



The Society for Existential Analysis

## SEA STANDARDS OF EDUCATION AND TRAINING

### **A Introduction**

UKCP has agreed principles on which to base its Training Standards and policies to regulate them across all psychotherapy modalities. These principles and policies are the concern of UKCP's Education, Training and Practice Committee, the colleges' Training Standards Committees, Accreditation Committees and the individual training organisations which devise and run psychotherapy training courses leading to UKCP registration. Each college/member organisation has its own modality-specific Standards of Education and Training (SET).

This document sets out the modality-specific requirements for Existential-Phenomenological Psychotherapy training Accreditation and Programme Re-accreditation by the Society for Existential Analysis (SEA). The SEA is an Organizational Member (OM) of the Constructivist and Existential College (CEC) and the document should be read in conjunction with the CEC SET.

The Training Standards are set out under four headings:

- The Existential-Phenomenological Therapist — Attitudes and Attributes
- The Existential-Phenomenological Training — Basic Requirements
- The Existential-Phenomenological Training — Training Components
- The Training Organisation — Practices and Procedures

### **B The Existential-Phenomenological Therapist — Attitudes and Attributes**

Trainings should enable and foster attitudes and attributes in students representative of an existential-phenomenological ethos. These will include:

- a) A stance of responsibility and openness to the other.
- b) An ethic of care and respect.
- c) A capacity for reflexivity and critical thinking.
- d) Awareness of individual process (self and other).

- e) A philosophical attitude to being human and how people live (existence).
- f) An emphasis on relatedness and collaborative exploration.

## **C The Existential-Phenomenological Training – Basic Requirements**

### 1. Course Structure

An existential-phenomenological training is one that offers a pathway to UKCP accreditation as an existential-phenomenological psychotherapist within the CEC. Such trainings must be:

- At postgraduate masters or masters' equivalent level and understood to be a specialist level of training;
- Appropriate to enable the consolidation and integration of theoretical knowledge and clinical experience and shall not be shorter than four years or normally longer than ten. At least 50% of such training shall be in the existential-phenomenological modality.

### 2. Modular Learning

Trainings may also be delivered that are capable of forming part of a full existential-phenomenological training. Such trainings:

- Must evidence how their programme could form part of a full training for UKCP accreditation as an existential-phenomenological psychotherapist;
- Must have clearly defined entry requirements as befits the stage their training represents in the pathway to UKCP accreditation;
- Must make clear to participants what further training would be required for UKCP accreditation as an existential-phenomenological psychotherapist;
- Are acknowledged to contain only part of the training curriculum (as set out below) as it relates to 'Theory and Practice' and 'Research', with such limitations permissible only whereby they do not undermine the existential-phenomenological nature of the training being offered;
- Must meet the full requirements of the 'Experiential' and 'Ethical' elements of the training curriculum, and will otherwise meet all other requirements set out in this document.

## **D The Existential-Phenomenological Training – Training Components**

Full four-year trainings should include the following elements in their training curriculum:

### 1. Theory and Practice

A critical engagement with understandings of:

- The person, embodiment and lived experience;

- Relatedness and intersubjectivity;
- Different psychotherapies and approaches;
- Gendered and culturally influenced development;
- Descriptive and hermeneutic phenomenological theory and its relationship to phenomenological practice;
- Continental and existential philosophical traditions.
- Psychopathology and complex presentations in psychotherapy.
- Different contexts and forms of communication in therapeutic practice.

It is assumed that all aspects are understood in relation to psychotherapeutic practice.

## 2. Experiential

- Experiential exercises and development groups with the purpose of developing personal and group understanding.
- A requirement to undertake supervised therapeutic practice in a placement or equivalent clinical setting. A minimum of 50% of practice hours over the four year training shall normally be in person.
- Modelling of both in person and online supervision.

## 3. Ethical

- A critical consideration of the ethics concerning the equality, diversity and respect for otherness from an existential perspective.
- An existentially informed critique of the dynamics of privilege, oppression, marginalisation and assumption as they impact personal and social development, and shape life experience; and how these dynamics, and the resulting power differentials, impact the therapeutic process and relationship.
- An ability to assess risk and awareness of safeguarding issues in relation to clients and those likely to be impacted by the clients' actions/inactions.
- A requirement to undertake personal therapy with a UKCP registered therapist for the duration of the training. A minimum of 50% of personal therapy over the four year training shall normally be in person.
- Modelling of both in person and online therapeutic practice.

## 4. Research

- Opportunities for students to demonstrate an understanding and application of research approaches and techniques together with a critique of the philosophical foundations and assumptions of the natural scientific paradigm.
- Development of the skills necessary to engage critically with psychotherapy research evidence and the ability to design and implement a research project.

## **E The Training Organisation – Practices and Procedures**

Through their practices and procedures organisations should be able to demonstrate student development and attainment of training components. These should include:

### 1. Course Entry

- Having and implementing published criteria and procedures for selecting students, ensuring that entry is at a postgraduate level of competence.
- Having methods and regulations in place for the Assessment of Prior/Experiential Learning (APL and APEL). These should describe the process and relevant criteria.
- Ensuring entry assessment interviews normally take place with a least two members of staff.

### 2. Diversity and Equality

- Having and implementing appropriate and up-to-date published policies covering diversity and equalities.
- Having and implementing published procedures to ensure that applicants, students, trainees and staff are not discriminated against for any reason.
- Being able to evidence how they monitor diversity and equalities policies and practices.

### 3. Assessment

- Providing transparency and accountability in their assessment processes. Modes of assessment (practical and academic) and the assessment criteria must be clearly set out and made available to students and trainees. Trainings must ensure that there is constructive alignment between learning outcomes and methods of assessment.
- Providing opportunities for tutor and peer assessment of qualities of engagement consistent with hermeneutic phenomenological practice.

### 4. Practice and Training Supervision

- Ensuring an effective system for approving and monitoring practice placements and clinical supervision.
- Actively engaging with practice placement providers to ensure students have opportunities for working in person and online to meet training requirements.
- Providing training supervision groups with a ratio not larger than five students to one supervisor.
- Having procedures in place for students to evidence practice placement hours for in person and online working.

### 5. Staffing

- Having an acceptable number of appropriately qualified and experienced staff in place to deliver the training effectively, with all existential components provided by

staff with expertise and training in the existential-phenomenological modality (theory and practice).

- Trainings shall identify a named individual or individuals who hold responsibility for leading the training, who should be appropriately qualified and experienced and UKCP registered.

(May 2024 Revision)