

# COUNSELLOR EDUCATION

PROGRAMME GUIDE 2025



**TE KURA TOI TANGATA**  
SCHOOL OF EDUCATION



THE UNIVERSITY OF  
**WAIKATO**  
*Tē Whare Wānanga o Waikato*



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Please note: Information is correct at time of publication (August 2024). 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, Wendy Talbot, Jenny Snowdon, Kristina Lainson, Leah Gillanders

## COUNSELLOR EDUCATION CONTACTS

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

Administrative enquiries can be made to:

Programme Administrator -  
Postgraduate & Research

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

Email: [counsellor.ed@waikato.ac.nz](mailto: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](mailto: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's grounding in post-structural philosophies informs a scaffolded learning environment where development of ethical, intentional, sustainable practice happens step by step. Sometimes these steps align with your experiences, while at other times, they challenge you to take brave leaps and grow."

**Courtney Bardsley (School Counsellor)**

"Our placements took our learning into local communities, where we built professional relationships and worked with a community of clients. I completed the programme with gratitude for the valuable experience it provided in my community."

**Geoff Moore (Counsellor, Stand Tū Māia)**

We look forward to you joining us.



# 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.

A 3 year part-time master's programme package could be as follows:

### Year One

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

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

<b>COUNS542</b> Counselling Practicum *	<b>COUNS545</b> Professional Practice of Counselling *
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A 4 year part-time master's programme package could be as follows:

### Year One

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

<b>COUNS541-X</b> Counselling Skills *	<b>COUNS543-B</b> Counselling Young People and Families
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### Year Three

<b>COUNS542-X</b> Counselling Practicum*	<b>COUNS545-X</b> Professional Practice of Counselling*
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### Year Four

<b>COUNS592</b> Dissertation (two-paper equivalent) or	<b>COUNS540-B</b> Working with Groups	<b>COUNS546-B</b> Conflict Resolution: Restorative Approaches
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Other part-time programmes, with a research emphasis, can be adapted.

Please consult the professional leader.

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 2025 is Wednesday 6 November 2024, 9am - 5pm. (In 2025 the selection date for the 2026 programme will be 12 November).

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

Application must be made for the PGCert Counselling (Professional Supervision) by 31 October for the following academic year. Application documents for the PGCertCouns or MCouns can be requested from [counsellor.ed@waikato.ac.nz](mailto:counsellor.ed@waikato.ac.nz).

Application forms for all programmes are available by email from [counsellor.ed@waikato.ac.nz](mailto: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.'*



*There is something very special about this place. While steeped in the past and the mahi of those who have gone before, the programme ebbs with the present and ripples towards the future.*

*Narrative Therapy and the kaupapa of this programme have shaped my professional and personal life.*

**Jared Edwards**

*I began counsellor education as someone who hoped to be helpful. Along the way, my relationship with openness and curiosity paved the way through tough learning curves. My thinking has widened immeasurably. As I step into the professional counselling world, I experience grounding with conversational skills, ethics and optimism for the difference made in people's lives.*

**Fabian Low**

*The learning in this programme has been robust and invigorating. The block courses and noho marae have encouraged personal and professional growth, and for strong friendships to develop. I will take with me the awhi of my fellow students who will become my ready-made network of colleagues.*

**Kirsten Edie**

## 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, 10 February (see below). On Monday, 10 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 3 and 4 February.

The following dates are those scheduled for classroom intensives in 2025. All dates are for class meetings from 9am to 5pm. All papers have attendance requirements.

### Paper dates: block courses

#### MCOUNS PROGRAMME

<b>COUNS540-B</b>	Mon 14 Jul - Fri 18 Jul			
<b>COUNS541-X</b>	Wed 12 Feb - Fri 14 Feb	Wed 12 Mar - Fri 14 Mar	Wed 7 May - Fri 9 May	
<b>COUNS543-B</b>	Tues 8 Jul - Fri 11 Jul	Tues 16 Sep - Fri 19 Sep		
<b>COUNS544-X</b>	Mon 10 Feb - Tue 11 Feb	Mon 7 Apr - Fri 11 Apr (marae noho: TBC)		
<b>COUNS544-B</b>	Mon 7 Jul - Tue 8 Jul	Mon 25 Aug - Fri 29 Aug (marae noho: TBC)		
<b>COUNS545-X</b>	Mon 3 Feb - Tues 4 Feb	Wed 30 Apr - Fri 2 May	Wed 4 Jun - Fri 6 Jun	Wed 13 Aug - Fri 15 Aug
<b>COUNS546-B</b>	Mon 4 Aug - Fri 8 Aug			
<b>COUNS549-H</b>	Mon 13 Jan - Fri 17 Jan			
<b>COUNS549-A</b>	Mon 17 Mar - Fri 21 Mar			
<b>COUNS550-B</b>	Mon 28 Jul - Fri 01 Aug			

#### PGCERTCOUNS PROGRAMME

<b>COUNS547-D</b>	Wed 26 Feb - Fri 28 Feb	Wed 23 Jul - Fri 25 Jul		
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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**

<b>COUNS541</b>	Mon 3 Feb
<b>COUNS542</b>	Mon 27 Jan
<b>COUNS544-X</b>	Mon 3 Feb
<b>COUNS545</b>	Mon 27 Jan

#### **ONLINE PAPER DATES: OTHER OPTIONAL PAPERS**

<b>COUNS540</b>	Mon 7 Jul
<b>COUNS543</b>	Mon 7 Jul
<b>COUNS544-B</b>	Mon 7 Jul
<b>COUNS546</b>	Mon 7 Jul
<b>COUNS549-A</b>	Mon 24 Feb
<b>COUNS550-B</b>	Mon 07 Jul

#### **ONLINE PAPER DATES: SUMMER SCHOOL**

<b>COUNS549-H</b>	Mon 6 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.

#### **ONLINE PAPER DATES: PGCERTCOUNS PROGRAMME**

<b>COUNS547-D</b>	Mon 24 Feb
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## 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.

*Convenors: 544-X: Dr Jenny Snowdon  
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: Leah Gillanders*

### 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.

*Convenor: Dr Kristina Lainson (549-H and 549-A)*

*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 Kristina Lainson*

*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.*

### COUNS550 Addictions Counselling

This paper provides a specific focus on the theory and practices of narrative therapy in the field of addictions counselling. Students will learn and be assessed on narrative approaches to assessment and counselling skills.

*Convenor: Dr Wendy Talbot*

*Pre-requisite: COUNS549 Counselling and Contexts*

*Requirements: This paper is recommended for applicants working in addictions services. All students who enrol in this paper must be engaged in counselling practice.*

*(subject to approval)*

# POSTGRADUATE CERTIFICATES IN COUNSELLING

## Postgraduate Certificate in Counselling (Professional Supervision)

The PGCert Counselling (Professional Supervision) is designed to offer graduates and postgraduates, who are experienced counselling practitioners, advanced education in supervision.

The programme is comprised of two papers, COUNS547 Professional Supervision, and COUNS548 Supervision Practice. These papers are taught in a combination of on-campus block courses, online teaching and individual consultation.

The Professional Supervision paper provides an overview of the field, and includes directed participation in a group research project. The Supervision Practice paper will have an emphasis on the development of supervision practice and will involve the development of a practice folio.

## COUNS547 Professional Supervision

This paper provides an overview of the field of supervision, and includes directed participation in a group research project. It pays particular attention to supervision approaches in relation with postmodern therapies. It teaches philosophical and theoretical positions upon which supervision as a professional practice is examined.

*Convenor: Dr Paul Flanagan*

## COUNS548 Supervision Practice

Not offered in 2025. Planned for offering in 2026.





# PGCERTCOUNS

## Scheduled Dates for PGCertCouns Papers in 2025

The postgraduate certificate combines online learning and on-campus learning. This approach provides students in more distant settings from Hamilton who are interested in learning about the ideas that we are teaching.

All PGCertCouns papers are full-year papers. Our campus workshop dates are:

### **COUNS547 Professional Supervision**

- Wed 26 Feb - Fri 28 Feb
- Wed 23 Jul - Fri 25 Jul

## Applications for PGCertCouns Programmes

Entry to these qualifications is by application. Selection for the PGCertCouns programmes is based on the following criteria:

- An approved undergraduate degree
- An approved counselling or social work qualification
- Five years experience in counselling or social practice
- Current membership of a recognised professional association in counselling or social work
- Access to suitable ongoing practice

The regulations allow for application from very experience professionals who do not meet all the above criteria. Further details about the two PGCerts available at [waikato.ac.nz](http://waikato.ac.nz)

# 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](http://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.
- \* *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.
- 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.



# 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](https://www.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](https://www.waikato.ac.nz/ict-self-help/teaching-tools)

# STAFF



## Paul Flanagan

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

A graduate of the Waikato MCouns programme, I joined the teaching team in 2007. My previous counselling practice included school, community and government agency contexts. I am currently the professional leader of the counsellor education programmes and teach across undergraduate and postgraduate papers. A member of the New Zealand Association of Counsellors since 1997, I served on NZAC's National Supervision Committee (2011 to 2018), and on the editorial team for the New Zealand Journal of Counselling (2020-2023).

See staff profile: [waikato.ac.nz/staff-profiles/people/paulf](https://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 became a part of this counsellor education team in 2023 as a Teaching Fellow.

Supporting me in this mahi 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](https://profiles.waikato.ac.nz/leah.gillanders)



### **Kristina Lainson**

**PhD, MSW, MNTCW, PGDip(Couns), GradDipTchg(Primary), BSc(Hons), MNZAC**

I first learned about narrative approaches to counselling when completing the Unitec PGDip(Couns) in 2013-14, that led to me becoming a member of the New Zealand Association of Counsellors Te Roopu Kaiwhiriwhiri o Aotearoa. Since then, I have worked in numerous community, hospice, mental health, corrections and substance use settings in Aotearoa New Zealand and Australia, and gained a Master of Narrative Therapy & Community Work from the University of Melbourne and Dulwich Centre in 2015. Alongside counselling, I've been privileged to work on research and community projects responding to people's experiences of navigating difficult times and teach on counselling and social practice programmes both sides of the Tasman. I joined the Waikato Counsellor Education team in 2024.

See staff profile: [profiles.waikato.ac.nz/kristina.lainson](https://profiles.waikato.ac.nz/kristina.lainson)



### **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. Through my professional supervision practice, I have current connections with a nation-wide community of counsellors and members of other professions who have an interest in narratively-informed practice.

See staff profile: [waikato.ac.nz/staff-profiles/people/jsnowdon](https://waikato.ac.nz/staff-profiles/people/jsnowdon)



### **Wendy Talbot**

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

I joined the Counsellor Education Team as a lecturer in 2020 after a long association with the MCouns programme as student, contributing teacher and Teaching Fellow. I am currently involved in research and programme development that addresses narrative approaches to 'addictions' and substance (mis)use. We plan to introduce a new addictions paper in 2025. I have been a registered member of NZAC since 1995, a dapaanz accredited supervisor and an appointed member of the NZAC National Ethics Committee.

See staff profile: [waikato.ac.nz/staff-profiles/people/wtalbot](https://waikato.ac.nz/staff-profiles/people/wtalbot)

# EDUCATIONAL PARTNERSHIP STUDY AWARD

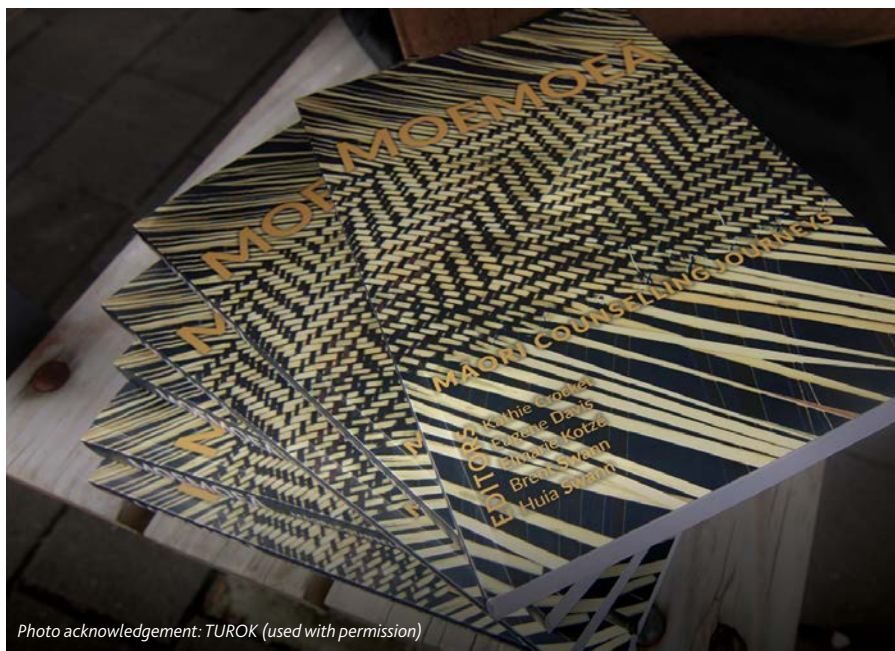
Te Wānanga Toi Tangata Division of Education offers Educational Partnership Study Awards to all education settings in which our students are placed as part of their initial teacher education or counsellor education programme. In recognition of the partnership, the equivalent of a 15 point paper will 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](mailto:counsellor.ed@waikato.ac.nz)





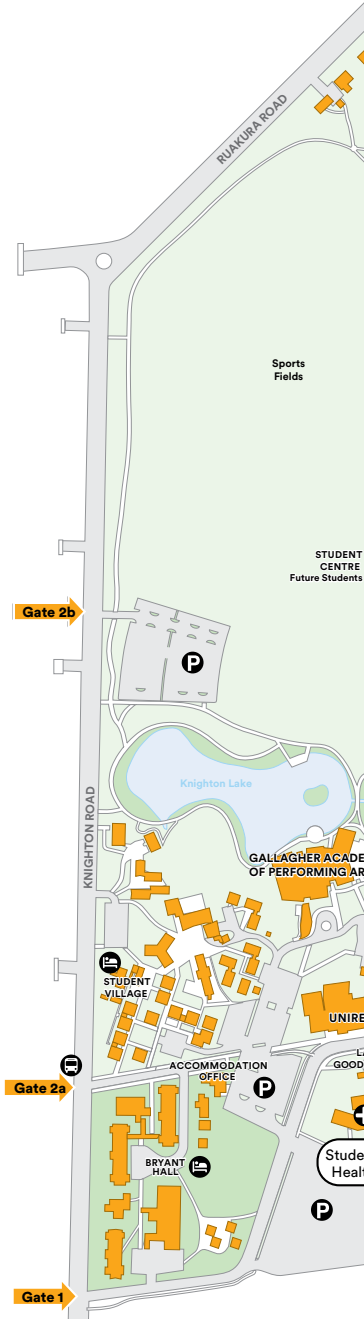


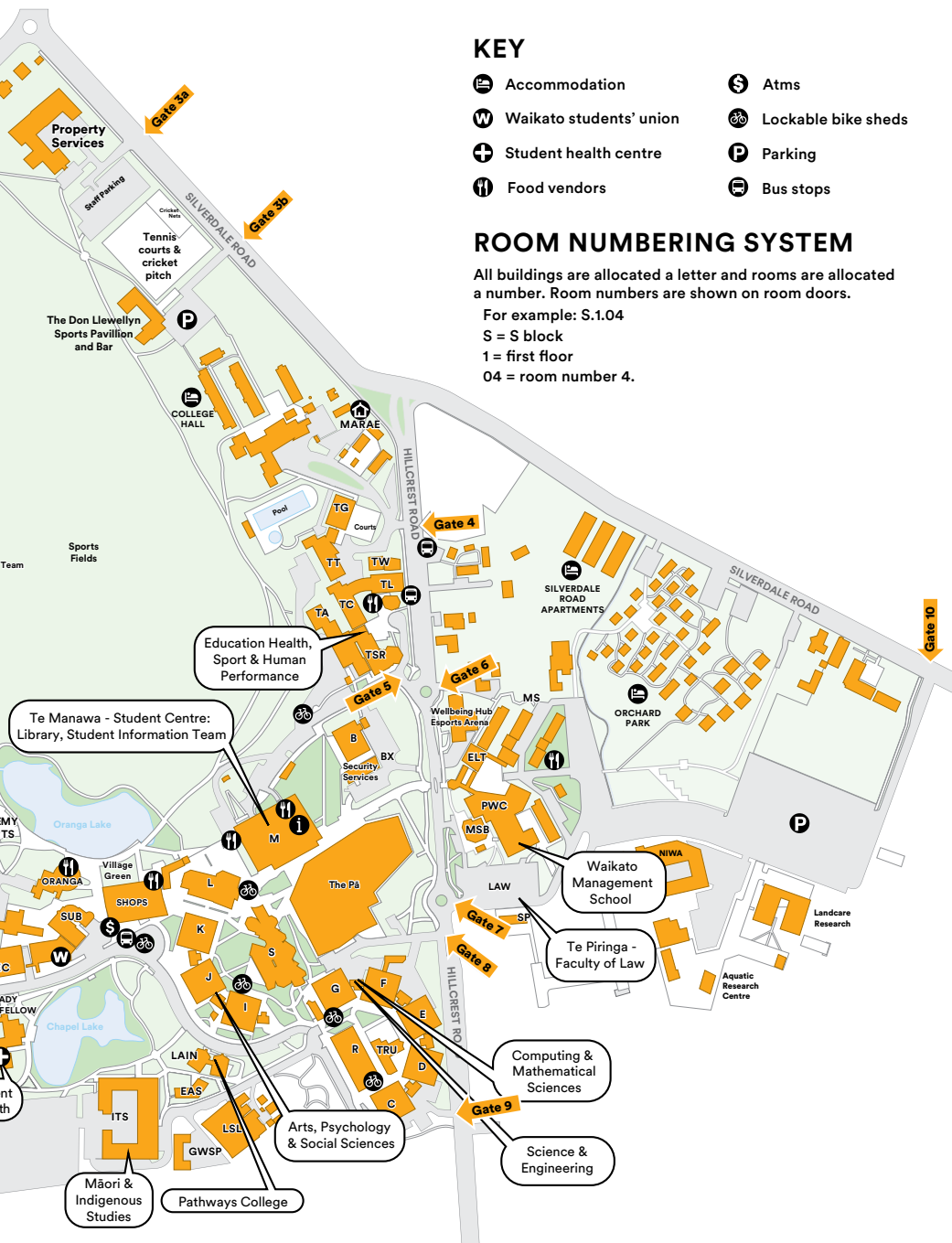
*Photo acknowledgement: TUROK (used with permission)*

## CONTRIBUTING TEACHERS

Contributing practitioners and teachers for 2024 are: Kimberley Anastasiadis, Bill Bedford, Eugene Davis, Jim Depree, Judith Graham, Rachel Harrison, Amy James, Petina Kerapa, Bridget Leary, Sarah Linehan, Donald McMenamin, Glen Silvester, Naarah Simpson, Brent Swann, Huia Swann, Vicki Tahau-Sweet, David Watson, Chris White, Jeannie Grant.

# CAMPUS MAP





## KEY

-  Accommodation
-  Waikato students' union
-  Student health centre
-  Food vendors
-  Atms
-  Lockable bike sheds
-  Parking
-  Bus stops

## ROOM NUMBERING SYSTEM

All buildings are allocated a letter and rooms are allocated a number. Room numbers are shown on room doors.

For example: S.1.04

S = S block

1 = first floor

04 = room number 4.



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

FOR THE PEOPLE  
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