What is Counselling & Psychotherapy?

Counselling & Psychotherapy is professionally regarded as the most sophisticated approach to clinical practice with clients. It is a multidisciplinary approach, which means it is a psychotherapy that considers equally the biological, cultural, sociological, psychological, philosophical, spiritual, and psychodynamic factors when working with people. While the course therefore draws from all these diverse fields, it is in teaching the integration of these disciplines that makes the Ikon syllabus on par with the most advanced and up-to-date research and practice in psychotherapy available today.

Professional Recognition

The course meets the required guidelines as specified by the Australian Qualifications Framework (AQF), and the Tertiary Education Quality and Standards Agency (TEQSA). This course is also approved by the Australian Counselling Association, and graduates will be immediately eligible for Level 2 membership with the ACA, with the possibility of increasing membership levels after acquiring the appropriate amount of professional development and experience. Please visit the ACA website for specific details.

Award

094685K
Bachelor of Counselling & Psychotherapy
(CRS1400329)

Student Support

Small Class sizes for optimal support and learning. Student Support Officers available on campus

Skilled Occupations List

(SOL) Psychotherapist
ANZSCO Code 272314

CRICOS Requirements

Duration = 3 years
1/2 days of classroom learning per week.

English Language Entry Requirements

Achieving an IELTS entry score of 6.0 overall with minimum 6.0 in all bands.

Campus Locations

Adelaide, Sydney, Melbourne, Perth & Brisbane.
# COURSE STRUCTURE

## AND EXIT POINTS

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What will I learn?
Areas of study include;

- An holistic approach, involving sophisticated notions of integration relating to people and problems;
- A focus on people in their dynamic and multidimensional lives;
- A strong emphasis on creating competence in understanding and applying new and viable practices and theories in mental health, including current controversies and emerging technologies (e.g. consciousness research, transpersonal perspectives and psychobiology);
- Excellence in the ability to effectively manage encounters with clients and other professionals through establishment of competence in fundamental communication and counselling skills;
- A sharply honed attention to critical and philosophical analysis of the foundations of psychotherapeutic and disciplinary knowledge, theories and assumptions. Learning how to think clearly, to reason and also appreciating clinical intuition and insight;
- An emphasis on personal and professional development through engagement with supervision, self-reflective and insight generating processes. This facilitates a sophisticated comprehension of the relationship between the professional as a person, the practice of psychotherapy, and the engagement of clients.

Who is this for?
The Bachelor of Counselling & Psychotherapy will inspire, educate, and be appropriate for anyone who:

- Has a genuine interest in understanding and helping people in a comprehensive and holistic manner;
- Has completed a related qualification and wants to further their education and expand their knowledge and experience;
- Has no formal training in this field, but has a genuine desire and commitment to learning and helping.

Graduate Opportunities
The course aims to develop graduates who will be able to work appropriately and professionally in therapeutic settings in both the public and private sectors.

Graduates from this program will be well placed for employment opportunities in Australia and other Western societies because of their comprehensive skill and knowledge set underlying their flexible and encompassing practice.

Course Duration
3 years.

Study Modes
On-campus.

Units
22 units plus a 240 hour placement.

Delivery Format
Year 1, 3 trimesters of 13 weeks each
Year 2, 3 trimesters of 13 weeks each
Year 3, 2 trimesters of 13 weeks each inclusive of the completion of assessments and clinical placement.

Students should allow for 13 hours of self directed study each week to practice skills, conduct research, and complete assessments.

Delivery Methods
Course delivery will be through a combination of facilitated classroom training, out of class self directed learning and on-the-job placement.

Learn with people to work with people
Face to face delivery is an essential part of receiving quality training when learning to help others. Ikon’s specialised trainers will support you during your studies and expose you to a variety of approaches and experiences to help you develop your full potential, 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 the course. Please contact the Ikon Institute for further information on the RPL application process and associated fees.

Tuition Fees
2018 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 Counselling & Psychotherapy will cater for:

- Students with no prior learning in Counselling & Psychotherapy.
- Students who have completed an accredited Counselling Diploma or Advanced Diploma and wish to further expand their knowledge.

This qualification is accredited by the Australian Counselling Association. Graduates of this course are now eligible to become Registered Counsellors.
Core Subjects:
The following subjects are central to the completion of the course:

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.

Models of Therapeutic Practice 1

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.

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.

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.

Life Span Development

This subject will introduce you 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.

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.

Models of Therapeutic Practice 2

In this subject students will develop a working understanding of a number of other principal paradigms that promote growth, healing and psychotherapeutic change, to augment their understanding gained in the Models of Therapeutic Practice 1 subject. 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.

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 throughout the course.
Altered State Techniques in Psychotherapy

This subject concerns state-specific knowledge and techniques that 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-realisation 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 emphasises 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.

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 organisations. 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.

Introduction to Mental Health: Wellbeing and Distress

In this subject students will learn to distinguish between abnormal and normal behaviour and examine how the conceptions of abnormal behaviour 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 behaviour is responded to across cultures.

Treatment of Grief and Loss in Psychotherapy

This subject will enable students to develop both a sound understanding and familiarity with the 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.

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. 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.
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.

Practicum 1 (120 Hours)

Supervised therapeutic work with clients as a ‘therapist in training’ is an essential part of the Bachelor of Counselling & 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.

Introduction to Research Methods

This subject provides students with a basic understanding of a wide range of research methods in psychotherapy, covering 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.

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.

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.

Elective Subjects:

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

Introduction to Dance and Movement Therapy

This subject will prepare students to understand the history, foundations, and some of the key concepts of Dance and Movement therapy. Dance movement therapy is the relational and therapeutic use of dance and movement to further the physical, emotional, cognitive, social, and cultural functioning of a person. Students will engage in experiential work to explore core processes of dance and movement therapy including how to combine the elements of dance, movement systems, creative processes, and psychological and scientific theories, to address the specific needs of groups and individuals.

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 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 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.

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.

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.

“The Ikon syllabus is on par with the most advanced and up-to-date research and practice in psychotherapy available today.”
**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.

**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 well-being 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.

**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 wellbeing 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.