

INSTITUTE
FOR
EMOTIONALLY
FOCUSED
THERAPY

STUDENT HANDBOOK 2019

**TEQSA Registered Higher Education Provider Code:
PRV12023**

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1. Foundations of IEFT

- Established in 1999, IEFT's primary focus is to educate health and allied health practitioners in the Emotionally Focused Therapy approach. The Institute is a registered higher education provider within the Foundation Education Group, offering accredited postgraduate education in the important area of Emotionally Focused work. The Institute was established because of a perceived need for professional, skills-based training in Emotionally Focused counselling and therapy. Two higher education postgraduate courses and professional development workshops in Emotionally Focused counselling and therapy was developed for practitioners working with individuals and couples.
- The abbreviated nomenclature for the Institute for Emotionally Focused Therapy is IEFT.
- Emotionally Focused counselling and therapy is an accepted therapeutic modality developed at York University, Toronto, under the leadership of Dr Leslie Greenberg over the last two decades. This approach has well-developed theoretical principles and is supported by academically rigorous, peer-reviewed research. Dr Greenberg and his associates have published many peer reviewed articles on research projects that show the effectiveness of the processes and outcomes of Emotionally Focused therapy.
- The emphasis of Emotionally Focused work is helping the client to remember, understand, and re-experience or feel their experiences. Greenberg and Paivio (1997) assert that the experience and the re-experiencing of emotion are central to the way an individual structures his or her relationships, and to the process of change.
- Emotionally Focused counselling and therapy are experiential and focus on both present and past experiences, particularly the emotional responses and patterns underlying a person's interactional stance towards another person, and on the processing of these responses in order to facilitate change.
- The Emotionally Focused approach to individuals and couples work can be integrated with other approaches to therapy, especially Object Relations theory. Early formative years lay down emotional patterns of responding and relating. Emotionally Focused therapy examines these influences and helps clients experience and make sense of their early emotional patterns.
- It is a requirement of entry into IEFT's accredited postgraduate courses that applicants are eligible to join relevant professional associations. The Institute encourages students to join and participate in the professional associations relevant to their qualifications.
- The Institute's website (URL: www.ieft.com.au) provides detailed information regarding the Institute and its accredited courses and services for prospective students.
- The Institute's academic teaching staff undertakes ongoing professional development and scholarship in Emotionally Focused work. In addition, the Institute's academic staff members participate in and contribute to their professional associations.

Reference: Greenberg, L. S., & Paivio, S. C. (1997). *Working with emotions in psychotherapy*. New York, NY: The Guilford Press.

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2. Mission

The mission of the Institute for Emotionally Focused Therapy (IEFT) is to provide accredited postgraduate courses in the field of Emotionally Focused Counselling and Therapy as a higher education provider registered with the Tertiary Education Quality and Standards Agency (TEQSA). The Institute aims to teach and develop the Emotionally Focused approach, and promotes quality, ethical counselling and therapy practice with an EFT focus. In addition, the Institute provides ongoing professional development in EF counselling and therapy for practitioners.

Emotionally Focused counselling and therapy have a wide range of application with individuals and couples. Emotionally Focused work is broadly defined as a process-experiential modality and has its origins in client-centered, Gestalt and experiential therapies. In addition, it also has links with developmental psychology and the traditions of psychotherapy.

The Institute aims to develop the theoretical, skills and personal development of practitioners who wish to develop and expand their clinical expertise in the Emotionally Focused approach.

The specific **objectives** of IEFT's mission are:

2.1 Providing quality higher education courses and professional development

- IEFT provides positive higher education experiences and ongoing specialised professional development opportunities for professionals in the local Australian context
- IEFT develops the personal and professional self of practitioners through the acquisition of advanced knowledge and skills in Emotionally Focused counselling and therapy
- IEFT delivers teaching and learning experiences informed by current scholarship and research in Emotionally Focused counselling and therapy
- IEFT provides supportive and challenging learning environments for students

2.2 Fostering links with the community

- IEFT has established professional alliances with other registered higher education institutions and networks. Our benchmarking partner is the Australian College of Applied Psychology (ACAP), which is a self-accrediting higher education provider
- Academic teaching staff engage in scholarship relevant to Emotionally Focused work and teaching and learning
- IEFT graduates practitioners with specialised, contemporary skills and knowledge in Emotionally Focused work

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3. Governance

3.1 Legal Entity

The Institute for Emotionally Focused Therapy Pty Ltd (IEFT) ACN 085 501 837 is a wholly owned subsidiary of Foundation Education Holdings Pty Ltd and forms part of the Foundation Education Group. This entity is established as an Australian Proprietary Company limited by Shares with the Australian Securities and Investments Commission (ASIC) and by the Institute's Company Constitution.

The IEFT governance structure is made up of the following committees which oversee and ensure the quality assurance framework for the delivery of our accredited higher education courses.

3.2 Board of Directors

IEFT's Board of Directors has a majority of well-qualified and experienced independent directors. The Board has oversight of the strategic direction and management of IEFT and is responsible for the higher education operations of the Institute.

3.3 Academic Board

The Academic Board (AB) provides academic leadership of IEFT and oversight of all academic matters. The Board ensures that the required policies, procedures and processes are in place to monitor and protect the academic integrity of IEFT's higher education qualifications and ensuring a positive student experience. The Academic Board sets and monitors academic standards and oversees a range of academic processes, including oversight of admission standards, recognition of prior learning and credit transfer policies; alignment of course assessment processes to academic standards; and fair and reasonable student grievance processes. The Academic Board is comprised of senior academic staff from other higher education institutions, members of the Institute's academic staff, and an alumni representative.

3.4 Course Advisory Committee (EFT) (CAC)

The Academic Board delegates responsibility for industry and discipline-specific advice and guidance for the development and ongoing review of IEFT's higher education courses to the Course Advisory Committee (Emotionally Focused Counselling and Therapy). The CAC provides additional quality assurance and ensures that the courses are relevant and current. The CAC seeks advice from a variety of sources, including external senior academics with expertise in the discipline and an alumni representative.

3.5 Executive Management Committee

The Executive Management Committee (EMC) is the primary operational decision-making body of the Institution and is responsible for the efficient conduct and management of IEFT. It functions to

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implement policies and procedures enabling the efficient running and management of the Institution; implement business plans that ensure that IEFT maintains a quality assured teaching and learning environment for all stakeholders including students and staff; conduct regular reviews of the Institute's performance; and provide high level management coordination to support the CEO in achieving the Institute's plans and strategic objectives.

3.6 Staffing

As CEO, Professor Andrew McAuley reports to the Board of Directors and oversees the strategic management of IEFT.

IEFT teaching staff members include Dr Judith Ayre, Senior Lecturer, and Dr Ione Lewis, Academic Director, who are highly regarded academics, therapists in private practice. Ms Ishrat Siddique is Campus Manager and first point of contact for students. IEFT also employs group and individual supervisors. Staff members are committed to providing a supportive, practical and respectful learning environment.

4. Educational Philosophy

IEFT aims to provide a quality learning environment to develop the theoretical knowledge, Emotion-Focused practice skills and professional identity of our students. Academic teaching staff members work in a cohesive team to deliver quality teaching.

IEFT's post-graduate courses are based on an integrated approach that respects and honours all aspects of students' development. Principles of this approach include the following:

- Students require both practical and theoretical knowledge for integrated learning
- Students are encouraged to develop as ethical and professional practitioners
- Students develop their abilities to make evidence-based decisions as competent EFT practitioners

IEFT is committed to creating a safe, respectful and nurturing learning space for students in the accredited higher education courses we deliver. The following principles underpin IEFT's courses:

- Students are respected as individuals and members of broader familial, social and political contexts
- Students are appreciated and respected for their differences
- Students have the right to be heard
- Students are valued and acknowledged
- Any barriers to student learning are recognised and addressed

Assessment

Subject assessment includes formative methods: participation in class discussions (a hurdle requirement) and podcasts designed to foster interaction between students and academic teaching staff, and summative: theoretical assignments that require students to demonstrate their synthesis of knowledge, an integrative essays and audiovisual recordings of counselling and therapy sessions, session transcripts

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and commentary and critique designed to foster a critically reflective practice approach in the Supervised Practice 1 subject. Authentic assessment reflects the training requirements of the counselling discipline, including presentations of counselling sessions in supervision using audiovisual recordings.

5. Current Courses

5.1 Currently Accredited Courses

IEFT offers two accredited higher education postgraduate courses:

- Graduate Certificate in Emotionally Focused Counselling
- Graduate Diploma of Emotionally Focused Therapy

Our higher education courses are accredited by TEQSA as Level 8 qualifications within the [Australian Qualifications Framework](#).

5.2 Graduate Certificate in Emotionally Focused Counselling (Grad. Cert. EFC) AQF Level 8

Course Aim

The Graduate Certificate in Emotionally Focused Counselling is designed to develop practitioners' knowledge and skills in the Emotionally Focused approach and in the discipline of counselling more broadly. The aim of Emotionally Focused counselling is to understand affect, feelings and emotions, and their relationship with thoughts and behaviours, for the development of emotional wellbeing. The heart of the Emotionally Focused counselling approach involves working competently with emotion on verbal and creative levels.

The focus of the Graduate Certificate course is on assessing, exploring and intervening in emotional experience with individuals and couples. Methods of discovering, managing and working with emotional experience are outlined and demonstrated by academic teaching staff. Guidelines for counselling interventions using verbal and creative methods are provided in each subject.

Course Learning Outcomes

On completion of the Graduate Certificate in Emotionally Focused Counselling, graduates will be able to:

Knowledge

1. Articulate the theoretical basis for the Emotionally Focused model, encompassing its foundations in a range of counselling and psychotherapy modalities
2. Critically evaluate the similarities and differences between Australian and international Emotionally Focused approaches
3. Draw on a wide range of Emotion-Focused skills for assessing and intervening with individuals and couples Assess the contraindications of working emotionally

Skills

4. Interview, assess and work with a broad range of individual client presentations, including relationship difficulties, loss and grief and mental health concerns
5. Interview, assess and work with couples with a broad range of concerns, including

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interactional problems, communication disorders, ambivalence about commitment, and other individual and couple presentations

6. Refer to other appropriate practitioners and services, including medical, psychiatric, child protection and domestic violence, in the best interests of clients' welfare

Application of knowledge and skills

7. Competently apply theoretical knowledge of the Emotion Focused model in counselling practice with individuals and couples
8. Analyse, assess, develop, execute and evaluate assessment and intervention in the field of counselling
9. Work effectively with a broad range of client presentations by applying strategies to access inner experience and work collaboratively with their emotional aspects
10. Demonstrate reflective practice skills and consider ethical contraindications for accessing emotional experience and couple work

Graduate Outcomes

Graduates of the Graduate Certificate course will be able to work in the following fields of practice: relationship counselling; grief and loss counselling; trauma counselling; mental health counselling; lesbian, gay, bisexual, transgender, intersex and queer counselling; educational settings; employment assistance programs; and supervision. Graduates are also eligible to study IEFT's Graduate Diploma with credit for the first year of study, or in Graduate Diploma programs in related fields. An articulation pathway for graduates into the ACAP Graduate Diploma of Counselling has been established in 2018.

Course Length

The course is designed to be studied full-time over one year, or part-time over two years. The course in total comprises 27 credit points. The Graduate Certificate is nested in the first year of the Graduate Diploma course.

Practical and Supervision Requirements

Students must complete 125 counselling sessions of individual counselling in their work environment. Students are required to complete a minimum of 10-15 hours of supervision during the course.

Supervision can be undertaken in individual or group format with a member of IEFT's academic teaching staff or recognised supervisor.

Course Structure

Students are required to complete:

- Two core subjects of seven credit points each (each seven credit point subject has four sub-units)
- Three core subjects of two credit points each
- A Level 100 elective subject of two credit points
- Supervised Practice 1 subject of five credit points

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Subject Code	Subject Title	Credit points
Core subjects		
1. Foundations for Emotionally Focused Work (102):		7 credit points in total
116	Emotion-Focused Work	2 credit points
117	Working with Experience	2 credit points
118	Experiencing Emotion	2 credit points
122	Clinical Day 1: Working with Feelings	1 credit point
2. Individual Counselling (103):		7 credit points in total
119	Focusing	2 credit points
120	Emotion Schemes	2 credit points
121	Adult-Child Polarity	2 credit points
123	Clinical Day 2: Working with Patterns	1 credit point
115	3. Multiple Chair	2 credit points
104	4. Couple Assessment	2 credit points
105	5. Couple Talk	2 credit points
106	6. Supervised Practice 1	5 credit points
Elective subject		
7. One elective from the list below at Level 100		2 credit points
Electives		
110	Working with Anxiety	2 credit points
111	Working with Anger	2 credit points
112	Working with Sadness, Loss and Grief	2 credit points
113	Working with Shame	2 credit points
114	Healing Childhood Sexual Abuse	2 credit points
132	Emotions in Couple Work	2 credit points
COURSE TOTAL		27 credit points

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Accreditation

The Graduate Certificate is accredited by the Tertiary Education Quality and Standards Agency (TEQSA) under the TEQSA Act (2011) as a higher education award recognised within the Australian Qualification Framework (AQF).

Standard Applications

A qualification from a recognised academic institution in the arts, social sciences, psychology, social work, welfare, counselling, nursing or occupational therapy at AQF Level 7 (Bachelor's degree) or higher which has included counselling skills training, and

Membership or eligibility for membership of a professional association relevant to the qualification: Australian Psychological Society, Psychotherapy and Counselling Federation of Australia, Australian Association of Social Workers, Australian Counselling Association, Australian Association of Family Therapy, Australian and New Zealand Art Therapy Association, and

Employment in a role that requires provision of formal counselling (paid or voluntary) with regular formal supervision.

Non-standard Applications

A non-relevant qualification from a recognised academic institution, or

A partially completed relevant qualification from a recognised academic institution, or

A relevant VET Diploma (AQF Level 5), Advanced Diploma or Associate Degree (AQF Level 6), or

Professional training in counselling or psychotherapy accredited by PACFA, or

Employment in a clinical role by a relationship and/or family organisation designated by the Federal Attorney General's Department, and

Two year's work experience in a role that requires provision of formal counselling (paid or voluntary), and

Regular formal supervision of counselling practice, and

Attendance at interview and provision of references that attest to applicant's counselling experience and competence from supervisor and line manager.

Applicants with a relevant qualification who have not completed counselling skills training will be required to attend designated counselling skills workshops provided by IEFT

Applicants with a relevant qualification who have not completed subjects on the theoretical base for counselling may be required to complete other theoretical studies prior to admission.

IEFT has an approved internal articulation pathway for applicants who have attended and successfully completed one or more IEFT Professional Development workshops and assessment requirements. Applicants who did not complete assessment requirements will be required to complete a challenge assessment.

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5.3 Graduate Diploma of Emotionally Focused Therapy (Grad. Dip. EFT) AQF Level 8

Course Aim

The Graduate Diploma of Emotionally Focused Therapy is designed to develop the knowledge and skills of practitioners working in counselling, psychology, psychotherapy, social work and related disciplines in Emotionally Focused Therapy. The aim of Emotionally Focused Therapy is to understand affect, feelings and emotions, and their relationship with thoughts and behaviours, for the development of emotional wellbeing. The heart of the Emotionally Focused Therapy approach involves working comprehensively with emotion on verbal and creative levels, and with parts of the self. Emotionally Focused Therapy is an evidence-based model firmly established in Australia and internationally.

The focus of the Graduate Diploma course is on working with the emotional experience of individuals and couples, understanding and assessing clients' emotional signatures, and transforming emotion schemes. Emotionally Focused Therapy methods are outlined and demonstrated by academic teaching staff. Guidelines for therapeutic interventions using verbal and creative methods with individuals and couples are provided in each subject.

Course Learning Outcomes

On completion of the Graduate Diploma of Emotionally Focused Therapy, graduates will be able to:

Knowledge

1. Demonstrate in depth integrative understanding of the Emotionally Focused Therapy approach and its foundations in Person-centred, Attachment, Focusing, Gestalt, Existential and relationship therapy theories and models
2. Critically evaluate similarities and differences between the diversity of approaches encompassed by Emotionally Focused Therapy
3. Conceptualise and identify emotion schemes and emotional signatures in their work with individuals and couples

Skills

4. Interview, assess and work with a broad range of individual client presentations, including psychosomatic complaints, relationship difficulties, and mental disorders
5. Interview, assess and work with couples with a broad range of concerns, including interactional problems, communication disorders, ambivalence about commitment, infidelity and other couple presentations
6. Evaluate the need to refer, and make referrals, to other appropriate services and organisations, including medical, psychiatric, child protection and domestic violence, in the best interests of clients' welfare

Application of knowledge and skills

7. Skilfully apply theoretical knowledge of the Emotionally Focused Therapy approach to practice with a wide range of individual and couple presentations, including Adult-Inner Child relationships, inner-outer self and regressed states
8. Analyse, assess, develop, execute and evaluate assessment and intervention in the Emotionally Focused Therapy approach, including family of origin and childhood experiences
9. Work effectively with a broad range of client presentations by applying strategies to access inner

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experience, and work collaboratively with their emotional aspects

10. Demonstrate the capacity to self-reflect on practice and identify ethical contraindications for working with clients' emotional experience and couple work

Graduate Outcomes

Graduates of the Graduate Diploma course will be able to work in the following fields of practice: relationship counselling; grief and loss counselling; trauma counselling; mental health counselling; lesbian, gay, bisexual, transgender, intersex and queer counselling; educational settings; employment assistance programs; and supervision. Graduates are also eligible to study in Masters courses in related fields. An articulation pathway for graduates into the ACAP Master of Counselling and Psychotherapy has been established in 2018.

Some private health funds offer provider numbers for qualified counsellors who meet their criteria, BUPA and Medicare Private being the largest of these.

The National Disability Insurance Scheme (National Disability Insurance Agency) is an emerging opportunity for counsellors to register as providers.

The National Redress Scheme for adult survivors of institutional child sexual abuse, which will run for 10 years until 1 July 2028, specifically includes counsellors who are Clinical members or registrants of PACFA and ACA (APS, 2018).

Employee Assistance Programs (EAP) offer counselling services, which may be provided by qualified counsellors (see Employee Assistance Professional Association of Australia).

Course Length

The course is designed to be studied full-time over 1.5 years or part-time over three years to allow students to study flexibly and balance their work and personal lives. The course in total comprises 52 credit points.

Practical and Supervision Requirements

Students must complete 250 hours of counselling or therapy with individuals and couples in their workplace or private practice.

Students are required to complete a minimum of 20 to 30 hours of supervision during the course. Supervision can be undertaken in individual/group format with one of IEFT's supervisors.

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Course Structure

Students are required to complete:

- Four core subjects of seven credit points each (each subject has four sub-units)
- Three core subjects of two credit points each
- Three elective subjects at Level 100 and one elective subject at Level 200 (two credit points each)
- Two Supervised Practice subjects of five credit points each

Subject Code	Subject Title	Credit points
First year		
Core subjects		
3. Foundations for Emotionally Focused Work (102):		(7 credit points in total)
116	Emotion-Focused Work	2 credit points
117	Working with Experience	2 credit points
118	Experiencing Emotion	2 credit points
122	Clinical Day 1: Working with Feelings	1 credit point
4. Individual Counselling (103):		(7 credit points in total)
119	Focusing	2 credit points
120	Emotion Schemes	2 credit points
121	Adult-Child Polarity	2 credit points
123	Clinical Day 2: Working with Patterns	1 credit point
115	3. Multiple Chair	2 credit points
104	4. Couple Assessment	2 credit points
105	5. Couple Talk	2 credit points
106	6. Supervised Practice 1	5 credit points
Elective subject		
7. One elective from list below at Level 100		2 credit points
Second year		
Core subjects		
8. Individual Therapy (201):		(7 credit points in total)
202	Emotion-Focused Therapy	2 credit points
203	The Therapeutic Relationship	2 credit points
204	Emotional Signature	2 credit points
205	Therapy Day 1: The Internalised Parent-Child	1 credit point
9. Advanced Therapy (212):		(7 credit points in total)
213	Re-Experiencing in Regression	2 credit points
214	Healing in Attachment	2 credit points
215	Self-Interruptive Processes	2 credit points
216	Therapy Day 2: Integrating Theory and Practice	1 credit point
206	10. Supervised Practice 2	5 credit points
Elective subjects		
11-13. Three electives from list below (one at Level 100, two at Level 200)		6 credit points in total
Electives		
Level 100		

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110	Working with Anxiety	2 credit points
111	Working with Anger	2 credit points
112	Working with Sadness, Loss and Grief	2 credit points
113	Working with Shame	2 credit points
114	Healing Childhood Sexual Abuse	2 credit points
132	Emotions in Couple Work	2 credit points
Level 200		
231	Working with Depression	2 credit points
232	Working with Trauma	2 credit points
233	Creative Couple Work	2 credit points
COURSE TOTAL		52 credit points

Accreditation

The Graduate Diploma is accredited by the Tertiary Education Quality and Standards Agency (TEQSA) under the TEQSA Act (2011) as a higher education award recognised within the Australian Qualification Framework (AQF).

The Graduate Diploma is professionally accredited by the Australian Counselling Association (ACA). Graduates are eligible for membership of the ACA.

Pathways

Graduates of the Graduate Diploma of Emotionally Focused Therapy at IEFT are eligible for articulation into the Master of Counselling and Psychotherapy at the Australian College of Applied Psychology with credit given for eight subjects of 6 credit points. Graduates are also eligible to apply for credit in other Masters courses in a cognate discipline.

Standard Applications

A qualification from a recognised academic institution in the arts, social sciences, psychology, social work, welfare, counselling, nursing or occupational therapy at AQF Level 7 (Bachelor's degree) or higher which has included counselling skills training, and

Membership or eligibility for membership of a professional association relevant to the qualification, and

Employment in a role that requires provision of formal counselling (paid or voluntary), and

Be engaged in formal supervision of counselling practice

Non-standard Applications

A non-relevant qualification from a recognised academic institution, or

Professional training in counselling or psychotherapy accredited by PACFA, or

Employment in a clinical role by a relationship and/or family organisation designated by the Federal Attorney General's Department, and

Two year's work experience in a role that requires provision of formal counselling (paid or voluntary), and

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Be engaged in formal supervision of counselling practice, and

Attend an interview and provide references that attest to applicants' counselling experience and competence from supervisor or line manager.

Applicants may be requested to provide a digital recording of a counselling session (having obtained client consent)

Applicants with a relevant qualification who have not completed counselling skills training will be required to attend designated counselling skills workshops provided by IEFT

Applicants with a relevant qualification who have not completed subjects on the theoretical base for counselling may be required to complete other theoretical studies prior to admission.

IEFT has an approved internal articulation pathway for applicants who have attended and successfully completed one or more IEFT Professional Development workshops and assessment requirements. Applicants who did not complete assessment requirements will be required to complete a challenge assessment.

6. Academic Policies, Procedures and Forms

IEFT's academic [policies and procedures](#) provide students with everything they need to know to succeed and prosper in their learning. The following policy documents can be accessed on the IEFT website:

- Academic Freedom Policy
- Academic Integrity Policy and Procedure
- Advanced Standing and Credit Transfer Policy and Procedure
- Benchmarking Policy and Procedure
- Code of Conduct
- Course Design Development and Approval Policy and Procedure
- Course Evaluation and Review Policy and Procedure
- Critical Incident Policy and Procedure
- Fee Change and Refund Policy
- Graduation and Conferral Policy and Procedure
- Grievances, Complaints and Appeals Policy and Procedure
- Intellectual Property Policy
- Moderation of Assessment Policy
- Privacy Policy
- Quality Assurance Framework and Procedure
- Student Assessment Policy and Procedure
- Student Feedback and Access to Staff Policy
- Student Information and Representation Policy
- Student Progression Exclusion and Graduation Policy and Procedure
- Student Records Management Policy
- Student Selection and Admission Policy and Procedure
- Student Transition and Orientation Policy
- Student Welfare and Support Policy and Procedure

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- Students At Risk Policy and Procedure

The following **forms** can also be accessed on the IEFT website:

- Advanced Standing and Credit Transfer Application
- Assessment Extension Request
- Deferral of Course Application
- Fee Refund Application
- Formal Complaints and Appeals Lodgement Form
- Application Form – All Students
- Review of Assessment Grading Application
- Special Consideration Application

6.1 Advanced Standing and Credit Transfer

IEFT's [Advanced Standing and Credit Transfer Policy and Procedure](#) provides the framework for credit transfer of formal learning at the same AQF level, and recognition of prior learning (RPL): experience, knowledge and skills gained from professional experience.

Assessment of applicants for entry into the Institute's accredited courses may incorporate recognition of past professional training and experience in an Emotionally Focused approach (RPL).

Students can download the Advanced Standing and Credit Transfer Application from the [website](#).

6.2 Course Progression Information for Graduate Diploma and Graduate Certificate Students

Satisfactory Subject Completion Requirements

Student assessment is integrated within the Institute's accredited higher education courses. Students are provided with guidelines in each subject setting out the requirements for attendance and completion of written and practical assignments. Assignments are required to be completed during the teaching period, In order to pass each subject, students must meet these requirements.

Students are able to apply for an extension of time to submit an assignment within the framework of IEFT's Student Assessment Policy. The Assessment Extension Request Form can be downloaded from the [website](#). Documentary evidence must be provided to support the request.

Pre-requisites

Some subjects are designed to be studied in sequence, following the course structure.

Graduate Certificate/ first year of Graduate Diploma

- Enrolment in Individual Counselling (103) requires the successful completion of Foundations for Emotionally Focused Work (102)
- Enrolment in Supervised Practice 1 (106) requires the successful completion of Foundations for Emotionally Focused Work (102)
- Enrolment in Couple Talk (105) requires the successful completion of Couple Assessment (104)

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Second year of Graduate Diploma

- Enrolment in Individual Therapy (201) requires the successful completion of Individual Counselling (103)
- Enrolment in Advanced Therapy (212) requires the successful completion of Individual Therapy (201)
- Enrolment in Supervised Practice 2 (206) requires the successful completion of Supervised Practice 1 (106)

Satisfactory Course Progression

Students are required to maintain minimum academic standards. The Course Progression, Exclusion and Graduation Policy and Procedure specify that students must pass at least 50% of their enrolled subjects each semester.

Students are able to apply to defer their enrolment in a course using the Deferral of Course Application, which can be downloaded from the [website](#).

Maximum Candidature

The maximum candidature for the Graduate Diploma is four years, and for the Graduate Certificate three years.

Students are able to apply formally for an extension of time to complete the course, if there are compelling and compassionate circumstances by writing to the Academic Director to outline the circumstances, the required period of extension, and how the course will be completed within the time requested (for example, by including a study plan).

6.3 Semester Periods

The academic year is divided into two semesters:

- **First Semester:** February to June
- **Second Semester:** July to November.

Generally within each semester, there are twelve to fourteen weeks (36 to 52 timetabled hours) available for teaching workshops, with mid-semester breaks.

The timetable provides dates and times for each subject, can be downloaded from the [website](#).

6.4 Student Consultation

Student consultation with academic teaching staff members is an integral part of the learning experience. IEFT's Student Feedback and Access to Staff Policy governs student consultation. Academic teaching staff members will provide time at the end of each teaching session for student consultation, as well as consultation times outside of scheduled teaching hours. Students can contact their academic teaching staff by email. Students can also make individual consultation appointments with the Course Coordinator Dr Judith Ayre and the Academic Director Dr Ione Lewis.

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6.5 Student Feedback, Grievances, Complaints and Appeals

Student Feedback

IEFT aims to provide students with every opportunity to succeed in their studies, and is committed to continuous improvement of our courses and processes. The Institute welcomes student feedback about what is going well, and suggestions for improvements or changes, as outlined in the [Student Feedback and Access to Staff Policy and Procedure](#).

Student feedback is collected systematically through subject evaluations, and used to regularly improve IEFT subjects and courses. Students and alumni also have the opportunity to participate in academic governance committees to represent the views of the students and graduates of IEFT courses.

Feedback can be provided at any time by students by emailing IEFT through the [contact form](#) on the website.

Review of Assessment Grading

Students may use the [Review of Assessment Grading Application](#) to apply for a review of assessment grading. Students are encouraged to speak to their Course Coordinator or the Academic Director first to attempt to resolve their dissatisfaction. IEFT's Student Assessment Policy specifies two grounds for requesting an assessment grading review:

- An error occurred in the calculation of the assessment mark or grade
- The awarded mark of grade is inconsistent with the published assessment requirements or assessment criteria

Student Grievances, Complaints and Appeals

IEFT seeks to work proactively with students to ensure their success and a positive student experience. Students are encouraged to communicate in a timely manner with academic teaching staff about any concerns or difficulties. All grievances, complaints and appeals are dealt with confidentially, in a timely manner, within the framework of informal and formal processes outlined in IEFT's Grievances, Complaints and Appeals Policy and Procedure.

This policy and procedure outline the process by which current and prospective students can raise grievances and lodge complaints and appeals, and the steps the Institute will follow to resolve these. All academic and administrative complaints and appeals are to be submitted within 10 working days of the decision or event, to the Academic Director, by downloading the [Formal Complaints and Appeals Lodgement Form](#) on the website.

The policy also outlines external avenues of complaint and appeal that students may take in addition to IEFT's internal resolution processes.

6.5 Student Welfare and Support

IEFT is committed to providing students with access to appropriate welfare and academic support services when needed, as outlined in the Student Welfare and Support Policy and Procedure.

Academic teaching staff may refer students in need of support to the Academic Director, or students (including prospective students) may contact academic teaching staff or the Academic Director to

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discuss matters affecting their study. Students in need of counselling, welfare, advocacy, accommodation advice, legal and/or health services will be provided with referral information.

Students with Disability

Prior to formalising enrolment, or when disabilities arise during enrolment, students are asked to provide the Academic Director with information about disabilities that may affect their study or course progress, so that reasonable adjustment can be made. Information about disabilities provided by students is kept confidential.

Students at Risk

IEFT's Students at Risk Policy and Procedure outlines the process for identifying and assisting with students who require additional academic support, or have failed a subject more than once, or fail more than 50% of subjects in a semester. The Academic Director will contact at-risk students and arrange additional academic support.

6.6 Privacy Policy

IEFT's Student Privacy Policy outlines how student data is collected, stored and protected. IEFT is committed to ensuring student confidentiality in compliance with the NSW Privacy Principles and the Commonwealth Privacy Act, as may be updated from time to time.

6.7 Academic Integrity

IEFT's [Academic Integrity Policy and Procedure](#) outline the importance of academic honesty and acknowledging academic sources in all submitted assignments. Academic integrity is part of IEFT's community standards. Academic integrity means upholding high standards of ethical conduct in studying and writing assessments for IEFT.

It is essential to always be honest and fair by acknowledging the work and ideas of authors.

Plagiarism

Plagiarism means presenting the work and ideas of authors without proper acknowledgement. For example:

- Not using quotation marks when directly quoting the words of an author
- Copying another student's work
- Reproducing sentences from subject manuals without acknowledgement

Academic misconduct

Academic misconduct goes against the value of IEFT for honesty and integrity. Misconduct can take many forms, and may include:

- Using essay writing services to present the work of others as your own
- Adding academic references to the reference list when these were not used to write the assessment
- Collaborating with others on assessments when group work is not a formal assessment requirement

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Academic referencing conventions

Students are required to use the American Psychological Association referencing style throughout their course (APA 6th ed.).

Visit the APA website and make use of free online tutorials and the blog.

Tips to maintain academic integrity

- Start assignments ahead of the due date and allow plenty of time.
- Ensure your study load is achievable.
- Put aside regular time each week to do reading and assessments.
- Take notes on readings in your own words. Paraphrase so you really understand the theory content.
- Summarise and condense your notes into major points.
- Keep a glossary of definitions for concepts and terms and reference your entries.
- Compare and contrast different theorists and schools.
- Develop your own ideas and critiques.
- Read your assessment in hard copy for a final round of editing before submission.
- Ensure page numbers are included for direct quotes in in-text citations.
- Ensure all in-text citations are included in the reference list.

Academic misconduct penalties

In responding to academic misconduct, IEFT will take into account whether the misconduct was intentional, student progression in their enrolled course, and any previous misconduct. Penalties may include:

- A formal warning in writing to the student
- A zero mark for the assessment
- A non-graded Fail for the subject
- Suspension from the course for a period of time
- Exclusion from IEFT for two semesters
- Termination of enrolment with IEFT



“Success
without
integrity
is failure.”

Retrieved from

<http://modusdirect.com/creative/integrity-and-success/>

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6.8 IEFT's Code of Conduct

Code of Conduct

The Code of Conduct outlines the obligations and responsibilities of all members of the IEFT community, including students, academic teaching staff, other employees, and Board and committee members. The Code of Conduct can be downloaded from the [website](#).

7. Graduation

IEFT issues qualifications in accordance with the requirements of the current AQF Qualifications Issuance Policy and its accredited courses within the scope of TEQSA registration.

IEFT issues qualification documentation for two AQF Level 8 qualifications, which identify:

- The name of the Institute and Registered Provider Number.
- The full name of the graduate
- The full title of the qualification
- The date of issuance

IEFT's Board of Directors approves the issuance of qualification documentation to students who have met all course requirements and are recommended for graduation by the Faculty Committee.

Qualifications include the award Testamur and the Statement of Results which lists all subjects attempted by the student and awarded grades.

There is no cost to students for qualification documentation. Fees are charged for replacement documentation in line with the IEFT policy.

IEFT maintains appropriate systems to control, record and report on the issuance of qualifications for accredited courses. Records relating to the issuance of qualifications are archived and stored securely for a minimum of 30 years.

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Appendix One: Consent Form

IEFT Consent Form

Consent form for Audio / Audiovisual Recording Institute for Emotionally Focused Therapy

This consent form is for the purpose of audio or audiovisual recordings of students' counselling and therapy sessions with a student enrolled in an accredited higher education course at the Institute for Emotionally Focused Therapy.

Name of student:

I consent to the person named above making audiovisual recording of my counselling or therapy sessions for the period:

I understand that the recordings will be stored securely on a password-protected computer and/or device, and used only for the purpose of meeting course requirements.

I understand that my identity will be protected, and that the recordings will be deleted at the end of the teaching period in which it is collected, or when the assessment requirement has been completed.

Name:

Signature:

Date: