

## Recognition of Prior Learning and Credit Form

### MASTER OF COUNSELLING AND PSYCHOTHERAPY

#### GRADUATE DIPLOMA OF COUNSELLING AND PSYCHOTHERAPY

#### GRADUATE CERTIFICATE IN COUNSELLING

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.
- Ikon will not grant RPL or credit for any placement subjects.
- 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 [ikon.edu.au/fees/](http://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 arts therapy.
- 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 under Schedule 1 of the [Statutory Declarations Regulations 2023](#).

#### 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 4 weeks PRIOR to the commencement of the relevant subject, to:
  - a. Domestic students:  
[futurestudents@ikon.edu.au](mailto:futurestudents@ikon.edu.au)
  - b. International students:  
[admissions@ikon.edu.au](mailto:admissions@ikon.edu.au)
3. Ikon will assess your application within 4 weeks of submission.
4. You may be required to discuss your application via a phone call or face to face.
5. 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.*

<b>Student Name:</b>	<b>Contact Details:</b> Mobile:
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## COURSE

Select the course for this RPL and Credit application.

### Master of Counselling and Psychotherapy

COU501: Models of Therapeutic Practice .....	3
COU502: Foundations of Therapeutic Practice .....	5
COU503: Ethics, Diversity and Practice .....	5
COU504: Human Development.....	7
COU505: Understanding Mental Health.....	7
COU506: Emotion, Affect and Self in Psychotherapy .....	9
COU507: Unravelling the Concept of Mind .....	9
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### Graduate Diploma of Counselling and Psychotherapy

COU501: Models of Therapeutic Practice .....	3
COU502: Foundations of Therapeutic Practice .....	5
COU503: Ethics, Diversity and Practice.....	5
COU504: Human Development .....	7
COU505: Understanding Mental Health .....	7
COU506: Emotion, Affect and Self in Psychotherapy .....	9
COU507: Unravelling the Concept of Mind .....	9
COU508: Process Experiential Psychotherapy .....	11

### Graduate Certificate in Counselling

COU501: Models of Therapeutic Practice .....	3
COU502: Foundations of Therapeutic Practice .....	5
COU503: Ethics, Diversity and Practice.....	5
COU504: Human Development .....	7

## SUBJECTS

### 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.

### STUDENT EVIDENCE

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's learning 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

COU501: Models of Therapeutic Practice	<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject examines the major paradigms in counselling and psychotherapy, and their theories of therapeutic change. Students will study models from the psychodynamic, humanistic, cognitive-behavioural, constructivist postmodern and transpersonal approaches, examining their underlying theories, therapeutic processes, and techniques. A core focus is the examination of the mechanisms of change within each approach. Students will examine the common factors that underpin effective therapeutic practice while recognising the unique aspects of each approach to facilitate change. In evaluating the strengths and limitations of different therapeutic approaches, students will gain a nuanced understanding of their applicability and limitations in different and diverse contexts. The subject also explores the integration of different approaches, fostering an appreciation for the potential synergies and challenges that arise from an integrated therapeutic framework. Additionally, students will embark on a journey of self-reflection as they start to develop their own personal approach to counselling and psychotherapy practice, anchored in their unique strengths, values, and therapeutic philosophy.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>Describe and differentiate the major paradigms in counselling and psychotherapy, including the underlying theories, mechanisms of change and therapeutic processes.</li> <li>Explain the factors that create therapeutic change that are common across therapeutic approaches.</li> <li>Evaluate different therapeutic approaches, considering the theory, philosophies and mechanisms of change within each approach and its utility in diverse contexts.</li> </ol>		

- d. Apply theoretical understanding to case scenarios to evaluate and select appropriate therapeutic approaches based on the presenting client's needs and goals.
- e. Critically assess the potential benefits and challenges of integrating multiple therapeutic approaches, drawing on academic literature to support arguments and shape their emerging theoretical orientation.

<b>Student Evidence</b> <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>COU502: Foundations of Therapeutic Practice</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>In this subject students develop the skills needed to build a strong therapeutic relationship with clients, apply self-reflective and client-centred practice, and the use of more advanced counselling skills to facilitate change. Through observation, imitation, practice in triads, debriefing and reflecting on practice, students learn to facilitate fundamental counselling skills as well as advanced empathy, attunement, therapeutic presence and the application of other advanced counselling skills. The difference between the therapeutic relationship with 'relational depth' and the 'therapeutic alliance' will also be explored. Students gain a suite of holistic counselling skills to facilitate supportive counselling and a strong foundation for specialised practice.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>Demonstrate counselling skills and facilitation of change in therapy.</li> <li>Apply client centred, interpersonal and humanistic principles to therapeutic practice.</li> <li>Demonstrate the use of intentional practice and self-reflection within the therapeutic process.</li> <li>Implement knowledge and skills to develop and nurture relational depth in the therapeutic alliance.</li> <li>Critically reflect on and appraise their own core therapeutic skills, identifying strategies for improvement.</li> </ol>			
<b>Student Evidence</b> <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>COU503: Ethics, Diversity and Practice</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>In this subject students develop awareness and understanding of ethical issues fundamental to ethical and culturally sensitive counselling practice. Students gain knowledge of the principles, frameworks and approaches that can guide ethical decision making, including legislation and codes of conduct. Students gain understanding of ethical principles from a range of philosophical positions, such as relational ethics, ethics of caring, and virtue-based ethics. Students are challenged to integrate these ethical principles with codes of ethics to address ethical dilemmas. Students apply ethical principles, codes, and frameworks to propose ethical and culturally sensitive solutions to common scenarios encountered in clinical practice, using contemporary case scenarios as a basis for analysis. Students also critically reflect on the connections and potential tensions between personal and professional values and how these may influence their behaviour, practice and decision making.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>Discuss the principles, frameworks and codes that guide ethical practice, and apply these to common scenarios encountered in counselling and psychotherapy.</li> <li>Explain the processes of informed consent, confidentiality and privacy, trust and power in the therapeutic relationship, mandatory reporting and the limits of expertise.</li> </ol>			

- c. Examine multicultural approaches sensitive to population groups who may experience stigma, inequality and injustice, and communicate solutions to issues relating to diversity and difference.
- d. Identify and evaluate issues of contemporary practice and apply an ethical framework to formulate
- e. ethical and culturally sensitive responses in the context of the encounter.
- f. Critically reflect on their personal value positions and identify how these may influence their decision-making.

<b>Student Evidence</b> <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>COU504: Human Development</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject offers an advanced exploration of human development across the lifespan through the developmental perspective. Grounded in developmental theories, contemporary research, and the developmental stages from prenatal to late adulthood, students will examine the biological, familial, psychosocial, and environmental factors that shape optimal human functioning. Knowledge is applied to therapeutic practice, ensuring that students can draw upon these insights in real-world settings to foster resilience and facilitate personal growth in their clients. Beyond theoretical understanding, students engage in self-reflection to comprehend the impact of their own developmental journey on both their personal growth and their professional practice.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>Articulate and discuss the processes and stages of human development across the lifespan.</li> <li>Analyse the key theories of development within the context of human lifespan development, recognising the impact of these theories on personal growth and therapeutic practice.</li> <li>Apply theories of development within the context of the counselling and psychotherapy processes.</li> <li>Evaluate the consequences and implications of developmental disruptions at different life stages.</li> <li>Critically reflect on the influence and impact of their own developmental journey, recognising its relevance in the therapeutic setting.</li> </ol>			
<b>Student Evidence</b> <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>COU505: Understanding Mental Health</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject is an exploration of the complexities of mental health and wellbeing. It examines the core concepts of mental health, and different theoretical perspectives on mental health conditions, assessment processes, diagnostic systems, and treatments. Students identify and interpret the indications of common mental health presentations, enhancing their ability to effectively engage with multidisciplinary mental health teams. Students evaluate evidence-based treatment approaches and critically analyse the diagnostic systems approach and the sociopolitical influences on mental health care. Myths and stigma associated with mental health are examined, exploring the influence of cultural perceptions and Indigenous healing principles in modern mental health care. This reflective exploration of mental health equips students to better understand client experiences and challenges, enriching their professional practice and enhancing their empathic capacities.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>Discuss and analyse the concepts of mental health and wellbeing, identifying different theoretical perspectives and sociocultural influences on mental health experiences.</li> <li>Apply understanding of diagnostic classification systems and biopsychosocial factors to analyse and interpret common mental health presentations.</li> </ol>			

- c. Apply clinical reasoning skills to evaluate the effectiveness of different evidence-based treatment approaches to address a common mental health presentation.
- d. Communicate professionally in oral and written formats to accurately convey client case and mental health related information.
- e. Critically reflect on their practice and personal attitudes to mental health to foster self-awareness and promote an inclusive and empathic approach to their practice.

<b>Student Evidence</b> <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>COU506: Emotion, Affect and Self in Psychotherapy</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject introduces students to research and theory in the study of emotion, affectivity, and the development of self. Students study the role that emotions play in shaping one's identity, self-concept and development towards a fully functioning person. Historical aspects, neurodevelopmental perspectives, contemporary emotion theory, emotion schematic memory structures, the development of social emotions, emotion regulation and psychopathologies in emotional development are explored. Students examine the development of internal working models, which serve as underlying mechanisms for behavioural patterns. Insights into how psychotherapists identify, and address emotions and affective states are gained. Additionally, students explore psychotherapeutic approaches that aim to address emotional experience and emotion processing difficulties with the goal of facilitating therapeutic change.</p> <p>Learning Outcomes</p> <ol style="list-style-type: none"> <li>Analyse and contextualise major historical and contemporary theories of emotions.</li> <li>Examine how emotion and affect influence the development of self through critical analysis of research and case scenarios.</li> <li>Apply emotion theory to assess client presentations, including affect, emotion, cognition, motivation, behaviour, relational difficulties, and mental wellbeing, using evidence-based approaches.</li> <li>Evaluate and integrate contemporary research and the clinical application of emotion processing approaches in psychotherapy.</li> </ol>			
<b>Student Evidence</b> <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>COU507: Unravelling the Concept of Mind</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject plays a central role in the course, serving as the integrative hub that connects the diverse perspectives of philosophy, cognitive science, phenomenology, neuroscience, and psychotherapy. It offers an interdisciplinary exploration of the intricate concept of the mind, providing students with a nuanced understanding of the nature of mind and its pivotal role in human cognition, consciousness, and behaviour. As students dissect topics ranging from embodied minds and the intricacies of perception to information processing, intentionality, and self-awareness, the subject lays the groundwork for navigating the complexities in mental health. Through a thoughtful exploration of theories and therapeutic approaches, students further their knowledge and clinical skills to guide clients toward positive transformation and enhanced mental wellbeing. The subject serves as an essential bridge between theory and practice, supporting students throughout their learning journey in this course.</p> <p>Learning Outcomes</p> <ol style="list-style-type: none"> <li>Analyse and synthesise how the interdisciplinary perspectives of philosophy, cognitive science, phenomenology, and neuroscience can contribute to understanding the nature of mind.</li> <li>Evaluate contemporary research and debates on the nature of mind, considering their utility for psychotherapy and improved wellbeing.</li> </ol>			

- c. Analyse interdisciplinary perspectives on the nature of mind and integrate insights to understand how clients process the world in the context of psychotherapy.
- d. Apply knowledge of interdisciplinary perspectives of the mind to understand the cognitive and emotional experiences of clients and propose ethical and culturally sensitive therapeutic strategies to prioritise their wellbeing.
- e. Critically reflect on their personal beliefs and biases about the concept of mind and recognise their potential influence on sense of self and future therapeutic practice.

<b>Student Evidence</b> <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>COU508: Process Experiential Psychotherapy</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject introduces an advanced approach to therapy that focuses on a person's inner experiences, thoughts, and emotions. Students acquire knowledge and skills to work holistically with clients. The subject highlights the principle that deeper levels of inner experiencing and emotion processing pave the way for cognitive processing. Students experience how thought and emotion and inner experience work in tandem in the process of change, human growth and problem-solving. Through observation and practical triad work, students apply the experiencing scale to identify levels of inner experience. Students learn a range of techniques that help clients to increase their access to self-compassion and personal agency by exploring their immediate feelings, identifying core emotions, and dealing with unresolved, unexpressed, and difficult emotion. Techniques for working with personal narratives are developed, including identifying unproductive stories, and recurring patterns, and bringing these stories into the present.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>Analyse and integrate information and ideas from process experiential therapy related research to discuss therapeutic change processes and their interplay in process oriented and experiential therapy.</li> <li>Evaluate and apply the 'experiencing scale' as a framework to understand and work with client experiential and emotion processing.</li> <li>Apply and evaluate process experiential intervention skills in therapeutic contexts to facilitate client change.</li> <li>Critically reflect on their therapeutic process for facilitating change in a client's narrative of self and agential development.</li> <li>Critically reflect on their development as a process experiential therapist.</li> </ol>			
<b>Student Evidence</b> <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>COU509: Neuroscience of Psychotherapy</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>The subject reviews contemporary developments in neuroscience research and their applications to counselling and psychotherapy. Students are introduced to neuroanatomy, brain development, brain structure, and brain functions, exploring how this knowledge can support counsellors and psychotherapists in their clinical practice. Students develop a proficient understanding of memory systems, memory formation, memory process from birth to adulthood and the impact of trauma on developing neural systems. The subject reviews neural correlates of certain mental health difficulties along with research into neuroscientific explanations of important therapeutic process such as empathy, attunement, transference and countertransference. Students also learn how psychotherapy facilitates change via activation of existing neural pathways and facilitating new ones.</p> <p>Learning Outcomes</p> <ol style="list-style-type: none"> <li>Describe and discuss the key concepts underlying the knowledge, structure, functions and processes of the brain and the nervous system.</li> <li>Examine the effects of early trauma on neurobiological development and functioning in life.</li> <li>Explain the neural correlates of certain mental health difficulties presented in therapy.</li> </ol>			

- d. Evaluate current developments in neuroscience and alignment with counselling and psychotherapy practice.  
e. Integrate clinical application of neuroscientific approaches with ethical and culturally sensitive counselling and psychotherapy processes.

<b>Student Evidence</b> <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)	

COU510: Navigating Healing in Complex Trauma			<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject offers an exploration of trauma theory and its practical application for treating complex trauma. From a foundational understanding of trauma theory, students explore the interplay of neurobiology, attachment dynamics, and trauma responses. Additionally, the subject uniquely incorporates innovative techniques such as polyvagal-informed strategies (Porges), structural dissociation model (Fisher), trauma and recovery model (Herman), mindfulness (Siegel) and mentalisation (Fonagy), offering students a diverse toolkit for working with complex trauma. Through a dynamic blend of theory, practice, and reflection, students engage in a learning experience that merges theory and practice into a powerful force for healing and transformation. This multifaceted approach ensures students are well-prepared to engage effectively and empathically with clients impacted by complex trauma.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>Explain the concepts of trauma and the potential effects of trauma on the person.</li> <li>Discuss the significance of developmental trauma and its consequences on the psychology, body, and general wellbeing of the person.</li> <li>Critically analyse and compare various trauma theories, recognising their underlying principles and assessing their utility in helping individuals affected by complex trauma.</li> <li>Evaluate and synthesise academic literature on trauma treatment, incorporating information and ideas to enhance client outcomes.</li> <li>Propose and evaluate evidence-based practice strategies appropriate to presenting trauma scenarios, justifying the selection and synthesising ethical and diversity considerations.</li> </ol>				
<b>Student Evidence</b> <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)		
COU511: From Assessment to Treatment Design			RPL	Credit
<p>Students develop skills in assessment, case conceptualisation, and treatment planning which are essential for all mental health practitioners and effective counselling and psychotherapy processes. The subject begins by examining assessment techniques and the collection of client information, and then explores the intricacies of case conceptualisation and the creation of comprehensive treatment plans, tailored to address the unique needs and goals of clients. Students synthesise case conceptualisation through and within different theoretical perspectives, including humanistic, psychodynamic, cognitive behavioural therapy, and metacognitive therapy, applying these concepts to clinical cases and engaging in integrated multimodal approaches, ensuring holistic and evidence-based practice.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>Critically synthesise key case conceptualisation concepts from different theoretical perspectives.</li> <li>Apply assessment case conceptualisation skills and treatment planning to complex case scenarios, tailoring approaches to meet client needs and goals.</li> </ol>				

<p>c. Construct coherent integrated case conceptualisations and treatment plans through two or more theoretical orientations, addressing ethical considerations and diversity of the client.</p> <p>d. Clearly and effectively communicate case conceptualisations and treatment plans, justifying decisions through informed research and theoretical foundations.</p> <p>e. Develop, articulate, and critically reflect on their own unique approach to case conceptualisation and treatment planning, grounded in theoretical orientation and evidence-based practice.</p>			
<p><b>Student Evidence</b> <i>(student to complete)</i></p>	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>COU512: Conversational Model of Psychotherapy</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject introduces students to the Conversational Model of psychoanalytical psychotherapy, which is based on an understanding of the development of self. Students learn about the core principles of the model, namely, the concept of self, the development of self through the intersubjective exchange between infant and primary caregiver, the importance of language in early life, and symbolic play as part of personal development. Students develop sensitive therapy skills to respond harmoniously, like an attuned infant-care giver, to the client's distinctive experiences. This will be achieved by learning how to attend to embodied and felt experiences within the therapeutic space and connect using resonating language and empathic responses.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>Analyse the relational origins of self in the context of the Conversational Model.</li> <li>Assess and apply the core principles of the Conversational Model, emphasising the role of the therapist in nurturing the emergence of self.</li> <li>Demonstrate the effective application of the Conversational Model in a simulated therapy session, focusing on building therapeutic rapport, empathic engagement, and client-responsive interventions.</li> <li>Synthesise and apply the specialised concepts unique to the Conversational Model to enhance the therapeutic process.</li> <li>Engage in self-analysis to critically reflect on and enhance their application of the Conversational Model, and to inform their broader therapeutic practice.</li> </ol>			
<b>Student Evidence</b> <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>COU513: Bridging Mind, Body and Healing in Trauma</b>		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>The intricate relationship between mind and body plays a pivotal role in trauma therapy practice, offering valuable insights for therapeutic interventions. This subject equips students with a deep understanding of psychobiological nuances and practical skills for integrating body-based interventions. Grounded in the pioneering works of Pat Ogden, Peter Levine, Babette Rothschild, and Ross Rosenberg, the curriculum explores innovative somatic techniques and their applications in trauma psychotherapy. Through case studies, students understand the many ways trauma manifests and the potential for somatic interventions to facilitate healing. Beyond theory, students practice applying diverse somatic strategies through triad work, ensuring tailored and culturally sensitive approaches in their professional practice. This exploration prepares students to confidently bridge theory and practice, leading to transformative outcomes.</p> <p>Learning Outcomes</p> <ol style="list-style-type: none"> <li>Discuss and apply theoretical foundations of the mind-body connection to trauma therapy practice, fostering a holistic approach to healing.</li> <li>Apply a range of somatic interventions to trauma therapy practice, demonstrating skill and adaptability.</li> </ol>			

- c. Develop and analyse evidence-based somatic interventions tailored to trauma therapy case scenarios, incorporating ethical awareness and cultural sensitivity.
- d. Critically assess and adapt various mind-body therapies, selecting and customising interventions based on the client's unique presentations and cultural contexts.
- e. Evaluate and synthesise relevant academic literature on somatic interventions, incorporating information and ideas to enhance trauma therapy outcomes.

<b>Student Evidence</b> <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)	



COU514: Working with Complex Presentations		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject explores therapeutic work with individuals facing complex challenges such as co-occurring conditions, addictions, resistance to therapy, navigating a post-truth world marked by misinformation and a blurring of facts, and the emotional distress of eco-anxiety. Through experiential learning, students will build on their understanding of mental health and psychotherapy practice. Students enhance their clinical understanding and therapeutic practice by analysing complex presentations through multiple lenses of psychoanalytic, emotion-focused, existential and motivational interviewing approaches. Students examine the interrelationship between mental health conditions and substance use, the aetiology of addiction, and the rewarding and re-enforcing effects of addictive behaviour. The subject emphasises the importance of self-awareness, the appreciation of diverse life experiences, and fostering therapy that is empathic and supportive of client transformation and growth.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>Analyse and interpret the concepts of dual diagnosis, co-occurring conditions and recovery, differentiating their implications for clinical practice.</li> <li>Analyse the connections between mental health conditions, personality disorders and substance use to inform and enhance therapeutic interventions.</li> <li>Critically evaluate and integrate evidence-based therapeutic approaches to address co-occurring conditions.</li> <li>Propose evidence-based practice strategies appropriate to co-occurring conditions, justifying the selection and synthesising the ethical and diversity considerations.</li> <li>Demonstrate clinical reasoning, critical reflection and self-awareness, recognising the limits of their expertise, and identifying learning needs to enhance their therapeutic practice.</li> </ol>			
<b>Student Evidence</b> <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)	
COU515: Bringing Research to Life		<input type="checkbox"/> RPL	<input type="checkbox"/> Credit
<p>This subject involves students in the exploration of practitioner inquiry and research design within the fields of counselling and psychotherapy practice. Key questions are examined: "What is research?", "What do we want to know?", "What can be known?" and "How can we know it?". Student learning is centred in the research design process and begins with the fundamental step in a research project, critically examining the existing body of literature on a research topic of interest to identify a research gap and generate a clinically relevant research question. Based on their findings, students conceptualise and plan a research project and produce a clear and coherent research proposal including the objectives, context and significance, the likely research methodology to investigate the research question, and the ethical considerations. The subject culminates with students being invited to present their research proposal to a review panel at a symposium style event.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> <li>Identify a potential gap in existing knowledge and formulate a research question.</li> </ol>			

<p>b. Apply the ethical principles that guide research design in the fields of counselling and psychotherapy.</p> <p>c. Critically analyse an existing body of literature relevant to a research topic in the fields of counselling and psychotherapy practice, and synthesise the findings to produce a literature review.</p> <p>d. Analyse the philosophical underpinnings of major research paradigms and design a research methodology to investigate a research question.</p> <p>e. Communicate and justify research design through written and oral presentations.</p>			
<p><b>Student Evidence</b> <i>(student to complete)</i></p>	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)	

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 lkon 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 as per the Schedule of Fees on the website <https://ikon.edu.au/fees/>. Noting this fee is applicable when I agree to any subjects granted RPL. If RPL is denied and I enrol into the subject, the full subject cost will be applicable.

<b>Student name:</b>	<b>Student signature:</b>	<b>Date:</b>
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## RPL AND CREDIT ASSESSMENT OUTCOME

<b>Student Name:</b>	<b>Student ID:</b>
<b>Assessor Name:</b>	<b>Date of Assessment:</b>

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Subject Requested	Assessment Outcome	Decline Reason (if applicable)	
Master of Counselling and Psychotherapy	Graduate Diploma of Counselling and Psychotherapy	Certificate in Counselling	<input type="checkbox"/> COU501 Models of Therapeutic 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"/> COU502 Foundations of Therapeutic 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"/> COU503 Ethics, Diversity and 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"/> COU504 Human 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"/> COU505 Understanding 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"/> COU506 Emotion, Affect and Self 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"/> COU507 Unravelling the Concept of Mind	<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"/> COU508 Process Experiential 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"/> COU509 Neuroscience of 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"/> COU510 Navigating Healing in Complex 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"/> COU511 From Assessment to Treatment Design	<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"/> COU512 Conversational Model of 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"/> COU513 Bridging Mind, Body and Healing in 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"/> COU514 Working with Complex Presentations	<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"/> COU515 Bringing Research to Life	<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

<b>Student Name:</b>	<b>Student Signature:</b>	<b>Date:</b>
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## ADMINISTRATION

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