



**Australian Institute of Family Counselling**

RTO: 88037 CRICOS: 02400A

**10134NAT**

**Graduate Diploma of Counselling and  
Integrated Psychotherapy (Spiritual)**

**Handbook Supplement**

**2018**

aifc Graduate Diploma Handbook supplement

Version 2.3

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Registered Provider Name: Australian Institute of Family Counselling Ltd.

Registered Provider Number: 88037

CRICOS Provider code: 02400A

All Bible quotations, unless otherwise indicated, are taken from the New King James Version-

## COURSE OUTCOMES

Graduates who obtain this Australian Qualification Framework (AQF) level 8 qualification will have advanced knowledge and skills for professional or highly skilled work in the counselling and psychotherapy vocations.

There are three distinct purposes of the Graduate Diploma:

- Fulfil industry standards to provide the third year of a three-year training program, which meets PACFA accreditation standards.
- Enhance the knowledge and skills of people already in the people-helping profession, with a qualification in mental health or theology as a stand-alone professional development program, meeting the requirements of the ACA for level 1 membership
- To form the first, full time equivalent (FTE) year of a two-year, FTE Master of Counselling program with Stirling College within the University of Divinity, on entry approval.

Building on the skills and knowledge gained through previous study programs, the Graduate Diploma:

- Enables students to have advanced cognitive, technical and communication skills to select and apply methods and technologies, to analyse critically and evaluate information, provide solutions to complex problems and transmit knowledge and skills to others.
- Provides a professional development framework linking directly to the annual professional development requirements of the leading professional counselling bodies in Australia.
- Builds professional best practice into the candidate's administration of their duties through understanding of ethical guidelines, peer learning, and lectures from current industry experts.
- Applies recognised counselling and psychotherapy models such as aifc's General Counselling and Family Therapy Models whilst under the guidance of highly qualified and experienced staff.

The course design recognises that students have already attained a level of counselling competence and desire to grow beyond their present capacity. The units provide an opportunity to stretch and develop in previously learned areas in a deeper and more thorough manner as well as investigate new avenues of learning. Interactions between students offer a source of rich peer learning in addition to receiving training from experts in relevant fields.

aifc's aim is to equip Christian counsellors who ethically and effectively integrate their faith and practice in order to fulfil our mission statement: *Transformed lives, flourishing relationships and changed communities through Christian counselling and equipping people for life.*

Graduates are not merely Christians doing counselling; rather they are conducting Christian Counselling.

## ENTRY REQUIREMENTS

Candidates to the Graduate Diploma must meet admission requirements outlined in the Standards for VET Accredited Courses course application requirements and 2014 PACFA *Training Standards*. These state that students entering an accredited course of study need to demonstrate self-awareness, a relational capacity, ethical behaviour and an ability to reflect on and learn from experience and feedback.

Specifically, aifc has two pathways for entry into the Graduate Diploma:

- Prior completion of an aifc 10487NAT Advanced Diploma; this includes students who have fully or partially completed the aifc 80896ACT Graduate Certificate in Counselling and Family Therapy (Christian) who will enter the Graduate Diploma on the basis of their Advanced Diploma and receive recognition of prior learning assessed on a case by case basis for their Graduate Certificate and other vocational experience. These students will be known as professional development students.
- Hold another undergraduate (or higher) qualification in Spirituality (e.g. Theology, Ministry, Divinity) or Mental Health (e.g. Counselling, Psychotherapy, Psychology, Social Work) field and an ability to demonstrate prior competence in counselling skills - grief *CHCCS017 Provide loss and grief support* and ethics *CHCCSL508B Apply legal and ethical responsibilities in counselling practice*. Enrolment acceptance will be dependent on approval gathered from supporting evidence and an eligibility interview process. These students will be known as accreditation students. If the entry criteria aren't met initially, alternative options may be offered by way of an aifc administered skills test at an additional cost of \$150, a Counselling Skills Bridging course delivered by Stirling Theological College at an additional cost of \$550, or a Graduate Certificate of Divinity with Stirling Theological College at an additional cost of \$7,200.

## ACCREDITATION OF THE COURSE

The level and type of accreditation is dependent upon the entry pathway into the Graduate Diploma:

- Professional development students who enter based on an 10487NAT aifc Advanced Diploma of Counselling and Family Therapy and then complete the aifc Graduate Diploma (including all the required person-to-person training hours) are eligible to receive the Psychotherapy and Counselling Federation of Australia (PACFA) accreditation - **PACFA accreditation at Intern level**. Note: students who completed their Advanced Diploma prior to 2015 will have to undertake specifically selected electives if they wish to achieve PACFA accreditation.
- Accreditation students who enter based on Bachelor (or Higher) qualifications in Spirituality or Mental Health who complete the aifc Graduate Diploma, will be eligible for membership with the Australian Counselling Association (ACA) - **Level 1 membership with ACA**.

PACFA is The Psychotherapy and Counselling Federation of Australia is a national peak body for counsellors and psychotherapists and for professional associations in the counselling and psychotherapy field in Australia.

ACA is The Australian Counselling Association is a National progressive professional peak association of counsellors and psychotherapists.

## EMPLOYMENT OPPORTUNITIES

Students who complete the Graduate Diploma as a stand-alone course are able to work in private practice as an accredited counsellor registered with the Australian Counselling Association.

Students who complete the Graduate Diploma following the aifc Advanced Diploma will have completed sufficient formal education to attain intern (and ultimately graduate and clinical) status with PACFA based on a three-year pathway of study. Some organisations require a minimum of three years training for employment in a counselling role.

## COURSE OUTLINE

The course structure of the Graduate Diploma of Counselling and Integrated Psychotherapy (Spiritual) is below. It is required that students complete 8 core and 4 elective units for a total of 12 units. Units are offered in 4 terms per year, each of approximately 10 weeks' duration.

There are a variety of electives available to choose from depending on the pathway into the course:

- Students who have completed an aifc Advanced Diploma can choose any electives that they haven't already completed in their previous study with aifc from Group A (General) electives.
- Students who hold a qualification in a mental health field must complete Group C (Spirituality) electives plus any two from Group A (General) electives.
- Students who hold a theology qualification must complete Group B (Mental Health) electives plus any two from Group A (General) electives. Recognition of Prior Learning and Credit Transfer (RPL/ CT).

## RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER

Entry into the Graduate Diploma requires prior completion of the aifc 10487Nat Advanced Diploma of Counselling and Family Therapy or a relevant undergraduate or postgraduate qualification. This course is known as the 'entry course'. Whilst students can apply for Recognition of Prior Learning (RPL) for units in the Graduate Diploma, students cannot 'double dip' by using units from their entry course for RPL into the Graduate Diploma. However, if a student has completed units of study in addition to the entry course these may be considered for RPL application. For example, a Graduate Diploma applicant who has completed aifc's Advanced Diploma and a Bachelor of Theology is able to use either of these courses for entry. They can then use units from the other course for consideration of RPL. The RPL application kit is located on the aifc website and needs to be completed four weeks prior to the commencement of the course.

## PROGRESS THROUGH THE COURSE

The Graduate Diploma produces accredited counselling professionals who will become leaders and influencers in their field. This aifc course is designed to take you on a very intentional journey, comprising of two full-time 6-month blocks or two part-time 12-month blocks that we call 'seasons'.

### Refined

*Those who are wise will instruct many, though for a time they will fall by the sword or be burned or captured or plundered. When they fall, they will receive a little help, and many who are not sincere will join them. Some of the wise will stumble, so that they may be **refined**, purified and made spotless until the time of the end, for it will still come at the appointed time (Daniel 11:33-35).*

### Leaders

*In the days of Shamgar son of Anath, in the days of Jael, the highways were abandoned; travellers took to winding paths. Villagers in Israel would not fight; they held back until I, Deborah, arose, until I arose, a mother in Israel. My heart is with Israel's princes, with the willing volunteers among the people. Praise the Lord! (Judges 5:6-9).*

## UNIT DESCRIPTIONS

### Core Units

#### **MTMBUS702A Provide strategic leadership**

Analyse and improve personal leadership style and professional competence; lead organisational strategic development and deployment; implement transformational practices; cultivate collaborative practices; and provide strategic leadership in a changing context.

#### **IPSCM801A Evaluate and apply a variety of counselling or psychotherapy modalities in counselling practice**

A variety of therapy modalities are explored, evaluated, and applied in counselling practice. This is an opportunity to compare and contrast prominent models of therapy from a spiritual and philosophical perspective.

#### **IPSNMC802A Evaluate, synthesise and apply a new model of counselling or psychotherapy**

The theoretical framework and practical application of a particular counselling, psychotherapy and/or therapy model is evaluated and applied. aifc Advanced Diploma graduates will be required to find a model *other than* the aifc General Counselling Model (AGCM) and the aifc Family Therapy Model (AFTM). Students who enter without previous aifc experience will be required to select the AGCM and AFTM as their “new” model. In order to do this, students will be given access to relevant readers and video lectures. However, where possible and convenient they will also be able to attend relevant Diploma or Advanced Diploma seminar teaching.

#### **BSBRES401A Analyse and present research information**

Describe and apply the basic principles of collecting information and the objectives of research; evaluate various research strategies for suitability to the counselling context; organise and deliver research findings; and identify the ethical issues associated with research in the counselling context.

#### **IPSSCP803A Manage own self-care in professional practice**

Apply strategies for self-care regarding personal, professional and spiritual development; reflect on oneself in counselling and/or therapy practice; the role of professional supervision in self-care.

#### **IPSETH804A Work with complex contemporary and ethical issues in integrated psychotherapy**

Identify contemporary ethical issues that may present in the counselling, psychotherapy and/or family therapy context, including those relating to integration of faith and practice; analyse possible strategies to address ethical dilemmas; specify legal requirements relating to these issues.

### **BSBRES801A Initiate and lead applied research**

Construct an applied research strategy; use a range of applied research techniques; analyse and present findings.

### **IPSSUP805A Provide professional supervision to supervisees**

Define professional supervision; discuss ethics and risks of providing supervision; requirements of professional bodies; address common supervision issues.

### **Electives**

#### **CHCFCS802B Provide relationship counselling**

Differences in the sexes; personality and marriage tests; intimacy; sexuality in marriage; basic needs of husband and wife; other marriage therapy issues; marital unfaithfulness; divorce and remarriage; marriage therapy procedure; premarital counselling; phases of marriage.

#### **CHCGROUP807B Implement group interventions**

Implement a range of interventions in a counselling group environment through a leadership role; develop a therapeutic alliance for change; maintain a consistent change process; create and maintain a safe environment for group work; use evaluation tools to improve group processes

#### **CFTMDS650A Evaluate and provide therapy for mental disorders**

Classification of mental disorders; use of the DSM-5 and ICD-10; schizophrenia, somatic symptom disorders, DID, insomnia disorder, personality disorders.

#### **CFTABS665A Provide therapy for issues relating to abuse**

Family violence and abuse; childhood abuse; spouse/partner abuse; abuse of the elderly.

#### **CFTSEX675A Provide therapy for clients presenting with sexual problems**

Sexuality and spirituality; normal and abnormal sexuality; sexually transmitted infections; homosexuality; prevention of sexual misconduct by therapists; sexual dysfunctions and sexual therapy; ethical issues.

#### **IPSTRA806A Provide counselling support in response to trauma reactions and critical incidents**

Identify normal vs extreme trauma reactions in an individual and how to respond appropriately; use a structured approach to a critical incident; conduct pre-incident training.

### **CHCCSM003 Work with carers and/or families in complex situations**

Work in a range of health or community sector contexts, particularly in client assessment and case management, working with clients who have complex needs and require complex solutions.

### **CHCCS027 Visit client residence**

This unit describes the skills and knowledge required to make visits to clients to assess needs and/or deliver services in their place of residence. This unit applies to workers who are required to deliver services to people in their home or in any temporary or permanent community residence. Work may be directed under regular (direct, indirect or remote) supervision.

### **IPSPS807A Determine client need and provide complex case management services**

Assessment and therapy for common emotional disorders; check for and respond to risk of harm; determine case management approach and confirm client suitability for proposed services; develop an appropriate case management plan; manage case work activities and processes.

### **IPSPSY808A Evaluate and apply common psychotherapeutic approached integrating psychology and spirituality**

Evaluate psychodynamic, cognitive behaviour therapy, and experiential therapy models from a spiritual perspective; discuss the value of an integrative approach to psychotherapy; evaluate the use of medication in psychotherapy; and apply enhancements from a model of psychotherapy.

### **IPSCSP809A Apply Christian counselling to common spiritual issues**

Identify redemptive truth and discipleship principles appropriate for integrative psychotherapy, including forgiveness; facilitate therapy for rejection, identity and self-acceptance; apply redemptive truth and discipleship principles in a cross-cultural context.

### **IPSIST810A Synthesise a relevant biblical theology perspective into the counselling process**

Evaluate key doctrines of the Old and New Testaments and how these apply in counselling, psychotherapy and/or family therapy; explore the character of God and the Holy Spirit, nature of humanity and the nature of God and the implications of this in psychotherapy; explain why the Bible's final authority in matters of faith is relevant in counselling, psychotherapy and/or family therapy; explore the implications of spirituality and psychology in psychotherapy; apply biblical principles of healing in psychotherapy within one's culture and across cultures.

Unit Code	Unit Title	Delivery Code	Nominal Hours
<b>Core Units</b>			
MTMBUS702A	<i>Provide strategic leadership</i>	S,W,O	100
IPSCTM801A	<i>Evaluate and apply a variety of counselling or psychotherapy modalities in counselling practice (10 counselling hrs required)</i>	S,W,O	120
IPSNMC802A	<i>Evaluate, synthesise and apply a new model of counselling or psychotherapy (10 counselling hrs required)</i>	S,W,O	120
BSBRES401	<i>Analyse and present research information</i>	S,W,O	40
IPSSCP803A	<i>Manage own self-care in professional practice</i>	I	90
IPSETH804A	<i>Work with complex contemporary and ethical issues in integrated psychotherapy (10 counselling hrs required)</i>	S,W,O	120
BSBRES801	<i>Initiate and lead applied research.</i>	S,W,O	150
IPSSUP805A or	<i>Provide professional supervision to supervisees</i>	I	90
<b>Elective Units (select four)</b>			
<b>Group A (General) Electives</b>			
IPSTRA806A	<i>Provide counselling support in response to trauma reactions and critical incidents</i>	W,O	90
CFTMDS650A	<i>Evaluate and provide therapy for mental disorders</i>	S,O	60
CHCCSM003	<i>Work with carers and / or families in complex situations</i>	S,O	40
CHCFCS802B	<i>Provide relationship counselling (10 counselling hrs required)</i>	S,O	50
CFTABS665A	<i>Provide therapy for issues relating to abuse</i>	S,O	60
CFTSEX675A	<i>Provide therapy for clients presenting with sexual problems</i>	S,O	60
CHCGROUP807B	<i>Implement group interventions (4 group sessions required)</i>	AR	20
CHCCCS027	<i>Visit client residence (5 visitations required)</i>	AR	60
<b>Group B (Mental Health) Electives</b>			
IPSPTS807A	<i>Determine client need and provide complex case management services (10 counselling hrs required)</i>	O	90
IPSPSY808A	<i>Evaluate and apply common psychotherapeutic approaches integrating psychology and spirituality (10 counselling hrs)</i>	O	90
<b>Group C (Spirituality) Electives</b>			
IPSCSP809A	<i>Apply Christian counselling to common spiritual issues (10 counselling hrs required)</i>	O	90
IPSIST810A	<i>Synthesise a relevant biblical theology perspective into the counselling process (10 counselling hrs required)</i>	O	90
KEY: <b>W</b> workshop; <b>O</b> online; <b>I</b> intensive; <b>S</b> seminar; <b>A</b> action; <b>R</b> reflection		Total nominal hrs	1000-1165

## PRACTICAL HOURS AND PLACEMENTS

In order to complete the Graduate Diploma, a certain number of counselling hours must be completed. These hours relate to specific units. Three of the core units require 10 hours counselling each so the minimum counselling hours' requirement is 30 hours. Some elective units also require counselling hours, thus students may be required to complete more than the minimum, depending on the electives that are undertaking (see table on page 10).

The first 75% of the minimum counselling hours in the Graduate Diploma must be conducted face to face with the counsellor and the client present in the same room. Under special circumstances the Regional Director may grant some additional sessions to be conducted face to screen, however this should be avoided where possible. Counselling hours in excess of the minimum may be completed through alternative contract means as approved by the Regional Director.

For aifc purposes, counselling is defined as an intentional, professional, formal relationship between two people, one of whom is the helper and the other is seeking help, which includes an expectation of confidentiality and therapeutic benefit. If you are unsure of whether your circumstances in an adjunct profession such as chaplaincy would enable you to fulfil these requirements, please speak to your Regional Director. Counselling sessions are measured in hours, the norm being one hour in duration however in certain circumstances can range from minimum of 30 minutes a session to a maximum of 2 hours.

Prior to the commencement of any counselling, a Pre-counselling Hazard Checklist (found in the Student information/Student Forms section in Moodle) will need to be uploaded to the Student Records on Moodle.

To fulfil ethical requirements all counselling hours must be accompanied by professional supervision. For every **4 hours** of client counselling, students must complete **1 hour** of Professional Supervision with a maximum of 8 hours between supervision sessions. In addition, current working with children check (WWCC), professional counselling indemnity insurance and membership of a counselling association are required **before** counselling may commence. WWCC, supervision, insurance and association membership will be obtained at the student's own cost. Refer to page 19 for additional cost information.

aifc does not provide student placements or internships for these hours. However, we do have relationships with some organisations and counselling clinics that are often willing to take aifc students as counsellors during their training. Local staff members may provide the details of these organisations.

In some units aifc asks student to make recordings using Blackboard Collaborate with a link for their assessor to view.

## CLEARANCE TO WORK WITH CHILDREN

Students must provide proof of clearance to work with Children for the entire course. Evidence of this must be uploaded to Moodle. Clearance requirements differ between states and territories.

Victoria: Working with Children Check [www.workingwithchildren.vic.gov.au/](http://www.workingwithchildren.vic.gov.au/)

NSW: Working with Children Check [www.kidsguardian.nsw.gov.au](http://www.kidsguardian.nsw.gov.au)

ACT: Working with vulnerable people

[www.accesscanberra.act.gov.au/app/answers/detail/a\\_id/1804](http://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804)

QLD: Working with Children Queensland Blue Card Service [www.bluecard.qld.gov.au](http://www.bluecard.qld.gov.au)

SA: Child-Related Employment Screening <https://screening.dcsi.sa.gov.au/screening-process/types-of-screening/child-related-employment>

WA: Working with Children Check <https://workingwithchildren.wa.gov.au>

## PROFESSIONAL COUNSELLING INDEMNITY INSURANCE

Students are required to have your own professional indemnity and public liability insurance before any counselling/therapy is undertaken. There are no restrictions to the insurance broker students use and some companies are listed below.

Fenton Green & Co [www.fentongreen.com.au](http://www.fentongreen.com.au)

Focus Insurance [www.focusinsurance.com.au](http://www.focusinsurance.com.au)

Some insurance policies are limited to the level of counselling association membership and this should be investigated before purchasing any policy.

## MEMBERSHIP OF A COUNSELLING ASSOCIATION

All students are required to register with one of the counselling governing bodies, at the start of the Graduate Diploma **before** any counselling is conducted. This may be through either the Australian Counselling Association (ACA) or a member organisation of the Psychotherapy and Counselling Federation of Australia (PACFA) such as the Christian Counsellor's Association of Australia (CCAA) or PACFA direct at the start of the Graduate Diploma **before** you conduct any counselling. There are no restrictions on the Counselling Association that students can join.

### Christian Counsellor's Association of Australia (CCAA)

<http://www.ccaa.net.au>

Christian Counsellors Association of Australia is committed not only to counsellors who happen to be Christian but counselling professionals whose work is informed by their personal faith in Jesus Christ and the Christian values that go with that. CCAA is a Member Association of PACFA. CCAA registers professionally trained Christian counsellors and provides professional accountability. It promotes professional development through networking, seminars and conferences.

### Australian Counselling Association (ACA)

<http://www.theaca.net.au>

ACA is Australia's largest single registration body for Counsellors and Psychotherapists with over 5,000 members. ACA serves a crucial role in advocating and advancing the profession of counselling and psychotherapy. ACA establishes appropriate training standards for professionals, advocates for the counselling profession and represents its members to government and industry. ACA actively assist members with employment and practice development.

The Psychotherapy and Counselling Federation of Australia is a leading national umbrella peak body and professional association for counsellors and psychotherapists in Australia. PACFA promotes the development and practice of counselling and psychotherapy and respects and supports the diversity of approaches within the field. They provide a forum for counselling and psychotherapy associations, foster professional identity, support training and research, and ensure public accountability.

## **PROFESSIONAL SUPERVISION**

Professional Supervisors used with the course, must meet the following criteria:

- Completed at least three years' clinical practice with a minimum of 300 client hours AND
- Level 2 or above with ACA for two years OR graduate member of CCAA or PACFA for two years OR equivalent AND
- Completed an ACA OR PACFA approved supervision course OR equivalent AND
- Member of ACA college of supervisors OR CCAA or PACFA approved supervision register OR equivalent and having regular supervision of their supervision and PD on supervision every year

Clinical practice is defined as at least 100 hours counselling per year since qualification completed. Students will need to ensure that they have found a suitable Supervisor before commencing counselling sessions and completed the Supervisor Contract which is located on Moodle.

There is a required minimum number of hours of professional supervision over the duration of the course. Regardless of full time or part time, students must have monthly supervisory sessions, or a minimum of 7 individual clinical supervision with the same supervisor per year. Other supervisory hours necessary to maintain a 1:4 ratio can be completed through additional individual or group sessions. For every unit that requires 10 counselling hours, there is a requirement of 2.5 clinical supervision hours. These can be made up of a combination of individual and group supervision according to these guidelines:

- A maximum of 1.5 hours can be group supervision
- A maximum of 1 hour can be telephone consultation for supervision
- Face to screen (Skype etc) as a medium for supervision is considered the same as person to person

There is a requirement for the student's main supervisor to complete a supervision report twice in the course. For full time students the requirement is at the end of term 2 and 4. For part time students this will be completed at the end of each term 4. The supervision report is located in student forms in Moodle and when completed is uploaded to student records.

## A LOG OF COUNSELLING HOURS

In order to facilitate students to track their counselling and supervision hours toward their professional registration, students will keep an aifc counselling and supervision log available to download from Moodle. The log will include a statutory declaration for students to sign. In addition, it is recommended that students use their member association's log to record their counselling and supervision hours and professional development every year.

## STUDENT SUPPORT

The Regional Director is there to assist with navigating enrolment in units, recognition of prior learning (RPL), and numerous practical matters that arise, as well as provide personal encouragement and pastoral support.

For enquiries related to VET Student Loans (VSL) and other administrative details concerning accounts, certificates and record keeping, contact the Student support services at national office, email [studentservices@aifc.com.au](mailto:studentservices@aifc.com.au)

### Additional support mechanisms offered to students:

**Mid-term study groups** - students have the option to meet in the middle of each term under the guidance of an aifc trainer for support, extra learning and opportunities, assessment discussions, feedback and encouragement. These may be offered face to face or online.

**Clinical Placements** – Students may undertake clinical placement days that incorporate elements of co-therapy, individual client work, supervision, feedback and self-evaluation. Although there are no assessable tasks associated with clinical placements, records of attendance are recorded in order to ensure students meet minimum requirements of 200 person-to-person training hours for PACFA accreditation. Students can minimise the number of clinical placement days they complete by attending more seminars, workshops, mid-term study groups and the like.

## GENERAL COURSE DELIVERY

Units will be delivered in the following ways:

**Seminar** – seminars are delivered as part of aifc's training program. Six of the Graduate Diploma core units are usually offered at seminar with a half day classroom training delivery followed by a half day workshop. The seminars offer the delivery of course material and content on site at their regional training facility.

**Workshop** – the above mentioned units in the Graduate Diploma commence with a half teaching seminar followed by a half day workshop delivery of course content including role plays, relevant activities and modelling demonstrations as well as support and feedback. These seminars and workshops often coincide with Diploma and Advanced Diploma seminars at all major centres. Assessment will occur after the workshop and is submitted via Moodle (our e-learning assessment system).

**On-line** – each of the core units delivered at seminar by training will also be able to be engaged with on-line through a Blackboard Collaborate session. A guest link will be provided prior to the training delivery. This takes the form of attending over the internet in real-time and students who can't attend live may access the recording which is uploaded soon after. The post training assessments will be the same as for all students.

**Intensive** – intensives can be thought of as multi-day seminars and workshops. The key difference being that the majority of assessments are intended to be completed by the end of the intensive. Units offered by an intensive will not be offered on-line which means that all students who undertake the Graduate Diploma will be required to travel to and participate in these intensives. Two of the Graduate Diploma core units are delivered by intensives. There is an additional cost to the student for self-care intensive for accommodation and meals.

**Advanced Diploma Seminar chosen electives** – Students who wish to undertake elective units delivered as part of the Advanced Diploma seminar have the option of joining these seminar sessions by arrangement with the Regional Director.

**Action/reflection** – these units involve students finding (or creating) and participating in their own 'action-location' such as a homeless shelter, soup kitchen, women's refuge, or therapy group. Students reflect on their action location based on topic content with which they are provided to complete assessment tasks.

The Graduate Diploma can be completed in one or two years with a **mid-year entry** option. The midyear intake option will be based on enrolment numbers. The course may be completed as a one-year full time program of study however; it has been designed with the part-time student in mind (completing the course over two years at 50% workload). The Graduate Diploma's six core units will be delivered as a face to face experience in aifc's Brisbane, Sydney, Melbourne and Perth Centres dependent on student numbers and availability of expert trainers. These core units training delivery may also be accessed live online, where available, to accrue face to face PACFA training hours or by watching the recording at a later date. The electives will mainly be delivered online, or students can join in the Advanced Diploma seminar delivery in their closest Centre in quarters 3 and 4 when they are delivered as per the training schedule and under arrangement with the Regional Director. The student will be expected to travel to and attend the two core unit intensives. The first of these is a self-care intensive held in each region, offsite with two night's accommodation required at the venue to allow for evening activities aligned with the content of the unit.

## 1 YEAR FULL-TIME PROGRESSION

The following table shows the regional seminar schedule and proposed intensives. Please note dependent on student numbers some seminar and workshops may be offered online rather than face to face seminars.

	Quarter 1	Quarter 2	Quarter 2	Quarter 3	Quarter 3	Quarter 3	Quarter 4	Quarter 4	Quarter 4
<b>Beginning Year (BY) intake</b> Quarter 1 entry	<b>BY Term 1</b> Orientation BSBRES 401	<b>BY Term 2</b> MTMBUS702A	<b>BY Term 2</b> IPSCTM801A	<b>BY Term 3</b> BSBRES 801	<b>BY Term 3</b> IPSETH804A		<b>BY Term 4</b> IPSNMC802A		
<b>Mid-Year (MY) intake</b> Quarter 3 entry	<b>MY Term 3</b> BSBRES801	<b>MY Term 4</b> IPSNMC802A		<b>MY Term 1</b> Orientation		<b>MY Term 1</b> BSBRES 401		<b>MY Term 2</b> MTMBUS702A	<b>MY Term 2</b> IPSCTM801A
<b>Melbourne</b>	<b>Fri 16<sup>th</sup> Feb</b> orientation <b>Sat 17<sup>th</sup> Feb</b> seminar workshop	<b>Fri 20<sup>th</sup> Apr</b> seminar workshop	<b>Sat 21<sup>st</sup> Apr</b> seminar workshop	<b>Fri 20<sup>th</sup> July</b> seminar workshop <b>MY</b> orientation	<b>Sat 21<sup>st</sup> July</b> seminar workshop	<b>Sat 21<sup>st</sup> July</b> seminar workshop	<b>Sat 15<sup>th</sup> Sep</b> seminar workshop	<b>Sat 15<sup>th</sup> Sep</b> seminar workshop	<b>Fri 14<sup>th</sup> Sep</b> seminar workshop
<b>Sydney</b>	<b>Fri 23<sup>rd</sup> Feb</b> orientation <b>Sat 24<sup>th</sup> Feb</b> seminar workshop	<b>Fri 4<sup>th</sup> May</b> seminar workshop	<b>Sat 5<sup>th</sup> May</b> seminar workshop	<b>Fri 27<sup>th</sup> July</b> seminar workshop <b>MY</b> orientation	<b>Sat 28<sup>th</sup> July</b> seminar workshop	<b>Sat 28<sup>th</sup> July</b> seminar workshop	<b>Sat 22<sup>nd</sup> Sep</b> seminar workshop	<b>Sat 22<sup>nd</sup> Sep</b> seminar workshop	<b>Fri 21<sup>st</sup> Sept</b> seminar workshop
<b>Brisbane</b>	<b>Fri 16<sup>th</sup> Feb</b> orientation <b>Sat 17<sup>th</sup> Feb</b> seminar workshop	<b>Fri 20<sup>th</sup> Apr</b> seminar workshop	<b>Sat 21<sup>st</sup> Apr</b> seminar workshop	<b>Fri 20<sup>th</sup> July</b> seminar workshop <b>MY</b> orientation	<b>Sat 21<sup>st</sup> July</b> seminar workshop	<b>Sat 21<sup>st</sup> July</b> seminar workshop	<b>Sat 15<sup>th</sup> Sep</b> seminar workshop	<b>Sat 15<sup>th</sup> Sep</b> seminar workshop	<b>Fri 14<sup>th</sup> Sept</b> seminar workshop
<b>Perth</b>	<b>Fri 9<sup>th</sup> Feb</b> orientation <b>Sat 10<sup>th</sup> Feb</b> seminar workshop	<b>Fri 13<sup>th</sup> Apr</b> seminar workshop	<b>Sat 14<sup>th</sup> Apr</b> seminar workshop	<b>Fri 13<sup>th</sup> July</b> seminar workshop <b>MY</b> orientation	<b>Sat 14<sup>th</sup> July</b> seminar workshop	<b>Sat 14<sup>th</sup> July</b> seminar workshop	<b>Sat 15<sup>th</sup> Sep</b> seminar workshop	<b>Sat 15<sup>th</sup> Sep</b> seminar workshop	<b>Fri 14<sup>th</sup> Sept</b> seminar workshop

### Intensives (dates may be subject to change & students to check with Regional Director prior to making arrangements)

<b>Quarter 1</b> 19hrs 2.5 days 2 nights (Retreat)	<b>IPSSCP803A Manage own self-care in professional practice</b> <b>Brisbane:</b> Fri 16 <sup>th</sup> → Sun 18 <sup>th</sup> March <b>Sydney:</b> Wed 14 <sup>th</sup> → Fri 16 <sup>th</sup> March <b>Melbourne:</b> Thurs 1 <sup>st</sup> → Sat 3 <sup>rd</sup> March <b>Perth:</b> Wed 28 <sup>th</sup> Feb → Fri 2 <sup>nd</sup> March	Luther Heights Youth Camp, Cooloom, Sunshine Coast, Qld Winbourne at Mulgoa, NSW Don Bosco Retreat Centre, 465 Lysterfield Rd, Lysterfield, Vic Camp Cooloongup, 861 Mandurah Rd, Baldivis, WA
<b>Quarter 2</b> <b>MY</b> Term 4 3 days (Day intensives)	<b>IPSSUP805A Provide professional supervision to supervisees</b> <b>Brisbane:</b> Wed 2 <sup>nd</sup> → Fri 4 <sup>th</sup> May <b>Sydney:</b> Wed 9 <sup>th</sup> → Fri 11 <sup>th</sup> May <b>Melbourne:</b> Wed 16 <sup>th</sup> → Fri 18 <sup>th</sup> May <b>Perth:</b> Wed 23 <sup>rd</sup> → Fri 25 <sup>th</sup> May	Springlife, 178 Springwood Rd, Springwood Qld Stanmore House, 97 Cambridge St, Stanmore NSW Stirling Theological College, 44-60 Jacksons Rd, Mulgrave, VIC Technology Park Function Centre, 2 Brodie Hall Dr, Bentley, WA
<b>Quarter 4</b> <b>BY</b> Term 4 3 days (Day intensives)	<b>IPSSUP805A Provide professional supervision to supervisees</b> <b>Brisbane:</b> Wed 3 <sup>rd</sup> → Fri 5 <sup>th</sup> Oct <b>Sydney:</b> Wed 10 <sup>th</sup> → Fri 12 <sup>th</sup> Oct <b>Melbourne:</b> Wed 17 <sup>th</sup> → Fri 19 <sup>th</sup> Oct <b>Perth:</b> Wed 24 <sup>th</sup> → Fri 26 <sup>th</sup> Oct	Springlife, 178 Springwood Rd, Springwood Qld Stanmore House, 97 Cambridge St, Stanmore NSW Stirling Theological College, 44-60 Jacksons Rd, Mulgrave, VIC Technology Park Function Centre, 2 Brodie Hall Dr, Bentley, WA

## 2 YEAR PART-TIME PROGRESSION

Beginning Year (BY)	Year 1A	Year 2B
Term 1	<b>IPSSCP803A</b> Manage own self-care in professional practice	<b>BSBRES401</b> Analyse and present research information
	<b>Elective</b>	
Term 2	<b>MTMBUS702A</b> Provide strategic leadership	<b>IPSCM801A</b> Evaluate and apply a variety of counselling or psychotherapy modalities in counselling practice
	<b>Elective</b>	
Term 3	<b>IPSETH804A</b> Work with complex contemporary and ethical issues in integrated psychotherapy	<b>BSBRES801</b> Initiate and lead applied research (prerequisite is BSBRES401)
	<b>Elective</b>	
Term 4	<b>IPSNMC802A</b> Evaluate, synthesis and apply a new model of counselling or psychotherapy	<b>IPSSUP805A</b> Provide professional supervision to supervisees (prerequisites are MTMBUS702A, IPSETH804A, and IPSSCP803A)
	<b>Elective</b>	
Mid-Year (MY)	Year 1A	Year 2B
Term 1 (Quarter 3)	<b>IPSETH804A</b> Work with complex contemporary and ethical issues in integrated psychotherapy	<b>BSBRES401</b> Analyse and present research information
		<b>Elective</b>
Term 2 (Quarter 4)	<b>MTMBUS702A</b> Provide strategic leadership	<b>Elective</b>
	<b>IPSCM801A</b> Evaluate and apply a variety of counselling or psychotherapy modalities in counselling practice	
Term 3 (Quarter 1)	<b>IPSSCP803A</b> Manage own self-care in professional practice	<b>BSBRES801</b> Initiate and lead applied research (prerequisite is BSBRES401)
		<b>Elective</b>
Term 4 (Quarter 2)	<b>IPSNMC802A</b> Evaluate, synthesis and apply a new model of counselling or psychotherapy	<b>IPSSUP805A</b> Provide professional supervision to supervisees (prerequisites are MTMBUS702A, IPSETH804A, and IPSSCP803A)
	<b>Elective</b>	

NB: this is the default progression. Some students may choose to change their enrolment *after consultation with their Regional Director*.

## SEMINAR LOCATIONS

Melbourne	Sydney	Brisbane	Perth
<b>Stirling Theological College</b> 44-60 Jacksons Rd Mulgrave VIC	<b>Stanmore House</b> 97 Cambridge Street Stanmore NSW	<b>Springlife</b> 178 Springwood Rd Springwood QLD	<b>Technology Park Function Centre</b> 2 Brodie Hall Dr Bentley WA

Seminars and workshops usually start at 9:00 am and finish at 5:00 pm with a break for morning tea, lunch and afternoon tea. This time may alter according to the Centre's schedule, daylight saving or State time differences. Students who are not going to be present for seminar delivery will have the choice to join the Collaborate presentation from the seminar live online or view the recording of the presentation at another time.

## ASSESSMENTS

aifc employs a dynamic and agile approach to assessment. Specifically, we are highly responsive to student feedback (e.g., a desire to undertake less written assessment in favour of more demonstration of skills, or recent student feedback that suggested a preference for having fewer, larger assessment pieces to give some breathing space between when items are due), industry trends (such as the ever greater use of internet enabled counselling and therefore a need for our students to be assessed via video/recording) or assessor feedback which has recently resulted in more integrated assessment of multiple units through more comprehensive assessment tasks.

We intentionally use a wide variety of assessment techniques to ensure that competence, skills and knowledge are assessed using multiple modes as well as being sympathetic to a diversity of student learning styles and individual strengths.

Broadly speaking, where a unit is delivered by one-day seminar and workshop, some components of the afternoon are spent practicing skills which can form part of the formative or summative assessment by **observation**. Students typically have readings they need to reflect upon with **quizzes and short answer** questions utilised extensively to check knowledge acquisition. Students often have the ability to choose topics of particular interest or workplace importance and they will present these to their assessor (and peers) via **contributions to on-line forums**. Peers have an opportunity to respond and these **forum responses** are utilised as assessment mechanisms to demonstrate industry currency. These assessment modes are generally biased toward the first few weeks of the 10-week term.

In order to ensure learners attain the necessary practical skills the following evidence mechanisms are employed:

**Written assessment**, e.g., short answer, research report, case study, documenting discussion with learning partner

**Learning Management System (LMS) enabled**, e.g., forums, multiple choice questions

**Presentation**, e.g., oral presentations on a counselling topic, power point

**Demonstration**, e.g., observation of counselling skills either face to face or by video/recording, simulated workplace activity

**Reflection**, e.g., personal reflection on counselling skills efficacy, tutor guided reflection on personal bias, discussion with peers, goal-setting journal, therapy report

**Third party report**, e.g., supervisor's report, placement reports, logbooks

**Recognition of Prior Learning** according to aifc's RPL and Credit Transfer policies locate on the aifc website

It is important that all courses offered under the Australian Qualification Framework have specific stages to assess Skills, Knowledge and Application of Skills and Knowledge.

Whilst the course is offered at AQF Level 8 and therefore will require a higher level of skill and knowledge, it still maintains a vocational flavour. Students who complete an AQF Level 8 unit in the Vocational Education and Training sector can be thought of as "Master craftsmen" and "Master craftswomen".

Since the Graduate Diploma units comprise of specialty subjects at a higher level and greater depth and rigor, students will receive training by experts in their fields. Specialist assessors assigned to particular units will give feedback on assessments. You will be assigned an assessor through the student e-learning system (Moodle) when you have uploaded an assessment.

The information regarding the number and kind of assessments for each subject unit will be presented in a learning workbook. This contains information on the performance criteria used in the assessment process, resources needed to complete assessments, and any pre-requisites to be completed before enrolling in that unit.

Assessments are uploaded to Moodle according to the schedule in the workbook. The Regional Director will provide a brief initial training session during induction and orientation at seminar or by Collaborate appointment or the video tutorials can be viewed online.

Students will submit assessments in an easy to read font, similar to Times New Roman or Calibri, double-spaced and using the **APA referencing style**. See [http://sydney.edu.au/library/subjects/downloads/citation/APA%20Complete 2012.pdf](http://sydney.edu.au/library/subjects/downloads/citation/APA%20Complete%202012.pdf) for a guide to this style of referencing.

Students can view an essay style guide video tutorial on YouTube- <https://www.youtube.com/watch?v=p1KbANXoWIo>

All written assessments require in-text citations of relevant referenced material with a Reference List at the end of the task in APA style. A minimum of five references are needed for every 1,000 words in a task (unless otherwise stated). The correct citation is required even where the question provides a text for comment and whenever the answer relates to a text included in the reference list. References may include books, periodicals, journal articles, online sources or visual media.

Students will be expected to access a variety of sources when completing assessment tasks. aifc will provide access to **ProQuest** (an online library) for research purposes during the students course enrollment period.

## **COST:**

Course fees are invoiced on a per unit basis and eligible students will be able to access VET Student Loans (VSL) as per the information on the aifc website.

Students will need to budget for **additional costs** where applicable, such as:

- Accommodation (when attending the training venue if it is a distance away)
- The self-care unit travel, accommodation and meals (depending on the venue) of approximately \$300-\$350 for two nights and the relevant days
- Text books and other resources (depending on suppliers, access and required reading which may vary from approximately \$400)
- Working with children check
- Professional supervision (depending on the contracted supervisor's fees which may vary from \$60 - \$120 per hour)
- Insurance (approximately \$150 pa)
- Association membership (approximately \$200 pa)
- Professional Development (per delivery may vary from \$30 to \$300 depending on the mode and length)

## **ADDITIONAL INFORMATION**

Additional information about aifc and being an aifc student including all policies and more information about aifc can be found in the Student Handbook (available from the aifc website).

If the Student Handbook does not answer your questions or you'd like further information about the Graduate Diploma, please contact the Regional Directors in your State:

Steve Poisat (WA/NT/SA) [steve.poisat@aifc.com.au](mailto:steve.poisat@aifc.com.au)

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