WHO WE ARE - Tenei Matou

BTI is a charitable company owned by the Christian Education Trust. The CET was established in 1986 with the vision of extending God’s Kingdom by providing Christ-centred education for students of all age groups. As a charitable trust, all profits are invested straight back into education.

OUR MISSION
To provide Christ-centred, biblically informed, professional preparation, development and research, for influential service.

OUR ETHOS
We believe that people teach, counsel and relate out of who they are. Because of that, we are interested in the growth of men and women, not only towards a professional goal, but towards reaching their God-given potential. Relationships are central to life at BTI as we work and grow together.

OUR HEART
We support people to grow holistically. Academically, we want to stretch students towards excellence so they are able to translate knowledge and skills into professional practice. Alongside this, we want to develop practitioners who are teachable, secure and gracious. We anticipate that patterns established at BTI such as work habits, relationships and spiritual perspectives will grow and develop in depth and richness over the years.

OUR PURPOSE
We offer a wide range of contexts, activities, ideas and methods in our courses so that this growth may take place. We want to help form professionals who are sought after for their personal and professional standing.

OUR VALUES
We seek to foster Christ-like servant leadership, sound relationships and a sense of community where each individual is respected and supported. Quality in both personal and professional endeavours and a balanced lifestyle are integral to our aims.
NZQA's Rating of BTI

NZQA, through its external evaluation and review process (EER), rates BTI as a category 1 provider - Highly confident for educational performance and Highly confident in self-assessment capability. BTI was last evaluated in August 2016; our next review will take place in 2020.

For more information, please visit: http://www.bti.ac.nz/nzqa-rating.html
BTI has been involved in the education of professional counsellors since 1998. In 2001, the Bachelor of Counselling degree was introduced and equips students for future work in counselling with individuals, couples and families.

The Bachelor of Counselling degree is complemented by the Diploma of Counselling and the Diploma of Family Support. These diploma programmes include some basic counselling skills and knowledge of New Zealand society that is suitable for people working with or helping other people.

To become a registered counselling practitioner, the minimum requirement is a Bachelor of Counselling degree, neither the Diploma of Counselling or the Diploma of Family Support is sufficient for entry into the counselling profession.

We will help you develop in three key areas:

Knowledge and Understanding (Head)
You will learn up to date, as well as longstanding strategies, for counselling and family strengthening. Current research from around the world will be coupled with biblical insights to develop a sound understanding of the field.

Character (Heart)
You will interact with educators on issues of life and faith. We aim to nurture teachability, graciousness and personal security, believing that we live and work out of who we are. Students are encouraged to reflect on their learning and relate it to their own life.

Skills (Hands)
You will gradually develop the skills of relating to people in need and helping them grow and change, step by step. You will be helped to develop confidence, first in general counselling and care, and then in more specific counselling approaches and leadership. We are here to help you plan and undertake effective preparation for your future career.

What is our life like here?
We are aiming for a relational community of learners who will interact, support each other and journey together as a group. Whether studying onsite or at a distance, each cohort develops a vibrant learning community and enjoys the enriching experience of getting to know each other and their educators in a meaningful way throughout the programme.
Is there an age restriction for entry into Counsellor education programmes?
We take care in interviewing applicants as to suitability and the likelihood of successfully completing their programme. We ask all applicants under 25 to come in person for an interview and in some cases we may require study onsite in Tauranga. It is our usual practice only to accept younger applicants with university entrance and a significant level of resolved and well integrated life experience that makes it likely that they will be able to interact meaningfully with course content, find and sustain a community-based practicum experience and eventually secure employment. School leavers are not accepted. Generally no applicant under 23 is interviewed.

There are two kinds of courses in the programmes:

The Person who is the Counsellor Courses
These courses will give insights into helping roles and functions as well as into the nature of society. You will explore ideas about Christian faith, cultural issues and the family. These will give you foundation stones on which to build professional practice.

The Practices of Counselling Courses
These courses introduce a range of current issues in the helping field as well as a range of agencies and ministries seeking to address current needs. These courses will also develop your specific skills for counselling individuals, relationships and family groups and will include significant practical time, both in class and in agencies, to develop confidence and competence in your chosen field.

Can we hear from a BTI Graduate?
“...The counselling course at BTI gives excellent coverage of many areas...I like how it combines personal growth, theory and practice. I think for the majority of students it will give them a great preparation for their future in counselling, I have found the lecturers I have dealt with to be awesome, supportive and helpful. I love the campus.”

Belinda Stott (Bachelor of Counselling Graduate)
The Graduate Profile

The Bachelor of Counselling seeks to prepare relational practitioners whose theory-informed work with individuals, whānau and groups is reflective, ethical and responsive to cultural and other diversity, so as to participate in the holistic, transformative work of Jesus towards shalom.

Through our professionally oriented degree, we aim to produce a graduate who is a beginning practitioner:

1. with a gracious, secure and teachable character;
2. who can articulate a personal sense of vocation and call to this field of work and ministry;
3. whose developing personal philosophy and knowledge of counselling makes for wise and innovative practice;
4. who conducts inquiries into their own practice for the enhancement of clients; and
5. who is responsible before the Lord to aim for excellence in all personal and professional endeavours.
The Graduate Profile

Graduates could move into the following fields:

- Chaplaincy
- Child, youth, marriage and family pastoring
- Community agency work
- Counselling
- Drug and alcohol work
- Employee assistance programmes
- Grief support
- Justice roles
- Marriage and family therapy
- Parent education
- Prison Programmes
- Relationship and family support
- Workplace support

- Agency-based research
- Community agency co-ordination or leadership
- Local and national research

- Masters level study programmes
- Postgraduate study in research
The 4 Learning Curves

i. Tertiary study: Higher education is very different from school or the way university study used to be. Students do not come to class or go on-line to “be taught”. We believe that coming to class or going on-line having read relevant literature and begun to think about the topics ensures that you are much better able to construct learning together in discussions with others from BTI and around NZ.

ii. Programme content: The content of the counselling programme is designed to ensure that you leave with a deep understanding of people and their problems, ways of helping them using a variety of models of counselling and how to integrate these within a biblical perspective.

iii. Online learning: All students will study using a variety of e-learning methods and need to go onto BTIonline to access course outlines and required readings. It is therefore important that students have a computer and fast internet access. If you are not familiar with word-processing, using websites, e-mail and Skype, we strongly recommend that you undertake some computer training before application or starting your study.

iv. Personal growth: A counselling programme is very different from many other types of tertiary study. A considerable part of your study, especially in your first year, involves getting to understand yourself and your ways of being, and reflecting on these and your early family life. Throughout the programme you will be reflecting on your personal growth and each practicum assessment has an essay on this vital aspect.

Academic Rigour

The counselling qualifications are approved by NZQA and have been offered for many years now. First year courses are mainly NZQA Level 5, and Year Two courses are at Level 6. The final year of the degree is at Level 7. Academic ability to cope with this level of study is required. Many local polytechnics or Wananga offer introduction to tertiary study skills for those who did not complete Seventh Form at school or who have not studied for some years. We recommend that you investigate these options.

Failing two or more courses in a semester could mean you would not be able to continue.

Self-responsibility

The counselling educators and tutors support students in a variety of ways. However adult learners need to take responsibility for their own learning and to ask for help when they need it. We offer support through our Learning Centre, Maori Learning Support through a Maori staff member and the kaumatua and kuia as well as Pastoral Care through the Year Group Co-ordinators.
Online Orientation: An Introduction to Tertiary Studies

An orientation to BTIonline is required for all new students and takes place just prior to the beginning of each semester. This involves a variety of modules studied independently which will ensure you feel confident about using BTIonline independently before the semester starts. There is also considerable information about a range of topics to help you begin academic study and learn about the expectations for assignments.

Online Components

There are online components for all courses, including for onsite students. These involve such things as reading summaries, journal entries, forum postings or discussions, live and recorded online tutorials periodically, Skype pair conversations, watching video clips or online work with another student or group.

Weekly Tutorials for Onsite Students

Local onsite students will come to the intensive along with the distance students and instead of some of the online discussions, will have two-hour tutorials at BTI for the ten academic weeks of each semester. They will still take part in some of the online activities including the readings and assignment work.

Intensives

All courses for both distance and local onsite students have an Intensive (onsite) component of two or three days for each course you are studying. All students at BTI are required to have 80% attendance for every course and this is for all onsite intensives, tutorial classes and for online contributions for all courses. The Intensives are held once per semester at BTI, generally in March and August. If you cannot attend an intensive unfortunately you will not be able to continue with that course. The dates of the required Intensive days for all courses are published several months in advance and the dates will not be changed. Please check these dates before you enrol in a particular course and discuss any possible problems with your Year Group Co-ordinator.

The Strengths-based Family Practices course currently does not have an intensive time at BTI. Instead there is a visit to a family/community development agency in Palmerston North, usually for 3 nights in April or May in Year 2 of the programme.
COUNSELLOR EDUCATION: Bachelor of Counselling Degree

The degree programme equips students for future work in individual, couple and family counselling roles. Graduates from the degree will be equipped to take up professional counselling and therapy roles in churches, community agencies, and eventually in private practice.

Programme Content

This 360 credit professional qualification focuses on counselling skills for work with individuals, couples and families across a wide range of issues. It is also designed to equip students to eventually coordinate or lead community agencies. The components are designed to build a foundation for joining a professional counselling association.

Students from the Bachelor of Counselling may apply for provisional membership of either the New Zealand Association of Counsellors or the New Zealand Christian Counsellors Association on completion of their programme. Full membership can then be gained through ongoing supervised counselling practice until the required hours are met.

The pattern of study is shown below (this is the full-time pattern but it can be studied part-time if needed over a longer period):

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<tr>
<th>YEAR</th>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
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<tbody>
<tr>
<td>YEAR 1</td>
<td>Personal Inquiry &amp; Professional Integration (30 credits)</td>
<td>Personal Inquiry &amp; Professional Integration (30 credits)</td>
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<tr>
<td>YEAR 2</td>
<td>Vision &amp; Vocation: A Call to the Profession (15 credits)</td>
<td>Vision &amp; Vocation: A Call to the Profession (15 credits)</td>
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<td>YEAR 3</td>
<td>Common Issues (15 credits)</td>
<td>Common Issues (15 credits)</td>
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<td>Professional Practice 1: Socio-Political Context (15 credits)</td>
<td>Professional Practice 1: Socio-Political Context (15 credits)</td>
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<td>Human Lifespan: Influences &amp; Identity (15 credits)</td>
<td>Human Lifespan: Influences &amp; Identity (15 credits)</td>
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<td>Applied Psychology: Families &amp; Whānau (15 credits)</td>
<td>Applied Psychology: Families &amp; Whānau (15 credits)</td>
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<td>Tangata Whenua, Tangata Tini (15 credits)</td>
<td>Tangata Whenua, Tangata Tini (15 credits)</td>
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<td>Personal Inquiry &amp; Professional Integration 2: CBT &amp; Narrative CBT (30 credits)</td>
<td>Personal Inquiry &amp; Professional Integration 2: CBT &amp; Narrative CBT (30 credits)</td>
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<td>Strengths-based Practice with Families (15 credits)</td>
<td>Strengths-based Practice with Families (15 credits)</td>
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<td>Professional Practice 2: Practice Considerations (15 credits)</td>
<td>Professional Practice 2: Practice Considerations (15 credits)</td>
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<td>Practicum 1: Practice Hours (15 credits)</td>
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<td>Counselling &amp; Mentoring Children &amp; Young People (15 credits)</td>
<td>Counselling &amp; Mentoring Children &amp; Young People (15 credits)</td>
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<td>Working with Groups (15 credits)</td>
<td>Working with Groups (15 credits)</td>
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<td>Practicum 2: Practice Hours (15 credits)</td>
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<td>Personal Inquiry &amp; Professional Integration 3a: Narrative Practice (15 credits)</td>
<td>Personal Inquiry &amp; Professional Integration 3a: Narrative Practice (15 credits)</td>
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<td>Complex Issues with Individuals, Couples &amp; Families (15 credits)</td>
<td>Complex Issues with Individuals, Couples &amp; Families (15 credits)</td>
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<td>Practicum 3: Practice Hours (15 credits)</td>
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<td>Personal Inquiry &amp; Professional Integration 3b: Narrative Practices with Couples &amp; Families (15 credits)</td>
<td>Personal Inquiry &amp; Professional Integration 3b: Narrative Practices with Couples &amp; Families (15 credits)</td>
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<td>Systemic Practices with Couples and Families (15 credits)</td>
<td>Systemic Practices with Couples and Families (15 credits)</td>
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<td>Working Inclusively (15 credits)</td>
<td>Working Inclusively (15 credits)</td>
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<td></td>
<td>Practicum 4: Practice Hours (15 credits)</td>
<td>Practicum 4: Practice Hours (15 credits)</td>
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Study Location, Programme Delivery & Workload

This programme is available either onsite at the BTI campus in Bethlehem, Tauranga, or from anywhere in New Zealand by distance delivery.

Distance delivery includes a combination of independent study using an online learning website that steps each student through the learning activities and course readings plus face-to-face Intensives at the BTI campus twice each year.

We are aiming for a relational community of learners who will interact, support and journey together as a group. For courses undertaken by distance, this will be achieved by:

- Interaction and communication through emails and discussions via internet (for which high speed internet is required)
- Telephone conversations
- Skype
- Study groups of students (organised by students in regions if desired)
- Self-study course material
- Face-to-face teaching in intensive onsite blocks at the BTI campus each semester.

Onsite Study

Students can opt to study onsite at the BTI campus in Tauranga. It is important to note however that the onsite study option is a combination programme of attendance at the face-to-face intensives (which is compulsory), two-hour weekly tutorials onsite and online activities. Interestingly, online activities can be more effective for learning and this is backed up by international research. This blended approach gets the best of both worlds—a winning combination.

Academic Year Structure

The Academic Year is divided into two semesters. Semester One usually begins mid-February and ends at the end of June. Semester Two usually begins mid-July and ends early November. Each semester has 10 weeks of learning activities interspersed with study weeks and school holiday breaks to allow for assignment work to be completed.

Workload

Full-time study requires a commitment of 35-40 hours per week for all full-time students. Distance students will be completing all of their courses from home except for the intensives – but still need this time carved out in their week. If not, stress builds up and undermines the experience. It is not possible to be employed full-time and also be a full-time student. Part-time students should allow a day each week for each course studied.
Intensives
Intensives are held onsite on the BTI campus in Tauranga. Every course has a 2 or 3 day intensive and they occur twice a year in March and in August/September. Timetables for distance intensives are published several months before the semester begins and can be accessed at www.btionline.ac.nz.

BTI does not provide accommodation and most students either arrange to stay with friends, family, or factor accommodation costs into their budgeting for the programme. Often church friends have contacts in Tauranga.

Practicum
BTI’s Counselling Practicum Team assist in the setting up of practicum placement by liasing with placement agencies that students have identified.

Full-time/Part-Time
Full-time and part-time options are available for this programme and can be changed as you progress through the programme if need be, in consultation with your Year Group Coordinator.

Please note:
1. Students enrolled in Tangata Whenua, Tangata Tiriti have an overnight noho marae experience as a required part of that course. A koha is requested but only $2 - $5
2. Students in the degree undertake the Strengths-based Family Practices course in Year Two. This requires 4-day field visit is usually held in Palmerston North in order to gain first-hand experience in a leading New Zealand counseling and community development agency. Cost for food and accommodation is $110.
3. Fifteen hours of personal counselling must be completed by the end of the three years at the student’s own expense. This is an average of 5 hours per year for full-time students. Costs for a professional counsellor vary from $50 - $100 dollars per session. There are free or low-cost options available in some areas, and we suggest you contact CAB, or GP for information.
4. Students in Years 2 and 3, both onsite and distance, meet with an external supervisor of their own choice as part of their practicum experience to ensure safety for them and their clients. The professional associations NZAC and NZCCA require individual supervision that is external to a Counselling programme. Degree students require 17 supervision sessions (of one hour’s duration) over two practicums in Year 2, and 12 sessions over two practicums in Year 3. You can expect to pay somewhere in the vicinity of $60-$100 per session for supervision costs.
5. Textbooks are required for some courses, these may be purchased new or second hand, or borrowed.
Academic Entry Requirements

Applicants for this programme need to either:


or

2. Applicants over 20 who do not possess the required academic qualifications may be admitted on Mature Student Entry provided they meet all other entry criteria and would be considered on the basis of likely success in the programme

Other entry requirements

Character Requirements

Applicants need to be suitable for this profession. This means that a certain level of listening skills and empathy is needed before they begin the programme. They also need to be courageous enough to go on a journey of growth and development themselves – since this is the nature of the profession they seek to go into. This will be discussed more fully at interview.

Fit with special character of BTI

BTI is a Christian institute offering education to students who wish to integrate their faith with professional education. Applicants need to be aware of their fit with BTI’s character. This will be discussed with all applicants at interview.

Technology Requirements

Students are required to have regular access to a computer and internet in order to gain entry to the programme. They are expected to have word processing software, email and high speed internet access. Increasingly, Skype is being used for one to one communication, and so is also advised.
For Applicants Under 25

We take care in interviewing applicants as to suitability and the likelihood of successfully completing their programme. We ask all applicants under 25 to come in person for an interview and in some cases we may require study onsite in Tauranga. It is our usual practice only to accept younger applicants with university entrance and a **significant level** of resolved and well integrated life experience that makes it likely that they will be able to interact meaningfully with course content, find and sustain a community-based practicum experience and eventually secure employment. School leavers are not accepted. Generally no applicant under 23 is interviewed.

**Interview**

During the interview we will outline many important pieces of information about the programme as well as get to know the applicant, exploring their reasons for wanting to do this programme and what has led them to this point. We’ll also be interested in finding out a little about the applicant's background and their commitment to the personal growth aspect of this programme. We will ask about computer skills and the amount of time they are going to put aside each week to achieve the study.

Interviews will be carried out at BTI or by Skype for those who live further than three hours drive from BTI. The outcome will be advised either at the interview or shortly afterwards.

**Head Start Programme**

BTI's “Head Start” initiative has been designed to allow entrance into your chosen programme in July, and benefits from a slower, introductory pace to study leading to a choice of full or part-time option thereafter.

For enquiries regarding the Head Start Programme, please email: btistudentliaison@bti.ac.nz or phone us on 07 562 2902.
A SAMPLING OF COURSES
VISION AND VOCATION: A CALL TO THE PROFESSION (15 credits)

COURSE DESCRIPTION
This course relates students’ personal journey of faith to the Biblical call to formation and its practical outworking in social and professional life. Students will reflect on how a vision of God’s character and mission informs and inspires their vocational call.

LEARNING INTENTIONS
Students will be able to:
1. Describe ways in which the Biblical meta-narrative may be lived out in social and professional life
2. Reflect on and describe how a vision of God’s character and mission informs and inspires their vocational call.
3. Exegete a Biblical text and articulate how key insights might be expressed in a chosen profession.
4. Develop the inner stance of an active learner and demonstrate competence in a range of tertiary study skills.

ASSESSMENT TASKS
1. A series of 5 assessed learning activities, including a serving experience.

THE HUMAN LIFESPAN: INFLUENCES AND IDENTITY (15 credits)

COURSE DESCRIPTION
Working in helping professions requires an appreciation and understanding of the complexity and intricacies of human development across the lifespan and in the context of the environments in which people live. The human lifespan is studied from conception to death within a biblical, familial, social and cultural context to enhance understanding, respect and acceptance of diversity. Development across physical, psychological, emotional, social, moral and spiritual domains is surveyed. Key knowledges of human development will be described, including commonly understood theories as well as te ao Māori and other diverse perspectives. These knowledges will be applied to the understanding of one’s own development and to support stage-appropriate professional practice as a counsellor or social worker.

LEARNING INTENTIONS
Students will be able to:
1. Describe the implications of viewing self and others as imago dei.
2. Identify key features of a range of lifespan knowledges in relation to different ages and stages of Human Development.
3. Articulate the implications of course content in terms of identity development and stage-appropriate professional practice.
COUNSELLOR EDUCATION: Bachelor of Counselling Degree

ASSESSMENT TASKS

2. A report on key moments in personal development and link to professional practice.

PERSONAL INQUIRY AND PROFESSIONAL INTEGRATION 1: BUILDING COLLABORATIVE PARTNERSHIPS. (30 Credits)

COURSE DESCRIPTION
The kaupapa or purpose of this course is to grow students’ ability to connect with self, and others through the development of the core values and skills required for collaborative partnerships, based upon ideas of hospitality/manaakitanga. This is done by reflecting on Jesus’ call to love others within a professional context. The link between personal and professional development will be emphasised. In Semester Two counselling students will further hone the core skills and examine in depth the links between personal and professional development in practice with a strong emphasis on ethics in action.

LEARNING INTENTIONS
Students will be able to:

1. Establish the nature and purpose of counselling and social work (PROFESSIONAL PRACTICE FOCUS),
2. Identify the links between personal development and professional practice, including how patterns of being and doing influence reactions to current situations (REFLEXIVITY FOCUS),
3. Demonstrate and identify core counselling skills in therapeutic conversations (THEORY-INFORMED PRACTICE FOCUS),
4. Gain an understanding of group process and actively participate as a member of a small group (PROFESSIONAL PRACTICE FOCUS)
5. Articulate how the ethical values, principles and guidelines underlying the New Zealand Association of Counsellors Code of Ethics and the New Zealand Christian Counsellors’ Association Code of Practice and Ethics are outworked in professional practice (PROFESSIONAL PRACTICE FOCUS),
6. Consider how Jesus’ ethic of love relates to the above Codes of Ethics and the development of professional practice (FAITH FORMATION FOCUS),
7. Describe the Powhiri Model and its relationship to manaakitanga and counselling practice (BICULTURAL ENGAGEMENT FOCUS).

ASSESSMENT TASKS
1. A newspaper front-page
2. A Conversation and Analysis
Bachelor of Counselling

Applicants who hold an NZQA Diploma of Counselling or equivalent may apply to upgrade to a degree through a customised Bachelor of Counselling programme. Because each institution's programme varies, it is unlikely that you would gain direct entry into the third year of our degree programme; however a substantial number of credits are generally able to be granted.

Gaining entry to this upgrade programme requires submitting a Credit Recognition and Transfer (CRT) application providing detailed course outlines and evidence of successful completion of those courses. The standard BTI application also needs to be submitted with all CRT applications.

For current fees relating to CRT please refer to the Application Information section of the Student Information Site www.btistudent.nz

Our CRT committee will assess your prior learning and grant you credits towards our degree programme as well as designing a pattern of study unique to you that will enable you to complete and graduate with a BTI degree.

In cases where the prior study falls outside of a six year recency period, your application would be considered based on your work in the counselling field and relevant professional development undertaken since your study.

NB Students who are given CRT for a completed Diploma of Counselling are required to undertake at least a further 6 hours of personal counselling at their own expense.

Enquiries
Direct email enquiries about this programme to: btistudentliaison@bti.ac.nz or phone us on 07 562 2902.

Apply for this Programme
COUNSELLOR EDUCATION: Diploma of Counselling

The diploma programme is a level 6 qualification designed to equip students with people helping skills to support work or volunteering in the church or community. The part-time structure of the programme caters to those who wish to study whilst retaining employment in the workforce. Graduating from this diploma is insufficient to work and register as a Counselling professional. A Bachelor of Counselling degree is required to practice as a counsellor. Graduates of the diploma may upgrade to the degree through further study - see page 17.

For Applicants Under 25

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During the interview we will outline many important pieces of information about the programme as well as get to know the applicant, exploring their reasons for wanting to do this programme and what has led them to this point. We’ll also be interested in finding out a little about the applicant’s background and their commitment to the personal growth aspect of this programme. We will ask about computer skills and the amount of time they are going to put aside each week to achieve the study.

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Programme Content
This 180 credit professional qualification focuses on counselling and people helping skills for work with individuals, couples and families across a wide range of issues. This qualification study pattern comprises the first two years of Bachelor of Counselling degree courses.

Study Location, Programme Delivery & Workload
This programme is available either onsite at the BTI campus in Bethlehem, Tauranga, or from anywhere in New Zealand by distance delivery. Distance delivery includes a combination of independent study using an online learning website that steps each student through the learning activities and course readings plus face-to-face Intensives at the BTI campus twice each year. We are aiming for a relational community of learners who will interact, support and journey together as a group. For papers undertaken by distance, this will be achieved by:

- Interaction and communication through emails and discussions via internet (for which high speed internet is required)
- Telephone conversations
- Skype
- Study groups of students (organised by students in regions if desired)
- Self-study course material
- Face-to-face teaching in intensive onsite blocks at the BTI campus each semester.

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Academic Year Structure
The Academic Year is divided into two semesters. Semester One usually begins mid-February and ends at the end of June. Semester Two usually begins mid-July and ends early November. Each semester has 10 weeks of learning activities interspersed with study weeks and school holiday breaks to allow for assignment work to be completed.
Workload
Full-time study requires a commitment of 35-40 hours per week for all full-time students. Distance students will be completing all of their papers from home except for the intensives – but still need this time carved out in their week. If not, stress builds up and undermines the experience. It is not possible to be employed full-time and also be a full-time student. Part-time students should allow a day each week for each paper studied.

Distance Intensives
Intensives are held onsite on the BTI campus in Tauranga. Every paper has a 2 or 3 day intensive and they occur twice a year in March and in August/September. Timetables for distance intensives are published several months before the semester begins and can be accessed at www.btionline.ac.nz. BTI does not provide accommodation and most students either arrange to stay with friends, family, or factor accommodation costs into their budgeting for the programme. Often church friends have contacts in Tauranga.

Practicum
BTI’s Counselling Practicum Team assist in the setting up of practicum placement by liaising with placement agencies that students have identified.

Full-time/Part-Time
Full-time and part-time options are available for this programme and can be changed as you progress through the programme if need be, in consultation with your Year Group Coordinator.

Please note:
1. Students enrolled in Tangata Whenua, Tangata Tiriti have an overnight noho marae experience as a required part of that course. A koha is requested but only $2 - $5.
2. Twelve hours of personal counselling must be completed by the end of the three years at the student’s own expense. This is an average of 4 hours per year for full-time students. Costs for a professional counsellor vary from $50 - $100 dollars per session. There are free or low-cost options available in some areas, and we suggest you contact CAB, or GP for information.
3. Students in Years 2 and 3, both onsite and distance, meet with an external supervisor of their own choice as part of their practicum experience to ensure safety for them and their clients. The professional associations NZAC and NZCCA require individual supervision that is external to a Counselling programme. Diploma students require 17 supervision sessions (of one hour’s duration) over two practicums. You can expect to pay somewhere in the vicinity of $60-$100 per session for supervision costs.
4. Textbooks are required for some courses, these may be purchased new or second hand, or borrowed.
Academic Entry Requirements
Applicants for this programme need to either:


or

2. Applicants over 20 who do not possess the required academic qualifications may be admitted on Mature Student Entry provided they meet all other entry criteria and would be considered on the basis of likely success in the programme

Other entry requirements

Character Requirements
Applicants need to be suitable for this profession. This means that a certain level of listening skills and empathy is needed before they begin the programme. They also need to be courageous enough to go on a journey of growth and development themselves – since this is the nature of the profession they seek to go into. This will be discussed more fully at interview.

Fit with special character of BTI
BTI is a Christian institute offering education to students who wish to integrate their faith with professional education. Applicants need to be aware of their fit with BTI’s character. This will be discussed with all applicants at interview.

Technology Requirements
Students are required to have regular access to a computer and internet in order to gain entry to the programme. They are expected to have word processing software, email and high speed internet access. Increasingly, Skype is being used for one to one communication, and so is also advised.
For Applicants Under 25
We take care in interviewing applicants as to suitability and the likelihood of successfully completing their programme. We ask applicants under 25 to come in person for an interview and in some cases we may require study onsite in Tauranga. It is our usual practice only to accept younger applicants with university entrance and a significant level of resolved and well integrated life experience that makes it likely that they will be able to interact meaningfully with course content, find and sustain a community-based practicum experience and eventually secure employment. School leavers are not accepted. Generally no applicant under 23 is interviewed.

Interview
During the interview we will outline many important pieces of information about the programme as well as get to know the applicant, exploring their reasons for wanting to do this programme and what has led them to this point. We'll also be interested in finding out a little about the applicant's background and their commitment to the personal growth aspect of this programme. We will ask about computer skills and the amount of time they are going to put aside each week to achieve the study.

Interviews will be carried out at BTI or by Skype for those who live further than three hours drive from BTI. The outcome will be advised either at the interview or shortly afterwards.

Head Start Programme
BTI's “Head Start” initiative has been designed to allow entrance into your chosen programme in July, and benefits from a slower, introductory pace to study leading to a choice of full or part-time option thereafter. Generally, Head Start students will study two papers in their first semester; this will be discussed at interview.

Enquiries
Direct email enquiries about this programme to: btistudentliaison@bti.ac.nz or phone us on 07 562 2902.

Apply for this Programme
COUNSELLOR EDUCATION: Diploma of Family Support

The diploma programme is designed to equip students with people helping skills to support work or volunteering in the church or community. This programme can be studied full-time over one year, or part-time over two years. This 120 credit professional qualification focuses on counselling and people helping skills for work with individuals, couples and families across a wide range of issues. Graduating from this diploma is insufficient to work and register as a Counselling Professional. A Bachelor of Counselling degree is required to practice as a counsellor.

Academic Entry Requirements

Applicants for this programme need to either:


or

2. Applicants over 20 who do not possess the required academic qualifications may be admitted on Mature Student Entry provided they meet all other entry criteria and would be considered on the basis of likely success in the programme

Other entry requirements

Character Requirements

Applicants need to be suitable for this profession. This means that a certain level of listening skills and empathy is needed before they begin the programme. They also need to be courageous enough to go on a journey of growth and development themselves – since this is the nature of the profession they seek to go into. This will be discussed more fully at interview.

Fit with special character of BTI

BTI is a Christian institute offering training to students who wish to integrate their faith with professional training. Applicants need to be aware of their fit with BTI's character. This will be discussed with all applicants at interview.

Technology Requirements

Students are required to have regular access to a computer and internet in order to gain entry to the programme. They are expected to have word processing software, email and high speed internet access. Increasingly, Skype is being used for one to one communication, and so is also advised.
Programme Content
This 120 credit professional qualification focuses on counselling and people helping skills for work with individuals, couples and families across a wide range of issues. People who enrol in this programme might be involved in aged care, supporting young people, teacher aides, mentoring others or in pastoral care roles in their community. This qualification study pattern comprises the first year Bachelor of Counselling degree courses.

Workload
Full-time study requires a commitment of 35-40 hours per week for all full-time students. Distance students will be completing all of their papers from home except for the intensives – but still need this time carved out in their week. If not, stress builds up and undermines the experience. It is not possible to be employed full-time and also be a full-time student. Part-time students should allow a day each week for each paper studied.

Distance Intensives
Intensives are held onsite on the BTI campus in Tauranga. Every paper has a 2 or 3 day intensive and they occur twice a year in March and in August/September. Timetables for distance intensives are published several months before the semester begins and can be accessed at www.btionline.ac.nz.

BTI does not provide accommodation and most students either arrange to stay with friends, family, or factor accommodation costs into their budgeting for the programme. Often church friends have contacts in Tauranga.

Practicum
BTI’s Counselling Practicum Team assist in the setting up of practicum placement by liaising with placement agencies that students have identified.

Full-time/Part-Time
Full-time and part-time options are available for this programme and can be changed as you progress through the programme if need be, in consultation with your Year Group Coordinator. Part-time is generally two years but can be studied over three years maximum.

Please note:
1. Students enrolled in Tangata Whenua, Tangata Tiriti have an overnight noho marae experience as a required part of that course. A koha is requested but only $2 - $5.
2. Five hours of personal counselling must be completed by the end of your study, whether this is completed over one year or two. Costs for a professional counsellor vary from $50 - $100 dollars
per session. There are free or low-cost options available in some areas, and we suggest you contact CAB, or GP for information.

3. Textbooks are required for some courses, these may be purchased new or second hand, or borrowed.

**For Applicants Under 25**

We take care in interviewing applicants as to suitability and the likelihood of successfully completing their programme. We ask applicants under 25 to come in person for an interview and in some cases we may require study onsite in Tauranga. It is our usual practice only to accept younger applicants with university entrance and a significant level of resolved and well integrated life experience that makes it likely that they will be able to interact meaningfully with course content, find and sustain a community-based practicum experience and eventually secure employment. School leavers are not accepted. Generally no applicant under 23 is interviewed.

**Interview**

During the interview we will outline many important pieces of information about the programme as well as get to know the applicant, exploring their reasons for wanting to do this programme and what has led them to this point. We'll also be interested in finding out a little about the applicant’s background and their commitment to the personal growth aspect of this programme. We will ask about computer skills and the amount of time they are going to put aside each week to achieve the study.

Interviews will be carried out at BTI or by Skype for those who live further than three hours drive from BTI. The outcome will be advised either at the interview or shortly afterwards.

**Head Start Programme**

BTI’s “Head Start” initiative has been designed to allow entrance into your chosen programme in July, and benefits from a slower, introductory pace to study leading to a choice of full or part-time option thereafter. Generally, Head Start students will study two papers in their first semester; this will be discussed at interview.

**Enquiries**

Direct email enquiries about this programme to: btistudentliaison@bti.ac.nz or phone us on 07 562 2902.

Apply for this Programme
Graduate Certificate of Counselling

Specialising in Narrative Counselling, Couple and Family Counselling or Child and Adolescent Counselling

The specific purpose of the Graduate Certificate programme is:
To increase the level of knowledge and skill of existing counselling practitioners in a specialised field of practice, through advancing the integration of their spiritual and personal awareness with their values and the attitudes and skills of their professional practice. This is so that they might contribute more effectively to the care, support and development of individuals, couples, families and communities through therapy, leadership and innovation in their field of specialisation.

The Benefits of this Qualification
On completion of this qualification, graduates will have a sound philosophical and skill base in one specialised area of counselling, resulting in enhanced professional counselling practice. They will have a broad repertoire of theory-informed interventions enabling practice with their specialist client group that is responsive and transformative. Graduates will also have a clear view of the values and attitudes that support and inspire their work. The qualification can lead to study at post-graduate level.

Programme Content
The following Graduate Certificates in specialist areas of counselling are available to already qualified counselling practitioners:
• Child and Adolescent Counselling
• Couple and Family Counselling
• Narrative Counselling

Each Programme is made up of:
• 60 credits
• 2 specialist courses, 1 practicum course and 1 research course in the specialty chosen

Flexibility
• The ability to staircase from a counselling diploma with several years of practice experience on entry, through this Graduate Certificate and step up to a specialist field of practice and beyond this award to our Bachelor’s Degree in counselling
• Part-time or full-time study
Study Location
This programme is available either onsite at the BTI campus in Bethlehem, Tauranga, or from anywhere in New Zealand by distance delivery.

Distance delivery includes a combination of independent study using an online learning website that steps each student through the learning activities and course readings plus face-to-face Intensives at the BTI campus twice each year.

We are aiming for a relational community of learners who will interact, support and journey together as a group. For courses undertaken by distance, this will be achieved by:

- Interaction and communication through emails and discussions via internet (for which high speed internet is required)
- Telephone conversations
- Skype
- Study groups of students (organised by students in regions if desired)
- Self-study course material
- Face-to-face teaching in intensive onsite blocks at the BTI campus each semester.

Please note:
These Certificates are considered Professional Development and are therefore not eligible for StudyLink.
Summaries of Programme Content:

GRADUATE CERTIFICATE OF COUNSELLING (COUPLE AND FAMILY COUNSELLING)
Grad.Cert.Cg. (Couple & Family)

Specialist Knowledge Strand
GCC6421 Strengths-based Family Practices, Level 6, 15 Credits
This course will give students field observation of one of New Zealand’s foremost family strengthening and community development agencies. They will hear from, and reflect on, experienced practitioners’ guiding philosophies and resulting practices and develop an awareness of the strategies that contribute to individual, relationship, family and community transformation. As a result, students will undertake a series of strength-based conversations with a couple or family to increase the awareness of their own guiding philosophy and develop their own strength-based practice skills.

GCC7380 Systemic Practices with Couples and Families, Level 7, 15 Credits
This course aims to equip students to work therapeutically with couples, members of a family, nuclear, intergenerational and blended families. An introduction to the history of family therapy is given but the applications of systemic processes of family therapy are prioritised within the course, working towards an integration of faith and practice.

Practicum Strand
GCC7423 Couple and Family Counselling Practicum Level 7 15 Credits
This practicum gives students the opportunity to apply the knowledge, understanding and skills gained in the coursework papers to their work with their specialist client group – couples and/or families. The hands-on experience with this client group enables the development of practice skills under the guidance of an experienced supervisor. The course fosters students’ reflection on the effectiveness of their practice in the facilitation of change and calls for clear identification of the values and attitudes underpinning their work.
Research Strand
GCC7424 Research for Couple & Family Counselling, Level 7, 15 Credits
This research project gives students the opportunity to explore the nature and role of research for the Christian counsellor. The course is designed to support students, not just learning about but also in experiencing the research process through undertaking research into their own practice effectiveness in their field of specialisation, and reporting on the process and findings. This will better equip students to read and process research literature as well as contribute further research to the field. The course also provides an opportunity for students to explore the impact one’s world and life view has on the process, described by Bouma as a “disciplined process of coming to know something about our world and ourselves” (Bouma, 1993, p. 7).
GRADUATE CERTIFICATE OF COUNSELLING (NARRATIVE COUNSELLING)
Grad.Cert.Cg. (Narrative)

Specialist Knowledge Strand

GCC7390 PIPI 3: Using Narrative Therapy Level 7 15 Credits
This course explores the philosophical underpinnings of narrative ideas and practice and how they relate to Christian worldviews. It will introduce students to narrative skills and strategies and give students the opportunity to develop narrative practice. It will then extend students’ beginning narrative practice to include an awareness of the effect of language on power relations, in particular how this relates to exploring with people their sense of faith/spirituality.

GCC7363 Narrative Practices with Couples and Families Level 7 15 Credits
This paper continues the emphasis explored in PIPI 3 Narrative Therapy of understanding people as produced by social contexts and using skills of deconstruction and development of alternative storying to enable people to live out preferred realities. Further to this introduction to Narrative Therapy, this paper considers the detail of clinical practice in relation to the political context of therapy, power relations within language, using relational language and creating agentic narratives through various therapeutic processes. Throughout, the emphasis is on working with couples and families.

Practicum Strand
GCC7443 Narrative Counselling Practicum Level 7 15 Credits
This practicum gives students the opportunity to apply the knowledge, understanding and skills gained in the coursework papers to their work using Narrative Therapy in their placement setting. The hands-on experience with this modality enables the development of practice skills under the guidance of an experienced supervisor. The course fosters students’ reflection on the effectiveness of their practice in the facilitation of change, and calls for clear identification of the values and attitudes underpinning their work.

Research Strand
GCC7444 Research in Narrative Counselling Level 7 15 Credits
This research project gives students the opportunity to explore the nature and role of research for the Christian counsellor. The course is designed to support students, not just learning about but also in experiencing the research process through undertaking research into their own practice effectiveness in their field of specialisation, and reporting on the process and findings. This will better equip students to read and process research literature as well as contribute further research to the field. The course also provides an opportunity for students to explore the impact one’s world and life view has on the process, described by Bouma as a “disciplined process of coming to know something about our world and ourselves” (Bouma, 1993, p. 7).
GRADUATE CERTIFICATE OF COUNSELLING (CHILD AND ADOLESCENT COUNSELLING)
Grad.Cert.Cg. (Child & Adolescent)

Specialist Knowledge Strand
GCC6412 Counselling & Mentoring Children and Young People Level 6 15 Credits
This course aims to equip student to work therapeutically with children and young people by expanding understanding of their worlds, and developing creative ways of counselling. It also challenges students to consider the ethics, legal issues and dilemmas that may occur when working with these client groups.

Special Topic
GCC7411 Special Topic: Adolescent Development Level 7 15 Credits
This course gives students an opportunity to explore in depth literature and practice, around an aspect of adolescent development with academic supervision from a staff member. Topics which could be investigated include: depression, self-harm, suicide, sexuality, gender identity, peer relationships, addictions and eating disorders.

Practicum Strand
GCC7413 Child & Adolescent Counselling Practicum Level 7 15 Credits
This practicum gives students the opportunity to apply the knowledge, understanding and skills gained in the coursework papers to their work with their specialist client group – children and/or adolescents. The hands-on experience with this client group enables the development of practice skills under the guidance of an experienced supervisor. The course fosters students’ reflection on the effectiveness of their practice in the facilitation of change and calls for clear identification of the values and attitudes underpinning their work.

Research Strand
GCC7414 Child & Adolescent Counselling, Level 7, 15 Credits
This research project gives students the opportunity to explore the nature and role of research for the Christian counsellor. The course is designed to support students, not just learning about but also in experiencing the research process through undertaking research into their own practice effectiveness in their field of specialisation, and reporting on the process and findings. This will better equip students to read and process research literature as well as contribute further research to the field. The course also provides an opportunity for students to explore the impact one’s world and life view has on the process, described by Bouma as a “disciplined process of coming to know something about our world and ourselves” (Bouma, 1993, p. 7).
Programme Delivery & Workload
The Academic Year is divided into two semesters. Semester One usually begins mid-February and ends at the end of June. Semester Two usually begins mid-July and ends early November. Each semester has 10 weeks of learning activities interspersed with study weeks and school holiday breaks to allow for assignment work to be completed.

Elements of this Programme:

Online Activities: using “BTI Online” you will have a range of compulsory and enrichment activities including readings, journals, wikis, chats, discussion forums and resource links to support and assess your learning.

Readings: this is an electronic collation of required and some additional readings to support the learning in each course and to provide beginning resources for assignment work.

Onsite Intensive: this is the component of a course that is delivered face to face here in Tauranga during a visit to the campus of 2-3 days per course. This is usually skills-based work that cannot be learned at a distance. These intensives are compulsory.

Practicum: this refers to a placement which provides the context for learning to be integrated into practice in a focussed way under regular supervision, both from within the agency and from a qualified external supervisor (at the student’s expense).

Contracted Local Supervisor: this supervisor is usually external to the placement agency and who must be a member of a professional association (NZAC, NZCCA, NZAP, NZASW or the Psychologists Board). This person reviews and monitors your clinical practicum work and assists you in making the links between your study and your practice.

Site Visit by BTI Staff: this is the visit that one of the Counselling Team from BTI makes to you in your placement setting around the country. This can be a liaison visit and/or an assessment of your work, depending on where you are up to in your practicum. This visit develops the link between BTI, the local agency and the local supervisor, and helps make sure the placement is as useful for you as possible.

Field trip Residential Intensive: within the Strengths-based Family Practices course, this is a visit to a leading New Zealand community development agency and involves living together for a 4-day intensive facilitated by one of our longstanding contract staff members. Observation, reflection and teaching components are interspersed with student conversation and interviews with agency staff. This has been a valuable part of our Bachelor of Counselling programme annually from its inception.
Entry Requirements
These Graduate Certificates are for already qualified counsellors only. Applicants must hold an NZQA recognised diploma or degree in counselling or a counselling related field and be able to provide evidence of some practice experience.

Technology requirements
Students are required to have regular access to a computer and internet in order to gain entry to the programme. They are expected to have word processing software, email and high speed internet access.

Student Loan Eligibility for Graduate Certificates
This programme is approved by NZQA, however it does not attract government funding. For this reason, applicants should be aware that they are not eligible to receive a student loan for this programme. The programme is considered to be Professional Development.

Enquiries
Direct email enquiries about this programme to: btistudentliaison@bti.ac.nz or phone us on 07 562 2902.

To apply to study one of the Graduate Certificates please click here.
Our friendly learning advisors support students in their mastery of minimum levels of language, numeracy and ICT skills, as well as offering opportunities for remedial support or extension.

Academic support is also available 24 hours per day through many resources in btionline. Online access to our library catalogue and an ever growing range of journal databases is also available.
GREAT PLACE, GREAT PEOPLE, GREAT HEARTS + MINDS

Wāhi Hira, Tangata Rawe, Ngakau Manawa Hiranga