

Melbourne Institute for Experiential & Creative Arts Therapy

"H u m a n k i n d i s
a b e i n g i n s e a r c h
o f m e a n i n g"

— P l a t o

MIECAT Information

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The MIECAT Approach

The MIECAT approach is dedicated to the pursuit of meanings. It aims to support individuals who wish to understand more about themselves, partners and groups wanting to explore shared meanings, and for organisations that rely on collaborative person centred approaches to achieve work related goals.

Making sense of lived experience in whatever context is important to understanding the meanings of our lives, and to then making valued life choices. In the MIECAT program, counsellors are trained to become companions with those seeking to make sense of their lives.

Human meanings are constructed in the purposeful search for authentic knowing that is found in lived experience. This search uses our thinking processes, our imagination, felt body sensing, memories, feelings and emotions. MIECAT uses a multi-modal, experiential arts approach to the exploration of significant life meanings. This form of inquiry is based in respect, compassion and commitment to the search for an authentic way of living.

- **MIECAT** is an accredited tertiary education institute offering courses and workshops in using the arts experientially for the development of life meanings.
- **MIECAT** provides graduate training for counsellors and educators, and for those wishing to become therapists using the experiential arts approach to counselling.
- **MIECAT** offers Master of Arts by Supervision and by Research programs, catering for practitioners wanting to incorporate these forms of inquiry into their professional activities.
- **MIECAT** offers research and consultancy services to organizations and groups.
- **MIECAT** creates special courses and programs for interest groups upon request.
- **MIECAT** is an incorporated, non-profit organisation and is approved for Austudy.
- **MIECAT** is an organizational member of the Psychotherapy and Counselling Federation of Australia (PACFA).

Humankind Is A Being In Search Of Meaning

– *Plato*

The History of Miecat

MIECAT was established in April 1997, by the founding Executive, Warren Lett, Jan Allen, Andrew Morrish and Jean Rumbold. This group had previously been involved with the La Trobe University Creative Arts Therapy Masters programme from 1990 to 1996. In addition they had initiated an extended research activity over a four year period to establish what is now known as the MIECAT approach to experiential multimodal forms of inquiry. The publication of a book entitled *How the Arts Make a Difference in Therapy* in 1993, and a research conference in 1995, together with a number of journal publications, further developed the scholarly basis of this work. An extensive disc/book publication is also available, entitled *The Arts of Resonance*.

When Dr Warren Lett left La Trobe University in 1996, the group decided to provide an augmented programme of the arts, education and therapy, in the private sector. The first courses taught were a Diploma in Experiential Arts Therapy, various special study units, and several short workshops.

Friends of MIECAT was also established and provides a number of special interest workshops. Intakes into the Diploma were established in both Melbourne (1998,1999) and Brisbane (1999). During 1999, introductory workshops were run in Hobart and Launceston.

Transfer of credits for units of study have been arranged between MIECAT and three Australian universities.

Tertiary Accreditation

In July 1999, MIECAT was accredited under the Tertiary Education Act, and in 2004 was reaccredited in Victoria and accredited in Queensland to provide courses to the MA level, and in Victoria to provide the Professional Doctorate. MIECAT is an incorporated, non-profit organization and is approved for Austudy.

In March 2000, MIECAT became an organisational member of PACFA – the Psychotherapy and Counselling Federation of Australia.

MIECAT offers the following accredited programmes

- Graduate Certificate in Experiential Arts Therapy
- Graduate Diploma in Experiential Arts Therapy
- Master of Arts by Research
- Master of Arts by Supervision
- Professional Doctorate

Governance Of MIECAT

All staff are employed part time in MIECAT, but also work in private practice, in government and non government organisations, in the areas of performance, art making, counselling, arts therapy, education and consulting.

Director

Dr Warren Lett, B.A., B.Ed (Melb)., *Ph D (Cal), M.A. Ps.S.*

Deputy Director

Dr Jan Allen, *B. Ed. (Hons.), M. Ed., Ph.D (University of Melbourne)*

Office Staff

Yvonne Hines *B.Ec (La Trobe University); Advanced Diploma Of Business (Accounting) (NMIT)*
- Finance/Accounts Manager

Beatrice Heppell *B.A. (University of Melb); Grad. Dip. (RMIT)- Office Manager*

Governance of MIECAT

MIECAT Inc has 5 committees:

- Advisory Board
- MIECAT Executive
- Education Committee
- Ethics Committee
- Appeals Committee

The Advisory Board oversees the functions of the Executive and Education Committees and advises on their reports. The Executive's function is to administer MIECAT including all courses, all aspects of teaching, staffing and the curriculum as reported on by the Education Committee. The Appeals Committee is convened by the Advisory Board when required.

In addition, MIECAT holds its Annual General Meeting in November each year.

MIECAT Venues

Administration

MIECAT has its main office in Melbourne and is located at:

15 Victoria Street FITZROY 3065

Telephone: (03) 9486 9081

Email: admin@miecat.org.au

Website: www.miecat.org.au

Secretary: Beatrice Heppell

Accounts: Yvonne Hines

Brisbane Teaching Venues

All Brisbane classes, unless otherwise stipulated will be held at

- Eco Centre
- Nathan Campus
- Griffith University

MIECAT Membership

Everyone who has completed the MIECAT M.A. program, by Supervision or Research, is eligible to become a member of MIECAT. This can be confirmed by payment of the annual fee due July 1 each year.

Those who wish to become members through 'equivalent qualifications' should submit a resume for assessment.

Who is a MIECAT Member?

Financial MIECAT Members have voting rights at the Annual General meeting, and participate in the activities of the MIECAT Association. They may also be elected as Delegates to the PACFA AGM.

MIECAT Members are required to maintain their professional development by taking at least 20 points (20 hours) of professional development offerings each 2 years. These include 10

points from PD courses provided by MIECAT, and 10 points by supervision. This would include self care groups, small group and personal supervision.

MIECAT Members who are working in counselling fields should have their own insurance cover.

MIECAT Members are expected to adhere to the MIECAT Ethics Guidelines. Should successful claims of unprofessional conduct be brought against them, they may be suspended or excluded from their membership, by the MIECAT Complaints Sub-committee.

MIECAT Members have the option to seek admission to the PACFA Register of Practitioners, by application to the MIECAT Executive, and satisfactory completion of the application forms.

Relationship between MIECAT Membership and PACFA Registration

Membership of PACFA is available to those who meet the criteria set by PACFA for admission to their Register of Practitioners. Current conditions are available and can be downloaded from the PACFA website.

The procedure for application is to complete the application form, submit it to the MIECAT Executive, who will assess it against the requirements, advise the applicant, who then makes the submission directly to PACFA. Note the requirements for Register admission are to be increased from 2009.

Student Group

Past and present MIECAT students are eligible to join the MIECAT Student Association upon payment of a \$30 fee.

Admission & Selection Procedures

Admission Requirements

- All applicants are required to submit an enrolment application form to MIECAT, along with a current curriculum vitae and contact details for two professional referees.
- All applicants for Graduate Diploma are required to attend an Introductory Workshop and be available to attend a selection interview. Master of Arts and Professional Doctorate applicants will be required to attend an interview.
- All students invited to take up a place in the program will be required to submit verified documentation of all tertiary studies.
- Successful applicants will be required to pay a deposit to secure a place in the program.

Graduate Certificate

Students will have completed a degree or equivalent and have a demonstrated interest in acquiring knowledge and skills in this field. The Graduate Certificate comprises the first year of the Graduate Diploma and may be awarded also to those who successfully complete the first year but do not continue with the Graduate Diploma.

Graduate Diploma

Students will have completed a university degree or equivalent and have appropriate work related experience in education, therapy, arts practice, health and health promotion in the community, or other related fields.

Master of Arts by Supervision

Students will have completed a MIECAT Graduate Diploma with grades of at least a B average **OR** have qualifications and experience regarded as appropriate though not equivalent to the MIECAT Graduate Diploma, have successfully completed all pre-requisite and co-requisite Graduate Diploma units and/or the MA Introductory program provided by MIECAT and have access to clients to enable supervision.

Master of Arts by Research

Students will have completed the MIECAT Graduate Diploma with grades of at least a B average **OR** have qualifications deemed equivalent from other tertiary institutions and have research interests compatible with the MIECAT approach.

Professional Doctorate

Students will have completion of MIECAT MA by Supervision or Research **OR** have completed any Masters degree by course work or research, plus a minimum of 5 years working as a multi modal practitioner in community arts, counselling, education or health promotion.

Course Structures and Outlines

Graduate Certificate & Graduate Diploma				
	Core Units	Contact Hours	Grad Cert	Grad Dip
Year 1	Experiencing	30	✓	✓
	Multimodal Experiencing & the Arts	30	✓	✓
	Form of Inquiry	30	✓	✓
	Applications to Counselling	30	✓	✓
Year 2	Emotions	30	N/a	✓
	Working with Relationships & Ethical Practice			
	Children, Youth & Families	30	N/a	✓
	Various Contexts	30	N/a	✓

The **Graduate Certificate** comprises the first four units of the Graduate Diploma. The **Graduate Diploma** comprises 8 units of study, each of 30 hours.

In addition, there will be a requirement of attendance of 1 full day in both first and second year to make a review of the course experience and with a focus of group process. These dates are made available as part of the timetable.

Core 1 - Experiencing

In this unit students will investigate and practice the key procedural steps in the MIECAT form of inquiry, along with their exploration of the experiential and conceptual knowing related to experiencing.

Specifically students are expected to articulate and show basic competence in the procedures of:

- Description of experience and descriptions of representations of experience
- Reduction and the identification of key words related to the story of experiencing
- Bracketing in and out
- The nature of the intrasubjective response to self and other experiencing
- The intersubjective experience and the intersubjective response (ISR).

These procedures are aimed at providing a "rich" description of lived experience, identifying prejudices that are to be bracketed out, to notice the embodied experiences of resonance and dissonance to another, and to find ways of responding (through the ISR) that support the other in their inquiry

Students engage experientially and then complete an inquiry using the procedures described above, to explore the spatial, temporal, relational, and embodied responses to everyday experiences such as:

- Having a conversation with another
- Telling a story of one's life
- Arranging and sorting a drawer
- Taking a walk

In addition students are introduced to the MIECAT ethics document and are required to become familiar with the guidelines (ethical procedures and responsibilities) and practice ethical interactions with other participants in the class.

Students participate in individual movement, visual and dramatic presentations of lived experience, paired work, as well as participate in small group discussions, peer review process and whole group discussion. In addition all students are encouraged to form a self care group and meet weekly to practice procedures and discuss the readings provided for the unit.

At the completion of Core 1 it is expected that students will be able to show basic competence in the key steps in the procedure for inquiry, as well as show an understanding of the meaning of experience and some strategies for attending to lived experience.

Core 2 – Multi Modal Experiencing and the Arts

In this unit students inquire into the nature of multi-modal presentational knowing and the MIECAT form of inquiry as Participatory Inquiry.

Throughout this core unit students engage in giving musical, visual, kinaesthetic, dramatic and verbal forming to experiences of ordinary events. (For example: Giving or receiving an ordinary act of kindness; writing a letter). They explore their experiences of the arts as different and coherent ways of knowing, and show how the MIECAT procedures lead to conceptualization of lived experience as a collaborative, intersubjective epistemology. Students continue to practice the procedures identified in Core 1.

Students are also required to reflect on their in-class experiences each week and then by way of artistic forming, create a weekly contribution to a multi-modal presentation that is performed in class in the final workshop.

Students participate in individual and collaborative movement, visual and dramatic presentations of lived experience, paired work, as well as participate in small group discussions, peer review process and whole group discussion. In addition all students are encouraged to form a self care group and meet weekly to practice procedures and discuss the readings provided for the unit.

Core 3 - The Form Of Inquiry

In this unit students learn the MIECAT form of inquiry as it applies to a research activity. The following research procedures are taught experientially, as students undertake their own inquiry (into for example, "The experience of belonging"; "The experience of finding your voice"). In addition students review the ethics requirements for research and are required to submit a MIECAT Ethics Application, and gain approval, should they wish to use another's data.

Students learn the following research procedures:

- Accessing lived experience - Phenomenological interviewing and the eliciting of multi-modal data
- Bracketing procedures in phenomenological research
- Indwelling material
- Further generation of data - creating thick description
- Reduction to key words
- Clustering and mapping material
- Creating depictions – amplification of clusters
- Identification of themes
- Creative approximations to meaning: the creative synthesis

Theme identification and patterning

Students participate in paired interview processes, individual movement, visual and dramatic presentations of lived experience related to the inquiry focus, in small group discussions, peer review processes and whole group discussion. In addition all students are encouraged to form a self-care group and meet weekly to practice procedures and discuss the readings provided for the unit.

Core 4 - Applications to Counselling

The unit aims to show how the concepts of the form of inquiry into human meaning, taught specifically in Core 3, interact with three major questions:

What do we think we know (about our current lived experience)?

What might we do with what we think we know (exploration of possibilities and values applied to life matters)? *How do you wish to be in your life now? (Application of understandings of potential possibilities, values and choices to change or for stabilisation).

The nature of a counselling inquiry is explored by moving through the concepts from attending – deepening – description – representation - emotional and value aspects of experiencing, to mapping themes and patterns of lived experience in context. Approximations to meaningfulness are made and upgraded until understanding enables reflective knowing to be applied to the life concerns explored.

One segment concerned with ethics introduces the study and derivation of values and their attachments to emotion and thinking patterns, and the way in which choices are seen as value laden. Also included are ethical considerations regarding the nature of the counselling relationship, issues arising from intimacy and the intersubjective space and interpersonal boundaries.

The counsellor as a companion in an intersubjective inquiry into meaning is developed.

Teaching utilises demonstration by staff with class members, personal inquiry, small group, group inquiry and practice, practice counselling in class time, applications of the concepts and questions to the lives of the participants experientially, and frequent class checking and discussion to ensure that understanding arises from practice and that adequate conceptualisation also occurs.

Students would be expected to have basic knowledge and skills in this form of inquiry, but not be yet ready to move independently into professional practice. They would be expected to have increased knowledge and skills regarding the counselling relationship and the issues attendant upon privacy, secrets, and relational boundaries.

Core 5 – Working With Emotions

The place of emotion and connections to values and choices is a central aspect of the experiential inquiry into meaning. The purpose is to teach the nature and functions of emotions in daily living, and the ways in which they can be explored and understood, and their connectedness to value-laden dilemmas and existential choices that arise therein. Specific major emotions are explored, such as love and hate, shame, guilt, hurt, anger and fear.

Specific examples of working with emotions in counselling are made in the areas of depression and anxiety states, as well as in the ordinary patterns of living.

The ethical aspects of psychological testing and assessment in regard to DSM 1V are taught together with recording data, report writing, privacy regulations and referrals to other professionals. Students are expected to participate in the explorations by using data from their own lives. Multi-modal forms of exploration and representations are used, and the procedures of inquiry taken to description, representation and mapping patterns of lived experience in order to reveal the coherence of emotions-values-values and contextual related choices. Different ways of working with emotion are examined, and the implications of working with referred clients on medication are explored.

Teaching offers graduated entry into the emotional fields of experiencing, using storying, art work, embodied explorations, group work and diary keeping. Frequent checking in with the class is utilised, in order to maintain duty of care and management. Students are encouraged to learn emotional management as well as expressiveness, as part of their skills development.

There is an expectation that students will learn to inquire into emotion and values, and to stay with their inquiries using the procedures taught. Where major issues arise, they are supported by staff or self care groups from the class or referred to counsellors for further work. They should demonstrate the ability to be comfortable with the presence of strong or concealed emotions. They are expected to know how to make inquiries into this field, and to be able to behave in a resilient manner in the face of strong emotion. They need to have acquired the technical skills of using the art forms and dialogues to assist the inquiry, and to be capable of also giving support and making decisions about safety and boundaries.

Core 6 - Working With Relationships and Ethical Practice

In the first half of the unit, the orientation is towards working in the present with a relationship that can be companioned in the MIECAT way, because the relationship is present in the room. Thus the experiencing is able to be with the relationship, rather than simply talking about it. The patterns of relationships allow the themes, emotions, values and stucknesses to be identified and explored. The purpose is to gain understanding to allow choices to be made about the nature of the relationships.

The inquiry is made through the use of clay representation, art and movement, identification particularly of the qualities and identity of the particular relationship, dialogue with the relationship and with the relationship as host to its participants.

The second half of this unit is devoted to the study of human values, their role in human ways of being, and their significance in informing principles of ethical behaviour in professional practice and ordinary living.

Each of these segments occupies 2 full days of class time.

In all sessions the work is experientially derived from the lives of the participants, and the MIECAT concepts applied to create and understand experiencing. The procedures are also multi modal and do lead to conceptualisation of the experiencing.

Core 7 – Working With Children, Youth & Families

Students will gain an understanding of how to use the MIECAT approach to counselling, the procedures used to make meaning of experience and the process of working with children, young people and families.

Students enter into experiential exercises related to their own childhood and/or adolescent material as a way to access their understandings of the experience. Following this, via the

use of actual case material of therapy with young people, a range of creative modalities is experienced and described. These modalities are - visual art, sandtray, dramatic enactment, collage, clay, movement and music. These modalities are the vehicles through which young people give voice to their concerns. The intersubjective relationship is explored in working therapeutically with young people. Ethical questions concerning 'who is the client', confidentiality issues, who 'owns' the information regarding the young person, report writing and court appearances are discussed and experienced in class.

Students will have an understanding of how the MIECAT process can be used when working with therapeutically with young people, where the client's experience is valued, given expression and understood by therapists, parents and caregivers.

Core 8 - Working In Various Contexts

In part 1, students are afforded the opportunity to work with arts therapy/education practitioners and consultants from a wide range of employment situations. Each workshop explores the application of the MIECAT form of inquiry with specific client populations, the ethical implications inherent in this inquiry in different work contexts.

In part 2 students engage in an evaluation and reflective activities related to their study in the Graduate Diploma. Students are also required to create a succinct statement of their knowing and how they intend to apply this knowledge in their practice.

Students participate in individual movement, visual and dramatic presentations of lived experience, paired work, as well as participate in small group discussions, peer review process and whole group evaluation and reflection process. It is anticipated that by the end of this unit students will be able to state in detail the conceptual underpinnings of the MIECAT form of inquiry, the procedures and how these might be varied in different contexts and with different client groups. They should also be able to plan multi-modal workshop sessions for specific client groups or individuals with which they intend to work.

MA by Supervision			
	Unit	Contact Hours	Assessment
Year 1	Introductory Unit** (taught across 1 semester)	40	6,000 word paper
	Advanced Unit (taught across 1 semester)	30	5,000 word paper
	Applied Group Work 1 (taught across 2 semesters)	40	6,000 word reflective paper
	Supervised Practice 1 (taught across 2 semesters)	15 hours 1:1 100 hours client/group work	Professional Journal – 15,000 words (<i>minimum 15 Journal entries</i>)
Year 2	Unit	Contact Hours	Assessment
	Applied Group Work 2 (taught across 2 semesters)	40	6,000 word reflective paper
	Supervised Practice 2 (taught across 2 semesters)	20 hours 1:1 100 hours client/ group work	Professional Journal – 15,000 words (<i>minimum 15 Journal entries</i>)
	Research Practice 2 (taught across 2 semesters)	15	*Research Project - 15,000 words *This work represents the culmination of the 2 years of study

**** Introductory Unit:** Applicants for the MA by Supervision, who have not completed the MIECAT Graduate Diploma will be required to participate an introductory program of up to 6 days. They may also be required to take some units of the Graduate Diploma.

Introductory Unit

The aim of this unit is to show the MIECAT epistemology and for students to apply the form of inquiry to an aspect of their professional work. Students will be introduced to the following procedures: description; bracketing; intrasubjective responding; the intersubjective response; clustering, depictions, thematic analysis and patterns; companioning; the creation of a synthesis of the inquiry.

MA by Supervision First Year

Advanced Unit

It is anticipated that on completion of this unit students will be able to locate the MIECAT form of inquiry in the fields of therapeutic and educational endeavour. Comparisons and contrast will be made with person-centred approaches, existential therapy, gestalt, psychoanalytic and intersubjective approaches to working with others.

Supervised Practice 1

15 hours of 1 to 1 supervision plus a minimum of 100 hours of MIECAT approved* field work/therapeutic practice. It is expected that students will have a weekly commitment of 3-4 hours of client work during the academic year.

Applied Group Work 1

In this subject it is anticipated that students will explore the issues arising in their practice using experiential multi-modal group process. The following issues might be the focus for group exploration: being fully present; privacy issues; ethical dilemmas; applying intersubjectivity.

MA by Supervision Second Year

Applied Group Work 2

In this subject it is anticipated that students will explore the issues arising in their practice using experiential multi-modal group process. The following issues might be the focus for group exploration: self as therapist, going to court, writing reports, anxious states of being, depression, the ethics of relationships

Supervised Practice 2

20 hours of 1 to 1 supervision plus a minimum of 100 hours of MIECAT approved* field work/therapeutic practice. It is expected that students will have a weekly commitment of 3-4 hours of client work during the academic year.

Students are required to write and keep up to date a professional journal "Reflections on the companioning process" By the end of this subject students will have written a minimum of 15 journal entries using the guidelines provided.

15, 000 words (100% of assessment)

Research and Practice 2

Students will be introduced to the major research paradigms and the relevant methodologies associated with these paradigms. In it is anticipated that students will come to a more sophisticated conceptualisation of the MIECAT form of inquiry and the similarities that may be found with some other forms of inquiry, notably phenomenology, constructivism and autoethnography. This unit will cover an overview of positivist, post positivist and post modern research paradigms with particular emphasis on Heron and Reason's (1997) Participatory Paradigm. In addition students will be exposed to the epistemologies of transcendental, experiential and hermeneutic phenomenologies and how aspects of these may have been incorporated or paralleled in the MIECAT form of inquiry. In their research proposal students will be expected to articulate an understanding of the MIECAT inquiry and how they intend to utilise these procedures in their research.

MA by Research			
	Unit	Contact Hours	Assessment
Year 1	Research Seminars 1 (taught across 2 semesters)	30 hours	Research Proposal – 10,000 words max
	Small Group Supervision 1 (taught across 2 semesters)	24 hours	2,000 word Progress Report
Year 2	Small Group Supervision 2 (taught across 2 semesters)	24 hours small group: 10 hours (max) 1:1 supervision	* 40,000 word Thesis.

MA by Research First Year

Research Seminars 1

The materials presented will exemplify the research methods of post positivist forms of inquiry. These will include phenomenology, experiential inquiry, participatory, intersubjective research methods and arts based educational research (ABER). A contrast will be made between a positivist treatment intervention and post positivist and constructivist inquiries. Each of these approaches will be presented through examples of completed research related to multi modal counselling, arts practice and community development.

Small Group Supervision 1

In small group supervision students will have the opportunity to work collaboratively with other students and their supervisor on their research.

MA by Research Second Year

Small Group Supervision 2

In small group supervision and one to one supervision, students will have the opportunity to work collaboratively on their research.

Professional Doctorate

Each year in August/September there is an expectation that all doctoral students will be available for 4/5 days of seminars held at MIECAT in Melbourne. Students will present their progress reports, possibly use the group for data explorations and identify creative solving activities in their research. MIECAT will also provide speakers from staff and the field of experiential arts, to look at issues of research, public presentations of data and performance formats for differing types of research theses, especially in the combinations of exegesis and performance.

	Subject	Contact Hours	Assessment
Year 1	Research Seminars	30	5,000 word research proposal & Submit ethics application
	Doctoral Colloquium 1	15	Multi modal presentation & Chair one student presentation
	Small Group Supervision 1	24	2,000 word research progress report
Year 2	Doctoral Colloquium 2	15	Multi modal presentation & Chair one student presentation
	Small Group & 1:1 Supervision 2	24	2,000 word research progress report
Year 3	Doctoral Colloquium 3	15	Multi modal presentation & Chair one student presentation
	Small Group & 1:1 supervision 3	24 small group 10 hrs (max) 1: 1	2,000 word progress report
Year 4	Small Group & 1:1 Supervision 4	24 small group 10 hrs (max) 1:1	2,000 word progress report
	Doctoral Colloquium 4	15	30,000 word exegesis & public art presentation Or 60,000 word thesis

First Year

Research Seminars

The materials presented will exemplify the research methods of post positivist forms of inquiry. These will include phenomenology, experiential inquiry, participatory, intersubjective research methods and arts based educational research (ABER). A contrast will be made between a positivist treatment intervention and post positivist and constructivist inquiries. Each of these approaches will be presented through examples of completed research related to multi modal counselling, arts practice and community development.

Doctoral Colloquium 1

Students will present issues related to their research. It is expected that each student will present material that explores issues related to ethics, credibility and trustworthiness of their research, multi modal reporting of the inquiry, questions arising from their methodological procedures and the meaning of artistic forming in their research.

Small group supervision 1

24 hours small group (4 people maximum). In small group supervision students will have the opportunity to work collaboratively on their research.

Second Year

Doctoral Colloquium 2

Students will present issues related to their research. It is expected that each student will present material that explores issues related to ethics, credibility and trustworthiness of their research, multi modal reporting of the inquiry, questions arising from their methodological procedures and the place of artistic forming in their research.

Small Group & One to One Supervision 2

24 small group hours (4 people maximum); 1 to 1 supervision 10 hours (maximum). In small group supervision students will have the opportunity to work collaboratively on their research.

Third Year

Doctoral Colloquium 3

In this series students will present issues related to their research. It is expected that each student will present material that explores issues related to ethics, credibility and trustworthiness of their research, multi modal reporting of the inquiry, questions arising from their methodological procedures and the place of artistic forming in their research.

Small Group & One to One Supervision 3

Subject hours 24 small group (4 people maximum): 1 to 1 supervision 10 hours (maximum)
In small group supervision students will have the opportunity to work collaboratively on their research.

MA Fourth Year

Small Group & One To One Supervision 4

Subject hours: 24 small group (4 maximum): 1 to 1 supervision 15 hours (**maximum**)
In small group supervision students will have the opportunity to work collaboratively on their research.

Doctoral Colloquium 4

In this series students will present issues related to their research. It is expected that each student will present material that explores issues related to ethics, credibility and trustworthiness of their research, multi modal reporting of the inquiry, questions arising from their methodological procedures and the place of artistic forming in their research.

Professional Development

A program of units for professional development is offered each year. This is provided for those in practice in various contexts wishing to develop further skills, for those meeting PACFA requirements and for MIECAT members. Examples:

- Working with Children – Walking Alongside Grieving Children
- Therapeutic Autobiography
- Self Care Groups for Practitioners
- Working with Relationships
- Supervision
- Metaphors that Guide Practice

Student Matters

- Students are expected to work experientially, with personal material and with group process, as these requirements are essential to personal development and to becoming a competent practitioner.
- The processes are multi-modal, experiential and arts based.
- Class sizes are small, generally ranging from 6 to 20.
- Staff members are available to students for personal discussion upon request.
- Although there is no requirement that students must be in therapy, they may be advised to seek counselling during the course.
- Relevant reading is provided regularly in class, specific to each core unit.
- Class lists for attendance are kept. Absence from class of more than **20% of any unit** will constitute failure to meet attendance requirements. Extra work or attendance at additional seminars or workshops will be required. Repeating the unit may also be required.
- All supervision hours must be met - shortfalls must be made up. Where additional supervision is required, this will be an additional cost on an hourly basis.
- Additional work may be required in any unit as the need arises
- All units of study require submissions and set dates must be met. However extensions may be requested of the relevant MIECAT staff member.
- Papers must be submitted directly to the office in Melbourne or Brisbane. A copy must be kept in case of a loss.
- Classes are conducted in various time modules: in some cases in three hour weekly blocks, by intensive weekends, and by combinations of these.
- Student evaluation of units is requested from time to time.
- Dissatisfaction and complaint procedures exist, and a copy will be made available on request.

- Fee payments are required at the start of each unit, and no refunds are made except upon clear medical advice.
- Students are expected to have access to email and the internet.

Fees *

*** All fees are reviewed annually and the new schedule is published in October for the following academic year.**

2008 Charges/Fees

Graduate Certificate (one year course)

2008 Fees \$5,000

Graduate Diploma (this course is taken over two years)

Year 1 (2008 Fee) \$5,000

Year 2 (2009 Fee) fees will be confirmed on October 1st, 2008.

Introductory Unit ** (MA by Supervision)

\$1,500

**This unit is taken by students entering the MA program who have not completed the MIECAT Graduate Diploma

Master of Arts by Supervision (this course is taken over two years)

Year 1 (2008 Fee) \$5,000

Year 2 (2009 Fee) fees will be confirmed on October 1st, 2008.

Master of Arts by Research (this course is taken over two years)

Year 1 (2008 Fee) \$5,000

Year 2 (2009 Fee) fees will be confirmed on October 1st, 2008.

Professional Doctorate

There may not be an intake into this program every year, please contact the MIECAT office for further information regarding fees.

MIECAT is a Fee Help provider. More information regarding Fee Help can be found on the DEST **going to uni** website <http://www.goingtouni.gov.au>

Withdrawal & Cancellation Policy

Students who withdraw from a course after Census Date will not be entitled to a refund of fees paid. A student who has applied for Fee-Help will still incur a Fee-Help debt.

MIECAT Inc will make every effort to keep to the advertised dates, but reserves the right to cancel or postpone courses if minimum numbers are not reached. In that event a full refund will be made. MIECAT Inc shall not be liable for consequential loss of income, travel or accommodation costs, or other losses that students may incur by any cancellation or postponement.