

Te Poari o ngā Kaihaumanu
Hinengaro o Aotearoa



The Psychotherapists Board
of Aotearoa New Zealand

Ngā urupare ki ngā kōrerorero tahi Ngā paerewa whakamanatanga

Consultation response Accreditation standards

September 2021

Kia ora koutou katoa. The following information is intended to provide stakeholders, including members of the public, public interest groups, psychotherapy training providers, psychotherapy professional associations and psychotherapists, insight into decisions reached by Te Poari o ngā Kaihaumanu Hinengaro o Aotearoa (the Board) in relation to the accreditation standards.

Accreditation standards consultation

Following Board consultation in March 2021, wider accreditation standards consultation has now closed.

The Board wishes to thank public interest groups, training providers, professional associations and psychotherapists who have provided feedback since accreditation standards consultation began in 2011.¹ The Board acknowledges the value and importance of the feedback received and how it has shaped the development and refinement of the accreditation standards for psychotherapy training programmes/pathways.

The Board also wishes to acknowledge and thank its Accreditation Committee (Committee), the mahi of the Committee has been invaluable.

While the Board remains open to dialogue with all stakeholders, the Board is pleased to advise that it has now made the decision to close accreditation standards consultation and finalise the accreditation standards.

In finalising the accreditation standards, the Board is advising that there has been sufficient opportunity for consultation and that all feedback received has been heard and considered fully.

The finalised accreditation standards balance the needs of the public, the Board's statutory obligations and the diverse range of psychotherapy training providers.

Training provider requirements, assessment and accreditation

Under the Health Practitioners Competence Assurance Act 2003 (HPCA Act), the Board is required to set the minimum standards that psychotherapy training providers will use, alongside training experiences and content provided by training providers, to produce competent psychotherapists.

To achieve this task, the Board has valued and drawn from current psychotherapy practices as well as the expertise of psychotherapy training providers. This process has ensured that the consistent minimum standards now embedded in the accreditation standards has come from the profession. The meta-level approach taken by the Board values the complexity of psychotherapy training and protects the diverse range of psychotherapy training available in Aotearoa New Zealand. These training programmes include university-based master's degrees, modality-specific training programmes/pathways and apprenticeship pathways/programmes, both te ao Māori and European-based training programmes. This approach enables training providers to be treated equitably and maintain autonomy as they design their training programmes.

The Board recognises that these standards will require some change from every training provider and that many providers already exceed minimum standards through requirements for practice, supervision and personal therapy hours.

During the accreditation process, training providers will be asked to show the Board how the training they offer meets accreditation criteria and enables trainees to practise in accordance with the Board's Standards of Ethical Conduct, Core Clinical Competencies and Cultural Competencies.

While psychotherapy training programmes/pathways will be assessed as meeting the Board standards, graduates of these training pathways/programmes are not required to make the decision to register as a psychotherapist until after they graduate with the training provider's qualification. Although the Board would like to encourage and support through policy and process all graduates, particularly tangata whenua graduates, of an accredited psychotherapy training programme to register as a psychotherapist, the Board recognises that some graduates may choose not to register as a psychotherapist and instead practise using a different title under the auspices of their professional association.

¹ In addition to kanohi-ki-te-kanohi hui, written consultations have taken place in 2011, 2015, 2016, 2018, 2019 and 2021.

It is important to note that, after the accreditation standards have been implemented and functioning for a reasonable period, a review will be undertaken by the Board to check the standards are working as intended.

Please find following the Board's finalised accreditation standards.

Although there are minor changes² following the March 2021 consultation, the consultation response issued by the Board in September 2020 (which addressed important issues raised by training providers) remains relevant and current – please [click here](#) to read that information.

Developing accreditation processes

The next phase of Board mahi will be the development of an accreditation process to guide training providers who wish to apply to have their training pathway/programme accredited by the Board.

This process will require training providers to demonstrate how they meet the Board's accreditation standards.

Once training providers are accredited, their programme will be gazetted. This will enable the public to see a list of accredited psychotherapy training programmes/pathways that will lead to registration as a psychotherapist.

The Board will continue to provide updates through its online newsletter and will seek expressions of interest from training providers to assist the Board in developing assessment processes. The Board will also seek accreditation advisors to carry out the mahi of assessing programmes/pathways against accreditation standards.

² This are coloured blue within the standards following.

Te Poari o ngā Kaihaumanu Hinengaro o Aotearoa

The Psychotherapists Board of Aotearoa New Zealand

Accreditation standards

August 2021

Wāhanga Tuatahi | Part One

He whakamārama | Background information

1. Te paihere o te Poari | Board commitment

Te Poari o ngā Kaihaumanu Hinengaro o Aotearoa (the Board) has a commitment to work in ways that acknowledge the status of tangata whenua³ and tangata Tiriti⁴ as partners to te Tiriti o Waitangi. The Board acknowledges that:

- Aotearoa New Zealand has a culturally diverse population and that diversity impacts on healthcare service, access and delivery
- 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
- kaupapa Māori ways of being, knowing and oranga (wellbeing) models are acknowledged by the Board as being significant to the health and wellbeing of the people of Aotearoa.

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 the:

- Tiriti o 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

³ Tangata whenua is a generic term for people comprising those with mana whenua responsibilities (people who are tied culturally to an area by whakapapa and whose ancestors who lived and died there), together with taura here (people who are resident in an area but belong to waka and tribes from other parts of Aotearoa New Zealand).

⁴ Tangata Tiriti is a generic term to describe people whose rights to live in Aotearoa New Zealand derive from te Tiriti o Waitangi and the arrangements that the Crown has established under a common rule of law and the equity provisions of Article 3 of te Tiriti.

- Human Rights Act 1993
- psychotherapist scopes of practice
- Psychotherapist Core Clinical Competencies
- Psychotherapist Cultural Competencies
- Psychotherapist Standards of Ethical Conduct.

2. Health Practitioners Competence Assurance Act 2003

The Board is a responsible authority established under the Health Practitioners Competence Assurance Act 2003 (HPCA Act). The purpose of the HPCA Act 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 HPCA Act 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 HPCA Act, 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 HPCA Act. Holding a prescribed qualification may lead to psychotherapist registration in one of the Board's [scopes of practice](#).

3. Principles guiding formation of the accreditation standards

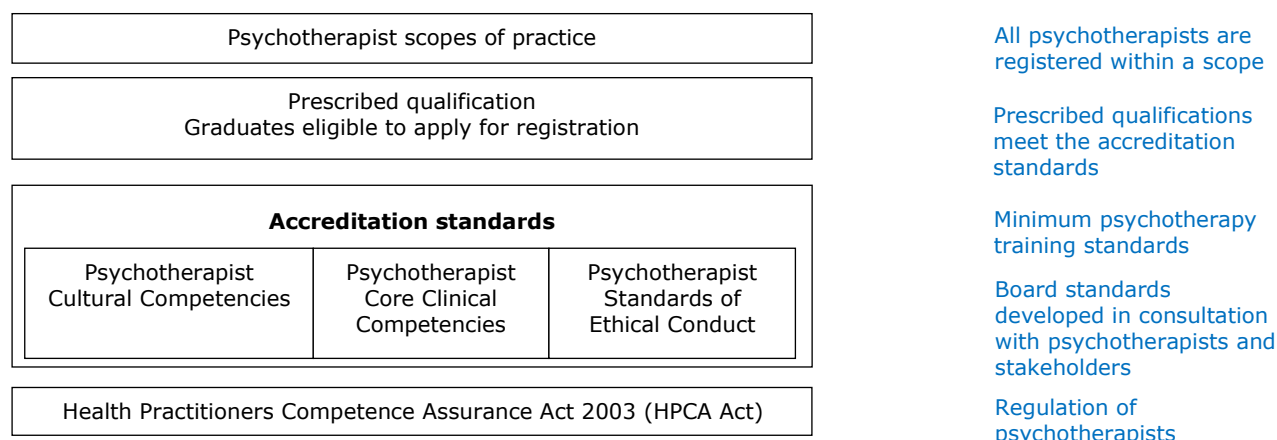
In developing these accreditation standards, the Board has been guided by the following:

- The Board seeks to meet the requirements of the HPCA Act through supporting the strengths and diversity of psychotherapy training, practice and approaches including respect for educational, intellectual and cultural freedom and autonomy.
- The Board seeks to support the growth and vitality of psychotherapy as a relational, therapeutic health practice including profession-specific theory and academic research.
- 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 results in graduates who have acquired knowledge and skills to practise competently as psychotherapists in Aotearoa New Zealand.
- 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 the accreditation standards.

4. Accreditation standards

- The accreditation standards will have due regard for the individual or group character of a programme or pathway. The 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 practice standards required of graduates.
- 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 students who have gained 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. The accreditation standards will apply to all training providers, including those currently grandparented by the Board.
- v. The diagram below identifies how the accreditation standards include and are supported by Board standards.



5. Psychotherapy training

Psychotherapy training is considered an advanced training at postgraduate level or equivalent.

The Board is aware that many psychotherapy qualifications are Australasian and/or international and that 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, cultural and ethical practice are evident, such as the ability to assess and the ability to participate in and manage psychotherapeutic relationships with ngā tāngata takitahi/individuals, ngā tokorua/couples, ngā whānau/families and nga rōpū/groups.

Given the complexity and diversity of psychotherapy training and informed by consultation with training providers, the Board has developed meta-level standards designed to include and acknowledge the different types of psychotherapy training available in Aotearoa New Zealand including professional development, apprenticeship, educative and modality-specific psychotherapy training.

The accreditation standards are inclusive of Aotearoa New Zealand training providers and Australasian/overseas training providers whose training programmes/pathways meet accreditation standards and therefore 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 is placed in the [Government Gazette](#) 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 HPCA Act to have their qualification assessed as equivalent to or as satisfactory as a prescribed qualification.⁵

Assessments under section 15(2) apply to individuals⁶ only and are assessed on a case-by-case basis – see [Overseas-qualified](#) psychotherapists for further information.

⁵ The Board has a policy statement on criteria expected for comparable qualification, which will be reviewed to reflect the accreditation standards.

⁶ They do not apply to training providers.

Wāhanga Tuarua | Part Two

Paerewa whakamanatanga | 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 accreditation standards.

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1. Poari whakahaere | 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 that, in Aotearoa New Zealand, programmes/pathways exist within a bicultural nation with te Tiriti o Waitangi. Therefore, training providers will:

- i. give attention to building cultural relationships and ensure that cultural consultation is available and utilised for the programme/pathway for trainees and for those delivering the programme/pathway
- ii. demonstrate how trainees develop knowledge of te ao Māori
- iii. enable trainees to engage in effective and respectful interaction with Māori
- iv. ensure that cultural competence is developed for all trainees in line with the Board's Cultural Competencies, which will include knowing when to access cultural consultation.

e) Health and safety responsibilities

Training providers will include health and safety awareness, including the requirements of the Health and Safety at Work Act 2015, in their guidelines for trainers, trainees and supervisors.

f) Interdisciplinary collaboration and cooperation

Training providers will ensure trainee collaboration and cooperation with others in different healthcare and social care roles.

2. Ngā paerewa mātauranga me ngā tikanga mahi | Education and practice standards

Acknowledging the diversity of training programmes/pathways and final assessment processes, 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/pathway⁷ will be able to:

- i. whakaora/practise psychotherapy 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. Paearu whakaae/whakauru | 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 in the provision of interpersonal work, mahi whakaora, 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.⁸

⁷ Programmes will prepare the trainees for assessment equivalent to postgraduate level.

⁸ As a fitness to practise requirement for subsequent registration.

4. Hōtaka/hanganga ara me ngā kaupapa | 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 regular⁹ ongoing personal psychotherapeutic process throughout 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

A trainee's 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.

⁹ The Board acknowledges the diversity of requirements in different training programmes/pathways for the centrality of the individual personal process in the development of a psychotherapist. It is accepted practice in psychotherapy training in Aotearoa New Zealand that 'regular' and ongoing personal development be at least fortnightly.

5. Ngā kaiwhakangungu, kaiwhakaako ngā kaitirotiro hoki/rānei i roto i te hōtaka/ara whakangungu | Trainers, educators and/or supervisors¹⁰ within the training programme/pathway

Programme/pathway providers are required to demonstrate that:

- i. 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
- ii. the programme/pathway team is identified and has responsibility for facilitating ongoing development of the programme/pathway
- iii. trainers have qualifications equivalent to the qualification they are teaching
- iv. trainers and educators are required to participate in continuing professional development for their training/teaching roles including a review process decided by their organisation – in professional development pathways, including apprenticeship 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. Ngā kaitirotiro haumanu me te tirotirohanga haumanu i roto i te hōtaka whakangungu/ara | 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 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. This will include at least 1 year of weekly clinical supervision and 1 year of at least fortnightly clinical supervision. Training providers are required to ensure that supervision provided to trainees supports their evolving clinical practice requirements.
- 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.

c) Clinical supervision

Regular and frequent clinical supervision is core to psychotherapy training:

¹⁰ In some programmes/pathways, the trainer may be a supervisor.

- 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 cultural competence is developed for all trainees in line with the Board's Cultural Competencies. This may include knowing when to access cultural consultation.
- iii. It is a minimum standard for a trainee working with members of the Aotearoa New Zealand public to have at least monthly access to supervision with a psychotherapist registered under the HPCA Act with a current APC or a supervisor registered under the HPCA Act 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. Programmes/pathways that provide clinical supervision via digital media/telecommunications are required to have in place guidelines for confidential and effective use.

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 any 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. Wheako haumanu | 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 made available.

8. Rangahau | 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 mahi and clinical practice. Programme/pathway providers will describe how trainees gain access to current research material relevant to psychotherapy practice.

9. Aromatawai me te arotake | Assessment and evaluation

a) Evaluation of trainees

This 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 studies
- vii. use of supervision
- viii. formal writing
- ix. the trainee meeting the standards set by the Board (Core Clinical Competencies, Cultural Competencies and Standards of Ethical Conduct)
- x. for trainees undertaking a child and adolescent psychotherapy training programme/pathway – completion of a mother/caregiver infant observation study.

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. **assessment of clinical practise and therapeutic competence – assessment processes will include observation of recorded or real-time work by practising psychotherapists.**

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. Arotake whakamanatanga | Accreditation review

Programmes/pathways will be reviewed at the end of every second end-to-end rotation (timeframes are in relation to full-time programmes) unless there are substantial changes to the content or structure of the programme/pathway within that period.

Rārangi kupu | Glossary

Applied theory	The application of theory to clinical practice.
Case study	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.
Clinical practice/hours	The direct psychotherapeutic mahi with clients.
Clinical supervision	A regular protected meeting where supervisees discuss their mahi 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.
Cultural consultation	Consultation with a person who has expertise within a cultural context – see Board Cultural Competencies for the definition of cultural.
Infant observation	Infant observation is one of the training foundations for child and adolescent psychotherapy, both in Aotearoa and internationally, providing experiential learning for the observer/trainee 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 1 hour and focuses on the infant and the interaction between mother/caregiver and infant as well as the trainee's responses to what is observed. Observers learn first-hand how a relationship between an infant and their family/whānau 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 afterwards. 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).

Programme/pathway provider	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.
Panel oral assessment	A process where trainees present themselves and their mahi and are able to meet members of a panel and take part in a professional dialogue about themselves and their mahi.
Placement agency or place of work	An agency or place of mahi offering clinical experience to trainees undertaking a pathway studying psychotherapy, under contract with the training pathway.
Second end-to-end rotation	The length of the programme times two.
Supervisor report	A report by the trainee's supervisor, as appropriate to their supervisory role, providing information on the trainee's learning, understanding and clinical skill.
Trainee	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. A trainee may also be known as a student.
Training clinical supervision	A formative supervisory relationship that 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.

APPENDIX

Board documents

- Psychotherapist Core Clinical Competencies
- Psychotherapist Cultural Competencies
- Psychotherapist Standards of Ethical Conduct
- General consultation information