

****NB: This document contains the HIPC criteria for assessment as well as additional HIPC requirements.****

UKCP Humanistic and Integrative Psychotherapy College Criteria for Assessment Checklist

1) Introduction

This document has been produced by the Assessment Board to assist both assessors and member organisations in being clear about the basic minimum requirements for membership of the section. This is intended to summarise the practical implications in both the Training Standards Document (Updated and Revised January 2006) and other decisions of the Section and the UKCP as a whole. Sections of the HIPC TS document are included in italics for clarity.

MO's and Assessors should refer also to the relevant full TS documentation from both HIPC and the UKCP when preparing for Quinquennial Reviews and Assessments.

2) Length of Training/Supervision and Psychotherapy

The training shall be a minimum of four years duration

HIPS/ TS 2.3 (Part)

Training should include supervised practice of psychotherapy of an intensity, frequency and duration congruent with the form of psychotherapy being learnt and sufficient to ensure that the trainee achieves the capacity to perform effectively and safely as an autonomous practitioner.

Minimum of 450 hours of supervised clinical practice. Supervision ratio 6:1

HIPS/TS 2.5 & 2.6

Training shall include arrangements to ensure that candidates can identify and manage appropriately their personal involvement in and contributions to the processes of the psychotherapy approach they practice.

Candidates must have an experience of psychotherapy **congruent** with the psychotherapy in which they are in training, **a minimum of 40 hours per year for four years**, and normally be in psychotherapy throughout their training.

3) Written Work

HIPS /TS 4.6 (Part)

In addition to shorter assignments set during the training programme (such as essays, case studies, verbatim reports etc), candidates are required to complete at least one substantial piece of written work (dissertation / research thesis /extended case study) of at least 8,000 words. This should demonstrate the candidate's capacity for reflecting in depth on their own work and the approach in which they are training.

It is recommended that this should be marked by at least one independent examiner and where possible by an independent UKCP registered practitioner.

This means candidates must produce at least one longer piece of work of at least 8,000 words plus six shorter pieces which may be in any media. The longer piece of written work, even if this is an extended case study, must demonstrate a post graduate level of competence, which means it has a significant theoretical content.

4) Assessment

HIPS / TS 4.2 (Part)

Training programmes should publish the full curriculum and assessment procedures and candidates in training made fully aware of these. It is recommended that specific learning outcomes or intentions be identified for each component of the training programme (theory, skills, client work, personal awareness) and how these will be assessed and / or monitored.

HIPS / TS 4.4

Assessment of candidates should focus on the integration of theory, skills and personal awareness, the effective and responsible handling of client work and adherence to the values of humanistic and integrative psychotherapy as outlined in the introduction . (Please refer to the Introduction of the HIPS TS document Jan.2006 for clarification)

Continuous assessment is recommended during training in order to give due weight to the nature of psychotherapy and allow for the termination of training in unsuitable cases. These procedures should be transparent.

Assessment should include and be substantiated by objective evidence such as written work, audio or video recordings, and retained for external assessment or scrutiny.

HIPS / TS 4.6 (Part)

Training organisations should ensure that a range of assessments are internally verified (e.g. by cross marking or double marking). The whole assessment process should be moderated by at least one independent moderator external to the training programme.

The continuous assessment process in training is required to cover both theoretical and practical skills.

It is a requirement that each organisation publish transparent criteria for assessment/ learning outcomes. (See HIPC Learning Outcomes Guidelines).

It is expected that staff provide ongoing feedback on a regular basis, and particularly to provide early warning systems if students are struggling in order to allow them to take appropriate action.

The final assessment process should include a supervisors report and some form of assessment of both theoretical and practical skills. This must include some form of external validation.

5) Curriculum Content

The course content needs to be in line with the HIPS Training Standards document.

HIPS / UKCP 2.1

The study of the theory and practice of humanistic and / or integrative and/or transpersonal psychotherapy from assessment to closure. A core theoretical and philosophical basis for therapeutic practice is required.

The curriculum should include the following:

- a model of the person and mind
- a model of gendered and culturally influenced human development
- a model of human change and ways in which change can be facilitated
- a set of clinical concepts to relate to theory to practice
- an extensive engagement with existing literature which includes a critique of the core model
- an exploration of the philosophical foundations of the approach being taught
- a critical awareness of the multiple layers of human experience and the multi-dimensional nature of the therapeutic relationship

HIPS / TS 2.2

Understanding of basic research techniques and their application to the investigation and evaluation of psychotherapeutic practice.
Acquisition of a critical understanding of the relevance of studies and research findings in human development, psychopathology, neurophysiology, memory, sexuality, ethics, legal issues in relation to psychotherapy and social science.

HIPS / TS 2.7 (Part)

An introduction to the range of psychotherapies and counselling so that trainees may have an awareness of alternative treatments.
A critical consideration of the value system, theory of the person and underlying philosophy of these other approaches so that trainees may locate their own approach within the overall field of psychotherapy and have an awareness of alternatives.

6) Mental Health Placement

HIPS / TS 2.8

An opportunity for trainees to develop the following:

- skills in assessing and responding to the range of responses to shock and trauma, bereavement and spiritual crisis and differentiating these from severe

mental illness.

- the capacity to recognise severely disturbed clients, and when the practitioner should seek other professional advice
- an understanding of the procedures used in psychiatric assessment and liaison with other professionals involved in mental health

(Please see HIPS May 2003 Mental Health Familiarisation Placements)

Training organisations need to demonstrate how they meet these requirements. Any mental health placement needs to have clear outcomes.

7) Staff- student liaison

HIPS / TS 4.7 & 4.8

Trainees must be provided with sufficient regular feedback to allow them to assess their own strength and developmental needs.

Training programmes should have properly constituted bodies for ensuring the rights of candidates in training. These should normally include a system of scrutiny by an external moderator, an exam board, candidate representation (for example on a board of studies or programme board), published complaints and grievance procedures and appeals procedures.

Some form of staff-student liaison is essential

8) Codes of Practice and ethics

These need to be available, accessible and understandable including Codes of Ethics and practice for Psychotherapists Code of practice for supervisors Code of practice for training organisations, trainers and trainees Complaints procedure Grievance procedure Disciplinary procedure Appeals procedure for decision made about training

9) Continuing Professional Development

HIPS / TS 6.1

training and / or accrediting organizations should have in place a CPD policy in accordance with UKCP guidelines. (Also see HIPS CPD requirements and minimum standards final version of 10 March 2004)

It is a requirement that each organisation has a written CPD policy and demonstrate how it is monitored.

10) Dual Relationships

The HIPC proscribes the following relationships except where specific individual exemption has been agreed. (See HIPC Dual Relationships Document (2001))

Trainer/ Therapist
Therapist/ Supervisor
Trainer/ Final Examiner
Therapist/Examiner

ADDITIONAL HIPC REQUIREMENTS
FOR THE ASSESSMENT AND RE-ASSESSMENT OF
ORGANISATIONS
IN THE HUMANISTIC AND INTEGRATIVE PSYCHOTHERAPY
COLLEGE

(to be read in conjunction with the Generic UKCP Questionnaire)

HIPC REQUIRE THAT ORGANISATIONS INCLUDE THE FOLLOWING DOCUMENTATION:-

- 1) If this is a second or subsequent Review:
 - a) The previous Quinquennial Review report from the Assessment Board in full.
 - b) A paper on the organisation's response and actions taken in light of the requirements and recommendations in the last report.
 - c) All the reports from the HIPC External Moderator(s) in the last five years

- 2) Please give a breakdown of tutor (trainer) contact hours for each year of training, and show how these are divided up. (e.g. seminars, self development group etc). *NB Guidance on hours: Tutor contact hours over the whole training leading to UKCP registration should be at least 900 hours that will include supervision at a ratio of 1:6 and Mental Health Placement attendance.*

- 3) We require CVs of Trainers, Officers and Chairs of your organisation.

- 4) We require copies of students' written work together with assessment sheets from *several* years and several grades of success. We suggest in each year one essay with one good pass, one pass and one fail or rewrite. These should be sent ahead of the visit to the Lead Assessor.
Final papers can be read at the visit, and we would appreciate a similar diversity of success with final dissertations/ case studies etc, together with double marking sheets.

If you have any queries, your Lead Assessor would be happy to clarify these for you.

Thank you for supplying these documents they all help to make the assessment process as transparent as possible.

Passed by the HIPC Assessment Board
15th January 2013