

Institute for Emotionally Focused Therapy

STUDENT HANDBOOK

Postal Address: PO Box 97
ANNANDALE NSW 2038

Location: 83 Johnston Street
ANNANDALE NSW 2038

Telephone: (02) 9552 2977
Facsimile: (02) 9660 8233
Website: www.EFTherapy.com
Email: admin@EFTherapy.com

Table of Contents

1. Foundation of the Institute	3
2. Mission Statement	4
3. Educational Philosophy	5
4. Current Courses	6
5. Course Dates	7
6. Rationale and Aims: Graduate Diploma	7
7. Admission Requirements - Graduate Diploma	9
7.1 Selection	9
7.2 Educational Qualifications for Admission	10
7.3 Applicants	10
7.3.1 Standard Applications	10
7.3.2 Special Additional Qualifications Required for Admission	10
7.3.3 Non-Standard Applications	10
7.4 Advanced Standing or RPL	11
7.5 Assumed Knowledge, Including Occupational or Skills Pre-Requisites	12
7.6 Progression	12
7.7 Examination	14
7.8 Graduation	14
8. Rationale and Aims: Graduate Certificate	15
9. Admission Requirements - Graduate Certificate	16
9.1 Selection	16
9.2 Educational Qualifications For Admission	17
9.3 Applicants	17
9.3.1 Standard Applications	17
9.3.2 Special Additional Qualifications Required For Admission	18
9.3.3 Non-Standard Applications	18
9.4 Advanced Standing or RPL	19
9.5 Assumed Knowledge, Including Occupational or Skills Pre-Requisites	19
9.6 Progression	19
9.7 Examination	21
9.8 Graduation	21
10. General Matters	22
10.1 Assessment Policy	22
10.2 Student Grievances/Appeals	26
10.2.1 A Commercial Grievance/Appeal	26
10.2.2 An Academic Grievance/Appeal	27
10.3 Use of Intellectual Property	28
Code Of Clinical Conduct	29
1 Consulting Relationships	29
2 Professional Relationships	30
3 Research	31
Privacy Policy	32

1. Foundation of the Institute

- 1.1 The Institute for Emotionally Focused Therapy, formerly known as the Counselling Training Centre (NSW), was established in 1987 as an independent training organisation, to provide professional training and continuing higher education courses using an Emotionally Focused approach.
- 1.2 The recommended nomenclature for the Institute for Emotionally Focused Therapy will be (IEFT).
- 1.3 The Institute, when it was the Counselling Training Centre (NSW), was established because of the perceived need for professional skills-based training in Emotionally Focused Counselling and Therapy, and developed a set of courses and workshops in Emotionally Focused counselling and therapy. These subjects were developed to help practitioners work with individuals and couples.
- 1.4 "Emotionally Focused Counselling and Therapy" is an accepted therapeutic modality that was developed at York University in 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 and reviewed research. Dr Greenberg and his associates have published many refereed research projects that show the effectiveness of the processes and outcomes of Emotionally Focused therapy.
- 1.5 The emphasis in Emotionally Focused work is on helping the client to remember, understand and re-experience or feel their experiences. Greenberg and Paivio (1997) assert that the experience and the experiencing of emotion is central to the way an individual structures his or her relationships and to the process of change.
- 1.6 Emotionally Focused counselling and therapy is experiential and focuses on both the present and past experiences, particularly the emotional responses and patterns underlying a person's interactional stance towards another person, and on their processing of these responses in order to facilitate change. The Emotionally Focused approach to individuals and couples is integrative with other approaches to therapy and especially acknowledges object relations work, acknowledging that the formative years lay down emotional patterns of responding and relating. Emotionally Focused therapy examines these influences and helps clients experience their earlier emotional patterns as appropriate.
- 1.7 It is a requirement of entry into the postgraduate programs that students are eligible to join appropriate professional associations. The Institute has encouraged students to join and participate in their appropriate professional associations.
- 1.8 The Institute has developed a web-site (see:www.EFTherapy.com) that is available for students to get detailed information regarding the Institute and its services.
- 1.9 The Institute has encouraged writing and research in the area of Emotionally Focused Work. In addition, the Institute has contributed at various professional meetings.

2. Mission Statement

The Institute for Emotionally Focused Therapy is a professionally oriented Institute that aims to promote and develop the clinical modality of Emotionally Focused work. The mission of the institute is to improve understanding of Emotionally Focused Therapy and the development of counselling with an EFT focus.

Emotionally Focused work has a wide range of application from individuals to couples, short-term to long-term work. The Emotionally Focused work is broadly defined as a process-experiential modality and has its origins in the client-centered, Gestalt and experiential therapies. In addition, it also has links with developmental work and the traditions of psychotherapy. The aim of the Institute for Emotionally Focused Therapy is to research, publish and provide continuing higher education programs and professional training in Emotionally Focused counselling and therapy. The specific focus of the Institute for Emotionally Focused Therapy is the theoretical, skills and personal development of health practitioners who wish to develop and expand their clinical expertise using the Emotionally Focused approach, within an integrated framework that is respectful and honouring of a person's heart, mind and spirit. We accomplish this mission by:

(i) Teaching

- providing higher education and training to professionals in health related areas in the local Australian market.
- providing ongoing opportunities for personal and professional development of healthcare practitioners through the acquisition of knowledge and skills relevant to counselling and therapy using the Emotionally Focused approach.
- developing learning environments for the acquisition of specialized clinical skills in Emotionally Focused work.

(ii) Theory and Research

- continuing to generate, appraise, develop and disseminate ideas, concepts, knowledge, and practice in EFT, and EFT as a clinical modality.
- continuing to develop the Emotionally Focused work in counselling and therapy as an evidenced based approach.
- producing and disseminating original research.

(iii) Community Links

- developing professional alliances with other higher education institutions.
- providing the community with health practitioners with postgraduate specialized skills in Emotionally Focused work.

3. Educational Philosophy

- 3.1** The specific focus of the Institute for Emotionally Focused Therapy is the theoretical, skills and personal development of counsellors and therapists who wish to develop and expand their clinical expertise using an Emotionally Focused approach, within an integrated approach that is respectful and honouring of a person's heart, mind and spirit.
- 3.2** Counselling and therapy using an Emotionally Focused approach focuses on helping an individual or couple regain, discover and have their emotional experience, and looks at the context without avoiding and deflecting from the individual's experience.
- 3.3** The Institute believes there are universal components in human development, ways of being with oneself and in relationship, which provide the foundation for counselling and therapy practice. These components are integral to the courses and workshops conducted at the Institute, where a safe, respectful and nurturing learning environment is created, and are as follows:
- (i) the individual is respected as a whole person and member of a wider familial, social and political context;
 - (ii) the individual is appreciated and respected for their differences;
 - (iii) the individual has a right to have a voice and to be heard;
 - (iv) the individual has the basic right of every human to be loved and acknowledged and feel good about themselves;
 - (v) the individual has a right to a safe and nurturing environment;
 - (vi) students require both the practical and theoretical aspects for integrated learning;
 - (vii) students are required to develop an ethical and professional practice;
 - (viii) students develop their abilities to be service providers and make informed decisions;
 - (ix) these principles underlie both the training that is provided and the counselling and therapy service that is offered to clients.
- 3.4** We believe that counsellors and therapists need to be able to acknowledge that they are part of the same community and, like clients, are people who have experienced pain and change of varying degrees in their lives. They, like their clients, have feelings and emotions, and in order to help their clients to contact their emotions, counsellors and therapists need to be aware of and to acknowledge those feelings and emotions within themselves.
- 3.5** The Institute has a policy that recognises prior learning (RPL); experience, knowledge and skills gained from personal and professional work. Assessment of applicants for entry into subjects at the Institute can incorporate recognition of past professional training in an Emotionally Focused approach.
- 3.6** Student assessment is an integrated program at the Institute and must be satisfactorily completed prior to attending the next level of the program. A procedure for academic appeal is documented with a process of internal review and external mediation.

4. Current Courses

- 4.1 The Institute for Emotionally Focused Therapy offers a course titled, Graduate Diploma in Emotionally Focused Therapy. The Graduate Diploma is a part-time and flexible course of study with minimum candidature being two years and maximum five years. The Graduate Diploma is designed to facilitate the integration of learning of counselling and therapy skills into demonstrated competencies. This requires students to reflect on the concepts and practise them in their workplace with clinical supervision. While it is expected that it takes a minimum of two years to integrate Emotionally Focused skills into a counsellor's identity, it is recommended that students complete the course over a five-year period.
- 4.2 The Institute for Emotionally Focused Therapy also offers a Graduate Certificate in Emotionally Focused Counselling, a nested course within the Graduate Diploma in Emotionally Focused Therapy. The Graduate Certificate is a part-time and flexible course of study with minimum candidature being one year and maximum four years. The Graduate Certificate in Emotionally Focused Counselling is designed for professionals wishing to develop an Emotionally Focused approach to counselling. The Graduate Certificate is designed to facilitate the integration of learning of counselling into demonstrated competencies. This requires students to reflect on the concepts and practise them in their workplace with clinical supervision. While it is expected that it takes a minimum of one year to integrate Emotionally Focused skills into a counsellor's identity, it is recommended that students complete the course over a four-year period.
- 4.3 The recommended nomenclature for the Graduate Diploma in Emotionally Focused Therapy will be GradDipEFT. The recommended nomenclature for the Graduate Certificate in Emotionally Focused Counselling will be GradCertEFC.
- 4.4 The Institute provides short workshops for participants who require skills development to meet the entry requirements to the Graduate Certificate and Diploma in Emotionally Focused Therapy.
- 4.5 The Institute provides occasional continuation workshops, generally over one or two days, for graduates of the Graduate Certificate and Graduate Diploma in Emotionally Focused Therapy.
- 4.6 The modes of delivery in the Graduate Diploma and Graduate Certificate will be by subjects organised over a semester or by workshop method of two days duration. Students are required to complete subjects to the value of 38 points for the Graduate Diploma and 20 points in the Graduate Certificate.
- 4.7 The main subject modules are conducted using flexible learning options such as a fortnightly basis over the semester or a series of workshops. On a fortnightly basis, a course session is of six hours duration and includes both theory input and skills practice. A course conducted using a series of workshops is generally 2 days duration to the equivalence of the course hours. The minor subjects and electives are generally conducted in a workshop format, requiring two days attendance.

-
- (i) Subjects are designed to be sequential and students are required to successfully complete each course before progressing to the next. Subjects that are grouped around themes are required to be studied in sequence before moving to the next theme. Students are able to take one period of leave of absence between these courses without penalty for twelve months, in order to integrate or adjust to the ideas in the Emotionally Focused approach.
 - (ii) The workshop components of the course can be completed at various times in the Graduate Diploma. They can be completed concurrently with the courses or after completion of the course work.
- 4.8** Students attending the Graduate Certificate or Graduate Diploma generally attend only one course subject that is conducted weekly over the semester. Students are able to attend one or two workshop subjects concurrently with a course subject, depending on their time commitments.
- 4.9** Course assignments are required to be completed during the teaching semester. Final assessment tasks for the Graduate Diploma in Emotionally Focused Therapy must occur within twelve months of completing all subject requirements.

5. Course Dates

- 5.1** The academic year is divided into two semesters. The first semester is from February to June and the second semester, July to November. Generally within each semester, each course can be twelve to fourteen weeks (36-52 hours) of teaching, with mid-semester breaks.
- 5.2** Each year a brochure is available, outlining course dates and times for each workshop and course.

6. Rationale and Aims:

Graduate Diploma in Emotionally Focused Therapy

- 6.1** The aim of the Graduate Diploma in Emotionally Focused Therapy is to provide individual and couple therapists with a comprehensive framework for therapy using an Emotionally Focused Approach, to increase their knowledge, and to integrate this with their skills development for working emotionally with individual and couples.
- 6.2** The Graduate Diploma in Emotionally Focused Therapy will provide practitioners with a comprehensive understanding of affect, feelings and emotions and the interrelated connections with thoughts and behaviours, which will allow practitioners to work in a comprehensive manner with clients.
- 6.3** Graduates from the Graduate Diploma in Emotionally Focused Therapy will be able to carry out the following occupational functions:
- (i) Interview, assess and work with individual clients with a broad range of complaints and concerns. For example; psychosomatic

complaints, relationship difficulties, post-traumatic stress disorders, mood disorders, personality disorders.

- (ii) Interview, assess and work with couples with a broad range of complaints and concerns. For example, interactional problems, communication disorders, ambivalence and commitment issues, personality disorders and other related individual and couple problems.
- (iii) Graduates will be able to work on a short-term and long-term basis and refer to other appropriate organisations when in the best interests of the client's welfare.

6.4 Graduates from the Graduate Diploma in Emotionally Focused Therapy will acquire the following knowledge, skills and attitudes:

6.4.1 Knowledge:

- Ways of understanding, discovering and assessing both the interaction and internal aspects of an individual;
- Understanding the theory, nature and experience of emotional experience.
- Ability to develop treatment programs to help clients deal with emotional experience in its various forms.
- Attitudes to clients, discovering personal/professional boundaries
- Understanding the development of personality and motivation
- Effect of trauma and unfinished personal matters on the individual emotionally, cognitively and behaviourally;
- Understanding the inner world of an individual in terms of inner child, parent and adult aspects.

6.4.2 Assessment Skills:

- Assessing intrapersonal aspects
- Assessing interpersonal interactions
- Assessing emotional patterns in the present, developing some links to past experiences and patterns,
- Assessing problems at an individual or couple level
- Assessing family of origin and childhood material,
- Conceptualizing the inner and outer self, and
- Assessing the Adult-Inner Child relationship

Graduates will have a comprehensive knowledge of how to assess the contraindications of working emotionally and the skills for appropriate referrals to the medical and psychiatric professions.

6.4.3 Treatment:

- Graduates will be able to apply their knowledge of feeling and emotions via their assessment and will be able to intervene in an Emotionally Focused manner.
- Graduates will be able to work with the material as presented, develop strategies to access the client's experiences, and work with the emotional aspects of clients.

6.4.4 Other Skills:

- Demonstrated therapeutic assessment skills for working with a wide range of individual and couple clients

- Demonstrated intervention skills in working with present clinical problems, regression and the inner psyche
- Demonstrated competencies in interpersonal therapy skills for maintaining and developing therapeutic relationships
- Demonstrated ability to analyse and work with their own inner dialogue in the therapy context.

7. Admission Requirements - Graduate Diploma

7.1 Selection

The Institute for Emotionally Focused Therapy implements procedures and principles to ensure that the process of student selection is to be non-discriminatory on the grounds of gender, class, cultural background, sexual preference, religious beliefs, or any disability or belief that does not directly interfere with the competent fulfilment of their studies.

Applications for admission to the courses and workshops offered by the Institute can be either Standard or Non-Standard (See Recognised Prior Learning Policy). The Institute for Emotionally Focused Therapy accepts written applications for courses and workshops, and the following procedures apply:

- (i) All applications are viewed and considered by the Faculty Committee or its representatives. All applications are required to provide proof of relevant undergraduate or postgraduate study, eligibility and membership of appropriate professional bodies, and letters of verification of clinical experience and supervised practice. Acceptance is granted according to experience and skill of applicants.
- (ii) Successful applicants are informed in writing and issued a deadline within which time to accept or refuse the place in the requested course/workshop.
- (iii) Successful selection for a course/workshop is valid only for the year in which the application has been made.
- (iv) The Faculty Committee is able to require further assessment of an applicant for admission by requesting:
 - a. a video or audiotape demonstrating clinical work and ability to conceptualise and self reflect.
 - b. an interview with the course coordinator to discuss the applicant's experience and qualifications, case examples, procedures and self reflection.
 - c. references from an employer and/or supervisor about demonstrated skills and knowledge.
 - d. the completion of a designated counselling skills workshops to supplement the applicants counselling skills to a requisite level.
- (v) In instances where applicants are required to provide the committee with further information and/or tapes demonstrating their appropriate skills level, a deadline will be determined for this to occur.

7.2 Educational Qualifications for Admission

The Graduate Diploma in Emotionally Focused Therapy offered by the Institute for Emotionally Focused Therapy is aimed at qualified counsellors and therapists with some experience and knowledge or study in the field of counselling/ therapy/psychology.

The post-graduate programs are appropriate for psychologists, social workers, marriage counsellors, generalist counsellors, psychotherapists, nurse counsellors, pastoral care workers, occupational therapists, group facilitators, etc. We aim to produce broad-minded, flexible, well-rounded counsellors and therapists, who are able to help clients to discover, have and own their feelings.

7.3 Applicants

Applications for the Graduate Diploma in Emotionally Focused Therapy may be standard or non-standard.

7.3.1 Standard Applications.

Students for the Graduate Diploma in Emotionally Focused Therapy are required to have the following:

- (i) Professional Association: eligible for associate or member status to a professional association in the social sciences and related helping professions. For example, Australian Psychological Society, Australian Association of Social Workers, Australian Association of Marriage and Family Counsellors, Counselling and Psychotherapists Association, and Australian Association of Art Therapists.
- (ii) Academic Qualification: a relevant degree from a recognised academic institution in the arts, social sciences and related fields (e.g. psychology, social work, welfare, counselling, nursing, occupational therapy). The minimum acceptable level of degree will be a pass undergraduate qualification, although some students may have an honours qualification or a Masters Degree qualification.
- (iii) Employment: to have been working in the field as a counsellor or therapist with ongoing clinical supervision.

7.3.2 Special Additional Qualifications Required for Admission

Where applicants to the Graduate Diploma do not have the pre-requisite counselling skills, they will be required to complete designated counselling skills workshops provided by the Institute. Where applicants do not have the pre-requisite knowledge background from their other professional training, the Faculty Committee may request them to complete other theoretical studies as additional qualifications before admission.

7.3.3 Non-Standard Applications.

Applicants who do not possess the appropriate qualifications or skills are required to satisfy the Faculty Committee selection procedures,

- (i) Not relevant or no tertiary qualification
Possess a non-relevant qualification or have no tertiary qualification but have an accreditation of equal standing for

professional training awarded by a recognised professional body; eg. employed with a marriage and family agency accredited by the Federal Attorney General's Department; an associate or member of a professional body, eg. Australian Association of Marriage and Family Counsellors. Professional training must be comparable to a basic undergraduate degree, with knowledge of psychology, culture, counselling and therapies, and basic competencies in counselling skills. Counselling experience of two years or 250 supervised hours; ongoing supervised practice. Assessment by the accreditation committees of the respective professional associations regarding both knowledge and counselling competencies to be accepted where there are supervisory requirements, video tape work and formal assessment required.

(ii) Provisional admission

In some circumstances, the Training Advisory Committee will admit an applicant on provisional admission status. The applicant would be required to successfully complete the required work as stated in writing by the committee prior to continuing in the course. For example, completing the Graduate Certificate in Emotionally Focused Counselling.

(iii) Other admission

The Training Advisory Committee is able to require further assessment of an applicant for admission to the Graduate Diploma in Emotionally Focused Therapy by requesting:

- a. a video or audio tape demonstrating their clinical work and their ability to conceptualise and self-reflect.
- b. an interview with the course co-ordinator and academic staff as designated, where there would be relevant discussion of the applicant's qualifications and experience; discussion about case examples and procedures; and demonstrated reflection of self-reflection.
- c. references from employer and/or supervisor about demonstrated skills and knowledge.

7.4 Advanced Standing or RPL

The Institute recognises prior learning as the experience, skills and knowledge gained from personal and professional experience. The assessment of applicants for admission into the Institute's courses and workshops may incorporate the recognition of past professional training in an emotionally focused approach.

In accordance with Higher Education Guidelines, students can apply for advanced standing through RPL to demonstrate equivalency with a particular unit or units of study. The Institute may grant recognition for up to 50% of graduate programs.

Students may apply for RPL under the following conditions:

- (i) Former students of the Counselling Training Centre (NSW) and the Institute for Emotionally Focused Therapy may have their

previous training assessed for advanced standing by completing the assessment procedures.

- (ii) Students of other academic institutions may apply to have their training assessed for advance standing where they have completed work in Emotionally Focused counselling and therapy.
- (iii) It is a requirement that all work assessed for advance standing be comparable to the course material of the program to which advanced standing is being sought. Students are required to supply certified evidence of equivalency, consisting of documented evidence of sufficient detail for assessment, and audio or video demonstration of skill levels.

Fees may be charged for this assessment and review of RPL applications. Currently the fee charged for assessment of an application is without charge, and review of tapes is \$125.

7.5 Assumed Knowledge, Including Occupational or Skills Pre-Requisites

Students are required to have academic qualifications or their equivalent, membership to a professional association, and be in relevant counselling employment. Documentary evidence of these qualifications and occupational status will be required for admission. Three references, from the areas of employment, supervision and academic training, need to be available if requested.

7.6 Progression

The Institute for Emotionally Focused Therapy has in place policies and procedures for assessing, approving and recording a deferment of the commencement or suspension of study and all matters relating to the student enrolment are recorded on the student's file.

If a student's enrolment is terminated, suspended or cancelled by the Institute, the student has 20 working days to access the Institute for Emotionally Focused Therapy internal complaints and appeals process. The student's enrolment status will not be affected during the internal complaints and appeals process except in extenuating circumstances.

In order to ensure satisfactory course progress, the Institute for Emotionally Focused Therapy will monitor attendance and academic performance in each unit of enrolment. The Institute for Emotionally Focused Therapy has procedures to help students to meet their course progress requirements. Progress will be assessed at the end point of every study period.

Students are expected to achieve the following requirements in order to meet the satisfactory course progress requirements and be allowed to re-enrol without restriction:

- An average mark of at least 50 in the units for which a student has been enrolled since the start of the relevant program
- Not failing a unit more than once.

- Satisfactory attendance at scheduled classes.
- Attend a minimum five course sessions and all the workshops and be a participating and involved course member, contributing to the class with their ideas and reflections based on their requisite preparation for each class and the work being presented each session.
- Complete a number of designated assignments within the required course time-frame and have this written work formally assessed as being satisfactorily completed. Where work is not satisfactorily completed, the staff will recommend what steps need to be taken to rectify the problematic areas and the work must be re-submitted.
- Conduct simulated interviews to demonstrate their skills development and learning.

The consequences of failure to meet one or more of the requirements for satisfactory progress are as follows:

Failure to achieve an average mark of 50

Students who fail to achieve an average mark of 50 will be allowed to re-enrol but will be placed on probation for the semester following the one in which they attained under 50. Students will be notified and asked to make an appointment to see the Institute Director who will recommend a program of support to students who are placed on probation. It is the student's responsibility to maintain contact with the Institute Director.

Failing a unit more than once

Students who fail a unit for the second time must seek the permission of the Institute Director before being permitted to enrol in that unit for a third time. This permission will only be granted in exceptional circumstances.

If a student is at risk of not making satisfactory course progress, the Institute Director will establish a support program that may include one or more of the following:

- undertaking academic skills programmes;
- receiving individual case management;
- attending counselling;
- receiving assistance with personal issues which are influencing progress; or,
- receiving mentoring.
- A record of the intervention measures implemented will be kept in the student's file.

Failure to meet two or more of the requirements

Students who fail to meet two or more of the requirements for satisfactory course progress in a semester may be excluded. Exclusion means that the student is prohibited from attending any classes either for a set period of time or permanently. Whether or not to exclude a student from Institute for Emotionally Focused Therapy is determined at the end of each semester by the Director who will consider each case

on its merits and in the light of any compassionate or compelling circumstances.

Notification and appeal

The Director will notify students in writing of exclusion from the Institute for Emotionally Focused Therapy.

Students have the right to appeal all consequences imposed for failing to meet the requirements for re-enrolment. Any compassionate or compelling circumstances will be considered. Appeals must be lodged in writing and addressed to the Director within twenty days of the date of the student being notified of the exclusion. The process will commence within 10 working days from the date of receipt of the student's appeal.

Academic Intervention Strategy

Students who are identified as at risk failing to progress as indicated by participation in the group, competencies in practice work, skills, essays and mid-year interviews will be asked to attend a progression interview with the relevant lecturer. The purpose of this interview is to identify those areas of the student's performance that may require additional support.

Study skills support, extra therapy sessions or additional research activity may be offered in order to assist the student to achieve the best possible outcomes.

7.7 Examination

For the award of the Graduate Diploma, students are required to present two integrating projects to demonstrate their understanding and competency in Emotionally Focused Therapy:

- (i) Students are required to present a video or audio tape of a therapy session using the Emotionally Focused approach and provide a written commentary and critique of their work.
- (ii) Students are required to write an article demonstrating their integration of an aspect of Emotionally Focused work with their reading and clinical practice.

7.8 Graduation

The Institute for Emotionally Focused Therapy issues qualifications in accordance with the requirements of the current *AQF Implementation Handbook* and the accredited course within its scope of registration.

The Institute for Emotionally Focused Therapy issues and records AQF qualifications, which identify:

- the organisation's name
- the full name of student
- the qualification
- the date of issuance

The Executive Committee of The Institute for Emotionally Focused Therapy has sole responsibility for authorising the issuance of Qualifications to students.

To receive the qualification, the student must successfully complete all assessment events as specified in the relevant accredited course. Students who have successfully completed an accredited course are provided with the qualification that lists the modules achieved.

The Institute for Emotionally Focused Therapy maintains appropriate systems to control, record and report on the issuance of Qualifications. Records relating to the issuance of Qualifications are archived and kept safely for 30 years.

8. Rationale and Aims:

Graduate Certificate in Emotionally Focused Counselling

8.1 The Graduate Certificate in Emotionally Focused Counselling is designed for professionals wishing to develop an Emotionally Focused approach to counselling. An Emotionally Focused approach to individual and couple counselling aims to give priority to and concentrate on the expression of feelings and an understanding of those feelings.

8.2 The Graduate Certificate in Emotionally Focused Counselling will provide practitioners with an understanding of affect, feelings and emotions and the interrelated connections with thoughts and behaviours, which will allow practitioners to work in a comprehensive manner with clients.

8.3 Graduates from the Graduate Certificate in Emotionally Focused Counselling will be able to carry out the following occupational functions:

- (i) Interview, assess and work with individual clients with a broad range of complaints and concerns. For example, psychosomatic complaints, relationship difficulties, post-traumatic stress disorders.
- (ii) Interview, assess and work with couples with a broad range of complaints and concerns. For example, interactional problems, communication disorders, ambivalence and commitment issues and other related individual and couple problems.
- (iii) Graduates will be able to work on a short-term basis and refer to other appropriate organisations when in the best interests of the client's welfare.

8.4 Graduates from the Graduate Certificate in Emotionally Focused Counselling will acquire the following knowledge, skills and attitudes:

8.4.1 Knowledge:

- Ways of understanding, discovering and assessing both the interaction and internal aspects of an individual;
- Understanding the theory, nature and experience of emotional experience.
- Ability to develop treatment programs to help clients deal with emotional experience in its various forms.
- Attitudes to clients, discovering personal/professional boundaries

8.4.2 Assessment Skills:

- Assessing intrapersonal aspects
- Assessing interpersonal interactions
- Assessing emotional patterns in the present, developing some links to past experiences and patterns,
- Assessing problems at an individual or couple level

Graduates will have a comprehensive knowledge of how to assess the contraindications of working emotionally and the skills for appropriate referrals to the medical and psychiatric professions.

8.4.3 Treatment:

- Counsellors will be able to apply their knowledge of feeling and emotions via their assessment and will be able to intervene in an Emotionally Focused manner.
- Graduates will be able to work with the material as presented, develop strategies to access the client's experiences, and work with the emotional aspects of clients.

8.4.4 Other Skills:

- Demonstrated counselling assessment skills for working with a range of individual and couple clients
- Demonstrated intervention skills in working with present clinical problems
- Demonstrated competencies in interpersonal therapy skills for maintaining and developing counselling relationships
- Demonstrated ability to deal with the discovery, acceptance and regulation of emotional experience
- Demonstrated ability to sit with uncomfortable feelings

9. Admission Requirements - Graduate Certificate**9.1 Selection**

The Institute for Emotionally Focused Therapy implements procedures and principles to ensure that the process of student selection is to be non-discriminatory on the grounds of gender, class, cultural background, sexual preference, religious beliefs, or any disability or belief that does not directly interfere with the competent fulfilment of their studies.

Applications for admission to the courses and workshops offered by the Institute can be either Standard or Non-Standard (See Recognised Prior Learning Policy)

The Institute for Emotionally Focused Therapy accepts written applications for courses and workshops, and the following procedures apply:

- All applications are viewed and considered by the Faculty Committee or its representatives. All applications are required to provide proof of relevant undergraduate or other postgraduate study, eligibility and membership of appropriate Professional bodies, and letters of verification of clinical experience and supervised practice.

Acceptance is granted according to experience and skill of applicants.

- Successful applicants are informed in writing and issued a deadline within which time to accept or refuse the place in the requested course/workshop.
- Successful selection for a course/workshop is valid only for the year in which the application has been made.
- The Faculty Committee is able to require further assessment of an applicant for admission by requesting,
 - A video or audiotape demonstrating clinical work and ability to conceptualise and self reflect.
 - An interview with the course coordinator to discuss the applicant's experience and qualifications, case examples, procedures and self reflection.
 - References from an employer and/or supervisor about demonstrated skills and knowledge.
 - Applicants may be required to complete designated counselling skills workshops to supplement the applicants counselling skills to a requisite level.
- In instances where applicants are required to provide the committee with further information and/or tapes demonstrating their appropriate skills level, a deadline will be determined for this to occur.

9.2 Educational Qualifications For Admission

The post-graduate programs offered by the Institute for Emotionally Focused Therapy are aimed at qualified counsellors and therapists with some experience and knowledge or study in the field of counselling/therapy/psychology.

Our courses are appropriate for psychologists, social workers, marriage counsellors, generalist counsellors, psychotherapists, nurse counsellors, pastoral care workers, occupational therapists, group facilitators, etc. We aim to produce broad-minded, flexible, well-rounded counsellors and therapists, who are able to help clients to discover, have and own their feelings.

9.3 Applicants

Applications for the Graduate Certificate in Emotionally Focused Counselling can be standard or non-standard.

9.3.1 Standard Applications

Students for the Graduate Certificate in Emotionally Focused Counselling are required to have the following:

- (i) Professional Association: eligible for associate or member status to a professional association in the social sciences and related helping professions. For example, Australian Psychological Society, Australian Association of Social Workers, Australian Association of Marriage and Family Counsellors, Counselling and Psychotherapists Association, and Australian Association of Art Therapists.

- (ii) **Academic Qualification:** a relevant degree from a recognised academic institution in the arts, social sciences and related fields (e.g. psychology, social work, welfare, counselling, nursing, occupational therapy). The minimum acceptable level of degree will be a pass undergraduate qualification, although some students may have an honours qualification or a Masters Degree qualification.
- (iii) **Employment:** working in the counselling field doing face-to face supervised counselling; have completed skills based training in counselling skills; and can demonstrate proficient counselling skills.

9.3.2 Special Additional Qualifications Required for Admission

Where applicants to the Graduate Certificate do not have the pre-requisite counselling skills, they will be required to complete designated counselling skills workshops provided by the Institute. Where applicants do not have the pre-requisite knowledge background from their other professional training, the Faculty Committee may request them to complete other theoretical studies as additional qualifications before admission.

9.3.3 Non-Standard Applications.

Applicants who do not possess the appropriate qualifications or skills are required to satisfy the Faculty Committee selection procedures.

- (i) **Not relevant or no tertiary qualification**
Possess a non-relevant qualification or have no tertiary qualification but have an accreditation of equal standing for professional training awarded by a recognised professional body; eg. employed with a marriage and family agency accredited by the Federal Attorney General's Department; an associate or member of a professional body, e.g. Australian Association of Marriage and Family Counsellors. Professional training must be comparable to a basic undergraduate degree, with knowledge of psychology, culture, counselling and therapies, and basic competencies in counselling skills. Counselling experience must be supervised; must have completed skills based training in counselling skills, and can demonstrate proficient counselling skills.
- (ii) **Other admission**
The Faculty Committee is able to require further assessment of an applicant for admission to the Graduate Certificate in Emotionally Focused Counselling by requesting:
 - (i) a video or audio tape demonstrating their clinical work and their ability to conceptualise and self-reflect.
 - (ii) an interview with the course co-ordinator and academic staff as designated, where there would be relevant discussion on the applicant's qualifications and experience; discussion about case examples and procedures and demonstrated self-reflection.
 - (iii) references from employer and/or supervisor about demonstrated skills and knowledge.

9.4 Advanced Standing or RPL

The Institute recognises prior learning as the experience, skills and knowledge gained from personal and professional experience. The assessment of applicants for admission into the Institute's courses and workshops may incorporate the recognition of past professional training in an emotionally focused approach.

In accordance with Higher Education Guidelines, students can apply for advanced standing through RPL to demonstrate equivalency with a particular unit or units of study. The Institute may grant recognition for up to 50% of graduate programs.

Students may apply for RPL under the following conditions:

- (i) Former students of the Counselling Training Centre (NSW) and the Institute may have their previous training assessed for advanced standing.
- (ii) Students of other academic institutions may apply to have their training assessed for advance standing where they have completed work in Emotionally Focused counselling and therapy.
- (iii) It is a requirement that all work assessed for advance standing be comparable to the course material of the program to which advanced standing is being sought. Students are required to supply certified evidence of equivalency, consisting of documented evidence of sufficient detail for assessment, and audio or video demonstration of skill levels.

Fees may be charged for this assessment and review of RPL applications. Currently the fee charged for assessment of an application is without charge, and review of tapes is \$125.

9.5 Assumed Knowledge, Including Occupational or Skills Pre-Requisites

Students are required to have academic qualifications or their equivalent, membership to a professional association, and be in relevant counselling employment. Documentary evidence of these qualifications and occupational status will be required for admission. Three references, from the areas of employment, supervision and academic training, need to be available if requested.

9.6 Progression

The Institute for Emotionally Focused Therapy has in place policies and procedures for assessing, approving and recording a deferment of the commencement or suspension of study and all matters relating to the student enrolment are recorded on the student's file.

If a student's enrolment is terminated, suspended or cancelled by the Institute, the student has 20 working days to access the Institute for Emotionally Focused Therapy internal complaints and appeals process. The student's enrolment status will not be affected during the internal complaints and appeals process except in extenuating circumstances.

In order to ensure satisfactory course progress, the Institute for Emotionally Focused Therapy will monitor attendance and academic performance in each unit of enrolment. The Institute for Emotionally Focused Therapy has procedures to help students to meet their course progress requirements. Progress will be assessed at the end point of every study period.

Students are expected to achieve the following requirements in order to meet the satisfactory course progress requirements and be allowed to re-enrol without restriction:

- An average mark of at least 50 in the units for which a student has been enrolled since the start of the relevant program
- Not failing a unit more than once.
- Satisfactory attendance at scheduled classes.
- Attend a minimum five course sessions and all the workshops and be a participating and involved course member, contributing to the class with their ideas and reflections based on their requisite preparation for each class and the work being presented each session.
- Complete a number of designated assignments within the required course time-frame and have this written work formally assessed as being satisfactorily completed. Where work is not satisfactorily completed, the staff will recommend what steps need to be taken to rectify the problematic areas and the work must be re-submitted.
- Conduct simulated interviews to demonstrate their skills development and learning.

The consequences of failure to meet one or more of the requirements for satisfactory progress are as follows:

Failure to achieve an average mark of 50

Students who fail to achieve an average mark of 50 will be allowed to re-enrol but will be placed on probation for the semester following the one in which they attained under 50. Students will be notified and asked to make an appointment to see the Institute Director who will recommend a program of support to students who are placed on probation. It is the student's responsibility to maintain contact with the Institute Director.

Failing a unit more than once

Students who fail a unit for the second time must seek the permission of the Institute Director before being permitted to enrol in that unit for a third time. This permission will only be granted in exceptional circumstances.

If a student is at risk of not making satisfactory course progress, the Institute Director will establish a support program that may include one or more of the following:

- undertaking academic skills programmes;
- receiving individual case management;

- attending counselling;
- receiving assistance with personal issues which are influencing progress; or,
- receiving mentoring.

A record of the intervention measures implemented will be kept in the student's file.

Failure to meet two or more of the requirements

Students who fail to meet two or more of the requirements for satisfactory course progress in a semester may be excluded. Exclusion means that the student is prohibited from attending any classes either for a set period of time or permanently. Whether or not to exclude a student from Institute for Emotionally Focused Therapy is determined at the end of each semester by the Director who will consider each case on its merits and in the light of any compassionate or compelling circumstances.

Notification and appeal

The Director will notify students in writing of exclusion from the Institute for Emotionally Focused Therapy.

Students have the right to appeal all consequences imposed for failing to meet the requirements for re-enrolment. Any compassionate or compelling circumstances will be considered. Appeals must be lodged in writing and addressed to the Director within twenty days of the date of the student being notified of the exclusion. The process will commence within 10 working days from the date of receipt of the student's appeal.

Academic Intervention Strategy

Students who are identified as at risk failing to progress as indicated by participation in the group, competencies in practice work, skills, essays and mid-year interviews will be asked to attend a progression interview with the relevant lecturer. The purpose of this interview is to identify those areas of the student's performance that may require additional support.

Study skills support, extra therapy sessions or additional research activity may be offered in order to assist the student to achieve the best possible outcomes.

9.7 Examination

For the award of the Graduate Certificate, students are required to present one integrating project to demonstrate their understanding and competency in Emotionally Focused Counselling:

- (i) Students are required to present a video or audio tape of a therapy session using the Emotionally Focused approach and provide a written commentary and critique of their work.

9.8 Graduation

The Institute for Emotionally Focused Therapy issues qualifications in accordance with the requirements of the current *AQF Implementation Handbook* and the accredited course within its scope of registration.

The Institute for Emotionally Focused Therapy issues and records AQF qualifications, which identify:

- organisation's name,
- full name of student,
- qualification,
- date of issuance

The Executive Committee of The Institute for Emotionally Focused Therapy has sole responsibility for authorising the issuance of Qualifications to students.

To receive the qualification, the student must successfully complete all assessment events as specified in the relevant accredited course. Students who have successfully completed an accredited course are provided with the qualification that lists the modules achieved.

The Institute for Emotionally Focused Therapy maintains appropriate systems to control, record and report on the issuance of Qualifications. Records relating to the issuance of Qualifications are archived and kept safely for 30 years.

10. General Matters

10.1 Assessment Policy

The Institute for Emotionally Focused Therapy conducts assessments that meet the requirements of the outcomes specified in accredited courses within its scope of its registration. These assessments are benchmarked against other extant courses and are moderated for suitability and consistency of grading.

Assessment is the process of gathering a range of evidence to facilitate student learning and to assist the educator in forming a judgement as to whether a student has achieved a specified level of knowledge, skills and competence in clearly identified learning outcomes in an accredited course or module of study. The Institute has developed accredited courses and units with assessment plans that address the aim and learning outcomes of courses and individual modules.

The Institute conducts assessment for the purpose of:

- Recognising the knowledge, skills and competencies of students.
- To issue qualifications that certify the recognised competencies within the Australian Qualifications Framework.
- To identify gaps in knowledge, skills and competencies, assist students to address those gaps and provide opportunities for students to satisfy educational and ethical standards and learning outcomes.
- To provide a learning experience that is professionally and personally relevant, flexible, fair and valid.

The Institute conducts assessments against recognised benchmarks, namely:

- The course or module aim or purpose
- The course or module learning outcomes
- Recognised standards

Students are informed in the first week of the academic term of the criteria and methods of assessment for a module, specific attendance and performance requirements, and a timetable of all assessment tasks.

1 Assessment validation/Moderation

The Institute for Emotionally Focused Therapy undertakes assessment validation at least annually. This involves a process of reviewing, comparing and evaluating assessment methods, tools and evidence to achieve standardisation in assessment so that the outcomes of teaching & learning are consistent both within the organisation and with other organisations that issue similar qualifications.

The Institute for Emotionally Focused Therapy requires that all teaching & learning staff attend assessment validation meetings to ensure they are using appropriate assessment activities and making accurate assessment decisions.

2 Policy and Procedures for Deferral, Cancellation and Exclusion

Students are able to defer or temporarily suspend their studies during their course only in certain limited circumstances, on the grounds of compassionate or compelling circumstances.

Students may also have their enrolment deferred or suspended due to misbehaviour which can also be grounds for cancellation of studies.

Students have the right to appeal a decision by the Institute for Emotionally Focused Therapy to defer, suspend or cancel their studies.

3 Deferring a semester

Deferral of studies by students is permitted only in compassionate or compelling circumstances such as serious illness, death in the family or for some other reason. Students will be required to provide evidence of the compassionate or compelling circumstances.

4 Academic misconduct

All students are expected to maintain high standards of academic honesty and integrity. Academic misconduct is defined as attempts by students to cheat, plagiarise or otherwise act dishonestly in undertaking an assessment task, or assisting other students to do so. Students are considered guilty of cheating if they seek to gain advantage by unfair means such as copying another students' work, or in any way mislead a lecturer or tutor about their knowledge, ability, or the amount of original work they have done.

5 Students' responsibilities: assessment tasks

- a) Students must not copy or paraphrase any document, audio-visual material, computer-based material or artistic piece from another source except in accordance with the conventions of the field of study

- b) Students must not use another person's concepts, results or conclusions and pass them off as their own
- c) In cases where the assessment task is intended to be individual work not group work, students must not prepare an assignment collaboratively and then submit work that is substantially the same as another student's assessment.
- d) Students must not ask another person to produce an assessable item for them.

6 The Institute's responsibilities: Procedural fairness

- a) Students must be treated fairly, with dignity and with due regard to their privacy
- b) Students are to be regarded as innocent of the alleged misconduct until they have either admitted to it or been found by proper inquiry of the student conduct committee to have so behaved.
- c) Past misconduct is not evidence that a student has behaved in the same manner again.
- d) Each case is dealt with on its own merits and according to its own circumstances with the proviso that the first instance of misconduct will be penalised more leniently than subsequent instances of misconduct.

7 Penalties

- a) Penalties imposed will take into account the nature and the extent of the misconduct
- b) Penalties imposed will take into account the students' stage in the program
- c) Penalties imposed will take into account the conventions of the field of study
- d) A student's second offence is penalised more severely than their first offence and a third offence will result in exclusion from Institute for Emotionally Focused Therapy.
- e) The following penalties may be imposed: a warning, a reduction in grades, receiving zero for an assessment event, failing the unit, exclusion from Institute for Emotionally Focused Therapy.

8 Notification and appeal

- a) Students must be notified in writing of penalties as a consequence of academic misconduct
- b) The grounds for appeal are:
 - a) procedural irregularities, and/or
 - b) factual errors on which the decision was based and which were of such magnitude as to invalidate the decision
- c) Appeals must be lodged in writing with the Director within 20 days of the date of the student being notified of the consequence.

9 General misconduct

Students are expected to respect other students, staff and property so that learning and teaching can take place freely, safely and without impediment due to the misconduct of others.

General misconduct is where a student: acts dishonestly; harasses other students or staff; interferes with students or staff; prevents or disrupts learning; disobeys/fails to comply with contractual or legal requirements; misuses, damages or steals Institute For Emotionally Focused Therapy property or the property of others; alters/defaces Institute For Emotionally Focused Therapy documents or records; prejudices the good name of Institute For Emotionally Focused Therapy, or otherwise acts in an improper manner.

The Institute for Emotionally Focused Therapy will report all criminal acts committed by its students to the relevant authorities.

The following examples indicate the kinds of behaviour which constitute student misconduct. They are for illustrative purposes and are not intended to be exhaustive. Student misconduct occurs when a student

- a) contravenes any rules or acts;
- b) prejudices the good name or reputation of the Institute For Emotionally Focused Therapy;
- c) prejudices the good order and governance of the Institute For Emotionally Focused Therapy or interferes with the freedom of other people to pursue their studies, carry out their functions or participate in the life of Institute For Emotionally Focused Therapy;
- d) fails to comply with any penalty imposed for breach of discipline;
- e) misbehaves in a class, meeting or other activity under the control or supervision of the Institute For Emotionally Focused Therapy, or on the Institute For Emotionally Focused Therapy premises or other premises to which the student has access as a student of the Institute For Emotionally Focused Therapy;
- f) obstructs any member of staff in the performance of their duties;
- g) alters any documents or records;
- h) harasses or intimidates another student, a member of staff, a visitor to the Institute For Emotionally Focused Therapy, or any other person while the student is engaged in study or other activity as an Institute For Emotionally Focused Therapy student, because of race, ethnic or national origin, sex, marital status, sexual preference, disability, age, political conviction, religious belief or for any other reason;
- i) is guilty of any improper conduct.

10 Penalties for general misconduct

- a) Penalties imposed will take into account the nature and the extent of the misconduct
- b) A student's second offence is penalised more severely than their first offence and a third offence will result in exclusion from the Institute for Emotionally Focused Therapy.

If the student admits to the alleged misconduct, the Director may impose one or both of the following:

- a charge for the cost of damage to facilities and equipment
- temporary exclusion from the Institute For Emotionally Focused Therapy.

The Director of the Institute for Emotionally Focused Therapy may with impose the penalty of permanent exclusion from the Institute for Emotionally Focused Therapy in the case of physical or verbal abuse of students or staff of the Institute for Emotionally Focused Therapy, repeated or severe misconduct, or in the case of criminal acts.

11 Notification and appeal

Students must be notified in writing of penalties as a consequence of general misconduct

The grounds for appeal are:

- procedural irregularities, and/or
- factual errors on which the decision was based and which were of such magnitude as to invalidate the decision

Appeals must be lodged in writing with the manager student services within 20 days of the date of the student being notified of the consequence. The process will commence within 10 working days from the date of receipt of the student's appeal.

10.2 Student Grievances/Appeals

The Institute for Emotionally Focused Therapy seeks to prevent appeals by ensuring that students are satisfied with their course and its outcomes. Personnel are expected to be fair, courteous and helpful in all dealings with students. There are a number of steps for any dispute or grievance.

Breaches of conduct can range from commercial matters such as non-payment of fees, academic matters as in matters of non-attendance, non-compliance with designated and assigned work, and behavioural conduct towards staff and students in the postgraduate programs.

10.2.1 A Commercial Grievance/Appeal

A commercial grievance/appeal should be made in writing to the Director.

- 1 Where appropriate the matter will be minuted for recommendations at the Faculty Committee.
- 2 If the matter is unable to be resolved it will be re-submitted for full discussion and debate with the Faculty Committee. Any staff that is involved at one level of a dispute cannot and will not be involved at another level.
- 3 Where a commercial matter is unable to be resolved, the matter will be presented to the Executive Committee. Reports will be tabled from the complainant and the Institute. The complainant and the Director or representative will be asked to speak briefly to the matter

before the Executive Committee retires to deliberate a recommendation.

- 4 If the matter is still unable to be resolved, legal advice will be sought and arbitration can be recommended.

10.2.2 An Academic Grievance/Appeal

An academic dispute is any question, grievance or appeal about student assessment or progression. Any complaint will be treated seriously, investigated thoroughly, and dealt with according to the merit of the complaint. Appeals must be made within 21 days of receipt of assessment or denial of progression.

All records of any appeals will be kept on file.

Academic disputes are matters relating to any question, grievance or appeal about student assessment or progression. An academic dispute is any question, grievance or appeal about student assessment or progression. The process for appeal is accessible to the students, teaching staff, external advisers and the institution's corporators/owners. The protocol embodies accepted principles of natural justice and contains three clearly enunciated components: a policy on notifying students of results of assessment and/or their eligibility to progress and/or their eligibility to graduate; a policy on allowing review of notifications; and a review procedure. An academic grievance/appeal should first be addressed with a student's designated teaching staff. The pathway for resolution is as follows:

- 1 All academic grievance/appeal should first be addressed with a student's designated teaching staff.
- 2 Notify the designated Course Co-ordinator within 7 days of receiving any result. The Course Coordinator may require further information or discussion on an unresolved matter with the designated teacher.
- 3 A student must speak with the designated Course Co-ordinator when they require further information or discussion on an unresolved matter with a designated teaching staff member.
- 4 A student is able to put in writing to the Director of the Institute for Emotionally Focused Therapy any complaints that they feel have not been satisfactorily addressed by the designated course teaching staff and Course Co-ordinator.
 - The Director is to initiate an internal review of the student's case as expeditiously as possible with the Faculty Committee or a sub-committee;
 - As part of this process, where this is both practicable and appropriate, the Director is to obtain the opinion of another teacher who is suitably qualified in the field concerned;
 - To notify the student of the outcome of the internal review in writing within twenty-one days of the outcome being determined.
- 5 When a designated teaching staff member and Course Co-ordinator is also the Director, another senior teaching staff member will be nominated. Any staff that is involved at one level of a dispute cannot

- and will not be involved at another level.
- 6 Where an internal review fails to resolve the dispute to the satisfaction of either or both of the parties, the matter will be referred to the Academic Committee.
 - 7 When a grievance goes to the Academic Committee, all members of that Board will be notified. All parties to the complaint will be invited to speak to the Academic Committee, who will then deliberate with the interested parties.
 - 8 Where the review by the Academic Committee fails to resolve the dispute to the satisfaction of either or both of the parties, the matter will be forwarded to the Executive Committee. When a grievance goes to the Executive Committee, all members of the Executive Committee will be notified. All parties to the complaint will be notified and invited to speak to the Executive Committee, who will then deliberate with the interested parties.
 - 9 If resolution fails to be determined, access to external arbitration should be recommended. Ordinarily, the arbitrator, who reports to the institution, should be: an acknowledged expert in the relevant discipline; appointed by the institution and given access to all relevant documents material to the review; and that the arbitrator's decision should be final.

10.3 Use of Intellectual Property

Written permission must be obtained from the Institute for Emotionally Focused Therapy to reproduce, publish, perform or adapt any works developed by the Institute for Emotionally Focused Therapy. This also applies to published articles and all material written by Dr Michelle Webster.

Code of Clinical Conduct

The Institute has a Code of Clinical Conduct relating to the clinical services that are provided by practitioners, using an Emotionally Focused approach. The Code of Clinical Conduct establishes the commitment of the Institute of Emotionally Focused Therapy to the maintenance of high standards in the provision of a professional counselling and therapy service. This Code meets the criteria as determined by the NSW Psychologists Registration Board, Australian Psychological Society, Australian Association of Social Work, and Australian Association of Art Therapy.

1. Consulting Relationships

- (i) Undue invasion of privacy must be avoided in the collection and dissemination of information. Information obtained in clinical or consulting relationships, or evaluative data concerning children, students, employees, or other clients, may be communicated only for professional purposes and only to persons legitimately concerned with the case. Written and oral reports may present only data germane to the purposes of the evaluation.
- (ii) Staff and clinicians must make and keep adequate records.
- (iii) Staff and clinicians must avoid dual relationships that could impair their professional judgement or increase the risk of exploitation. Examples of such dual relationships include, but are not limited to, professional treatment of employees, students, supervisees, close friends, or relatives.
- (iv) The Institute for Emotionally Focused Therapy understands that from time to time participants who wish to study at the Institute may have had clinical relationships with staff at the Institute. Where there has been a clinical relationship with a trainer, prospective candidates for the postgraduate programs require a minimum of two years between therapy and becoming a student at the Institute. Prospective students who wish to attend workshops and courses as part of their professional development are required to have a minimum of a one-year interval before attending the Institute. The Institute is required to know of any former relationships between students and academic staff. It is the responsibility of both the academic staff and the students to inform the Institute of prior and/or current connections. The Institute recommends a number of steps to facilitate the process of former clients deciding or becoming part of the training program with the Institute. The following recommendations are made:
 - i. The trainer who was the relevant health practitioner will interview the prospective student, to discuss the issues that might be involved with the former client becoming a student at the Institute for Emotionally Focused Therapy. The general issues of experiential work, assessment and evaluation and a different relationship - as one of learning, be discussed in broad and general principles as well as specifically with respect to the person. In this meeting it is recommended that the trainer consider what the possible issues might be for this former client

-
- and help the client reflect on these matters, in addition to the areas that the former client may also have reflected upon.
- ii. If the therapist as trainer does not feel that they are able to act appropriately as a trainer, with this former client, it is recommended that this be discussed with the former client before they consider putting an application in for the Institute for Emotionally Focused Therapy.
 - iii. The trainer would make recommendations and advise the former client about possible safeguards that can be made to help the former client in transition to being a student.
 - iv. Finally, the trainer will make a summary report of the meeting they had to be filed in their clinical notes.
- (v) Staff and clinicians may not exploit their professional relationships with clients, supervisees, students, employees, or research participants, sexually or otherwise.
 - (vi) Personal sexual relationships between teaching staff or clinicians and students or clients are unethical.
 - (vii) When a therapeutic procedure entails some level of physical intimacy with clients, such as a therapist physically holding them when they are upset or regressed, documented informed consent must be obtained from the client or the client's legal guardian, prior to the introduction of that procedure where possible, or in the next session.
 - (viii) In terminating relationships with clients, clinicians shall have due regard for the psychological processes inherent in the services being provided and the psychological well-being of the client. Should changes in a clinician's or teaching staff member's employment, health or other factors necessitate early termination of a relationship with a client, they shall provide clients with an explanation of the need for such early termination. They shall take all reasonable steps to safeguard clients' ongoing welfare.
 - (ix) Clinicians must terminate a clinical or consulting relationship when it is reasonably clear that the client is not benefiting from it. They must offer to help the client locate alternative sources of assistance. When a client indicates to a clinician that he or she would like a second opinion the clinician will offer every practical assistance to obtain a competent second opinion.
 - (x) Staff and clinicians must not convey confidential communications from related professions to a student or client without permission from the authors of such communications and they must clearly establish the limits of confidentiality before supplying confidential information to another professional person.

2. Professional Relationships

- (i) Training staff and clinicians need to adhere to their other professional ethics and should notify the Institute when there is an ethical conflict or problem.
- (ii) Training staff and clinicians must act with due regard for the needs, special competencies and obligations of their colleagues in Emotionally Focused Counselling and Therapy and other professions.

-
- (iii) Publication credit must be assigned to those who have contributed to a publication in proportion to their professional contributions.
 - (iv) Should teaching staff or a clinician have cause to disagree with a colleague in Emotionally Focused work or another profession on professional issues, they must, nevertheless, refrain from making public criticism in a manner which casts doubt on that colleague's professional competence.

3. Research

Where research is being conducted at the Institute for Emotionally Focused Therapy, the following practice must be adhered to:

- (i) In planning an investigation or other psychological research, students or teaching staff must undertake a careful evaluation of the ethical issues involved. Whatever guidance is sought from others, the responsibility for ensuring ethical practice in research remains with the principal investigator(s) and cannot be shared. It is the responsibility of investigators to ensure that the research is conducted in such a manner that no bias is introduced at any stage of the investigation, and that the welfare of participants is not compromised.
- (ii) If a research procedure involves participants in significant levels of emotional arousal (e.g. use of fear-evoking stimuli) it is incumbent on the investigator to ensure that no psychologically vulnerable person participates.
- (iii) When a research procedure necessarily involves participants in physical or mental stress, the investigator must conscientiously inform participants of the procedures to be used, and the physical and psychological effects to be expected. No research procedures likely to cause severe distress should be used under any circumstances. If unexpected stress reactions of significance occur, the investigator has the responsibility immediately to alleviate such reactions and to terminate the investigation.
- (iv) Investigators must preserve and protect the respect and dignity of all participants. Wherever possible, participants must be fully informed of the nature and purpose of the investigation at an appropriate stage of the investigation.

PRIVACY POLICY

This document describes the policy of the Institute for Emotionally Focused Therapy for the management of the students' information. The educational and training service provided is bound by the legal requirements of the National Privacy Principles from the Privacy Amendment (Private Sector) Act 2000.

1 Student Information

As part of providing our service, we need to collect information on students which may include name, contact details and qualifications. Students' files are held in a secure location which is accessible only to authorised employees. Audio or video-tapes are also made and collected on student's skills practice or involvement in demonstration interviews. Students are required to give written permission at the end of a course or workshop for this material to be used for educational or research purposes.

2 Use of Information

The information on a student is gathered in order to document an academic path and to maintain administrative processes necessary in an accredited academic institute. The Institute for Emotionally Focused Therapy collects certain information for statistical and professional purposes. This information is not necessarily considered personal or sensitive information. Information is considered to be personal information, for example, if relating to the financial details of student's payments, etc. Information may be used in order to compile statistics such as the number of students we see on a yearly basis, the attainment of students, etc. This information may be used to administer, manage or develop our services. Data or information from audio or video-tapes are used for educational or research purposes. Transcripts of tapes may be made to analyse the micro-skills or review protocols of counselling work for the development of Emotionally Focused work.

3 Confidentiality

All information gathered will remain confidential and secure except when it is subpoenaed by a court, or a student's prior approval has been obtained to disclose information, under specific circumstances, to employers or institutions.

4 Requests for Access to Student Information

At any stage a student may request to see their student file. The Director may discuss the contents with the student and/or provide them with a copy. Requests for access will be responded to within fourteen days and an appointment will be made if necessary for clarification purposes. A student has the right to request amendments if there are inaccuracies in this information.

5 Concerns

If a student has a concern about the management of information, please inform the Director. A student is able to obtain a copy of the National Privacy Principles, which describes their rights and how information should be handled. A student is able to lodge a formal complaint about the use of, or access to, personal information, with the Office of the Federal Privacy Commissioner on 1300 363 992, or at GPO Box 5218, Sydney, NSW 1042.