Consultation

Accreditation standards for a psychotherapy education programme

**Training Provider** Consultation Document June 2018

The purpose of this document is to consult on accreditation criteria for psychotherapy education programmes.

The Board will use the information obtained during this consultation process to further develop the proposed accreditation requirements before wider consultation. Wider consultation will include programme/pathway providers, practitioners, stakeholders and members of the public.

**Responses:** Please email your submission to registrar@pbanz.org.nz on or before **Friday 24th August 2018**; Microsoft Word format would be appreciated.

**Facilitated Consultation Hui:** The Board will invite training providers to attend consultation hui in July 2018, prior to the end of this consultation period.

The purpose of these hui will be to discuss the draft accreditation criteria, highlight key changes, provide clarification and answer training provider questions. Training providers are welcome to submit written consultation responses before or following the Facilitated Consultation Hui.
Introduction

The purpose of the Health Practitioners Competence Assurance Act 2003 (HPCAA) is to protect the health and safety of the public by ensuring all psychotherapists are competent and fit to practise.

The purpose of accreditation is to ensure all psychotherapy trainees are adequately prepared to practise when they apply for registration. Graduates of a programme accredited by the Board will hold a prescribed qualification for the purpose of registration.

Under section 12 of the HPCAA each authority must prescribe\(^1\) the qualification or qualifications for every scope of practice that the authority describes under section 11.

Psychotherapy Education Programme/s falls under section 12 2(b) of the HPCAA.

‘The successful completion of a degree, course of studies, or programme\(^2\) accredited by the authority’.

The Board’s Accreditation process has been designed to be inclusive and to allow a high level of self-direction and autonomy for providers of psychotherapy training programmes.

Definitions

The Board has been asked to define the difference between a psychotherapy education programme and the psychotherapy professional development pathway. This has been defined as:

**Psychotherapy Education Programme** will have a prescribed programme that trainees attend. The programme criteria are defined and stipulated at the beginning of the programme.

Graduates who successfully complete a programme accredited\(^3\) by the Board will be eligible to apply for registration.

**Psychotherapy Professional Development Pathway** is an apprenticeship pathway towards a qualification as a psychotherapist. Central to this pathway is a relationship that occurs between a trainee and their training clinical supervisor. This relationship is contracted within an organisation offering an assessment that leads to the achievement of the organisation’s qualification.

Graduates who successfully complete a programme accredited\(^4\) by the Board will be eligible to apply for registration.

Note: In the Professional Development pathway, training and education are understood to be regular and ongoing as part of a trainee’s professional development. Training and education will be selected and undertaken by the individual trainee in discussion with their training clinical supervisor.

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1 By notice published in the Gazette.
2 The Board considers a Professional Development Pathway to be a programme as per section 12 2(b) of the Health Practitioners Competence Assurance Act 2003 (HPCAA).
3 Accredited qualifications will be prescribed by the Board.
4 Accredited qualifications will be prescribed by the Board.
**Board commitment**

- The Board has a commitment to work in ways that acknowledge the status of Maori and Pakeha as partners to Te Tiriti o Waitangi/The Treaty of Waitangi.
- The following documents, including the creation of the psychotherapy training accreditation standards, guide the Board’s work:
  - Health and Disability Commissioner Act 1994 – Code of Health and Disability Services Consumers' Rights;
  - Health and Disability Services Act 1993;
  - Health and Safety Work Act 2016;
  - Privacy Act 1993 – Health Information Privacy Code 1994;
  - Human Rights Act 1993;
  - Psychotherapist **Scopes of Practice**;
  - Psychotherapist **Core Clinical Competencies**;
  - Psychotherapist Standards of **Cultural Competence**;
  - Psychotherapist Standards of **Ethical Conduct**.

The Board acknowledges that Aotearoa New Zealand has a culturally diverse population and that diversity impacts on healthcare service, access and delivery.

The Board has made a commitment to ensure that diversity and equality are valued, upheld, promoted, and incorporated into all aspects of its work.
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Accreditation Requirements for Psychotherapy Education Programme

1) Governance

a) Governance responsibilities

Programme providers seeking accreditation of their psychotherapy programme(s) will have leadership, accountability structures and relationships in place to provide oversight of the programme. Responsibilities, roles and decision-making processes will be defined. This ensures that there is a commitment to providing the programme with sufficient support to enable continuity, quality and effectiveness in all learning environments.

b) Educational philosophy

Programme providers seeking accreditation will have a coherent philosophy and theoretical framework describing what the programme seeks to achieve. There will be an observable connection between programme philosophy and method of practice. This philosophy will provide the basis for an integrated body of professional knowledge and be articulated in the rationale, objectives and ethics of the programme.

c) Code of ethics

The code of ethics under which the programme is run will be clearly described, available and compatible with the Board’s Standards of Ethical Conduct. Programme providers will ensure the trainees are guided by the described code of ethics. The programme will have a described and accessible complaint process.

d) Social and cultural context

Programmes will demonstrate processes that acknowledge:

- i) in Aotearoa New Zealand programmes exist in a bicultural nation\(^5\) with Te Tiriti o Waitangi/The Treaty of Waitangi used as a founding and guiding document;
- ii) in Aotearoa New Zealand programmes exist in a multicultural society with diversity of personal and cultural identities.

e) Health and safety responsibilities

Programme providers will ensure that they meet the requirements of the Health and Safety Work Act 2016.

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\(^5\) Indicates the understanding that governance in Aotearoa New Zealand includes acknowledgement of two distinct founding cultures.
2) **Education and practice standards**

Programmes will prepare the trainees for assessment at equivalent Masters level\(^6\) (as described in i-iv below) and trainees’ assessment will include the Board’s practice standards.

Trainees successfully completing the programme will be able to:

i) work independently and ethically and apply the standards of practice as outlined by the Board;

ii) show evidence of advanced knowledge about psychotherapy practice;

iii) demonstrate mastery of sophisticated theoretical subject matter;

iv) critically evaluate and use psychotherapy research and literature to inform their practice.

3) **Admission to programme**

a) **Prior to admission**

Prior to admission to the programme, trainees will have the following information made available to them:

i) admission criteria;

ii) an outline of the programme;

iii) an outline of the programme costs;

iv) the programme’s relationship to registration and registration pathways;

v) the selection processes.

b) **Admission criteria**

The programme has acceptance criteria that will be used to evaluate the trainee’s capacity to engage in a clinical programme. Evaluation criteria will include consideration of a trainee’s:

i) openness to self-examination and personal and professional self-development;

ii) potential to form effective interpersonal relationships in one-to-one and group contexts;

iii) potential for engaging with the developmental demands of a therapeutically based programme;

iv) capacity for engaging with the academic demands of a therapeutically based programme;

v) self-awareness, maturity and stability;

vi) agreement to undergo a required police check\(^7\).

Acceptance will be formally acknowledged when the above criteria have been assessed as met.

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\(^6\) Level 8 NZQA or CUAP

\(^7\) As a fitness to practise requirement for subsequent registration
4) Programme structure and content

a) Competencies and standards

Psychotherapy programmes that aim for trainees to become registered in the Psychotherapist Scope of Practice or the Psychotherapist Scope of Practice with Child and Adolescent Psychotherapist Specialism are required to include in the programmes’ assessment criteria the Board’s Core Clinical Competencies, Standards of Cultural Competence and Standards of Ethical Conduct.

The programme will include a coherent theoretical framework that incorporates both academic and practical learning:

i) the programme structure and content will be transparent and available to trainees, and reflect the primary modality being taught;

ii) the trainers will give attention to teaching methods and various group sizes relevant to learning outcomes.

b) Programme information

Programmes will provide trainees with current programme details that describe:

i) programme trainers, staff, their qualifications, their roles, registration and Annual Practising Certificate (APC) status;

ii) programme content;

iii) evaluation criteria and assessment processes;

iv) complaints and appeal protocols.

c) Length of programme:

i) it is understood that for many trainees, training is a part-time experience over a number of years;

ii) current and international programmes estimate it takes a minimum of 3 years full time equivalent to reach academic and practice standards of psychotherapy knowledge and practice;

iii) the programme includes 2 years of supervised clinical practice.

d) Personal development

Capacity for psychotherapy practice includes self-awareness and the ability to establish and maintain therapeutic relationships. Therefore, the programme will include:

i) a requirement for personal psychotherapy. A minimum of 80 hours personal psychotherapy to be undertaken during training. Personal psychotherapy will consist of individual psychotherapy and may include some hours of group psychotherapy. Training programme providers will guide trainees to practitioners with whom they might have personal psychotherapy.

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8 British Counselling and Psychotherapy & United Kingdom Council for Psychotherapy.

9 Full time study equates to 37.5 hours per week.
e) **Personal reflection and experiential learning**

This will include:

i) participation in active learning experiences, group experiences and engagement with and feedback from supervisors, trainers and peers.

f) **Knowledge and skills development**

Knowledge and skills taught will contribute to the achievement of Psychotherapist Core Clinical Competencies, Standards of Cultural Competence and Standards of Ethical Conduct.

The programme will also provide:

i) a description of how theory and skills are taught within the primary modality e.g., practical, reading, experiential, and face-to-face practice;

ii) a description of how knowledge and skills are assessed within the primary modality.

Face-to-face delivery is to be the primary method for skill development and personal development. Electronic delivery may be a component of a psychotherapy training programme.

Please note that for those wanting to register in the Psychotherapist Scope of Practice with Child and Adolescent Psychotherapist Specialism the programme will include:

i) an infant observation as per the Tavistock Model (or equivalent) covering two years;

ii) clinical teaching and theories on working with infants, children and adolescents up to the age of 18, and their families.

5) **Trainers and educators**

i) Programme providers are to require that: staff have qualifications equivalent to the qualification they are teaching;

ii) trainers and educators not yet fully qualified for their roles will be participating in their own education and supervision of their teaching and/or supervision role;

iii) the programme team is clearly identified and has responsibility for facilitating preparation, training and ongoing development of the programme;

iv) trainers and educators will participate in regular supervision of their roles and in a formal documented review process decided by their organisation;

v) trainers’ and educators’ respective areas of responsibility and the relationships between them are clearly delineated and the nature of reporting relationships is clearly identified;

vi) trainers and educators who are teaching clinical practice of psychotherapy to trainees who are working with the New Zealand public are required to be:

   - a New Zealand registered psychotherapist with a current APC; or
   - a health practitioner registered under the HPCAA with a current APC; and that
   - trainers and educators who are teaching child and adolescent clinical practice are registered in the Psychotherapist Scope of Practice with Child and Adolescent Psychotherapist Specialism and hold a current APC.

vii) the Board notes that training providers may use additional trainers and educators to contribute to learning;
viii) the Board has developed guidelines for overseas Visiting Psychotherapist Presenter/Educators. These can be found on the Board’s website.

6) Supervisors

Trainees are required to have psychotherapy supervision.

Trainees providing psychotherapy for members of the New Zealand public are required to have psychotherapy supervision from a supervisor who is:

i) a New Zealand registered psychotherapist with a current APC; or
ii) a health practitioner registered under the HPCAA with a current APC approved by the Board as having sufficient psychotherapy training, knowledge, skills, and professional development\(^{10}\);
iii) a New Zealand registered psychotherapist in the Psychotherapist Scope of Practice with Child and Adult Psychotherapist Specialism with a current APC, where the trainee is in a child and adolescent psychotherapist programme.

The Board notes that training providers may use additional supervisors to contribute to learning including cultural consultation/supervision and modality specific supervision.

7) Clinical supervision\(^{11}\) within the training programme\(^{12}\)

Psychotherapy training requires supervised clinical experience for all trainees.

a) Psychotherapy training will model relational processes and therefore the following will be in place in relation to supervision:

i) ongoing consideration of the impact of dual roles to ensure that the trainee has protocols for communicating concerns about dual relationships and the appointment of supervisors;
ii) robust processes and procedures to help address concerns where they have been identified;
iii) transparent mechanisms for trainees to address a conflict of interest;
iv) trainees have recourse to complaint procedures in the event that other discussions are unsatisfactory.

b) Supervision timeframe

Within the training programme:

i) trainees are to complete a minimum of two years of supervised clinical practice with at least one year of weekly supervision\(^{13}\);
ii) face-to-face supervision is to be considered the primary mode of delivery;

\(^{10}\) Consistent with the Board’s supervision policy
\(^{11}\) Where possible clinical supervision should be conducted face to face and participants should be physically present. When this is not possible other methods may be used with preference to spoken methods e.g. phone or Skype etc.
\(^{12}\) Group supervision – supervision can be a mix of individual and group supervision depending on the modality of the training.
\(^{13}\) A minimum of 40 weeks each year.
iii) a minimum of 250 supervised clinical hours need to be completed.

Note: Psychotherapists who have completed an accredited qualification and 900 hours of supervised clinical practice will be eligible to apply for registration. Psychotherapists who have completed an accredited qualification and have not completed 900 hours of supervised clinical practice will be eligible to apply for registration within the Interim Psychotherapist Scope of Practice.

c) **Placement supervision**

For trainees who have clinical placements as part of their training:

i) it is understood that training supervision is the primary supervisory relationship for a trainee. Placement supervisors are not responsible for the trainee’s training programme;

ii) placement supervision will be covered by a contract between the psychotherapy programme provider and the placement agency that addresses the clinical safety of the trainee and client/s. This contract will be made transparent to trainees;

iii) the contract between the psychotherapy programme provider and the clinical placement will include guidelines for the placement management of trainees and protocols in regard to acute situations and concerns.

8) **Clinical experience**

A trainee’s clinical experience will progress based on their development, and will be a part of ongoing assessment and evaluation:

i) trainees will have access to clinical experiences that develop their knowledge and skills while meeting programme requirements;

ii) if a psychotherapy trainee has an employment contract with a placement agency, a training placement contract also needs to be in place;

iii) where there is a training clinic on site, clear protocols about participation for trainees and clients are available.

9) **Research**

Training providers will inform trainees how to access current research material relevant to psychotherapy practice. Trainees will develop the capacity to evaluate and critically reflect on psychotherapy related research and apply it to their written work and clinical practice.

10) **Assessment and evaluation**

Assessment and evaluation will be an integrated component of the education programme.

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14 Requirements for psychotherapist registration in the Psychotherapist Scope of Practice or Psychotherapist Scope of Practice with Child and Adolescent Psychotherapist Specialism is 900 hours of supervised clinical hours.

15 Please see education and practice standards no. 2 page 5 of this document
a) **Evaluation of trainees will include the following:**

i) clinical skills;

ii) the capacity for personal reflection;

iii) psychotherapy knowledge and understanding;

iv) social and cultural awareness;

v) clinical case work;

vi) use of supervision;

vii) academic writing;

viii) that the trainee meets the standards set by the Board.

For trainees undertaking a child and adolescent psychotherapy training programme:

ix) completion of an infant observation study.

b) **Feedback to trainees**

The process of evaluating trainees is integral to the programme and will cover feedback on a) above. The process will be open and transparent including:

i) a clear process for trainees and staff to address non-attainment of learning criteria;

ii) a process to exit trainees who are considered unsuitable for ongoing training.

c) **Final assessment that leads to eligibility for registration**

At the completion of the programme the trainee will demonstrate that they meet the requirements for the programme’s qualification. The Psychotherapist Clinical Competencies, Standards of Cultural Competence and Standards of Ethical Conduct will be a component of ongoing and final assessments.

Assessment processes will culminate in a final clinical assessment which will include:

i) a detailed case study of therapeutic process and outcome;

ii) supervisor reports;

iii) panel oral assessment.

11) **Programme evaluation**

The programme will provide:

i) opportunities for evaluation and feedback from trainees;

ii) processes for evaluation and review from trainers;

iii) processes for incorporation of review outcomes into ongoing course or programme development.

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16 Ethical, clinical and cultural

17 As per the Tavistock Model (or equivalent)

18 Assessment and evaluation

19 See Glossary for description of required case study
12) Accreditation review

Programmes will be reviewed every five (5) years. If there are substantial changes to the content or structure of the programme within that period, the programme provider will be required to submit the proposed changes to the Board for acceptance in advance of the changes being made.
## Glossary

<table>
<thead>
<tr>
<th><strong>Applied Theory</strong></th>
<th>The application of theory to clinical practice.</th>
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<tbody>
<tr>
<td><strong>Case study</strong></td>
<td>Intensive observation and in-depth study of a psychotherapy process. For the purpose of assessment, the case study will provide evidence of the trainee’s theoretical understanding, application of clinical skills, personal process and the integration of these.</td>
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<tr>
<td><strong>Clinical Practice</strong></td>
<td>The direct psychotherapeutic work with clients.</td>
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<tr>
<td><strong>Clinical Supervision</strong></td>
<td>Clinical supervision is a regular protected meeting where supervisees discuss their work practice in an individual or group setting. Psychotherapists and trainee psychotherapists receive professional support from a registered psychotherapist to support the development of knowledge, clinical and ethical competence, and professional identity.</td>
</tr>
<tr>
<td><strong>Educator and Trainer</strong></td>
<td>These terms are used interchangeably in this document. Educator and trainer is a person who provides instruction or education.</td>
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<tr>
<td><strong>Experiential Learning</strong></td>
<td>A teaching/learning style that encourages and facilitates embodied psychological experience specific to the learning context at the time. Its focus is on direct physical emotional and mental field awareness, I/self-consciousness, and psychospiritual experience where this is addressed by the modality. From this, conceptual frames are extrapolated and extended. Experiential learning is therefore essentially process-centred.</td>
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<tr>
<td><strong>Full Time Equivalent</strong></td>
<td>The Full Time Equivalent (FTE) is 37.5 hours per week which includes contact learning hours and self-directed hours. This provides a basis of comparison for those studying part time.</td>
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<tr>
<td><strong>Panel Oral Assessment</strong></td>
<td>A process where trainees present themselves and their work and are able to meet members of a panel and take part in a professional dialogue about themselves and their work.</td>
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<tr>
<td><strong>Placement Agency or Place of Work</strong></td>
<td>An agency or place of work offering clinical experience to trainees studying psychotherapy, under contract with the training programme.</td>
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<tr>
<td><strong>Programme</strong></td>
<td>A programme applying for accreditation by the Psychotherapists Board of Aotearoa New Zealand under the Health Practitioners Competence Assurance Act 2003.</td>
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<tr>
<td><strong>Supervisor Reports</strong></td>
<td>Report by the trainee’s supervisor as appropriate to their particular supervisory role, providing information on the trainee’s learning, understanding and clinical skill.</td>
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<tr>
<td><strong>Trainee</strong></td>
<td>A person who is both enrolled and studying in the theoretical and practical training required to become a Psychotherapist.</td>
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<tr>
<td><strong>Training Clinical Supervision</strong></td>
<td>A formative supervisory relationship which examines and explores the trainee’s therapeutic work including transference experiences. The role also includes the responsibility for teaching the trainee what supervision entails, how to prepare for it, and how to get the best from it.</td>
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Appendix One: Background

Under section 11 of the HPCAA the Board has prescribed three broad scopes of practice:

1) Psychotherapist Scope of Practice;
2) Psychotherapist Scope of Practice with Child and Adolescent Psychotherapist Specialism;
3) Interim Psychotherapist Scope of Practice.

Under section 118(a) the Board is required:

‘to prescribe the qualifications required for scopes of practice within the profession, and, for that purpose to accredit and monitor education institutions and degrees, courses of studies, or programmes’.

The principles guiding prescribed qualifications have been used by the Board in developing the proposed accreditation requirements:

- that the qualifications must be necessary to protect members of the public;
- that the qualifications may not unnecessarily restrict the registration of persons as health practitioners;
- that the qualifications may not impose undue costs on health practitioners or the public.

Accredited programmes or pathways are expected to provide graduating trainees with the knowledge, skills and other profession standards and competencies necessary to practise as a psychotherapist in New Zealand. Board expectations are outlined in its Scopes of Practice, Standards of Ethical Conduct, Core Clinical Competencies and Cultural Competencies.

Once the psychotherapy accreditation requirements are finalised, training programmes will be assessed on application against the Board’s finalised accreditation standards.

Training Providers will be given a transition period of three (3) years to review and revise their training programme to meet accreditation requirements. When this timeframe ends the Board will publish a list of prescribed qualifications. This list will supersede the list of programmes currently grandparented by the Board. Graduates of these accredited programmes will be eligible to apply for registration.

The Board expects assessment of new training provider applications to initially occur twice a year. Programme providers seeking accreditation of their psychotherapy programme, after the publication of accredited training programmes, will be required to wait until the next accreditation assessment period. Programme providers should note that prior to gazetting any prescribed qualification the Board must consult with the profession, stakeholders and the public.

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20 Gazette notice.