

Professional Codes and Guidelines

5. GUIDELINES FOR THE TRAINING OF COUNSELLORS

1. PREAMBLE

The NZAC suggests trainers consult with the Association on matters of counsellor training. In addition, the NZAC encourages training providers to engage in ongoing consultation with all those interested in, or affected by, counsellor education.

The NZAC believes that its role in regard to implementing these guidelines is to encourage ongoing consultation on training issues with all interested parties.

2. GENERAL OBJECTIVES

- A.** Trainers are expected to make available information about the structure and content of their courses. Details regarding trainer expectations and course demands (academic, social, personal) should be included.
- B.** Training programmes should also aim to develop trainees' self-understanding.
- C.** Trainers are expected to provide trainees with a body of specialised knowledge, skills and attitudes relevant to their future counselling responsibilities. This should include an awareness of the special needs of disadvantaged groups.
- D.** Trainers are expected to encourage trainees to discuss, explore and come to terms with ethical concerns and practices within their profession.
- E.** Trainers are expected to effectively integrate academic/theoretical study and supervised practice of counselling to assist trainees to integrate the various facets of their learning, and to develop personally effective styles of counselling.
- F.** Trainers are expected to develop training programmes that are, whenever possible, based on competency or performance terms.
- G.** Trainers have a responsibility to provide trainees with an objective assessment of their present competencies that can assist trainees in making decisions about their professional strengths and limitations.
- H.** Trainers are expected to encourage trainees to value the ideal of helping others to help themselves, to participate actively in professional matters, and to concern themselves with current social issues.
- I.** Training programmes should include research competencies commensurate with their trainees' future roles and encouragement for trainees to conduct future research relevant to their specific work settings.

3. PROGRAMME CONTENT

- A.** An essential element of any training course in New Zealand must be the provision of appropriate experiences for trainees to increase their awareness and knowledge of tikanga Maori and the issues and realities of bi-culturalism as the first step towards developing skills and understanding necessary for working in a multicultural society.
- B.** The main features of any counsellor-training course must be the development of counsellor self-awareness and self-understanding, the acquisition of counselling knowledge and skills, and the supervised practice of counselling.
- C.** Content areas seen as essential in any training course include:
 - a) Acquisition of counselling skills;
 - b) Acquisition of theoretical knowledge in at least two counselling approaches;
 - c) Human growth and development, including issues of culture, gender, age, disability, and sexual orientation;
 - d) The helping relationship including group and individual counselling, consultancy, contingency management, and supervised practice;
 - e) Group organisation, development, behaviour and facilitative skills;
 - f) Cross-cultural counselling and issues;
 - g) The philosophy, values, functions and ethics underlying any helping activity;
 - h) The role of counsellors and the meaning of counselling as applied to various work settings;
 - i) Organisational or agency structure and management including the skills appropriate to the individual work setting;
 - j) Assessment and evaluation;
 - k) Audio, video or live assessments of counsellor's work.
- D.** Other content areas seen as relevant to counsellor training programmes include:
 - a) Career, transition and life skills development, including knowledge of present and future employment trends;
 - b) Research skills, programme development and evaluation;
 - c) Administration and personnel management;
 - d) Counselling and the law;
 - e) Health and other support services, disabilities, mediation and issues of loss;
 - f) Issues of violence;
 - g) Issues of abuse.

4. SUPERVISION

- A.** Trainees are expected to have regular supervision during their formal training programme.
- B.** Supervised experiences should include active participation in counselling practice.
- C.** Supervised experiences may also include observation and other work in practicum settings (role-playing, listening to audio-tapes and viewing video-tapes, testing, case study discussion, etc),

observation and work with relevant individuals and groups in relevant settings, and the opportunity to develop professional relationships with staff in those settings.

- D.** Trainers are expected to develop trainees' expertise in supervision practice so that they can provide supervision for others.
- E.** Trainers should encourage trainees to organise their own regular ongoing supervision after training from experienced supervisors.

5. PROFESSIONAL DEVELOPMENT

- A.** Trainees should be encouraged to value on-going professional development. All counsellors must continue to develop their abilities and skills through supervision, evaluation, in-service training, seminar and workshop participation, conference attendance, and relevant reading.
- B.** Trainees should be encouraged to share their experience, resources, professional concerns, and research findings with others. Contributing material to the NZAC Newsletter or the NZAC Journal can effectively do this.
- C.** Trainees should be encouraged to foster the development of their profession by continuous efforts to improve professional practices, participating in activities of the NZAC, teaching, and engaging in research.

6. APPROVAL OF TRAINING COURSES

- A.** Counsellor Training organisations may apply for approval of their programmes for the purpose of NZAC membership.
- B.** The National Executive shall keep a register of currently approved programmes.
- C.** The National Executive, based on clear standards, determines approval of programmes for this purpose.
- D.** There will be a non-refundable charge set by the National Executive for training organisations submitting courses for approval.
- E.** Approval of a training programme shall be for a period of five years from the date of approval after which time an application must be made for re-approval.