



BACHELOR OF ARTS THERAPY



Award

Bachelor of Arts Therapy
094684M



Student Support

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



Duration = 3 years

1¹/₂ days of classroom learning per week. Plus 13 hours of self directed study each 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, Brisbane & Perth*

What is Arts Therapy?

Arts Therapy 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. Our course has been developed to ensure we are able to respond to the new membership requirements of the key arts therapy professional body in Australia, ANZACATA.



The Ikon Institute of Australia is a leading private higher education and international education provider. Ikon Institute provides quality education in creative therapies, psychotherapy and counselling. Ikon Institute aims to provide graduates with the skills and knowledge to move forward with rewarding careers as therapists. 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.

*Non-Cricos listed campus. Domestic students only.

COURSE STRUCTURE AND EXIT POINTS

YEAR/TRIMESTER	SUBJECT
Year 1, Trimester 1	Foundations in Arts Psychotherapy
	Qualities of Art Making and Media
	Integrative Systems of Health and Wellbeing 1
Year 1, Trimester 2	Arts Modalities in Therapy 1 (Materials)
	Integrative Psychotherapy in Practice 1
	Arts Modalities in Therapy 2 (Modalities)
Year 1, Trimester 3	Arts Therapy - Inter-modal Approach
	Ethics and Politics in Psychotherapy
	Foundations of Professional Competency
EXIT Point - Diploma of Arts Therapy (097944E)	
Year 2, Trimester 1	Arts Psychotherapy in Practice: Groups
	Introduction to Mental Health: Wellbeing & Distress
	Creativity and Mental Health
Year 2, Trimester 2	Elective 1 *
	Understanding Systems in Psychotherapy
	Life Span Development
Year 2, Trimester 3	Clinical Supervision 1
	Practicum 1 (120 hours)
	Practicum 2 (120 hours)
EXIT Point - Associate Degree of Arts Therapy (097945D)	
Year 3, Trimester 1	Elective 2 *
	Elective 3 *
	Introduction to Research Methods
Year 3, Trimester 2	Clinical Supervision 2
	Practicum 3 (120 hours)
	Practicum 4 (120 hours)
Bachelor of Arts Therapy (094684M)	

Course Overview

The Bachelor of Arts Therapy 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 Therapy.

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 Therapy includes a professional placement totalling 480 hours. The degree will provide you with the practical skills and theoretical foundation you need to integrate Arts Therapy into your existing vocation or work as a private practitioner.

* Elective selection can differ depending on availability



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 group work, 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 Therapy 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.

Admission Criteria

You must be at least 18 years of age at course commencement and you must meet one of the following requirements:

- Australian Secondary School Certificate with a minimum ATAR 65
- Completion of a VET qualification at Certificate IV level or higher
- Completion (or partial) of a Higher Education qualification

Applicants who finished senior secondary school more than two years ago and have not undertaken any accredited study may gain entry in recognition of their professional and life experience. Work/Life Applicants must be at least 21 years of age at 1 January in the year they intend to commence their studies.

All applicants are subject to an interview. For further information on the application and admission process, please see the [Domestic Student Selection and Admission Policy](#).

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 may be lodged at any time prior to enrolment. Once a student has enrolled and commenced study, applications for credit will only be accepted at the discretion of the Head of Faculty.

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

Tuition Fees

2020 Fee for Program: \$46,800 (AUD)¹

International Students

Tuition Fees: \$58,800 (AUD)¹

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 Therapy will cater for:

- Students with no prior learning in Arts Therapy.
- 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 Therapy provides students with a clear pathway, directly engaging in Arts Therapy 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 Therapy provides a progressing academic training pathway that offers individuals a structured method to become an accredited arts psychotherapist.

Graduate Opportunities

Arts Therapy 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 Therapy evidence base. The Bachelor of Arts Therapy 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.

¹ Prices are subject to change and are dependent on choice of elective subject.

SUBJECT SUMMARIES

Core Subjects:

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

Foundations in Arts Psychotherapy

This is the first subject in the Bachelor of Arts Therapy course and will set out the philosophical foundations for Arts Therapy as studied in the Bachelor of Arts Therapy 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 Therapy, 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.

Ethics and Politics

This subject has as its focus the knowledge and skills required to practice as a psychotherapist within the designated professional ethical, legal and professional standards as set down by the peak accrediting bodies within the field of psychotherapy/arts psychotherapy. The subject requires the student to examine their own personal values and belief systems as a foundation for the development of professional ethical practice. The ethical, political and legal context of psychotherapeutic practice will be explored through 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. Skill development includes understanding of how to work with confidentiality, informed consent, themes of power, and practice boundaries.

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. It 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.

Integrative Psychotherapy in Practice

In this subject students will be introduced to the fundamental theory and practice that underlies effective psychotherapeutic practice. Students will be encouraged to reflect on the role of psychotherapy in society. They will reflect on their own acculturation and the ways in which this might influence their practice. Students will be introduced to the notion of relationality, and explore why it is foundational to the therapeutic change process. At a practical level, students will witness demonstrations of certain key therapeutic skills essential to effective psychotherapy, and also engage in exercises designed to develop these basic skills. In addition to a strong emphasis on skills-based learning this subject will focus on the areas such as: therapeutic relationship building, communication, empathy and transference/counter-transference issues.

Arts Therapy Inter-modal Approach

This subject will introduce students to the application of an inter-modal approach to Arts Therapy, including the advantages and challenges of this approach. Inter-modal Arts Therapy 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. They will come to understand art materials as a therapeutic modality and practice in assessing the inherent qualities of the media. Students will also practice self-reflection when being with another person in the art-making process. They will come to understand the power of witnessing, holding space and withholding comments/judgement, while developing metacognition in the witnessing process.

Students will gain a comprehensive understanding of the qualities that art materials possess and learn to work with appropriate art materials in particular contexts. Students will learn relevant underpinning materials theory and explore how intersubjectivity relates to client experiences of materials in 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 subject.

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

In this subject students will gain an overview of the Australian mental health system, and examine the role of the active participants therein, including: psychiatrists, psychologists, social workers and others. 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 / ICD 10), 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 Therapy 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 Therapy. 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. 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 this | 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.



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 psycho-biological systems. The subject will focus on developing theoretical understanding and an application of a systems approach to psychotherapy practice.

Arts Psychotherapy in Practice: Group

During this subject students will develop an understanding of the theory and practical skills necessary to begin facilitating arts psychotherapy group work. The subject will introduce students to the curative factors of groups as well as group development and facilitation theories. 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. Students will engage in a range of creative group processes and will use these experiences to reflect upon and articulate their own therapeutic approach to groupwork.

Introduction to Research Methods

The best way to learn how to do research is to do research.

The goal of this subject is to introduce students to the research process—identifying a study question, selecting a study approach, designing a study and collecting data, analysing the data, and reporting the findings.

Practicum 3 (120 hours) & Practicum 4 (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 2

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 ½ 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.

* Elective Subjects:

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

Introduction to Drama Therapy

This subject provides a firm introduction to dramatherapy utilising the core processes that inform this modality. Students will consider their dramatic histories before using role, story, projective techniques and a range of dramatic processes to further their dramatic development. Students will have an opportunity to reflect upon their experiences and conceptualise how the theatre arts may be used to explore and achieve therapeutic goals.

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.

* Elective selection can differ depending on availability.

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 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 with young people in a therapeutic context and processes in working with this specific population group. This subject provides students with the opportunity to understand how art-based engagement activities can be used to effectively build rapport and positive therapeutic relationships with young people.

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 caregivers in the therapeutic process.

Psychotherapy with People with Addictive Behaviours

This subject has as its focus on the knowledge and skills required to apply psychotherapy/arts psychotherapy to working with addictive behaviours. The 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 which may be contributing to the emergence and maintenance of addiction, the Stages of Change process, and the micro (individual and family) and macro (community, societal, legal and systemic) factors which can impact on working with clients' lived experience of addiction. The subject requires the student to develop an understanding of, best practice engagement strategies for working with addictive behaviours in a therapeutic context. There is also emphasis on the personal and professional competencies and attributes required to work effectively 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

In this subject, students will acquire knowledge and skills for working with and alongside people with disability within psychotherapeutic / arts psychotherapeutic contexts.

Students will explore how the diverse, complex experiences of people with disability can be understood from multiple perspectives, and how their stories are told and re-told in different settings and in a variety of ways. Such acts of telling and retelling can be healing experiences, political expressions ('the personal is political'), and/or instruments for social action and change.

This subject addresses the personal and professional competencies and attributes required to work effectively with children, adolescents and adults with disability. They include understanding how to work with relevant legislation; the complexities of interdisciplinary team work; ethical professional client-centred writing; and engaging with families, parents and caregivers in the therapeutic process.



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Eco-psychotherapy

This subject will introduce students to the emerging field of eco-psychotherapy – exploring both theory and practice.

The subject will be run as a five-day experiential intensive, with one half-day session in the weeks before the intensive, and one half-day session in the weeks following the intensive.

Art and Social Change

In this subject students will explore the interplay between community arts, outsider arts, arts and health and Arts Therapy.

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 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.

Dreams and Symbols in Psychotherapy

This subject is concerned with developing an understanding of the symbol and dream producing resources of the human psyche. In particular, the subject focuses on the capacity of the dreaming function to access and mobilise resource systems to engage with problem solving, stress reduction, knowledge and understanding, change management and psychological development. The unit explores experiences gained in the dreaming, liminal, conscious imaging and metaphor states of consciousness. Skill development is directed towards using various methods to access this domain, including Jungian, Gestalt, shamanic and archetypal processes, in both individual and group settings. These methods are developed as part of an integrative psychotherapeutic skill set.

Eastern Practice and Western Psychology

This subject will develop the themes of growing up and waking up. The subject runs in an intensive format following a structured program of personal reflection, practice and lectures. The subject explores themes of organization of mind through understanding the research and practices that help facilitate individual organization of mind. This subject will begin by addressing early developmental factors in the formation of mind and move to include transpersonal psychology and eastern philosophy and practices.

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.

