



IKON INSTITUTE
OF AUSTRALIA

RECOGNITION OF PRIOR LEARNING APPLICATION (RPL)

BACHELOR OF ARTS PSYCHOTHERAPY (Information and Application Form)

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RECOGNITION OF PRIOR LEARNING APPLICATION (RPL)– BACHELOR OF ARTS PSYCHOTHERAPY (Information and Application Form)

What is RPL?

Recognition of Prior Learning (RPL) is a process whereby knowledge and skills you already have may be recognised, irrespective of where or how they were acquired.

RPL can apply to a wide range of skills, including those gained through employment, community involvement, formal study, informal training or life experience.

The maximum RPL credit that can be awarded is 50% of an IKON Institute of Australia course.

Applications for RPL must be submitted PRIOR to enrolling in the course.

If you are granted RPL for a particular subject, you do not need to complete the subject and a pass is recorded on your Training Record in the same way as any other student enrolled in the subject. You may also be granted RPL for a part of a subject, and speed up the process of demonstrating competence.

Why apply for RPL?

To reduce your program load and the overall learner devoted time.

To reduce costs associated with completing the course.

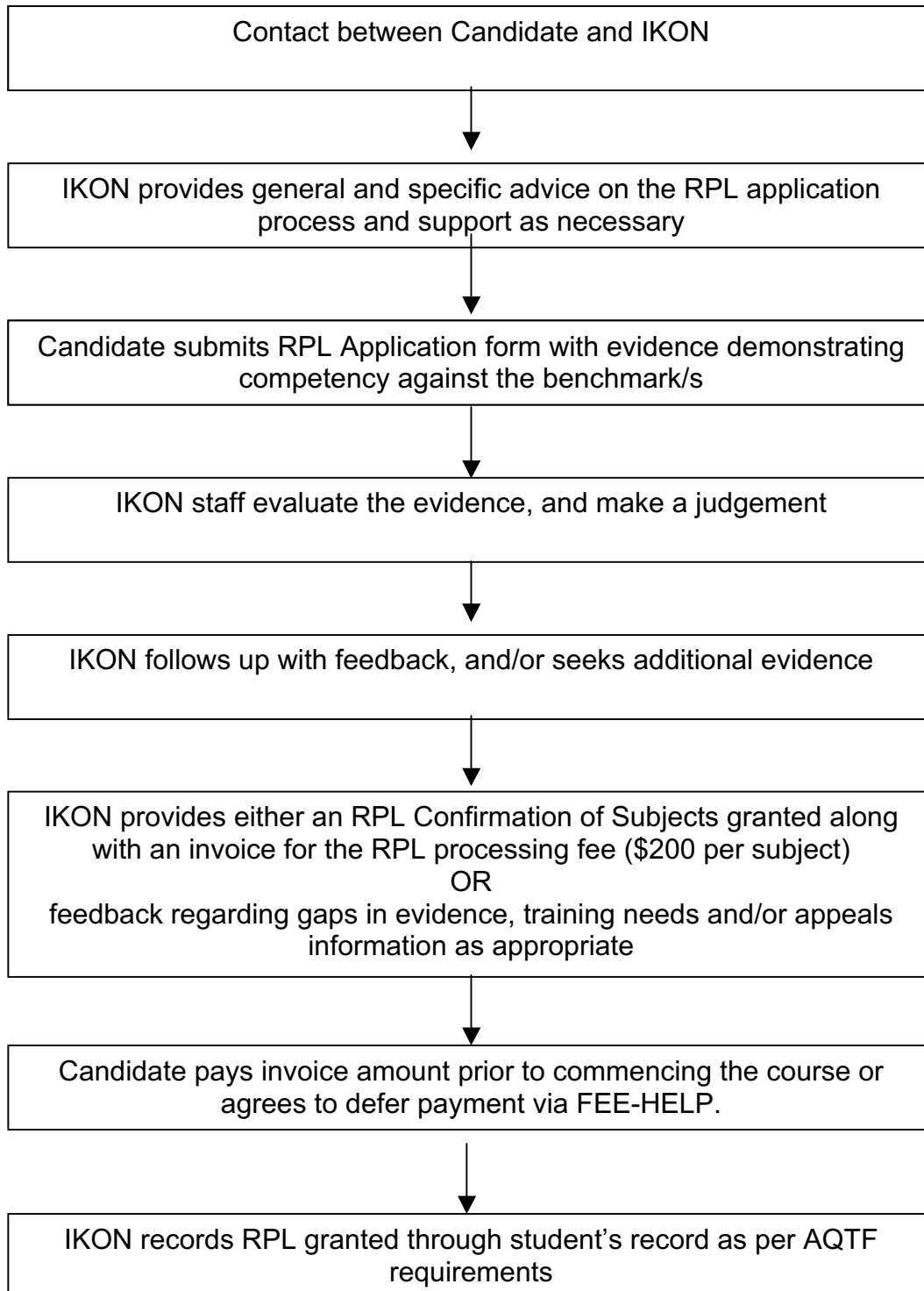
To avoid repeating learning in areas where you already have skills.

The RPL Process

The RPL process consists of the following stages:

1. Staff will provide you with information on how to make an RPL Application.
2. You complete the RPL Application form and submit it with supporting information.
3. Academic Staff trained in assessing RPL applications will assess your evidence. You may be required to attend an interview to discuss your application.
4. You are notified of the outcome of your application by email or post. If you have been granted RPL, your notification will include an invoice for \$200 per subject.
5. The RPL charge of \$200 per subject is paid to IKON Institute of Australia prior to commencing the course or deferred via FEE-HELP.

RPL Process



RECOGNITION OF PRIOR LEARNING (RPL) APPLICATION FORM
(Candidate to fill out and return to IKON with the \$200 non-refundable RPL Application Fee)

1 Personal Details

First name Last Name

Address

..... Postcode

Phone (WK) (HM) (Mobile)

Email Date of Birth

Workplace Name

Workplace Address

2 Course Details

Name of Course (eg. Bachelor of Arts Psychotherapy)

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Please list the Subjects you are seeking Recognition for:

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3 Support Details

Formal Qualifications or Training

List of any formal courses or training sessions you have attended. If possible, attach copies of Certificates and details of course outline and content (with dates).

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Informal Study Programs

List any informal training sessions you have attended. If possible, attach Certificates, and details of course outline and content (with dates).

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Relevant Work Experience

List any relevant work you have performed. Give details of your employer, including a telephone number and contact person if possible. Include details of dates and duration of employment.

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Relevant Life Experience

List any community involvement, personal interests, hobbies or skills which may support your application.

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Personal Verification

Please indicate the name and contact address or telephone number(s) of a person or persons who can substantiate your application.

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Attachments

Please list the attachments you have attached in support of this application.

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I agree to pay the RPL fee of \$200 per subject (or part thereof) in the following way (please tick one)

- Payment in full prior to commencing the course
- Payment deferred via FEE-HELP loan system

Signed (candidate): Dated:

**RPL - Examples of evidence
(Candidate to fill out)**

Examples of evidence presented in support of RPL application may include: Qualifications, CV, Job Descriptions, Work Experience, 3rd Party Reports, Work Samples/Documents, Referral Letters, Oral Questions. Credit Transfer – can be through an exact unit match or similar subject.

BACHELOR OF ARTS PSYCHOTHERAPY SUBJECTS	EVIDENCE ATTACHED List here any separate evidence that you have attached to this application (eg. "CV attached")
BAP 1: Foundations in Arts Psychotherapy	
BAP 2: Qualities of Art Making and Media	
BIP/BAP 2: Integrative Psychotherapy in Practice 1 (Incorporating group agency visits)	
BAP 3: Art Therapy and Multi-modal Approaches	
BAP 4: Arts Modalities in Therapy 1 (Materials)	
BIP/BAP 4: Foundations of Professional Competency (Incorporating group agency visits)	
BAP 5: Arts Modalities in Therapy 2 (Modalities)	
BAP 6: Art and Social Action	
BIP/BAP 6: Introduction to Mental Health: Wellbeing and Distress	
BAP 7: Creativity and Mental Health	
BAP 8: Art Psychotherapy in Practice 1: Individuals	
BIP/BAP 1: Integrative systems of health and wellbeing	
BAP 10: Practicum 1 (120 hours)	
BAP 11: Clinical Supervision 1	
BIP/BAP 3: Life Span Development	
BIP/BAP 5: Understanding Systems in Psychotherapy	
BIP/BAP 9: Psychotherapy in Practice	
BAP 9: Arts Psychotherapy in Practice 2: Groups	

BIP/BAP 7: Ethics and Politics in Psychotherapy	
BAP 12: Practicum 2 (120 hours)	
BIP/BAP 8: Fundamentals of Research and Evaluation	
BAP 13: Practicum 3 (120 hours)	
BAP 14: Clinical Supervision 2 and Self-care	
BAP 15: Practicum 4 (120 hours)	

Declaration of authenticity

The information I have provided to support this application is true and correct. I authorise my assessor to make any inquiries necessary to assist in the assessment and verification of my recognition application and to use any information supplied in this application for this purpose.

Signed (candidate): Dated:

**RPL: BACHELOR OF ARTS PSYCHOTHERAPY
(Assessor to fill out)**

Student Name:

Assessor's Name:

BACHELOR OF ARTS PSYCHOTHERAPY SUBJECTS	RPL requested by student	RPL granted by Assessor	Assess or Initials
BAP 1: Foundations in Arts Psychotherapy			
BAP 2: Qualities of Art Making and Media			
BIP/BAP 2: Integrative Psychotherapy in Practice 1 (Incorporating group agency visits)			
BAP 3: Art Therapy and Multi-modal Approaches			
BAP 4: Arts Modalities in Therapy 1 (Materials)			
BIP/BAP 4: Foundations of Professional Competency (Incorporating group agency visits)			
BAP 5: Arts Modalities in Therapy 2 (Modalities)			
BAP 6: Art and Social Action			
BIP/BAP 6: Introduction to Mental Health: Wellbeing and Distress			
BAP 7: Creativity and Mental Health			
BAP 8: Art Psychotherapy in Practice 1: Individuals			
BIP/BAP 1: Integrative systems of health and wellbeing			
BAP 10: Practicum 1 (120 hours)			
BAP 11: Clinical Supervision 1			
BIP/BAP 3: Life Span Development			
BIP/BAP 5: Understanding Systems in Psychotherapy			
BIP/BAP 9: Psychotherapy in Practice			
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BIP/BAP 7: Ethics and Politics in Psychotherapy			
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BIP/BAP 8: Fundamentals of Research and Evaluation			

BAP 13: Practicum 3 (120 hours)			
BAP 14: Clinical Supervision 2 and Self-care			
BAP 15: Practicum 4 (120 hours)			

Course Offer Group (eg. SABAP1)

ASSESSOR'S NOTES:

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Signed by the Assessor Date

BAP1: Foundations in Arts Psychotherapy

In this subject you will explore the historical development of arts psychotherapy, the formation of the profession, gain an understanding of the range and context that arts psychotherapists work within. Students will learn how arts psychotherapy connects to theories of communication, creativity, phenomenology and metaphor. You will focus on developing basic arts psychotherapy skills, including externalizing and psychologically processing creative expression, alongside forming effective self-care skills.

Demonstrate a broad and coherent knowledge of International arts psychotherapy history and introductory arts psychotherapy theory.
Recognize and describe the role of verbal and non-verbal communication, theories of creativity, observation, phenomenology, existentialism and metaphor in arts psychotherapy.
Identify and describe the contexts arts psychotherapists' work within and code(s) of ethics adhered to.
Define major theories of consciousness and apply basic arts psychotherapy techniques in the exploration and processing of the unconscious.
Demonstrate and effectively utilise psychological self-care techniques and exhibit awareness of factors for self-development congruent with being an effective psychotherapist.

BAP2: Qualities of Art Making and Media

Throughout this subject there is a strong emphasis on studio-based art practice to enable students to gain a systematic understanding of the practical qualities of both 2D and 3D art materials. Through self-exploration and work in small groups students will learn the physical qualities of art materials and the emotional states that material may bring about in students and clients. Additionally students will learn how contemporary art practice relates to arts psychotherapy practice.

Demonstrate knowledge and understanding of contemporary art practice and theory and its relation to arts psychotherapy.
Demonstrates a systematic understanding of the theoretical and practical qualities of key art materials and what feeling states materials may evoke.
Demonstrates ability to reflect on and appropriately direct clients image making process including employing empathic responses.
Demonstrates ability to engage in meaningful dialogues with others about their interpersonal processes and their art making processes and products.
Exhibits ability to engage in and reflect on own art making process and explore meaning contained in own imagery to gain insight.
Recognizes the interplay between art making, physicality and embodiment, identifies and implements basic kinesthetic and movement analysis theories in the practice of arts psychotherapy.

BIPBAP1: Integrative systems of health and wellbeing

This subject focuses on developing competence in understanding and integrating contemporary and classical views on the nature of health and wellbeing. Students will explore current debate and practices concerned with the complex mind-body relationship, consciousness, states of consciousness and therapeutic interventions within psychotherapy, medicine, psychiatry, philosophy, behavioral and cognitive science, neurosciences and ethnomedicine.

Demonstrate a comprehensive understanding of the differences between major paradigms of medicine, philosophy, biology, cognitive and behavioral science, psychology and psychiatry in defining health and wellbeing, illness and disease and generating professionally competent interventions.

Integrate cultural, social, psychological and transpersonal (spiritual) factors in assessing states of health and wellbeing, illness and disease and generating relevant professional interventions in a range of settings.

Evaluate current developments regarding human consciousness and their application to concepts, theory and practices concerned with health and wellbeing, trauma, PTSD, dissociative and somatoform disorders.

Critically evaluate current trends in the definitions of health and wellbeing and 'pathologies' with respect to economic, social, cultural and political issues as well as philosophical and ethical factors.

Develop a basic model of integrative practice which addresses health and wellbeing, illness and disease across a broad cultural and social spectrum and which can be applied within private practice and agencies.

BIPBAP2: Integrative Psychotherapy in Practice 1

In this subject students will be introduced to the historical context of psychotherapy and learn the foundational knowledge and skills required to facilitate effective psychotherapy. This subject has a strong emphasis on skills-based learning and will focus on the areas of communication, therapeutic relationship building and transference / counter-transference issues. Students will utilise experiential methods, including role-play to develop the basic concepts, techniques and practical skills required in the fields of psychotherapy.

Exhibit basic knowledge and understanding of the historical context of psychotherapy theory and practice.

Demonstrate structural knowledge of the psychotherapeutic session and the implications of the therapeutic context (setting, duration, frequency, legal obligations).

Identifies and implements effective basic psychotherapeutic skills in observation listening, attending and responding to clients.

Demonstrate the ability to analyse complex situations and client information and create appropriate shared focus/treatment goals.

Demonstrate the ability to appraise for client risk skillfully and complete basic risk assessment documentation.

BAP3: Arts Therapy and Multi-modal Approaches

During this subject students will learn how different psychological frameworks are incorporated into arts psychotherapy. Students will become skilled in arts specific approaches and in blending arts therapy with a range of relevant psychotherapy frameworks in order to identify the safest and most effective treatment for clients.

Demonstrates an understanding of arts therapy multi-model interventions and approaches and the ability to practically integrate a range of methodological approaches and use them capably to facilitate therapy.
Form a working understanding of the principal mechanisms that promote change in arts psychotherapy and demonstrate this understanding in clinical practice.
Recognizes international variations and similarities in arts psychotherapy practice.
Demonstrates an understanding of methods of arts psychotherapy practice applied in specific environments.
Exhibit understanding of the role of philosophy, psychology, psychotherapy and arts psychotherapy within therapy. Specifically; identify the conceptual, logical and empirical foundations of theories of psychotherapy

BAP4: Arts Modalities in Therapy 1 (Materials)

In this subject students will acquire and develop a range of specific 2D and 3D visual art skills and gain competency in offering a basic experience of these to clients. Students will gain a comprehensive understanding of the qualities that art materials possess and learn to select and match appropriate art materials to specific client issues. Students will learn relevant underpinning materials theory and explore how semiotics is relevant to arts psychotherapy.

Understand and demonstrate application of relevant art materials theory.
Acquire and develop a range of specific 2 and 3D visual art skills (and be able to offer a basic experience of these).
Be able to devise and implement effective arts psychotherapy intervention.
Select and match appropriate art materials for specific client issue.
Have knowledge of how semiotics is relevant to arts psychotherapy and what an artwork may symbolize for a client.

BIPBAP3: Life span Development

This subject will introduce students to central issues, theories, and methods in the study of developmental psychology and life span development. An overview is provided of abnormal development alongside the important developmental stages that human beings pass through: birth, infancy, adolescence, adulthood, seniority, dying and death.

Demonstrate knowledge of the interaction between and the roles of nature and nurture in lifespan development (including prenatal development).

Ability to describe in-utero, childhood developmental milestones and age expectations associated with motor skills, social skills, cognitive ability, personality development, sensory awareness, the use of language and moral development (Piaget, Vygotsky, Freud, Erikson, Bowlby, Ainsworth).

Exhibit comprehensive understanding of how a child's environment impacts on their development and the impact of trauma and attachment and relationship formation in the therapeutic encounter.

Ability to describe adolescent physical and cognitive changes and age expectations associated with motor skills, social skills, cognitive ability, personality development, sensory awareness and moral development, drawing upon neuroscience and other relevant disciplines.

Demonstrate knowledge of the major issues of development in adulthood, focusing on major life transitions such as career commencement and termination, marriage and divorce, parenting, life crises, trauma and later life physical and cognitive changes.

Recognise human belief and value systems concerning death and grieving, considering the impact of age, personality, and culture (Kübler-Ross's theory).

BIPBAP4: Foundations of Therapeutic Competency

In this subject students will explore their personal resources as a means to develop awareness and understanding of therapeutic practices. Students will reflect on the influence of family, culture, life experience, professional history and other contextual influences including current role and work place. Students will focus on both verbal and non-verbal levels of communication and conscious and non-conscious dimensions of relating. A strong focus on empathy and self-exploration will be incorporated in this learning.

Engage with own therapeutic process and demonstrate willingness to explore personal 'psychobiography' and the impact this has on development as a psychotherapist.

Demonstrate the ability to self-monitor own psychological functioning, develop self-reflection and accept feedback from others.

Demonstrate an acceptance and understanding of the influences of cultural, socio-political, gender, religious / spiritual, sexual and other differences on relationships.

Demonstrate theoretical knowledge and understanding of the therapeutic relationship.

Assess and evaluate a method of understanding, recognising and responding to projection, defense, transference and counter transference issues.

Manage conflict effectively, including the ability to relate to people who are angry, dismissive or who challenge boundaries.

Demonstrate an ability to communicate effectively in a group, independently and part of a team.

BAP5: Arts Modalities in Therapy 2 (Modalities)

The focus of this subject will be for students to acquire and develop a range of drama, music, and movement skills and learn how these methods of expression can be utilised with clients. This subject will explore how creative techniques such as story-telling, play, relaxation and sand-play can be brought into therapy. Student learning will be consolidated through the process of completing a case conceptualization.

Acquire and develop a range of drama, music, and movement skills and be able to offer basic instruction to clients in these techniques.

Demonstrate knowledge and understanding of narrative, play and sand-play therapy and apply basic techniques.

Demonstrate knowledge of and employ appropriate relaxation and grounding techniques for specific client groups.

Identify and implement appropriate creative interventions for specific client issues.

BAP6: Art and Social Action

In this subject students will explore the interplay between community arts, outsider arts, arts and health and arts psychotherapy. Students will examine the motives, benefits and disadvantages of politically and socially challenging forms of artistic expression such as graffiti, tattoos and comics. Throughout this subject there will be a strong focus on students developing cultural, psychosocial and disability awareness and exploring how they react personally to themes of diversity.

Recognises the relationship between social action and the arts and demonstrates an understanding of the social frameworks of arts psychotherapy.

Employs extensive cross-cultural competency, with specific awareness of aboriginal and Torres strait islander cultural appropriateness when planning and delivering arts psychotherapy interventions.

Demonstrates understanding of the psychosocial process involved in the area of disabilities.

Exhibits understanding of the role and interplay of community arts, arts and health and arts psychotherapy.

Demonstrates understanding and challenges in how arts and arts psychotherapy models can be utilised in disaster relief and conflict zones.

BIPBAP5: Understanding Systems in Psychotherapy

This subject explores interpersonal systems that are relevant in psychotherapy. Students will learn to recognise the stages and process of group development and work constructively with the dynamics of social groups and organizations. The scope of the subject will examine the historical context of both family and couples therapy, identify the seminal theorists and compare their approaches to individual therapy.

Recognise the stages and process of group development, (stages of group cohesion) demonstrate methods to accelerate group development, patterns of group decision-making.

Demonstrate knowledge of the historical context of family therapy, recognise the major types of family therapies, identify the seminal theorists, compare and contrast this approach to an individual approach; and compare and contrast each of the family therapies to each other.

Demonstrate knowledge of the historical context of couples therapy, recognise the major types of couples therapies, identify the seminal theorists, compare and contrast this approach to an individual approach; and compare and contrast each of the couples therapies to each other.

Understand and implement attachment theory and other relevant theories related to interpersonal bonds.

Outline and critically analyze relevant basic research studies in social and organisational psychology and anthropology (e.g., Milgram's, Asch's, Festinger's.) for their contribution to understanding group dynamics

Demonstrate the ability to effectively manage conflict.

BIPBAP 6: Introduction to Mental Health: Wellbeing and Distress

In this subject students will learn to distinguish between abnormal and normal behavior and examine how the conceptions of abnormal behavior have changed and progressed over the years. Students will focus on the historical emergence of systems of diagnosis (DSM / ICD10), and their justifications, and criticisms. Students will learn to identify important terms and major categories of the current classification systems in psychopathology. This subject also involves the examination of the relationship between culture-specific beliefs and psychological disorders, in an effort to develop an understanding of how abnormal behavior is responded to across cultures.

Describe how views of mental health problems have changed over time and describe the historical context and development of Australian and International classification systems.

Identify important terms and major categories of the current classification system in psychopathology (trauma, mood disorders, anxiety, Schizophrenia, dissociative disorders, personality disorders substance misuse, eating disorders and child spectrum disorders).

Ability to describe, explain and evaluate the benefits, limitations, and implications of the DSM diagnosis and classification system (particularly with regard to counselors and psychotherapists and their clients).

Recognise the role of social, cultural, linguistic, spiritual and gender diversity within the diagnosis process and identify appropriate treatments as indicated by various cultures and belief systems.

Identify the empirically supported psychotherapeutic treatments recommendations of various psychological disorders (DSM) and the prognosis of such treatment.

Recognise the history and impact of suicide and identify the factors that contribute to increased risk of suicide, describe the research on prediction and prevention of suicide, and explain the recommendations for dealing with a suicidal person.

BAP 7: Creativity and Mental Health

In this subject students will explore the protective and problem solving qualities of creative expression on an individuals mental health. Students will consider how creativity impacts on child development, maturation and chronological neuronal changes. Students will examine historical and contemporary case studies focusing on the psychology of artists and consider a relationship between creative ability and an individual's state of mental health.

Recognizes the protective and problem solving aspects of creative expression on an individuals' mental health.
Demonstrates an understanding of how creativity impacts on child development, maturation and chronological neuronal changes of the brain.
Understands the relationship between the psychology of artists and the creative process, in both a historic and contemporary context.
Recognizes how trauma impacts an individual's ability to function and how to respond to trauma utilising arts psychotherapy techniques.
Demonstrates an understanding of creative ability in individuals affected by mental disorders, specifically schizotypal and mood disorders.
Demonstrates a basic understanding of neurological degeneration and brain injury and how these states affect the creative process and product (Rey-Osterrieth).

BAP8: Arts Psychotherapy in Practice 1: Individuals

In preparation for practicum, this subject will provide students with the underpinning theory and practical skills necessary to begin working with clients. This subject is highly skills based and students will have the opportunity to plan, implement, practice and refine arts psychotherapy techniques suitable for individual work. Students will also learn the role of and methods of assessment in arts psychotherapy.

Demonstrate theoretical knowledge of, and the capacity to facilitate, reflect upon and manage the therapeutic relationship.
Have knowledge of and the ability to apply and evaluate arts psychotherapy assessments techniques.
Demonstrate theoretical knowledge of trauma and how trauma impacts on an individuals functioning, design and facilitate arts psychotherapy session with this specific client profile.
Demonstrates theoretical knowledge of the environment where arts psychotherapy occurs, demonstrates ability to set-up and manages environment in accordance with client needs.
Demonstrate decision-making and/or reflection on complex and unpredictable situations.
Demonstrate the ability to accurately notate interactions with clients, reflect on therapeutic sessions and case formulate options for therapy.

BAP9: Arts Psychotherapy in Practice 2: Groups

In preparation for practicum, this subject will provide students with the underpinning theory and practical skills necessary to begin facilitating arts psychotherapy group work. This subject is highly skills based and students will have the opportunity to plan and practice their group facilitation skills and gain feedback from group members.

Demonstrate knowledge of group process and theory, ability to implement theory in practice and to review and refine group facilitation skills.
Exhibits self-awareness and capacity to reflect upon and manage the therapeutic relationships in a group setting.
Assess the needs of a chosen population and design appropriate creative and expressive arts psychotherapy activities for that population.
Demonstrates theoretical knowledge of the environment where group arts psychotherapy occurs, ability to set-up and manage environment in accordance with groups needs.
Demonstrate decision-making and/or reflect on complex and unpredictable situations within a group context.
Demonstrate the ability to accurately notate interactions with individual clients within a group setting, reflect on therapeutic session and case formulate options for therapy.

BIPBAP7: Ethics and Politics in Psychotherapy

This subject has as its focus the knowledge and skills required to practice as a psychotherapist within the designated professional ethical, legal and professional standards as set down by the peak accrediting bodies within the field of psychotherapy/arts psychotherapy. The subject requires the student to examine case studies, professional situations and duty of care issues in contemporary therapy practice. There is emphasis on the personal and professional competencies and attributes required to practice ethically and legally as a therapist including self-reflection of the practitioner's own values, limitations and developmental histories. Skill development includes understanding of how to work with confidentiality, informed consent, themes of power, remote therapy and practice boundaries.

Demonstrate an ability and willingness to explore own personal ethical / political frameworks and understand the impact personal belief systems have in the therapeutic encounter.
Act in accordance with the legal, ethical and procedural boundaries of psychotherapeutic professions, seeking guidance when appropriate.
Demonstrate an ability to explore the professional ethics underpinning digital / online / telephone counselling techniques.
Demonstrate knowledge of the ethical considerations when working with children and young people, and the level of confidentiality possible.
Demonstrate an understanding of principles and processes of mandatory reporting, risk assessment, duty of care, codes of conduct, privacy / confidentiality, crisis intervention and competency, professional power and diagnosis.
Ability to recognise own professional strengths and limitations, which may affect therapeutic practice, and develop appropriate self-support and self-care strategies.

BAP10: Practicum 1; Individual

Supervised therapeutic work with clients as a 'therapist in training' is an essential part of the Bachelor of Arts Psychotherapy. This subject will enable students to develop safe and professional practice within a placement setting. This subject will focus on arts psychotherapy with individuals and practicum placement opportunities will be drawn from a variety of settings, including the opportunity for students to work with adults and children.

Demonstrate the application of knowledge and understanding of the nature of the therapeutic relationship.
Demonstrate the ability to apply knowledge to practical settings, professional relationships and a range of individual clients.
Use independent judgment, initiative and personal responsibility in the application of knowledge to a practical setting.
Demonstrate proficiency in undertaking assessments and formulating direction of therapy with individual clients.
Demonstrate cultural responsiveness with clients and colleagues.
Engage productively in on-site supervision.
Demonstrate ability to accurately notate therapeutic session and reflect on experience of client and therapist.

BAP11: Clinical Supervision; 1

As practicum subjects prepare students with placements that parallel the clinical situations they are likely to encounter in their professional lives, it is crucial that students fully understand the role of supervision and engage with the process. Through participating in small supervision groups students will learn the theory, practice and benefits of taking part in supervision.

Demonstrate knowledge of supervision theory (psychodynamic, person-centered, integrative models) and the supervisory relationship.
Exercise personal responsibility to raise practicum experiences during supervision, adhering to boundaries of client confidentiality.
Use the supervisory relationship to review how independent judgment has been used in a practical setting.
Demonstrate basic ability to evaluate published research in arts psychotherapy and appropriately integrate gained knowledge into own practice.
Utilise clinically appropriated measuring tools, conduct therapeutic reviews and review this information during supervision.

BAP12: Practicum 2; Individual

This subject aims to extend the development of safe and professional practice as an arts psychotherapist within a placement setting. The Practicum 2 placement is usually in a different setting to Practicum 1, broaden experience of working on a 1:1 basis with different client groups and within a different organisational context.

Demonstrate the ability to apply knowledge to practical settings, professional relationships and a range of individual clients with complex needs.

Exercise proficiency in undertaking assessments and case conceptualization with individual clients.

Use personal responsibility and independent judgment in the application of knowledge to a practical setting.

Exhibits self-awareness of own emotional responses to placement and process appropriately through personal therapy, supervision and self-reflection.

Demonstrate the ability to effectively and therapeutically manage the ending of therapy with individual clients.

Demonstrate an understanding of arts psychotherapy evidence-based practice and current issues at the forefront of professional practice.

BIPBAP 8: Fundamentals of Research and Evaluation

This subject provides students with a basic understanding of a wide range of research methods in psychotherapy. This module covers basic conceptual and practical issues in research design, and quantitative and qualitative methods of research. Students will develop a basic understanding of the role of empirical evidence and learn to reflect on, review and audit their professional practice.

Access, interpret and employ a range of information sources and use them to sustain an argument or develop new insights into practice.

Critically reflect on case study and taped transcript work, demonstrating an ability to integrate reflection and learning into practice.

Review, analyse and compare simple qualitative and quantitative research methods and complete basic analyses and evaluate research data.

Reflect on, review and complete basic audit regarding professional practice and identify appropriate continuous professional development opportunities.

Produce a simple research design appropriate for use in a BAP/BIP practitioner based research project.

BAP13: Practicum 3; Group

This subject will enable students to develop safe and professional practice within a placement situation and will focus on arts psychotherapy in a group setting. Students will learn to apply theory in practice, having the opportunity to utilise knowledge regarding group dynamics and process into their practicum experience and developing group facilitation skills.

Demonstrate the ability to apply theoretical knowledge to practical settings, professional relationships and a range of group settings.
Exercise proficiency in undertaking assessments, case conceptualization and delivery of interventions with clients in group settings.
Use personal responsibility and independent judgment in the application of knowledge to a practical setting.
Engage productively in on-site supervision.
Exhibits self-awareness of own emotional responses to placement and process appropriately through personal therapy, supervision and self-reflection.
Demonstrate the ability to effectively and therapeutically manage the ending of therapy in a group setting.
Maintain cultural responsiveness with clients and colleagues, with specific awareness of aboriginal and Torres strait islander culture.

BAP14: Clinical Supervision 2 and Self-care

This subject focuses on students further developing the skills to be highly reflective practitioners. There is a strong emphasis on students establishing effective self-supervision and self-care techniques into their practice. Through participating in small supervision groups students will learn to reflect on both their own and their colleagues' clinical work and to incorporate both research and experiential learning into future practice.

Demonstrate a comprehensive understanding of the nature of the therapeutic relationship and the ability to adhere to appropriate personal and professional boundaries and an ability to manage personal response to placement.
Exercise personal responsibility to raise practicum experiences during supervision.
Reviews and reflects on group facilitation skills.
Identify and utilise a range of self-care and self-supervision tools.
Demonstrate ability to critically evaluate published research in arts psychotherapy and appropriately integrate gained knowledge into own practice.

BAP15: Practicum 4; Group

This subject will enable students to extend the development of safe and professional practice as an arts psychotherapist within a placement setting. This subject focuses on practicing and further developing group arts psychotherapy facilitation skills. An aspect of this placement will be to further develop ending techniques in a group setting. The Practicum 4 placement is usually in a different setting from the Practicum 3; Group subject, in order to broaden the students experience with different client groups and within a different organisational context.

Demonstrate the ability to apply theoretical knowledge to practical settings, professional relationships and a range of group settings.

Exercise proficiency in undertaking assessments, case conceptualization, review of clinical hypothesis and delivery of interventions with clients in groups.

Use personal responsibility and independent judgment in the application of knowledge to a practical setting.

Exhibits self-awareness of own emotional responses to group work and placement, and process appropriately through personal therapy, supervision and self-reflection.

Demonstrate the ability to effectively and therapeutically manage complex responses to the ending of a therapy group (individual group members responses and the entire group dynamic).

BIPBAP 9: Psychotherapy in Practice

This subject consolidates students understanding of professional practice. Emphasis is placed on preparing students for safe practice, and will consider professional issues associated with: risk, working with individuals, couples and families, cultural groups, organisations, and the community; specific practice settings; individual and team-based service models; professional communication; and implications of private practice and business issues. Students will develop an understanding of the responsibilities that they and their supervisor have within the supervisee-supervisor relationship.

Describe and critically analyse a personal philosophy of integrative psychotherapy and provide evidence of, and a rationale for this approach in practice.

Demonstrate ability to Adhere to professional guidelines regarding; insurance, competency, making contracts, maintaining client records, duty of care and professional boundaries.

Demonstrate an awareness of ethics and guidelines regarding private practice, professional membership, title protection and continuous professional development.

Analyse and critically evaluate the impact of personal process in the co-created therapeutic relationship and identify and analyse the countertransference responses that arise.

Recognise own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support, self-care strategies and appropriate levels of supervision.