

IIPA

INTERNATIONAL INTEGRATIVE

PSYCHOTHERAPY ASSOCIATION

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C.S.C.

**COMMISSION of
STANDARDS CERTIFICATION**

TRAINING STANDARDS FOR CIPTS AND CIITS

I. TRAINING STANDARD ROUTE FOR CIPTS/CIITS (SEE 2.1.2.)

1. Basal requirements.

- Being Certified Integrative Psychotherapist or Certified Integrative Counsellor.
- Being an active paying member of IIPA.

2. Training process.

During this training process the future Trainer and Supervisor is helped to grow in his/her new professional role by an experienced Certified Trainer and Supervisor. Both need to have a healthy relationship focused on the trainee learning needs and genuine mutual respect. There are different stages in the training which will require an attuned response by the principal Trainer Supervisor in a modelling role for his/her candidate.

The community of CIPTS or CIITS also plays in this process an important role as a training community which supports the work of the future Trainers and Supervisors and their main principal Certified Supervisors.

The process of gradually assuming the new role has several tasks and steps:

2.1. Getting the acknowledgement to teach and supervise CIP/CIC.

- The trainee chooses a principal Trainer and/or Supervisor which agrees to perform his/her tasks as Trainer and Supervisor (See: IV. CIPTS AND CIITS Tasks regarding Training and Supervision).
- The trainee makes a written self assessment about his/her basal performance regarding the core CIPTS/ CIITS competencies (See: III. CIPTS AND CIITS Competencies) and discuss them with the principal Trainer and/or Supervisor.
- The Trainer/Supervisor and the trainee make together a training plan to become an IIPA Trainer and Supervisor and agree a contract of training, taking into account the style, preferences, strengths, skills of the person and areas which require further development.
- The person starts a period of training before starting his/her own teaching, by means of readings, attending workshops, conferences, helping the main Supervisor in his/her own teaching, etc.
- The person writes an essay about:
 - o His/her experience as a trainee to become CIP/CIC.
 - o Theories and methods of teaching and supervising.
- The essay is discussed with the principal Trainer/Supervisor.
- The candidate discusses the main Trainer IP program that at least includes:
 - o Required Areas of a four year Training:
 - Theory of motivation in Integrative Psychotherapy.
 - Theory of personality in Integrative Psychotherapy.
 - Theory of methods in Integrative Psychotherapy.
 - Theories of human development throughout the life cycle.
 - Theories of psychopathology.
 - Other psychotherapeutic approaches.
 - Other theories of assessment and intervention.
 - Biological, social and cultural issues in relation to psychotherapy.
 - o Additional Areas of Training.
 - o Philosophy, frequency, format and methods of teaching and supervising.
 - o List of teachers involved in the programme.
 - o Plan to make it possible ongoing individual or group supervision for the CIP or CIC in training.

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- Evaluation methods.
- Before starting his/her training activity the candidate attends an international IIPA workshop about theories of teaching, supervising and ethics.
 - Administrative requirements to attend the workshop:
 - Application for attendance.
 - Applicant Background documentation (form 4.2.1.).
 - Acceptance to the IIPA Code of Ethics (Form 4.4.1.).
 - Being an active paying member of IIPA.
 - Payment of the fee for the workshop.
 - Two endorsement letters.
 - Curriculum vitae.
 - Presenting a Training programme which includes:
 - Philosophy of training and supervision.
 - Methods of training and supervision.
 - Content and training methods.
 - Duration: frequency of training sessions, workshops, training hours, attendance requirement.
 - Trainers in the programme.
 - Evaluation methods for level I accreditation
 - The workshop is designed to provide in a group format opportunities to exchange programmes, methods and to assess basal competencies of attendants regarding training and supervision, personal strengths and areas of future development.
 - The workshop validates the competence of every candidate on IP program and makes recommendations for every participant to be taken into account by the principal Trainer and the trainee
 - The workshop acknowledges and validates the ability of candidates to teach and supervise and identifies the lines of future professional development in the role of teacher and Supervisor.
 - The staff of the workshop gives the person a written feedback to support future development.
- The person discusses the feedback with his main Trainer/Supervisor and they make together a plan of development.
- If needed the person would be required to attend other workshops before starting training other people.

2.2. Developing professional competencies as Trainer and Supervisor. Assisted period as Trainer and Supervisor of future CIP/CIC.

The aim of this process is to fulfil a period of development of personal skills as Trainer and Supervisor in a relational context.

There are several tasks and steps involved:

- After having attended the international IIPA Workshop the person starts a period where he/she works regularly with the principal Supervisor to develop the identified lines of professional development (See: IV. CIPTS AND CICTS Tasks regarding Training and Supervision).
- During this period the person is expected to attend regularly international training workshops of teaching and supervising development, at least three every five years.
- The person in training to become Trainer and Supervisor keeps a "Learning diary" to facilitate internal awareness of personal and professional needs and improvements. In this diary are written his/her reflections about supervising and teaching, personal experiences, new insights and methods, etc.
- The person develops a continuing professional development plan (attending courses, conferences, workshops, giving presentations at national and international conferences, professional meetings, writing articles etc.), and a commitment to continuing personal development (own supervision and psychotherapy).

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- During this period the person keeps ongoing evaluation exchanges with the principal Supervisor, and receive attuned feedback in live demonstrations of his/her teaching and supervising.
- The person and his principal Supervisor make together an annual report about improvement of basal competencies.

2.3. Preparation to train future Trainers and Supervisors.

After having completed at least 200 hundred hours of teaching and 30 hours of supervised teaching with a CIIPTS/CIICTS, and 300 hours of experience on individual or group supervision and 50 hours of supervision on the supervision with a CIIPTS/CIICT, the person starts a period of training aimed at supervising future Trainers and Supervisors. This process involves several tasks:

- The trainee makes a written self assessment about his/her basal performance on core CIIPTS/CIICTS competencies to train future Trainers and Supervisors and discuss them with the principal Trainer and/or Supervisor.
- The Trainer/Supervisor and the trainee agree a training plan taking into account trainee needs, style, background, and areas which require further development (See: IV. CIIPTS AND CIICTS Tasks regarding Training and Supervision).
- The person starts a period of preparation before starting the new role by means of readings, attending workshops, conferences, etc.
- The person writes an essay:
 - o About his/her experience as a trainee to become Trainer and Supervisor.
 - o About relational methods to train future Trainers and Supervisors.
- The person discusses the essay with the principal Trainer/Supervisor.
- At the end of the period the person is expected to have developed and be ready to show his/her own skills and way of performing the core competencies of a CIIPTS AND CIICTS both regarding people in training for CIP/CIC and people in training to become Trainers and Supervisors.

3. End of the process. Getting the acknowledgment to teach and supervise future Trainers and Supervisors:

The end of the period of assisted training and supervising is reached by a formal procedure carried out in an international workshop. The procedure is aimed at acknowledging and validating the attainment of a level of skills which allows the person teaching and supervising by his/her own and accepting training contracts of future Trainers and Supervisors.

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- Administrative requirements to attend the workshop:
 - o Having a certified record of 300 hours of teaching and 50 hours of supervised teaching with a CIIPTS/CIICTS.
 - o Having a certified record of 500 hours of experience on individual or group supervision and 50 hours of supervision on the supervision with a CIIPTS/CIICTS.
 - o Application for Certification (form. 4.3.5.).
 - o Applicant Background documentation (form 4.2.1.).
 - o Acceptance to the IIPA Code of Ethics (Form 4.4.1.).
 - o Being an active paying member of IIPA.
 - o Payment of the fee for the evaluation.
 - o Supervisor Trainer final Evaluation and Recommendation for applicant applying for Certification as an International Integrative Psychotherapy or Counselling Trainer and Supervisor (Form 4.3.6.).
 - o A copy of the "Learning diary".
 - o A report of the continuing professional development plan made during the training period.
 - o Annual reports made with the principal Trainer and Supervisor.
 - o Report of having passed a live demonstration of his/her ability to supervise made by his principal Trainer and Supervisor.

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- Two endorsement letters.
- Curriculum vitae.
- Presenting a Training programme validated by the IIPA Training and Standards Commission which includes:
 - Philosophy of training and supervision.
 - Methods of training and supervision.
 - Content and training methods.
 - Duration: frequency of training sessions, workshops, training hours, attendance requirement.
 - Trainers in the programme.
 - Evaluation methods for level I accreditation
- The workshop is designed to provide in a group format opportunities to assess competencies regarding teaching and supervision (See: III. CIPTS AND CIITS Competencies).
- In a group relational context the person is invited to show his/her competencies to teach and supervise future Trainers and Supervisors, to exchange information and to receive a written feedback about his/her competencies.
- The teaching evaluation is carried out by means of a presentation of the candidate about some topic included in his/her teaching programme using his/her usual theoretical and practical methods. The presentation will be no longer than 60 minutes and no less than 30 minutes. Included are the questions of attendants and the evaluators about the topic taught. After finishing the questions the person will receive feedback from the group of attendants about the session of teaching. Then the evaluator's team will meet with the candidate and will discuss relationally the way the candidate shows his/her competencies as teacher (See: III. CIPTS AND CIITS Competencies) and will give written feedback.
- The supervision evaluation is carried out by means of two live supervisions: with a future CIP/CIC and a future Trainer and Supervisor. The time to spend in every supervision is no longer than 60 minutes and no less than 30 minutes. Then the evaluator team will meet with the candidate and will discuss relationally the way the candidate shows his/her competencies as Supervisor (See competencies) and will give written feedback.
- The person is given a final certification as an International Trainer and Supervisor, with suggestions for his/her further professional development, or is given recommendations or requirements.

II. APPLICATION FOR GRANDPARENTING CERTIFICATION ROUTE CIPTS/CIITS (SEE2.1.2.)

It is designed for 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 Institutes recognised by either the IIPA or the Institute for Integrative Psychotherapy, New York, NY.

1. Requirements

Application for Certification (form. 4.1.1.)

Applicant Background documentation (form 4.2.1.)

Acceptance to the IIPA Code of Ethics (Form 4.4.1.)

Two endorsement letters.

Curriculum vitae

A clear statement that provides a rationale supporting Grand parenting Route application.

Outline of a training programme about Integrative Psychotherapy:

- Philosophy of training and supervision.
- Methods of training and supervision.-
- Content and training methods.

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- Duration: frequency of training sessions, workshops, training hours, attendance requirement.
- Trainers in the programme.
- Evaluation methods for level I accreditation

Certification of having provided regular training on Integrative Psychotherapy for 6 years.

Being and active and fully paid up member of the IIPA

2. Procedure:

- In a group relational context the person will be invited to show his/her competencies to teach and supervise future Trainers and Supervisors (See: III. CIPTS AND CIITS Competencies).
- The teaching evaluation will be carried out by means of a presentation about some topic regarding Theories or Methods of Integrative Psychotherapy. The presentation will be no longer than 1 hour and no less than 30 minutes. Included are the questions of attendants and the evaluators about the topic taught. After finishing the questions the person will receive feedback from the group of attendants about the session of teaching. Then the evaluator's team will meet with the candidate and will discuss relationally the way the candidate shows his/her competencies as teacher (See: III. CIPTS AND CIITS Competencies) and will give written feedback.
- The supervision evaluation is carried out by means of a live supervision. The time to spend in every supervision is no longer than 60 minutes and no less than 30 minutes. Then the evaluators team will meet with the candidate and will discuss relationally the way the candidate shows her/his competencies as Supervisor (See: III. CIPTS AND CIITS Competencies) and will give written feedback.
- The person is given a final certification as an International Trainer and Supervisor, with suggestions for his/her further professional development, or is given recommendations or requirements.

III. CIPTS AND CIITS COMPETENCIES:

- The candidate shows commitment to the philosophy of Integrative Psychotherapy.
- The person shows ability to understand his/her strengths and limits and plans his/her own and others professional development.
- The person shows an ability to keep and maintain a teaching and supervising healthy, reciprocal relationship with their trainees, giving genuine respect to relational needs.
- The future Trainer and Supervisor are able to model the role and methods of an Integrative approach as described by the Keyhole.
- Supervising competences:
 - He/she applies Integrative Psychotherapy philosophy and concepts of Key Hole to supervision: he/she uses in the supervision process inquiry, attunement and involvement to facilitate an increased capacity for contact in relationship, and to increase the supervisee's capacity for self-awareness and internal contact.
 - The person shows personal integration during the supervising process.
 - He or she keeps a respectful and attuned relationship during supervision.
 - He or she is able to identify the developmental stage of the supervisee and be attuned to her/his professional needs.
 - She or he is able to give the needed tools for supervisees in the first stage of development. Promoting the growing of psychotherapist identity in the intermediate stage and facilitating stimulus and consideration of alternative treatment approaches for advanced supervisees.
 - He or she is able to identify key issues in the supervision and address them in a relational way.
 - He or she engages in understanding the relationship between supervisee and her/his client.
 - He or she is able to identify parallel process in the supervision and address it in an attuned way.

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- He or she is able to identify areas of professional growing in the supervisees, to give feedback and support for future growing.
- He or she is able to identify ethical problems in the supervision, and/or the degree of matching between supervisee practices and the local laws, and to address them in a co tactful relationship.
- He or she is able to identify personal problems in the trainee which interfere with the therapeutic process and to address them in a co tactful relationship.
- He or she is able to ascertain and ensure the welfare of the supervisee and his/her client.
- He or she is able to identify cultural differences in the supervising process and taking them into account.
- He or she has knowledge and understanding of other supervising methods
- Teaching competences:
 - He/she applies Integrative Psychotherapy philosophy and concepts of Key Hole to facilitate the learning process by promoting an increased capacity of students for contact in relationship and increase their capacity for self-awareness and internal contact.
 - The person shows personal integration during the teaching process.
 - He or she keeps a respectful and attuned relationship during teaching.
 - The person shows ability to identify the professional developmental stage of trainees and their learning needs.
 - He or she is able to make a learning contract attuned to the needs of trainees.
 - She/he is able to match the content and methods of teaching to the needs and developmental stage of trainees.
 - He/she is able to give stimulus and support the motivation of trainees by being creative, facilitating experiences, the dynamics of the group, giving lectures, texts, discussing cases, promoting the personal interests of the trainees, etc.
 - He or she is able to structure and organise the contents of teaching to the needs of trainees.
 - She or he is able to lean on their trainees former or present experience to introduce theoretical concepts or to create a common experience to do it (live therapy, experiential exercises, etc.).
 - He or she is able to keep a live and attuned interaction with the group of trainees, identify the group process and use it to promote learning: adapting her/his rhythm to the group needs, the level of teaching to the level of knowledge of trainees, taking into account the level of development of the trainees group, their former cognitive frame of reference, and the affective process.
 - He or she is able to identify in the trainee a lack of required knowledge, skills, attitudes, or commitment to the Integrative Psychotherapy philosophy, to address them in a co tactful relationship and to build with him or her individual training plan.
 - He or she is able to identify cultural differences in the training process and taking them into account.
 - She or he is able to evaluate the lacks in the relationship which are interfering with the learning of trainees.
 - He or she is able to identify the learning problems brought about by introjections or childhood experiences.
 - He or she has knowledge and understanding of other teaching methods.

IV. CIPTS AND CICTS TASKS REGARDING TRAINING AND SUPERVISION:

- Providing an ongoing training program for CIC/CIP: ideally monthly or regular workshops, courses, conferences, individual or group supervision.
- Facilitating meetings, evaluations and needed reports for their supervisees and trainees.
- Facilitating Level I evaluation at Training Institutes.
- Providing an ongoing training program for future CIPTS or CICTS: planning together the training, making reports, supervising live teaching and supervision, making annual reports, providing a co tactful environment to respond to trainees needs.

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- Taking part in international workshops for people in training as CIC/CIP or CIIPTS or CICTS.
- Taking part in international evaluation boards for CIP, CIC, CIIPTS or CCICTS.