



LAIDLAW  
COLLEGE

TE WANANGA AMORANGI

— 2018  
Counselling  
School of  
Social Practice

ENCOUNTER LOVE EQUIP LEAD

[www.laidlaw.ac.nz](http://www.laidlaw.ac.nz)



## Our Vision

A world shaped by love, compelled and informed by the Gospel.

## Our Mission

To equip students and scholars to renew their communities with a faith as intelligent as it is courageous.

Laidlaw College is an evangelical, interdenominational tertiary institution committed to the provision of theological education throughout the whole of New Zealand. Laidlaw College has campuses in Henderson, Manukau and Christchurch – as well as distance learning options, that together offer students a great deal of flexibility in how they structure their study.

Laidlaw College is registered by the New Zealand Qualifications Authority (NZQA) under provisions of the 1989 Education Act and its amendments and is accredited to teach programmes listed in this handbook, all of which have been approved by the Authority.



# WELCOME

Laidlaw College has been preparing people to serve the church and the world for over 95 years. The School of Social Practice draws together this immense legacy of Christian thought and practice with contemporary counselling and education theory to prepare students for work in these professions.

We understand Social Practice to represent the myriad of ways people work to bring about change in the world. In the School of Social Practice this is enacted through training people for work in education and counselling. This training reflects a commitment to faith, hope and love through a relational anthropology which values the transformational encounter that can be experienced in relationship with God, self and other.

Laidlaw College's Counselling programmes are concerned with personal, community and social renewal. We are inspired by the Gospel story to develop capacity to encounter one another in honest relationships, to assist people to overcome problems, and to engage in social systems so that people might enjoy the freedom to choose the stories they live by.

The Diploma in Relational Studies (leading to the Diploma in Christian Studies) is a one-year diploma which equips people to engage relationally with others in a range of work and life contexts. Students who complete the DipRS and meet all other criteria may staircase into the second year of the Bachelor of Counselling programme.

The Bachelor of Counselling is a three-year professional degree that equips graduates to work as professional counsellors. It is based on Person-Centred and Narrative therapeutic approaches. Graduates will develop a theologically-informed relational approach within these modalities.

We welcome applicants from all backgrounds who have a desire to work with people in a way that integrates their personal understanding of faith and God with professional counselling skills.

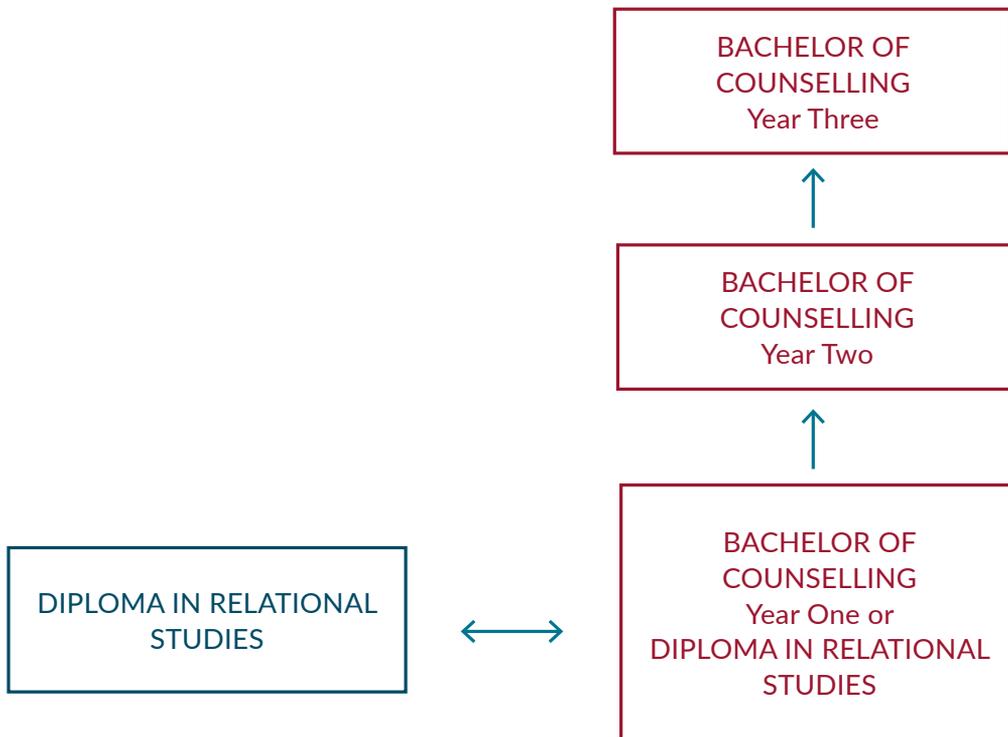
*E Te Matatuhi  
o Te Ao me Te Po  
o Te Rangi me Te Whenua.  
Whakanakana mai,  
tiro tiro haere ake  
Mai runga ki raro  
Ki tau ake orokohanga.*

*Hiihira ana Te Rangi  
Haruru ana Te Papa  
Ki Te Atatu  
E whiti ana Te Ra  
Kia torohia nga hihia a te Ra  
Ki te hunga e tatari ana.*

*Tu kahikatea  
Te iwi e  
Tu Tumanako me  
te Tu Matauranga.  
Te Iwi e  
Tu Kaha me te Tu Kotahi  
Te Iwi e  
Tu Aroha noa me te Aroha  
Te Iwi e.*

*Kia mau pu ki te kupu o te ora  
Hai Tuapapa  
Hai Tuakiri  
Hai orange  
Mai te Tama A Te Atua,  
Te Ariki.  
Amine*

# STUDY PATHWAYS



DIPLOMA IN RELATIONAL STUDIES	BACHELOR OF COUNSELLING
<p><b>GOAL</b> Prepares for chaplaincy, youth work and pastoral care roles, develops abilities to listen and engage with others effectively, and lays the foundation for later professional degree studies.</p>	<p><b>GOAL</b> Prepares for professional counselling and other roles within social service agencies, community development settings, churches, private practice, schools and post graduate research.</p>
<p><b>FOCUS</b> Establishes a Christian understanding of people as relational beings created in the image of a social God. It draws into conversation insights into human development and formation, psychology and cultural studies and offers rich opportunities to develop the ability to listen well, connect at a deep level, and grow in self-awareness.</p>	<p><b>FOCUS</b> Our degree is unique in that it: educates theologically reflective professional counsellors; establishes a relational understanding of people made in the image of a social God as a basis for working with people towards healing and wholeness; employs group-practices to develop courageous self-awareness and the ability to effectively encounter others at depth; and engages with a range of well-established counselling theories and practices including person centred and narrative therapies.</p>
<p><b>CREDITS</b> 120</p>	<p><b>CREDITS</b> 360</p>
<p><b>COMPLETION TIME</b> Minimum one year full-time</p>	<p><b>COMPLETION TIME</b> Minimum three years full-time</p>

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*NOTE: All reasonable efforts have been made to ensure that the information in this handbook is accurate and current. However, Laidlaw College is not liable, and makes no guarantee that this information will not be changed or updated. Accordingly, changes and updates may be made without prior notice. This handbook can be downloaded from the Laidlaw website ([www.laidlaw.ac.nz](http://www.laidlaw.ac.nz)), and the online version of this handbook will always contain the latest information.*

# CERTIFICATE IN STUDY AND CAREER PREPARATION (Level 4, 60 credits)

Laidlaw College offers the **Certificate in Study and Career Preparation (CertPrep)** which assists students with the development of key skills, capabilities, knowledge and attributes needed to succeed in tertiary education including degree level. The programme provides a foundation for students who want to continue into Laidlaw programmes in Theology, Teaching or Counselling through a mixture of academic skills development and reflection on Christian faith and life. The programme focuses on four key areas: Academic reading, writing, and communication; Managing your study and learning; Encountering the Bible or Basics of Christian Life; and Faith in Action.

# Diploma in Relational Studies (DipRS)<sup>†\*</sup>

## PROGRAMME SUMMARY

NQF Level	5, 120 credits
Duration	One year full-time, part-time options may be available
Starts	February, July (part-time)
Places	Open – Selection criteria apply
Campus	Henderson, Manukau, Christchurch
Tuition Fee:	\$5,970 plus Student Services Fee
Web	<a href="http://www.laidlaw.ac.nz/counselling">www.laidlaw.ac.nz/counselling</a>

## CAREER OPPORTUNITIES

### Graduates of the DipRS will be prepared for:

- Chaplaincy or similar work
- Youth or pastoral work
- Pastoral care roles in churches and other settings
- Degree-level study in counselling or ministry
- Listening well to others in a range of life situations

<sup>†</sup> leading to the New Zealand Diploma in Christian Studies

## OUTLINE

This one-year diploma is for people wanting to connect with others, develop interpersonal skills, and gain a deeper understanding of relational care. The diploma integrates understandings about people drawn from theology, counselling and human development, and equips people with knowledge and skills to engage with others in relationship in different life contexts.

Whether in family, church or wider communities, relationships are the critical place where we experience and share God's love for humanity. This programme is ideal for church workers and volunteers, people involved in community groups, or those considering a career in a caring profession, for example counselling, social work, community work, nursing, and teaching.

If you have an interest in the role theology might have in how we engage in relationship, want to make sense of some of what psychology can offer, and explore bicultural relational contexts then this programme is for you!

The DipRS is currently offered at the Henderson, Manukau and Christchurch campuses.

Students who complete the DipRS and meet all other criteria may staircase into the second year of the Bachelor of Counselling programme.

\* subject to NZQA approval

# Bachelor of Counselling (BCouns)

## PROGRAMME SUMMARY

<b>NQF Level</b>	7, 360 credits
<b>Duration</b>	Full-time for three years (Part-time options may be available at the discretion of the Programme Leader, please contact the Admissions Office in the first instance)
<b>Starts</b>	February, July (part-time)
<b>Places</b>	Open – Selection criteria apply
<b>Campus</b>	Henderson, Christchurch
<b>Tuition Fee:</b>	\$5,970 (per full-time year of study) plus Student Services Fee
<b>Web</b>	<a href="http://www.laidlaw.ac.nz/counselling">www.laidlaw.ac.nz/counselling</a>

## CAREER OPPORTUNITIES

**Graduates of the BCouns are prepared for professional counselling work in a variety of roles and settings which may include:**

- Personal counselling
- Private practice
- Schools
- Family and health support roles
- Community development
- Workplace assistance and chaplaincy
- Christian pastoral work
- Churches
- Social service agencies
- Innovative postgraduate research

## OUTLINE

This programme seeks to form theologically reflective professional counsellors. Theology wrestles not only with who God has revealed himself to be, but also with what it means to be human in relation to God. The BCouns has this dynamic at the heart of its curriculum.

Specifically, the Bachelor of Counselling programme draws on the theories and practices of Person-Centred and Narrative Therapy, equipping graduates in these modalities while also developing a relational approach that resonates with theologies of a relational God.

Formation is a vital component of the Bachelor of Counselling. Graduates of the programme have struggled with their own brokenness and beauty, and their relational strategies, as much as they have grappled with counselling concepts and techniques. Much of their learning happens in personal counselling and in group process, in which all students participate each semester. It is in these groups that deep and enduring formation takes place.

Bachelor of Counselling graduates have a rich understanding of personhood-in-relationship. Courses such as Personhood, Relationality and Faith have been designed intentionally to prepare them for this. They also have a rich sense of who they are and an eagerness to participate alongside others, particularly others who are experiencing suffering.

The Bachelor of Counselling is currently offered at the Henderson and Christchurch campuses.

## OBJECTIVES

The Bachelor of Counselling programme is designed to equip students with a range of counselling skills; teach them to critically engage with a range of counselling theories; and develop their ability to integrate these with a relational theological approach, in order to prepare them for professional practice. It is designed for students who want to integrate Christian faith with a range of sound, well-established counselling theories and practical skills, in order to enter into community, church-based or private practice. The degree has a common core of biblical, theological and philosophical studies which provides a foundation for a deep appreciation of the Scriptures and the outworking of the gospel in life and professional practice. The programme meets the criteria established for provisional membership of the professional associations for counsellors in New Zealand, the NZAC and the NZCCA.

## GRADUATE PROFILE

Bachelor of Counselling graduates will be:

- Educated in preparation for provisional membership of the New Zealand Association of Counsellors and the New Zealand Christian Counsellors Association, in a variety of health, social service and educational settings.
- Equipped with an approach to counselling that draws from Person-Centred and Narrative Therapies, and emphasises relationality.
- Proficient at articulating a well-integrated theological anthropology, developed from the study of the sacred Christian Scriptures and traditions, history, culture and the social sciences that understands people as persons-in-relationship, people of dignity who are formed through and for loving relationship.
- Practiced at relationally engaging with people including their emotions, cognitive processes, meaning-making and social positioning.
- Skilled with a range of reflective practices including self, peer and clinical supervision.
- Prepared for postgraduate study and research.

## PROGRAMME INFORMATION

### Study Locations

The BCouns is offered in Henderson and Christchurch. The programme is not available to be studied by distance.

### Period of Study – Full-Time/Part-Time

This programme is normally completed on a full-time basis over three years. It can also be undertaken on a part-time basis after consultation with the Head of Programme, but it must be completed within a time frame of eight years unless special permission is granted by the National Academic Committee. In the event of extended absence from the programme returning students may be required to undertake a supplementary course of study to ensure currency of practice.

Part-time study as an option can only be approved by the Head of Programme and a formal study plan will be put in place, as part of the approval process.

### Mid-year Intake

Entry into the BCouns programme at mid-year can be on a part-time basis only and it may be the expectation that any new enrolment will be moving to full-time from the start of the following year, unless the option to concurrently study towards another award is taken up. Any intention to continue part-time is after consultation and approval by the Head of Programme.

### Academic Year Structure

Please refer to the 2018 Key Dates on the inside back cover of this handbook.

### Schedule of Courses and Dates

A schedule is provided during orientation which includes all the course dates, the Marae visit and any other relevant dates. Students are responsible for ensuring they are aware of information which applies to their course of study.



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*“Studying the BCouns allowed me to see how my interactions with my family were not what they could be. Laidlaw equipped me to mend problematic ways of interacting, to be more sensitive to the needs of others, aware of their feelings and careful not to overstep boundaries”*

Maysoon Rassam  
Counsellor in Private Practice



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*“I now bring a relational stance to my work. I see that in order for a company to reach its goals, the people who work there and their personal lives need to be taken seriously. The counselling and relational skills I developed are really useful. I listen well and people know they can trust me. I allow them space and they know they are important.”*

Shona Wilson  
Organisational Development  
Consultant, Suncorp Group

## Laidlaw College Orientation

In the first week of each semester NEW students must attend a one-day Orientation programme which provides incoming students with an orientation to study at Laidlaw College.

## School of Social Practice (SSP) Orientation Day

In addition to the general Laidlaw Orientation, the SSP has its own orientation day which is compulsory for **ALL** Counselling students, including those returning and any part-time students. Important information regarding courses and programme structure is discussed on this day so it is imperative that students attend. You will receive details about Orientation once you are accepted into the programme.

## Workload and Programme Structure

Full-time study requires a commitment of at least 40 hours per week. Part-time work needs to be carefully considered particularly in Years Two and Three with practicum commitments.

- Group Process meetings are held weekly for all students taking core courses. The timing of these groups is worked out by the School and there is little flexibility, therefore students must not take on outside commitments until they know the day/time of their group process. This information should be available by the end of the SSP orientation day.
- Practicum work (200 hours over Years Two and Three) is a requirement and may involve more than one placement.
- A Marae visit (attached to the 907.515 Bicultural Relationships course) is normally undertaken in Year One and involves a weekend stay on a Marae in the second semester. Dates will be provided and there is a nominal cost.
- Courses are currently not recorded by Laidlaw and cannot be accessed by virtual technology.

## Group Process

All students participate in group process which is an important part of the programme. Groups are linked to the core courses and are held weekly for 2 ½ hours. The 80% attendance rule applies to groups and any absence must be explained before the group start time, i.e. in the case of sickness a student is expected to call the office before the group begins as a courtesy. Most groups are held on either Monday or Tuesday, so students are advised not to make commitments on these days until they are sure of their group process time.

## Attendance

The minimum attendance requirement for block courses is 75%, while all weekly courses and group process have a 80% minimum attendance requirement.

## Practicum Work

In Years Two and Three of the programme students are required to obtain a placement within an organisation approved by the Practicum Coordinator.

- There are a total of 200 counselling hours of practicum work to complete during the two years of practicum.
- Practice hours may not be logged until the placement and supervision contracts have been completed by all parties and returned to the SSP office.
- Bridging students who wish to use current employment for practicum hours must be approved by the Practicum Coordinator. Please note that private practice work will only be used for a portion of the practicum hours, to be negotiated with the Practicum Coordinator.
- Practice hours, supervision and assignment work **MUST** be undertaken concurrently. Therefore if for any reason a student needs to suspend practice during the course, they must also suspend supervision and all assignment work.
- In normal circumstances, students are expected to complete the specified number of practice hours, and associated reflective practices, by the end of semester due date.

- A student cannot move into the next practicum course until he/she has had an interview with the Practicum Coordinator.
- In the event that some of the practice hours have not been completed by the due date (therefore associated reflective practice assignments are not able to be completed by the due date), the counselling log showing hours completed and the associated reports will still be submitted in the usual way.
  - If 50% or more of the required practice hours have been completed within the first semester of enrolment, upon application an extension of up to one additional semester may be granted. A grade of IP (In Progress) will be given and updated only after the full requirements have been met.
  - If less than 50% of the required practice hours have been completed within the first semester of enrolment, a meeting with the Head of Programme must be organised, and an application for extension must be received before the due date.
- If after two semesters of enrolment in the course the required practice hours and associated reflective practices have not been completed, the course will be given a DNC (did not complete) grade. In this event, a student would need to re-enrol in the course when it is next offered. Carrying hours already obtained forward to the new course would be discussed with the Practicum Coordinator.
- When there are outstanding practice hours at the end of 932.730 Practicum (B), students will complete the Application for Extension of Practicum Hours form and complete their practice, until the hours are met. This will require that they continue to participate in group supervision to support their ongoing reflective practice and make a payment of \$240 to cover additional administrative costs.
- It is expected that all counselling work audio or video recorded as part of assessments in 904.715 Integrated Practice (A), 905.715 Integrated Practice (B), 932.730 Practicum (A), and 933.730 Practicum (B) will be carried out in an official New Zealand language.

### Limit on Study Load

Please refer to the General Information and Regulations section of the Handbook for information about students' responsibilities regarding how their study load affects their eligibility for student loans and allowances. This document is available online at [www.laidlaw.ac.nz/gen-regs](http://www.laidlaw.ac.nz/gen-regs)

### Independent Learning Plan: Review process to identify and work with students not meeting expected learning trajectories

The purpose of an independent learning plan is to formalise processes to support students who are not achieving at an expected level. It may also be used to support students achieving marginal pass grades in the hope of provisioning them to achieve at a higher level.

Students may be identified on the basis of their grades – C or below – or other factors impacting on her/his ability to undertake safe and effective counselling practice to the level expected in relation to where they are in the programme.

Identified students will be invited to a review meeting preferably with two Counselling Programme faculty members. The review meeting aims to develop a learning plan that might include remedial video and transcript work, changes in placement or supervision arrangements, recommendations or requirements for personal counselling.

Staff carrying out review meetings will have the responsibility to ensure student files are kept up-to-date with notes from meetings and individual plans and goals agreed upon. They also have the responsibility to report back in Counselling Programme faculty meetings where necessary.

### Student Support

Along with Laidlaw College's excellent student support services the School of Social Practice has a dedicated Tutor. The tutor provides weekly workshops and individual sessions at both Henderson and Manukau campuses, and also assists in videoconferenced courses.

All students in the programme are welcome to attend the weekly study skills and support workshops and to also book individual appointments for pastoral and study support. Any student whose attendance or achievement in the programme is identified as at-risk, or who is on an ILP, will be formally added to the Support Register, which enables the Tutor to follow up with both pastoral and study help. Students on the support register will be required to attend weekly workshops until their studies get back on track.

### Modes of Delivery

<b>*Mode 1</b>	weekly daytime or evening lectures over one semester. May involve videoconference delivery.
<b>Mode 2</b>	intensive blocks of teaching with required reading prior to and following the teaching session. May involve video conference delivery.
<b>Mode 3</b>	intensive blocks of teaching, with required reading and/ or assignments prior to and following the teaching session, plus a group process workshop held weekly over the course of the semester (12 weeks).
<b>Mode 4</b>	intensive blocks of teaching plus practicum placement (which begins in the same semester as the block course, and ends when the required practicum hours have been completed).

*\* some courses may not be on a strictly weekly basis*

### Additional Costs

#### Personal Counselling

- All students enrolled in a Counselling programme are required to have personal counselling with a full member of either NZAC or NZCCA or an equivalent association approved by the Head of Programme.

- Students are required to have a minimum of ten hours in year-one (or DipRS), five hours in year-two, and five hours in year-three.
- It is expected that counselling will be individual and will be face to face. In exceptional circumstances, with the approval of the core course lecturer, relationship counselling may be accepted for no more than half the required number of counselling hours in the relevant course.
- Students can expect to pay up to \$70–\$100 per counselling session.
- An appropriate cost is \$1,400 - \$2,400.

#### Clinical Supervision

- Students who continue into Years 2 & 3 of the programme, and enrol in Professional Practice A & B, and Practicum A & B, are required to have up to 25 sessions of one hour with a supervisor.
- Students can expect to pay up to \$70–\$100 per supervision hour.
- An approximate cost is \$1,750 - \$2,500.

#### Text Books

- Students are encouraged, but not required, to purchase the key texts for each course.
- Texts typically cost between \$25 and \$50.
- There are approximately two key texts for each of the 22 courses.
- An approximate cost is \$1,100 - \$2,200.

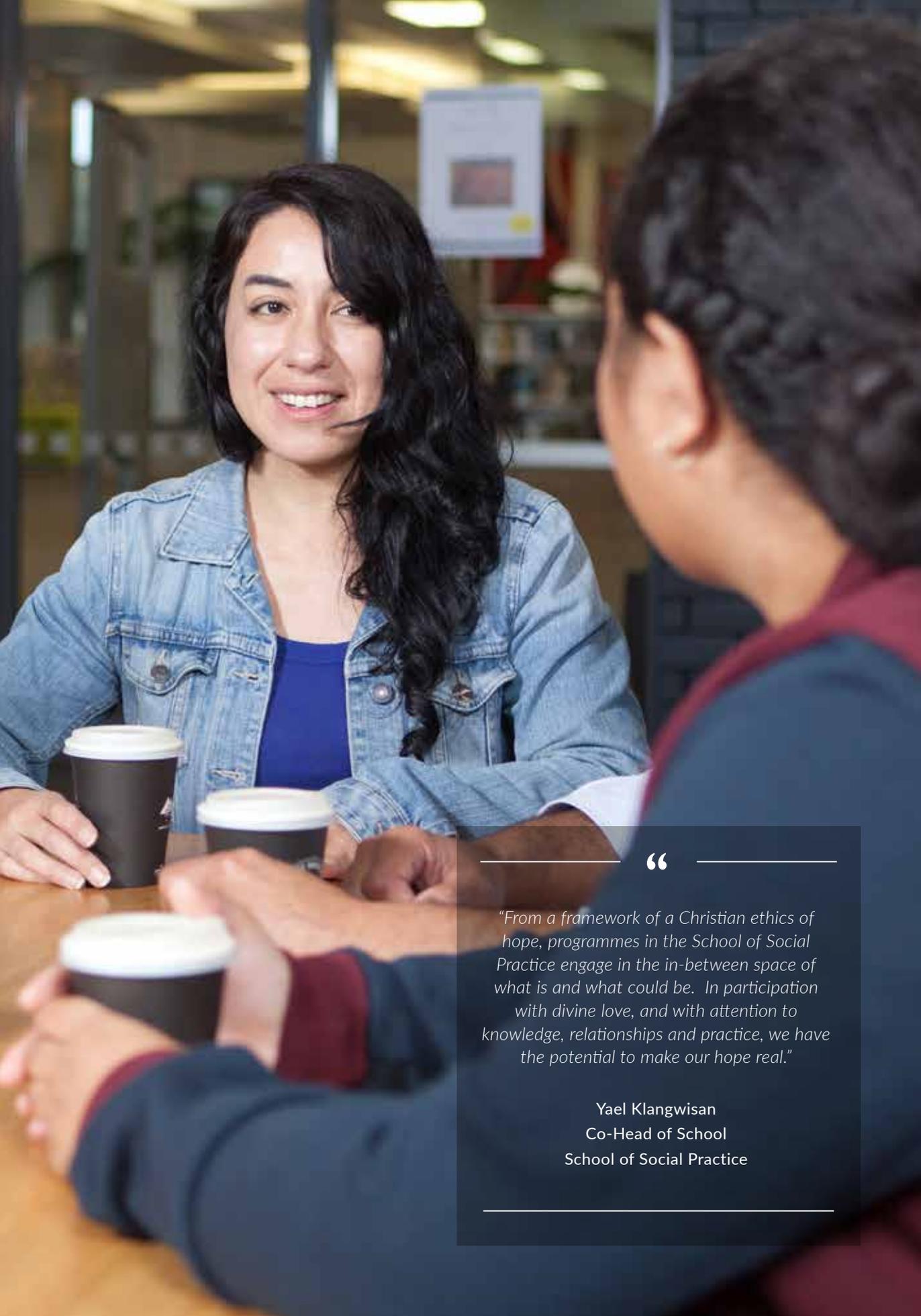
#### Professional development courses

- As required, for example a school placement may require one or more specialist courses to support the unique aspects of the placement.
- An approximate cost is \$100 - \$200.

A full fees schedule can be found at [www.laidlaw.ac.nz/fees](http://www.laidlaw.ac.nz/fees)

#### Graduation

Please note that all students must apply to graduate. Please refer to the Laidlaw College for further details: [www.laidlaw.ac.nz/student-info/graduation/](http://www.laidlaw.ac.nz/student-info/graduation/)



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*“From a framework of a Christian ethics of hope, programmes in the School of Social Practice engage in the in-between space of what is and what could be. In participation with divine love, and with attention to knowledge, relationships and practice, we have the potential to make our hope real.”*

Yael Klangwisan  
Co-Head of School  
School of Social Practice

## PROGRAMME REQUIREMENTS

### Programme Requirements for Students Enrolling in the DipRS Programme (leading to the New Zealand Diploma of Christian Studies)

The diploma consists of a total of 120 credits, comprising courses in theological formation, counselling theory and practice as per the table below.

UNDERSTANDING PEOPLE	RELATIONAL PRACTICES	THEOLOGICAL FOUNDATIONS
906.515 Personhood, Relationality and Faith	900.515 Foundations of Relational Practice (A)	401.515 Formation
910.515 Relational Psych (A)	901.515 Foundations of Relational Practice (B)	215.515 Beginning Theology
857.515 Human Development	907.515 Bicultural Relationships	
<b>45 CREDITS</b>	<b>45 CREDITS</b>	<b>45 CREDITS</b>
<b>TOTAL 120 CREDITS</b>		

### Programme Requirements for Students Enrolling in the full BCouns Programme

The degree consists of a total of 360 credits, comprising courses in theological foundations, counselling theory and practice, and practicum as per the table below:

YEAR	THEOLOGICAL FOUNDATIONS	COUNSELLING THEORY AND PRACTICE	PRACTICUM
1	215.515 Beginning Theology* 401.515 Formation	900.515 Foundations of Relational Practice (A) 901.515 Foundations of Relational Practice (B) 906.515 Personhood, Relationality & Faith 907.515 Bicultural Relationships 857.515 Human Development 910.515 Relational Psychology (A)	
2	271.615 Gospel and Culture	902.615 Relational Theories & Practice (A) 903.615 Relational Theories & Practice (B) 911.615 Relationships & Family 913.615 Counselling Children & Young People 914.615 Relational Psychology (B)	930.615 Professional Practice (A) 931.615 Professional Practice (B)
3	921.6/715 Theology of Suffering & Hope	904.715 Integrated Practice (A) 905.715 Integrated Practice (B) 908.715 Counselling and Diversity	932.730 Practicum (A) 933.730 Practicum (B)
<b>CREDITS</b>	<b>60 CREDITS</b>	<b>210 CREDITS</b>	<b>90 CREDITS</b>
<b>TOTAL 360 CREDITS</b>			

\*Or other Theology course as specified by the Head of Programme.

## Programme Requirements for Graduates of Similar Counselling Programmes

Graduates who hold a counselling qualification from another institution (the minimum requirement is a 240-credit exit NQF Level 6 diploma) are, in the normal course, required to complete the following in order to obtain the BCouns:

THEOLOGICAL FOUNDATIONS	COUNSELLING THEORY AND PRACTICE	PRACTICUM
215.515 Beginning Theology* 271.615 Gospel and Culture 921.6/715 Theology of Suffering & Hope	904.715 Integrated Practice (A) 905.715 Integrated Practice (B) 906.715 Personhood, Relationality & Faith 912.715 Research Methods 931.615 Professional Practice B	933.730 Practicum (B)
<b>45 CREDITS</b>	<b>75 CREDITS</b>	<b>30 CREDITS</b>
<b>TOTAL 150 CREDITS</b>		

\*Or other Theology course as specified by the Head of Programme.

**Recognition of Prior Learning:** Graduates of another institution who have done previous theological studies may also receive cross-credits for Biblical Theology. Graduates who have continued to practice may also receive RPL for Professional Practice (B).

# Bachelor of Ministries & Bachelor of Counselling

It is possible to complete both the BCouns and BMin in a shorter time frame than would usually be required. By taking advantage of internal cross-crediting and following a well-planned programme of study this qualification seeks to cater for the following:

- Students who wish to train for ministry who see value in also receiving quality counselling training;
- Students who wish to support their counselling training with a theological grounding.

Entry to the BMin/BCouns would be subject to acceptance through the Counselling admission and interview process. The programme of study will require students to work full-time to complete a total of 600 credits within five

years, beginning with two years study towards the BMin followed by three years of study towards the BCouns. Also particular to this programme of study is:

- The sharing of 60 credits of courses common to both degrees;
- The cross-crediting of 45 credits of Professional Practice and Practicum from the BCouns to the Internship component of the BMin.
- The cross-crediting of 15 credits (906.515 Personhood, Relationality & Faith) from the BCouns into the BMin.

The following table shows how the degrees are structured in regard to a breakdown of credits:

BMin/BCouns			
	BCouns	BMin	Combined credits
Degree specific courses	210 credits (14 courses)	210 credits (14 courses)	420
Practicum/Internship courses	90 credits (6 courses)	30 credits (2 courses)	120
Courses common to both degrees	60 credits (4 courses)		60
Cross-credits from the BCouns to the BMin		15 credits level 5 (906.515 Personhood, Relationality & Faith) 45 credits (3 courses) of Practicum in place of the level 6 and 7 Internship courses	
<b>Total credits per degree</b>	<b>360</b>	<b>360</b>	<b>600</b>

For further information regarding the specific regulations for each qualification please see pages 13-16 of the Theology Academic Handbook for the BMin and pages 6-11 of this handbook for the BCouns.

## GENERAL INFORMATION

### BICULTURAL UNDERSTANDING

Laidlaw College believes strongly in the fostering of bicultural understanding as part of its affirmation of the implications of the Treaty of Waitangi. Students involved in undergraduate programmes generally include the Laidlaw-arranged Marae visit in their programme of study.

In preparation for the Marae visit, students attend a series of classes designed to equip them with a basic understanding of Te Reo and Tikanga, in order that they can participate in the formal protocols of the marae. This is a structured part of the 907.515 Bicultural Relationships course.

### COURSE NUMBERING AND CREDIT SYSTEM

The Laidlaw course numbering system follows this pattern:

- The first digit indicates the field of study (e.g. 1 = Biblical Studies, 8 = Education, 9 = Counselling).
- The second and third digits further define the level and/or subject area (e.g. 120 = Old Testament).
- The first digit after the decimal point indicates the National Qualifications Framework level.
- The second and third digits after the decimal point indicate the credit value of the course (e.g. 15 = 15 credits, 30 = 30 credits).
- One credit is equivalent to ten hours of learning. A 15 credit course = 150 hours of learning.

### GENERAL INFORMATION AND REGULATIONS

General Information and regulations governing academic life at Laidlaw College can be viewed online at [www.laidlaw.ac.nz/gen-regs](http://www.laidlaw.ac.nz/gen-regs)

## COURSES OFFERED IN 2018

YEAR 1	
215.515 <sup>†</sup>	Beginning Theology
401.515	Formation
857.515	Human Development
900.515	Foundations of Relational Practice (A)
901.515	Foundations of Relational Practice (B)
906.515	Personhood, Relationality & Faith
907.515	Bicultural Relationships
910.515	Relational Psychology (A)

YEAR 2	
271.615 <sup>†</sup>	Gospel and Culture
902.615	Relational Theories & Practice (A)
903.615	Relational Theories & Practice (B)
911.615	Relationships & Family
913.615	Counselling Children and Young People
914.615	Relational Psychology (B)
930.615	Professional Practice (A)
931.615	Professional Practice (B)

YEAR 3	
904.715	Integrated Practice (A)
905.715	Integrated Practice (B)
908.715	Counselling and Diversity
921.615 / 715	Theology of Suffering & Hope
932.730	Practicum (A)
933.730	Practicum (B)

<sup>†</sup> Or other Theology course as specified by the Head of Programme.

## COURSE DESCRIPTIONS

### **215.515 Beginning Theology**

This course introduces students to the theological reflection, providing opportunities for students to develop basic skills for working with biblical texts and theological ideas and applying those skills in everyday contexts.

### **271.615 Gospel and Culture**

This course introduces students to theological integration by exploring how the Gospel, rooted in the Biblical narrative, informs all areas of life in contemporary culture and society. Students are introduced to tools and techniques to faithfully “read the signs of the times” in both Aotearoa New Zealand and global contexts, and to evaluate how the Gospel might be expressed authentically and creatively across disciplines and contexts.

### **401.515 Formation**

This course aims to help students’ spiritual formation, through engagement with Scripture and a variety of Christian spiritual traditions, reflection on their own and others’ foundations experiences, and the development of spiritual practices for life and vocation.

### **857.515 Human Development**

#### **Mode 1**

This course surveys contemporary understandings of human development in conversation with Christian theological descriptions of being human.

### **900.515 Foundations of Relational Practice (A)**

#### **Mode 3**

The conviction that people are best understood as “persons-in-relationship” has implications for the therapeutic approach adopted by the counsellor. This course is the first of six that form a core counselling practice development stream through the Bachelor of Counselling. The course combines theological and theoretical reflection with skill development and group-process workshops. It begins to develop a set of core person-centred practices aimed at I-Thou engagement that emphasise the restoration of self-awareness and the enriching of dialogical relationships.

### **901.515 Foundations of Relational Practice (B)**

#### **Mode 3**

#### **Pre-requisite: 900**

This second course in the core counselling practice development stream enriches the student’s understanding of “person-in-relationship”, by combining theological and theoretical reflection, with deepening person-centred and associated skill development and group process workshops. It enriches the student’s ability to consider such issues as anxiety and depression.

### **902.615 Relational Theories & Practice (A)**

#### **Mode 3**

#### **Pre-requisite: 901**

Key to a relational approach to counselling is the therapeutic relationship, or encounter, during which counsellor and client create a relational canvas upon which the change and growth can be sketched and explored. This third course in the core counselling practice development stream expands the student’s understanding of this encounter, and introduces narrative therapy as a means of assisting people to engage the social dimension of their lives. It explores the place of “story” in personal meaning-making, and advances skill development in a classroom and the group process workshop.

### **903.615 Relational Theories and Practice (B)**

#### **Mode 3**

#### **Pre-requisite: 902**

People are formed through their relational encounters and the social discourses that guide these. Persons-in-relationship are also “storied” people – stories give shape and meaning to their worlds and experiences. The fourth course in the core counselling practice development stream develops students’ knowledge of personhood and practice skills within a narrative therapeutic framework.

### **904.715 Integrated Practice (A)**

#### **Mode 3**

#### **Pre-requisite: 903**

Relational breakdown and dysfunction have psychological, social and theological foundations. The fifth course in the core counselling practice development stream develops the skills to identify where and how relationality has been damaged and where people have intentionally, or unintentionally, developed ways of relating that are damaging to themselves and others. It combines practice, theoretical, and theological reflection with group-based learning, and enriches the student's ability to practice counselling in a personally and theoretically integrated way.

### **905.715 Integrated Practice (B)**

#### **Mode 3**

#### **Pre-requisite: 904**

The hope of the therapeutic relationship is the restoration of people's understanding of themselves as persons-in-relationship, and their freedom to love and trust in ways that are creative, adventurous, embracing, life-giving and expansive. The sixth course in the core counselling practice development stream helps students further develop and apply a meta-theory of integration that allows them to plumb key psychological and theological insights, personal experience and style, and practices drawn from a range of modalities. It combines practice with theoretical and theological reflection within a group process setting.

### **906.515 Personhood, Relationality & Faith**

#### **Mode 1**

This foundational course introduces counselling as a therapeutic relational engagement that finds its context, and its goal, in knowledge of God and humanity drawn from the story of Christ. From this critical standpoint it engages with a broad range of counselling theories and models of practice.

### **907.515 Bicultural Relationships**

#### **Mode 2**

This course introduces students to personal and corporate responsibilities and obligations under the bicultural agreement Te Tiriti O Waitangi including ministry practices using Tikanga Maori and Te Reo Maori. Students will participate in the Noho Marae overnight..

### **908.715 Counselling and Diversity**

Understanding ourselves as "persons-in-relationship" requires us to view others as constituted by the interrelationships to which they contribute and by which they are formed. This course explores the impact of persons from different genders, cultures, ethnic and social groupings coming together, and the implications of these dynamics on people and their relationships, including the therapeutic encounter. Developing research skills, it combines theological and theoretical reflection with a study of historical developments in New Zealand society, and an engagement with contemporary social issues that impact our sense of identity.

### **910.515 Relational Psychology A**

#### **Mode 2**

Persons-in-relationship not only find their ultimate joy in relationships but also their deepest insecurities and brokenness. This course proposes a theoretical and theological framework that views brokenness in relationality as an important contributing factor to disorder. Upon this theoretical ground, the course introduces a range of human experiences including sexuality, grief, and depression that are foundational to counsellor understanding of how people heal and grow.

### **911.615 Relationships and Family/Whanau**

#### **Mode 1**

Families/whanau, understood as unique and culturally-representative relational systems, provide a primary context for the formation of persons-in-relationship. This course combines theoretical and theological reflection in order to explore these family/whanau dynamics and develop strategies for therapeutically engaging with people within the context of their family/whanau relationships.

### **913.615 Counselling Children & Young People**

#### **Mode 1**

#### **Pre-requisite: 901 Co-requisite: 902 & 930**

The aim of this course is to form professional counselling practices for working with children and young people in agency and school settings. The course is designed to complement Laidlaw's broad counsellor education programme's emphasis on relational personhood through providing a coherent understanding of child development, within family/whanau and wider social contexts. The course includes a strong practice development component in which different child counselling approaches,

such as skills in working with adolescents and families, are taught and practiced. This course also gives an overview of ways of understanding and working with adolescents, and the professional and practice challenges as well as opportunities of school and agency settings.

### **914.615 Relational Psychology B**

**Pre-requisite: 910**

**Mode 2**

This course introduces a working knowledge of the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and explores its use and the effects of diagnostic labels that may foreclose on the possibility for change in relationships. The course develops counsellor understandings of a number of human experiences including those introduced in Relational Psychology A, relational abuses (including sexual), eating disorders, and addictions. The course seeks to assist students to integrate these understandings into their professional practice.

### **921.6/715 Theology of Suffering & Hope**

**Mode 1**

This course explores questions about human suffering and the God who engages with humans at the level of their despair. It engages with how the Scriptures acknowledge human suffering, and looks at hope from a biblical, theological, anthropological and relational perspective.

### **930.615 Professional Practice (A)**

**Mode 4**

**Co-requisite: 902**

A well-integrated understanding of ethical counselling practice and the ability to reflect robustly on this is fundamental to offering clients the safety to encounter self and others. This course introduces professional practice and requires students to reflect on 30 hours of counselling practice in a practicum placement.

### **931.615 Professional Practice (B)**

**Mode 4**

**Pre-requisite: 930 Co-requisite: 903**

Key to a relational approach to counselling is the therapeutic relationship, or encounter. The counsellor must develop the ability to critically reflect on their contribution to this therapeutic relationship. This course advances professional practice and requires students to reflect on 50 hours of counselling practice, and 8 hours of clinical supervision, in a practicum placement.

### **932.730 Practicum (A)**

**Mode 4**

**Pre-requisite: 931 Co-requisite: 904**

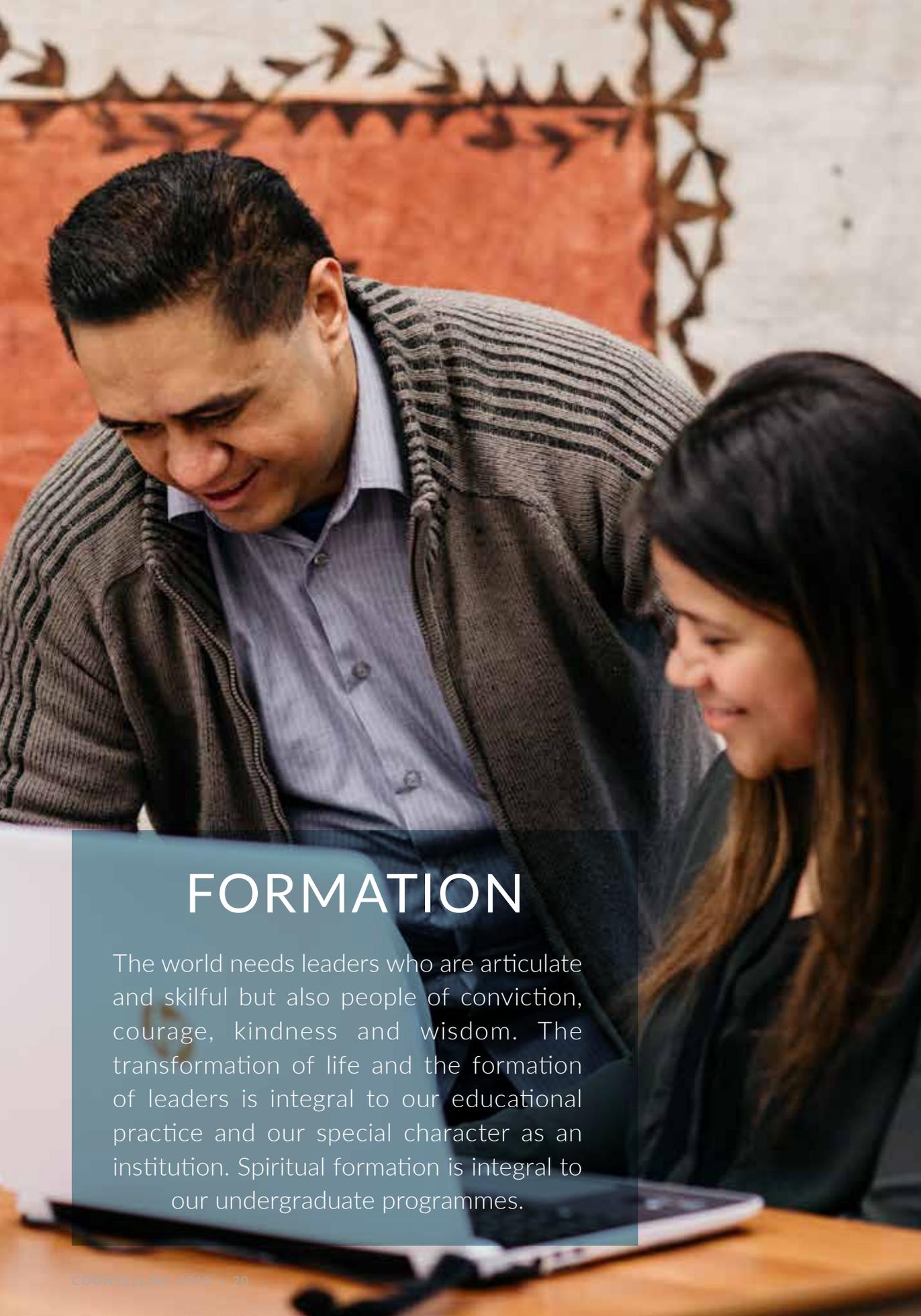
Central to a relational approach to counselling is the therapeutic relationship. It is in the context of this relationship, and on the basis of the trust that has developed, that the counsellor is able to invite the client to an awareness of themselves and others as relationally constituted and impacted persons. This course requires students to experience 60 hours of practicum placement (plus preparation, reading and reporting), in order to integrate theoretical, theological and personal reflections, as well as development of skills and process.

### **933.730 Practicum (B)**

**Mode 4**

**Pre-requisite: 932 Co-requisite: 904 or 905**

The counselling process is an opportunity for the counsellor and client, in a therapeutic relational encounter, to identify where disordered relationality has resulted in life-restricting behaviours. It is also an opportunity to identify where relationality has been linked to joy and hope, and how these might be restored and enhanced. This course requires students to experience a further 60 hours of practicum placement (plus preparation and reporting), and to critically reflect on their integration of theoretical and theological learning, as well as their development of skills and practical approaches.

A photograph of a man and a woman looking at a laptop screen together. The man is on the left, wearing a grey and black striped cardigan over a light blue button-down shirt. The woman is on the right, with long dark hair, wearing a dark top. They are both smiling and looking at the laptop. The background is a wall with a decorative pattern of leaves and branches in shades of orange and brown.

# FORMATION

The world needs leaders who are articulate and skilful but also people of conviction, courage, kindness and wisdom. The transformation of life and the formation of leaders is integral to our educational practice and our special character as an institution. Spiritual formation is integral to our undergraduate programmes.

# ADMISSIONS REQUIREMENTS

## General Admission Requirements

NCEA Level 3

- Three subjects at Level 3, made up of 14 credits each, in **three approved subjects**
- Literacy: 10 credits at Level 2 or above, made up of:
  - 5 credits in reading
  - 5 credits in writing
- Numeracy – 10 credits at Level 1 or above, made up of:
  - Achievement standards – specified achievement standards available through a range of subjects, or
  - Unit standards – package of three numeracy unit standards (26623, 26626, 26627 – **all three required**).

### NCEA Equivalence can include:

University Entrance, A or B Bursary.

Overseas equivalent qualifications, including IB and CIE, or HSC (Australia).

Other NZQA Level 3 certificates in similar disciplines to Laidlaw programmes.

Other NZQA level 4 certificate in a different discipline.

Evidence of level of academic achievement or a portfolio of work for homeschooled students\*

Reference/support/documentation from employer\*

**NB. All equivalences must be documented.**

\*The applicant may need to sit assessment for entry.

## Minimum Age

### DipRS and BCouns applicants

All DipRS and BCouns applicants must be at least 20 years of age on or before the first day of semester in which the proposed programme of study is offered.

## Entry Assessment

For applicants who do not meet the above requirements, an Entry Assessment may be required.

- Includes a literacy test.
- Dates for assessment will be advised.

## Special Admission

Possible study options can arise depending on the assessment result:

### Diploma in Relational Studies applicants

- An offer of entry to a level 4 programme
- Entry to Diploma in Relational Studies

### Bachelor of Counselling applicants

- An offer of entry to a level 4 programme
- An offer of entry to the Diploma in Relational Studies
- Entry to Bachelor of Counselling (if appropriate).

## English Language Requirements

Applicants must meet both the Academic and English language requirements for the programmes. In addition to the requirements outlined **applicants for whom English is not their first language** must use one of the following methods to demonstrate that they have the required level of English proficiency to study in New Zealand:

- gained NCEA level 3 and met New Zealand University Entrance requirements; or
- holds a Bachelor's degree of at least three years from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America; or
- achieved a Certificate in English Language Teaching to Adults (CELTA); or

- achieved the required score, as indicated in the following subsections, in one of the following internationally recognised English proficiency tests, within the preceding two years:
  - International English Language Testing System (IELTS)
  - University of Cambridge Certificate in Advanced English (CAE)
  - University of Cambridge Certificate of Proficiency in English (CPE)
  - University of Cambridge First Certificate in English (FCE)
  - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL)
  - Pearson Test of English (Academic) (PToE)
  - New Zealand Certificate in English Language (NZCEL)
  - Testing of English as a Foreign Language (TOEFL).

These requirements are in addition to those outlined above and apply to applicants for whom English is not their first language.

#### **Diploma in Relational Studies applicants**

- IELTS (academic) higher than 6.0 with a minimum of 6.0 in all bands **OR**
- Pearson Test of English (Academic) score of 50 **OR**
- equivalent (see [www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/](http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/))

#### **Bachelor of Counselling applicants**

- IELTS (academic) 6.5 (with minimum of 6.0 in writing, reading, speaking, listening) **OR**
- Pearson Test of English (Academic) score of 58 **OR**
- equivalent (see [www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/](http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/))

#### **A waiver for the English language test may be granted:**

- if the applicant can provide clear evidence of completion of a tertiary qualification of at least three years' duration with English as the language of instruction in New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States.
- for those who have studied in NZ for a minimum of two years at secondary school and gained either
  - eight NCEA level 2 University Entrance literacy credits (4 credits in reading and 4 credits in writing) gained prior to 2014 **or**
  - ten NCEA level 2 NCEA University Entrance Literacy credits (5 credits in reading and 5 credits in writing).
- for long-term residents (10+ years) in New Zealand, or another English speaking country, who are able to demonstrate English language competency appropriate to the desired level of study. Competency must be documented.

#### **Professional References**

Applicants are required to submit written references from two referees. Referees should not be a close friend or relation and should be able to answer questions about the applicant in a ministry and/or professional capacity.

#### **Police Clearance**

It is a condition of enrolment that students complete a Police Vetting Service Request and Consent form as part of their application. This police clearance should be less than 6 months old if presented at the time of application. International applicants must provide a police clearance certificate from their country of citizenship AND for any country in which they have lived for more than a 12 month period in the last 10 years.

## Selection Interview

All applicants who have successfully completed the first stage of the application process will provisionally be accepted into the programme and invited to attend a group interview and, if required, a further interview by a panel of two selectors.

## APPLICATION AND SELECTION PROCEDURES (DipRS)

### Entry to the BCouns

In order to apply to enter the Bachelor of Counselling after completing the DipRS, a student will be required to fulfil satisfactorily the following criteria:

1. Satisfactory completion of all DipRS requirements, including:
  - 10 hours of personal counselling.
  - At least 75 credits of counselling theory and practice courses (which must include
    - 900.515 Foundations of Relational Practice A and 901.515 Foundations of Relational Practice B (with at least a B- in the Video and Lecturer Interview assessment), and
    - 30 credits of theological foundations.
2. Assessment in an interview, as being capable of successfully completing all components of the BCouns programme.
3. A police check successfully completed with satisfactory results.
4. Current or potential access to a supervisor who meets the requirements as outlined in the practicum booklet.
5. Satisfactorily fulfil the English language requirements for the BCouns.

Students must be able to demonstrate during their assessment interview that they have been developing in areas of personal growth, including the following:

- Communication skills;
- Willingness to learn and receive personal feedback in a non-defensive manner;

- Attitudes of empathy, positive regard and genuineness;
- Integrated personal maturity appropriate for someone practicing as a counsellor;
- Ability to challenge clients within the context of a caring and respectful relationship;
- Respect for individual gender, socio-economic and ethnic differences.

*Note: Students may be requested to repeat courses, undertake additional counselling, or complete other courses at the request of Laidlaw College if required to ensure personal, professional and academic readiness.*

## APPLICATION AND SELECTION PROCEDURES (BCouns)

### Reselection Procedure for Entry into Year Two of BCouns

In order to complete Year One of the BCouns and successfully transition into Year Two of the BCouns programme, a student will be required to satisfactorily fulfil the following criteria:

1. Satisfactory completion of all Year One requirements, including:
  - 10 hours of personal counselling.
  - At least 75 credits of counselling theory and practice courses (which must include 900.515 Foundations of Relational Practice A and 901.515 Foundations of Relational Practice B) [with at least a B- in the Video and Lecturer Interview assessment], and.
2. Assessment in an interview, as being capable of successfully completing all components of the BCouns programme.
3. A police check successfully completed with satisfactory results.
4. Current or potential access to a supervisor who meets the requirements as outlined in the practicum booklet.

Students must be able to demonstrate during their assessment interview that they have been developing in areas of personal growth, including the following:

- Communication skills.
- Willingness to learn and receive personal feedback in a non-defensive manner.
- Attitudes of empathy, positive regard and genuineness.
- Integrated personal maturity appropriate for someone practicing as a counsellor.
- Ability to challenge clients within the context of a caring and respectful relationship.
- Respect for individual gender, socio-economic and ethnic differences.

***Note: Students may be requested to repeat courses, undertake additional counselling, or complete other courses at the request of Laidlaw College if required to ensure personal, professional and academic readiness.***

## Reselection Procedure for Entry into Year Three of BCouns

Entry into Year Three is based on successful completion of learning requirements for Year Two. This includes ongoing personal counselling, a minimum of 5 hours in Year Two. Students must also meet the following criteria:

1. Completion of 902.615 Relational Theories and Practice A and 903.615 Relational Theories and Practice B, plus a further 30 credits of counselling theory and practice courses and completion of 15 credits of theological foundations
2. Practicum work: 930.615 Professional Practice A must be completed. If 931.615 Professional Practice B is not completed, then an extension must be applied for and approved before acceptance to enter Year Three is given.

# Experience it for yourself

## WANT TO FIND OUT MORE?

### Plan a Visit

There's no better way to find out what Laidlaw College is like, than to see it for yourself! Come and be a "Student for a Day" on any of our campuses and experience firsthand what our classes, staff and great community are like. We'd love to meet you!

To become a "Student for a Day" contact us by calling 0800 999 777 or email [info@laidlaw.ac.nz](mailto:info@laidlaw.ac.nz).

### Check out our website

The Laidlaw website was designed especially for potential students. You will find some great audio-visual content and all the information you need about our programmes, staff, campuses and facilities. You can also visit our Facebook page to find out what's happening at Laidlaw College on a day-to-day basis.

### Attend Events on Campus

We frequently host events that are open to the public, so if you live in Auckland or Christchurch, this is a great way to begin participating in College life. For those who can't be with us in person, we often film events or interviews with visiting scholars. Keep an eye on the website and our Facebook page to find out about upcoming events and recently uploaded videos.

## READY TO APPLY?

If you've decided on a programme of study and you're ready to apply, you can apply online by visiting [www.laidlaw.ac.nz](http://www.laidlaw.ac.nz)

For information about fees, please see the full Fees Schedule online at [www.laidlaw.ac.nz/fees](http://www.laidlaw.ac.nz/fees)

If you still have questions and would like to talk to someone, please contact us by calling 0800 999 777 or email [info@laidlaw.ac.nz](mailto:info@laidlaw.ac.nz).



# GRADUATION

The graduation ceremony is the climax of our academic year. Together we give thanks to God, celebrate student achievement and make an ongoing commitment to partner with graduates as, through their work and contribution to society, they seek to bring renewal to communities throughout Aotearoa New Zealand and nations around the world.

# Key Dates 2018

## Semester One 2018

8 Dec 2017	Early Applications Close
18 Dec 2017	International Applications Close
28 Jan 2018	Counselling and Teaching Applications Close
2 Feb 2018	Theology Applications Close
12 Feb 2018	Online Orientation begins
13 Feb 2018	Orientation (Manukau)
14-15 Feb 2018	Orientation (Henderson & Christchurch)
19 Feb 2018	Lectures begin
19-23 Mar 2018	Intensives Week
23 Mar 2018	Graduation Ceremony (Christchurch)
30 Mar 2018	Good Friday
2 Apr 2018	Easter Monday
3 Apr 2018	Easter Tuesday
16-27 Apr 2018	Mid Term Break
25 Apr 2018	ANZAC Day
28 Apr 2018	Graduation Ceremony (Auckland)
4 Jun 2018	Queen's Birthday
8 Jun 2018	Lectures End
11-22 Jun 2018	Study Break/Exams
22 Jun 2018	Semester One ends

## Semester Two 2018

21 May 2018	Semester Two International Applications Close
1 Jun 2018	Semester Two Early Applications Close
22 Jun 2018	Counselling and Teaching Applications Close
29 Jun 2018	Theology Applications Close
9 Jul 2018	Online Orientation begins
10 Jul 2018	Orientation (Manukau)
11-12 Jul 2018	Orientation (Henderson & Christchurch)
16 Jul 2018	Lectures begin
20-24 Aug 2018	Intensives Week
1-12 Oct 2018	Mid-Term Break
22 Oct 2018	Labour Day
29 Oct 2018	Lectures End
30 Oct - 16 Nov 2018	Study Break/Exams
16 Nov 2018	Canterbury Anniversary (Christchurch)
16 Nov 2018	Semester Two ends



KOHU WHAKA EREKONTES  
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# LIDLAW COLLEGE

TE WANANGA AMORANGI

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