

TA training - by Dave Spenceley TSTA - I set out a description of the aims and methodology of TA training within the YTCi programmes.

Multi-level training: In common with other non-institutionalised and smaller training schools we are enthusiastic about multi-level training. Multi-level training acknowledges that trainees have different learning needs and experiences. During each unit the participants are actively involved in setting the agenda by contracting with the trainers for their individual needs to be met.

Multi-level training enables more advanced participants to enhance their learning by teaching concepts to other members of the group. Teaching others is recognised as being a powerful method of learning. Therefore we encourage sharing of knowledge and experience in all the units both formally through group presentations and informally in group discussions and activities.

Each trainee is encouraged to move through training at their own pace, meaning that members of the advanced group can stay as members of the group for as long as they need to prepare for their qualification.

Two Stage Training - developed from a TAJ article by Bruce Loria: Beyond Training: The Education of Transactional Analysts - 1983 by Loria

Basic Training - The 101 course, foundation groups and continued in the advanced groups:

- Knowledge > Understanding > Application of TA theory, philosophy and setting up a professional psychotherapy practice.

Advanced Training - The advanced training groups:

- Analysis > Synthesis > Evaluation of TA theory, philosophy and developing the professional practice and preparation for CTA examination.

Aims of Training - To enable trainees to demonstrate competencies based on section 5 of the EATA training manual - "Core Competencies of a Transactional Analyst"

"The Psychotherapy field of specialisation is for practitioners who aim to facilitate the client's capacity for self-actualisation, healing and change. The psychotherapeutic process enables the client to recognise and change archaic, self-limiting patterns – 'to deal with the pain of the past in the present so that they are free to live their lives in the future'. The aim is for clients to understand themselves and their relationships and create options to live their lives in an aware, creative, spontaneous way and open to intimacy "

General Aims:

1. To provide effective professional TA training within an OK –OK relationship respecting and honouring difference.
2. Recognising and catering for different learning styles facilitating the professional and ethical development of participants
3. Self Awareness and development: Facilitating the use of "the self" in relationship within the psychotherapeutic work with clients.
4. Enabling successful preparation for their external CTA examinations as effective and competent TA psychotherapists as described in the core competencies in section 5 of the EATA training manual.

Theoretical knowledge and understanding / Clinical and Professional competence: Prior to examination trainees will be able to demonstrate in practice.

5. An in-depth knowledge and understanding of TA theory, analysing, evaluating and critiquing a wide range of TA theory.
6. A range of TA approaches to create their own individual frame of reference with regard to their own synthesis of TA theory and practice.
7. Flexibility and creativity in establishing and maintaining effective therapeutic relationships.
8. Accurate assessments using TA and other diagnostic models.
9. Understanding and applying the theory of contracting in its different forms to make and implement treatment plans.
10. The use of the therapeutic relationship, including the therapeutic application of theories of transference and counter transference to facilitate and understand the therapeutic process.
11. Giving and taking feedback constructively from both trainers and peers.
12. Working constructively and effectively with colleagues within the training programme as well as from other professions.
13. Reflect and evaluate their own practice using formal supervision and also their 'internal supervisor'. Maintaining appropriate self support and stability under stress and when working with clients in crises.

During each module there will be time spent on:

1. Theory and supervision
2. Group and individual processes which surface during group time.
3. Consideration of ethics, protection issues, the core models of TA arising out of supervision of live skills practice and group and individual processes.

EATA Requirements prior to examination. - See the EATA training manual for complete details:

- Section 5 - Core competencies
- Section 6 - EATA contracts
- Section 7 - Timetable for those preparing for examination
- Section 8 - The written examination
- Section 9 - The oral examination

Minimum Hours:

- Psychotherapy Training Hours:
 - 300 hours TA training
 - 300 hours TA or other related training
- Supervision Hours: 150 hours of supervision, consisting of:
 - 75 hours TA supervision with an accredited (TSTA or PTSTA) supervisor
 - 75 hours TA or other supervision
- Clinical Experience: 750 hours of practical experience, consisting of:
 - 500 hours as primary therapist
 - 50 hours experience of working with couples, families and/or groups
 - 200 hours other experience using TA
 - Other experience: 500 hours: any combination (to be agreed with Primary Supervisor) of:
 - Personal therapy
 - TA training
 - Supervision
 - Conferences and workshops

EATA training manual - Psychotherapy core competencies

Using his/her knowledge and understanding of transactional analysis theory, a transactional analysis psychotherapist will demonstrate the following abilities.

1. GENERAL REQUIREMENTS

- a. *Understand TA theory and its application to psychotherapy with individuals and with couples, families and groups as appropriate.*
- b. *Assess the client and make an informed decision about taking him or her into treatment, including up-to-date knowledge of other treatment possibilities, the ability to convey different options to the client, and the willingness to assist in choosing how to proceed.*

- c. *Know the ITAA/EATA Code of Ethics and demonstrate of ethical and professional competence in practice, including working within the legal requirements governing psychotherapy in the region of practice.*
- d. *Demonstrate the ability to locate TA within the wider field of psychotherapy.*
- e. *Have an awareness of the significance and implications of cultural and social diversity and difference within and outside the consulting room.*

2. THERAPEUTIC RELATIONSHIP

- a) *Manifest a respectful attitude towards self and others.*
- b) *Demonstrate an understanding of the importance of the therapeutic relationship in effecting change, its nature, and its difference from any other relationship.*
- c) *Show empathic sensitivity and understanding of the client, his or her symptoms and self-limiting script, as well as showing the ability to communicate this understanding to the client in such a way that the client feels understood.*
- d) *Exhibit a capacity to understand another person's phenomenology and bracket his/her own frame of reference without losing contact with his/her own separate experience.*
- e) *Display ability to self-reflect and to use this self-awareness in appropriate self-disclosure.*
- f) *Demonstrate an understanding of developmental issues, transference and counter transference phenomena, and the ability to use transactional analysis to address it successfully. This will include the willingness to allow transference to develop in the client/therapist relationship and to handle the client's regressive states appropriately and therapeutically. It will also include understanding his/her own counter transference and the limits it may create, as well as the ability to use it constructively.*
- g) *Behave in a respectful way toward self and others, including showing sensitivity for different frames of reference, cultures, and social norms as well as taking account of the impact on the relationship of these differences in the consulting room.*
- h) *Demonstrate potency, protection, and permission and show an understanding of their importance.*
- i) *Communicate congruence in their interactions.*

3. TRANSACTIONAL ANALYSIS THEORY

- a) *Articulate an understanding of the basic theory of TA and its application in clinical practice as described in the major TA texts, including structural analysis, transactional analysis, game, racket and script analysis and child development.*
- b) *Describe the application of aspects of all the major approaches to TA and demonstrate knowledge of recent developments, including the similarities and differences between these approaches.*
- c) *Demonstrate an understanding of TA theories of group process.*
- d) *Make interventions which can be explained according to TA theory and practice.*

4. CONTRACTING

- a) *Show an understanding of the necessity for a clear business contract as well as the ability to negotiate contracts.*
- b) *Have the capacity to negotiate with a client in order to arrive at a shared understanding of the work to be undertaken and to formulate an appropriate treatment contract. This will include understanding and respecting the difference between contracts for social control and contracts for autonomy which allow for intrapsychic and interpersonal change involving dismantling limiting scripts and the resolution of impasses.*

5. PLANNING: ASSESSMENT AND TREATMENT DIRECTION

- a) *Describe a comprehensive system of assessment and diagnosis using standard TA concepts.*
- b) *Show an understanding of the psychiatric diagnostic systems used in the country in which practice takes place (e.g., DSM, ICD).*
- c) *Make meaning of a client's experiences using standard TA concepts in a way that maintains the I'm OK - You're OK attitude.*
- d) *Show an awareness of and have the ability to respond to risk and harm factors for self, client, and others.*
- e) *Assist the client in recognising and naming their self-limiting patterns of thinking, feeling, and behaving and in deciding whether or not change is desired.*
- f) *Conceptualise, using TA theory, in order to develop an overall treatment plan based on the particular issues to be addressed.*

6. IMPLEMENTATION: THE PSYCHOTHERAPEUTIC PROCESS

- a) *Show the capacity to make accurate phenomenological observations of the client and use those as the basis for a therapeutic hypothesis that is linked to TA theory and philosophy.*
- b) *Show ability to use group process as an effective intervention.*
- c) *Select interventions appropriate to the stage of treatment and the treatment contract.*
- d) *Demonstrate the ability to effect timely interventions.*
- e) *Recognise and assess script issues as they arise within the session and address them appropriately according to the stage of treatment (for example, script signals, game invitations, discounts, driver behaviour).*
- f) *Show the ability to evaluate the effect of an intervention and use that information to update hypotheses and select subsequent interventions.*
- g) *Encourage the client's autonomy and resources.*

7. PERSONAL ATTRIBUTES

- a) *Demonstrate a commitment to the philosophy of transactional analysis in such qualities as a belief in the capacity of the individual to take responsibility for him/herself, understanding an individual's ways of being, and responding to an individual's ability to grow and change.*

- b) Have a willingness to be available for ethically intimate contact, including the practice of appropriate self-disclosure.*
- c) Demonstrate a commitment to ongoing personal and professional development, specifically the development of autonomy, including the capacity for awareness, spontaneity, and intimacy such that therapeutic interventions are not affected by script decisions.*
- d) Recognise one's own limitations and the limitations of psychotherapeutic practice.*
- e) Use intuition and creativity in response to the therapeutic situation.*
- f) Show understanding of strengths and limitations of personal resources.*
- g) Have the ability to seek help appropriately and use it effectively.*
- h) Demonstrate the capacity for self-reflection.*