

THE PROFESSIONAL COUNSELLOR

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02

The Australian Institute of Professional Counsellors National Newsletter

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*A Case for
Solutions When Working with the Elderly*

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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.

FEATURE

A Case for Solutions When Working with the Elderly

Kathleen Casagrande Dip.Prof.Couns., Cert.IV Work. Assess. AIPC Education Adviser

The minute she arrived and displayed her beautifully lined and full of expression face on my eyes there was a bond. Immediately I had to check myself. This person in front of me is not my mother. She is the same age as my mother was when she died five years previously, she has the same coloured hair, permed and styled exactly the same; she is the same height and even has the same smile. An overwhelming feeling of love for my own mother swept over me; I missed her so much.

As I allowed Beryl Mackenzie to tell her story I challenged myself to keep track of my own feelings, no transference please. On the surface I knew that this poor lady of 86 years needed to tell her story to somebody who will attempt to appreciate her feelings. Somebody who will share

an unconditional positive regard and, with genuineness and congruency, project a deep empathic understanding. Unfortunately Beryl picked up on the subconscious feeling I was projecting and there in my room was a case of countertransference.

She stated "My dear you are just like the daughter I wished I had –

I always imagined she would be just like you. I did however have three incredible sons and they're all married with children. Actually some of their children have had children of their own. So I am a great grandmother and very very proud of this."

Mrs Mackenzie, (I was compelled to use her formal title because of the values I had inherited from my own mother instilling in me as a child regarding respect of my elders) then launched into the most amazing story of her life which gathered momentum each time I attempted to keep her on track. She said she felt very 'at ease' with me and really wanted to tell me everything.

I, as the counsellor, felt quite out of control of this situation. Consideration of the age factor, plus the fact Beryl reminded me of my mother and respect for somebody who has come to counselling to tell her story; all events paid their toll on me. I couldn't stop her. So I just let her expand on everything that came

to her, hoping she would exhaust herself in about 15 minutes.

First she spoke about the loss of her husband twelve months prior and still caught in the process of extreme deep-seated grief, however she did not wish to pause on the emotion of that time, she had so much more she wanted to say. She immediately relayed each son's story and what their lives were like up to the time of their marriages.

Unfortunately after twenty minutes I had to stop Beryl; I noticed she was becoming quite fatigued. Her voice was weakening and her shoulders appeared more slumped than when she first arrived. I did ask her about her general health and she stated she was on five different medications prescribed through her family doctor and who had also referred her for counselling. She said her doctor told her he didn't really have too much time to talk with her, that he had a lot of sick people waiting in his surgery.

THE BREAK

I decided the best way to pause Beryl would be to suggest a break in our session where I would be able to gather my thoughts on how to continue the session with some control over the outcome and help Beryl reach some goals; goals I had no idea of this stage. After I made Beryl a cup of tea and she settled in ready to proceed, I complimented her on her alertness and attitude in recognition of her years to which she made reference quite a few times, how well she is going for her age and her ability to stay healthy.

"We give compliments about things the clients have done that have significance to them in the achievement of their goals." (Turnell & Hopwood 1994)

I enquired about the types of medication she was on. She said two years prior she suffered a very mild heart attack and was on blood pressure tablets. Her doctor had also prescribed tablets to help her with her anxiety and she did have the first stage of osteoporosis. One of her sons was a Naturopath and wanted to know exactly what she was taking at all times and challenged her with her 'drugs', as she stated he called them.

The procedure of the counselling session continues:

With 'C' being Counsellor and 'B' being Beryl Mackenzie

C: Mrs Mackenzie, I am going to interrupt you and I hope you don't mind. I realise that you have an entire lifetime to tell me about, however, time permitting we will address some of that and more importantly explore the reasons why you have felt the

"She spoke about the loss of her husband twelve months prior and still caught in the process of extreme deep-seated grief."

need to come and see me here in my counselling room. I suppose what I'm asking is which area would you like to work on first.

B: Well my dear, when my dear husband of 50 years died I just didn't know what to do with myself. Dear Wally did everything for me. He drove me to the shops. I never drove a car in my life. My youngest son tried to teach me once, but Wally got so upset in case I had an accident. He loved me so

“Respectfully I allow her a few minutes to contain her tears and my emotional stability is challenged.”

much, did Wally. I never had to work either. Wally always looked after me. He paid all the bills and now when I get something in the mail I send it down to Ben, my eldest son and he takes care of everything for me regarding bills and things.

C: So do all of your sons live away from you Mrs. Mackenzie?

B: Oh yes, they all live down south and this is the problem. They want me to go down there and live near

them. I just don't want to move, I'm scared of travel, I just never go anywhere especially without Wally.

And then **B** starts to cry. **B** is offered a tissue at this point which is declined and a small lace handkerchief is gathered out of her purse she is clutching in her frail, yet very worn looking, hands. They are deeply lined and marked with years of work and twisted with arthritis.

My chest tightens and I feel fluttering sensations inside my neck. My own mother used to crochet the edges of handkerchiefs just like this one Beryl had and I had to stay on track with the session. Control of emotions is imperative when working with clients. It would be unfair to our clients to be less than professional.

Respectfully I allow her a few minutes to contain her tears and my emotional stability is challenged. I am wondering if I should refer her, however it would be, I felt, irresponsible of me at this stage to suggest this considering Beryl is able to open up to the first person who has taken the time to really listen to her; as she stated previously.

C: Mrs Mackenzie, have you had a meeting with all of your sons and their wives together so they understand how you feel about travelling and moving to another State?

B: *Shakes her head and looks into her lap and slumps.*

C: Do you know what their plans are for you when you do move down there to live, has that been worked out yet?

B: You know dear, they all talk too fast, they live fast and I think sometimes I just get in their way. They

don't really want me there; I think they just feel obligated because I'm their mother. I did hear them mention a Retirement Village at one stage but that really frightens me. I've been living in my own home for fifty years now and I know the neighbourhood and how to get to the shops and I can walk up to the Church every Sunday and they have a craft group there on Wednesdays. I like my life but I do miss my boys now that Wally has gone and I know he's not coming back. *Beryl starts to cry again.*

C: Now Mrs Mackenzie just because your boys talk fast and live fast doesn't mean you have to. Do you talk with them on the phone? Your sons may know your fears about travelling.

Beryl then proceeded to start to tell me how often she spoke with them on the phone, the content of the conversations and I could feel myself losing control of the session again because I was respectfully allowing her to continue into multiple tangents of her sons' lives.

“It follows from the person-centred view of psychological disturbance that such disturbance will be continued and reinforced if an individual remains dependent to a large extent on the positive judgement of others for a sense of self-worth” (Mearns & Thorne 1991)

Even though the session started with Person Centred Therapy according to the needs of my elderly client, I decided to adopt the Solution Focused Therapy components of promoting the exception questions with Beryl. ‘The Client is the Expert’ and will finally decide on what she wants through the skills required of a Solution Focused therapist.

‘The counsellor needs to communicate with the client in clear and comprehensible terms. In order to achieve clarity the counsellor matches the client's language and imagery, provided that the language chosen does not trap the client in her problem situation’ according to O'Connell (1998) *‘the counsellor needs patience, tenacity, warmth, tact and curiosity in order to enter the client's frame of reference in a respectful, non-intrusive manner.’*

C: Mrs Mackenzie, was there ever a time when you felt like you could just hop on a plane and make that flight down to the next State to be with your boys?

B: Oh my dear, yes. I feel sometimes as if I'm twenty and so fit and active and I can do whatever I want to do and then I remember, good grief, I'm 86, you old fool, you can't do that. I wish I could just fly down there and live with them all together just how it was when they were little and I was their Mum and they followed me because I was so bright and cheery and smart and active and all the things that I'm not now. Oh, I'm so sorry, listen to me. Maybe I'm just losing my marbles, what do you think, dear?

C: *Smiling* - Imagine if I waved a magic wand and miraculously you were twenty again. What would you see yourself doing Beryl. Is it ok if I call you Beryl?

B: Of course my dear, I realise those days are long gone with titles. Sometimes it is nice to have a little dream. I'd see myself being in more control of my life. I would probably organise a flight down to see my boys once a month or something and have the ability to get myself to the airport. I suppose I see myself as being fit and healthy and without a care in the world. Oh dear, I think inside of my body I am still that twenty year old; except my body reminds me that I'm not.

C: So what would frighten you the most about going and living interstate Beryl?

B: I don't know, I just don't know. I think I'm scared of not knowing. Lately I'm scared about everything. This is old age; you know my dear, I think I'm even scared of dying. We can't live forever I know, can we. I suppose I should be spending more time with my boys. I can't expect them to always be flying up here to see me. Oh gosh, look at the time, I could sit here forever and talk with you except I've got to get home to watch my serials. Can I come and have a talk with you again tomorrow?

C: Well Beryl, the whole idea of our time together is to help you decide what it is you are going to do with your life now that your sons have suggested a big move. We can work together on some different ideas so that you can come to a decision of what suits you best. Please take into consideration our time here today and you will need to think about these things we have talked about. Then next week when we get together again, we will talk some more about what you would like to do and then we can go from there. How does that sound to you?

As a parting gesture for my client, I offered her a quote from a book:

In Friedan (1993) cited by Hecht (1998) excerpt she urges older people to stop the quest for youth and to embark on a new venture, effectively to redefine (more positively) who they are:

"The problem is not how we can stay young forever, personally...the problem is, first of all, how to break through the cocoon of our illusory youth and risk a new stage of life, where there are no prescribed role models to follow, no guideposts, no rigid rules of visible rewards, to step out into the true existential unknown of these new years of life now open to us, and to find our own terms for living it. (p.33)

As Beryl Mackenzie left my room, a feeling of huge relief swept over me and I realised I had a lot to learn about myself and the containment of my own emotions. Because my own mother had died five years prior, emotional feelings of grief remained with me.

Elderly clients are a reminder of our own destinies. I pondered my own mortality as I reached for the phone to make an immediate appointment with my Supervisor.

Supervision sustains me fortnightly because of the numbers of clients I see; however I have to admit that Beryl Mackenzie has been the most emotionally challenging so far. Her fragility and vulnerability, which were both purely my perceptions, with complete trust in the proceedings left me in a space of similar feelings which only added to the challenge of counselling the elderly.

'Observational research has documented older people not only accommodating or accepting ageism but also as unwitting co-conspirators in its realisation' (Hecht 1998)

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"I decided to adopt the Solution Focused Therapy components of promoting the exception questions."

On Being Elderly: Challenges and Coping Strategies

From a psychological perspective, each period of the human lifespan offers a particular set of challenges and experiences. Professional counsellors are well aware of such variation, and attempt to build a knowledge-base which is specific to each individual. This context-based approach enables them to help clients develop effective solutions to their life challenges and move forward in a positive manner.

In this article, we have devised three common challenges which surround the lives of elder individuals: facing losses, being lonely and experiencing transitions. The following pages assist in developing efficient tools to face such challenges, whether you are a counsellor, an elderly person, or simply someone who has an interest in the subject.

When We Lose a Loved One

Each and every one of us changes in some way after the death of someone we love. Some of us may harden after the experience; some will soften, but those who choose to learn and grow from this tragic time, will go on with their life remembering 'what was' and appreciating 'what is'. Learning about grief is helpful to the grieving process.

Losing someone you love can be like losing one half of yourself. The pain and emptiness felt during the grieving process can go on for months or years, however no two people will ever respond to the same situation in the same way. Working through grief is a day by day, week by week process. You may have bad days when you think you will never recover from this loss. You may also think you will never function successfully without this person in your life. The good news is that you can recover and be fully functional, if you choose to.

The impact of grief can cause tremendous chaos to all aspects of our life. We all respond differently to grief but the most important thing to remember is that most reactions are normal. Sometimes we find these responses overwhelming but knowing they are normal helps us to come to terms with the changes. It is also important to note that there is no fixed timetable for these reactions. Of course if general functioning is affected by any or some of these responses, one should seek medical advice.

As complicated as it sounds, grief is a process which can be worked through. A famous psychiatrist, Elisabeth Kubler-Ross is recognised as one of the foremost authorities in the field of death and dying. Her first book, *On Death and Dying* (1997) is required reading in many universities in their schools of medicine and social sciences. Although the grieving

process is very individual, Kubler-Ross found that many people who are terminally ill go through particular stages before dying, and these stages are similar for those who grieve the loss of a loved one.

Stages of Grief

These five stages are not cyclical, nor is every stage common to everyone who grieves.

Denial: Immediately after the death of the loved one, one may experience shock or denial. This is especially noticeable if the death is sudden or unexpected or the result of a long illness where the death was not foreseen. Wanting to push away the reality of the loss and believe only what one chooses to accept is a perfectly normal reaction except where the denial extends beyond a feasible time.

Anger: When the full impact of the loss hits home, many people would feel anger. This is a result of having accepted the reality of the loss but yearnings for the loved one emerge. This anger can be directed to the deceased person for desertion or abandonment, or displaced incorrectly to others including people who offer support, doctors and hospital staff or even God. At this time there is a great need to speak about these feelings.

Bargaining: Bargaining is the negotiation stage and is usually when one bargains with a higher being or God. People unconsciously or consciously say things like "if you take this pain away, I will try to get my act together".

Depression: Eventually the full impact of the loss will catch up with the person. Whether it is a gradual or sudden realisation, he or she will see that things can't be undone or changed. The person will have to come to terms with the facts and those facts can be the cause of extreme sadness and depression. Depression should be carefully monitored and addressed by professionals if needed.

Acceptance: The final stage is that of acceptance. Gradually, the person recognises that he or she is becoming more interested in what is going on around them and begin to enjoy what life has to offer. True acceptance comes when functioning has returned and having acknowledged the loss in its entirety. This is achieved when one is able to look back on yesterdays

“Losing someone you love can be like losing one half of yourself.”

with a loved one, but are able to enjoy today and look forward to tomorrow.

Losing a loved one can bring about many unexpected changes. When the deceased is someone extremely close like a partner or family member, the loss brings with it other or secondary losses which impact on the lives of the surviving family members. The personal experience of loss should be looked at individually, as no two people will be impacted in the same way.

Whether the loss of a loved one was sudden or expected, the grief associated with the loss hurts. Sometimes individuals go through unnecessary pain by wishing for things like a better relationship or more time with the deceased, or the opportunity to say things they didn't say when they were with the person. This is particularly common where sudden and unexpected deaths occur.

Strategies to Cope with Grief and Loss

Each of these strategies can be more or less effective according to the individual. Most of them are commonly useful to the majority of people, but should be applied in accordance to personal contexts and needs.

Being careful: The person may be experiencing some physical reactions as a result of the loss such as sleep problems, losing weight or lack of concentration. It is important to pay due attention to these reactions and visit a General Practitioner if they persist.

Attending emotions: Enjoying laughter when it comes and being with enjoyable people are important things. It's OK to cry too. Sometimes people hold their emotions inside, thinking it wrong to show them outwardly. If tears don't come naturally, they can be encouraged with photo albums and favourite songs.

Dodging loneliness: It is important to be with positive people and seek the support of a counsellor if required. Joining support groups with others who are experiencing similar losses may be an ideal strategy to avoid being lonely.

Holding back on decisions: Holding off making any major decisions such as moving, remarrying, changing jobs or having another child may be a wise strategy. It is crucial to allow time to adjust to a loss before moving forward to other important things in life.

Being patient: It can take months or even years to deal with a loss and accept the changes associated with losing a loved one.

Writing a journal: Many people enjoy journal writing as a therapeutic and healing tool when grieving. Writing about feelings does not always come easy; however, once the process has started, it is easier to understand its benefits. Keeping a journal can also be suggested to children in order to help them grieve. It is important to keep in mind that losing a loved one does not end the relationship, but changes it.

Applying effective counselling techniques:

Thought stopping is a process of interrupting obsessive thoughts as a means of blocking them from one's consciousness. It works much like when a child puts their hands over their ears and sings loudly to block out what they do not want to hear. It can also act as a way of deliberately turning negative cues into positive ones. Another technique that many people find useful is relaxation. There are numerous relaxation techniques readily available from bookstores and internet sites.

Moving Forward

There are no shortcuts to working through grief. It is a difficult process which is highly personal.

Individuals need to work through grief in their own time, and deal with the loss of their loved one in healthy and not destructive ways. If the person or someone in their family needs support, they should seek it. Grief can be a very lonely journey if travelling it alone.

As the person looks to the future, he or she decides on new goals, hopes and dreams. The person's life may never be the same now that the loved one is gone, but they can be an infinitely better person for having known that person and richer for having been loved by him or her.

Lonely Living

To some people being alone, well for a short while in any case, is like living in heaven – away from the constant demands of the kids, away from a thoughtless or nagging partner, away from the hustle and bustle of work or city life. Sooner or later though, reality kicks in and ironically they pine for the company and closeness of another human being. Loneliness on the other hand, when prolonged, can be like a lingering canker, slowly consuming one's mind and life – leaving nothing but a sad and empty shell of a person with little to live for, save an existence with little meaning or purpose.

Loneliness may be chosen, but usually occurs to people unwittingly or because of unfortunate circumstances. The loss or death of a spouse or a child can lead to terrible loneliness. People can still live with other people in a house, be married and yet in their mind be totally isolated and feeling lonely or alone. They may have nothing in common with a person they live with, or they may be caring for an elderly partner who is sick and who is unable to speak or respond.

“Loneliness may be chosen, but usually occurs to people unwittingly or because of unfortunate circumstances.”

The Need for Others

Humans are social beings and rely on each other not just for survival but for enjoyment and pleasure in life. Abraham Maslow (1987) developed in the 1950's what is now well known as the 'Hierarchy of Human Needs' model. This model identified the most basic needs of people (such as food, clothing shelter, water) at the bottom of a pyramid, graduating upwards in the pyramid with more emotional and cognitive needs, leading to the highest level or peak of individual human satisfaction called 'Self Actualisation'.

Of course other critical social, feminist and postmodernist theorists and researchers have identified broader aspects of human experience since that time; however Maslow's model does serve to demonstrate how individual human needs require education, social support and networks. For example, an infant would simply be unable to survive without a more mature human or humans (like parents) to care and nurture it. Humans have a sophisticated language in order to communicate, and rely on one another throughout the lifespan for intimacy, support, knowledge, understanding and guidance.

The Nature of Loneliness

Loneliness, when extreme, can lead to depression and suicide if help is not provided. Loneliness is, to some extent, part of being a normal human being. For example at times loneliness may be necessary for reflecting on life and aiding emotional healing in the grieving process. Many spiritual leaders have experienced intense loneliness (not just being alone) as part of growing stronger emotionally and spiritually. So loneliness is not always negative.

Loneliness is not specific to any age group or gender, so anyone in the right (or wrong) circumstances can be affected. Loneliness can be short in nature or linger on for many years. Loneliness can be bureaucratized and many lonely elder people live out their lives almost alone with no-one to talk to each and every day in some aged care facilities. Many older people may also experience extreme loneliness whilst living by themselves in populated suburbs or sparse rural and remote communities.

Loneliness can still occur for a person surrounded by many other people in his or her lives. People can still feel isolated and lonely despite being socially active in sport, music, business and so on.

Loneliness and Depression

Loneliness is a state of mind, not necessarily being isolated from other people. A person may have much more in common with some people than other people and if there is a mismatch of interests, culture, language, intelligence, social skills or abilities then that person could feel detached, alienated or marginalised and become lonely and depressed if the situation is prolonged. Severe loneliness and depression often seem to be fateful partners. Research findings indicate

that social conditions can lead to people feeling lonely and depressed (Herzog & Markus, 1991).

Factors that can lead to this state include: unemployment, financial hardship, rural droughts, bushfires or floods that devastate peoples' lives and livelihoods and isolate communities; loss of a partner or loved one; lack of self-esteem – unable or scared to make relationships with others; physical illness (e.g., HIV AIDS, arthritis or back pain) or incapacitation or debilitation, problems of ageing (strokes, dementia); mental illnesses (especially suffering from phobias, anxiety and panic attacks) or disabilities in which sufferers are discriminated against; new mothers or parents trying to cope with a demanding new baby; etc.

For most people wanting to know more about the general symptoms of loneliness and depression the following is important information.

Seasons Change, People Too

Transition is often seen as being synonymous with change. Transition as a term tends to have a more organic quality to it (as distinct from a mechanical quality), reflecting in human terms a change in a person's life situation and journey through life. Transition can also mean something different to being transformed, although transformation can and often does occur for many people.

Not everyone becomes transformed into someone positive and new because of changing situations or circumstances. Some people cling desperately to the world that they know, to their habits and patterns of thinking and behaviour, even if the world and many people in it are changing around them. They are likely to have lots of difficult problems in life, including social and emotional ones. Some people have change suddenly thrust upon them, so much so that they have little time to effectively adapt and harness their individual resources. Some people thrive with change, and some may even lead change for themselves and others.

“Loneliness is not specific to any age group or gender, so anyone in the right (or wrong) circumstances can be affected.”

Transition and change are an inevitable part of human lives. Life is ever changing especially in our highly technological, highly communicable, and consumerist world. In any case, the human body is constantly changing from birth until death with regeneration and degeneration a cyclical part of an individual's existence. Recent research indicates that

even the human brain is changing and adapting in response to experiences of the world.

Stages of Transition

Some transitions or change can be quite sudden or unexpected and can be stressful (e.g., death of a spouse or child) or exciting (e.g., finding out you are pregnant or gaining an award or a prize). Some transitions can be gradual, almost unnoticeable or insidious. Even with a change that is exciting or wonderful, change can still be stressful (e.g., problems with a pregnancy, change in workload).

Adjustments in one's life are often needed, and this can be uncomfortable especially if adjustments need to be made quickly. Some people are scared of losing control of their life situation when a change or transition occurs. Many people who retire hold wonderful fantasies about moving to the coast, leisure and travelling. However unless they have a strong financial base, a reduction in money may require a reduction in existing lifestyle and certainly the more extravagant of their dreams. Farmers too have difficulties in retirement transition and intergenerational transfer of their farms. Often family tensions become almost intolerable as farm succession issues go to court and family members are pitched against one another. Similar transition issues also occur in family businesses.

Obviously major transitions occur for all people throughout life including various transitions during childhood development, transition from a child to adolescence, then young adulthood, middle age, old age and older old age. Women also experience menopause in particular in their 40's and 50's, and changes in behaviour and thinking occur for many women in addition to physical problems such as 'hot flushes' and osteoporosis.

Men have been particularly susceptible to cardiovascular diseases and prostate cancer as they age into their 50's and 60's and to prevent the risk, major changes are required in their lifestyles including altering factors such as diet, exercise, tobacco use, and ensuring regular health checks and so on. Some people have made almost miraculous changes from being, say, a criminal to a respectable member of a community. In fact, research does indicate that antisocial personality disorders tend to "fade" over the years.

Understanding Feelings and Emotions

Obviously there may be many different feelings and emotions that a person could experience depending on the situation or circumstances. One person may fear change whilst another may revel in it and enjoy the challenges. A child about to enter early adolescence may also have a sense of fear or anxiety about what changes to expect, embarrassment about bodily changes, heightened sexual desires and bodily discharges.

A woman nearing 50 may begin to worry about menopause and may harbour fears of getting breast cancer or osteoporosis. A young adult married man with a family may fear that he might lose his job and be unable to provide for his family. A child may fear going to school for the first time away from his parents.

Fear of the unknown is often something that people (particularly elderly people) worry about when a change occurs that could impact seriously on their lives. The stress response innervates the autonomic nervous system and people can either fight the stressors that are causing their stress, or fly away from the stressors and avoid them. People may even become quite depressed because of a transition in their life and their circumstances, and their behaviour and mood can adversely affect other people around them such as relatives, workmates, friends and so on.

Preferred Options, Strategies and Skills

Experience and the literature inform that transitions or changes in life are inevitable and people can fight them, flee from them or preferably accept that they need to prepare for it and adapt to the changes in some way. Having confidence in being able to plan for and adapt to change, by having skills and knowledge that are likely to work, by building resilience so that the person has the emotional strength to problem solve and make decisions is certainly important. Being proactive rather than reactive to change means the person is taking control over the situation and taking preventive measures to not become a victim of change.

In this context, there are some strategies which tend to work for most people. Here are some of them:

Trying to anticipate change: Identifying factors leading to change and planning for change requires flexibility of mind, not rigidity. Davey (1992) cited in Dadds, Seinen, Roth & Harnett's (2000) work titled Early intervention for anxiety disorders in children and adolescents stated:

"Outcome expectancy models of anxiety postulate that humans develop an expectation of outcome based on a variety of sources of information and existing beliefs... Hence, existing beliefs in highly anxious persons tend to lead to an overestimation of threat and an underestimation of coping resources."

Having a clearer informed knowledge of change and what it really entails can help to prevent exaggeration of the nature and consequences of change or transition.

“Being proactive rather than reactive to change means the person is taking control over the situation.”

Caring for physical and emotional health:

Anyone needs strength of body and mind to meet the challenges involved in change or transition. Regular exercise, a good balanced and nutritious diet, quality sleep and relaxation, and limiting stimulants like alcohol, coffee and other substances often help an individual to feel energised and able to cope with stress.

Keeping an open mind: Trying to be objective and avoid jumping to conclusions too quickly without understanding the nature of change and its consequences is important. One may well like the change when at first it didn't look too inviting.

Gathering information for learning: Fear of the unknown can be a great source for cultivating a cycle of distress and ignorance. Change or transition can foster uncertainty for many people. By understanding how change works and what the change may entail builds the necessary confidence to adapt to change. This can be done through some research on the internet or in a local library. Being prepared and having some knowledge can reduce the uncertainty and the fear of the unknown that drives anxiety and stress.

Building the changes in stages: 'Limit the pace of change' – trying to tackle big changes all at once is a recipe for failure: it is just too stressful and consuming of time and energy. Trying to tackle and adjust to big changes may become too overwhelming and the person may end up becoming too stressed and develop depression or anxiety if he or she fails.

Keeping a sense of humour: Life should not be all doom and gloom. Everyone has the capacity to laugh and find humour in the craziest of things.

Change can be stressful so having a sense of humour can break down the seriousness a bit and make change look not so daunting or tough. In the end, it is all a matter of perceptions.

Humour is good for your body, and mind too, as it releases pent up energy and reduces the build up of cortisol that is released during stress, especially chronic levels of stress where high levels of cortisol can be damaging to the body and brain and to fighting off infections and wound healing.

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“By understanding how change works and what the change may entail builds the necessary confidence to adapt to change.”

FEATURE

Counselling Dilemma – Counsellors Comment on Ethical Issues

Merle, aged 86 has come to see you for counselling as recommended by her family. Her middle-aged children are extremely worried about her. Ever since she went away for a weekend with other like-minded individuals who wish to take responsibility for their own lives and also the ending of their lives, she has become quite exuberant now that she is not worried about becoming unmanageable when her time comes. She states she now has the tools to do the job that has worried her for the last decade.

Merle stated that she had a fear of becoming completely incompetent and so, before she reaches that stage, she has chosen the time that is perfect for her and a place of her choice. There and then she will

take the medication that has been designed for people who are in this position. She is not willing to listen to advice about the Law as suggested by you.

She has decided she has lived long enough on this planet to make her own decisions. Merle has come to counselling because she has been pressured by her kids and hopes that you will be able to explain the sense of her decisions to them after she has gone. She says she is planning her exit in the next three months and does not wish to offer any further information just in case her wish is not respected and somebody intervenes. Merle has, however disclosed to you that she will not be alone and that there will be a few of them present at the time.

Her health appeared to be quite good without any noticeable illnesses. She was immaculately dressed and her fingernails were evenly manicured and polished reminiscent of a person who is conscious of their appearance. Her mental health appeared to be sound, particularly for a woman of her age and her mannerisms were intact. The counsellor is facing a dilemma. What should happen or take place next?

Merle has presented the counsellor with a situation that is probably becoming more common these days. The elderly who are of sound mind and body are claiming the right to decide when they want to end their lives. Whether they want to avoid becoming a burden to their children, or they are afraid of becoming incompetent, or they strongly feel that 'the time is right', they are maintaining that this decision is theirs.

It appears as if Merle has done her homework and is quite firm in her decision to end her life. She has not come to the counsellor in order to gain additional clarity or to review her options; she wants some support from the counsellor in addressing her children's worries.

So what is the problem for the counsellor? Ethically is there really a dilemma? During the informed consent process the counsellor, even before she actually knew what was bothering Merle, would have informed Merle of her rights and particularly her right to a confidential service. Exceptions to this confidentiality would have been discussed and Merle would be aware that the counsellor has an ethical responsibility to break confidentiality if a client posed a danger to themselves - taking their life being considered such a danger.

The counsellor, once she heard Merle's story could, with a clear conscience, inform her that this was one of those occasions in which confidentiality would be breached. This would not be a major concern as Merle's family already know about her intentions. And even if the counsellor personally agreed with Merle's decision and was ready to disregard her ethical duty to inform, Merle's family are aware of their mother's plan and so can initiate actions to stop her if they so wish.

If the counsellor is certain that Merle's family are cognizant of her plans, their ethical responsibility to 'duty of care' is addressed since the family is forewarned. So really there is no ethical dilemma for the counsellor. However a personal dilemma may exist

if the counsellor's personal values are in accord with Merle and their feelings of sadness may sway them to compromise their objectivity and jeopardise their professionalism. Instead of working with Merle towards the best outcome; they may have their own agenda which denies them the impartiality which is desperately required in this situation.

A further dilemma may present if the counsellor is not sure that Merle's family really know what is going on and are actually unaware of her plans. In this situation if the counsellor's personal views support Merle's decision, they may be torn between their personal values and their ethical responsibility to ensure the safety of their client. In addition, their feelings of compassion may further motivate them to disregard their ethical responsibility.

In both the above situations, a dilemma exists. The Code of Ethics outlines what the counsellor should do. What they actually do depends on what is stronger: their personal value or their determination to work ethically.

Counsellors facing either ethical or personal dilemmas are encouraged to discuss these with their supervisors. Supervisors who have an ethical obligation to ensure the safety of their supervisees' clients will turn to the Code of Ethics and other ethical principles such as 'beneficence' and 'non-maleficence' to guide their decisions. But the answers are not always 'black and white'. Our role as counsellors is to assist our clients in finding solutions to whatever is bothering them. Sometimes what the client sees as the best result is not what the law and the code of ethics determine to be right.

In the case of Merle, it is comforting to have guidelines in place that can lead us out of any presenting dilemma. It is up to the counsellor to choose to follow them.

Zahava Starak

Professional Counsellor and
AIPC Senior Education Adviser.
BA Beh. Sciences, Dip. Prof. Couns.

“Counsellors facing either ethical or personal dilemmas are encouraged to discuss these with their supervisors.”

FEATURE

Improving Communication with an Aging Parent

American Counselling Association

For many people now in their 40s and 50s, an important issue facing them is that their aging parents may no longer be able to care for themselves as they once did. Such situations can result in a variety of emotionally-laden decisions that require family discussions.

It can often be extremely difficult to discuss, never mind reach decisions, about issues such as where elderly parents should live, what health services are needed, the current financial situation, is there a current will, should a driver's license be surrendered and similar topics.

But, while such discussions with an aging parent may be difficult and frustrating, they are necessary. And there are ways to approach such talks that can make them less prone to disagreement and more apt to lead to desired results:

- Talk in statements that use "I" rather than "you."
- Talk about "your feelings" about an issue, rather than taking the position that whatever you believe is correct while your parent's views are simply wrong.
- Pick a good time and place for important conversations, one that will make your parent feel comfortable.
- Try including someone you and your parent mutually trust. But don't make your parent feel he or she is being ganged up on.

"It's emotionally difficult for parent and child when an aging parent can no longer handle everything on his or her own."

- Respect your parent's right to argue and disagree.
- Accept that reaching necessary decisions may take time. See initial discussions as door openers, chances to get things started.
- Don't dominate the discussion. Listen to your parent's views and ideas, especially when the subject involves major decisions.

- Don't try to be judgmental. It takes time for an aging parent to accept the inevitable. Dictating to him or her what "has" to be is only opening the door to a stubborn fight.
- Realize that your job is to offer advice and support, not demand how things "must" be.

It's emotionally difficult for parent and child when an aging parent can no longer handle everything on his or her own. Holding effective discussions on changes to be made can be much more productive, and far less traumatic, than simply trying to dictate decisions. If extra help is needed, seek out a counseling professional who specializes in geriatric issues.

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"The Counseling Corner"

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TREASURES FOR INSPIRATION

"The charm of history and its enigmatic lesson consist in the fact that, from age to age, nothing changes and yet everything is completely different."

~ Aldous Huxley

SOCIAL ISSUES

The following article regarding an important topical social issue appeared recently in News.com.au 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.

School Bullies Running Rampant

Bruce McDougall June 4, 2007

Up to 70 per cent of school children are being bullied, undermining claims that serious inroads have been made into the problem. New figures also show much of it starts at home, making victims even more vulnerable at school.

The data collected in a survey of 2000 students from years 6 to 9 strongly indicate bullies are flourishing despite millions of dollars spent on anti-bullying programs.

Macquarie University researcher Puneet Singh, who surveyed students at 18 schools in Sydney and on the NSW Central Coast found 62 per cent had been bullied by siblings three or more times in a month.

Of those bullied at home, 77 per cent reported they also had been victimised by their peers at school.

In a separate survey of 1285 high school students, 47 per cent reported being the victim of bullying at least two or three times a month.

More than a quarter of the students interviewed owned up to bullying another two or three times a month.

The research conducted by Macquarie University's Kirstin Barchia found "covert aggression" such as name calling, teasing, social exclusion and spreading rumours were more common than physical bullying.

One former student Benjamin Cox from Raymond Terrace near Newcastle has been awarded a \$1million payout for psychological injury caused by bullying.

The new revelations emerge as a political row erupts over the effectiveness of anti-bullying measures and a wave of serious threats against students and teachers.

Opposition education spokesman Andrew Stoner yesterday demanded Premier Morris Iemma "address the continuing problems of lack of respect and discipline".

"Schools need to be safe for students and teachers but again we hear of more violent behaviour in NSW public schools," Mr. Stoner said.

Education Minister John Della Bosca says a 10 per cent increase in long term suspensions shows the Government is serious about combating bad behaviour. "The \$65 million investment in behaviour initiatives is working," he said.

One school, St Paul the Apostle Primary at Winston Hills in Sydney's northwest, is claiming success with a scheme in which students write down a bully's name and hand it to teachers.

Principal Christine Gibson said students were required to participate in the confidential "bullying audit" twice a year.

She said: "We collect the data and we know who feels they are being bullied and by whom."

If a name comes up six or more times as a bully the student is pulled in for a chat and may be placed on a program to correct their behaviour. About 20 students a year are sent to a special class to receive help.

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Published at the Daily Telegraph

"The research found "covert aggression" such as name calling, teasing, social exclusion and spreading rumours were more common than physical bullying."

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.

This month we are featuring graduates Aimee McManus and Maureen Williams from Queensland.

Aimee McManus



It is with gratitude that I take this opportunity to thank the Australian Institute of Professional Counsellors for providing a comprehensive counselling course that has built the foundations for a successful future. Special thanks particularly to Rob

Carrigan in Brisbane who provided ongoing support, encouragement and compassion.

After graduating from a private school in Brisbane in 1997 I was unsure whether to fulfil my dream to become a nurse or early childhood teacher. I commenced with nursing in 1998 but changed to early childhood teaching the following year. While pre-school teaching, I encountered many situations with children and families where I felt the desire to give more to the community, to assist people to work through their difficulties and achieve ultimate happiness within their lives. In early 2003, I enquired with a number of universities and other educational institutes as to how I could fulfil this goal of counselling children and families. The Australian Institute of Professional Counsellors provided the most suitable course to suit my needs, that being a broad coverage of general counselling areas, the option to specialise in Child Development and Effective Parenting, be able to study from home around my work hours and provide educational support via the telephone.

I remember the first day meeting Rob Carrigan to collect my first study package. Feelings of excitement, anxiety and nervousness prepared me for my first unit. It took around three weeks to complete my first unit of work. The thought of the first seminar was even

more daunting, new people, new environment and assessment of my skills! I was terrified!!!! However, within the first hour I felt more relaxed and discovered that the seminars were there to assist my learning and enhance my skills, rather than expect me to have pre-existing knowledge.

Within two years, while still fulfilling my employment obligations, I completed my Diploma and one study major. The day the Diploma arrived in the mail was unbelievably exciting and rewarding. My goal throughout the course had been to open my own counselling practice from home, however following a family move from Brisbane to Sydney I thought about how I would feel going to visit a counsellor without on the job experience. My response to this question was that I would not see a counsellor without experience, so I decided to look for employment that offered me the potential to grow.

My initial concern was that I was up against a lot of applicants that held degrees in Social Science, Social Work and Psychology and I only had a Diploma of Counselling. However I applied for five different counselling positions seeking people with degrees and hoped for the best. To my amazement, three out of the five invited me for an interview with all three offering me the positions.

I challenge the common belief that great jobs such as those working with the Government are only reserved for those with degrees, as I am now working as a Caseworker with the Department of Community Services (DOCS) in the area of child protection. Although application for this role required responses to a lengthy selection criteria, a half hour phone interview, 3.5 hours of assessments and an ability to shine above 300 applicants, I persevered, kept my hopes and spirits high and was fortunate to be one of the 15 chosen for the position on offer.

My role is on the DOCS Helpline taking initial reports from people with concerns about the safety and wellbeing of a child or young person, and

assessing what further actions should be taken. Apart from being a rewarding position that is so exciting, working for the government has so many added benefits along with a number of opportunities for movement within the organisation to other roles.

To further my studies, along with working full-time for DOCS I am studying a Bachelor of Social Science (Social Welfare) externally and part-time through

“While still fulfilling my employment obligations, I completed my Diploma and one study major.”

Southern Cross University. Hopefully this will extend my knowledge and assist in achieving my dream of opening my own counselling practice in the years to come.

Thank you AIPC for helping me to grow and secure a fulfilling, satisfying and rewarding career. I thoroughly enjoyed the course and would have no hesitation in recommending the Diploma to others.

Aimee McManus

Maureen Williams



In December 2005, I graduated as a counsellor with AIPC after 3 years study. I had always been intrigued by the concept of a counsellor as a helper of people, and I found that university studies did not suit my timeframe and were not very user friendly.

At age 48, I found myself in a position where I could envision myself able to be employed in the near future, but with no particular training other than a considerable knowledge of the earthmoving and civil engineering industry. I investigated the education scene and found an external degree in Education, in the area of Vocational Education and Training, and decided to embark on that course. I gained my degree at age 50 and worked for a time in the education sector as a supply teacher. I found teaching in schools very draining, and embarked on another uni course – a Masters in Anthropology, but found the time constraints too difficult. The deadlines for assignments were just that – deadly!

A chance encounter with a friend who was an AIPC graduate and working in industry, found me phoning Robert Carrigan and asking for an appointment to discuss the course, its validity and an inspection of the curriculum. I was most impressed with the professional approach used and the course design, and I decided then and there to enrol and pay for 2 majors upfront. I brought my husband along with me to make him a 'stakeholder' in the process. He remarked to Robert Carrigan – "I don't really think she is capable of doing this work!!!"

Despite a number of intrusive but external events within my family, and several house moves, and a motor-home trip around Australia, I managed to complete my 22 units in around 3 years, and even had a few 'not yet competents', which only provided a challenge, and usually meant minimal hiccups in completion of a unit. I often had to set up the computer and printer on the dashboard of the motor home to prepare assignments.

I found the seminars excellent learning opportunities, and I flew in from places far and wide, but thoroughly enjoyed the interaction with staff and fellow students, who, we decided, were all 'people

people'. I have made excellent friends and contacts through these seminars, and of course, had a little retail therapy on the side. Robert Carrigan usually provided a friendly face on arrival and was always very encouraging of us all – and remembered all our names!

I have commenced work in industry as a counsellor with a private provider company, work with an excellent team of those same 'people people', and currently work with clients in an alumina refinery, an aluminium smelter and with the Central Queensland Port Authority.

My clients are predominantly male, present with a wide variety of concerns, and it is really a pleasure to help them help themselves in their journey through life. The background provided by AIPC has been an excellent tool in my work in industry, and I am currently working through a major in Grief and Loss. What I will do for my other major, I don't yet know. I counsel on site, in the town office, sometimes in the clients' homes, and occasionally in a café or other venue chosen by the client.

I appreciate that I am in a privileged position within my clients' lives, and I am well aware of the code of ethics we must use as a guideline. (And I thought the ethics unit would be a complete bore – it was really very interesting – and very necessary.)

Best wishes to everyone studying with AIPC – just plod on and you will get there, and then you will get such a sense of achievement and satisfaction when you finish your course. It truly is worth every minute of it.

Maureen Williams

“I appreciate that I am in a privileged position within my clients' lives, and I am well aware of the code of ethics we must use as a guideline.”

Technology in Our Practice Dr. Angela Lewis, MAIPC



Hello everybody, this issue as always, we look at some general handy hints around using your computer and then I present some websites related to AIPC's featured topic which is working with the elderly, and to that end I begin by sharing a personal experience.

My own experience with IT & Seniors

Computers and the benefits they can bring to disadvantaged groups such as the elderly, is actually something I take a personal interest in, so I would like to relate the journey I took with an elderly person as he discovered the world of computers. For many years I was friends with an elderly neighbour who passed away last month aged 92. He was a bit of a grump, but we both owned the same breed of dog, and my dog could always bring a smile to his face. He had lost his wife suddenly 5 years ago and then a year later his dog died. Shortly after they both passed, he asked me to get him a computer, printer and Internet connection. To be frank I was torn, he was 87, short tempered and had been a manual labourer all his life. I could see myself on permanent 'Angela computer not working – come now', duty. But I organised it and the Internet became his conduit to the world – as a consequence he was transformed into a lively, interested person.

That computer was permanently on, with revolving screensavers and wallpaper featuring his wife over years and continuous Greek music playing straight out of Cyprus. He read a number of Greek newspapers online daily, he tuned into Greek radio overnight when he couldn't sleep, and his social life took a turn as a number of other oldies who lived nearby came by every day so they could all check the different horse racing prices online. He also started an online TAB account, so he could place bets in comfort, researched different drugs (as being elderly he was on a cocktail of different things), and logged onto his local council to get on the information on his entitlements for meals on wheels, home help and various other services.

“Blogging presents a way of taking it to another level, as it is a way for individuals to publish material at no cost on a global scale”

Last year he had to be put into a home. His family sent him with just his TV set and he became quite depressed as he lost his contact with the world as well as his independence. While I pointed out what they were doing was wrong and quite detrimental to his happiness, they had other ideas and his possessions disappeared, leaving him with just the television. Charlie lasted for 6 months and while I am not saying the Internet would have prolonged his life, it was obvious it gave him an opportunity to participate in the community, kept him interested, kept his mind active and most importantly amused him. People are quick to dismiss old people as incapable of learning and not suited to technology, but Charlie showed this is certainly not the case. RIP Charlie 'Pambos' Anthony.

The difference between Save and Save As

When you use the 'Save' command, you save your work under its current file name and if this is the first time you have saved it, you get the chance to name it. When you use 'Save As' on the other hand, you get a chance to save what you're working on as a new file, so this could be the second or alternate version of your work. Let's say you are creating your resume. You save it and call it 'Career Resume'. You then make some changes to it, but can't decide if you like the first version which you saved, or the one on your screen with changes. If you were to choose 'Save' again at this point you would override the first version with what is on your screen so it would be better for you to do a 'Save As' on the version on your screen and give it a different name, e.g. 'Career Resume V2' and this way you have both versions of your work.

Canned Air

I purchased a can of 'canned air' at my local 'Officeworks' outlet last week – not cheap at nearly \$22 - however it works a treat on cleaning the keyboard. Canned air is air that is sold in a pressurised can and is used to clean out dust, dirt and any other grime that may exist in hard to reach places. It comes with a long nozzle that shoots out a blast of air, which blows out all of the debris found in tight areas. The air used for canned air is not the same as the air we all breathe. The mixture is often made up of nitrogen and other harmless gases. It is also known to be ozone safe, which is always good.

The WorldStart website cautions that there two types of canned air: flammable and non-flammable. The can will clearly say whether it's flammable or not, so make sure you read the label closely. If a certain propellant in the canned air mixes with a high voltage from your computer, it could cause flames. So, even if you think air is non-flammable, make sure you read

the label and just be as careful as possible when working with canned air. It's better to be safe than sorry – if in doubt, get advice at the store before you do anything rash.



Alzheimer's Disease

www.alzheimers.org.au. Website of the peak Australian body providing support and advocacy for the Australians living with dementia.

www.alzheimersonline.org. Queensland based not-for-profit community organisation that help maintain the quality of life of people diagnosed with dementia and their caregivers.

Caregivers and Caring

www.facsia.gov.au/internet/facsinternet.nsf/disabilities/carers-nav.htm. Details Commonwealth Government programs and initiatives to support carers and provides links to other areas of Government involved in carer assistance.

<http://www.rdns.asn.au/>. Website of the Royal District Nursing Service, provides information about their services, questions & answers about home care, current relevant news articles and links to other services.

<http://users.sa.chariot.net.au/%7Eozcarers/welcome.htm>. OzCarers is a privately run support group for Australian caregivers.

Church Services Online

I am including this because lots of the elderly like going to church and can end up too fragile to make the journey.

www.i-church.org. Website for those who are unable to attend a church service or prefer an alternative form of worship. People from all denominations are welcome and there are daily web-cast services.

Seniors in General

www.seniors.gov.au. Government website which lists services, programs and initiatives currently available to Australian senior citizens.

www.aboutseniors.com.au. Deals exclusively with senior's issues.

University for Seniors

www3.griffith.edu.au/03/u3a/. U3A Online offers short courses covering a range of interests for older people who want to study online, as well as many other useful resources.

Please note that all Internet addresses were correct at the time of submission to AIPC and that neither Angela Lewis nor 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.

STAFF PROFILE

STAFF PROFILE



Racy Espino Head Office Administration Officer

Racy joined AIPC's Head office Admin team in July 2006, initially as a part-time office manager and currently as the full time Administration Officer. Racy enjoys interacting with people including providing client support for student

affairs and liaising with suppliers and advertisers. What she enjoys most is working with the rest of the administration team as she oversees the assessment operations, stock monitoring, Centrelink audits and premise maintenance. In February 2007, Racy was given a broader scope of responsibilities as she also now provides general administrative support for AIPC senior management.

Racy has a keen interest in education as she spent several years managing a children's educational toy

business back in the Philippines. She is a firm believer in providing social responsibility in a business setting, especially after completing her Master's Degree for Entrepreneurship in Social Development. Back home, she organised a savings and credit cooperative to jump start micro-enterprises for her former employees.

A year ago, Racy moved to Australia with her husband. When looking for a job in Brisbane, she says she was very much attracted to AIPC as she's made it one of her life goals to teach and inspire people to take greater control of their own lives.

What's so great about working here? Racy says: "I never imagined that working at AIPC would be so rewarding, receiving thank you notes from students really makes my day. Even better, appreciation by my fellow colleagues really inspires me to work more, and of course encouragement from my boss. I really do enjoy working here."

Racy likes to read motivational books and when she's not spending time at fresh food markets, she likes to volunteer at her local church.

FEATURE

Book Review By Jones, F., Bright, J. (2001).

Stress – Myth, Theory and Research

Pearson Education Limited. ISBN: 0-130-41189-2

The sub-title of this book clearly outlines the scope of this wide-ranging study of stress. The authors, Bright from Australia and Jones from the UK, together with a range of other contributors, are experts in the field.

Divided into five parts, each containing two or three extensive sub-sections, the book also contains a detailed index.

Starting from the question *What is Stress?*, moving through consideration of its effects and why different people handle stress differently to two chapters focusing on stress at work, it concludes with *Stress Reduction Strategies* containing a brief overview of current research.

As the authors state in the preface, so much research has been done into stress that one book cannot hope to provide a comprehensive review of related literature; thus this book introduces issues which they believe are central to gaining a basic understanding of the concept of stress.

While myth shares equal billing with theory and research in the title, this book is an academic study encompassing a range of theoretical approaches: psychological, emotional and physiological. A strong recommendation for this book is the recency of the theorists cited.

The section looking at stress at work is of particular contemporary interest, with its focus on the work/home life balance: the possible effects of work

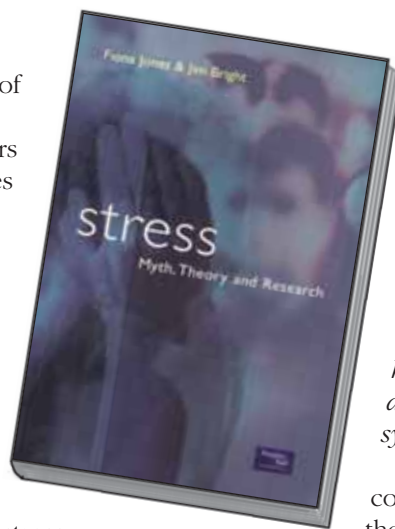
on home life and vice versa. It also puts the spotlight on the impact of work on an individual's family and partner relationships.

The book ends with a brief glossary and a very broad reference list covering 42 pages, providing a wealth of sources for further reading.

While not an easy read, this book provides a valuable resource for a range of professionals; as the authors state: *Stress has become an issue which affects nearly every part of our lives, having an impact on our work, health and personal relationships. At the same time it remains a controversial phenomenon. Despite the high profile it has in the media and the public consciousness, there are many who consider stress a problematic term which has been used indiscriminately to describe a wide range of very different symptoms and problems.*

Reading the book will certainly provide considerable food for thought; having it on the bookshelf will offer a comprehensive reference for information on stress.

Copies of *Stress – Myth, Theory and Research* are available for \$44.95 + \$8.50 postage and handling. To order a copy, simply contact your local Student Support Centre or call: 1800 657 667.



ASSIGNMENTS HINTS AND TIPS

Age is no bar to successful study

AIPC students come from a wide range of ages, with many of our students being in their later years. While greater age brings the advantage of increased life experience, some older students worry that because they have not studied for so long, or have not completed any study since leaving school at an early age, they will be unable to handle the coursework.

The twenty two units of the course are delivered in five study packs, which immediately reduces the apparent enormity of the task at hand. As with all long term projects it is important to create a series of short term goals, so concentrate on one unit at a time.

Work out the number of hours per week you intend to devote to study and create a timetable – this helps to ensure you will actually get the work done. If you are planning some lengthy study periods, such as a whole morning or afternoon, make sure that you take a couple of short breaks to refresh yourself.

Break your reading time up, it is easy to lose concentration while reading for long periods – at the end you have no idea what you have been reading about! As you read, make notes or highlight particular

points you think pertinent to the questions in the workbook. A good approach is to read a whole reading through, then look at the relevant section of the workbook, and then re-read the text at least once while starting to make notes on the questions.

If you have access to a computer but are not familiar with its use, there are a number of courses you can do to gain basic computer skills; check out your local library, community centre or TAFE College for help with this.

If you can get to your AIPC Student Support Centre, then participate in their tutorials, in class studies and links to 'study buddies'; and if you can attend the seminars to do your Practical Components, you will find they are a great networking opportunity.

Most important of all – believe in yourself – you can do it! By now you are probably thinking to yourself that all these suggestions are equally valid whatever age you are – and that's the point, age is no bar to successful study!

Good luck with your studies, whatever age you may be!

STATE NEWS

Sydney

Hi to all students of the Sydney Student Support Centre.

Well, here we are, well and truly into 2007 and it is already showing signs of being the biggest year we've ever had, especially with regard to improvements to student services, and our monthly email contact program. In fact we're constantly reviewing, updating and improving our administrative and student support procedures to keep you informed and in touch with what's going on within the Institute and the counselling industry in general. With that in mind, if you have any suggestions for improvements that you think we could make, or if you are not on our email broadcast list and you would like to be, then please feel free to email us at aipcsyd@aipc.net.au.

By the way, keep your eyes open for our Advanced Study Major Workshops. We will be running every one of the Majors by the optional workshop program during the last half of the year, so make sure you book early for the ones you want to attend because they book out quickly.

I would like to take this opportunity to welcome all our new students to the Institute and remind you that the Study Assistance Line phone number for help with any aspect of your Workbook activities is 1300 139 239. It is important that you utilise this service if you are unsure about anything to do with the academic component of the course.

For any student support issues (other than education advice) you can contact us either at the above email address or on 9687 9688.

One last thing, use the cold weather as a good reason to stay home and get stuck into your studies.

That's it for this issue, so from Jacqui, Mary, Sandra, Eve, Lorraine and myself, may we wish all our students 'progreso rapido' (that's 'speedy progress' in Spanish).

Kind regards,

Nev Randle

Manager – Sydney/International

Regional NSW

Hello all,

We would like to extend a very warm welcome to all students who have enrolled since the last newsletter. Often when we talk with new students there is a feeling of excitement, positive energy and an eagerness to get started with their studies. It's great to be able to help people to achieve their goals.

The Manager's Conference was held in Brisbane on 16th & 17th June and it is always good to catch up

with everyone. Every year we discuss new and interesting programs that will be available for students in the future. I always find these meetings very beneficial and look forward to the Conference each year.

Reminder: 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

Hello everyone and welcome to all of our new students who have enrolled this year.

Volunteering Work with the Elderly

Aged care homes often require volunteers to provide social interaction with their residents. This can be a great way for you to help out those of us who, due to age, are experiencing loneliness and isolation. Not only are you helping others but you will also have an opportunity to practise your communication and listening skills!

The website www.govolunteer.com.au is a great site to search for aged care homes that particularly need volunteers and you could also drop in and offer your services to any of the homes in your local area.

Good luck with your studies, and until next time if you have any questions then please give us a call at the Melbourne Student Support Centre, we would love to hear from you!

Katie, Lauren, Luisa and Jill

The Melbourne Student Support Team

Brisbane, Northern Territory & Tasmania

Hello and welcome to this edition of the Professional Counsellor!

As you would expect, the first 5 months of this year have been very busy with a lot of students beginning their studies in the last few months.

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 while 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?

I'm sure all students who have got passed that first module would know what I mean. So well done to those students who moved passed their fears and did it anyway. You've started your journey as a student again and you have the belief now that you can do it.

Taking about belief my children and I got the 'Wizard of Oz' out on DVD recently and we all watched it. I had seen it a few times before but this time the 'penny really dropped' with the message of the story.

Most of us would be familiar with the story of Dorothy and the friends she meets on her way to find the Wizard. The Scarecrow who felt he lacked a brain; the Tin Man who didn't think he had a heart; and the Cowardly Lion who wished he had courage.

The Wizar (a man whose heart was in the right place but whose ethics needed some work) actually exercised some effective motivational skills at the end of the story.

For each of Dorothy's three friends, he fostered a sense of belief that they, indeed, had those things they sought so desperately. He convinced the Scarecrow he was smart by giving him a Diploma. The Tin Woodsman received his gift from the Wizar and knew he now had a heart because it was breaking. The Cowardly Lion became instantly courageous when he received his medal for bravery.

Believing In Yourself

When Dorothy saw her friends all get what they wanted she was in firm belief she could certainly have what she wanted. Glynda, the Good Witch, had Dorothy repeat, "There's no place like home, there's no place like home, and there's no place like home..."

Each of them, as it turns out, already had inside of them the answers they were seeking. Ironically, they had the potential and the ability to grant their own

desires from the very beginning. The only thing missing was belief.

Doesn't it make you think of the fantastic life we can all have if we really believe we can?

That's all from us at Student Support Services for this edition.

From myself, Beverley, Belinda, Cindy, Mikala, Zahava, Leanne, David, Hayley, Tony and Michelle we wish you the very best with your studies and look forward to working closely with you as you work towards your Diploma.

Regional QLD

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

You know, determining who fits the category of "Elderly" is not an easy task! According to the dictionary, elderly can mean 'old' 'mature' 'aged'. In western society, we often refer to an elderly person as someone over the age of 65.

For the purposes of this article, I would like to refer to the 'elderly' as people who are in the later stages of life and as such, are susceptible to disadvantage due to this older age, (i.e. be it physical, mental or financial incapacity).

In dealing with the elderly, the number of stressors they can be exposed to during any given day can be less than a younger person, however their reaction to stress is often higher (i.e. the elderly are more vulnerable to stress). Problems that are prevalent within this age group are memory loss, fear, loss of control, sleep disruption, physical unwellness/incapacity, loss of meaningful work and mental health issues (e.g. acute or chronic anxiety/depression). Perhaps they have lost their partner, friends may have passed on, they have little (if any) contact with family members or they may be restricted in their social outlets. Essentially they can be alone.

If we define 'stress' as a condition that can result when our needs are unmet, (whether they be real or perceived needs), then it is likely that Counsellors need a wide range of skills to deal effectively with the elderly.

Two fields which immediately come to mind are Grief and Loss and Abuse Counselling. Unfortunately, grief & loss and abuse can often be hidden. With the elderly, withdrawal of love and financial independence/support (others can attempt to control the money) can be silent abusers. The loss side can also be hidden. There are instances where elderly people live at home alone and are too afraid to venture beyond the front door. They have very

restrictive social contact and suffer in silence. To complicate things, the elderly are often too ashamed or frail to deal with issues like these and as such, neighbours or social workers are often not aware of the situation.

Our aging Australian population creates a significant demand for counselling. It's not only counselling for the aged, but counselling for their carers, be they family, community support workers or aged care staff in nursing homes.

Enjoy your studies!
Regards,

Peter Kesper
Manager, Regional Queensland

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South Australia

'WELCOME' to all our new students, to all our regular readers HELLO AGAIN; we hope this edition finds you in good health, and we trust you and your families are enjoying life.

WOW!! Can't believe that we are half way through the year already; time is just flying by, and am I getting old?? At least that's what my bones tell me in these cooler months. Haha... My two grandchildren are providing hints for Christmas already...

For those who are interested and keep asking, my Hubby is doing very well. He is almost his old self and we are focussed on enjoying life together. We went to Coffs Harbour for the last two weeks of May with our motorcycle club we ride for our annual AGM gathering and celebrations. What a ball we have doing this...and I went swimming with Dolphins whilst there (in a pool/dolphin park show). These breaks really fill my cup again they form part of my personal burnout prevention plan. Have you got yours in place??

My Uni studies are going well so ... like many of you ... STUDY IS A BIG PART OF MY LIFE ... remember, 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: Additional In-Class sessions, ASM Workshops & Tutorials can be considered, if you want more - let us know ... if you're interested in attending any of them simply make a phone call to the Adelaide office and book your place, or discuss what your needs are and we will consider how we can help. We enjoy contact from students! Drop us a line - send us your ideas or comments - keep us informed of what your needs are.

Reminder

If you enrolled before June 2005 and you were not able to complete all your study to graduate with your Diploma by 31st May 2007 you will now need to upgrade into the new DPCC 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. Due to the many students who finished the DPCA & DPCB versions of the course by the end of May 07; and to allow time for processing of assignments and Certificates, I have reconsidered the ceremony date - so our NEXT CEREMONY is now planned for Aug/Sept 2007 (actual date yet to be determined) call us (08) 8232 7511 - register your interest to attend NOW!!

Remember "Keep a Smile on your face all the time" ... it keeps you healthier and happier and it leaves others wondering what you have been up to!!...

Think about it and smile

I was told by a student recently "Adelaide staff has a can-do attitude to students' requests". So remember ... if you need help with your study, all you need do is ask, (It is a far bigger 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 studies.....Hope to see you sometime in the second half of 2007.

Kind Regards,

Carol, Kerry-Ann, Linda & Sally
The Adelaide team

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Western Australia

Hello again everyone, and a special welcome to all of our new students. Before moving on to some housekeeping matters, we'd like to offer a word of encouragement for any of you who feel they could do with a motivational boost in their day!

"With our thoughts we make the world" – Buddha

All of us face times in our lives (and to some degree, throughout our day) when we feel self-doubt, frustration or weariness. When this happens, we look at a goal we have set for ourselves and think – 'No way! I can't do this.' Instantly, other thoughts and 'reasons' why we can't do it come to mind, in a cycle of negative self-talk. But what if we stopped these thoughts as soon as they came to mind? What would happen if we identified those negative thoughts as soon as they appeared, and said 'No thank you, keep moving'?

Solutions always exist, but it can be difficult to see them when our energy is focused entirely on our problems and fears. Without realising, we end up limiting and blocking our own creativity, and our ability to find a way. And there is always a way!

Indeed, the most powerful tool we have is our attitude; and thankfully, our attitude is our own to

choose – every day, every hour, every minute. Whether it's thinking of something you have done that you are proud of as soon as a negative thought arrives; contextualising your problem in 'the bigger picture' when feeling overwhelmed, or finding a glimpse of humor in a daunting situation – your positive attitude is bound to affect your results.

And remember... "People often say that motivation doesn't last. Well, neither does bathing - that's why we recommend it daily!" – Zig Ziglar

Seminar Bookings

As you know, there are 7 Practical Assessments that are to be completed throughout your studies. These form an important part of your Diploma curriculum. The most popular way of completing the Practical Assessments is by attending our weekend Seminars, where you meet and network with other students and learn to apply your new counselling skills.

So that everyone can derive maximum benefit from the seminars, you will find that group numbers are limited. With that in mind, we suggest you plan your attendance in advance. If you cannot attend a seminar which you have previously booked, it is imperative that we are notified as soon as possible, so that we can offer your spot to another student. Note cancellations MUST be notified to the office at least 48 hours prior to the seminar date. Failure to do so will incur a \$15 booking fee.

Your Contact Details

Have we got your current email address? Email is a very effective way for us to keep in contact with you, and also provide you with the latest information on what we are doing here at the Institute. If your email address has changed recently, please be sure to let us know by emailing us on aipcwa@aipc.net.au. Similarly, if any of your personal or contact details have recently changed (name, address or contact number), please keep us up to date by emailing or calling our office.

Finally, we'd like to say goodbye and good luck to our Student Contact Officer, Lisa. Lisa has been a valuable asset to the Institute. It is with much regret on our part that she leaves us to venture abroad to new opportunities. We wish her all the very best in her future endeavors.

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

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

Lisa – 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 Lisa

The WA Team

SPECIAL EVENTS

MELBOURNE GRADUATION CEREMONY

On 24th November last year the Melbourne branch of AIPC held its annual graduation ceremony at the Jasper Hotel in Elizabeth Street, Melbourne.

Twenty-five happy and excited graduates (see photo) came along with their family and friends to celebrate the achievement of attaining their Diploma. Our first guest speaker was Debbie Deshayes, an AIPC graduate, who spoke to our graduates about her many experiences in running her own practice. Our next speaker, Brigitte Calvert, a Life Coach, spoke about the importance of work/life balance.



The graduation ceremony this year will be on the evening of Friday 23rd November so if you would like to be a part of this year's ceremony, now is the time to start planning!

SEMINAR DATES

Northern Territory

Communication Skills I/Seminar A
28/07/2007, 20/10/2007
Communication Skills II/Seminar B
25/08/2007, 24/11/2007
The Counselling Process
02/06/2007, 22/09/2007
Counselling Therapies I/Seminar C
13 & 14/10/2007
Counselling Therapies II/Seminar D
17 & 18/11/2007
Case Management/Seminar E
01 & 02/12/2007
Counselling Applications/Seminar F
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
28/07/2007, 20/08/2007, 10/09/2007, 28/09/2007
Communication Skills II/Seminar B
21/08/2007, 15/09/2007, 20/10/2007, 27/11/2007
The Counselling Process
08/09/2007, 09/11/2007, 15/12/2007
Counselling Therapies I/Seminar C
03 & 04/09/2007, 01 & 02/11/2007
Counselling Therapies II/Seminar D
11 & 12/09/2007, 23 & 24/11/2007
Case Management/Seminar E
05 & 06/09/2007, 07 & 08/12/2007
Counselling Applications/Seminar F
04/08/2007, 27/10/2007, 14/12/2007

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
11/08/2007, 20/10/2007, 01/12/2007
Communication Skills II/Seminar B
11/08/2007, 20/10/2007, 01/12/2007
The Counselling Process
28/07/2007, 01/09/2007, 11/11/2007
Counselling Therapies I/Seminar C
18 & 19/08/2007, 17 & 18/11/2007
Counselling Therapies II/Seminar D
08 & 09/09/2007, 08 & 09/12/2007
Case Management/Seminar E
27 & 28/10/2007
Counselling Applications/Seminar F
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
08/09/2007, 17/11/2007
Communication Skills II/Seminar B
09/09/2007, 18/11/2007
The Counselling Process
04/08/2007, 06/10/2007, 15/12/2007
Counselling Therapies I/Seminar C
21 & 22/07/2007, 13 & 14/10/2007
Counselling Therapies II/Seminar D
22 & 23/09/2007, 08 & 09/12/2007
Case Management/Seminar E
27 & 28/10/2007
Counselling Applications/Seminar F
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
11/08/2007, 13/10/2007, 08/12/2007
Communication Skills II/Seminar B
15/09/2007, 24/11/2007
The Counselling Process
25/08/2007, 27/10/2007
Counselling Therapies I/Seminar C
10 & 11/11/2007
Counselling Therapies II/Seminar D
18 & 19/08/2007, 01 & 02/12/2007
Case Management/Seminar E
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 Qld 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
04/08/2007, 01/09/2007, 29/09/2007, 27/10/2007
Communication Skills II/Seminar B
05/08/2007, 02/09/2007, 30/09/2007, 28/10/2007
Counselling Process
21/07/2007, 16/09/2007, 13/10/2007, 14/11/2007
Counselling Therapies I/Seminar C
30/06 & 01/07/2007, 11 & 12/08/2007
Counselling Therapies II/Seminar D
25 & 26/08/2007, 22 & 23/09/2007
Case Management/ Seminar E
28 & 29/07/2007, 08 & 09/09/2007
Counselling Applications/Seminar F
22/07/2007, 15/09/2007, 14/10/2007, 03/11/2007

Note: pre-requisites apply for all seminars

Venue: AIPC, Melbourne office
Address: Level 1, 337 Latrobe Street
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.

Tasmania

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

Sunshine Coast

Communication Skills I/Seminar A
18/08/2007
Communication Skills II/Seminar B
19/08/2007
The Counselling Process
15/09/2007
Counselling Therapies II/Seminar C
13 & 14/10/2007
Counselling Therapies II/Seminar D
27 & 28/10/2007
Case Management/Seminar E
24/11/2007
Counselling Applications/Seminar F
25/11/2007

Note: pre-requisites apply for all seminars

Venue: Kawana Community Centre
Address: Nanyama Street, Vuddinga, Qld
Times: 8.30-8.50 registration
9.00 am start
4.30 pm finish

Bookings: (07) 5493 7455

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

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

*Agism:
Prejudice or
discrimination
against a
particular age
group, most
often used in
relation to the
elderly.*

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
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Facsimile: 02 6581 5117

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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

THE
PROFESSIONAL
COUNSELLOR