

# Constructivist & Existential College (CEC)

NLPtCA - PCPA – SEA - TRTA

## Standards of Education and Training

### Maintaining Standards in Psychotherapy

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This document should be read in conjunction with the UKCP Standards of Education and Training (2017): The Minimum Core Criteria. Psychotherapy with Adults. It provides modality specific criteria, which are in addition to all the criteria within the central document. Within this document we refer to the central document as SETS.

## 1. General Considerations on Training

The educational requirements relating to admission to courses and the eventual qualification and accreditation of psychotherapists shall correspond to the Codes of Ethics and Practice and the general psychotherapy training requirements of U.K.C.P.

### 1.1

Constructivist and Existential training in psychotherapy is at postgraduate Masters level over 4 years, leading to full and independent professional status.

### 1.2

A Constructivist organisation admitting trainees to a course leading to recognised professional status should ensure by an explicit method of selection that candidates are of adequate emotional maturity and intellectual ability, and have an undergraduate degree in health sciences, humanities, APEL equivalence or other appropriate professional training.

### 1.3

All training courses in psychotherapy should have both theoretical and clinical practice components.

### 1.4

There should be no discrimination on grounds of gender, age, race, disability, nationality, political or religious persuasion, or sexual orientation (reference to this requirement should be addressed during Quinquennial Reviews).

## **1.5**

In relation to the UKCP SETS demands regarding Diversity and Equality (4.3-4.3.7), a Constructivist and Existential training should include an examination of the concepts of diversity and equality from a phenomenological perspective in order to bring to light the very basis upon which we make sense of the world.

### **1.5.1**

A critical consideration of the ethics concerning the equality and diversity agenda from an Constructivist and Existential perspective, what it means to be politically correct, as well as a phenomenological critique of the concept of Unconscious Bias.

The outcome of a course leading to UKCP registration should be the title “UKCP Registered Psychotherapist (Constructivist & Existential College)”.

## **2. Theoretical Content**

### **2.1**

In providing intensive study of psychotherapeutic processes, Constructivist and Existential College training courses should ensure that at least half of the course material specifically covers Constructivist and Existential theory & practice. The course should include current developments in the field within the context of ethical & inclusive practice, a research skills component, & the completion of a 12,000 – 15,000 word thesis.

### **2.2**

Constructivist and Existential training programmes should seek to ensure that trainees are aware of the relationship between Constructivist and Existential psychotherapy and other principal approaches within the psychotherapeutic field. Practitioners should be capable of making appropriate referrals outside their own therapeutic model or specialism and be able to engage in dialogue with other professionals in the field of personal therapeutic care.

### **2.3**

Constructivist and Existential training programmes should include sufficient written work for the ongoing assessment of students’ grasp of theory & its relevance to practice.

### **2.4**

Trainees should be acquainted with the evidence-base for professional practice in Constructivist and Existential and other principal modalities of psychotherapy, as well as the relevance of the social and organisational contexts in which their work takes place.

## 2.5

Trainees should be encouraged to consider the philosophy and value system of the Constructivist and Existential approaches and the implications of these for evaluating the effects of psychotherapy.

## 2.6

Trainees should be familiar with theories of life cycle and be able to compare them with a Constructivist and Existential view of development.

## 2.7 Multi-Agency Working

Trainees should be familiar with theories of change and in particular the significance of change from a Constructivist and Existential position.

## 2.8

Trainees must be made aware of the ethical and legal obligations of psychotherapists working with adults or with children and of current best professional practice with respect to client rights, safeguarding, complaints procedures and professional indemnity insurance.

The UKCP SETS state at 4.1 that:

The study of the theory and practice of psychotherapy from assessment to ending should include: a) a model of the person and mind b) a model of gendered and culturally influenced human development c) a model of human change and ways in which change can be facilitated d) a model of therapeutic relationship e) a set of clinical concepts to relate theory to practice f) extensive literature which includes a critique of the above models g) an introduction to a range of psychotherapies and counselling so that students and trainees can develop an awareness of alternative approaches.

From a Constructivist and Existential perspective, this should include a critical analysis of points a) to g) commensurate with QAA level 7. In addition to this, a Constructivist and Existential training also requires an understanding of and engagement with the Continental philosophical tradition, which should include both descriptive and hermeneutic phenomenological theory and practice.

Further, at 4.2 the UKCP SETS state that: All trainings must encompass principles of psychotherapy research in order to enhance the student/trainee's own practice.

Constructivist and Existential training necessitates the practice of qualitative research approaches and techniques together with a critique of the philosophical foundations and assumptions of the natural scientific paradigm.

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## 3. Practical Components of Training

### 3.1

The Constructivist and Existential College expects that the acquisition of specific skills in the particular form of Constructivist and existential psychotherapy as well as general therapeutic and counselling skills should be a main component of any training programme. Trainings will cover specific skills and techniques, when these might be appropriately applied, and assessment of each client's status in relation to the type of therapy practised.

### 3.2

The period of theoretical training with direct tutor contact should be no less than 500 hours. Further training hours include personal study, written assignments, preparation for presentations and action learnings, and placement in settings where the trainees will gain experience of services dealing with persons in psychosocial crises.

### 3.3

It is in the nature of Constructivist and Existential psychotherapy that trainees begin closely supervised practice when their trainers & supervisors deem appropriate. This is negotiated individually depending on their prior clinical trainings and practice background, and experience.

### 3.4

During their training period, trainees should work with clients at a frequency and for a duration appropriate to the Constructivist psychotherapy model with a minimum number of 200 client contact hours within the core training (pregraduation), under the supervision of a qualified and experienced psychotherapist.

### 3.5

A further 250 supervised client contact hours will be required before admission to the register of the Professional organisation. This requires a training supervisor's report before UKCP registration application will be approved by OM.

### 3.6

Total time in clinical supervision should be at least 75 hours pre-registration.

### 3.7

Trainees are required to develop their capacity to identify and manage appropriately their personal involvement and contribution to the process of Constructivist and Existential psychotherapy. The purpose of this is primarily to safeguard the client, and secondarily to ensure that the therapist discriminates between the client's and therapist's own interpretations. For many practitioners the attainment and maintenance of this reflexivity is achieved partly through the experience of being a client in personal psychotherapy. Though a personal therapy requirement is not at present mandatory for trainees, a minimum of 250 hours of personal therapy or demonstrable personal self-reflective experience is required. Thus, trainees themselves, their tutors, supervisors and peers are all involved in the judgement that the candidate is able to function professionally, taking into account their own contribution to the psychotherapeutic process and without exposing clients to exploitation or abuse.

## 4. Evaluation

### 4.1

Self, peer, and core staff assessment should all have a place in the assessment and evaluation of Constructivist and Existential trainees.

### 4.2

During the training there should be an ongoing process of assessment & continuous review, with regular feedback to ensure that those who are not achieving the agreed standards, or who are found to be personally unsuitable or not yet ready to become psychotherapists, are informed of this as early as possible.

Postponement or extension of training may be considered an option. Those who are ultimately found not to be suitable do not proceed to graduation.

### 4.3

Constructivist and Existential organisations training psychotherapists must have a graduation process in which there is a formal procedure for evaluating the theoretical knowledge, practical and clinical skills, and applied ethics of their candidates.

### 4.4

The assessment process should involve at least three assessors and must include at least one person who has not been a trainer, supervisor, or therapist to the candidate

(4.6). This independent person will also be external to the training organisation and is normally a person who has considerable experience of training and assessing psychotherapy trainees. All assessment procedures and processes must be evident and available for inspection by trainees, the College Training Standards Officer, and a UKCP Quinquennial Review panel.

#### **4.5**

Constructivist and Existential training organisations shall have a published appeals procedure.

#### **4.6**

Constructivist and Existential organisations offering training must have an External Examiner who participates in or assesses the graduation process. There should also be an External Moderator in place to advise the training organisation, part of whose role is to review & monitor any trainee complaints & appeals (see 6.1 & 6.2).

#### **4.7**

Organisations within the Constructivist and Existential College offering training to the level of graduation should have a self-regulatory process, such as a Course Board or Accreditation Board, which includes, or is subject to scrutiny by the External Examiner, and the Moderator. A UKCP Quinquennial Review should include contributions from both the External Examiner and Moderator.

#### **4.8**

Where there is an interval between the completion of the training course and accreditation, advanced trainees or graduates must remain in training supervision explicitly approved by the organisation.

#### **4.9**

There should be a trainees/trainers Committee to hear constructive feedback on the progress of the course and any problems encountered by either group.

#### **4.10**

Adequate theoretical and practical training in the type of psychotherapy practised with a minimum of 500 direct contact hours with the core tutors.

## **5. Accreditation**

### **5.1**

In the accreditation of psychotherapists under the auspices of the Constructivist and Existential College all formal records of compliance & achievement of standards must be submitted for approval to College before the candidate can be registered in the OMs register. The following factors must be demonstrated to College:



5.1.1 The trainee must be sufficiently self-aware and psychologically mature to be able to maintain the therapeutic relationship. This will involve a recorded period in personal therapy or recorded/demonstrable self-reflexive practice. In all cases the assessment of sufficient maturity must be an explicit part of assessment documentation involving both casework supervisors and teachers. The assessment must include a satisfactory report from the candidates' supervisor indicating their competence in the post-training clinical practice.

5.1.2 The trainee is in receipt of at least 75 hours of regular and adequate supervision as stated in para 3.6, in line with the ratio of 6 client hours to one hour of supervision.

5.1.3 The trainee must have achieved a sufficient depth & breadth of training as defined in this document, & be approved by College before they can be entered into the Constructivist and Existential College register.

5.1.4 The practitioner must be actively committed to continuing professional development & inclusive practice.

5.1.5 The practitioner agrees to adhere to the codes of ethics and practice of the OM and Constructivist & Existential College in conformity with UKCP requirements.

5.1.6 The practitioner adheres to all professional and legal requirements.

## **5.2**

Accreditation is acknowledged to be a renewable licence to practise, not a permanent state or a once and for all event.

## **5.3**

The Constructivist and Existential training organisation's decisions and decision-making processes must be subject to scrutiny by an External Examiner or External Moderator. There must be an appeals procedure available to trainees and a dissatisfied party must have the possibility of bringing a dispute for scrutiny.

## **5.4**

All Constructivist and Existential accrediting & training organisations' codes of ethics and practice must be readily available to the public.

# **6. External Moderation**

## **6.1**

Each Constructivist organisation is required to appoint an External Moderator who should be experienced in both psychotherapy & training psychotherapists, and thus able to provide relevant feedback to the

training organisation about their training standards and help adjudicate in matters of dispute between trainees and trainings.

## 6.2

The main functions of the External Moderator are to overcome any internal prejudices and collusions within an organisation and to seek to ensure as far as possible that people are treated fairly. The Moderator should also evaluate critically the organisation's assessment procedures to determine whether they meet UKCP and College criteria, and the organisation's own criteria with regard to its stated aims and objects. This could be in conjunction with or could be seen as contributing to the organisation's self-examination processes from time to time as required by UKCP.

## 6.3

The Moderator's written reports will be required by the College for the Quinquennial Review of the organisation.

## 6.4

The choice of External Moderator is made by each member organisation with the approval of College. The Constructivist & Existential College may question the organisation's choice of Moderator and the organisation's responses to a Moderator's comments.

## 6.5

The Constructivist training organisation shall have a clearly stated complaints and appeals procedure through which the Moderator can be approached by a dissatisfied client, trainee, student or practitioner of the therapy in question.

### Revisions:

7/92 11/92: 9 /98 & 10 /98. RE/PD/AT 26/5/2008 comments by BS and JB incorporated into text. Additions and comments by AT added 31 May 2008

Further amended by AT 3 June 08. Reviewed by Section 30 June 08.

Amended by JB (Para 4.6) in response to TSB review, 19 June 2009

Reformatted September 2013

Reviewed by PCPA for College awayday 28th September, changes agreed by CEC Exec

Reviewed for the Constructivist and Existential College 11<sup>th</sup> May 2017 Paul McGinley (awaiting CEC Executive Approval).

Reviewed and agreed by CEC Executive via email September 6th 2017.