

International Integrative Psychotherapy Association

-IIPA-

www.integrativeassociation.com



**BECOMING A CERTIFIED IIPA
PSYCHOTHERAPIST OR COUNSELOR**

**COMMISSION FOR STANDARDS
AND CERTIFICATION**

-CSC-

BECOMING A CERTIFIED IIPA PSYCHOTHERAPIST OR COUNSELOR

Certification Scheme

International Integrative Psychotherapy Trainer & Supervisor (CIPTS)
International Integrative Counselling Trainer & Supervisor (CICTS)
Certified International Integrative Psychotherapist (CIIP)
Certified International Integrative Counsellor (CIIC)

CRITERIA FOR APPLICATION

This document explains the International Integrative Psychotherapy Association (IIPA) procedure that will be used to manage Applications for IIPA Certification from interested integrative psychotherapists, counselors, trainers and supervisors.

This document outlines the process, roles and responsibilities at each stage of an Application.

While this process deals with the core principles and procedures of the IIPA, differences in individual Countries' nationally recognized training programs might require appropriate flexibility.

All Certification applications will be handled in a transparent and facilitative manner.

IIPA Commission of Standards & Certification (CSC)

CSC Members:

Sally Openshaw (UK), CSC Current Chair. CIPTS, sallyopenshaw@gmail.com
Amaia Mauriz-Etxabe (Sp), CSC Chair Assistant. CIPTS, amaiamauriz@gmail.com

Anthony Janetti (USA) CIPTS, janetti.sf@gmail.com

Bibiana Martin (Sp) CIPTS uT, jabibi@telefonica.net

Christine Huillier (Fr) CIPTS, christine.huillier@wanadoo.fr

Elena Guarrella (It) CIPTS, elenaguarrella@me.com

Elena Martín de Hervas (Sp) CIPTS, elenamdeh@hotmail.com

Gregor Žvelc (SL) CIPTS, gregor.zvelc@guest.arnes.si

Isabella Nuboloni (It) CIPTS, info@isabellanubolini.com

Jose Manuel Martinez (Sp) CIPTS, inst.atpi.va@gmail.com

Mercedes Pedreira (Sp) CIPTS uT, mpedreiraquirola@yahoo.com

Olga Chiappini (Fr) CIIC, olga.chiappini@axing.net

Pauline Daver (Fr) CIPTS, paulinedaver@yahoo.fr

Ruth Birkebaek (UK) CIPTS, ruth@drruthbirkebaek.com

INDEX OF TOPICS

1. PHILOSOPHY AND BASIC PRINCIPLES OF TRAINING

- 1.1 Integrative Psychotherapy (IP) Training.
- 1.2 The Rationale for establishing IP Training Standards.
- 1.3 The Methodology of IP Training.
- 1.4 Learning – Commentary on the learning process context and expectations of trainers.
- 1.5 Learning – the role of Trainers and Supervisors/Consultants and expectations of them.
- 1.6 Supervision Methods.
- 1.7 Group Supervision.
- 1.8 Commission of Standards and Certification (CSC) Internal Rules.
- 1.9 Commission of Standards and Certification (CSC) Responsibilities.
- 1.10 Certification Categories.
- 1.11 Evaluation Process for Certification for CIIC and CIIP.
 - 1.11.1 Requirements about previous ongoing process of professional and personal development for certification for CIIC and CIIP.
 - 1.11.2 Evaluation for certification for CIIC and CIIP.

2. CERTIFICATION PROCEDURES

- 2.1 Recognition for Prior Learning Route Certification –CIIPTS; CIICTS; CIIP; CIIC.
 - 2.1.1 Application for Recognition for Prior Learning Certification Route –CIIP; CIIC (See 1.10).
 - 2.1.2 Application for Recognition for Prior Learning Certification Route –CIIPTS; CIICTS (See 1.10).
- 2.2 Application for Experienced Certification Route CIIP; CIIC (See 1.10).
- 2.3 Application for Elementary Certification Route CIIP; CIIC (See 1.10).
 - 2.3.1 Entry Requirements in Integrative Psychotherapy.
 - 2.3.2 Course Requirements in Integrative Psychotherapy.
 - 2.3.2.1 Workshop Attendance – Theory and Method.
 - 2.3.2.2 Clinical Practice.
 - 2.3.2.3 Continuing Supervision.
 - 2.3.2.4 Commitment to Ongoing Personal & Professional Development.
 - 2.3.2.5 Training’s Continuous Evaluation.
 - 2.3.2.6 Acceptance of Code of Ethics.
 - 2.3.3 Assessment Procedures.
 - 2.3.3.1 Trainee’s level of competence will be evaluated as follows.

2.3.4 Final Assessment Procedures: Certification procedures for Elementary and Experienced route.

2.3.4.1 Requirements.

2.3.4.2 Final Evaluation assessment

2.3.4.3 Fundamental Standards for Elementary Psychotherapists and/or Counsellors.

3. The Keyhole – Ref: Erskine, Moursund & Trautmann (1999) Beyond Empathy – A Therapy of Contact-in- Relationship. Brunner/Mazel (page 159).

4. DOCUMENTATION – Organizational and Application Forms.
(See **APPLICATION FORMS FOR: - CIIP & CIIC**
- CIPTS & CIPTS)

1. PHILOSOPHY AND BASIC PRINCIPLES OF TRAINING

1.1 Integrative Psychotherapy (IP) Training:

IP training will provide professionals with a training that reflects and emphasizes a relational attitude and approach to psychotherapy. IP Training will provide a creative and self-reflective process through stimulus and structure, based on valuing and enhancing both the professional and personal level of IP competences and relational functioning.

IP Training will, therefore:

- 1.1.1 Ensure and provide evidence that the IP psychotherapist or counselor has a minimum level of theoretical knowledge and clinical competence.
- 1.1.2 Enhance and ensure that congruence is evident across all criteria, (e.g. IP philosophy; ethical awareness; professional and safe practice) throughout the duration of the learning.
- 1.1.3 Consider and respect the National Laws and Professional Regulatory Organizations within each Country where IP is practiced.

1.2 The Rationale for establishing IP Training Standards is:

- 1.2.1 To establish specific standards for facilitating excellence in training, supervision and clinical competences, professionally and ethically, for IP psychotherapists and counselors.
- 1.2.2 To determine that a certified IP psychotherapist or counselor has the minimum training qualifications to practice under his or her Country's legal jurisdiction.
- 1.2.3 To develop, identify and foster links, internationally, between psychotherapists and counselors who use IP concepts in their practices.
- 1.2.4 To establish and develop an international standard curriculum for IP Training Institutes.
- 1.2.5 To develop, identify and foster International communications between training institutes that teach IP.
- 1.2.6 To establish and develop continuity and congruence among colleagues who practice IP.
- 1.2.7 To establish a common standard of validation for professional and personal competencies in the International practice of IP.
- 1.2.8 To foster IP psychotherapists' and counselors' commitment to ongoing professional and personal development.

1.3 The Methodology of IP Training Consists of:

1.3.1. A teaching and supervising process that is in a context of intersubjective relational process.

1.3.2. A style of training characterized by a structure that emphasizes attunement to the trainee's rhythm, relational needs, cognitive frame of reference, developmental level and affective process.

1.3.3. A didactic and experiential approach to learning that helps the trainee integrate IP principles into their personal and professional development.

1.3.4 Supervision and teaching methods wherein the theoretical concepts and methods of IP are modeled and demonstrated.

1.3.5 IP supervision that fosters in the supervisee an increased capacity for contact in relationship, in part by increasing the supervisee's capacity for self-awareness and internal contact.

1.3.6 A supervision process that uses inquiry, attunement and involvement to facilitate the professional development of the trainee.

1.3.7 A teaching process that takes into account the experience and cognitive style of the trainee in a relational way of teaching.

1.3.8 A teaching and supervisory process that emphasizes ethical concerns in the field of IP.

1.3.9 The supervision structure can also involve other components that are involved in the supervisory relationship.

1.4 Learning – commentary on the learning process context and expectations of trainers:

1.4.1 A group is the main forum for learning/training. A certain number of hours may also be distributed through seminars during the year. Ideally, these seminars should be once a month. Since we are aware that some countries could have problems maintaining this kind of structure, at the beginning this structure might be varied. However, a continuous learning experience should not be less than four workshops a year. An IP Trainer or Institute can apply in advance to the CSC for a specific and designated structure, program and/or curriculum.

1.4.2 The trainer and supervisor should be aware that it is important to create an affective relationship between trainer and trainee. The learning/training approach required is to be responsive to the trainee's relational needs and to the developmental phase of the trainee's learning process.

- 1.4.3 The trainer needs to be aware that if the trainee is not learning effectively, there may be a lack of relationship, or a problem in the training contract or the training process.

The trainer must also be aware that learning/training is not effectively accomplished if by introjection, but by assimilation and integration.

- 1.4.4 The length of the training process may vary; the length of the process should be based on the needs and the rhythm of each trainee.
- 1.4.5 The trainer should be aware that his/her role is to stimulate trainees to spend time learning and focusing, in greater depth, on the aspects of the curriculum in which the trainees are most interested. This training approach supportively facilitates the personal style of the trainee(s).
- 1.4.6 The experiential training time (personal work or relational group therapy in the training program) has to be at least 25% of the total training time. This will provide the opportunity to learn, discuss and observe the teaching-learning process from the four domains of the personality, as well as paralleling this style of working.
- 1.4.7 Theoretical concepts can be taught as a consequence of a common experience: (e.g. live therapy or practical work); in this way trainees potentially learn the concepts through their own experience, as well as by attending lectures, reading text, etc.
- 1.4.8 Continuous personal work is required and necessary to become a psychotherapist and/or counselor. This could be through personal psychotherapy, engaging in personal work in group process or personal development workshops.
- 1.4.9 Stimulation to consider alternative treatment approaches during each session will foster and enhance the learning/training process.
- 1.4.10 The trainer, and where possible a Mentor, will facilitate and support trainees in self-regulating their progress towards achieving their qualification. A mentor will cooperate with the trainees' trainers and supervisors.

1.5 Learning – the role of Trainers and Supervisors/Consultants and expectations of them:

- 1.5.1 The trainer or supervisor¹ is a senior clinician with IP expertise, having been trained and accredited in the integrative approach by the IIPA and is an IIPA Certified International IP Trainer and Supervisor who responsibly accepts and offers, with commitment, the possibility of training and/or supervision in Institutes and private training programs. When training refers to a specific approach of training (e.g. body work; Gestalt; cognitive; TA) this should be taught within the IP framework and core concepts and principles of IP.
- 1.5.2 A healthy relationship between trainer and trainee is required and characteristic of a reciprocal relationship, whereby, both parties give genuine respect to relational needs. The trainer or supervisor models the theory and methods of an integrative approach (e.g. as described in the Keyhole)².
- 1.5.3 Training and supervision has multiple, parallel and central functions, to facilitate the personal welfare and the professional development of the trainee/supervisee, to ascertain and ensure the welfare of their clients.
- 1.5.4 The trainer/supervisor fully engages in understanding the relationship between the supervisee and his/her client, as an ethically responsible supervisor and in accordance with the laws of the particular locality in which the supervisor and therapist practice.
- 1.5.5 Trainers and supervisors are required to be highly motivated individuals and having the skills to motivate others, have an ability to dynamically facilitate groups, cooperatively and coherently.

¹ In some countries (e.g. USA & Canada) to contractually agree to Clinically Supervise a psychotherapist's or counselor's casework implies, by default as a standard policy, that the Supervisor and or Consultant accepts both clinical and legal responsibility for the Supervisee's casework.

² See Diagram page 27

1.6 Supervision Methods:

1.6.1 The trainer's/supervisor's level of attunement to the relational needs, rhythm, cognitive, affective and developmental phase of the supervisee, both from a professional and personal perspective, is a vital component of supervision. For example, identifying and increasing the supervisee's awareness of the transference processes and possible fixations as an essential part of effective supervision.

1.7 Group Supervision:

1.7.1 Group supervision in a securely facilitated environment will assist participating supervisees, by encouraging effective and valuing interactions, to evoke reciprocity and self-definition. This will also foster a sense of belonging, providing safety to review and challenge eventual personal and professional difficulties without shame or criticism.

1.7.2 The supervisor's presence and relational involvement, for example normalization, acknowledgement and validation, significantly increases the efficacy of supervision and enhances the supervisory relationship in valuing both parties.

1.7.3 All this is a way of expressing professionalism, respect and commitment to the welfare of both the supervisee and his or her client.

1.8 Commission of Standards & Certification (CSC) Internal Rules.

1.8.1 The CSC is required to be composed of CIPTS/CICTS members of IIPA.

1.8.2 Whenever possible, the CSC should be comprised of at least one CIPTS/CICTS member from each of the countries represented in the IIPA and/or two from different areas or institutes if the number of members in the country requires this.

1.8.3 CSC membership is for four years.

1.8.4 When recruiting new members onto the CSC, 50% of the membership should remain to ensure the continuity of the work the committee is currently engaged in.

1.8.5 CSC members should commit to their own continuing development, training and

supervision and maintain a commitment to the advancement of the IIPA training standards, teaching and supervision.

1.8.6 The CSC are required to fulfill their aims and objectives in a supportive, respectful, professional and ethical manner

1.8.7 CSC members are required to encourage, respect and consider feedback from the IIPA membership. To foster this process, IIPA members will be invited, at least once a year, to attend a CSC meeting (no greater number than the CSC membership). Invited IIPA members will not have voting rights, however, they will have a designated, contracted, time during which they can give feedback, state requests and ask questions etc.

1.8.8 Attending the CSC is voluntary, without personal or professional benefits.

1.8.9 No member of the CSC can be responsible for evaluating their own trainees, although they will be required to present a written evaluation with relevant information about their trainees. Equally, no member of the IIPA should concurrently be the trainer and evaluator of their trainees or training peers.

1.8.10 The CSC members are required to collaborate closely with the Ethics Committee and follow its guidelines.

1.8.11 Decisions of the CSC are ratified by the IIPA Board before implementation.

1.8.12 All CSC standards and procedures will be subject to continuous review in order to meet IIPA needs.

1.9 Commission of Standards & Certification (CSC) Responsibilities.

1.9.1 To inform IIPA members of changes and revisions to the certification criteria. In order to facilitate this, to maintain an up to date CSC Certification document on the IIPA Website.

1.9.2 To maintain up to date records of applications and certifications.

1.9.3 To submit approved certification to the IIPA Board for ratification.

1.9.4 To participate in the evaluation processes (e.g. evaluations and/or workshops).

1.9.5 To appoint additional CIIPTS/CIICTS to participate in the evaluation processes.

1.9.6 To promote recognition and acceptance of the IIPA's certification process by other International Associations. For example, coordinating with the EAP³, WCP⁴ on such tasks as:

- The revision of Training & Standards criteria.
- Developing the steps and procedures needed for complementary recognition that would ensure the ongoing mutual professional enrichment of the professional bodies.
- Attending designated conferences, meetings and other cooperative meetings as required by designated CSC member(s).
- To be available to individual members of the IIPA for consultations.

³ European Association of Psychotherapy

⁴ World Council for Psychotherapy

1.10 Certification Categories:

The IIPA currently recognizes four categories of Certification:

- **IIPA Certified International Integrative Psychotherapy Trainer and Supervisor (CIPTS).**
- **IIPA Certified International Integrative Counselling Trainer and Supervisor (CICTS).**
- **IIPA Certified International Integrative Psychotherapist (CIIP).**
- **IIPA Certified International Integrative Counsellor (CIIC).**

1.11 Evaluation Process for Certification for CIIC and CIIP:

1.11.1 Requirements about previous ongoing process of professional and personal development for Certification for CIIC and CIIP.

- A.** Previous ongoing process of training and supervision - will be based on a continuous evaluation by the trainer/supervisor, who will mentor the progress of core competencies and will lead the trainee/supervisee to the next level of his or her personal and professional development. This is a relational process of learning and professional development in which the trainee is involved.
- B.** This ongoing process of training and supervising is required to include demonstration of the integration of theory, methods and philosophical principles through different aspects (e.g. written case study, oral presentation of theoretical topics, active participation in group process, etc.) and monitoring of training hours, supervision and personal development.

1.11.2 Evaluation for Certification for CIIC and CIIP.

Certification is the result of an ongoing process: that is the reason why it takes place during the IIPA bi-annual conference to which all candidates are strongly invited to participate.

The central task of this process is to work as colleagues invested in the mutual and relational learning process, where the welfare and the growth of the members of the evaluation experience would be central. The feedback and respectful suggestions along with the involvement and attuned inquiry will be the core of the evaluation methods.

This accreditation process should happen in a consistently congruent environment that strengthens the relationship between trainers and trainees.

Evaluation is carried out in one of the following ways:

- By **attending specific workshops** for this purpose. Trainees from different institutes may attend such workshops, which are led by CIPTS and CIPTS.
- By presenting a **verbatim transcript of a taped therapy session** with commentary on the process and treatment plan to the IIPA CSC, in order to evaluate IP skills. This case presentation should also illustrate the use and mastery of IP concepts and method.
- **Advanced training groups** wherein the candidate and 3 or more CIPTS or CICTS, relationally and contactfully promote discussion with an integrative approach. The process can be structured in a large group, a small group, and/or in an individual setting whereupon interaction and relevant feedback can be offered.

The details of the process of evaluation is described in paragraphs 2.3.3.

The details of the requirements for the evaluation is described in sections 2.1 / 2.2 / 2.3 and the documents to fill are in section 4

2 CERTIFICATION PROCEDURES

Through one of the following Certification Routes:

2.1 Recognition of Prior Learning Route

2.2 Certification as an Experienced Psychotherapist.

2.3 Certification as an Elementary Psychotherapist.

"The requirements of our standards fits to the requirements of EAP and WCP".

2.1 Recognition of Prior Learning Route Certification – CIPTS; CICTS; CIIP; CIIC (See 1.10)

IIPA members, who have been actively practicing Integrative Psychotherapy or Counselling and have trained (minimum of 180 training hours) with the Institute for Integrative Psychotherapy, New York, NY or have trained with an accredited Institute recognized by either the IIPA.

For this specific application, it is necessary to write to the CSC Chairperson to consult the specific application conditions

The Certification process will be monitored over a one-year period; commencement and completion will be specifically defined and agreed.

2.1 1 Application for Recognition of Prior Learning Certification Route – CIIP; CIIC (See 1.10)

IIPA members who are established Integrative Psychotherapists or Counsellors, and fulfill criteria 2.2. The IIPA will consider applicants who have been trained prior to the IIPA CSC Standards set out in this document 2.3.2. and will give consideration to the applications prior learning in this Certification process

Applicant to provide the following directly to the IIPA CSC:

- Application for Certification (see Forms section). In the application they should provide:
- Curriculum Vitae
- Applicant's Background Documentation (see Forms section). Amount of training and supervision with relevant documents.
- Acceptance of IIPA Ethical Standards (see forms section).
- Two Letters of Recommendation. (At least one from an IIPA CIPTS of CICTS).
- A clear statement that provides a rationale supporting your **Recognition of Prior Learning** Route application.

- Is an active and fully paid up member of the IIPA.
- Receipt of payment of assessment rates

2.1.2 Application for Recognition of Prior Learning Certification Route – CIIPTS;
CIICTS (See 1.10)

IIPA members may apply who are established as IP Trainers and Supervisors and fulfill the criteria in 1.5. Having demonstrated their competence and thereby have been approved by colleagues who have completed their own training, e.g., permanent members of a Professional Development Seminar, located in Kent, CT, USA or other countries worldwide under the auspices of the Institute for Integrative Psychotherapy.

Minimum requirements:

- 2.1.2.1 Has made notable contribution(s) to the development of IP, which is evidenced by written articles, conference presentations and live demonstrations.
- 2.1.2.2 Has devised an IP training course and/or is providing regular training, which is validated by the IIPA, for a minimum period of 6 years.
- 2.1.2.3 Has provided supervision in IP, which is validated by the IIPA, for a minimum period of 6 years.
- 2.1.2.4 In accordance with and adheres to the IIPA Code of Ethics.

Applicant to provide the following directly to the IIPA CSC:

- Application for Certification (see Forms section). In the application they should provide:
- Curriculum Vitae.
- Applicant's Background Documentation (see Forms section).
- Amount of training and supervision with relevant documents.
- Acceptance of IIPA Ethical Standards (see Forms section).
- Two Letters of Recommendation. (At least one from an IIPA CIIPTS or CIICTS).
- A clear statement that provides a rationale supporting your Recognition of Prior Learning Route application.
- Is an active and fully paid up member of the IIPA.
- Receipt of payment of assessment rates.
- Provide an outline of a training program, either current or planned for the future. To include:

- State if training program is current or planned for the future.
 - Training program curriculum and training methods.
 - Duration of the training program (frequency of training, training hours, attendance requirements).
 - Details of all trainers engaged in the training program.
 - Philosophy of training and supervision (methods of supervision).
 - Evaluation methods for level I accreditation.
- Note – It is required that the training program curriculum complies with this document’s criteria.

2.2 Application for Experienced Certification Route – CIIP; CIIC (See 1.10)

IIPA members may apply who are already established Psychotherapist or Counsellor in various other theory or methods, and have trained in IP as a specialization and deepening of his/her practice, or as a way of acquiring a reference framework that allows the integration of resources and knowledge in other fields of theoretical.

Minimum training requirements:

2.2.1 Has completed a major psychotherapy/counseling school (e.g., Transactional Analysis, Psychoanalytic, Gestalt, Cognitive Behavioral) or equivalent experiences in different schools.

2.2.2 Training in major school of psychotherapy/counseling should be compatible with requirements described for elementary psychotherapists/counselors.

This means they have completed the necessary amount of training, personal therapy, supervision and have completed oral and/or written examination.

2.2.3 Specific Training Requirements in Integrative Psychotherapy:

- Minimum of **180** hours of training in an IP training program over a period of four years approx.
- The training program should comply with this document’s criteria and the trainer should be an IIPA recognized CIIPTS or CIICTS.
- Minimum of **50** hours of IP supervision with an IIPA recognized CIIPTS or CIICTS.
- Minimum of **75** hours of personal psychotherapy with an IIPA recognized CIIPTS or CIICTS.

2.2.4 Demonstrates competence and knowledge of IP, evaluated as follows: (see 2.3.3).

- Live therapy demonstration in an individual or group setting.
- A dissertation, including IP theoretical approach, and a case study illustrating the concepts of integration and the use of IP methods.
- Actively participating to the relational group process during training and supervising.
- Case Presentation(s) at IIPA Conference(s) evaluated by the IIPA CSC. In this case, the applicant applies to the CSC for this evaluation.
- Articles and/or published books will be taken into account.
- Applicant to provide the forms and documents directly to the IIPA CSC

2.3 Application for Elementary Certification Route – CIIP; CIIC (See 1.10)

This primary route is designed for a certified beginner psychotherapist/counselor who hasn't been trained in other approach and has followed this primary training with IP training.

2.3.1 Entry Requirements in Integrative Psychotherapy:

Professional training in IP must be in accordance with the requirements of Country, State Laws and IIPA training criteria.

Training duration of **3,200** hours over a period of seven years, the first three years being equivalent to a university degree (**1400** hours).

Four years training specific to psychotherapy or counseling in accordance with the EAP

Four year training in Integrative Psychotherapy.

Applicants are required to meet one of the following two requirements:

- Have completed university studies in psychology, medicine or the equivalent studies that authorize a person to practice psychotherapy or counseling in the country you practice (i.e. social work, nursing).

OR

- If the country you practice in does not require you to have engaged in university studies, you have completed the core requirements for basic training in psychotherapy or counseling. These core requirements, as a novice, are required to be at least **1,400** hours in order to be recognized and accepted by the EAP⁵. National or State⁶ licensure/certification as a psychologist, psychotherapist, clinical social worker. For example, the curriculum must include such topics as:

⁵ European Association for Psychotherapy

⁶ USA

- General psychology.
- Social psychology.

- Group dynamics.
- Psychodynamic psychology.
- Psychopathology.
- Ethics and professional standards relevant to the country in which you practice.
- Legal issues.
- Developmental psychology.
- Theories of communication and mediation.
- The principles of psychotherapy and counseling.

2.3.2 Course Requirements in Integrative Psychotherapy:

2.3.2.1 Workshop Attendance – Theory and Methods

- * Monthly workshop attendance in an IP training program over a period of four years, or any equivalent that is accepted by the IIPA CSC. The minimum requirement is **480** hours over four years. Ideally, at least 120 hours per year over a minimum of four years duration.

According to the WCP and/or EAP criteria, the training should include the following elements:

- Theories of human development throughout the life-cycle.
- An understanding of other psychotherapeutic approaches.
- A theory of change.
- An understanding of social and cultural issues in relation to psychotherapy.
- Theories of psychopathology.
- Theories of assessment and intervention.

2.3.2.2 Clinical Practice

* It is required that trainees work with clients in the community (medical, social), private or voluntary institutions. Trainees are required to have a minimum of **600 client contact** hours, which **400** must be **integrative** psychotherapy or counseling hours. Preferably, a minimum of **50** hours out of the 400 should be working with **groups** and a minimum of **50** hours with **individuals**. Trainees are required to be in appropriate clinical supervision with regard to their psychotherapeutic modality. Clinical practice hours to be attained over a period of not less than two years.

* For those in placement in a mental health setting or equivalent professional placement, the placement must provide adequate experience of psychosocial crisis and include collaboration with other specialists in the mental health field (EAP).

2.3.2.3 Continuing Supervision

The minimum requirement is **150 hours** of which a minimum of **80** hours is **IP** supervision with a CIPTS or CICTS; a minimum of **40** hours must be attained with the candidate's **primary supervisor**.

The remaining hours can be attained, either before or during IP training, using other approaches. Supervision to be provided by practitioners whose training meets the criteria set out by the European Certificate of Psychotherapy (ECP) or who meet their respective State or Country's licensing criteria.

2.3.2.4 Commitment to ongoing personal and professional development

Personal psychotherapy during the training is a requirement. This needs to be of same modality, duration and frequency of the psychotherapy offered to their clients. Trainees should complete a total of at least **300 hours**, of which a minimum of **50** hours is **IP** and remaining hours can be other psychotherapy modalities.

Personal psychotherapy must include **80** hours of individual psychotherapy, but may include other appropriate forms of reflection and personal experience: group therapy, group work during training or personal development workshops.

Practitioners providing group work or personal development workshops are required to be certified in their modality. For example, integrative psychotherapy, transactional

analysis, psychoanalytic psychotherapy, Gestalt psychotherapy etc.)

2.3.2.5 Training's Continuous evaluation

Trainees are required to write at least one essay each year whilst in training. Essays to clearly demonstrate and illustrate the trainee's knowledge and understanding of theory presented during training and previous learning, together with personal reflections of their training experience. It is expected that the written work will demonstrate an increase in the complexity and depth of knowledge and understanding as the training progresses over time.

An oral evaluation is required and is to be carried out by the trainer under the auspices of the trainer's training institute. During which the trainer or the group of evaluators to consider

the trainees applied understanding of the Key Hole, together with the trainee's knowledge and understanding of core IP competencies.

An evaluation of the integration as professional and personal level will be set as a relational group process allowing a discussion of theory, case study, methods and philosophical principles with feedbacks.

The trainer or evaluation group are required to adhere to the Guide of Evaluation with regard to personal and professional competencies for an IP psychotherapist or counselor.

2.3.2.6 Acceptance of the Code of Ethics

The applicant is required to agree to and sign a copy of the Code of Ethics of IIPA.

The IIPA training and certification requirements for Psychotherapists and Counsellors will in all cases be the same except when a country requires a different standard of training for Counsellors (e.g. Italy). In cases where the training standards for Counsellors needs to be adjusted, the Institute or Trainer/Supervisor involved will apply to the IIPA CSC to establish the necessary standards for Certification. The IIPA Board will be asked to approve the request.

A trainee, who is awarded IIPA Certification by meeting a different standard for training, will be classified by the organization as a Certified International Integrative Counsellor. However, at the commencement of training the Institute, or trainer/supervisor is required to inform the trainee that, if they wish to participate in IIPA at the level of Supervisor/Trainer they may be asked to meet additional requirements (e.g., additional training hours, personal therapy, etc.)

2.3.3 Assessment procedures:

- 4 years training in specific IP methods.
- Assessment of theoretical knowledge and understanding.
- Assessment of clinical practice.
- Demonstrates personal, social and professional maturity.
- Commitment to adhere to a professional standard Code of Ethics and practice accordingly.

2.3.3.1 Trainee's level of competence will be evaluated as follows:

Ongoing evaluation

Trainees will receive ongoing feedback during each workshop with regard to their theoretical knowledge, understanding and clinical ability. In addition individual meetings with his/her trainer or mentor will be arranged.

The purpose of ongoing evaluation is to provide the trainee with encouragement and guidance as to their future training needs, their personal and professional style and their ability in training.

Evaluation will also include case presentations and audiotape presentations of client sessions. The purpose of these presentations is to illustrate and evaluate the trainee's level of ability. Evaluation is required to be within a group that emphasizes the quality of the trainee's personal and professional relationships and to evaluate the trainee's ability to create and maintain a consistent professional relationship with his/her clients and peers.

Periodic evaluation

Written work in the form of essays and a case study, this will provide evaluation of the

trainee's knowledge and understanding throughout each year. The trainee must submit a minimum of one case study each year that demonstrates through illustration their ability to link theory to practice, and how the trainee integrates IP concepts both professionally and personally.

Final evaluation

Trainee and trainer prior to going to the final evaluation for certification will undertake completion of ongoing and periodic evaluation, as described above. During this time the trainee will obtain support in readiness for engaging in the final evaluation to qualify as a Certified International Integrative Psychotherapist or Certified International Integrative Counsellor.

In evaluating the trainee's readiness to precede to final accreditation, it is important the trainee have neared completion of the requirements of the course, can demonstrate through their work as practitioners the basic competencies of an integrative psychotherapist.

Basic competencies are as follows:

- Demonstrating a commitment to the philosophy of IP.
- Demonstrates an ability to develop and maintain an effective psychotherapeutic/counseling relationship
- Demonstrates knowledge and understanding of IP theory and theory of methods in clinical practice
- Demonstrates an ability to understand and practice in accordance with the concepts of the Key Hole (page 25).
- Demonstrates knowledge and ability to work with clients using different therapeutic methods and theories. (e.g. cognitive; physiology; emotional; fantasy and behavioral levels; and in accordance with the client's diagnosis).
- Demonstrates their ongoing development, in relation to their own IP approach to integration and psychotherapy/counseling. For example, the integration of the psychotherapist/counselor.
- Commitment to ongoing personal and professional development.
- Have the ability to recognize and acknowledge of their own strengths and limitations areas of progress.

- Demonstrate a theoretical knowledge of common cultural references.
- Demonstrates skills to engage in relational group process using IP core concepts.

2.3.4 Final Assessment Procedures: Certification procedures for Elementary and Experienced route

2.3.4.1 Requirements

Prior to final evaluation, applicant must provide the documents required by the CSC.

Documents for Experienced route – see 4

Documents for Elementary route – see 4

Applicants must have successfully fulfilled the training requirements and undergone successful evaluation within their training institute.

The CSC proposes that the IIPA receive a fee for this evaluation process. The CSC suggests a fee of \$425 be transferred to the IIPA bank account prior to the application process.

The CSC will as far as possible provide translation when required.

2.3.4.2. Final certification assessment

It is the final stage of the process to becoming an IIPA Certified Integrative Psychotherapist/Counsellor.

Evaluation in a relational group process with exchanges between candidates and evaluators about candidates case's presentation. The presentation will allow to show the professional and personal development and competencies, the integration of theory, methods and philosophical principles and also the integration of the candidate and his/her way to be in contact with him/her and the group.

The applicant will need to prepare one of the following presentations, either:

- a) Life demonstration session has to be done at the institute where the candidate is preparing the evaluation. Another process of evaluation is a tape recording session: this part should be done also at the institute, together with a verbatim transcript of a live therapy session, which includes their commentary on the therapeutic process. It should illustrate the integration of IP theory and methods related with

psychotherapy/counseling interventions. The audiotape and verbatim transcript will be part of what candidate brings to the evaluation. They will be presented if required.

OR

- b) Complete a live therapy/counseling session by being observed as a therapist, whereby they demonstrate their clinical competence either in an individual or group setting within an evaluation workshop supported and sponsored by the IIPA under specific request to the CSC. In the case that the CSC has received this request, and that the IIPA Board would be in the conditions to provide an evaluation date and workshop each year in Europe and in the USA, and for sure at each biannual IIPA Conference.

Should the applicant choose option a) above, e.g. sending an audiotape and verbatim transcript of a live therapy session to the CSC: the CSC will identify two CIIPTS/CIICTS to evaluate the audiotape and verbatim transcript. And, after having been considered the viability and possibilities in the commission, along with the main sponsor of the candidates

Should the application choose option b) above, the workshop will consist of and include at least 4 peer CIIPTS/CIICTS. The purpose will be to evaluate IP competencies, offer guidance to the applicant. The group will evaluate the applicant's ability to enquire, attune and be involved in an effective therapeutic relationship.

There will be an opportunity to give feedback and evaluation of the IIPA evaluators within this certifying process.

The goal of the evaluation is to be in a position to respond to the following two questions:

“Would I refer a client to this person, specifically as an Integrative Psychotherapist/Counsellor?”

“What IP skills need to be improved by this applicant?”

The CSC has developed an evaluation sheet of competencies for this purpose.

Following observation of the applicant's live session, a discussion will be developed with regard to the live session and the applicant's knowledge and understanding of psychotherapy practice, including integration of theory and the applicant's clinical and professional competency.

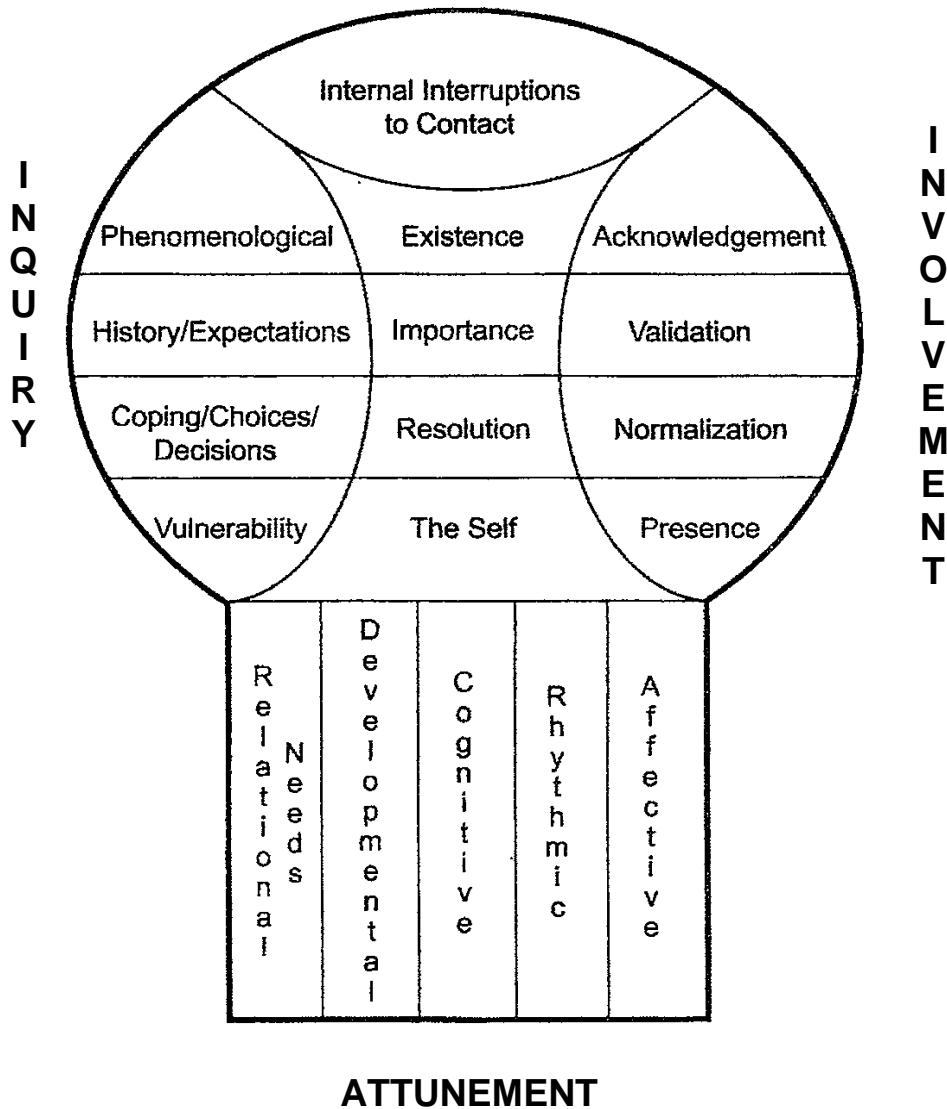
2.3.4.3 Fundamental Standards for Elementary Psychotherapists and/or Counsellors

Here below is a chart in order to clarify the psychotherapy and counseling field:

| | Psychotherapist | Counsellor |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definitions | A "Psychotherapist" is defined as a person who provides professional psychotherapy and mental health services, which includes, but is not limited to, the application of Integrative Psychotherapy theory and techniques to prevent and alleviate mental and emotional disorders and psychopathology and to promote optimal mental health, rehabilitation, treatment, assessment and evaluation. Includes clinical counseling and psychotherapy in a professional relationship to assist individuals, couples, families, groups and organizations to alleviate emotional disorders, to understand conscious and unconscious motivation, to resolve emotional, relationship, and attitudinal conflicts, and to modify behaviors that interfere with effective emotional, social, adaptive, and intellectual functioning. | "Counsellor" is defined as a person who provides a service within a professional relationship between counselor and client in which the counselor provides assistance in coping with social events, in prevention or life changes (e.g. work, family, cities, decisions about children, wedding, education, personal life crisis for example divorce, support after illness, accidents, preparation to lead special social groups and increasing resilience, etc.) These services may be provided to individuals, couples groups, families and organizations. |
| Basic Requirements | University degree: e.g. psychology, medicine. When State or Country's law does not require a university degree, at least 1400 hours of training in psychology and elementary training (see 2.3.1) | University degree or Diploma in social work, nursing, psychology (3 years training duration). If trainee counselors are not psychologists, trainees need to study the following subjects: general psychology, social psychology, dynamic of groups, psychodynamic psychology, psychopathology, ethics, legal principles, developmental psychology, communication theories and mediation, counseling practice principle. |
| Boundaries in the therapeutic field | Treat psychological disorders in all fields of human functioning. Can engage in counseling. | Provides assistance in coping with social events, in prevention or life change. Does not treat psychological disorders. Does not engage in regressive work. |

| | Psychotherapist | Counsellor |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Basic Competencies | <p>To acknowledge the innate value of human beings and to devote him or herself to promoting positive life changes</p> <p>To value intrapsychic, interpersonal processes and the potential emerging unconsciousness in individuals, groups, couples and systems</p> <p>To be respectful, and have the ability to be in contact with self and others. To have the ability to identify emerging awareness of own wishes and expectations in relation to the client, and have the ability to contain such phenomena.</p> <p>To offer integrity and presence, and have an ability to cooperate and recognize the limitations of the relationship</p> <p>Have the ability to work regressively with client if appropriate.</p> | <p>To acknowledge the innate value of human beings and to devote him or herself to promoting positive life changes</p> <p>To value intrapsychic, interpersonal processes and the potential emerging unconsciousness in individuals, groups, couples and systems</p> <p>To be respectful, and have the ability to be in contact with self and others. To have the ability to identify emerging awareness of own wishes and expectations in relation to the client, and have the ability to contain such phenomena.</p> <p>To offer integrity and presence, and have an ability to cooperate and recognize the limitations of the relationship</p> |
| Basic Skills | <p>To identify the cultural, social and psychological realities that influence the client and to create a working alliance based on mutual recognition. To have communication competences taking into account client welfare, reliability, contractual work and professional responsibility To encourage client autonomy.</p> <p>To implement professional resources and use of self in relationship to enable positive life changes.</p> <p>To know how to differentiate the specific psychotherapy or counseling setting from organizational or education, lectures, etc.</p> <p>To know, and understand, theory and methods and have the ability to apply core concepts in clinical practice.</p> <p>Have the ability to practice ethically and professionally in accordance with Professional and Ethical Standards.</p> | <p>To identify the cultural, social and psychological realities that influence the client and to create a working alliance based on mutual recognition. To have communication competences taking into account client welfare, reliability, contractual work and professional responsibility To encourage client autonomy.</p> <p>To implement professional resources and use of self in relationship to enable positive life changes.</p> <p>To know how to differentiate the specific psychotherapy or counseling setting from organizational or education, lectures, etc.</p> <p>To know, and understand, theory and methods and have the ability to apply core concepts in clinical practice.</p> <p>Have the ability to practice ethically and professionally in accordance with Professional and Ethical Standards.</p> |
| Practice field | <p>Axes I and II of DSM IV</p> <p>Personality integration</p> <p>Regressive work</p> <p>Ability to implement concepts from the Key Hole (see 3, page 27).</p> | <p>Axes I and IV of DSM IV</p> <p>Ability to implement concepts from the Key Hole (see 3, page 27).</p> |

3 The Keyhole⁷



⁷ **FIGURE.** The basic contact-in-relationship Keyhole. Erskine, Moursund, Trautmann (1999) *Beyond Empathy – A Therapy of Contact-in-Relationship*, Brunner/Mazel, PA (P.159)

4. DOCUMENTATION – Organizational and Application Forms

(See the file **APPLICATION FORMS FOR: - CIIP & CIIC**
- CIPTS & CIPTS)