

PROFESSIONAL STANDARDS FOR NATIONALLY ACCREDITED TRAINING PSYCHOTHERAPY INSTITUTES (NAPTI) PAP MEMBERS

The "Training Organisation Membership Application" Document version 4 2025 (**PAP DOC TOMAF vs4 2025**) was prepared by the Training Evaluation Committee (TEC) of the PAP with reference to the Internal Regulations of the PAP and approved by the "Board of Directors" on May 29, 2025, and has immediate effect.

All parts of the document, 1,2 and 3, constitute the regulatory framework for the accreditation procedures of Psychotherapy Training Institutes (PTIs) that apply for accreditation at national level and full membership in the PAP. The entire application document is published and posted on the PAP website under the "Applications" menu.

The professional, educational training quality criteria (the excerpt part 2 of the TOMAF document), which define the quality level of National Accredited Psychotherapy Training Institutes, are posted and disclosed in the present document.

This document has been adapted with the kind permission of **EABP** (Document: Training Standards 2006/2024)

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EXPLANATIONS

PAP:	PANCYPRIAN ASSOCIATION FOR PSYCHOTHERAPISTS
TOMAF:	TRAINING ORGANISATION MEMBERSHIP APPLICATION FORM WITHIN PAP
PTI:	PSYCHOTHERAPY TRAINING INSTITUTE
NAPTI:	NATIONALLY ACCREDITED PSYCHOTHERAPY TRAINING INSTITUTE
EAP:	EUROPEAN ASSOCIATION OF PSYCHOTHERAPY
EAPTI:	EUROPEAN ACCREDITED PSYCHOTHERAPY TRAINING INSTITUTE

SAMPLE

PART 2: PROFESSIONAL STANDARDS FOR NATIONALLY ACCREDITED PSYCHOTHERAPY TRAINING INSTITUTES (NAPTI) MEMBERS OF PAP

2. 1: GENERAL PROFESSIONAL AND QUALITY STANDARDS

PTIs know that they demonstrate a high level of social responsibility and ensure that

- a) Their organizational support is professional, coherent and consistent with their stated philosophy and approach and are governed by written policies, guidelines and procedures.
- b) They are properly incorporated, they are legally correct, they have proper documentation; they keep proper records and accounts; they are properly insured; they have a published code of conduct and a complaints procedure for their trainees; they use suitable training premises and facilities and do all that is reasonable to ensure the welfare, safety and protection of their trainees.
- c) They keep a record of professional relationships, participation in relevant bodies and associations, scientific committees, journal boards, publications, etc.
- d) They keep clear records of their legal establishment, which trainees (with addresses) have trained, received a certificate of completion, are allowed to enter a supervised psychotherapy practice, etc.
- e) They include sufficient trainers, supervisors and therapists so that trainees have access to a wide range of personal and professional standards.
- f) They respect the rights and diversity of their students and are aware of the multiple aspects of psychological and social identity paying attention to issues of equality and diversity and taking into account issues related to age, disability, power, class, race, ethnicity, marriage and cohabitation, gender, sexual orientation, religion or belief and how these affect learners and the training team.
- g) They are willing to consider these issues without bias, both internally with trainees and externally with other organizations.
- h) They inform the public about their situation at international, European and national level, their services and educational programs on every used social media.

PTIs maintain high standards and quality of education and knowledge by organizing, attending or participating in scientific symposia, conferences or related research programs, working groups, etc. at national, European or international level.

PTIs maintain professional memberships, remain in good standing, are duly registered with local, educational, national and European bodies and keep their administrative and financial affairs in good standing.

2. 2. CONDITIONS AND CRITERIA FOR ADMISSION OF TRAINEES

Admission requirements to all Psychotherapy Training Institutes (PTIs) are set at postgraduate level or equivalent, in order to comply with European professional training standards (Level 5 or 7, Bachelor's or Master's Degree).

This means that at least the first 3 years refer to the completed level of a university degree (Bachelor's Degree), which should be relevant to the profession of psychotherapy such as humanities and social sciences (for example: psychology, sociology, social work, pedagogy, theology) but also health sciences (medicine with specialization in psychiatry, nursing).

Alternatively, applicants should have an equivalent form of 'lifelong education' or training and experience in a relevant field, as explained in paragraph 2.2.3.

The specialization of professional training in psychotherapy is therefore at postgraduate level - or equivalent - lasts at least another 4 years and is in line with the 1990 Strasbourg Declaration for an independent profession of psychotherapy. This agreement stipulates access to psychotherapy training as possible through various preliminary qualifications, particularly in the humanities and social sciences.

2. 2.1. Admission assessment criteria

a) The aim of the PTI is to create an educational committee, with at least two professional trainers, who should be responsible for the decisions regarding all aspects concerning the content of the training, the evaluation referring to the eligibility (screening) of the applying candidates, of the final evaluation procedures and any other issue that could arise during the training years and affect the trainees. The educational committee should ideally include an experienced psychotherapist who is not a member of the training staff as an external consultant in the evaluation process.

b) The PTIs keep records documenting the selection and admission procedure. This application procedure must be documented and auditable by an external body.

2. 2.2. Admission eligibility requirements

a) The PTIs must evaluate the applicants before accepting them, especially regarding preliminary trainings, academic abilities, life experience relevant to psychotherapy, alternative professional or work experiences, levels of emotional maturity, previous personal therapy and their level of knowledge about psychology and psychotherapeutic theory.

b) PTIs ensure that all candidates have parity with a university degree in a field related to psychotherapy (e.g. in humanities and social sciences and in health sciences), or have a combination of adeptness of work and life that correspond to these abilities.

2. 2.3. "Equivalence" criterion, selection guidelines

The evaluation of applications should allow differentiation according to "equivalence". Equivalence is granted when non-formal education (i.e. a bachelor's degree in some academic study) is supplemented with work-experience related to mental health (courses, on-the-job training, vocational training, work and volunteering in NGOs and other organizations dealing with mental health and psychosocial care and support, etc.) and can be considered as "equivalent" to 3 years of formal studies and a university degree in social and humanities sciences.

NOTE 1: The PTIs ensure that the trainee, at the start of the training, can be shown to be at least comparable to someone with a relevant first degree or to have at least 3 previous years of work experience in a relevant field so they must have:

- a) sufficient academic background and sufficient experience in psychotherapy etc. and any specific deficits are identified and covered before training begins or (in minor cases) during training,
- b) reasonable personal experience (at least 30 hours) in psychosocial placement,
- c) appropriate level of emotional maturity to manage the content of the training cycle and be able to hold the burden of working with clients in the future.

NOTE 2: The PTIs accept responsibility, in the case of trainees who cannot meet the entry requirements and do not have an adequate background in the social sciences/humanities, to provide any 'ground years' or preliminary training courses that are necessary. Thus, to support and advise the trainees according to their deficits in terms of the necessary supplementary courses and the number of hours. PTIs can organize and create (additional) courses or courses in the areas related to psychotherapy such as psychopathology, diagnostic criteria, developmental psychology, psychology or personality development, etc. and provide opportunities for extensive clinical placement and practice. They can also recommend that prospective trainees attend relevant selected university courses at universities or colleges where possible.

NOTE 3: The PTIs take into account that the content of 'equivalent' should ideally represent a wider range of life experience and knowledge, for example:

- a) Personal psychotherapy and/or group psychotherapy
- b) Work and experience in psychosocial structures (practicum)
- c) Supervision of clinical practice
- d) Seminars, conferences on topics related to psychology and/or psychotherapy

- e) Courses in psychology, social and psychological issues, personality development, psychopathology, psychosomatics, ethics in psychosocial practice, etc.
- f) Self-awareness and personal development groups

2. 2.4. "Equivalences" assessment process

PTIs wishing to admit an applicant who has a notable deficit in one of the aforementioned areas and wishes to register as a member of PAP or be eligible for the European Certificate of Psychotherapy (ECP), may undertake an assessment process through the PAP, i.e. prior to their final decision, as follows:

- a) The PTIs submit a written question for the evaluation and final approval of the eligibility
- b) The survey is provided with attached certificates and a detailed curriculum vitae of the applicant to the PAP
- c) The survey is provided together with the entrance evaluation notes of the PTI and the statement of the evaluation committee
- d) The PTIs take into account the final evaluation report and the proposals of PAP and accept the responsibility for the execution of their decision
- e) Given that a preliminary training is proposed, the PTIs work closely with PAP to create a preliminary training plan taking into account the applicant's individual life and work conditions
- f) It is the responsibility of PTIs to inform and engage the applicant about any additional requirements required and to provide the necessary information on how to cover such shortfalls
- g) The PTIs are fully responsible for the implementation, supervision and any revision of the decided preliminary training plan.

2. 3. SPECIALIZED TRAINING CRITERIA IN PSYCHOTHERAPY

The PTIs offer at least four years of training in their specific psychotherapeutic method, according to the minimum standards of PAP and ECP requirements, i.e. a minimum of 1,400 hours, distributed over

- 250 hours of personal in-depth psychotherapy in an individual and/or group and/or mixed context
- 500-800 hours of theory, methodology and practice (including ethical issues and relevant legal regulations of their country)
- 300-600 hours of clinical practice with clients/patients, either in a mental or social health setting/structure, or with individual clients/patients, families or groups, under regular supervision and
- 150 hours of group and individual supervision of the trainee's clinical practice.

The PTIs must keep a written record with reference to the training hours and content of their trainees.

The PTIs accept the obligation to facilitate further professional development of their trainees and to take measures to ensure their competence. They provide suitable working conditions, timely evaluations, constructive counseling interventions and experience opportunities.

2. 3.1. Educational Contract between Training Organization and Trainee

PTIs are committed to the ethical standards and regulations that govern the frameworks of Psychotherapy and PAP.

PTIs are committed to consumer rights and transparency regulations and use a written agreement (Educational Contract and Study Guide) with their students, where the following can be clearly defined:

- a) The determination of the content of the education provided, the structure and process of the educational program defined and described in an available curriculum format
- b) The admission conditions and procedures
- c) The number of teaching hours per year (which does not include personal study time or personal therapy)
- d) The expected minimum personal treatment requirement for this training
- e) The percentages (in hours or credits or ECTS) of training spent variously on theory, methodology, practice and experiential learning
- f) The nature of assessment criteria throughout the course in terms of formal examinations, written assessments, clinical practice, clinical supervision etc.
- g) The graduation process
- h) That the individual training in individual psychotherapy is clearly defined as to its extent and type, as well as any requirements for the identity or quality of the accepted psychotherapists. The costs of individual psychotherapy are not included in the tuition fees and must be paid by the learner separately from the training.
- i) That the amount of compulsory education fees and what is added to these fees is clearly defined, that time frames and terms of payment are clearly stated and that arrangements can be made for late payments or individual differences.
- j) That the above information is readily available, delivered directly to trainees in written form and is contractual and that any significant variations in the balance of theory, method and practice in the training program are justified and discussed with trainees prior to implementation.
- k) Informing their trainees that they (and not the training organization) are responsible for fulfilling and obtaining criteria for national registration, certification, accreditation and/or licensing requirements for the independent practice of psychotherapy in a professional setting after the end of their training program.

2. 3.2. Educational Material Requirements (Syllabus)

The PTIs comply with the general standards of professional training in psychotherapy and include the theories and practices of fundamental psychotherapies in their curriculum (or take appropriate measures so that their trainees have access to such modules). Teaching is provided in relation to any general theory of psychotherapy, with research and also with the specific theory of their psychotherapeutic method.

The following categories are generally required:

- a) Background theory (including historical overview of major approaches to psychotherapy and specific psychotherapeutic method), theory of personal change, social and scientific aspects of psychotherapy, theory of mind-body dynamics
- b) General and specific theories of psychotherapy (including human development, sexuality, possibilities and limitations of psychotherapy, psychopathology and introduction to psychiatry, psychotherapeutic process, elements of psychosomatics, etc.)
- c) General theory of practice (including the dynamics of the psychotherapeutic process and relationship, theory and methods of intervention, transference and countertransference, assessment, diagnosis and prognosis, indications and contraindications, appropriate referrals, research methods, team dynamics)
- d) the ethics guidelines of PAP and the declaration of ethical principles of EAP, etc.

2. 3.3. Special Theory Requirements

The PTIs design their educational program so that:

- a) to be able to define the theoretical basis of their particular methodology in psychotherapy and place it in its general context
- b) to be able to provide a comprehensive teaching in theory and practice in the specific psychotherapeutic method
- c) to be able to conduct basic research on the validity and effectiveness of their psychotherapeutic approach.

2. 3.4. Internship Requirements

The PTIs ensure that their education is a combination of experiential and practical part:

- a) It includes an experiential training component where the general theory and process of psychotherapy are taught, demonstrated and practiced in accordance with the psychotherapeutic method and trainees are supported through supervision and feedback throughout the training and assessed for their competence in all these areas.

- b) It provides trainees with a substantial foundation in basic clinical practices and good business practices (e.g. contracts, case history preparation, referrals and reports, record keeping, account and financial record keeping, billing, insurance matters, etc.), how to maintain appropriate relationships with colleagues and other professionals, legal issues and other matters related to the profession.

2. 3.5. Personal Psychotherapy Requirements

The PTIs ensure that

- a) Their trainees receive sufficient ongoing personal psychotherapy (individual and/or group) to meet the requirements for in-depth personal experience according to the trained method of psychotherapy.
- b) Institutes are asked to emphasize the importance of personal psychotherapy and to encourage their trainees to undergo accompanying individual psychotherapy throughout the training period.
- c) Their trainees receive much of their personal psychotherapy during training from someone who is not one of their trainers or supervisors.
- d) They appoint suitably qualified, experienced and accredited psychotherapists with their own method.
- e) Their trainees may submit a limited number of hours of personal psychotherapy to a psychotherapist of their own choice but needs review and approval by the training officer.

NOTE: Nationally Accredited Psychotherapy Training Institutes (NAPTIs) are invited to create a shortlist of psychotherapists, ideally from the same training approach, from which trainees can choose. In case the trainee is already in a psychotherapeutic process (either in the same or in a different method) or wishes to choose on his own, the specific psychotherapist must be approved by the responsible educational officer of the Institute. The special approval must be stated in writing and signed by the educational officer of the PTI.

2.3.6. Ethical Requirements

The PTIs ensure that their trainees deal with the ethical issues that govern the profession of psychotherapy in a timely manner, depending on the educational stage and in depth. It is expected from the PTIs to include in the educational program compulsory knowledge of ethics (at least 20 hours), ideally distributed at the beginning and at the end of the education.

2. 3.7. Evaluation and Certification Criteria

The PTIs ensure that:

- a) Trainees will submit a series of written assignments on the course material throughout their training (minimum 2500 words)
- b) Completion of the training includes substantial written work or recorded professional presentation and that the final, clinical thesis will reflect and cover at a theoretical, practical and experiential level the

learner's knowledge and skills and will be based on the analysis of at least two clinical cases (minimum 5000 words)

- c) Students will be able to write and submit their final thesis within a time limit after completing their training
- d) The standards and assessment procedures of their trainees meet the professional criteria of the PAP as NUO/NAO of Cyprus and, where applicable, the requirements of the EAP (ECP document)
- e) There is continuous assessment of the trainee's competence as a psychotherapist, which includes emotional maturity, personal fulfillment and suitability to work with clients
- f) The principle of the "external examiner" (or evaluator) is part of this evaluation process, so that the evaluation team includes at least one person who is not a trainer of the organization
- g) Each trainee's assessment process does not include their personal therapist
- h) Records of the assessment process are kept for external verification and copies of trainees' work are kept
- i) The PTIs include in their training program the membership criteria as defined by the PAP or the EAP for the European Certificate of Psychotherapy (ECP)

2. 3.8 Supervised Internship / Clinical Practice Requirements

The PTIs:

- a) Support their trainees, after the end of the second training year, to find suitable opportunities to practice competences and skills (in an individual and/or group context) with clients so as to gain sufficient supervised practice as psychotherapists.
- b) Ensure that their trainees, working in structures or in private offices, must also meet the requirements of supervised clinical practice
- c) Maintain a list of organizations and other clinical placements in various areas of psychological and social care so that they can provide a wide range of different practice opportunities for their trainees

2. 3.9 Placement in a mental health setting or equivalent professional experience (Clinical Placement)

The PTIs ensure that upon completion of their training, the trainees have sufficient practical work experience in a psychosocial environment, in collaboration with other specialist professionals, in mental health structures that provide care or treatment to clients or patients (e.g. psychiatric institutions, medical-social structures, psychosocial support organizations, etc.). Clinical placement is clearly separated from practical clinical practice (see 2.3.8) with clients and must be supervised, ongoing and last at least 125-150 hours in total. The clinical placement is in addition to the 1400 educational hours.

2. 3.10 Trainer Criteria

PTIs ensure that their regular trainers:

- a) Have experience working as psychotherapists (individual or group) for at least 7 years and as trainers for at least 5 years
- b) Practice as psychotherapists and work with clients (individual or group) additional to their educational activities
- c) Are ECP holders (at least two trainers), or are accredited psychotherapists by the PAP or other equivalent professional body
- d) Have documented training or are trainee trainers formally or through an apprenticeship (e.g. as an assistant or co-trainer) and have been formally assessed as trainers, either by the PTI or a relevant professional body
- e) Are appropriately assessed for competence on a regular basis and/or belong to a continuous supervision group or peer review group of professional trainers (interview)
- f) Monitor current professional developments in psychotherapy and the specific method and, where appropriate, publish written papers
- g) Meet any other general requirements determined by the PAP (NUO/NAO) and EAP or
- h) Meet clear criteria that justify exceptions from the above.

2. 3.11. Supervisor Criteria

The PTIs require supervisors to:

- a) Have worked as professional psychotherapists for at least 5 years
- b) Ideally practice as psychotherapists with clients (in an individual or group setting)
- c) They themselves receive supervision in an individual or group context or in a group of peer professionals
- d) Documented training or preparation to become a supervisor, formally or through an apprenticeship (e.g. as an assistant supervisor or co-supervisor)
- e) Have been assessed as supervisors, either by the training organization itself or by a relevant professional body - they do not need to be trainers.
- f) Are ECP holders or accredited members of the PAP or holders of a certificate from an equivalent professional body
- g) Monitor and keep up to date with ongoing professional developments in psychotherapy and the specific method
- h) Meet any other general requirements determined by the PAP and the EAP or
- i) Meet clear criteria that justify exemptions

NOTE: Nationally Accredited Psychotherapy Training Institutes (NAPTIs) are required to create a shortlist of supervisors from the same training approach from which trainees can choose for individual supervision. In case

the trainee wishes to choose himself, the specific supervisor must be approved by the educational officer of the institute. The special approval must be stated in writing and signed by the educational officer of the PTI.

2.3.12 Blended learning requirements

Should PTIs wish to use the blended learning option, they should consider the following recommendations:

Theory and methodology

- Only the pure lecture ("ex-cathedra") can be watched by the learners via online platform.
- Attending interactive lectures and experiential theory and methodology workshops via online platforms is not acceptable.

Psychotherapy

- PTIs ensure that group psychotherapy is conducted entirely live.
- It is highly recommended that trainees start their personal individual psychotherapy with direct contact (face-to-face) and then have occasional face-to-face sessions at least once a year.
- PTIs' trainees are informed that a percentage of 40% of their individual psychotherapy is accepted through online platforms.

Supervision

- Group and individual supervision via online platforms are acceptable.
- It is highly recommended that occasional supervision sessions should be held face-to-face (supervisor-supervised) at least once a year.
- Online supervision in a group context cannot exceed 3 or 4 people.

2. 4. APPLICATION AND ACCREDITATION

2. 4.1 Accreditation

The PTIs ensure compliance with all relevant procedures, i.e. the professional registration and accreditation in the European Organization of their approach, all the requirements of the PAP (and the TAC requirements of EAP for EAPTIs).

When seeking national accreditation through the PAP or European accreditation (EAP/EAPTI), PTIs should prepare appropriately for any visits, co-operate as fully as possible with assessors.

2. 4.2 Application

PAP recognizes that the NAPTIs need time to prepare and adapt their training program, as well as to gather knowledge and experience regarding the reliability and functionality of the structure, and that new solutions or changes may be needed. The PAP takes this seriously with the following guidelines:

- 1) The NAPTIs will have a period defined by the PAP to fully meet these requirements
- 2) The NAPTIs seeking to meet these standards can expect professional support and technical assistance from the PAP
- 3) The NAPTIs believed to be failing to meet these standards:
 - a) may be subject to an investigation or review by the PAP or democratically organized bodies of the PAP and, if serious failings are deemed to exist, their accreditation may be suspended pending the outcome of such investigation or review
 - b) shall cooperate fully, openly and promptly with such investigation or review, and shall have knowledge of any report or reports and an opportunity to suggest corrections or make a supplementary statement, prior to the final submission of the report
 - c) must implement any modifying changes determined by accredited experts or the corresponding committee of the PAP. They may appeal against any sanctions to the Board of Directors of PAP, whose final decision will be final.

SAMPLE