

# RECOGNITION OF PRIOR LEARNING AND CREDIT

## DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY



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](mailto: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**

# RECOGNITION OF PRIOR LEARNING AND CREDIT

## DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

**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:

|   |   |   |                                      |
|---|---|---|--------------------------------------|
| <b>SOSC101 Foundations of Scholarly Practice</b>  |   | <input type="checkbox"/> RPL                                  | <input type="checkbox"/> Credit      |
| 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. |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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

## DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

|   |   |   |                                      |
|---|---|---|--------------------------------------|
| <b>PSYC102 Introduction to Integrative Psychotherapy</b> <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. |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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) |                                      |

|  |   |   |                                      |
|--|---|---|--------------------------------------|
| <b>PSYC103 Models of Therapeutic Practice 1</b> <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. |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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) |                                      |

|   |   |   |                                      |
|---|---|---|--------------------------------------|
| <b>PSYC104 Case Conceptualisation</b> <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. |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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

## DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

|  |   |   |                                      |
|--|---|---|--------------------------------------|
| <b>PSYC108 Integrative Psychotherapy in Practice 1</b>   |   | <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> |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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) |                                      |

|  |   |   |                                      |
|--|---|---|--------------------------------------|
| <b>PSYC109 Integrative Systems of Health and Wellbeing</b>   |   | <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> |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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

## DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

### ELECTIVE SUBJECTS:

|   |   |   |                                      |
|---|---|---|--------------------------------------|
| <b>PSYC105 Models of Therapeutic Practice 2</b>   |   | <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> |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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) |                                      |

|   |   |   |                                      |
|---|---|---|--------------------------------------|
| <b>PSYC171 Integrative Psychotherapy in Practice 2</b>  |   | <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"> <li>• Introduction to Integrative Psychotherapy</li> <li>• Integrative Systems of Health and Wellbeing</li> <li>• Models of Therapeutic Practice 1</li> <li>• Case Conceptualisation 1</li> <li>• Models of Therapeutic Practice 2</li> <li>• Ethics and Politics in Psychotherapy</li> <li>• Foundations of Professional Competency</li> <li>• Introduction to Mental Health</li> <li>• Understanding Systems in Psychotherapy</li> </ul> |   |   |                                      |
| <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>   |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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

## DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

|   |   |  |   |  |                                      |
|---|---|--|---|--|--------------------------------------|
| <b>PSYC172 Case Conceptualisation - Art Therapy</b>   |   |  |   | <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> |   |  |   |  |                                      |
| <b>STUDENT EVIDENCE</b><br><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) |  |                                      |

|  |   |  |   |  |                                      |
|--|---|--|---|--|--------------------------------------|
| <b>SOSC171 Ethics and Politics in Psychotherapy</b>  |   |  |   | <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> |   |  |   |  |                                      |
| <b>STUDENT EVIDENCE</b><br><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

## DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

|   |   |   |                                      |
|---|---|---|--------------------------------------|
| <b>SOSC172 Foundations of Professional Competency</b> <input type="checkbox"/> RPL <input type="checkbox"/> Credit  |   |   |                                      |
| 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. |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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) |                                      |

|  |   |   |                                      |
|--|---|---|--------------------------------------|
| <b>PSYC101 Foundations in Arts Psychotherapy</b> <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. |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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) |                                      |

|  |   |   |                                      |
|--|---|---|--------------------------------------|
| <b>ARTS101 Qualities of Art Making and Media</b> <input type="checkbox"/> RPL <input type="checkbox"/> Credit  |   |   |                                      |
| his 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? |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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

## DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

|  |   |   |                                      |                              |                                 |
|--|---|---|--------------------------------------|------------------------------|---------------------------------|
| <b>ARTS102 Dimensional Modalities in Arts Therapy</b>  |   |   |                                      | <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>   |   |   |                                      |                              |                                 |
| <b>STUDENT EVIDENCE</b><br><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) |                                      |                              |                                 |
| <b>ARTS103 Expressive Modalities in Arts Therapy</b>   |   |   |                                      | <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>  |   |   |                                      |                              |                                 |
| <b>STUDENT EVIDENCE</b><br><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) |                                      |                              |                                 |
| <b>ARTS104 Arts Therapy - Inter-modal Approach</b>   |   |   |                                      | <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> |   |   |                                      |                              |                                 |
| <b>STUDENT EVIDENCE</b><br><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

### DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

|   |   |   |                                      |
|---|---|---|--------------------------------------|
| <b>PSYC204 Treatment of Grief and Loss</b>  |   | <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> |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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) |                                      |

|  |   |   |                                      |
|--|---|---|--------------------------------------|
| <b>PSYC273 Altered State Techniques in Psychotherapy</b>   |   | <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> |   |   |                                      |
| <b>STUDENT EVIDENCE</b><br><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

### DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

|  |   |   |  |                                      |                                 |
|--|---|---|--|--------------------------------------|---------------------------------|
| <b>PSYC271 Introduction to Mental Health: Wellbeing and Distress</b>   |   |   |  | <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> |   |   |  |                                      |                                 |
| <b>STUDENT EVIDENCE</b><br><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

### DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

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:**

# RECOGNITION OF PRIOR LEARNING AND CREDIT ASSESSMENT SUMMARY

## DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

**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"/> 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"/> 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"/> 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"/> 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"/> 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"/> 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"/> 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"/> 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"/> 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"/> 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 |

# RECOGNITION OF PRIOR LEARNING AND CREDIT ASSESSMENT SUMMARY

## DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

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

|                      |                           |              |
|----------------------|---------------------------|--------------|
| <b>Student name:</b> | <b>Student signature:</b> | <b>Date:</b> |
|----------------------|---------------------------|--------------|

## 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: |