

Psychotherapeutic Counselling and Intersubjective Psychotherapy College (PCIPC)

Adult Psychotherapeutic Counselling Standards of Education and Training 2017

1. PRINCIPLES TO BE ENSHRINED IN ALL RELEVANT TRAINING PRACTICE for all Training Organisations and Accrediting Organisations

1.1 Recognition of and respect for the client's individual human rights.

1.2 Fostering competency and awareness for best practice with regards to diversity and equalities considerations and legislation

1.3 Practitioner awareness of their level of competence and limitations.

1.4 Practitioner awareness of their level of power in the therapeutic relationship, the nature of the practitioner's personal and relational process and the vulnerability of the counselling client.

1.5 Training in psychotherapeutic counselling will enable the practitioner to work with a client at an emotional level consistent with core training modality.

1.6 The practitioner will normally have consolidated their practice over a period of training of three years with a minimum of 100 hours client work before qualification, leading to a total of 450 hours client work to be registered.

1.7 The practitioner must normally address their personal development requirements in training through individual personal psychotherapeutic counselling or psychotherapy in line with their theoretical orientation of their training.

A candidate for registration is expected to have completed 105 hours of personal therapy. See distinguishing criteria for member training organisations and member accrediting organisations below.

2. ENTRY REQUIREMENTS for Training Member Organisations

All training courses should have a published selection criteria and selection procedures that satisfy the following:

2.1 Minimum entry requirements are one of the following:

- Relevant professional qualification or equivalent
- 1st degree or equivalent
- Accreditation of Prior Learning

2.2 Identification by the training course of the personal qualities, background and previous experience that make candidates suitable for training in the profession of psychotherapeutic counselling.

3. The Minimum Curriculum

3.1 Knowledge and Understanding

The study of theories that underpin the practice of psychotherapeutic counselling from assessment to conclusion.

The course will offer training and development in the key areas of knowledge and understanding, which will include:

3.1.1 Clear understanding of a core theoretical model of counselling to include:

- Core assumptions
- A view of the person
- Human Development
- Theories of change
- Mental health issues and risk assessment
- Psychology of the Human Mind
- Working with Diversity and Equalities

3.1.2 Consideration of how the therapeutic relationship and process underpin practice.

3.1.3 Consideration of the implications of various theoretical concepts within a wide range of practice settings and client groups including longer term and short term work.

3.1.4 An appreciation of the impact of social, cultural issues and difference on therapeutic practice.

3.1.5 Knowledge of relevant legal issues pertaining to professional practice.

3.1.6 Exploration of the place of ethical approaches to practice.

3.1.7 Recognition of the limits of the counsellor and the counselling relationship and the potential impact on boundaries and individual client needs, including when referral may be necessary.

3.1.8 A general knowledge of research methods relevant to psychotherapeutic counselling.

3.2 Use of Evaluation

The course will offer training and development in the four main areas related to evaluation of practice, which will include:

3.2.1 The development of critical self-reflection in order to evaluate own clinical competence and employ appropriate knowledge and skills in practice.

3.2.2 Effective use of supervision.

3.2.3 Exploration of how audit and evaluation may contribute to the practitioners understanding and development of practice and consideration of how the practitioner may provide evidence to contribute to such evaluation in the practice setting.

3.2.4 The development of research skills in line with the Psychotherapeutic Counsellor's theoretical model in order to test clinical hypotheses and use of critical thinking applied to ongoing case experience and case study.

4. Required Learning Outcomes

In order to complete the training programme the psychotherapeutic counsellor will be required to demonstrate progression through the course in the following three key areas. The training course will assess and evaluate this progression by the psychotherapeutic counsellor demonstrating competence in these areas.

4.1 The personal development of the psychotherapeutic counsellor.

- To demonstrate the ability to apply learning, drawing on personal therapy, experiential and theoretical learning; in addition to clinical practice and clinical supervision.
- To demonstrate a capacity for self-reflection to engage with the practitioner's own personal process and at a depth congruent with the work being undertaken
- To critically reflect on psychotherapeutic processes from own perspectives of counsellor, client and student and evaluate implications for therapeutic practice.
- To appreciate the integration and limits of different approaches to practice.

4.2 The development of intellectual skills.

- To critically analyse differing theoretical perspectives and integrate appropriately that which assists with therapeutic practice.
- To be able to set theory within a wider theoretical perspective
- To draw conclusions about aspects of current counselling research and relate implications to therapeutic practice.
- To critically review and reflect on practice considering theoretical underpinning and recognising limits to knowledge.
- To demonstrate a conceptual understanding and critical analysis of psychotherapeutic counselling practice within an ethical framework and context.

4.3 The development of professional practice and transferable skills.

- To demonstrate the ability to choose an appropriate therapeutic response and evaluate the outcome from both client and counsellor perspectives.
- To demonstrate the capacity and ability to bring awareness of personal and inter-personal processes to the therapeutic relationship, taking into account the social and cultural context of their clients.
- Within the complex and unpredictable nature of practice apply appropriate knowledge and skills to manage problem situations.
- To communicate in a professional manner and produce detailed and coherent verbal and written case studies and essays that integrate theory and practice.
- To interact effectively with a learning or professional group and negotiate within either setting and manage conflict.
- With minimum guidance manage own learning in order to make appropriate use of learning resources, personal therapy and clinical supervision to practice as an independent counsellor.
- To demonstrate the capacity to negotiate appropriate contracts and maintain boundaries within the different stages of the psychotherapeutic counselling relationship and process.
- To recognise client issues that need the attendance of another professional and refer the client appropriately.
- To demonstrate an awareness of ethical issues and the ability to address ethical dilemmas.
- To demonstrate an awareness of diversity and the ability to respond to difference.

5. Minimum Training Course Requirements

5.1 The length of training should be appropriate to permit the consolidation and integration of theoretical knowledge, personal development and clinical experience. It will not normally be less than three years part-time. These details will be clearly published including requirements for supervised practice with clients. The minimum will be 450 hours of skills and theory with 100 hours of supervised client work pre qualification. Normally the level of qualification for a UKCP Registered Psychotherapeutic Counsellor is graduate level or above.

5.2 Each training course shall be initially validated through the psychotherapeutic counselling section and accredited by the UKCP SB.

5T.3 The UKCP centrally and the section shall review the validation of every training course and member organisation of the section at intervals of not more than five years.

5.4 All training courses shall have published criteria and procedures for selection of trainees.

5.5 Training courses shall publish the Code of Practice/Ethical framework to which they adhere. These shall be congruent with the UKCP's, Sections' and Institutional Members' general guidelines on ethics and codes of practice.

5.6 Training courses shall have mechanisms for safeguarding the rights of students including consultation procedures and complaints and grievance procedures.

5.7 Training courses shall publish a Trainee's Handbook that has clear information on the length and time frame of courses, a definition of supervised practice and personal therapy requirements and with clear details of course requirements, curricula and modes of assessment.

5.8 Courses may have methods and regulations for the processing of APL and APEL (accreditation of prior learning and experiential learning).

5.9 The training course shall publish and practice an equal opportunities policy in line with UKCP guidelines on Diversity and Equalities

5.10 The student will receive supervision of his/her client work in a ratio of a minimum of 1 hour's supervision to 6 client hours. An appropriately qualified and experienced supervisor, who will have input to the assessment of the student, should provide the supervision.

5.11 The training course shall ensure that all training placements are scrutinised and accord with UKCP codes of ethical practice. The training course shall evidence how placements are effectively monitored.

5.12 Normally a candidate is expected to have undertaken a minimum of 105 hours of personal therapy; preferably this should be concurrent with their training programme. A minimum of 50 hours of therapy must be undertaken during training. In certain circumstances candidates may undertake a portion of the minimum therapy requirement before commencement of training or after qualification but before application for UKCP registration within two years of qualifying. The therapy should normally be with a qualified registered UKCP psychotherapeutic counsellor or psychotherapist. The therapy should be in the theoretical orientation of the training.

5.13 Candidates are expected to apply for PCS registration within 2 years of qualifying.

6. Assessment

The purpose and modes of assessment and the institutional regulations regarding assessment will be clearly stated taking into account the need for the following:

6.1 The purpose and modes of assessment

6.1.1. The links between clinical competences, chosen theoretical model and sound ethical practice will be articulated within the modes and criteria for assessment.

6.1.2 The modes of assessment (such as supervisor's reports, portfolios, journals, written examinations, viva, essays), evidence of personal development and criteria for assessment will be clearly set out and made available to trainees. Both formative and summative assessment methods and their purpose will be included.

6.1.3 The ways in which the purpose and modes of assessment relate to the learning outcomes will be clearly identified.

6.1.4 The provision of opportunities for regular feedback (through both formative and summative processes) to enable students to assess their own strengths and developmental needs.

6.2 Institutional regulations

6.2.1 A properly constituted body for the assessment of students.

6.2.2 The fair and consistent design of assessment across different orientations and training routes.

6.2.3 The provision of external assessment of both theory and practice by practitioners qualified and experienced in an appropriate theoretical model.

6.2.4 Published appeal procedures in the event of disagreement over assessment.

7. Qualification and Registration

7.1 Training organisations shall specify whether qualification coincides with recognition of candidates as eligible for registration by UKCP.

7.2 Where qualifications and registration do not coincide, organisations are to specify what further professional development is required for registration, or to state if the trainee should not be encouraged to continue in this direction. It would be expected that this would be identified as early as possible during the training.

7.3 Where further development is required, the definition of such further professional development might include considerations relating to the nature of supervision, the range, quantity and intensity of practice and/or study and personal therapy.

7.4 Where qualification and registration do not coincide, the process of assessment of readiness for registration shall correspond in general to the requirements of Section 4 above.

8. Continued Professional Development

8.1 Training organisations shall bear in mind a commitment to life long learning and the need for monitoring practice for the best protection of the public.

8.2 Each training organisation should make provision for an ongoing graduate body either as an integral part of the organisation or clearly linked to it.

8.3 Training organisations shall encourage their graduates actively to consider their continuing professional development needs which would ideally include periods of personal therapy.

8.4 Training Organisations must make provision for the continued professional development of their graduates.

9. APL / APEL: Accreditation of Prior Learning and Prior Experiential Learning

All courses shall have methods and regulations for the processing of APL, APEL, (Assessment of Prior (Experiential) Learning), and CATS, (Credit Accumulation Transfer System), claims where relevant. These processes should describe the process, relevant criteria and provide scope for an appeal process. NB. normally no more than 50% of any training should be achieved through any of the above.

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