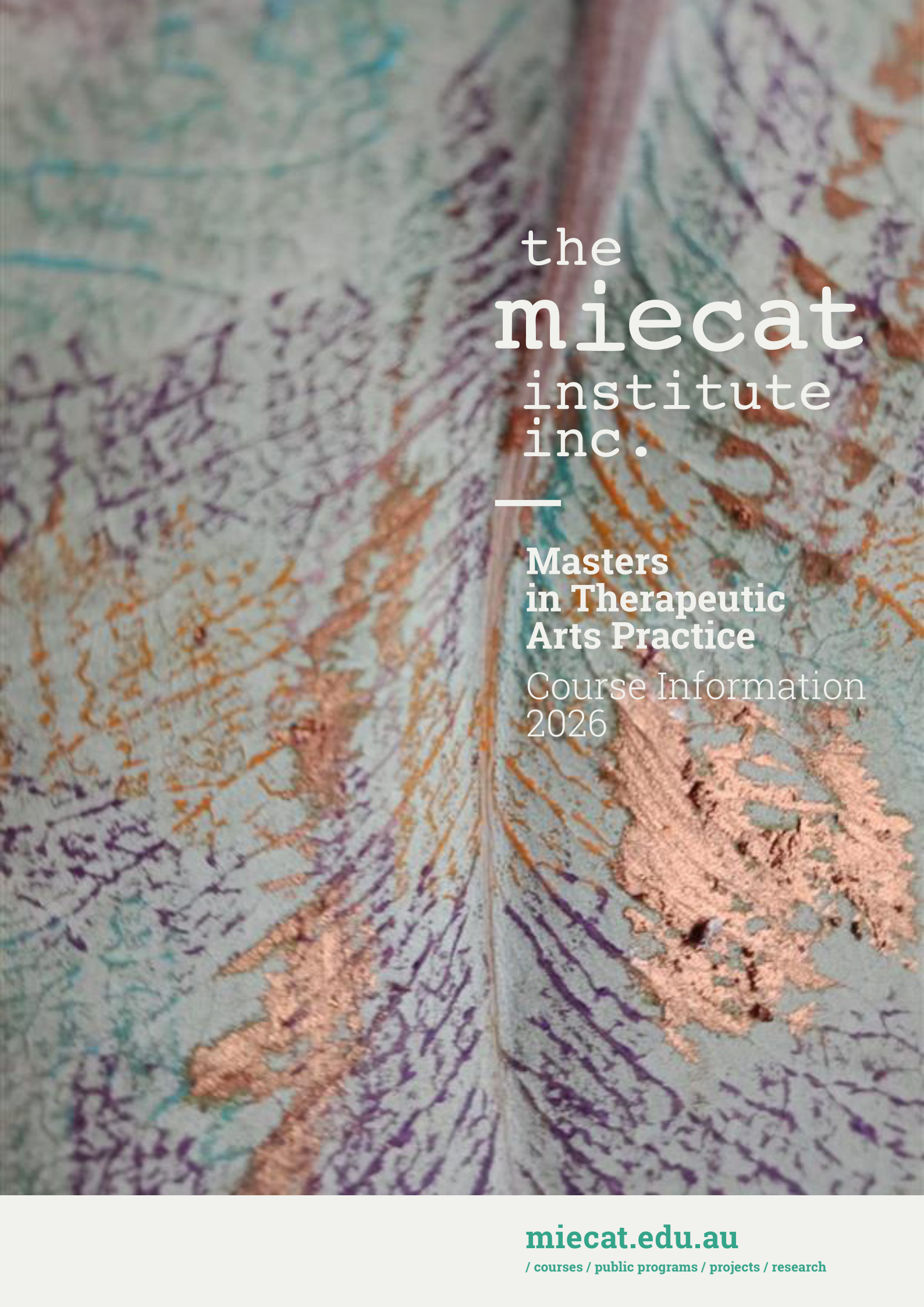




the
miecat
institute
inc.

**Masters
in Therapeutic
Arts Practice**

Course Information
2026

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Masters in Therapeutic Arts Practice

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The MIECAT Institute acknowledges the Traditional Owners of Country throughout Australia. We pay our respects to Elders past and present.

We celebrate and value people of all backgrounds, genders, sexualities, cultures, bodies and abilities.



The MIECAT Institute

The MIECAT Institute (MIECAT) is a not-for-profit Higher Education provider in Victoria and has been teaching Graduate Diploma, Masters, and Professional Doctoral courses since 1999. MIECAT's courses are accredited by TEQSA (Tertiary Education Quality and Standards Agency) and the qualifications are recognised within the Australian Qualification Framework (AQF).

MIECAT offers courses that provide students with the skills and knowledge to work in the field of Therapeutic Arts Practice in professional and research contexts. Students at MIECAT learn an arts inquiry approach that facilitates understanding of lived experiencing with the aim of working towards optimal wellbeing. This approach is adaptable and can be applied to different contexts. It can also be used as an arts-based methodology in qualitative and post-qualitative research.

Course Summary

The Masters in Therapeutic Arts Practice is a three year part time Masters course with a nested Grad Dip. There are 10 compulsory subjects.

The AQF 8 subjects are:

- **Unit 1: Experiencing and Relational Presence**
- **Unit 2: Embodied Awareness**
- **Unit 3: Engaging with Materials**
- **Unit 4: Emerging Inquiry**
- **Unit 5: Patterns of Emotional Experiencing**
- **Unit 6: Refining Companioning Skills**

GRADUATE DIPLOMA

Students may exit with a Graduate Diploma in Therapeutic Arts Practice after all six compulsory subjects are satisfactorily completed.

Graduates with a Graduate Diploma in Therapeutic Arts Practice find that the content of the course is adaptable and can be applied to a variety of workplaces e.g. in education, community, health, well-being and in other contexts.

The MIECAT Institute also supports:

- individuals who wish to understand more about themselves,
- groups wanting to explore shared meaning,
- organisations that rely on collaborative and intersubjective approaches, and
- those with a commitment to the search for ways of living that support the flourishing of the planet.'

Following the successful completion of the compulsory subjects and meeting the requirements for progression, students will progress into the AQF 9 subjects.



THE MASTERS

Award

The award for completing the Masters will be a Masters in Therapeutic Arts Practice tagged with a specialisation:

Masters in Therapeutic Arts Practice with a specialisation in Creative Arts Therapy

Professional Pathways

All students who successfully complete the Masters course will be automatically eligible to apply for ANZACATA professional membership. An ANZACATA Professional member can become a registered NDIS provider, under the category Art Therapist.

Students can also become a member of The International Association for Creative Arts in Education and Therapy (IACAET).

We are part of a growing and rapidly changing field. We encourage students to consider professional membership, insurance, and funding options alongside their own values, ethics and scope of practice.

It is not within our scope to provide detailed information on professional pathways. Students should seek up to date information from the relevant professional bodies.



Graduate Diploma Level (AQF8) Subjects

UNIT 1: EXPERIENCING AND RELATIONAL PRESENCE

1st year subject | Semester 1

This subject introduces experiencing and relational presence through the values that inform the MIECAT multimodal approach to inquiry. Students will learn procedures to become attuned to, and aware of moment to moment experiencing as it occurs in relationship to self, others, the material world and in different places and spaces.

There is an emphasis on being attentive to intersubjective experiencing.

ASSESSMENT

All assessment criteria must be completed satisfactorily to gain a subject pass

- Multi-modal assignment (written and presentational)
- In-class participation.

UNIT 2: EMBODIED AWARENESS

1st year subject | Semester 1

This subject expands upon the understanding of MIECAT core values of experiencing, relationality, emergence and multi-modality explored in Unit One, by focusing greater awareness on the immediacy of bodily sensation, sensory perception and somatic experiencing in our relational being with others, through time and in space/place.

ASSESSMENT

All assessment criteria must be completed satisfactorily to gain a subject pass

- Multi-modal assignment (written and presentational)
- In-class participation.



UNIT 3: ENGAGING WITH MATERIALS

1st year subject | Semester 2

Students will be provided with the opportunity to explore a range of modes, materials and arts processes, and describe interactions with creative modes, tools, materials and emergent forms. They will also attend to the detail of their arts making and respond to moment-to-moment resonances. A focus on the details of the relational experience (the intersubjective relationship) with the materials and the emergent forms is central to this unit.

ASSESSMENT

All assessment criteria must be completed satisfactorily to gain a subject pass

- Multi-modal assignment (written and presentational)
- In-class participation.

UNIT 4: EMERGING INQUIRY

1st year subject | Semester 2

This subject offers students an opportunity to closely attend to the emerging process of making a multi-modal arts inquiry into what they have come to know in their studies so far. It is anticipated that students will consolidate and further explore emerging understandings gained over the course of the year, as well as develop skills in presenting/ writing up their multi-modal arts inquiry.

ASSESSMENT

All assessment criteria must be completed satisfactorily to gain a subject pass

- Multi-modal assignment (written and presentational)
- In-class participation.





UNIT 5: PATTERNS OF EMOTIONAL EXPERIENCING

2nd year subject | Semester 1

In this subject, students will develop their ability to inquire into patterns of emotional experiencing, exploring how emotions connect to other elements of a pattern, with a specific focus on the relationship between emotions, embodied sensations, needs, values and choices. Through this process, students will learn how to intersubjectively attune to their own and the co-inquirer's emotional experiencing and describe, represent and map this through different modalities.

ASSESSMENT

All assessment criteria must be completed satisfactorily to gain a subject pass

- Multi-modal assignment (written and presentational)
- Companioning practice and observational reports.

UNIT 6: REFINING COMPANIONING SKILLS

2nd year subject | Semester 1

In this subject, students will inquire into their companioning practice to develop and refine their skills. Companioning relationships will include regular offerings of peer feedback. Students will expand their understanding and practice of reflexivity, considering how difference, power and privilege can shape companioning. Working reflexively, they will be adapting the MIECAT approach to include explorations of pace, place, space, and multimodal choices.

ASSESSMENT

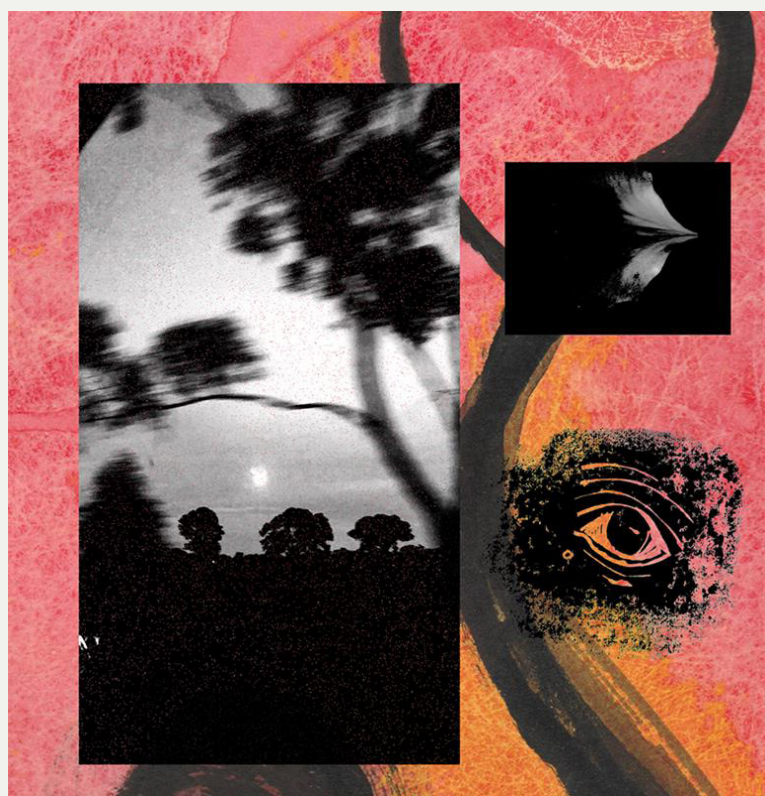
All assessment criteria must be completed satisfactorily to gain a subject pass

- Multi-modal reflective and reflexive assessment (written and presentational)
 - Companioning practice and observational reports.
- >> Students wishing to progress into the AQF 9 subjects must achieve a credit grade or above in both the written and the practical assessment tasks of the progression subjects (Units 3–6).

GRADUATE DIPLOMA

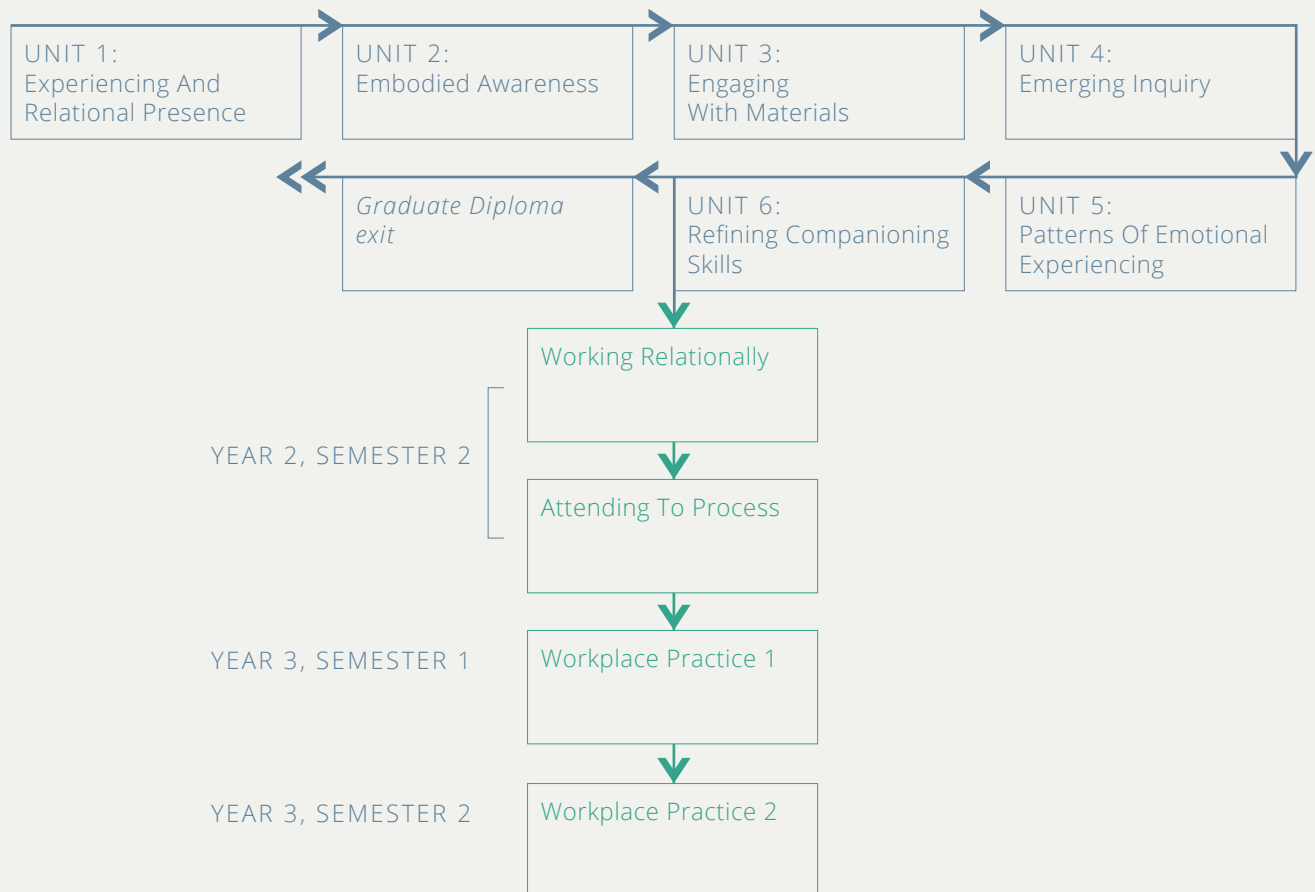
Learning Outcomes (AQF 8)

1. Value the contribution of experiential and creative therapeutic arts practice to health and well-being for the individual and community.
2. Creatively evaluate values informed arts-based methods in therapeutic settings.
3. Advocate for the role of the arts in knowledge creation and dissemination, and in communicating, educating, and activating for change towards community, social/world flourishing, and well-being.
4. Utilise effective multimodal arts-based approaches in the service of supporting individuals, families, groups and/or communities.
5. Create safe environments within a therapeutic relationship.
6. Cultivate the practice of being relationally present and responsive to the emotional experiencing of self and others.
7. Creatively adapt and implement multimodal arts-based approaches to therapeutic practice in diverse contexts.
8. Exemplify responsible, ethical, independent, therapeutic arts-based practitioners.



The Masters Course

SUBJECTS



AQF 9 Subjects

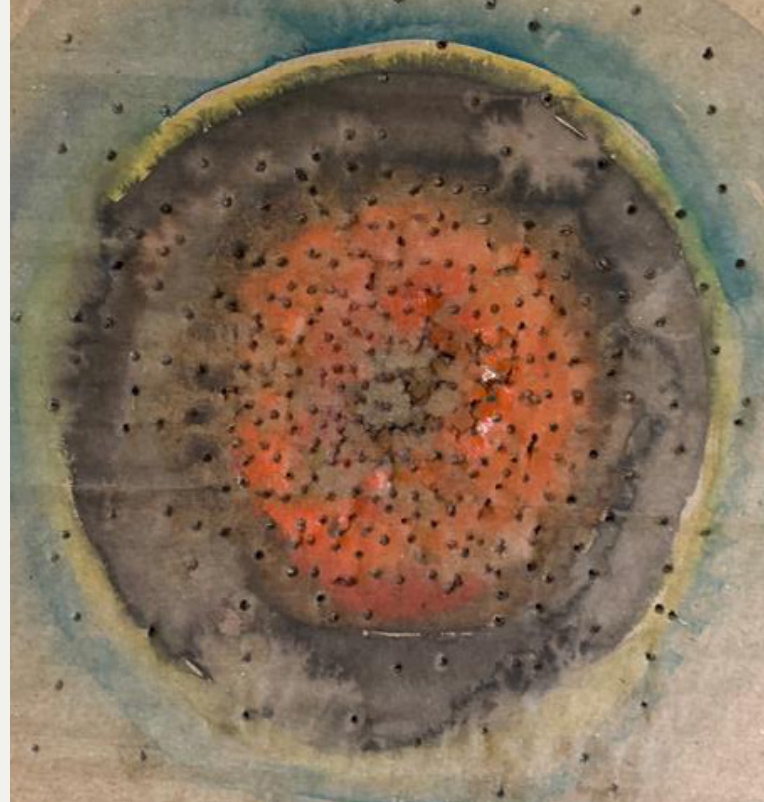
Subjects are designed for a professional application. Students will have the opportunity to undertake a placement in the third year within a variety of workplace contexts.

The workplace settings may require students to engage with different emphases, for example, with a community arts and health application, responding to needs within an education context, or bringing a more intentional therapeutic focus. These may vary according to workplace requirements, whether students are supporting health and wellbeing, developing curriculum or arts programs, engaging community connection, enabling creative expression and meaning making, or running group therapy sessions.

Students will incorporate the MIECAT approach to arts inquiry and multi-modal practice and will undertake an arts project at the placement workplace.

Students will attend the workplace over the course of the year and will be given opportunities to work directly with participants, in support of the needs of the placement organisation and will develop their skills in adapting the MIECAT approach.

Practicums may be taken within students' own workplaces with certain conditions.



During the year students will be supported by a workplace supervisor and participate in workshops and monthly MIECAT supervised small learning groups. WP 1 and WP 2 are the subjects that support students over the year while they are on placement.

AQF 9 SUBJECTS

- **Working Relationally**
- **Attending to Process**
- **WP 1** (Workplace Practice 1)
Practicum placement
- **WP 2** (Workplace Practice 2)
Practicum placement

Working Relationally (WR)

2nd year subject | Semester 2

SUBJECT OUTLINE

This subject is grounded in the understanding that as humans we are inherently relational. Using and adapting MIECAT's approach to inquiry, students will co-inquire to explore relational patterns within a chosen relationship. Engaging with an arts inquiry invitation drawn from the MIECAT lineage of practice, arts modalities and imaginal engagements will be used to slow down, inquire, and create expressions of self, another, and the relationship - as an entity in and of itself.

Attention will be given to content-in-process as it occurs within the multimodal relational inquiries. Students will reflect on the relational ethics and therapeutic value of choices and negotiations made in the collaborative inquiry process.

ASSESSMENT

All assessment criteria must be completed satisfactorily to gain a subject pass

- Multi-modal assignment
- Practical assessment

Attending to Process (AP)

2nd year subject | Semester 2

SUBJECT OUTLINE

In this subject, students will work together in small groups of three or four to explore intersubjectivity and reflect on the process of companioning as they attend to the unfolding moments of emergent multimodal inquiry. Students will cultivate skills in reflecting in the moment on the process of inquiring and in reflexively attending to what arises in service of furthering an inquiry.

Established companioning skills will be extended in this unit, such as co-creating favourable conditions for shared inquiry that include cultivating presence in the ongoing fostering of trust and safety, responding to relational dissonance in the spirit of maintaining collaboration, and acknowledging relational patterns.

ASSESSMENT

All assessment criteria must be completed satisfactorily to gain a subject pass

- Multi-modal assignment
- Practical assessment

Workplace Practice 1 (WP 1)

3rd year subject | Semester 1

- 175 hours on placement
- 5 x monthly learning supervision groups
- 4 x all day Workshops
- Arts inquiry proposal

SUBJECT OUTLINE

In this subject, students will develop and refine practical companioning skills, as well as the ability to work relationally and multimodally. They will develop these skills in their practicum placement organisations and be supported in this by small group supervision and a series of workshops. Emphasis will be placed on reflective and reflexive capacities that support the development of therapeutic arts practice skills, as well as expanding student understanding of conceptual underpinnings and practice approaches described in relevant literature within the field of therapeutic practice and creative arts therapy. There are 4 components to this subject.

ASSESSMENT

All assessment criteria must be completed satisfactorily to gain a subject pass

- Ongoing presentations
- Ongoing reflections
- Review by workplace supervisor
- Review by MIECAT supervisor
- Multi-modal assignment 2000 words or equivalent



Workplace Practice 2 (WP 2)

3rd year subject | Semester 2

- 175 hours on placement
- 5 x monthly learning supervision groups
- 4 x all day Workshops
- Implementing Arts inquiry project

SUBJECT OUTLINE

This subject follows on from WP1 and augments the work begun in first semester. In WP2 students will continue to develop and refine their multimodal, relational companioning and conceptual understanding of therapeutic arts practice. As students have now been engaging in their placements for one semester, second semester offers students the opportunity to deepen their understanding of adapting the MIECAT approach as they refine their own practice skills. This is supported by engagement with literature from the field that is relevant to their own practice contexts. Similarly, to Workplace Practice 1 there are 4 components to this subject.



ASSESSMENT

All assessment criteria must be completed satisfactorily to gain a subject pass

- Ongoing reflections
- Review by workplace supervisor
- Review by MIECAT supervisor
- Multi-modal reflexive arts inquiry
5000 words or equivalent

Study Sequence

AQF 8 SUBJECTS

Year 1 | Semester 1

Unit 1: Experiencing And Relational Presence
Unit 2: Embodied Awareness

Year 1 | Semester 2

Unit 3: Engaging With Materials
Unit 4: Emerging Inquiry 1

Year 2 | Semester 1

Unit 5: Patterns Of Emotional Experiencing
Unit 6: Refining Companioning Skills

All hurdles must be met for progression into AQF 9 subjects.

Students who exit at this point will be awarded:
Graduate Diploma in Therapeutic Arts Practice

Students wishing to complete the Masters continue into AQF 9 subjects.

AQF 9 SUBJECTS

Year 2 | Semester 2

- Working Relationally
 - Attending To Process
-

Year 3 | Semester 1

- WP 1 (practicum placement)
-

Year 3 | Semester 2

- WP 2 (practicum placement)
-

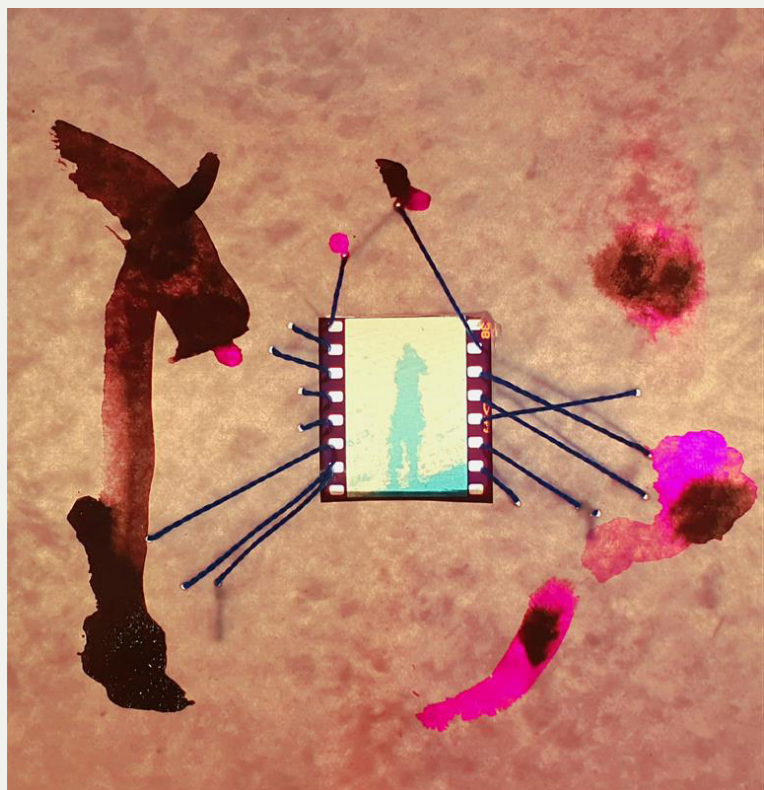
Degree: Masters in Therapeutic Arts Practice with a specialisation in Creative Arts Therapy



MASTERS COURSE

Learning Outcomes (AQF 9)

1. Value the contribution of experiential and creative therapeutic arts practice to health and well-being for the individual and community.
2. Critically evaluate different philosophical and methodological issues and approaches in arts-based research and therapeutic arts practice.
3. Appraise therapeutic arts practice and arts-based research practice through the lens of inclusion and diversity, relational ethics, and reflective reflexive practice.
4. Advocate for the role of the arts in knowledge creation and dissemination, and in communicating, educating, and activating for change towards community, social/world flourishing, and well-being.
5. Utilise effective, safe, ethical, and reflexive multimodal arts-based approaches in the service of supporting individuals, families, groups and/or communities.
6. Conduct relevant practitioner research informed by key concepts applicable to recent developments in the field.
7. Effectively communicating conceptual ideas that underpin therapeutic arts practice and contributing to professional practice and research in the field.
8. Creatively, responsibly, and ethically, adapt multimodal arts-based approaches to therapeutic practice in diverse contexts.
9. Design and implement an arts-based research project.



Professional Doctorate

MIECAT has a thriving Professional Doctorate program. For those interested in the Professional Doctorate please contact:

admin@miecat.edu.au

<https://miecat.edu.au/professional-doctorate-in-therapeutic-arts-practice/>

MIECAT Public Programs

Our suite of public programs provides students with opportunities to engage in art making, personal development, and professional development. Student discounts are offered for most of these workshops. A mix of online and in-person Public Programs are offered, making them accessible for Melbourne-based and interstate students.

Attending any of MIECAT's Public Programs is not required, but they offer our students opportunities to deepen or expand their learning and to meet and work alongside peers and like-minded people outside the study sequence.



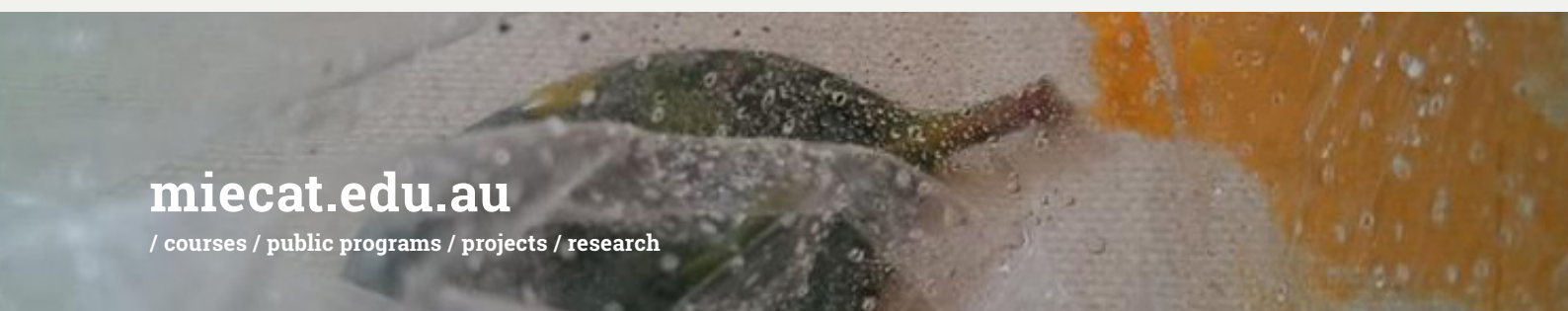
The information contained in this booklet is correct at the time of publishing. However, this information is subject to change as we co-evolve with the field of therapeutic arts practice in this land called Australia.

the miecat institute inc.

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