Accreditation standards for psychotherapy training providers
- Modality-specific programmes
- Professional development pathways
- Educational programmes

Training Provider Consultation September 2019
The Psychotherapists Board of Aotearoa New Zealand (Board) invites training provider consultation on accreditation standards for psychotherapy training programmes/pathways.
The draft accreditation standards are located in Part Two of this document.
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 training providers, practitioners, stakeholders and members of the public.

Responses
Please email submissions to registrar@pbanz.org.nz on or before Friday 29th November 2019¹.

Facilitated consultation hui
The Board will be inviting training providers to attend consultation hui in October and November 2019² prior to the end of the consultation period. The purpose of the hui will be to discuss the draft accreditation criteria, highlight key changes, provide clarification and answer training providers’ questions.
Training providers are welcome to submit written consultation responses before or following the facilitated consultation hui.

¹ Microsoft Word format would be appreciated.
² Auckland, Wellington and Christchurch
## Contents

### Part One – Background information .................................................................................................................. 3

1. Health Practitioners Competence Assurance Act 2003 ....................................................................................... 3

2. Principles guiding formation of accreditation standards ....................................................................................... 3

3. Accreditation standards ........................................................................................................................................... 4

4. Psychotherapy training ........................................................................................................................................... 5

5. Consultation process ................................................................................................................................................ 5

6. Clinical supervisors and clinical supervision ...................................................................................................... 6

7. Overseas-qualified psychotherapists ..................................................................................................................... 7

8. Trans-Tasman Mutual Recognition Act 1997 ....................................................................................................... 7

9. Psychotherapy students/trainees .......................................................................................................................... 8

### Part Two – Accreditation standards .................................................................................................................... 9

Accreditation standards for psychotherapy training providers .............................................................................. 10

Accreditation standards glossary ............................................................................................................................ 17

### Part Three – Processes and costs ......................................................................................................................... 19

Appendices .................................................................................................................................................................. 20

Appendix 1 - Psychotherapist Core Clinical Competencies (link) ........................................................................... 20

Appendix 2 - Psychotherapist Cultural Competencies (link) .................................................................................. 20

Appendix 3 - Psychotherapist Standards of Ethical Conduct (link) ....................................................................... 20

Appendix 4 - General consultation information (link) ........................................................................................... 20

Acknowledgements .................................................................................................................................................... 20
Psychotherapists Board of Aotearoa New Zealand Commitment

The Psychotherapists Board of Aotearoa New Zealand (Board) has a commitment to work in ways that acknowledge the status of Māori and Pākehā as partners to Te Tiriti o Waitangi/the Treaty of Waitangi.

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

The Board acknowledges that, within Aotearoa New Zealand, psychotherapy practice and theory has emerged and developed within cultural and social contexts and that practice may be limited when approached from only one cultural perspective.

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

All Board work, including the creation of the psychotherapy accreditation standards, is guided by:

- Te Tiriti o Waitangi/the Treaty of Waitangi
- Health Practitioners Competence Assurance Act 2003
- Health and Disability Commissioner Act 1994 – Code of Health and Disability Services Consumers’ Rights
- Health and Disability Services Act 1993
- Health and Safety at Work Act 2015
- Privacy Act 1993 – Health Information Privacy Code 1994
- Human Rights Act 1993
- Psychotherapist Scopes of Practice
- Psychotherapist Core Clinical Competencies
- Psychotherapist Cultural Competencies
- Psychotherapist Standards of Ethical Conduct.

Part One – Background information

1. Health Practitioners Competence Assurance Act 2003

The Board is a responsible authority established under the Health Practitioners Competence Assurance Act 2003 (HPCAA). The purpose of the HPCAA is ‘to protect the health and safety of the public by providing for mechanisms to ensure that all psychotherapists are competent and fit to practise’.

One of the functions of the Board under the HPCAA is to accredit psychotherapy training programmes and pathways that lead to a graduate’s eligibility to apply for registration as a psychotherapist.

Under section 118(a) of the HPCAA, 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 study, or programmes’.

All training psychotherapy qualifications that lead to registration as a psychotherapist will be prescribed by the Board as per section 12 of the HPCAA.

Holding a prescribed qualification may lead to psychotherapist registration in one of the Board’s Scopes of Practice.

2. Principles guiding formation of accreditation standards

In developing these accreditation standards, the Board has been guided by the following:
i. the Board seeks to meet the requirements of the HPCAA through supporting the strengths and diversity of psychotherapy training, practice and approaches including respect for educational, intellectual and cultural freedom and autonomy

ii. the Board seeks to support the growth and vitality of psychotherapy as a relational, therapeutic health practice including profession-specific theory and academic research

iii. accreditation standards set the minimum standards for psychotherapy training programmes/pathways within Aotearoa New Zealand. They provide assurance that an accredited psychotherapy programme or pathway is producing graduates who have acquired knowledge and skills to practise competently as psychotherapists in Aotearoa New Zealand

iv. it is the Board’s intention that accreditation processes be conducted in a constructive and collegial manner that allows for the diversity of training programmes/pathways provided for students of psychotherapy. The Board aims for accreditation criteria that, as much as possible, will be based on trainers’ self-assessment processes and reviewed by the Board in relation to final accreditation standards.

3. Accreditation standards
   i. Accreditation standards will have due regard for the individual or group character of a programme or pathway. Accreditation standards have been developed to be inclusive and to allow a high level of self-direction and autonomy for training providers of psychotherapy programmes/pathways while demonstrating that graduates meet the Board’s Standards of Ethical Conduct, Core Clinical Competencies and Cultural Competencies as well as the psychotherapy practise standards required of graduates.

   ii. The Board is aware that training as a psychotherapist can be achieved via a range of approaches and that many current training programmes/pathways have been effective in qualifying practitioners with a theoretical and practical knowledge base, resulting in competent practitioners.

   iii. The Board acknowledges that psychotherapy training processes, structures, settings and resources vary amongst training providers.

   iv. Finalised accreditation standards will apply to all training providers, including those currently grandparented by the Board.

   v. The diagram below identifies how accreditation standards include and are supported by Board Standards.

   
   ![Diagram of Accreditation Standards](image)

   - Prescribed qualification
   - Eligible to apply for registration
   - Accreditation standards
   - Psychotherapist scopes of practice
   - All psychotherapists are registered within a scope
   - Prescribed qualifications meet accreditation standards
   - Minimum psychotherapy training standards
   - Board standards developed in consultation with psychotherapists and stakeholders
   - Psychotherapist regulation

   Health Practitioners Competence Assurance Act 2003 (HPCAA)
4. Psychotherapy training

Psychotherapy training is considered an advanced training, equivalent to postgraduate level.

The Board is aware that many psychotherapy qualifications are Australasian and/or international and that the reality of training as a psychotherapist in Aotearoa New Zealand is delivered through a range of approaches to programme structure, content and training processes. Further to this, theoretical knowledge may be specific and may overlap between several approaches. While varied in approach, psychotherapy training is considered to be effective when identified components of clinical practice are evident, such as the ability to assess and the ability to participate in and manage psychotherapeutic relationships with individuals, couples, families and groups.

Due to the complexity and diversity of psychotherapy training and informed by consultation with training providers, the Board has developed meta-level standards within a single accreditation standards document. This single accreditation standards document is designed to include and acknowledge the different types of psychotherapy training available in Aotearoa New Zealand including:

- psychotherapy professional development pathways
- psychotherapy educational programmes
- psychotherapy modality-specific programmes

Accreditation standards have been drafted with the knowledge that Australasian/overseas training providers as well as Aotearoa New Zealand training providers may apply to have their qualification accredited by the Board.

A qualification that meets the accreditation standards will be Gazetted as a prescribed qualification, i.e. an advertisement that graduates who hold a prescribed qualification will be eligible to apply for registration as a psychotherapist in Aotearoa New Zealand.

The Board notes that any person holding an overseas psychotherapy qualification not prescribed by the Board can apply to the Board under section 15(2) of the HPCAA to have their qualification assessed as equivalent to or as satisfactory as a prescribed qualification. Assessments under section 15(2) apply to individuals only and are assessed on a case-by-case basis – see Overseas-qualified psychotherapists for further information.

5. Consultation process

The Board is committed to open, transparent and consistent consultation. To date, the Board has consulted only with training providers – wider consultation will take place in 2020.

As well as written consultation, the Board has hosted several face-to-face meetings to discuss the development of accreditation standards. These meetings have been helpful and have directly led to the development of meta-level standards.

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3 Previously, the Board had consulted on two separate standards.
4 Psychotherapy professional development pathways are focused on the supervisory 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. 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 trainees in discussion with their training clinical supervisor.
5 Educational programmes will have a prescribed programme that trainees attend. Programme criteria are defined and stipulated at the beginning of the programme. Education-based pathways include theoretical learning and practice in training groups plus supervised clinical practice, which may begin during or after the theoretical part of any programme.
6 Modality-specific training programmes can situate themselves within the definition that best describes their programme.
7 Following as Part Two.
8 Who meet the criteria within finalised accreditation standards.
9 The Board has a ‘Policy statement on Criteria Expected for Comparable Qualification, which’ will be reviewed to reflect finalised accreditation standards.
10 They do not apply to training providers.
The Board and the Accreditation Committee\(^{11}\) appreciate the full, detailed responses training providers have submitted as these responses have assisted the Board and the Accreditation Committee in refining the draft accreditation standards.

Consultation has included and continues to include the Board’s request for training providers to consult with their te Tiriti o Waitangi partners or cultural advisers on these draft accreditation standards. Training providers consulted to date include:\(^{12}\)

- Auckland University of Technology (AUT)
- Gestalt Institute of New Zealand
- New Zealand Institute of Psychoanalytic Psychotherapy (NZIPP)
- Ashburn Clinic
- New Zealand Association of Psychotherapists (NZAP)
- Waka Oranga National Collective of Māori Psychotherapy Practitioners
- New Zealand Association of Child and Adolescent Psychotherapists (NZACAP)
- Australia and New Zealand Society of Jungian Analysts (ANZSJA)
- International Psychoanalytical Association (IPA)
- Australia and Aotearoa New Zealand Psychodrama Association (ANZPA)
- Australia and New Zealand Association of Psychotherapists (ANZAP)
- Aotearoa New Zealand Transactional Analysis Association (NZTAA)
- Auckland Transactional Analysis Training Institute
- Wellington Transactional Analysis Training Institute
- Christchurch Transactional Analysis Training Institute
- Dunedin Transactional Analysis Training Institute
- Institute of Psychosynthesis New Zealand
- New Zealand Society for Bioenergetic Analysis
- Institute of Child and Adolescent Psychoanalytic Psychotherapy (ICAPP)
- Psychosynthesis Institute of New Zealand
- Psychodrama Federation of Training Institutes in New Zealand (FTINZ)
  - Auckland Training Centre of Psychodrama
  - Wellington Psychodrama Training Institute
  - Christchurch Institutes for Training in Psychodrama
  - Centre for Experiential Learning and Development, Nelson
  - Training in Action Dunedin.

6. **Clinical supervisors and clinical supervision**

Following considered review of training provider feedback, the Board’s obligations under the HPCAA and robust discussion, the Board has agreed the following.

\(^{11}\) The Accreditation Committee was appointed by the Board in March 2013. The Committee is made up of six members – two Board members and four training providers. Committee members were sought via expressions of interest, and all who applied were appointed. The purpose of the Accreditation Committee is to advise the Board on accreditation criteria, processes and policy and works to terms of reference. Committee members are Ms Suzanne Johnson, Mr Hamish Brown, Mr Peter Hubbard, Ms Mary Cubitt, Ms Brenda Levien and Ms Josie Goulding. Mr Brown was appointed in 2017, and all other members were appointed in 2013.  
\(^{12}\) If you are aware of training providers that have not been contacted by the Board, please let the Registrar know.
It is a minimum standard for a trainee working with members of the Aotearoa New Zealand public to have regular access to supervision with a psychotherapist\(^\text{13}\) with a current annual practising certificate (APC) or a supervisor registered under the HPCAA with a current APC approved by the Board as having sufficient psychotherapy training, knowledge, skills and professional development within the relevant scope of practice.

In situations where a modality-specific supervisor cannot be located in Aotearoa New Zealand, the training provider must also provide frequent (at least monthly) access to a psychotherapist\(^\text{14}\) with a current APC or a supervisor registered under the HPCAA with a current APC approved by the Board as having sufficient psychotherapy training, knowledge, skills and professional development within the relevant scope of practice. This is to ensure that the cultural context and legislative requirements of Aotearoa New Zealand are addressed.

The Board appreciates the feedback provided by modality-specific training providers who may have difficulty finding supervisors registered under the HPCAA with a current APC for their training. The Board has considered the possibility that some training providers may only have modality-specific supervisors based overseas.

The Board is not inhibiting supervision on this basis. However, if students or trainees of psychotherapy are working with members of the Aotearoa New Zealand public, the Board is of the opinion that access to a supervisor registered under the HPCAA with an APC is a minimum requirement in the interest of the Aotearoa New Zealand public.

### 7. Overseas-qualified psychotherapists

A person with an overseas psychotherapy qualification who does not hold a prescribed qualification\(^\text{15}\) can apply to the Board under section 15(2) of the HPCAA to have their qualification assessed as equivalent to or as satisfactory as a prescribed qualification.\(^\text{16}\)

Registration under section 15(2) of the HPCAA may include a condition on the psychotherapist scope of practice ‘Competence to practise in the New Zealand context’.

This condition will require the psychotherapist to provide evidence, in their own words, of competence in the following areas:

- Te Tiriti o Waitangi/Treaty of Waitangi and relevance to psychotherapy practice in Aotearoa New Zealand
- Cultural and social dynamics and safety specifically relevant to Aotearoa New Zealand
- Understanding of the Aotearoa New Zealand health sector and New Zealand legal system including working with the Accident Compensation Corporation (ACC), Health and Disabilities Commissioner (HDC) (including the HDC Code of Health and Disability Services Consumers’ Rights) and the Health Practitioners Competence Assurance Act (HPCAA).

### 8. Trans-Tasman Mutual Recognition Act 1997

Some psychotherapists and training providers have asked about the Trans-Tasman Mutual Recognition (TTMR) eligibility. As psychotherapists are not a regulated profession in Australia, the Trans-Tasman Mutual Recognition Agreement does not apply to Australian psychotherapists seeking registration in Aotearoa New Zealand.\(^\text{17}\) Should psychotherapists become regulated in Australia under the Australian Health Practitioner Regulation Agency (APHRA), this would change.

\(^{13}\) Registered under the HPCAA.

\(^{14}\) Registered under the HPCAA.

\(^{15}\) Prescribed qualifications will be Gazetted. People with a prescribed qualification will be eligible to apply for registration.

\(^{16}\) The Board has a Policy statement on Criteria Expected for Comparable Qualification, which will be reviewed to reflect finalised accreditation standards.

\(^{17}\) The Board has sought a legal opinion on this matter.
9. Psychotherapy students/trainees

Psychotherapy students or trainees enrolled and participating in a psychotherapy training programme/pathway who begin working with the public under supervision are currently using the title ‘trainee of psychotherapy’ or ‘student of psychotherapy’. Once they are registered with the Board, they can use the title ‘psychotherapist’.
Part Two – Accreditation standards

All training providers offering a programme or pathway that leads graduates to be eligible to apply for registration as a psychotherapist will be required to meet the following draft accreditation standards.

Contents

Accreditation standards for psychotherapy training providers ..................................................10
1. Governance ..........................................................................................................................10
2. Education and practice standards ......................................................................................11
3. Acceptance/admission criteria ............................................................................................11
4. Programme/pathway structure and content .......................................................................12
5. Trainers educators and/or supervisors within the training programme/pathway ...............12
6. Clinical supervisors and clinical supervision within the training programme/pathway ..........13
7. Clinical experience ...............................................................................................................14
8. Research ............................................................................................................................15
9. Assessment and evaluation .................................................................................................15
10. Accreditation review ..........................................................................................................16

Accreditation standards glossary ..............................................................................................17
Accreditation standards for psychotherapy training providers

1. Governance

a) Governance responsibilities

Training providers seeking accreditation are required to describe the relationship and accountability structures in place that provide oversight of the programme/pathway. Relationships, responsibilities, roles and decision-making processes are to be defined. This ensures that there is a commitment to providing sufficient support to enable continuity, quality and effectiveness of the training.

Programmes/pathways that deliver parts of their psychotherapy training and or supervision via digital media/telecommunications are required to have in place guidelines for their confidential and effective use.

b) Philosophy

Training providers seeking accreditation will articulate a coherent purpose and theoretical framework describing what the training seeks to achieve. There will be an observable connection between the training philosophy and method of delivery. This philosophy will provide the basis for an integrated body of professional knowledge. All training providers are required to describe the rationale and objectives that guide their programme/pathway.

c) Code of ethics

The code of ethics that supports the programme/pathway will be described, available and compatible with the Board’s Standards of Ethical Conduct.

Training providers will have a process for managing and supporting trainees’ ethical concerns.

The programme/pathway will have a written and accessible complaints process.

d) Social and cultural context

Training providers will demonstrate processes that acknowledge:

i. in Aotearoa New Zealand, programmes/pathways exist in a bicultural nation with te Tiriti o Waitangi/the Treaty of Waitangi used as guiding principles

ii. in Aotearoa New Zealand, psychotherapy training programmes/pathways exist within a multicultural society with diversity of personal and cultural identities

iii. training providers will ensure that cultural consultation is available and utilised for all trainees within their programme/pathway.

e) Health and safety responsibilities

Training providers will include health and safety in their guidelines for trainers, trainees and supervisors.

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18 Indicates the understanding that governance in Aotearoa New Zealand includes acknowledgement of two distinct founding cultures.
19 Meet the requirements of the Health and Safety at Work Act 2015.
2. Education and practice standards

Acknowledging the diversity of training programmes/pathways and final assessments, all final assessments for an accredited qualification are required to include the Board’s practice standards. Training providers will demonstrate that, by graduation, trainees have acquired the competencies required for registration within the relevant Board scope of practice. Trainees successfully completing any training programme/pathway\(^{20}\) will be able to:

i. work independently, effectively 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 utilise psychotherapy research and literature to inform their practice.

3. Acceptance/admission criteria

a) Prior to acceptance/admission

Prior to acceptance/admission, trainees will have made available to them:

i. the admission and/or selection criteria

ii. an outline of the programme/pathway

iii. a description of processes, expectations, supervision contracting and any other training provider guidelines

iv. an outline of the programme/pathway costs

v. the programme/pathway’s relationship to registration

b) Acceptance/admission criteria

Selection criteria includes consideration of the objectives of the programme/pathway and the required and desired attributes of psychotherapy graduates. The programme/pathway will have acceptance criteria that will be used to evaluate the trainee’s capacity to engage in psychotherapy training. These criteria will include consideration of a trainee’s:

i. relevant prior learning and/or engagement with interpersonal work, health and social wellbeing practices and services

ii. openness to self-examination and personal and professional self-development

iii. potential to form effective interpersonal relationships in one-to-one and group contexts

iv. potential for engaging with the developmental demands of a therapeutically based programme/pathway

v. capacity for engaging with the learning requirements of the programme/pathway

vi. self-awareness, maturity and stability

vii. agreement to undergo a required Police check.\(^ {21}\)

\(^{20}\) Programmes will prepare the trainees for assessment equivalent to postgraduate level.

\(^{21}\) As a fitness to practise requirement for subsequent registration.
4. Programme/pathway structure and content

a) Competencies and standards

i. The programme/pathway structure and content are required to be transparent and available to trainees and reflect the primary modality being taught.

ii. Programme/pathway providers will give attention to teaching methods and various group sizes relevant to learning outcomes.

iii. Programme/pathway providers 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 will show how the Board’s Core Clinical Competencies, Cultural Competencies and Standards of Ethical Conduct are met within the training assessment processes.

b) Programme/pathway information

Programme/pathway providers will supply trainees with current programme/pathway details that describe:

i. trainers’ and supervisors’ qualifications, roles, registration and annual practising certificate (APC) status

ii. evaluation criteria and assessment processes

iii. complaints and appeal protocols.

c) Length of programme/pathway

It is understood that psychotherapy training is a full-time or part-time experience normally of 3–10 years. Training providers will ensure that they manage the time boundaries of the training process. Psychotherapist training will be long enough to ensure that a graduating psychotherapist meets Board accreditation standards and has developed in regard to both practice and identity.

d) Personal development

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

i. each trainee’s participation in a regular personal psychotherapeutic process during their training programme/pathway

ii. participation in active learning experiences and engagement with and feedback from supervisors, trainers and peers.

e) Knowledge and skills development

Trainees assessment allows for demonstration of knowledge and skills, as required by the programme/pathway and as described in the Board’s scopes of practice. These are acquired throughout training and will contribute to the achievement of the programme/pathway qualification as well as the Board’s Core Clinical Competencies, Cultural Competencies and Standards of Ethical Conduct.

5. Trainers educators and/or supervisors within the training programme/pathway

Programme/pathway providers are required to demonstrate that:

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22 In some programmes/pathways, the trainer may be a supervisor.
i. trainers have qualifications equivalent to the qualification they are teaching

ii. trainers, educators and supervisors not yet fully qualified for their training role will be participating in their own education and supervision of their teaching and/or supervision role

iii. the programme/pathway team is identified and has responsibility for facilitating ongoing development of the programme/pathway

iv. trainers, educators and supervisors are required to participate in regular supervision of their roles including a review process decided by their organisation – in professional development pathways, training supervisors are required to participate in regular role supervision

v. the areas of responsibility held by trainers, educators and supervisors and the relationships between these roles and the pathway/programme are clearly delineated and the nature of reporting relationships is identified

vi. the programme/pathway will enable the trainee to meet the Board’s Core Clinical Competencies, Cultural Competencies and Standards of Ethical Conduct

vii. trainees have access to registered psychotherapists with a current APC in the relevant scope of practice for that training.

6. Clinical supervisors and clinical supervision within the training programme/pathway

a) Clinical supervisors

Programme/pathway providers will ensure clinical supervisors are assessed as having sufficient psychotherapy training, knowledge, skills and professional development.

b) Clinical supervision

Regular and frequent clinical supervision is core to psychotherapy training:

i. programme/pathway providers are responsible for the provision of clinical supervision to psychotherapy trainees. Programme/pathway providers will demonstrate that clinical supervisors meet the Board’s Core Clinical Competencies, Cultural Competencies and Standards of Ethical Conduct within the relevant scope of practice

ii. training providers will ensure that cultural consultation is available

iii. it is a minimum standard for a trainee working with members of the Aotearoa New Zealand public to have regular access to supervision with a psychotherapist23 with a current APC or a supervisor registered under the HPCAA with a current APC approved by the Board as having sufficient psychotherapy training, knowledge, skills and professional development within the relevant scope of practice

iv. in situations where a modality-specific supervisor cannot be located in Aotearoa New Zealand, the training provider must also provide frequent (at least monthly) access to a psychotherapist24 with a current APC or a supervisor registered under the HPCAA with a current APC approved by the Board as having sufficient psychotherapy training, knowledge, skills and professional development within the relevant scope of practice. This is to ensure that the cultural context and legislative requirements of Aotearoa New Zealand are addressed

23 Registered under the Health Practitioners Competence Assurance Act 2003 (HPCAA).
24 Registered under the HPCAA.
v. Programmes/pathways that provide clinical supervision via digital media/telecommunications are required to have in place guidelines for confidential and effective use.

c) Clinical supervision timeframes for trainees
i. Trainees enrolled in programmes/pathways that have supervision as the central mode of learning are required to have weekly supervision for the duration of the pathway.
ii. Trainees enrolled in educational-based programmes are required to complete a minimum of 2 years of supervised clinical practice with at least 1 year of weekly clinical supervision.
iii. A minimum of 250 supervised clinical hours is to be completed during the training programme/pathway.
iv. The programme/pathway provider ensures there is a system in place for documenting supervised clinical hours.

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 completed at least 250 hours of supervised clinical practice will be eligible to apply for registration within the interim psychotherapist scope of practice.

d) Psychotherapy training models relational processes and therefore the following will be in place in relation to supervision
i. Robust processes and procedures to help address concerns where they have been identified.
ii. 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.
iii. Transparent mechanisms for trainees to address a conflict of interest.
iv. Recourse to complaint procedures in the event that other discussions are unsatisfactory.

e) Placement supervision for trainees
For trainees who have clinical placements as part of their training, the following is understood:
  i. Training supervision is the primary supervisory relationship for a trainee, and therefore, placement supervisors are not responsible for the trainee’s training programme/pathway
  ii. A contract between the psychotherapy programme/pathway provider and the placement agency that addresses the clinical safety of the trainee and client/s is required and this contract will be made transparent to trainees
  iii. The contract between the psychotherapy programme/pathway provider and the clinical placement will include guidelines for the placement management of trainees and protocols in regard to acute situations and concerns.

7. Clinical experience
A trainee’s clinical experience will progress based on their development and will be a part of ongoing evaluation:
  i. Trainees will have access to clinical experiences that develop their knowledge and skills while meeting programme/pathway requirements
  ii. Where there is a training clinic on site, clear protocols about participation for trainees and clients are available.
8. Research

As part of their training/supervision, trainees will develop the capacity to evaluate and critically reflect on psychotherapy-related research and apply it to their written work and clinical practice. Programme/pathway providers will describe how trainees gain access to current research material relevant to psychotherapy practice.

9. Assessment and evaluation

a) Evaluation of the trainee will include:
   i. capacity to establish and maintain psychotherapeutic relationships
   ii. clinical skills
   iii. social and cultural awareness
   iv. capacity for personal reflection
   v. psychotherapy knowledge and understanding
   vi. clinical case work
   vii. use of supervision
   viii. formal writing
   ix. the trainee meeting the standards set by the Board.

For trainees undertaking a child and adolescent psychotherapy training programme/pathway:

x. completion of a Mother/Caregiver Infant Observation Study (see glossary).

b) Feedback to trainees

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

i. a process for the trainee and supervisor to address non-attainment of professional development and 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/pathway, the trainee will demonstrate that they meet the requirements for the programme/pathway’s qualification.

The Board’s Core Clinical Competencies, Cultural Competencies and Standards of Ethical Conduct will be a component of ongoing and final assessment.

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

i. a detailed case study of therapeutic process and outcome
ii. supervisor reports
iii. panel oral assessment of clinical practice.

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25 See 2. Education and practice standards.
26 The Board’s Core Clinical Competencies, Cultural Competencies and Standards of Ethical Conduct.
27 Refer glossary.
28 Refer glossary.
29 Refer glossary.
d) Programme/pathway evaluation

The programme/pathway provider will facilitate:

i. defined opportunities for evaluation and feedback from trainees and processes for evaluation and review of the programme/pathway supervisors and/or trainers

ii. processes for incorporation of review outcomes into ongoing programme/pathway development.

10. Accreditation review

Programmes/pathways will be reviewed at the end of every second end-to-end rotation unless there are substantial changes to the content or structure of the programme/pathway within that period.
### Accreditation standards glossary

<table>
<thead>
<tr>
<th><strong>Applied theory</strong></th>
<th>The application of theory to clinical practice.</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td><strong>Clinical practice/hours</strong></td>
<td>The direct psychotherapeutic work with clients.</td>
</tr>
<tr>
<td><strong>Clinical supervision</strong></td>
<td>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>Cultural consultation</strong></td>
<td>Consultation with a person who has expertise within a cultural context – see Board Cultural Competencies for the definition of cultural.</td>
</tr>
<tr>
<td><strong>Mother/Caregiver Infant Observation</strong></td>
<td>Mother/Caregiver Infant Observation is one of the training foundations for Child and Adolescent Psychotherapy, both here in Aotearoa and internationally, providing experiential learning for the observer/student in terms of their own observational skills, unconscious processes and defences. The naturalistic observation occurs over 2 years and begins in the third trimester of pregnancy with weekly observations for the first year moving to fortnightly in the second year. The observation is for one hour and focuses on the infant, the interaction between mother/caregiver and infant, as well as the student’s responses to what is observed. Observers learn first-hand how a relationship between an infant and their family/whanau begins, and the observation enables them to think about how infants develop (physically, emotionally, behaviourally, socially and cognitively) within their cultural context. There is no recording taken during the observation with notes made as soon as practicable afterward. These detailed notes are then discussed in weekly, then fortnightly small group seminars with in-depth reference to theory (primarily psychodynamic, object relations and developmental theory).</td>
</tr>
<tr>
<td><strong>Programme/pathway provider</strong></td>
<td>A psychotherapy training group, individual or organisation applying for accreditation by the Psychotherapists Board of Aotearoa New Zealand under the Health Practitioners Competence Assurance Act 2003.</td>
</tr>
<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>
</tr>
<tr>
<td><strong>Placement agency or place of work</strong></td>
<td>An agency or place of work offering clinical experience to trainees undertaking a pathway studying psychotherapy, under contract with the training pathway.</td>
</tr>
<tr>
<td><strong>Second end-to-end rotation</strong></td>
<td>The length of the programme times two.</td>
</tr>
<tr>
<td><strong>Supervisor report</strong></td>
<td>Report by the trainee’s supervisor, as appropriate to their supervisory role, providing information on the trainee’s learning, understanding and clinical skill.</td>
</tr>
<tr>
<td><strong>Trainee</strong></td>
<td>A person who has been accepted into a Board-approved professional development programme/pathway training in the theoretical and practical training required to become a registered psychotherapist.</td>
</tr>
<tr>
<td><strong>Training clinical supervision</strong></td>
<td>A formative supervisory relationship that examines and explores the trainee’s therapeutic work including transferential 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>
</tr>
</tbody>
</table>
Part Three – Processes and costs

The Board has agreed to subsidise the cost of accreditation for a 2-year pilot period.

During this pilot period, training providers already grandparented who apply for accreditation will pay a subsidised fee of $2,650.00. The pilot period will use a paper-based assessment processes.

Pathways/programmes not already grandparented will be considered for subsidisation on a case-by-case basis.

This trial period will allow the Board to refine the process of assessment and determine the costs associated with accreditation. This information will then allow the Board to consider cost-recovery models.

It is the Board’s intention that accreditation processes will be conducted in a constructive manner that allows for the diversity of training programmes/pathways.

The Board has yet to consider the membership of a Board committee to assess applications for accreditation. Further to this, the Board has yet to consider how it will implement the ongoing monitoring of accredited programmes.

Accreditation processes will continue to undergo evaluation and improvement based on experience and feedback.

Psychotherapists Board of Aotearoa New Zealand accreditation flow chart – draft paper assessment process

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30 Subsidisation means that full cost recovery is not met, and the accreditation process will be supplemented by APC income.

31 No site visits are intended unless necessary.
Appendices

Appendix 1 - Psychotherapist Core Clinical Competencies (link)
Appendix 2 - Psychotherapist Cultural Competencies (link)
Appendix 3 - Psychotherapist Standards of Ethical Conduct (link)
Appendix 4 - General consultation information (link)

Acknowledgements

The Board appreciates and thanks training providers and stakeholders for their engagement and assistance during the development of these draft accreditation standards. The Board also acknowledges and thanks:

- the Board’s Accreditation Committee
- psychotherapy associations
- New Zealand regulatory authorities.