

Where Have They Gone? What Are They Doing?

A Survey of Counselling Graduates, 2005–2009

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Abstract

A postal survey examined counselling graduates' work destinations and reflections on their training. The participants were 40 former students from the Wellington Institute of Technology (WelTec) who graduated between 2005 and 2009. Results showed that work opportunities and income in the counselling field were more limited than those experienced by a similar cohort who graduated between 1997 and 2002. There was also a trend away from private practice as a work option. The recent graduates showed considerable agreement about which course components were seen as most useful. Several graduates recommended more personal development and personal counselling during training. The graduates surveyed and the study authors concluded that both trainers and the profession needed to pay more attention to how counselling qualifications are structured and possible future career paths for counsellors.

Keywords: counselling, graduates, reflections, training, employment

The early history of counsellor education in New Zealand was very much one of a response to the needs of people already in the helping professions, such as teaching, pastoral care in ministry, and marriage guidance. Pioneer counsellor Esther Hall, who started work in 1962 for the Marriage Guidance Council (now Relationship Services), recalled that many of the counsellors at that time were volunteers rather than professionals. The selection process for training could be surprisingly rigorous (Penny, Epston, & Agee, 2008). Today, according to our research based on a survey of relevant websites, at least 15 tertiary institutions in New Zealand offer training in counselling at levels ranging from undergraduate diplomas to postgraduate certificates and degrees.

The proliferation of training providers has been matched by an increase in the membership of the New Zealand Association of Counsellors (NZAC), which grew by one-third in the years from 2001 to 2007. Since then there has been a slight decline from

the peak of 2000 members in 2007, but this has been more than made up by a doubling in the number of those with provisional membership between 2007 and 2010 (NZAC, 2011).

In recent years, there has been a debate over the possible registration of counsellors under the Health Practitioners Competence Assurance Act 2003 (Cornforth, 2006; Manthei, 2008; McGill, 2010a). Nearly half of the items in the NZAC newsletters between 1997 and 2009 were about counselling as a profession, registration, and professional development (Miller, 2011). There have also been associated conversations within NZAC about the requirements for membership and the assessment of candidates (McGill, 2010b). The regulation and standardisation of counsellor education and practice are long-standing matters and are not peculiar to New Zealand (Murphy, 2011). What appears to be missing in these discussions, however, is an analysis of the job prospects for the large number of counselling students currently undertaking training.

Such an analysis can probably be done only institution by institution, because not all are educating general counsellors but offer, instead, quite specialised programmes. These include, for example, the Christian approaches of Vision College, Laidlaw College, and Bethlehem Tertiary Institute; the Manukau Institute of Technology's diploma in child counselling; and UNITEC's degree and diploma programmes, which train counsellors to deal with addictive behaviours as well, including gambling. Despite the variety of programmes, it is useful to know as much as possible about what is happening to counsellors when they graduate.

In one local study that examined counsellor destinations, Cornforth and Sewell (2004) surveyed 79 graduates from 1997 to 2002 who had studied in the counselling programmes at the Wellington Institute of Technology (WelTec) and its predecessor, the Central Institute of Technology (CIT). These programmes had been developed at CIT in the 1990s and led to qualifications at the diploma level in counselling, career counselling, and child and adolescent counselling, with a bachelor's degree offered from 1997. WelTec inherited the previous CIT counselling and alcohol and drug programmes in 2001 and continued the CIT training model, with full-day courses taught in both Auckland and Wellington. Many students at that time had counselling employment prior to entering study and the concentrated mode of delivery allowed them to continue working while studying.

Like the graduates surveyed by Cornforth and Sewell (2004), the current counselling students at WelTec tend to be over the age of 40 and bring previous relevant experience of various kinds to their training. Since 2002, however, few students have entered the programme from a background of counselling practice. As the three-year degree programme aims to provide practical experience through placements, as well as a theoretical foundation, this demographic shift makes placements more significant,

as they are now likely to be the only contact with actual counselling the students receive during training. It is also no longer certain that the delivery mode of block courses is appropriate, as more students are now studying full-time.

Cornforth and Sewell (2004) found only limited guidance from international research about the employment opportunities for counsellors that might develop in New Zealand. They did, however, draw attention to studies in the United States that have demonstrated the importance of private practice. There are difficulties in comparing counselling work prospects here with those in other countries, largely because most counsellor education in New Zealand takes place at the undergraduate level. By contrast, Cornforth and Sewell cited two major studies of counselling work settings in the United States that were based on the experience of doctoral graduates (Zimpfer, 1996; Zimpfer & De Trude, 1990). Similar caution is needed in the interpretation of studies of students' experience of training as counsellors, though research on graduate students may highlight areas that are likely to be important, such as mentoring, financial issues, personal health, and support from family and classmates (Protivnak & Foss, 2009).

The major findings of Cornforth and Sewell in 2004 were as follows.

Employment opportunities for graduates: the authors found (against expectation) that almost all graduates were employed within two years of graduation, mainly in a wide range of health-related contexts.

Private practice: there was a strong trend towards private practice, with 30% of respondents having a private practice component to their work.

Usefulness of training: there was a positive response to questions about the usefulness of the training programmes, with unresolved questions about the balance between theory and practice in the training and the adequacy of supervision and hours in the latter component.

Income: the median income for both males and females was above the national figure, which suggested that counselling training enhanced the employment prospects for graduates.

Method

The aim of the study reported here was to survey the experience of the more recent cohort of 160 WelTec students who graduated from counselling programmes in the years between 2005 and 2009. Many of the questions were similar to those in the 2004 survey by Cornforth and Sewell, in order to see if there had been changes in the work destinations and the perceptions of training of counselling graduates.

Participants

Participants included 40 of the 160 WelTec graduates from the Bachelor of Counselling, Diploma of Counselling, and Diploma in Career Counselling, 2005–2009.

Materials

The data were collected by means of a postal survey made up of two parts (see Appendix 1).

Part A collected information about the demographics of the group of graduates and their work destinations. It included several questions that were similar to those asked by Cornforth and Sewell (2004). These included further professional development, current work details, income, and occupation prior to counselling training.

Part B focused on the participants' experience of their counselling training, seeking their perception of the relative usefulness of particular papers and their suggestions for improvements to the training programme. There were also opportunities in this section to provide qualitative assessments of these components.

Procedure

Survey forms were mailed to the 160 graduates of WelTec's counselling programmes and a follow-up reminder was sent to those who had not replied after two months. A total of 40 replies were received.

Results

As only 40 graduates replied, the response rate of 25% was lower than the 39% achieved in the earlier study. Caution is therefore needed in making definitive conclusions about trends, but some are strong enough to enable comparisons between the graduates in this current study and those in the 1997–2002 cohort.

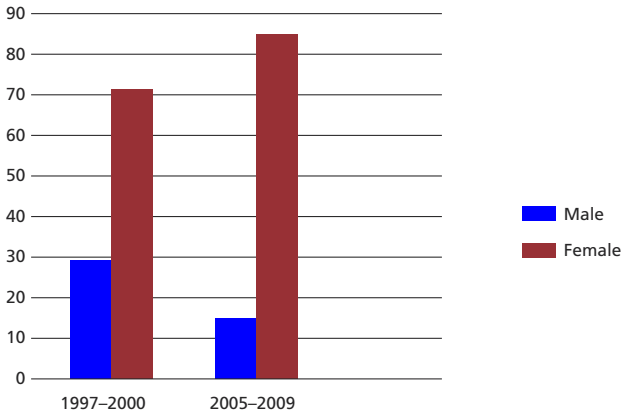
Part A: Graduate destinations

Demographic data

Responses were received from six men (15%) and 34 women (85%). The proportion of women respondents in this study was markedly higher than in the Cornforth and Sewell (2004) cohort (Figure 1).

All respondents were aged over 41 except for one who was in the 21 to 30 age bracket. Mature students also made up the bulk of respondents in the earlier study (86% between 30 and 49), but there is some evidence of a trend to an even older cohort

Figure 1: Gender of participants (percentage) (2005–2009: N = 40).



among the more recent group, with 17 (42%) aged over 50 at the time of the survey. Twenty-eight (70%) respondents identified as European New Zealand/Pākehā, much as in the 1997–2002 cohort (73%). Of the others, two identified as Māori, three as Pacific Islanders, two as Asian, and six as from other ethnic groups. One respondent identified as both European and Pacific Islander.

Qualifications gained at WelTec

The majority of respondents (29, or 72.5%) held the Bachelor of Counselling degree. This contrasts with the earlier cohort, more of whom held the Diploma of Counselling (38%) than the bachelor's degree (37%).

Further qualifications since graduating from WelTec

Thirteen (32.5%) respondents had acquired further qualifications since graduating from WelTec. These included some further WelTec qualifications, such as the Graduate Diploma in Addiction Studies and the Graduate Certificate in Supervision.

Current employment position

Respondents were able to indicate that they were employed in more than one capacity, so making comparisons between the results for the two cohorts is not straightforward. However, two findings are clear (see Table 1). The first is that the proportion of respondents who said they were in general counselling remains somewhat similar

Table 1: Current employment, by number and percentage of respondents, 1997–2002 and 2005–2009. Respondents could nominate more than one job.

Position	No. of Students 1997–2002	No. of Students 2005–2009	% of Students 1997–2002	% of Students 2005–2009
Counsellor (general)	26	18	33	45.0
Counsellor (Māori service)	7	2	9	5.0
Counsellor (health)	5	2	6	5.0
Counsellor (voluntary)	1	3	1.5	7.5
Counsellor (careers)	5	3	6	7.5
Counsellor (private practice)	21	5	27	12.5
Education (counsellor, management, teaching)	9	6	11	15.0
Counselling (management)	3	0	4	0.00
Counsellor (relationships)	Not Assessed	4	Not Assessed	10.0
Welfare/support worker	2	2	2.5	5.0
Other	2	11	2.5	27.5
Youth worker	2	0	2.5	0.00
Total	83	56		

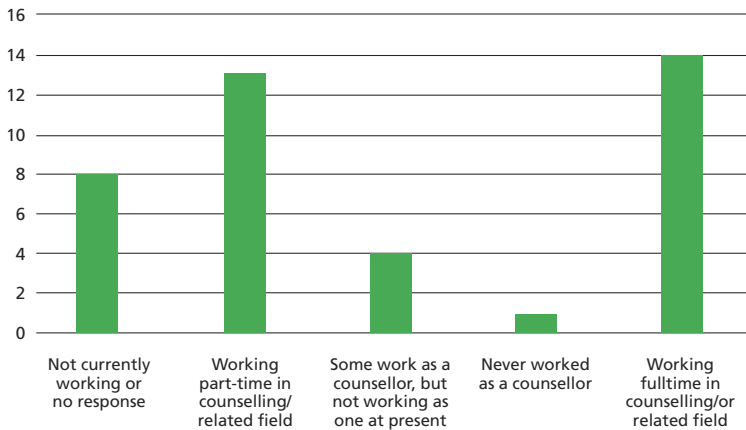
(26, or 33%, for the earlier cohort, and 18, or 45%, for the more recent cohort). However, the number saying they were in private practice has dropped markedly (27% for the earlier cohort and 12.5% for the more recent group). The 2005–2009 cohort also had a larger number of respondents who were in other occupations. Among these were health promotion, housing access management, building, report writing, and educational administration. Apart from these areas that were not directly counselling-related, three respondents were working in the addiction field, two as alcohol and drug counsellors.

Current employment status

This question revealed that although the bulk of respondents were working as counsellors or in related fields (27, or 67.5%), many were doing so part-time, with only 14 (35%) saying that they were working full-time as counsellors.

Some graduates found employment during their training (5), or went straight into employment upon graduation (7). Of those others who reported finding

Figure 2: Numbers of respondents working in various fields (N = 40).



counselling-related work (20), the median wait between training and finding work was six months. By contrast, most of the graduates from 1997–2002 found counselling-related work either before, during, or immediately after graduation (Cornforth & Sewell, 2004).

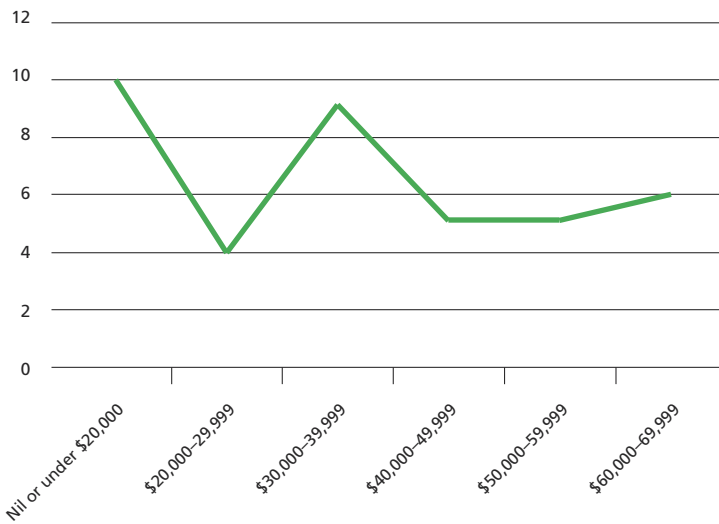
Income

As of June 2010, the majority of graduates earned more than the national median income of \$27,500, and 16 (40%) earned over \$40,000 (Statistics New Zealand, 2010). By contrast, nearly half (48%) of the graduates from 1997–2002 were earning over \$40,000, although the national median income for 2001 was only \$18,000 (Cornforth & Sewell, 2004). These figures indicate that the earning prospects of counselling graduates have, if anything, declined markedly during the past decade. (Figure 3.)

Occupation prior to counselling training

Cornforth and Sewell (2004) found that 40 of the 79 graduates who responded to their survey were already employed in the counselling field prior to entering the training programme, although only one of the last group of students surveyed, the 2002 graduates, was already working in the field. This reflected a trend, which has continued into the present, for students to enter training without previous counselling experience. Four of the respondents in the current survey came to the programme with previous counselling experience, three of these as school counsellors.

Figure 3: Numbers of respondents with income from counselling or a related field (N = 40).



Discussion

The number of respondents makes any conclusions very tentative, but some trends are apparent. More of the WelTec graduates are qualifying now at the degree level and several have acquired further qualifications since graduation. None, however, has proceeded to master's study in counselling at any of the four universities that offer this qualification (University of Auckland, Massey University, Waikato University, and Canterbury University which has offered a specialised counselling degree as a Master of Education (Certificate in Counselling) since 1983).

The destinations of graduates are also changing. Fewer graduates are entering private practice; the students themselves are no longer entering training with previous counselling experience, and the income prospects are less attractive than in 2002. The decline in private practice as a career option for recent graduates may reflect their lack of previous counselling experience, a lack of openings, and the growing pressure for higher levels of qualification. The overall increase in the number of graduates may be a contributing factor in the decreased availability of counselling-related work.

There must be some doubt about the capacity of counselling graduates to look forward to an income upon graduation that is significantly greater than the national

median income (see Figure 3). The reported earnings of this particular group have, moreover, declined by comparison with those in the 1997–2002 cohort. The decline is seen both in absolute terms and in relation to the national median income. These graduates also needed to wait longer before finding work in a counselling context, especially full-time work. These findings alone suggest the need to reconsider the viability of training counsellors in the absence of an adequate analysis of workforce requirements.

Limitations of the study

Cornforth and Sewell (2004) commented on the small number—only five responses—from Māori graduates in their study and the resulting difficulty in reaching conclusions about this group. With only two responses from Māori graduates this time, the data are even more limited, which suggests that a more face-to-face approach, rather than a survey, may be needed to determine the views of WelTec's Māori graduates.

Another question that this study leaves unanswered is the situation of those graduates who did not respond to the survey. The number of returns was not surprising, as any attempt to track students as much as five years after graduation is likely to come up against the fact that many will have moved on from their previous addresses. There was an attempt to overcome the reluctance of respondents to answer long postal surveys (Bryman, 2008), in that the instructions made it clear that the replies would still be of value if people answered only this first part, which was purely quantitative. However, those graduates who did participate answered the questions in both Part A and Part B, which suggests that they considered that it was important to set out their views.

Part B: Counselling training

The WelTec counselling programme is based upon a foundation of client-centred practice, with a mix of compulsory and elective modules offered after the first year. This part of the survey was designed to explore what aspects of training were perceived as most useful now that graduates were in actual practice. There were also questions to determine what graduates saw as limitations in their training, or the barriers to success. Though this part of the survey was designed largely to find out what was working well and to help improve counselling training at WelTec, several elements that may be of more general interest to those running counselling programmes are reported here.

Modules of theory-based training found to be most useful

Most theory-based modules were endorsed as useful to the graduates in their current work, with a median ranking of 18 respondents (45%) who applied this rating to

Table 2: Modules in theory-based training rated most useful for respondents' current work, in rank order. Respondents could choose more than one.

Modules	Number
Cognitive Behavioural Approaches	30
Counselling Theories	29
Integrated Theory, Practice, and Personal Style	23
Integrated Theory and Practice	21
Counselling in the Mental Health Context	20
Group Work	18
Human Development	18
Treaty of Waitangi	18
Introduction to Professional Practice	16
Psychology	15
Social Policy	10
Whakaruruhau	5
Introduction to Research	4
Total	227

each module ($M = 17.46$). Results ranged from the 75% of respondents who rated the Cognitive Behavioural module as useful to the 10% who gave the same rating to the Research module. The most frequently chosen modules related closely to practice requirements, rather than being more theoretical. Four people specifically mentioned Client-centred Practice as being useful. This course had not been included on the list as the study's authors considered it a practice-based course.

Elective modules and special topics found to be most useful

Clear endorsement was given to some elective and specialist modules, such as Systemic Approaches to Couple and Family Counselling, and Motivational Interviewing. Modules that were less favoured may have reflected their specialist nature, such as the Career Counselling offerings. Of interest were the number of papers rated highly that were part of the alcohol and drug degree. One graduate specifically mentioned that the choice of these additional papers had opened the way for work in the addiction field. The primary service offered at four of the graduates' places of employment was, in fact, in the alcohol and drug area, indicating the value of a specific skill set such as an

Table 3: Elective modules and special topics found most useful in graduates' current work, in rank order. Respondents could choose more than one.

Module	Number
Systemic Approaches to Couple and Family Counselling	26
Motivational Interviewing	24
Existential Approaches	20
Narrative Therapy	20
Historical Sexual Abuse	19
Theories of Substance Use, Abuse, and Addiction	16
Assessment and Treatment Planning	11
Intimate Relationships	10
Key Issues in Working with Adolescents	6
Interventions for Alcohol and Drug Problems	5
Career Theory and Practice 1 & 2	5
Professional Development (careers)	3
Research Project	3
Health Promotion	1
Introduction to Alcohol and Youth Drug Work	1
Gambling and Other Impulse Control Disorders	1
Te Kotahitangi Hāora Māori	0
Total	171

understanding of addictive behaviours. Several negative comments concerned the lack of training in family violence/abuse areas.

Modules that were not perceived as particularly useful

A few respondents identified modules that they perceived as *not* particularly useful, but no more than four responses of this kind were made to any particular module. One respondent, for example, said that the research project was too involved, while another said the Integrated Theory and Practice module did not integrate and was a “waste of time.” Another said that it would have been better to choose training in psychotherapy. One had difficulty comprehending the multitude of theories offered in Counselling Theory, though she enjoyed presenting on her own topic.

The value of the Treaty of Waitangi and Whakaruruhau modules

Some graduates had recognition for prior learning for these modules, but the 36 who responded gave them a mean ranking of 2.58 on a Likert scale interpreted as ranging from 0–4.

One respondent working as the Māori counsellor at an educational institution found the Whakaruruhau (cultural sensitivity) module particularly helpful in understanding clients' needs.

In the qualitative comments for this section, 19 (47.5%) students made positive comments regarding the value of these papers. Eight of these comments (20% of the total respondents) fell into the category of valuing the papers for the impact on their own personal development, and six (15%) in the category of valuing them for the contribution to their current knowledge/understanding of clients.

Relevance of practice-based modules and practicums to current practice

These modules were rated highly, with a mean ranking of 3.08 on a Likert scale interpreted as ranging from 0–4. Thirteen (32.5%) graduates gave these modules the maximum possible rating.

Ten positive comments supported these modules as an essential foundation for improving practice and enhancing theoretical understanding. However, negative feedback (four comments) referred to the difficulties of getting placements and the lack of help from WelTec with this, and three comments expressed ambivalence.

Other aspects of training at WelTec

Respondents commented on financial and placement issues as aspects of training at WelTec that they found most difficult. Variation in the quality of teaching was most prominent, however, with 17 respondents (42.5%) commenting on this.

In contrast, among the most rewarding aspects of training, noted by 18 respondents (45%), was the value of self-development, which for some respondents also expanded a sense of their identity in wider contexts and a worldview. New learning, intellectual stimulation, and challenge were also noted by 19 respondents (47.5%). Typical phrases describing gains from self-development included “raised self-awareness,” “understanding myself a lot better,” “personal growth,” and “self-reflection.”

Other positive aspects included the friendship and support of other students (10 such comments), and the quality, help, and inspiration of some of the lecturers (nine comments). A number of other factors were also mentioned, such as the experience

of counselling clients when on placements, the integration of learning and practice, and greater awareness of cultural identity.

WelTec requires counselling students to undertake a minimum of eight sessions of personal counselling during each year of their course. Most responses to this component described it as a valuable part of professional development, with several students strongly recommending that the training should require more personal development, even going so far as to describe it as “absolutely essential.” The main reservations related to difficulties in finding a suitable counsellor and whether eight sessions were enough, though one respondent did describe the counselling as a “tacked-on requirement.”

There were also observations about work prospects and a suggestion that the number of counsellors trained should match employment opportunities more closely.

Discussion

The views of the graduates who did not respond to the survey are, of course, unknown. However, the survey did provide considerable feedback from 40 former students. Some persistent themes emerged. First, the employment prospects for new counsellors seem tighter than for those who graduated in previous years. A concern was expressed that this was not made clear to new students. Despite the foregoing, many respondents, when invited at the end of the survey to make any other comments, said that they thought highly of the programme and its teaching staff. To some extent this result seemed in conflict with the number of respondents who chose variation in teaching quality as the most difficult aspect of their training at WelTec.

This discrepancy may reflect the number of contract and part-time staff who teach on the counselling programmes. While many such tutors bring their practical experience to the teaching situation, it can also be argued that it is important that students' learning experiences should model aspects of a good counselling relationship, in which tutors and students have enough time together to establish long-term links. Such relationships can also be expected to facilitate personal development, an aspect of the course regarded positively by students.

Many of the student observations were specific to WelTec, but among the findings that may be of wider interest was the variety of responses to the personal counselling component of the course, which is offered by external counsellors rather than tutors. The different levels of satisfaction that were reported may well reflect the quality of the particular relationship involved for each student but they do suggest that this aspect

of counsellor education needs more scrutiny. Counsellors have rated this aspect of professional development as very important (Kazantzis, Calvert, Orlinsky, Rooke, Ronan, & Merrick, 2009).

Limitations and recommendations for further research

This section of the questionnaire included open-ended questions, which are seen as inappropriate for postal surveys by some researchers (Bryman, 2008). However, this was a survey of graduates about salient aspects of their education and employment, and those who replied often did so at length. Those who had queries about the value of some of their training may have been more eager to respond, but it is not possible to assess this.

Many course components are similar to those offered in other counselling qualifications and it may be helpful for other educators to see what these graduates believed were the more useful parts of their training. The number of core and elective modules at WelTec was, however, quite considerable for a programme that can be completed in three years of study. Some respondents called for a better philosophical direction to the degree. This has, in fact, been a driver of many of the changes to the qualification that were proposed in its 2011 review (Robinson & Fraser, 2011). Apart from this question of broad direction, the identification of course components that graduates found useful may help narrow down worthwhile areas for more detailed research into training components. This is an area in which research could improve the theory and practice of counsellor education (Buser, 2008).

Among the graduates were four who had completed the WelTec level 6 Diploma in Career Counselling, a qualification no longer offered by this institution. Their responses included a comment that it was difficult to get information about future employment and recruitment prospects at the time of enrolment. Furthermore, the absence of an on-site career counsellor at WelTec was seen as inconsistent with the teaching of a careers counselling course. Whether students are getting realistic and useful advice about job prospects is a question that could be explored in any wider study of counsellor education providers.

An initial survey by the authors identified 15 institutions in New Zealand which offer counsellor education. It would be useful to inventory what is, in fact, offered by those institutions. A study along these lines could examine the number of graduates from each programme, course content, the intended graduate profile, how its quality is moderated, and what providers say themselves about where their graduates can expect to find work. Though the New Zealand Qualifications Authority has the role

of overseeing these qualifications in institutions other than universities, an internal review of this kind by the counselling profession would complement the findings of the present study.

More detailed research is required into graduate destinations and the appropriateness of current training for these jobs. Four of the respondents in the current study, for example, were now working in the addiction field. Further training in addiction studies may prove a useful addition to counselling programmes. It may not only improve counsellors' prospects for employment but may also better prepare them for recognising addiction problems faced by their clients (Carroll, 2000).

An aspect of training not addressed in this study was the role of mentoring and support services, including career advice. These are important in a field where personal development is seen as part of the preparation for being a counsellor. Although the degree included an introduction to research methodology, the place of research in a counsellor's practice also deserves further examination (Evans, 2008; Manthei, 2004). A greater emphasis on a research component is part of the proposed new structure for WelTec's counselling degree.

Research is needed into prospects for Māori, Pasifika, and counsellors from other ethnicities and cultures working with particular communities. It may be that a collaborative effort among a number of tertiary institutions will be required to provide the numbers to enable worthwhile research into the needs of Māori, Pasifika, and members of other communities who wish to be counsellors.

This survey suggests that very useful reflections on counsellor education will come from newly qualified graduates. A broader survey of a similar form across all the training providers could help to inform the type of direction that the profession needs if it is to have a coherent nationwide set of standards for counsellors, particularly if counsellor registration is enacted. Such a survey would also provide information about how active the profession needs to be in monitoring what is happening in counsellor education.

Appendix 1



Counselling Graduates Survey

Your answers here will give a valuable picture of what is happening to WelTec graduates after they enter the workforce. If you wish, you need complete only Part A of the survey.

PART A: DESTINATION SURVEY

Instructions: This part of the questionnaire is to collect some demographic data and to ask you about your qualifications. Please answer by ticking in the boxes provided.

A. Gender

- Male
 Female

B. Age

- 21 – 30
 31 – 40
 41 – 50
 50+

C. Ethnicity

- Māori
 European New Zealander/Pakeha
 Pacific Islander
 Asian
 Other (please specify: _____)

D. Educational Qualification from Weltec

- Bachelor of Counselling
 Diploma of Counselling
 Diploma in Career Counselling
 Further qualifications since graduating from WelTec
 (including WelTec. e.g. Graduate Certificates)
 No
 Yes

If Yes, please specify _____

E. Current employment situation and income. Please tick any boxes that apply to you.

- Counsellor (general)
 Counsellor (Māori service)
 Counsellor (health)
 Counsellor (voluntary)
 Counsellor (careers)
 Counsellor (education)
 Counsellor (private practice)

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- Counselling (management)
- Counsellor (relationships e.g. Relationship Services)
- Education (teaching/management)
- Welfare/ Support worker
- Youth worker
- Other occupation

if in private practice, how many years did you work in paid employment as a counsellor before setting up in private practice? _____ years.

F. Work details: Please tick the box that applies to you.

- Not currently working
- Working part-time in counselling/ a related field
- Working full-time in counselling/ a related field
- Some work as a counsellor since graduation, but not working as one at present
- Have never worked as a counsellor since graduation

G. Time between training at WelTec and finding first counselling-related work?

H. Income: Please tick the box that applies to you.

Your current income from counselling or in a related field is:

- Less than \$20 000
- Between \$20 000 and \$29999
- Between \$30 000 and 39 999
- Between \$40 000 and 49 000
- Between \$50 000 and 59 999
- More than \$60 000

Instructions: This part of the questionnaire is about the **primary** service provided by your place of employment (full or part-time). Please tick the box that applies to you.

- Health
- Counselling
- Education
- Social work
- Family services
- Pastoral
- Vocational
- Alcohol and drug
- Youth
- Defence
- Violence prevention
- Other (please specify) _____

Instructions: this part of the questionnaire is about your occupation prior to counselling training. Please tick any boxes that apply to you.

- Management
- Facilitator/adviser (careers)
- Support worker
- Traineeship

- Nurse
- Special education services
- Social worker
- Self-employed
- Student
- Counsellor (please describe your work setting. e.g. school)

- Other (Please specify) _____

PART B: COUNSELLING TRAINING

Your answers here will give a valuable guide for future counselling training. If, however, you wish to stop at this point, please return the Destination part of the survey (questions 1-4), as this will still provide very helpful information.

Instructions: This part of the questionnaire is about your experience in training at WelTec

A. Which of the following modules of your theory-based training have you found most useful for your current work? Please tick your choices. You may choose as many or as few as you wish.

- Social Policy
 - Psychology
 - Human Development
 - Counselling Theories
 - Treaty of Waitangi
 - Whakaruruahau
 - Introduction to Professional Practice
 - Integrated Theory and Practice
 - Introduction to Research
 - Cognitive Behavioural Approaches
 - Counselling in the Mental Health Context
 - Group Work
 - Integrated Theory, Practice, and Personal Style
- Any further comments?

B. Which elective modules and special topics have you found most useful for your current practice? Please tick your choices. You may choose as many or as few as you wish.

- Theories of Substance Use, Misuse, and Addiction
- Interventions for Alcohol and Drug Problems
- Assessment and Treatment Planning
- Motivational Interviewing
- Health Promotion -Whakapakari Hauora
- Research Project
- Gambling and other Impulse Control Disorders
- Key Issues in Working with Adolescents
- Theories of Substance Abuse, Misuse, and Addiction
- Te Kotahitangi Hauora Māori
- Introduction to Alcohol and Drug Youth Work
- Historical Sexual Abuse

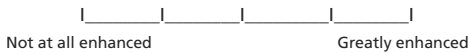
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- Intimate Relationships
 - Narrative Therapy
 - Systemic Approaches to Couple and Family Counselling
 - Existential Approaches
 - Career Theory and Practice 1
 - Career Theory and Practice 2
 - Professional Development (careers)
- Any further comments?

C. If there were any modules in your course that were *not* particularly useful, please list them below.

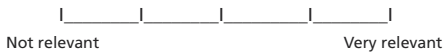
Any further comments about these components of your training?

D. In what respect, if any, did the modules Treaty of Waitangi and Whakaruruhau enhance your training and current practice? Please tick the point on the line that reflects your experience



Any further comments about these components of your training?

E. To what degree were the practice-based modules and practicums relevant to your work in counselling or counselling-related fields since the time you graduated? Please tick the point on the line that reflects your experience



Any further comments about these components of your training?

F. What areas of training at WelTec were most difficult for you? Please tick any applicable boxes. You may choose as many or as few as you wish.

- Financial
- Assessment
- Counselling placements
- Finding placements
- Personal counselling
- Teaching style or quality
- Facilities
- Time management
- Supervision
- Self development
- Fellow students
- Other (please specify) _____

- G. What aspects of training at WelTec did you find the most rewarding?
- H. Any comment on the personal development training requirements that was part of your course?
- I. Any other comments you would like to make related to your training at WelTec?

PLEASE RETURN THIS COPY OF THE SURVEY IN THE SELF-ADDRESSED ENVELOPE, TOGETHER WITH THE CONSENT FORM, TO:

Pauline Brown
Programme Co-ordinator
School of Health Services
Wellington Institute of Technology
PO Box 39803
WELLINGTON MAIL CENTRE

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