

RECOGNITION OF PRIOR LEARNING AND CREDIT

BACHELOR OF ARTS THERAPY



To be read in conjunction with **Recognition of Learning and Credit Policy**.

WHAT IS RPL?

Recognition of Prior Learning (RPL) is a process whereby previous study, knowledge, and skills you already have may be recognised. RPL provides for the granting of credit towards qualifications. RPL takes into consideration a combination of your formal and informal learning, employment, community involvement, and life experience.

WHAT IS CREDIT?

Credit is a process whereby recognition is granted for successful completion of equivalent study in a specified area of study. Credit is awarded based on formal study from a higher education provider or a registered training organisation (RTO).

WHY APPLY FOR RPL AND CREDIT?

To reduce your study load and to avoid repeating learning in areas where you already have the knowledge or skills.

When applying for RPL and Credit:

- Evidence supporting your application must demonstrate a minimum of 80% coverage of the equivalent Ikon subject content for each subject which RPL or credit is being applied for.
- Ikon will not grant RPL or credit for any subjects if the equivalent subject has been awarded as Advanced Standing or credit by another provider.
- Applications for RPL or credit must be submitted 4 weeks PRIOR to the commencement of the relevant subject.

WHAT ARE THE FEES?

Please view our Schedule of Fees on the website.

<https://ikon.edu.au/fees/>

WHAT TYPE OF EVIDENCE IS REQUIRED?

- A certified copy of your academic transcripts, qualification or testamur from a higher education provider or a registered training organisation (RTO) that was completed within 10 years
- A certified copy of your certificate from professional body, enterprise or other similar body that was completed within 10 years
- Current Resume or CV (including up to two current referees with contact details for your professional experience)
 - Copies of your subject outlines detailing learning outcomes, weekly structure, topic list, assessment details.
 - Copies of completed and marked assessments in the field of early childhood education.

- Digital evidence of engagement in teaching, delivering learning opportunities to children, engaging with families or the community.

WHO CAN CERTIFY MY DOCUMENTS?

Ikon will accept photocopies certified by anyone who is currently employed as a:

- Justice of the Peace
- CA or CPA accountant
- bank or credit union manager
- barrister, solicitor or attorney
- currently licensed or registered under a law medical or allied health practitioner
- police officer with the rank of sergeant and above
- postal manager
- pharmacist
- principal of an Australian secondary college, high school or primary school
- teacher employed on a full-time basis at a school or tertiary education institution.

Or anyone listed within the Commonwealth of Australia statutory declarations Act 1959.

WHAT ARE THE OUTCOMES OF RPL?

If you are granted RPL for a particular subject, you do not need to complete the subject and Advanced Standing is recorded on your record.

If you are declined RPL for a particular subject any fees used within the process may be put towards the full subject cost when enrolling in the subjects.

WHAT IS THE RPL PROCESS?

1. Complete this RPL application form, including the learning outcomes table.
2. Submit this document along with your supporting evidence to admissions@ikon.edu.au
3. Make payment for your application.
4. Ikon will assess your application within 4 weeks of submission.
5. You may be required to discuss your application via a phone call or face to face.
6. You will receive notification of your application outcome by email.

Note: Your application for RPL will not be assessed until the completed application, signed declaration, required evidence has been provided

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Student Name:

Contact Details: Mobile:

APPLYING FOR CREDIT

For each subject, identify the type of RPL or credit you are applying for and the evidence you have submitted for consideration.

- If you are applying for credit from another Higher Education Provider, you will need to submit as a minimum your transcript and the subject outline as evidence.

APPLYING FOR RPL

- If you are applying for RPL, you will need to submit enough evidence that demonstrates a minimum of 80% coverage of the equivalent Ikon subject content.

For each subject that you are applying for, you are required to detail in a short statement your knowledge, experience, and skills in the subject area as well as list the evidence that meets the subject outcomes. For each piece of evidence, you must list the following for each subject:

- Testamur - List qualification number and name
- Certificate - List certificate title
- Subject Outline - List equivalent subject/unit number/s
- Transcript - List equivalent subject/unit number/s
- Assessments - List assessment/s title
- Engagement/Delivery - List engagement/delivery title
- Resume or CV - list relevant experience

CORE SUBJECTS:

PSYC101 Foundations in Arts Psychotherapy		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
In this subject, you will explore your subjective lived experience as the basis for the development of your personal arts psychotherapeutic approach. You will develop your capacity to be aware of your own experience of being in the world. The learning will be experiential and focused on your ability to notice your lived experience in the present moment and articulate this through rich description using a range of modalities.			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

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SOSC101 Foundations of Scholarly Practice				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject explores with students the foundations of scholarly practice in higher education and its role in supporting a humanistic liberal arts education. Students will develop an understanding of how scholarly practice contributes to the development and organization of self and mind. The subject introduces, places into context, and develops skills in listening and speaking; reading and writing; reasoning, argumentation, and communication; the schematics of thought; reflective and reflexive thinking; metacognition and the development of self; communication and community; and the scientific method; and explanation of international and Australian trends to enable successful engagement in scholarly practice as a higher education student.</p>					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:		
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	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

ARTS101 Qualities of Art Making and Media				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject extends the focus on subjective lived experience, covered in PSYC101 Foundations of Arts Psychotherapy, to encompass an exploration of the lived experience of 'being with' art, art-making and art media. Within this subject, you will be introduced to the history of art in healing and will undertake research into tribal, religious, and secular traditions. Through interactive lectures and experiential learning, you will explore questions such as: What is art? What are art materials/media? What happens during the art-making process?</p>					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:		
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

ARTS102 Dimensional Modalities in Arts Therapy				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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 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 and 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.</p>					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:		
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ARTS103 Expressive Modalities in Arts Therapy		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>In this subject, students will be introduced 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 expressive modalities and conceptualise how they may be used to explore and achieve therapeutic goals. Students will learn relevant underpinning materials theory and explore how intersubjectivity relates to client experiences of materials in arts psychotherapy.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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ARTS104 Arts Therapy - Inter-modal Approach		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject will introduce students to the application of an inter-modal approach to Arts Psychotherapy, including the advantages and challenges of this approach. Inter-modal arts Psychotherapy is the practice of using imagery, storytelling, dance, music, drama, poetry, movement, horticulture/nature, dreamwork, and visual arts together, in an integrated way, to foster human growth, development, and healing. Building on their knowledge of the multi-sensory body, students will learn to attune to their senses of touch, sight, taste, smell, and hearing as the foundation of an inter-modal approach in which the therapist and client move freely between different modalities. Students will be introduced to the application of a range of creative arts in an improvisational way in the form of a self-inquiry. 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.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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PSYC108 Integrative Psychotherapy in Practice 1		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>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.</p> <p>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.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
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PSYC109 Integrative Systems of Health and Wellbeing		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>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.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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SOSC171 Ethics and Politics in Psychotherapy		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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.</p> <p>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.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
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SOSC172 Foundations of Professional Competency		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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 workplace. 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.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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PSYC201 Arts Psychotherapy in Practice 2: Groups		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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 group work.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
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PSYC202 Creativity and Mental Health		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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 and the experience of loss. Using their lived experience, students will investigate the significance of boundaries, regulation and meaning making. We will then consider how these experiences and knowledge informs an intermodal arts psychotherapy context.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
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PSYC208 Life Span Development		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject will explore central issues, theories, and methods in the study of developmental psychology and life span development. An interdisciplinary approach is taken to go through the development of life from an evolutionary and cultural perspective. By focusing on evolution, embryology, attachment, and cultural history, students can gain a deeper awareness of how life develops with regard to concepts of nature and nurture. 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.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

PLAC201 Placement A - Arts Therapy		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>Supervised therapeutic work with clients as a 'therapist in training' is an essential part of the Bachelor of Arts Therapy. 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.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
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SOSC301 Psychotherapy: skills, practice and application				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject is designed as a capstone subject for the completion of student's preparation to become a practitioner. This capstone subject is designed to assess and combine psychotherapy skills, practice, and its application in formal clinical settings. This subject builds on all previous skills and knowledge and will enable students to demonstrate clear therapeutic approaches and interventions pertaining to clinical framing, safety, and ethical sensitivity. The subject is designed to follow a seminar format which focuses on systematic revision of a variety of practical dimensions of clinical practice. Ranging from in-session skills, referral writing, and other fundamental clinical abilities. This subject concludes with a substantive practical examination designed to ensure sound clinical practice.</p>					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:		<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

PLAC301 Placement B - Arts Therapy				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>Supervised therapeutic work with clients as a 'therapist in training' is an essential part of the Bachelor of Arts Therapy. 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.</p>					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:		<input type="checkbox"/> Delivery:	
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ELECTIVE SUBJECTS:

PSYC102 Introduction to Integrative Psychotherapy				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
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.					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:		
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			
PSYC103 Models of Therapeutic Practice 1				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
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. The models studied are all contextualised within an integrative case formulation framework, and are considered as different metaphors for the organisation of mind.					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:		
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			
PSYC104 Case Conceptualisation				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
This subject explores 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. An integrative approach will be developed in order to reflect contemporary developments in research, theory, and practice in an interdisciplinary framework.					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:		
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PSYC105 Models of Therapeutic Practice 2		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>In this subject, students will develop a working understanding of a number of other principal paradigms that promote growth, healing and psychotherapeutic change, that 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. The models studied are all contextualised within an integrative case formulation framework.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

PSYC171 Integrative Psychotherapy in Practice 2		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>In this subject student's 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.</p>			
<ul style="list-style-type: none"> • Introduction to Integrative Psychotherapy • Integrative Systems of Health and Wellbeing • Models of Therapeutic Practice 1 • Case Conceptualisation 1 • Models of Therapeutic Practice 2 • Ethics and Politics in Psychotherapy • Foundations of Professional Competency • Introduction to Mental Health • Understanding Systems in Psychotherapy 			
<p>Students will utilise experiential methods, including, triads and role-play to develop the basic concepts, techniques and practical skills required in psychotherapy, including conceptualisation in practice.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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PSYC172 Case Conceptualisation - Art Therapy		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject explores 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. An integrative approach will be developed in order to reflect contemporary developments in research, theory and practice in an interdisciplinary framework.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
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PSYC271 Introduction to Mental Health: Wellbeing and Distress		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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. Students 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 psychopharmacology 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.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
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PSYC272 Understanding Systems in Psychotherapy				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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 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.</p>					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:		<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

PSYC273 Altered State Techniques in Psychotherapy				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject concerns state-specific knowledge and techniques, which derive from research on the nature of consciousness and states of consciousness. Specifically, it focuses on the ways in which human resources such as knowledge insight, health enhancement, problem-solving and self-realisation may be accessed through a range of states of consciousness, including those central to therapeutic imagery techniques, hypnosis, meditation, focusing and psycho-spiritual 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 formats in psychotherapy, medicine, and psychiatry. These techniques, along with related methods, are placed in an integrative psychotherapeutic context.</p>					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:		<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

RECOGNITION OF PRIOR LEARNING AND CREDIT

BACHELOR OF ARTS THERAPY

PSYC204 Treatment of Grief and Loss		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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 bereavement in the psychotherapeutic process. This will involve acquisition of skills, knowledge and an understanding of appropriate interventions for different grief and loss contexts and presentations. The subject will also focus on the cultural, sociological, and ethical aspects of working with these themes.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

PSYC205 Narrative, Identity and Integrative Process		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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 within a clinical setting. This subject is divided into two distinct phases. The first is theory-based and draws from the 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 and mentalization-based psychotherapy.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

PSYC206 Case Conceptualisation 2		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

RECOGNITION OF PRIOR LEARNING AND CREDIT

BACHELOR OF ARTS THERAPY

PSYC207 Psychotherapy and the Body in the Treatment of Trauma				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>In this subject, students will be introduced to the theory and practice that underlies the emergent area of trauma-focused and somatic informed psychotherapy. This subject will enable students to develop a sound introduction to the key areas concerning trauma treatment and practice. This subject will involve the acquisition of basic safety and stabilisation skills for trauma treatment and a working knowledge of the phases of trauma treatment and practice. Students will gain some understanding of appropriate interventions for trauma presentations across all three phases of trauma treatment, however, this subject as an introduction will be focused on phase one skills. The subject will also focus on the ethical aspects of working with these themes.</p>					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:		
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

ARTS271 Creativity Art Modalities - Introduction to Drama Therapy				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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.</p>					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:		
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

RECOGNITION OF PRIOR LEARNING AND CREDIT

BACHELOR OF ARTS THERAPY

ARTS272 Creativity Art Modalities - Introduction to Dance and Movement Therapy				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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).</p> <p>In common with other arts therapies modalities, DMT focuses on individual expressivity within the 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 a better understanding of human health and wellbeing. It works to establish and develop a therapeutic relationship through additional concepts that include kinaesthetic empathy, presence, attunement, witnessing and intersubjectivity.</p> <p>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.</p>					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:		
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

ARTS273 Creativity Art Modalities - Introduction to Voice and Sound Therapy				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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.</p>					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:		
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:		
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

RECOGNITION OF PRIOR LEARNING AND CREDIT

BACHELOR OF ARTS THERAPY

PSYC274 Psychotherapy and Literature: The Poetics of Practice		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>Literature is the affective representation of human experience (understood in its broadest possible sense); a representation that is performed for its own sake (rather than for reasons of utility or morality (Kant)); and which cultivates complexity (in order to remain faithful to the complexity of human experience) through a rigorous mobilisation of the inherent ambiguity of natural language.</p> <p>If we accept that mind is an 'embodied, relational and informatic process with self-regulating capacity' (Dowie) then we might rephrase the former definition of literature as an attempt to provide, in natural language, an adequate representation of mind. Literature is not a logos of experience. It is rather an experience of experience: the doubling of mind—the presentation of mind to itself—in the medium of language. Reading literature is therefore an encounter with other minds, and the practice of reading literature becomes by extension the practice of engaging with other minds.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

PSYC371 Psychotherapy with Different Client Populations - Young People		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>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.</p> <p>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.</p> <p>There is also an emphasis on the personal and professional competencies and attributes required to work effectively with children and young people. Skill development also includes an 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.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

RECOGNITION OF PRIOR LEARNING AND CREDIT

BACHELOR OF ARTS THERAPY

PSYC372 Psychotherapy with Different Client Populations - Addictive Behaviours RPL Credit

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 an 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 an 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.

STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

PSYC373 Psychotherapy with Different Client Populations - People with Disabilities RPL Credit

In this subject, students will acquire knowledge and skills for working with and alongside people with disability. 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. In this subject, students will develop a working understanding of a number of other principal paradigms that promote

STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

RECOGNITION OF PRIOR LEARNING AND CREDIT

BACHELOR OF ARTS THERAPY

SOSC371 Social Ecology - Ecopsychotherapy		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>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.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

SOCS373 Introduction to Research Methods		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>This subject focuses on providing students with a basic understanding of a wide range of research methods in psychotherapy. This module covers 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. This subject carefully scaffolds students' exposure to research methods in two ways: first, it is internally scaffolded by means of assessments that are appropriate to students' level of learning and research within the subject; and second, it is externally scaffolded insofar as the subject as a whole serves as an undergraduate 'apprenticeship' in research that builds capacity for conducting research at a post-graduate level.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

TRAN371 Transpersonal Theory and Practice - Dreams and Symbols in Psychotherapy		<input type="checkbox"/> RPL <input type="checkbox"/> Credit	
<p>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 skillset.</p>			
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:		
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:	<input type="checkbox"/> Engagement:
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:	<input type="checkbox"/> Delivery:
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)	

RECOGNITION OF PRIOR LEARNING AND CREDIT

BACHELOR OF ARTS THERAPY

TRAN372 Transpersonal Theory and Practice - Eastern Practice and Western Psychology				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
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.					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:		<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

TRAN374 Transpersonal Theory and Practice - Philosophy and Psychotherapy				<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
This subject seeks to explore the important relationship between philosophy and psychotherapy. The subject takes a wide and varying look at philosophical approaches and problems that are deeply connected to psychotherapy practice. The subject introduces the core ideas in the philosophy as therapy movement. This subject provides a rich intellectual landscape for students interested in the practice of thinking and its relationship to psychotherapy.					
STUDENT EVIDENCE <i>(Student to complete)</i>	Statement:				
	<input type="checkbox"/> Testamur:	<input type="checkbox"/> Assessments:		<input type="checkbox"/> Engagement:	
	<input type="checkbox"/> Transcript:	<input type="checkbox"/> Certificate:		<input type="checkbox"/> Delivery:	
	<input type="checkbox"/> Subject Outline:	<input type="checkbox"/> Resume or CV (employment experience)			

RECOGNITION OF PRIOR LEARNING AND CREDIT

BACHELOR OF ARTS THERAPY

Provide a full list of the evidence attached to this application.

DECLARATION

In signing below, I acknowledge, confirm, and accept:

- I have read the Recognition or Prior Learning and Credit Policy and understand the application process.
- It is my responsibility to provide sufficient detail and relevant evidence to support my application.
- I consent and give Ikon permission to contact relevant parties to verify the authenticity of my application and supporting documentation and to seek further information about the originating source to make an informed assessment.
- I understand that I may be asked to provide further evidence and/or be contacted to discuss the application.
- I understand the recognition I am seeking is not guaranteed and that the final determination is bound by legislation, regulatory standards, and institutional policy.
- I agree to the RPL fee of up to \$250 to have this application assessed regardless of the outcome. Noting this fee will cover the cost of the subject should RPL be awarded. If RPL is denied and I enroll into the subject, the associated fee may be put towards the full subject cost.

Student name:	Student signature:	Date:
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RECOGNITION OF PRIOR LEARNING AND CREDIT ASSESSMENT SUMMARY

BACHELOR OF ARTS THERAPY

Student Name:

Learner ID:

Assessor Name:

Date of Assessment:

(Assessor to tick) I have reviewed all evidence provided and conducted (if required) external third-party verification.

Subject Requested		Assessment Outcome	Decline Reason (if applicable)
<input type="checkbox"/> PSYC101	Foundations in Arts Psychotherapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> SOSC101	Foundations of Scholarly Practice	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ARTS101	Qualities of Art Making and Media	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ARTS102	Dimensional Modalities in Arts Therapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ARTS103	Expressive Modalities in Arts Therapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC108	Integrative Psychotherapy in Practice 1	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC109	Integrative Systems of Health and Wellbeing	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> SOSC171	Ethics and Politics in Psychotherapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> SOSC172	Foundations of Professional Competency	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ARTS104	Arts Therapy - Inter-modal Approach	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC201	Arts Psychotherapy in Practice 2: Groups	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC202	Creativity and Mental Health	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PLAC201	Placement A - Art Therapy (240 hours)	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC208	Life Span Development	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PLAC301	Placement B - Art Therapy (240 hours)	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> SOSC301	Psychotherapy: skills, practice and application	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC102	Introduction to Integrative Psychotherapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC103	Models of Therapeutic Practice 1	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC104	Case Conceptualisation 1	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC105	Models of Therapeutic Practice 2	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC171	Integrative Psychotherapy in Practice 2	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC172	Case Conceptualisation - Art Therapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC271	Introduction to Mental Health: Wellbeing and Distress	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC272	Understanding Systems in Psychotherapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC273	Altered State Techniques in Psychotherapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC204	Treatment of Grief & Loss in Psychotherapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC205	Narrative, Identity & Integrative Processes	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC206	Case Conceptualisation 2	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC207	Psychotherapy & the Body in the Treatment of Trauma	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ARTS271	Creative Art Modalities - Introduction to Drama Therapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> ARTS272	Creative Art Modalities - Introduction to Dance and Movement Therapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other

RECOGNITION OF PRIOR LEARNING AND CREDIT ASSESSMENT SUMMARY

BACHELOR OF ARTS THERAPY

<input type="checkbox"/> ARTS273	Creative Art Modalities - Introduction to Voice and Sound Therapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC274	Psychotherapy and Literature: The Poetics of Practice	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC371	Psychotherapy with Different Client Populations - Young People	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC372	Psychotherapy with Different Client Populations - Addictive Behaviours	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> PSYC373	Psychotherapy with Different Client Populations - People with Disabilities	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> SOSC371	Social Ecology - Ecopsychotherapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> SOSC373	Introduction to Research Methods	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> TRAN371	Transpersonal Theory and Practice - Dreams and Symbols in Psychotherapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> TRAN372	Transpersonal Theory and Practice - Eastern Practice and Western Psychology	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other
<input type="checkbox"/> TRAN374	Transpersonal Theory and Practice - Philosophy and Psychotherapy	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	<input type="checkbox"/> RPL from other provider <input type="checkbox"/> Insufficient Mapping <input type="checkbox"/> Other

RPL Decline reasons explanation.

- RPL from other provider: Declined as the evidence provided for consideration is based on another Higher Education Provider granting RPL/Credit. Under Ikon Policy we are unable to RPL/Credit based on another provider awarding RPL/Credit to their qualification
- Insufficient mapping: Declined due to insufficient mapping to a minimum of 80% coverage of the equivalent Ikon subject content.

Provide any further comments if required below.

STUDENT ACCEPTANCE OF RPL AND CREDIT ASSESSMENT OUTCOME

Student name:	Student signature:	Date:
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ADMINISTRATION

RPL and credit outcomes recorded on student record as Advanced Standing	<input type="checkbox"/> Yes	Name:	Date:
Fee payment processes completed	<input type="checkbox"/> Yes	Name:	Date: