

**International Integrative Psychotherapy Association**

**-IIPA-**

[www.integrativeassociation.com](http://www.integrativeassociation.com)



**CONSULTIVE DOCUMENT FOR  
TRAINERS, SUPERVISORS  
AND INSTITUTES**

**COMMISSION FOR STANDARDS  
AND CERTIFICATION**

**-CSC-**

- N.B.: This document is merely an orientation for trainers & supervisors and its intention is to offer some guidance. At the current period, IIPA Commission for Standards and Certification applies for individual certification, not Institutes accreditation.

# **CONSULTIVE DOCUMENT FOR** **TRAINERS, SUPERVISORS** **AND INSTITUTES**

## **I. GENERAL CURRICULUM IN I.P. THEORY AND METHODS.**

Each Integrative Psychotherapy Institute that wants to be organized under a general criteria for an IP Training Institute can follow the CSC guidelines suggested below. Which includes Fundamental Integrative Psychotherapy Outline and a description of the provided Training.

### **Guidelines:**

The training must involve levels in order to allow for the trainee to deeply experience the concepts and values and to be involved in a personal growth experience.

The amount of time in training should be guided by the trainee's rhythm to achieve a professional and personal integration in the use of IP's competencies, skills and methods.

The training style should be characterized by a structure which facilitates an attunement to the rhythm, relational needs, cognitive frame of reference, developmental level and the affective heart of the trainees.

For these reasons we suggest that the training format be **I.P.T.G.** (Integrative Training Groups or Seminars or Workshops).

**The curriculum must be integrated according to the national and international requirements for Psychotherapy and Counselling.**

For psychotherapist and counsellors who begin training, the first two years of training could be the same and shared, considered Fundamental Training. The rest of the training might continue with differences for counselling and psychotherapy **based on requirements of the law and/or local schools**. The International Integrative Psychotherapy Association (IIPA) will certify training level 1 Certified Integrative Psychotherapist (CIIP) or Certified Integrative Counselor (CIIC) according to personal choice and law requirements in each country.

**An example of a program, 10 IPTG of 12 hours during 4 years equal to 480 hours of training. Above is a suggestion about the training structure and the main topics IP training should include: (Note: each parenthesis implies an IPTG of 12 hours approximately).**

### A) GENERAL INTRODUCTION

- I.P. Definition and Principles
- I.P. Philosophy
- IP Ethics code.
- I.P. History and Development of IP
- Info on IIPA

## B) BASIC CONCEPTS

- The Self and integration.
- The domains of the personality: affective, cognitive, physiological and spiritual.
- Contact: internal and external.
- Unconscious /conscious.
- Memory: implicit-explicit.
- Neurobiological researches.
- Updated psychological researches.

I.P. CORE CONCEPTS: Three complementary theories are considered:

- B.1.1. Theory of Motivation:
  - Stimulus.
  - Structure
  - Relationship through Relational Needs.

- B.1.2. Theory of Personality
  - Self-in-relationship system (the diamond).
  - Basic domains of a human being.
  - Open and Closed “doors”.
  - Relational trauma and cumulative trauma.
  - Contact interruptions: meaning and significance.
  - Main Defense Mechanisms.
  - The Introjection.
  - Developmental theory fixations.
  - Ego States and Self-created Parent.
  - Life Script and Script System.
  - Integration of levels of experiences.
  - Repetitive relationships.
  - Transference.- Countertransference Functions and significance.
  - Behavioral analysis: the functions of Predictability, Identity, Consistency and Stability (PICS).

- B.1.3. Theory of Methods:
  - The role of therapeutic relationship in healing: EMPATHY and Vulnerability.
  - Attachment and Developmental approach to the CURE.
  - The Basic “set”: Definitions and Significance

- Inquiry
- Attunement
- Involvement

- { • Managing the “KEYHOLE”. The SUB METHODS.
- { Relational Methods and Intrapsychic Therapy: Description, indication and limitations.  
Therapy of introjection.  
Intergenerational approach.  
Interposition.
- { Inference.  
Supportive Regressive Therapy  
Redecision
- { Analysis os relational needs related to transference-countertransference processes
- { Attunement and IP confrontations  
Relational confrontations
- { Retroflection  
Respect  
Juxtaposition  
Body script work
- { Contracts and the contracting process  
Use of the theory

### C. DIAGNOSIS AND TREATMENT OF PROCESSES

- { C.1. - The Internal Sabotage and developmental i mpasse  
C.2.- Cumulative trauma.
- { C.3.-Obsessive defense process.  
C.4.- Schizoid defense process.
- { C.5.- Shame and Self-rightneousness mechanisms.  
C.6.- Treatment of Self in Personality Disorders (Borderline, Narcissistic...)
- { C.7 Relational Group Process.
- { C.8 Multilevel working with couples

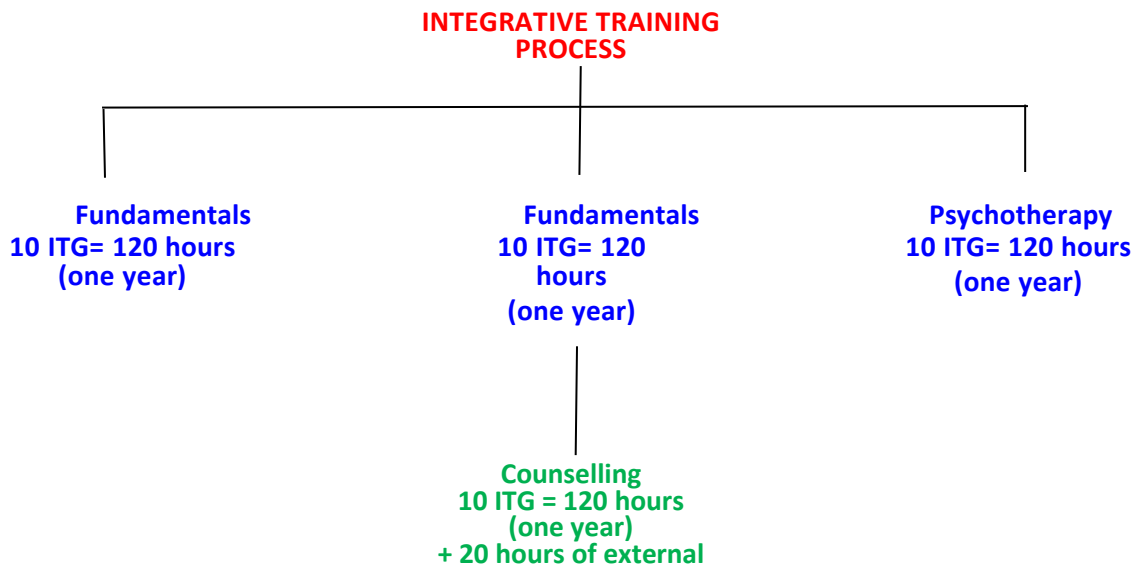
#### D. CULTURAL SCIENTIFIC REFERENCES

Some of principal authors considered are: Berne, Federn, Rogers, Perls, Fairbairn Winnicott, Kohut, Erskine, Fraiberg, Stern, Bowlby, Atwood, Stolorow , Mitchell, Fonagy, Anders.

Lessons about RELEVANT APPROACHES will be provided by the Training Institute through connections with other training schools. The program ideally should include about four different approaches of about 16 hours training. This training should include life experience work illustrating the integration into an IP framework.

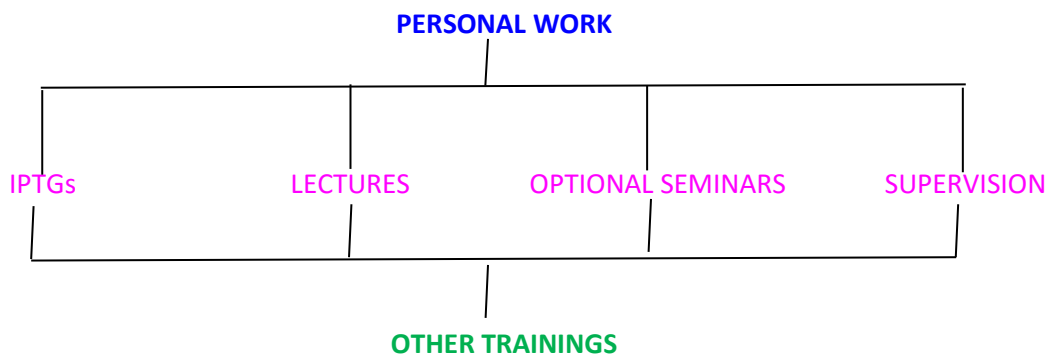
- Relational psychoanalysis.
- Transactional Analysis.
- Gestalt.
- Humanistic approach.
- Systemic psychotherapy.
- Body work.
- Others.

**TRAINING CURRICULA exemple prospect**



**TRAINING ELEMENTS**

**Each module should ideally include:**



## **II. SUGGESTED CRITERIA TO INSTITUTES FOR PROVIDING TRAINING IN INTEGRATIVE PSYCHOTHERAPY**

An Institute or trainer of Integrative Psychotherapy should follow certain guidelines.

### **BASIC CRITERIA:**

- 1) Institute provides training in Integrative Psychotherapy.
- 2) The philosophy and content of the training is based on fundamental principles of Integrative Psychotherapy.
- 3) **At least** one trainer and supervisor who provides most of the training must have the status of a Certified International Integrative Psychotherapist Trainer and Supervisor (by IIPA). It is highly recommended to have other CIPTS or CICTS in the program.
  - a. The Institute provides training for at least three years in order to complete training and apply for IIPA certification.
- 4) The Institute agrees to follow criteria for certification of psychotherapist, counsellors and trainers and supervisors set by IIPA standards and national requirements.
- 5) The Institute follows the Code of Ethics of the IIPA as well as other National Organizations.

### **DOCUMENTS:**

Institutes should be able provide to the Committee of Standards and Certification or to any other national or international accreditative professional body the following documents:

- 1) Founding Act of Institute.
- 2) Basic Information of the Institute:
  - Name of the Institute.
  - Address, telephone number and e-mail of Institute.
  - Founders of Institute.
- 3) Description of the training
  - Training Philosophy.
  - Detailed structure of the training with program content.
  - Methods of learning and training.
  - Training faculty: main trainers and guest trainers, their credentials (certificates).
  - Bibliography for students (main references for the course).
  - Informations regarding acceptance of the training in the country or internationally (EAP for example).
  - How long the Institute provides the training.
  - Number of Certified practitioners.
  - Ethic code of Institute.

### **III. DEFINITION AND DESCRIPTION OF COMPETENCIES TO BE AN INTEGRATIVE PSYCHOTHERAPIST OR INTEGRATIVE COUNSELLOR.**

**How could we describe and measure a therapist's competency in Integrative Psychotherapy?**

#### **Description**

Regarding the relational process with the clients, he/she is able to:

- Pay attention to the cultural and social differences.
- Manifest & maintain his/her capacity to attune with:
  - the developmental age.
  - the rhythm.
  - the ongoing process of self actualization.
  - the opening and closing areas of contact.
- Pay attention to the specificity of the relational needs.
- Be aware of the potential intervention zones such as:
  - the body.
  - the affects.
  - the cognitions.
  - the behavior.
- Be able to welcome and support the emergence of various phenomena (Meaning also: without putting pressure).
- To know how to relate with the dissociated parts of the Self.
- To have in mind the “big picture” (the picture of an integrated whole).
- To have a specific ‘psychological’ knowledge.

*How to measure the competencies?*

We could distinguish 3 major categories:

1. The specific **theoretical** knowledge to be acquired.
2. The **methodological** knowledge and competencies, the “**know how**”.
3. The therapist's **self knowledge** & evaluation.



Here is an attempt to define **the components** and **measurement hypothesis** specific to each category:

The specific I.P. theoretical competency knowledge	The methodological knowledge & competency The “know how”	The therapist’s self knowledge & self evaluation
Hypothesis of Measurement: dissertation, case study	Hypothesis of Measurement: Supervision in groups, interviews, live therapy with a	Hypothesis of Measurement: Auto-evaluation, supervision, interviews
<p>The <b>basic psychological knowledge</b> should be acquired <b>before</b>, at the University</p> <p>(Measured by the University): we cannot measure everything</p> <p>Specific theory to be acquired</p> <ul style="list-style-type: none"> <li>- the theory of personality, motivations and methods.</li> <li>- the theory of contact.</li> <li>- the theories of the Self</li> <li>- the object’s theory</li> <li>- the transference &amp; counter transference structure &amp; dynamics in an I.P. perspective</li> <li>- the development and articulation of Richard Erskine’s writings &amp; teaching</li> <li>- the functioning of the brain, of the genes</li> </ul> <p>An ability + permission <u>to question &amp; articulate</u> these models according to ‘state of the art’ scientific data</p> <ul style="list-style-type: none"> <li>- the knowledge of the legal matters regarding the profession (on a regional, national, federal basic) and the ability to get the adequate information.</li> </ul>	<p>Questions: How can we characterize our interventions in I.P.?</p> <p>What does the Integrative Psychotherapist aim at?</p> <ul style="list-style-type: none"> <li>- <i>the emergence of the Self in contact and of its actualization here &amp; now.</i></li> <li>- <i>curing the Self in order for it to become: integrated, healthy, cohesive</i></li> </ul> <p>Is the therapist well aware of these <b>goals</b>?</p> <p>In order to achieve these goals, there are <b>specific strategies and methods</b></p> <ul style="list-style-type: none"> <li>- The therapist has to know that each of his/her attitudes, acts, words and interventions <b>must serve these goals.</b></li> <li>- He/she should know how &amp; when <i>appropriately use</i> sets of procedures, tactics and techniques</li> <li>- He/she is supposed to have a clear representation of <i>the chronological order</i> in which to apply them, <i>related to his strategy &amp; to a model of the personality functioning.</i></li> </ul>	<p>Self awareness:</p> <ul style="list-style-type: none"> <li>- This implies a good awareness of one’s <b>own personal traumas and coping strategies.</b></li> <li>- Is the therapist aware of his/her ways of satisfying his/her <b>relational needs</b> &amp; of the potential impact on his/her clients?</li> <li>- The therapist is able <b>to be committed on a long term basis</b> and to respond to the client’s need to be dependent</li> <li>- The therapist’s <b>own limits</b> &amp; the way of managing them: Is he able to acknowledge them, to take them into account?</li> <li>- Is the therapist ready and open to analyze his own transference and counter transference?</li> <li>- Is he/she ready to apologize, to acknowledge an error and to be open to whatever is going to happen following this, in the inter-subjective bond with the patient?</li> </ul> <p>(example: managing the “juxtaposition reaction”)</p> <ul style="list-style-type: none"> <li>- Is he/she free of the need to ‘have the last word’.</li> </ul>

#### **IV. SCALES FOR THE MEASUREMENT OF INTEGRATIVE PSYCHOTHERAPY COMPETENCIES**

##### **Suggestions that some institutes are using effectively:**

##### **1. Evaluation of the I.P. specific theoretical competencies**

- Theory of personality, motivations & methods of Integrative Psychotherapy.
- Theory of contact.
- Theories of the Self.
- The object's theory.
- The transference & counter-transference structure and dynamics in an I.P. perspective.
- The development and articulation of Richard Erskine's writings and teachings.
- The functioning of the brain; of the genes.
- The knowledge of the legal matters regarding the profession and the ability to get the adequate information

*We can imagine & conceive an **online quiz containing at least 100 questions** (below 100 questions, it is impossible to adequately evaluate the knowledge). The test means that the candidate passed if at least 50% of the 100 answers are accurate*

##### Characteristics to be kept in mind:

- the questions are to be precise and explicit, and mixed (not sorted out following each of the 8 topics)
- they relate to the above mentioned 8 topics
- the questions shouldn't include the answer!

##### Advantages of using this methodology:

- the results can be analyzed online
- The cost is very low
- This evaluation process is accessible from everywhere
- The outcome is simple: **"knows / doesn't know"**

##### **2. The technical knowledge and competency: The "know how"**

*This part is more difficult to measure since it is about **how** the practitioner performs his/her job.*

[Methods of evaluation: Interview in an evaluation group; live therapy demonstration, tape recorded therapy with written discussion. (this is proposed in order to be consistent with the rest of our document)]

The guidelines to lead the interview are mentioned in the 2ndnd column of the mentioned document. The points to be looked at are:

- Is the candidate aware of the strategic goal of the I.P. therapy? (Yes or no).
- Is the candidate aware of the goal of the I.P. therapy with each specific client? (he/she is asked to provide a few examples) (yes or no).
- Are the means, strategies, tactics, etc... used by the candidate conform to the goal he/she has previously described? (yes or no) Do they conform to the general goals and values of the I.P.? (yes or no).

### 3. The therapist's self knowledge and self evaluation

**[Evaluation Method: thought a written self-portrait that could also inspire a live evaluation in an evaluation workshop]**

*We should think of an interview structure that would reflect and be conform to the I.P. spirit and style.*

*The specific risks related to this part of the evaluation could be: being inquisitorial, being complacent, projecting onto the candidate, being arbitrary.*

*Therefore at least 2 people should attend the interview and the following proposal:*

#### **3 to 5 cases from his professional practice question**

For instance: *“How do you think, what do you do and how do you proceed when you find a therapeutic situation or a client “difficult”? What does the difficulty consist in?”*

*This is meant to introduce the self portrait.*

#### **Self portrait by the candidate**

The candidate writes his/her **self portrait** as an Integrative psychotherapist.

During the interview, there is a conversation about this self portrait and related situations.

The conversations and interview process are viewed as an opportunity and a mean of growth: the candidate is therefore given precise elements meant to enhance his/her awareness and personal/professional growth.

*The 2 evaluators use the items listed in the 3<sup>d</sup> column of the above mentioned document*

*The candidate has also been given these items previously*

- In front of each item the evaluators write the corresponding elements found in the self portrait (this is meant to reduce the risks of being arbitrary).
- The answers given by the evaluators are: “is” or “isn’t” for each item (This is meant to diminish the part of subjectivity implied in the process).
- The 2 jury members discuss together while the candidate may explain or clarify what he/she means: (this is to enhance the level of awareness and the ongoing integrating process).

*The whole process and style is meant in the spirit of John Dewey: to openly explore.*

### Advantages of this threefold process

- trustworthiness
- openness
- contradictory debate
- everyone is given his chances
- the evaluation of each of the 3 domains is balanced
- coherence and conformity to the I.P. frame of reference
- integrative process

*This evaluation model may **evolve** following the experience.*

*In order for the IIPA to keep track of the evolving process, it would be advisable to identify the successive versions.*

*This measure would allow the Association to keep the historical trace of this evaluation process through the different phases.*

- *in case of **major changes** : the identification would be : Version 1 / Version 2 etc... with dates names of the authors + the modified item*
- *in case of **minor changes** : the identification would be : Version 1 – 01, 02, 03 etc... with dates names of the authors + the modified item*

**V. COMMITMENT TO CONTINUING EDUCATION**

Each member and accredited CIPTS CICTS, CIIP or CIIC should submit documentation about ongoing training, workshops, conference attendance, supervision hours or groups every 5 Years in order to maintain his/her accreditation.

Also, is a requisite to maintain their membership annually by paying the association dues to the IIPA (International Integrative Psychotherapy Association). Any Certified Psychotherapist/Counselor or Trainer who does not pay their annual dues for three consecutive years will have to sit again for evaluation in order to be Certified.

**CONTINUING EDUCATION AREA**

