



Programme New Zealand Association of Counsellors Research Day 7 November 2017

Nau mai, haere mai ki Te Kuratini o Waikato

We are really looking forward to our time together in a couple of weeks' time. Below is the programme and list of abstracts. We are a small group so if we need to readjust at all we can negotiate when we are together.

Location

We will be in Room B 2.14 L. Top floor of B Block. Entry is through B Block Main Entry Corporate Reception. The reception staff will then point you in the right direction. There are lifts and stairs available. For city campus map please click on link

https://wintecprodpublicwebsite.blob.core.windows.net/sitefinity-storage/docs/default-source/campus/city-campus-map.pdf?sfvrsn=c693e133_20

Car Parking

Wintec has a limited number of carparks for visitors. If you would like us to book one for you please email Wendy Wendy.Talbot@wintec.ac.nz or Janet Janet.May@wintec.ac.nz with your car registration details.

Presentation Guidelines

Presentation 20 mins. Feedback from Colleagues 20 mins. Allow 5 mins to move between presentations. Please bring presentations on a USB.

Ngā mihi nui,

Organising group - Alastair Crocket, Janet May and Wendy Talbot

Programme for the Research Day – 7 December 2017

9.30 - 10.30	Mihi Whakatau and morning tea and setting up Room B2.14L	
10.30 – 11.15 Presentation 1	Ko te Hokinga Mai te Ao Pō ki te Ao Mārama Navigating my way home from the world of darkness to the world of light by Ngarongo Ormsby Room B2.14 L	Collectively Considering Our Pedagogies as Counsellor Educators Janet May Room D LG. 21
11.15- 12.00 Presentation 2	The Making and Presenting of an Account of a Difficult Life Event. Peter Bray Room B2.14 L	Building a Bi-cultural Practitioner Shirley Rivers Room D LG. 21
12.00 – 12.45 Presentation 3	Identity work when familiar and newly discovered ancestral stories meet: An autoethnography Wendy Talbot Room B2.14 L	Building Resilience in Counselling Students Toni Horrell Room D LG. 21
12.45- 1.45	Lunch Provided	Lunch Provided
1.45- 2.30 Presentation 4	Theory of Men’s Help Seeking for Mental Wellbeing Problems. Karey Meisner Room B2.14 L	Graduating counsellors’ pathways to employment Mandy Pentecost Room D LG. 21
2.30-3.15 Presentation 5	Practice considerations for ‘intentionally brief’ counselling Brian Rodgers Room B2.14 L	Margaret Agee Room D LG. 21
3.15 – 3.30	Afternoon tea	
3.30 – 4.30	Poroporaki Room B2.14L	

Presenters	Title	Abstract
<p>Peter Bray University of Auckland</p>	<p>The Making and Presenting of an Account of a Difficult Life Event</p>	<p>Difficult personal losses are frightening and unasked for. They irrevocably disrupt the anticipated flows of our life story, influence how we see ourselves and change our plans. As we struggle to understand, we are forced to consider alternative ways of being in the world. Thus, survival and transformation beckon us to re-visit the ruin of our pre-crisis stories and expectations, to scavenge what remains and to start to build again. Through this challenging reconstruction, we find ways to safely relocate our pain and losses into another story. This discussion examines the making of an account of bereavement that demonstrates the author's interest in storytelling and counselling, and his growing understanding and use of critical autoethnography. This work will present the relationship between critical autoethnography and personal therapy as the competing voices and positions of its author as storyteller, survivor and critical audience reflect upon the impact of the experience then and now.</p>
<p>Janet May Waikato institute of Technology (Wintec)</p>	<p>Collectively Considering Our Pedagogies as Counsellor Educators</p>	<p>As counselling and counsellor education has become an increasingly pluralistic endeavour with a myriad of counselling theories and counsellor education pedagogies available this study addresses the concern of the researcher that although teaching is often a collective endeavour pedagogy rarely appears to be considered at a collective level. This doctoral research involves the team of counsellor educators involved with Wintec's Paetahi Tumu Kōrero, Bachelor of Counselling programme in a participatory appreciative e inquiry process to collaboratively consider how we might best develop a greater understanding of our collective pedagogical positions.</p>
<p>Ngarongo Ormsby Waipu Hauora</p>	<p>Ko te Hokinga Mai te Ao Pō ki te Ao Mārama Navigating my way home from the world of darkness to the world of light by Ngarongo Ormsby</p>	<p>This research proposes to examine the notion of Te Ao Pō (the realm of darkness) and the Māori metaphoric and symbolic meanings when whānau experience catastrophic or distressful negative life experiences where they find themselves positioned in a dark place. This research is concerned about the notion of perceived dark places that affect the Mauri Ora balance as a result of cause and effect. The distress of negative perceptions, interpretations, assumptions, impairment, distortions that lead to high risk, self-destructive life and death behaviours give cause for alarm. This research delves into Kōrero Tawhito, Pūrākau, Pakiwaitara, Orokohanganga, te Reo o ngā Rangatira from a Kaupapa Māori worldview, (Bristowe, 2016) stated, "indigenous knowledge has value, indigenous knowledge has worth, most importantly, indigenous knowledge can provide answers and offer solutions to contemporary problems." This research is in search of meaningful solutions for Māori depression and</p>

		associated suicidal thoughts that compliment Cognitive Behaviour Therapy and Beck et al (1976) depression triad with an outcome to a designed navigational map from te Ao Pō to te Ao Mārama
Shirley Rivers Waikato Institute of Technology	Building a Bi-cultural Practitioner	Paetahi Tumu Kōrero Bachelor of Counselling Degree are committed to developing Bicultural Practitioners within the multicultural context of Aotearoa NZ. This presentation will explore four key areas of development that support the achievement of this goal and the implications for the programme.
Wendy Talbot Waikato Institute of Technology	Identity work when familiar and newly discovered ancestral stories meet: An autoethnography	Some stories get told and retold, handed down through generations. Others, for whatever reason, cease to be told and are forever lost. Fortunately, some get to be unearthed and recovered. A significant ancestral story recently unearthed in my life raised some important cultural identity questions. This auto ethnographical presentation poses and discusses these.
Toni Horrell Weltec	Building Resilience in Counselling Students	Counselling students face many challenges during the course of their studies. This presentation will describe these challenges and provide the outline of a proposed literature review to look at best pedagogical and pastoral practice to support students in developing the resilience required to meet the challenges. Those attending this presentation are encouraged to add their ideas and thoughts to help develop the next stage of this review. The demands on student counsellors are considerable. They are expected to fulfil academic expectations, gain counselling experience through practicums and find the means to support themselves financially during their period of study, including the cost of personal counselling and supervision. Student colleagues' and clients' shared content, as well as some teaching content can be distressing and the counselling curricula requires that students practice ongoing personal development. This includes self-awareness and cognitive flexibility development to deal with personal reactions and challenges to their worldviews. When students enrol on counselling programmes, they may not fully understand the possible complexities of the challenges ahead of them even if they are informed about these at the beginning. Observation and experience show that many students struggle and some demonstrate difficulty with self-regulation and the ability to fulfil the requirements of the programme. The literature identifies that anxiety and depression are common at some stage of a counselling student's period of study. These can be compounded by students' previous experiences of abuse and trauma, which have not been sufficiently processed. In the face of these challenges and demands, what is best pedagogical and pastoral practice to help students develop resilience and how can this be done within the academic programme? The literature review cannot hope to address all the complexities of this issue; however, it will examine the current state of best practice in relation to these student challenges, and begin to frame suggestions for ongoing research.

<p>Karey Meisner Private Practice</p>	<p>Theory of Men's Help Seeking for Mental Wellbeing Problems</p>	<p>Based on a PhD dissertation, a theoretical explanation was developed for men's help seeking from informal others for mental well-being problems. A grounded theory approach was used placing emphasis on men's own explanations of the phenomenon. From these explanations, a five-stage process of decision-making of disclosure was identified. A key factor for deciding to disclose is the self-assessment of having reached a coping threshold and the loss of controlling function. Overall, the staged process of decision-making is described as progressive, meaning that as further decisions to disclose are made, men increasingly shift their focus from the perceived risks of disclosure to its benefits.</p>
<p>Brain Rodgers Auckland University of Technology (AUT)</p>	<p>Practice considerations for 'intentionally brief' counselling</p>	<p>This presentation aims to highlight some of the complexities and challenges that are present when working 'intentionally brief' with clients. It presents the findings of a thematic review of the literature that attempted to identify key elements and effective components of brief therapy across different theoretical modalities. A tentative integrative model of brief therapy is proposed consisting of a collaborative relationship, ready and willing clients, an active therapist, and a constant but not excessive pressure. Implications for working 'intentionally brief' are discussed in relation to practice and training.</p>
<p>Mandy Pentecost Eastern Institute of Technology (EIT)</p>	<p>Graduating counsellors' pathways to employment</p>	<p>.This study seeks to gather and analyse data about the pathways to employment experienced by graduates, in a provincial setting, from 2007-2016. Anecdotal evidence has suggested for a number of years that people graduating from counselling programmes in New Zealand have had difficulty in finding employment. When EIT recently discontinued its counsellor education programme, the increasing paucity of counselling employment nationally was a consideration in the decision-making. I was curious about the experiences of EIT's graduates in finding employment as counsellors, and how it sat alongside the three studies of the career pathways of new counsellors published by the NZ Journal of Counselling since 2004.</p>
<p>Margaret Agee University of Auckland</p>	<p>Using Symbolic Drawing to Support Cultural Identity Reflection in Students</p>	<p>Using a symbolic drawing exercise in a Cultural Issues course as an incredibly productive in beginning a process of students' reflection on their identities.</p>