

Counselling and Psychotherapy Course Information Handbook 2026

Graduate Certificate of Counselling and Psychotherapy Course Code: CP081
Graduate Diploma of Counselling and Psychotherapy Course Code: CP082
Master of Counselling and Psychotherapy Course Code: CP091

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Welcome to The Cairnmillar Institute

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

[Placement Information Handbook](#)

[Unit Outlines](#)

[Policies and Procedures](#)

These resources 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 you an enjoyable and rewarding professional experience.



Professor Linda Byrne
Dean, Faculty of Psychology, Counselling and Psychotherapy



Dr Bronte McLeod
Course Coordinator, Postgraduate Counselling and Psychotherapy Program

The Cairnmillar Institute

The vision of the Cairnmillar Institute is for a mentally healthy and resilient Australia. The Institute is an Australian Health Promotion Charity and non-profit body.

Our role is to continue building a responsive mental health sector through quality education, accessible client services, and evidence-based workforce support. Our work at Cairnmillar is underpinned by our values of compassionate engagement, inclusivity and professionalism and a focus on quality and standards. Connection with trusted partners and community, and a focus on being creative problem-solvers is critical to our business development and will directly enhance our client and student experience. We also aim to strengthen our contribution to the body of evidence-driven research that informs community in practice, and education.



Commitment to Decolonising the Curriculum

The Cairnmillar Institute is founded on the unceded lands of the Wurundjeri Peoples of the Kulin Nation. We pay our respects to their Elders, past and present, and acknowledge their deep, enduring connection to land, waters and community. We acknowledge the richness and value of their accumulated cultural knowledge, spanning vast expanses of time. We extend this respect to all Indigenous Peoples of this continent and all adjacent lands, and to any First Nations Peoples who come across this material.

We are proud to be located in the first Australian State and Territory to enact a Treaty with its First Nations peoples. We recognise the Gellung Warl, which brings the First Peoples' Assembly of Victoria, the Nginma Ngainnga Wara which brings oversight and accountability, and the Nyerna Yoorrook Telkuna, for truth, healing and reconciliation.

At Cairnmillar, we recognise that the determinants of health and wellbeing for Aboriginal and Torres Strait Islander Peoples have been decimated by colonisation. The healthcare system has been fraught with racism, bias, and discrimination, and this includes the fields of Psychology, Psychotherapy and Counselling. These disciplines have historically ignored the voices and the strengths of Aboriginal and Torres Strait Islander Peoples and Culture, and their role in healing. This can and must change.

Therefore, the Cairnmillar Institute is committed to decolonising and Indigenising its ways. This is no singular action or strategy, however, or a box that can ever be checked. It involves expanding the curriculum to include Aboriginal and Torres Strait Islander ways of knowing, doing and being. It includes embedding genuine consultation and allyship, and reflective and reflexive listening, as we grow and change. It takes uncomfortable realisations and conversations about past and current practices, to offer opportunities for genuine healing and growth within the disciplines. It means expanding the conceptualisation of good mental health to embrace Social and Emotional Wellbeing, into all areas of practice.

All this will take time, deep listening, and profound learning. And at Cairnmillar, we are proud to be a part of this ongoing journey.

Commitment to Lived Experience Inclusion

The Cairnmillar Institute recognises the expertise that comes from lived experience. This includes, but is not limited to, experiences of mental ill-health and recovery, disability, neurodiversity, caring responsibilities, trauma survivorship, alcohol and other drug use, refugee and migration journeys, family and domestic violence, LGBTQIA+ identities, and experiences of racism, poverty or homelessness.

Within psychology, counselling and psychotherapy education, lived-experience knowledge is complementary to professional knowledge and essential to ethical, person-centred, and trauma-informed practice. We are committed to embedding lived-experience leadership, voices and perspectives throughout our teaching, learning, research and placement environments.

Our Principles

1. **Nothing about us without us:** Lived-experience voices inform design, delivery and review of learning.
2. **Safety, consent and choice:** We uphold trauma-informed and rights-based frameworks, participation is voluntary; disclosure is never required; psychological and cultural safety underpin all learning environments.
3. **Recognition and respect:** Lived-experience contributions are acknowledged appropriately in learning activities and materials.
4. **Accessibility and inclusion:** We will strive to apply universal design and equity principles, provide flexible participation modes, and offer reasonable adjustments.
5. **Cultural humility and intersectionality:** We recognise the impact of social determinants, culture, identity and power. We actively challenge stigma, discrimination and bias.
6. **Evidence and improvement:** We evaluate what we do and use student feedback to enhance impact.

What Students Can Expect (Education & Placement)

1. **Curriculum & Teaching:** Integration of lived-experience perspectives, case materials and guest input across relevant units.
2. **Assessment:** Opportunities to demonstrate learning through reflexive, values-aligned tasks that uphold safety and dignity.
3. **Learning Environment:** Clear guidance for respectful dialogue and options for participation that honour autonomy, privacy and cultural safety.
4. **Support & Referral:** Access to wellbeing, accessibility and academic supports; confidential pathways for raising feedback or concerns.
5. **Placement Preparation:** Emphasis on person-centred, culturally safe, and trauma-informed practice, with attention to boundaries, consent, reflective practice and lived-experience-informed engagement in diverse settings.

This commitment applies to all Cairnmillar programs and delivery modes. Students are encouraged to provide feedback through unit evaluations and handbook-listed channels so we can continue to learn from our community and improve together, ensuring that lived experience continues to guide our learning environment and collective practices.

Counselling and Psychotherapy

The Master of Counselling and Psychotherapy is an immersive, cohesive, and philosophically aligned program, designed to equip students with the skills and knowledge to offer and deliver ethical and effective counselling and psychotherapy.

Completed over two years (full-time) and accredited by both the [Psychotherapy and Counselling Federation of Australia \(PACFA\)](#) and the [Australian Counselling Association \(ACA\)](#), the program incorporates and extends on the Graduate Certificate and the Graduate Diploma of Counselling and Psychotherapy. It is taught by respected therapist-academics practicing in the field, who work collaboratively to deliver a comprehensive program, aimed at developing well-integrated, critically discerning and reflexive, inclusive, and culturally responsive counselling and psychotherapy professionals.

The program has a relational emphasis and provides deep immersion into the theory and integrative practice of a humanistic, process-oriented approach to psychotherapy that incorporates contributions from the psychodynamic, cognitive, existential and systemic schools of thought and their related approaches. The course adheres to solid evidence-informed principles, drawing on common factors research that characterises effective counselling and psychotherapeutic work, as well as developments in trauma research. It also provides firm grounding in ethical and legal considerations associated with counselling and psychotherapy practice. Students in the program are trained in research methodology to encourage and develop their capacity to contribute to learning in the field.

The Cairnmillar Institute's reputation as a leader in counselling and psychotherapy service and education has meant that it is one of the only courses of its kind to provide students with a fully supported professional placement experience, in which placement opportunities are sourced through our established industry partnerships. Students are also provided with focused in-house individual and group supervision to prepare students for the workplace.

To read more about our philosophy of practice — see [Appendix](#).

Entry Requirements

Master of Counselling and Psychotherapy:

Entry into the Master of Counselling and Psychotherapy program requires:

An Australian Bachelor degree (AQF 7) or comparable undergraduate qualification, in a related discipline (teaching, social work, social sciences, psychology, counselling, or

similar) with a minimum grade average of 70% and successful interview by a CMI panel assessing readiness and suitability.

- Prospective students wishing to enroll in the Masters course who have an Australian bachelors (or comparable) in a *non-relevant* discipline are encouraged to enroll in the graduate diploma to assess their suitability. They may be required to undertake Cairnmillar Institute's [Introduction to Counselling Skills](#) and [Advanced Counselling Skills](#) short courses prior to the enrolment.
- Students wishing to transfer from the Graduate Diploma into the Master of Counselling and Psychotherapy will be required to maintain an average mark of at least 70% over the course of their Graduate Diploma to apply. Applicants eligible for transfer will be assessed by the Course Coordinator and a panel for readiness and suitability, including their demonstration of the Institute's [inherent requirements](#) to a suitable level for the advanced program.
- Students who meet the entry requirements for the Masters must maintain a minimum average mark of 70% in their first year, and demonstrate [inherent requirements](#) to a suitable level to progress into the second year of the program. Students who do not meet these minimum requirements to progress may be exited with a Graduate Certificate or a Graduate Diploma.

* Exceptions to the grade average threshold may be considered, upon application to the Course Coordinator. Applications will be assessed on a case-by-case basis by the Course Coordinator and an academic panel.

Graduate Diploma of Counselling and Psychotherapy

Entry into the Graduate Diploma of Counselling and Psychotherapy program requires:

An Australian Bachelor degree (AQF 7) or comparable undergraduate qualification, in a related discipline (teaching, social work, social sciences, psychology, counselling, or similar) with a minimum grade average of 60% and successful interview by a CMI panel assessing readiness and suitability.

OR

An Australian Bachelor degree (AQF 7) or comparable undergraduate qualification in any discipline with at least 60% mark-average, successful interview by a CMI panel assessing readiness and suitability AND relevant work experience and/or completion of Cairnmillar Institute's [Introduction to Counselling Skills](#) and [Advanced Counselling Skills](#) short courses.

OR

An Advanced Diploma (AQF 6) AND significant work experience in a relevant field and successful interview by CMI panel assessing readiness, suitability, and ability to meet the academic demands of the program.

OR

The successful completion of our Graduate Certificate in Counselling and Psychotherapy with a minimum grade average of 60% subject to an interview and the approval of the Course Coordinator.

Graduate Certificate of Counselling and Psychotherapy

Entry into the Graduate Certificate of Counselling and Psychotherapy program requires:

An Australian Bachelor degree (AQF 7) or comparable undergraduate qualification in any discipline with at least a 60% mark-average and successful interview by a CMI panel assessing readiness and suitability. Applicant may be required to undertake Cairnmillar Institute's [Introduction to Counselling Skills](#) and [Advanced Counselling Skills](#) short courses prior to enrolment.

OR

A Diploma (AQF 6) AND at least one year of work experience in a relevant field AND successful interview by CMI panel assessing readiness, suitability, and ability to meet the academic requirements of the program. Applicant may be encouraged to undertake Cairnmillar Institute's [Introduction to Counselling Skills](#) and [Advanced Counselling Skills](#) short courses prior to enrolment.

OR

Significant work experience in a relevant field and successful interview by CMI panel assessing readiness, suitability, and ability to meet the academic requirements of the program. Applicant may be encouraged to undertake Cairnmillar Institute's [Introduction to Counselling Skills](#) and [Advanced Counselling Skills](#) short courses prior to enrolment.

Applicants must demonstrate an ability to meet the Institute's inherent requirements to be offered a place in any course within the C&P suite of programs. CMI's inherent requirement policy can be found on the Institute's website, or by following this link: <https://www.cairnmillar.org.au/ir/> which can be found [here](#).

Personal Qualities of Successful Applicants

The reputation of the Cairnmillar Institute rests ultimately with the quality of the students that graduate from our courses. The Training Standards of the Psychotherapy and Counselling Federation of Australia (PACFA), the accrediting body for counselling and psychotherapy courses in Australia, highlight the requirement of prospective students and graduates to demonstrate qualities of self-awareness, reflective and relational capacities, and a certain level of emotional maturity resulting from integrated life experience.

Desired qualities and attributes we look for in our students include:

- Empathy and the ability to understand and connect with others.
- Authenticity, courage, and integrity.
- Self-awareness and a reflective, self-responsive attitude.
- Genuine interest in personal growth.
- A sincere interest in the wellbeing of others.
- A diversity in professional and life experience.
- Adaptability / cognitive flexibility / openness to experience / high tolerance for ambiguity.
- Evidence of an ability to recognise and respond reasonably to ethical concerns.
- An appreciation of diversity and of perspectives and life experiences different to your own.
- Intellectual curiosity and an orientation towards learning from others.
- Reasonable academic ability, time management and organisational skills.
- Sufficient self-regulation of emotional arousal to safely navigate the demands of the course.

Duration of the Course

Master of Counselling and Psychotherapy: 2 years full-time or 4 years part-time

Graduate Diploma of Counselling and Psychotherapy: 1 year full-time or 2 years part-time

Graduate Certificate of Counselling and Psychotherapy: 1 year part-time

Graduate Learning Outcomes

Graduate Certificate of Counselling and Psychotherapy

Students who satisfactorily complete the Graduate Certificate of Counselling and Psychotherapy should be able to:

- Develop an effective therapeutic alliance and facilitative therapeutic relationship.
- Demonstrate a basic understanding of issues of power in the therapeutic relationship.
- Critically evaluate and compare the theories and models of the different schools of therapy and apply them to provided case study material.
- Effectively utilise the key theoretical concepts, apply therapeutic attitudes, and counselling skills to facilitate change.
- Critically evaluate the application of the core clinical processes taught.
- Demonstrate self-awareness and an ability to self-reflect.
- Demonstrate cultural awareness, humility and respect for diversity.

Graduate Diploma of Counselling and Psychotherapy

Students who satisfactorily complete the Graduate Diploma of Counselling and Psychotherapy should have the professional capabilities to:

- Critically review and effectively utilise the knowledge of the major schools of counselling and psychotherapy and relevant research in counselling assessment and treatment planning, while working with a range of presenting problems across the lifespan.
- Develop an effective therapeutic alliance, select, and apply appropriate processes and counselling interventions to facilitate change and achieve client goals.
- Apply the principles of trauma-informed and recovery-oriented practice in working with people struggling with mental ill-health.
- Demonstrate knowledge and application of the PACFA and ACA Codes of Ethics and professional conduct guidelines and of relevant State and Commonwealth legislation.
- Demonstrate a capacity for self-awareness, self-reflection and reflexivity, as well as cognitive flexibility and an ability to tolerate ambivalence.
- Consider the impact of systemic and structural issues of power on mental health.
- Demonstrate cultural awareness, humility and responsiveness when engaging diverse identities.

Master of Counselling and Psychotherapy

Students who satisfactorily complete the Master of Counselling and Psychotherapy should have the professional capabilities to:

- Critically review and effectively utilise the knowledge of the major schools of counselling and psychotherapy, as they apply to assessment, case-conceptualisation, and treatment planning, in the context of a range of presenting concerns across the life span.
- Develop an effective therapeutic alliance; select and competently apply advanced counselling and psychotherapy processes, to facilitate change and achieve client goals.
- Demonstrate an ability to evaluate the effectiveness of therapeutic processes.
- Develop an attitude of reflective practice in which self-awareness, reflectiveness and reflexivity are demonstrated and in which continuous personal and professional development are autonomously sought and engaged.
- Identify, analyse, and resolve complex ethical and professional dilemmas while applying knowledge of different ethical paradigms, relevant codes of ethics and professional conduct, and relevant State and Commonwealth legislation.
- Demonstrate embodied cultural humility and culturally responsive practice when engaging diverse identities within therapeutic contexts.
- Consider the limitations of specific research methods and demonstrate an ability to choose methods appropriate to specific research aims and objectives.
- Critically engage with research literature and conduct a literature review.
- Develop critical thinking skills in qualitative and quantitative research.
- Complete a research proposal relevant to counselling and psychotherapy practice.

Career Opportunities

Master of Counselling and Psychotherapy and Graduate Diploma of Counselling and Psychotherapy

Graduates of these courses may find employment in a variety of settings including community health and community services organisations, agencies, rehabilitation providers, human resource management, child protection, family support counselling services, allied clinics and services, and private practice.

Graduate Certificate of Counselling and Psychotherapy

Although graduates from this course will not be able to work independently in the field of counselling, they will learn additional communication and relational skills that may enhance their current work skills. With that, they may find employment in some community health and community services organisations.

Graduates of this program may be eligible to apply for entry into the Graduate Diploma of Counselling and Psychotherapy.

More information about [career pathways](#) can be found on myCMI.

Professional Recognition

The **Master of Counselling and Psychotherapy** is accredited by both the Psychotherapy and Counselling Federation of Australia (PACFA) and by the Australian Counselling Association (ACA).

The **Graduate Diploma of Counselling and Psychotherapy** is accredited by the Australian Counselling Association (ACA).

The **Graduate Certificate of Counselling and Psychotherapy** course units form part of the nested suite of study within the Master of Counselling and Psychotherapy. Further study (at least to the Graduate Diploma level) is required to meet the professional training standards of the Australian Counselling Association (ACA).

More information about professional registration can be found on myCMI: [Professional Registration FAQs](#) on myCMI.

Course Structure & Credit Points

Course Pathways

Our Master of Counselling and Psychotherapy is a nested suite of postgraduate programs with two early exit points. The Graduate Certificate (AQF Level 8) is nested within the Graduate Diploma (AQF Level 8), which is in turn nested within the Master's program (AQF Level 9).

All students commence the program together. Where eligible, students enrolled in the Graduate Certificate or Graduate Diploma can apply to transfer into the Graduate Diploma or Master's, respectively, upon completion.

The Master of Counselling and Psychotherapy is accredited by both the Psychotherapy and Counselling Federation of Australia (PACFA) and the Australian Counselling Association (ACA).

The Graduate Diploma is accredited by the Australian Counselling Association (ACA).

Unit Code	Unit Name				Semester
CAP401	Psychotherapeutic Theories and Models	Graduate Certificate	Graduate Diploma	Masters	1
CAP402	Person-Centred Counselling				1
CAP404	Emotion Focused Therapy Level 1				2
CAP405	Cognitive Behavioural Therapies				2
CAP412	Ethics and Professional Development	Graduate Diploma	Masters	1	
CAP417	Assessment Processes in Counselling & Psychotherapy			1	
CAP414	Treatment Planning			2	
CAP461	Placement 1			2	
CAP509	Child and Family Therapy	Masters	1		
CAP551	Research Methods and Project		1		
CAP511	Interpersonal Processes in Psychotherapy		1		
CAP505	Emotion Focused Therapy Level 2		1		
CAP510	Trauma, Loss, and Grief		2		
CAP506	Existential Psychotherapy and the Group Process		2		
CAP507	Key Competencies in Brief Dynamic Psychotherapy		2		
CAP561	Placement 2		2		

Course Credit Point Structure

Counselling and Psychotherapy Program Sequence			
Semester	Unit Code	Unit Title	Credit Points
Graduate Certificate of Counselling and Psychotherapy			
1	CAP401	Psychotherapeutic Theories and Models	12.5
1	CAP402	Person-Centred Counselling	12.5
2	CAP404	Emotion Focused Therapy Level 1	12.5
2	CAP405	Cognitive Behavioural Therapies	12.5
			Total Credit Points: 50
Graduate Diploma of Counselling and Psychotherapy			
1	CAP412	Ethics and Professional Development	12.5
1	CAP417	Assessment Processes in Counselling and Psychotherapy	12.5
2	CAP414	Treatment Planning	12.5
2	CAP461	Placement 1	12.5
			Total Credit Points: 100
Master of Counselling and Psychotherapy			
1	CAP509	Child and Family Therapy	12.5
1	CAP551	Research Methods and Project	12.5
1	CAP511	Interpersonal Processes in Psychotherapy	12.5
1	CAP505	Emotion Focused Therapy Level 2	12.5
2	CAP510	Trauma, Loss and Grief Therapy	12.5
2	CAP506	Existential Psychotherapy and the Group Process	12.5
2	CAP507	Key Competencies in Brief Dynamic Psychotherapy	12.5
2	CAP561	Placement 2	12.5
			Total Credit Points: 200

Study Load

A full-time study load is four units per Semester. A part-time study load is typically two units per Semester. Each unit has a workload of 3 timetabled hours per week + 7-9 hours per week of personal study time = average of 10-12 hours per week per unit of study. This equates to a minimum study load of 40 hours per week. It is recommended that students enrolled in applied units set aside 3 hours per week outside of class times to allow for additional practice time.

Students wishing to make changes to their study load and part-time students commencing their Masters year are asked to arrange a time with the Course Coordinator to discuss a study plan.

Pre-requisite workshops for students commencing placement are run during Semester breaks, one of which will incur an additional nominal fee to attend. If you are scheduled to commence placement, please contact the C&P Placement Coordinator — pc-cap@cairnmillar.edu.au — to inquire about scheduled workshop dates, costs and alternatives, before booking your holidays.

Graduate Certificate of Counselling and Psychotherapy:

Course Details: 50 credit points (available part-time only)
Coursework: 50 credit points or 100% of the course
Prerequisite Unit/s: CAP402 is a prerequisite for CAP404

The Graduate Certificate of Counselling and Psychotherapy can only be taken part-time, as outlined above.

Graduate Diploma of Counselling and Psychotherapy:

Course Details: 100 credit points
Coursework : 87.5 credit points or 87.5% of the course
Practical Placement: 12.5 credit points or 12.5% of the course
Prerequisite Unit/s: CAP402 is a prerequisite for CAP404
CAP401, CAP402, CAP412 and CAP417 are prerequisites for CAP461
CAP417 is a prerequisite for CAP414
CAP414 is a corequisite for CAP461

The Graduate Diploma of Counselling and Psychotherapy can be taken full-time or part-time. Students undertaking the degree full-time would enrol in two Graduate Certificate and two Graduate Diploma units per Semester, as outlined in the table on page 16.

Students undertaking the degree part-time would enrol in two Graduate Certificate units per Semester in their first year of part-time study, and two Graduate Diploma units per Semester in their second year of part-time study.

Master of Counselling and Psychotherapy

Course Details:	200 credit points
Coursework:	50 credit points or 50% of the course
Research:	12.5 credit points
Practical Placement:	25 credit points or 25% of the course
Prerequisite Unit/s:	CAP402 is a prerequisite for CAP404 CAP404 is a prerequisite for CAP505 CAP412 and CAP417 are prerequisites for CAP461 (Placement 1) CAP461 is a prerequisite for CAP561 (Placement 2)

The Master of Counselling and Psychotherapy can be taken full-time or part-time. Students undertaking the degree full-time would enrol in two Graduate Certificate and two Graduate Diploma units per Semester, as outlined in the table on page 16, in their first year of study. Students would then undertake four Master's level units per Semester in their second year of study. Students undertaking the degree part-time would enrol in two Graduate Certificate units per Semester in their first year of part-time study, and two Graduate Diploma units per Semester in their second year of part-time study. They would then undertake two Master's level units per Semester in their third and fourth years of study.

Coursework Units

Each of the units of study are detailed below. Please note students must pass all assessments to pass a unit, and all units before being eligible to graduate.

- **CAP401 Psychotherapeutic Theories and Models**

This unit provides students with an overview of major psychotherapeutic theories and models, their historical development, and the contemporary context in which they are applied. Students will explore the philosophical and theoretical underpinnings of various approaches to counselling and psychotherapy, and how these ideas have evolved over time in response to changes in cultural, social, and political contexts. The unit will cover different schools of thought, including psychodynamic, humanistic, cognitive-behavioural, systemic and post-modern, and will examine their key concepts, techniques, and interventions. The unit will explore the question of what motivates us, what causes difficulties, and how psychotherapeutic theories and models provide a framework for understanding human experience and behaviour. Students will develop critical thinking skills and an ability to analyse and evaluate different approaches to counselling and psychotherapy. They will also learn how to locate various interventions

within the philosophies and theories that inform them, and how these theories are applied in a clinical setting. This unit will provide a framework and orientation for subsequent units in the course, enabling students to contextualise and integrate their learning across different subject areas. Coursework will be supported by reflective small group practice.

- **CAP402 Person-Centred Counselling**

This unit introduces students to the relational concepts, attitudes and practices of humanistic psychotherapies with a focus on Person-Centred Counselling and Psychotherapy and the work of its founder, Carl Rogers. The unit aims to assist students in developing a therapeutic presence. Students are introduced to the 'counsellor's use of self' as a central concept in counselling and self-reflection, and self-reflection is encouraged as a source of important emergent information. It provides the foundational tools and 'way of being' to facilitate a meaningful, process oriented, therapeutic encounter and supports students in developing their competencies as *reflexive practitioners*. The concepts, skills and attitudes introduced in this unit are contextualised within contemporary developments in the approach and within common factors research which examines factors contributing to successful therapeutic outcomes across modalities. The theoretical learning and discussions will be accompanied by weekly practicums focused on skills development.

- **CAP404 Emotion-Focused Therapy Level 1**

This unit introduces students to the theory and practice of Emotion-Focused Therapy (EFT), building on the humanistic and person-centred foundations developed in *CAP402 Person-Centred Counselling*. EFT is an evidence-based, structured, task-based approach embedded in humanistic values, offering a clear framework for working directly with emotional experience. Grounded in emotion theory, EFT is a well-researched approach with demonstrated effectiveness in treating depression, anxiety, eating disorders, PTSD, complex PTSD, and other trauma-related difficulties. Learning in this unit is experiential and process-focused, with an emphasis on developing practical skills for working with emotions and facilitating emotional change. Students learn key EFT tasks, including Focusing, Systematic Evocative Unfolding, and Two-Chair and Empty-Chair work, alongside foundational skills in assessment of emotional productivity and case formulation. Teaching is highly interactive, combining brief lectures, demonstrations, and extensive supervised practice. Completion of this unit fulfils the first half of the basic training requirement for international certification as an Emotion-Focused Therapist.

- **CAP405 Cognitive Behaviour Therapies**

This unit introduces students to the three waves of Cognitive Behavioural Therapies, with a focus on the mindfulness-informed Acceptance and Commitment Therapy (ACT). Cognitive Behaviour Therapies (CBT) is an umbrella term used to define a range of evidence informed, outcomes-focused cognitive and behavioural therapies. Cognitive

Behaviour Therapies broadly attribute emotional and functional difficulties to learned habitual thoughts and actions, and work towards changing thoughts and action (or our relationship with them) to improve outcomes. *ACT* is a third wave behaviour therapy that assists clients in applying mindfulness and acceptance skills to their responses so that they can make better choices and behave in ways that are more consistently aligned with their values. In this practical unit, students will gain experience in applying and evaluating their skills across the six core processes of *ACT*.

- **CAP412 Ethics and Professional Development**

This unit emphasises the personal attributes and professional competencies required to practice ethically and legally as a counsellor and psychotherapist. Students will be introduced to different ethical frameworks and decision-making models. The development of ethical mindfulness and an integrated ethical stance is central to this unit. Students will work through case studies and examine a variety of professional situations in class to increase their ethical sensitivity, decision-making skills and ability to take ethical action, including in the context of issues of power, culture and diversity. Students will also develop an understanding of best practice in relation to online and in relation to professional ethical obligations such as duty of care, confidentiality, informed consent, mandatory reporting and record keeping.

- **CAP414 Treatment Planning**

Following on from *CAP417 Assessment Processes in Counselling and Psychotherapy*, this subject is aimed at enabling students to develop a clear understanding of recovery-oriented and trauma-informed counselling and psychotherapy response to the treatment of common presenting issues such as anxiety and depression, substance-related and addictive issues, trauma, grief and bereavement. Previously introduced psychotherapeutic models and interventions will be applied to a variety of clinical case studies and client presentations. Consideration is given to the unique aspects of working with indigenous populations and minority groups, as well as counselling clients across the lifespan.

- **CAP417 Assessment Processes in Counselling and Psychotherapy**

This unit focuses on counselling and psychotherapy assessment and brief interventions, informed by recovery-oriented and trauma-informed principles of practice. It discusses cross discipline perspectives on mental health disorders, including a critical overview of the *Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5)* and introduces a variety of important assessment and assessment-related processes and interventions, including the assessment of suicide risk and the presence of family violence.

- **CAP461 Counselling Placement 1**

This unit immerses students in the practical world of counselling through a comprehensive placement experience, offering invaluable benefits that extend beyond theoretical learning. Students will gain hands-on experience, allowing them to apply theoretical knowledge in real-world settings and enhance their practical skills and competence. Direct interaction with clients will deepen students' understanding of the complexities of client concerns and will enhance their ability to provide effective support. Exposure to diverse client populations and real-world ethical dilemmas will cultivate a strong ethical framework and foster the development of cultural humility and responsiveness. The challenges and experiences encountered during placement will also contribute to personal and professional growth by fostering independence and resilience. Placements ground students' experience in the work itself, leading to deeper commitments to the counselling profession. Placements are a vital component in upholding high professional standards in the counselling field.

Placement consists of appropriately 140 hours of work integrated learning at a placement agency, that includes a minimum of 40 client contact hours. Mandatory pre-placement workshops are run during the Semester breaks. Some of these incur nominal fees. For further information about the pre-placement workshops contact the C&P Placement Coordinator pc-cap@cairnmillar.edu.au. For more information about your placements, please refer to the [C&P Placement Information Handbook](#) for more information.

- **CAP505 Emotion-Focused Therapy Level 2**

This unit extends and brings nuance to students' theoretical understanding and clinical application of Emotion-Focused Therapy (EFT). Building on *CAP404 Emotion-Focused Therapy Level 1*, it deepens core therapeutic skills—particularly empathy, presence, emotional tracking, and attunement—while introducing EFT-informed case formulation for more complex work. The unit focuses on advanced emotional change processes, emotion schemes, micro-tasks, and case formulation within the EFT model. Students develop greater precision in perceptive skills, confidence in recognising emotional micro-markers and greater capacity to respond effectively to emotional experience and pain. Key EFT interventions—including Focusing, Two-Chair and Empty-Chair work, and Systematic Evocative Unfolding—are revisited with attention to task structure, stages of intervention, and phases of treatment. Emphasis is placed on working with depression and anxiety, as well as differentiating common EFT conflict splits, including coaching, motivational, decisional, anxiety, and depressive splits. Learning is strongly experiential, supported by concise lectures, guided reflection, and extensive small-group skills practice. Completion of this unit fulfils the basic training requirement for international certification as an Emotion-Focused Therapist.

- **CAP506 Existential Psychotherapy and the Group Process**

This unit is taught in the format of an experiential group, with a focus on relationship. The group experience is explored in the context of its connection to existentially

informed group theory. The purpose of this highly experiential unit is to advance the students' intellectual and personally located knowledge of the various ways that the European and American schools of existential psychotherapy have both challenged traditional psychological frameworks of therapy and the person and opened new possibilities for the way individual and group psychotherapy might be understood and practiced. Relevant group theory and the themes of death, freedom, responsibility, isolation and meaninglessness will be explored as central concepts for the psychotherapist as they strive to examine human existence and the inevitable dilemmas of living in the world.

- **CAP507 Key Competencies in Brief Dynamic Psychotherapy**

Brief dynamic psychotherapy is widely accepted short-term and effective distillation of key psychodynamic concepts, aimed at allowing clients to make significant changes in both their intrapersonal and interpersonal styles of relating. The approach allows the meaning beneath current interpersonal problems to be explored, by working to uncover deeper feelings, patterns of intra-personal conflict and thoughts that interfere with a client's relationships. This unit offers in-depth training in the core competencies and theoretical components of the approach.

- **CAP509 Child and Family Therapy**

This unit provides students with the opportunity to complement their humanistic practice by broadening their perspective to include a developmental and systemic lens. The unit aims to also equip students with the foundational knowledge and skills required to work ethically with children, adolescents, and their families within generalist contexts. Systemic and developmental concepts and principles will be explored and applied to case studies. Students will use genograms to explore how their family system and early developmental experiences have shaped them and their philosophy and beliefs about facilitating change with families. Genograms will also be used to enhance students' abilities to do case conceptualisations and formulations. The unit covers common presentations and their legal, ethical, and developmental considerations when working with children and their families. Students will also be introduced to a range of practical interventions, drawing on a variety of approaches, including Child-Centred Play Therapy and Expressive Therapy techniques.

- **CAP510 Trauma, Loss and Grief Therapy**

The aim of this subject is to examine the phenomenology of traumatic stress experience, the theories that explain it and various selected approaches to its treatment, including loss- and grief-related aspects. The unit covers cognitive/meaning-making, emotional, somatosensory, interpersonal, cross generational and collective aspects of traumatic experience. Diagnostic categories and approaches to formulation which are often applied to such experiences will be discussed. A variety of contemporary treatment approaches for trauma are covered.

- **CAP511 Interpersonal Processes in Psychotherapy**

The aim of this unit is to assist students in developing an in-depth understanding of the theoretical and empirical basis for a relational, interpersonal process focus in counselling and psychotherapy. This advanced clinical training provides an integrative treatment approach that draws from humanistic-existential, cognitive-behavioural and psychodynamic approaches and highlights the use of the process dimension to facilitate change. Students will learn to utilise an understanding of attachment styles, clients' internal working models and external relational patterns, to provide immediacy-based interventions and facilitate an effective therapeutic process.

- **CAP551 Research Methods and Project**

The aim of this unit is to introduce students to the scientific research process and provide an overview of both qualitative and quantitative research methods. It focuses on conceptual, practical, and ethical issues in the research process. A key aim of the unit is to provide an understanding of how research is designed to address specific research questions in response to broader social issues. Relevant ethical, contextual, and cultural issues are also addressed in this unit.

- **CAP561 Counselling Placement 2**

Through this placement, students will have the opportunity to apply the deeper theoretical knowledge and enhanced competencies, interventions, and techniques developed over the progression of their studies in real-world settings. Students will receive more developed feedback in their supervisory relationships to refine their approaches and build confidence in their abilities. The placement offers valuable networking opportunities, connecting students with professionals across various counselling environments. Completing this placement ensures students are career-ready and meet accreditation standards.

Students should also refer to the relevant **Unit Outlines** located on [Canvas](#).

Placements

For information regarding placements, please refer to the [Placement Information Handbook](#).

Enrolment Conditions

See also: [Enrolment Conditions](#) on myCMI for a copy of the current enrolment conditions. You must agree to the conditions of enrolment every time you enrol in a unit of study.

Attendance

It is an expectation that students will attend all classes*. If you anticipate being absent, please advise your Unit Coordinator via email. Planned absences of several weeks should also be discussed with your Unit Coordinator.

Note: In accordance with national and state recommendations for social distancing due to COVID-19, we consider classes* to include synchronous online activities such as tutorials and lectures held in online platforms such as Zoom or Microsoft Teams.

Student Etiquette

Students are to adhere to relevant ethical guidelines and codes of conduct and show respect for staff, clients, and other students, and our faculty environment at all times. All forms of sexual harassment, vilification, and discrimination will not be tolerated.

Your enrolment carries [inherent requirements](#) that reflect the professional standards you will be expected to meet in practice. If you are studying in a postgraduate psychology program requiring provisional or general registration with AHPRA, you must familiarise yourself with, and adhere to, the Psychology Board of Australia's Code of Conduct. If you are enrolled in counselling or psychotherapy programs, you must ensure your conduct aligns with PACFA's Code of Ethics and Code of Conduct. Understanding and upholding these obligations is essential to your progression in the course and to your future professional practice.

Students are expected to communicate with professionalism, courtesy and consideration in person and online (including via email and social media). Please see the TLP004 Academic Integrity and Student Conduct Policy, TLP008 Student Social Media policy, and FSP002 Discrimination Bullying Harassment Policy. All Policies and Procedures can be found [here](#).

If you feel unsafe at any time or have concerns about the professional conduct of any member of the Cairnmillar community, you are encouraged to inform a staff member.

Submission of Written Work

All written assessment tasks, unless otherwise instructed by a unit coordinator, must be prepared in [Microsoft Word](#) and submitted via [Canvas](#). Please refer to the Unit Outlines on within the unit modules on [Canvas](#) and the [Assessment Style Guides and Formatting](#) guide on myCMI for more information on written assignment requirements.

Referencing & Style Guidelines

The referencing and format for all assignments must be in APA 7 style. Please see [APA Style Referencing](#). See also [Assessment Style Guides and Formatting](#) on myCMI.

Assessment Grades & Records

Final results for each unit will be calculated, then published on the [Paradigm Enrolment Portal](#) by the relevant results [publication date](#). The marks for your final assessment will be withheld until after the release of your final marks.

See [myCMI](#) for information on [results publication](#).

Extensions

An extension may be granted up to 14 calendar days for assignments where there is evidence of unexpected disruptions in the student's available work time. Extensions must be applied for and approved in accordance with the [Assessment Policy and Procedures](#) and any other published procedures found on the faculty website.

Applications must be made [via the appropriate form](#) before the due date and submitted to the Unit Coordinator. An extension is valid only after it has been approved by the Unit Coordinator.

For students with an ongoing or short term health, injury or disability that impacts their ability to study, academic support, including extensions, may be available by registering with the Learning Equity Office. For further information please [click here](#).

See [myCMI](#) for more information on how to apply for an [assignment extension](#).

Special Consideration

Special consideration may be granted in situations where an extension is not possible, such as an exam or in-class work that has been missed, or you need an extension beyond 2 weeks. You should first discuss your situation with your [Course Coordinator](#) before applying. Please see the Assessment Policy and Procedures found on the faculty website for more information. Please see [myCMI](#) for how to apply for special consideration.

Word Limit

Students must adhere to the word limits provided in Unit Outlines and Assessment Guides. Please refer to your Unit Outlines on Canvas for information regarding word limits for each assessment task. There is a 10% leeway on all word limits in which no penalties apply. Exceeding the word limit+10% will result in a penalty of 10% of the total assessment mark. For example, for an assessment with 1000 words worth 20 marks, a student can write up to 1100 words without penalty. However, the student will incur a 10% penalty of the total assessment mark (10% of 20 marks = 2 mark penalty) if they write 1101 words.

Late Submissions

The penalty for late submissions is 5% per day of the total assessment mark (including weekends and non-business days), for a maximum of seven (7) days (i.e., maximum late penalty deduction possible is 35%).

Work handed in more than one week late will not be marked and a fail result will be recorded. No assignment will be accepted once the results for that assignment have been published.

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 granted special consideration. The penalty for late submission or non-submission of in-class tasks is usually 100% of the mark.

See also: [Late Assessment Submissions](#) on myCMI.

Samples of Work

Samples of student work may be taken for purposes of course accreditation and benchmarking. In all cases anonymity will be preserved. If you object to your work being copied for this purpose you must advise the Unit Coordinator when submitting assignments.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process where a student may be granted credit or partial credit towards a qualification in recognition of previous study, skills or experience. RPL can only be granted for units prior to the commencement of your course.

See [myCMI](#) for more information on how to apply for RPL or credit transfer.

Marking Scales & Grade Definitions

You can view Cairnmillar's [grade-mark schema](#) on myCMI.

Academic Integrity

Breaches of academic integrity are serious academic offences. It is the responsibility of all students to access, read, and familiarise themselves with the Institute's [Academic Integrity and Student Conduct Policy and Procedures](#). See [myCMI](#) for more information about [Academic Integrity](#) at Cairnmillar.

All students must complete an Academic Integrity Module and Quiz on Canvas prior to beginning classes at Cairnmillar. Assessment marks are withheld if students have not completed the Academic Integrity Module and Quiz on Canvas. Please see [here on myCMI](#) for more details.

Course Progress

The Academic Integrity and Progress Committee (AIPC) is a sub-committee of the Academic Board and is normally chaired by the Dean.

The AIPC review incidents of possible plagiarism and other breaches of academic or research integrity, such as collusion, cheating in exams, or unauthorised AI use.

The AIPC also supports students who have poor academic performance or are at risk of failing a course through an academic progress intervention and Student Progress Agreements.

Please see '[Academic Integrity and Progress Review Hearings](#)' on myCMI for detailed information on Cairnmillar's academic integrity and progress procedure.

Policies, Procedures & Student Guidelines

It is the responsibility of all students to access, read, and familiarise themselves with the Institute's Policies and Procedures. Students are also expected to review and understand any student guidelines. These are published on our [faculty website](#). Detailed supporting information, guides and forms can be found on the student website, [myCMI](#).

Copyright

There are copyright laws that we need to be aware of and adhere to. Please see the [Australian Copyright Council's](#) website for full information on this topic.

Gen AI

Artificial Intelligence (AI) is rapidly transforming the landscape of higher education, especially in how we approach assessment design, academic integrity, research, and student engagement. Staying informed about these changes is crucial for all students. Students are to read and understand the [Student Guide: Ethical and Effective Use of AI in Higher Education](#), and ensure that they check the requirements for any assignments that they complete.

Professional Standards

Students in professional training courses at CMI are reminded that [inherent requirements](#) apply to your enrolment.

You must have a thorough knowledge of the Psychology Board of Australia Code of Conduct or the Psychotherapy and Counselling Federation of Australia Code of Ethics document. It is reviewed and updated regularly, and it is essential to remain abreast of any changes that are recommended.

A full copy of the current edition of the [Code of Conduct](#) can be obtained on the [Psychology Board of Australia](#) or the PACFA website.

Student Support, Counselling, & Wellbeing

Counselling & Support for Students

Please see '[Counselling for Students](#)' on myCMI.

Academic & Writing Support for Students

Please see 'Your Academic Skills Toolkit' on Canvas and the [Academic Skills and Support](#) my.CMI page.

Learning Equity and Accessibility Support for Students

Please see '[Learning Equity Support](#)' on myCMI.

International Student Support

Please see the '[International Students Page](#)' on myCMI.

Other Support Services

A searchable list of other support services can be found on myCMI. Please see [Support for Students](#) page.

Tuition Fees and FEE-HELP

Information regarding the payment of fees can be obtained from myCMI and our public website. Tuition fees and conditions are published on our website, see [Tuition Fees](#). Please see [Fees and FEE-HELP FAQs](#) on myCMI for more information. Non-payment of fees may result in withholding of release of grades, ineligibility to graduate or termination of enrolment.

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 task requirements 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 Conditions](#).

See [myCMI](#) for details on Cairnmillar's [Academic Progress](#) procedure.

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 of study at least at a PASS level;

- submit the relevant intention to graduate form by the due date.

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.

For more information see: [Graduating From Your Degree](#) on myCMI.

Library Services

The Library at the Cairnmillar Institute is a specialist library resource, aimed at supporting the work of the Institute, focusing on the curriculum, teaching, research, and clinical requirements of the students, academic staff, clinical staff, and researchers.

Appointments about Library and research skills can be made through the [Library](#).

Please visit the [Library](#) page on myCMI for more information.

Office 365

All students have access to [Office 365](#) while studying at Cairnmillar. Your Office365 account includes free access to Microsoft Word, Excel, PowerPoint, Outlook (student email), and much more.

Students also have access to 1TB of OneDrive storage. Find more information on [Office 365](#) on myCMI.

Student Email and Canvas Announcements

Students are provided with a Cairnmillar student email and are required to check this account regularly while enrolled. See: [Accessing your Cairnmillar Student Email on myCMI for full details](#).

Students should also regularly check or sign up for email [reminders on Canvas Announcements](#) and review the regular [Student Newsletter](#).

Computer & Printer Access

Each student has their own personal [OneDrive](#) account which can be accessed across any computer.

Please see '[Computer Access at Cairnmillar](#)' for more information.

Please see '[Printing/Copying at Cairnmillar](#)' on myCMI for more information.

Appendix

Philosophy of Practice Statement: Relational-Dialectical Humanistic Approach in Counselling and Psychotherapy

The Master of Counselling and Psychotherapy program at Cairnmillar is founded on a relational-dialectical humanistic philosophy of practice. Our philosophy recognises the inherent worth, resilience, and capacity for growth and self-actualisation in both our students and their future clients. We believe in the transformative power of the therapeutic encounter to promote healing, facilitate personal transformation, mobilise social change, and foster a sense of purpose and meaning in life.

Humanistic Principles

Person-Centred Approach: We prioritise the clients' unique experiences, perspectives, and needs. Our aim is to create a safe and non-judgmental space where clients can access unprocessed emotions and emergent experience and explore their thoughts, feelings, and challenges openly. We believe that individuals have the innate capacity for self-understanding and growth, and we strive to facilitate their self-discovery and self-actualisation.

Growth and Self-Actualisation: We view personal growth and the movement towards it, as fundamental to the human experience. Self-actualisation is seen as the process of developing the self-acceptance, tolerance for vulnerability, courage and flexibility to be equal to all circumstances. Our approach encourages clients to access and process experience, explore their potential and develop their strengths, and to live more congruently and purposefully. We support clients in processing experience, gaining insight, building resilience, and fostering a sense of purpose and fulfillment in their lives.

Relational Focus: We understand the therapeutic relationship as a central catalyst for change. We emphasise the importance of a genuine and empathic connection between the therapist and the client. Through fostering trust, mutual respect, and collaboration, we create a supportive environment that encourages clients to explore their emotions, values, and relationships. We believe that healing and growth occur within the context of meaningful connections.

Holistic Perspective: We recognise the interconnectedness of mind, body, and spirit in individuals' well-being. Our approach encompasses the exploration of emotional, cognitive, behavioural, somatic, and spiritual dimensions. We encourage clients to develop self-awareness, practice self-care, and embrace their whole selves. By addressing the whole person, we aim to promote balance, authenticity, and overall mental and emotional wellness.

Cultivation of Empathy and Acceptance: We believe that empathy, unconditional positive regard, and acceptance are essential elements in the therapeutic process. Our practitioners strive to understand clients' experiences from their unique perspectives without judgment. By creating a safe and non-threatening environment, we support clients in exploring their emotions, challenges, and personal growth without fear of criticism or rejection.

Cultural Humility and Responsive Practice: We embrace cultural diversity and recognise the influence of social, cultural, and systemic factors on individuals' lives. We strive to understand the impact of culture, race, gender, sexuality, and other identities on clients' experiences and tailor our interventions accordingly. We are committed to fostering inclusivity, cultural humility, and social justice in our practice.

Lifelong Learning and Professional Development: We recognise that the field of counselling and psychotherapy is continually evolving. We are committed to providing our students with a solid foundation of knowledge, skills, and ethical principles. We encourage ongoing learning, professional development, and self-reflection to enhance our practitioners' effectiveness and ethical practice.

Dialectic Principles

These dialectical principles provide a framework for understanding and analysing complex phenomena and for fostering deeper levels of comprehension and synthesis. They promote a dynamic and inclusive approach to thinking and problem-solving, enabling individuals to engage with complexity, contradictions, and change in various domains of knowledge and life.

Contradiction and Unity of Opposites: Dialectics recognises that 'polarities' or contradictions and oppositions are inherent to our reality. Rather than reducing contradictions to be viewed as mere conflicts, dialectics seeks to understand them as dynamic and interconnected aspects of a larger whole. It emphasises that unity can arise from the synthesis of opposing elements.

Change and Development: Dialectical thinking acknowledges that everything is in a state of constant change and development. It views reality as a process rather than a static entity. Dialectics emphasises the idea that change occurs through the interaction and resolution of contradictions over time, leading to progress and growth.

Interconnectedness and Interdependence: Dialectics emphasises the interconnectedness and interdependence of phenomena. It recognises that no element exists in isolation, but rather as part of a larger system or context. Dialectical thinking encourages holistic and systemic perspectives that consider the relational nature of things and the influence of various factors on each other.

Process and Becoming: Dialectics focuses on the process of becoming rather than static states. It recognises that reality is not fixed but is constantly evolving and unfolding. Dialectical thinking emphasises the importance of understanding phenomena in their historical and developmental contexts, recognising the dynamic nature of change and growth.

Dialogue and Critical Thinking: Dialectical principles promote dialogue, critical thinking, and the exploration of different perspectives. Dialectics encourages open and respectful discussions that challenge assumptions, examine contradictions, and seek higher levels of understanding. It values the exploration of opposing viewpoints and the synthesis of diverse perspectives in the pursuit of truth.

Pedagogical Principles

“In all of the education research I’ve been involved with, transcendent outcomes are derived from an emotional engagement in learning, rather than by simply acquiring knowledge” (Busteed, 2019, as cited in Burke & Larmar, 2021, p.603)

Emotional Engagement in Learning: We understand that true learning occurs through emotional engagement, going beyond the acquisition of knowledge. Our pedagogical practices are designed to foster deep emotional engagement in the learning process. We maintain small class sizes to ensure personal engagement. We hire lecturers who are counselling and psychotherapy professionals who are passionate about the field, can model the relational capacities being taught and are inclined to be personally invested in their students’ success. We endeavour to assist students in finding the ways in which the material is personally significant and engage them in existential questions related to purpose and meaning. By creating a supportive and immersive environment in which students feel seen, we encourage students to welcome their vulnerabilities, tolerate discomfort and engage congruently. Students are supported in examining their motivations and values. They are also provided with opportunities to observe and

process their cognitive and emotional responses as they engage honestly with each other and enhancing their ability to empathise and genuinely connect with others.

Transformative Learning Practices: Our program draws upon transformative learning practices, which encourage students to critically reflect on their assumptions, challenge existing beliefs, and examine the social and cultural contexts that shape their perspectives. Through this process, students develop a broader awareness of themselves and others and develop the capacity to support clients in exploring and creating their own sense of purpose and meaning in life. Transformative learning practices promote personal growth, encourage life-long learning and support students in developing the agency to effect social change.

Relational Dialogical Pedagogy: We embrace a relational dialogical pedagogical framework, placing dialogue, collaboration, critical thinking, and respect for diverse perspectives at the core of our teaching and learning process. We create an inclusive and respectful learning environment where students engage in open and authentic dialogues, challenging each other's ideas and assumptions. This approach fosters critical thinking, cultural humility and responsiveness, and the ability to navigate complex therapeutic interactions.

Experiential and Immersive Learning: Our program draws on a tripartite pedagogy that incorporates theory, practice and personal work. We employ experiential and immersive learning practices to facilitate the development of relational depth and professional competence. Students engage in discussions, hands-on activities, role-plays, and simulated therapeutic encounters, providing them with opportunities to apply theoretical knowledge and practice therapeutic skills in a safe and supportive environment. This experiential learning approach enhances students' self-awareness, empathy, and capacity for therapeutic presence.

Reflexive Professional Identity: We aim to cultivate a reflexive professional identity in our students. We encourage them to engage in self-reflection, exploring their values, biases, and assumptions about therapy and the clients they will serve. Through this introspective process, students develop a strong ethical foundation and a commitment to ongoing self-examination, ensuring they provide culturally sensitive and morally responsive counselling services.

In summary, our Master of Counselling and Psychotherapy program embraces a relational-dialectical humanistic approach that recognises the inherent worth and potential for growth in individuals. The Philosophy of counselling and psychotherapy we teach emphasises the importance of creating a safe and empathic therapeutic environment, exploring and processing emotions, and facilitating the client's self-exploration and growth. It values the subjective experience of the individual, the therapeutic relationship, and the ongoing process of personal development. Through

transformative learning practices and a relational dialogical pedagogical framework, we strive to develop competent and compassionate therapists who are capable of fostering healing, transformation, and social change. By combining immersive, experiential learning with reflective practices, we empower students to develop the necessary skills, self-awareness and agency to engage in meaningful therapeutic encounters and contribute to the well-being of their clients and to others within their social ecologies.

