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# HIPC-Specific Standards of Education and Training January 2023

This *HIPC-Specific Standards of Education and Training* document needs to be read in conjunction with the *UKCP Standards of Education and Training (2017): The Minimum Core Criteria Psychotherapy with Adults* document, which it supplements. The latter will be referred to as the 'generic UKCP criteria'. This standards document was ratified by the UKCP Education Training and Practice Committee on 18 November 2022.

## A. Introduction and guiding principle

**A.1** The college includes a wide variety of psychotherapy approaches within the humanistic and integrative tradition. Common values and philosophical assumptions underpin these approaches, including a belief in one or more of the following:

- the importance of the therapeutic relationship as the medium for change
- the importance of interdisciplinary dialogue and exploration, with emphasis on integration, respect for difference and an ability to work with diversity
- a spiritual dimension to an individual's life and problems, the self-healing capacity of the individual and the individual's sovereignty and responsibility
- the centrality of social relationships in setting the framework in which individuals shape their lives
- the importance of political awareness and an understanding of the individual's experience, personal beliefs and values in problems of living
- the recognition of our interdependence on our environment and the natural world
- the integration of mind, body, feeling, soul and spirit.

**A.2** The college's training standards reflect this diversity and are intended to create a sound framework for good practice that is flexible and can encompass the different needs of member organisations.

**A.3** Integral to HIPC philosophy is that trainings should recognise the existence of different psychotherapy modalities, based on different understandings, and should promote respectful understanding of differences between theories.

## B. Entry requirements

**B.1** Applicants will normally demonstrate the capacity and commitment to develop the following

qualities that will make them suitable for the profession of psychotherapy:

- a lively and enquiring mind
- a capacity for critical reflection and self-directed learning
- an ability to listen and respond with compassion and respect
- awareness of prejudice and the ability to respond openly to issues of race, gender, age, sexual preference, class, disability, ethnic, spiritual/religious and cultural difference, and diversity
- awareness and sensitivity in relation to the political, socio-cultural and spiritual/religious contexts of people's lives
- in-depth self-reflection
- self-awareness and commitment to self-development. Applicants should have sufficient emotional competence and the internal resources necessary to engage with the demands of the training and the work of psychotherapy.

**B.2** Candidates should have relevant experience of working with people in a responsible role. Training organisations should be able to substantiate the relevance of a candidate's experience.

**B.3** Training organisations should have in place appropriate procedures for acceptance and refusal of applicants with published criteria and procedures for the selection of applicants.

The selection of applicants should normally include:

- completion of an application form
- written personal statement
- an interview with two or more members of staff
- two or more references.

## C. The minimum curriculum

**C.1** The study of the theory and practice of humanistic and/or integrative and/or transpersonal psychotherapy from assessment to termination. A core theoretical and philosophical basis for therapeutic practice is required.

**C.2** In addition to the generic UKCP minimum curriculum, there should be an exploration of the philosophical foundations of the approach being taught as well as a critical awareness of the multiple layers of human experience and the multi-dimensional nature of the therapeutic relationship.

**C.3** The following are the minimum requirements for accreditation and registration:

- 900 hours (comprising core training, supervision, mental health familiarisation placement, and self- and peer directed learning)

- core training contact hours would normally be a minimum of 600 over a minimum of four years part-time
- the total number of supervised adult client hours accumulated should be not less than 450. Each client hour is regarded as an individual/group contact hour
- the ratio of individual supervision hours to overall client hours should be a minimum of 1:6
- group supervision should reflect this ratio (minimum 10 minutes supervision per client hour)
- supervised hours should be made up of client contracts that reflect the approach to be practiced and demonstrate that the trainee has the appropriate experience and competence for the model of psychotherapy that they will be practicing
- 160 hours of personal therapy consistent with the training approach
- undertaking a mental health familiarisation placement or equivalent method.

Definitions of the above terms can be found in Appendix 1.

**C.4** If the nature of the training precludes these minimum requirements, a special case may be made to the assessment board, such as for those organisations that specialise in short- term/time-limited clinical work. Where a training departs from these normal minimum requirements, the organisational member (OM) should be prepared to demonstrate how its standards are equivalent. It is recognised that many trainings will have more extensive or specific requirements, depending on the model used and the approach to learning.

**C.5** The demonstrable level of competence needs to be at masters level or equivalent. Although certain areas of the training may be delivered below masters level, the standard of delivery and assessment expected at completion must be unequivocally at masters level.

**C.6** Candidates should show that they have established themselves in practice with substantial experience in the kinds of psychotherapy that they intend to offer. In supervised psychotherapy practice, they should have demonstrated their competency for a minimum of a two-year period.

- For solely long-term modalities – a regular caseload of which at least two should be long-term contracts and that they are able to manage closure.
- For solely time-limited modalities – completion of at least 12 cases, with evidence of efficacy and appropriate use of a model and its frameworks.

It is recommended that candidates have experience of working with clients in both long-term and time-limited psychotherapy contracts.

**C.7** Training shall include arrangements to ensure that candidates can identify and manage appropriately their personal involvement in and contributions to the processes of the psychotherapy approach they practice.

**C.8** Candidates must have an experience of psychotherapy **congruent** with the psychotherapy in which they are in training, **a minimum of 40 hours per year for four years**, and normally be in psychotherapy throughout their training. This personal psychotherapy must **normally** be undergone with a UKCP registered psychotherapist or equivalent.

**C.9** There should be an introduction to the range of psychotherapies and counselling so that trainees may have an awareness of alternative treatments. This would involve:

- a critical introduction to other models distinct from the theory that forms the core of the curriculum
- a critical consideration of the value system, theory of the person and underlying philosophy of these other approaches so that trainees may locate their own approach within the overall field of psychotherapy and have an awareness of the alternatives.

**C.10** There should be an opportunity for trainees to develop:

- skills in assessing and responding to the range of responses to shock and trauma, bereavement and spiritual crisis and differentiating these from severe mental illness
- the capacity to recognise severely disturbed clients and when the practitioner should seek other professional advice
- an understanding of the procedures used in psychiatric assessment and liaison with other professionals involved in mental health.

**C.11** Candidates should have a minimum of 450 hours of adult clinical practice experience over a minimum of two years.

In respect of clinical group practice, the formula of one group clinical practice hour being equal to one clinical individual contact hour shall be applied for the purposes of accreditation. Where an OM applies a different type of formula, this should be agreed with the HIPC assessment board.

**C.12** The above should also be read in conjunction with the *HIPS May 2003 Mental Health Familiarisation Placements* requirements set out by the assessment board (see Appendix 3) unless superseded by revised UKCP requirements, currently in preparation.

## D. Assessment

This should be read in conjunction with the *HIPC Learning Outcomes Guidelines* as set out in Appendix 2.

**D.1** The objectives of assessment are to ensure clinical competency within the context of a chosen theoretical model and sound ethical practice. Assessment of candidates should focus on the integration of theory, skills and personal awareness, the effective and responsible handling of client work and adherence to the values of humanistic and integrative psychotherapy as outlined in the introduction. Continuous assessment is recommended during training in order to give due weight to the nature of psychotherapy and allow for the termination of training in unsuitable cases. These procedures should be transparent. Assessment should include and be substantiated by objective evidence such as written work, audio or video recordings, and retained for external assessment or scrutiny.

**D.2** Training organisations should ensure that a range of assessments are internally verified (eg by 'blind' cross- or double-marking). The whole assessment process should be moderated by at least one independent practitioner external to the training programme and the OM.

**D.3** In addition to shorter assignments set during the training programme (such as essays, case studies, verbatim reports, etc), candidates are required to complete at least one substantial piece of written work (dissertation/research thesis/extended case study) of at least 8,000 words. This should demonstrate the candidate's capacity for reflecting in depth on their own work and the approach in which they are training. It is recommended that this should be marked by at least one independent examiner and where possible by an independent UKCP registered practitioner.

**D.4** Trainees must be provided with sufficient regular feedback to allow them to assess their own strengths and developmental needs, including academic presentation and practice-development needs.

**D.5** Training programmes should have properly constituted bodies for ensuring the rights of candidates in training. These should normally include a system of scrutiny by an external moderator, an exam board, candidate representation (for example, on a board of studies or programme board), published complaints and grievance procedures and appeals procedures.

**D.6** Training and/or accrediting organisations should have in place a CPD policy in accordance with UKCP guidelines. This should be read in conjunction with the HIPS Continuing Professional Development requirements as set out in Appendix 4.

## Appendix 1: Definitions

### Core training

Scheduled contact hours with identified tutors/trainers who have responsibility for the delivery of the activity as a part of the overall curriculum.

Some indicative examples would be trainer/tutor facilitated:

- didactic/experiential learning
- process groups
- tutorials
- academic supervision
- live supervision in the context of the training
- skills training.

Clinical supervision of client hours is not included in this category.

## **Clinical supervision**

Sufficient clinical supervision hours, in groups or individually, to ensure that the 450 minimum clinical practice hours are supervised at a ratio of 1:6. Supervision should be with appropriately trained and experienced **training supervisors**. An equivalent level of experience/qualifications from OM-endorsed supervisors and placement supervisors would be expected. It is also expected that clinical supervision ratios and arrangements would be approved by the OM's external moderator prior to quinquennial review.

## **Mental health familiarisation placement**

Each OM will need to demonstrate how the learning outcomes for the placement are met by the hours spent, some of which may well include participation in therapeutic activity rather than just observation. This would usually include a critical and reflective piece of writing which would be reviewed/assessed with the student.

## **Self- and peer-directed learning**

This may take any form appropriate to the OM's training models and would need to be monitored by the external moderator.

## **Therapy**

This would normally consist of 160 personal therapy hours weekly throughout training, over at least four years, with not less than 40 hours per year. Where the model is group therapy, the total hours recommended may be different according to the approach.

# Appendix 2: HIPC learning outcomes

**Overall aim:** The student/trainee will be expected to demonstrate an integrated understanding of the nature of the humanistic/integrative psychotherapy they are studying, and what it means for this therapy to be humanistic and/or integrative.

## **A. Knowledge base**

### **Knowledge and understanding**

The student will be expected to be able to:

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- demonstrate an advanced and detailed level of understanding of the theoretical and clinical principles of the psychotherapy they are studying, and how they relate to general humanistic and/or integrative principles
  - demonstrate a general level of understanding of other major models and approaches of psychotherapy
  - show an ability to understand and evaluate research methods relevant to all models of psychotherapy, and critiques of 'objective' research within humanistic models.

### **Analysis**

The student will be expected to be able to:

- formulate a model of human functioning, including a model of individual development and a model of therapeutic change using the theoretical approach of their chosen model of psychotherapy
- use the above model to analyse complex situations and conceptualise a range of therapeutic interventions. In particular, the student will be expected to be able to engage in a therapeutic relationship congruent with their chosen approach, which will be a central factor in the practice of the therapy.

### **Synthesis and creativity**

- use an advanced level of theoretical knowledge to develop hypotheses and generative therapeutic responses to clinical situations. This may involve creativity and openness to change on behalf of the therapist
- synthesise their own personal integration of theory and clinical practice
- be able to go beyond set techniques in order to engage with the client/patient.

### **Evaluation**

The student will be expected to be able to:

- use critical reflection and ongoing supervision to assess and report on their own and others' work with clients/patients
- critique the chosen model of psychotherapy, assess its limitations and compare it with alternative approaches
- critically evaluate the implications of issues of culture, race, gender, sexual orientation and disability in psychotherapy.

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## **B. Personal skills**

### **Therapeutic skills**

The student will be expected to be able to:

- assess clients/patients for suitability for their chosen psychotherapy
- establish and work with a therapeutic relationship congruent with the chosen approach
- formulate and apply appropriate therapeutic processes
- make appropriate therapeutic interventions and manage appropriate endings.

### **Self-appraisal and reflection on practice**

The student will be expected to be able to:

- critically reflect consistently on therapeutic process and on own functioning in order to improve practice
- engage with their own therapeutic process and self-actualisation
- demonstrate a method of understanding recognising and responding to countertransference issues.

### **Planning and management of learning/practice**

The student will be expected to be able to:

- autonomously use resources for learning
- engage in activities for personal growth and development congruent with the chosen approach
- prepare for and make effective use of supervision
- identify, clarify, assess and manage resolution of most clinical problems.

### **Communication and presentation**

The student will be expected to be able to:

- engage confidently and respectfully in professional communication with others
- present their clinical work for discussion and mutual learning.

### **Interactive professional and group skills**

The student will be expected to be able to:



- negotiate and handle conflict confidently and respectfully. This will include ability to relate to clients who are angry or dismissive, or who break boundaries
- work co-operatively with others
- where this is part of the approach, work effectively with psychotherapy groups, and/or with co-therapists.

## **C. Context of practice**

### **Characteristics of professional setting**

The student will be expected to be able to demonstrate:

- awareness of the setting in which psychotherapy takes place, and capacity to adapt the chosen approach to the setting in which it is to be applied
- awareness of what might not be possible in a particular professional setting
- awareness of boundary issues, including confidentiality, in specific settings
- a capacity to handle complex, unpredictable and specialised situations.

### **Sustainability and environmental awareness**

The student will be expected to demonstrate:

- awareness that our current context of practice includes environmental breakdown
- understanding of the implications and likely impacts this will have on the lives and wellbeing of us and future generations
- awareness of the Western European bias in the theory and culture of psychotherapy which impacts on issues of social justice especially within our current crisis of environmental sustainability
- critical understanding of the unconscious processes which affect our ability to work with and process the impacts of environmental breakdown on ourselves and our clients
- understanding of our environmental identity and how a socially constructed sense of self can create prejudice and discrimination against other life forms
- a recognition of the systemic issues involved in the current environmental crisis, such that the different parts of the system create polarisations and also live within us as individuals.

### **Responsibility**

The student will be expected to be able to demonstrate:

- autonomy in professional practice

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- responsibility for self-monitoring
  - awareness of issues and procedures relevant to professional practice
  - demonstrate that regular on-going supervision and CPD are part of being a psychotherapist.

### **Ethical understanding**

The student will be expected to be able to demonstrate:

- awareness of the ethical and professional practice responsibilities of being a psychotherapist
- awareness of and ability to manage the implications of ethical issues and dilemmas
- a basic awareness of legal issues relating to psychotherapy
- ability to work proactively with others to formulate potential solutions
- ability to predict and manage consequences of applied solutions.