

# BPA Pathway to becoming a Trainer/ Senior Trainer in Psychodrama Psychotherapy

This document was approved by the BPA Training and Accreditation Committee on 12<sup>th</sup> October 2020 and ratified by the BPA Executive on 8<sup>th</sup> February 2021.

## Rationale for change

The current trainer competencies document has proved to be too onerous, involving a lot more work than other UKCP training organisations have, and there is a real danger that psychodrama training in UK will fail to create a new generation of schools and trainers.

So, the aim is to streamline and make more user friendly the transition from Practitioner to Trainer/ Senior Trainer, and to remove the requirement for the time gap between attaining Trainer and Senior Trainer status. This document supersedes the previous Trainer Competencies Document.

## Prerequisite for starting the process to become an accredited Trainer

A candidate for this role would normally be 2 years post qualification as a Psychodrama Psychotherapist, but in exceptional circumstances could start the mentoring process 1 year post qualifying. The candidate will already be a Registered Supervisor with HIPC/ UKCP or be well on the way to achieving this professional status at the point of starting their mentorship.

## Competencies to be evidenced for Trainer Status

### Academic Competencies

1. The ability to deliver training at an appropriate M Level, demonstrating awareness of the relevant historical and current literature in the fields of psychotherapy, psychodrama psychotherapy and related areas.
2. Understanding of and ability to use evaluative and assessment tools and processes, and to deliver verbal and written feedback on trainees' coursework.
3. Ability to offer appropriate learning through tutorials and enabling trainees to develop individual learning plans in accordance with the BPA Training Standards and the Professional Training Standards of HIPC and UKCP.

## Research

1. Ability to guide trainees at different levels in order to fulfil the research requirements of the Diploma Training, which includes the ability to be 'informed consumers' of research.
2. This may mean being explicit about your competency limitations and demonstrate the ability to refer to higher expertise where appropriate.
3. Ability to support and advise trainees who wish to undertake research to follow the appropriate channels and routes of consultancy, so that they use methods of research appropriate to their research question.

## Methodological Competencies

1. Ability to teach the method of psychodrama psychotherapy through appropriate means, including modelling, demonstration, facilitation of sessions, live supervision.
2. Explicit linking of psychodrama methodology to theoretical concepts.
3. Ability to assess and evaluate how trainees meet the criteria for psychodrama psychotherapy practice and methodology.

## Professional Competencies

1. Being an integrated member of a staff team, able to collaborate, give and receive feedback and plan a curriculum.
2. Ability to demonstrate and model rigorous ethical standards in all aspects of the trainer role.
3. Ability to demonstrate appropriate professional values in accordance with all BPA, HIPC, and UKCP guidelines.

## Pedagogic Competencies

1. Competence in developing learning plans with specified learning outcomes.
2. Ability to use a variety of teaching approaches, including lecture, demonstration, visual aids, small group discussion and experiential learning processes, through both in-person and online formats.
3. Ability to deliver learning plans appropriate to the groups being taught, and where appropriate making explicit reference to current developments in learning theory. (Models of Adult learning [https://dera.ioe.ac.uk/22486/1/doc\\_2768.pdf](https://dera.ioe.ac.uk/22486/1/doc_2768.pdf))

## **Competencies to be evidenced for Senior Trainer status**

If the apprentice trainer intends to pursue Senior Trainer status the following additional competencies apply (this can be done concurrently with the process of becoming a Trainer).

1. Ability to take on the role of academic co-marker to M Level
2. Ability to take on the role of personal tutor, responsible for overseeing the academic progress of the trainee within a collaborative and supportive relationship.
3. Ability to collaborate on the developing curriculum and appropriate M Level reading lists in line with UKCP/ HIPC requirements.
4. Ability and willingness to be a reliable, accountable and pro-active leader and administrator, attending to the backstage and infrastructure requirements of a training organisation.
5. Ability to work with the difficult dynamics that may occur in a training organisation and to stick with the process.
6. Ability to commit to ongoing learning and supervision, commensurate with the academic and professional roles involved. Note: to clarify, it is intended that the pathway to Senior Trainer status is not necessarily dependent on first becoming a Trainer. The pathway to become a Trainer and Senior Trainer can run at the same time. This is a simplification of the previous system.

## **Continuing Development for Trainers/ Senior Trainers**

After the apprentice trainer is approved as a Trainer/ Senior Trainer we strongly recommend the following points of development in the first five years of being a Trainer

1. To publish one or more articles or chapters in the field of psychodrama psychotherapy.
2. To become involved in the committee work, administration or leadership of the BPA, especially the TAC.
3. To present at one or more BPA and international conferences in related fields as a way of developing the role of Trainer and Leader.
4. To become involved in research in psychodrama psychotherapy, possibly leading towards publication.

## **The Process to become registered as a Trainer/ Senior Trainer with the BPA**

The candidate will obtain a mentor, who is a Senior Trainer who has run a training school up to graduation level for the students. This process to last two years, with an interim report to the TAC about progress.

The candidate will be attached to a training school for approximately 5 weekends of training, and a further number of hours of psychodrama related training to be done independently as agreed with the mentor. During the time in which the candidate is pursuing Trainer status,

they will be given the title of Apprentice Trainer. With the title of Apprentice Trainer it is intended that Diploma trainees could gain up to 50 external practice hours with the candidate, for example through open workshops run independently from any training school.

The candidate will submit a portfolio to TAC for final signing off of the process in collaboration with the training school hosting the work and the mentor (who may or may not be part of that training school)

At the point of completion of this process the candidate declares themselves either non-attached to a training school, and therefore applying to be registered as a Trainer (offering examinations, and independent or peripatetic training inputs), or attached to a training school and therefore applying to be registered as a Senior Trainer. This can only apply if they meet all of the competencies in the section “Pathway to Senior Trainer Status” above. For Senior Trainers who are not already registered as Clinical and Training Supervisors with HIPC/ UKCP it is expected that the training school will assist this transition. This transition should normally be completed within one year of becoming a Trainer/ Senior Trainer.

Note: This document was written by a TAC working party between 28<sup>th</sup> April 2020 and 8<sup>th</sup> September 2020. On the working party: Anna Chesner, Lisle Scott, Noelle Branagan and Clark Baim.