



IKON INSTITUTE  
OF AUSTRALIA

## RECOGNITION OF PRIOR LEARNING APPLICATION (RPL)

BACHELOR OF  
INTEGRATIVE  
PSYCHOTHERAPY  
(Information and  
Application Form)

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RTO NO. 40263





### **Application for Recognition of Prior Learning Bachelor of Integrative Psychotherapy**

#### **What is RPL Recognition of Prior Learning?**

**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 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 attend class or participate in the subject and a pass is recorded on your Training Record in the same way as any other student enrolled in the unit.

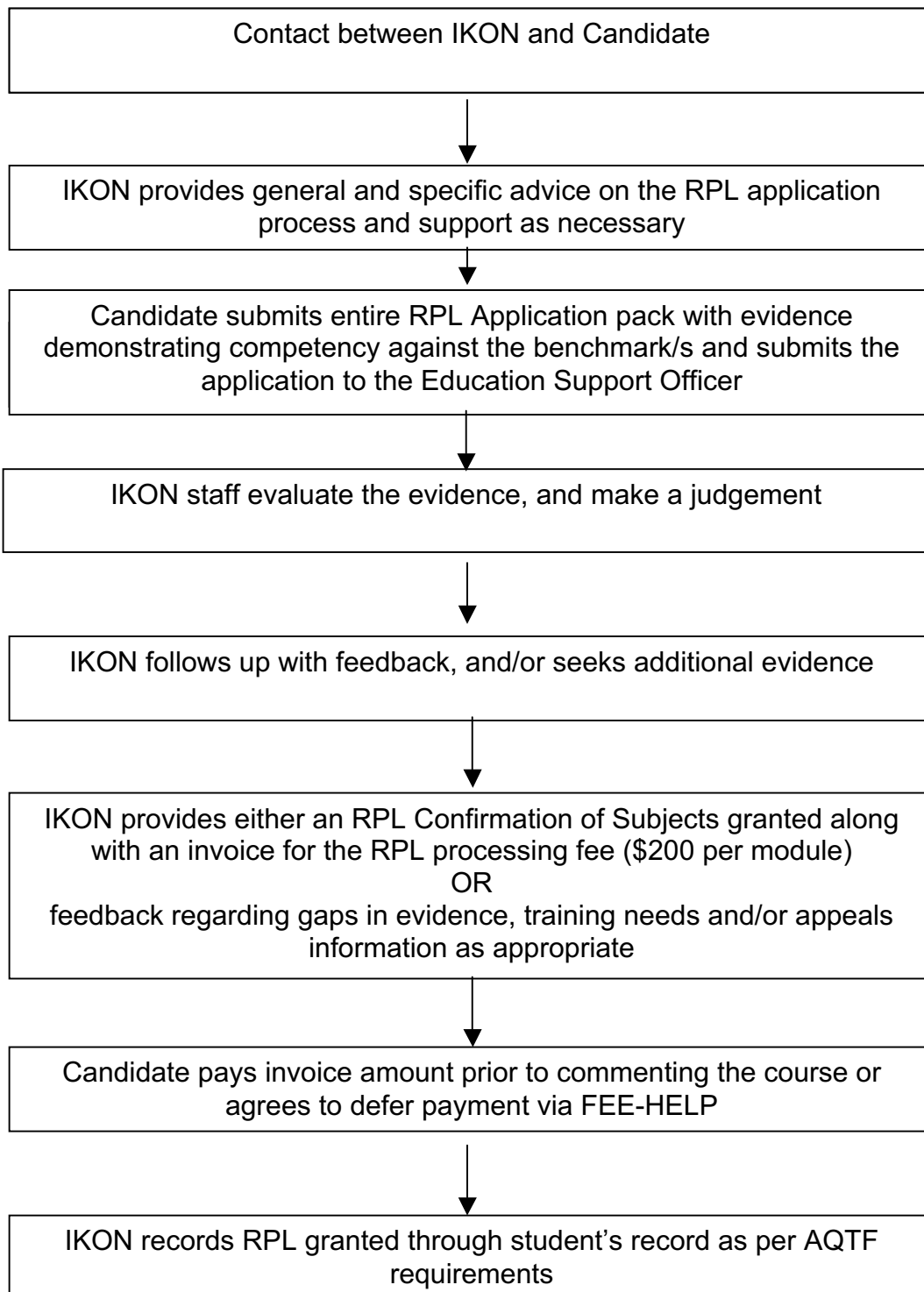
#### **Why apply for RPL**

- 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. Download the Application for RPL from the IKON website
2. Complete the RPL Application form and submit the **completed document** with supporting information to the Education Support Officer for the school.
3. Academic Staff trained in assessing RPL applications will assess your evidence. You may be required to attend an interview to discuss your application further.
4. You are notified of the outcome of your application by email. If you have been granted RPL, your notification will include an invoice for \$200 per module.
5. The RPL charge of \$200 per module is paid to IKON prior to commencing the course or deferred via FEE-HELP.

**Recognition of Prior Learning Process**

Application for Recognition of Prior Learning

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 Integrative Psychotherapy) .....

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 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: .....

### Evidence of Skills (candidate to complete)

Examples of evidence presented in support of RPL application may include: Qualifications, CV, Job Descriptions, Work Experience, 3<sup>rd</sup> Party Reports, Work Samples/Documents, Referral Letters, Oral Questions.

Bachelor of Integrative Psychotherapy subjects	List of evidence attached
BIP 1: Introduction to Integrative Psychotherapy	
BIP 2: Models of Therapeutic Practice 1	
BIP/BAP 1: Integrative Systems of Health and Wellbeing 1	
BIP 8: Case Conceptualisation 1	
BIP/BAP 2: Integrative Psychotherapy in Practice 1	
BIP 3: Models of Therapeutic Practice 2	
BIP 4: Integrative Psychotherapy in Practice 2	
BIP/BAP 7: Ethics and Politics in Psychotherapy	
BIP/BAP 4: Foundations of Professional Competency	
BIP 5: Altered State Techniques in Psychotherapy	
BIP/BAP 6: Introduction to Mental Health: Wellbeing and Distress	
BIP 9: Treatment of Grief & Loss in Psychotherapy	
BIP/BAP 5: Understanding Systems in Psychotherapy	
BIP/BAP 3: Life Span Development	
BIP 11: Psychotherapy & the Body in the Treatment of Trauma	
BIP 7: Narrative, Identity and Integrative Processes	
BIP 13: Case Conceptualisation 2	
BIP/BAP 8: Introduction to Research Methods	
BIP 14: Clinical Supervision 1	
BIP 12: Practicum 1 (120 Hours)	
BIP 15: Practicum 2 (120 Hours)	

**Declaration of authenticity:** The information I have provided to support this application is true and correct. I authorize 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: .....

OFFICE USE ONLY: ASSESSOR TO COMPLETE

Student Name: ..... Course Offer Group (eg. SABIP2).....

<b>BACHELOR OF INTEGRATIVE PSYCHOTHERAPY SUBJECTS</b>	<b>RPL requested</b>	<b>RPL granted by Assessor</b>	<b>Assessor Initials</b>
Introduction to Integrative Psychotherapy			
Models of Therapeutic Practice 1			
Integrative Systems of Health and Wellbeing 1			
Case Conceptualisation 1			
Integrative Psychotherapy in Practice 1			
Models of Therapeutic Practice 2			
Integrative Psychotherapy in Practice 2			
Ethics and Politics in Psychotherapy			
Foundations of Professional Competency			
Altered State Techniques in Psychotherapy			
Introduction to Mental Health: Wellbeing and Distress			
Treatment of Grief & Loss in Psychotherapy			
Understanding systems in psychotherapy			
Life Span Development			
Psychotherapy & the Body in the Treatment of Trauma			
Narrative, Identity and Integrative Processes			
Case Conceptualisation 2			
Introduction to Research Methods			
Clinical Supervision 1			
Practicum 1 (120 Hours)			
Practicum 2 (120 Hours)			

ASSESSOR'S NOTES: .....

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Signed by the Assessor ..... Date .....

## BIP1 Introduction to Integrative Psychotherapy

In this subject students will explore the historical development of integrative psychotherapy and gain an understanding of the range and context that integrative psychotherapists work within. Students will also gain an understanding of how the field of transpersonal psychology, as an example of developments within the integrative field, has moved toward an integrative framework for professional practice.

Demonstrate a systematic knowledge and understanding of the history and theory of integrative psychotherapy

Recognise and describe the similarities and differences between the four forces of psychology and subsequent, recent developments in psychotherapy.

Demonstrate an understanding of the current status of transpersonal psychology and psychotherapy as an example of the principles of integrative psychotherapy

Demonstrate an understanding of the key principles and practices of integrative psychotherapy through case examples

Develop a basic understanding of integrative case conceptualization.

## BIP 2 Models of Therapeutic Practice 1

In this subject you will develop a working understanding of a number of the principal paradigms that promote growth, healing and psychotherapeutic change. Students will learn to recognise major theoretical perspectives, concepts and explanatory frameworks employed within psychotherapy. There will be a central focus on how to compare therapies with respect to their conceptual and theoretical structure, evidential basis, conditions of application (problem- and client-types) and philosophical assumptions.

Form a working understanding of the principal mechanisms that promote change in therapy and how they apply in clinical practice.

Recognise and understand major theoretical perspectives, concepts and explanatory frameworks employed within psychotherapy and how they can be compared systematically and integrated meaningfully

Analyse client information and evidence-based practice to evaluate the effectiveness and appropriateness of different approaches.

Demonstrate the ability to practically integrate a range of methodological approaches and use them to facilitate therapy.

Exhibit understanding of the role of philosophy within therapy. Specifically, identifying the conceptual, logical and empirical foundations of theories of psychotherapy



## BIP/BAP1 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 and draws upon current debates and practices concerned with the complex mind-body relationship, consciousness and states of consciousness and therapeutic interventions within psychotherapy, medicine, psychiatry, neurosciences and ethnomedicine. In addition, these elements of an integrative approach are supported and expanded by critical, analytical perspectives on culture, social and political structures and dynamics in the definition of health and wellbeing and systems of intervention.

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.

## BIP/BAP2 Integrative Psychotherapy in Practice 1

In this subject students will learn the foundation knowledge and skills essential to effective psychotherapy. This will involve communication competence, therapeutic relationship building and maintenance, and an understanding of transference and counter-transference dynamics. Students will be engaged in experiential methods, including role-play to develop these 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.

### BIP/BAP 3 Life Span Development

This Subject will introduce you to central issues, theories, and methods in the study of lifespan development. An overview is provided of developmental problems alongside the important developmental stages that human beings pass through in the passage from birth to death. There is a focus on life transitions and how they are perceived, addressed and managed.

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).

### BIP/BAP 4 Foundations of Professional Competency

In this subject students will explore personal resources which are instrumental in developing awareness and understanding of their involvement in therapeutic practices. They will reflect on the influence of family, culture, life experience, professional history and other contextual influences including their 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 the learning process.

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.

### BIP 3 Models of Therapeutic Practice 2

This subject presents a range of alternate models to those included in the Models of Therapeutic Practice 1 subject. Students will develop a working understanding of a number of the principal paradigms that promote growth, healing and psychotherapeutic change. Students will learn to recognise major theoretical perspectives, concepts and explanatory frameworks employed within psychotherapy. There will be a central focus on how to compare therapies with respect to their conceptual and theoretical structure, evidential basis, conditions of application (problem- and client- types) and philosophical assumptions.

Form a working understanding of the principal mechanisms that promote change in therapy and how they apply in clinical practice.

Recognise and understand major theoretical perspectives, concepts and explanatory frameworks employed within psychotherapy and how they can be compared systematically and integrated meaningfully

Analyse client information and evidence-based practice to evaluate the effectiveness and appropriateness of different approaches.

Demonstrate the ability to practically integrate a range of methodological approaches and use them to facilitate therapy.

Exhibit understanding of the role of philosophy within therapy. Specifically, identifying the conceptual, logical and empirical foundations of theories of psychotherapy

### BIP 4 Integrative Psychotherapy in Practice 2

This subject builds on the previous Integrative Psychotherapy in Practice subject by expanding and deepening the practice framework through development of students' understanding of critical therapeutic skills. The framework is designed to support the integration of the various techniques and processes that they have learned through out the course.

Demonstrate a systematic understanding of the structure and process of the therapeutic encounter

Research and demonstrate the required attributes of an effective psychotherapist: core factors.

Effectively utilise a variety of micro-skills and basic competencies of social exchange and communication within a phenomenological and strategic interaction framework.

Apply therapeutic skills in triad sessions with appropriate ethical conduct

Effectively incorporate therapeutic skills into a case conceptualization framework

## BIP 5 Altered State Techniques in Psychotherapy

This subject concerns state-specific knowledge and techniques which derive from research on the nature of consciousness and states of consciousness. Specifically, it focuses on the ways in which human resources such as knowledge insight, health enhancement, problem-solving and self-realization may be accessed through a range of states of consciousness, including those central to hypnosis, meditation, focusing and psychospiritual experience accessed in cultural medicine. The subject emphasizes skill development in using Ericksonian-styles of state-change, Gendlin's focusing and recent developments in the use of mindfulness and Zen meditation formats in psychotherapy, medicine and psychiatry. These techniques, along with related methods, are placed in an integrative psychotherapeutic context.

Demonstrate a systematic knowledge of the history and use of state-specific techniques in psychotherapy
Effectively utilise methods for inducing state change in a clinical setting
Effectively utilise focusing in a clinical setting
Effectively utilise mindfulness meditation and Zen techniques in a clinical setting
Develop and demonstrate the ability to assess clinical contra-indications for the use of such strategies.
Demonstrate the capacity to incorporate these techniques into a case conceptualisation framework

## ST4EL1: Transpersonal Theory and Practice - Dreams and Symbols in Psychotherapy

This subject is structured in order to offer students a detailed examination of some of the major dream work theories and processes available for therapeutic application. The subject will cover the history of dream work as well as the current trends in dream research and application. The focus of this subject is based on the translation of dream and state-specific knowledge into psychotherapeutic processes and clinical application through a conceptual framework.

Demonstrate an understanding of the history of the use of dreams and symbols in psychotherapy
Apply the fundamentals of transpersonal dream work and its various major forms
Acquire competence in knowledge of the role of symbolic orders as a fundamental dimension of the functioning of psyche, personality and culture especially within psychotherapy
Learn and apply the basis of psychoanalytic and analytic/depth psychological principles in dream work
Effectively demonstrate the ability to clinically apply a range of dreamwork techniques, including the Ullman dream technique, the mandala dream technique, active imagination and the transpersonal analytic dream technique
Incorporate dream work into a clinical case conceptualisation

## BIP 7 Narrative, Identity and Integrative Processes

In this subject students will gain an understanding of the fundamental dynamics of identity formation and change within the context of life transitions. The foundations of narrative identity from the perspectives of neurobiology, culture and social structure are examined with special attention to ways in which identity formation and change are managed psychologically and culturally. Special attention is paid to the impact of life stress and other factors which contribute to psychological dis-integration and sociocultural alienation and group and individually-oriented therapeutic strategies. Also, there will be a thematic thread relating to current issues concerning the 'reality' of the Self from the perspectives of neuroscience, consciousness research and philosophy.

Demonstrate an understanding of psychobiological, psychosocial and psychodynamic processes of identity formation and maintenance.
Understand and analyse current debates concerning the notions of Self which are central in neuroscience, philosophy and consciousness research.
Understand and incorporate theories of narrative identity in range of sociocultural settings and with respect to personal and cultural belief and value systems.
Demonstrate the ability to incorporate narrative identity, concepts of Self construction, and problems of personal and social integration into a case conceptualization framework.
Demonstrate knowledge and practice skills relating to culturally sensitive processes concerning identity, life stress, health and illness, integration and therapeutic processes especially in relation to life-transitional circumstances

## BIP 8 Case Conceptualisation 1

This subject is an introduction to case management and conceptualisation. Students will examine the foundations of the case conceptualisation process to enable them to progressively map and work with the varied elements of a client's experience. Conceptualisation frameworks will be introduced that enable students to integrate a range of appropriate theories and techniques. Specifically, a comprehensive analytic model will be introduced which is integrative and reflective of contemporary developments in research, theory and practice in an interdisciplinary framework.

Demonstrate fundamental knowledge and skills in implementing a comprehensive case conceptualisation framework
Critically evaluate written accounts of cases with respect to integrative principles expressed in the comprehensive case conceptualization/analytic model
Demonstrate an understanding of the similarities and differences between integrative psychotherapy and other types of specialized psychotherapeutic practice with respect to client- and problem-types.
Effectively identify and engage appropriate theoretical and practice paradigms, relative to specific clinical issues
Select an appropriate clinical technique(s), relative to specific clinical issues
Recognise ethical and professional development issues relevant to clinical practice

## BIP/BAP5 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 this subject will extend to 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.

## BIP/BAP 6 Introduction to Mental Illness: Wellbeing and Distress

In this subject the focus will be on the changing definitions of mental health and illness and their relationship to professional and social and cultural notions of abnormality and normality, deviance and conformity, and related concepts of typicality and strangeness, for example. Students will focus on the historical emergence of systems of diagnosis (DSM / ICD10 and PDM), their foundational rationales, and current criticism. Students will learn to identify important terms and major categories of the current classification systems in psychopathology. This subject also involves the critical examination of the relationship between culture-specific beliefs and psychological disorders, in an effort to develop an understanding of how mental illness is defined and responded to in different 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.

## BIP 9 Treatment of Grief & Loss in Psychotherapy

This subject will enable students to develop both a sound understanding and techniques of case management concerning central issues around grief, loss and trauma in the psychotherapeutic process. This will involve acquisition of skills, knowledge and an understanding of appropriate interventions for different grief, loss and trauma contexts and presentations. The subject will also focus on the cultural, sociological, and ethical aspects of working with these themes.

Identify and describe a range of practice models and approaches used in work with persons experiencing grief, loss and/or trauma
Articulate and implement strategies for assisting individuals or groups who have experienced grief, loss and/or trauma
Recognise the connections between the body of knowledge about grief, loss/trauma and relevant issues encountered in the students' practice environments
Respond in a culturally-sensitive manner to a range of grief, loss and trauma experiences
Demonstrate how personal practice has improved in the areas of grief, loss and/or trauma knowledge and skills through personal insight concerning life-history, personality and coping techniques.
Incorporate the theory and practice of working with grief, loss and/or trauma into a clinical case conceptualisation

## BIP/BAP 7 Ethics and Politics in Psychotherapy

This subject focuses on 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, therapy delivered remotely 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.

## BIP 12 Practicum 1 (120 Hours)

Supervised therapeutic work with client's as a 'therapist in training' is an essential part of the Bachelor of Integrative Psychotherapy. This subject aims to develop safe and professional practice within a placement setting. Practicum placement opportunities will be drawn from a variety of settings this subject will focus on integrative psychotherapy with individuals and/or groups.

Demonstrate the ability to apply integrative psychotherapy knowledge and skills to practical settings, professional relationships and a range of individual clients

Exercise proficiency in undertaking assessments and case conceptualization with individual clients

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

Exhibit self-awareness of personal 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 a individual clients

Demonstrate a critical and informed awareness of current issues and trends at the forefront of professional practice

## BIP/BAP 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 conceptual and practical issues in research design, and quantitative and qualitative methods of research. Students will develop an 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.

## BIP 13 Case Conceptualisation 2

This subject is an extension to the Case Conceptualisation 1 subject and enables students to understand and work systematically with more complex client cases. Upon completion of this subject, students will be able to demonstrate an ability to effectively evaluate client issues and choose appropriate therapeutic intervention strategies. This subject also deepens the student's understanding of the models of therapeutic practice with a focus on successful and appropriate integration.

Develop conceptualisation and treatment skills in relation to complex co-morbid cases

Prepare and discuss appropriately written accounts of case studies in a professional setting



Demonstrate an understanding of the similarities and differences between integrative psychotherapy and other types of specialized psychotherapeutic practice

Effectively identify appropriate theoretical paradigms, relative to complex clinical issues

Select an appropriate clinical technique(s), relative to complex clinical issues and illustrate its application

Recognise ethical and professional development issues relevant to clinical practice

### BIP 14 Clinical Supervision 1

This subject focuses on students further developing the skills to be competent and 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 integrative psychotherapy and appropriately integrate gained knowledge into own practice.

### BIP 15 Practicum 2 (120 Hours)

This subject aims to develop safe and professional practice within a placement setting and will focus on integrative psychotherapy in a group setting. Students will learn to apply theory into practice with the opportunity to utilise knowledge regarding group dynamics and process in 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.