites in the same year of study, and can only be taken after satisfactory completion of both COUNS544 and COUNS541.
- Students studying part-time must first enrol in COUNS544 before entering into the professional papers, including COUNS541 and COUNS543, or be concurrently enrolled in COUNS544 and COUNS541.
- Students wishing to enrol in COUNS543 Counselling Young People and Families should have completed COUNS541 Counselling Skills, or be concurrently enrolled in both of these papers.
- The paper COUNS543 Counselling Young People and Families is highly recommended.
- COUNS549 has optional modules on school counselling and addictions.
- The programme is usually completed on a part-time basis. For students exploring full-time study, please consult the professional leader.
- Enrolment in the MCouns should be ongoing. Suspension or resumption of study requires the approval of the Professional Leader of Counsellor Education.

RESEARCH IN THE MASTER OF COUNSELLING

Students are encouraged to consider completing either a two-paper dissertation, or a three- or four-paper thesis. We encourage students to discuss their prospective programme with staff to plan for relevant options. Acceptance of a proposal to write a dissertation or thesis is by approval and depends upon academic performance in other papers and on professional achievements.

Master of Counselling students who are considering enrolling in a doctoral programme at some future date should complete a two-paper dissertation, EDUCA592, or a three- or four-paper thesis, EDUCA593, EDUCA594.

PRACTICUM AND SUPERVISION REQUIREMENTS

In order to gain a place in the programme, applicants must be able to demonstrate a relationship with a community-based counselling service or school or mental health service, which will give them access to an appropriate practicum placement. Students must have a commitment to ongoing appropriate counselling supervision.

However, applicants should not establish any formal contract with an agency until they have been selected into the Counsellor Education Programme and have received all the necessary information on practicum placements.

In general, students in the first year of a full-time programme complete 200 hours in a professional counselling setting including 80 hours of counselling. They will engage in counselling supervision. The supervisor must be a member of a professional helping body such as NZAC, ANZASW, NZPsS, or NZAP. Students should note that NZAC now requires applicants for membership to engage in supervision with a supervisor who is an NZAC member. Students must engage in a minimum of 16 supervision sessions in each of the practicum papers.

In the second year of the full-time programme students must complete 450 hours in counselling settings. Up to three placements may be arranged. Placements must have the approval of the Professional Leader of Counsellor Education.

Note(s): Successful applicants are responsible for setting up an appropriate placement to meet the requirements of the counselling practicum.

ETHICAL CONSIDERATIONS

The Counsellor Education Programme has adopted the New Zealand Association of Counsellors' Code of Ethics, and all students participating in the programme must adhere to these ethical guidelines. In addition, students must also work under the code of ethics or practice of the agency, school or organisation in which they associate during their practicum commitments.

When students enter into practicum placements they must produce and sign a contract with a senior member of the organisation in which the practicum is carried out. The contract outlines the commitments made by both the student counsellor and the organisation. The contract generally covers the tasks that will be carried out by the student counsellor, the supervision requirements, and the extent of the commitment offered by both the student and the organisation.

All students are requested to apply for some form of membership of the New Zealand Association of Counsellors before completing their counsellor education programme with us. Student affiliation is now available at a reasonable price, and students can apply for provisional membership of NZAC after completing 200 hours of counselling in their placements. Working counsellors should not be practising with an MCouns without obtaining membership of the NZAC or some other appropriate professional organisation with a recognised code of ethics.

CRITERIA FOR SELECTION OF APPLICANTS

Academic requirements

A recognised undergraduate degree is required, preferably with a major in human development, psychology, education or social work. Sociology and anthropology are helpful supporting disciplines. A background in Māori studies, biculturalism, cross cultural studies, professional ethics, women's studies, interpersonal development, self-awareness and counselling will position students well for the programmes.

At least a B grade average in 300 level undergraduate papers is normally required to meet entry requirements at masters level.

There is provision for the waiver of up to 60 points for those who hold a masters degree in a related discipline. Applicants should discuss their situation with the Professional Leader of Counsellor Education.

Practical experience

Applicants should be able to produce evidence of prior experience in paid or relevant voluntary work in settings such as counselling, human services or community.

Applicants who have backgrounds in related applied professional disciplines, such as medicine, social work, teaching or nursing, will normally be deemed to meet practical experience criteria.



PERSONAL QUALITIES (SOURCE: NZAC HANDBOOK)

Self-knowledge

Applicants should have a high level of self-awareness and an awareness of self in relation to others. They should be emotionally stable, self-confident, resilient and trusting of others.

Sensitivity

Applicants should be sensitive to the needs and experiences of others. This must include an acknowledgement of and respect for differences stemming from race, gender, class, age, religion, disability and/or sexual orientation. Applicants should demonstrate a willingness to understand the Treaty of Waitangi and its implications for counselling practice.

Empathy

Applicants should be able to listen to and work effectively with the pain and distress of others.

Communication skills

Applicants should have interpersonal skills and an ability to communicate ideas clearly in oral or written form.

Respect from others

There should be evidence that an applicant is respected and accepted by others and is able to work effectively and constructively with them.

Professional awareness

Applicants should demonstrate an awareness of boundaries and ethical issues and function in a safe, responsible manner.

Self-development

Applicants should have a commitment to ongoing personal and professional development and should be prepared to undertake their own personal counselling when necessary.
(Source: NZAC Handbook)

CONSTRUCTIONIST IDEAS AND PRACTICES

Students should have an interest in and a commitment to understanding and engaging with the poststructuralist and social constructionist positioning on which the programme is based.

PROCEDURE FOR APPLICATION

Entry to the MCouns programme is through a formal selection process. This will take place over one day and involves applicants participating in a round of selection activities in groups.

The selection date for entry for 2024 is Wednesday 9 November 2023, 9am - 5pm. (In 2024 the selection date for the 2025 programme will be 6 November).

Completed MCouns application must be submitted by 1 October for the following academic year.

There will not be a new intake for the PGCert Counselling for 2024

Application forms for all programmes are available at waikato.ac.nz/go/MCouns (go to Entry Requirements) or email counsellor.ed@waikato.ac.nz.

MATT DEVERELL

MCouns student

'Kāhore e kore, e pānui ana koe i tēnei nā te mea, he nui tō ngākau ki te tangata. Āna. I tēnei tau kua ako ahau i ngā huarahi ki te whakamana i te ngākau o te tangata.

E tika ana te kōrero "He taonga rongonui te aroha ki te tangata"

Every person is a taonga with mana, and through this course I have learnt ways in which to uphold the mana, and the heart of a person.'



GABRIELLE MCGIMPSEY

Counselling Coordinator, Skylight

'My journey with this programme has been enriched by the teaching, block courses and relationships with peers. It has planted me with strong roots in the theory and philosophy of Narrative Therapy and developed confidence in who I am becoming as a

counsellor and, ultimately, what this might make possible for the people I meet with. This learning has not only enriched my professional life but also my life beyond the counselling room.'

SCHEDULING DETAILS

Opening workshops for MCouns

The academic year begins with a Summer School paper, COUNS549 Counselling and Contexts. The first level core papers, COUNS544 Discourse and Counselling Psychologies, and COUNS541 Counselling Skills, will begin on-campus classes on the week of Monday, 12 February (see below). On Monday, 12 February there will be a welcome for students beginning the programme with the commencement of the Discourse paper. Details will be sent out with programme information after selection.

The first on-campus meeting for students doing the second year professional papers, COUNS545 Professional Practice of Counselling, and COUNS542 Counselling Practicum, will be on 8 and 9 February.

The following dates are those scheduled for classroom intensives in 2024. All dates are for class meetings from 9am to 5pm. All papers have attendance requirements.

PAPER DATES MCOUNS PROGRAMME: BLOCK COURSES

COUNS540	Mon 15 Jul - Fri 19 Jul			
COUNS541	Wed 14 Feb - Fri 16 Feb	Wed 13 Mar - Fri 15 Mar	Wed 8 May - Fri 10 May	
COUNS543	Tues 9 Jul - Fri 12 Jul	Tues 17 Sep - Fri 20 Sep		
COUNS544-X	Mon 12 Feb - Tue 13 Feb	Mon 15 Apr - Fri 19 Apr (marae noho: Mokau)		
COUNS544-B	Mon 8 Jul - Tue 9 Jul	Mon 26 Aug - Fri 30 Aug (marae noho: TBC)		
COUNS545	Thu 8 Feb - Fri 9 Feb	Wed 1 May - Fri 3 May	Wed 5 Jun - Fri 7 Jun	Wed 14 Aug - Fri 16 Aug
COUNS546	Mon 5 Aug - Fri 9 Aug			
COUNS549-H	Mon 15 Jan - Fri 19 Jan			
COUNS549-A	Mon 18 Mar - Fri 22 Mar			



Most papers begin online ahead of block courses on campus. It is critically important that all enrolment formalities are completed before starting dates, so that there is access to the online learning forum.

ONLINE PAPER DATES: CORE PAPERS

COUNS541	Mon 5 Feb
COUNS542	Mon 29 Jan
COUNS544-X	Mon 5 Feb
COUNS545	Mon 29 Jan

ONLINE PAPER DATES: OTHER OPTIONAL PAPERS

COUNS540	Mon 8 Jul
COUNS543	Mon 8 Jul
COUNS544-B	Mon 8 Jul
COUNS546	Mon 8 Jul
COUNS549-A	Mon 26 Feb

ONLINE PAPER DATES: SUMMER SCHOOL

COUNS549-H	Wed 4 Jan
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It is usual for people to have completed their academic and field-work commitments by the end of November.

A full-time programme is equivalent to 40 hours per week from the beginning of February until the end of November.

CORE PAPERS – MASTER OF COUNSELLING

COUNS544 Discourse and Counselling Psychologies

This paper offers a social constructionist and poststructuralist perspective on counselling, and includes consideration of cultural approaches and psychological theories, psychological theories, which have influenced counselling practice. Students will be introduced to concepts, which enable analysis of therapeutic conversations.

- This paper includes an on-campus workshop and a five-day noho marae.
- This paper is also open by application to other graduates who demonstrate relevant background and experience.

Convenor 544-X and 544-B: Dr Paul Flanagan

COUNS541 Counselling Skills

This paper provides the opportunity for students to develop competence in basic relational and conversational skills of counselling within a narrative perspective. Students will develop a repertoire of counselling skills which are relevant in a variety of contexts. A workshop environment will be established early in the paper, where skills will be demonstrated and practised. During the on-campus workshops, students will participate in regular small group sessions, where counselling skills can be practised more intensively.

- Video recording feedback and peer supervision will be used.
- Students must arrange their own practicum placement in order to meet course requirements. They are required to complete 200 hours in this placement. The arrangements must be approved by the Professional Leader of Counsellor Education.
- Prerequisite or corequisite: COUNS544 Discourse and Counselling Psychologies.

Convenor: Dr Jenny Snowdon

COUNS542 Counselling Practicum

Students may enrol in this paper after satisfactory completion of COUNS544, COUNS541 and preferably two optional papers for the Master of Counselling. They must also be concurrently enrolled in COUNS545.

- Paper COUNS542 will involve 450 counselling hours in an agency, organisation or school.
- All work with clients must be covered by approved placement and supervision agreements.
- Students must arrange their own practicum placement in order to meet course requirements. The arrangements must be approved by the Professional Leader of Counsellor Education.

Convenor: Dr Wendy Talbot

COUNS545 Professional Practice of Counselling

Students may enrol in this paper after satisfactory completion of COUNS544, COUNS541 and preferably two papers for MCouns. They must also be concurrently enrolled in COUNS542.

This paper is designed to bring together the narrative theory and practice interests arising in the Counselling Practicum (COUNS542).

Students will meet on campus at regular intervals to present examples of their work with clients, to participate in peer consultation, and to investigate common problem-related concerns present in their counselling work.

- This is a compulsory paper for the Master of Counselling and is available only to students enrolled in this programme.

Convenor: Dr Wendy Talbot

OPTIONAL PAPERS – MASTER OF COUNSELLING

COUNS549 Counselling and Contexts

This paper provides an overview of counselling practice and its contexts, including optional modules on school counselling and addictions. It teaches the skills and ethical perspectives of collaborative approaches to counselling, offering a particular introduction to narrative therapy.

Students may be advised or required to complete this paper before enrolling in COUNS541 Counselling Skills. Students applying for the MCouns programme will be informed upon being offered a place in the programme if they are required to take COUNS549 as a prerequisite/corequisite.

*Convenors: 549-H: Dr Wendy Talbot
549-A Dr Paul Flanagan*

Note(s): This paper is open by application to other graduates who demonstrate relevant background and experience.

COUNS540 Working with Groups

This paper explores dialogic group processes with selected kinds of groups. Students will be given the opportunity to develop group membership and leadership roles through observation, participation and evaluation during an experiential workshop format and through on-line discussions and assignments. The paper includes a particular focus on narrative approaches to working with groups.

Convenor: Dr Jenny Snowdon

Note(s): This paper is an optional paper of the Master of Counselling degree. This paper is open by application to other graduates who demonstrate relevant background and experience.

COUNS543 Counselling Young People and Families

This paper extends the narrative skills taught in COUNS541 Counselling Skills. Its particular focus is counselling children, young people, families and couples.

Convenor: Dr Paul Flanagan

Corequisite: COUNS541 Counselling Skills

Requirements: This paper is recommended. In some instances applicants to this paper who have counselling experience will be admitted. All students who enrol in this paper must be engaged in counselling practice.

COUNS546 Conflict Resolution: Restorative Approaches

This paper develops the skills of facilitating conflict resolution using mediation, conferencing and other types of restorative and generative conversations in families, schools and other contexts. A narrative perspective on conflict resolution features strongly in the paper.

Convenor: Dr Wendy Talbot

Note(s): This paper is taught partially online and includes a compulsory five-day block period on campus in Hamilton. It is an optional paper for the MCouns and is also open to other graduates who demonstrate relevant background and experience.

MASTER OF EDUCATION (MED) IN COUNSELLING STUDIES

The Counselling studies programme is suitable for qualified teachers and other education professionals who wish to further their career and develop leadership. In a particular field of education. It is not a professional counselling qualification.

For more information about the MEd, please refer to the University of Waikato website waikato.ac.nz/go/MEd.

DOCTORAL PROGRAMME

Practitioners who have a masters degree in counselling, and a strong background of practice in constructionist therapy, and who wish to develop further their understanding and practice of constructionist therapy in a particular aspect or context, are invited to apply for the PhD programme.

DOCTORAL PROJECTS

Current doctoral projects include:

- Angela Barr - Counsellor identity claims and the wero of response-ability in secondary schools in Aotearoa.
 - Darren Jack - The space between us: What are the lived experiences of being in significant and influential student-teacher relationships - what matters to students and how do teachers understand this?
 - Huia Swann – Social service practice with Whanau Maori in Aotearoa New Zealand.
 - Katie Wasson – Lets get metaphysical: implications of digital phenotyping for young people and their relationship with smart phones.
- * Angela was the recipient of two awards in 2023 - Waikato Graduate Women Educational Trust 2023 Merit Award and the Shirtcliffe Fellowship Award.*
- Jeannie Grant – Diversity inquiry: Exploring 'The Matrix' of difference and decoding identity through humor: A posthuman agnotological approach.



ONLINE LEARNING

ACCESS

All staff and students need a computer account to access university services. Our ICT self-help page has all of the information you need to know about:

- Student accounts
- Gmail
- Printing
- Internet
- Access to other online services
- Security awareness

Helpful links and information can be found here: waikato.ac.nz/ict-self-help/getting-started

TEACHING AND LEARNING TECHNOLOGIES

Moodle is the centrally supported online teaching and learning platform. Everything you may need for teaching and learning can be found here:

waikato.ac.nz/ict-self-help/teaching-tools

STAFF



Paul Flanagan

PhD, MCouns, PGCertCouns (Supervision), GradDipArts (Psychology), BTheol, ATCL, MNZAC

I am a graduate of the Waikato MCouns programme, joining the teaching team in 2007. I teach across undergraduate and postgraduate papers. My previous professional counselling contexts included practice within schools, and community and government agencies. A member of the New Zealand Association of Counsellors since 1996, I served on NZAC's National Supervision Committee from 2011 to 2018, and in 2020 joined the editorial team for the New Zealand Journal of Counselling.

See staff profile: waikato.ac.nz/staff-profiles/people/paulf



Leah Gillanders

Pākehā

MCouns (First Class Hons.), BNurs, MNZCCA

I began my tertiary education studying Nursing, I then followed a passion into Hospitality. In 2017 I graduated from the Waikato MCouns programme with a research thesis interested in the intersection of shame and counselling conversations. I work as a counsellor at St Paul's Collegiate school, and in 2023 I returned to The University of Waikato as a Teaching Fellow in Counsellor Education.

Supporting me as a practitioner and a teacher of counselling is an enduring curiosity about peoples lived experiences and a deep appreciation for the ways in which we are shaped by language. I am a full member of NZCCA.

See staff profile: profiles.waikato.ac.nz/leah.gillanders



Amy James

**Ngāti Koura he uri ō Wairere, Ngāti Maniapoto, Ngāti Pikiao, Pākehā
MCouns(First Class Hons.), GradDipTchg(Sec), BSci(Bio), NZ Reg.
Teacher, MNZAC**

In my mahi as a Guidance Counsellor I value and respect the voice and experience of rangatahi as those who hold our connection to the future. I have been a Registered Teacher in Aotearoa for over 20 years and alongside that I am also a member of NZAC. I am a graduate of the Waikato MCouns programme in which my research focused on negotiating and claiming the spaces of blended cultural identity. I joined the teaching team as a Teaching Fellow in 2023.



Jenny Snowdon

**PhD, MCouns, PGCert Counselling Supervision, BSocSc, DipTchg,
MNZAC**

My interest in how power/knowledge is exercised in relationships shapes my counselling practice, my teaching contributions, and is folded through my doctoral research. I joined the teaching team as a Teaching Fellow in 2020, am an active member of NZAC, and have current connections with a nationwide community of counsellors who have an interest in narratively-informed practice.

See staff profile: waikato.ac.nz/staff-profiles/people/jsnowdon



Wendy Talbot

**PhD, MCouns, PGCertCounsSup (Waik), BCouns (Weltec),
CATE (Wintec), MNZAC, Dapaanz**

I took up a permanent Lecturer position in 2020 after a long association with the teaching team, as student, contributing teacher and Teaching Fellow. My particular research interest is critical reflexivity and the effects of this for personal and professional relationships. I have been a member of NZAC since 1995, and I am on the Association's National Ethics Committee.

See staff profile: waikato.ac.nz/staff-profiles/people/wtalbot

EDUCATIONAL PARTNERSHIP STUDY AWARD

Te Wānanga Toi Tangata Division of Education offers Educational Partnership Study Awards to all education settings in which our students are placed as part of their initial teacher education or counsellor education programme. In recognition of the partnership, the equivalent of a 15 point paper will be awarded for every student teacher/counsellor that your education setting supports.

How these credits are used is at the discretion of the education setting.

For further information regarding Educational Partnership Study Award paper points, please contact counsellor.ed@waikato.ac.nz



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CONTRIBUTING TEACHERS

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