

IN STANDARDS AND CURRICULUM

for the qualification

“MAPA Master in Integrative Neuro-Linguistic Therapeutic Practice, IN”

from

ANDRÉ PERCIA

Advanced MAPA Practice

Entrance qualification:

- “NLP Master, IN” and “MAPA Practitioner in Integrative Neuro-Linguistic Therapeutic Practice, IN” or an equivalent qualification formally accepted under IN regulations
- documented supervised practice
- completed Practitioner portfolio

Minimum duration: 130 full training hours over at least 18 days

Assessment: Mandatory written and behavioral assessment, advanced project and oral presentation

Status: Proposed special qualification, subject to written approval by the IN Training Commission

1. Purpose of the Master qualification

The **Integrative Neuro-Linguistic Therapy Master, IN**, develops advanced competence in complex formulation, systemic and relational processes, identity, values, belief systems, metalevels, modeling, supervision and longitudinal therapeutic work.

The Master level does not simply add more techniques.

Its central subject is **complexity**.

Participants learn to work when:

- several formulations are plausible;
- patterns serve multiple functions;
- the desired change creates conflict;
- identity and belonging are involved;
- internal and external realities interact;

- progress is uneven;
- interventions produce unexpected consequences;
- the therapeutic relationship becomes part of the formulation;
- referral and multidisciplinary work are required;
- certainty is neither available nor ethically appropriate.

The Practitioner learns to organize a process responsibly. The Master learns to work with complexity, ambiguity and revision without losing coherence.

2. Relationship to “NLP Master, IN”

The current NLP Master, IN requires NLP Practitioner as its entrance qualification, a further 130 hours over 18 days, and written and behavioral assessment. Its required content includes advanced modeling, metaprogrammes, beliefs, values, Sleight of Mouth, re-imprinting, advanced Timeline work, advanced Milton Model, advanced submodalities, deep-change work and systemic applications.

The proposed INLT Master uses this level of prior NLP knowledge as a foundation. It does not merely repeat those methods. It examines how they can be integrated into:

- advanced formulation;
- relational and systemic thinking;
- risk and scope;
- complex consent;
- monitoring;
- supervision;
- professional accountability;
- research and model development.

3. Advanced Master competencies

By the end of the qualification, participants should demonstrate competence in the following areas.

3.1 Complex formulation

Participants can:

- organise multiple and competing hypotheses;
- formulate longitudinally;
- distinguish predisposing, precipitating, perpetuating and protective factors;
- map recursive and mutually reinforcing patterns;
- recognise contradictions and gaps;
- revise the formulation without defending an earlier conclusion.

3.2 Beliefs, identity and metalevels

Participants can:

- distinguish isolated beliefs from systems of meaning;

- examine beliefs about beliefs;
- explore identity, belonging and loyalty;
- work with metaframes and recursive meaning;
- use advanced language patterns without semantic coercion;
- consider ecology before attempting belief change.

3.3 Internal systems and ambivalence

Participants can:

- work with parts as metaphorical organisations of experience;
- map polarities and conflicts;
- negotiate between competing needs;
- recognise when parts language is not sufficient;
- avoid confusing metaphorical parts with dissociative disorders;
- refer when specialised assessment is required.

3.4 Advanced modelling

Participants can:

- design and conduct a modelling project;
- model behaviour, strategy, state, belief, value, embodiment and relational pattern;
- differentiate observation from inference;
- test transferability;
- identify limits of the model;
- avoid presenting description as causal explanation.

3.5 Time, memory and transition

Participants can:

- work carefully with autobiographical memory;
- recognise reconstructive processes;
- avoid manufacturing certainty;
- use Timeline and re-imprinting methods with explicit consent and caution;
- distinguish exploration of meaning from recovery of historical fact;
- work responsibly with transitions and loss.

3.6 Systemic and relational competence

Participants can:

- map interactional cycles;
- consider family, organisational, cultural and social systems;
- recognise power, dependency and coercion;
- use perceptual and spatial models without erasing external realities;
- include network and multidisciplinary care.

3.7 Advanced process competence

Participants can:

- work with non-response;
- recognise deterioration and unwanted effects;
- identify and repair alliance ruptures;
- manage dependency and idealisation;
- tolerate uncertainty and therapeutic impasse;
- organise endings and transfers of care.

3.8 Supervisory and research literacy

Participants can:

- present cases transparently;
- distinguish data from interpretation;
- receive challenge;
- reflect on their own contribution to the process;
- use evidence critically;
- design practice-based enquiry;
- contribute to refinement rather than defend the model dogmatically.

4. Required Master training content

Module 1 — Advanced MAPA Formulation

Recommended allocation: 16 hours / 2 days

Required content

- formulation across time;
- multiple presenting concerns;
- competing formulations;
- predisposing, precipitating, perpetuating and protective factors;
- recursive maintenance cycles;
- symptom, strategy, relationship and context;
- resources that also generate cost;
- protection that becomes restriction;
- internal and external contradictions;
- diagnostic information within appropriate professional scope;
- formulation failure;
- confirmation bias;
- alternative maps;
- collaborative reformulation;
- advanced case conferences.

Required learning outcome

The participant can compare and revise multiple formulations without forcing the case into a preferred theory.

Module 2 — Beliefs, Values, Frames and Meta-Levels

Recommended allocation: 16 hours / 2 days

Required content

- beliefs and belief systems;
- core beliefs;
- assumptions, expectations and rules;
- complex equivalence;
- values and criteria;
- criteria conflicts;
- beliefs about beliefs;
- identity statements;
- mission and purpose;
- frames and metaframes;
- recursive meaning;
- Meta-States;
- Neuro-Semantic perspectives;
- advanced Sleight of Mouth;
- Change Belief Cycle;
- belief-change processes;
- ecology and belonging;
- loyalty and identity;
- risks of debating a person's meaning system;
- distinguishing useful challenge from invalidation.

Sources and attribution

Relevant contributions may include the work of Robert Dilts, Michael Hall, Richard Bandler, John Grinder and other recognised contributors, provided that authorship and conceptual origin are accurately attributed.

Required learning outcome

The participant can work with systems of meaning without presenting a linguistic reformulation as proof that the person's reality has been corrected.

Module 3 — Identity, Parts and Inner Systems

Recommended allocation: 16 hours / 2 days

Required content

- identity as process and narrative;
- belonging and social identity;

- incongruence;
- polarities;
- competing commitments;
- parts as metaphor;
- Six-Step Reframing at advanced level;
- Visual Squash;
- parts negotiation;
- integration of needs;
- Inner Team approaches;
- Core Transformation;
- core states;
- self-concept;
- transformation and continuity of identity;
- protector dynamics;
- consent in inner-system work;
- dissociation and differential limits;
- when specialist referral is necessary.

Required learning outcome

The participant can work with ambivalence and internal conflict without oversimplifying identity or treating every conflict as an NLP parts process.

Module 4 — Advanced Strategies and Modelling

Recommended allocation: 18 hours / 3 days

Required content

- advanced strategy elicitation;
- microstrategies and macrostrategies;
- recursive strategies;
- decision, motivation, learning and creativity strategies;
- belief and reality strategies;
- criteria and exit conditions;
- somatic and embodied modelling;
- relational modelling;
- modelling therapeutic excellence;
- modelling across contexts;
- observer influence;
- coding and transfer;
- testing;
- refinement;
- ecological consequences;
- advanced individual modelling project.

Required learning outcome

The participant can produce, test and revise a model while clearly distinguishing observation, inference and hypothesis.

Module 5 — Time, Memory and Life Transitions

Recommended allocation: 16 hours / 2 days

Required content

- subjective organisation of time;
- advanced Timeline work;
- autobiographical memory;
- Personal History Change;
- re-imprinting;
- future self and future pacing;
- life transitions;
- identity transitions;
- career and family transitions;
- grief;
- ambiguous loss;
- continuing bonds;
- reconstruction of meaning;
- memory suggestibility;
- source-monitoring limitations;
- false certainty;
- stabilisation before exploration;
- criteria for not proceeding;
- referral and multidisciplinary care.

Required learning outcome

The participant can work with temporal representation and autobiographical meaning without promising memory erasure or claiming to recover historical truth.

Module 6 — Systemic, Relational and Social Context

Recommended allocation: 16 hours / 2 days

Required content

- systems and interactional patterns;
- Batesonian context and difference;
- feedback loops;
- family and organisational systems;
- Satir-based congruence and communication;
- relational positions;
- Social Panorama and mental-space approaches;
- spatial representations of relationships;

- group, family and cultural belonging;
- loyalty and exclusion;
- authority and hierarchy;
- power and dependency;
- discrimination and social context;
- coercive control and violence;
- networks;
- multidisciplinary and interprofessional work;
- limitations of systemic reframing;
- ethical use of perceptual-position work.

Required learning outcome

The participant can integrate internal organisation with concrete relational, cultural and social conditions.

Module 7 — Generative, Somatic and Hypnotic Practice

Recommended allocation: 14 hours / 2 days

Required content

- corrective and generative change;
- generative states;
- state, relationship and field;
- embodied presence;
- somatic attention;
- centring and resource development;
- Hero's Journey as metaphorical structure;
- advanced Milton Model;
- conversational trance;
- therapeutic storytelling;
- utilisation;
- multilevel communication;
- direct and indirect suggestion;
- autonomy and consent;
- integration of trance with formulation;
- contraindications and scope;
- grounding and closure.

Possible sources

Relevant contributions may include Milton Erickson, Stephen Gilligan, Robert Dilts, Richard Bandler, John Grinder and Judith DeLozier, with clear attribution and responsible differentiation between model, clinical tradition and empirical evidence.

Required learning outcome

The participant can use advanced evocative and generative processes without confusing intensity, symbolism or trance depth with therapeutic outcome.

Module 8 — Advanced Therapeutic Process and Relationship

Recommended allocation: 16 hours / 2 days

Required content

- complex therapeutic alliance;
- relational patterns in the helping process;
- rupture and repair;
- idealisation;
- dependency;
- opposition and withdrawal;
- shame;
- silence;
- non-response;
- deterioration;
- adverse and unwanted effects;
- practitioner reactivity;
- enactments;
- repeated unsuccessful intervention;
- therapeutic impasse;
- consultation and referral;
- multidisciplinary case management;
- chronic illness and integrated care;
- difficult endings;
- transfer of care;
- longitudinal monitoring.

Required learning outcome

The participant can remain collaborative and accountable when progress is uncertain or the therapeutic relationship becomes strained.

Module 9 — Supervision, Research and Professional Development

Recommended allocation: 18 hours / 3 days

Required content

- MAPA-informed supervision;
- case presentation;
- formulation review;

- observation, inference and hypothesis;
- practitioner bias;
- rescue and performance pressure;
- attachment to a preferred technique;
- ethical decision-making;
- analysis of unsuccessful work;
- adverse-event review;
- reflective practice;
- evidence-based psychological practice;
- evaluating research claims;
- case-study design;
- single-case and practice-based enquiry;
- competence assessment;
- instrument development;
- curriculum evaluation;
- final project;
- oral defence;
- written and behavioural assessment.

Required learning outcome

The participant demonstrates advanced reflective integration and the capacity to contribute critically to the responsible development of INLT.

5. Recommended 18-day Master structure

Day	Principal focus
1	Advanced formulation and complexity
2	Competing hypotheses and reformulation
3	Beliefs, values and criteria
4	Frames, metaframes and Meta-States
5	Identity, belonging and parts
6	Internal systems and integration
7	Advanced strategy elicitation
8	Modelling methodology
9	Modelling-project laboratory
10	Time, memory and re-imprinting

Day	Principal focus
11	Loss, transition and future identity
12	Systemic and relational formulation
13	Social context, power and Mental Space
14	Generative, somatic and hypnotic practice
15	Advanced therapeutic relationship
16	Non-response, adverse effects and impasse
17	Supervision, research and final projects
18	Written, behavioural and oral assessment

6. Master teaching and learning methods

The Master programme should include:

- advanced demonstrations;
- case conferences;
- supervised formulation;
- analysis of uncertainty and error;
- comparative formulation;
- live or recorded practice where legally and ethically permitted;
- modelling laboratories;
- reflective groups;
- structured supervision;
- intervention;
- literature appraisal;
- advanced personal work;
- project development;
- oral defence.

7. Master supervision and practice requirements

In addition to the 130 training hours, the following are recommended:

- at least 25 hours of group or individual supervision;
- at least 30 hours of structured intervention;
- documented professional or simulated practice;
- one longitudinal case or advanced simulation;
- an individual modelling project;

- reflective commentary;
- final oral presentation.

8. Master written assessment

The written assessment should include:

- advanced formulation;
- systems of beliefs and values;
- metalevels and recursive meaning;
- identity and parts;
- modelling methodology;
- systemic and relational processes;
- time and memory;
- consent and risk;
- adverse effects;
- supervision;
- evidence and research literacy;
- professional scope.

9. Master behavioural assessment

The candidate should demonstrate the ability to:

- formulate a complex case;
- present alternative hypotheses;
- identify contradictions and missing information;
- recognise relational and systemic factors;
- work with ambivalence;
- select or decline advanced interventions;
- manage consent throughout the process;
- recognise rupture, non-response or deterioration;
- revise the formulation;
- identify supervision and referral needs;
- communicate uncertainty;
- reflect on their own contribution to the process.

10. Master final project

The final project may take one of the following forms:

- advanced modelling project;
- longitudinal case-formulation portfolio;
- MAPA instrument-development proposal;

- practice-based research proposal;
- comparative formulation study;
- curriculum-development project;
- professional application project within a clearly defined scope.

The project should contain:

- rationale;
- relevant literature;
- method or process;
- ethical considerations;
- limitations;
- evidence gathered;
- revisions;
- reflective evaluation;
- implications for practice.

11. Master certificate wording

“MAPA Master in Integrative Neuro-Linguistic Therapeutic Practice, IN”

The training comprised 130 full hours over 18 days of on-site face-to-face and/or approved interactive face-to-face online training, from [date] to [date], in accordance with the ethics and quality standards of the International Association of NLP Institutes.

The qualification included written and behavioural assessment, supervised practice and an advanced final project.

This certificate does not, by itself, confer a statutory licence to practise psychology, psychotherapy, medicine or any other regulated profession.

12. Common quality principles

Every model and intervention should be taught through the following questions:

1. **What aspect of experience does this model help us investigate?**
2. **What hypothesis may it support?**
3. **What are its conceptual and evidential limitations?**
4. **Under what conditions may it be useful?**
5. **Under what conditions may it oversimplify, invalidate or cause harm?**
6. **What competence, consent and preparation are required?**
7. **How will its effects be monitored in everyday life?**

This seven-question structure should be a permanent curriculum standard.