COUNSELLING FOR APA MEMBERSHIP WITH

MENTAL HEALTH ACCADEMY (online)

COUNSELLING requirements for APA membership

All applicants must have completed a minimum of **30 hours** counselling theory. This can be completed as part of an astrological training program where the teacher has a recognised counselling qualification or achieved separately through an independent recognised training program.

One (1) example of an independent recognized training program is Mental Health Academy (see below for details). With 38 hours of APA stipulated units, there is 31 hours of units and 7 hours of video. **All 38 hours must be successfully completed.** Due to the online nature of this counselling program it is deemed necessary for the additional 7 hours of video to aid in gaining practical insight and in fine tuning your skills, by watching counselling professionals apply counselling therapies in a live environment.

Contact Details

Mental Health Academy
47 Baxter Street
Fortitude Valley
QLD 4006 Australia

www.mentalhealthacademy.com.au
Phone: +61 7 3112 2090
Facsimile: +61 7 3257 7195
ABN: 66 349 813 957
Email: admin@mentalhealthacademy.com.au

Endorsements for Mental Health Academy

Continuing Professional Development (CPD) is a mandatory requirement for most mental health industry associations. It's the instrument associations employ to ensure their members are up to date with the latest research, methods, skills and ethical frameworks.

MHA courses and videos provide you with the opportunity to update or gain knowledge in a range of mental health disciplines, and also accrue compulsory CPD points to maintain membership with your industry association.

Currently, Mental Health Academy programs are endorsed by the following associations:

- Australian Association of Social Workers

- Australian Counselling Association

- Clinical Counsellors Association

- Federation of Victorian Counsellors

- Professional Counselling Association of the ACT and NSW

- Professional Counsellors Association of Western Australia

- South Australian Professional Counselling Association

Mental Health Academy programs also comply with the Psychology Board of Australia's standards for active CPD, meaning Registered Psychologists in Australia can undertake MHA programs as part of their mandatory continuing professional development requirements.

Member profile

As a Mental Health Academy member you can easily manage your CPD history and records via your tailored, secure (login-only) CPD profile. Through your unique profile you can keep track of all your subscribed programs; download certificates; access tax invoices; update profile information; review what you have learned at any time (even if your membership has lapsed); plus much more.

FAQ

Do you issue certificates upon completion of a program?

All Mental Health Academy programs include a self-paced, mandatory online assessment component. When you submit your assessment for a course or video and achieve the minimum 80% completion rate, you are able to download a branded certificate of completion stating your results. The same certificate can also be downloaded at any time from the "My Courses" or "My Videos" sections via the "My Profile" page.

How many questions do I need to answer correctly to complete a course or video?

To successfully complete a Mental Health Academy course or video, you are required to obtain a minimum of 80% correct answers on the overall result.

What happens if I don't attain the minimum 80% pass rate?

You can review (for reference, your incorrect answers will be marked when you return to the assessment page after having submitted your assessment), save your progress and re-submit your answers at any time if you haven't attained the minimum 80% pass rate for a course or video.

Once you have attained the 80% mark, you will still have access to the course/video content (you can review/refresh your learning at any time) but you will not be able to re-submit your assessment questions. Correct answers for courses you have completed are available for review via the assessment section.

What do course HOURS and LEVELS refer to?

HOURS are calculated in accord with the course's length in words. In general, 1 hour refers to courses that have less than 5,000 words; 2 hours to courses that have between 5,000 and 10,000 words; whilst 3-hour courses have 10,000-15,000 words.

LEVELS reflect the complexity of the course content. Generally, LEVEL 1 courses provide an introduction to a topic or theory; LEVEL 2 courses provide more in-depth exploration, including specific applications; and LEVEL 3 courses concentrate of practical aspects, revolving around comprehensive case studies.

UNITS REQUIRED TO MEET APA COUNSELLING CRITERIA

Units required Include – 31 hours of units and 7 hours of video = 38hrs

1. Counselling Micro Skills – Level 1 – 1 hour

2. Introduction to Solution Focused Therapy – Level 1 1 hour

3. Introduction to Person Centred Therapy - Level 1 – 2 hours

4. Transference and Projection – Level 2 - 2 hours

5. Principles of Psychosynthesis a) Level 1 – 2 hours

6. Working with Sub personalities b) Level 2 – 2 hours

7. Understanding Will c) – Level 1 – 2 hours

8. Working with Will in the Therapy Room d) Level 2 – 2 hours

9. A Constructive-developmental Approach in Therapy e) - Level 2- 2 hours

10. Constructive Development Approach Case Studies f) – Level 3 – 3 hours

11. Introduction Cognitive Behaviour Therapy – Level 1 – 2 hours plus (see Video CBT Myths and Considerations for Beginners 1 hour)

12. Introduction to Behavioural Therapy Level 1 – 1 hour

13. Sitting with Shadow a) – Level 2 – 3 hours

14. Client, Meet your Shadow b) – Level 3- 2 hour

15. Working with Shadow c) – Level 3 – 2 hours

16. Helping Clients Deal with Relationship Breakdown – Level 1 - 1 hour

17. Helping Clients with Loss and Grief –Level 1 – 1 hour

VIDEOS = 7 HOURS INCLUDE

1. Reducing Ambivalence in the Therapeutic Relationship 1hour

2. Counselling and the Counselling Process 1 hour

3. CBT Myths and Considerations for Beginners 1 hour

4. Interweaving Narrative and Cognitive Approaches to Therapy 1 hour

5. Therapies In-Action 2 hours

6. Your Supervision Question 1 hour

OVERVIEW OF UNITS

1. Counselling Micro Skills

Overview

Effective communication is the cornerstone of effective counselling. Learning to be a more effective communicator begins with mastery of the core micro counselling skills. Micro skills are those fundamental skills that alone, or in combination, can help a client to access their deepest thoughts or clarify their future dreams. This course is designed to introduce participants to these skills and their application in practice.

Content

In this course you will be introduced to the following counselling micro skills: Attending behaviour; Questioning (Encouragers, Paraphrasing, Summarising); Reflection of Feeling; Confrontation; Focusing; Reflection of meaning (Interpretation/Reframing, Information Giving).

LEVEL 1 1 HOUR

2. Introduction to Solution Focused Therapy

Overview

Solution focused practice emerged with the idea that solutions may rest within the individual and his and her social network. This course presents introductory techniques of Solution Focused Therapy within counselling practice.

Content

In this course you will learn the following key techniques: The Miracle Question, Exception Questions, Scaling Questions, and Providing End of Session feedback.

Level 1 1 hour

3. Introduction to Person-Centred Therapy

Overview

The person-centred approach focuses on the client being able to develop a greater understanding of self in an environment which allows the client to resolve his or her own problems without direct intervention by the therapist. This course focuses on theoretical concepts, processes, knowledge and skills for the analysis and practical application of Person-Centred Therapy within counselling practice.

Content

In this course you will learn to apply the key concepts of Person-Centred Therapy; analyse Roger's contribution; the goals of Person-Centred Therapy; the techniques of Person-Centred Therapy such as congruence, unconditional positive regard, empathy and the non-directive approach; analyse the contributions of the counsellor and the client in the therapeutic process; and the limitations of Person-Centred Therapy.

Level 1 2hours

4. Transference and Projection

Overview

The phenomena of transference and projection, although solidly accepted in the analytical and psychodynamic schools of psychology in which they originated, are nevertheless complex and often misunderstood concepts in psychotherapy. Yet some claim that projection, at least - especially in its severe form of projective identification - is the single most important phenomenon in psychotherapy (Ogden, 2005). The aim of this course is to help you understand what transference and projection are, how they occur, and what forms they tend to take, so that you can recognise them as they occur in your therapy rooms.

Content

Upon successful completion of this course, you will be able to: Define transference, projection, projective identification, and countertransference; Explain how transference develops; List the chief forms of transference and give examples of each; Name the chief forms of both client-centred and therapist-centred resistance to dealing with transference; Explain how projection and projective identification operate; Decode the chief forms of projective identification.

Level 2 2 hours

5.Principles of Psychosynthesis

Overview

The purpose of this course is to acquaint you with the basic principles of Psychosynthesis: its assumptions, core constructs, and understandings about what makes a being human, and what, therefore, may be the best means of facilitating that being's growth toward its fullest potentials. We will define Psychosynthesis and briefly detail its origins. Most of the pages are devoted to an examination of the seven core concepts proposed by Assagioli as crucial for any training program: the notions of disidentification, the personal self or "I", aspects of will, the ideal model, synthesis, the superconscious, and Transpersonal Self, or Self.

Content

Upon successful completion of this course, you will be able to: Explain disidentification and recognise when a person is identified with or disidentified from someone or something; Articulate the Psychosynthesis understanding of the "I" and Self; Discuss which aspects of will are present: Identify subpersonalities constellating in clients or others; Explain how the notion of synthesis can work to promote human growth and development; Incorporate notions of the superconscious and the Transpersonal Self into your clinical work.
Level 1 2 hours

6.Working with Subpersonalities Level 2 2 hours

Overview

Client issues such as fragmentation, anxiety, and inner conflict are well held by Psychosynthesis therapy in general and by the Psychosynthesis technique of subpersonality work in particular. This course offers you information about subpersonalities: the theory behind the construct, the core understandings, and several exercises to guide your clients' work with them. Note: You may also wish to work through a companion course in the same series, **Principles of Psychosynthesis**, in order to understand how the notion of subpersonalities fits into the general context of Psychosynthesis therapy.

Content

Upon successful completion of this course, you will be able to: Discuss why integration and synthesis of subpersonalities is vital for maximal growth and happiness; Name the five phases of subpersonality harmonisation and identify the type of work a client must engage at each stage; Recall in sequence, through a mnemonic, the aspects of the subpersonality which you should work through with clients in order to help coordinate that subpersonality; Guide clients through four subpersonality exercises, and know when to use each.

7.Understanding Will

Overview

Will is a central concept in the psychology of Psychosynthesis founder, Roberto Assagioli, who described will as operative on personal, transpersonal, and universal levels. While both personal and transpersonal will are essential to understand, this course concentrates more on the aspects of personal will. It also examines the qualities of will and explains the stages of the willed act. We briefly look at the relationship of the will with the other psychological functions.
If you have not already worked through the companion Mental Health Academy course, **Principles of Psychosynthesis**, we recommend that you do that before embarking on this course.

Content

Upon successful completion of this course, you will be able to: Explain the difference between strong, skilful, and good will, and how these may align with transpersonal will; List the seven chief qualities of will; Name the psychological functions and state their relationship with will; Recall the stages of the act of will.

Level 1 2hours

8.Working with Will in the Therapy Room level 2 2hours

Overview

Working with Will in the Therapy Room is a course designed for mental health professionals who may not have had extensive, if any, training in any of the "height psychologies": that is, transpersonal psychologies, such as Psychosynthesis, which help clients to deal with issues of activating personal or transpersonal will and issues of spiritual emergence (emergency?). If you are not familiar with the basic concepts of will as understood by Psychosynthesis practitioners, such as the aspects of will or stages of a willed act, we highly recommend that you first do the companion course, **Understanding Will**. It would also be immensely helpful to go through the **Principles of Psychosynthesis** course in order to have a basic grounding in the paradigm and tenets of Psychosynthesis.

Content

This course aims to offer practical exercises and approaches for clinical work with issues of will and spiritual emergence. Upon successful completion of it, you will be able to: Identify presenting issues and "symptoms" in clients which may indicate a need to focus on will; Name at least seven ways of making choice conscious in session; Lead clients in exercises to experience their own will and to review how they currently use their will; Recall the six stages of a willed act, and name at least one way to help clients through each stage; Help clients to seek a clearer expression of their purpose through guided imagery; Identify clients in the throes of transformational crisis, and name attitudes

which you can adopt as guide to help them through the crisis; Guide clients in an exercise to tap into their innate superconscious wisdom; Facilitate reflection by clients on their everyday experience of will.

9.A Constructive-developmental Approach in Therapy

Overview

An understanding of what human beings experience at each stage of development - not just cognitively, but also in terms of their self-awareness within the larger social environment - can help transform the client through the enhanced potency and effectiveness of the therapeutic work with them, as we (therapists) zero in on solutions appropriate to their level of development, neither "overshooting" nor underestimating their current stage of growth in our interventions and treatment. This course is about learning what insights and developmental capacities comprise the development stages so that therapists can serve clients appropriately. We take you through the ground-breaking models of development proposed by Robert Kegan and then show how both the limitations and the capabilities of the different levels may impact on therapy sessions.

Content

Upon successful completion of the course, you will be able to: Define what a constructive-developmental model is; Identify the main stages in Kegan's two models, and recall which developmental capabilities are associated with each stage; Name at least three ways in which you can apply knowledge of Kegan's models successfully in session.

Level 2 2 hours

10. A Constructive-Developmental Approach: Case Studies – level 3 3hours

Overview

This course contains three case studies analysed from the perspective of Robert Kegan's constructive developmental theories of social maturity (1982, 1994). Constructive-developmental theory rests on several tenets of the transpersonal psychology of Psychosynthesis, namely, that:

1. human life evolves toward ever higher levels of organisation and integration

2. we develop through a series of identifications which become increasingly differentiated and inclusive, and

3. the locus of authority gradually shifts from without to within (MacVicar, 1985).

These principles have been elaborated at length in the Mental Health Academy course, **A Constructive-Developmental Approach in Therapy**. It outlines both the 1982 and 1994 versions of Kegan's holistic, evolutionary social development sequence, and is a **pre-requisite** to this course. If you have not already completed it, please do so before proceeding with this one.

Content

This course has a sole aim: to put "flesh" on the "bones" of Kegan's theory for those studying it, as analysing the cases of human beings whose lives exemplify aspects of psychological theory renders that theory at once more attainable and more valid. The cases help highlight various aspects of the theory, grounding it in the crucible of everyday life and typical developmental concerns. Thus, upon successful completion of this course, you should be able to identify people at developmental stages going from adolescence to high-level maturity (that is: a developmental stage not necessarily attained by all adults).

11.Introduction Cognitive Behaviour Therapy

Overview

Cognitive Behaviour Therapy involves a specific focus on identifying and modifying faulty patterns of thinking through the use of cognitive intervention strategies. This course guides participants through the key concepts of Cognitive Behaviour Therapy for application in counselling practice.

Content

In this course you will learn to Analyse both Ellis' and Beck's contributions to this therapeutic approach; Apply the steps of the cognitive behavioural process such as identifying automatic thoughts, questioning validity of automatic thoughts and cognitive distortions, identifying core beliefs and challenging core beliefs in the therapeutic process, and Recognise the limitations and challenges of Cognitive Behaviour Therapy.
Level 1 2 hours

12.Introduction to Behavioural Therapy

Overview

Behavioural therapy is used to help clients acquire new coping skills, improve communication, or learn to break maladaptive habits and overcome self-defeating emotional conflicts (Corsini and Wedding, 2000). The behavioural therapist/counsellor focuses on interpreting the client's behaviour, emphasising a collaborative and positive relationship with the client and values the use of objectivity to assess and understand the client. This course focuses on theoretical concepts, processes, knowledge and skills for the analysis and practical application of Behaviour Therapy within counselling practice.

Content

In this course you will learn to analyse the client's needs using Behaviour Therapy in counselling practice; apply the theoretical principles of this therapy including different types of learning, personality development, and steps of treatment; and evaluate the limitations and challenges of Behaviour Therapy
Level 1 1 hour

13.Sitting with Shadow

Overview

Shadow, the hidden component of our character which we have consigned to the dark recesses of our psyche, comes out inexplicably and horribly at times, embarrassing us, surprising us, and - if we are attuned to it - offering us the possibility of deeper insights into our true selves. And just as it does this with us - mental health practitioners whose stock-in-trade is self-awareness - you can bet your bottom dollar that so, too, does it affect our clients, who may have only a glimmering of insight into what they are dealing with. This course is about helping you to recognise when clients are meeting the shadow, so that you can be maximally capable of helping them to "mine" the inner gold that may be surfacing, albeit in a sneaky, "sideways" manner.

Content

Upon successful completion of this course, you will be able to: Define shadow and explain the mechanisms by which it works; Describe the consequences of acknowledging and also not acknowledging one's shadow; Recognise shadow manifesting in various sectors of a client's life: specifically, in work, primary relationships, everyday life, and in spiritual/creative endeavours.
Level 2 3hours

14.Client, Meet your Shadow

Overview

In the Mental Health Academy course, **Sitting with Shadow**, we explain the mechanism by which shadow works and describes the consequences of not acknowledging it in our lives. Much of the course is devoted to helping you, a mental health practitioner, recognise shadow occurring in the lives of your clients and others. This course addresses the practical concern of how one works with shadow once detected in a psyche, including recommend detailed techniques or exercises to help the client see it, too. It assumes that you have satisfactorily completed Sitting with Shadow.

Content

Upon successful completion of this course, you will be able to: Choose from twelve included exercises to guide clients through the processes of acknowledging and integrating disowned parts of themselves; Show clients how to identify shadow manifesting in the daily arenas of daydreams or fantasies and advice-giving, judgments, and humour; Guide clients through exercises which help them to reframe and thus utilise shadow and introjected beliefs to gain greater effectiveness.
Level 3 2 hours

15.Working with Shadow: Case Studies

Overview

This course illustrates the working of shadow in the lives of Daisy, Cheryl, and Randy. For each case, we tell the story first and then pose questions you should be able to answer if you would understand how clients come to store aspects of themselves in their "shadow storehouse". In the third section of each case, we offer an analysis, answering the questions we have posed. While you can, of course, read the story and go directly to our analysis, we recommend that you think about the questions before looking at our answers. By doing this, you will bring a deeper comprehension of the psychological issues at stake than if you were to skip your own reflection on the cases.

This course is a companion course to the Mental Health Academy courses, **Sitting with Shadow** and **Client, Meet Your Shadow**. The courses cover the chief aspects of psychological shadow that clinicians need to know about in order to effectively work with it in their clients. Both courses should be completed before enrolling in this companion course.

Content

The aim of the course is that, upon successful completion of it, you will be better able to help clients identify where their lives are being upended or constrained by shadow. By helping them bring that shadow to light, you will be instrumental in assisting them to achieve greater wholeness.

Level 3 2 hours

16.Helping Clients Deal with Relationship Breakdown

Overview

Relationship conflicts are one of the most common issues when working as a counsellor, often with either a couple or an individual in a relationship (Kottler, 2004). It is necessary to be aware of issues that may be caused when counselling only one person in the relationship without the significant other such as the person attending counselling 'growing' emotionally from the experience. This course focuses on knowledge, causes, prevention and skills to consider when counselling a relationship breakdown.

Content

In this course you will learn: the warning signs of relationship breakdown including criticism, contempt, defensiveness and stonewalling; circumstances that increase pressure on relationships; strategies to use for conflicted relationships such as relationship goals, communication skills and action talk; 'tips for Relationships' handout to use with clients; strategies to use when clients choose to continue a relationship; and strategies for when clients choose to end the relationship.

Level 1 1 hour

17. Helping Clients with Loss and Grief

Overview

The loss of a loved one affects all aspects of the survivor's present and future functioning and can be severely disruptive to the person's psychological health and balance. The focus of this course is to provide a clearer understanding of loss and grief in order to help bereaved clients move forward with life.

Content

This course examines prominent theories of loss and grief, explains the main types of grief, differentiates grief from depression, and provides detailed guidelines and useful techniques for grief counsellors.

Level 1 – 1hour

Videos

Reflective Practice and Supervision

1. Reducing Ambivalence in the Therapeutic Relationship 1hour

Description

This workshop will be presented in an experiential format, whereby participants will be able to explore, learn and interact with the structured content. Participants will enjoy gaining knowledge and practical insights and strategies to be able to manage and/or reduce the level of ambivalence that exists and occurs when working with clients over a period.

Specifically, the content of this workshop will include the following: Exploring a brief theoretical base of vicarious trauma that results from the therapeutic relationship; How to maintain strong, appropriate and effective therapeutic boundaries whilst adhering to ethical standards; Techniques for reducing ambivalence such as exploring self-care strategies specifically relating to reducing onset of compassion fatigue; Lastly building counsellor resilience and in turn reducing resistance and ambivalence.

2. Your Supervision Question 1 hour

Description

Clinical supervision is often defined as a distinct method and approach responding to the needs of a supervisee from a supervisor who has more expertise than the supervisee. This reciprocal professional relationship provides multifaceted responsibilities from supervision evaluation to teaching skills to providing necessary feedback for improving counselor efficiency and effectiveness. One of the most essential methods of obtaining supervisory needs to clarify supervision expectations from the beginning and request a Supervision Question for each session from the supervisee. This expectation promotes supervisee accountability and independence. Based upon the Supervision Question, the supervisor will more efficaciously select the best supervision theoretical model and fit.

Upon watching this video you will be able to: 1. Define clinical supervision; 2. Understand the need for a professional reciprocal relationship and; 3. Identify the need for the Supervision Question and its corresponding supervision models.

Counselling Theory and Process

3.Counselling and the Counselling Process 1 hour

Description

This video has been designed to provide an introduction to Counselling and the Counselling Process. The presenter, Dr Clive Jones (Dipt, DipCouns, BEd, MEd, GradDipPsych, PhD(psych), MAPS), highlights three key areas and provide a general framework from which to develop your own structure for counselling sessions.

Dr Clive Jones is a registered psychologist and registered teacher. He is a full member of the Australian Psychological Society (APS), a full member of the Australian Psychological Society's College of Counselling Psychologists, and a full member of the Australian Psychological Society's College of Sport Psychologists.

4. CBT Myths and Considerations for Beginners 1 hour

Description

Cognitive Therapy or Cognitive Behavioral Therapy is practiced by a variety of professionals and in multiple ways. Dr. Zalaquett discusses cognitive distortions regarding CBT, including misinformation, negative beliefs, and exaggerated claims. He also explores misperceptions about the process of therapy, as well as about clients and outcomes. The second part of this video covers the positive aspects of CBT and presents practical tips for beginner practitioners. CBT is one the most research models of counseling and therapy and the presentation follows the information offered by Dr. Dobson and others leaders in the field.

5.   Interweaving Narrative and Cognitive Approaches to Therapy 1 hour

Description

Since beginning our counsellor education endeavour in 1997, the counsellor education programme at BTI in Tauranga, New Zealand has sought to introduce students to both cognitive and narrative approaches to counselling. Provisional membership of the two New Zealand professional associations requires a beginning proficiency in two practice modalities. Building upon a foundation of person-centred skills, the development of cognitive and narrative approaches enables graduates to meet the professional requirements. However, research into the impact of their undergraduate education indicated that some students developed some integration of the two approaches while others said they "unhooked" from one and focussed on the other.

Bob Neimeyer has argued that attempted integration of these practice approaches will inevitably run up against their very different underpinnings. Drawing on his argument, this workshop explores the problems inherent both in introducing participants to two approaches with such different philosophical or worldview bases as well as in even beginning to integrate them into a coherent praxis.

This workshop explores how we might enact an interweaving of narrative explorations of the social constructed nature of problems with the cognitive explorations of the meaning-making that has internalised social messages in problematic ways. It also explores how strategies such as externalization might be employed alongside identification of automatic thinking in a coherent approach to practice.

6. Therapies In-Action 2 hours

Description

There's no better way to learn or fine tune your skills than watching a professional perform the skills in front of your eyes. Now you can see first-hand how counselling professionals apply 5 leading counselling therapies in a live environment.

Each of the 5 Counselling Therapies Videos incorporates a role play demonstrating the key techniques of that therapy. Each role play is approximately 12-minutes duration and includes captions of the specific skill as it is demonstrated.

Presented in an authentic and flowing style, each Counselling Therapy Video is an innovative and informative educational resource, useful for students and practicing professionals in any helping profession. The therapies covered in this video are: Person Centred Therapy; Gestalt Therapy; Behaviour Therapy; Cognitive Behaviour Therapy; and Solution Focused Therapy.