



## BACHELOR OF

# COUNSELLING AND PSYCHOTHERAPY



### Award

Bachelor of Counselling and  
Psychotherapy  
094685K



### Student Support

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



### Duration = 3 years

1<sup>1</sup>/<sub>2</sub> 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 Counselling and Psychotherapy?

Counselling and 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.

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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	Introduction to Integrative Psychotherapy
	Models of Therapeutic Practice 1
	Integrative Systems of Health and Wellbeing 1
Year 1, Trimester 2	Case Conceptualisation 1
	Integrative Psychotherapy in Practice 1
	Models of Therapeutic Practice 2
Year 1, Trimester 3	Integrative Psychotherapy in Practice 2
	Ethics and Politics in Psychotherapy
	Foundations of Professional Competency
<b>EXIT Point - Diploma of Counselling and Psychotherapy (097946C)</b>	
Year 2, Trimester 1	Altered State Techniques in Psychotherapy
	Introduction to Mental Health: Wellbeing and Distress
	Treatment of Grief and Loss in Psychotherapy
Year 2, Trimester 2	Elective 1 *
	Understanding Systems in Psychotherapy
	Life Span Development
Year 2, Trimester 3	Psychotherapy and the Body in the Treatment of Trauma
	Narrative, Identity and Integrative Processes
	Case Conceptualisation 2
<b>EXIT Point - Associate Degree of Counselling and Psychotherapy (097947B)</b>	
Year 3, Trimester 1	Elective 2 *
	Elective 3 *
	Introduction to Research Methods
Year 3, Trimester 2	Clinical Supervision 1
	Practicum 1 (120 hours)
	Practicum 2 (120 hours)
<b>Bachelor of Counselling and Psychotherapy (094685K)</b>	

\* Elective selection can differ depending on availability

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## What will I learn?

Areas of study include:

- A 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 and 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.

## Units

22 units plus a 240 hour 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.

<sup>1</sup> Prices are subject to change and are dependent on choice of elective subject.

## 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)<sup>1</sup>

## International Students

Tuition Fees: \$58,800 (AUD)<sup>1</sup>

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.

# SUBJECT SUMMARIES

## Core Subjects:

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

### Introduction to Integrative Psychotherapy

In this subject students will explore the intellectual foundations of integrative approaches to Psychotherapy. This subject will develop an intellectual foundation for integrative world views exploring the ontological assumptions of various approaches to psychotherapy. This subject will demonstrate the historical development of integrative psychotherapy and its role in the current psychotherapeutic landscape. This subject will explore the problems and modes of integrative thinking in psychotherapy and develop a foundational view of integrative psychotherapy that will be used throughout the degree.

### 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 1

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.

### Integrative Psychotherapy in Practice 1

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.

### 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 this subject.

### 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

In this subject students will deepen their understanding of relationality as a foundational aspect of the therapeutic change process and to skills required to facilitate effective psychotherapy and support the therapeutic change process. This subject has a strong emphasis on the practice of inter-personal psychotherapy, it draws together the content of all previous subjects in practice and application. Students will utilise experiential methods, including, tri-ads and role-play to develop the basic concepts, techniques and practical skills required in psychotherapy, including conceptualisation in practice.

## 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.

## Narrative, Identity and Integrative Processes

This subject will introduce students to the core concepts and practices which focus on dealing with the notions of self, agency, autonomy, identity and narrative as they appear in psychotherapy. This subject draws from an interdisciplinary perspective in order to enable students to understand how these critical aspects of human experience may be considered and worked with in a clinical setting. This subject is divided into two distinct phases. The first is theory based and draws from philosophy of mind, neuroscience, neuro-psycho-pathological studies and cognitive science. The second draws these into clinical relevance by engaging these ideas alongside the practices of narrative therapy, self-psychology and mentalization based psychotherapy.

## 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. 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.

## 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 / 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.

## 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 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.

## 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 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.

## 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.

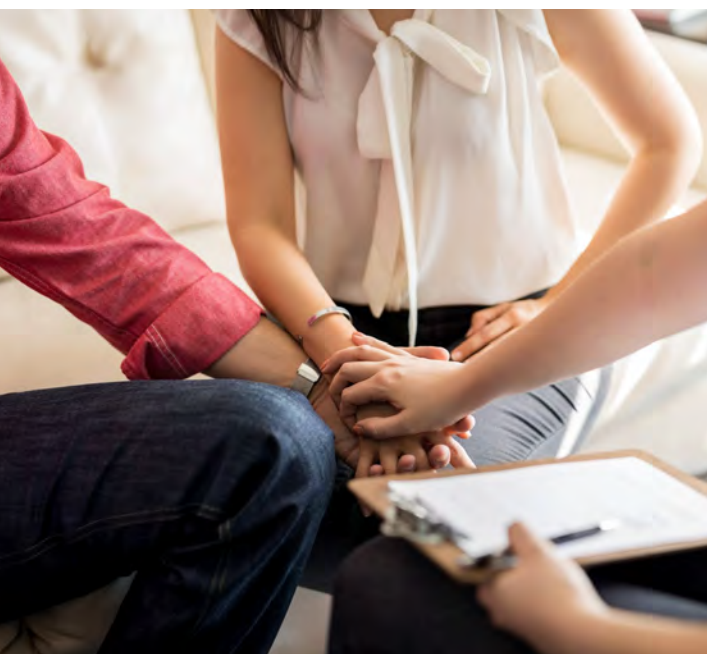
## Introduction to Research Methods

*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.

## Case Conceptualisation 2

In this class students will return to a formal focus on clinical thinking and clinical skills. This subject is designed as a seminar to allow students to workshop clinical matters drawn from live clinical cases. In this class, the teacher or students will workshop a case demonstrating a clear integrative conceptualisation and treatment plan. Any clinical issues or skill deficiencies that arise will then be workshopped and practiced in class. This class is designed to further prepare students for their clinical placement.



## Practicum 2 (120 Hours)

Supervised therapeutic work with clients as a 'therapist in training' is an essential part of the Bachelor of Integrative Psychotherapy. The Practicum subjects are delivered sequentially, within one placement setting, alongside the Clinical Supervision subject. 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.

## Psychotherapy and the Treatment and Trauma

This subject will introduce students to the core concepts and practices which focus on dealing with the notions of self, agency, autonomy, identity and narrative as they appear in psychotherapy. This subject draws from an interdisciplinary perspective in order to enable students to understand how these critical aspects of human experience may be considered and worked with in a clinical setting.

This subject is divided into two distinct phases. The first is theory based and draws from philosophy of mind, neuroscience, neuro-psycho-pathological studies and cognitive science. The second draws these into clinical relevance by engaging these ideas alongside the practices of narrative therapy, self-psychology and mentalization based psychotherapy.

### \* 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 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](http://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 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 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 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.

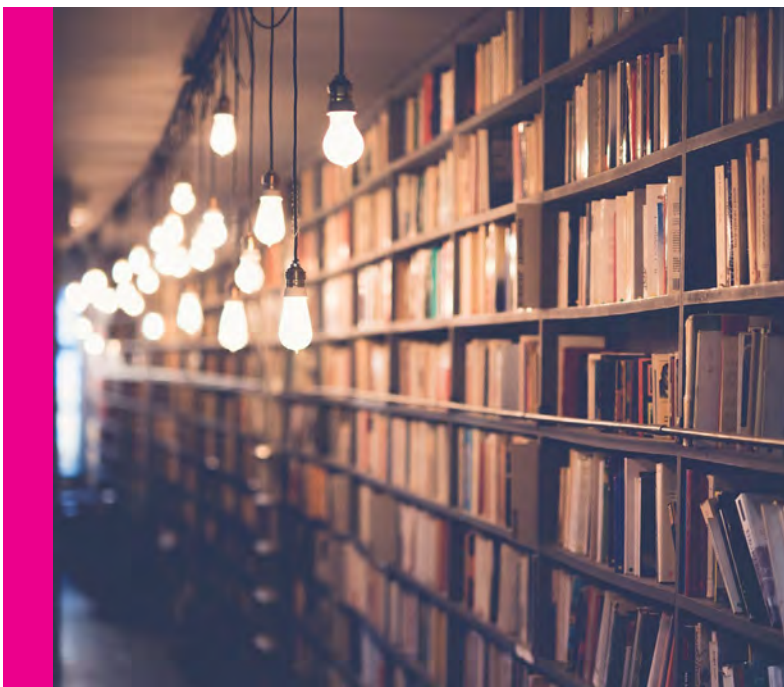
## Psychotherapy with People with Disabilities

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.

**"Ikon have provided absolutely brilliant content and their incredible knowledge has allowed for a wonderful experience."** - Amanda, Graduate



## 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 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

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.

