

# THE PROFESSIONAL COUNSELLOR

2007 | ISSUE

# 01

**The Australian Institute of Professional Counsellors National Newsletter**

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**ETHICS**

**SUPERVISION**

**MEMBERSHIP**

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*A Case for  
Ongoing Professional Supervision*

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**Front Cover Illustration –  
“Mossy Stepping Stones”**

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#### Our Mission

The Australian Institute of Professional Counsellors is a place where the genuine care and concern of our students is our highest mission.

We pledge to provide an exceptional level of support to our students who will always enjoy the most practical and worthwhile external study program available. The AIPC experience stands in our student’s minds as a place that brings enjoyment, fun and fulfilment to their daily lives.

# A Case for Ongoing Professional Supervision

Wendy Mead B.Ed; Dip.Prof.Couns; Dip. T.A.S.; Dip.Bus; Cert.IV Life Coaching. AIPC Senior Education Adviser

*Supervisory relationships are a complex blend of professional, education and therapeutic aspects.*  
(Geldard, & Geldard, 2001, p.377)

It is widely accepted that all counsellors, whether experienced or just starting out, will benefit from having regular professional supervision. A supervisor acts in a mentoring role, providing emotional support as well as information and guidance.

Counsellors working within helping agencies will hopefully have supervision sessions built into their work schedules, but it may be overlooked by those working in other organisations or in private practice. While recognising its value, some beginning counsellors may feel threatened by the idea of someone “judging” their effectiveness and avoid seeking supervision if it is not part of their work situation.

Geldard and Geldard in their book *Basic Personal Counselling* (2001) state that all counsellors need supervision to help them resolve their own issues and to avoid burnout in what is an emotionally draining occupation. As well as providing a sounding board for the counsellor’s concerns, a supervisor is in a good position to spot the onset of any symptoms of burnout and to assist the counsellor in dealing with them.

*Supervision is perhaps the most important component in the development of a competent practitioner. It is within the context of supervision that trainees begin to develop a sense of their professional identity and to examine their own beliefs and attitude regarding clients and therapy.*

(Corey, Corey, & Callanan, 2007, p.360)

A good counsellor will be fully aware of his or her own values, beliefs, attitudes and biases; being aware of them lessens the danger of their impacting negatively on the counselling relationship. We all operate within a personal belief system, but counsellors need to remember always to work with their clients in a way which is consistent with the client’s values, not their own.

As in all professions the counsellor needs to be constantly upgrading their knowledge and skills: there is ongoing development of psychotherapeutic techniques, strategies and models and it is incumbent upon us to keep up to date. If we neglect to pursue this continuing learning process we are short-changing our clients.

*As practitioners, we can never know all that we might like to know, nor can we attain all the skills required to effectively intervene with all client populations or all types of problems.*

(Corey, Corey, & Callanan, 2007, p.360)

Discussing counselling sessions with a supervisor and getting feedback enables practising counsellors to gain an objective insight into their own performance and skills. It provides an opportunity to learn and practise new skills and to find better ways to help clients. Debriefing is also an important element of the supervisory relationship, enabling the counsellor to look objectively at the issues raised in the counselling session and their response to them.

Due to the sensitive content of many client issues it is easy for a counsellor to become over-involved and for professional boundaries to become blurred; a supervisor will quickly spot this tendency and can intercede to stop it becoming problematic.

Counsellors will be challenged by many ethical dilemmas along the way and the correct path is not always clearly marked; discussing these issues with a supervisor will ensure that professional ethical standards are maintained.

*... professional competence is not attained once and for all. Being a competent professional demands not only continuing education but also a willingness to obtain periodic supervision when faced with ethical or clinical dilemmas.*

(Corey, Corey, & Callanan, 2007, p.360)

Counselling can be a very stressful occupation. A supervisor who is looking on will notice symptoms of undue stress which could lead to burnout. Burnout is an ever present danger, particularly for beginning counsellors and those working in agencies with large caseloads. A supervisor can help the counsellor put prevention strategies in place.

There are several different models of supervision which fall into three main groups: the supervisor is present during the session; the session is recorded; and the counsellor reports on the session. It is important to note that the first two models require client consent; the third can be done without disclosing client details.

“Geldard and Geldard in their book *Basic Personal Counselling* (2001) state that all counsellors need supervision to help them resolve their own issues and to avoid burnout in what is an emotionally draining occupation.”

Direct observation of the session by the supervisor can occur in three ways:

- the supervisor is actually present in the room for the counselling session; this would only be appropriate in an agency situation.
- the supervisor watches the session through a one-way mirror.
- the supervisor watches the session via closed circuit television (CCT).

While the second and third methods are much less intrusive than having the supervisor physically present in the room, it is likely that all three will change the nature of the session. Both counsellor and client may be nervous with a third party present, also the client may choose to withhold some information or details which otherwise may have been presented. These variables will impact on the effectiveness of the counselling relationship to a greater or lesser extent.

Session recording may be video or audio which may pose some of the same problems, but possibly to a lesser extent as the participants may find it easier to forget the observer. If using video or audio taped sessions for supervision it is recommended that the supervisor make the time to study them prior to the supervisory session in order to maximise their usefulness. An alternative approach would be for the counsellor to present specific parts of the recording which they want to deal with but this does introduce an element of subjectivity.

Recording the session will also undoubtedly affect it in some way, but the counsellor can help minimise this by being relaxed about the process.

Video recordings obviously provide more information as the non-verbal cues are clear, but they also are likely to make the participants more nervous than an audio recording, which is less intrusive.

Self reporting by the counsellor is a much-used method, due to its convenience; it does suffer, however, from its subjectivity which may lead to inaccuracies: the counsellor's perception and/or memory of the session after the event may be unreliable or biased in some way.

On the other hand the resulting dialogue between supervisor and counsellor may bring about greater awareness and understanding for both parties. Process notes, which relate to case notes taken during the session, may be used; these allow the supervisor to gain an insight into how the counsellor was feeling during the session but are still subject to the counsellor's own interpretation of the events.

Some supervisors believe they cannot adequately work with the counsellor without either an audio or video recording of the session; others, however, consider that the self-report model offers them a better opportunity to understand the way the counsellor is working. The supervision model used will be a matter of choice and agreement between the supervisor and supervisee.

One aspect of the supervisory relationship which is extremely important, and sometimes difficult to deal with, is the issue of client confidentiality and informed consent. As already stated, only the self-reporting model of supervision can operate without client consent, and then only if the counsellor carefully maintains the client's anonymity which may be difficult in a small community, for instance.

In both the other models the client will need to give their consent, either to the presence of the supervisor in the session or watching through a one-way mirror or CCT or to the audio or video recording of the session. Some clients may refuse this consent, but the counsellor can improve the chances of its acceptance by the client by presenting the issue in a confident and professional manner. If the counsellor seems flustered or nervous the client will certainly pick up on this and probably decline to participate. It is obviously essential that all aspects of the issue are clearly explained to the client and correctly understood by both parties before seeking formal agreement.

Supervisors may work in an educative or training role, teaching the counsellor new skills and even having an ongoing training and assessment role. If the counsellor is working in an agency or organisation, the supervisor will often be in a managerial role. Counsellors in private practice need to seek out a more experienced counsellor who will act in a consultancy and debriefing role.

There is also group, peer or team supervision where the supervisor is at a similar level to the supervisee.

Group supervision can provide a range of learning opportunities and perspectives but, like any group activity, needs to be carefully facilitated. Peer group supervision is particularly relevant to more experienced and competent counsellors who have established a good support network.

Most supervisory relationships will be a blend of professional, education and therapeutic aspects, but it is of prime importance that the supervisor relate the supervision sessions to the counsellor (supervisee) and not to the issues presented by the clients.

*Supervisors play multiple roles in the supervision process, and the boundaries between therapy and supervision are not always clear. In the literature on supervision, there seems to be basic agreement that*

**“Video recordings obviously provide more information as the non-verbal cues are clear, but are likely to make the participants more nervous than an audio recording, which is less intrusive”**

*the supervision process should concentrate on the supervisee's professional development rather than on personal concerns and that supervision and counselling have different purposes.*

(Corey, Corey & Callanan, 2007, p.377)

Counsellors work in a range of different situations including organisations, community or helping agencies, and private practice. Supervision is something which is sometimes overlooked in all three situations. A counsellor working within an organisation is often working alone in an 'expert' position and may find it difficult to be seen seeking 'outside assistance'; agency counsellors often have large caseloads, and time and opportunity for supervision is extremely limited or non-existent; and a private practitioner may experience initial difficulty in finding a compatible supervisor.

Whatever the difficulties, however, I believe that good professional supervision is a necessity for all counsellors: for learning, for debriefing, for self-development. I also believe that our clients have a right to expect that we do undertake ongoing professional development at all levels, remaining up to date and aware of new trends.

It is also vital that all practising counsellors develop an ability to 'supervise' themselves: to constantly observe, assess and evaluate their work with their clients objectively and truthfully.

Perhaps the last word should go to Peter Hawkins and Robin Shohet in their book *Supervision in the Helping Profession*:

*There are many reasons to be proactive in getting supervision for ourselves. First, supervision is a central form of support, where we can focus on our own difficulties as a worker as well as have our supervisor share some of the responsibility for our work with the clients. Second, supervision forms part of our continual learning and development as workers, including eventually helping us to learn how to be supervisors. A good supervisor can also help us to use our own resources better, manage our workload and challenge our inappropriately patterned ways of coping. We think that, if we are helping clients take more charge of their own lives, it is essential that we are doing the same. Finally, there is research to show that good supervision correlates with job satisfaction.*

(Hawkins, & Shohet, 2000, p.23)

**“I believe that good professional supervision is a necessity for all counsellors”**

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# Ethical Situations in Counselling Pedro Gondim

A prominent aspect of counsellor training involves the analysis of ethical situations. Counsellors need to be malleable to the variety of situations in which the client's personality traits and environmental circumstances are prominent barriers to the relationship's progress.

Codes of practice, ethical guidelines and counselling micro-skills play a role in supporting the counsellor's decision-making process towards the relationship;

**“Counsellors ought to ascertain clear and realistic boundaries around the professional relationship with their clients”**

however, client and situation uniqueness are not the exception in the therapeutic process – they reign supreme. Effective counselling invokes the ongoing need for adaptability and critical analysis.

In this context, three situations which frequently give rise to ethical dilemmas are dual relationships, mandatory reporting and informed consent. Are you aware of the particular conditions which delineate

each of these situations, and how to act upon them? This article provides a snapshot of the topic, along with some strategies for practising and student counsellors who are likely to face similar situations throughout their careers.

## **Dual Relationships**

Dual relationships can be defined as social interactions between counsellor and client, in addition to their professional (or therapeutic) relationship. Because the relationship was initiated in a therapeutic environment – which invokes behavioural restrictions and requires particular decorum from both entities – clients and counsellors are likely to face natural obstacles when developing relationships outside of the counselling room. As Corsini (2000, p. 447) states:

“It is often awkward for both the therapist and the client when interactions occur outside the psychotherapeutic relationship. Some relationships, such as those that include sexual or financial involvement, clearly violate the ethical codes of almost all professional organizations. Others, such as allowing a client to buy the therapist a cup of coffee after a chance meeting in a restaurant, appear to be quite harmless. Most decisions are not this straightforward, however, and deciding whether to accept a Christmas gift or flowers for the waiting room can become a vexing dilemma”.

The main question to be asked is how much influence particular social interactions can wield in the professional relationship – that is, the counsellor's perspective towards the client, and vice-versa. Simple interactions, such as a chat on the street or even the cup of coffee cited by Corsini are likely to have little influence over both entities' mindsets, thus it is generally not perceived as a challenging situation. But certain situations which induce emotional attachment can be damaging to counselling goals and/or outcomes.

Mental health professionals diverge in opinions when it comes to dual relationships. However, the vast majority of therapists agree that dual relationships should be avoided, arguing that transference and counter transference are powerful responses that will inevitably influence the therapeutic relationship. Along with most ethical dilemmas, it is largely a matter of each case: context, individual personality traits and nature of the counselling relationship.

According to Karen Kitchener (1988), the types of dual relationships which were most likely to be detrimental to a therapeutic relationship included the following aspects: “incompatibility of expectations between roles; diverging obligations associated with different roles, which increases potential for loss of objectivity and; increased power and prestige between professionals and consumers, which increases the potential for exploitation”.

To surpass difficulties with dual relationships, counsellors ought to ascertain clear and realistic boundaries around the professional relationship with their clients. Such boundaries need to consider the needs and characteristics of each client, and how that will reflect in the overall relationship. Codes of practice and guidelines are important to set these boundaries; however, professionals must be sensitive to particular needs in each relationship and apply such knowledge to improve decision-making in the counselling process.

## **Mandatory Reporting**

Mandatory reporting, or duty to warn, is one of the most sensitive topics in therapy and mental health. The bare existence of this concept already conflicts with ethical principles of confidentiality, thus deciding to report a client is a paradoxical pattern of thinking for any such professional. Nevertheless, it is an extremely important issue.

It can be defined as the necessity to break client confidentiality in order to protect the client or the community as a whole, when the client imposes a threat to his/her own safety, the community's safety or

the framework of law to which the community abides by.

When laws and values conflict, which side should you take? Most cases of information disclosure in therapy are for the benefit of the client, such as sharing information with colleagues or supervisors in order to obtain an alternative opinion or perspective. However, when it comes to mandatory reporting, best interest of the community or society are preceded over the client's interests. Thus, the default answer to the previous question is in fact, the law.

Needless to say, counsellors should be flexible when making decisions regarding mandatory reporting. There are several law frameworks which govern countries, states and regions, and each of them has its own agenda in respect to mandatory reporting requirements. Additionally, a wide variety of codes of conduct are also likely to influence the decision-making process for therapists and mental health professionals. A common basis for reporting a client is the imminence of danger for the individual (self harm) or others (e.g. an ex-partner).

“Exceptional circumstances may arise which give the counsellor good grounds for believing that serious harm may occur to the client or to other people. In such circumstances the client's consent to change in the agreement about confidentiality should be sought whenever possible unless there are also good grounds for believing the client is no longer willing or able to take responsibility for his/her actions. Normally, the decision to break confidentiality should be discussed with the client and should be made only after consultation with the counselling supervisor or if he/she is not available, an experienced counsellor.”

(Australian Counselling Association - Code of Conduct)

### ***Informed Consent***

Informed consent involves the communication of any information which matters to the client and which is pertinent to the therapeutic relationship.

A building aspect of the client-counsellor relationships is the development of trust and rapport. A premise for creating trust and rapport is good communication. Good communication, conversely, is based on honesty. Thus, informed consent is not only an ethical requirement for the counsellor, but also a

condition to achieve the collective goals of the relationship.

“Clients are entitled to know about all matters that affect them. They deserve to know the likelihood of harm (physical or mental) that could result from treatment, the possibility of side effects, the probability of success for treatment, the limits of confidentiality, whether student counselors will be involved, and the likely duration and cost of treatment.” (Corsini, 2000)

An effective way to ensure clients are adequately informed is to produce a standard information disclosure statement: a contract which comprises the counsellor's and clients' responsibilities and rights. A well-defined statement will provide the client with valuable information about areas such as: confidentiality, record-keeping, counselling management, relationship boundaries, and more. It is also a measurement which improves the quality of the service provided as it creates a clear framework of conduct for clients which are not acquainted with the process of therapy.

“Counsellors are responsible for reaching agreement with their clients about the terms on which counselling is being offered, including availability, the degree of confidentiality offered, arrangements for the payment of any fees, cancelled appointments and other significant matters. The communication of essential terms and any negotiations should be concluded by having reached a clear agreement before the client incurs any commitment or liability of any kind.”

(Australian Counselling Association - Code of Conduct)

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**“informed consent is not only an ethical requirement for the counsellor, but also a condition to achieve the collective goals of the relationship.”**

## PhD 101 Dr. Angela Lewis (MAIPC)

*I recently received my PhD and I would like to share my adult learning journey with you. Less than 1% of the adult population in the world gains a doctoral degree, and this achievement is considered the pinnacle of the academic success, so of course I am very proud of this accomplishment. You might assume that I am employed by a university and perhaps did my PhD while on study leave from academic pursuits; however this was not the case. I would like to share my learning journey with you, so you can see how an ordinary person was able to reach her achievements through adult education.*

My parents took me out of school at 16, as they decided that it was time I went out to work. I was consistently the top of my classes and hoped to be a school teacher, so I was completely devastated when I found out what they had done.

**“I was now teaching in adult education, doing what I originally aspired to when I was 16”**

Without thinking about the consequences, I left home, got a full time job and enrolled at night school so that I could complete what was then called HSC. I went to school at night, worked full time and did my homework and studied for exams on the weekends. I was too young for a licence and my then boyfriend (later husband), dropped me off and picked me up at 9pm, 3 nights a week for two years. I was constantly tired and I hated

the long hours and lack of fun or social life. Of course, I also had the other responsibilities of bill paying, cooking, shopping and running a home, all of which were completely new to me. By my 18th birthday, I had my HSC and we had a house deposit, so we married. A few years went by and I found I wanted more education, so I started a bachelor's degree, majoring in women's studies. My son came along in the 11th year, as I neared completion (again part time as I worked). An interesting thing happened when that degree was finished...I found I wanted to study some more, so I completed a graduate diploma in IT education. This took me another two years and then after a break I decided a counselling accreditation would enhance my career in IT teaching, so I completed another two years of study.

I was now teaching in adult education, doing what I originally aspired to when I was 16. Around my 35th birthday, I read an advertisement for the Masters Degree program at Deakin University and before I

knew it, I had enrolled. I truly enjoyed that degree best of all, and I was sad when I completed it. While my parents knew I was studying, they never enquired after my achievements, with my mother actually asking me why I was wasting money on yet more education! I had a wonderful supervisor for my Master's degree and seeing how much I had enjoyed it, she suggested I apply for the Doctor of Education program. I thought about it for 3 months, as I couldn't believe that I would be good enough to apply, let alone get into this program. It was also a degree that could not be completed in less than 6 years part time and would probably require some time off work when I had to write up my thesis. But I couldn't get the thought out of my head and I had to give it a shot. When I talked it over with my best friend April, she said 'well, why not?' and I thought indeed, 'why not?'. Five or six years go by in a flash and it was the opportunity of a lifetime.

I was awarded a fully funded place in the Doctor of Education program at Deakin in 2001, (whereupon my mother told me to stop showing off), and my thesis was accepted in July 2006. In the last 2 years of my candidature, I was offered a change to Doctor of Philosophy, which I accepted and that is how I graduated. During the 5 years I worked on my PhD my father died in an accident, my son did his VCE, I developed painful RSI in my thumb (too much keyboarding) and I managed to work full time and keep running my IT training business (I probably didn't mention that I am self employed). I didn't take any time off to write my thesis, choosing to do it on weekends and in the Christmas breaks. I won't say it was an easy journey, but it was my choice, not imposed by anyone.

As a result, it was the most fantastic thing I have ever done and shows that if you can dare to dream it, you can certainly do it.

So many adults don't take up learning because they think studying while working will take too long, or they fear they won't be up to the task. For me, success came from my mindset; I didn't look at it as years of drudgery, or self-imposed torture, but as a privilege, the privilege of learning. I also studied for me, not to impress my friends or because I thought I could make more money as I became more qualified. Ultimately the end result wasn't as important as the process. 'If you can dream it you can do it' isn't just a new age catch phrase, it really is as simple as that. So just take the first step.

From my experiences, these are some of the things I think you need to take into account if you are



considering a Masters or Doctoral degree, but could equally be applied to other facets of adult learning:

**Discipline:** compared to structured coursework, which is usually carefully planned by a teacher, PhD and Masters study will have less structure. This can really suit some adult learners, as it means you will have freedom to set your own goals, determine your daily and weekly study and research schedules and follow interesting ideas. There will be nobody but yourself to invoke any type of discipline on your study and research efforts. Take the freedom as a serious responsibility, because the quicker you structure your study and set goals, the easier it will be.

Unfortunately, for people who are not particularly self-disciplined, it can be difficult to police their own study schedules and they can fall into the habit of putting it off week after week. This results in some people taking 9 years to do a PhD or 5 years to do a Masters degree and feeling like they have committed to a life sentence. Study then becomes an onerous, never-ending responsibility, rather than the exciting journey it should be.

**Time:** You need to think about how you might be prepared to tackle a project larger than any you might have undertaken previously. Think about it as you

“ I won't say it was an easy journey, but it was my choice, not imposed by anyone”

might a business plan for a large work project or in terms of renovating a house. What allowances do you need to make; what needs to shift in your life to accommodate the project? Once you have committed to multiple years of study you need to be a little creative about how you fit it in. Perhaps you need to

reduce or forego other activities, maybe you need to speak up and ask your partner or family for more help, or request some study leave from your employer. Be prepared to be serious about starting some time-tabling and set up daily and weekly study goals. See 'discipline' above.

**Don't make study your whole life:** While it is a big responsibility and it will at times feel like study consumes all your energy, it isn't your whole life and nor should it be. If your course of study is going to take you some time to complete, you need to accept this as a fact of life and accommodate it without making it the pivotal focus of the coming years. There is no need to turn into that boring friend or colleague who is constantly sighing heavily about the

burdens of study, because before you know it, instead of supporting your achievements, friends and family may end up resenting them. Committing to study was your choice, and while we all want friends and family to support us, your completion isn't their goal and they won't be as interested in it as you are. Think about the person who goes on a diet and then talks endlessly about what they are consuming, how much weight they have lost or how hard it is to count the calories. Try not to be that person with your study program.

**Self-motivation and adaptability:** Be prepared to be out of your comfort zone. Sometimes you will feel overwhelmed, unsupported, or out of your depth - but that's ok - it is all part of the process. It can be disconcerting to have no classes to attend, or to have to chase up your supervisor for help or to review work. Most of us would have previously studied in a formalised program such as high school or university where we have had deadlines for essays, or exams to study for and it was up to us to meet those pre-defined obligations. In a PhD or Masters Program, your work is not generally neatly divided into assignments or separate units of study (though some Masters courses will award on coursework, which follows the traditional units per semester setup). Instead, you may find yourself largely left alone, accountable to a supervisor who may be busy herself and not checking what you are up to for months at a time. Mine for example went on 6 months leave in my third year, so I set myself the goal of having a certain amount of work ready for her to review the minute she returned. You may need to adapt to new ways of thinking, to expect less hand-holding or encouragement and to being confident enough to search for your own answers and find your own way.

As a result, studying at this level frequently means you are forced to look inwards for the inspiration to continue working towards your goals, as well as being self-motivated enough to work towards them alone.

Remember, successful completion is your goal, nobody else's, so be prepared to own the process so you can achieve the end result - because taking charge of what you want to achieve is something only you can do. And I can guarantee you - it is totally worth it!

This article first appeared in the December 2006 edition of 'Living Now' magazine.

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FEATURE

## Counselling Dilemma – Counsellors Comment on Ethical Issues

You are a counsellor and approved supervisor working in your own private practice.

One of your supervisees, Mary, who has been with you for over twelve months, has told you that her sister is going through a lengthy and difficult relationship breakdown.

Mary has previously suggested to her sister that she seek counselling but her sister has rejected the idea outright.

Recently, however, when they met for coffee, her sister said that she would attend counselling but only if it could be with you, as she felt that she would be comfortable with you from what Mary had told her.

Mary intends to continue to work with you as her supervisor.

*What would you do in this situation; what issues does it raise?*

.....  
If Mary was unable to accept that her sister's case would not be open for discussion (due to confidentiality), either in or out of supervision sessions, then I would give Mary the option of choosing to continue supervision with me and I would not take on the sister as a client, but would offer suitable referrals and assist in encouraging the sister to seek help elsewhere. Alternately, I could offer Mary a referral of her supervision services to another supervisor and I then take on the sister without any risk of confidentiality being an issue.

If I were to consider taking on the client and retaining the supervision contract with Mary then it would need to be ascertained if I was skilled/trained and/or willing to work with relationship breakdown issues; and that I had a current vacancy in my client load. This being the case, there would be conditions to taking Mary's sister on as a client and continuing with the supervision contract.

Both Mary and her sister would need to understand the issue of confidentiality and agree that neither sister would be able to discuss the other in any of the sessions.

It would be important to ensure Mary understood my role and responsibilities as her supervisor – my role would include enquiries on how she is doing with her clients and support her in dealing with her clients; it would not include discussion of my clients with my supervisee(s). I would also explain to the sister my role as counsellor and what would and would not be acceptable points for discussion in counselling (eg. nothing will be disclosed to Mary).

I would not accept the sister as a client unless she herself called to make the appointment - I would listen to the issue(s) and gain a greater understanding of what the sister wanted from counselling and then make a final decision as what would be in the best interest for the client as far as suitability of my counselling services. If I decided that I could not, or did not want to, work with the current issues for the sister, I would encourage her to accept my referral to a more appropriate counselling service.

Some issue(s) for concern would be:

- Mary wanting to know how her sister was coping/progressing;
- Mary's possible desire to offer alternate/additional information about the sister or others involved in the relationship breakdown;
- The sister possibly not sharing all relevant information about the issue for fear that Mary may hear it;
- The sister's reluctance to offer relevant information about others involved for fear of Mary finding out;
- The sister's preconceived idea of what I (as a Counsellor) would be able to offer, based on what Mary may have already told her;
- Preconceived ideas on the difference between how I operate as a Counsellor as opposed to how I operate as a Supervisor;
- My own ability to remain non-judgmental/ impartial based on information already gained from contact with Mary;
- Differences between the information Mary has already shared compared to the information provided by the sister in counselling (if the sessions commence);
- Ability to maintain Confidentiality and Impartiality as either Supervisor or Counsellor.

**“Both Mary and her sister would need to understand the issue of confidentiality and agree”**

**Carol Moore**

*Professional Counsellor, B.Bus(HRD), Dip. Prof. Couns., Sup. Cert., MAIPC, CCMACA.*

SOCIAL ISSUES

*The following article regarding an important topical social issue appeared recently in the ABC website. We would value your input and opinions regarding this article. If you would like to comment on the content of this article please forward your feedback (for possible inclusion in an upcoming issue of The Professional Counsellor) to: AIPC "Social Issues" Att: Editor, Locked Bag 15 Fortitude Valley Qld 4006 or send in an email to: editor@aipc.net.au.*

## Coping With Change

By Jeff Kennett

A generation ago, people reasonably expected they could work in the same job for their entire career. These days, young people finishing their education can expect to change jobs and indeed careers several times during their working lives.

I have had several career changes – not all of my own choice – but career changes just the same. After many years as a minister for Parliament, I am now involved in what I regard as the most rewarding job I have ever had – that of chairman of beyondblue.

I travel across the country raising awareness of depression and beyondblue's work. I often find myself talking to people who are depressed or to their concerned family members. A lot of the time, something significant in their lives has happened. A relationship has ended, a job has been lost or a loved one has died. That is, something in their life has changed and as a result the person has become unhappy, is not coping well and in some cases this has led to depression.

Most people will experience changes that severely disrupt their lives. For example, our farmers are currently being forced to cope with massive changes in their lives brought about by the drought. Change is a daily occurrence and is part of life.

With change comes stresses and often acute distress and these can be contributing factors for depression and anxiety. I am not saying it is as simple as always being positive, but we should all try to get better at coping with changes in our lives.

Learning to cope with changes starts with valuing the gift of life itself. It is against the gift of life that all other occurrences should be measured. However serious a situation may seem, however great the degree of change, they pale in significance compared to the gift of life itself.

I think we need to develop within ourselves both resilience and an internal system for dealing with change on a regular basis. If we don't do this, the anxiety and stress we may be feeling because of the change, may get worse. It may paralyse us and prevent us from acting in our own best interests.

Many of my colleagues who have changed jobs, retired or been sacked are in a depressed state

because they haven't been able to deal with change. The only thing that you can be sure about in the next 50 years is that change is going to be a greater part of our life than ever before.

We must see change as inevitable - one door closes and another door opens. If we look back we are doomed to an unhappy life, if we keep looking forward we have a good chance to embrace future opportunities.

People often look forward to retirement but once they get there many become ill. They start thinking too much about their aches and pains, withdraw and lose contact with the world they once knew. One must stay active and stay connected with families and community.

For example, volunteering is a fantastic activity – it gives us a break from what we usually do and keeps us active: mentally and physically. It gives us a focus we need to keep going, we have much to give.

I find that if you stay connected with people and communities, you stay excited about life and if you stay excited about life, you stay relevant.

Hopefully we can all learn to accept greater responsibility for our own condition. How we personally deal with change is important. We can be helped to address depression and manage our lives, if we are prepared, when necessary to seek professional help.

We should never forget, particularly men, that we cannot look after our families, businesses or farms, unless we look after ourselves and our health. To do that, we need to be mature enough to realise when we need help and then to seek it.

The greatest gift we can give our families, friends and communities is a resilient and contributing individual.

There is always light at the end of the tunnel and if we should find ourselves feeling down because we are going through tough times, remember with the right help we can deal with changes and return to leading a full, productive and exciting life.

I aim to live until I am 150. I invite others to aim for the same.

*Jeff Kennett is the chairman of beyondblue - the national depression initiative.*

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Source:

[www.abc.net.au/news/opinion/items/200703/s1862705.htm](http://www.abc.net.au/news/opinion/items/200703/s1862705.htm)

**“I think we need to develop within ourselves both resilience and an internal system for dealing with change on a regular basis”**

## Book Review Wendy Mead, Dip. Teach; B. Ed; Dip. Prof. Couns.; Dip. T.A.S.

# On Being a Supervisee: Creating Learning Partnerships

Carroll, M., Gilbert, M. (2005). **On Being a Supervisee: Creating Learning Partnerships**. PSYCHOZ Publications.

157 pages

ISBN: 0-958-5796-7-9

In the opening paragraph of the Introduction, the authors clearly state their reason for writing this book: to 'empower' supervisees; 'supervision is for supervisees, not for supervisors', a fact not always completely understood by those in supervisory positions.

In defining just what they believe a supervisee to be they encompass a fairly broad field, considering a supervisee to be 'anyone, of any profession, who brings his/her work experience to another in order to learn from it'.

In addition to empowering them this focus on the supervisee, according to the authors, will help them to be honest and open about their work and also involve them actively in creating a collaborative learning relationship.

The book is described as a manual by the authors so the somewhat dry text is unsurprising and acceptable; it is divided into three sections with clearly marked topics to allow it to be used in a non-sequential way.

Section One provides an overview of the supervisory relationship and includes what to look for when choosing a supervisor, roles, contracting and preparation.

Section Two looks at the developmental stages of learning in supervision: learning how to learn; how to

give and receive feedback; realistic self-evaluation; reflection; emotional awareness and dialogue. This section also covers group supervision and how to deal with problems which may arise in the supervision process.

Section Three is a twelve part appendix consisting of exercises and frameworks which can be used to assist the supervisee during the process.

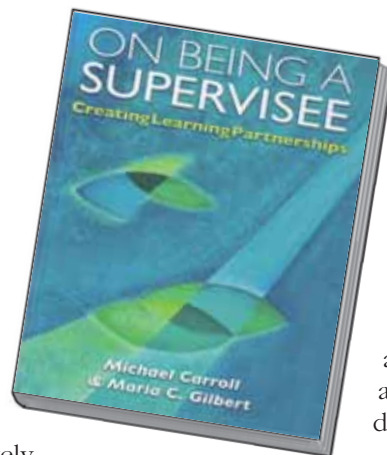
Each chapter concludes with a 'Review and Discussion' panel, containing a list of questions for the reader to consider in the light of the chapter's content. There are also Case Examples for the reader to consider how they might deal with the issues raised.

The book has a useful reference and further reading list.

The manual format of this book makes it easy for the reader to quickly access specific topics; the layout is clean and clear and at just over 150 pages it does not overwhelm the potential reader.

The focus on the supervisee rather than the supervisor also provides for some valuable insights into the supervising role for those who offer supervision.

Copies of **On Being a Supervisee: Creating Learning Partnerships** Culturally Relevant Ethical Decision-Making in Counseling are available at the Amazon website. To order a copy, simply visit [www.amazon.co.uk](http://www.amazon.co.uk), enter the book's name at the search field and click GO!



WORD FROM THE CHIEF EXECUTIVE OFFICER, ACA

## Professional Ongoing Development, Membership, Ethics & Supervision

Professional Ongoing Development (OPD), membership, ethics & supervision are important requirements of counselling practice.

Research into the psychological impact that every day living has on humans is ongoing. The results of such research can guide counsellors on how to approach different conditions displayed by our clients. Without this research we could be practicing modalities that are not appropriate for the condition or even harmful and have the capacity to exacerbate the condition. It is for this reason we undergo OPD. Without continually updating our skills and knowledge we are more likely to become non-effective or even dangerous. OPD can also include keeping in touch with your industry. This can be through memberships to professional bodies such as ACA, reading professional journals such as *Counselling Australia* and attending workshops and conferences. All this ensures you are kept informed of the latest trends and information. OPD can also include attending discussion groups where issues such as ethics are discussed.

Abiding by a code of ethics shows your willingness to be accountable against an agreed upon code of practice. Generally when you join a professional body you agree to abide by the ethics of that body. By having all members agree to abide by a code of ethics the public can be confident that there is continuity within the profession. These ethics also form a

framework from which the public can hold counsellors accountable. Ethics also indicate what is considered appropriate and what is not considered appropriate, without this distinction the public would not have any confidence in practitioners. Professional supervision is also a venue where ethics are discussed.

Professional supervision is the only way in which counsellors can assure the public that there is a form of quality control within the profession. This is a form of addressing the age-old question of "who counsels the counsellor?" Professional supervision is also a mandatory requirement of most professional bodies. The purpose of supervision is not only to act as quality control but help the counsellor to operate at a high level. There will be many times during your career when you will be confronted by issues you do not quite know how to handle, or personally feel your client's pain. In cases such as these a counsellor would turn to their supervisor for help and support. Supervisors are generally senior to their supervisees and have much more experience. Supervisors have a responsibility to ensure that their supervisees maintain a well-balanced view towards their clients and also maintain their own mental and emotional health. Supervisors should be registered just as counsellors are, as this gives the counsellor a point from where they can view the supervisor's experience and history.

### STAFF PROFILE



#### **Lisa Hungerford** AIPC Head Office Office Assistant

Lisa began working with the Institute in August 2004. As an Administration Assistant at AIPC's Head Office, she is in constant contact with students, graduates

and enquirers (if you are a student, you have probably spoken with her a few times already!). Her main role here at the Institute is to speak with callers, assist

them with their queries or refer them onto other AIPC staff for assistance or guidance.

Lisa is also responsible for managing and producing the graduation and membership certificates. Her educational qualifications include a Diploma of Business Marketing and a Certificate of Creative Writing and these hold her in good stead for the busy, service-orientated role she holds with AIPC.

Lisa enjoys writing, reading, drawing, painting and absolutely loves travelling. Her passions are her mark here at Head Office: if she's not at her desk, she'll probably be reading a book somewhere in the premises!

GRADUATE SUCCESS STORIES

## Graduate Success Stories

As this segment is a regular feature in "The Professional Counsellor" I would like to invite Graduates to write to me with their own story for possible publication in an upcoming edition of "The Professional Counsellor". Whether you have begun your own counselling practice, are employed by an organisation or have gone on to study at University we would love to hear from you. Please send your story and photo to: AIPC, Editor, The Professional Counsellor, Locked Bag 15, Fortitude Valley Qld 4006.

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This month we are featuring graduates Christine Cresswell and Candy Meredith from Queensland.



### CHRISTINE CRESSWELL

After working for many years in the computer industry I began to realise I have more to offer in the community than just sitting behind a computer keying in numbers.

I started this incredible journey focusing on the use of Natural Therapies. At that time

my daughter was suffering very badly from food allergies. With the use of the Natural Therapy concept of looking at what is causing the allergy, we were able to get the help we needed. This also helped her to understand that the allergy may have been caused by deeper issues and feelings that had been suppressed for many years.

This was the starting point for me. I was lead to an incredible modality called "Three In One Concepts". This means the integration of body, mind and spirit with the focus being on the whole person. With the help of this modality I was able to start to clear my own blockages and follow my dream of being able to help other people.

Like so many of us, I was bought up believing I didn't have the ability to learn. Constantly being told over the years that I have Dyslexia, I started to develop a great deal of self doubt and always felt 'dumb'. Well, that statement was proved to be wrong. Through my work with "Three In One Concepts" I came to the understanding that Dyslexia means having 'blind spots in the brain'. When the blockages that are causing these spots are cleared, the stress is then taken off the brain allowing it to function in the normal way.

This has been a very successful adventure for me and I have certainly proved that I can learn anything that I put my mind to. Living in North America I was

challenged with driving on the other side of the road, while at the same time dealing with a great deal of snow. Also I learnt to accept new cultures and decided to take on a degree in Holistic Child Counselling.

On returning to Australia and operating my own successful practice I decided that I had the ability to give my clients more. Although this is a wonderful technique, I found the need to incorporate mainstream counselling into the session, giving the client a well-rounded and comprehensive approach to their issues. It was at this point I decided to take on another challenge by doing the Diploma of Professional Counselling. When I first looked at what I had to get through (all those units and seminars), I went straight into self doubt. My first thought was, will I ever be able to achieve? Once again, the old statement has been proved wrong. By learning how to think more positively and change my self talk to, 'I can do this', I have now completed my Diploma as well as Majors in Child Development and Grief and Loss.

The moral of this story is that when we believe in who we are and trust in our own ability we can achieve what we want, enabling us to fulfill our dreams and follow our life purpose.

I would like to thank AIPC, as it is through this course that the doors have opened wider, allowing me to grow professionally as well as in my personal life.

Good luck to all those students out there. You can do it!

**Christine Cresswell**



### CANDY MEREDITH

A few years ago I reached the age of 40 and started questioning where I was going and what I was doing with my life. I had most things that I had ever wanted so why wasn't I completely satisfied? I had worked clerically in the medical field for 10 years and when I

examined why I'd stayed in this field for so long, I realised that it was the patient contact and care that I really enjoyed and that working with people with terminal or chronic illness held a particular interest for me, but I wanted to do more for them. That was when I thought of counselling, and I very hesitantly made enquiries about the AIPC Diploma course which I commenced in November 2003.

I still remember reading that very first page of the textbook with great gusto and then reading it again, and again, and again. What had I done? I hadn't studied in 25 years! My comprehension skills had abandoned me and I was filled with self-doubt. Once

the panic subsided, I decided to start reading slowly and saying the words out loud. If I didn't understand something, I re-read it until I did. It was tedious but within the week my comprehension skills returned and the material was actually making sense.

Other memorable, and often panic-filled, moments occurred during the course such as the day the first workbook came back from marking, and my not being able to open it for 15 minutes because I was convinced that it would say 'Not yet competent' (this same scenario lasted for perhaps the first 10 workbooks!) and the utter panic that occurred when I had to do the first case study. I didn't even know where to start!

It wasn't easy to keep going. Working full-time and keeping to a study schedule wasn't always easy because 'life' also seemed to keep happening and throwing a spanner in the works. It seemed that horrible things just kept happening; in one particular year we had one family tragedy or set-back after another. But I decided that I really wanted to keep doing the course and if I ever hoped to finish it, I would have to make it a priority. I also realised that 'life' was going to happen whether I was studying or not and that it was no use making excuses so I decided to get up early and to study for 1 to 1.5 hrs every morning before work because I was usually too tired at the end of the day to study effectively. And studying early meant that I was refreshed and things

sank in. Doing this really worked for me and I started to work my way through the workbooks more quickly. Finally after 2.5 years, all my hard work paid off and I was finished! I thought that once I finished I would never have to study again, but of course by then I had the study bug and immediately started on the Grief & Loss Advanced Study Major, which I am thoroughly enjoying and have nearly completed!

I now hope to open my own private practice in the not too distant future and, although this involves stepping way out of my comfort zone and making some major life changes, my enthusiasm and the skills that I have learned from studying the Diploma course have helped me overcome my fears. I have just commenced the Salvation Army's Telephone Counselling Course which will further enhance the skills that I learned during the Diploma course and which will provide some practical experience and supervision that can be difficult to get.

I can't recommend the AIPC course highly enough nor can I thank everyone enough for all their help. Robert Carrigan has been a great sounding board and is so generous with his time, Zahava and her unlimited knowledge of 'all things counselling' has been an inspiration, and everyone at the Study Assistance Line, Kathleen in particular, were always there if I needed them. Thanks for a wonderful experience!

**Candy Meredith**

## TREASURES FOR INSPIRATION

*“Consider the following. We humans are social beings. We come into the world as the result of others’ actions. We survive here in dependence on others. Whether we like it or not, there is hardly a moment of our lives when we do not benefit from others’ activities. For this reason it is hardly surprising that most of our happiness arises in the context of our relationships with others.*

*Nor is it so remarkable that our greatest joy should come when we are motivated by concern for others. But that is not all. We find that not only do altruistic actions bring about happiness but they also lessen our experience of suffering. Here I am not suggesting that the individual whose actions are motivated by the wish to bring others’ happiness necessarily meets with less misfortune than the one who does not. Sickness, old age, mishaps of one sort or another are the same for us all. But the sufferings which undermine our internal peace — anxiety, doubt, disappointment — these things are definitely less. In our concern for others, we worry less about ourselves. When we worry less about ourselves an experience of our own suffering is less intense.*

*What does this tell us? Firstly, because our every action has a universal dimension, a potential impact on others’ happiness, ethics are necessary as a means to ensure that we do not harm others. Secondly, it tells us that genuine happiness consists in those spiritual qualities of love, compassion, patience, tolerance and forgiveness and so on. For it is these which provide both for our happiness and others’ happiness.”*

~ Tenzin Gyatso

## Technology in Our Practice Dr. Angela Lewis, MAIPC



Hello everybody, this issue we are going to look at some general handy hints around using your computer and then I present some websites related to AIPC's featured topics for this issue of professional development and ethics.

### **Positioning Your Hands**

Much like playing a piano, using a computer keyboard relies on you having your hands in the right position – and when you do, you are much less likely to make typing errors. If you look down at your keyboard and locate the letters of F and J you will notice something a little different about those two keys (depending on the colour of your keyboard, it may be a little hard to see), but those two letters happen to have a little 'bump' on them. It's just a little line that goes across the key that sticks up a little like a bump. This is to provide you with a way of positioning your hands on the keyboard in the correct places without having to look down, and the correct spot is for your left index finger to be resting on the F key and your right index finger to be on the J key. The rest of your hand then just falls into place to the correct position for typing.

Most of you are probably not trained in keyboarding, so using this hint should help with your speed and accuracy.

### **Permanently delete files in Windows Programs**

Most people delete their files by selecting them & pressing the Delete key, or by dragging them into the Recycle Bin. However they still take up space, as these files will be stored in the Recycle Bin until you right click it and select 'Empty Recycle Bin' command. To force these files to be deleted immediately, hold down the Shift key while deleting the files. This will cause the files that you are currently deleting to be purged without first moving them to the Recycle Bin. Of course, it goes without saying – doing this – once they are gone; they are really gone for good!

### **Saving an Email for Later**

Have you ever been interrupted while in the middle of writing an e-mail? Say the phone rings or dinner is

ready – but you haven't finished writing your email. You may even want to write it and think about it a little before sending it – there is nothing worse than dashing off a hasty email that you may regret later. In those situations you need to save your email as a draft. These notes are for Microsoft Outlook and Outlook Express, but if you use something else, there will be a similar command; you just need to have a look for it.

From within the email you are writing click on the **File Menu** and then choose **Save**. A window will appear to tell you that it has been saved to your **Drafts folder** (look on the left hand side of the screen, just above your Inbox). When you come back to your computer, open the Drafts folder by clicking on it and then double click your email so you can open it and continue where you stopped! When finished click **Send** as you normally would.



### **Ethics and counsellors**

I found an article called 'A Comparative Study of Practitioners and Students in the Understanding of Sexual Ethics' in The Journal of Social Work and Ethics (2006). You can read it online at [www.socialworker.com/jswve/content/view/7/30](http://www.socialworker.com/jswve/content/view/7/30).

Another interesting article in relation to ethics is by the Victorian Association for Victims of Torture. 'The Ethics of Mental Health Service Delivery in Immigration Detention' can be found at [www.vtpu.org.au/docs/Coffey%20-%20Ethics%20&%20Detention.pdf](http://www.vtpu.org.au/docs/Coffey%20-%20Ethics%20&%20Detention.pdf)

In terms of ethical stands for counsellors, all professional counselling associations have a code of ethics, so it is simply a matter of going to their home page and locating a link for 'ethics'. For example, the American Counseling Association located at [www.counseling.org](http://www.counseling.org) has theirs in a downloadable format in the bottom left of the page.

*Please note that all Internet addresses were correct at the time of submission to the AIPC and that neither Angela Lewis nor the AIPC gain any financial benefit from the publication of these site addresses. Readers are advised that websites addresses in this newsletter are provided for information and learning purposes, and to ensure our member base is kept aware of current issues related to technology. Email me at [AngelaLewis@optusnet.com.au](mailto:AngelaLewis@optusnet.com.au).*



## HINTS AND TIPS

### ***Providing the correct documentation with your RPL application***

Many students who apply for Recognition of Prior Learning (RPL) face significant delay due to the lack of appropriately certified photocopies in their RPL application. It is a common issue which can be avoided by providing all our students with some simple guidelines.

The RPL Application Kit states that all photocopies must be certified: that is, certified a true copy of the original by a Justice of the Peace or Commissioner of Declarations.

Certification by other professionals, such as members of the police force, ministers of religion or pharmacists are not acceptable under the Australian Quality Training Framework (AQTF) so unfortunately we aren't able to accept these certifications.

As a Registered Training Organisation, the Institute must comply with the AQTF guidelines; therefore, we're unable to assess applications which do not include the correct documentation or format of documentation (that includes mailed or faxed copies, as they are not original copies).

Students who are applying for RPL should send correctly certified photocopies of all relevant certificates/diplomas/degrees, statements of attainment/academic transcripts, marriage certificate (if name is different) and any other professional documentation.

Letters of support from supervisors or employers should be original signed letters on official letterhead clearly detailing how you have achieved the relevant performance outcomes in your work.

Another common cause of delay is not including an address: it is important to include your address and student number as your application will be associated with your student profile. If we do not have those details in hand, delays are most likely to occur.

If you wish to have your RPL application processed promptly please make sure an RPL application complies with these guidelines and this will make sure your application is assessed as quickly as possible.

### ***A reminder for all Diploma students who enrolled before 1 June 2005***

During 2005, the Institute's Diploma of Professional Counselling was re-accredited by the Training and Employment Recognition Council until 2010. The re-accreditation process is a standard process that takes place every 5 years for all accredited courses. It means the course was reviewed and continues to comply with all the quality standards required by the Council and the Counselling Industry.

Due to our commitment to continuous improvement and our desire to remain at the forefront of counselling education, the re-accreditation of the

Diploma saw some minor adjustments to the course outcomes and content. The newly-accredited Diploma (Course Code: 30506QLD) became available on 1st June 2005 and all students enrolling on or after this date, entered this particular course.

Students who enrolled before the 1st June 2005 are enrolled in the previous version of the Diploma of Professional Counselling (Course Code: 30073QLD). As a Registered Training Organisation, our registration requirements obligate us to 'teach out' this course within two years of the new accreditation. Thus, the 'teach-out' date for students who enrolled into the Diploma **before** 1st June 2005 is **31 May 2007**. This means that if you finish your current curriculum before this date, you will graduate as normal with your accredited Diploma of Professional Counselling. However, **if you do not finish your course by 31 May 2007, you will be required to transition into the latest curriculum so that you graduate with an accredited Diploma.**

The changes between the two accredited courses are minimal. Those students who choose (or are required in the future) to transition into the latest course simply need to complete a revised Unit 4/Supplementary Workbook and an additional one-day practical called "The Counselling Process". The revised Unit 4/Supplementary Workbook and corresponding practical cover understanding and applying skills to the beginning, middle and concluding phases of the client/counsellor relationship to enhance client growth. The Counselling Process practical is undertaken **after** you have obtained competency in the additional Unit 4/Supplementary Workbook and can be completed via seminar or our normal alternative assessment arrangements (submitting a video or undertaking a private assessment).

Transitioning into the latest curriculum has a **minimal investment of \$95-** associated with it. This covers supply of the revised Unit 4/Supplementary Workbook and administrative and marking costs associated with its addition to your course. Also keep in mind that normal practical assessment fees will apply to the additional practical (The Counselling Process). That is, if you are completing 'The Counselling Process' via seminar or video submission, then it is \$70-; if completing through private assessment, then a \$10- administrative fee plus the usual assessor fee will apply. **Please rest assured that we have tried to minimise these costs as much as possible.**

So, if you are not likely to finish your studies **before 31st May 2007**, we recommend that you transfer into the latest curriculum as soon as possible so you can receive the Unit 4/Supplementary Workbook and apply this new knowledge to enhance your learning.

STATE NEWS

## Sydney

Hi everyone.

We held our first ever Graduation Ceremony on Friday 16th February at Parramatta RSL Club, and it was a resounding success. Twenty-two graduates celebrated their success in the Diploma course and were formally recognised for their achievement, in full academic dress (i.e. gown and mortarboard cap) and witnessed by their family and friends.

Martyn Farrer, the President of the NSW Counselling Association (NSWCA) was one of our guest speakers at the ceremony, as was Lyndell Briggs, Vice-President of the NSWCA and President of the Australian Society of Clinical Hypnotherapists. We were honoured to have them with us to help make the day such a success, and I'm sure the graduates were benefited by the messages they both offered as keynote speakers.

We also had a professional photographer take some excellent digital photos of each graduate receiving their Diploma, which we offered to each graduate as a free memento of such a memorable day.

Now onto other matters... We are utilising emails more and more to bring important information to your attention, so please make sure we have your current email address, and just as importantly, please make sure you check your emails every now and then, so you don't miss out on anything.

I think that about covers it for this issue, so from Jacqui, Mary, Sandra, Lorraine, Eve and myself, best wishes with your studies, and we'll see you in the next edition.

We are also holding our very first Graduation Ceremony in Sydney in February 2007 for all of our 2006 and previous Graduates. To express interest in attending this inaugural event, can you please contact us at the Sydney Student Support Centre.T

Kind regards,

**Nev Randle**

*Manager – Sydney/International & International*

## Regional NSW

Hi everyone and welcome to another year at the Institute.

As a student you have unlimited access to the Institute's Toll Free 1300 Study Assistance Line. Our Degree Qualified Education Advisors are available between 9am and 5pm E.S.T. Monday to Friday to provide you with friendly academic support. Their main focus is to support you throughout your studies so that you are able to graduate in the time frame you set.

When you access the Study Assistance Line it is beneficial to have the workbook that is relevant to the

questions you are asking with you. Although our Education Advisors can't tell you the answers, they can clarify what they are looking for in the answers and point you in the right direction. To get the maximum benefit from your call ensure that you have your questions written down and the pages of your workbook tagged so that you can refer directly to the question.

Most importantly though, remember that our Education Advisors are here for you, so if you have any questions regarding your studies then please call the Study Assistance Line.

Regards,

**Michael Pollock**

*Manager – Regional NSW*

## Melbourne

Happy New Year!

Hello to everyone again. I hope you are all feeling refreshed after the Christmas/New Year break and had a chance to catch up with family and friends during this time.

### ***In Class Students***

One of the advantages of attending In Class studies is the chance to meet the Student Support Centre staff and have them help you out with any administrative questions or course materials that you need. In order to provide you with a higher level of support we have introduced a 'Student Request Form' which students can complete whilst they are in the office attending In-class Studies.

All you need to do is hand in your completed form to reception before class starts and the materials or information that you need will be ready for you at the end of the class!

Please pick up a form from reception when you sign in for In-class and we look forward to seeing you at a class soon!

### ***2007 Timetables***

By now you all should have received your copy of the 2007 seminar and ASM workshop timetables. If you haven't received a copy yet, please give us a call and we will happily arrange for one to be posted to you. Also, just a reminder about seminars...we can only take your booking for a seminar if you have paid and have been marked 'competent' in the relevant unit workbook pre-requisite. Please call Luisa if you are ready to book for your next seminar.

### ***Email Address***

Do we have your current email address? More and more these days we are using email to contact students about upcoming events at the Institute so it is important that we have your up-to-date email address.

Please email Jill at [aipcvic@aipc.net.au](mailto:aipcvic@aipc.net.au) to let her know your current email address.

Until the next issue, stay safe and good luck with all those New Year resolutions!

**Katie, Lauren, Luisa and Jill**

*The Melbourne Student Support Team*

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## Brisbane, Northern Territory & Tasmania.

Hello and welcome to this edition of the Professional Counsellor

As you would expect the first few months of this year have been very busy with a lot of students beginning their studies recently.

Congratulations to those students who have successfully completed their first couple of units. We can all understand the tension and anxiety that goes on in the first few months of your study. Waiting to hear the result of your first piece of assessment. Have I got it right? What if it's wrong? It's a relief when that first assignment comes back competent, isn't it? And of course if it's not then it's an opportunity to reflect on our knowledge and make some new distinctions.

Well done to those students who moved passed their fears and did it anyway. You've started your journey as a student again.

I've also been delighted to hear more and more students using the Study Assistance Line to review questions with our tutors. Wendy, Zahava, Michelle and Kathleen do a wonderful job helping students through their questions and concerns and I know you'll benefit when you call them. So if you've been putting off that call - make it now! I'm sure you'll be glad when you do.

Finally before I go let me share with you something I came across recently and I thought was a great message for starting the New Year.

### ***Silent Words That Work***

We live in a culture that supports the tennis-volley-approach to conversation: 'You say something, and quickly, I say something next.' This happens almost without pause or without us taking a breath.

We are all guilty of formulating what we are going to say next, even before the person speaking stops sharing their thoughts. What if the words you did not speak were more powerful than the words you did speak?

### ***Here's a challenge for you:***

Get comfortable with being still. Don't be afraid of silence. When you get good at this, the quality of your coaching improves. Don't be afraid of the struggle people may be going through during the silence in your conversations.

Quiet moments provide the ideal environment for growth and insight. Silence is where some of the best growth happens and when some of the best insights appear that would have otherwise been missed during our chatter.

Without having to work very hard—and by just settling into the silence—people you interact with can suddenly leap into a new frame of mind. Perhaps this is all they need to feel your time together has been valuable.

### ***Silence is Golden***

Have fun Building on this idea and your skills as a counsellor will grow enormously.

From all the team at our Brisbane Support Centre we wish you the very best for 2007 and may your goals and plans all come together just as you wish.

**Rob, Beverley, Belinda, Cindy, Mikala, Zahava, Leanne, David, Hayley and Tony**

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## Regional QLD

Hello everyone and a special welcome to all our new students.

I'm sure all would agree that ongoing Professional development is an extremely important part of clinical practice. Learning takes place in many forms and it's only through the sharing of information that we can optimise our knowledge and skills.

An important part of learning is the use of 'Synergy'. Basically, synergy results when the value of the outcome is greater than the sum of the individual parts used to create it. A great example of synergy is the value of group think. In fact, the very word itself is derived from the Greek word 'synergos', meaning working together.

Another example of synergy at work is when we use various therapies to explain or modify behaviour. In its simplest form, counselling could be said to be an interactive process where a Counsellor and Client communicate to achieve an outcome. The result of this interaction can be greater than the sum of the individual skills each participant brings to the counselling session. The reason why this occurs is because during the counselling process, participants can acquire new knowledge, inevitably producing synergistic results.

Another source of learning and sharing of ideas can evolve when we work with a Supervisor. Sometimes we can get too close to a situation and miss something fairly obvious. Discussing (debriefing) the case with a Supervisor is often helpful because it can lead to new ideas, approaches and breakthroughs which we couldn't have achieved alone.

Affiliation or membership with Counselling organisations is another important part of professional (and industry) development. Organisations have an ability to lobby major stakeholders (e.g. Government)

for industry change whereas individuals simply don't have the power (or financial means) to do this. Organisations can also provide leadership for its members by way of issuing Codes of Industry Practice which members themselves have had input into developing and so on. Industry publications, Journals and web links are also a great information source and we should subscribe and use them.

Gaining an industry-recognised qualification in counselling is a great start, but then as time goes on, we need to keep updating our knowledge to stay industry current and relevant.

Regards,

**Peter Kesper**

*Manager, Regional Queensland*

## South Australia

HAPPY NEW YEAR TO YOU ALL!!

Well another new year begins; time seems to be flying by, or am I just getting old??

To all our new students, 'WELCOME'; to all our regular readers a big HELLO AGAIN, we hope this edition finds you in good health, and we trust you had a great time with family and friends throughout the festive season.

Let me begin my news with a REALLY BIG THANK YOU to the students (you know who you are) who attended the Grief & Loss ASM Workshop late last year. During the workshop, I received a call to say my Husband had suffered a massive heart-attack. The students were extremely supportive & understanding about me having my mobile phone on for the rest of the workshop (not something I normally approve of). I also appreciated the support, thoughts and comments from all who called during the following weeks. Hubby made a good recovery ... mainly due to Kevin & Miranda (my brother & partner) who got hubby to hospital on time and saved his life ... DON'T KNOW HOW TO SAY THANKS FOR THIS!!

My Christmas & New Year were event-filled; Late in November Sally Greenwood (our Tutor) married her partner Andrew. Early December, I took part in the Annual Motorcycle Riders Toy Run, and then my brother Kevin married his partner Miranda in late December. So, after the scare hubby gave me, we actually had a great time with friends and family; especially as it included seeing my niece 'Linda' who came home from Switzerland for her dad's wedding.

So ... like all of you ... **BACK TO THE BOOKS** ... (I am currently studying a Grad Dip Soc Sc (Counselling) which, I hope, will lead me into a Masters). If you feel stuck ... I understand, call me... maybe I can help motivate you to keep going. We have lots to offer as you progress with your studies, REMEMBER In-Class sessions, ASM Workshops & Tutorials are running most of the time ... if you're interested in joining any of

them just make a phone call to the Adelaide office and book your place. We enjoy contact from students! Drop us a line - send us your ideas or comments - help keep us informed of what your needs are.

**COURSE CHANGES:** Most of you will be aware of the changes to the curriculum ... (we have mentioned them lots of times). REMINDER, if you enrolled before June 2005 and you are not able to complete all your study for the Diploma by 31 May 2007 you will need to upgrade into the new curriculum. The cost to upgrade is \$95.00. Call us now!! We have the supplementary unit 4 workbook in stock ... we are able to have your upgrade processed quickly and will send you the relevant unit by return post. ASMs are not affected by the changes.

When you complete your Diploma we would love to have you attend a graduation ceremony to celebrate your achievement with friends and family. Our NEXT CEREMONY is planned for JUNE 2007. Call us - register your interest to attend - set that goal to finish, - do it NOW!!

As always I end with a QUOTE... this is one I quite like, you may have had it on one of our bookmarks:- "Fall down seven times... get up eight..."

Think about it ... "if you pick yourself up one more time than you fall down, you will be able to move forward again." If you need help to get up ... don't be afraid to ask for it.

Let me remind you ... if you need help with your study, all you need do is ask, it is a weakness not to ask. We are here to enhance your learning experience... let us know what you need ... and we will endeavour to provide it. Good luck with your continued study.....Hope to see you sometime in 2007.

Kind Regards

**Carol, Kerry-Ann, Josie, Linda, & Sally**

*The Adelaide team*

## Western Australia

Hello to all of our students, and welcome to the first edition of 'The Professional Counsellor' in 2007. We hope you have had a great holiday and are starting the New Year with increased determination and enthusiasm towards your studies. It is not always easy to follow through with the resolutions we make in the beginning of the year, which can sometimes leave one feeling disappointed or even failed. And that's why it's so important to remember that with your studies to become a qualified counsellor, as with anything else, there is one way of getting where you're going, and that's ONE STEP AT A TIME. By keeping focused on the immediate task at hand (for example the particular activity you are working on) rather than 'all that work I still have to do', you will

be able to continue your progress without feeling overwhelmed.

We would like to take this opportunity to remind students who are still enrolled in the previous version of the Diploma of Professional Counselling (i.e. students who enrolled prior to 1st of June 2005) that the deadline for the teach-out period of this course is 31st of May, 2007 (as previously communicated to all students). If you are enrolled in the previous course and believe that you will not finish before 31st of May 2007, please contact our office before this date (as many of you have already done) so we can complete your transition into the most recent curriculum.

Finally we'd like to remind all of our students who are just beginning their course, that in addition to the tools already available to them like the Study Assistance Line (1300 139 239) and optional tutorials, starting in February we will also be running In-class lectures on Friday mornings (9.15am to 2.45pm). The

lectures are designed for students who study better in a class environment. If you are interested and would like more details about schedule and cost, or if you would like to make a booking, please call the office and ask to speak to Naama or Rathini. Note that the frequency of these events does depend on the number of students booking them, so if you'd like to attend the classes – please register your interest in advance.

The WA Student Support Centre can be contacted on (08) 9228 3026, or via email on [aipcwa@aipc.net.au](mailto:aipcwa@aipc.net.au). Enquiries can be directed to:

Rathini (Branch Manager) – study or payment options, Austudy enquiries

Naama – study packs, seminar bookings, and other assessment-related enquiries

Erica – accounts and general course enquiries

Best wishes for your studies from all of us,

**Rathini, Erica and Naama**

*The WA Team*

## SPECIAL EVENTS

### ***Sydney Graduation Ceremony***

Sydney branch held their inaugural Graduation Ceremony on the 16th February for graduates of the Diploma of Professional Counselling course. The ceremony was held in the Macarthur Room at the Parramatta RSL and it was a great success.

The families and friends who attended shared in a formal celebration in recognition of the academic achievement of twenty-two graduates. Martyn Farrer, the President of the NSW Counselling Association and Lyndell Briggs, the Vice-President of the NSW Counselling Association and President of the Australian Society of Clinical Hypnotherapists were keynote speakers and we wish to thank them for their time and their inspirational words. Congratulations graduates and good luck in your career!



*Neville and the Sydney Graduates*



*Neville Randle and Martyn Farrer*

SEMINAR DATES

## Northern Territory

Communication Skills I/Seminar A  
28/07/2007, 20/10/2007  
Communication Skills II/Seminar B  
05/05/2007, 25/08/2007, 24/11/2007  
The Counselling Process  
24/03/2007, 02/06, 22/09  
Counselling Therapies I/Seminar C  
14 & 15/04/2007, 13 & 14/10/2007  
Counselling Therapies II/Seminar D  
19 & 20/05/2007, 17 & 18/11/2007  
Case Management/Seminar E  
30/06/2007, 01/07/2007, 01 & 02/12/2007  
Counselling Applications/Seminar F  
21/04/2007, 03/11/2007

Note: pre-requisites apply for all seminars

**Venue:** Franklin & De Ionna  
**Address:** 57 Savannah Drive, Leanyer NT  
**Times:** 8.15 registration  
8.30 am start  
4.00 pm finish  
**Bookings:** 1800 353 643

\* Please note that minimum booking numbers apply to allow these seminars to proceed.

Lunch facilities are available nearby or you may bring your own.

## Sydney

Communication Skills I/Seminar A  
31/03/2007, 16/04/2007, 11/05/2007, 30/05/2007  
Communication Skills II/Seminar B  
17/04/2007, 31/05/2007, 23/06/2007, 12/07/2007  
The Counselling Process  
12/04/2007, 13/06/2007, 14/07/2007, 08/09/2007  
Counselling Therapies I/Seminar C  
02 & 03/04/2007, 29 & 30/06/2007  
Counselling Therapies II/Seminar D  
25 & 26/05/2007, 02 & 03/07/2007  
Case Management/Seminar E  
06 & 07/06/2007, 05 & 06/09/2007  
Counselling Applications/Seminar F  
28/05/2007, 04/08/2007

Note: pre-requisites apply for all seminars

**Venue:** AIPC, Parramatta Office  
**Address:** Suite 21, 2nd Floor, Medical Centre,  
152 Marsden Street, Parramatta.  
**Times:** 8.45 registration  
9.00 am start  
5.00 pm finish  
**Bookings:** (02) 9687 9688

Lunch facilities are available nearby or you may bring your own.

## South Australia

Communication Skills I/Seminar A  
31/03/2007, 02/06/2007, 11/08/2007, 20/10/2007  
Communication Skills II/Seminar B  
01/04/2007, 03/06/2007, 12/08/2007, 11/08/2007  
The Counselling Process  
12/05/2007, 28/07/2007, 01/09/2007, 11/11/2007  
Counselling Therapies I/Seminar C  
05 & 06/05/2007, 18 & 19/08/2007  
Counselling Therapies II/Seminar D  
23 & 24/06/2007, 08 & 09/09/2007  
Case Management/Seminar E  
28 & 29/04/2007, 16 & 17/06/2007  
Counselling Applications/Seminar F  
26/05/2007, 24/11/2007

Note: pre-requisites apply for all seminars

**Venue:** AIPC, Adelaide office  
**Address:** Level 10, 68 Grenfell St, Adelaide  
**Times:** 8.45 registration  
9.00 am start  
5.00 pm finish  
**Bookings:** (08) 8232 7511

Please book early to ensure that a place is reserved for you.

Lunch facilities are available nearby, or you may bring your own.

## Western Australia

Communication Skills I/Seminar A  
12/05/2007, 07/06/2007, 08/09/2007, 17/11/2007  
Communication Skills II/Seminar B  
13/05/2007, 08/07/2007, 09/09/2007, 18/11/2007  
The Counselling Process  
26/05/2007, 04/08/2007, 06/10/2007, 15/12/2007  
Counselling Therapies I/Seminar C  
21 & 22/04/2007, 21 & 22/07/2007  
Counselling Therapies II/Seminar D  
23 & 24/06/2007, 22 & 23/09/2007  
Case Management/Seminar E  
09 & 10/06/2007, 27 & 28/10/2007  
Counselling Applications/Seminar F  
01/04/2007, 18/08/2007, 03/11/2007

Note: pre-requisites apply for all seminars

**Venue:** AIPC Office  
**Address:** Suite 1/110-116 East Parade, East Perth  
**Times:** 8.45 registration  
9.00 am start  
5.00 pm finish  
**Bookings:** (08) 9228 3026

Lunch facilities are available nearby during the week and on Sundays, but it is suggested that you bring your own on Saturday.

## SEMINAR DATES

### Brisbane

Communication Skills I/Seminar A  
14/04/2007, 09/06/2007, 11/08/2007, 13/10/2007  
Communication Skills II/Seminar B  
12/05/2007, 14/07/2007, 15/09/2007, 24/11/2007  
The Counselling Process  
21/04/2007, 23/06/2007, 25/08/2007, 27/10/2007  
Counselling Therapies I/Seminar C  
07 & 08/07/2007, 10 & 11/11/2007  
Counselling Therapies II/Seminar D  
28 & 29/04/2007, 18 & 19/08/2007  
Case Management/Seminar E  
16 & 17/06/2007, 20 & 21/10/2007  
Counselling Applications/Seminar F  
28/07/2007, 17/11/2007

Note: pre-requisites apply for all seminars

**Venue:** AIPC, Brisbane Support Centre  
**Address:** 336 Stanley Rd, Carina Q 4152  
**Times:** 8.40 registration  
9.00 am start  
5.00 pm finish  
**Bookings:** (07) 3843 2772

Lunch facilities are available nearby or you may bring your own.

### Melbourne

Communication Skills I/Seminar A  
14/04/2007, 12/05/2007, 09/06/2007, 07/07/2007  
Communication Skills II/Seminar B  
15/04/2007, 13/05/2007, 10/06/2007, 08/07/2007  
Counselling Process  
06/05/2007, 21/07/2007, 16/09/2007, 13/10/2007  
Counselling Therapies I/Seminar C  
19 & 20/05/2007, 30/06 & 01/07/2007  
Counselling Therapies II/Seminar D  
21 & 22/04/2007, 02 & 03/06/2007  
Case Management/ Seminar E  
28 & 29/04/2007, 16 & 17/06/2007  
Counselling Applications/Seminar F  
05/05/2007, 22/07/2007, 15/09/2007, 14/10/2007

Note: pre-requisites apply for all seminars

**Venue:** AIPC, Melbourne office  
**Address:** Level 1, 337 Latrobe Street, Melbourne  
**Times:** 8.45 registration  
9.00 am start  
5.00 pm finish  
**Bookings:** (03) 9670 4877

Lunch facilities are available locally, or you may bring your own.

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### Tasmania

Communication Skills I/Seminar A  
20/05/2007, 19/08/2007, 18/11/2007  
Communication Skills II/Seminar B  
24/06/2007, 16/09/2007, 16/12/2007  
The Counselling Process  
29/04/2007, 29/07/2007, 04/11/2007  
Counselling Therapies II/Seminar C  
16 & 17/6/2007, 08 & 09/12/2007  
Counselling Therapies II/Seminar D  
22 & 23/09/2007  
Counselling Therapies I/Seminar C  
09 & 10/12/2006  
Case Management/Seminar E  
14 & 15/07/2007, 24 & 25/11/2007  
Counselling Applications/Seminar F  
15/04/2007, 12/08/2007, 02/12/2007

Note: pre-requisites apply for all seminars

**Venue:** TBA  
**Address:** TBA  
**Times:** 8.45 registration  
9.00 am start  
4.30 pm finish  
**Bookings:** 1800 353 643

Lunch facilities are available nearby or you may bring your own.

# DESIGN A COVER

for 'THE PROFESSIONAL COUNSELLOR'  
and WIN a free Advanced Study Major!

The Professional Counsellor would like to tap into the artist's among our readership and offer you the opportunity to contribute your artwork for publication.

The Institute will award the successful artist a free Advanced Study Major of their choice\* for each original artwork that is published.

## HOW TO SUPPLY ARTWORK:

Artwork will preferably be available as a jpeg image, depicting one of the following counselling issues:

- Difference
- Child Development/Effective Parenting
- Professional Membership, Development, Supervision & Ethics
- Abuse/Abuse Trauma
- Career problems
- Relationships
- Stress

Artwork should be on a 22.5 x 20.7 cm (height x width) canvas and be supplied with the artists: Full Name, address and day time telephone number.

*Send submissions to:*

**The Editor**  
**The Professional Counsellor**  
**Locked Bag 15, Fortitude Valley, Qld 4006**  
**or by email to [editor@aipc.net.au](mailto:editor@aipc.net.au)**

The Advanced Study Major award shall be issued in the name of the Artist (who must be a student or graduate of the Institute), upon publication of artwork.

***The editor reserves full rights over selection of artwork for publication. The Editor reserves the right to edit and cut copy and there is no guarantee that submitted artwork will be published. Once submitted the Institute reserves the right to publish the artwork with reference to the original artist; at any time through any medium.***

\* The design a cover award cannot be applied towards an existing Advanced Study Major enrolment.





# Institute Education and Administration Centres

## KEY WORDS IN COUNSELLING

*Ethics: the discipline dealing with what is good and bad, to do with moral duty and obligation; a set of moral principles and values.*  
*(Merriam-Webster online)*

*Multicultural: of, relating to, reflecting or adapted to, diverse culture.*  
*(Merriam-Webster Online dictionary).*

### HEAD OFFICE

Locked Bag 15,  
Fortitude Valley Qld 4006  
47 Baxter Street,  
Fortitude Valley Qld 4006  
Telephone: 07 3112 2000  
Facsimile: 07 3257 7195

### BRISBANE QLD

PO Box 425, Carina Qld 4152  
336 Stanley Road,  
Carina Qld 4122  
Telephone: 07 3843 2772  
Facsimile: 07 3843 3599

### REGIONAL QLD

PO Box 200,  
Moffat Beach Qld 4551  
7 Mariner Place,  
Bokarina Qld 4575  
Telephone: 07 5493 7455  
Facsimile: 07 5493 7466

### GOLD COAST QLD

PO Box 9069, Lighthouse Beach,  
Port Macquarie NSW 2444  
Suite 2, Level 4, Kay House,  
35 Scarborough Street, Southport  
Qld 4215  
Telephone: 1800 625 329  
Facsimile: 02 6581 5117

### SYDNEY NSW

PO Box 238,  
Parramatta NSW 2124  
Suite 21, Level 2,  
152 Marsden Street,  
Parramatta NSW 2150  
Telephone: 02 9687 9688  
Facsimile: 02 9687 9698

### REGIONAL NSW

PO Box 9069, Lighthouse Beach,  
Port Macquarie NSW 2444  
1/34 Jindalee Road,  
Port Macquarie NSW 2444  
Telephone: 02 6581 5112  
Facsimile: 02 6581 5117

### MELBOURNE

GPO Box 417C  
Melbourne VIC 3001  
Level 1, 337 Latrobe Street,  
Melbourne VIC 3000  
Telephone: 03 9670 4877  
Facsimile: 03 9602 3832

### ADELAIDE SA

PO Box 3027,  
Rundle Mall PO SA 5000  
Level 10, GHD Building,  
68 Grenfell Street,  
Adelaide SA 5000  
Telephone: 08 8232 7511  
Facsimile: 08 8232 4242

### PERTH WA

PO Box 631, Mt Lawley WA 6929  
Suite 1/110-116 East Parade,  
East Perth WA 6004  
Telephone: 08 9228 3026  
Facsimile: 08 9227 6648

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