

A SURVEY ON TRAINING PROGRAMS OF EFTA INSTITUTES

By Luigi Onnis
on behalf of Training Standard
and Membership Committee

At the Berlin EFTA Congress, the Training Standard Committee, coordinated by Roberto Pereira, presented a proposal of “EFTA minimum criteria for training in Family Therapy. In order to see how these criteria fit with those usually adopted by the European Institutes, the current Training Standard and Membership Committee, sent a questionnaire to all the Institutes associated to EFTA exploring five areas:

- 1) the regulation criteria of the training programs;
- 2) the admitted professions and the length of training in terms of number by years and hours;
- 3) the organisation and contents of training programs;
- 4) the evaluation criteria;
- 5) the existence of a training for trainers.

Sixty-two institutes of fifteen countries (Belgium, Denmark, France, Germany, Greece, Holland Hungary, Ireland, Italy, Norway, Serbia, Slovenia, Spain, Switzerland and U.K.) answered to our questionnaire.

We think it is useful to present a synthesis of the received answers.

As you can see the training programs present many common aspects, but also many differences.

The main differences concern:

- the accreditation criteria
- the length of training programs in terms of total hours and number of hours /year
- the importance given to live supervision in the organisation of training programs.

We think that EFTA could encourage the associated Institutes to make their programs more homogeneous.

**SYNTHESIS OF THE ANSWERS GIVEN
BY 62 INSTITUTES OF 15 COUNTRIES**

1. Does it exist in your country a law regulating training programs?

In 7 of the 15 countries to which refer the 62 answering institutes there is a law regulating psychotherapy training according to clear and specific rules.

(Germany, Hungary, Holland, Ireland, Italy, UK, France where the proposed law is on discussion)

In 5 countries accreditation systems are established usually by National Associations or official Institutions; (Denmark, Spain, Greece, Norway, Slovenia); in 3 countries accreditation criteria are not existing (Belgium, Serbia, Switzerland).

2. Indicate the following general criteria of your institute's training programs:

a) admitted professions

- *Restrictive criteria: only medical doctors and psychologists*
- *Larger criteria: all mental health professionals*
- *Largest criteria: social-educational and mental health professionals working with families*

b) number of year

*4 years (the majority of Institutes)
3 years*

c) number of total hours

from 300h to 2000h

d) number of hours / year

from 80-100h to 500h

3. How do you distribute and manage the following areas in your training programs?

(Indicate for each area, not only the number of hours, but briefly also the methods)

a) Theory

A good percentage of hours (usually about 25%) is dedicated to theory through various ways: lessons, seminars, role playing of systemic situations, reading books and discussions in the group

b) Live supervision

It is present in the most part of training programs but usually with a little number of hours (sometimes no more than 10% of the total). In some institutes it is not practised at all.

c) Indirect supervision

It is usually more represented in training programs than live supervision, even if in some institutes it does not included

d) Public services controlled practice

It has relevant part in the training programs , particularly when the students are professionals in the public services

e) **Work on the therapist as a person**

All the Institutes give a great importance to the personal development of the therapist, but in different ways: some institutes require a personal therapy outside the training program, but, for the most part, they include the work on the therapist inside the training program through various methods: genogram, family sculptures, analogical methods, work on resonances in the group or in live supervision etc.

4. **What evaluation criteria do you establish during the different phases of your training programs?**

a) Admission phase

The most of the institutes don't only evaluate the curriculum and educational degree of the candidate, but also motivations and personal attitudes through specific interviews. Some institutes organize group activities or brief introductory courses to better select students

b) Intermediate phase

Usually after each year the student is evaluated through interviews, oral discussions or written presentations

c) Final phase

All the institutes propose a kind of final exam on some clinical cases (a little "thesis"), written reports on the whole training experience, supervisor's evaluation not only on the technical competences of the student, but also on his\her personal development

5. **Do you organize a training for trainers?**

If yes, briefly describe the main aspects (length, issues, evaluation)

Only few institute organize a specific training for trainers. Methods and length are very different:

- *from 1-2 years of supervised clinical practice (after the completion of training),*
- *to 4-5 years leading of a whole training cycle, with the periodic supervision of a senior trainer*

EFTA TRAINING STANDARD AND MEMBERSHIP COMMITTEE

LUIGI ONNIS (CO-CHAIRS)
NEVENA CALOVSKA HERTZOG
TAMAS KURIMAY
JUAN LUIS LINARES
ERIC LOUIS
PETER STRATTON