Establishing Counselling at the National University of Laos: Questionnaire and Interview Results

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A research project submitted in partial fulfillment of the requirements for the Degree of Master of Applied Practice

Unitec Institute of Technology, 2018
Declaration

Name of candidate: Jittakorn Inseachiangmai

This research Project entitled “Establishing a basis for the implementation of a counselling service at the National University of Laos (NUOL): Results from questionnaires conducted with NUOL staff and students and interviews conducted with New Zealand tertiary student counsellor’s supervisors” is submitted in partial fulfillment for the requirements for the Unitec degree of Master of Applied Practice.

Candidate’s declaration

I confirm that:

- This research Project represents my own work;
- The contribution of supervisors and others to this work was consistent with the Unitec Regulations and Policies;
- Research for this work has been conducted in accordance with the Unitec Research Ethics Committee Policy and Procedures and has fulfilled any requirements set for this project by the Unitec Research Ethics Committee.

Research Ethics Committee Approval Number 2016-1022

Candidate

Signature………………………………………………………Date……………………

Student ID Number: 1443106
Abstract

The literature on tertiary counselling services in some Asian and Western countries is reviewed. This material documents the need for student counselling services. These findings form the initial basis for investigating establishing a student counselling service at the National University of Laos (NUOL). Questionnaires were developed for NUOL staff and students to assess student need for a counselling service at the NUOL. Interviews were conducted with three New Zealand Association of Counsellors (NZAC) registered Supervisors with extensive experience of supervising tertiary student counsellors (from New Zealand and elsewhere) and several of whom had been tertiary student counsellors and were counsellor educators at the time of the interviews. The National University of Laos, Vientiane, Lao PDR and Unitec Institute of Technology, Auckland, New Zealand provided ethical permission for this research.

The research is presented through four manuscripts. Manuscript 1 focuses on NUOL staff feedback on the establishment of a student counselling service for students. Manuscript 2 presents NUOL student feedback on the establishment of a counselling service for students. Manuscript 3 provides the three NZAC supervisors’ account of students’ experiences of receiving counselling services in New Zealand tertiary institutions. Manuscript 4 provides the three NZAC supervisors’ accounts of counsellors’ experiences of delivering counselling in New Zealand tertiary institutions. The findings for each are as follows:

Manuscript 1: The vast majority of the NUOL staff and monks recognised a counselling need for students and strongly supported the establishment of a counselling service. Academic counselling was ranked first by all participants as the most important as well as being the first most likely service to be used by students. Career counselling was ranked second and social and personal counselling was ranked third respectively. Respondents identified the most common
issues for which students presently seek assistance: academic achievement (poor), academic writing issues, financial difficulties, lack of assertiveness, career counselling, anxiety of test-taking, lack of confidence, other academic difficulties, issues with friends and family problems. In addition, staff indicated potential challenges that NUOL tertiary student counsellors were likely to face: a shortage of funding, a shortage of qualified staff and students’ negative perception of counselling.

**Manuscript 2:** The large majority of NUOL students acknowledged the need for counselling and showed strong support for the establishment of a counselling service. The student respondents identified a full range of counselling needs, however, academic counselling was ranked first as the most important as well as being the first most likely service to be used by students. Career counselling was ranked second and social and personal counselling was ranked third respectively. The results also revealed that NUOL students experienced a wide range of issues during their studies. From the student’s perspective, the top ten most common issues were: financial difficulties, lack of assertiveness, time management, lack of confidence, anxiety of test-taking, academic achievement (poor), procrastination, goal setting, academic achievement (high), academic writing issues. Only 21% of students had sought professional counselling support. NUOL students relied primarily on their friends and family. The findings suggest that a future counselling centre needs to contain a financial advisor who is able to work alongside the counselling staff.

**Manuscript 3:** With respect to New Zealand tertiary student’s experience of receiving counselling, five significant themes emerged from the interviews conducted with NZAC registered supervisors. These included: an extensive list of issues for which students seek counselling, what tertiary institutions provide students with, counselling delivery medium,
students’ help-seeking, attitudes towards counselling services and their accessibility, and
counselling techniques and methods used by counsellors.

**Manuscript 4:** Six significant themes with respect to counsellors’ experiences of delivering
counselling to tertiary students emerged from the interviews with NZAC supervisors:
expectations concerning levels of qualification and work experiences, promoting the use of
counselling, caseloads, team support, challenges faced by counsellors and counselling services
and what tertiary institutions provide counsellors with.
The themes from the interviews and the findings from the questionnaires are being used to
inform the establishment of a counselling service at the NUOL.

**Recommendations based on the research findings:**

Findings from NUOL staff and students indicate that NUOL students experience a similar range
of issues during their studies as tertiary students elsewhere. This thesis recommends that a
comprehensive range of intervention services be considered in designing a counselling model for
NUOL students to address the wide range of needs students are likely to present with.
Financial difficulties were identified as the most common issue among students surveyed. Hence,
a financial advisory service is needed for students to equip them with budgeting and planning
skills. Establishing a student job search service at the NUOL would also support students in
finding work while they study.

To improve the provision of an effective service to students, collaboration and consultation with
other professionals (e.g., nurses and doctors) and services (e.g., learning centre and career
development) are critical and highly recommended. Networking and collaborating between the
different professionals and service providers will assist the counselling centre in coping with its
own likely financial constraints and the shortage of qualified staff. Potentially the counselling centre could also assist other services.

This thesis also recommends that counsellors at the NUOL receive training in multi-cultural counselling to help them deal with increasing number of students from diverse cultural and ethnic backgrounds. An eclectic range of approaches premised on a client-centred approach, is also recommended in a counselling delivery process. Another crucial factor to help a counselling team succeed is mutual support such as peer-supervision especially given that counseling services are new to tertiary institutions in Laos. Collaboration with academic and administrative staff as well as health professionals will facilitate an effective process of advertising and delivering the services. Team building and mutual support within the counselling staff team will improve the development of a cohesive unit. On-going professional development for the NUOL counselling team needs to be addressed. Regular participation in training and supervision is recommended to develop a commitment to enhancing skill sets in counselling practice.
Key words

1. Counselling
2. Tertiary
3. New Zealand
4. Laos
5. Cluster Analysis
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List of abbreviations

CSs: Counselling services
SCCs: Student Counselling Centres
UCCS: University Counselling Centres
UCPs: University Counselling Professions
NUOL: National University of Laos
FEBM: Faculty of Economics and Business and Management
CPCWC: Counselling and Protection Centre for Women and Children
CCO: Career Counselling Office
NZAC: New Zealand Association of Counsellors
TIs: Tertiary Institutions
Fi: Financial difficulties*
Tm: Time management*
Ac: Academically related issues*
P: Personal issues*
C: Cultural issues*
Fa: Family problems*
Ad: Addictions*
E: Eating disorder*
Se: Issues with sexuality*
So: Socialisation issues*
Su: Suicide*

A comprehensive list of the issues that the abbreviations above refer to can be found in appendix:

B
INTRODUCTION

1. Introduction to the thesis

This thesis introduction presents the research objectives, main research questions, general background and main findings of the research. Following this, a literature review is provided which outlines the existing counselling services in Laos, examines student counselling services in tertiary institutions in Asian and Western countries and discusses counselling supervision in New Zealand.

The remainder of the thesis is organised into four main manuscripts: Manuscript 1 is NUOL staff feedback on the establishment of a counselling service for students. Manuscript 2 is NUOL student feedback on the establishment of a counselling service for students. Manuscript 3 presents three NZAC supervisors’ accounts of students’ experiences of receiving counselling in New Zealand tertiary institutions. Manuscript 4 presents three NZAC supervisors’ accounts of counsellors’ experiences of delivering counselling in New Zealand tertiary institutions. The four manuscripts are followed by a thesis Discussion and Conclusion chapter that draws together and discusses issues that arise across the findings outlined in all four manuscripts and the thesis as a whole.

2. Research objectives

The purpose of this research is to collect information that will inform the creation of a counselling service for students at the NUOL. In order to achieve this, the present research aims to address two major objectives: to assess the NUOL student potential need for a student counselling service and to learn about existing counselling services in Asian and Western tertiary institutions.

3. Research questions

To achieve the objectives above, the following questions need to be addressed:

- How necessary are counselling services for students at the NUOL?
How can students at the NUOL benefit from counselling services?

What are the major issues that students at the NUOL are likely to bring to a counselling and how can these be addressed?

How could a counselling service be designed to meet the needs of students at the NUOL?

What potential difficulties could arise in establishing a counselling service?

What recommendations could be made to tackle such challenges?

What are the service delivery activities available at existing student counselling services in Asian and Western Tertiary institutions?

What are the leading factors contributing to students’ help-seeking in Asian and Western tertiary institutions?

What challenges do existing student counselling services encounter in Asian and Western tertiary institutions? How are these challenges addressed?

What changes might need to be made to existing models of counselling services to make them appropriate for the Laotian context?

4. Background

The pervasiveness of academic hardship and mental health issues among college and university students has been recognised globally (Storrie, Ahern, & Tuckett, 2010). Levels of severity are continually escalating over time (Kitzrow, 2003, 2009). It seems that university students are likely to be stressed in the 21st century, 60% of them have been diagnosed as suffering from clinical stress (Stallman & Hurt, 2010). High levels of stress will typically have a negative impact on students’ personal life as well as their academic performance (Bachrach & Read, 2012; Schraml, Perski, Grossi, & Makower, 2012; Shankar & Park, 2016). For this reason, the need for adequate professional support has been identified to ensure that students are able to achieve their goals.
The National University of Laos, where I have been working as a lecturer and student facilitator at the Department of Educational Psychology for almost eight years currently possesses 11 faculties with a rapidly growing number of students. For the academic year 2014-2015, there were 2,060 teachers and staff, and 24,930 students, including 555 international students within the 11 faculties (National University of Laos, 2015). We do not, however, have a student counselling centre to provide support for students. This is likely to have caused obstacles in students’ lives and, in some cases, has most likely negatively affected their academic achievement due to the lack of professional help.

As a lecturer and a student facilitator in the Department of Educational Psychology, NUOL, based on my personal experience, I have found that many students, particularly provincial students1 in the first year, are struggling with adjusting to university life. Many students encounter difficulties in learning styles at university. They sometimes appear to be diffident and bewildered and often do not know where to seek help. At the middle and end of the semester, the workload increases drastically, and some students lack crucial time management skills. This can lead to high levels of anxiety and stress. In addition to this, many students seem to spend a lot of time engaging with social media websites such as Facebook, Instagram, and online gaming rather than focusing on their studies. This can result in serious health problems and reduced academic success. Apart from online issues in today’s Laotian society, WHO (n.d as cited in Medicine News Journals, 2013) reveals that Laos was ranked the top amongst the ten ASEAN countries for alcohol consumption. Nowadays, students appear to celebrate different occasions with alcoholic drinks which may lead to increased alcohol abuse and alcohol-related crime. Such lifestyles can negatively impact upon

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1 Lao PDR is divided into 17 administrative provinces and one capital city. Vientiane as the capital city is the centre of government in the country. Provincial students are those students who come from the provinces ie from outside the capital city.
students’ development, particularly for those who have just moved to Vientiane, the capital city of Laos.

Furthermore, due to cultural aspects, sexual relations are still a very sensitive topic to discuss with parents and other family members. Therefore, it is very hard for young students to obtain information or get proper support when they have concerns with respect to sexual issues. A Lao Reproductive Health survey reported that unexpected pregnancies and unsafe abortions were prevalent amongst young students, and many engaged in risky sexual behaviour (Sychareun & Phengsavanh, 2011). One more serious concern that I am aware of is that there have been more and more cases of student suicide over the last few years in our university. Many cases involved student disappointment about their academic achievement and failed relationships, there is clearly a need for a counselling centre with well-trained counsellors who can support such vulnerable students.

Myself (the researcher) and my colleagues who work directly with students believe that professional help is needed to support students’ academic journey. There is a grounding recognition for the need for such a service amongst managerial staff at the NUOL and, as a consequence, this research project has the support and permission of my Head of Department (see appendix: C) and permission from the NUOL (appendix: E).

The research was conducted at the NUOL and in Auckland, New Zealand. New Zealand has one of the most long-standing histories in delivering counselling services at tertiary institutions in the Western world (Hart, 2015). Auckland has the largest number of registered counsellors and also the largest number of tertiary institutions of the cities of New Zealand (NZAC, 2017). Through semi-structured interviews with supervisors who directly supervise counsellors at various tertiary institutions in New Zealand, I sought to obtain rich insights into their practices, experiences and the challenges confronted throughout the counselling process with a view to developing a counselling service at the NUOL. This
method allowed me to examine the effectiveness and efficiency of the existing counselling services in New Zealand tertiary institutions.

In addition, by distributing two separate questionnaires to staff and students at the NUOL, I had opportunities to learn their perceptions of the counselling needs for NUOL students. The questionnaires also allowed me to explore more about the major issues that students are likely to present with. The data collected from the questionnaire would contribute to designing a counselling service that meets the needs of the NUOL students. The main findings of this research are as follows:

**Manuscript 1:** The vast majority of the NUOL staff and monks recognised a counselling need for students and strongly supported the establishment of a counselling service. Academic counselling was ranked first by all participants as the most important as well as being the first most likely service to be used by students. Career counselling was ranked second and social and personal counselling was ranked third respectively. Respondents identified the most common issues for which students presently seek assistance: academic achievement (poor), academic writing issues, financial difficulties, lack of assertiveness, career counselling, anxiety of test-taking, lack of confidence, other academic difficulties, issues with friends and family problems. In addition, staff indicated potential challenges that NUOL tertiary student counsellors were likely to face: a shortage of funding, a shortage of qualified staff and students’ negative perception of counselling.

**Manuscript 2:** The large majority of NUOL students acknowledged the need for counselling and showed strong support for the establishment of a counselling service. The student respondents identified a full range of counselling needs, however, academic counselling was ranked first as the most important as well as being the first most likely service to be used by students. Career counselling was ranked second and social and personal counselling was ranked third. The results also revealed that NUOL students experienced a
wide range of issues during their studies. From the student’s perspective, the top ten most 
common issues were: financial difficulties, lack of assertiveness, time management, lack of 
confidence, anxiety of test-taking, academic achievement (poor), procrastination, goal setting, 
aademic achievement (high), academic writing issues. Only 21% of students had sought 
professional counselling support. NUOL students relied primarily on their friends and family. 
The findings suggested that a future counselling centre needs to contain a financial advisor 
who is able to work alongside the counselling staff.

**Manuscript 3:** With respect to New Zealand tertiary student’s experience of receiving 
counselling, five significant themes emerged from the interviews conducted with NZAC 
registered supervisors. These included: an extensive list of issues for which students seek 
counselling, what tertiary institutions provide students with, counselling delivery medium, 
students’ help-seeking, attitudes towards counselling services and their accessibility, and 
useful counselling techniques.

**Manuscript 4:** Six significant themes with respect to counsellors’ experiences of 
delivering counselling to tertiary students emerged from the interviews with NZAC 
supervisors: expectations concerning levels of qualification and work experiences, promoting 
the use of counselling, caseloads, team support, challenges and what tertiary institutions 
provide counsellors with.
LITERATURE REVIEW

This chapter is comprised of four main sections. In the first section, counselling services available to the people of Lao with respect to academic, career development, social and personal areas are discussed. There are a number of private individual counsellors who offer counselling to workers from other countries who are residents in Laos. Existing counselling services available to Laotians are often concerned about law, finance, investment, overseas study, etc. Such services are often called consulting service and operated as a company in Laos. Counselling services offered regarding academic, career development, social and personal issues are very sparse. This section, therefore, will review the literature of only two counselling services operating in Laos: The Counselling and Protection Centre for Women and Children and the Career Counselling Office of the NUOL, Vientiane, Lao PDR. In the second section, the literature on counselling services in tertiary institutions in Asian countries that are most culturally similar to Laos is reviewed and discussed. Thirdly, literature on Western student counselling services is reviewed and discussed. The fourth section of this chapter discusses the literature on counselling services in tertiary institutions and counselling supervision in the New Zealand context. The chapter is concluded with a discussion of what can be learnt from this literature with respect to the research process and the establishment of a counselling service for students of the NUOL.

1. Existing counselling services in Laos

No published research on counselling and counselling supervision services (especially academic and social-personal counselling) in Laotian tertiary institutions was found. This

section of the literature review, therefore, will focus on the backgrounds and functions of the only two existing counselling services, as described in two reports provided to this researcher by these organisations. These reports were written in response to my request for information. I have translated them from Lao into English (see appendix: O).

1.1. Counselling and Protection Centre for Women and Children

According to a recent report from the Counselling and Protection Centre for Women and Children (2015) (CPCWC), the Centre was established in Vientiane with the main role of providing women and children with legal, psychological and health counselling (face-to-face and by hotline). The focus of this organisation is to assist the victims of human trafficking, and domestic, sexual and other forms of violence. Apart from this group of people, the Centre offers others who have family and social problems with assistance in the reporting of crime, sexual assaults and with complaints related to issues regarding women’s and children’s rights. This assistance addresses five basic needs: shelter, legal education, healthcare, vocational training, rehabilitation and reintegration into society. In addition, the Centre is responsible for reinforcing the rights of victims and supporting these victims legally and free of charge, for coordinating with relevant organisations with the purpose of collecting data and addressing victims’ problems, and in running campaigns to raise public awareness of government policies, constitutions and the UN conventions on the rights of women and children. A variety of activities, such as funding-raising events, are organised to help combat violence against women and children.

The CPCWC provides legal, psychological and health counselling to women and children through two main mediums: face-to-face counselling and a free hotline. The total number of service users between 2006 and 2015 was 4,677 people (3,949 women, 914
children and younger people). There were 15,360 sessions (face-to-face: 5,918 cases, hotline: 9442 cases) (CPCWC, 2015). As reported by the CPCWC (2015), the problems that bring service users to the Centre relate to 3,368 different areas (see appendix: O). The major problems counselling users confront, however, are family issues, finance-related issues, human-trafficking, domestic violence and health issues.

The CPCWC has made significant contribution in solving various social problems over a period of 10 years (CPCWC, 2015). It seems clear that this Centre has resolved thousands of cases covering a huge range of issues. As its name makes clear, however, the core function of this Centre is focusing on vulnerable women and children with regards to the law and human rights. There are no student users identified in this report, and neither academic issues nor study-related issues are reported. This Centre might not be the right place for students to seek help when they struggle with their academic difficulties. Therefore, the establishment of a dedicated counselling service at the NUOL would be a good choice to provide counselling support to students along their academic journey.

1.2. Career Counselling Office, Faculty of Economics and Business and Management, NUOL

The Career Counselling Office (2016) reports that the office was officially opened at the Faculty of Economics and Business Management (FEBM) on October 18, 2011 through support from the World Bank (WB) and the Australian Agency for International Development (AusAID). The Career Counselling Office (CCO) provides students, in particular recent graduates, with career counselling and employment services, job placement support, and links to internships and job opportunities in the private sector (CCO, 2016).

In collaboration with various entrepreneurs, companies and many different employment-related organisations, CCO offers necessary career advice and employment services to NUOL students. CCO provides five primary services: an individual inventory
service, an information service, a counselling service, a placement service and a follow-up service (CCO, 2016).

1. The *Individual Inventory Service* is the phase of getting to know students’ backgrounds in order to better support them. All information is carefully and safely stored at the CCO.

2. The *Information Service* provides students with educational information, and vocational and social development.

3. The *Counselling Service* involves assisting students to solve problems with respect to choosing between employment and vocation options.

4. The *Placement Service* is a supportive step in which students familiarise themselves with jobs and make decisions in choosing jobs based on their aptitudes, capacities and interests.

5. The *Follow-up Service* is the stage in which counsellors evaluate students who have received services (including those who are still studying at the NUOL, those who have completed their studies and those who dropped out) to examine how effective the services are. For example, it tracks whether or not services are helpful and if students need extra support so that counsellors can improve future services.

A sustainability plan for the CCO was proposed in October 2013 because AusAID and WB funding were terminated. Therefore, the Faculty of Economics and Business Management took charge of operating the CCO with two main goals (CCO, 2016). Firstly, the goal was to increase the potential of CCO to its fullest so as to enhance the role of vocational guidance in an effective way expanding networks of employment domestically and internationally. The second was to continue developing the information management systems of labour markets and to improve staff counselling skills as well as equipping students with entrepreneurial and work readiness skills.
The number of students accessing CCO services increased by 50% per year over the five years it has been operating commencing in the academic year 2011-12. In addition, the CCO organised a range of training and job fairs in cooperation with many different companies that attracted thousands of students across the NUOL (CCO, 2016).

According to this report, however, CCO is not very well-known among NUOL students. The report also indicated that very few students are comfortable approaching their lecturers for counselling support regarding academic and personal and family issues instead try to seek help from the CCO. Many students assume that the service is specifically designed for Faculty of Economics and Business Management students. It is, therefore, unclear whether or not there are sufficient counselling advertisements on campuses. This is a gap that future student counselling services may need to fill.

2. Counselling services in tertiary institutions in Asian countries

This section reviews the literature on student counselling services at tertiary institutions in some Asian countries: Thailand, Singapore, Taiwan, China, Hong Kong and Japan. Due to the fact that Laos is a predominantly Buddhist country, the six Asian countries have been chosen for discussion as they are also significantly influenced by Buddhist culture, teaching and philosophy. Also, these countries are the ones most commonly found in the literature.3. Among the six Asian countries, Thailand shares the greatest cultural and religious similarity

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with Laos. “Laos shares Theravada Buddhism with its neighbour Thailand and many exchanges of monks and ideas take place” (Cooper, 2008, p. 35).

Four major themes arising from the review of literature are carefully examined: aspects of clinical practice, the range of student counselling services offered within tertiary institutions, main issues faced by tertiary students, student help-seeking and their use of services.

The literature indicates that the vast majority of students in Asian countries hold a positive attitude towards counselling services. Nevertheless, the rate of service utilisation is quite low, e.g. Taiwanese and Thai tertiary students (Lin, 2009; Christopher, Skillman, Kirkhart, & D’Souza, 2006).

The role of student counselling services has been widely acknowledged particularly at tertiary institutions. Tuicomepee, Romano, and Pokaeo (2012) assert that universities or other institutions establish a counselling office to support students in a broad range of aspects such as aspects of academic life, career development, and personal lives. Counsellors, however, have not been recognised as professionals in many Asian countries. For example, Thai professional counsellors practice without licensure (Tuicomepee et al., 2012). In Singapore, licensure or certification is not typically required to practice as a professional counsellor (Yeo, Tan, & Neihart, 2012a). This is one of the challenges that many Asian counsellors are faced with.

Eastern countries have adopted Western counselling models which have then been applied and contextualised by using local knowledge in order to meet local needs. A typical example of this culturally relevant approach is integrating Buddhist counselling (appendix: U) into therapeutic practice (Duan et al., 2011).
2.1. Aspects of clinical practice

2.1.1. Challenges faced by tertiary counselling services in Asia: Taiwan, Japan, Thailand and Singapore

Counselling as a profession faces many challenges in Asian countries. As discussed below various studies identify issues with both the newness of the counselling profession and with licensure (Tuicomepee et al., 2012).

In Taiwanese tertiary institutions, University Counselling Centres (UCCs) encountered three professional obstacles: a lack of integration among team members, inadequate staff training and insufficient professional staff on campus (Mai, 2003). Similarly, Li, Yu, and Lin (2004) emphasise that current and potential obstacles included a lack of qualified staff, the ambiguity with respect to the role of counsellors and counselling services, and inadequacies in the counselling network that support counsellors. Hsu (2011) noted that challenges for UCCs include a lack of supervision, unrealistic expectations, ambiguity of the professional roles, issues concerning communication among directors and deans of student affairs, difficulties in combing all types of support on campus, a lack of qualified counsellors, and heavy workloads. He added that multicultural students would be likely to increasingly challenge counsellors. To handle the rapidly increasing student population with culturally diverse backgrounds, Mai and Tsai (2004) recommend that student counsellors must ensure they employ competencies in a multicultural way when delivering counselling sessions such as stress coping, counselling, communication, and evaluating skills. Another research study found that other common challenges faced by University Counselling Centres (UCCs) include a dearth of funding, a lack of professional staff, and a high turnover rate of University Counselling Professions (UCPs) (Hsu, 2005). Lin et al. (2015) suggest that UCPs must put more effort into building a professional image, augmenting personnel, establishing positive attitudes within society towards seeking the help of counselling, and evaluating UCC
services. These authors also strongly support flexibility in performing professional roles, work content, strategies, and methods of implementation.

As indicated in the section on professionalism, one of the big challenges for Japanese counsellors is that they have not been recognised as professionals. This has resulted from the fact that there is no systematic counsellor education in Japanese universities (Wantanabe-Muraoka, 1997). In Japan, counselling was seen as a form of psychotherapy (Wantanabe-Muraoka, 1997).

In Taiwan, the UCPs have been recognised as counselling psychologists since 2001 (Lin, Chiu, Hsieh, Chen, & Lai, 2015). Hsu (2011) emphasises that the role of counselling professions is still ambiguous in terms of work content, role identity, and inadequacies in terms of their capability to deliver diverse mental health services.

The ambiguity of counselling professions also occurs in many different Buddhist countries, including Thailand, where counsellors have not been licenced or certified as professionals (Tuicomepee et al., 2012). One study suggests that professional counselling is still new in Thailand as Buddhist temples still play a significant role as “health care centres” when people become emotionally distressed (Srichannil & Prior, 2013). People are more likely to seek guidance and advice from Buddhist monks than they are from counsellors (Tuicomepee et al., 2012). Wantanabe-Muraoka (1997) comments that the majority of counsellor educators tend to provide therapeutic counselling and are more likely to take developmental and preventive functions for granted. Therefore, it has been suggested that UCCs should be reorganised in a more structured way, transforming from a medical to a developmental model. In addition, UCCs could incorporate diverse activities to support students’ development, particularly psycho-educational activities. UCCs could consider increasing cooperative relationships among counselling offices and other student affairs support such as vocational guidance and placement (Wantanabe-Muraoka, 1997).
Additional research from Singaporean literature suggests that an insufficient number of qualified/trained counsellors remains a critical challenge for counselling provision (Yeo, Tan, & Neihart, 2012b). Besides that, counselling in Singapore is also faced with a lack of clinical supervision. The authors added that although the number of individuals entering this field is increasing, the opportunity for running high-quality clinical supervision is still limited. This is more than likely because of the lack of highly qualified, well-trained and experienced counsellors and psychologists (Yeo et al., 2012b). Yeo et al. (2012a) report that compulsory regulations for counselling or other types of psychological services have not been enforced. Likewise, no standards of training or services are required from the government for counsellors or psychologists. This is the reason why any professional can call himself/herself a counsellor or psychologist and offer helping services. Also, the authors reported that counsellors who complete their professional training in an officially recognised higher institution and the prerequisite practicum hours will be admitted as registered counsellors with Singapore Association for Counselling (SAC).

In summary, although the counselling profession is not new, the issues related to professional licensure are still challenging counsellors in the aforementioned culturally similar countries. Broadly speaking, counselling services in the above-mentioned countries face a multitude of challenges that cause problems for their counselling practice. Professional issues remain one of the biggest obstacles for them.

2.1.2. Different techniques used by tertiary counselling services in Asia: Japan, Thailand, China and Hong Kong

Western counselling approaches have been widely adopted and applied across the world. Duan et al. (2011) argue that there is a significant difference between Eastern and Western models of counselling, therefore, applying Western counselling models directly into non-Western contexts does not appear feasible. The authors assert that contextualising
counselling approaches is particularly important in order to deliver counselling appropriately for local needs. Buddhist counselling is one such example (see appendix U). Srichannil and Prior (2013) explain how in Thailand, Buddhist counsellors typically apply indigenous knowledge through applying a Buddhist conceptualization of suffering as a basis to inform their counselling practice. These authors elaborate on The Four Noble Truths, which is described as a theoretical framework to enable Buddhist counsellors to identify, understand and deal with clients’ suffering. Before understanding the suffering of clients, counsellors need to internalise Buddhist philosophy to gain a deeper insight into their own suffering. Srichannil and Prior (2013) suggests that the Buddhist counselling process incorporates three major elements which are turning in, identifying split, and realisation. “Turning in” is where a counsellor makes profound engagement with a client. “Identifying split” is where the cause of suffering is viewed as discrepancy between desires and actual experience. “Realisation” happens when a counsellor identifies this discrepancy in the client and facilitate his or her realisation of the split.

There are some similarities between Buddhist counselling and both person-centred and humanistic approaches (Srichannil & Prior, 2013). Buddhist counselling highlights ways in which a therapeutic relationship is established through “empathic attunement to the client’s implicit and explicit feelings, emotions and thoughts in order to understand and empathise with the client from his or her internal frame of reference” (Srichannil & Prior, 2013, p. 245). Similarly, in Buddhist counselling the interventions are all made to enable clients to recognise the causes of their psychological problems as well as providing clients with better insight into their own problems (Srichannil & Prior, 2013). The difference could be that in Buddhist counselling, practitioners provides clients with the particular causes of suffering and ways of accepting these causes based on Buddhist philosophy and practice (Srichannil & Prior, 2013).
In China, Buddhist theories are also applied in counselling and psychotherapy. Compassion, Mahayana teachings, and loving kindness, however, are the major themes of Chinese Buddhism (Cheng & Tse, 2014). Earlier research shows that the counselling system in Hong Kong had been profoundly influenced by Confucianism, which is the local culture (Hue, 2008). As Hue points out, “Confucianism served as a paramount and respected reference for school guidance and teachers’ expectations of how students could be better counselled” (p. 306). Another study indicated that a number of Western approaches had been adopted, and provided for secondary school teachers in Hong Kong through professional training. These approaches included person-centred, cognitive behavioural, existential, integrative, psycho-analytic and reality therapy. The most popular theoretical orientation rated by counsellor educators, however, was the person-centred approach (Chan, 2008).

There is an extensive range of counselling techniques applied in practice. Each technique, however, is not unique to every context, therefore, the contextualisation of different approaches must be taken into consideration. Also, counselors need to apply local knowledge in order to provide services that suit local needs (Duan et al., 2011).

2.2. The range of student counselling services offered within tertiary institutions in Asian countries: Taiwan, Japan and Thailand

Counselling centres provide a huge range of services in different tertiary institutions. According to Hsu (2005), these include: academic support, health and counselling services, and a positive environment is also created for students. Wang (2008) comments that UCCs typically provide counselling and psychotherapy, educational guidance, and surveys to assess the quality of services. The literature suggests that counselling services can be categorised into three different levels in Taiwanese universities, namely tertiary, secondary, and primary (Lin, Liu, & Hsieh, 2010; Wang & Pan, 2006). The authors explain that tertiary services incorporate vocational guidance, individual and group counselling, crisis intervention, and
psychotherapy. The secondary level includes identifying students with potential high-risk behaviours and notifying the need for early intervention. In addition, psychological testing is employed to identify students’ emotional problems, and particularly to encourage self-exploration. Primary services mainly involve supporting the psychosocial development of students. Lin et al., (2015) point out that UCCs also offer other services, including training and supervision for counsellor interns, training run by volunteers, administrative work, support for underprivileged groups of students, and assistance with activities within campus and communities. In summary, university counselling professions provide counselling, psychological testing, psychiatric treatment, and diagnosis (Lin et al., 2015).

In Japanese institutions, a survey of 306 universities undertaken by the UCC of Dokkyo University from late 2002 to 2003 discovered that the vast majority of campuses had set up their own Student Counselling Centres (SCCs) (Hayashi & Takahashi, 2004b). Based on the findings of the survey, the SCCs provide a wide range of activities for students, namely, individual counselling, group counselling, surveys and research, lectures and group activities within and outside the campus. Activities are also organised for counselling staff such as publishing journal articles and other documents, personal relations, psychological testing, training, round-table talks and running conferences (Hayashi & Takahashi, 2004b). Consistent with a previous study conducted at the SCC of Meiji Gakuin University, face-to-face counselling was most frequently, followed by telephone counselling (Hayashi & Takahashi, 2004a; Wantanabe-Muraoka, 1997).

In Thailand, Ratanasiriphong and Rodriguez (2011) highlight that most colleges and universities offer academic support to students. Some other support services, such as health services, are only provided in selected colleges. These authors add that counselling and psychological services are delivered only within a minority of tertiary institutions. These counselling offices typically assist students in dealing with academic difficulties, career
development, and personal problems. Other universities put student wellness and prevention services in a larger unit called “Student Affairs Services” (Tuicomepee et al., 2012).

In summary, counselling services typically provide an extensive range of services such as counselling, psychotherapy, and vocational advice. The services offered, however, depend on the conditions and characteristics of each individual institution.

2.3. Main issues faced by tertiary students in Asian countries: Taiwan and Japan

Reviewing the literature on the problems students face when seeking counselling sessions uncovers a number of issues. Fang, Li, and Pan (2001) stress that students in Taiwanese universities need career planning, self-exploration, emotional management, and interpersonal communication. Another Taiwanese source suggests that students have a multitude of concerns associated with academic learning styles, adaptation to the new institutional environment, family adjustment, and interpersonal relationships (Lee, Chen, & Liu, 2002). One research study emphasises that academic issues and career development are the major problems faced by students, followed by physical and psychological symptoms such as eating disorders, sleeping problems, and suicide; and finally social, family and interpersonal issues (Lin, 2001).

Liou (2003) specifically highlights three main types of student problems: academic difficulties, career development, and social life. Likewise, Wang and Pan (2006) report that academic issues, family, and interpersonal communication are seen as the three top problem areas among students in a southern university of Taiwan. As a result, it can be concluded that students in Taiwanese universities often present with problems relating to academic difficulties, family adaptation, university adjustment, career development, and interpersonal communication.

A study in Japan showed that the problems that students frequently are faced with during their academic life include personal relations (the most common issue), followed by
mental health issues, personality, academic concerns, family problems, promotion to further education, and aptitude problems (Hayashi & Takahashi, 2004b). This is fairly consistent with earlier research that showed academic achievement, career planning, occupational options, mental health, interpersonal issues are the major concerns among students (Wantanabe-Muraoka, 1997).

It can be said that problems related to academic aspects seem to be the most common concern among students, followed by life adaptation and career development.

2.4. Student help-seeking behaviour and their use of services: Thailand, Taiwan and China

It has been suggested in a previous study that Thai students in colleges rarely seek the available mental health centres on campus (Christopher, Skillman, Kirkhart, & D’Souza, 2006). Likewise, earlier studies revealed that Taiwanese university students underutilise the counselling services available on campus although they recognise the importance of mental health improvement (Chang & Kuo, 1984; Cheng, 1989 as cited in Lin et al., 2015). A number of authors have conducted subsequent surveys on Taiwanese students’ utilisation of counselling services and reported that the rates of student use of UCC services were low (Mai, Wang, & Chang, 2002; Hsu, 2008; Lin, 2009).

Another study, however, indicates that the majority of Taiwanese students are not familiar with counselling and they have no idea what the counselling profession is (Wang, 2008). Cheng and Chen (2001) state that seeking professional help when facing problems is not a common behaviour among Taiwanese students. This is supported by Lin (2001) who concluded that although Taiwanese students acknowledge the significance of counselling, most of them are not really conversant with counselling. Nevertheless, a survey conducted by Lin (2002) highlights that amongst students who did use counselling services, there was a high level of satisfaction with the attitudes and characteristics of the counsellors, the
atmosphere and the location of UCCs. Interestingly, the students who had experienced
counselling services were not only willing to seek counselling again, but also to recommend
the services to their peers. It could be inferred that most students hold very positive attitudes
towards counselling services in Taiwanese universities.

Additional literature suggests that students often consider that seeking counsellors is a
shameful behaviour (Lin, 2001, 2002). Instead, they are inclined to talk to their family
members, peers and other acquaintances; few students seek help from a teacher or counsellor
(Lin, 2001, 2002). The findings of Lin’s survey (2001) also demonstrate that students in a
Taiwanese national university regarded counselling services as the last option for help. Chang
(2011) comments that students are unwilling to seek help from counsellors to avoid “losing
face” so they just keep problems to themselves. Lin (2009) stresses that undergraduate
students are not sure if UCPs can help them cope with academic and interpersonal difficulties
effectively. He adds that concern about stigma has been one of the factors making students
hesitant in seeking counselling. Hsu and Chen (2006) report from their research findings that
there are major reasons as to why students avoid seeking counselling services. These are
stated as follows: students are not familiar with talking to UCPs, do not know UCPs on a
personal basis, are not familiar with services, and are unaware of the location of UCCs; and
staff are not sufficiently user-friendly. To minimise student stigma, Lin et al. (2015) suggest
that UCPs should help students eliminate the stereotype of counselling, establish a positive
image of UCCs and provide students with more information about UCCs. UCPs must identify
and provide support for students who particularly need counselling in order to prevent their
situation from worsening, to strengthen the help-seeking factors, and to reduce the adverse
impact of avoiding help-seeking (Lin et al., 2015).

Consistent with Taiwanese students, another research study undertaken by Goh et al.
(2007) found that Chinese students (universities/colleges and senior high schools) expressed
a positive attitude towards counselling help-seeking. They added that students who had received counselling services for their personal problems, and who accepted multiple help-seeking options tend to be more positive than those who did not.

It could be concluded that the significance of counselling services has been explicitly acknowledged by students, however, concerns about stigma can be considered as a hindrance to their help-seeking. As students are inclined to seek help from peers, Lin (2001) recommends that volunteer student helpers might be useful coordinators for connecting students and counsellors to provide an effective service in future.

3. Counselling services in tertiary institutions in the West

The four themes emerged as four major areas of discussion in the review of the literature of student counselling in the West.

This section reviews the literature on student counselling services at tertiary institutions in the West: The United States, Canada, the United Kingdom, Australia, Greece and Turkey. These countries were chosen to examine as they were widely found in the literature. Four major themes arising from the review of literature are carefully examined: the availability of counselling services; the factors influencing the ways that students seeking professional help; main issues facing tertiary students, and the most common challenges faced by the counselling services are discussed.

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4 Some key words used in the searching process of literature: student counselling services, university counselling services, counselling services for tertiary students, post-secondary students, college students, university students

3.1. Student counselling services available at tertiary institutions in the West: The United States, Australia, Britain and Turkey

The International Association of Counselling services (IACS) identifies the three significant roles that counselling services in each tertiary institution must play: remedial, preventive and developmental roles (Kiracofe, Carney, & Mack, 1994). They also suggest that to provide accredited counselling services, the following six programme functions must be included:

1. The delivery of individual and group counselling, and psychotherapy
2. Crisis intervention
3. Developmental outreach
4. Consultation
5. Evaluation and research about counselling services
6. Professional development, training for professional personnel and other staff in the institutions.

One study found that counselling services in most colleges and universities in the United States were likely to cover four primary functions: personal counselling, career counselling, psychological testing and assessment with respect to career development, and special central functions (academic support, auxiliary and research functions and faculty involvement) (Herr, Ream, & Gilchrist, 1996). In a recent study, Prince (2015) identifies a different list of four prime functions: individual and group counselling, prevention and outreach, consultative services for faculty and stakeholders, and safety-focused provision within and intercampus. All of the four functions are performed to ensure the full delivery of services. Despite the fact that the majority of colleges and universities in the US are accredited by IACS, numerous centres remain unaccredited (Prince, 2015). Most centres,
however, are typically organised to match the standards of IACS through delivering a variety of services (Prince, 2015).

In contrast to the tertiary institutions in the US, at Flinders University in Australia, counselling services are incorporated into other student services. However, they have similar mission and objectives. Counselling centres must ensure that the services:

1. support students with development to their fullest potential
2. offer services as required
3. identify and provide students from particular groups with special support
4. inform the university about the decision making that has effects on students’ well-being (Quintrell & Robertson, 1996).

Stallman (2012b) recommends that counselling services in Australian universities involve diverse activities such as intervention for students at high level risk, orientation for first-year students, workshops, peer mentoring programmes, seminars about university courses, committee involvement, research, consultation services, collaboration with other staff, and career education. In addition, she reports that there is a broad range of counselling service delivery formats that include phone counselling, individual counselling, group counselling, e-mail counselling, psychological assessment, workshops organised as required by faculty, and consultation with faculty staff. Information about those services is visible on a web page which covers psychological issues, links to psychotherapy and other forms of therapy. In line with this, Simpson and Ferguson (2012) note that counselling centres have started to provide various services both for individual and group counselling; these include stress management, social skills, sexuality, assertiveness, and diverse offerings related to personal development.

In Britain, student counselling centres are characterised by Ray Woolfe as “counselling oriented centres” which means the main focus of services is placed on personal counselling
that includes both preventive and consultative services (Woolfe, 1997 as cited in Martin, 1997, p. 77). He adds that counselling services in most British tertiary institutions are located in a larger unit called Student Services. Student Services involve a broad range of services such as accommodation, career-related issues, health and financial affairs, each of which seem to provide specific advice and guidance.

In Turkey, counselling for tertiary students follows the law of higher education 1982 No 2547 which stipulates that counselling services must provide health services, guidance and counselling, and social and sports activities (Yeilyaprak, 1989 as cited in Güneri, 2006). Güneri (2006) points out, however, that counselling services in many different tertiary institutions do not function in accordance with the law, with the exception of some well-known and new private universities. This author demonstrates that most university counselling services offer diverse services including individual and group counselling, crisis intervention, vocational guidance, outreach programs, training, supervision, and research.

Similar to Turkey and other Western countries, Canadian colleges and universities typically provide students with career guidance. This includes individual and group counselling, career decision-making presentation, and career planning workshops (McCormick & Paterson, 1997). Besides that, they also provide personal counselling in both group and individual formats, social support, peer counselling (mentoring and advice), and counselling for specific groups of students with special needs (McCormick & Paterson, 1997). Similarly, Greek UCCs also offer counselling on an individual or group basis to students who are struggling with academic and psychological difficulties (Diacatou, Kapellaki, & Anastasi, 2008).

3.2. Main factors influencing students’ help-seeking in the West

Many studies reveal that a lack of student familiarity with counselling services is one reason students are not seeking help (Boldero & Fallon, 1995b; Gonzales, 2001; Oliver,
Reed, Katz, & Haugh, 1999). A number of concerns appear to prevent students from seeking help. These includes unwillingness to share personal and emotional problems with others (Giovazlias, Leontopoulou, & Triliva, 2010; Hinson & Swanson, 1993; Kelly & Acheter, 1995; Surf & Lynch, 1999b; Tata & Leong, 1994), little understanding about the types of services delivered by the counselling centre, confidentiality concerns, negative attitudes towards CSs, lack of awareness of the availability of CSs (Flisher, De Beer, & Bokhorst, 2002; Greenly & Mechanic, 1976), lack of awareness of the availability of CSs and their options (Eisenberg, Golberstein, & Gollust, 2007a; Flisher et al., 2002), a belief that their problems were not so serious as to seek counselling, and low expectations of helpfulness of CSs (Flisher et al., 2002).

Additional important factors hindering student’s help-seeking involve a belief that mental health services are only somewhat helpful or even useless, financial uncertainty about whether mental health counselling is covered in health insurance, lack of perceived need and a lack of time to engage with these services (Eisenberg, Golberstein, & Gollust, 2007b); concerns about being stigmatised regarding seeking help from counselling (Corrigan & Matthew, 2003; Stefania, O'Heron, Hartong, Haynes, & Linville, 2011; Surf & Lynch, 1999a). This is consistent with Sue, D.W & Sue, D. (1987) who discovered that perceived stigma and shame were barriers to receiving counselling services among Asian-Americans. Many research findings confirm that concerns about stigmatisation are described as a hindrance to help-seeking behaviour (e.g. Komiya, Good, & Sherrod, 2000; Nicholas, 1997; Vogel, Wade, & Haake, 2006). Other researchers also stress that negative associations and stigma relating to mental health issues, a lack of knowledge of mental health and lack of awareness of its availability influence the help-seeking of students (Vogel, Wester, & Larson, 2007).

In summary, there are a number of factors hampering or, in some cases, delaying students’ help-seeking. Social stigma, unwillingness to share personal feelings with others
and a lack of awareness of the existence of counselling services, however, are widely recognised in the literature as significant factors.

3.3. Primary issues facing tertiary students in Western countries: Greek, Britain and Canada

College and university students cope with an extensive range of issues. According to Stanley and Manthorpe (2001), students in higher education are likely to seek counselling services for psychologically severe issues. Their counselling needs, however, are mainly associated with anxiety, stress and relationship issues (Guinee & Ness, 2000). Kim, Coumar, Lober and Kim (2011) stress that mental health issues are becoming widespread across university settings. One study found that academic and financial difficulties, career concerns and intimate relationships were considered to be main causes of stress among students (Grant, 2002). A research study of two Greek universities proposes that main problems facing students were goal setting, emotional issues, satisfactory relationships, existential concerns, problem-solving ability, time management, inability to focus on study, financial concerns, and personal relations (Giovazolias, Leontopoulou, & Trilliva, 2010).

Additional research about the level of counselling services use throughout British Universities emphasises that anxiety was the most common presenting issue, followed by interpersonal issues, depression, low self-esteem, and academic difficulties (Connell, 2007). This research finding was consistent with that of Cairns, Massfeller, and Deeth (2010) who conducted a large scale study at a western Canadian university (n 2,943). The findings suggest that stress, depression, grief, relationship concerns and academic issues are prevalent among students. In line with these findings, the majority of university counselling directors in the US report that psychological issues among students have become increasingly complex and severe over the last decade, especially depression, social anxiety, suicide attempts, substance abuse and eating disorders (Kitzrow, 2009). Such circumstances require
counselling staff to offer an appropriate assessment on the severity while quickly identifying available resources in an effort to support these students accordingly (Gallagher, 2010b).

3.4. Challenges faced by student counselling centres in Western countries: Australia, New Zealand, The United States, Britain and Turkey

Student counselling services at institutions of higher education across the Western society have been faced with a wide range of challenges. For Australian universities, four significant challenges were predicted over the next decades (Quintrell & Robertson, 1996). These include need for greater autonomy, continuing demands for multi-cultural counselling, the risk of over-specialisation, and the inability to deliver services that go beyond the capability of the centre. The most recent research (Stallman, 2012b) shows that counselling services in Australian and New Zealand universities are confronted with a very high ratio of numbers of students per counsellor. This confirmed an earlier study indicating that Australian counselling services were negatively impacted by a very high counsellor-student ratio 1:4,957 (Downs, 2008). This high ratio has produced adverse effects on the capacity of service delivery with respect to meeting student needs, for example, approximately 50% of Australian students spent over five days on the waiting list to access counselling services (Jackson & Connelley, 2009).

Professional staff and student counsellors being over-extended is also emphasised in a research study about UCCs in the United States (Herr et al., 1996). It revealed that maintaining sufficient and qualified professional staff would be constantly challenging. A further challenge faced by the counselling services at Northeast Missouri University and others in the USA was a large fluctuation in student demand for counselling services (Herr et al., 1996). A recent study illustrates how almost all colleges and universities in the US are confronting the pressures of reevaluating and redesigning the delivery of services in order to suit the rapidly shifting demands of students. In addition, the transitory nature of the tertiary
student population constantly challenges conventional systems of care and the professional staff experience (Prince, 2015).

In British universities, student counsellors were challenged by financial cutbacks as well as continuing demand for support from students (Woolfe, 1997). In Turkey, the major challenges in maintaining and improving university counselling services involve financial constraints and the negative attitudes of tertiary institutions towards counselling and guidance (Dülger, 1994). A previous study about university counselling services in Turkey suggested that the challenges faced included a lack of qualified professional staff, work overload, and the inadequacies of physical facilities (Voltan-Acar, 1989 as cited in Güneri, 2006). Similar to other institutions across the world, student counsellors in Turkey are also concerned about the stigma associated with the help-seeking behaviour of students (Demir, 1996). Studies would appear to concur that Turkish counselling services are confronted with an inadequate number of qualified professional staff, which was considered one of the most common challenges to counselling services in Turkey (Demir, 1996 as cited in Güneri, Aydın, & Skovholt, 2003), a lack of well-organised structure of services, work overload, a lack of research, inadequacies of coordination among stakeholders, and lack of job descriptions (Güneri et al., 2003).

In summary, the provision of counselling services to students faces many challenges. These include high student/counsellor ratios, cross-cultural issues, negative student attitudes, suitably qualified staff and working with ever present financial constraints. Every institution is faced with unique geographic, demographic and economic factors. Approaches and techniques must adapt to constantly evolving demands. Flexibility is the key element to developing, and then adapting modes and methods of counselling to meet these challenges. In relation to Laos, flexibility will be considered when counselling services at the NUOL developed.
4. Counselling services and counselling supervision in New Zealand

4.1. Counselling services in New Zealand tertiary institutions

The structures of organisational support for student learning vary in tertiary institutions throughout New Zealand. The learning centre as a centralised unit, however, appears to be the most common form of support for student learning. Learning centres in New Zealand typically work in alignment with other student services that share common goals such as counselling and financial support (Laurs, 2010). At the Victoria University of Wellington, the Student Support Services involves seven different support services: Health, Disability, Counselling, Finance, Te Putahi, Atawhai and Careers (Pocock, 2010). Similarly, Student Services and Facilities at the Unitec Institute of Technology in Auckland comprise the Career Centre, Wellbeing Unit, Health and Fitness Unit, and the Disability Liaison Centre (Unitec, 2016). While the various units are called by different names, they function with fairly similar

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5 As the data of student counselling services of New Zealand tertiary institutions is sparsely found in the review of literature, some institutional websites have been reviewed: Unitec Institute of Technology, University of Canterbury, The University of Auckland, and Auckland University of Technology (see appendix: AR).

Some other sources were used as a review of student counselling services of New Zealand tertiary institutions includes Annual International Conference of the Association of Tertiary Learning Advisors of Aotearoa/New Zealand (ATLAANZ), and some journals such as New Zealand Journal of Counselling, Aotearoa New Zealand Social Work Review, New Zealand Family Physician, New Zealand Journal of Psychology, Australian and New Zealand Journal of Public Health, Journal of the Australian and New Zealand Student Services Association

6 A free mentoring programme for Maori and Pacific students who need advice and academic support
goals. Wellbeing, for example, is a broad unit and closely aligned with Ally Network\(^7\), Counselling\(^8\), Equity and Diversity\(^9\), Spiritual Support\(^10\) and Student Support Advisor\(^11\).

According to Agee (2008), the issues that young people are likely to present with involve issues relating to social, economic and international changes. In New Zealand, most issues that brought students to see counsellors included career development, academic difficulties, family problems, issues with friends and disruptive behaviours (Manthei, 1999). These issues were somewhat similar to Au (2002) who pointed out that Chinese students in New Zealand were faced with family relationship issues, substance-abuse issues, bullies and gang affiliation and a lack of support system in New Zealand. An Internet-based survey has shown students present with alcohol-related problems (McGee & Kypri, 2004). Another source of literature reports a tendency of a greater number of students to be suffering from severe psychological issues; students also came with personal issues, relationship issues, academic difficulties, career decisions, developmental issues as well as psychiatric issues (Stallman, 2012a). Most recent research has shown that depression, psychological well-being, life satisfaction, vitality and anxiety are associated with the goal and well-being of university students (Yamaguchi & Halberstadt, 2012).

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\(^7\) The ALLY Network is made up of gay, straight, cis and diverse gendered staff and students who support building an inclusive working and learning environment for all.

\(^8\) Counselling is a confidential service and can help with personal issues which may be impacting your studies. Unitec’s Counsellors are highly skilled, professionally qualified and come from a variety of backgrounds and cultures.

\(^9\) Equity and Diversity: At Unitec we see the value in diversity. Nobody is one-dimensional - there are many sides to each of us. That’s what makes us so unique. It’s these differences that make Unitec such a truly unique work and study environment - vibrant, innovative, highly productive and bursting with creativity.

\(^10\) Spiritual Support: The Multi-faith Chaplaincy Services provides an inclusive and holistic approach to spirituality. Our Volunteer Chaplains support Unitec students and staff of all faiths, as well as those of no particular faith. Our Chaplains are non-judgmental of personal lifestyles and are there to assist everyone.

\(^11\) Student Support Advisors are here to help you succeed in your studies. They can refer you to the right people and services, help you access support for financial hardship, and support you through anything that impacts your study experience.
In New Zealand’s tertiary institutions, Counselling Centres tend to provide short-term counselling support for students for any issues which may affect their success and wellbeing (Unitec, 2016; University of Auckland, n.d). Counselling support is normally delivered for two or three sessions to assist students in managing their personal as well as academic lives and to ensure they remain focused (University of Auckland, n.d). Each session is usually 50 minutes long. For many students one session is sufficient while others may need more and these can be extended on request (Unitec, 2016). Counselling services are free for all domestic enrolled students and for international students with the appropriate insurance plans.

Tertiary counsellors are highly trained and professionally qualified. In terms of work experience, they come from an extensive range of backgrounds and specialisations. Counsellors can help students to explore and deal with a diverse range of issues such as anxiety and stress, depression, sexuality, life challenges, cultural issues and family or relationship issues (Auckland University of Technology, 2016; Unitec, 2016; University of Auckland, n.d; University of Canterbury, 2006). In terms of counselling techniques, counsellors use an eclectic set of approaches covering various models, namely Person-Centred, Solution-Focused therapy, Cognitive Behavioural Therapy (CBT), Transactional Analysis (TA), Gestalt, Family Therapy, Narrative, and Cross-Cultural counselling (Auckland University of Technology, 2016; University of Canterbury, 2006).

There is limited literature available on the delivery mediums used for student counselling in New Zealand tertiary institutions. One study found that university counselling services in Australia and New Zealand deliver a wide range of services through different formats such as individual counselling (face-to-face), phone counselling, email-counselling, faculty requested workshops, consultations with staff, group counselling, within curriculum lectures and psychological assessment. Individual counselling rather group was reported to be
the most common form among Australian and New Zealand universities comprising 87.5% of all the counselling conducted (Stallman, 2012a).

4.2. Counselling supervision in New Zealand

4.2.1. Supervision in counselling in New Zealand

The value of the role of counsellors in supporting students has been increasingly acknowledged in most institutions. Increasing expectations put increased demands on counsellors to respond effectively to the needs of students. Supervision is a significant requirement to support counsellors in effective ethics and professional practice (Feltham & Drydan, 1994).

Supervision is defined by the New Zealand Association of Counsellors (NZAC) (2013) as reflection. In other words, supervision enables counsellors to evaluate their theory as well as professional practice. Supervision creates opportunities for practitioners to gain expertise and get feedback from their supervisors and, at the same time, to reflect on their practice with clients. When working with clients who come from different backgrounds, any cultural concerns can also be raised in supervision.

Supervision is globally recognised as a primary source for counsellors to improve existing knowledge and develop professional practice (Kazantzis et al., 2009). New Zealand is not an exception, supervision is viewed as the main resource through which counsellors and professionals interact on a regular basis with the aim of maintaining and developing ethical and effective practice (NZAC, 2002).

Supervision is also an important source of personal support and professional mentoring for counsellors to reflect on their practice from different perspectives (ibid.). Another existing study of New Zealand supervision also suggests that supervision allows practitioners to conceptualise and reflect on their caseload through which they effect personal and professional changes (Truell & Nowland, 2002). Payne and Lang (2009) add that supervision
can support counsellors in terms of increasing confidence and competence as well as self-care when dealing with an overrun schedule and an overwhelming workload. For counsellors or other practitioners, supervision is still undoubtedly a critical part throughout their career span (Grant & Schofield, 2007).

Supervision, then, is an integral component in counselling with respect to ethical practice and professional development (Wheeler & Richards, 2007). Since the recognition of its importance, NZAC members are required to participate in supervision on a regular basis throughout their careers, irrespective of whether they are experienced counsellors or newly-trained ones (NZAC, 2002). The statistical data from a national survey conducted by Payne and Lang (2009) shows that 94% of school guidance counsellors engaged in professional supervision. This percentage is consistent with Manthei (1998) whose findings revealed that of 92% of the counsellors surveyed received professional supervision.

Counselling services are still new to Laos and so is counselling supervision. Therefore, there is no studies or research available on such areas. Given this it is valuable examine how important supervision is for New Zealand counsellors.

4.2.2. Responsibilities under the Treaty of Waitangi

With reference to the area of supervision and culture in New Zealand, there is a variety of pertinent studies within the literature available both internationally and domestically. This section, however, emphasises Codes of Ethics (2002) (see appendix V:) and supervision policy (2008) (see appendix W:) given the significance of these two sources to practice in New Zealand.

The Code of Ethics (2002) clearly postulates that “Counsellors shall seek to be informed about the meaning and implications of the Treaty of Waitangi for their work. They shall understand the principles of protection, participation and partnership with Maori (New Zealand Association of Counsellors, 2002, p. 2). Counsellors seeking membership to the
NZAC are required to attend cultural supervision sessions separately from their external professional supervision to ensure that as part of the membership requirements they have cultural competence with respect to their obligations under the Treaty of Waitangi. These supervision sessions are conducted by supervisors who are usually of Maori ethnicity and who are engaged in the Maori community in which the counsellor is practicing or is likely to practice. To provide supervision in accordance with the Treaty of Waitangi, O'Donoghue (2010) suggests that supervision is developed and delivered in response to indigenous Maori developments such as ensuring counsellors provide culturally responsive counselling.

4.3. Responsible counselling in the multicultural NZ tertiary context

To be culturally sensitive to the multicultural NZ environment and the cultural diversity of clients, provisional members of NZAC are also required to attend several Noho Marae in which the issue of cultural competence and biculturalism in NZ is the principle topic of discussion. Based on the Code of Ethics (NZAC, 2002), “NZAC members are encouraged to work towards bicultural competence, taking into account the diverse cultural contexts and practices of clients, working with clients in ways that are meaningful in the context of, and respectful toward the clients’ cultural communities” (s.5.2). In response to this, Crocket (2005) stresses that “thinking and asking about culture is central to the work of supervision” (p.12). O'Donoghue (2010) explains that multiculturalism can be seen clearly in supervision in the light of changes to the composition of New Zealand’s population which are reflected across clients, social workers and supervisees/supervisors. Cultural supervision is developed in response to multi-cultural worldviews, and different topics which are associated with multi-cultural concerns. Given the cultural aspect of supervision, the Code strongly recommends that “Counsellors should seek cultural consultation to support their work with persons who have different cultural backgrounds from their own” (s.9.1(d)).
The cultural aspect in supervision is also mentioned in NZAC’s supervision Policy document (2008). The policy states that “members who work with a person of a different background from their own” (s.5.5) will be provided supervised support and the opportunity for consultation with regard to any cultural matters that relate to their role as counsellors. These two NZAC documents suggest that practitioners ensure cultural responsiveness and cultural partnership in their professional practice, including in supervision.

Cultural supervision is held to address any concerns such as cultural safety and when practitioners are confronted with dilemmas in which clients challenge cultural experiences of the practitioners (McKinney, 2006). Therefore, cultural supervision entails enhancing the competency of practitioners in integrating a plethora of cultural perspectives into therapeutic relationships (McKinney, 2006).

In summary, supervision plays an important role in maintaining and developing professional practice for counsellors. In New Zealand, under NZAC policy and Codes of Ethics counsellors are required to attend supervisions and practice sessions. In so doing, counsellors can ensure that they provide counselling services in an effective and culturally responsive way, especially to indigenous Maori people.

The literature review above examined how counselling services operate in tertiary institutions in Asia and in the West. This review of the relevant literature guided the design of the questionnaires and interviews used in this research. Specifically, the student issues identified regarding their experience of counselling guided the question on “Please circle all of the issues that you have had counselling for while studying?” Help-seeking preferences when students deal with problems guided the question on “Who do you usually talk to when you are faced with the issues mentioned above?”.

Also, this researcher included interviews with counselling supervisors as the literature review identified issues with the lack of counselling supervision and training in Asia and
therefore the need for these issues to be considered in establishing a student counselling service at the NUOL.

The literature also identified various challenges that counselling centres encounter when delivering services to students. These challenges included financial constraints, a lack of qualified staff and insufficient training and professional development. By reviewing this, the researcher could anticipate challenges that the Centre possibly faces when establishing a counselling service at the NUOL and how the Centre would be able to come up with appropriate solutions to meet the challenges.

The issues students experienced that were found in the literature, however, were few compared to the list was used in the questionnaire. This is because the level of detail in this area in the literature was not adequate for the researcher to be able to fully predict what issues NUOL students are likely to present with and therefore what skills counsellors at the Counselling Centre would need to have in order to address these issues. Consequently, it was necessary to capture as much detail as possible through the questionnaire. The extra detail in the questionnaire would also allow this researcher to learn specifically the needs of counselling staff for appropriate training at the NUOL as these relate to a correct assessment of student issues and need for counselling.
METHODOLOGY AND METHODS

This project involves firstly, two questionnaires, one distributed to NUOL staff and significant community member (206 copies, equivalent to 10% out of the total staff) and a second distributed to NUOL students (1,285 copies, equivalent to 6% out of the total students). For the staff participants, interns and novices were not included in this research.

Secondly, semi-structured interviews were conducted with three NZAC supervisors who directly supervise counsellors at various tertiary institutions for the purpose of exploring the three supervisors’ perspectives on counselling services in New Zealand tertiary institutions.

The research approach, therefore, includes an aim to explore staff and student feedback on the establishment of a counselling service for students at the National University of Laos, Vientiane, Lao PDR. mixture of quantitative and qualitative analysis. In other words, it could be described as a mixed-method project. This section will examine methodology and methods that applied in Questionnaire part (Manuscript 1 and Manuscript 2), followed by methodology and methods that applied in Interview part (Manuscript 3 and Manuscript 4).
QUESTIONNAIRE METHODOLOGY AND METHODS

1. Methodology

A questionnaire was employed to gather information on the potential need for a counselling service at the NUOL. The overall goal of this questionnaire is to collect information about staff and student perspective on the establishment of a counselling service for students at the NUOL. The data collected from the questionnaires will help identify the potential need for a student counselling service at the NUOL and contribute to a design of a counselling service that can meet the needs of NUOL students.

To achieve the goal of the questionnaire, this required a quantitative research approach. Quantitative research is an approach that involves numbers or numerical features on which statistical techniques are used to test hypotheses or theories and draw conclusions (Habib, Pathik, & Maryam, 2014). Quantitative research, according to Jha (2008), can be typically considered as a technique to test research hypotheses which are derived from research questions. This research aims to determine whether counselling services are necessary for NUOL students. Therefore, a quantitative approach was deemed appropriate in this situation so that the researcher could ensure that the student sample was statistically representative. In comparison with qualitative research, Corbetta (2003) claims that a single case in the quantitative research is often adopted which cannot statistically represent a study sample in terms of data collection.
2. Methods

Questionnaires are a particularly suitable method to gather data from a large number of participants (Bryman, 2004; Mutch, 2005). They are typically employed to collect participants’ information about behaviours, attitudes, and their responses to events (Wisky, 2001). In this study, the questionnaire was chosen to survey and assess existing student needs for counselling for two main reasons. First, participants could take their time reflecting on their experiences in dealing with students (Staff participants) and on their own experiences regarding a counselling use (student participants) as they did not have to complete the questionnaire in one 20 minutes sitting. Secondly, the questionnaires enabled a large sample size from the NUOL staff and student population in order to achieve results with an acceptable degree of reliability. Questionnaires are particularly effective in a case that researchers examines different types of activities within groups (Denscombe, 2010). Anxinn, Link, and Groves (2009) assert that questionnaires are also useful in terms of linking findings with specific social classes, sexes, age-groups and geographical backgrounds. According to Walliman (2006), distributing questionnaires allows the researcher to raise questions and receive a number of replies without interacting face-to-face with participants. He adds that by using this method, the researcher will be able to gather a large quantity of data from a large number of people in a short period of time.

Once the data was collected, statistical methods, such as cross tabulations and Chi-Square tests, were employed to analyse the data. This was conducted using Microsoft Excel 2016 and IBM SPSS Statistics (Statistical Package for the Social Sciences), version 23. Further details on data analysis can be found in section 2.3.3.

2.1. Ethical considerations

The participation in this research was voluntary so those who were interested in participating in the survey were given a questionnaire. To ensure the anonymity of the
participants, staff and students were not asked to provide personal information or details that identified them on the questionnaire sheet. The participants were also required to carefully read an Information Sheet (for staff, see appendix I: and for students, see appendix L:) before completing the questionnaire. This was done to ensure that they fully understood the purpose of the study. The Information Sheet and the questionnaire were both translated into the Lao language (see appendix J & M) to enable better understanding of the content. This study was approved by the Unitec Research Ethics Committee (Approval number: 2016-1022) (see appendix A:).

2.2. Study samples

2.2.1. Staff questionnaire

The sampling technique used for this research was stratified sampling. The stratification process included staff across 11 faculties and Buddhist monks at surrounding monasteries of the NUOL. The staff strata were further stratified into academic staff, administrative staff, healthcare professionals and Buddhist monks.

A total of 206 copies of the questionnaire (approximately equivalent to 10% out of the total number of 2,060 staff) were distributed to experienced staff across the NUOL. Among staff types, there were 123 academic staff, 59 administrative staff, 10 healthcare professionals (no interns were included in the three types of staff) and 14 Buddhist monks (excluding novices). These criteria must have been met to ensure that participants had appropriate and adequate experience in relation to providing support for students. As monks act as a significant source of unofficial support for NUOL students, questionnaires were sent to them separately. There are four monasteries in proximity to the NUOL campuses with several monks per monastery. The Head Lama at each monastery was approached and they agreed to

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12 This study did not recruit new academic staff, neither new administrative staff nor healthcare professionals
allow the distribution of an appropriate number of questionnaires to the monks who assisted students in some ways.

2.2.2. Student questionnaire

For student participants, the stratification included students across 11 faculties across the NUOL. The student strata were further stratified by “faculty” and “year of study”.

A total of 1,600 copies of questionnaires (approximately equivalent to 6% of 25,591 students) were distributed to students across 11 faculties of the NUOL. The questionnaires were proportionately distributed to students based on their year of study, which ranged from year 1 to year 5\(^\text{13}\).

With regard to ethnicity, the NUOL is a diverse educational setting. Due to the almost impossible task of including all of 49 ethnic groups in the research, 11 of them were included in this research and a blank intentionally left for the “Other” for ease of data entry and analysis. These 11 ethnic groups are more common among NUOL students. A fairly large sample size was recruited for this survey owing to the diverse nature of issues which a student might seek counselling support for and was enabled with the logistical nature of a survey.

Prior to distribution of the questionnaire to both staff and students, an approval letter for data collection was granted by the Dean of Faculty of Education (see appendix E:).

2.3. Data gathering

2.3.1. Preparing for the questionnaire

1) Staff questionnaire

\(^{13}\) only students within the Faculty of Architecture require 5 years of study for their degree.
Questionnaires have been developed specifically for NUOL staff. I designed eight questions in total. They were: two Likert scale, two open-ended and two multiple-choice questions, one ranking and one tick question with a list of the 63 issues (see appendix J:).

2) Student questionnaire

The questionnaire for NUOL students consisted of nine questions in total. There were: two Likert scale, two multiple-choice and two tick questions (2 lists of the issues), one ranking scale, one open-ended and one two-point question.

A full version of the questionnaire for staff (see appendix J:) and the questionnaire for students (see appendix M:) primarily ask about personal information and participants’ perspectives on the establishment of a counselling service.

The questionnaire covered a range of empty dots and open-ended questions with the aims of examining how necessary counselling services are for students at the NUOL, what the most important service is and how helpful the counselling services are for students. In addition, topics discussed included a long list of issues, informed by the existing literature, in an attempt to explore the main issues with which NUOL students most likely face. The final part of the questionnaire is an open-ended question which asks about participants’ perspective on the establishment of a counselling service. The questionnaire also comprises blanks for participants to fill in demographic information such as staff type and age group. The overall goal of this research is to collect information that will inform the creation of a counselling service for students at the NUOL which is in the process of being established.

2.3.2. Data collection

Due to limited access to computers and the Internet, a paper-based questionnaire was employed. The Invitation to Participate (see appendix H:) was sent with the questionnaire (see appendix J:) to encourage students across the four campuses of the NUOL to participate. For those who were interested in participating in the research were given a copy of
questionnaire to fill in. The distribution was also endorsed by the Deans of all Faculties and assisted by the researcher’s peers and colleagues. All participants were asked to complete the survey and submit it as soon as possible.

The questionnaire was distributed across the four campuses\textsuperscript{14} and into the 11 faculties\textsuperscript{15} of the NUOL and the four monasteries nearby. This was to ensure that sufficient data was generated for data analysis.

2.3.3. Data analysis

The data collected from the questionnaires were summarised using descriptive statistics to indicate response rates and how these differ in comparison with key demographic information such as gender, age group and faculty. Alongside descriptive statistics, inferential statistics was employed to drill deeper into the data collected and test various hypotheses and confirm statistical significance in the context of the research questions. Due to the categorical nature of data, the most appropriate statistical test used was the Chi-Square. This test was used to measure the association/relationship between two variables at a time, in an attempt to determine whether the association was statistically significant.

To enter the questionnaire data into a data file, SPSS (Statistical Package for the Social Sciences) was used to perform statistical analyses. Microsoft Excel file was also created to display spreadsheets where the data can be easily transferred to graphs and percentages. At first, I entered the raw data into an Excel file, then export to SPSS programme to conduct statistical analysis. As this was a closed-ended response survey, I coded the data by assigning a number for each response choice and created a key for the purpose of explaining the code for each choice.

\textsuperscript{14} 4 Campuses: Dongdok, Donenokkhoum, Nabong and Sokpaluang
\textsuperscript{15} 11 Faculties: Education, Letters, Social Sciences, Natural Sciences, Environmental Sciences, Forestry, Engineering, Architecture, Laws and Political Sciences, Economics and Business Management and Agriculture
For example, please select one to indicate your role:

“Teacher“ = 1

“Monk” = 2

“Healthcare professionals” = 3

“Administrative staff” = 4

How necessary do you think counselling services are for students?

“Not necessary” = 1

“Sometimes necessary” = 2

“Neutral” = 3

“Often necessary = 4

“Extremely necessary” = 5

For open-ended survey responses, similar and same answers were put together in a bullet point, for example, one student commented that “counselling helps students to have good mental health”, and another one said, “Counselling support students psychologically and emotionally”. Those two comments were gathered as follows:

“Counselling contributes to promoting student’s mental health and well-being”.

All of the comments were included in a separate title under the results.
INTERVIEW METHODOLOGY AND METHODS

1. Methodology

The interviews with three supervisors were exploratory and required a qualitative research approach. According to Flick (2007), qualitative research can be referred to as an approach that primarily involves texts or words as empirical material rather than numeral data in data collection and analysing. Compared to quantitative research, qualitative research enables investigators to generate more contextual information concerning participants’ opinions (Flick, 2009). Cooper and White (2011) claim that one of the qualities of this type of research is the ability to produce experientially rich data. In addition, Silverman (2006) suggests that qualitative research methods help researchers gain an in-depth understanding of what is being investigated, they not only address “what”, but also the “why” and “how” questions.

This following section explain the important aspects of the theoretical framework, interviewing technique and data analysis used in this research including: phenomenal invariants and textual invariants, saturation, semiotic analysis\(^\text{16}\), thematic analysis, nodes and

\(^{16}\) The field of semiotic is devoted to the study of the creation of meaning. Analysis processes such as discourse analysis, thematic anlaysis and narrative analysis are all forms of semiotic analysis as they are all concerned with the exploration and analysis of meaning (Hart, 2010)
coding and cluster analysis. In order to achieve this purpose, Gendlin’s theory of meaning is also briefly presented.

1.1. Gendlin’s theory of meaning: Experience, meaning and symbolisation

According to Gendlin (1962), foundational of philosophy, meaning in experience is “formulated as a functional relationship between experiencing and symbols” (Gendlin, 1962, p. 184). He explains the act of experiencing with a particular focus on it as a continuous process. Experiencing can also be termed felt sense and felt meaning (Gendlin, 1962). He suggests that felt meaning is necessary for all forms of human perception. It functions as a specific cognitive process and includes symbolisation.

Gendlin (1962) proposes many different kinds of relationships between experience and its symbolised form including direct reference, recognition, explication, metaphor, comprehension, relevance and circumlocution. All components in each relationship are combined to formulate the meaning of a set of symbols such as a language (Gendlin, 1962). These symbols provide the means by which meaning can be communicated to others.

In this research the main experience that is being investigated is the tertiary student counselling and the supervision of tertiary student counsellors. This is the phenomenal domain that was explored within the interviews. The research is concerned to identify the meanings within this phenomenal domain and the relationships between these meanings.

1.2. Phenomenal invariants and textual invariants

The analysis process applied in this research involved identifying the textual invariants in the interview transcripts. An invariant is something that does not vary or, in other words, is present consistently. Textual invariants are semiotic patterns in symbolisation that are consistently found in text (Hart, 2010). The text in the case of this research was the transcripts for the interviews. Textual invariants are the symbolised form of phenomenal invariants (Hart, 2010). Clusters of textual invariants represent themes in the data (Hart,
A phenomenal invariant can be referred to as invariant meanings or aspects of felt sense experiences consistently present in the phenomenal domain under consideration (Hart, 2010). Capturing phenomenal invariants can be achieved by the use of the explicitation interview technique (Hart, 2010). A core component of this technique is the use of epoche\textsuperscript{17} (Depraz, Varela, & Vermersch, 2003). Epoche allows the interviewee to deeply consider their experience and relate or express it thoroughly and accurately (Depraz et al., 2003).

The relationships between textual invariants reveal the underlying structure to the meanings found in a phenomenal domain (Hart, 2010). Identifying all of the phenomenal invariants present in a phenomenal domain produces saturation of this domain (Hart, 2010). This saturation is done within the interviews with each participant and across all the interviews conducted (Hart, 2010). These phenomenal invariants are represented by textual invariants present in the interview transcripts. Each example of the expression of a textual invariant can be coded into a node that is named accordingly. The relationships between these nodes can then be described in a mind-map style graph to reveal the underlying structure of meaning in the phenomenal domain being researched (Hart, 2010). This provides a rigorous formalisation of the interview data collected (Hart, 2010).

1.3. The formalisation of the data

The process of formalising the data encompasses multiple steps: transcribing the interviews, coding the text containing the same textual invariants into appropriately labelled nodes (see appendix: Y), graphically representing the presence (where there was no relationship between nodes, no relationship was introduced into the graphs) and strength of the relationships between the nodes, identifying the clusters within the resulting overall graph

\textsuperscript{17} “Epoche is one procedure for finding a symbolisation that accurately and authentically reflects a specific felt meaning” (Hart, 2010, p.123)
(see appendix X:) of the experience and the related themes. Coding the interview data is one of the most important steps. Coding is a semiotic process that organises expressions of the same meaning into nodes (Hart, 2010). The labels for the nodes refer directly to the textual invariants from the interview transcripts. Where possible the same language as that used by the interviewees was used to name the node. Nodes are simply containers of the expressions of the textual invariants that represent or symbolise the experiential phenomenal invariants of the phenomenal domain researched.

Cluster analysis was used in this research as an important step for facilitating formalisation of the data because the data demonstrated clusters within the nodes during the coding phase. Cluster analysis divides a graph into small clusters. This makes “subgraphs” that contain a part of the structure of the original graph. The clustering process derives subgraphs from the graph that represents the overall experience. The meaning symbolised by each subgraph at the same time also presents as a result of the original graph. Each cluster reveals a theme and also shows the relationship between the cluster and its theme and the rest of the data. The clusters and the entire graph containing all the textual invariants found in the data and the subgraphs of the clusters can be found in Appendices Z: and AA-AP.

2. Interview method

Interviews were employed in this research for collecting phenomenological data. By doing this, the researcher could capture the phenomenal invariants of the experience of supervising tertiary counsellors and tertiary counselling practice as comprehensively as possible. A set of interview questions was developed (see “Interview questions used with New Zealand supervisors” (appendix T:). These questions framed the interview process but did not limit it. They were designed to be open-ended in order to allow the interviewees to express their experience in their own terms (Bryman, 2012).
The explicitation interview technique (Petitmengin-Peugeot, 1999; Petitmengin, 2006) was employed to collect rich interview data for analysis. The explicitation interview technique has been applied in multiple fields such as education, the science of consciousness, therapy and the understanding of specific aspects of experience (Petitmengin-Peugeot, 1999; Petitmengin, 2006).

The process of the explicitation interview requires the researcher to take up the second-person position. Specific techniques within the explicitation technique are used to enable the research subject to engage in retrospective introspection on their experience(s) (Vermersch, 2009). The main technique is called epoche (Depraz et al., 2003). To achieve retrospective introspection, according to Maurel (2009), the subject must shift his/her position from the "natural attitude" to take up another position called "evocation". This refers to a position where the subject re-establishes a particular relationship with the past experience that allows for their accurate expression in symbolised form. Epoche is the mechanism through which this is achieved (Depraz et al., 2003).

All interviews were conducted at a location of the participant’s choice for their convenience and comfort. Audio recordings of the interviews were made only after consent forms (see appendix S:) were signed.

2.1. Ethical consideration

This research was approved by the Unitec Research Ethics Committee (Approval number: 2016-1022) (see appendix A:). Participation in this research was voluntary so those who were interested in participating in the interviews received an Invitation to Participate (see appendix R:) in a research study. The participants were subsequently given sufficient time to read the Information Sheet (see appendix Q:) and consider if they wished to participate in the research. This was done to ensure that they fully understood the purpose of the research prior to signing the Consent Form (see appendix S:). To ensure the anonymity of
the interviewees and the confidentiality of all information, I (JI) transcribed all the interviews and myself and my supervisors were the only people who had access to the recordings and transcripts. After the initial completion of the interview transcripts, I (JI) checked the transcripts against the recordings to make sure that the transcripts accurately reflected the content of audio recordings. Any material that could possibly identify the participants was removed. Pseudonyms were consistently used to refer to the interviewees throughout the whole process of thesis writing. Only myself and my supervisors knew which initials referred to which participants. Finally, the interview transcripts were emailed to participants to give them the opportunity to review the transcripts for accuracy and for any content that might contain any identifying features. A few minor changes were requested so the transcripts were edited accordingly.

2.2. Study sample

In order to recruit participants for this research, I (JI) attended an Auckland Branch Supervisors’ Meeting of the NZAC, accompanied by my supervisor, Dr. Alexandra Hart. I took this opportunity to give a brief introduction to my research project and asked for anyone who might be interested in participating to contact me to express initial interest in participation. After these expressions of interest, I sent each person an Information Sheet (see appendix Q:), a Consent Form (see appendix S:). Three supervisors with the appropriate background agreed to participate.

2.3. Data gathering

2.3.1. Preparing for interviews

Prior to commencing the research interviews, I rehearsed a semi-structured interview with my supervisor, Dr Alexandra Hart, using the interview questions developed for this research. This rehearsal not only allowed for questions to be reviewed, but also helped me to
familiarise myself with the questions and likely responses and the situation of interviewing a professional supervisor. This interview was not used in the research.

2.3.2. Data collection

Three supervisors who were directly supervising tertiary counsellors in New Zealand participated in open-ended semi-structured explicitation interviews. Two of these participants also had extensive past experience in this respect and were counsellor educators. All of the participants had been tertiary student counsellors at some point during their career.

Interviews were conducted for approximately sixty to ninety minutes. This length of time ensured adequate time for the participants to thoroughly process and express their experience. The interviews were all audio-recorded for the purpose of transcription and data analysis.

The questions in the interview guideline were used in the interviews (see appendix T:). Issues that were mentioned by participants that were on topic but did not relate directly to a question on the interview guideline were also explored. I (JI) took note of the keywords, phrases and issues as the interviewees mentioned them during the interviews. These notes and follow-up questions were used to prompt the interviewees to drill down and expand on their experiences. At the end of the interview, I (JI) provided the interviewees with a list of specific issues (see appendix T:) I suspected students might present with and asked them to tick those issues that tertiary student counsellors already dealt with. This was done to explore the main issues that the supervisors thought students were likely to experience during their studies.

A comprehensive list of questions in the interview guideline was employed for gathering data (see appendix T:). While asking a range of questions from the very general to the specific, I was taking notes of the key words and main topics that interviewees raised.

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18 To drill down is to go deeper into a more specific and detailed examination of the participants’ answers.
during the interview. These notes and follow-up questions were also used to prompt the interviewees to drill down and expand on their counselling experiences. To generate richer data, I also provided the interviewees with a long list of issues and asked them to tick as they saw fit at the end of the interview. This was done to explore the main issues that the supervisors thought students were likely to experience during their studies. The same interview guideline was used for all three participants, but slightly adjusted based on the concerns raised by individuals. Second interview sessions were conducted with two of the participants to achieve saturation of the textual invariants that had been mentioned in the initial interview session.

In the case where saturation was not achieved within one interview with a participant, a second interview was conducted. Second interview sessions were conducted with one of the participants to achieve saturation of the issues that had been mentioned in the initial interview session. In preparation for this second interviews, I (JI) reviewed the recording of the previous interview and made notes on the issues that I considered needed further exploration. For the remaining participants, after reviewing the transcript from their first interview, there were no outstanding issues so no further interview was conducted.

2.3.3. Data analysis

The data analysis process undertaken was based on Braun and Clarke (2006). Each interview was transcribed into written text, data from the interview transcripts was coded into nodes, clusters of nodes were generated and finally the clustered node contents were analysed.

To code the data into node, NVivo\textsuperscript{19} was used. In the process of coding, I (JI) went through the whole four interview transcripts as there was very little transcript that was not

\textsuperscript{19} NVivo is software that supports qualitative and mixed methods research. It’s designed to help you organize, analyze and find insights in unstructured, or qualitative data like: interviews, open-ended survey responses, articles, social media and web content.
relevant. Debategraph\textsuperscript{20} was used to build the relationships between the nodes, build the overall mind-map from these relationships and extract and visualise the clusters that emerged with this map. This allowed me to explore the interconnectedness amongst the nodes and emerging themes as well as analyse the content of each of the nodes.

The cluster revealed the themes present in the data and the relationship of the themes to each other and to the underlying structure of the data as a whole. Joffe (2011) stresses that one of the advantages of thematic analysis is its flexibility with respect to how it can be used to accurately fit the data being analysed. I found that combining a focus on themes with the visualisation of the data with the clusters in Debategraph gave a very rigorous formalisation of the data.

Below I provide a more detailed account of the data analysis steps.

**Phase 1: Familiarising yourself with the data**

The initial stage of data analysis familiarises the researcher with the material obtained from the interview process and interactions with the interviewees. This involves the researcher in transcribing the text of the interview recordings. In this step, the researcher reads and rereads the entire data set in combination with replaying the audio recordings. Repeated iterations of transcripts ensure absolute accuracy of the interviewees’ accounts.

**Phase 2: Coding the data to generate nodes**

Each interview transcript is imported into a designated NVivo file. Generating nodes that interview data can be coded into then began. The complete list of the nodes is supplied in appendix Y. Identifying and coding the textual invariants enables the text relating to each textual invariant to be gathered into one place and organised within its own node. Using NVivo to do this also means that the researcher can track back to where any piece of text

\textsuperscript{20} Debategraph is a web-based platform that allows global communities to learn through discussion networking thoughts on particular topics, building dynamic maps from a variety of perspectives. Further information can be found on website debategraph.org
originally came from within an interview if they want to look at that original context. This is an important step in sorting and formalising the data. The content of some nodes related directly to answers to specific questions (e.g. concerns about confidentiality can inhibit students’ help-seeking behaviour). Some codes referred to issues arising from the literature (e.g. “a lack of funding”). Others related to a theme that emerged from the data alone that had not appeared previously in the literature (e.g. “issues with institutions”). NVivo was used as it enabled the management of dense and interrelated data and facilitated the deeper level of analysis involved in the cluster analysis.

**Phase 3: Collating the codes into themes**

Once coding in NVivo nodes was completed, this phase then focused on identifying broader potential themes and patterns, and then collecting all data relevant to each potential theme. To support this process, I used Debategraph to generate a mind-map in which I was able systematically consider the relationships between all the nodes and how strong those relationships were in the data. All the nodes and their relationships were put in the full map. Debategraph was populated with nodes that represented each of the nodes containing data in NVivo. The next step involved identifying connections among the nodes and rating the relationships based on the strength of their connections. All of the nodes were individually considered in relation to every other node. The contents of the nodes under consideration in NVivo was considered in each case and the relationships were considered in both directions. The existence and the strength of a relationship between Node A and Node B, for instance, was reviewed both in terms of the relationship from A to B and from B to A. This was done between Node A and every other node and Node A. Once these relationships were established the node clusters emerged. Each cluster of nodes contained more and less significant nodes. This formalisation of the data acted as a very accurate and complex mind-map that guided the deeper analysis and discussion of the data.
The advantage of this formalisation process was to achieve a very clear understanding of how the themes within each cluster relate to each other and across the whole data set in order to construct and present a narrative of the entire data.

By doing this, the researcher can see the “landscape” of the whole data set and main node clusters that represent the themes within the data. Relationships between nodes were ranked from 1-5 where 1 represented a weak relationship and 5 represent a strong relationship.

When the full map was generated, cluster very clearly emerged. Within an overall map, there were thirteen clusters that contained densely and strongly connected nodes. The full map and cluster maps are available in appendix X.

Phase 4: Reviewing the coded extracts and accorded themes

In this phase, all the main themes are reviewed. This reviewing process took place at two distinct levels. Firstly, checking emerging themes by reviewing the collated text within each node to ensure that themes are significant and that there is coherence between the main themes and their sources. Secondly, a reviewing process similar to the first level, but in relation to the entire data set (Braun & Clarke, 2006).

Phase 5: Defining and naming themes

This phase is the stage where the crux of each of the themes is clearly identified. This process starts by analysing and refining the specifics of each theme by thoroughly exploring the content of the nodes within the cluster related to the theme. Supporting key quotes from the interviews were identified for each of the themes. These quotes support the significance and meaning of the theme. The purpose of this phase is to gain a clear understanding of what the themes signify and how they will be identified in the final analysis. Themes were also given titles or names that could be used in the final presentation of the data.

Phase 6: Producing the final report
This is the final stage of analysis process and discussion write-up. This phase occurs when all the main themes, interconnections and nodes have been identified. The themes should support convincingly the description of the phenomenal data or phenomenal domain being analysed. Themes and their supporting key quotes were fully described and discussed. The descriptions of the themes were written to preserve meaning. In cases where an aspect of a theme was only mentioned by one interviewee this was preserved for the reader. Themes are discussed in the manuscripts below in relation to the literature and the overall process of the research.

MANUSCRIPT ONE:

NATIONAL UNIVERSITY OF LAOS (NUOL) STAFF FEEDBACK ON THE ESTABLISHMENT OF A COUNSELLING SERVICE FOR STUDENTS

1. Abstract

This paper provides an exploration of the counselling needs of NUOL students based on staff perspectives and also provides insight into staff attitudes towards the establishment of a counselling service at the university. The research employed a questionnaire (see appendix J:) which gathered 206 NUOL staff responses including significant members of the community to the campus (14 monks). The results revealed that the vast majority of staff (93%) and community members (72%) explicitly acknowledged a need for counselling services for NUOL students and strongly supported the establishment of a counselling service (87.4% of the sample reported that counselling was either often necessary or extremely

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21 This manuscript has been prepared for submission to the Research Office and Postgraduate Centre (Unitec Institute of Technology) and also for submission the NZAC journal. The following sections will be removed prior to submission to NZAC Journal: Methodology and Ethical considerations.
necessary). The perceptions of counselling needs were similar across all types of staff surveyed (academic staff, monks, healthcare professionals and administrative staff). Academic counselling was ranked first by staff as the most important as well as being first most likely to be used by students. Staff also reported financial difficulties, academic issues and time management when assisting students. This research explores and discusses these findings with the aim of contributing to the design of a counselling service that will meet the needs of NUOL students.

2. Introduction

The significant role that counselling provision plays in supporting students’ success during academic life is widely acknowledged. This claim is strongly supported by Roger (1993), who described student counselling services as at the heart of their institutions. A large amount of research evidence shows that counselling services substantially contribute to student retention (Bishop, 1990; Bishop & Brenneman, 1986; Bishop & Walker, 1990; Illovsky, 1997; S. B. Wilson, Mason, & Ewing, 1997). To further illustrate this, an annual survey was conducted in the United States to explore the overall retention rates over a five-year period by comparing students provided with counselling provision and those who were not (Turner & Berry, 2000 as cited in Sharkin, 2004). This research revealed that the overall retention rates were higher for students with counselling (85%) than general students (74%) (Turner & Berry, 2000). This suggests that counselling makes a difference of 11% to the retention rate. Likewise, Rickinson and Rutherford (1995) reported that 16 students at high-risk of dropping out had successfully completed a university course after receiving personal counselling provision.

It is appropriate to state that academic counselling enables students to handle workload efficiently and contributes actively to student retention in higher institutions. In addition to academic performance, counselling services also make a valuable contribution to the
psychological well-being of students. Monti, Tonetti, and Bitti (2013) carried out an assessment to explore the success of psychological treatments at a student counselling service. Based on a before-and-after scoring method, they concluded that the psychological symptoms of students who received counselling considerably decreased with respect to anxiety, depression and somatization\textsuperscript{22}. Hysenbegasi, Hass, and Rowland (2005) provide evidence which shows that students’ mental health problems have a negative impact on their academic achievement. They illustrate that depression has a significant association with drop in GPA. Therefore, counselling services play a vital role in supporting students to overcome psychological problems as well as academic difficulties occurring throughout their tertiary education.

No studies have been conducted to research how necessary counselling services are for tertiary students in Laos. In spite of this, there is no reason to suspect that a counselling service in Laos would not be of similar value to counselling services in other countries. For this reason, the Department of Educational Psychology, NUOL intends to establish such a service in the near future to meet student demand for assistance with both academic and mental health issues. To be able to ascertain the necessity of counselling services and also to design a counselling service that meets the needs of NUOL students, this research is, therefore, interested in exploring staff feedback on the establishment of a counselling service for students.

3. Study sample

The participants were staff members working in 11 faculties on four different campuses of the NUOL, as well as Buddhist monks from monasteries surrounding NUOL campuses.

\textsuperscript{22} Somatization: The normal, unconscious process by which psychological distress is expressed as physical symptoms. For example, a person with clinical depression may complain of stomach pains that prove to have no physical cause. Retrieved 25/6/2018 from www.medicinenet.com
The participation in this research was voluntary; the staff who responded to invitations to participate in the survey were given a questionnaire.

The sampling method used for this research was stratified sampling. The stratification process included staff members across 11 faculties and Buddhist monks at surrounding monasteries of the NUOL. The staff strata were further stratified into academic staff (123), administrative staff (59), healthcare professionals (10) and Buddhist monks (14). A total of 206 copies of the questionnaire were distributed to these four groups. Approximately 10% of the NUOL staff population were canvased in this way.

Prior to distribution of the questionnaire to the staff, an approval letter for data collection was granted by The Dean of Faculty of Education (see appendix E:). As monks act as a significant source of unofficial support for NUOL students, questionnaires were sent to them separately. There are four monasteries in proximity to the NUOL campuses with several monks per monastery. The head Lama at each monastery was approached and they agreed to allow the distribution of an appropriate number of questionnaires to the monks who assisted students in some ways.

4. Data collection

A paper-based questionnaire was employed for gathering data in this research. A total of 206 copies of the questionnaire were sent to 206 staff members to generate adequate information for data analysis. All correspondence in Laos was conducted in Lao language and translated into English for the purpose of presentation of this research. To ensure the questionnaire was distributed to staff across the NUOL, the Invitation to Participate (see appendix H:) accompanied the questionnaire (see appendix J:). The distribution was also endorsed by the Deans of all Faculties and assisted by the researcher’s peers and colleagues. All participants were asked to complete the survey and submit it as soon as possible. The questionnaire comprises blanks for participants to fill in demographic information such as
staff type and age group to see the differences of perspectives amongst the four types of staff and distinct age group. The overall goal of this questionnaire is to collect information about staff perspective on the establishment of a counselling service for students at the NUOL which is in the process of being established.

The questionnaire survey was distributed to staff members who are working on different campuses across the NUOL and monasteries nearby between June and July 2016. The questionnaire generated sufficient data to identify the potential need for a student counselling service at the NUOL and to help design a counselling service that can meet the needs of NUOL students.

5. Data analysis

The data analysis for this research was undertaken using two statistical approaches. Firstly, descriptive statistics presented the data either using numbers (percentage or ratios), tables or graphs. Alongside the descriptive statistics, inferential statistics was employed to drill deeper into the data collected and test various hypotheses and confirm statistical significance in the context of the research questions. Due to the categorical nature of the data, the most appropriate statistical test to employ was the Chi-Square test. This test was used to measure the association/relationship between two variables at a time in an attempt to determine whether the association was statistically significant.

6. Results

Response rate and characteristics of the sample

The response rate from the staff survey was 100%. A total of 206 responses were received, out of which 151 surveys were fully completed. The overall age range was between 20-60 years, of which 30-34 years was the largest group (20%), followed by 25-29 (15%), 35-39 (15%) and 40-44 (14.6%). Table 1 displays the survey responses rate by “staff type”.
### Staff participants (n= 206)

<table>
<thead>
<tr>
<th>Staff type</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td>123</td>
<td>59.7%</td>
</tr>
<tr>
<td>Monks</td>
<td>14</td>
<td>6.8%</td>
</tr>
<tr>
<td>Healthcare professionals</td>
<td>10</td>
<td>4.9%</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>59</td>
<td>28.6%</td>
</tr>
<tr>
<td>Total</td>
<td>206</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 1: Response rate by staff type*

#### 6.1. The potential need for a counselling service for NUOL students

Table 2 represents the staff perceptions of NUOL student need for a counselling service. Overall, it can be noticed that a large majority of staff reported that counselling services were either “often necessary” or “extremely necessary” (87.4%).

<table>
<thead>
<tr>
<th>How necessary do you think CSs are for students?</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not necessary</td>
<td>1</td>
<td>0.5%</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Sometimes necessary</td>
<td>23</td>
<td>11.2%</td>
</tr>
<tr>
<td>Often necessary</td>
<td>96</td>
<td>46.6%</td>
</tr>
<tr>
<td>Extremely necessary</td>
<td>84</td>
<td>40.8%</td>
</tr>
<tr>
<td>Total</td>
<td>206</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 2: Staff perceptions of NUOL student need for counselling services*

#### 6.1.1. Staff perceptions of a counselling need by “staff type”

There were four types of NUOL staff recruited as shown in table 1. The researcher tried to explore whether the perceptions were homogenous across the four staff types. This was done using the cross-tabulation method and this generated a Chi-Square value and a
corresponding p-value. Statistical significance of homogeneity was assessed using the p-value. Figure 1 shows how each of the four staff types identified perceived the need for student counselling services.

![Staff perceptions of the need for counselling](image)

*Figure 1: Staff perceptions of a counselling need by “staff type”*

The Chi-Square test revealed that the perceptions of counselling needs were homogeneous across all kinds of staff. The difference in the perceptions, by staff type, was not statistically significant (Chi-Square = 19.086, p-value\(^{23} = 0.086\)).

**6.2. Importance rankings for 4 types of counselling services**

There were four types of counselling services listed in the questionnaire: academic, social and personal, career and other counselling services. Staff were asked to rank each of them on a four-point scale where 1 represented the most important and 4 represented the least important.

**Academic counselling**

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\(^{23}\) If p-value is less than 0.05, it implies that the results are statistically significant, else it is not statistically significant
A great majority of the staff (66%) ranked this service as the most important (“Rank 1”). An estimated 13% ranked it as “Rank 2”, 17.5% chose “Rank 3” and 3.4% chose “Rank 4”.

**Career counselling**

Around one sixth of the staff (16.5%) ranked this service as the most important. Slightly over half of the staff (53.4%) ranked it as “Rank 2”, 27.2% chose “Rank 3” and about 4% chose “Rank 4”.

**Social and personal counselling**

Almost 13% of the staff ranked this service as the most important and nearly 30% ranked it as “Rank 2”. Under half chose it as “Rank 3” (48.1%) and 9.7% chose “Rank 4”.

**Other types of counselling**

The vast majority of the staff (83.5%) ranked this service as the least important (“Rank 4”). Only a very small proportion (3.9%) ranked it as “Rank 1”, 5.3% chose “Rank 2” and 7.3% chose “Rank 4”.

Figure 2 summarises the importance rankings for all four types of counselling services.
In terms of the ranking for the most importance, “Academic counselling” (66%) rated first, “Career counselling” (17%) rated second, “Social and Personal counselling” (13%) rated third and others (4%) rated fourth.

6.3. Rankings of 4 types of counselling in terms of likely frequency of use

The section above talked about the importance of the four types of counselling services. Now we will look at the rankings with respect to how often staff believe students would use the different types of counselling.

Academic counselling

Over half (63%) of the staff ranked this service as likely to be most commonly used by NUOL students ("Rank 1"). An estimated 19% chose it as “Rank 2”, 14.1% chose “Rank 3” and about 4% chose “Rank 4”.

Career counselling

Over one fifth of the staff (22.3%) ranked this service as likely to be most commonly used by NUOL students. Slightly over half ranked it as “Rank 2” (54.4%), about 20% chose it as “Rank 3” and 3.4% chose “Rank 4”.

Social and personal counselling

A small percentage of the staff (12.1%) ranked this service as likely to be most commonly used by NUOL students. Almost a quarter (24.3%) ranked it as “Rank 2”. Well over half (59.2%) chose it as “Rank 3” and only 4.4% chose “Rank 4”.

Other types of counselling

The vast majority (88.3%) of the staff ranked this service as likely to be least commonly used by NUOL students (“Rank 4”). A very small proportion (2.4%) ranked it as “Rank 1”, 2.4% chose “Rank 2” and 6.8% chose “Rank 3”.

Figure 3 summarises the rankings of all four types of counselling services in terms of likely frequency of use.

As revealed in the graph, “Academic counselling” received the highest ranking with over half of the sample (130/206 staff) choosing it as “Rank 1”. From this result, “Academic counselling” appears likely to be the most commonly used by NUOL students. Over one fifth of staff ranked “Career counselling” as “Rank 1”, which suggests that this kind of counselling may be the second most commonly used. An estimated 12% ranked “Social and Personal counselling” as “Rank 1”, which appears likely to be the third most commonly used.

6.4. The issues dealt with in assisting students

Staff participants were asked to tick all the listed issues that they have dealt with in counselling students (including casual talks). The data revealed that students had approached staff for support with an extensive range of issues. Responses for each issue was captured as “yes” or “no”. The following table inclusively illustrates the issues that staff dealt with for
students. The data is sorted from the highest number of staff who selected this issue to the lowest.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Category(^{24})</th>
<th>Students’ issues</th>
<th>Number of staff who dealt with this issue (/206)</th>
<th>Percentage of staff who dealt with this issue (/100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ac</td>
<td>Academic achievement (poor)</td>
<td>121</td>
<td>58.7%</td>
</tr>
<tr>
<td>2</td>
<td>Ac</td>
<td>Academic writing issues</td>
<td>118</td>
<td>57.3%</td>
</tr>
<tr>
<td>3</td>
<td>Fi</td>
<td>Financial difficulties</td>
<td>118</td>
<td>57.3%</td>
</tr>
<tr>
<td>4</td>
<td>So</td>
<td>Lack of assertiveness</td>
<td>103</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>Ac</td>
<td>Career counselling</td>
<td>101</td>
<td>49%</td>
</tr>
<tr>
<td>6</td>
<td>Ac</td>
<td>Anxiety of test-taking</td>
<td>99</td>
<td>48.1%</td>
</tr>
<tr>
<td>7</td>
<td>So</td>
<td>Lack of confidence</td>
<td>88</td>
<td>42.7%</td>
</tr>
<tr>
<td>8</td>
<td>Ac</td>
<td>Other academic difficulties</td>
<td>87</td>
<td>42%</td>
</tr>
<tr>
<td>9</td>
<td>So</td>
<td>Issues with friends</td>
<td>78</td>
<td>37.9%</td>
</tr>
<tr>
<td>10</td>
<td>Fa</td>
<td>Family problems</td>
<td>76</td>
<td>36.9%</td>
</tr>
<tr>
<td>11</td>
<td>Ac</td>
<td>Academic speaking issues</td>
<td>74</td>
<td>35.9%</td>
</tr>
<tr>
<td>11</td>
<td>Ac</td>
<td>Goal setting</td>
<td>74</td>
<td>35.9%</td>
</tr>
<tr>
<td>13</td>
<td>C</td>
<td>Adjusting to student life</td>
<td>64</td>
<td>31.1%</td>
</tr>
<tr>
<td>14</td>
<td>Tm</td>
<td>Time management</td>
<td>63</td>
<td>30.6%</td>
</tr>
<tr>
<td>15</td>
<td>Ac</td>
<td>Academic achievement (high)</td>
<td>61</td>
<td>29.6%</td>
</tr>
<tr>
<td>16</td>
<td>So</td>
<td>Social difficulties</td>
<td>56</td>
<td>27.2%</td>
</tr>
<tr>
<td>17</td>
<td>P</td>
<td>Anxiety (general)</td>
<td>52</td>
<td>25.2%</td>
</tr>
<tr>
<td>18</td>
<td>C</td>
<td>Adjusting from urban district to city life</td>
<td>48</td>
<td>23.3%</td>
</tr>
<tr>
<td>19</td>
<td>Ac</td>
<td>Problem-solving ability</td>
<td>47</td>
<td>22.8%</td>
</tr>
<tr>
<td>19</td>
<td>So</td>
<td>Issues with intimate relationships</td>
<td>47</td>
<td>22.8%</td>
</tr>
</tbody>
</table>

\(^{24}\) Category definitions can be found in the List of abbreviations
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Family problems (Issues in students’ relationships with family)</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Fa</td>
<td>Sleeping disorder (poor quality)</td>
<td>43</td>
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</tr>
<tr>
<td>22</td>
<td>P</td>
<td>Abnormal cognition</td>
<td>42</td>
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</tr>
<tr>
<td>23</td>
<td>P</td>
<td>Issues with interpersonal relationships</td>
<td>42</td>
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</tr>
<tr>
<td>23</td>
<td>So</td>
<td>Stress (pressure to perform)</td>
<td>39</td>
<td>18.9%</td>
</tr>
<tr>
<td>25</td>
<td>Ac</td>
<td>Bereavement</td>
<td>38</td>
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</tr>
<tr>
<td>26</td>
<td>P</td>
<td>Abnormal behaviour</td>
<td>37</td>
<td>18%</td>
</tr>
<tr>
<td>27</td>
<td>Ad</td>
<td>Addictions (video games, online games)</td>
<td>37</td>
<td>18%</td>
</tr>
<tr>
<td>29</td>
<td>E</td>
<td>Eating disorder (anorexia)</td>
<td>34</td>
<td>16.5%</td>
</tr>
<tr>
<td>30</td>
<td>Ad</td>
<td>Addictions (drugs)</td>
<td>32</td>
<td>5.5%</td>
</tr>
<tr>
<td>31</td>
<td>C</td>
<td>Adjusting from rural to city life</td>
<td>31</td>
<td>15%</td>
</tr>
<tr>
<td>31</td>
<td>P</td>
<td>Coping style</td>
<td>31</td>
<td>15%</td>
</tr>
<tr>
<td>33</td>
<td>P</td>
<td>Grief and loss</td>
<td>29</td>
<td>14.1%</td>
</tr>
<tr>
<td>33</td>
<td>P</td>
<td>Sleeping disorder (insufficient)</td>
<td>29</td>
<td>14.1%</td>
</tr>
<tr>
<td>33</td>
<td>P</td>
<td>Depression</td>
<td>29</td>
<td>14.1%</td>
</tr>
<tr>
<td>36</td>
<td>Ad</td>
<td>Addictions (alcohol)</td>
<td>28</td>
<td>13.6%</td>
</tr>
<tr>
<td>37</td>
<td>So</td>
<td>Loneliness</td>
<td>27</td>
<td>13.1%</td>
</tr>
<tr>
<td>38</td>
<td>P</td>
<td>Personal disorder (sub-clinical)</td>
<td>24</td>
<td>11.7%</td>
</tr>
<tr>
<td>39</td>
<td>P</td>
<td>Panic attacks</td>
<td>22</td>
<td>10.7%</td>
</tr>
<tr>
<td>40</td>
<td>E</td>
<td>Overweight</td>
<td>21</td>
<td>10.2%</td>
</tr>
<tr>
<td>41</td>
<td>P</td>
<td>Trauma</td>
<td>20</td>
<td>9.7%</td>
</tr>
<tr>
<td>42</td>
<td>Ac</td>
<td>Procrastination</td>
<td>19</td>
<td>9.2%</td>
</tr>
<tr>
<td>43</td>
<td>P</td>
<td>Sleeping disorder (oversleeping)</td>
<td>19</td>
<td>9.2%</td>
</tr>
<tr>
<td>44</td>
<td>E</td>
<td>Eating disorder (bulimia)</td>
<td>18</td>
<td>8.7%</td>
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</table>
### Table 3: Issues dealt with in assisting students

<p>| | | | | |</p>
<table>
<thead>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>E</td>
<td>Eating disorder (other)</td>
<td>16</td>
<td>7.8%</td>
</tr>
<tr>
<td>46</td>
<td>P</td>
<td>Body image</td>
<td>14</td>
<td>6.8%</td>
</tr>
<tr>
<td>47</td>
<td>Ad</td>
<td>Alcohol overconsumption/binge drinking</td>
<td>13</td>
<td>6.3%</td>
</tr>
<tr>
<td>47</td>
<td>E</td>
<td>Obesity</td>
<td>13</td>
<td>6.3%</td>
</tr>
<tr>
<td>50</td>
<td>Ad</td>
<td>Other addictions</td>
<td>13</td>
<td>6.3%</td>
</tr>
<tr>
<td>51</td>
<td>Se</td>
<td>HIV/AIDS</td>
<td>12</td>
<td>5.8%</td>
</tr>
<tr>
<td>51</td>
<td>Se</td>
<td>Issues with sexuality</td>
<td>11</td>
<td>5.3%</td>
</tr>
<tr>
<td>52</td>
<td>Su</td>
<td>Suicidal thoughts (passive)</td>
<td>10</td>
<td>4.9%</td>
</tr>
<tr>
<td>52</td>
<td>Se</td>
<td>Sexual harassment</td>
<td>10</td>
<td>4.9%</td>
</tr>
<tr>
<td>52</td>
<td>P</td>
<td>Perfectionism</td>
<td>10</td>
<td>4.9%</td>
</tr>
<tr>
<td>55</td>
<td>Se</td>
<td>Sexual issues (other)</td>
<td>9</td>
<td>4.4%</td>
</tr>
<tr>
<td>56</td>
<td>E</td>
<td>Eating disorder (compulsive eating)</td>
<td>8</td>
<td>3.9%</td>
</tr>
<tr>
<td>57</td>
<td>Se</td>
<td>Rape</td>
<td>7</td>
<td>3.4%</td>
</tr>
<tr>
<td>58</td>
<td>Su</td>
<td>Suicidal thoughts (active)</td>
<td>5</td>
<td>2.4%</td>
</tr>
<tr>
<td>58</td>
<td>Se</td>
<td>Sexual communication</td>
<td>5</td>
<td>2.4%</td>
</tr>
<tr>
<td>60</td>
<td>P</td>
<td>Bipolar disorder</td>
<td>3</td>
<td>1.5%</td>
</tr>
<tr>
<td>61</td>
<td>Se</td>
<td>Sexual assault</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>62</td>
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<td>Other</td>
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<td>0%</td>
</tr>
<tr>
<td>63</td>
<td>E</td>
<td>Eating disorder (compulsive diet)</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### 6.4.1. Issues dealt with in assisting students by “staff type”

The following table inclusively illustrates the issues that each staff type dealt with in supporting students. The data is sorted for each issue according to the number of each of the four groups surveyed who dealt with the issue. This is also expressed as a percentage in the table.
<table>
<thead>
<tr>
<th>Category</th>
<th>Students’ issues</th>
<th>Number of academic staff who dealt with this issue (/123)</th>
<th>Number of monks who dealt with this issue (/14)</th>
<th>Number of healthcare professionals who dealt with this issue (/10)</th>
<th>Number of administrative staff who dealt with this issue (/59)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal behaviour</td>
<td></td>
<td>22 (18%)</td>
<td>3 (21.4%)</td>
<td>3 (30%)</td>
<td>9 (15.3%)</td>
</tr>
<tr>
<td>Abnormal cognition</td>
<td></td>
<td>15 (12.2%)</td>
<td>7 (50%)</td>
<td>4 (40%)</td>
<td>16 (27%)</td>
</tr>
<tr>
<td>Academic achievement (poor)</td>
<td>c</td>
<td>83 (67.5%)</td>
<td>5 (35.7%)</td>
<td>1 (10%)</td>
<td>32 (54.2%)</td>
</tr>
<tr>
<td>Academic achievement (high)</td>
<td>c</td>
<td>41 (33.3%)</td>
<td>4 (29%)</td>
<td>1 (10%)</td>
<td>15 (25.4%)</td>
</tr>
<tr>
<td>Academic speaking issues</td>
<td>c</td>
<td>55 (45%)</td>
<td>2 (14%)</td>
<td>0</td>
<td>17 (29%)</td>
</tr>
<tr>
<td>Academic writing issues</td>
<td>c</td>
<td>81 (66%)</td>
<td>5 (36%)</td>
<td>2 (20%)</td>
<td>30 (51%)</td>
</tr>
<tr>
<td>Other academic difficulties</td>
<td>c</td>
<td>65 (53%)</td>
<td>6 (43%)</td>
<td>0</td>
<td>16 (27%)</td>
</tr>
<tr>
<td>Addictions (alcohol)</td>
<td>d</td>
<td>12 (10%)</td>
<td>4 (28%)</td>
<td>3 (30%)</td>
<td>9 (15.3%)</td>
</tr>
<tr>
<td>Alcohol overconsumption</td>
<td>d</td>
<td>6 (5%)</td>
<td>1 (7.1%)</td>
<td>2 (20%)</td>
<td>4 (7%)</td>
</tr>
<tr>
<td>Addictions (drugs)</td>
<td>d</td>
<td>12 (10%)</td>
<td>6 (43%)</td>
<td>4 (40%)</td>
<td>10 (17%)</td>
</tr>
<tr>
<td>Addictions (video games, online games)</td>
<td>d</td>
<td>16 (13%)</td>
<td>3 (21.4%)</td>
<td>0</td>
<td>18 (30.5%)</td>
</tr>
<tr>
<td>Other addictions</td>
<td>d</td>
<td>6 (5%)</td>
<td>1 (7.1%)</td>
<td>1 (10%)</td>
<td>5 (5.5%)</td>
</tr>
<tr>
<td>Adjusting to student life</td>
<td>d</td>
<td>37 (30.1%)</td>
<td>5 (36%)</td>
<td>1 (10%)</td>
<td>21 (35.6%)</td>
</tr>
<tr>
<td>Adjusting from urban district to city life</td>
<td>d</td>
<td>28 (58.3%)</td>
<td>6 (43%)</td>
<td>1 (10%)</td>
<td>13 (22%)</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>Percentage</td>
<td>Count</td>
<td>Percentage</td>
<td>Count</td>
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<td>--------------------------------</td>
<td>-------</td>
<td>------------</td>
<td>-------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>Adjusting from rural to city life</td>
<td>21(17.1%)</td>
<td>4(28%)</td>
<td>1(10%)</td>
<td>5(8.5%)</td>
<td></td>
</tr>
<tr>
<td>Anxiety (general)</td>
<td>28(23%)</td>
<td>7(50%)</td>
<td>4(40%)</td>
<td>13(22%)</td>
<td></td>
</tr>
<tr>
<td>Anxiety about test-taking</td>
<td>71(58%)</td>
<td>3(21.4%)</td>
<td>4(40%)</td>
<td>21(35.6%)</td>
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</tr>
<tr>
<td>Panic attacks</td>
<td>12(10%)</td>
<td>4(28%)</td>
<td>2(20%)</td>
<td>4(7%)</td>
<td></td>
</tr>
<tr>
<td>Bipolar disorder</td>
<td>2(1.6%)</td>
<td>0</td>
<td>0</td>
<td>1(1.7%)</td>
<td></td>
</tr>
<tr>
<td>Bereavement</td>
<td>21(17.1%)</td>
<td>3(21.4%)</td>
<td>7(70%)</td>
<td>7(12%)</td>
<td></td>
</tr>
<tr>
<td>Body image</td>
<td>10(8.1%)</td>
<td>1(7.1%)</td>
<td>1(10%)</td>
<td>2(3.4%)</td>
<td></td>
</tr>
<tr>
<td>Career counselling</td>
<td>67(54.5%)</td>
<td>8(57.1%)</td>
<td>4(40%)</td>
<td>22(37.3%)</td>
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<tr>
<td>Copying style</td>
<td>18(14.6%)</td>
<td>4(28%)</td>
<td>1(10%)</td>
<td>8(13.6%)</td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td>9(7.3%)</td>
<td>6(43%)</td>
<td>3(30%)</td>
<td>11(18.6%)</td>
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</tr>
<tr>
<td>Eating disorder (anorexia)</td>
<td>12(10%)</td>
<td>0</td>
<td>9(90%)</td>
<td>13(22%)</td>
<td></td>
</tr>
<tr>
<td>Eating disorder (bulimia)</td>
<td>10(8.1%)</td>
<td>0</td>
<td>4(40%)</td>
<td>4(7%)</td>
<td></td>
</tr>
<tr>
<td>Eating disorder (compulsive dieting)</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Eating disorder (compulsive eating)</td>
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<td>1(7.1%)</td>
<td>2(20%)</td>
<td>2(3.4%)</td>
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</tr>
<tr>
<td>Eating disorder (other)</td>
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<td>3(30%)</td>
<td>10(17%)</td>
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<td>3(30%)</td>
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<td>Percentage</td>
<td>Count</td>
<td>Percentage</td>
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<td>-------</td>
<td>------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>a</td>
<td>Family problems (issues in students’ relationship with family)</td>
<td>26(21.1%)</td>
<td>4(28%)</td>
<td>1(10%)</td>
<td>13(22%)</td>
</tr>
<tr>
<td>i</td>
<td>Financial difficulties</td>
<td>80(65%)</td>
<td>9(64%)</td>
<td>3(30%)</td>
<td>26(44.1%)</td>
</tr>
<tr>
<td>c</td>
<td>Goal setting</td>
<td>49(40%)</td>
<td>7(50%)</td>
<td>1(10%)</td>
<td>17(29%)</td>
</tr>
<tr>
<td>c</td>
<td>Grief and loss</td>
<td>14(11.4%)</td>
<td>5(36%)</td>
<td>5(50%)</td>
<td>5(8.5%)</td>
</tr>
<tr>
<td>e</td>
<td>HIV/AIDS</td>
<td>3(2.4%)</td>
<td>0</td>
<td>9(90%)</td>
<td>0</td>
</tr>
<tr>
<td>o</td>
<td>Issues with friends</td>
<td>53(43.1%)</td>
<td>7(50%)</td>
<td>2(20%)</td>
<td>16(27.1%)</td>
</tr>
<tr>
<td>o</td>
<td>Issues with intimate relationships</td>
<td>28(23%)</td>
<td>5(36%)</td>
<td>3(30%)</td>
<td>11(18.6%)</td>
</tr>
<tr>
<td>o</td>
<td>Issues with interpersonal relationships</td>
<td>24(19.5%)</td>
<td>3(21%)</td>
<td>2(20%)</td>
<td>13(22%)</td>
</tr>
<tr>
<td>e</td>
<td>Issues with sexuality</td>
<td>6(5%)</td>
<td>0</td>
<td>5(50%)</td>
<td>0</td>
</tr>
<tr>
<td>o</td>
<td>Lack of assertiveness</td>
<td>68(55.3%)</td>
<td>7(50%)</td>
<td>1(10%)</td>
<td>27(46%)</td>
</tr>
<tr>
<td>o</td>
<td>Lack of confidence</td>
<td>59(48%)</td>
<td>5(36%)</td>
<td>1(10%)</td>
<td>23(39%)</td>
</tr>
<tr>
<td>o</td>
<td>Loneliness</td>
<td>12(10%)</td>
<td>5(36%)</td>
<td>3(30%)</td>
<td>7(12%)</td>
</tr>
<tr>
<td>o</td>
<td>Obesity</td>
<td>5(4.1%)</td>
<td>1(7.1%)</td>
<td>5(50%)</td>
<td>2(3.4%)</td>
</tr>
<tr>
<td>o</td>
<td>Overweight</td>
<td>11(9%)</td>
<td>2(14.3%)</td>
<td>6(60%)</td>
<td>2(3.4%)</td>
</tr>
<tr>
<td>o</td>
<td>Perfectionism</td>
<td>4(3.3%)</td>
<td>3(21.4%)</td>
<td>0</td>
<td>3(5.1%)</td>
</tr>
<tr>
<td></td>
<td>Personality disorders (sub-clinical)</td>
<td>Problem-solving ability</td>
<td>Putting things off</td>
<td>Rape</td>
<td>Sexual assault</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------</td>
<td>-------------------</td>
<td>------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>14(11.4%)</td>
<td>27(22%)</td>
<td>7(5.7%)</td>
<td>4(3.3%)</td>
<td>2(1.6%)</td>
</tr>
<tr>
<td></td>
<td>4(28%)</td>
<td>4(28%)</td>
<td>1(7.1%)</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>3(30%)</td>
<td>1(10%)</td>
<td>0%</td>
<td>3(30%)</td>
<td>6(60%)</td>
</tr>
<tr>
<td></td>
<td>3(5.1%)</td>
<td>15(25.4%)</td>
<td>11(18.6%)</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
There was a total of 63 different issues, as per Table 4, that were dealt with by staff type in assisting NUOL students. The researcher tried to explore whether the issues were homogenous across the four staff types. This was done using the cross-tabulation method and this generated a Chi-Square value and a corresponding p-value. Statistical significance of homogeneity was assessed using the p-value, that is, as p-value was less than 0.005 denoted statistical significance. Table 5 shows the various types of issues that are not homogenous across the four staff types.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Chi-Square ($\chi^2$)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal cognition</td>
<td>7.664</td>
<td>0.022</td>
</tr>
<tr>
<td>Addictions (alcohol)</td>
<td>15.345</td>
<td>0.000</td>
</tr>
<tr>
<td>Alcohol overconsumption/binge drinking</td>
<td>8.817</td>
<td>0.012</td>
</tr>
<tr>
<td>Addictions (video games, online games)</td>
<td>19.292</td>
<td>0.000</td>
</tr>
<tr>
<td>Other addictions</td>
<td>12.191</td>
<td>0.002</td>
</tr>
<tr>
<td>Anxiety about test-taking</td>
<td>31.724</td>
<td>0.000</td>
</tr>
<tr>
<td>Bipolar disorder</td>
<td>6.231</td>
<td>0.044</td>
</tr>
<tr>
<td>Bereavement</td>
<td>8.145</td>
<td>0.017</td>
</tr>
<tr>
<td>Career counselling</td>
<td>7.032</td>
<td>0.030</td>
</tr>
<tr>
<td>Coping style</td>
<td>8.456</td>
<td>0.015</td>
</tr>
<tr>
<td>Eating disorder (anorexia)</td>
<td>7.137</td>
<td>0.028</td>
</tr>
<tr>
<td>Eating disorder (bulimia)</td>
<td>22.962</td>
<td>0.000</td>
</tr>
<tr>
<td>Financial difficulties</td>
<td>9.199</td>
<td>0.010</td>
</tr>
</tbody>
</table>
### Table 5: The statistically significant issues across the four staff types

<table>
<thead>
<tr>
<th>Issue</th>
<th>Value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues with friends</td>
<td>13.970</td>
<td>0.001</td>
</tr>
<tr>
<td>Issues with sexuality</td>
<td>24.003</td>
<td>0.000</td>
</tr>
<tr>
<td>Lack of assertiveness</td>
<td>10.880</td>
<td>0.004</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>17.133</td>
<td>0.000</td>
</tr>
<tr>
<td>Obesity</td>
<td>12.527</td>
<td>0.002</td>
</tr>
<tr>
<td>Overweight</td>
<td>14.836</td>
<td>0.001</td>
</tr>
<tr>
<td>Perfectionism</td>
<td>8.447</td>
<td>0.015</td>
</tr>
<tr>
<td>Rape</td>
<td>9.148</td>
<td>0.010</td>
</tr>
<tr>
<td>Sexual communication</td>
<td>7.557</td>
<td>0.023</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>17.208</td>
<td>0.000</td>
</tr>
<tr>
<td>Sexual issues (other)</td>
<td>6.785</td>
<td>0.034</td>
</tr>
<tr>
<td>Social difficulties</td>
<td>22.892</td>
<td>0.000</td>
</tr>
<tr>
<td>Stress (pressure to perform)</td>
<td>10.115</td>
<td>0.006</td>
</tr>
<tr>
<td>Suicidal thoughts (active)</td>
<td>13.108</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Financial difficulties, for instance, were an issue with which staff dealt in assisting students. The association between financial difficulties and staff type was statistically significant ($\chi^2 = 9.199$, $p=0.010$). This indicates that this issue was not homogenous across the four staff types. The data reveals that over half of the academic staff (65%) had counselled students about the financial difficulties, followed by monks (64%), administrative staff (44%) and health professionals (30%). This suggests that health professionals are least likely to deal with students in assisting financial difficulties.

### 6.4.2. Issues dealt with in assisting students by staff “age group”
A similar cross-tabulation of the issues was done by staff “age group” to explore whether the issues were homogenous across the 10 age groups. Table 6 represents only the issues which are not homogenous across the 10 age groups.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Chi-Square ($\chi^2$)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement (poor)</td>
<td>15.843</td>
<td>0.045</td>
</tr>
<tr>
<td>Other addictions</td>
<td>18.480</td>
<td>0.018</td>
</tr>
<tr>
<td>Eating disorder (bulimia)</td>
<td>16.109</td>
<td>0.041</td>
</tr>
<tr>
<td>Sleeping disorder (poor quality)</td>
<td>19.683</td>
<td>0.012</td>
</tr>
<tr>
<td>Sleeping disorder (insufficient sleep)</td>
<td>19.278</td>
<td>0.013</td>
</tr>
</tbody>
</table>

*Table 6: The five statistically significant issues across the ten age groups*

The following table breaks down the data in table 6 into ten age groups according to the age of the participants. The data is sorted for the five issues according to the number of each of the ten age groups surveyed who dealt with the issue.

<table>
<thead>
<tr>
<th>Age groups of the participants</th>
<th>Academic achievement (poor)</th>
<th>Other addictions</th>
<th>Eating disorder (bulimia)</th>
<th>Sleeping disorder (poor quality)</th>
<th>Sleeping disorder (insufficient sleep)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19 years (0 participants)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-24 years (24 participants)</td>
<td>15 (62.5%)</td>
<td>3 (10%)</td>
<td>0 (5%)</td>
<td>12 (50%)</td>
<td>9 (37.5%)</td>
</tr>
<tr>
<td>25-29 years (31 participants)</td>
<td>19 (61.3%)</td>
<td>1 (3.2%)</td>
<td>3 (10%)</td>
<td>9 (29%)</td>
<td>4 (13%)</td>
</tr>
<tr>
<td>30-34 years (41 participants)</td>
<td>31 (75.6%)</td>
<td>1 (2.4%)</td>
<td>2 (5%)</td>
<td>5 (12.2%)</td>
<td>5 (12.2%)</td>
</tr>
<tr>
<td>35-39 years (31 participants)</td>
<td>18 (58.1%)</td>
<td>1 (3.2%)</td>
<td>7 (22.6%)</td>
<td>5 (16.1%)</td>
<td>5 (16.1%)</td>
</tr>
</tbody>
</table>
### Table 7: The five statistically significant issues identified by “the ten age groups”

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Numbers of Staff</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-44 years</td>
<td>16 (53.3%)</td>
<td>2 (6.7%)</td>
</tr>
<tr>
<td>(30 participants)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45-49 years</td>
<td>9 (50%)</td>
<td>0</td>
</tr>
<tr>
<td>(18 participants)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-54 years</td>
<td>11 (58%)</td>
<td>5 (26.3%)</td>
</tr>
<tr>
<td>(19 participants)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55-59 years</td>
<td>1 (10%)</td>
<td>0</td>
</tr>
<tr>
<td>(10 participants)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 years+</td>
<td>1 (50%)</td>
<td>0</td>
</tr>
<tr>
<td>(2 participants)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.4.3. Summarising into broad categories the issues dealt with in assisting students

The issues that staff dealt with for students presented in table 3 were grouped into the following categories (see appendix B:)

- Academic concerns (Ac)
- Financial difficulties (Fi)
- Time management (Tm)
- Social difficulties (So)
- Cultural issues (C)
- Personal issues (P)
- Eating issues (E)
- Family issues (Fa)
- Addictions (Ad)
- Suicide (Su)
- Sexual concerns (Se)

This data is summarised in the graph below:
6.5. Frequency of staff support provision/delivery

The data obtained from NUOL staff reveals that they provided assistance to students at different levels of frequency. The questionnaire allowed for 5 levels of frequency: once a month, once a fortnight, once a week, more than once a day and once a day. Figure 5 illustrates the five different levels of frequency of staff support in percentages.

As shown in the pie chart, well over half of staff (almost 60%) reported that they gave students support “Once a month”.

6.6. Perceptions of the helpfulness of a counselling service

Table 8 represents staff perceptions of the helpfulness of a counselling service. Overall, it can be noticed that the vast majority of staff indicated that counselling services would be either helpful or very helpful (92.8%).

<table>
<thead>
<tr>
<th>Would it be helpful to have a student counselling service?</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful</td>
<td>135</td>
<td>65.5%</td>
</tr>
<tr>
<td>Very helpful</td>
<td>56</td>
<td>27.3%</td>
</tr>
<tr>
<td>Undecided</td>
<td>14</td>
<td>6.8%</td>
</tr>
<tr>
<td>Not helpful</td>
<td>1</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
6.6.1. Perceptions of the helpfulness of a future counselling service by “staff type”

The table above represents the staff perceived helpfulness of counselling. A cross tabulation of the perceptions was done by “staff type” to determine whether the perceptions were homogenous across the four different staff types. Figure 6 displays the perceived helpfulness of a counselling service by “staff type” in percentage.

Figure 6: Perceptions of the helpfulness of a future counselling service by ‘staff type’

From the graph, it appears that the perceptions of the helpfulness of a future counselling service is similar across the four staff types. A Chi-Square test revealed that the difference in the perceptions, by staff type, was not statistically significant ($\chi^2 = 15.183$, $p = 0.086$). It could be concluded that all of the staff acknowledge the helpfulness of counselling for students.

6.6.2. Perceptions of the helpfulness of a future counselling service by “age group”

A similar cross-tabulation of the perceived helpfulness was done by staff “age group” to explore whether the perceptions were homogenous across the 10 age groups. No
statistically significant result was found between these two variables ($\chi^2 = 22.350$, p= 0.558).

It can be concluded that all age groups of staff recognised the helpfulness of a future counselling service.

### 6.7. Potential challenges for future counselling establishment

At the end of the questionnaire, staff participants were asked to tick all the likely challenges they believed a counselling centre could be expected to face once it has been established. Three anticipated challenges were given for the participants to choose. A fourth choice, other, was provided in the event that the participants wish to consider additional challenges.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Rating</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A shortage of funding</td>
<td>104</td>
<td>50.5%</td>
</tr>
<tr>
<td>2 A shortage of qualified staff</td>
<td>92</td>
<td>45%</td>
</tr>
<tr>
<td>3 Students’ negative perception of counselling</td>
<td>77</td>
<td>37.4%</td>
</tr>
<tr>
<td>4 Other</td>
<td>16</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Table 9: Potential challenges for future counselling establishment*

The table 9 shows slightly over half of the staff reported that funding would be challenging for the establishment of counselling services. This suggests that the provision of funding would need to be a high priority.

A lack of qualified staff received second highest ratings (45%), followed by students’ negative perception (37.4%) and other (8%), respectively. These results indicate that funding and the provision of qualified staff must be the highest priorities for decision makers. Student perceptions can perhaps be shaped by targeted programmes.
6.8. Open-ended responses offered by staff

The questionnaire allowed staff to offer open-ended responses concerning any other issues they wanted to share. These responses are summarised below.

The potential challenges that staff anticipated a counselling centre might face:

- a lack of understanding of the role of counselling in Laos society
- a need for an office in a suitable location where it is not only private but also safe.
- students’ belief that presenting issues are not that serious, so they try to solve issues themselves.
- a need for an effective approach to adverting counselling services.
- communicating reassurance with respect to privacy and confidentiality concerns
- how ethical issues in counselling would be handled in counselling
- feelings of shame and social stigma among students
- a lack of willingness to share personal and emotional issues with counsellors (e.g. sex education and family issues)
- a lack of cross-cultural counselling skills among counsellors to support ethnic minority students (e.g. sex education and family issues)
- sustaining the continuity and effectiveness of the counselling service
- the complexity and severity of presenting issues increasing among students.

Solutions to challenges that staff offered:

- making a request for an extra quota of staff from the Laotian government to ensure that the counselling centre would have sufficient qualified staff
- raising funds from university for the ongoing operation of the Centre
- operating in collaboration with existing health services
- preparing in a well-organised and well-planned way.
- providing counsellors with professional training and supervision
• taking the first step of advertising counselling services to raise students’ awareness as early as possible

• organising a variety of activities to attract students’ in the Centre

• assisting students to know more about counselling

• Making sure that student information is confidential

• ensuring that counsellors have time to build a rapport with students as an important step to help students feel comfortable in seeing a counsellor

• ensuring counselling staff are patient, friendly and accepting of all kinds of students

• initially focusing more on provincial students, particularly first-year students to assist them to grow their understanding of the culture of the University

• ensuring that the counsellors have an understanding of young adults

Other general comments staff offered:

• Students are currently faced with an incredibly wide range of issues so counselling is particularly needed to support them.

• We strongly agree with the plan to establish a counselling because it will contribute to the learning development of students.

• Telephone counselling should be included

• Each faculty should have its own service

• Services should be established at the Faculty level first, rather than the level of the whole of the NUOL

• It is suggested that we start a service with a Faculty level instead of NUOL

• Counselling could help reduce social problems such as abortion and drug addiction.
7. Discussion

7.1. Staff perceptions of the counselling needs for NUOL students

The results indicated that a large majority of the NUOL staff recognised the necessity of counselling services for NUOL student (87% reported either often necessary or extremely necessary). Significant differences did not emerge across the four types of staff surveyed. This suggests that the future establishment of a counselling centre is strongly supported by the staff who see the provision of CSs as important in contributing to students’ development and success. The literature on staff perceptions of counselling needs for tertiary students is very limited. This finding, however, is consistent with a recent study of a UK veterinary school conducted by (Pickles et al., 2012) which revealed that 88% of the staff reported a student counselling service was either important or very important for students.

The data obtained also revealed that well over half of the staff perceived academic counselling as the most important and most likely to be used by students. This suggests that staff recognise that students can experience significant difficulties with their academic work and that this may put them in a greater need of academic counselling compared to other types of counselling such as career, social and personal. No research on the benefit of academic counselling to students’ academic success in Laos has been done. A large amount of international evidence, however, has shown the positive impact of counselling on student retention (e.g., Bishop, 1990; Bishop & Brenneman, 1986; Bishop & Walker, 1990; Illovsky, 1997; Turner & Berry, 2000; S. B. Wilson et al., 1997). Boyd et al. (1996), for example, produced a research report of a summer retention programme for students who had been academically dismissed and then applied for reinstatement throughout the four semesters. Students who did not participate in the summer programme were recruited as a comparison

25 The summer retention programme was particularly designed to teach some of the skills necessary for academic success
group. By the end of the fourth semester, they observed that students who attended a summer programme had significantly higher rates of remaining enrolled (64%) than those who did not (49%). Interestingly, there is no clear evidence that academic counselling has more positive influence on student retention than social and personal counselling; the evidence suggests a broad range of CSs at NUOL benefits students. Therefore, it can be suggested that academic counselling is prioritised for future services, and social-personal counselling should be offered in conjunction with academic support.

7.2. The issues dealt with in assisting students and their frequency

The data obtained revealed that NUOL staff assisted students with an extensive range of issues. The main issues, however, can be grouped into 11 categories of concern. Among these categories, financial difficulties (57.28%) were identified as the most common issue among students, followed by academic concerns (37%), time management (31%), social issues (31%), family issues (29%), cultural concerns (23%), personal issues (14%), addictions (12%), eating concerns (7.2%), sexual concerns (4%), and suicidal thoughts (3.4%). This suggests that the issues faced by students are diverse and exist not only in the area of academic studies, but also in the areas of social-personal matters. The existing literature on the student issues dealt with by staff is sparse. The findings above, however, are corroborated by the questionnaire that was distributed to NUOL students, discussed in section 6.4, Manuscript 2. The results of this questionnaire also indicated that the financial difficulties were the most common issue faced by NUOL students.

Interestingly, the “other” issue identified a similar order of common issues. This may reflect that, because many students are distant from their families, provincial students share personal information, including financial matters, with staff and teachers. Staff and then teachers then are a reliable source of information regarding the type of support provided to and the issues dealt with by students. The lower socio-economic situation of many Laotian
families cause financial issues for many NUOL students. With regard to academic issues and time management, lecturers are the only real source of help. There are no readily available sources of professional support. This lack of resource would be offset if an academic service centre was available on the campuses at the NUOL. Sexual concerns are in turn a sensitive topic in Laotian culture. To deal with these issues in a culturally sensitive way, a subject called ‘sex education’ could be included in the undergraduate programme across the NUOL.

7.3. The differences between “staff perceptions of counselling needs for NUOL students” and “The issues dealt with in assisting students and their frequency”.

Reporting dissonance

While staff suggest that academic counselling is what is most needed for NUOL students, for instance, but the issues that they dealt with in assisting students most are financial. It can be assumed that there are still many students who are struggling with financial issues. Although 15 foundations and scholarships are variedly granted to students from 30-60 US$ per month depending on each scholarship (Student Affairs, Faculty of Education, NUOL, 2017), financial support appears to be considerably needed for students. All scholarship awardees are very carefully selected based on good academic results but lack of financial support from family. Dealing with financial issues falls well outside of academic counselling. Comment can be made as to why these differences are occurring. It might be the case, for instance, that staff believe it is not the place of the university to deal with social and personal issues. Studies from the literature reveal that these issues affect student retention as much as academic support. Nora (2001), for example, articulates that finance support is essential that students from low-income backgrounds to be enrolled and able to persist in their higher education. Earlier research evidence confirms that financial assistance has

26 Lans (Australian government) (69 students), Asian Foundation (12), Lao Beer foundation (8), Nagao Natural Environment Foundation (Japan) (12), WCCC (7), Rotary (2), Yamada (Japan) (11), Fujimoto (Japan) (6), LTC (Lao Telecommunication Company) (10), ARAY (3), Chinese Embassy Foundation (24), Mitzubishi (6), JDB (Laos) (2), Foundation of Japanese government and people (4) and Korea Foundation (2).
considerable impact on the student retention, especially for those who are economically disadvantaged (Tinto, 1999). The difference between staff perceptions of counselling needs and the issues they dealt with in assisting students indicates a potential limitation in staff perceptions of the need for a counselling service.

7.4. Potential challenges for the counselling establishment

Establishing a counselling service is a complex process requiring where many factors to be considered. Slightly over half of the staff reported that a shortage of funding was the most challenging for a future counselling centre. Other challenges are a lack of qualified staff, as well as students’ negative conceptions of counselling. This suggests that to set up a centre, NUOL counsellors and the team need to consider how a future counselling centre will be funded in the long term. In addition, counselling training and supervision are urgently required to equip counsellors with knowledge and skills. The findings of the common challenges mentioned earlier are in accordance with the obstacles experienced by different counselling services as reported in the literature, for example: a lack of funding (Hsu, 2005), a shortage of qualified staff (Hsu, 2005; 2011; Li et al., 2004; Mai, 2003; Yeo et al., 2012b) and students’ negative conceptions of counselling (Lin, 2002; Lin, 2001). Negative conceptions of counselling can refer to concerns about social stigma concerns as counselling help-seeking is still unfamiliar to NUOL students. This is consistent with another challenge that was highlighted by staff indicating that seeing counsellors might involve feelings of shame and social stigma among students. With reference to social stigma, Chang (2011) claims that students are unwilling to see counsellors as they wish to avoid “losing face”. Negative conceptions of counselling include the negative perceptions of the students themselves. This is related to the aspects of counselling which deal with delivery of services to people with severe psychological disorders or who are seriously unwell. Details of the types of negative conceptions do not form part of this research as the survey did not ask for
specific information on the students’ conceptions of counselling. The finding in this regard, however, suggests that a future counselling centre would need to minimise, and gradually eliminate conceptions both through advertising and organising related activities in order to establish a positive image of counselling among students.

8. Limitations of the present research

As this is the first investigation into staff feedback on the establishment of a counselling service at the NUOL, the present research possesses a number of limitations that are important to identify. First, no previous relevant studies are available, therefore, it is hard to make a comparison to examine whether there is a shift in the student needs for counselling.

Second, there is a dearth of literature that examines the effectiveness of existing counselling services in Laos. Unfortunately, the existing counselling services did not clarify whether the Buddhist approach was used in service delivery.

Third, the questionnaire did not include enough detailed information about the background of the staff participants for in-depth comparison. The faculty, for example, to which each NUOL staff belonged was not provided in the questionnaire thus differences in the perceptions of counselling needs for students across the eleven faculties could not be identified.

9. Recommendations for future research

More research in the future into the area of tertiary student counselling needs in Laos would be beneficial, particularly in terms of confirming and extending the findings of this research. Further research should be conducted to enrich, fill the gaps and contribute to literature on Laotian tertiary institutions of counselling services beyond the sole focus of one Laotian university.

Further demographic information of the sample (e.g. gender and faculty) could be included for future research to provide richer data and strengthen the validity of the findings.
The research questionnaire was the only method employed in this research. Future studies that use a variety of methods to identify student needs such as interviews and focus groups would be beneficial to develop the knowledge in this area. Such research would enhance the validity of the findings gained within this research.

Moreover, the questionnaire could be employed in combination with different research methods in future in order to obtain richer data and also improve the reliability of the findings.

10. Conclusion

The majority of NUOL staff explicitly acknowledge a counselling need for students. The staff responses to the questionnaire demonstrated a strong support for the establishment of a counselling service. Staff identified a variety of student counselling needs of which academic counselling was perceived as being the most important as well as most likely to be used. This suggests that academic counselling should be key focus of support in the development of a counselling service, followed by career and personal counselling. The data revealed that staff assisted students in dealing with a broad range of issues. The main counselling issues presented by students include financial, time management, family, academic, social, cultural, and personal concerns as well as addictions and eating disorders. Another significant point is that a preponderance of NUOL staff reported providing students with counselling support once a month (59%), 19% for one a week and 19% for once a fortnight. This finding suggests that staff members assist at each student at least once during his/her studies. In addition, staff revealed that a future counselling service would be either helpful or very helpful (92.8%) for students. The counselling centre is expected to experience a shortage of funding and qualified staff; these are major challenges. The challenge ranking third is potentially negative perceptions of counselling. The latter can be addressed by organising related-activities to establish a positive image of counselling. Orientation week,
for example, can be used to advertise counselling to help students have a better understanding of its functions. In particular, students should be informed that counselling is safe and confidential as everything they say will not be released or shared with others unless permission is granted. In so doing, students become more aware of the benefits of counselling. This might initially result in students’ positive attitudes towards the role of counselling.
MANUSCRIPT TWO:

NATIONAL UNIVERSITY OF LAOS (NUOL) STUDENT FEEDBACK ON THE
ESTABLISHMENT OF A COUNSELLING SERVICE FOR STUDENTS

1. Abstract

This paper identifies the counselling needs of NUOL students based on a questionnaire that was undertaken through a large-scale survey questionnaire of the student body (1,285 copies). The questionnaire focuses on student perspectives on the establishment of a counselling service and examining the types of counselling needs of students at the NUOL. Findings revealed that the large majority of students (79%) recognised the need for counselling support. Students also reported that counselling services was either often necessary or extremely necessary. Statistically significant differences did not emerge amongst the perceptions of the three-gender groups. Academic counselling was ranked first by students as the most important as well as being first most likely to be used by students. The main issues faced by students such as financial issues and academic difficulties were also identified and discussed in this research. This research explores and discusses these findings with the aim of contributing towards the design of a counselling service that will meets the need of NUOL students.

2. Introduction

College and university students tend to be faced with a variety of issues during their academic lives. When first entering the university, for example, they will experience life transition and adjustment difficulties, anxieties, career choices, and academic issues (Muola & Migosi, 2012). Several overseas studies reported that mental health issues were widespread amongst university and college students (Kim et al., 2011; Kay, 2010; Zivin et al., 2009; American College Health Association, 2007). Although no previous research on student issues in Laos was found, it is likely that students would present with problems similar to
those in the above-mentioned studies. Based on my experience as a lecturer at the NUOL since 2007, I have found that many students struggle with their studies and they become anxious about test-taking, especially first-year students. They also have various difficulties related to university life, family issues and their financial situation. Besides that, many of them seem uncertain about what they want to be, or which jobs they could do after graduation. These factors significantly influence students’ academic performance. Tang, Reilly, and Dickson (2012) stresses that the psychological impacts and adjustment resulting in a major shift in social, cultural, emotional, familial and material aspects of an individual’s life should not be trivialised. An earlier study by Hysenbegasi et al. (2005) revealed that students’ mental health problems negatively affect their academic achievement. These authors emphasised that there was a close relationship between depression and a drop-in GPA.

Counselling provision, then, has become crucial in helping students deal with different issues and providing a facilitation on service that supports them to achieve their personal, academic as well as career goals. The question raised is this: how can counselling services be designed to meet students’ needs in response to a significant shift in the needs for counselling amongst students. According to Papalia, Olds, and Feldman (1998), the needs of university students differ widely from social to personal and academic aspects due to the dynamics of social change, experience, social status, gender and ethnicity. Gender differences, for example, were reported to be significant in terms of shaping the different needs among college students (Bishop, Bauer, & Becker, 1998; Gallagher, 1992). Gallagher (1992) reports that more female students were concerned about body weight, whereas males displayed more concern about student life adjustment, social situations and improving reading skills. Bishop et al. (1998) found that men showed a higher need for support regarding bizarre thoughts and drinking while women were found to be in need of support because of test-taking anxiety and
fear of failure. It is not surprisingly one author reports that changes in student demographics contribute to a shift in needs as the cohort changes (Kitzrow, 2009). As student needs evolve over time, Al-Darmaki (2011a) suggests that an assessment of student needs could be the first helpful phase in designing a counselling service so that it is congruent with their needs. The importance of evaluating students’ identifiable needs prior to implementing and offering effective counselling services has long been fully acknowledged (Bishop et al., 1998; Gallagher, 1992; Morrill, Oetting, & Hurst, 1974 as cited in Gallagher, Golin, & Kelleher, 1992). Besides that, assessing student needs for academic, personal and career counselling enables university counselling centres to utilise the scarce resources efficiently, and deliver student services effectively and appropriately (Al-Darmaki, 2011a).

It is very important in this research, then, to investigate the extent to which NUOL students need counselling and to identify their counselling needs in order to design and implement a counselling service that meets those needs.

3. Study sample

The participants were students from year 1 to year 5 who are studying across the 11 faculties of the NUOL. The participation in this research was voluntary, and only those who were interested in and responded to the information memorandum were given a questionnaire.

The sampling technique used for this research was stratified sampling. The stratification process included students across 11 distinct faculties of the NUOL. The student strata were further stratified by “faculty” and “year of study”. A total of 1,600 copies of questionnaires (approximately equivalent to 6% of 25,591 students) were distributed to students of the five years across 11 faculties of the NUOL. A fairly large sample size was

---

27 A standard degree requires 4 years of study at the NUOL in Laos. Only students within the Faculty of Architecture require 5 years of study for their degree
recruited for this survey owing to the diverse nature of issues which a student might seek counselling support for.

Prior to distribution of the questionnaire to the students, an approval letter for data collection was granted by The Dean of Faculty of Education (see appendix E:).

4. Data collection

A paper-based questionnaire was used to collect data in this research. A total of 1,600 copies of questionnaire was distributed in order to get 1,280 back (equivalent to 5% of the total student population). The overall goal of this questionnaire is to collect information about NUOL students’ perspectives on the establishment of a counselling service which is in the process of being established.

The Invitation to Participate (see appendix K:) was sent with the questionnaire (see appendix M:) to encourage students across the four campuses (11 faculties) to participate. The distribution was also endorsed by the Deans of all Faculties and assisted by the researcher’s peers and colleagues. All participants were asked to complete the survey and submit it as soon as possible. The questionnaire survey took place on different campuses across the NUOL between June and July 2016. The questionnaires generated sufficient data to identify the potential need for a student counselling service at the NUOL and to help design a counselling service that can meet the needs of NUOL students.

5. Data analysis

The data analysis for this research was undertaken using two statistical approaches. Firstly, descriptive statistics present the data either using numbers (percentage or ratios), tables or graphs. Inferential statistics were applied to determine significant differences and the relationships in, and between, response-rate to questions. By using the latter, the Chi-Square test proved to be most appropriate statistical test identifying the association between two variables.
6. Results

Response rate and characteristics of the sample

A total of 1,285 responses were received from the survey, out of which 926 were fully completed. This gives a response rate of 80% (1,285/1,600). In terms of “year of study”, student responses were relatively evenly distributed across the four years (1st year students (25.3%), 2nd year (26.5%), 3rd year (24.1%), and 4th year (23.4%)), the remaining 0.7% were 5th year Architecture students. The overall age range was 15-54 years, of which 20-24 years were the largest group (67.2%), followed by 15-19 years (26.5%). In terms of cultural identity, over half were Lao Loum (67.6%). The remainder were Hmong (15.3%), Khmu (4.3%), Tai Daeng (2.6%); Tai Dam (1.9%), Phunoi (1.6%), Phutai (1.6%), Tai Lue (1.5%), Akha (1%), Kaw (0.4%), Taimaen (0.2%) and Other (2.5%). The vast majority of the sample (96.2%) were domestic students, the remaining 3.8% being international students. Table 10 represents the student response rate by “faculty” and “gender”.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>83 (48.8%)</td>
<td>82 (48.2%)</td>
</tr>
<tr>
<td>Faculty of Social Sciences</td>
<td>45 (42.9%)</td>
<td>59 (56.2%)</td>
</tr>
<tr>
<td>Faculty of Environmental Sciences</td>
<td>26 (31.1%)</td>
<td>44 (62.9%)</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>145 (63.6%)</td>
<td>75 (32.9%)</td>
</tr>
<tr>
<td>Faculty of Laws and Political Science</td>
<td>46 (50%)</td>
<td>44 (47.8%)</td>
</tr>
<tr>
<td>Faculty of Letters</td>
<td>54 (47.0%)</td>
<td>59 (51.3%)</td>
</tr>
<tr>
<td>Faculty of Natural Sciences</td>
<td>32 (33.7%)</td>
<td>57 (60%)</td>
</tr>
<tr>
<td>Faculty of Economics and Business Management</td>
<td>95 (37.1%)</td>
<td>148 (57.8%)</td>
</tr>
</tbody>
</table>

28 Lao Loum is the dominant ethnic group of Laotians
Faculty of Architecture | 37 (74%) | 13 (26%) | 0 (0%) | 50 (100%)
Faculty of Agriculture | 22 (55%) | 18 (45%) | 0 (0%) | 40 (100%)
Faculty of Forestry  | 34 (53.1%) | 28 (43.8%) | 2 (3.1%) | 64 (100%)
Total               | 619(48.2%) | 627(48.8%) | 39 (33%) | 1,285(100%)

Table 10: Student participants by “faculty” and “gender”

6.1. The necessity of a counselling service (CS) for NUOL students

Table 11 represents the perceived need for counselling services by NUOL students. Overall, a large majority of students indicated that counselling services were either “often necessary” or “extremely necessary” (79%).

<table>
<thead>
<tr>
<th>How necessary do you think CSs are for students?</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not necessary</td>
<td>8</td>
<td>0.6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>70</td>
<td>5.4%</td>
</tr>
<tr>
<td>Sometimes necessary</td>
<td>186</td>
<td>14.5%</td>
</tr>
<tr>
<td>Often necessary</td>
<td>572</td>
<td>44.5%</td>
</tr>
<tr>
<td>Extremely necessary</td>
<td>449</td>
<td>34.9%</td>
</tr>
<tr>
<td>Total</td>
<td>1,285</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 11: Student perceptions of a counselling need

The need for counselling services by gender

To find out whether the perceptions of need for counselling services were similar across male, female and “other” students, a cross tabulation by “gender” was used. Figure 8 shows the student perceptions of need for counselling services by “gender”.
From the bar chart, it appears that the perceptions of need for counselling services by gender is homogeneous across male and female and “other” students. The difference in the perceptions, by gender, is not statistically significant (Chi-Square = 15.256, p-value = 0.054). Students self-identifying as “Other”\(^{29}\), however, seemed to strongly agree that counselling services were “extremely necessary”. It can be seen that a larger percentage of males and females reported that counselling was “often necessary”, whereas a great majority of “Other” students strongly agreed that counselling would be “extremely necessary” (n= 22/39 participants). This result suggests that “Other” students could be the group who are likely to need more support from counselling.

### 6.2. Importance rankings for 4 types of counselling services

There were four types of counselling services (academic, social and personal, career and other counselling services). Students were asked to rank each of them on a four-point scale where 1 represented the most important and 4 represented the least important.

#### Academic counselling

---

\(^{29}\) Students who made up the category ‘Other’ included Lesbian, Gay, Bisexual, Transgender (LGBT)
A little over half (52%) of the students ranked this service as the most important ("Rank 1"). Over a quarter (27.3%) ranked it as “Rank 2”, 13.8% chose “Rank 3”, and 7% chose “Rank 4”.

**Social and personal counselling**

Almost a quarter of the students (24.9%) ranked this service as the most important and about 17% ranked it as “Rank 2”. Half chose it as “Rank 3” (50%) and 8.4% chose “Rank 4”.

**Career counselling**

Less than one fifth of the students (17.6%) ranked this service as the most important. Slightly over half of the students (50.5%) ranked it as “Rank 2”, 26.5% chose “Rank 3” and 5.4% chose “Rank 4”.

**Other types of counselling**

A great majority of the students (79%) ranked this service as the least important ("Rank 4"). Only a very small proportion of the students (5.6%) ranked it as “Rank 1”, 5.4% chose “Rank 2” and 10% chose “Rank 3”.

Figure 9 summarises the importance rankings for all four types of counselling services.
As illustrated in the graph above “Academic counselling” received the highest ranking with over half of the sample (52%) choosing it as “Rank 1”. This suggests that “Academic counselling” may be perceived as the most important service amongst the four counselling types. Almost a quarter of students ranked “Social and Personal counselling” as “Rank 1”, which suggests that this kind of counselling is the second most important. An estimated 18% ranked “Career counselling” as “Rank 1”, suggesting that it may be the third most important service.

6.3. Rankings of 4 types of counselling services in terms of likely frequency of use

The section above talked about the importance of the four types of counselling services. Now this section will look at the rankings with respect to how often students believe they would use the different types of counselling.

Academic counselling
Well over half (62%) of the students ranked this service as likely to be most commonly used by them (“Rank 1”). An estimated 21% chose it as “Rank 1”, 12.5% chose “Rank 3” and 4.7% chose “Rank 4”.

**Social and personal counselling**

A small proportion of the students (10.6%) ranked this service as likely to be most commonly used by them. Approximately one fifth (19%) ranked it as “Rank 2”, over half (62.7%) chose “Rank 3” and 7.8% chose “Rank 4”.

**Career counselling**

Over one fifth of the students (22%) ranked this service as likely to be most commonly used by them. Over half of the students ranked it as “Rank 2” (56.1%), 17.3% chose “Rank 3” and 4.7% chose “Rank 4”.

**Other types of counselling**

The vast majority (82.8%) of the students ranked this service as likely to be least commonly used by them (“Rank 4”). Only a small proportion of the students (6.1%) ranked this service as “Rank 1”, 3.6% chose “Rank 2” and 7.5% chose “Rank 3”.

Figure 9 summarises the rankings of all four types of counselling services in terms of likely frequency of use.
As revealed in the graph above “Academic counselling” received the highest ranking with over half of the sample (790/1,285 students) choosing “Rank 1”. From this result, “Academic counselling” appears likely to be the most commonly used by NUOL students. Over one fifth of students ranked “Career counselling” as “Rank 1” which suggests that it may be the second most commonly used. An estimated 11% ranked “Social and Personal counselling” as “Rank 1”, which appears likely to be the third most commonly used.

6.4. Issues NUOL students currently face

The questionnaire allowed the researcher to identify a broad range of issues that NUOL students have experienced during their studies. Responses for each issue were captured as “yes” or “no”. Table 12 illustrates the issues facing NUOL students. The data was sorted from the highest number of students identifying this issue to the lowest.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Students’ issues</th>
<th>Number of students who</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic counselling</td>
<td>62%</td>
<td>63%</td>
</tr>
<tr>
<td>2</td>
<td>Social and Personal counselling</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>3</td>
<td>Career counselling</td>
<td>50%</td>
<td>56%</td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td>8%</td>
<td>83%</td>
</tr>
<tr>
<td>Category</td>
<td>Issue</td>
<td>selected this issue (/1285)</td>
<td>who selected this issue (/100%)</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------</td>
<td>----------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Fi</td>
<td>Financial difficulties</td>
<td>806</td>
<td>62.7%</td>
</tr>
<tr>
<td>So</td>
<td>Lack of assertiveness</td>
<td>751</td>
<td>58.4%</td>
</tr>
<tr>
<td>Tm</td>
<td>Time management</td>
<td>658</td>
<td>51.2%</td>
</tr>
<tr>
<td>So</td>
<td>Lack of confidence</td>
<td>643</td>
<td>50%</td>
</tr>
<tr>
<td>Ac</td>
<td>Anxiety about test-taking</td>
<td>643</td>
<td>50%</td>
</tr>
<tr>
<td>Ac</td>
<td>Academic achievement (poor)</td>
<td>635</td>
<td>49.4%</td>
</tr>
<tr>
<td>Ac</td>
<td>Procrastination</td>
<td>602</td>
<td>46.8%</td>
</tr>
<tr>
<td>Ac</td>
<td>Goal setting</td>
<td>592</td>
<td>46.1%</td>
</tr>
<tr>
<td>Ac</td>
<td>Academic achievement (high)</td>
<td>591</td>
<td>46%</td>
</tr>
<tr>
<td>Ac</td>
<td>Academic writing issues</td>
<td>581</td>
<td>45.2%</td>
</tr>
<tr>
<td>Ac</td>
<td>Stress (pressure to perform)</td>
<td>519</td>
<td>40.4%</td>
</tr>
<tr>
<td>Ac</td>
<td>Other academic difficulties</td>
<td>519</td>
<td>40.4%</td>
</tr>
<tr>
<td>P</td>
<td>Anxiety (general)</td>
<td>450</td>
<td>35%</td>
</tr>
<tr>
<td>Ac</td>
<td>Academic speaking issues</td>
<td>423</td>
<td>32.9%</td>
</tr>
<tr>
<td>Ac</td>
<td>Career counselling</td>
<td>402</td>
<td>31.3%</td>
</tr>
<tr>
<td>C</td>
<td>Adjusting to student life</td>
<td>382</td>
<td>29.7%</td>
</tr>
<tr>
<td>C</td>
<td>Adjusting from urban district to city life</td>
<td>342</td>
<td>26.6%</td>
</tr>
<tr>
<td>P</td>
<td>Sleeping disorder (poor quality)</td>
<td>338</td>
<td>26.3%</td>
</tr>
<tr>
<td>P</td>
<td>Copying style</td>
<td>337</td>
<td>26.2%</td>
</tr>
<tr>
<td>P</td>
<td>Sleeping disorder (insufficient sleep)</td>
<td>327</td>
<td>25.4%</td>
</tr>
<tr>
<td>So</td>
<td>Issues with interpersonal relationships</td>
<td>326</td>
<td>25.4%</td>
</tr>
<tr>
<td>So</td>
<td>Loneliness</td>
<td>313</td>
<td>24.4%</td>
</tr>
<tr>
<td>C</td>
<td>Adjusting from rural to city life</td>
<td>307</td>
<td>23.9%</td>
</tr>
<tr>
<td>Ac</td>
<td>Problem-solving ability</td>
<td>304</td>
<td>23.7%</td>
</tr>
</tbody>
</table>

30 Category definitions can be found in the List of abbreviations
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>25</td>
<td>So</td>
<td>Issues with friends</td>
<td>275</td>
<td>21.4%</td>
</tr>
<tr>
<td>26</td>
<td>Fa</td>
<td>Family problems</td>
<td>272</td>
<td>21.2%</td>
</tr>
<tr>
<td>27</td>
<td>So</td>
<td>Issues with intimate relationships</td>
<td>271</td>
<td>21.1%</td>
</tr>
<tr>
<td>28</td>
<td>P</td>
<td>Abnormal cognition</td>
<td>242</td>
<td>18.8%</td>
</tr>
<tr>
<td>29</td>
<td>So</td>
<td>Social difficulties</td>
<td>240</td>
<td>18.7%</td>
</tr>
<tr>
<td>30</td>
<td>E</td>
<td>Eating disorder (anorexia)</td>
<td>199</td>
<td>15.5%</td>
</tr>
<tr>
<td>31</td>
<td>P</td>
<td>Grief and loss</td>
<td>181</td>
<td>14.1%</td>
</tr>
<tr>
<td>32</td>
<td>P</td>
<td>Abnormal behavior</td>
<td>177</td>
<td>13.8%</td>
</tr>
<tr>
<td>33</td>
<td>P</td>
<td>Depression</td>
<td>172</td>
<td>13.4%</td>
</tr>
<tr>
<td>34</td>
<td>P</td>
<td>Perfectionism</td>
<td>169</td>
<td>13.2%</td>
</tr>
<tr>
<td>35</td>
<td>E</td>
<td>Eating disorder (bulimia)</td>
<td>168</td>
<td>13.1%</td>
</tr>
<tr>
<td>36</td>
<td>Ad</td>
<td>Addictions (video games, online games)</td>
<td>149</td>
<td>11.6%</td>
</tr>
<tr>
<td>37</td>
<td>P</td>
<td>Panic attacks</td>
<td>130</td>
<td>10.1%</td>
</tr>
<tr>
<td>38</td>
<td>P</td>
<td>Sleeping disorder (oversleep)</td>
<td>128</td>
<td>10%</td>
</tr>
<tr>
<td>39</td>
<td>E</td>
<td>Overweight</td>
<td>128</td>
<td>10%</td>
</tr>
<tr>
<td>40</td>
<td>Ad</td>
<td>Addictions (alcohol)</td>
<td>124</td>
<td>9.6%</td>
</tr>
<tr>
<td>41</td>
<td>Fa</td>
<td>Family problems (Issues in students’ relationships with family)</td>
<td>121</td>
<td>9.4%</td>
</tr>
<tr>
<td>42</td>
<td>P</td>
<td>Personality disorder (sub-clinical)</td>
<td>118</td>
<td>9.2%</td>
</tr>
<tr>
<td>43</td>
<td>P</td>
<td>Bereavement</td>
<td>117</td>
<td>9.1%</td>
</tr>
<tr>
<td>44</td>
<td>P</td>
<td>Trauma</td>
<td>107</td>
<td>8.3%</td>
</tr>
<tr>
<td>45</td>
<td>P</td>
<td>Bipolar disorder</td>
<td>103</td>
<td>8%</td>
</tr>
<tr>
<td>46</td>
<td>E</td>
<td>Obesity</td>
<td>102</td>
<td>7.9%</td>
</tr>
<tr>
<td>47</td>
<td>E</td>
<td>Eating disorder (other)</td>
<td>91</td>
<td>7.1%</td>
</tr>
<tr>
<td>48</td>
<td>Ad</td>
<td>Alcohol overconsumption/binge drinking</td>
<td>89</td>
<td>6.9%</td>
</tr>
<tr>
<td>49</td>
<td>Se</td>
<td>Issues with sexuality</td>
<td>81</td>
<td>6.3%</td>
</tr>
<tr>
<td>50</td>
<td>P</td>
<td>Body image</td>
<td>76</td>
<td>5.9%</td>
</tr>
<tr>
<td>51</td>
<td>Su</td>
<td>Suicidal thoughts (active)</td>
<td>74</td>
<td>5.8%</td>
</tr>
<tr>
<td>52</td>
<td>Ad</td>
<td>Other addictions</td>
<td>71</td>
<td>5.5%</td>
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</tbody>
</table>

Table 12: List of issues NUOL students currently face

### 6.4.1. Issues experienced by NUOL students by “gender”

There was a total of 63 different issues that were experienced by NUOL students. The researcher tried to explore whether these issues were homogenous across the three gender groups. This was done using the cross-tabulation method and this generated a Chi-Square value and a corresponding p-value. Statistical significance of homogeneity was assessed using the p-value. Table 13 below represents only the issues which are not homogenous across the three gender groups.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Chi-Square ($\chi^2$)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal behaviour</td>
<td>7.664</td>
<td>0.022</td>
</tr>
<tr>
<td>Addiction (alcohol)</td>
<td>15.345</td>
<td>0.000</td>
</tr>
<tr>
<td>Alcohol overconsumption/binge drinking</td>
<td>8.817</td>
<td>0.012</td>
</tr>
<tr>
<td>Addictions (video games, online games)</td>
<td>19.292</td>
<td>0.000</td>
</tr>
<tr>
<td>Other addictions</td>
<td>12.191</td>
<td>0.002</td>
</tr>
<tr>
<td>Anxiety about test-taking</td>
<td>31.724</td>
<td>0.000</td>
</tr>
<tr>
<td>Bereavement</td>
<td>8.145</td>
<td>0.017</td>
</tr>
<tr>
<td>Issue</td>
<td>χ²</td>
<td>p</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>Career counselling</td>
<td>7.032</td>
<td>0.030</td>
</tr>
<tr>
<td>Coping style</td>
<td>8.456</td>
<td>0.015</td>
</tr>
<tr>
<td>Eating disorder (anorexia)</td>
<td>7.137</td>
<td>0.028</td>
</tr>
<tr>
<td>Eating disorder (bulimia)</td>
<td>22.962</td>
<td>0.000</td>
</tr>
<tr>
<td>Financial difficulties</td>
<td>9.199</td>
<td>0.010</td>
</tr>
<tr>
<td>Issues with friends</td>
<td>13.970</td>
<td>0.001</td>
</tr>
<tr>
<td>Issues with sexuality</td>
<td>24.003</td>
<td>0.000</td>
</tr>
<tr>
<td>Lack of assertiveness</td>
<td>10.880</td>
<td>0.004</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>17.133</td>
<td>0.000</td>
</tr>
<tr>
<td>Obesity</td>
<td>12.527</td>
<td>0.002</td>
</tr>
<tr>
<td>Overweight</td>
<td>14.836</td>
<td>0.001</td>
</tr>
<tr>
<td>Perfectionism</td>
<td>8.447</td>
<td>0.015</td>
</tr>
<tr>
<td>Rape</td>
<td>9.148</td>
<td>0.010</td>
</tr>
<tr>
<td>Sexual communication</td>
<td>7.557</td>
<td>0.023</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>17.208</td>
<td>0.000</td>
</tr>
<tr>
<td>Sexual issues (other)</td>
<td>6.785</td>
<td>0.034</td>
</tr>
<tr>
<td>Social difficulties</td>
<td>22.892</td>
<td>0.000</td>
</tr>
<tr>
<td>Stress (pressure to perform)</td>
<td>10.115</td>
<td>0.006</td>
</tr>
<tr>
<td>Suicidal thoughts (active)</td>
<td>13.108</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Table 13: Issues experienced by NUOL students by “gender”

“Lack of assertiveness”, for example, was an issue which was statistically significant ($\chi^2 = 10.880, p = 0.004$). This indicates that this issue was not homogenous across the three gender groups. The male student group accounted for 53.8% whereas the female group was responsible for 62.5% and the “Other” group for 66.7%. Conclusions could be drawn that females and “Other” are more prone to present a lack of assertiveness compared to males.

### 6.4.2. Issues experienced by NUOL students by “faculty”

A similar cross tabulation of the issues was done by “faculty” to explore whether the issues were homogenous across the 11 faculties. Table 14 shows only the issues which are not homogenous across the 11 faculties.
<table>
<thead>
<tr>
<th>Issues</th>
<th>Chi-Square ($\chi^2$)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal behaviour</td>
<td>18.647</td>
<td>0.045</td>
</tr>
<tr>
<td>Academic achievement (poor)</td>
<td>47.205</td>
<td>0.005</td>
</tr>
<tr>
<td>Academic speaking</td>
<td>26.981</td>
<td>0.003</td>
</tr>
<tr>
<td>Academic writing</td>
<td>32.146</td>
<td>0.000</td>
</tr>
<tr>
<td>Other academic difficulties</td>
<td>25.867</td>
<td>0.004</td>
</tr>
<tr>
<td>Addictions (drugs)</td>
<td>18.999</td>
<td>0.040</td>
</tr>
<tr>
<td>Other addictions</td>
<td>26.891</td>
<td>0.003</td>
</tr>
<tr>
<td>Adjusting to student life</td>
<td>42.317</td>
<td>0.000</td>
</tr>
<tr>
<td>Adjusting from urban district to city life</td>
<td>62.736</td>
<td>0.000</td>
</tr>
<tr>
<td>Adjusting from rural to city life</td>
<td>57.233</td>
<td>0.000</td>
</tr>
<tr>
<td>Anxiety (general)</td>
<td>30.373</td>
<td>0.001</td>
</tr>
<tr>
<td>Anxiety about test-taking</td>
<td>21.034</td>
<td>0.021</td>
</tr>
<tr>
<td>Bipolar disorder</td>
<td>23.551</td>
<td>0.009</td>
</tr>
<tr>
<td>Career counselling</td>
<td>43.613</td>
<td>0.000</td>
</tr>
<tr>
<td>Coping style</td>
<td>24.126</td>
<td>0.007</td>
</tr>
<tr>
<td>Depression</td>
<td>25.065</td>
<td>0.005</td>
</tr>
<tr>
<td>Eating disorder (bulimia)</td>
<td>19.738</td>
<td>0.032</td>
</tr>
<tr>
<td>Family problems</td>
<td>40.581</td>
<td>0.000</td>
</tr>
<tr>
<td>Family problems (issues in students’ relationships with family)</td>
<td>27.361</td>
<td>0.002</td>
</tr>
<tr>
<td>Financial difficulties</td>
<td>36.444</td>
<td>0.000</td>
</tr>
<tr>
<td>Goal setting</td>
<td>21.258</td>
<td>0.019</td>
</tr>
<tr>
<td>Issues with interpersonal relationships</td>
<td>21.660</td>
<td>0.017</td>
</tr>
<tr>
<td>Loneliness</td>
<td>40.015</td>
<td>0.000</td>
</tr>
<tr>
<td>Perfectionism</td>
<td>19.835</td>
<td>0.031</td>
</tr>
<tr>
<td>Personal disorders (sub-clinical)</td>
<td>19.742</td>
<td>0.032</td>
</tr>
<tr>
<td>Problem-solving ability</td>
<td>38.020</td>
<td>0.000</td>
</tr>
<tr>
<td>Procrastination</td>
<td>441.445</td>
<td>0.000</td>
</tr>
<tr>
<td>Sexual issues (other)</td>
<td>28.160</td>
<td>0.002</td>
</tr>
</tbody>
</table>
Table 14: Issues experienced by NUOL students by “faculty”

<table>
<thead>
<tr>
<th>Issue</th>
<th>Chi-Square</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal behaviour</td>
<td>12.214</td>
<td>0.016</td>
</tr>
<tr>
<td>Addictions (alcohol)</td>
<td>10.693</td>
<td>0.030</td>
</tr>
<tr>
<td>Eating disorder (bulimia)</td>
<td>10.453</td>
<td>0.033</td>
</tr>
<tr>
<td>Eating disorder (other)</td>
<td>14.267</td>
<td>0.006</td>
</tr>
<tr>
<td>Sexual issues (other)</td>
<td>13.966</td>
<td>0.007</td>
</tr>
<tr>
<td>Sleeping disorder (oversleeping)</td>
<td>11.860</td>
<td>0.018</td>
</tr>
<tr>
<td>Social difficulties</td>
<td>19.357</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Poor academic achievement, for example, was an issue which was statistically significant \((\chi^2 = 47.205, p = 0.005)\). This indicates that the issue was not similarly experienced by students from all faculties. Students from the larger faculties of Engineering (66.7%) and Economics and Business Management (50%) tended to have experienced poor academic achievement. Agriculture (35%) and Architecture (32%) students were less likely to report poor academic achievement. It may be the case that larger faculties have less capability to give students individual support for academic work.

6.4.3. Issues experienced by NUOL students by “year of study”

A cross tabulation of the issues was also done by “year of study”. It revealed that eight issues were not homogenous across the four years of study as shown in table 15 below.
Stress (pressure to perform) | 29.390 | 0.000

Table 15: Issues experienced by NUOL students by “year of study”

There was a statistically significant association between “social difficulties” and “year of study” (χ² = 19.357, p = 0.001). This showed that “social difficulties” was not similarly experienced by students from all years of study. More 2nd year students (33%) experienced “social difficulties” compared to 5th year students (0%), 1st year (16%), 4th year (23%) and 3rd year (28%). This result suggests that 2nd year students are likely to present with ‘social difficulties’ than other counterparts.

6.4.4. Issues experienced by NUOL students by “ethnicity”

In addition, the 63 issues were cross tabulated by “ethnicity”. Among these, 20 issues showed up as different across ethnic groups in a statistically significant way. Students from different ethnic groups made different selections of issues that were facing them. Table 16 represents only the issues which are not homogenous across different groups of ethnicity.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Chi-Square (χ²)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal behaviour</td>
<td>36.418</td>
<td>0.000</td>
</tr>
<tr>
<td>Abnormal cognition</td>
<td>20.327</td>
<td>0.041</td>
</tr>
<tr>
<td>Other academic difficulties</td>
<td>22.787</td>
<td>0.019</td>
</tr>
<tr>
<td>Adjusting to student life</td>
<td>36.906</td>
<td>0.000</td>
</tr>
<tr>
<td>Adjusting from urban district to city life</td>
<td>44.075</td>
<td>0.000</td>
</tr>
<tr>
<td>Adjusting from rural to city life</td>
<td>64.359</td>
<td>0.000</td>
</tr>
<tr>
<td>Anxiety about test-taking</td>
<td>23.758</td>
<td>0.014</td>
</tr>
<tr>
<td>Body image</td>
<td>24.528</td>
<td>0.011</td>
</tr>
<tr>
<td>Eating disorder (other)</td>
<td>32.568</td>
<td>0.001</td>
</tr>
<tr>
<td>Family problems</td>
<td>29.609</td>
<td>0.002</td>
</tr>
<tr>
<td>Family problems (issues in students’ relationships with family)</td>
<td>23.791</td>
<td>0.014</td>
</tr>
<tr>
<td>Financial difficulties</td>
<td>53.398</td>
<td>0.000</td>
</tr>
<tr>
<td>Grief and loss</td>
<td>29.923</td>
<td>0.005</td>
</tr>
</tbody>
</table>
“Adjusting from urban district to city life”, for example, was an issue which was statistically significant ($\chi^2 = 44.075, p = 0.000$). This suggests that the issue was not homogenous across the ethnic groups. Students from different ethnic groups experienced “adjusting from urban district to city life” in very different percentages such as Lao Loum (22%), Phunoi (40%) and Akha (75%). More ethnic minority student groups appear to struggle with ‘adjusting from urban district to city life’ compared to Lao Loum.

6.4.5. Summarising into broad categories the issues experienced by NUOL students

The issues presented in table 12 were grouped into the following broader categories:

Academic concerns (Ac), financial difficulties (Fi), time management (Tm), social difficulties (So), cultural issues (C), personal issues (P), eating issues (E), family issues (Fa), addictions (Ad), suicide (Su) and sexual concerns (Se). These issues were summarised in the graph below.
6.5. Students’ experience of receiving counselling

Students were asked whether they had ever experienced counselling during their university study. The options given were “yes” and “no”. The pie chart below represents the counselling experience of NUOL students. From this chart, it is clear that the vast majority of students had not had any counselling during their academic lives.

6.5.1. Students’ experience of receiving counselling by “year of study”

A cross tabulation of counselling experience was done by “year of study” to find out whether the experience was homogenous across the five years of study. Figure 12 represents the student counselling experience by “year of study”.
A Chi-Square test between *counselling experience* and “year of study” revealed a statistically significant association ($\chi^2 = 10.138, p = 0.038$) between these two variables. The 2\(^{nd}\) and 4\(^{th}\) year students made up the highest percentage of counselling service use, whereas 1\(^{st}\) year and 5\(^{th}\) year students had the least counselling experience. From this result, it appears that 2\(^{nd}\) and 4\(^{th}\) year students are likely to be in the group who experience more counselling than other counterparts. It is possible that student in other years are experiencing issues that they are not yet aware they may need support with. First-year student, for example, may be better served if they are supported in their first year rather than leaving this support to their second year of study.

### 6.5.2. Students’ experience of receiving counselling by “gender”

To determine whether student counselling experience was different across the three gender groups, a cross tabulation was done between the two variables. A Chi-Square test and corresponding p-value were also examined. Table 17 illustrates student counselling experience by “gender”.

*Figure 12: Students’ experience of receiving counselling by “year of study”*
Table 17: Students’ experience of receiving counselling by “gender”

The Chi-Square test revealed that there was a statistically significant association ($\chi^2 = 12.183, p = 0.002$) between counselling experience and gender. “Other” and male students had a higher percentage of counselling experience (28% and 25%, respectively) than females (11%). It can be said that females tend to engage in counselling less readily compared to males and “Other”.

6.5.3. Counselling sessions

The results from the questionnaire reported that the number of sessions that students had attended counselling varied from 1 to over 20 sessions. Figure 13 shows the average number of sessions for which students had sought counselling.
It can be clearly seen that a preponderance of students (224/271) had engaged in counselling from 1-5 sessions during their studies at the NUOL.

6.6. The issues students received counselling for

With regard to counselling experiences, students were asked to tick all the issues for which they had sought formal counselling during their studies at the NUOL. Responses for each issue were captured as “yes” or “no”. Table 18 shows the issues for which students sought counselling. The data is sorted from the highest number of students identifying this issue to the lowest.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Category</th>
<th>Students’ issues</th>
<th>Number of students who selected this answer (/271)</th>
<th>Percentage of students who selected this answer (/100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fi</td>
<td>Financial difficulties</td>
<td>141</td>
<td>52%</td>
</tr>
<tr>
<td>2</td>
<td>Ac</td>
<td>Academic achievement (poor)</td>
<td>133</td>
<td>49.1%</td>
</tr>
<tr>
<td>3</td>
<td>Ac</td>
<td>Lack of confidence</td>
<td>123</td>
<td>45.4%</td>
</tr>
<tr>
<td>4</td>
<td>So</td>
<td>Goal setting</td>
<td>121</td>
<td>44.6%</td>
</tr>
<tr>
<td>5</td>
<td>Ac</td>
<td>Academic writing issues</td>
<td>120</td>
<td>44.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>So</td>
<td>Lack of assertiveness</td>
<td>111</td>
<td>41%</td>
</tr>
<tr>
<td>7</td>
<td>Ac</td>
<td>Other academic difficulties</td>
<td>110</td>
<td>35.9%</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td>Adjusting to student life</td>
<td>89</td>
<td>33%</td>
</tr>
<tr>
<td>9</td>
<td>Ac</td>
<td>Anxiety about test-taking</td>
<td>87</td>
<td>32.1%</td>
</tr>
<tr>
<td>10</td>
<td>Tm</td>
<td>Time management</td>
<td>84</td>
<td>31%</td>
</tr>
<tr>
<td>11</td>
<td>Ac</td>
<td>Academic speaking issues</td>
<td>80</td>
<td>29.5%</td>
</tr>
<tr>
<td>12</td>
<td>So</td>
<td>Loneliness</td>
<td>77</td>
<td>28.4%</td>
</tr>
<tr>
<td>13</td>
<td>Fa</td>
<td>Family problems</td>
<td>75</td>
<td>28%</td>
</tr>
<tr>
<td>14</td>
<td>So</td>
<td>Social difficulties</td>
<td>72</td>
<td>26.6%</td>
</tr>
<tr>
<td>15</td>
<td>Ac</td>
<td>Academic achievement (high)</td>
<td>70</td>
<td>26%</td>
</tr>
<tr>
<td>15</td>
<td>Ac</td>
<td>Career counselling</td>
<td>70</td>
<td>26%</td>
</tr>
<tr>
<td>17</td>
<td>So</td>
<td>Issues with friends</td>
<td>69</td>
<td>25.5%</td>
</tr>
<tr>
<td>18</td>
<td>C</td>
<td>Adjusting from rural to city life</td>
<td>66</td>
<td>24.4%</td>
</tr>
<tr>
<td>19</td>
<td>P</td>
<td>Anxiety (general)</td>
<td>65</td>
<td>24%</td>
</tr>
<tr>
<td>20</td>
<td>P</td>
<td>Sleeping disorder (poor quality)</td>
<td>61</td>
<td>22.5%</td>
</tr>
<tr>
<td>21</td>
<td>P</td>
<td>Coping style</td>
<td>60</td>
<td>22.1%</td>
</tr>
<tr>
<td>22</td>
<td>Ac</td>
<td>Problem-solving ability</td>
<td>57</td>
<td>21%</td>
</tr>
<tr>
<td>23</td>
<td>C</td>
<td>Adjusting from urban district to city life</td>
<td>55</td>
<td>20.3%</td>
</tr>
<tr>
<td>23</td>
<td>P</td>
<td>Abnormal cognition</td>
<td>55</td>
<td>20.3%</td>
</tr>
<tr>
<td>25</td>
<td>So</td>
<td>Issues with interpersonal relationships</td>
<td>54</td>
<td>20%</td>
</tr>
<tr>
<td>26</td>
<td>So</td>
<td>Issues with intimate relationships</td>
<td>52</td>
<td>19.2%</td>
</tr>
<tr>
<td>27</td>
<td>P</td>
<td>Sleeping disorder (insufficient sleep)</td>
<td>41</td>
<td>15.1%</td>
</tr>
<tr>
<td>28</td>
<td>Ac</td>
<td>Stress (pressure to perform)</td>
<td>40</td>
<td>15%</td>
</tr>
<tr>
<td>29</td>
<td>P</td>
<td>Abnormal behaviour</td>
<td>39</td>
<td>14.4%</td>
</tr>
<tr>
<td>30</td>
<td>E</td>
<td>Eating disorder (anorexia)</td>
<td>36</td>
<td>13.3%</td>
</tr>
<tr>
<td>31</td>
<td>P</td>
<td>Grief and loss</td>
<td>33</td>
<td>12.2</td>
</tr>
<tr>
<td>32</td>
<td>P</td>
<td>Perfectionism</td>
<td>30</td>
<td>11.1%</td>
</tr>
<tr>
<td>33</td>
<td>E</td>
<td>Overweight</td>
<td>28</td>
<td>10.3%</td>
</tr>
<tr>
<td>34</td>
<td>E</td>
<td>Eating disorder (bulimia)</td>
<td>27</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>35</td>
<td>Ad</td>
<td>Addictions (video games, online games)</td>
<td>25</td>
<td>9.2%</td>
</tr>
<tr>
<td>35</td>
<td>P</td>
<td>Trauma</td>
<td>25</td>
<td>9.2%</td>
</tr>
<tr>
<td>35</td>
<td>E</td>
<td>Obesity</td>
<td>25</td>
<td>9.2%</td>
</tr>
<tr>
<td>38</td>
<td>Fa</td>
<td>Family problems (Issues in students’ relationships with family)</td>
<td>23</td>
<td>8.5%</td>
</tr>
<tr>
<td>38</td>
<td>P</td>
<td>Bereavement</td>
<td>23</td>
<td>8.5%</td>
</tr>
<tr>
<td>38</td>
<td>P</td>
<td>Depression</td>
<td>23</td>
<td>8.5%</td>
</tr>
<tr>
<td>41</td>
<td>Ad</td>
<td>Addictions (drugs)</td>
<td>22</td>
<td>8.1%</td>
</tr>
<tr>
<td>42</td>
<td>Se</td>
<td>Issues with sexuality</td>
<td>21</td>
<td>7.7%</td>
</tr>
<tr>
<td>43</td>
<td>P</td>
<td>Sleeping disorder (oversleeping)</td>
<td>19</td>
<td>7%</td>
</tr>
<tr>
<td>44</td>
<td>P</td>
<td>Personality disorders (sub-clinical)</td>
<td>18</td>
<td>6.6%</td>
</tr>
<tr>
<td>44</td>
<td>Ad</td>
<td>Other addictions</td>
<td>18</td>
<td>6.6%</td>
</tr>
<tr>
<td>44</td>
<td>Ad</td>
<td>Alcohol overconsuming/binge drinking</td>
<td>18</td>
<td>6.6%</td>
</tr>
<tr>
<td>47</td>
<td>P</td>
<td>Panic attacks</td>
<td>17</td>
<td>6.3%</td>
</tr>
<tr>
<td>47</td>
<td>Ad</td>
<td>Addictions (alcohol)</td>
<td>17</td>
<td>6.3</td>
</tr>
<tr>
<td>49</td>
<td>P</td>
<td>Body image</td>
<td>15</td>
<td>5.5%</td>
</tr>
<tr>
<td>49</td>
<td>Ac</td>
<td>Procrastination</td>
<td>15</td>
<td>5.5%</td>
</tr>
<tr>
<td>51</td>
<td>E</td>
<td>Eating disorder (compulsive eating)</td>
<td>13</td>
<td>5%</td>
</tr>
<tr>
<td>52</td>
<td>Su</td>
<td>Suicidal thoughts (active)</td>
<td>12</td>
<td>4.4%</td>
</tr>
<tr>
<td>53</td>
<td>Su</td>
<td>Suicidal thoughts (passive)</td>
<td>11</td>
<td>4.1%</td>
</tr>
<tr>
<td>53</td>
<td>Se</td>
<td>HIV/AIDS</td>
<td>11</td>
<td>4.1%</td>
</tr>
<tr>
<td>55</td>
<td>P</td>
<td>Bipolar disorder</td>
<td>10</td>
<td>3.7%</td>
</tr>
<tr>
<td>55</td>
<td>E</td>
<td>Eating disorder (other)</td>
<td>10</td>
<td>3.7%</td>
</tr>
<tr>
<td>57</td>
<td>Se</td>
<td>Sexual issues (other)</td>
<td>9</td>
<td>3.3%</td>
</tr>
<tr>
<td>58</td>
<td>Se</td>
<td>Sexual communication</td>
<td>8</td>
<td>3%</td>
</tr>
<tr>
<td>58</td>
<td>Se</td>
<td>Sexual harassment</td>
<td>8</td>
<td>2.3%</td>
</tr>
<tr>
<td>60</td>
<td>Se</td>
<td>Rape</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>61</td>
<td>Se</td>
<td>Sexual assault</td>
<td>3</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
The table above represents 63 different issues for which students sought counselling. A cross tabulation of each issue was done by “gender” to find out whether the issues were homogenous across male, female and “Other” students. The three gender groups showed differences that were statistically significant for 10 of the 63 possible issues. Table 19 represents only the issues which are not homogenous across the three gender groups.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Chi-Square ($\chi^2$)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addictions (drugs)</td>
<td>12.299</td>
<td>0.002</td>
</tr>
<tr>
<td>Other addictions</td>
<td>10.448</td>
<td>0.005</td>
</tr>
<tr>
<td>Anxiety about test-taking</td>
<td>10.984</td>
<td>0.004</td>
</tr>
<tr>
<td>Eating disorder (bulimia)</td>
<td>25.427</td>
<td>0.000</td>
</tr>
<tr>
<td>Eating disorder (compulsive eating)</td>
<td>13.115</td>
<td>0.001</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>8.854</td>
<td>0.012</td>
</tr>
<tr>
<td>Issues with sexuality</td>
<td>25.657</td>
<td>0.000</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>10.756</td>
<td>0.005</td>
</tr>
<tr>
<td>Lack of assertiveness</td>
<td>6.883</td>
<td>0.032</td>
</tr>
<tr>
<td>Loneliness</td>
<td>8.366</td>
<td>0.015</td>
</tr>
</tbody>
</table>

Table 18: Issues for which students have had counselling

6.6.1. Issues students received counselling for by ‘gender’

The table above represents 63 different issues for which students sought counselling. A cross tabulation of each issue was done by “gender” to find out whether the issues were homogenous across male, female and “Other” students. The three gender groups showed differences that were statistically significant for 10 of the 63 possible issues. Table 19 represents only the issues which are not homogenous across the three gender groups.

Table 19: Issues leading students to seek help by “gender”
6.6.2. Issues students received counselling for by ‘faculty’

A similar cross tabulation of the issues was done by “faculty” to explore whether the issues were homogenous across the 11 faculties. Table 20 shows only the issues which are not homogenous across the 11 faculties.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Chi-Square ($\chi^2$)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol overconsumption/binge drinking</td>
<td>24.966</td>
<td>0.005</td>
</tr>
<tr>
<td>Addictions (video games, online games)</td>
<td>35.275</td>
<td>0.000</td>
</tr>
<tr>
<td>Addictions (drugs)</td>
<td>33.034</td>
<td>0.000</td>
</tr>
<tr>
<td>Adjusting to student life</td>
<td>33.969</td>
<td>0.000</td>
</tr>
<tr>
<td>Anxiety (general)</td>
<td>31.319</td>
<td>0.036</td>
</tr>
<tr>
<td>Career counselling</td>
<td>19.641</td>
<td>0.033</td>
</tr>
<tr>
<td>Coping style</td>
<td>30.160</td>
<td>0.001</td>
</tr>
<tr>
<td>Financial difficulties</td>
<td>18.860</td>
<td>0.042</td>
</tr>
<tr>
<td>Perfectionism</td>
<td>19.475</td>
<td>0.035</td>
</tr>
<tr>
<td>Overweight</td>
<td>24.990</td>
<td>0.005</td>
</tr>
<tr>
<td>Putting things off (procrastination)</td>
<td>43.544</td>
<td>0.000</td>
</tr>
<tr>
<td>Social difficulties</td>
<td>19.462</td>
<td>0.035</td>
</tr>
<tr>
<td>Trauma</td>
<td>47.866</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Table 20: Issues leading students to seek help by “faculty”

Career counselling, for example, was found to be statistically significant ($\chi^2 = 19.641$, p = 0.033) with respect to different faculties. Students who sought counselling for “Career counselling” were not homogenous across the 11 faculties. A small proportion of agriculture students sought career counselling (only 1.4%), whereas considerably more students from the
faculty of Letters\textsuperscript{31} (19%), Social Sciences (13%) and Education (17.1%) sought help for such concern.

6.6.3. Issues students received counselling for by “year of study”

A similar cross tabulation of the issues was done by ‘year of study’. This revealed that “Issues with intimate relationships” was the only one statistically significant issue ($\chi^2 = 11.286, p = 0.005$) with respect to different years of study. Students sought help for this issue was not similar across the four years of study. 3\textsuperscript{rd} year students (38.5%) appeared to seek help for “issues with intimate relationships” more readily than 1\textsuperscript{st} year (13.5%), 4\textsuperscript{th} year (17.3%) and 2\textsuperscript{nd} year (31%).

6.6.4. Issues students received counselling for by “ethnicity”

In addition, the issues were cross tabulated by “ethnicity”. Among these, 28 issues showed up as different across ethnic groups in a statistically significant way. Students from different ethnic groups had sought counselling for different issues. Table 20 shows only the issues which are not homogenous across the different groups of ethnicities.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Chi-Square ($\chi^2$)</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal behaviour</td>
<td>24.919</td>
<td>0.006</td>
</tr>
<tr>
<td>Addictions (drugs)</td>
<td>19.409</td>
<td>0.035</td>
</tr>
<tr>
<td>Addictions (video games, online games)</td>
<td>29.140</td>
<td>0.001</td>
</tr>
<tr>
<td>Adjusting to student life</td>
<td>23.059</td>
<td>0.011</td>
</tr>
<tr>
<td>Adjusting from rural to city life</td>
<td>19.524</td>
<td>0.034</td>
</tr>
<tr>
<td>Coping style</td>
<td>19.111</td>
<td>0.039</td>
</tr>
<tr>
<td>Issues with sexuality</td>
<td>37.465</td>
<td>0.000</td>
</tr>
</tbody>
</table>

\textsuperscript{31} Faculty of Letters trains students to have expertise in languages: Lao, English, French, German, Russian, Spanish, Chinese, Vietnamese, Japanese, Korean
Table 21: Issues leading students to seek help by "ethnicity"

<table>
<thead>
<tr>
<th>Issue</th>
<th>Chi-Square Value</th>
<th>p Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rape</td>
<td>20.220</td>
<td>0.027</td>
</tr>
<tr>
<td>Stress (pressure to perform)</td>
<td>19.307</td>
<td>0.037</td>
</tr>
<tr>
<td>Suicidal thoughts (active)</td>
<td>18.949</td>
<td>0.041</td>
</tr>
<tr>
<td>Suicidal thoughts (passive)</td>
<td>25.069</td>
<td>0.005</td>
</tr>
</tbody>
</table>

Statistically significant results were found between the two variables stress and ethnicity ($\chi^2 = 19.307, p = 0.037$). Khmu, Tai Lue and Phutai ethnic groups sought counselling with respect to stress with higher percentages of students (37%, 33% and 25% respectively) than the Lao Loum students (13%). It might be the case that minority students face difficulties in communication. The Lao language is likely to be the main barrier for them, especially in relation to academic work.

6.6.5. The issues students received counselling for by category

The issues for which students have had counselling, presented in table 16, were grouped into the following broader categories:

Academic concerns (Ac), financial difficulties (Fi), time management (Tm), social difficulties (So), cultural issues (C), personal issues (P), eating issues (E), family issues (Fa), addictions (Ad), suicide (Su) and sexual concerns (Se). This data is summarised in the graph below.
“Financial difficulties” were the most common issue students received counselling for with respect to other issue categories, followed by time management, academically related issues and socialisation issues. The most common issues students received counselling for are consistent with that of which students experienced during their studies.

6.6.6. Comparison between the issues experienced by students and the issues students receiving counselling for

This section will look back to figures 10 and 14 to compare the difference between the number of students who identified the issues experienced and the number of students who sought help from counselling. Figure 15 illustrates the comparison between the issues experienced by students and the issues students received counselling for.
Overall, it can be seen that the number of issues experienced by students are higher than the number of issues students received counselling for in all categories. A notable feature is that there was some significant difference between the proportion of students who experienced problems and those who sought help. For example, 41% of students were faced with academic difficulties but only 6.4% of them sought counselling. Time management is an issue that shows a larger gap (51% vs 6.5%).

6.7. Students’ help-seeking preferences

Students were asked to indicate all groups of people from whom they have sought help during difficult times including friends, teachers, family, health professionals, monks, other and no one. From the data, it was revealed that students were willing to talk to different groups of people when facing problems. Figure 16 shows the percentage of each group approached by students.
Figure 16: Students’ help-seeking preferences in percentages

More specifically, the bar graph demonstrates that well over half of the students chose to talk to their friends and colleagues (893/1285), which was clearly considered the most preferred choice. Family was selected as the second most preferred choice to whom students would talk when dealing with problems (755/1285). In addition, over one fifth of the sample chose to consult with teachers and other staff at the NUOL. It is appropriate to say, then, that teachers and staff were found to be third most preferred among NUOL students. There was a slightly small proportion of students who preferred talking to health professionals, monks and others when they were faced with problems. However, students who were unwilling or unable to share with others constituted a similar proportion to health professionals, monks and others (6.5%).

Apart from the groups mentioned above, in the “Other” option, students provided different specific people with whom they consulted when faced with problems as follows:

- Partners (boyfriends/girlfriends)
- My neighbours
- My elder brothers, 2 elder sisters
- My relatives (uncles, aunties)
• I use social networks as a means of revealing my feelings as well as my difficulties
• Anyone I can trust
• Anyone who cares about me
• Anyone with whom I feel comfortable with and trust
• Vocational professionals
• Experienced people in a particular area (depending on my issues)
• My seniors (e.g. 4th year students)

6.7.1. Approaching friends and colleagues for help by “gender”

A cross tabulation of each help-seeking preference was done by “gender” to find out whether the preferences were statistically different across the three gender groups. A Chi-Square test revealed that ‘friends and colleagues’ was statistically significant ($\chi^2 = 9.662, p = 0.008$). This indicated that this help-seeking choice was not homogenous across the three gender groups. Female students were more likely than male and “Other” students to seek help from friends and colleagues.

6.7.2. Approaching friends and colleagues for help by “student status”

It is worth noting that domestic students made up a higher percentage of those who chose to talk to friends and colleagues when experiencing problems (70%) in comparison with international students (47%). The relationship between “student status” and “friends and colleagues” was statistically significant ($\chi^2 = 12.225, p = 0.000$). It appears that domestic students are likely to more readily choose to talk to friends when struggling than their counterpart.

6.7.3. Approaching monks for help by “gender”

Statistical differences were also found between approaching monks and gender ($\chi^2 = 24.901, p =0.000$). As shown in table 21, it can be clearly seen that more “Other” and male students chose to talk to monks than female students.
Table 22: Consulting with monks by gender

<table>
<thead>
<tr>
<th>Monks</th>
<th>Count</th>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>Male</td>
<td>28</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>11</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>61</td>
<td>Total</td>
<td>61</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>% within Gender</td>
<td>7.4%</td>
<td>1.8%</td>
<td>10.3%</td>
<td>4.7%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monks</th>
<th>Count</th>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>573</td>
<td>Male</td>
<td>299</td>
<td>274</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>616</td>
<td>377</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td>78</td>
<td>43</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>1224</td>
<td>Total</td>
<td>794</td>
<td>654</td>
<td>122</td>
</tr>
<tr>
<td>% within Gender</td>
<td>92.6%</td>
<td>98.2%</td>
<td>89.7%</td>
<td>95.3%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monks</th>
<th>Count</th>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>619</td>
<td>Male</td>
<td>252</td>
<td>275</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>627</td>
<td>377</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td>64</td>
<td>43</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>1285</td>
<td>Total</td>
<td>743</td>
<td>660</td>
<td>130</td>
</tr>
<tr>
<td>% within Gender</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Table 23: Student perceptions of the helpfulness of a future counselling service

6.8. Student perceptions of the helpfulness of a future counselling service

Table 23 represents student perceptions of the helpfulness of a future counselling service. Overall, it can be noticed that a considerable majority of students indicated that counselling services would be either helpful or very helpful (84.3%).

<table>
<thead>
<tr>
<th>Would it be helpful to have a student counselling service?</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very helpful</td>
<td>313</td>
<td>24.4%</td>
</tr>
<tr>
<td>Helpful</td>
<td>770</td>
<td>59.9%</td>
</tr>
<tr>
<td>Undecided</td>
<td>179</td>
<td>13.9%</td>
</tr>
<tr>
<td>Not helpful</td>
<td>23</td>
<td>1.8%</td>
</tr>
<tr>
<td>Total</td>
<td>1,285</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 23: Student perceptions of the helpfulness of a future counselling service
6.8.1. Student perceptions of the helpfulness of a future counselling service by “gender”

Students’ perceived helpfulness of counselling was cross-tabulated by “gender” to find out whether the perceptions were statistically different across male, female and “Other” students. Figure 17 illustrates students’ perceived helpfulness of counselling by “gender”.

![Student perceptions of the helpfulness of a future counselling service by gender](image)

*Figure 17: Student perceptions of the helpfulness of a future counselling service by gender*

The Chi-Square test revealed that there was a statistically significant association between student perceptions of the helpfulness of a counselling service and gender ($\chi^2 = 32.438$, $p = 0.000$). As illustrated on the bar graph, it can be noticed that a large majority of male and female students reported that counselling would be helpful while majority of “Other” indicated that counselling would be very helpful.

6.8.2. Student perceptions of the helpfulness of a future counselling service by “year of study”

Similarly, students’ perceived helpfulness of counselling was cross-tabulated by “year of study” to determine whether the perceptions were statistically different across the five
years of study. Table 24 shows students’ perceived helpfulness of counselling by “year of study” in percentages.

<table>
<thead>
<tr>
<th>Would it be helpful to have a student counselling service?</th>
<th>Year of study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td>Very helpful</td>
<td>68</td>
</tr>
<tr>
<td>%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Helpful</td>
<td>193</td>
</tr>
<tr>
<td>%</td>
<td>59.4%</td>
</tr>
<tr>
<td>Undecided</td>
<td>58</td>
</tr>
<tr>
<td>%</td>
<td>17.8%</td>
</tr>
<tr>
<td>Not helpful</td>
<td>6</td>
</tr>
<tr>
<td>%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Total</td>
<td>325</td>
</tr>
<tr>
<td>%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 24: Student perceptions of the helpfulness of a future counselling service by “year of study”

A Chi-Square test revealed that the difference in the perceptions of the helpfulness of counselling, by “year of study”, was statistically significant (χ² = 27.961, p = 0.006). Table 24 shows that all five-year groups reported counselling as helpful (44-60%) or very helpful (21-33,3%). The 5th year students indicate that counselling was very helpful which constituted the highest percentage, whereas most other counterparts indicate counselling was helpful. It is worth noting that the 5th year students as a small group with odd results introduces some bias; they are the survivors—perhaps because they have been more open to counselling. Interestingly, the first-year students appear to be the highest group who were undecided whether counselling was helpful. It may be that case that counselling is still new and unfamiliar for the first-year students.
6.9. Comments on the establishment of counselling services

This research aims to explore staff and student feedback on the establishment of a counselling service for students at the National University of Laos, Vientiane, Lao PDR. Therefore, comments and suggestions from student participants would be very useful for future establishment of a counselling service. At the ending of the questionnaire, participants were free to put comments on the establishment of counselling services. For this open-ended survey responses (see appendix: N), similar and same comments were grouped together into a bullet point format.

- I strongly agree with the establishment of counselling services
- I agree with this plan because it is extremely useful and necessary as students deal with lots of academic difficulties, not only exams but also writing proposals and dissertations.
- I strongly support those services, especially academic counselling in order to help students succeed in their studies and personal lives, achieve their goals.
- Counselling is a very important service for students
- Career counselling is very important.
- Students are more likely to be stressed in this competitive society, counselling can provide students with good guidance, a road map to live in society.
- Counselling contributes to promoting student’s mental health and well-being.
- Students need good listeners.
- Counsellors need to be friendly and helpful.
- Ensure that we have enough qualified counsellors and the quality of service.
- We need to do more advertising throughout the campus to encourage students’ awareness of such service.
- Ensure confidentiality
I have noticed that provincial students are struggling to adapt themselves to university life. They are feeling lonely and not confident enough to share with friends, so counselling might be the best option for them.

Our students come from many different provinces and present with a variety of issues. Counselling support will be very beneficial for students.

Students' problems are getting more serious, in some cases, they dare not share with teachers and friends, even family, therefore, counselling help is very necessary to inform students how to deal with those things.

Students will be more comfortable to share their stories because counselling service is a more reliable “emotional shelter”.

Counselling enables students to gain a better understanding of themselves.

Counselling can help students re-direct when they lose track and keep them on track.

Counselling shows that university cares about students’ studies and psychological well-being.

I am not sure whether students will be willing to see counsellors because of our cultural aspects and social prejudice.

This project should have begun long time ago.

Counselling can support and facilitate students in terms of decision-making and self-confidence building.

A counselling centre should provide free counselling.

Severe psychological issues will be reduced, especially depression and suicide.

It will be such a great service. Students will hugely benefit from counselling service, particularly provincial students.

Students are currently facing a wide range of issues and of course they need counseling help.
7. Discussion

7.1. The counselling needs of NUOL students

The results of this research reveal that a large majority of NUOL students acknowledged the necessity of counselling services. There were no significant differences across the three gender groups associated with the finding. An earlier study provides similar findings reporting that a great majority of students at a UK veterinary school acknowledged the value of counselling services (Pickles et al., 2012). The results also show that “Academic counselling” received the highest rankings amongst types of counselling in terms of importance as well as the likelihood of use. This suggests that a future counselling centre would need to pay particular attention to addressing the academic concerns of students. Also, the results suggest that counsellors should consider initiating academic counselling services that respond to student needs in order to facilitate academic success. With regard to the later point, no comparison could be made to any studies at the NUOL prior to this study as there has been no research conducted in this area. The finding, however, links to a large body of literature that shows the positive impact of counselling services. Several previous studies suggest that counselling services contribute positively to student retention (e.g., Bishop, 1990; Bishop & Brenneman, 1986; Bishop & Walker, 1990; Illovsky, 1997; Turner & Berry, 2000; S. B. Wilson et al., 1997). Even though no research on the contributions of counselling towards student development was found in Laos, there is good reason to believe that CSs will benefit NUOL students. The counselling services provided might be different in different institutions, but their value in educational settings are clear. Data from the present research also confirms the potential benefit to students of counselling services. A large majority of students (84.3%) indicated that counselling would be either helpful or very helpful (see table 22).
That academic counselling was perceived as the most important service may relate to the fact that students appear to lack academic support. Specifically, academic learning support outside that provided directly in the classroom is not offered at the NUOL. From the author’s observation, students mainly rely on support from their own teachers or friends when they struggle with academic concerns such as exams and thesis writing. Students’ ranking of Academic counselling as being the most important and most likely-to-be-used service was in accordance with other findings in the survey (see Figure 10: the student issues by category) of which academic concerns proved to be third most common issue of all those faced by NUOL students, behind financial difficulties and time management. Interestingly, students’ comments on the establishment of counselling services (Section 5.9) confirms this finding. The data from the 926 completed questionnaires (with comments provided) reveal that 31.5% of the students strongly agreed that counselling services should be established, especially academic counselling because many students experience various difficulties in doing research and in academic writing.

7.2. Issues faced by NUOL students

The issues faced by NUOL students can be grouped into 11 categories of concern. Among these categories, financial difficulties (63%) were identified as the most common issue among students, followed by time management (52%), academic concerns (41%), social issues (33%), cultural concerns (27%), family and personal issues (15%), eating concerns (8.3%), addictions (7%), suicidal thoughts (5%) and sexual concerns (3.3%). This suggests that a future counselling centre would need to be able to deal with a wide range of student issues, especially financial and academic concerns. This finding is, to some extent, consistent with previous studies. A study conducted by Wang and Pan (2006), for example, reported that academic issues, family, and interpersonal communication were seen as the three main issues among students in a southern University of Taiwan. Giovazlias et al. (2010) found that
the main problems faced by Greek students include planning life goals, emotional problems, satisfactory relationships, existential concerns, problem-solving, time management, academic issues, financial concerns, personal ways of life and focusing on failures. With regard to financial issues, however, the finding was much higher in the present research with well over half of the students reporting their concerns in this domain. In contrast to Giovazlias et al. (2010), financial issues were identified as being less critical to students with this issue being ranked eighth out of the ten issues. The national economic situation of the two countries may be a good reason for such a difference. For example, this finding may be linked to significant university expenses and the high cost of living in Vientiane (the capital city of Laos). As a member of the academic staff for eight years, I (the researcher) have observed that many students were unable to find jobs or were unwilling to work; others could not manage their time because of their inconsistent class schedule. Therefore, the students primarily relied on their parents’ support. It may be the case that students appear to be unable to manage their financial responsibilities or do not have financial skills. Several studies found that there was a relationship between bad budgeting practices and financial consequences (Kidwell & Turrisi, 2004; Moore & Carpenter, 2009; Rob & Pinto, 2010). It is also possible that the platform for students to connect with opportunities to self-fund are limited. This suggests that the future NUOL counselling service establishes student job search to support students in their ability to get work.

Time management is the second most prevalent concern experienced by NUOL students. This is not surprising because most students take supplementary classes outside the classes that are provided at the NUOL such as English and computer classes. Many of them work part-time jobs; others spend a great portion of time on a range of extra-curricular activities such as sport clubs, volunteer and service-related activities. Many students are struggling with how to achieve balance between study time and activities then end up with
insufficient attendance and uncompleted class assignments which give rise to poor academic achievement. Time management might be connected to academic concerns—the third most common concern. Several previous studies have found a relationship between time management skills and academic stress and performance. (Britton & Tesser, 1991; Macan, Shahani, Dipboye, & Phillips, 1990; Misra & McKeen, 2000). The finding of time management and academic concerns of NUOL students is aligned with another finding of the survey which found that academic counselling was perceived as the most important and most likely-to-be-used service. One possible explanation for this is that time management skills are generally included in academic counselling. This could mean that a future counselling service needs to focus on addressing academic concerns as well as equipping students with time management skills accordingly.

7.3. Help-seeking preferences and counselling experiences

Help-seeking was accepted and considered a practical choice when a student is faced with difficulties. The vast majority of students reported that they would seek help when dealing with different issues, with only a small proportion indicating that they would not seek any type of help. Students chose to seek help from friends (69.5%), family (59%) and teachers (21%) which were far more than from professional help (see Figure 16). Several studies confirm this finding. Boldero and Fallon (1995a), for instance, stress that friends and family were identified as the most preferred sources of help when problems arose. Other studies also report similar findings, with most individuals willing to seek help from friends and family for personal-emotional concerns and suicidal thoughts (Al-Darmaki, 2011b; Schonert-Reichl & Muller, 1996; Wilson, Deane, & Ciarrochi, 2005). As Suan and Tyler (1990) comment, Asian students have greater preference for seeking help from friends and family and this can be associated with their cultural values. Asian cultures put a heavy emphasis on family hierarchy, people try to hide personal issues or psychological suffering
from others or choose to talk to family rather than seek professional help in an attempt to avoid shame (Yeah, 2002).

The results from this research show that only 21% of NUOL students had experienced formal counselling. A personal communication with the Career Counselling Office (2016) also confirms that very few students sought help for social-personal issues. This finding is consistent with a study which found that Thai college students underutilised counselling and mental health services available on campuses (Christopher, Skillman, Kirkhart, & D’Souza, 2006). An earlier study from a Taiwanese University also echoed this finding (Lin, Liu, & Hsieh, 2010). It is reported that over 80% of the students had never used counselling from the University Counselling Centre, among this percentage, one fourth were not even aware of its location. It may be the case that NUOL students were not aware of the existence of the CCO or they assumed that the CCO was purely available for career concerns. Therefore, advertising the counselling services available needs to be improved in an effort to raise students’ awareness of the existence of counselling services and the appointment making procedures (Lin, Liu, & Hsieh, 2010). Preferably, counselling services need to be publicised and fully accessible to every student on each campus when needed (Boyd et al., 2003).

7.4. Counselling experience by sessions

In terms of formal help-seeking, most students who had used counselling services reported receiving 1-5 sessions (224/271). This finding is consistent in comparison with previous studies such as Gallagher (2010a) who concluded a similarly average number of sessions (5.6) from 320 surveys of American University counselling services. Consistently, 2-4 sessions was reported from studies of Reimer and Chatwin (2006). As mentioned earlier, counselling is still new and unfamiliar to most NUOL students. The CCO is the only free counselling service available for NUOL students at the present time. The fact that students attended brief sessions might relate to cost and expenses. Consulting with doctors and other
professionals, for example, could be unaffordable for some students. This is consistent with other findings in the survey which found that financial difficulties were the most common concerns faced by NUOL students (see Figure 10). Students seemed to be concerned about costs of service. They suggested that a future counselling centre should provide free services (see Section 6.9)

8. Limitations of the present research

This is the first local research into the issues facing NUOL students and the corresponding design of a future student counselling service at the NUOL. This presents the research particular challenges. First, there is a shortage of locally based literature examining the need for student counselling support.

Second, this research did not examine where students prefer to seek help from, or if this differs with respect to different issues that they faced. It is hard to know. Future research would assist in the provision of targeted services if student preferences differ.

Third, the research did not ask about what kind/if any counselling students had received previously. Therefore, it was impossible to know whether academic counselling was more common than career counselling and social-personal counselling.

Fourth, there is a dearth of literature that examines the issues faced by NUOL students neither is the statistical data of students with mental health issues. It is hard to confirm the present findings.

9. Recommendations for future research

Since this is the first research conducted, future research on NUOL student feedback of counselling needs is particularly needed in order to confirm the findings. Specifically, students’ needs change over time, therefore, future studies should be periodically conducted to accurately identify student needs in an attempt to deliver counselling services effectively.
As the questionnaire was the only method employed in this research, future studies should use a variety of method tools to identify student needs such as interviews and focus groups in order to enhance the validity of the findings.

Student satisfaction with prior counselling experiences should be investigated in order to apply lessons from their experiences to inform the existing services.

10. Conclusion

In summary, NUOL students acknowledge a counselling need and show strong support for the establishment of a counselling service. The students in the survey identified a full range of counselling needs, however, academic counselling received the highest ranking in terms of importance and likelihood of use. This suggests that academic counselling appears to be the most significant need above career and personal counselling. Specifically, students experienced a variety of issues which can be grouped into 11 categories: financial difficulties, time management, academic, social, cultural, and personal concerns, family, addictions, suicide and eating issues.

There are some significant differences in the percentages of students with issues and those who sought help for those issues. Time management, for example, shows a huge difference between those expressing problems (51.5%) and those seeking help with this problem (24.5%). Another interesting point is that only 21% of NUOL students experienced professional counselling. This could be linked to the fact that counselling is still unfamiliar to many in Laotian society. The low percentage of counselling use among NUOL students could be also associated with local culture and “social stigma” about seeking counselling advice. Therefore, campaigns and related activities should be organised on campus in order to help students to change students’ potential negative attitudes or misconceptions of counselling and to establish positive attitudes towards counselling. In terms of help-seeking preferences, friends and colleagues were the most common choice among students, followed by family.
Nonetheless, a preponderance of students reported that future counselling services would be either helpful or very helpful for them.
MANUSCRIPT THREE:

THREE NZAC SUPERVISORS’ ACCOUNTS OF COUNSELLORS’ PERSPECTIVES ON AND REPORTS OF STUDENTS’ EXPERIENCES OF RECEIVING COUNSELLING IN NEW ZEALAND TERTIARY INSTITUTIONS

1. Abstract

Many research findings show that student feedback is useful for counsellors as well as for the counselling team with respect to delivering an effective service. This paper presents three NZAC supervisors’ perspectives of students’ experiences of receiving counselling in tertiary institutions in NZ. It focuses on the results derived from qualitative data analyses via Nvivo software. There are five significant emerging themes:

1) Issues for which students seek counselling,

2) What tertiary institutions provide students with,

3) Counselling delivery medium,

4) Students’ help-seeking, attitudes towards counselling services and their accessibility,

5) Counselling techniques and methods used by counsellors.

These main themes were analysed and discussed in this research. The findings of the present research inform the implementation of a counselling service at the NUOL.

2. Introduction

The significance of counselling services with respect to the effectiveness of teaching has been explicitly acknowledged in New Zealand since 1965 (Brailsford, 2011). Robert Priestley, a student counsellor from the University of Melbourne, who was officially invited by the University of Auckland stated that supplementary counselling provision will better ameliorate the effectiveness of teaching than employing a number of academic staff (Brailsford, 2011). He
explained further that counsellors could provide assistance not only to students but also to teachers who are faced with teaching problems (Brailsford, 2011). According to Priestley, aside from academic difficulties, students are far more susceptible to university life adjustment, struggling with independent learning style, family issues, social anxiety, and sexual concerns (Brailsford, 2011). This important event resulted in the first establishment of student counselling services at three different universities nationwide, namely Canterbury, Victoria and Auckland in 1966 (Brailsford, 2011). Brailsford (2011) comments that in the 1970s student counselling services had been firmly established. At this stage, counselling centres had become a commonplace for students within New Zealand universities. Although there has been periodic fluctuation throughout the development process of student counselling services, they have made a significant contribution to the success of New Zealand students.

The New Zealand Association of Counsellors (NZAC) is “the national professional association that acts for and with counsellors to monitor and improve the service they provide” (NZAC, 2017). The main purpose of NZAC is to encourage counselling provision in a safe and accountable manner. To ensure that counsellors are accountable to NZAC, they are required to have full membership of this organisation.

The focus area for this research was the Auckland region. The data from NZAC Counsellor Search\(^{32}\) shows that Auckland contains the largest number of counsellors per capita and the largest branch of the NZAC. Also, Auckland has more tertiary institutions than any other New Zealand city\(^{33}\). With these reasons, Auckland was chosen to recruit the study sample for this

\(^{32}\) The number of NZAC members categorised by location can be seen in the following website: http://www.nzac.org.nz/nzac_counsellor_search.cfm

\(^{33}\) Colleges, polytechniques and universities of New Zealand are listed in the following websites: http://www.university-list.net/New-Zealand/universities-1000.htm
research. It has been necessary for me (JI) to learn from the well-established practices here so that I (JI) can then adapt these for Laos. With the information collected from the existing literature and the data gathered through interviews, I (JI) found material that would be appropriate to establishing a student counselling service at the NUOL. This research aims to explore NZAC supervisors’ accounts of counsellors’ perspectives on and reports of students’ experiences of receiving counselling in tertiary institutions of New Zealand in order to contribute towards the future establishment of a counselling service at the NUOL.

3. Study sample

Three supervisors who were directly supervising tertiary counsellors in New Zealand participated. Participation in this research was voluntary and confidential.

4. Data collection

All three supervisors were invited to participate in open-ended and phenomenological in-depth interviews. The interviews took place at a location of the supervisors’ choice. Each interview was audio-recorded and lasted approximately ninety minutes. The interview length was to ensure that the supervisors had sufficient time to process the questions and reflect on their professional practice.

5. Data analysis

This research was undertaken using a thematic analysis approach. The data was formalised using cluster analysis and mathematical modeling. To analyse the transcribed interviews, Braun and Clarkes’ six-step approach Braun and Clarke (2006) was applied. This analytical approach allows the researcher to identify and organise the coded data by using different names for themes. It is the “process of sorting your data into various categories that organise it and render it meaningful” (Loftland, Snow, Anderson, & Loftland, 2006, p. 200). The coding process was
carried out using NVivo\textsuperscript{34} and the formalisation of the coded data was visually represented using Debategraph\textsuperscript{35}. The clustering process revealed five significant clusters representing the five themes discussed below.

6. Results

6.1. Issues for which students seek counselling

Students nowadays come to see counsellors with an incredibly wide range of issues. Due to their typical age, these issues can have significant and long-term impact on their lives. One of the most challenging issues that students presently face is cultural adaptation.

Coming out as gay in New Zealand for Muslim International students, for example, can be very difficult. It is almost impossible for an openly gay Muslim student to return to their home country.

“You know such students, they come to New Zealand. I am thinking of several, I think coming out as gay or lesbian in New Zealand, you prefer a western way of life and perhaps don’t hold your faith strongly. Their return to their home country is absolutely precarious”.

Supervisor Kauri\textsuperscript{36} emphasised that New Zealand universities are now international environments. Therefore, students presenting with cross-cultural issues need sensitive support which requires counsellors to be well-trained in cross-cultural counselling.

Family issues are also prevalent among students, especially at postgraduate level.

“Lots of PhD and Master’s students are struggling with their theses. Others give up for specific reasons such as financial difficulties and their family situation. It is too hard, it is a

\textsuperscript{34} NVivo is software that supports qualitative and mixed methods research. It’s designed to help you organize, analyze and find insights in unstructured, or qualitative data like: interviews, open-ended survey responses, articles, social media and web content.

\textsuperscript{35} Debategraph is a web-platform that offers individuals and communities a powerful way to learn and deliberate and decide on complex issues. Further information can be found on website debategraph.org

\textsuperscript{36} All names of the interviewees referred to in this research are pseudonyms
struggle that mature students have, issues with their partner as well as lacking financial support for their study”.

Supervisor Rata suggested that counsellors could provide moral support to encourage these mature students to succeed in their academic work. Many seek counselling for safety issues due to the jealousy of their partners and domestic physical abuse.

Student’s increasingly present with self-destructive behaviour and suicidal ideation for which counsellors often work closely with the crisis team. One supervisor explained that when counsellors recognise that students are suicidal, by New Zealand law they have the right to report this to the student’s family and to the crisis team for intervention.

Increasingly students are also presenting with difficulties with adapting to the learning styles expected of them in the tertiary level. One supervisor shared her experience of a Chinese student who came to see her with Asperger’s spectrum disorder. This student was struggling with studies in New Zealand due to language barriers and differences in learning styles as New Zealand has a more independent approach to study.

“Some Chinese students who were not be able to get into their universities or not be able to succeed in their own country’s university often struggle in New Zealand in a second language”.

Supervisor Kauri commented that socializing was challenging for this group of students, too. It is hard for them to join in a team in order to do group work or to participate in a group project.

The table shown below is the results from the list collected from the three supervisors. This table demonstrates the wide range of issues that students present with. All three supervisors commented on the high level of training and experience tertiary student counsellors need to have in order to meet the needs of this client group.
<table>
<thead>
<tr>
<th>Category</th>
<th>The issues dealt with students in counselling</th>
<th>Number of interviewees who selected this issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Abnormal behaviour</td>
<td>3</td>
</tr>
<tr>
<td>P</td>
<td>Abnormal cognition</td>
<td>3</td>
</tr>
<tr>
<td>Ac</td>
<td>Academic achievement (poor)</td>
<td>3</td>
</tr>
<tr>
<td>Ac</td>
<td>Academic achievement (high)</td>
<td>2</td>
</tr>
<tr>
<td>Ac</td>
<td>Academic speaking issues</td>
<td>2</td>
</tr>
<tr>
<td>Ac</td>
<td>Academic writing issues</td>
<td>2</td>
</tr>
<tr>
<td>Ac</td>
<td>Other academic difficulties</td>
<td>3</td>
</tr>
<tr>
<td>Ad</td>
<td>Addictions (alcohol)</td>
<td>3</td>
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<tr>
<td>Ad</td>
<td>Alcohol overconsumption/binge drinking</td>
<td>3</td>
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<tr>
<td>Ad</td>
<td>Addictions (drugs)</td>
<td>3</td>
</tr>
<tr>
<td>Ad</td>
<td>Addictions (video games, online games)</td>
<td>3</td>
</tr>
<tr>
<td>Ad</td>
<td>Other addictions</td>
<td>3</td>
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<tr>
<td>C</td>
<td>Adjusting to student life</td>
<td>3</td>
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<tr>
<td>C</td>
<td>Adjusting from urban district to city life</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Adjusting from rural to city life</td>
<td>3</td>
</tr>
<tr>
<td>P</td>
<td>Anxiety (general)</td>
<td>3</td>
</tr>
<tr>
<td>Ac</td>
<td>Anxiety about test-taking</td>
<td>2</td>
</tr>
<tr>
<td>P</td>
<td>Panic attacks</td>
<td>3</td>
</tr>
<tr>
<td>P</td>
<td>Bipolar disorder</td>
<td>3</td>
</tr>
<tr>
<td>P</td>
<td>Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>P</td>
<td>Body image</td>
<td>3</td>
</tr>
<tr>
<td>Ac</td>
<td>Career counselling</td>
<td>2</td>
</tr>
<tr>
<td>P</td>
<td>Coping style</td>
<td>2</td>
</tr>
<tr>
<td>P</td>
<td>Depression</td>
<td>3</td>
</tr>
<tr>
<td>E</td>
<td>Eating disorder (anorexia)</td>
<td>3</td>
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<tr>
<td>E</td>
<td>Eating disorder (bulimia)</td>
<td>3</td>
</tr>
<tr>
<td>E</td>
<td>Eating disorder (compulsive dieting)</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Count</td>
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<tr>
<td>E</td>
<td>Eating disorder (compulsive eating)</td>
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<tr>
<td>E</td>
<td>Eating disorder (other)</td>
<td>3</td>
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<tr>
<td>Fa</td>
<td>Family problems</td>
<td>2</td>
</tr>
<tr>
<td>Fa</td>
<td>Family problems (Issues in students’ relationship with family)</td>
<td>3</td>
</tr>
<tr>
<td>Fi</td>
<td>Financial difficulties</td>
<td>3</td>
</tr>
<tr>
<td>Ac</td>
<td>Goal setting</td>
<td>3</td>
</tr>
<tr>
<td>P</td>
<td>Grief and loss</td>
<td>3</td>
</tr>
<tr>
<td>Se</td>
<td>HIV/AIDS</td>
<td>3</td>
</tr>
<tr>
<td>So</td>
<td>Issues with friends</td>
<td>3</td>
</tr>
<tr>
<td>So</td>
<td>Issues with intimate relationships</td>
<td>3</td>
</tr>
<tr>
<td>So</td>
<td>Issues with interpersonal relationships</td>
<td>3</td>
</tr>
<tr>
<td>Se</td>
<td>Issues with sexuality</td>
<td>3</td>
</tr>
<tr>
<td>So</td>
<td>Lack of assertiveness</td>
<td>3</td>
</tr>
<tr>
<td>So</td>
<td>Lack of confidence</td>
<td>3</td>
</tr>
<tr>
<td>P</td>
<td>Loneliness</td>
<td>3</td>
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<tr>
<td>E</td>
<td>Obesity</td>
<td>2</td>
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<tr>
<td>E</td>
<td>Overweight</td>
<td>3</td>
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<tr>
<td>O</td>
<td>Perfectionism</td>
<td>3</td>
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<tr>
<td>P</td>
<td>Personality disorders (sub-clinical)</td>
<td>3</td>
</tr>
<tr>
<td>P</td>
<td>Problem-solving ability</td>
<td>3</td>
</tr>
<tr>
<td>Ac</td>
<td>Putting things off (procrastination)</td>
<td>3</td>
</tr>
<tr>
<td>Se</td>
<td>Rape</td>
<td>3</td>
</tr>
<tr>
<td>Se</td>
<td>Sexual assault</td>
<td>3</td>
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<tr>
<td>Se</td>
<td>Sexual communication</td>
<td>3</td>
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<tr>
<td>Se</td>
<td>Sexual harassment</td>
<td>3</td>
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<tr>
<td>Se</td>
<td>Sexual issues (other)</td>
<td>3</td>
</tr>
<tr>
<td>P</td>
<td>Sleeping disorder (poor quality)</td>
<td>3</td>
</tr>
<tr>
<td>P</td>
<td>Sleeping disorder (insufficient sleep)</td>
<td>3</td>
</tr>
</tbody>
</table>
6.2. What tertiary institutions students with

Alongside counselling most New Zealand tertiary institutions also provide learning support services such as academic support services, communication skill workshops, an international office, a health service and an advocacy service. The International Office answers the general enquiries of overseas students, supports visa application and extension processes, provides accommodation and health insurance support. The International Office also operates as a bridge to connect all overseas students through various activities such as international food days and cultural festivals. Often, in universities, the counselling department and advocacy service are separate units. Advocates deal with students who have difficulties with coursework and help with
special consideration requests. Advocates help students to handle the amount of coursework and
with any challenges associated with sitting examinations.

Health and counselling centres are often extensive and cover a range of services from
general health issues to mental health concerns. Supporting teams, therefore, involves a real
mixture of health professionals: doctors, nurses, clinical psychologists and social workers. They
often work together in the same building in collaboration with the crisis team. Registered
students are eligible for medical services such as health check-ups and treatment. In some
institutions, students can be offered workshops on stress and time management during
orientation weeks or even during the academic year. Counselling services are typically free and
available for all enrolled students who need professional help. Students automatically receive a
limited number of counselling sessions. Students, however, can make a request for further
sessions in cases of special consideration.

6.3. Counselling delivery medium

When asked about how counselling services were delivered, all of the supervisors said that
face-to-face was the most common method among counsellors. Supervisor Rata added that face-
to-face was a preferable type because counsellors could recognise responses from a client’s body
language. All information is to hand and that is extremely useful, whereas skype counselling is
limited in the information provided.

“Most counsellors prefer face-to-face counselling because they’d like to see the person in
the response in their eyes and their body. You know it’s all information, whereas on skype I still
feel a little limited. By text or electronic means, I feel like a lot of information is not there”.
Another supervisor commented that face-to-face was easy and effective in terms of the nuances observed in changes of reactions. For some students, who are shy and ashamed, face-to-face might not be practical initially. This supervisor observed that skype counselling only happens in New Zealand in special cases, for example, when a client has a broken leg or in cases of emergency. Some skype sessions are also available for extramural students. This could be a better choice for them.

“Some skype sessions work for students who live in other parts of New Zealand. Like ah, someone who lives in Whangarei, and they come down for a oh, one particular lady doing her Master’s, she would drive down, which is two and a half hours to three hours, come down for a one week course every few weeks, she would be up there on her own, so that kind of thing we do telephone counselling sometimes”.

Similarly, where student demand is high and availability of counsellors is low, multi-media options such as texting, emailing and skype become more realistic.

“I would say that face-to-face counselling is effective, but when there is a large demand I would say that having multi-media options when your resources are low, it’s excellent”.

However, supervisor Totara commented that skype session might be unaffordable for some students due to the need for internet access.

Another supervisor stated that texting was a good way to start making connections and facilitating a student into counselling. A student, for example, might text a counsellor “I feel really down” and “I can’t come at this time”.

Counsellors might start arranging an appointment or managing ways of contacting students when they are not physically present. In other words, texting is about making arrangements rather than the counselling itself. It is not commonly used in counselling delivery.
Alternatively, group work to educate students on specific topics, like social anxiety, is very useful. In some cases, students may be able to better manage themselves in a group situation because they are all dealing with the same issues.

“Group work is for people who’ve decided they have problems. Alcohol addictions, for example, they go along to this organisation which helps them to stay sober. It’s like in a group meeting when everybody will talk about their struggles and other people help them to stay sober and not get drunk all the time”.

They can support each other in terms of techniques and how to cope with issues. Group work can be organised on the recommendations of counsellors or through advertising in order to establish a group of students with the same issues. There are many activities which can be done as a group to educate students in life skills development around issues such as stress and exam anxiety. Also, students with life adjustment difficulties can benefit in a group work situation through mutual sharing, identity, understanding and support.

6.4. Students’ help-seeking, attitudes towards counselling services and their accessibility

The performance of counsellors is formally assessed in most tertiary settings. Different institutions, however, use different approaches to appraising a counselling service. Some universities, for instance, provide students with assessment forms to fill out. From the experience of two supervisors, counselling services provided by universities are, by and large, very good and most students are happy with the services. Some students, however, come to see a counsellor reluctantly. These students are either told directly or are put under pressure to see a counsellor.

“Some students come because someone else has persuaded them to, others have virtually been given an ultimatum that either they see a counsellor or get out of the university”.

Only about one in six or seven of these students will return to counselling. Supervisor Totara emphasised that lots of resources are available online at present; students are likely to seek information and download applications to cope with different personal issues like depression and anxiety. Students who do not want to see a counsellor are introduced to CBT style programmes, for example, as an alternative source of support.

Some departments within colleges and universities actively encourage students to see counsellors in various ways.

I used to teach in a *** department at ***, we were very quick to say to students “You’ve got quite high stress that is really burdensome for you, have you thought about seeing a counsellor? They are really good at helping people”.

Supervisor Rata commented that the important factors contributing to students’ help-seeking involved the existence of a private and confidential service, and a friendly and welcoming attitude. This supervisor stressed that “welcoming” implied that counselling services are open to everyone regardless of race and gender.

Another supervisor indicated that many Asian students did not feel comfortable seeking help from counsellors. Most of them seem to be afraid their parents will be told they are seeking help.

“I noticed that people who are from Pacific Islands and lots of Asian students are very reluctant to come to counselling because they are not familiar, I suppose. I think a lot of them are afraid their parents will be told, and we don’t do that but if you think about somebody who is threatening suicide or harming themselves, you have to let the family know so that is a big issue”.

In terms of accessibility to services, counsellors are becoming busier with increasing caseloads and an increasing rate of requests for assistance. Counsellors often need to ring every student on a list of enquiries, for instance, to assess how urgent each case is so that they can prioritise the most urgent cases.

“We have an online form that students complete to request counselling and it is a questionnaire asking them what their reason is for wanting counselling, see if they have tried to help themselves first ask them what they would like to have”.

This prioritisation leads to student frustration due to the long waiting list for counselling services. In addition, there is limited help for students in crisis situations as most universities have only one counsellor available for crisis work and other counsellors can be fully booked with their own cases. Supervisor Rata suggested that in order to be an effective service, two to three slots should be available for emergency cases at any one time.

Also, an effective counselling service, it is suggested, should have a comfortable and private waiting room or waiting space, with friendly and welcoming staff in attendance.

6.5. Counselling techniques and methods used by counsellors

The three supervisors reported that they have been practicing a wide range of techniques and methods in the process of delivering counselling services. These includes:

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<th>Counselling techniques and methods used by counsellors reported by the three NZAC supervisors</th>
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<td>1</td>
<td>Sand tray</td>
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<td>2</td>
<td>Cross-cultural counselling</td>
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<td>3</td>
<td>Imagery</td>
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<td>4</td>
<td>Solution-focused Brief Therapy (SFBT)</td>
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Table 25: Counselling techniques used by counsellors

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<tr>
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<th>Counselling techniques used by counsellors</th>
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Students differ in their personalities and expectations and come to see counsellors with various issues. Therefore, counsellors need to acquire and apply a variety of techniques in order to tackle the issues accordingly. With regard to this, one supervisor suggested that training in cross-cultural counselling is necessary for counsellors. She commented that the “sand tray” is commonly used by some counsellors. The sand tray is part of the therapeutic process counsellors use in delivering a counselling session. Using a large sand tray, students can put objects in it to express a thought, emotion or idea without the need for verbalisation. They can use photographs as a means of expression. Supervisor Totara commented that some counsellors are good at using the sand tray in combination with a range of other therapies, whereas others might work well when using a variety of techniques. In other words, they take an eclectic approach.

“I think the research would say the longer that you have been counselling, the more eclectic or multi-model you’re likely to be so… You’ll draw on…. I’ll draw on several models in my work. I think the people that I supervise would report the same so a variety of models. Yeah, no single model perfectly fits the tertiary institution environment”.

Many supervisors agreed that “there are no trends or dominant models” counsellors use to address all issues as it all depends on the issues that students present with. Counselling models range from short-term solution-focused to longer-term psychodynamic work which include a broad range from CBT to DBT.

Supervisor Rata revealed that he would use motivational interviewing with addiction cases, Cognitive Behaviour Therapy (CBT) with anxiety and psychodynamic with longer-term preparatory work. Supervisor Totara suggested that for panic attack, some counsellors work with social-psycho-educational material to gain an understanding of where panic attacks come from and how to manage them. In general, short-term therapy or short-term solution-focused therapy is relatively common in dealing with student issues. In some cases, however, students might need to go for longer term therapy (10 sessions) and attend in-depth counselling.

Supervisor Totara commented that psychotherapy might not be practical for all cases and strength-based counselling could be more useful than in-depth psychotherapy.

“I don’t think in-depth psychotherapy is needed for every student. I think if I was choosing counsellors I would choose somebody who does not see everybody as being pathological that is sort of, like um… that somebody comes in immediately crying then they must have a depressive disorder”.

Besides CBT and psychodynamics, supervisor Totara used some Transactional Analysis (TA) and narrative based on the issues of each student.

Many supervisors asserted that a lot of counsellors are still working with client-centred based counselling. Client-centred theory is still a good place to start in the process of finding out what is workable and what would work better for each individual student through considering
many different types of techniques. Supervisor Kauri places a heavy emphasis on the client-centred approach.

“Any model should be client-centred supersedes anything else…. if you’re not client-centred, you’re not a counsellor in my book”.

7. Discussion

In New Zealand, health and counselling centres in most tertiary institutions provide a variety of services for students. This finding is consistent with previous studies from Taiwanese (Hsu, 2005, Wang, 2008) and Japanese universities (Hayashi & Takahashi, 2004). Similarly, this research also confirms the findings of many others from Western countries (Woolfe, 1997; McCormick & Paterson 1997; Güneri, 2006; Stallman, 2012; Simpson & Ferguson, 2012). Based on the interview data of this research, by and large, most tertiary students in New Zealand are happy with the counselling services provided by their institutions. This finding in consistent with a relevant study that showed students’ attitudes of satisfaction towards counsellors and counselling services at a Taiwanese institution (Lin, 2002). A survey from London Metropolitan University also supported the findings of the present research, reporting that 90% of the student service users find counselling to be advantageous and supportive for their academic life (Counselling Service survey, 2015-16).

The present research shows that aside from advertising counselling services, tertiary institutions also actively encourage students to seek help from counsellors using a personal approach. One supervisor recommended that university staff members could communicate with a troubled student in the following way, for instance, you’ve got quite high stress that is really burdensome for you, have you thought about seeing a counsellor? They are really good at helping people. Therefore, it is important that staff members and lecturers are trained in the basic
skills of communication so that they can deal with students in the initial phase. The role of faculty and other staff members in supporting student success is aligned with policies from several institutions (e.g, Unitec, 2016; AUT, 2016; Auckland University, n.d). These findings suggest that tertiary counsellors work alongside staff members in colleges and universities in order to satisfy a diverse range of student needs.

Nevertheless, the present research indicates that many Asian students are reluctant to see a counsellor as they are unfamiliar with counselling services. Others do not even know what counselling is. They assume that counselling is about doctors and nurses. This result confirms previous studies which found that students sought help from counsellors unwillingly due to lack of familiarity and shame (Hsu & Chen, 2006; Lin, 2001; Lin, 2009). Students do not know or have little understanding about what counselling is (Wang, 2008; Giovazlias, Leontopoulou, & Triliva, 2010) or lack familiarity with the concept of counselling (Bradley, 2000; Zhang & Dixon, 2003).

This research also found that some students see a counsellor reluctantly as they were persuaded to seek help or given an ultimatum to either seek help or quit university. This appears to be unique to the New Zealand context as it has not been reported elsewhere.

One supervisor pointed out that a factor inhibiting students’ help-seeking behaviour was fear that their information would be disclosed and that their parents would learn about it. In other words, students appear to be hesitant about seeking help from counsellors because of confidentiality concerns. This concern has been identified as a barrier to help-seeking behaviour among students in previous research findings (Fisher, De Beer & Bokhorst, 2002; Greenly & Mechanic, 1976). Gulliver, Griffiths, and Christensen (2010) claim that “concern about confidentiality and trust may also relate to stigma, where a fear of a breach in confidentiality
stems from the fear of stigma and embarrassment should peers and family find out that the young person had sought help” (p.6). The importance of preserving confidentiality suggests that staff members as well as counsellors need to assure students that all information that they have shared will be safe and will not be disclosed except in cases where they are at risk of self-harm and harm to others. Setiawan (2006) reported that one of the major factors contributing to students seeking counselling was the assurance of strict confidentiality.

The findings in the current research also suggest that counselling services need to ensure that the waiting rooms are comfortable and not too public as this could be a barrier to students seeking help. Counselling staff and their team should be friendly and welcoming to all kinds of people regardless of their race and gender. Lack of counsellor friendliness in counselling delivery was identified as a hindrance to students seeking help (Hsu & Chen, 2006).

7.1. Primary issues students currently face

This research demonstrated that tertiary students in New Zealand are commonly faced with problems relating to mental health, anxiety, depression, addictions, grief, relationships, sexuality and identity. Mental health issues, anxiety and depression have been identified as common issues among students in many overseas research findings (e.g. Guinee & Ness, 2000; Connell, 2007; Cairns, Massfeller, & Deeth, 2010; Kim, Coumar, Lober and Kim, 2011; Kitzrow, 2009).

Another finding of the present research indicates that New Zealand universities are now becoming international institutions with students attending from around the world resulting in the existence of cross-cultural issues. This requires sensitive support from counsellors who have attended sufficient cross-cultural training. This finding mirrors a previous research study that reported that it was necessary for Australasian counsellors and social workers to be competent in
multicultural skills so as to deal with people from a diverse range of backgrounds and cultures (Gow, 1999).

The main presenting issues found in the present research confirm previous studies with these being identified as study-related issues, financial difficulties, time management skills (Grant, 2002; Giovazolias et al., 2010), family issues (Hayashi & Takahashi, 2004; Manthei, 1999), developmental issues (Stallman, 2012), stress, anxiety and relationship issues (Guinee & Ness, 2000). It is suggested that tertiary students in New Zealand experienced similar issues with those identified in a review of the literature.

### 7.2. Counselling techniques and methods used by counsellors

The findings of this research reported that in New Zealand tertiary institutions, counsellors are eclectic in terms of counselling methods. They use a wide range of counselling techniques as well as models in combination such as the client-centred approach, motivational interviewing and Cognitive Behaviour Therapy (CBT). This echoes a previous study conducted by Japanese university researchers (Hayashi & Takahashi, 2004b) and that of a Hong Kong researcher (Chan, 2008). Information provided by student health and counselling services at different institutions supports these findings (Auckland University of Technology, 2016; University of Canterbury, 2006). The psychoanalytical approach, however, is found to be one of the most widespread in the literature sources (Hayashi & Takahashi, 2004; Chan, 2008; M.G, Irene, Emanuele, Rosaria & Antonio, 2010) but was not commonly practiced by the three supervisors interviewed for this research. The psychoanalytical approach may not be practical in providing counselling services at New Zealand tertiary institutions. Two supervisors revealed that strength-based type counselling was more useful than in-depth psychotherapy. They strongly believed that psychotherapy was not needed for every case.
Many supervisors emphasised the importance of the client-centred approach in the process of finding out what approach would work best for each individual student. One supervisor stressed that “if you are not client-centred, you are not a counsellor, in my book”. Several cited sources confirm the common practice of using a client-centred counselling (Hayashi & Takahashi, 2004; Chan, 2008; Glasgow, 2017; Capuzzi & Gross, 2002).

8. Limitations of the present research

The limitations of this research include the fact that the literature on counselling services at New Zealand tertiary institutions is relatively sparse. Some of the sources cited from the overseas literature were quite old. Therefore, it is difficult to compare past research with the findings of the present research.

This research was conducted with three supervisors, which is a small sample of participants. The findings of this research, therefore, are not broadly generalizable.

As this was the first experience of the researcher in conducting interviews in English, drilling down to obtain detail was not optimally done. On occasion, the researcher jumped to the next questions very quickly, instead of taking the opportunity to deepen the information given by the interviewees. It is possible that some key information received was, therefore, incomplete.

The present research provided information about how to advertise a counselling service, but did not produce any solutions for how to reduce concerns about social stigma amongst students.

9. Recommendation for future research

In future research, it would be useful to recruit a larger study sample of supervisors who supervise tertiary counsellors in New Zealand.
It would be very useful in future to explore the ways in which how concerns about stigmatisation can be addressed.

10. Conclusion

Health and counselling services in tertiary institutions of New Zealand offer students a wide range of services. Importantly, student feedback on service assessments indicates that counselling services are generally of a high quality. The participants suggest that the institutions actively encourage students to use counselling services. Many Asian students, however, appear to be reluctant to seek help from counsellors because of their lack of familiarity with the concept of counselling, shame and dearth of understanding about counselling. Concerns regarding confidentiality have also been identified as a barrier to students seeking help. Uniquely, some students unwillingly seek counselling support because they were persuaded to or given ultimatum to either seek help or quit the university. With respect to the main issues faced by students, the present research indicates students primarily experience the issues relating to mental health problems, anxiety, depression, addictions, grief, relationships, sexuality, identity and cross-cultural issues. To deal with these issues of students, counsellors use eclectic set of approaches such as CBT and motivational interviewing. The client-centred approach, however, remains most common practice among counsellors as it was consistently spoken of by all of the three participants.
MANUSCRIPT FOUR:
THREE NZAC SUPERVISORS’ ACCOUNTS OF COUNSELLORS’ EXPERIENCES OF DELIVERING COUNSELLING IN NEW ZEALAND TERTIARY INSTITUTIONS

1. Abstract

To initiate a counselling service at an institution, it is often necessary to learn from those who have highly experienced in counselling practices. As a contribution to documenting professional counselling that is potentially useful for Laotian counsellors, this research interviewed three experienced supervisors who have directly supervised tertiary counsellors in New Zealand, seeking their perspectives on counsellors’ experiences of delivering counselling to students in tertiary institutions. Six main emerging themes are presented in this research:

1) Expectations concerning levels of qualification and work experiences,
2) Promoting the use of counselling,
3) Caseloads,
4) Team support,
5) Challenges faced by counsellors and counselling services,
6) What tertiary institutions provide counsellors with.

The findings from the present research suggest that to provide an effective service, counsellors need to work collaboratively with other health professionals, psychologists and social workers. An increase in advertising a counselling service by many different activities is essential in raising students’ awareness of its availability. The challenges faced by counsellors
and the team were also identified in this research. The findings of this research will contribute to the formation and the implementation of a counselling service at the NUOL.

2. Introduction

Students face academic challenges, university life adjustment, family issues, social issues, and sexual concerns. These issues impact on their learning and can be addressed through counselling (Brailsford, 2011). Recognition of the role of counselling in supporting learning led to the establishment of counselling services throughout New Zealand tertiary institutions (Brailsford, 2011). In the process of providing services, counsellors and the centres are confronted with different challenges such as the growing number of students, lack of budget and qualified staff (Brailsford, 2011). International literature indicates that counselling staff and teams struggle under heavy workloads and insufficient multi-cultural counselling skills (Bishop, 2006; Cooper, 2003).

Another challenge inherent in college and university counselling centres is that students seek counselling hesitantly. Earlier studies indicate that one of the most significant factors impeding the help-seeking of students is a lack of awareness of on-campus counselling services (Eisenberg et al., 2007a; Flisher et al., 2002; Vogel et al., 2007). Therefore, the need for advertising the usefulness of counselling services was especially needed (Davis & Humphrey, 2000). In other words, counselling centres need to increase advertising to raise student awareness of on-campus counselling. A variety of activities could be organised to advertise the benefits from counselling for students such as orientation week.

To enhance counselling practice, it is important to acknowledge that ongoing professional development is a well-recognised requirement for all counsellors to maintain and enhance their professional competency. NZAC Codes of Ethics (2002) states that counsellors shall maintain
their competent practice through regular supervision and appropriate professional development activities. Commitment to ongoing personal and professional development and a minimum of 50 hours supervised clinical practice are mandatory requirements for counsellors to be accepted as a NZAC provisional member (Particular Circumstances Provisional Member Request 2017)\(^{37}\).

The current research is particularly interested to explore what counsellors experience in the process of delivering counselling to students within New Zealand tertiary institutions based on NZAC supervisors’ perspectives. These experiences will contribute to informing Laotian counsellors at the NUOL in future.

3. Study sample

Three supervisors were supervisors who were directly supervising tertiary counsellors in New Zealand participated. Participation in this research was voluntary and confidential.

4. Data collection

All three supervisors were invited to participate in open-ended and phenomenological in-depth interviews. The interviews took place at a location of the supervisors’ choice. Each interview was audio-recorded and lasted approximately ninety minutes. The interview length was to ensure that the supervisors had sufficient time to process the questions and reflect on their professional practice.

5. Data analysis

This research was undertaken using a thematic analysis approach. The data was formalised using cluster analysis and mathematical modeling. To analyse the transcribed interviews, Braun and Clarkes’ six-step approach Braun and Clarke (2006) was applied. This analytical approach

allows the researcher to identify and organise the coded data by using different names for themes. It is the “process of sorting your data into various categories that organise it and render it meaningful” (Loftland et al., 2006, p. 200). The coding process was carried out using NVivo\textsuperscript{38} and the formalisation of the coded data was visually represented using Debategraph\textsuperscript{39}. The clustering process revealed five significant clusters representing the five themes discussed below.

6. Results

6.1. Employers’ expectations concerning levels of qualifications and work experiences

To be able to work in tertiary settings, counsellors must meet many requirements. Counsellors need to have a Master’s degree. Most have a Master’s degree in counselling, others have a Master’s degree in clinical psychology. Work experience is another important criterion. Employers are required to ensure that counsellors have sufficient work experience as well as the right professional training. Supervisor Kauri\textsuperscript{40} explained that, generally, most institutions expect counsellors to have four to five years of appropriate experience and a good understanding of tertiary education environments. Supervisor Kauri added that two to three years’ work experience is ideally required before counsellors are accepted into tertiary institutions.

… “I would say that you need to be understanding of the culture of the university/college, need to be open and aware of young people’s um, what is going on for young people. In particular, the moment, the interest, the significance of online media, and the way that young people communicate”.

\textsuperscript{38} NVivo is software that supports qualitative and mixed methods research. It’s designed to help you organize, analyze and find insights in unstructured, or qualitative data like: interviews, open-ended survey responses, articles, social media and web content.

\textsuperscript{39} Debategraph is a web-platform that offers individuals and communities a powerful way to learn and deliberate and decide on complex issues. Further information can be found on website debategraph.org

\textsuperscript{40} All names of the interviewees referred to in this research are pseudonyms.
Supervisor Kauri explained that universities would not accept inexperienced counselling staff. They only want experienced and confident people.

“Generally, to get into university, you have to have a lot of experience. They take, they pretty much only want very experienced and very confident people. They don’t take new people into university… And I don’t know anybody that start in a university …. I am thinking … under 3 or 4 years’ experience post grads. Most have considerable experience. Most, there is the odd exception but mostly… yeah quite a lot of experience”.

One supervisor added that she would recruit counsellors on the basis that they are skilled in public speaking as well as having experience teaching a group of people. This is because counsellors do not have sufficient time to see students one by one when dealing with large numbers.

Some institutions, however, recruit counsellors who are new graduates if they have had a high level of intense and specific training. They have to pass a job interview, too.

“I can only think of one situation where that happened with a person that had a lot of counselling experience during their course and was an outstanding counsellor. That’s about the only person that would ever go as a new graduate, they would have to be outstanding”.

“I think it is about exposure to training um they need to have experienced life themselves. When we employed or are selecting counsellors we would, it was quite arduous because they couldn’t come unless they had the right training and enough experience and then we would do a form of interview in the normal way asking questions then we would have a second thing where we would ask them to do three things. One would be they had to give a 5 or 10-minute presentation and we would give them a simple topic they would imagine they were talking to young, new students and it was why you should come to counselling. What counselling can offer
you? And they would have to do it as a presentation and we would have an audience of some students so that they could rate pretty hard if you are going for a job, but they have to be able to do it. It’s like if you go as a manager you have to speak to other people…. So, they had the presentation, they had to do the interview then take part in an informal peer assessment plus obviously referees that they could nominate some people who knew about their experience. Very tough entry, we didn’t make too many mistakes…”

There are many steps in the recruiting process: interview, a short presentation on a related topic and counselling session role play. In general, tertiary counsellors are very skillful because most institutions choose counsellors from the best of the best groups.

“…yeah, so I think tertiary counsellors by nature are very skillful people like tertiary institutes can choose from ‘the cream of the crop’, they can choose from when tertiary counsellors positions are advertised, they get a lot of applications, so the tertiary institutions can choose very best out of all the applications, so they can take really good people. Like some universities will only employ counsellors that have got a Master’s degree or higher. They won’t employ people, say with undergraduate diploma. So, they go for … as best qualified people that are really experienced. Like you’re a new counsellor, I don’t think you can get a job in tertiary institute unless you’re known to be an exceptional graduate for lots of reasons”.

Importantly, tertiary institute counsellors are required to become NZAC members. This may take a few years of practice. Technically, counsellors also need a lot of professional training. As New Zealand is a multicultural society, training in cross-cultural counselling is an important part of a good training process. Supervisor Totara commented that counsellors are becoming very knowledgeable about other cultures and skillful in working with students from different backgrounds. By and large, most counsellors are working well with cross-cultural
counselling. Some specialise in anxiety and mental health issues; others are particularly interested in sexuality and gender issues.

6.2. Promoting the use of counselling

Students become aware of the availability of campus counselling services in various ways. One supervisor suggested that “word of mouth” was the most common way students find out about counselling services. “Word of mouth” can be from lecturers, friends and fellow students who have known of and even experienced counselling services. Many students, however, are afraid that lecturers get to know their personal business. Therefore, lecturers need to emphasise that everything is private except suicide and self-harm.

Another supervisor commented that most universities use orientation week for first-year students to advertise the services offered by the health and counselling centres. Students can also receive further details about those services in the student handbooks. Moreover, a webpage is created to introduce the services of a counselling centre. In terms of awareness of the existence of counselling services, a supervisor has recently observed that some students who came to see him did not even know about free counselling at their own universities. Students did not have a comprehensive understanding about counselling.

“Yeah, and I…. because it is advertised well, I think most people know it is there, but in saying that lately I’ve had one or two private clients who are university students, I’ve said, do you, why aren’t you going to get this free at your university and they said, “what free counselling?””. They didn’t know about it. They assumed it was about doctors and health rather than a big picture stuff”.
A few supervisors therefore suggested that advertising needs to be stepped up a bit. In other words, counselling centres need to promote themselves more than they do in order to publicise their location. “It’s always good for counsellors to be out there doing promotion stuff”.

“In some, if you’ll see how you’ve notices about a campus and you’ve signs up go here, might say French Department here or Economics that way, it might have a counselling health services. This is one of them and so you know where to go. I think they need a lot of promotion in the grounds so more than there is, especially if the building they’re in is not in the centre of the tertiary buildings. Once I was going to …2 years ago, to meet someone out there, it took me nearly half an hour to find where to go, I came to the carpark and I thought I can’t understand it and whereas others are very clear”.

Another supervisor suggested that one of the best ways of advertising counselling was that counsellors be out there with students, so they can see what counsellors are like.

It is also recommended that training is necessary to educate lecturers on how to recognise when a student is unhappy. This could take the form of a small seminar on how to work with students with mental illness.

A counsellor can offer help and support to the lecturer. In his/her communication with the lecturer regarding troubled students, the counsellor could suggest, for example, that he/she “walk your student over if you are really worried” or “you are busy, we can help you”. Also, a staff member might suggest to a student with high stress levels that he/she goes to see the counsellors, emphasising the benefits the student will receive from counselling. Another suggestion is that “This is really good service because it has to do with your own wellness and how you view the world”, therefore, seeing a counsellor is a really good thing. To be able to do so, academics and other staff need to attend training to learn what counselling can do for students.
6.3. Caseloads

Managing a large caseload seems to be an essential skill, but in fact counsellors have different levels of capacity in terms of dealing with problems and stress. One supervisor commented that the way counsellors handle workload is a complex process, for example, some counsellors might be able to deal with a huge number of caseloads (“a big day”) while others cannot due to their levels of resilience. Therefore, there is always a little bit of variation in workloads.

Supervisor Kauri said that it was possible for him to handle six cases a day whereas his colleagues could manage four cases maximum.

“I think it’s quite a complex process, some people have a higher level of resilience than others do. Like some counsellors, like myself can cope with quite big days because I’m wired well to do that. Others couldn’t do the days that I do because they don’t have that kind of disposition or ability. And I think that can be a bit problematic, sometimes. If I’m along… If I see, say 6 people in a day if I’m alongside someone whose maximum is 4”.

This can cause problems in that a counsellor might be blamed by their institutions for not working enough or efficiently whereas that might be working at their optimum capacity. When asked about a reasonable caseload, supervisor Kauri was silent for a few seconds then he said it was hard to determine how many cases a counsellor could cope with because each counsellor has a different capacity in terms of how much they can handle; but personally, five cases a day would be an appropriate caseload. He, however, used to supervise a counsellor who dealt with eight people each day for two days (“such a huge day’) and then take four consecutive days off for self-care.
“I was talking to a counsellor a day and she does 2 big days, so she’ll do 8 on each day for 2 days because that suits her. She does back to back, you know, but then she’d like to have 4 days off completely for herself, so she prefers to make the day big days but do less of them. It suits her temperament. I think we have to do what we can do safely and well whatever suits. For her, she’s very successful from private practice doing 8 a day and having several days off in the straight, whereas others couldn’t possibly do that, that would distress them to the max”.

Another supervisor stressed that it was important for counsellors to know how much they can work and how to deliver a safe and good quality counselling service. Supervisor Totara, therefore, suggested that self-care and limit setting were extremely important for counsellors; otherwise, they can be absolutely “run off their feet”.

In general, most counsellors have proportional appointments\textsuperscript{41} from three to four days a week for full-time and two days a week for part-time work. Many counsellors choose to work part-time because the work is stressful and demanding.

6.4. Team support

Counsellors usually work in collaboration with many other professionals such as nurses, doctors, social workers and psychologists. The crisis team\textsuperscript{42} is also there in cases of mental illness and for difficult and safety issues. They all work together as a “big team” towards a common goal in support of student success. If a student, for example, is feeling overwhelmed or contemplating to suicide, he/she will be referred to the crisis team who will, in turn, refer the person back for ongoing counselling. Some students might have difficulties with coursework and

\textsuperscript{41} The time a counsellor spends in counselling students is allocated according to the number of days the counsellor works. This would give the counsellor the ability to work part-time if he/she found the work stressful. \textsuperscript{42} Crisis team is a team of mental health professionals who can support clients during a mental health crisis. It usually includes a number of mental health professionals, such as a psychiatrist, mental health nurses and social workers.
issues regarding change, so they will be referred to the academic support services. Most services are operated as an effective network throughout tertiary institutions.

When asked about team support, two supervisors related that some lecturers were very supportive in terms of encouraging students to seek counselling support.

“Some of the lecturers at the university are very supportive. They recommend a counselling service, sometimes they bring the students to us”.

“The lecturers would spend all their time listening to students, trying to help them or getting annoyed with them. It’s like they sometimes get quite frightened if students are talking about suicide. Oh, I don’t want to be responsible”.

Most of them are trained to observe students’ behaviour and to have basic skills to deal with suffering students. They recognise their students are not quite right so they recommend a counselling service. In some cases, they brought students to see a counsellor themselves. It can be said that counsellors work alongside lecturers and academics. With regard to religions and belief systems, chaplains are also available in most institutions to help students who are Christian, either Catholic or Protestant. Students can see and talk to chaplains if they have religious concerns. Another supervisor advised that university health and counselling typically include a full-time manager who regulates caseloads reasonably and performs administrative duties. Overall, they are very supportive and staff relationships and teamwork are very good.

Peer supervisions are held in order to exchange ideas or to address counsellors’ concerns about particular student issues. Team meetings are the places where counsellors can talk about new systems and schemes. In other words, team activities occur to provide mutual support among the counselling teams.
6.5. Challenges faced by counsellors and counselling services

A problem for counselling services is that some institutions limit the number of available sessions. Supervisor Kauri revealed that students are only allowed access to between six to eight sessions.

“Longer term, big and in-depth issues: it’s always the challenge of holding the client well enough and being resourced to go longer term and I think as I said before these challenge them for the university whether they’ll fund long term counselling or not because I think, the University of Auckland, says they get seven sessions, Massey I think, says 10 sessions, I don’t know with AUT whether they have a limit of session or not, they probably do which is, that becomes a tension for a counsellor. If someone comes in, says they’ve got a huge issue in-depth issue that they’re just starting to work with. You know that seven or 10 sessions will not be enough and that then can become a stress for the counsellors to try and do something and tell a person “I appreciate the hugeness of your issues, I appreciate your many things to work through, but we’ve got to try to do something in 10 sessions”.

Another supervisor reported that counsellors are concerned that they do not have the ability to decide to continue the sessions beyond the limit set when this is appropriate. This is very problematic in that some tough issues (e.g. sexuality, mental health issues and suicide ideation) require a greater number of sessions to be available for students.

Supervisor Rata reported that safety issues are particularly challenging. On one hand, counsellors need to ensure the confidentiality of clients. On the other hand, counsellors are responsible for keeping people safe. This supervisor emphasised that issues around student safety are always difficult to deal with. Counsellors have difficulties in intervening in cases of physical
abuse as many young people are not really assertive and too fearful to leave or ask for help when being beaten. Cultural factors can play a role in this.

Another challenge for counsellors is dealing with cross-cultural issues given the cultural diversity of universities. Cross-cultural issues are very complex and require that counsellors acquire knowledge of various culture and belief systems. Counsellors need to be trained in the techniques of cross-cultural counselling.

Supervisor Rata added that financial reimbursement is also a challenge facing counsellors. Rates of pay are not uniform across New Zealand for performance of the same job.

“…Rates aren’t nationalised. University seemingly can pay what they want and depending how far they can stretch the budget, you know like a university, counsellors might get paid anything between 47, 000- 80,000 a year, so it’s a huge variation, for doing the same work. Other problems are the university imposing a model of working that doesn’t fit with the counsellors’ model of working like that. They might impose short term CBT, instead of the counsellor who has a psychodynamic orientation does a longer-term work. Then, they are at odds with the university”.

Furthermore, one supervisor informed me (the researcher) that counsellors are also dealing with their own institutions with regard to differences in their own counselling models and those that the universities are imposing. There is not a completely good match between the two because universities tend to use short term CBT whereas counsellors have a psychodynamic orientation which provides longer term work, especially for “big ticket” issues. A student, for instance, may come to see a counsellor with sexual identity concerns. He is wondering whether he is gay. One supervisor commented that student issues associated with sexuality and sexual identity cannot generally be dealt with in two or three sessions, but require a long number of
sessions. Therefore, it is hard for counsellors to deal with their institutions because the
counselling models of the counsellors are incompatible with that of the university.

Similarly, many supervisors have suggested that psychologists believe they are superior
and have better helping skills than the other counselling staff. This too can lead to problems and
tensions within counselling teams.

“That can be, that can be team problems. That’s true, yeah. For example, if they’re
working in a multi-disciplinary team, for counsellors to know when to refer, who to refer to and
for the other team members is to learn about what counselling does because it’s like clinical
psychologist can think they’re the only one who can help people”.

“Institutions now employ a mixed… a mixed professional team which sounds really good
in theory but in practice, I think there are still a few cultural challenges with that, in that
psychologists work with more medical models and medicine can be perceived as being higher-up
status than counselling, so some psychologists will assume that they would be better than a
counsellor. I think there’s some evidence to say that there’s, that can be a tense situation, doesn’t
need to be always, but can be … yeah”.

“We only had one at the time, it can be a struggle, uh psychologists think they are superior
and the way things are going in New Zealand, for instance, the government has decided that only
psychologists can do some things which, and they charge much higher rates so that can cause
some kind of um, they have a different approach. That’s what I see the difference with them”.

For some institutions, there are a limited number of counsellors in proportion to the student
demand; counsellors have to deal with a great deal of students which is exhausting.

Another issue can be associated with caseloads. As each counsellor has different levels of
resilience in terms of coping with student issues, they can deal with different amount of
workload. This can be problematic for some counsellors whose optimum capacity is to manage four cases a day whereas the institutions set the minimum caseload at between five and six cases per day. Counsellors who cannot meet the minimum set caseload requirements could be seen by their institutions as not working sufficiently.

Supervision is essential for professional development. Some institutions, however, undervalue its contribution. From supervisor Kauri’s perspective, these institutions consider supervision to be additional and conditional. This supervisor considers this position to be irrational.

Another challenge is how to store notes and records safely and privately and how to determine who should and who should not have access to these documents. It is particularly challenging for some counsellors.

6.6. What tertiary institutions provide counsellors with

In addition to their regular practice, tertiary counsellors need continuing professional development in counselling in order to develop their counselling practice. Supervisor Kauri stated that counsellors typically receive supervision every two to three weeks, depending on their hours of work.

One supervisor suggested that a good institution would provide counsellors with maximum supervision as well as professional development.

“Yes, good institutions will pay for their supervision to make sure they will have maximum rather than minimal supervision so the full-time will be every 2 weeks, they’ll assist them also to undertake professional development, both in terms of time, and course fees will be paid for, they have budget for it”.

Universities do pay for professional development training for one or two weeks a year. Regarding professional training, counsellors can make a request as to what areas they are
interested in or would like to do more training in, such as transactional analysis and mindfulness. Good universities will also facilitate case conferences\textsuperscript{43} and team meetings and run peer supervision to ensure counsellors receive ongoing professional development throughout their career span. Some universities provide case conferencing and team meetings for counsellors. In addition, counsellors are given opportunities to attend annual planning activities to look at areas where change is required or where things can be done better.

Generally, counsellors will get active support from their team managers regarding their caseloads to ensure their caseloads are reasonable.

“Support from the institutions? That varies. Some get quite a lot, and some not so much. I think mostly they’re quite supportive because the university health and counselling centre is quite large, therefore there will be a full-time manager, there will be much bigger wrap around team so there are colleagues to talk to, there’s registered nurses to talk to, GPs to talk to, a manager to talk to”.

Technically, most institutions have a manager who supports counsellors in terms of regulating caseloads to ensure that they are not dealing with overwhelming workloads. Counsellors can talk to the manager and adjust the number of caseloads accordingly. Supervisor Kauri added that counsellors frequently get active support from their supervisors with difficult cases and cases of ethical concern. Counsellors can also raise any situations or problems regarding students’ wellness and discuss practice issues with their supervisors in-house supervision to promote the exchange of ideas and expertise as well as finding solutions to challenges.

\textsuperscript{43} A case conference is a more formal meeting comprised of all counselling team members. The purpose of the meeting is to discuss individual cases and find appropriate solutions to the problems presented.
With regards to self-care, most tertiary institutions allow counsellors to access at least three to six counselling sessions from an external counselling agency called Employment Assistance Programme counselling (EAP). Staff members are encouraged to see an EAP counsellor when dealing with personal stress or with other concerns. When feeling stressed or fatigued, counsellors are allowed to adjust the number of working days and their caseloads accordingly. Counsellors can always talk to their supervisors about their overall well-being and how they are coping. In addition, counsellors' contracts have provision for annual leave and sick leave allowances.

Supervisor Rata suggested that to set up a counselling service, it is important to consider how people can survive on their wage. Besides counselling staff and buildings, one needs to ensure that counsellors and staff get sufficient financial support to undertake supervision and professional development.

“But I think when you set up a counselling service, you have to think about how people can continue to be nourished in their work which includes like a counselling service can’t set up, say, well, we’ve got building, we’ve got counsellors, we’ve got salary for these staff, we’ve got to have all of the other finances to support so that they can get supervision, so that they can go and do ongoing professional development, so that they can belong to an association that gives so much to their professional self, yeah”.

7. Discussion

7.1. Expectations concerning levels of qualifications and experiences

All three participants reported that to work in a tertiary institution, a counsellor must hold at least a Master’s Degree in Counselling or relevant disciplines. Besides qualifications, sufficient work experience and the right professional training are required. Both criteria
mentioned are in accordance with the conditions (1 & 2) of professional staff qualifications and competencies in the Accreditation Standards for University and College Counselling Centre (Boyd et al., 2003, p. 173) and Counselling Centre Standards (International Association of Counselling services, 2011, p. 175). Additionally, it is essential that counsellors have an understanding of the tertiary education environment, be aware of how students communicate and the influence of online media on students. It was reported that two to three years’ work experience is ideally required of counsellors by tertiary institutions. From a search of the literature, there is a paucity of sources discussing the requirements of counsellors’ experience and understanding of university culture. The findings of the present research, however, are in concordance with existing knowledge of the criteria required of counsellors who work in tertiary institutions.

A striking finding in this research was that one participant described “public speaking skills” and group teaching skills as good qualities for a counsellor. As the number of students is increasingly growing, counsellors do not have sufficient time to see students one by one. The benefits of public speaking and a group approach for a counsellor has been widely acknowledged in the literature. Groups allow practitioners to offer services to a large number of students within the most time-efficient framework (Bauman, 2009; Day, 2007; Jacobs & Masson, 2011; Van Velsor, 2009). Corey (1995) states that “although there is still a place in community agency for individual counselling, limiting the delivery of services to this model is no longer practical, especially in these tight financial times. Not only do groups let practitioners work with more clients, but the group process also has unique learning advantages” (p. 3). Jacobs, Schimmel, Masson, and Harvill (2015) conclude that there are various compelling reasons for using a group approach to provide counselling services. Two reasons, however, are often cited: first, groups are
cost-effective and time efficient and a variety of viewpoints are raised in groups; secondly groups offer the clients chances of sharing similar experiences and feelings as well as opportunities for feedback and learning from other group members (Jacobs et al., 2015). With these benefits mentioned, it is essential that a counsellor be able to teach or to provide group counselling.

7.2. Promoting the use of counselling

Regarding advertising on-campus counselling services, the findings demonstrated that word-of-mouth has been the most popular way for students to find out about counselling services. The counselling centre was reported to have provided information in different ways to inform students about the services: orientation week, handbooks, brochures and webpages. Many students, however, are not aware of the existence of a counselling service. These findings are congruent with those found by Hsu and Chen (2006) and Vogel et al., (2007). They indicated that a lack of awareness of the availability of counselling services influenced the help-seeking behaviour of students. This suggests that the counselling centres need to organise more activities and campaigns to raise students’ awareness of their services. The participants interviewed in the present research recommended that advertising counselling services needs to be increased to publicise their location. This recommendation is congruent with that of Lin, Liu, and Hsieh (2010) indicating that more counselling advertising is particularly needed to increase awareness of the location of the counselling centre.

7.3. Team support

Counsellors work together with other professionals from a variety of backgrounds such as doctors, nurses, psychologists and the crisis team. They all work together as a “big team” towards a common goal in support of student success. Participants revealed that lecturers are
very supportive in terms of encouraging students to use the counselling service. This finding is congruent with suggestions made by Othman and Awang (2005) indicating that academic staff and lecturers at tertiary institutions should offer students guidance and counselling. Lecturers, however, at times experience student issues beyond their capacity to help and find it difficult to balance between respecting student boundaries and offering support to students (Othman & Awang, 2005). Stanford University (n.d) suggests that to ensure that lecturers or academic staff help students effectively, they need to be aware of their limitations and recommend students to a counselling service in cases of uncertainty about their ability to help students. Lecturers can also help students access and use other support resources or suggest on-campus alternatives if requested. Therefore, it is essential to clarify the lecturer’s role with students about so that they can fully understand what a lecturer can and cannot do.

**7.4. Challenges faced by counsellors and counselling services**

Several challenges were identified in the findings of this research. Some institutions set a limit on the number of counselling sessions available for each student. This is problematic for counsellors when dealing with in-depth or huge issues and safety concerns. As mainly short-term therapy models are imposed within these tertiary institutions, counsellors are not able to continue the sessions beyond the limit set. This may be the result of the institutions being confronted with limited funding and resources for counselling services. Funding constraints for counselling services were found to be a challenge in the literature (Hsu, 2015, Dülger, 1994). It is reported that, however, limiting the number of sessions ensures that the services are equally available for all students who wish to seek help (University of Auckland, n.d).

Cross-cultural issues were also found to be a challenge for counsellors as universities are becoming increasingly culturally diverse. This requires counsellors to be competent in cross-
cultural counselling in order to provide students with sensitive support. Mai and Tsai (2004) report that counsellors are capable of delivering sessions in a multicultural way, especially if they have communication and evaluating skills.

Working in a multi-disciplinary team means that counselling team problems or conflicts may occur because they each work with different models. Clinical psychologists, for example, work more with medical models where counsellors work with strength-based models. The participants revealed that this conflict was not necessarily happening, but it could potentially occur. This finding may be unique to counselling practice in New Zealand as no studies were found reporting similar results. Cultural and status difference between professions and memberships of multiple teams, however, were described as a real barrier to team work (Gregson, Cartlidge, & Bond, 1991).

A striking feature of the challenges was the limited number of counsellors having to deal with a large number of students. A lack of counselling staff was identified as a common challenge in several sources in the literature (Herr et al., 1996; Mai, 2003; Li, Yu & Lin, 2004; Hsu, 2005; 2011; Yeo et al., 2012). The finding also confirms an earlier study conducted by Stallman (2012) reporting that counselling services in Australian and New Zealand universities were challenged by a very high ratio of students per counsellor. This implies that counselling centres need to recruit more qualified counselling staff to handle an increased number of caseloads. Also, the centres need to come up with different techniques to manage workloads such as prioritizing more urgent cases and using groupwork in counselling delivery. These suggestions are supported by the participants in the present research.
7.5. Issues with institutions

An interesting point raised in the finding was that counsellors have issues with their institutions due to the variation in wages for doing the same job. As the pay rates are not nationalised across New Zealand, the institutions can pay whatever they wish depending on how far they can stretch their budgets. Only very limited sources were found in the literature identifying lack of uniformity in counsellor pay rates among institutions as an issue. The finding, however, was somewhat similar to that which was reported by Hodges (2012) from US tertiary institutions indicating that there is considerable variation in wages among counselling centres as well as tertiary institutions. Working in the counselling field is very competitive; salaries will depend considerably on the types of institutions (e.g. private and public universities will differ in terms of pay rates, as will large and small colleges) (Hodges, 2012).

Another issue identified in the finding was associated with caseloads. Each counsellor has different levels of resilience in terms of coping with student issues. Some counsellors can deal with four cases a day maximum whereas the institutions require a minimum of five to six cases. Issues potentially occur between counsellors and the institutions because counselling can be blamed for not working sufficiently. This appears to be a resent issue as well as a new challenge for counsellors in that it has not been identified in previous studies. Another finding, however, indicates that limit setting and self-care were extremely important for counsellors in order to prevent them from stress and burnout. Bush (2015) underscores the importance of self-care indicating that “…intentional self-care is not just essential, but it is a survival tool. If therapists do not take proper care of themselves, they cannot do their work effectively.” (p.11 ). In addition, counsellors need to know the amount of services they can deliver; they should take
special care to recognise their own capacity limits to prevent burnout (M. S. Corey & Corey, 2007).

To enrich counselling practice, it is essential that counsellors have ongoing professional development. The finding indicated that a good institution would provide counsellors with maximum supervision as well professional development. Supervision, for example, should occur at least every two weeks for full-time counsellors. Counsellors also get active support from their supervisors. This is consistent with the NZAC Code of Ethics (9.1. (b)) stating that “The recommended guideline is that while working full-time, the counsellor averages one hour of supervision per fortnight”. From this, it is clear that regular counselling supervision is particularly important for counsellors in developing their professional practice. Wheeler and Richards (2007) stress that supervision is a critical component in counselling and psychotherapy with regard to ethical practice and professional development.

8. Limitations of the present research

Several limitations of this research can be noted. First, the literature on counselling services at tertiary institutions of New Zealand is relatively sparse. In this research, overseas sources were used instead. The scope of this research may have been shaped differently with more local material.

This research was conducted with three supervisors which could well be a small sample of possible participants. The findings of this research, therefore, are only possibly generalizable to all other supervisors of tertiary counsellors in New Zealand.

As this was the first experience of the researcher to conduct interviews in English, drilling down in detail was not optimally done. On occasion, I jumped to the next questions very quickly
instead of allowing time for the interviewees to expand upon the information. It is possible that some key information received is incomplete.

9. Recommendation for future research

For further investigation in future, it would be useful to recruit a larger study sample of supervisors who supervise tertiary counsellors in New Zealand in order to extend the present findings.

10. Conclusion

To be able to work in tertiary settings in New Zealand, a counsellor must hold at least a Master’s degree in Counselling or a relevant discipline and is required to gain sufficient experience as well as the right professional training. Counsellors need to work collaboratively with other health professionals, psychologists and social workers. They also need to be skilled in dealing with students from multi-cultural backgrounds in order to provide effective services.

There are a variety of counselling services provided across tertiary institutions. Students become aware of the availability of the services primarily through “the word of mouth”, orientation days’ promotion campaign activities, handbooks and webpages. Regarding delivering the services to students, counsellors and the team are faced with a range of challenges such as limited number of available sessions, safety and cultural issues. Financial reimbursement and lack of uniformity in counselling models have also been identified as challenges for counsellors.
THESIS DISCUSSION AND CONCLUSION

1. Comparing staff and student responses

From the findings of Manuscript 1 and 2, it can be seen that the large majority of both staff and students at the NUOL acknowledged the need for a counselling service for students 87% and 79% respectively. The perceived need among staff was even higher than students. This difference can result from the staff (206) and student (1,285) sample size. It can also mean that some students do not recognise their problems as serious matters to see a counsellor whereas staff perceive that counselling is necessary in more cases. The present research and previous sources of literature have reported that friends and family were identified as the most preferred choice to whom students would talk when dealing with problems (Lin, 2001; 2002; Al-Darmaki, 2011; Schonert-Reichl & Muller, 1996; Wilson, Deane, & Ciarrochi, 2005).

Another striking similarity between staff and student perceptions was that “Academic counselling” appears likely to be the most important service with over half of the participants choosing it as “Rank 1”. Yet, staff participants ranked “Career counselling” as second most important service, whereas student participants ranked “Social and Personal counselling” as second most important service. This suggests that students tend to acknowledge the significance of “Social and Personal counselling” more than “Career counselling” for their academic life.

Interestingly, both groups of participants also ranked “Academic counselling” as likely to be most commonly used by NUOL students, followed by “Career counselling”, “Social and Personal counselling” and “Other” respectively. It can suggest that students tend to use “Academic counselling” more often than the other three types of counselling.
With regard to the main issues that led NUOL students to seek help, both staff and student participants identified financial difficulties, academic issues, time management and social issues as the most common issues, followed by issues associated with family, culture, personal, addictions, eating disorders, sexuality and suicide. The comparison of the main issues identified by staff and student participants is summarised in the table below:

<table>
<thead>
<tr>
<th>The issues by category</th>
<th>Acronyms</th>
<th>The number of Staff participants who selected this issue/206</th>
<th>The number of Student participants who select this issue/1,285</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial difficulties</td>
<td>Fi</td>
<td>118</td>
<td>680</td>
</tr>
<tr>
<td>Academic issues</td>
<td>Ac</td>
<td>76</td>
<td>316</td>
</tr>
<tr>
<td>Time management</td>
<td>Tm</td>
<td>63</td>
<td>315</td>
</tr>
<tr>
<td>Social issues</td>
<td>So</td>
<td>63</td>
<td>291</td>
</tr>
<tr>
<td>Family issues</td>
<td>Fa</td>
<td>60</td>
<td>158</td>
</tr>
<tr>
<td>Cultural issues</td>
<td>C</td>
<td>47</td>
<td>213</td>
</tr>
<tr>
<td>Personal issues</td>
<td>P</td>
<td>28</td>
<td>117</td>
</tr>
<tr>
<td>Addictions</td>
<td>Ad</td>
<td>25</td>
<td>60</td>
</tr>
<tr>
<td>Eating disorders</td>
<td>E</td>
<td>15</td>
<td>73</td>
</tr>
<tr>
<td>Sexuality and sexual issues</td>
<td>Se</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>Suicide</td>
<td>Su</td>
<td>7</td>
<td>47</td>
</tr>
</tbody>
</table>

*Table 26: Comparison of the categories of issues identified by staff and student participants*
Overall, it can be seen that there is only a slight percentage difference in the main issues identified by staff and student participants in each category. The issues related to family, however, appear to be noticeably different between the two groups. The percentage of staff participants who identified family issues was much higher than that of students (29.1% vs 12.2%). It could be the fact that some students of the sample would not seek counselling for such issues. Family is still a sensitive issue that people are likely to avoid sharing with others in Laotian society. No literature was found in Laos to confirm this, however, a resource reports that Asian people are not willing to share family matters with others. Asian-Indians, for example, are expected to keep any concerns associated with family within the boundary of the family network, “family secrets are not to be shared with outsiders” (Tavkar, Iyer, & Hansen, 2008). Foo and Foundation (2002) also indicate that many Asians believe that family problems should be solved among the family members. They seem to be reluctant to seek help from others and share family issues with outsiders.

2. Cultural implications

Counselling will be a new and unfamiliar service for NUOL students. Promotion campaigns are especially needed to advertise counselling services (e.g., orientation day, brochures and handbooks). By doing so, counselling services can be normalised, as well as helping students understand how they can benefit from this service. This will result in a positive attitude towards counselling.

As Laos is a non-western country, directly adopting New Zealand counsellors’ approaches does not seem to be practical as suggested in the literature. Contextualising western approaches together with applying Buddhist theory into counselling practice, therefore, is very important in providing an appropriate service and meeting Laotian student needs.
3. Recommendations for counselling at the National University of Laos

3.1. Recommendations from the questionnaire results

Findings from NUOL staff and students report that NUOL students present with many issues across a varied range of concerns. These include: career development, personal issues, as well as academic and financial difficulties. There is, therefore, a clear need for a counselling service to support students to enhance learning outcomes. The wide range of issues indicates the design of a counselling service needs to be comprehensive for the NUOL students. To be able to provide students with an appropriate and effective service, collaboration and consultation with other professionals (e.g., nurses and doctors) and services (e.g., learning centre and career development) are critical and highly recommended. Specifically, financial difficulties are identified as the most common issue among student participants surveyed. Hence, a financial advisor service is especially needed for students to equip them with budgeting and planning skills. Collaborating and networking with different professionals and services will, to some extent, help the counselling centre be able to cope with inadequate budget and qualified staff.

As the NUOL is becoming more culturally diverse, multi-cultural counselling needs further exploration in the future. In particular, research into the experiences of dealing with Asian students would be an advantage in order to adapt the findings to the provision of an effective counselling service in the Laotian context.

3.2. Recommendations from the interview results

Based on findings from the NZAC supervisors’ interviews, it is suggested that training in multi-cultural counselling will be essential and important for Laotian counsellors to deal with students from various backgrounds as there is an increasing number of overseas students.
studying at the NUOL. An eclectic set of approaches, based on a client-centred approach, is also recommended in a counselling delivery process.

Another crucial factor to help a counselling team succeed is mutual support especially where counseling services are still new in tertiary institutions in Laos. Collaboration with academic and administrative staff as well as health professionals will facilitate an effective process of advertising and delivering the services.

The foremost recommendation is that prior to the establishment of a counselling service, Laotian counsellors in the Department of Educational Psychology, NUOL need to ensure that they attend sufficient counselling training and undertake ongoing professional development as most do not hold a Master’s degree in Counselling. It is possible that overseas supervisors can be formally invited to conduct a one or two-week workshops at the Department. Supervision relationships need to be established and maintained.
A: Ethics Approval Letter

Jittakorn Inseachiangmai
1550 Great North Road
Waterview
Auckland 1026

18.5.16

Dear Jittakorn,

Your file number for this application: 2016-1022
Title: Informing the implementation of a student counselling service at the National University of Laos (NUOL)

Your application for ethics approval has been reviewed by the Unitec Research Ethics Committee (UREC) and has been approved for the following period:

Start date: 12.5.16
Finish date: 12.5.17

Please note that:

1. The above dates must be referred to on the information AND consent forms given to all participants.

2. You must inform UREC, in advance, of any ethically-relevant deviation in the project. This may require additional approval.

You may now commence your research according to the protocols approved by UREC. We wish you every success with your project.

Yours sincerely,

[Signature]

Sara Donaghey
Deputy Chair, UREC

cc: Jamie Mannion
Cynthia Almeida
B: Abbreviations and their details

Fi: Financial difficulties

Tm: Time management

Ac: Academically related: anxiety about test-taking, academic achievement (poor), academic achievement (high), procrastination, goal setting, academic writing issues, academic speaking issues, stress (pressure to perform), other academic difficulties, career counselling, problem-solving ability.

P: Personally related: anxiety (general), sleeping disorder (poor quality), coping style, sleeping disorder (insufficient sleep), abnormal cognition, grief and loss, abnormal behaviour, depression, perfectionism, panic attack, sleeping disorder (oversleep), personality disorder (sub-clinical), bereavement, trauma, bipolar disorder, body image.

C: Adjustment to student life, adjustment to city life, adjustment from rural to city life.

Fan: Family problems, family problems (issues in students’ relationship with family)

Ad: Addictions (video games, online games), addictions (alcohol), alcohol overconsumption/binge drinking, addiction (drugs), other addictions.

E: Eating disorder (anorexia), eating disorder (bulimia), eating disorder (other), eating disorder (compulsive eating), eating disorder (compulsive diet), overweight, obesity.

Se: Issues with sexuality, HIV/AIDS, sexual harassment, sexual issues (other), rape, sexual assault, sexual communication.

So: Socialisation issues: lack of assertiveness, lack of confidence, issues with interpersonal relationships, loneliness, issues with friends, issues with intimate relationships, social difficulties,
Su: Suicidal thoughts (passive), suicidal thoughts (active)

C: Support letter from the Head of Department of Educational Psychology, NUOL
(attached with the original version)

Assoc Pr Vongsengdeuane Pasasouk, Head of the Department of Educational Psychology, NUOL, I strongly support Jittakorn Inseachiangmai, one of my youngest colleagues, to write his Master thesis on “Informing the implementation of a counselling service at the National University of Laos”.

None of the aforementioned study has been conducted within the Faculty of Education or in other units across the NUOL. Therefore, I am strongly convinced that staff and students will benefit from this research significantly. Furthermore, this research will enrich our knowledge of Western counselling approaches. It is very necessary for a counselling centre to be established in order to support students’ development during their academic life.

I would like to express my gratitude towards Jittakorn’s supervisors and facilitators who always support him with his project.

Assoc Pr Vongsengdeuane Pasasouk
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Email: Pvongsengdeuane@hotmail.com
D: Letter to National University of Laos (NUOL)

139 Carrington Rd, Mount Albert, Auckland, New Zealand
Dongdok Campus, PO Box 7322, Vientiane, Lao PDR

Dear Prof. Dr Soukkongseng Saignaleuth, President of the National University of Laos,

My name is Jittakorn Inseachiangmai. Since 2007, I held a position of teaching at the Department of Educational Psychology since 2007, Faculty of Education. Currently, I am doing a Master of Applied Practice at Unitec Institute of Technology, Auckland, New Zealand. I am conducting research for my Master’s thesis on the topic: “Informing the implementation of a counselling service at the National University of Laos (NUOL)”. This research is supervised by Dr Alexandra Hart, a lecturer in the Faculty of Social and Health Sciences, Unitec Institute of Technology who is a professional supervisor with over 20 years’ experience in counselling practice.

I am seeking your permission and support to collect data about my topic from teachers, staff and students within 11 faculties across the NUOL.

I am conducting two survey questionnaires to assess the counselling needs of students at the NUOL by distributing one for staff and the other for students. Please see attached copies of the questionnaires. I am open to any feedback you have on these.

Would you be willing to permit recruitment for survey distribution? I hope to survey 5% of student population and 10% of teachers and staff. The researcher will attend staff meeting to distribute and gather back the questionnaire from staff. I will visit local monasteries and
healthcare facilities and distribute and gather back the questionnaire. Participants will be asked to place their anonymous questionnaire in a box in a convenient location.

With the help of colleagues, I will distribute and supervise the distribution of the questionnaire to students who will also return the questionnaire to a box located in a convenient location.

The focus of this research is to gain insight into the potential need for a counselling service for students at the NUOL from the perspective of staff, and students.

This research is not intended to oblige the university to provide a service.

I will provide the NUOL with a copy of the research results.

I would like to express my sincere appreciation towards your cooperation.
E: Approval letter for data collection

ការការណែ័នេះបានបញ្ចប់ ក្នុងការប្រការការដែលវិញ្ញាតូរះព័ត៌មានទៅក្នុងស្នាដៃ ។

គឺមាន់ដូចខាងក្រោម៖

<table>
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<td>រុករកសាយ</td>
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<td>11</td>
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<td>12</td>
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<td><strong>206</strong></td>
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</tr>
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</table>

ចូបនឹង កុម្មុយនិស្តអំពីរក្សាទីនប្រការនិងប្រការបណ្តាលដែលមានការបញ្ជាក់។

ក្រុមការប្រការដែលសម្រាប់ការរៀបចំប្រការ

**ដំបូងអំពីការសម្រាប់**

[Signature]

**ចុងនៅអំពីការសម្រាប់**

[Signature]

**សម្រាប់ការប្រឈមរបស់**

[Signature]

**ការសម្រាប់ការប្រការ**

[Signature]
Lao people’s Democratic Republic  
Peace Independence Democracy Unity Prosperity

National University of Laos  
Faculty of Education  
Department of Educational Psychology

Certification of Translation Accuracy

I, Assoc. Prof. Vongsengdeuane Pasasouk, hereby certify that the attached documents, to the best of my knowledge and belief, are true, accurate and complete translations from English into Lao of the following documents:

Information for participants: Staff Questionnaire  
Information for participants: Student Questionnaire

Signed: [Signature]

Name:  
Assoc. prof. Vongsengdeuane PASASOUK

Title: Head of the Department of Educational Psychology

Date: May 10, 2016
G: Certification of Translation Accuracy 2

Lao people’s Democratic Republic  
Peace Independence Democracy Unity Prosperity

National University of Laos  
Faculty of Education  
Department of Educational Psychology

Certification of Translation Accuracy

I, Dr Kongsy Chounlamany, hereby certify that the attached documents, to the best of my knowledge and belief, are true, accurate and complete translations from:
Lao into English and English into Lao
of the following appendices:

Appendix A: Support letter from the Head of Department of Educational Psychology, NUOL (Lao to English)
Appendix C: Information sheet for staff at the NUOL and other significant members of the community (English into Lao)
Appendix D: Invitation to participate in a research study - staff at the NUOL and other significant members of the community (English into Lao)
Appendix E: Questionnaire distributed to staff at the NUOL and other significant members of the community (English into Lao)
Appendix F: Information sheet for students at the NUOL (English into Lao)
Appendix G: Invitation to participate in a research study - students at the NUOL (English into Lao)
Appendix H: Questionnaire distributed to students at the NUOL (English into Lao)

Signed: [Signature]

Name: Dr. Kongsy CHOUNLAMANY
Title: Vice Head of the Department of Educational Psychology
Date: April 19, 2016
H: Invitation to participate in a research study-NUOL staff

Research Topic: “Informing the implementation of a counselling service at the National University of Laos (NUOL)”.

You are invited to take part in a research project which aims to assess the need for a counselling service for students at the NUOL.

This research is concerned to assess students’ need for a counselling service through distributing questionnaires to teachers, staff and students at the NUOL. It aims to identify the key issues that students are facing, and how they might benefit from counselling services. I would value your participation to share your experiences as well as your opinions on these topics. Participation will be anonymous and confidential in everything that goes to participants and to anyone else associated with the research.

Your participation would involve responding to a series of questions on the questionnaire given at an appropriate time that suits you.

Your submitted questionnaire will be taken as consent that you understand the purpose of the project and have agreed to participate.

If you are willing to take part in this research, or would like to find more detail about it, please phone or email the researcher, Jittakorn Inseachiangmai on +64 22 0208471 (New Zealand number).

**Researcher:**
Jittakorn Inseachiangmai  
Master student  
Department of Social and Health Sciences  
Unitec Institute of Technology  
+64 22 0208471 any time before 10.00 p.m  
Email address: friendshipmk@yahoo.com

**Supervisor:**
Dr Alexandra Hart  
Email: ahart@unitec.ac.nz  
Department of Social and Health Sciences
I: Information sheet for NUOL staff and other significant members of the community

Information sheet:
Researcher: Jittakorn Inseachiangmai
Master’s student
Department of Social and Health Sciences
Unitec Institute of Technology
Auckland, New Zealand.
Contact phone number 022 0208471
Supervisor: Dr Alexandra Hart
Email: ahart@unitec.ac.nz
Department of Social and Health Sciences

You are invited to participate in research into: “Informing the implementation of a counselling service at the National University of Laos (NUOL)”. This research has two aims.
Firstly, to identify the potential needs of tertiary students at NUOL. Secondly, to identify approaches to counselling and counselling techniques that will be culturally appropriate and will address the needs identified. This survey questionnaire is intended to assess the potential need for a counselling service is for students at the NUOL.

The survey questionnaire will be distributed individually within the campuses of the NUOL. Before answering the questions, I recommend you read instructions carefully. Your opinions would be highly appreciated and valuable for the research, especially for the future establishment of a counselling centre. Participation will be anonymous and confidential in everything that goes to participants and to anyone else associated with the research.

This research has received ethical approval from Unitec Institute of Technology.
If you have any concerns about the research, you can contact the Unitec Research Ethics Committee. ph: 09 815-4321 ext 8551 (approval number: 2016-1022)
Please feel free to contact the researcher or my supervisor if you have any questions about this research.
J: Questionnaire distributed to NUOL staff and other significant members of the community (attached with the Lao version)

ALL RESPONSES WILL BE TREATED AS ANONYMOUS AND CONFIDENTIAL

Please select one of the following to indicate your role:

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Age group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>15-19 years</td>
</tr>
<tr>
<td>Monk</td>
<td>20-24 years</td>
</tr>
<tr>
<td>Healthcare professional</td>
<td>25-29 years</td>
</tr>
<tr>
<td>Administration staff</td>
<td>30-34 years</td>
</tr>
<tr>
<td></td>
<td>35-39 years</td>
</tr>
<tr>
<td></td>
<td>40-44 years</td>
</tr>
<tr>
<td></td>
<td>45-49 years</td>
</tr>
<tr>
<td></td>
<td>50-54 years</td>
</tr>
<tr>
<td></td>
<td>55-59 years</td>
</tr>
<tr>
<td></td>
<td>60 years+</td>
</tr>
</tbody>
</table>

1. How necessary do you think counselling services are for students? (please select only one choice)
   - Not necessary
   - Sometimes necessary
   - Neutral
   - Often necessary
   - Extremely necessary

2. Please rank from 1-4 (where 1 is the highest) the following services in order of importance and in order of the most to least likely to be commonly used

<table>
<thead>
<tr>
<th>Services</th>
<th>Importance rank</th>
<th>Commonly used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic counselling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career and vocational counselling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social or personal counselling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Please tick all of the issues below that **students have approached** you for help with:

<table>
<thead>
<tr>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal behaviour</td>
</tr>
<tr>
<td>Abnormal cognition</td>
</tr>
<tr>
<td>Academic achievement (poor)</td>
</tr>
<tr>
<td>Academic achievement (high)</td>
</tr>
<tr>
<td>Academic speaking issues</td>
</tr>
<tr>
<td>Academic writing issues</td>
</tr>
<tr>
<td>Other academic difficulties</td>
</tr>
<tr>
<td>Addictions (alcohol)</td>
</tr>
<tr>
<td>Alcohol overconsumption/binge drinking</td>
</tr>
<tr>
<td>Addictions (drugs)</td>
</tr>
<tr>
<td>Addictions (video games, online games)</td>
</tr>
<tr>
<td>Other addictions</td>
</tr>
<tr>
<td>Adjusting to student life</td>
</tr>
<tr>
<td>Adjusting to urban district to city life</td>
</tr>
<tr>
<td>Adjusting from rural to city life</td>
</tr>
<tr>
<td>Anxiety (general)</td>
</tr>
<tr>
<td>Anxiety about test-taking</td>
</tr>
<tr>
<td>Panic attacks</td>
</tr>
<tr>
<td>Bipolar disorder</td>
</tr>
<tr>
<td>Bereavement</td>
</tr>
<tr>
<td>Body image</td>
</tr>
<tr>
<td>Career counselling</td>
</tr>
<tr>
<td>Coping style</td>
</tr>
<tr>
<td>Depression</td>
</tr>
<tr>
<td>Eating disorder (anorexia)</td>
</tr>
<tr>
<td>Eating disorder (bulimia)</td>
</tr>
<tr>
<td>Eating disorder (compulsive dieting)</td>
</tr>
<tr>
<td>Eating disorder (compulsive eating)</td>
</tr>
<tr>
<td>Eating disorder (other)</td>
</tr>
<tr>
<td>Family problems</td>
</tr>
<tr>
<td>Family problems (Issues in students’ relationship with family)</td>
</tr>
<tr>
<td>Financial difficulties</td>
</tr>
<tr>
<td>Goal setting</td>
</tr>
<tr>
<td>Grief and loss</td>
</tr>
<tr>
<td>HIV/AIDS</td>
</tr>
<tr>
<td>Issues with friends</td>
</tr>
<tr>
<td>Issues with intimate relationships</td>
</tr>
<tr>
<td>Issues with interpersonal relationships</td>
</tr>
<tr>
<td>Issues with sexuality</td>
</tr>
<tr>
<td>Lack of assertiveness</td>
</tr>
<tr>
<td>Lack of confidence</td>
</tr>
<tr>
<td>Loneliness</td>
</tr>
<tr>
<td>Obesity</td>
</tr>
<tr>
<td>Overweight</td>
</tr>
<tr>
<td>Perfectionism</td>
</tr>
<tr>
<td>Personality disorders (sub-clinical)</td>
</tr>
<tr>
<td>Problem-solving ability</td>
</tr>
<tr>
<td>Putting things off (procrastination)</td>
</tr>
<tr>
<td>Rape</td>
</tr>
<tr>
<td>Sexual assault</td>
</tr>
<tr>
<td>Sexual communication</td>
</tr>
<tr>
<td>Sexual harassment</td>
</tr>
<tr>
<td>Sexual issues (other)</td>
</tr>
</tbody>
</table>
Sleeping disorder (poor quality)
Sleeping disorder (insufficient sleep)
Sleeping disorder (oversleeping)
Social difficulties
Stress (pressure to perform)
Suicidal thoughts (active)
Suicidal thoughts (passive)
Time management
Trauma
Other: please indicate ……………………………………………………………………………………........…

4. Approximately, how often do you support students with the aforementioned issues?
   - Once a month
   - Once a fortnight
   - Once a week
   - Once a day
   - More than once a day

5. Would it be helpful to have a student counselling service?
   - Very helpful
   - Helpful
   - Undecided
   - Not helpful

6. What challenges do you anticipate when we set up a counselling service at the National University of Laos?
   - A lack of qualified staff
   - A shortage of funding
   - Students’ negative conceptions of counselling
   - Other: please indicate …………………………………………………………………………………………………………

7. What could be done to address these challenges?
8. Do you have any comments on establishing a student counselling centre at the Campus of National University of Laos?

Thank you for your time to complete this questionnaire!
Questionnaire distributed to NUOL staff and other significant members of the community (Lao version)
### ណែនាំដូច្នេះទៅទៅរូបសម្រាប់ការងារ

| ជាតិភាភ | អាយុ | អាយុប្រចាំសុខ
<table>
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<tr>
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<td>40-44 ឆ្នាំ</td>
</tr>
<tr>
<td>ឬ...</td>
<td>45-49 ឆ្នាំ</td>
<td>50-54 ឆ្នាំ</td>
</tr>
<tr>
<td>ឬ...</td>
<td>60 ឆ្នាំ+</td>
<td>55-59 ឆ្នាំ</td>
</tr>
</tbody>
</table>

### ការសិក្សាដោយក្រុមសិក្សា និងការសិក្សាផ្សេងៗផ្សេងៗ(1)

1. ប្រើប្រាស់ទំនើបក្នុងវគ្គកំណត់ឈ្ម្នះបំណងប្រការរបស់អ្នកទៅកាន់ប្រការរបស់អ្នក។ ប្រែបង្កើតឈ្ម្នះមួយចំនួនសន្តិសុខ (មុ) នៅក្នុងកំណត់ឈ្ម្នះបំណងប្រការរបស់អ្នក (2)។

- ប្រើប្រាស់ឈ្ម្នះមួយចំនួនសន្តិសុខ (មុ) នៅក្នុងកំណត់ឈ្ម្នះបំណងប្រការរបស់អ្នក (2)។

2. សូមសិក្សាដោយក្រុមសិក្សា និងការសិក្សាពីប្រការបំណងប្រការរបស់អ្នកមិនអាចសមស្រួលបាន ឬអាចសមស្រួលដោយរយៈ២ឆ្នាំ ។ ក្រុមសិក្សារៀងរាល់ទី 1 ទៅ 4

| បញ្ហាលក់ប្រការ | គ្រប់គ្រងប្រការ | បញ្ហាលក់ប្រការ
<table>
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<tbody>
<tr>
<td>បញ្ហាលក់ប្រការសន្តិសុខ</td>
<td>គ្រប់គ្រងប្រការ</td>
<td>បញ្ហាលក់ប្រការសន្តិសុខ</td>
</tr>
<tr>
<td>បញ្ហាលក់ប្រការសន្តិសុខ</td>
<td>គ្រប់គ្រងប្រការ</td>
<td>បញ្ហាលក់ប្រការសន្តិសុខ</td>
</tr>
<tr>
<td>បញ្ហាលក់ប្រការសន្តិសុខ</td>
<td>គ្រប់គ្រងប្រការ</td>
<td>បញ្ហាលក់ប្រការសន្តិសុខ</td>
</tr>
</tbody>
</table>

3. ប្រើប្រាស់ទំនើបក្នុងប្រការរបស់អ្នក (2)។

<table>
<thead>
<tr>
<th>ប្រការរបស់អ្នក (2)</th>
<th>ប្រការរបស់អ្នក</th>
<th>ប្រការរបស់អ្នក</th>
</tr>
</thead>
<tbody>
<tr>
<td>ប្រសិនបើ...</td>
<td>ហេតុអាមេរី</td>
<td>ហេតុអាមេរី</td>
</tr>
<tr>
<td>មិនប្រសិនបើ...</td>
<td>ហេតុអាមេរី</td>
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(ប្រការរបស់អ្នក (2) គឺព័ត៌មានអំពីជំពាក់ការសម្រាប់ការសិក្សា និងការសិក្សាបន្ទាប់ពីប្រការរបស់អ្នក)
<table>
<thead>
<tr>
<th>பக்தி நோய் (மாலை, வையு. மற்றும் தேயுதியும்)</th>
<th>பாதையரும் பொருட்புறமை</th>
<th>பாதையரும் பொருட்புறமை</th>
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<tr>
<td>போக்கும் பொருட்புறமை</td>
<td>அல்லது மற்றும் பொருட்புறமை</td>
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4. இந்த வகையான உறுப்பினர்கள் மற்றும் உறுப்பினர்கள் தரை கருதப்படும் வகையான உறுப்பினர்களுக்கு என்ன வகையான விளக்கம் தெரிவு செய்தது?  
- உறுப்பினர்கள் தரை கருதப்படும் வகையான உறுப்பினர்களுக்கு என்ன வகையான விளக்கம் தெரிவு செய்தது?
- உறுப்பினர்கள் தரை கருதப்படும் வகையான உறுப்பினர்களுக்கு என்ன வகையான விளக்கம் தெரிவு செய்தது?

5. உறுப்பினர்கள் உறுப்பினர்கள் எதுவும் வகையான உறுப்பினர்களுக்கு என்ன வகையான விளக்கம் தெரிவு செய்தது?  
- உறுப்பினர்கள் உறுப்பினர்கள் எதுவும் வகையான உறுப்பினர்களுக்கு என்ன வகையான விளக்கம் தெரிவு செய்தது?
- உறுப்பினர்கள் உறுப்பினர்கள் எதுவும் வகையான உறுப்பினர்களுக்கு என்ன வகையான விளக்கம் தெரிவு செய்தது?

6. உறுப்பினர்கள் உறுப்பினர்கள் எதுவும் வகையான உறுப்பினர்களுக்கு என்ன வகையான விளக்கம் தெரிவு செய்தது?  
- உறுப்பினர்கள் உறுப்பினர்கள் எதுவும் வகையான உறுப்பினர்களுக்கு என்ன வகையான விளக்கம் தெரிவு செய்தது?
- உறுப்பினர்கள் உறுப்பினர்கள் எதுவும் வகையான உறுப்பினர்களுக்கு என்ன வகையான விளக்கம் தெரிவு செய்தது?
7. คำถามที่เกี่ยวกับ ความมั่นคงทางธุรกิจใดแล้ว?

8. ข้อมูลที่น่าสนใจเกี่ยวกับกิจการใดในปัจจุบันในเมือง?

ทั้งหมดที่ข้อซักถามให้กับท่านเร็วครับ
K: Invitation to participate in a research study- NUOL students

Research Topic: “Informing the implementation of a counselling service at the National University of Laos (NUOL).

You are invited to take part in a research project assessing the potential need for a counselling service for students at the NUOL.

This research is concerned to assess students’ need for a counselling service through distributing questionnaires to teachers, staff and students at the NUOL. It will identify the key issues that students are facing, and how they might benefit from counselling services. I would value your participation to share your experiences as well as your opinions on these topics. Participation will be anonymous and confidential in everything that goes to participants and to anyone else associated with the research.

Your participation would involve responding to a series of questions on the questionnaire given at an appropriate time that suits you.

Your submitted questionnaire will be taken as consent that you understand the purpose of the project and have agreed to participate.

If you are willing to take part in this research, or would like to find more detail about it, please phone or email the researcher, Jittakorn Inseachiangmai on +64 22 0208471 (New Zealand number).

Researcher:
Jittakorn Inseachiangmai
Master student
Department of Social and Health Sciences
Unitec Institute of Technology
+64 22 0208471 any time before 10.00 p.m
Email address: friendshipmk@yahoo.com

Supervisor:
Dr Alexandra Hart
Email: ahart@unitec.ac.nz
Department of Social and Health Sciences
L: Information sheet for NUOL students

Information sheet:
Researcher: Jittakorn Inseachiangmai
Master student
Department of Social and Health Sciences
Unitec Institute of Technology
……..
Auckland, New Zealand.
Contact phone number 022 0208471
Supervisor: Dr Alexandra Hart
Email: ahart@unitec.ac.nz
Department of Social and Health Sciences

You are invited to participate in research into “Informing the implementation of a counselling service at the National University of Laos (NUOL)”. This research has two aims. Firstly, to identify the potential needs of tertiary students at NUOL. Secondly, to identify approaches to counselling and counselling techniques that will be culturally appropriate and will address the need identified. This survey questionnaire is intended to assess how necessary counselling service is for students at the NUOL.

The survey questionnaire will be distributed individually within the campuses of the NUOL. Before answering the questions, I recommend you read instructions carefully. Your opinions would be highly appreciated and valuable for the research, especially for the future establishment of a counselling centre. Participation will be anonymous and confidential in everything that goes to participants and to anyone else associated with the research.

This research has received ethical approval from Unitec Institute of Technology.
If you have any concerns about the research, you can contact the Unitec Research Ethic Committee. ph: 09 815-4321 ext 8551 (approval number: 2016-1022)

Please feel free to contact the researcher if you have any questions about this research.
M: Questionnaire distributed to NUOL students

ALL RESPONSES WILL BE TREATED AS ANONYMOUS AND CONFIDENTIAL

Please select one of each following details to indicate yourself

<table>
<thead>
<tr>
<th>Gender:</th>
<th>Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Male</td>
<td>○ Domestic student</td>
</tr>
<tr>
<td>○ Female</td>
<td>○ International student</td>
</tr>
<tr>
<td>○ Other</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Age group</th>
<th>Year information</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ 15-19 years</td>
<td>○ 1</td>
<td>○ Postgraduate Degree</td>
</tr>
<tr>
<td>○ 20-24 years</td>
<td>○ 4</td>
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</tr>
<tr>
<td>○ 25-29 years</td>
<td>○ 2</td>
<td>○ Undergraduate Degree</td>
</tr>
<tr>
<td>○ 30-34 years</td>
<td>○ 5</td>
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</tr>
<tr>
<td>○ 35-39 years</td>
<td>○ 3</td>
<td>○ Diploma</td>
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<tr>
<td>○ 40-44 years</td>
<td>○ 6+</td>
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<tr>
<td>○ 45-49 years</td>
<td></td>
<td>○ Certificates</td>
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<tr>
<td>○ 50-54 years</td>
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<td></td>
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<tr>
<td>○ 55-59 years</td>
<td></td>
<td>○ Short courses</td>
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<tr>
<td>○ 60 years+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus:</th>
<th>Programme of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Dongdok</td>
<td>○ Postgraduate Degree</td>
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<td>○ Donenokkhoum</td>
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<tr>
<td>○ Nabong</td>
<td>○ Undergraduate Degree</td>
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<tr>
<td>○ Sokpaluang</td>
<td>○ Diploma</td>
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<td></td>
<td>○ Certificates</td>
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<td></td>
<td>○ Short courses</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty of</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Education</td>
<td>○ Lao Loum</td>
</tr>
<tr>
<td>○ Letters</td>
<td>○ Khmu</td>
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<tr>
<td>○ Social Sciences</td>
<td>○ Kaw</td>
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<td>○ Natural Sciences</td>
<td>○ Phunoi</td>
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<tr>
<td>○ Environmental Sciences</td>
<td>○ Phutai</td>
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<tr>
<td>○ Forestry</td>
<td>○ Tai Lue</td>
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<td>○ Engineering</td>
<td>○ Tai Daeng</td>
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<td>○ Architecture</td>
<td>○ Tai Dam</td>
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<tr>
<td>○ Laws and Political Sciences</td>
<td>○ Taimaen</td>
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<tr>
<td>○ Economics and Business Management</td>
<td>○ Hmong</td>
</tr>
<tr>
<td>○ Agriculture</td>
<td>○ Other</td>
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</tbody>
</table>
1. How necessary do you think counselling services are for students?
   ○ Not necessary
   ○ Sometimes necessary
   ○ Neutral
   ○ Often necessary
   ○ Extremely necessary

2. Please rank from 1-4 (where 1 is the highest) the following services in order of importance to you and in order of the most to least likely to be commonly used by you as a student

<table>
<thead>
<tr>
<th>Services</th>
<th>Importance rank</th>
<th>Commonly used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic counselling</td>
<td></td>
<td></td>
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<tr>
<td>Career and vocational counselling</td>
<td></td>
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<tr>
<td>Social or personal counselling</td>
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<tr>
<td>Other: please indicate</td>
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</tbody>
</table>

3. Please circle all of the issues below that you have experienced while studying:

<table>
<thead>
<tr>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal behaviour</td>
</tr>
<tr>
<td>Abnormal cognition</td>
</tr>
<tr>
<td>Academic achievement (poor)</td>
</tr>
<tr>
<td>Academic achievement (high)</td>
</tr>
<tr>
<td>Academic speaking issues</td>
</tr>
<tr>
<td>Academic writing issues</td>
</tr>
<tr>
<td>Other academic difficulties</td>
</tr>
<tr>
<td>Addictions (alcohol)</td>
</tr>
<tr>
<td>Alcohol overconsumption/binge drinking</td>
</tr>
<tr>
<td>Addictions (drugs)</td>
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<tr>
<td>Topic</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>Addictions (video games, online games)</td>
</tr>
<tr>
<td>Other addictions</td>
</tr>
<tr>
<td>Adjusting to student life</td>
</tr>
<tr>
<td>Adjusting from urban district to city life</td>
</tr>
<tr>
<td>Adjusting from rural to city life</td>
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<tr>
<td>Anxiety (general)</td>
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<tr>
<td>Anxiety about test-taking</td>
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<tr>
<td>Panic attacks</td>
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<tr>
<td>Bipolar disorder</td>
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<tr>
<td>Bereavement</td>
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<tr>
<td>Body image</td>
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<tr>
<td>Career counselling</td>
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<td>Coping style</td>
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<td>Depression</td>
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<td>Eating disorder (anorexia)</td>
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<td>Eating disorder (compulsive dieting)</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>Grief and loss</td>
</tr>
<tr>
<td>HIV/AIDS</td>
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<tr>
<td>Issues with friends</td>
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<tr>
<td>Issues with intimate relationships</td>
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<tr>
<td>Issues with interpersonal relationships</td>
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<tr>
<td>Issues with sexuality</td>
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<tr>
<td>Lack of assertiveness</td>
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4. Have you had any formal counselling during your time as a student?
   - Yes
   - No
   
   **if your answer is No, then please skip to the question 8, 9**

5. How many counselling sessions did you receive?
   - 1-5 sessions
   - 6-10 sessions
6. Please circle all of the issues that you **have had counselling for** while studying?

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Sleeping disorder (insufficient sleep)
Sleeping disorder (oversleeping)
Social difficulties
Stress (pressure to perform)
Suicidal thoughts (active)
Suicidal thoughts (passive)
Time management
Trauma
Other: please indicate……………………………………………………
………………………………………………………………………………..
If you ticked any issues listed in question 6, please go to question 7. If not, please skip to question 8 and 9

7. Would it be helpful to have a student counselling service?
   ☐ Very helpful
   ☐ Helpful
   ☐ Undecided
   ☐ Not helpful

8. Who do you usually talk to when you are faced with the issues mentioned above? (help-seeking preferences)

   Family members
   Teachers and staff at your institution
   Monks
   Health professionals
   Friends or colleagues
   No one

   Other: please indicate……………………………………………………
   …………………………………………………………………………………..

9. Do you have any comments on establishing a student counselling centre at the Campus of National University of Laos?
Thank you for your time to complete this questionnaire!
Questionnaire distributed to NUOL students

(Lao version)
## แบบสอบถาม (สำนักบัณฑิตวิทยา ฯ)

### ข้อที่ 1

#### เกณฑ์การตัดสิน

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### ขอความเห็น

1. ถ้ามีความมั่นใจในคะแนนที่ดีกว่าหรือเท่ากับที่ไปตามการประเมิน (บางกลุ่มไม่ได้มากกว่า 100 คะแนน) คุณจะขอให้ยิ่งนักเรียนที่จะได้รับการประเมินว่าเป็นกลุ่มที่ดีที่สุด (มี)?
   - O บันทึกผลที่ดีที่สุด
   - O บันทึกผลที่ดีที่สุด
   - O บันทึกผลที่ดีที่สุด
   - O บันทึกผลที่ดีที่สุด
2. สำหรับนักเรียน ที่มีส่วนตัวได้รับผลว่าเป็นกลุ่มที่ดีที่สุด ผลว่าเป็นกลุ่มที่ดีที่สุด
   - O ข้อที่ 1 ข้อที่ 4
     - O ข้อที่ 1 ข้อที่ 4
     - O ข้อที่ 1 ข้อที่ 4
     - O ข้อที่ 1 ข้อที่ 4

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4. ตั้งมั่นใจได้หรือไม่กับการสัมภาษณ์และการบันทึกข้อมูลที่ได้มา ยัง?  
○ เลือก: ○ ไม่เลือก
ข้อที่ 6 ข้อ 8: จุ่มน้ำยาจุ่มวัยทุ่ง 6

5. ตั้งมั่นใจได้หรือไม่กับการสัมภาษณ์ที่ได้มา?  
○ 1-5 ต่อมบก | ○ 6-10 ต่อมบก | ○ 11-15 ต่อมบก | ○ 16-20 ต่อมบก | ○ > 20 ต่อมบก

6. บุคลากรแนะนำวิธีดูแลสุขภาพในวัยทุ่งไปยังข้อมูลของ, ข้อบก, ข้อ 8: จุ่มน้ำยาจุ่มวัยทุ่ง 6: วิธีการ?
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ข้อ 7. ถ้ามีปัญหาต่างๆ ที่เกิดขึ้น ควรสื่อสารกับทางการรักษาผู้ป่วยได้ (สามารถตอบได้หลายคำ)

- ระบบการรักษาโรคที่ดี
- แพทย์ที่ดี
- สภาพสุขภาพที่ดี

ข้อ 8. ถ้าผู้ป่วยมีปัญหาต่างๆ ควรสื่อสารกับทางการรักษาผู้ป่วยได้ที่

- ที่อยู่ต่างประเทศ
- ที่อยู่ในประเทศ
- ที่อยู่ในเมือง

ข้อ 9. ถ้ามีปัญหาต่างๆ ควรสื่อสารกับทางการรักษาผู้ป่วยได้ที่
N: Comments on the establishment of a counselling service at the NUOL

due to the large number of pages, comments below are just examples

1. Students with different backgrounds, far away from family so counselling services are necessary for them
2. Strongly agree with the establishment of counselling service because that’s a good way to help students reduce problems
3. Counselling service helps students deal with issues above
4. Great idea to help students on their academic journey
5. Particularly needed
6. Very necessary, especially academic and vocational counselling
7. Great place for students who study in psychological field
8. Good coz such service will helps students identify and support them to solve problems
9. Help students find solutions
10. Good listener
11. Extremely important coz students have a reliable place to share their story.
12. Strongly agree
13. Helps students’ adaptation and live happily in their academic life
14. Such service is very useful for students’ study and life
15. Counselling service should be free of charge for students
16. Students have financial difficulties
17. Students can share academic difficulties and personal feeling with counsellors
18. Facilitate students’ decision-making process
19. Advertise such service through extracurricular activities
20. such service should have long been established.
O: The existing of counselling services in Laos
Report (translation)

Supporting and Protection for women and children since 2006 - October, 2015

Counselling and Protection Centre for Women and Children was established with the major role of providing women and children with legal, psychological, health counselling (face-to-face and by hotline 1362). These victims are mainly involved in human trafficking, domestic violence, sexual and other forms of violence. Apart from this group of people, the centre also offer assistance for those who have family and social problems, reporting (crime, sexual assaults, etc), complaints, issues with women’s and children’s rights. The assistance includes five basic needs: shelters, legal education, healthcare, vocational training, rehabilitation and reintegration into society. In addition, the centre is responsible for protecting those who are victims’ rights amendment and support them legally with free of charge, coordinating with relevant organisations in order to collect data and addressing victims’ problems, doing campaigns to raise public awareness of governments’ policies, constitutions and UN conventions on the rights of women and children. Activities on violence against women and children is also strongly supported.

Counselling and protection Centre for Women and Children provides legal, psychological and health counselling to women and children (victims) through two main mediums: face-to-face
counselling and by hotline 1362. The total number of service users since 2006 till October, 2015 has 4,677 people (3,949 women, 914 children and younger people).

The main problems that bring with service users consist of 3,368 topics.

There are 15,360 sessions (face-to-face: 5,918 cases, hotline: 9442 cases)

The major topics of counselling users include indecent assault, divorce, division of property, childcare distribution after divorce, inheritance of property, debts, following the court’s sentence, physical violence, sexual assault, human trafficking, sex before marriage, road accidents, sexual transmitted diseases, civil servants’ defalcation, forged and counterfeit documents, crimes, indecent advertising, inappropriate accusations, etc.

Vice head of counselling and protection centre for women and children

seal and stamp
P: Letter to New Zealand Association of Counsellors (NZAC)

Jittakorn Inseachiangmai
1443106
Address of NZAC

Dear supervisor’s name,

I am seeking your assistance to identify suitable supervisors who may be interested in participating in a research project on “Informing the implementation of a counselling service at the National University of Laos (NUOL)”.

I am intending to conduct interviews with supervisors who are directly supervising counsellors at tertiary institutions to investigate how counselling services are operated in New Zealand tertiary institutions. I am currently a postgraduate student at the Unitec Institute of Technology, and my supervisor is Dr Alexandra Hart, a lecturer who has a background of counselling practice and supervision. I have received ethical approval for the research from Unitec Research Ethics Committee (Unitec Institute of Technology).

Would you be willing to assist by identifying suitable supervisors who may be interested in taking part in an hour interview for this research? You could recruit individuals from your practice or pass them a copy of this attached sheet, either in person or via the email, over the next…..weeks. It is then up to the supervisors to contact me if he/she is interested in participating.

The main purpose of this research is to gain insight into counselling service operation in New Zealand tertiary institutions. The research is concerned to explore challenges faced by counsellors, identify key issues that students are facing, counselling approaches and techniques
that counsellors use. The research is intended to contribute towards designing a counselling service for students at the NUOL.

This research involves semi-structured, open-ended interviews of approximately an hour duration held at a location that is suitable for supervisors. Participation will be anonymous and confidential in everything that goes to participants and to anyone else associated with the research.
Q: Information for participants (interviewees)

Information for participants: Interviewees

**Research Project Title:** “Informing the implementation of a student counselling service at the National University of Laos (NUOL)”.

**Synopsis of project**

*This research aims to identify counselling techniques and issues that students are likely to present with to inform the development of a counselling service for students at the NUOL.*

**What we are doing**

I am conducting 3 interviews with supervisors who supervise counsellors who work in tertiary institutions to explore how counselling services in tertiary institutions in New Zealand are operated, the challenges they face and the issues that student’s present with.

**What it will mean for you**

Your participation in this research is voluntary and anonymous. It will involve being interviewed about your experience of supervising counsellors who work in tertiary institutions. With your permission, I will audiotape and take notes during the interview.

If you agree to participate, you will be asked to sign a consent form. This does not stop you from changing your mind if you wish to withdraw from the project. However, owing to the process of analysis, any withdrawals must be done within 2 weeks of receiving a copy of the transcript of our interview. You will have the opportunity to review and comment on the transcript before the contents of our conversation are included in the analysis.

Your name and any other information that may identify you will be kept confidential. All the information collected will be stored on a password-protected file that only myself and my supervisors will have access to.

Please contact us if you need more information about the project. If you have any concerns about the research at any time you can contact my supervisor: Dr Alexandra Hart: ph: 815-4321 ext. 5092: email: ahart@unitec.ac.nz

**UREC REGISTRATION NUMBER: 2016-1022**

This research has been approved by the UNITEC Research Ethics Committee from 12 May 2016 to 12 May 2017. If you have any complaints or reservations about the ethical conduct of
this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 8551). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
Invitation to participation in a research study for NZAC supervisors

You are invited to participate in research into “Informing the implementation of a student counselling service at the National University of Laos (NUOL)”.

This research aims to identify counselling techniques and issues that students are likely to present with to inform the development of a counselling service for students at the NUOL.

I have chosen to do this research because New Zealand has one of the most well developed systems for tertiary counselling in the world. This interview is intended to explore counselling services in New Zealand tertiary institutions, and contribute towards designing a service for students at the NUOL.

The interview will take place at a time and place that suits you. This could, for instance, be your office. You can stop anytime during the interview if you do not feel comfortable to answer. You do not need to respond to all of the questions asked. With your consent, the interview will be recorded on an audio recorder. You will be contacted by the researcher, prior to your interview time so that you can ask any questions about the research and be fully informed.

This research has received ethical approval from Unitec Institute of Technology.

Please feel free to contact the researcher if you have any questions about this research.

UREC REGISTRATION NUMBER: 2016-1022

This research has been approved by the UNITEC Research Ethics Committee from 12 May 2016 to 12 May 2017. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph:
09 815-4321 ext 8551. Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
S: Participant Consent Form

Participant Consent Form

Research Project Title: “Informing the implementation of a student counselling service at the National University of Laos (NUOL)”

I have had the research project explained to me and I have read and understand the information sheet given to me.

I understand that I don't have to take part in this research project if I am not willing to participate voluntarily and I may withdraw within 2 weeks after viewing the transcript.

I understand that everything I say is confidential and none of the information I give will identify me and that the only persons who will know what I have said will be the researchers and their supervisor. I also understand that all the information that I give will be stored securely for a period of 5 years.

I understand that my discussion with the researcher will be taped and transcribed.

I understand that I can see the finished research document.

I have had time to consider everything and I give my consent to be a part of this project.

Participant Name: ________________________________

Participant Signature: __________________________ Date: __________________________

Project Researcher: Jittakorn Inseachiangmai Date: 08 August 2016

UREC REGISTRATION NUMBER: 2016-1022

This research has been approved by the UNITEC Research Ethics Committee from 12 May 2016 to 12 May 2017. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 8551). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
T: Interview guide and questions used for New Zealand supervisors

Introduction: introduce myself and purpose of my research, thank the participants for being part of my research.

✓ Brief what will happen during the interview including note-taking and audio-recording  
✓ Check participant has read and understood information sheet  
✓ Invite participant to sign two consent forms (one for them and one to be stored on Unitec premises)  
✓ Outline the interview order and general content. The interview will begin with open-ended questions from general to specific  
✓ At the end, the interviewee will be given a long list of student issues and invited to tick all issues that he/she has dealt with when providing counselling services.

Interview questions (initial one)

1. What are the important factors for counsellors working in tertiary institutions?

2. What medium (phone, face to face, skype, etc.) do your supervisees use to offer counselling to students?

3. What other kinds of health practitioners do your supervisees work alongside?

4. What other staff in their institutions do your supervisees work alongside?

5. How much cooperation is there between staff and practitioners?

6. How easy is this cooperation?

7. How many counsellors are there at your supervisees counselling centres? Are they part-time or full-time?

8. What qualifications and other experience do your supervisees have?
9. What issues do they specialise in counselling?

10. How is the counselling service advertised on campus?

11. How is the counselling service funded?

12. How much support do your supervisees get from their institution?

13. What kind of support do your supervisees get from their institution?

14. How do students feel about your supervisees’ counselling service?

15. How do students feel about the accessibility of the counselling service at their institution?

16. Approximately, how many students utilise your supervisees’ counselling services? What percentage of the students do they represent?

17. How often do students use these services?

18. What are the most common issues that students present with?

19. Are there any particular issues that relate to the students’ cultural background?

20. How long are your supervisees’ sessions with students?

21. Do they set any limits on the length of a session or the number of sessions?

22. What challenges do your supervisees face?
   - working within their institutions?
   - working with their peers, colleagues?
   - working with other staff?
   - working with students?

23. How do they handle these challenges?

24. What helps students to have access to counselling services?

25. What are the potential factors that hinder students from help-seeking?

26. What theories and approaches do your supervisees use?

27. Do your supervisees’ institutions conduct any research on:
   - students’ attitudes towards counselling?
   - whether students benefit from counselling services?
   - what issues students present with?
   - mental health in general on campus?

28. Have your supervisees organised any activities or campaigns to raise students’ awareness of counselling?
29. Do your supervisees assess the effectiveness of their counselling services?
30. Do you consider experience at a secondary school level benefits counsellors operating in a tertiary environment?
31. How was your previous experience as secondary counsellors informed their current practice supervising counsellors in tertiary institutions?
32. Do your supervisees have any plans or projects for improving their counselling services in the future?
33. Please circle all of the issues below that your supervisees provide counselling to their students for:
   a. Abnormal behaviour
   b. Abnormal cognition
   c. Academic achievement (poor)
   d. Academic achievement (high)
   e. Academic speaking issues
   f. Academic writing issues
   g. Other academic difficulties
   h. Addictions (alcohol)
   i. Alcohol overconsumption/binge drinking
   j. Addictions (drugs)
   k. Addictions (video games, online games)
   l. Other addictions
   m. Adjusting to student life
   n. Adjusting from urban district to city life
   o. Adjusting from rural to city life
   p. Anxiety (general)
   q. Anxiety about test-taking
   r. Panic attacks
   s. Bipolar disorder
   t. Bereavement Body image
   u. Career counselling
   v. Coping style
w. Depression
x. Eating disorder (anorexia)
y. Eating disorder (bulimia)
z. Eating disorder (compulsive dieting)
aa. Eating disorder (compulsive eating)
bb. Eating disorder (other)
c. Family problems
dd. Family problems (Issues in students’ relationship with family)
e. Financial difficulties
ff. Goal setting
gg. Grief and loss
hh. HIV/AIDS
ii. Issues with friends
jj. Issues with intimate relationships
kk. Issues with interpersonal relationships
ll. Issues with sexuality
mm. Lack of assertiveness
nn. Lack of confidence
oo. Loneliness
pp. Obesity
qq. Overweight
rr. Perfectionism
ss. Personality disorders (sub-clinical)
tt. Problem-solving ability
uu. Putting things off (procrastination)
v. Rape
ww. Sexual assault
xx. Sexual communication
yy. Sexual harassment
zz. Sexual issues (other)
aaa. Sleeping disorder (poor quality)
bbb. Sleeping disorder (insufficient sleep)
ccc. Sleeping disorder (oversleeping)
ddd. Social difficulties
eee. Stress (pressure to perform)
fff. Suicidal thoughts (active)
ggg. Suicidal thoughts (passive)
hhh. Time management
iii. Trauma
jjj. Other: Please indicate………………………………………………………………………..

DRILLING INTERVIEW QUESTIONS

1. Last time, you mentioned the important factors for being tertiary counsellors. These included “open”, “spacious” and “compassionate”. Could you please tell me about those factors?

2. I am truly interested in “sexuality” and “identity” issues among tertiary students that you shared the last interview. Could you elaborate on those issues again?

3. Most counselling services are typically delivered via face-to-face meetings and some small number of texting, emails. I am just wondering whether your supervisees provide counselling services through skype, or other types of electronic applications. How effective are they? How do you compare those different media offering services?

4. Now, let’s talk about the relationship between your supervisees and their administrative staff. How is their relationship? Are administrative staff well-trained and work well in the counselling context?

   Relationship between your supervisees and doctors and nurses?

   Relationship between your supervisees and psychologists?
5. **Cross-cultural issue** in counselling is one of striking topics that strongly captured my attention. Last time, you were showing me an example of Muslim students. What about other cultural backgrounds (shame-based culture for instance?). Could you say more about that?

- How are they challenging to your supervisees?
- How do you supervisees handle these situations?
- Do they have special training on that topic?

6. How would western secular counsellors respond to Muslim background students? Are there other issues than sexual identity?

7. What kind of other experience and understanding do you think counsellors need, in terms of providing sensitive and safe support to clients/students who would face precarious circumstances in their home environment?

8. Counselling provision needs to be private and safe? In your opinion, how can we build an atmosphere that will help clients or students to feel more secure and comfortable?

9. As a supervisor of counsellors, how can you encourage counsellors to develop healthy and supportive work environment?

10. **Self-care** is an essential aspect of counsellors’ welfare. Could you tell me more how your supervisees take care of themselves? Particularly when dealing with more complex situations?

11. “Safety issue” is another interesting topic. What specific issues did your supervisees experience? How did they handle those issues?

12. A whole range of assessment tools has been employed to assess the effectiveness of counselling services. Apart from the questionnaire that you mentioned last time, are there any other tools? How do you and your supervisees use them?
U: Buddhist Counselling

(Get to know Buddhist Counselling through PhD thesis and journal articles)

**PhD thesis**

“Healing through Culturally Embedded Practice: An Investigation of Counsellors’ and Clients’ Experiences of Buddhist Counselling in Thailand” by Chomphunut Srichannil in the following link:

https://www.era.lib.ed.ac.uk/bitstream/handle/1842/14238/Srichannil2014.pdf?sequence=4&isAllowed=y

**Journal articles**

“Practise What you Preach: Counsellors’ Experience of Practicing Buddhist Counselling in Thailand”


“Counselling in Thailand: Development from a Buddhist perspective”

V: NZAC CODE OF ETHICS

CODE OF ETHICS

A Framework For Ethical Practice

2002
CODE OF ETHICS
A FRAMEWORK FOR ETHICAL PRACTICE

CONTENTS

1. INTRODUCTION
2. THE NATURE OF COUNSELLING
3. CORE VALUES OF COUNSELLING
4. ETHICAL PRINCIPLES OF COUNSELLING
5. GENERAL GUIDELINES
6. THE COUNSELLING RELATIONSHIP
7. CONFIDENTIALITY
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9. RELATIONSHIP WITH EMPLOYERS, FUNDING AGENCIES AND THE WIDER COMMUNITY

SPECIFIC DOMAINS OF PRACTICE

10. SUPERVISION
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13. WORKING WITH GROUPS
14. COUNSELLING AND INFORMATION TECHNOLOGY
15. MEDIATION
15. CONSULTATION
1. INTRODUCTION:

The purpose of this Code is to establish and maintain standards of professional practice for all categories of Member of the New Zealand Association of Counsellors (NZAC) and to inform and protect members of the public seeking their services. Counsellors of this Association, in assenting to the Code, accept their responsibilities to clients, colleagues, the Association, agencies and the wider community.

This Code applies to all categories of NZAC Member in the full range of their professional practices. Professional practice may include work in the fields of counselling, supervision, therapy, training, education, research, advocacy, mediation, consultancy, management, coaching, community work, group facilitation, mentoring and spiritual advising. The generic terms "counsellor" and "counselling" apply to all the professional roles and activities undertaken by Members. The term "client" refers to those receiving these services.

This Code needs to be read in conjunction with the Treaty of Waitangi and New Zealand law. Counsellors shall seek to be informed about the meaning and implications of the Treaty of Waitangi for their work. They shall understand the principles of protection, participation and partnership with Māori. Counsellors shall also take all reasonable steps to be informed about New Zealand law relevant to their work.

This Code first outlines core values, then elaborates ethical principles which are developed out of these values, followed by general guidelines for professional practice. These values, principles and general guidelines apply to all areas of counselling practice. There follow particular guidelines for specific domains of practice that should be read in conjunction with the general guidelines.

This Code cannot resolve all ethical issues, but it does provide a framework within which ethical and practice related dilemmas might be addressed. Counsellors are responsible for making careful judgements about which parts of this Code apply to particular situations.

Through the NZAC complaints process, sanctions may be imposed upon a Counsellor found to have been guilty of professional misconduct, conduct unbecoming a member, or acts or conduct prejudicial to the interests of the Association.
2. THE NATURE OF COUNSELLING

Counselling involves the formation of professional relationships based on ethical values and principles. Counsellors seek to assist clients to increase their understanding of themselves and their relationships with others, to develop more resourceful ways of living, and to bring about change in their lives. Counselling includes relationships formed with individuals, couples, families, groups, communities and organisations.

3. CORE VALUES OF COUNSELLING

The practices of counselling involve the expression of particular core values. This Association expects counsellors to embrace these core values as essential and integral to their work.

The core values of counselling are:

3.1 Respect for human dignity
3.2 Partnership
3.3 Autonomy
3.4 Responsible caring
3.5 Personal integrity
3.6 Social justice

4. ETHICAL PRINCIPLES OF COUNSELLING

The following principles are expressions of these core values in action. They form the foundation for ethical practice.

Counsellors shall:

4.1 Act with care and respect for individual and cultural differences and the diversity of human experience.
4.2 Avoid doing harm in all their professional work.
4.3 Actively support the principles embodied in the Treaty of Waitangi.
4.4 Respect the confidences with which they are entrusted.
4.5 Promote the safety and well-being of individuals, families, communities, whanau, hapu and iwi.
4.6 Seek to increase the range of choices and opportunities for clients.
4.7 Be honest and trustworthy in all their professional relationships.
4.8 Practice within the scope of their competence.
4.9 Treat colleagues and other professionals with respect.
5. THE COUNSELLING RELATIONSHIP

5.1 Safety
(a) Counsellors shall take all reasonable steps to protect clients from harm.
(b) Counsellors shall, in their professional practice, take responsible action to challenge violence and abuse of power.
(c) Counsellors shall take all reasonable steps to protect themselves from actual or potential danger.
(d) Counsellors shall warn third parties and appropriate authorities in the event of an imminent threat of serious harm to that third party from the client.

5.2 Respecting Diversity and Promoting Social Justice
(a) Counsellors shall take account of their own cultural identity and biases, and seek to limit any harmful impact of these in their work with clients.
(b) Counsellors should work towards bi-cultural competence.
(c) Counsellors shall learn about and take account of the diverse cultural contexts and practices of the clients with whom they work.
(d) Counsellors shall avoid discriminating against clients on the basis of their race, culture, disability, ethnic group, gender, sexual orientation, social class, age, religious or political beliefs or on any other basis.
(e) Counsellors shall work with clients in ways that are meaningful in the context of, and respectful towards, the clients' cultural communities.
(f) Counsellors shall support their clients to challenge the injustices they experience.
(g) Counsellors shall be committed to the equitable provision of counselling services to all individuals and social groups.
(h) Counsellors shall promote social justice through advocacy and empowerment.

5.3 Appropriateness / Suitability of Counsellor
(a) Counsellors shall determine, in consultation with the client, whether they are appropriate to provide the counselling. Where necessary and feasible, counsellors shall refer clients to other counsellors who would be more appropriate by reason of their skills, gender or culture or for any other reason indicated by the clients' needs.

5.4 Clear Contracts
(a) The terms on which counselling is provided shall be clear and reasonable. Contracts negotiated between counsellors and clients may include matters to do with availability, fees, cancelled appointments, the degree of
confidentiality, offering, handling of documentation, complaint procedures and
other significant matters.

(b) Counsellors shall establish with clients the aims or purposes of counselling
and renegotiate them as necessary.

5.5 Informed Consent
(a) Counsellors shall provide services to clients in the context of free and
informed consent. Informed implies understanding and free consent implies
a lack of pressure. Counsellors shall respect clients' rights to refuse or
withdraw consent at any time.

(b) Counsellors shall use clear and understandable language to discuss with
clients the purposes, risks, limits and costs of the counselling.

(c) Counsellors shall take all reasonable steps to safeguard the interests and
rights of clients with limited or diminished capacity to give informed consent.
Where relevant, this needs to be done in partnership with caregivers.

(d) Counsellors should respect the rights of children to receive age
appropriate information and to give consent on their own behalf, commensurate
with their capacity to do so.

(e) Counsellors shall inform clients, where relevant, of the availability of
government funding for counselling services.

5.6 Fees
(a) Counsellors shall clarify fees and methods of payments with clients at the
beginning of a counselling relationship.

(b) Counsellors shall ensure that fees are reasonable and commensurate with
the service provided.

(c) Counsellors should be cautious about accepting goods or services from
clients in lieu of payment. Counsellors who do accept goods or services from
clients as payment for professional services are responsible for
demonstrating that this arrangement will not be detrimental to the client or to
the professional relationship.

5.7 Documentation of Counselling
"Documentation" in this code refers to all material about the client or about the
counselling, recorded in any form (electronic, audio, visual and text).
Documentation includes material collected for the purposes of enhancing
counselling practice and meeting the requirements of research, accountability,
appraisal, audit and evaluation.

(a) Counsellors shall maintain records in sufficient detail to track the sequence
and nature of professional services provided. Such records shall be
maintained in a manner consistent with ethical practice taking into account
statutory, regulatory, agency or institutional requirements.

(b) Counsellors shall obtain informed consent from clients when writing reports
for third parties.
(c) Counsellors shall keep records and notes secure. They shall create, maintain, transfer and arrange to destroy them in a manner compliant with the requirements of the confidentiality sections of this code.

(d) Counsellors shall inform clients of their right to access their documentation, to know how this information is being kept and to know who has access to it.

(e) Counsellors shall take all reasonable steps to ensure that documentation remains retrievable as long as is professionally prudent, or as is required by law.

(f) Counsellors are encouraged to ensure policies are in place for the safe and confidential storage and eventual destruction of client notes, in the event of the counsellor ceasing to practice, leaving the employing agency, or the counsellor dying.

5.8 Respectful Language
(a) Counsellors shall use appropriate and respectful language in all communications, verbal and written, to and about clients.

(b) Counsellors should avoid using diagnostic labelling in any way which is likely to cause harm to their clients.

5.9 Maintaining Competent Practice
(a) Counsellors shall maintain their competence through regular supervision.

(b) Counsellors shall undertake appropriate professional development activities.

(c) Counsellors shall work within the limits of their knowledge, training and experience.

5.10 Fitness to Practice
(a) Counsellors, together with their supervisors, shall monitor and maintain their fitness to practice at a level that enables them to provide an effective service.

(b) Counsellors shall withdraw from part or all of their counselling practice while their emotional, mental or physical health is significantly impaired.

5.11 Multiple Relationships
(a) Counsellors assume full responsibility for setting and monitoring the boundaries between a counselling relationship with a client and any other kind of relationship with that client and for making such boundaries as clear as possible to the client.

(b) Counsellors should consult with their supervisor(s) when dual or multiple relationships arise.

(c) When dealing with more than one party, counsellors should be even handed when responding to the needs, concerns and interests of each party.

(d) When counsellors agree to provide counselling to two or more persons who have a relationship, counsellors shall clarify which person or persons are
clients and the nature of the relationship the counsellors will have with each person.

(e) Counsellors should declare any previous acquaintance with a client or any other circumstances that may prejudice the counselling.

(f) If conflicting roles with clients emerge during counselling, counsellors must clarify, adjust or withdraw from these roles by an appropriate process.

5.12 Exploitation
(a) Counsellors shall not exploit clients for purposes of personal, professional, political, or financial gain.

(b) Counsellors shall not solicit testimonials from current or former clients.

5.13 Sexual and Other Inappropriate Relationships With Clients
(a) Counsellors shall not engage in sexual or romantic activity with their clients.

(b) Counsellors shall not exploit the potential for intimacy made possible in the counselling relationship, even after the counselling has ended.

(c) Counsellors shall not sexually harass their clients.

(d) Counsellors shall not provide counselling to persons with whom they have had a sexual or romantic relationship.

5.14 Referral
(a) Counsellors shall refer clients on, where possible, when other specialised knowledge is needed, or when the counselling is not being useful.

(b) Counsellors shall obtain clients’ consent before making referrals to colleagues and other services and before disclosing information to accompany such referrals.

(c) Counsellors shall be responsible, as far as possible, for verifying the competence and integrity of persons to whom clients are referred.

(d) Counsellors shall not ask for or accept referral fees.

5.15 Interruption of Services
(a) Counsellors should make reasonable efforts to plan for alternative care in the event that counselling services are interrupted by a significant change in circumstances, such as the counsellor becoming unavailable, ill or dying.

5.16 Ending Counselling
(a) Counsellors shall work with clients to end counselling when clients have received the help they sought, or when it is apparent that counselling is no longer helpful.
6. CONFIDENTIALITY

6.1 Extent of Confidentiality
(a) Counsellors shall treat all communication between counsellor and client as confidential and privileged information, unless the client gives consent to particular information being disclosed.
(b) Counsellors may discuss, in supervision, information received in counselling as part of the normal management of confidentiality.
(c) Counsellors should take all reasonable steps to communicate clearly the extent and limits of the confidentiality they offer clients. Any agreement between the counsellor and client about confidentiality may be reviewed and changed by joint negotiation.
(d) Counsellors shall protect clients’ identities when information gained from counselling relationships is used for purposes such as counsellor training, research or audit.
(e) Counsellors shall respect confidences about the clients or colleagues.
(f) Counsellors should establish procedures to ensure the ongoing management of client confidentiality in the event of the counsellor’s death.

6.2 Exceptions to Confidentiality:
(a) Counsellors shall only make exceptions to confidentiality in order to reduce risk.
(b) When counsellors need to pass on confidential information, they should provide only the minimum of information necessary and only to those people to whom it is absolutely necessary.
(c) Exceptions to confidentiality occur when:
   • there is serious danger in the immediate or foreseeable future to the client or others,
   • the client’s competence to make a decision is impaired,
   • legal requirements demand that confidential material be revealed,
   • responding to a complaint about counselling practice.
(d) Wherever possible, the decision to make an exception to confidentiality is made:
   • after seeking the client’s co-operation, unless doing so would further compromise the safety of the client or others,
   • after consultation with a supervisor.

6.3 Confidentiality and the Law
(a) Counsellors are encouraged to seek legal advice about their rights and obligations under the law, when the counsellor’s work with clients involves contact with the legal system.
(b) When issued with a search warrant or subpoena to give evidence in Court, or other legal processes, counsellors should pursue the status of privileged
communication, in accordance with the client’s wishes, until all legal avenues have been exhausted.

7. RESPONSIBILITY TO COLLEAGUES AND THE PROFESSION

7.1 Responsibility to Colleagues
(a) Counsellors should treat colleagues with respect, fairness and honesty.
(b) Counsellors shall not solicit clients away from other counsellors.
(c) Counsellors shall avoid establishing a professional relationship with clients of other counsellors without appropriate communication with the counsellor or agency concerned.

7.2 Responsibility to NZAC
(a) Counsellors should take action when they consider another counsellor’s behaviour could be judged as professional misconduct, conduct unbecoming a member, or conduct prejudicial to the interests of the Association.

Such action may include:
- bringing concerns to the attention of the counsellor
- notifying the counsellor’s supervisor, teacher or employer
- using a formal complaints process.
(b) Counsellors shall use the Association’s name, logo and letterhead only for purposes for which they are authorised.
(c) Counsellors shall represent NZAC in an official capacity only when authorised to do so.
(d) Members shall co-operate with the Ethics Committee in the event that a complaint is received against them. This includes complying with sanctions imposed after a hearing.

7.3 Responsibility to the Profession
(a) Counsellors shall uphold and foster the values, integrity and ethics of the profession.
(b) Counsellors should participate in the activities of the profession.
(c) Counsellors are encouraged to devote a proportion of their professional activity to services for which there is little or no financial return.
(d) Counsellors shall represent honesty and accuracy their membership status, qualifications, training and competencies.
(e) Counsellors shall not use their position within an organisation to recruit clients for their own private practice.

7.4 Collaboration with Counselling Colleagues and Other Professions
(a) Counsellors should endeavour to achieve good working relationships and communication with other professionals in order to enhance services to clients.
(b) Counsellors should be respectful and mindful of confidentiality in all communications with other professionals about clients.

(c) Counsellors should negotiate to work collaboratively with other professionals working with the same client.

(d) Counsellors working in a team with other professionals should seek respect for counselling ethics from the team.

8. RELATIONSHIP WITH EMPLOYERS, FUNDING AGENCIES AND THE WIDER COMMUNITY

8.1 Counsellors and the Law
(a) Counsellors shall work within the law.
(b) Counsellors shall notify the Association when they are convicted of a serious offence (being either any offence under the Crimes Act or an offence under any other statute that carries a potential sentence of six months imprisonment or more).

8.2 Relationship with Employers and Third Party Funders
(a) Counsellors should adhere to and uphold the ethics of the profession and should avoid compromising them in the face of institutional requirements.
(b) Counsellors shall be honest and trustworthy in dealings with employers and third party funders.
(c) Counsellors shall endeavour to build healthy working relationships and systems of communication with employers and third party funders in order to enhance services to clients.
(d) Counsellors are encouraged to contribute to policy development and seek to maintain and improve the quality of service in their work setting.
(e) Counsellors should promote equal employment opportunity policies in their work settings.
GUIDELINES FOR SPECIFIC DOMAINS OF PRACTICE

The following guidelines cover extra ethical requirements within specific domains of practice. The general guidelines outlined above will still apply in all these domains of practice.

9. PROFESSIONAL SUPERVISION

The purpose of professional supervision is for counsellors to reflect on and develop effective and ethical practice. It also has a monitoring purpose with regard to counsellors’ work. Supervision includes personal support, mentoring professional identity development and reflection upon the relationships between persons, theories, practices, work contexts and cultural perspectives.

Professional supervision is a partnership. It is a contractual, collaborative and confidential process, based upon informed consent.

Professional supervision may take a number of forms, including individual or group supervision and may involve telephone, email and letters. It may be live or may be based on personal recall, notes, videotapes, audiotapes, transcripts or client’s creative works.

9.1 Professional Supervision Arrangements
(a) Counsellors shall arrange for regular and ongoing supervision with competent supervisors, who should be either NZAC members, or members of another professional body with a Code of Ethics acceptable to the NZAC National Executive.

(b) The frequency of supervision shall be in relation to workload and relative to the experience of the counsellor. The recommended guideline is that while working full-time, the counsellor averages one hour of supervision per fortnight.

(c) Counsellors should seek supervision from a person who is not in a position of authority over them.

(d) Counsellors should seek cultural consultation to support their work with persons who have different cultural backgrounds from their own.

(e) Counsellors and supervisors shall be jointly responsible for establishing a supervision contract, which should be regularly reviewed and time-limited.

9.2 Responsibilities in Professional Supervision
(a) Counsellors shall be responsible for:
• selecting and taking to supervision relevant aspects of their work and their personal functioning.

(b) Supervisors shall be responsible for:
• assisting counsellors to explore and address their professional practice,
• helping counsellors to monitor their competence, safety and fitness to practice.
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- Escaping concerns about the counsellor work to the counsellor, before taking further action.
- Maintaining the boundaries between supervision and other relationships the supervisor may have with the counsellor.

(c) Counsellors and supervisors are jointly responsible for:
- Distinguishing between supervision relationships and other professional or personal relationships.
- Identifying when the counsellor needs to seek counselling for personal concerns.

9.3 Competence in Professional Supervision
(a) Supervisors should actively participate in professional education in supervision.
(b) Supervisors should participate in ongoing professional development.
(c) Supervisors should obtain supervision for their work as supervisors.
(d) Supervisors should take into account limitations to their competence and suggest consultations and referrals when appropriate.

10. COUNSELLOR EDUCATION

This section includes guidelines for teaching comprehensive counsellor education programmes and brief professional development courses. This section applies to counsellors in all their professional practices as counsellor educators. This includes the roles of assessor, educator, examiner, consultant, facilitator, lecturer, tutor and trainer. The word "teacher" will be used to cover all of these roles.

10.1 Course or Programme Information
(a) Teachers make available clear and accurate information about their courses in order to enable interested parties to make informed choices. Such information should make clear the obligations and responsibilities of all parties.

10.2 Selection
(a) Where selection procedures are used, teachers shall use equitable, relevant and respectful processes to select suitable students and trainees.

10.3 Safety
(a) Teachers shall take reasonable steps to protect participants from harm.

10.4 Assessment
(a) Where assessment occurs, teachers shall use fair, transparent, and relevant procedures.
(b) Teachers in the role of assessor should not simultaneously provide counseling to the person being assessed.

10.5 Exploitation
(a) Teachers shall not abuse their position by exploiting students/trainees for purposes of personal, professional, political, or financial gain.
10.6 Sexual Relationships With Students / Trainees
(a) Teachers shall not engage in sexual or romantic activity with their students/trainees.

11. SPEAKING, WRITING AND RESEARCHING ABOUT COUNSELLING PRACTICE

Research is defined here as any activity in which counselling practice is written about, spoken about in public, or recorded for purposes other than to benefit the client. It includes the writing of assignments about counselling by students in counselor training programmes, the recording of counselling interviews for demonstration purposes, the use of case studies in articles and books, institutional data collection, and any planned research studies into counseling practice or client concerns.

11.1 Value of Research
(a) Counsellors should promote and facilitate evaluation and research in order to inform and develop counseling practice.
(b) Counsellors should limit the demands of any research exercise to what can be justified in terms of benefit to individuals or the community.

11.2 Informed Consent
(a) Counsellors shall provide research participants with sufficient information about the purpose and nature of the research to enable informed consent to be freely given. This information shall include the right to withdraw.
(b) Counsellors shall obtain consent from research participants for how personal information will be used. This consent will be obtained without inducement or coercion.

11.3 Confidentiality
(a) Counsellors shall protect the privacy and respect the confidences of research participants.

11.4 Conflict of Interest
(a) When research purposes may conflict with counseling purposes, counsellors should ensure that the counseling relationship is given priority.

11.5 Respect for Diversity
(a) Counsellors should carefully design, carry out and write up research in a way that promotes cultural sensitivity and respect for difference.
(b) Counsellors undertaking research, should avoid contributing to the marginalisation or objectification of people.
11.6 Institutional Requirements
(a) Counsellors should familiarise themselves with and adhere to institutional requirements governing research work they undertake. This includes seeking prior ethical approval where relevant.

11.7 Acknowledgment
(a) Counsellors should give due credit through joint authorship, acknowledgement, footnotes or other appropriate means to those who have contributed significantly to any research publication.

11.8 Reporting
(a) Counsellors should report research results fairly and accurately.

11. WORKING WITH GROUPS

11.1. Safety
(a) Counsellors shall, as far as possible, protect group members from physical threats, intimidation, coercion, undue peer pressure and psychological and/or physical harm.

11.2 Informed Consent
(a) Counsellors should provide prospective group members with information about the purpose of the group, the counselling approaches to be used and how the group will be conducted, including the relevant cultural practices or kava.
(b) Counsellors shall ensure that group members’ choices to join or leave a group are made freely and without coercion.

11.3 Formation
(a) Counsellors shall be responsible for screening the suitability of prospective group members.
(b) Counsellors shall be responsible for creating the structure and conditions of the group in ways that are consistent with the group’s purpose.

11.4 Confidentiality
(a) Counsellors shall seek agreement from group members to respect the confidences and privacy of other group members and shall oversee the protection of these confidences during the life of the group.
(b) Counsellors shall inform group members of the limits of confidentiality in groups.
11. COUNSELLING AND INFORMATION TECHNOLOGY

This section refers to counsellors' use of information technology and should be read in conjunction with the rest of the NZAC Code.

Information Technology includes counselling practices that occur when clients and counsellors are in separate or remote locations and use electronic means to communicate, such as websites, email, fax, telephone, audio and video calls, texting, web and instant messages.

It also includes counsellors' use of social media and participation in chat rooms or groups.

12.1 Confidentiality

(a) Counsellors shall take all reasonable precautions to ensure the confidentiality of electronic communications. Precautions would include removing identifiable material if notes are to be accessed for auditing purposes, using passwords and secure sites, ensuring that the hard drive or memory is wiped when a computer or another electronic device needs to be replaced.

(b) Counsellors shall provide clients with a full explanation of the limits of confidentiality with regard to electronic communication.

(c) Counsellors should make open disclosure of their identity, professional membership, qualifications, training, work context and the country from which the counsellor is working.

12.2 On-line Counselling

Online counselling is the provision of counselling services through the internet. Services are typically offered by email, real-time chat and video conferencing.

(a) Counsellors should provide clear and adequate information about the benefits, limitations and risks of online counselling using technology, in order for clients to make informed decisions about using this service.

(b) Counsellors should determine if on-line counselling is appropriate for the needs of the client, including taking into account any differences in culture and language.
   • When providing technology-assisted distance counselling services, counsellors should determine that clients are intellectually, emotionally, and physically capable of using the application and that the application is appropriate for the needs of clients.
   • Counsellors shall take all reasonable steps to clarify if the client is a minor.

(c) On-line Counselling Contracts

Counsellors should, when engaging in online counselling, establish agreements with clients on issues such as online availability, response time, methods of payment and alternative methods of contact in the event of technology failure.
14. MEDIATION

14.1 Prior Knowledge
In mediation, counsellors shall disclose any prior interest or relationship that might create an appearance of partiality.

14.2 Impartiality
Counsellors should conduct mediation in a fair, impartial and even-handed manner that preserves for all participants the right to make their own decisions.

14.3 Confidentiality
Counsellors shall treat as confidential any information conveyed to them by one party in mediation that this party does not wish to be made available to other parties.

14.4 Coercion
Counsellors shall not coerce disputants either into participation in mediation or into agreeing to settlements.

15. CONSULTATION

Consultation is defined as a relationship between a counsellor and an individual, group or organisation seeking assistance with professional or organisational issues. It includes cultural consultation as referred to in the section on supervision.

15.1 Nature of Relationship
Counsellors shall ensure that consultation occurs within a voluntary relationship and that all parties concerned understand the goals.

15.2 Confidentiality
Counsellors shall limit any discussion of client information obtained from a consulting relationship to people clearly involved with the case. Any written and oral reports shall be limited to the purposes of the consultation. Every effort shall be made to protect client identity and to avoid undue invasion of privacy.
### 3.19 Professional Supervision

**FOR THE PURPOSES OF MEMBERSHIP OF NZAC**

**RATIONALE**

This document aims to provide clarification about supervision for:

- **(a)** People seeking provisional membership of NZAC;
- **(b)** For provisional members who want to upgrade to full membership;
- **(c)** For members of NZAC who are maintaining their membership.

It should be read in conjunction with the Code of Ethics Section 9 “Professional Supervision.”

**PROFESSIONAL SUPERVISION OF MEMBERS OF NZAC IS EXPECTED TO CONFORM TO THE FOLLOWING PRACTICE PRINCIPLES:**

1. **PROFESSIONAL ACCOUNTABILITY**

1.1 The profession of counselling requires that all practising counsellors seek supervision. Supervision supports accountability to clients, employers, the public and the Association.

1.2 Professional supervision is a primary resource for every counsellor in the maintenance and development of safe, ethical and effective practice.

1.3 Counsellors wishing to be granted Provisional Member status shall have a supervisor who:
   - a) Is a current, full member of NZAC or a similar professional body with a Code of Ethics who requires supervision of their members
   - b) Has been a member of that body for at least three years and
   - c) Has been the candidate’s supervisor for a minimum of twelve months

1.4 Counsellors wishing to be granted Member status shall have a supervisor who:
   - a) Is a current, full Member of NZAC
   - b) Has been a Member for at least three years and
   - c) Has been the candidate’s supervisor for a minimum of twelve months.

1.5 Counsellors maintaining their membership shall have a supervisor who:
   - a) Is a current, full Member of NZAC or a similar professional body with a Code of Ethics who requires supervision of their members.
   - b) The supervisor should have been a full member of the NZAC or similar professional body for at least three years.
   - c) The supervisor is also expected to be an experienced practitioner, to have had training in modalities of supervision and to be able to describe the methods they use. The supervisor is also expected to be in supervision for themselves and be continuing their own professional development thus modelling the maintenance and development of effective, safe and ethical practice. (See Code of Ethics 9.3(c))

1.7 A supervisor should not be in a position of authority over the counsellor, (See Code of Ethics 9.1 (c))

2. **CONTRACTING**

2.1 The structure for supervision is provided through a mutually agreed contract that identifies the nature of the professional alliance between supervisor and counsellor. Expectations of the roles and parameters that will apply should be negotiated, clearly stated, understood and agreed to by both parties. The contract should be regularly reviewed and time limited.

2.2 Where applicable the contract should define the nature and responsibilities that relate to wider relationships such as training institutions, third party funders and employers.

3. **RELATIONSHIP**

3.1 Professional Supervision is a partnership. It is a contractual, collaborative and confidential process based upon informed consent.

3.2 Counsellors are responsible for selecting and taking to supervision relevant aspects of their work and their personal functioning.

3.3 Supervisors are responsible for assisting counsellors to explore and address their
4. PURPOSE
4.1 Professional Supervision is for counsellors to reflect on and develop effective and ethical practice. It also has a monitoring purpose with regard to counsellors' work. Supervision includes personal support, mentoring professional identity development and reflection upon the relationships between persons, theories, practices, work contexts and cultural perspectives.
4.2 Supervision both builds on the strengths and successes of the counsellor and is expected to address weaknesses and areas for development by the counsellor.
4.3 Supervision should be consultative and collaborative without being collusive.

5. REFLECTION
5.1 Supervision is a time for the counsellor to explore the relationship between theory and practice in their work with clients with an experienced practitioner.
5.2 In supervision counselors are expected to examine all aspects of their practice, seek and get feedback, guidance and evaluation of their work. Supervision provides the opportunity for focused reflection on the counselor's interactions with their clients, unconscious processes and systemic and cultural issues affecting the interactions.
5.3 It is primarily the responsibility of the counselor to identify the content of a supervision session. However, the supervisor may also have an influence in setting the agenda.
5.4 It is not the primary aim of supervision to offer the counselor being supervised personal counselling. However, as personal material arises from client work, the issues should be identified and decisions made about how they may be addressed appropriately.
5.5 It is important to seek cultural consultation when a counselor is working with a person/persons of a different background from their own.

6. REGULARITY FREQUENCY AND DURATION
6.1 Supervision should take place regularly with the same supervisor over a continuous period of time.
6.2 Counsellors might consider increasing how often supervision occurs dependent on the counsellor's developmental stage, the size of their workload, the existence of current personal stressors and the difficulty of the client work and/or the counsellor's workplace.
6.3 The frequency of supervision shall be in relation to workload and relative to the experience of the counsellor. It is the responsibility of the counsellor and their supervisor to discuss regularly the frequency of supervision in relation to the counsellors' workload. The recommended guideline is that while working full-time, the counsellor averages one hour of supervision per fortnight (Code Of Ethics, 9.1 (b)).
6.4 As long as counsellors are seeing clients they are required to be in supervision. As long as members are supervising counsellors they are required to have supervision for their supervision work. (See Code of Ethics 9.3 (c))

7. MULTIPLE RELATIONSHIPS
7.1 The supervisory relationship should exclude family relationships, sexual relationships and other relationships where there are connections which could adversely affect the professional interactions that take place between supervisor and counsellor being supervised, and the counsellor and their clients.
7.2 The supervisor is responsible for maintaining the boundaries between supervision and other relationships the supervisor may have with the counsellor.

8. DEVELOPMENTAL FOCUS
8.1 The supervisory relationship is expected to change and develop as counsellors gain experience and broaden their competence to deal with more complex issues.
8.2 Supervisors should take into account limitations to their competence and suggest consultations and referrals where appropriate.
X: Full Mind Map of nodes and relationships
Y: Master list of nodes

Node names

1. Academic difficulties
2. Academics
3. Administrative staff
4. Advertisement
5. Advocacy service
6. Advocates
7. Alcohol addictions
8. Anxiety
9. Asperger’s spectrum
10. Assessment tools
11. Attitude towards CSs
12. Average number of counsellors
13. Awareness if the existence of CSs
14. Brochures
15. Caseloads
16. Challenges
17. Chaplains
18. Characteristics
19. Clinical psychologists
20. Conferencing
21. Contributing factors
22. Counselling services
23. Counselling sessions
24. Counselling techniques
25. Course-related issues
26. Crisis team
27. Cross-cultural issues
28. Depression
29. Discouraging factors
30. Distress
31. Doctors
32. Drug addiction
33. Email counselling
34. Encouraging counselling use
35. Ethical concerns
36. Experience
37. Face-to-face counselling
38. Family issues
39. Financial issues
40. Full time
41. Funding
42. Future plans
43. Group work
44. Handbooks
45. Health practitioners
46. Health-related issues
47. Help Lines
48. Help-seeking
49. Hierarchy ways of systems
50. Ideal counselling services
51. Identity
52. Important factors
53. International office
54. Issues with institutions
55. Learning support
56. Life Line
57. Limited funding
58. Lunch time activities
59. Mental health interface
60. Newly-trained counsellors
61. Nurse
62. Orientation week
63. Overwork
64. Part time
65. Peer supervision
66. Polytechnics & Universities
67. Private practice
68. Procrastination
69. Professional development
70. Professionalism
71. Qualification
72. Receptionists
73. Registration
74. Relationship issues
75. Relationship with clients/students
76. Relationship with health practitioners
77. Relationship with other staff
78. Relationship with peers/colleagues
79. Research and surveys
80. Road shows
81. Safe issues
82. Secondary school counsellors
83. Self-care
84. Sexuality
85. Sick leave/annual leave
86. Skype
87. Small issues
88. Social workers
89. Solutions
90. Specialisations
91. Stress
92. Student issues
93. Students’ accessibility
94. Supervision support
95. Supervisor
96. Teaching staff
97. Team meetings
98. Team support
99. Telephone
100. Tertiary counsellors
101. Tertiary institutions
102. Tertiary students
103. Texting
104. Time management
105. Time restraint
106. Tough/big issues
107. Training
108. Unhealthy team factors
109. Utilisation of counselling services
110. Websites
111. Work environment
112. Youth Line
Z: “Tertiary institutions” cluster (what tertiary institutions provide students with)
AA: ‘Counselling delivery medium’ cluster
AB: ‘Student’s help-seeking’ cluster
AC: ‘Student’s attitudes towards CSs’ cluster
AD: ‘Students’ accessibility’ cluster
AE: ‘Student issues’ cluster
AF: ‘Counselling techniques’ cluster
AG: ‘Qualifications’ cluster
AH: ‘Experiences’ cluster
AI: ‘Advertising’ cluster
AJ: ‘Promoting the use of counselling’ cluster
AK: ‘Caseload’ cluster
AL: ‘Team support’ cluster
AM: ‘Professional development and support’ cluster
AN: ‘Challenges’ cluster
AO: ‘Issues with institutions’ cluster
AP: ‘Tertiary institutions’ cluster (What tertiary institutions provides to counsellors)
The purpose of the *Journal* is to provide a forum for the sharing of ideas, information, and perspectives on matters of common concern among practitioners and those undertaking research in the field.

The editors welcome submission of papers, including commentaries, research reports, practice-based articles and brief reports from the Association’s members and applicants, as well as from others outside the Association with interests relevant to the field of counselling.

The overriding criteria for selection are that the material is professionally relevant, the presentation is of high quality, and that the writer has communicated effectively with readers.

There are two issues per year. The closing dates for the submission of papers for 2017 are Friday, March 3 for the June issue, and Friday, August 4 for the December issue.

1. Manuscripts should preferably be submitted to the editors as electronic documents in MS Word format, using the Times New Roman 12 pt font and be double spaced throughout, including the reference list, with reasonably wide margins. If submitted in hard copy, they should be typed on one side of A4 paper, and accompanied by a disk copy. (Copies submitted in this way will not normally be returned.) Ensure that pages are numbered.

2. The text should not exceed 5,000 words (excluding notes and references) unless special arrangements have been made with the editors.

3. The title and abstract (no longer than 150 words), and five key words should appear on the first page of the article, or title page. Keep the title short and descriptive of the article. The abstract should cover the intent, scope, general research procedures and principal findings of the article. On a separate page list the name(s), job title, and business and email addresses of the author(s).

4. Authors should consult articles in recent issues of the Journal on general matters of style, e.g. conventions regarding headings, tables and graphs, etc. All past issues of the *Journal* are now available at http://www.nzac.org.nz/new_zeland_journal_of_counselling.cfm
5. The text should not be justified but should be left-aligned (i.e. ragged right-hand margin), including headings. Make sure the heading hierarchy is clear and that headings are concise, and keep the number of heading levels to a minimum, preferably no more than three, e.g. Text heading A (14 point for title), Text heading B, and Text heading C. Keep the layout as simple as possible, and do not add additional formatting styles or use Track Changes. Do not have a heading "Introduction" as it should be self-evident that the first part of the text is an introduction. Insert only one space after a full stop.

6. The location of tables, figures, graphs, drawings or photographs in the text must be clearly indicated, e.g. [TABLE 2 ABOUT HERE], and they should be attached as separate files (jpeg in the case of drawings or photographs), and/or submitted on separate pages at the end of the article. Make sure each table and figure is numbered correctly and has a heading. Position the heading above the figure or table, and place sources and notes immediately below. Do not embed the heading or caption in a figure. If a table or figure is reproduced or adapted from another publication, be sure you have permission to use it. In the text, always refer to a table by its number (rather than, e.g., "the table below").

7. Māori orthographic conventions need to be observed by authors, as established by the Māori Language Commission. Briefly, this means macrons are used consistently to mark long vowels. A copy of the document on Māori orthographic conventions can be obtained from the editors or from the source at: http://www.tetaurawhiri.govt.nz/english/pub_e/conventions.shtml. Definitions will not be provided for Māori and Pacific words that are considered to be in common usage, nor will those words be italicised in the text.

8. Footnotes should be avoided. When endnotes may be necessary, number from one upwards and indicate the location of each in the text by a number in superscript.

9. Follow the 6th edition of the APA style guide in general, but use New Zealand spelling. For help with APA style, see http://owl.english.purdue.edu/owl/resource/560/01/.

10. Citations within the text should include in parentheses the author’s surname and year of publication, consistent with the item in the references at the end of the article. When a quotation has been used, include the page number(s), e.g. (Jones, 2006, p. 30), with a full stop and a space after the p. Use double quotation marks around the words quoted, and single for any quote within the quotation itself.
11. Quoted material of more than 40 words should be indented 1.5 cm from the left-hand margin (set as a block quotation). The source of the quotation should be on a new line below the quotation within parentheses, and ranged right (i.e., be on the right-hand margin). No quotation marks should be used around block quotations.

12. Authors alone are responsible for securing, when necessary, permission to use quotations or other illustrations from copyrighted materials. Any charges connected to permissions will be paid by the article’s author(s).

13. The reference list at the end of the article should be arranged alphabetically by authors’ surnames. If a source has been accessed electronically, please ensure that any web address provided will be accessible to readers. Named databases such as ProQuest are not appropriate, as much of our readership is unable to use that information. However, do include a doi number for journal articles where it is available. The following examples should be used as a guide, paying particular attention to the sequence of items in the reference and to the capitalisation and punctuation:


NB: The place of publication for a book is always a city (not a state, province or country). The city of publication should be followed by the name of the country.
where the publisher is located, or, in the case of US publishers, by the two-letter abbreviation of the state name where the city is located.

14. Use abbreviations sparingly; overuse hinders rather than aids clarity. Where an abbreviation or acronym is used, spell out in full at the first reference, with the abbreviation in brackets immediately after, and then use the abbreviation in the rest of the article. With abbreviations i.e., and e.g., use no italics but full stops and a comma when used within parentheses or in a table or figure; when used in the text, write out in full. At the beginning of a sentence, write out a number or percentage in full rather than using a numeral.

15. Use bold type sparingly, and do not use bold or underlining in the text for emphasis; instead, use italics, but do so sparingly as well.

16. It is advisable to submit a manuscript to one or two colleagues for critical comment and proofreading before submitting it for publication.

17. The editors reserve the right to make minor alterations or deletions to articles without consulting the author(s), as long as such changes do not materially affect the substance of the article. Authors will be contacted if clarification is required.

18. All articles will be reviewed by at least two referees before a decision regarding publication is made. In the review process, the identities of both the author(s) and the referees will remain anonymous.

19. Authors are asked to avoid the use of sexist language, and generalisations about all people from limited data.

20. Submission does not guarantee publication. Furthermore, publication does not imply that the views expressed in any article represent those of the New Zealand Association of Counsellors.

21. The primary mode of delivery for published articles now is the online version of the Journal. If you would like a copy of your own article, you can download it as a pdf from the NZJC website as soon as each issue appears.

22. The typical process to publication will be:
   - Submission of paper
   - Acknowledgement of receipt
   - Paper sent to referees
   - Feedback to author following receipt of referees’ responses re acceptance/changes needed
   - Resubmission following author modifications (if required)
   - Copy-edit
• Proofs created
• Publication
Manuscripts for consideration should be emailed to both editors, Margaret Agee and Philip Culbertson, at: m.agee@auckland.ac.nz and p.culbertson@auckland.ac.nz

The postal address for the *New Zealand Journal of Counselling* is:
Dr Margaret Agee and Dr Philip Culbertson
Editors, New Zealand Journal of Counselling
c/o School of Counselling, Human Services & Social Work
Faculty of Education and Social Work
The University of Auckland
Private Bag 92601
Symonds Street
Auckland 1150
New Zealand
AR: Some institutional websites accessed

Counselling support from **UNITEC Institute of Technology website**, New Zealand

![Counselling support from UNITEC Institute of Technology website](image-url)
External support services

Depression Helpline
0000 111 757 (24/7)
Free text 4292 (24/7)
Email using this form

Lifeline
0800 543 364 or within Auckland 09 522 2999 (24/7)

Mental Health Crisis Team
0800 800 717 (24/7)

Police
If it’s an emergency phone 111, if you feel you or someone else is at risk or harm:

Youthline
0800 376 633 (for 24/7 phone counselling)
Free text 234 between 8am and midnight
Email, hel@youthline.co.nz

Wellbeing

Career and Professional Development for a Great Future
Career Centre
Complaints, Appeals and Policies
Copy Centre
Disability Liaison Centre
Health and Fitness
Facilities
IT Support
Maps and Transport
Student Central

Able Network
Counselling
Equity and Inclusion
Spiritual Support
Student Support Advisors
Counselling support from Auckland University of Technology, New Zealand

Counselling and mental health
AUT offers free counseling services and mental health support delivered by professional counselors. Sessions are confidential and one-to-one. You can bring a support person with you.

Make an appointment or contact us
Email: counselling@aut.ac.nz
Phone: 09 923 9382

What is counselling?
Counselling is a process of privately talking through anything that is concerning you. Counselors will listen to you, non-judgmentally, with openness, and will try and see things from your point of view. We provide a practical and solution-focused counselling approach to student concerns.

What is mental health support?
At AUT we appreciate that our students come from diverse backgrounds, with individual skills and experiences. The Student Advisor – Mental Health offers support to AUT students to ensure their mental health needs are met and they can achieve their academic goals.

Costs
• Free for all students
• International students: the cost is covered by your insurance provider

Session length
• Sessions generally last 50–60 minutes
• Most people only need 1–3 sessions

Confidentiality
• Private and identifying information shared in counselling is not revealed to others, unless there is a concern for your or another person’s safety – in these cases it is ethical for a counsellor to break confidentiality and they would discuss this with you.
• Your permission is required for information to be shared with another health professional (doctor, nurse, mental health support), academic or administrative staff, or family members.
• Written notes and data records are kept for each counselling visit. The notes are kept in a secure environment for 10 years.
• All counsellors are required to have regular supervision to discuss their work, but your identity remains private.

Topics you can discuss
You can talk about a range of issues, whether these are personal, study-related or in other areas of your life. This includes:
• Relationships
• Difficulty with strong moods (like depression, anxiety, stress, loss and grief)
• Behaviours that cause problems (like addictions, irregular eating or sleeping)
• Identity
• Concerns about personal safety

Last updated: 26-Jun-2007 07:03pm
The information on this page was correct at time of publication. For a comprehensive overview of AUT qualifications, please refer to the Academic Calendar.
Counselling services

Find out about the counselling services we provide at University Health and Counselling.

Counselling

We offer 30-minute appointments daily to answer quick questions or to help you apply for compassionate considerations for tests, exams, or discuss late deletions or withdrawals. To book these please call reception on 09 923 7001 to make an appointment.

Here at University Health and Counselling we provide short-term counselling support for students, for any issues that are impacting on their studies (e.g. life challenges, relationships, family, sexuality, depression, anxiety, stress, alcohol/drug issues).

Often 2 to 3 sessions is enough to help manage things better and get back on track but if in order to best fit your needs, we ask you to complete the questionnaire below. All information you provide will be treated with the utmost confidentiality.

Note: The questionnaire will only display for enrolled students.

Academic appointments

We are here to provide assistance when you need help with applying for assignment extensions, applying for compassionate consideration for tests or exams, or if you have any queries about late deletions.

To make an appointment, please contact reception on the number below. Please note that you do not need to complete the online questionnaire to access academic appointments.

Phone: +64 9 923 7421

Urgent on-the-day appointments

If you or someone else is at risk of suicide or serious harm, we will ensure that a counsellor, or other clinician, is able to speak to you today. Please let reception know if this applies to you.

Our criteria for urgent on the day appointments are:

- Concern about possibility of suicide or serious harm to self or someone else
- Recent rape or assault or harassment
- Witness to a traumatic event
- Acute deterioration of an existing mental health condition.

Call 09 923 7421 to make an urgent on the day appointment.
Counselling support from University of Canterbury, New Zealand

www.canterbury.ac.nz/healthcentre/counselling/

Counselling

Counselling through the UC Health Centre is a free and confidential service. No information is passed on to the University without your express permission.

Counselling is free to any student enrolled at UC. This service is not available to UC staff, though funded sessions are provided through EAP/ERP. Please discuss with your manager or with HR for further details.

Counselling notes are not sent to your next GP unless you request this, and information is only shared with essential health providers in situations of extreme crisis.

Our highly trained counsellors have varied backgrounds and a wide range of experience. Counsellors can deal with all sorts of problems that you may have, e.g. loneliness, grief, anxiety, depression, stress, homelessness, relationship problems and gender identity. Most counselling is short to medium term. No problem is too big or too small for you to bring to counselling.

Our counsellors may, with your consent, share your care with the medical staff or may refer you to a psychiatric service if necessary. Various models are used in our counselling services: Solution Focused, Person Centred, Cognitive Behavioural Therapy (CBT), Transactional Analysis (TA), Gestalt, Family Therapy, Narrative, and Cross-Cultural counselling.

Make an appointment

All counsellor appointments are 50 minutes long. As they are in high demand you may have to wait a few weeks to be seen, though we do have a waiting list system to fill cancellations.

A fee applies if you fail to cancel an appointment you cannot attend.

Counselling charges

All Canterbury University students who have paid the Student Services levy are eligible for counselling services at UC Health Centre. Our fees range from $0 - $60 with the majority of our students paying $0. Counselling charges
What to expect from counselling

It's normal to feel a little apprehensive or nervous about counselling, but this usually fades as your counsellor helps you discuss your concerns. Typically, you will meet with your counsellor for a 50 minute session each week. Your appointment will generally begin 'on the hour', between 9.00am and 5.00pm, and end at 10 minutes before the next hour. Early on, you will work with the counsellor to set goals and approximate the number of sessions. There is likely to be some balance between talking about your present-day experiences and adjustments, and discussing the roots of your concerns in your family or experiences growing up. The more you share your thoughts and feelings about yourself and your problems in counselling, the more you are likely to benefit.

Concerns about friends or family are good reasons to speak to a counsellor.

Emergency counselling appointments

If, during the office hours of 8.30am and 5pm, you feel that:

1. You need to talk to someone urgently and cannot wait for your scheduled appointment time, or
2. You are in an emergency situation.

You should call the reception desk on extension 6402 (364 2402), or walk into Student Health reception and make it clear that it is an urgent situation. At all times we have a counsellor on-call to deal with this situation.

During non-office hours we also have an on-call system. If you are having a crisis or feel that you need to talk to someone during a time when the clinic is closed, please call 03 364 2402 to be transferred to a registered nurse answering service. You will be triaged by a registered nurse who will give advice or refer you to an appropriate service(s).

Psychiatric Emergency Service (PES)

Phone: 0800 920 092 - Option 1

The Psychiatric Emergency Service (PES) is also able to be accessed via the Emergency Department, Christchurch Hospital. For more information please see the hospital website.

Other support and information

- CALM: An online programme for building mental health resilience
- www.depression.org.nz
- Ministry of Health
- E-hub self-help for mental health and wellbeing offer a suite of online self-help services for mental health
- The MoodGym is an online self-help portal for mental health
- Youthsafe - Useful information and downloadable leaflets on a wide range of topics for young people.
- Getting help for Psychoactive Substances

To register or make an appointment, please contact us.

Contact
REFERENCE LIST

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Declaration

Name of candidate: Jittakorn Inseachiangmai

This Thesis/Dissertation/Research Project entitled: “Establishing a basis for the implementation of a counselling service at the National University of Laos (NUOL): Results from questionnaires conducted with NUOL staff and students and interviews conducted with New Zealand tertiary student counsellor’s supervisors”.

is submitted in partial fulfillment for the requirements for the Unitec degree of Master of Applied Practice

Principal Supervisor: Dr Alexandra Hart

Associate Supervisor/s: Arun Deo

CANDIDATE’S DECLARATION

I confirm that:

• This Thesis/Dissertation/Research Project represents my own work;

• The contribution of supervisors and others to this work was consistent with the Unitec Regulations and Policies.

• Research for this work has been conducted in accordance with the Unitec Research Ethics Committee Policy and Procedures, and has fulfilled any requirements set for this project by the Unitec Research Ethics Committee.

Research Ethics Committee Approval Number: 2016-1022

Candidate Signature: [Signature]
Date: 20 December 2018

Student number: 1443106
Full name of author: Jittakorn Inseachiangmai

ORCID number (Optional): ...........................................................

Full title of thesis/dissertation/research project (‘the work’):
“Establishing a basis for the implementation of a counselling service at the National University of Laos (NUOL): Results from questionnaires conducted with NUOL staff and students and interviews conducted with New Zealand tertiary student counsellor’s supervisors”.

Practice Pathway: Student Counselling

Degree: Master of Applied Practice

Year of presentation: 2018

Principal Supervisor: Dr Alexandra Hart

Associate Supervisor: Arun Deo

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Date: 20 /12/2018