



Cairnmillar
INSTITUTE

School of Psychology
Counselling & Psychotherapy

Counselling and Psychotherapy
Course Information Handbook

Course Coordinators

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Welcome to The Cairnmillar Institute

Congratulations on your success in obtaining a place in the Graduate Program in Counselling and Psychotherapy. This course information handbook addresses many aspects and requirements of the course. It should be read in conjunction with the following information handbooks:

- Placement Information Handbook
- Research Information Handbook
- Student Policies

If you do not have a copy, you can access them from the School Learning Portal CANVAS via the school website, www.cairnmillar.edu.au

These handbooks provide all the information you need to successfully navigate your way through the different components of the course. If you find anything missing from these handbooks, please let us know.

The Cairnmillar Institute and staff wish to assure you an enjoyable and rewarding professional experience.



Professor Ben Richardson,
Head of School



Ms Biliانا Dearly,
Course Coordinator

The Cairnmillar Institute

The Institute was founded by Dr Francis Macnab in 1961. It was first based in South Yarra, then in Collins Street, and from 1982 to 2017 its home was 993 Burke Road, Camberwell. In 2017 new premises were purchased at 391-393 Tooronga Rd Hawthorn East. The Institute is an Australian Health Promotion Charity and non-profit body. It developed the first suburban family counselling and education centres in Melbourne, at Blackburn, Syndal, Beaumaris and Doveton, and pastoral care training programs and training programs for the first Citizens Advice Bureau in Melbourne.

The Institute was an early pioneer in training people in counselling and in psychotherapy. It broke through strong walls of opposition to bring all the helping professions into specialised training in psychotherapy. It has conducted prevention programs in community organisations and for countless schools and churches across the nation and was the site for the development of Contextual Modular Therapy and analysis; an integrated form of brief and cost-effective psychotherapy.

The Institute's higher education programs are based on its critical and clinical experience and its constant interaction with clinical and research centres around the world. The courses are delivered by experienced practitioners and the Institute's approach to teaching is based firmly on practice with an emphasis on skills development.

Counselling and Psychotherapy Courses

Master of Counselling and Psychotherapy:

Fully accredited by both the Psychotherapy and Counselling Federation of Australia (PACFA) and the Australian Counselling Association (ACA), the Master of Counselling and Psychotherapy is taught by respected therapist academics working in the field.

The course structure integrates the Graduate Certificate and the Graduate Diploma. It is the only course of its kind to offer students comprehensive counselling placement with organised weekly clinical supervision, under the guidance of placement coordinators. This includes sourcing placement opportunities through established industry partnerships and providing intensive in-house individual and group supervision in order to meet the PACFA and ACA requirements of membership and to fully prepare students for the workplace.

The aim of the Master of Counselling and Psychotherapy is to provide high level training in the counselling and psychotherapeutic skills required to work effectively with a wide variety of clients. The course provides students with advanced theoretical knowledge of contemporary psychotherapies, including the brief integrated therapies, the cognitive behavioural therapies, humanistic- existential approaches and psychodynamic therapies, taught by practitioners who are specialists in the field. The course provides a solid grounding in the professional, ethical, and legal issues associated with counselling and psychotherapeutic practice.

The program offers students a strongly experiential immersion in the theory and practice of counselling and psychotherapy, in order to provide a concentrated, practice-oriented training and learning experience. Students in the Masters program also produce a research project under supportive supervision, in order to give them a unique opportunity to contribute to learning in the field. The Graduate Certificate and Diploma also provide exit points for those students who want a strong foundation in counselling and psychotherapy to integrate into their work without immediately progressing to Masters level.

Graduate Diploma of Counselling and Psychotherapy:

The Graduate Diploma of Counselling and Psychotherapy provides students with training in key therapeutic modalities and interventions. With its strong vocational emphasis, it helps students learn how to integrate theoretical constructs, gain increased personal knowledge, increase their insight and understanding, apply advanced therapeutic techniques, and further develop their case conceptualisation, observational, and practice skills. A feature of the program is the introduction to the theory and the techniques of an integrative process-oriented, relational psychotherapy that incorporates concepts from the psychodynamic, cognitive, existential, and humanistic psychotherapies in a relevant and practical treatment method. The course includes a development of professional ethical stance with understanding of the current ethical and legal regulations and best practice in the field of counselling and psychotherapy.

Graduate Certificate of Counselling and Psychotherapy:

The Cairnmillar Graduate Certificate of Counselling and Psychotherapy introduces students to the concepts and skills required to practice counselling and psychotherapy. The course provides training in specific counselling and psychotherapeutic modalities, enabling students to begin to develop a foundational understanding and skills required when working with people in a wide range of different professions. When completing this course, students will be able to add specific counselling knowledge and skills to their present work-related skills and to enhance self-understanding.

Students are trained in the application of counselling and psychotherapy through a discussion of case material, participating in intensive and regular small reflective group practice and clinical observation.

Admission Requirements

Masters:

An Australian undergraduate degree (or equivalent) in teaching, social work, social sciences, psychology or counselling, with at least a 70% average and relevant professional experience. Depending on professional experience, prospective students may be required to undertake The Cairnmillar Institute's Basic Counselling Skills and Advanced Counselling Skills short courses prior to commencement. Progression from the Graduate Certificate to the Graduate Diploma to Masters level course requires the maintenance of at least a 70% average.

Graduate Diploma:

An Australian undergraduate degree (or equivalent) in teaching, social work, social sciences, psychology or counselling with at least credit (60%) average and relevant professional experience, and successful completion of the Graduate Certificate of Counselling and Psychotherapy with at least a 70% average.

Graduate Certificate:

An Australian undergraduate degree (or equivalent) in teaching, social work, social sciences, psychology or counselling with at least a credit (60%) average. Depending on professional experience, prospective students may be required to undertake The Cairnmillar Institute's Basic Counselling Skills and Advanced Counselling Skills short courses prior to commencement.

Personal Qualities of Successful applicants

The reputation of Cairnmillar rests ultimately with the quality of the students that graduate from our courses. A crucial factor in determining student quality rests with our relationship with the people who seek out Cairnmillar to educate them as therapists.

We are looking for applicants who can demonstrate the following qualities: openness, resilience, a sense of humour, curiosity, creativity, reciprocity, divergent thinking, reflexivity, ethical regard for the other, intelligence, a professional attitude, psychological awareness, an ability to be present, a demonstrated interest in personal growth, an ability to hold ambiguity, genuineness/authenticity, and an empathic nature. Applicants should be caring, inclusive, supportive, diligent and prepared to work hard, willing to learn, open-minded, inquisitive and grounded.

Duration of the Course

Masters: 2 years full-time or 4 years part-time

Graduate Diploma: 1 year full-time or 2 years part-time

Graduate Certificate: 1 year part-time

Selection

For entry into the course, students are required to submit an application through the Apply Now page on our website, with certified or original scanned copies of the following supporting documentation:

Most recent academic transcripts

- A current curriculum vitae
- A 500-word personal statement outlining what factors have contributed to the application
- Proof of residency/citizenship (e.g. passport, birth certificate, or citizenship certificate)
- Two references, preferably with at least one academic, using the online HODSPA reference system.

Successful applications will be invited to attend an interview with members of the School Teaching Faculty, providing students the opportunity to discuss any enquiries they have about the proposed course of study.

What Is Counselling & Psychotherapy?

1. Counselling and psychotherapy are professional activities that utilise an interpersonal therapeutic relationship to enable people to develop understanding about themselves and to make changes in their lives. They work within a clearly contracted, principled relationship that enables individuals to obtain assistance in exploring and solving issues of an interpersonal, intrapsychic, or personal nature.
2. They both utilise psychological theories, and a set of advanced interpersonal skills which emphasise processes of facilitation. Such processes are based on an ethos of respect for clients, their values, their beliefs, their uniqueness and their right to self-determination.
3. Both require an in-depth training process to develop understanding, knowledge about human behaviour, therapeutic capacities, ethical and professional boundaries. Because it is explicitly contracted and requires in-depth training to utilise a range of therapeutic interventions, professional counselling should be differentiated from the use of 'counselling skills' by other professionals.
4. Both take account of the cultural and socio-political context in which the client lives and how these factors affect the presenting problem. This includes awareness and assessment of cultural influences such as age, development, disability, religion, spirituality, ethnicity, sexual orientation, socioeconomic status, indigenous identity, nationality and gender. Professional counsellors and psychotherapists value such differences and avoid discrimination on the basis of such factors.
5. Both involve work with current problems, immediate crisis, or long-term difficulties. Depending on the nature of the difficulties, the work may be short-term or long term, and may involve working with an individual, a couple, a family or a group, and may occur in a variety of organisational contexts in the public or private sectors.
6. Both regard the process of self-monitoring, self-examination, self-awareness, self-development and an on-going clinical supervision as central to effective practice. Such practices lead to enhanced capacity to utilise oneself in therapeutic endeavour.
7. They differ in terms of:
 - Counselling is more likely to be "present focused" on specific problems or changes in current life adjustment. Psychotherapy is more "contextual" & "developmental" concerned with the restructuring of the personality of self.
 - Psychotherapists are more likely to work very intensively, with more deeply distressed individuals who are seen more frequently over a longer period of time. Counsellors are more likely to work in specific areas where specialised knowledge and method are needed (e.g. marital and family counselling, bereavement counselling, school counselling, addictions counselling, HIV/AIDS counselling)

Based on the PACFA resources website, downloaded 14/04/2017.

Graduate Learning Outcomes

Students who satisfactorily complete the course will have achieved advanced knowledge and skills in the following areas of study:

- A high level of verbal and professional communication skills
- The ability to facilitate therapeutic process according to the established client focused goals
- The ability to understand and practice within the PACFA Code of Ethics and Professional Guidelines
- Risks assessment and crisis intervention skills and management

- The ability to establish a treatment focus and develop a treatment plan
- Understanding of relational dynamics and capacity for effective human relatedness that facilitates change
- An awareness of the impact of the self on others and development of relational intelligence, sensitivity, resilience and respect
- Research and data analysis skills
- The capacity to be self-reflective and learn from experience
- Alternative modes of working with clients, including the use of telephone and real-time internet platforms with incorporating potential security and confidentiality issues
- Awareness and understanding of the range of human diversity and social, cultural, economic and psychological contextual influences
- Understand the impact of gender, sexual identity, sexual orientation, age, ability, class, religion, race and ethnicity on therapy
- Respect and acknowledgement of indigenous history and culture.

Enrolment Conditions

Attendance

In order to show respect and courtesy for the lecturers, fellow students, supervisors and colleagues at practicum placements, it is important that you not only attend all of your commitments but also be punctual and take an active role in class.

If you are unable to attend for a legitimate reason, please inform the relevant person as soon as possible, so that s/he may attend to other tasks. **Students must actively attend 80% of all units.** Due to the experiential nature of our course content, we are unable to pass any student who does not meet this requirement. Students may apply to have a leave of absence for medical conditions, which will require a sick leave certificate from a GP or specialist. Other non-medical circumstances must be discussed with the Course Coordinator.

It is imperative that you treat your study commitments as stringently as if it were full time paid employment.

Seminars must not be recorded

Students who miss one or more seminars should make arrangements with the course convener to obtain materials relevant to the seminar. They can also make arrangements with other students to share and discuss their personal seminar notes.

Submission of Written Work

1. all assessment tasks must be prepared as a Word document
2. submitted via CANVAS through the Turnitin software platform unless otherwise instructed
3. assessment tasks are then checked for plagiarism and receive a percentage score based on similarity
4. standard policy is that only one upload is granted, unless otherwise stated.

Students must keep a copy of all submitted work. In circumstances where assessment tasks are mislaid, students must be able to provide another copy of the work. Students must keep copies of all their work until the formal publication of semester results.

Style Guidelines

Assignments and case studies should be clear and informative with spelling, grammar and punctuation being clear and in accordance with Australian Psychological Society usage. The

format followed by psychologists is the American Psychological Association (APA) style. See Appendix A and <http://apastyle.apa.org/index.aspx>

Referencing

All assignments must be referenced using APA 6 as a guide. For an excellent ready reference see: https://library.sydney.edu.au/subjects/downloads/citation/APA%20Complete_2012.pdf

Assessment Grades and Records

Students are expected to complete assessment requirements for all relevant units no later than the date scheduled in the subject outline. This is distributed at the beginning of each semester, or at the commencement of the unit.

The Unit Outline and LMS list all assessment requirements for each unit that you are enrolled in. As your lecturer submits results these will be entered onto the LMS and you can check your progress. Please let the lecturer know if there are any discrepancies.

Students are required to read and familiarise themselves with the Student Assessment Style Guide, which is published on the Cairnmillar Institute website and LMS. See: <http://www.cairnmillar.edu.au/higher-education/policies-and-procedures/>

Extensions

An extension will only be granted for assignments where there is objective evidence of unexpected disruptions in the student's available work time. Applications must be made **via email** and sent to the Unit Co-ordinator before the due date. An extension is valid only after it has been approved by the Unit Co-ordinator. Supporting evidence may be required.

Late Submissions

Assignments submitted after the due or extended date may lose 10% of the maximum available marks on the first overdue day, and 5% each day thereafter.

Late Submission of In-Class Tasks

Tasks that are required to be completed and/or submitted in-class, such as class presentations must be submitted on the date of the class presentation unless a student has been awarded an extension. The penalty for late submission of in-class tasks is usually 100% of the mark.

Return of Assignments

Assignments submitted through Canvas will be marked electronically and returned through Canvas.

Samples of Work

Samples of students' work may be taken for purposes of course accreditation. In all cases anonymity will be preserved. If you object to your work being copied for this purpose you must advise the lecturer in charge of the unit when submitting assignments.

Recognition of Prior Learning

Students may only be given credit for any coursework if it is from a successfully completed approved course.

Credit for placement experience completed as part of current employment can be given, if it is work ordinarily carried out by a psychologist, counsellor or psychotherapist and if supervision is arranged.

Students cannot be given credit for any research experience prior to undertaking the course.

Marking scales and grade definitions:

Percentage Range

0-49	Fail, not satisfactory Where a student fails a subject, all failed components of the assessment must be double marked
50-59	Pass, satisfactory Completion of key tasks at an adequate level of performance in argumentation, documentation and expression.
60-69	H2B Second-class honours level B, good Good understanding of key ideas; demonstration of average research and analytical skills, well-presented and documented assignments.
70-79	H2A Second-class honours level A, very good Better than average work, with solid research, perceptive analysis, effective preparation and presentation. Scholarly presentation, thoroughly researched and well argued. Complex understanding of subject matter, subtle argument and analysis is evident
80-100	H1 First-class honours, excellent. Superior analysis, comprehensive research, sophisticated theoretical knowledge of methodological approach, impeccable presentation – work that is (in at least some respects) erudite, original, exciting or challenging. Marks of 90 per cent or above are rarely given and are for exceptional work. They are validated by double marking.

Plagiarism and Collusion

It is the responsibility of all students to access, read and familiarise themselves with the Institute's Policies and Procedures. These are published on the student portal. See:

<http://www.cairnmillar.edu.au/wp-content/uploads/2016/05/TLP004-Plagiarism-Policy.pdf>

Plagiarism, Collusion and Recycling Definition:

“Plagiarism” occurs when a student presents as their own work the thoughts, ideas, findings or work of another person or persons, without due acknowledgement of the source.

“Collusion” occurs where a student works with others, without permission, to produce work which is then presented by individual students as their separate assignments and/or where the work is almost identical or mostly the work of one of them. Collusion is a form of plagiarism.

“Recycling” means the submission for assessment of one’s own work, or of work which is substantially the same, where:

- The work has previously been counted towards the satisfactory completion of another unit of study credited towards another qualification; and
- The Lecturer-in-charge has not granted prior written consent for the student to reuse the work.

Investigation and resolution of any allegation of plagiarism, collusion or recycling

Any allegation of plagiarism, collusion or recycling will be investigated and resolved according to the Institute policies and procedures. These are published on the student portal.

Note that Cairnmillar considers breaches of the Plagiarism Policy to be serious concerns and may result in the student suspension and/or exclusion from the course.

Policies and Procedures

It is the responsibility of all students to access, read and familiarise themselves with the Institute's Policies and Procedures. These are published on the student portal:

<http://www.cairnmillar.edu.au/higher-education/policies-and-procedures/>

Copyright

Please see Australian Copyright Council's website for full information on this topic:

<http://www.copyright.org.au/>

Professional Standards

You must have a thorough knowledge of the PACFA Ethical Guidelines and adhere to the following: -

Ethical Principles

- Counsellors respect the essential humanity, worth and dignity of all people and promote this value in their work.
- Counsellors recognise and respect diversity among people and oppose discrimination and oppressive behaviour.
- Counsellors respect the privacy of their clients and preserve the confidentiality of information acquired during the course of their work.
- Counsellors protect the rights of their clients including the right to informed consent.
- Counsellors take steps to maintain and develop their competence throughout their professional lives.
- Counsellors abide by the laws of the society in which they practice.

Ethical Responsibilities

Responsibilities to the client

- Counsellors take all reasonable steps to avoid harm to their clients as a result of the counselling process.
- Counsellors faced with situations which extend the boundary of their competence seek supervision and consider referral to other professionals.
- In the event of harm resulting from counselling, counsellors take responsibility for restitution. Professional indemnity should be considered in this context.
- Counsellors promote client autonomy and encourage clients to make responsible decisions on their own behalf.
- Counsellors consider the social context of their clients and their connections to others.
- Counsellors are responsible for setting and maintaining professional boundaries within the counselling relationship.

Fee Help

Information regarding the payment of fees can be obtained from the Academic Registrar. Domestic students who are eligible for FEE-HELP need to submit the provider copy to Cairnmillar. International and up-front paying students need to pay by the dates outlined on the fee schedule on the education website.

Students with Disabilities

Students who have disabilities or chronic medical conditions that might affect their performance in this unit should advise the lecturer before the end of the second week of lectures. If early advice is

not provided the range of accommodations that can be provided may be restricted. Students who have life circumstances or personal limitations that may affect their course of study should raise these with their lecturer as early as possible. All students must demonstrate that they have achieved the learning outcomes if they are to pass this unit.

Student Support, Counselling and Wellbeing

Counselling Service: A free counselling service that is voluntary, confidential, and open to all students is available to those experiencing life issues or have the need of professional psychological support.

Most people at some time during their lives will undertake personal counselling and therapy and there are many advantages to this as a developing professional. It is not only important to have experience as a client but also to have an awareness of your own vulnerabilities and how these may impact upon or influence your own work with clients.

One may obtain (private) therapeutic benefit from supervision but this is not to be confused with the therapeutic process. As such, there may be times when your supervisor suggests that an issue may be worth exploring with a therapist. It is important to hear this in a supportive framework and not as a criticism of your own capabilities. Even though it is not a mandatory requirement to being registered as a psychotherapist in Australia, some training programs (both nationally and internationally) require trainees to undertake their own analysis or therapy before they can complete and graduate from the course.

Ms Marilyn Cobain is an external psychologist and counsellor, who provides impartial support and counselling to students. She is normally able to provide up to three sessions per year at no cost. Further sessions would require private payment or a mental health care plan. She is based in South Yarra.

You can contact her directly at: studentcounsellor@cairnmillar.edu.au or 0419 648 687.

Academic Support: Students who are experiencing difficulties which may impact their studies, are encouraged to speak to their lecturer and/or course coordinator. Cairnmillar can offer onsite support to assist with assignment/essay writing, referencing, time management and study strategies.

Appointments with Dr Ray Jeanes for assignment/essay writing or Ms Mary Turnbull for APA referencing can be made through Reception.

Termination of Enrolment

Cairnmillar reserves the right to terminate a person's enrolment in a course if the student:

- fails to meet the complete assessment tasks or breaches the Institute's privacy and ethical conditions
- exceeds the maximum or negotiated time for completion of the course, or
- other conditions as specified in the enrolment application.

Graduation

To be eligible to have the relevant qualification awarded, a student must:

- comply with all the Institute Policies and Procedures;
- pay all relevant fees and charges;
- complete all requirements prescribed for the course at least at a PASS level;
- Have all placement documentation up to date and signed off and electronically scanned for archiving.

The appropriate awards are given on satisfactory completion of the course. These are presented at a special annual ceremony or given (posted) directly to students for a fee.

Library Services

The Library at the Institute is a specialist library resource, aimed at the curriculum requirements of the students, psychological research, and clinical psychology. The Library contains a mix of resources, representing modern psychological thought, research and learning, as well as a substantial collection of classic writings in the field of psychology, including original works of Freud, Albee, and many other pioneers of psychology.

The Library is accessed via the student portal – CANVAS. Using this path, students may access the Library, and search for relevant books, theses, and psychological tests. All materials held in the library (excluding the reference area) are available for a two-week loan period. Students may borrow up to 5 items at a time. The Library site also contains a range of information also including links to bookshops, interesting sites, and accessing other sources.

Access is also available through the student portal to EBSCOHost. Cairnmillar subscribes, through EBSCOHost, to PsycINFO, PsycARTICLES, Medline Complete and the Psychology and Behavioural Sciences Collection, which together provide a comprehensive coverage to literature on psychology, behavioural sciences, medicine, and associated topics. Between these databases, Cairnmillar students have access to full text material from approximately 2,300 journals, plus abstracts from over 2,500 journals, so the databases are most comprehensive in depth and coverage of the fields.

Additionally, students can access a range of services online, including Google Scholar and academia.edu to locate materials and to share research interests with other researchers and academics.

Mary Turnbull, the Librarian is available Tuesday – Friday. Students and staff are able to meet with Mary to gain research and informational assistance in all facets of their learning, research and clinical requirements. This includes individual sessions in developing literature searches relevant to their research proposal, using databases, and locating full text materials. Mary can also assist with a range of other issues including referencing and writing citations.

The Library is open Monday – Friday, during office hours. The Library also has eight computer terminals, and a photocopier/printer for student use. Students can access the photocopier/printer by buying copy credits from Reception.

IT Services and Printer Access

There are two areas of computer access - the library and the computer lab. Each student will have their own personal 'Home Drive' (H:) which can be accessed across all the student computers. There are two main printers; the library and the computer lab printers. They will both be mapped to student profiles. By default, each student starts off with a balance of \$10. If students run out of print credits, staff will not print items. Please see reception to recharge your account to continue printing. In the event of print failure or printing issues please see our IT department.

All students will be assigned a username on enrolment. This provides access to the Network, Email, Canvas and Wi-Fi logins. Student email can be accessed either by using Outlook when logged into the Network or from the Institute EDU website, which can be accessed at any time. Student will use their assigned email login and password.

Canvas provides enrolled students with course outlines, forms and other resources as well as up to date news and alerts. It is accessed via the EDU website by going to the 'Student Portal' link located at the top of the webpage.

Special Consideration

Students who fail a unit and/or a placement and/or a research unit will be subject to the Academic Progress and Show Cause Policy. The policy can be accessed on Canvas.

Special consideration will normally be granted for any situation that is outside the student's control and that substantially hampers the student's ability to complete the assessment. This must be indicated in a letter outlining the special consideration request and should be forwarded to the Head of School, The Cairnmillar Institute, Academic Organisational Unit (AOU).

There must be independent evidence that such an event has occurred (for example, a medical certificate). A medical certificate should include the medical practitioner's finding regarding the impact of the illness or the event. Consideration will not be granted if appropriate documentary evidence is absent.

The Institute has several policies that relate to enrolled students. All students should become familiar with these policies.

Course Structure & Credit points

The Graduate Certificate and the Graduate Diploma constitute the first year of the Masters program. However, there are exit points for those who do not qualify for or wish to continue with the Masters program.

Counselling and Psychotherapy Course Sequence			
Unit Code	Unit of Study	Teaching Period	EFTSL Value
Graduate Certificate of Counselling and Psychotherapy			
CPc1	Psychotherapeutic Theories and Models	1	12.5
CPc2	Clinical Techniques and Interventions	1	12.5
CPc3	Interpersonal Processes in Psychotherapy	2	12.5
CPc4	Facilitating Therapeutic Change	2	12.5
Total Credit Points: 50			
Graduate Diploma of Counselling and Psychotherapy			
DPc1	Brief Integrative Psychotherapy	1	12.5
DPc2	Ethics and Professional Development	1	12.5
DPc3	Counselling Placement	2	12.5
DPc4	Treatment Planning and Psychopathology	2	12.5
Total Credit Points: 50			
Master of Counselling and Psychotherapy			
MPc6	Existential Psychotherapy	1	12.5
MPc7	Key Competencies in Brief Dynamic Psychotherapy	1	12.5
MPc1	Research Project	1	12.5
MPc4	Counselling Placement	1	12.5
MPc8	Cognitive Behavioural Therapy	2	12.5
MPc2	Research Project	2	12.5
MPc9	Relationship and Marital Therapy	2	12.5
MPc10	Trauma Therapy - Loss and Grief	2	12.5
Total Credit Points: 200			

Course Details: 200 total credit points, including 100 from Graduate Diploma and Graduate Certificate (nested course)

Coursework: 150 credit points or 75% of the course

Research: 25 credit points or 12.5% of the course

Practical Placement: 25 credit points or 12.5% of the course

Coursework Units

Graduate Certificate

Psychotherapeutic Theories and Models

The aim of this unit is to develop and advance professional competence in theoretical and case formulation in psychotherapy, through exposure to significant schools of therapy. Students will be offered an introduction to psychotherapeutic theory, in-depth awareness of theory-based therapeutic procedures and a broad awareness of relevant therapeutic literature. Coursework will be supported by reflective small group practice.

Clinical Techniques and Interventions

The subject serves as an introduction to the theories, concepts, attitudes and practices of humanistic psychotherapy. In particular, it focusses on person-centred psychotherapy and the work of its founder, Carl Rogers. This subject introduces basic counselling microskills such as attending, listening, empathy, unconditional positive regard, congruence, questions, summarising and challenging. It also looks at the impact of Rogers' life on the development of his theories, and, introduces the notion of the self in counselling. Other humanistic approaches (existential and transpersonal) are also reviewed. The skills and attitudes introduced in this subject are contextualised via an exploration of recent research into the common factors of successful therapy. The material presented in class and via selected readings will be practically explored via 'real plays'. For these real plays, students will work in groups as 'client', 'counsellor' and 'observers'.

Interpersonal Processes

The aim of this unit is to assist students to develop an in-depth understanding of the theoretical and empirical basis for a of relational, interpersonal process focus in counselling and psychotherapy. This unit focuses on integrating counselling and psychotherapy theory with techniques and interventions, while working with clinical cases presented in video form, real plays and students' own case work. This will include an emphasis on the experiential process in therapy, attachment styles, clients' internal models and external relational patterns, case formulation and the establishment of a treatment focus from the interpersonal approach perspective. The suggested reading program seeks to deepen the students' theoretical understanding of this complex discipline and to further develop their critical thinking grounded in practical application.

Facilitating Therapeutic Change

This unit builds on the humanistic principles and practices introduced in CPc2. It will look critically at advanced theory and application of humanistic counselling and will include topics like: common factors in therapeutic change, process and experiential focus with Focusing-oriented Experiential Psychotherapy, Process Experiential Emotion-Focused Therapy and humanistic research. While we aim to deepen students' existing knowledge of humanistic theory, this subject's main objective will be to expand and further develop students' therapeutic presence and advanced counselling skills with application of these ideas in a practical, clinical setting.

Graduate Diploma

Brief Integrative Psychotherapy

Brief Integrative Psychotherapy unit draws principally from Contextual Modular Therapy (CMT). CMT provides a therapeutic model that integrates principles and techniques from the major psychotherapies and has been practiced at Cairnmillar for more than fifteen years.

CMT emphasises the contextual collaboration of the therapist and the client, as well as the context of the problem and the context of its resolution. Students in this unit will learn to apply a modular,

sequential application of interventions and with explicit criteria for movement from one stage of treatment to the next.

Treatment Planning and Psychopathology

The aim of this subject is to enable students to develop a clear understanding of counselling and psychotherapy assessment, treatment planning and appropriate brief interventions with a range of different clients. The MSE and DSM are explored as diagnostic tools, while the emphasis is given to the broader predisposing, precipitating, presenting, perpetuating and protective factor analysis, across biopsychosocial and spiritual aspects of life.

Presented theories are applied considering a variety of clinical case studies and clients' presentations such as family violence, depression, anxiety, loss and grief, trauma, substance abuse, addictions, and personality. Consideration is given to the unique aspects of working with indigenous populations and minority groups, as well as counselling clients across the lifespan.

Ethics and Professional Development

This unit has as its focus the knowledge and skills required to practice as a counsellor/psychotherapist within the designated professional ethical, legal and professional standards as set down by the profession. The unit requires the student to examine case studies, professional situations and duty of care issues in contemporary counselling practice. There is emphasis on the personal and professional competencies and attributes required to practice ethically and legally as a counsellor/psychotherapist, including knowledge of the practitioner's own values, limitations and developmental histories with regard to the ethical practice of counselling and psychotherapy. The ability of the student to monitor their own values and reactions during the course of counselling practice and in class participation in interaction with peers, other students and supervisors is central to this subject. Skill development includes understanding of how to work with confidentiality, informed consent and practice boundaries as demonstrated by case note files, record keeping, placement activities and ongoing coursework and research activity.

Masters Course

Existential Psychotherapy

All therapy is about human existence – life and death, anxiety and despair, catastrophe and reconstruction, hope and courage, loneliness and relationship, disconnectedness and engagement. This unit will examine these various universal experiences and students are provided with opportunities to learn how existential therapy provides an entirely fresh approach to their exploration. Taught in an educational encounter group mode, in this unit students will explore the development and various expressions of existentialism and will examine the major contributions to existential therapy – Heidegger, Tillich and Buber, Fromm, May and Yalom as well as the more recent contributions from existential therapies in Europe and The Americas.

Key Competencies in Brief Dynamic Psychotherapy

Brief dynamic psychotherapy is widely accepted as an effective treatment method for a broad spectrum of problems. By exploring repetitive patterns of interpersonal conflict and revealing the deeper meaning beneath current problems, this method serves as a short-term effective distillation of key psychodynamic concepts and allows clients to make significant changes in both their intrapersonal and interpersonal styles of relating. This unit offers in-depth training in the core competencies and theoretical components of the approach.

Cognitive Behavioural Therapy

Cognitive Behavioural Therapy (CBT) is a widely practiced form of psychotherapy. It is based on the notion that problems related to thoughts, feelings and actions are learnt over the course of a person's development and can be unlearned by applying the principles of learning theory and cognitive science using specific therapeutic interventions. CBT focuses on a person's patterns of thinking and emotional response, as well as their behavioural and interpersonal patterns and

coping strategies in the context of their current life circumstances and biography. This unit will cover a range of techniques and interventions, including Socratic dialogue, cognitive restructuring and role plays. Contemporary forms of CBT, such as Dialectic Behaviour Therapy (DBT), and Mindfulness-Based CBT (MBCBT), which incorporate specific emotion regulation techniques and mindfulness exercises originating in Buddhist meditation, will also be a focus.

Relationship and Marital Therapy

The aim of this subject is to advance the student's knowledge and skills in clinical work with couples, families and children. This unit focuses on understanding relevant theory and using this theory to conceptualise and formulate treatment plans for common presenting issues in clinical practice with couples, families, and children. This unit will explore psychodynamic, systems and attachment models of clinical work with couples, families and children and provides an introduction to various treatment modalities for clinical work with these client groups.

Trauma Therapy – Loss and Grief

The purpose of this subject is to provide a comprehensive examination of contemporary trauma theory and practice including theories of loss and grief and the relevant treatment issues for clients experiencing situational and complex trauma.

Placements for the Master of Psychotherapy

Information on Placements and Course Requirements are provided in the Counselling and Psychotherapy Placement Information Handbook. Please read your Placement Information Handbook carefully.

Research

Please read this section in conjunction with the Research Information Handbook.

Both qualitative and quantitative investigations are appropriate for the research project which is conducted as an empirical inquiry into aspects of counselling and psychotherapy such as the therapeutic process, experiences of clients and therapists, investigations into change processes, investigations into the lived experience of people with differing presenting issues and studies of treatment outcome.

Students are expected to achieve hurdle requirements in each semester of enrolment in a research unit. The hurdle requirements consist of 80% attendance at research classes and written pieces of work which are specified in the following descriptions of each research unit.

Research Project – MPc1 & Research Project – MPc2

MPC1 is the first of two units which comprise the Research Project. In MPC1, students will prepare for the conduct of an applied research project that they complete in MPC2 in semester 2. In MPC2, students complete a 5000-word research paper, equivalent in size to an Honours thesis but more sophisticated in scope and complexity and consistent with that expected of a Masters degree. Students will be allocated a research supervisor to support their process.

Hurdle Requirements:

Research Project – MPc1

1. Attendance 80%
2. Draft of literature review chapter
3. Presentation of Research Proposal at Student Research Conference
4. Submission of ethics application to The Cairnmillar Human Research Ethics Committee (HREC)

Professional Development beyond Graduation

The requirement for ongoing professional development has been evolving for many years and it is important to be informed of the current requirements of the various professional organisations to ensure problem-free ongoing membership.

The PACFA requirements are as follows: -

Professional Development

Professional development requirements are intended to support the obligation of practitioners to keep up to date with their profession and new developments in practice. The requirement of **20 hours per year** is minimal and most practitioners will exceed this. The 20 hours therefore refers only to involvement in training courses or workshops, attendance at conferences and seminars and training whilst enrolled in formal courses, which may include distance education.

Guideline for Content:

1. Material should be relevant to ongoing clinical practice.
 2. Material should be relevant to core competencies of psychotherapy and counselling practice.
- These activities should be presented by: appropriately qualified members of PACFA MA s or presenters who are eligible for membership or those who are recognised by the profession as having advanced expertise in the topic being addressed.

Supervision

10 – 15 hours of formal supervision **linked to practice** in the previous **12 months**.

Complete a signed agreement to adhere to the PACFA Code of Ethics.

Maintain full membership with a PACFA Member Association or ACA Membership.

Evidence of continuing Professional Indemnity Insurance.

Professional Development Programs:

Professional groups which run regular workshops, seminars and conferences include:

- The Australian Psychological Society – this organisation has a variety of speciality interest groups. Seminars are usually open to all psychologists, counsellors and psychotherapists' whether or not one is a member of the interest group.
- Australian Association of Cognitive Behaviour Therapy
- Victorian Association of Psychoanalytic Psychotherapy
- Victorian Transpersonal Psychiatry Unit (VTPU)
- The Jungian Society
- The Centre for Existential Practice

Appendix A – APA Referencing

WHAT IS REFERENCING?

Referencing is the correct acknowledgement of the resources you have used in completing any work done. This means that you must include In-Text Citations and a Reference List which includes each resource used. Accurate referencing is an essential part of avoiding plagiarism.

WHAT IS THE CAIRNMILLAR RULE?

The Cairnmillar Institute expects all students to submit work that acknowledges the work of others, through correct referencing using the APA Style, located in the *Publication Manual of the APA 6th edition*.

DO YOU NEED TO INCLUDE REFERENCES FOR ALL RESOURCES USED?

You must cite and provide a reference for any material used which is not of your own creation. For example, if you were writing a case study, you would need to include references for:

- any psychological theories used in conceptualizing the case;
- any tests used in assessing the client;
- any diagnostic resources used (e.g. the DSM-5); and for
- any resources used to inform an evidence-based treatment plan (such as treatment guides and journal articles).

THE GOLDEN RULE:

It is better to include an unnecessary reference than to not reference a resource which should be referenced. If in doubt, cite!

IN-TEXT CITATIONS

Every time you include an idea not of your own creation in a work you must include an in-text reference. These in-text references can take many forms, as shown below:

Citing a source:

Smith (2013) found that... (This is a citation within text)

It was found that... (Smith, 2013) (This is a parenthetical citation)

Quoting a source (less than 40 words):

Smith (2013) suggested that "... (p. 321)

It has been suggested that "... (Smith, 2013, p. 321)

Quoting a Source (more than 40 words):

It has been suggested that:

This is a block quotation... (Smith, 2013, p. 321)

REFERENCE LIST

At the end of every piece of work you must include a reference list. This includes the bibliographic details of each resource used in the completed work. The reference list should be in alphabetical order and must include every resource used in the completed work.

Journals, magazine, and newspapers:

Author, A.A., Author, B.B., & Author, C.C. (year). Title of Article. *Title of Periodical*, Volume, Page Number-Page number. doi:xx.xxxx (only for online journals)

E.g.: Smith, J.S., Black, A.N., & Jones, S.H. (2013). A journal article. *A Psychology Journal*, 14, 321-345. doi:12.1234567

Books:

Author, A.A. (year). *Title of book*. Publishing Location: Publisher

Or (for edited books)

Editor, A.A. (Ed.). (year) *Title of book*. Publishing location: Publisher

Chapters in Books:

Author, A.A., & Author, B.B. (year). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of Book* (pp. page-page). Publishing location: Publisher

In-Text Referencing works with Multiple Authors

- One Author: Smith found... (2013) or (Smith, 2013)
- Two Authors: Smith and Black found... (2013) or (Smith & Black, 2013)
- 3-5 Authors: First use Smith, Black and Jones found... (2013) or (Smith, Black, & Jones, 2013)
- Further citations Smith et al. found ... (2013) or (Smith et al., 2013)
- 6+ Authors: Smith et al. found... (2013) or (Smith et al., 2013)

In-Text Citations of Multiple works

Often you will find that you have multiple resources supporting the same piece of information. In these cases, you should cite all of the works you have found. These works should be cited in alphabetical order within one set of parentheses, as shown below:

(Biggs, 2005; Smith and Jones, 2013; Smith et al., 2013)

The works should be cited in the same order as they appear in in the reference list, regardless of the use of et al.

COMMON ISSUES

- In a journal title, capitalise the first letter of the first word, and thereafter each main word (not: a, the, of).
- In a book title OR in a title of an article, capitalise only the first word of the title, and the first word of a subtitle, unless the words are proper nouns or abbreviations i.e. WAIS.

- In a journal reference, italicise the title of the journal and the volume number.
- In a book reference, italicise the title of the book only.
- A reference always ends with a full stop.
- The publishing location always goes before the name of the publisher.
- Include only the author's initials, not their full names.
- Do not include the author's titles such as DR or qualifications such as MAPS.
- Include a comma after each author—even before the & sign.
- When quoting a chapter from a book, remember to include the page numbers.

RESOURCES AND HELP

Copies of the APA Referencing Manual are in the Library, and there is a very good website at <http://www.apastyle.org/> The Cairnmillar Librarian is a useful resource.

Appendix B - Online Journal Access

Using the provider EbscoHOST, the Institute Library subscribes to 4 databases which together, provide a comprehensive coverage to literature on psychology, behavioural sciences, medicine, and associated topics. Access to these databases is through Moodle, and then selecting the EbscoHOST icon. Between these databases, Cairnmillar students have access to full text material from approximately 2,300 journals, plus abstracts from over 2,500 journals, so the databases are most comprehensive in depth and coverage of the fields.

The databases are:

- **PsychARTICLES** - from the American Psychological Association (APA), is a source of full text, peer-reviewed scholarly and scientific articles in psychology. It contains more than 153,000 articles from nearly 80 journals published by the American Psychological Association (APA), and associated publications.
- **Medline Complete** - provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and much more. *MEDLINE Complete* searches citations from over 5,400 current biomedical journals. *MEDLINE Complete* is also the world's most comprehensive source of full text for medical journals, providing full text for over 1,800 journals indexed in MEDLINE.
- **Psychology and Behavioural Sciences Collection** - is a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. This is the world's largest full text psychology database offering full text coverage for nearly 400 journals.
- **PsychINFO** – is the APA's resource for abstracts of scholarly journal articles, book chapters, books and dissertations. It is the largest resource devoted to peer-reviewed literature in behavioral science and mental health, with ninety-nine percent of the covered material peer-reviewed. *PsycINFO* contains over 3.3 million citations and summaries, and the journal coverage, which spans from 1800s to present, includes international material selected from around 2,500 periodicals in dozens of languages.

When using databases, be mindful that not all databases have access to full text articles. Also, articles that have been published within the last 12 months are generally embargoed and are therefore not available in full text format from the database search. It may mean that if the article is crucial to your research that you may need to pay for it to get it online.

Free additional sources for getting articles include using GOOGLE SCHOLAR.

The secret to locating relevant materials, is undertaking a search that accurately reflects the topic, and which uses correct terminology and searching skills. The reason that many students are unsuccessful in locating articles, is because they do not search correctly or thoroughly. Notes to searching databases, and advanced searching techniques are available in the library.

If you need help or guidance using databases, please visit Mary in the Library office.