What is Arts Psychotherapy?

Arts psychotherapists use creative, arts-based processes with individuals, couples, families, groups or communities, to facilitate self expression, communication, self awareness and personal development in the pursuit of improved health and wellbeing. Arts psychotherapists work in a broad range of settings including private practice, mental health, aged care, education, addiction services, and community services. Arts psychotherapy is effective in working with diverse groups of clients of all age groups, abilities, and with a range of issues; it is particularly effective in engaging people who may struggle to participate in more traditional ‘talking therapies’ such as children, adolescents, people suffering from trauma, those with disabilities, language difficulties or those from other cultural backgrounds. The experience of expressing oneself through creative activity has been found to assist in the promotion of physical, emotional, cognitive and social integration and functioning. The consequent insights and personal understandings can be instrumental in facilitating change.

Professional Recognition

The course meets the Australian Qualification Framework (AQF) guidelines. Graduates are eligible for clinical membership of PACFA and it is recognised as an accredited course by ACA which enables graduates to join at the highest membership level once they have fulfilled the post-graduation counselling and clinical supervision requirements. The two key arts therapies professional bodies in Australia, ACATA and ANZATA are in the process of merging to form one body ANZACATA. ANZACATA is currently developing membership guidelines; our course has been developed to ensure we are able to respond to the new membership requirements.

The Ikon Institute of Australia is a private higher education, international education and vocational education provider, leading education in mental health and wellbeing. The Ikon Institute of Australia provides quality education in creative therapies, psychotherapy, counselling and community services. With course offerings across all these areas, Ikon supports the learning of students at campuses across Australia, in a multitude of ways.
# Course Structure and Exit Points

## The Bachelor of Arts Psychotherapy

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Course Overview
The Bachelor of Arts Psychotherapy is designed to provide graduates with a broad and coherent body of knowledge relating to the field of psychotherapy, with specific emphasis on the underlying principles and concepts of Arts Psychotherapy. The foundational subjects will provide a solid grounding for other specialised modalities including dramatherapy, and movement therapy, studied at a post graduate level. The Bachelor of Arts Psychotherapy includes a professional placement totalling 480 hours. The degree will provide you with the practical skills and theoretical foundation you need to integrate Arts Psychotherapy into your existing vocation or work as a private practitioner.

What will I learn?
Students will learn:
• To use a range of different modalities (visual art, sculpture, movement, drama, voice, story-telling) in an improvisational manner that is responsive to clients' needs;
• To be client-centred and respond to people's lived experience in a holistic way rather than treating a particular diagnosis;
• A range of intervention techniques and processes including groupwork, creativity in mental health and systems approaches to psychotherapy.

Students will also have the opportunity to choose from a range of exciting electives covering innovative and contemporary fields of practice such as:
• Eco-psychotherapy;
• Art and social action;
• Indigenous approaches to health and wellbeing;
• Dreams and symbols.

Learn with people to work with people
At Ikon we all learn together. A feature of this course is the focus on experiential small group learning; this enables students to develop and practice their skills and knowledge in a safe supportive environment. Ikon's academic staff are all highly qualified, experienced and involved in current arts psychotherapy practice; this ensures that the academic content is relevant, current, practical, and engaging. Our specialised academics will support you during your studies and expose you to a variety of approaches and experiences to help you develop your full potential and feel confident and career-ready upon completion of the course.

Entry Requirements
You must be at least 18 years of age at course commencement and you must meet one of the following requirements:
• Minimum ATAR 65 or equivalent, or;
• Completion of a Certificate IV, Diploma, Advanced Diploma or Associate Degree, or;
• Partial completion of a Bachelor's degree.

If you are aged 21 years or over:
• Application will be through completion of a course enrolment form.
*All applicants are subject to an interview and will need to complete an Applicant Screening Questionnaire.

Recognition of Prior Learning (RPL)
Students may apply for recognition of prior learning and exemptions from some units of study, where an equivalence of earlier learning and achievement can be established. Applications for RPL must be submitted and assessed PRIOR to enrolling in each study trimester.

Please contact the Ikon Institute for further information on the RPL application process and associated fees.

Tuition Fees
2019 Fee for Program: $45,600 (AUD).

International Students
Tuition Fees: $55,800 (AUD)
Entry Requirements: Minimum of 18 years of age. IELTS entry score overall of at least 6.0, with a minimum 6.0 in all four bands, or equivalent alternative test.
All applicants are subject to an interview prior to acceptance into the course.

Graduate Pathways
The Bachelor of Arts Psychotherapy will cater for:
• Students with no prior learning in Arts Psychotherapy.
• Students who have completed an accredited Art Therapy Diploma or Advanced Diploma and wish to further expand their knowledge in this area.

The Bachelor of Arts Psychotherapy provides students with a clear pathway, directly engaging in Arts Psychotherapy for the entirety of their training, and providing a sound undergraduate foundation upon which to build further, higher level training. In conjunction with the Ikon Diploma / Advanced Diploma and Post Graduate Diploma, the Bachelor of Arts Psychotherapy provides a progressing academic training pathway that offers individuals a structured method to become an accredited arts psychotherapist.

* Graduates are eligible to become professional members of PACFA.
Graduate Opportunities

Arts psychotherapy and creative arts therapies is an emerging, but growing profession; it is increasingly being recognised as contributing a unique approach to allied health teams in health and community settings. Arts in health has strong international qualitative and quantitative evidence base to support its efficacy. There is growing international research between art psychotherapists and arts in health professionals to provide a collaborative international arts psychotherapy evidence base.

The Bachelor of Arts Psychotherapy aims to develop graduates who will be able to work professionally in therapeutic settings in both the public and private sectors. Graduates may find employment in a range of community services settings, (e.g. schools, hospitals, disabilities services, aged care, addiction services etc.) and/or in a self-employed capacity, running their own business. Ikon has developed agreed pathways into Masters of Arts Therapies programs in Australia.

Core Subjects:
The following subjects are central to the completion of the course:

**Foundations in Arts Psychotherapy**

This is the first subject in the BAP course and will set out the philosophical foundations for arts psychotherapy as studied in the BAP course. In this subject students will explore their subjective lived experience as the basis for the development of their arts psychotherapeutic approach. They will develop their capacity to be aware of their own experience of being in the world. The learning will be experiential and focussed on their ability to notice their lived experience in the present moment, and articulate this through rich phenomenological description using a range of modalities.

**Qualities of Art Making and Media**

This subject extends the focus on subjective lived experience, covered in Foundations of Arts Psychotherapy, to encompass an exploration of the lived experience of ‘being with’ art, art-making and art media. Within this subject, students are introduced to the history of art in healing and will undertake research into tribal, religious and secular traditions. Through interactive lectures and experiential learning, students will explore questions such as: What is art? What are art materials/media? What happens during the art-making process? Students will investigate a range of media with an emphasis on experiencing their different qualities and the physical and emotional responses they elicit.

This highly experiential subject will emphasise the collaboration between the art-maker and media (as an active participant) in the creative process. It is this relationship between art-maker and the media that allows the artwork (image, sculpture, installation) to emerge. Historically art therapy has focused on the exploration of the product of the art-making process—the completed art representation. Through the focus on embodied knowing, and the intersubjective relationship with the art media, particularly through the sensation of touch, students will explore how new knowing can emerge.

**Integrative Psychotherapy in Practice**

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.

**Arts Therapy Inter-modal Approach**

This subject will introduce students to the application of an inter-modal approach to Arts Psychotherapy, including the advantages and challenges of this approach. Inter-modal arts Psychotherapy is the practice of using imagery, storytelling, dance, music, drama, poetry, movement, horticulture/nature, dreamwork, and visual arts together, in an integrated way, to foster human growth, development, and healing. Building on their knowledge of the multi-sensory body, students will learn to attune to their senses of touch, sight, taste, smell, and hearing as the foundation of an inter-modal approach in which the therapist and client move freely between different modalities. Students will be introduced to the application of a range of creative arts in an improvisational way in response to the needs of another and to facilitate deeper exploration. Additionally, students will learn to apply a range of creative arts therapy techniques and processes including horizontalisation, amplification, reduction, and providing creative responses within this inter-modal approach.

**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.
Foundations of Professional 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.

Arts Modalities in Therapy 2 (Modalities)

This subject introduces students to working with various expressive modalities including play, drama, movement, music, voice, storytelling and sand-play. Students are encouraged to consider their experiences engaging with these modalities and conceptualise how they may be used to explore and achieve therapeutic goals. Students are encouraged to consider their experiences engaging with these modalities and conceptualise how they may be used to explore and achieve therapeutic goals.

Introduction to Mental Health: Wellbeing and Distress

They will explore the varied experiences of consumers utilising mental health services in Australia and identify the current strengths and weaknesses of that system. Students will learn about how the conceptions of normal and abnormal behaviour have developed historically. Students will focus on the historical emergence of systems of diagnosis (DSM / ICD10), their justifications, and criticisms. Students will learn to identify important terms and major categories of the current classification systems in psychopathology. They will also critically evaluate the changing role of psycho-pharmacology within the Australian mental health system. Finally, students will gain an understanding of the roles available to Ikon Graduates working within or alongside the Australian mental health system.

Creativity and Mental Health

This subject will summarise the foundations for creativity as integral to healthy connections with self, others and the world. In this subject students will explore the theory and application of the developmental role of creativity in the first relationships humans experience. Students will also explore how this contributes to the spectrum of mental health throughout the lifespan as we focus on the disruption of this developmental process, or developmental trauma. Using their lived experience, students will investigate the significance of boundaries, regulation and meaning making. We will then consider how these experiences and knowledge informs an intermodal arts psychotherapy context.

Practicum 1 (120 hours) & Practicum 2 (120 hours)

Supervised therapeutic work with clients as a ‘therapist in training’ is an essential part of the Bachelor of Arts Psychotherapy. The Practicum subjects are delivered sequentially, within one placement setting, alongside the Clinical Supervision subject in the last trimester of second year. This will enable students to immerse themselves in their practice experience and develop safe and professional practice within a placement setting. A dedicated Placement Team will support students throughout their placement experience. Placement opportunities will be drawn from a variety of settings, including the opportunity for students to work with adults, children and groups.

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. Students will participate in a series of specialist half day workshops as well as weekly small supervision groups facilitated by experienced arts psychotherapists/therapists. Supervision will provide a safe, supportive space for students to critically reflect on their practice in light of the skills and knowledge covered in the course. There is a strong emphasis on students establishing effective self-care techniques into their practice.

Life Span Development

This subject explores the complex topic of human development as it pertains to psychological practice. The subject will explore development from a multidisciplinary perspective examining evolutionary biology, cultural evolution, embryology, attachment, psychology of temperament, classical developmental models such as those put forward by Erikson and Piaget as well as the subject will explore post biographical aspects of development exploring the work of Daniel P Brown and Ken Wilber to offer insight into the development of the human mind as outlined in eastern approaches and practices. The subject concludes with examination of the future of human development focusing upon topics of the individual, the collective and issues pertaining to extension.

ikoninstitute.edu.au
Understanding Systems in Psychotherapy

This subject will take a systems lens to psychotherapy focusing on the person:environment approach. Students will be introduced to General Systems Theory (GST) as the foundation for understanding the different systems that impact on an individual’s wellbeing. The exploration of a systems approach will be undertaken within the philosophy of phenomenology. This subject will build on the knowledge of groups already covered in the course and provide a bridge between the introductory subject of Integrated Systems of Health and Wellbeing and the Eco-psychotherapy subject.

Students will be introduced to the historical, as well as the contemporary, understanding and application of systems approaches in psychotherapy. The subject will commence with an exploration of broad eco-systems approach and move through a range of systems such as social/cultural/political systems, community/neighbourhood/tribal systems, family systems, couple systems and finally link to the earlier subject on individual psychological systems. The subject will focus on developing theoretical understanding and an application of a systems approach to psychotherapy practice.

Arts Psychotherapy in Practice: Group

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.

Introduction to Research Methods

This subject provides students with a basic understanding of a wide range of research methods in psychotherapy. Students will be introduced to basic conceptual and practical issues in research design, and quantitative and qualitative methods of research. They will develop a basic understanding of the role of empirical evidence and learn to reflect on, review and audit their professional practice. The completion of a small research project will enable students to apply their knowledge of research methods.

Practicum 3 (120 hours) & Practicum 4 (120 hours)

These two practicum subjects are delivered sequentially alongside Clinical Supervision 2 in the last trimester of the course. This will enable students to bring all their learning, skills and knowledge to a final placement setting and ensure that they can transition into their arts psychotherapy career on completion of the course. Students will be encouraged to consider their particular interests and undertake placement within this field.

Clinical Supervision 2

Students will participate in a series of specialist half day workshops, focussed on the integration of theory into practice, as well as weekly small supervision groups facilitated by experienced arts psychotherapists/therapists. Students will build on their skills and knowledge and further develop the skills to be highly reflective practitioners. They will have the opportunity to critically reflect on both their own and their colleagues’ clinical work and to incorporate both research and experiential learning into future practice.

Elective Subjects:

The following subjects are available to be studied as Electives, where available throughout the course:

Introduction to Drama Therapy

This subject will prepare students to understand the history, foundations, and some of the key concepts of Drama therapy, including how it is differentiated from drama. Students will engage in experiential work to explore core processes of drama therapy – transformation; playing; life-drama connection; interactive audience and witnessing; empathy and distancing; embodiment – dramatising the body. Students will explore the optimum ways to structure a Dramatherapy session including ethical issues.

Introduction to Dance Movement Therapy

This subject provides an overview of the foundational concepts and practices of Dance Movement Therapy (DMT), which is understood as the relational and therapeutic use of dance and movement to further the physical, emotional, cognitive, social and cultural functioning of a person (www.dtaa.org.au). In common with other arts therapies modalities, DMT focuses on individual expressivity within therapeutic practice. It draws on the use of a range of theoretical premises from psychology and psychotherapy to support this. DMT differs from other arts modalities in that it uses the body as the prime instrument of creative expression, with dance and movement its main medium.

DMT practice is centred on the essentialness of dance, aesthetics and the body-mind-feeling framework for better understanding of human health and wellbeing. It works to establish and develop therapeutic relationship through additional concepts that include kinaesthetic empathy, presence, attunement, witnessing and intersubjectivity. Students will engage primarily in experiential learning to explore these core theoretical underpinnings and related embodied therapeutic processes. They will develop an awareness of themselves as embodied beings through engagement in improvised movement, the principal dance modality of DMT.
Introduction to Voice and Sound Therapy

Sound therapy is a relatively new healing technique that employs the vibrations of the human voice to go beyond relaxation and foster healing. This subject will prepare students to understand the history, foundations, and some of the key concepts of voice and sound therapy. Some sound therapists use external instruments, such as tuning forks or singing bowls. However, there is no tool more powerful for healing than the human voice. Students will engage in experiential work to explore how to free the voice and use it to fully express themselves in all aspects of their life. Through sound therapy, you just might be able to find the authority of your own true voice – and self.

Psychotherapy with Young People

This subject has as its focus the knowledge and skills required to apply psychotherapy/arts psychotherapy to working with children and young people. The subject requires the student to develop an understanding of child and adolescent development, concerns facing young people in today's society, common issues that young people may bring to therapy, best practice engagement strategies for working within young people in a therapeutic context and case conceptualisation processes in working with this specific population group.

There is also emphasis on the personal and professional competencies and attributes required to work effectively with children and young people. Skill development also includes understanding of how to work with relevant legislation, confidentiality, informed consent and duty of care with children and young people under the age of 18 and also how to effectively engage families, parents and care givers in the therapeutic process.

Psychotherapy with People with Addictive Behaviours

This subject has as its focus the knowledge and skills required to apply psychotherapy/arts psychotherapy to working with people with addictive behaviours. This subject will support students to understand what constitutes addiction, with a focus on both substance and behavioural addictions. This subject enables students to develop a holistic understanding of addiction incorporating biological, psychological, emotional and spiritual dimensions. Additionally students will be introduced to the predisposing, precipitating and perpetuation factors that contribute to the emergence of addiction, the Stages of Change process and the micro (individual and family) and macro (community, societal, legal and systemic) factors that impact on work with clients’ lived experience of addiction.

The subject requires the student to develop an understanding of best practice engagement strategies for working with people with addictions in a therapeutic context. There is also emphasis on the personal and professional competencies and attributes required to work effectively with people with addictive behaviours. Skill development also includes understanding how to work with relevant legislation to ensure that Duty of Care obligations are being upheld and to work with carers, families and other service providers to ensure quality therapeutic engagement.

Psychotherapy with People with Disabilities

This subject has as its focus the knowledge and skills required to apply psychotherapy/arts psychotherapy to working with people with disabilities. The concept of Disability Psychotherapy can apply to learning disability, physical and neurological disabilities and also people with chronic mental health issues. This subject enables students to develop an understanding of what constitutes disability, and the individual, family, community and societal factors that impact on working with clients’ experience. The subject requires the student to develop an understanding of best practice engagement strategies for working within disabilities in a therapeutic context. There is also emphasis on the personal and professional competencies and attributes required to work effectively with people with disabilities. Skill development also includes understanding how to work with relevant legislation to ensure that Duty of Care obligations are being upheld and to work with carers, families and other service providers to ensure quality therapeutic engagement.

The Ikon Institute of Australia provides graduates with the skills and knowledge to move forward with rewarding careers. Students at Ikon are diverse but are connected by a common desire to make a positive difference in the lives of others through their work and to make their mark on the world.
Eco-psychotherapy

Eco-psychotherapy draws upon the disciplines of phenomenology, Eco-psychology, art therapy, wilderness therapy, transpersonal psychotherapy, anthropology and traditional psychotherapy. The essential premise is to explore the manner in which life unfolds in a continual reciprocity and interchange with what Abram’s calls ‘elemental presences’ within an individual life world. Such undertakings allow for a breaking down of the world solely as a cluster of neatly defined objects and quantifiable processes and rather moves people towards a more instinctive, sensory engagement with the life-world. The therapeutic dimension of a subject such as this experientially explores topics as widely ranging as conventional psychotherapy but does so outside of the confines of the therapeutic hour and office. Much of the practice can be framed in terms of a reflexive engagement with self and the world typically explored through what in art therapy may be termed installation art process. These methods use the natural environment in a reflexive space for exploring self, relationship, and identity.

Dreams and Symbols in Psychotherapy

In this subject, students engage their personal experience along with the rich history of dream and symbolic work throughout the history of psychotherapy. Students will develop knowledge of dream work derived from Jungian and neo Jungian sources, including the works and ideas of Joseph Campbell and others. Students will learn how to apply dream and symbolic work within a contemporary integrative framework of psychotherapy and arts psychotherapy practice.

Eastern Practice and Western Psychology

This subject seeks to explore the critical interface between eastern practices and western psychology. In this subject, students will explore how eastern models of mind and development complement and blend with western psychological knowledge and practice. Students undertaking this subject will develop skills in applying eastern technologies, such as mindfulness and yoga within a clinical framework in a manner that reflects best practice.

Integrative Systems of Health and Wellbeing 2

This subject focuses on deepening competence and understanding in the topics of health and wellbeing as they pertain to psychotherapy. This subject follows on from health and wellbeing one, which explored the nature of health and wellbeing and various debates in the field. In health and well being two, students will focus on the mind-body relationship problem as outlined in contemporary inter-disciplinary thinking and research, focusing particularly on how the mind-body problem influences psychological treatment. Students will explore bottom-up movement based practices in conjunction with top-down meditative practices as a key to their experiential learning. In addition, these elements of an integrative approach are supported and expanded upon by critical, analytical perspectives on culture, social and political structures and dynamics in thinking about health and wellbeing, and various systems of intervention in psychotherapeutic practice.

Indigenous Approaches to Wellbeing

In Australia we are living in a land that is suffused by the rich cultural traditions of indigenous people whose sense of wellbeing is inexorably linked to the wellbeing of country. Indigenous approaches to wellbeing are holistic incorporating physical, social, emotional and cultural health of both individuals, the broader community and the country itself. Local aboriginal elders will be involved in the teaching of this subject and assist students to explore the political and personal implications of incorporating this holistic understanding of health and wellbeing into their personal life and therapeutic work.

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Art and Social Change

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.

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