Yorkshire Training Centre
Course Handbook

For

The TA 101 course

Foundation Course

Advanced TA Psychotherapy Training

Yorkshire Training Centre… Training Handbook and Prospectus

Contents

SECTION A: INTRODUCTION TO YTC

A1) The Yorkshire Training Centre offers a programme of training in Transactional Analysis which provides a personal route towards qualification in Transactional Analysis Psychotherapy. All the training offered by YTC is compliant with current professional standards as regulated by the European Association of Transactional Analysis (EATA), the Institute of Transactional Analysis (ITA), and the Humanistic and Integrative Section of the United Kingdom Council for Psychotherapy (UKCP). In addition YTC adheres to ITA policies regarding Equal Opportunites, Ethics and Professional Practice, and Registration of Training Establishments (see Appendices 9-12).

A2) In Transactional Analysis the basic philosophy of 'I'm OK – You're OK' reflects a fundamental belief in individual 'okness' and the importance of the relationship, and it is this principle which underlies all training and supervision offered by YTC, where we aim to create a supportive atmosphere in which to develop personal and professional excellence. Transactional Analysts believe that people thrive and learn more effectively in a situation where there is an abundance of positive strokes and affirmations. We seek to reflect this in the training programme. We therefore have a policy of running relatively small training groups in order to promote the quality of relationships within the learning environment.

A3) TA continues to evolve as a psychological approach after its first 50 years in existence, drawing ideas from a wide range of approaches in the humanistic tradition as well as from its psychoanalytical roots. YTC reflects this humanistic and integrative frame of reference by incorporating a range of theories and models from outside of TA into the programme as well as the core model of TA itself. Research has suggested that the most significant element in successful psychotherapy is the quality of the therapeutic alliance. All of our training, whether for those intending to qualify as psychotherapists or not, is consistent with this core element and ethos of psychotherapy.

A4) **YTC Principal Trainer: Dave Spenceley TSTA** (psychotherapy) NLP Pract: Dave is a TA psychotherapist, trainer and supervisor, in private practice, with over 30 years experience in the helping professions. Dave has international experience working in Germany, Romania, Italy, Austria, France, Holland and Serbia and Greece. He is the director of a new training programme which commences in March 2010 in Bucharest.

A5) **YTC Associate Trainer: Uta Höhl TSTA** (counselling): Uta is an experienced TA trainer and supervisor. Uta is the course director of a successful TA training programme in Nuremberg, Germany as well as regularly offering TA workshops in Prague. As well as being qualified in the TA field of counselling Uta is also legally qualified and registered as a psychotherapist in Germany.

A6) Visiting Trainers: YTC will from time to time invite a visiting trainer to teach a training module per year. All visiting trainers will be interviewed prior to inclusion on the programme and will not be appointed unless suitably qualified and experienced to give recognised training in their field. Student evaluation of visiting staff is monitored by the Course Directors. In addition, all accredited TA trainers are required to engage in Continuing Professional Development in order to maintain standards, and this is monitored by the Institute of Transactional Analysis.

A7) Our Premises and Contact:

1) As a small training school we have two training group rooms and an office in our home with a library for the use of course participants. There is ample parking and a town centre within a few minutes walk. The Brighouse railway station is on the opposite side of the road. For larger groups over 8 we hire hotel rooms in the centre of Leeds. If meeting in Brighouse we make it clear that there are two rooms in the house which are for our own private use. This is congruent with the Transactional Analysis principles of contracting and open communication.

2. The house in Brighouse is not accessible for any disabled user and therefore in the event of any participant requiring special access needs we would also run the group in the venue in which we are currently hiring as a training room. This is a high standard purpose built training room in the centre of Leeds and has all appropriate access facilities.

A8) **Contact details for YTC**
1. The postal address is: 24, Railway Street, Brighouse, West Yorkshire. HD6 1HQ
2. The email address for Dave Spenceley: dave@ta-psychotherapy.co.uk
3. The email address for Uta Hoehl: uta@ta-beratung.de
4. The telephone number: 00447710419378

SECTION B: EQUAL OPPORTUNITIES AND CONFIDENTIALITY

B1) Equal Opportunities Policy: Psychotherapy is a professional activity and training in it requires appropriate capacities and aptitudes. All applicants for training and all trainees will be treated equally regardless of personal background, lifestyle preferences and beliefs. Selection, feedback and assessment will be based only on identified competency criteria. We value trainees having a wide range of experience, and therefore diversity is welcomed and respected. An emphasis on the basic philosophy of 'I'm OK – You're OK' allows for transparency in the relationship between trainees and between trainee and trainer, and supports challenge of discriminatory behaviour and attitudes where necessary. YTC adheres to the ITA Equal Opportunities Policy (see Appendix 9).

B2) Ethics: All trainers and trainees are expected to maintain an ethical frame of reference when dealing with colleagues and their clients. The core elements of ethical practice are detailed in the EATA and ITA codes of ethics and professional practice which all members of the Yorkshire Training Centre are required to follow. We believe the foundations of these ethical principles are:

1. All people are treated with respect and dignity.
2. Our aim is to promote autonomy
3. Our professional dealings are maintained by open communicational, clear boundaries and using explicit contracts.

B3) Confidentiality: All of our training is offered with a spirit of respect and mutuality. It is often helpful for trainees to think through personal experiences and responses as a way to integrate new ideas. All disclosure and discussion of personal material is absolutely at the discretion of the trainee concerned and will be held in confidence within the boundaries of the training group. Trainees will be asked to contract explicitly to honour such confidentiality agreements. All written information pertaining to trainees and applicants, including assessed work and marks, will be treated as confidential to the trainee concerned and the training staff. Written material concerning individuals will be stored in a private and lockable office space. Data on computer will not be shared with any third party without the express permission of the trainee or applicant to whom it applies.

There are potential circumstances in which, in the interest of a client or client group this confidentiality may have to be breached. Such action will always be taken transparently and in accordance with the ethical and professional practice standards as defined in the relevant ITA and UKCP codes.

External Moderator: The External Moderator is an experienced trainer and supervisor working independently of YTC. S/he meets annually with the Principle Trainers of YTC to review our professional, ethical and training standards as defined in the relevant regulatory documentation (Appendices 9-12). S/he is the external facilitator if there is a need for mediation with regard to complaints, grievances or appeals (see Appendix 13). S/he is empowered to liaise with national regulatory bodies at his/her discretion in the case of unresolved issues. Contact details of the current External Moderator are available on request.

Academic Moderator: The Academic Moderator is an experienced TA trainer and supervisor, qualified at TSTA level, and working independently of YTC. S/he is responsible for moderating the assessment standards and the marks assigned to trainees. S/he routinely marks a random selection of trainees' assessed work (amounting to a minimum of 10% of the total volume of such work) and is available for mediation regarding academic feedback, including marks and grades in the case of dispute between YTC Trainers or between the trainers and the trainee. His/her contact details are available on request.

SECTION C: ENTRY REQUIREMENTS, APPLICATION PROCEDURES AND ADMINISTRATION

C1) Entry Requirements: TA training is valued and enjoyed by many who do not wish to go on to qualify as psychotherapists, but who wish to apply their learning more generally to their personal and professional lives, and there is space for such individuals in the training programme. Entry requirements for these applicants are:

1. A 101 (Introduction to TA) Certificate; or attendance at the 101 Course run by YTC as the first module of the Foundation Course
2. Submission of a CV
3. Two professional references stating the applicant's suitability for entering the training programmes
4. A personal statement outlining the reasons why the applicant wishes to undertake the training
5. An interview with the two YTC trainers

Applicants who wish to work towards qualification as a psychotherapist must, in addition:

1. Be at least 25 years of age on commencement of training and have relevant experience of working with people in a helping role. This might include social work, nursing, or mentoring, voluntary work, or personal experience of being a carer.
2. Be in possession of an undergraduate degree or relevant professional qualification; or
3. Provide evidence (see C2 below) of suitability to undertake training at post graduate level in an AP(E)L portfolio. This may include evidence of relevant professional training and/or prior experiential learning and demonstration of relevant life experience.
4. Possess suitable personal qualities, including: a capacity for self-reflection and self directed learning; a basic ability to listen and respond with compassion and respect; a basic awareness of prejudice and commitment to respond openly to issues of social difference; a commitment to self awareness and self development; personal resources to engage with the demands of training and the practice of psychotherapy; academic skills commensurate with a postgraduate education.

C2) Accreditation of Prior (Experiential) Learning:

1. Trainees wishing to join the YTC training programme can have prior experience accounted on an hour for hour basis provided it was gained in an ITA Registered Training Establishment or equivalent programme prior to the introduction of the ITA registration programme.
2. A copy of all relevant paper work and documentation associated with the prior course must be provided.

3. References from the course director and supervisor of the trainee must also be supplied.
4. If training has been gained in an establishment which is not regulated by EATA or the International Transactional Analysis Association the applicant will need to provide evidence of the content covered, any qualifications acquired, and client and supervision hours undertaken if appropriate.
5. Evidence of prior experiential learning and/or life experience may include voluntary work, experience in a caring role, or experience of significant life events that have contributed to the applicant's potential as a psychotherapist. In these case the applicant should provide a written account of the relevant experience and its relationship to their wish to undertake psychotherapy training.

C3) Successful and Unsuccessful Applications

1. Access to any of the training provided at YTC is offered at the discretion of the Trainers.
2. Successful and unsuccessful applicants will be informed in writing of our decision within seven working days of the interview provided all necessary paperwork has by then been made available. Successful applicants will be sent a written offer together with registration and payment details and an Administrative Contract (see Appendix 16)
3. Successful and unsuccessful applicants will be offered verbal feedback on their application and given recommendations for future work if appropriate.
4. We operate an equal opportunities policy and are bound by the Codes of Practice for ITA Registered Training Establishments. We will make clear to all applicants the reasons for any decisions made by us regarding access to our training.

C4) Complaints, grievances and appeals

We recognise that it might be that one or more of our trainees will not be satisfied with what we provide or with our decisions. In the event of dissatisfaction we recommend trainees seek resolution as early as possible through discussion either with a member of staff or with the trainee-staff liaison member of their training group. In line with the ITA code of ethics a complaint should initially be made to the person about whom the complaint is concerned. Our policy will be to seek a desired and mutually acceptable outcome. This may involve the structuring of negotiation between the parties concerned. Provision is in place for trainees to be supported by a peer in this process. All complaints will be recorded and all discussion pertaining to them will be minuted in writing.

YTC uses the ITA's and EATA's professional practice and ethical guidelines as well as using their grievance procedures to deal with any professional disputes which are not resolved by the YTC grievance procedure. (See Appendix 13 for the YTC Complaints and Grievance Procedures) YTC will respond within a month to any complaint made by a trainee If this is not going to be possible due to the course director"s prior commitments then the trainee will

be informed regarding the time scale. Where internal efforts to achieve resolution have not proved fruitful, external moderation can be sought either through the School"s own external moderator or through liaison with one of the regulatory committees of the ITA or the UKCP. The External Moderator is an experienced TA trainer and supervisor, qualified at TSTA level and working independently YTC.S/he meets annually with the Principal Trainers of the CSTA to review their professional, ethical and training standards as defined in relevant regulatory documentation. S/he is the external facilitator in the case of a need for mediation with regard to complaints, grievances and appeals as detailed in the CSTA Complaints Grievances and Appeals Procedure. S/he is empowered to liaise with national regulatory bodies at his/her discretion in the case of unresolved issues. His/her contact details are available on request.

In situations where the YTC External Moderator is involved he / she will write to all parties involved detailing whether the grievance has been upheld or not and the resulting actions that will be taken by YTC. Should it be deemed necessary the trainers and YTC may seek legal advice concerning a grievance. YTC will not be held responsible for any expenses incurred by any party involved in a grievance.

C5) Staff-trainee liaison

There are two staff trainee liaison representatives. They are appointed, one each, from the foundation course and one from the ongoing psychotherapy training group. They are appointed by mutual consent following a discussion between all the members of the training groups and the trainers. Appointment to the position is unpaid and is for a one year period. Trainees can serve in the position for a maximum of three consecutive years. The names of the staff-trainee liaison representatives and their contact details are displayed in the training room.

Staff-trainee liaison representatives are available for confidential discussion with peer trainees for learning support, advice and guidance. They are empowered to set up liaison meetings with YTC Trainer(s) or the ITA Representative on an informal basis. Provided the proper complaints procedures have been followed, they may also arrange meetings with either of the External Moderators and may be involved in the resolution of disputes. They will meet routinely on a twice yearly basis with the Principal Trainers to discuss the progress of training in the two groups.

ITA Representative: Dave Spenceley is the identified staff member responsible for liaison with the ITA and for maintaining necessary standards for continuing registration of the Yorkshire Training Centre as an ITA Registered Training Establishment.

C11) YTC Trainee Membership categories: There are six categories of membership of YTC:

1. Contractual (EATA Training contract) - Psychotherapy trainee… leading to CTA examination.
2. Psychotherapy trainee – intending to advance to contractual trainee and to complete CTA psychotherapy training.
3. CTA counselling trainee… with EATA contract leading to CTA in the field of counselling.
4. CTA counselling trainee - for those with the intention to complete training as a CTA counselling and to complete EATA contract.
5. Non exam member – open for those interested in using TA for professional / personal interest.
6. Foundation course member: First year of TA training post 101 course.

SECTION D: OVERVIEW OF COURSE STRUCTURE

YTC provides a two-part training programme consisting of a one year Foundation Course at Diploma level and a four year Advanced Training Course at Postgraduate level.

D1) The TA Foundation Course

1) The Introduction to TA (TA 101 course) will normally be followed by a Foundation Course. When taken together there are 10 two-day modules (150 hours in total) for all who are interested in using TA especially within psychotherapy, coaching and counselling settings. The Transactional Analysis (TA) Foundation Course is designed to be the first step before joining the ongoing Advanced Training Programme.

2) Transactional Analysis has a basic philosophy of "I'm OK - You are OK" which underlies all the training and supervision offered at YTC, where we aim to create a supportive atmosphere in which to develop your personal and professional excellence. We thrive and learn more effectively in a situation where there is an abundance of positive strokes and affirmations. We seek to promote this within all our training programmes. TA training is focussed on how you use TA concepts: By joining the TA Foundation Course you will be learning the theory and its application while also learning about yourself.

3) TA training is valued and enjoyed by many who do not wish to go onto examinations in psychotherapy or coaching / counselling - they wish to apply their learning more generally to their professional and personal lives.

4) The TA Foundation Course will provide you with the basic knowledge of TA theory and practice. It prepares you to apply TA professionally and can be the first year of training leading towards qualification in psychotherapist or counselling as a Certified Transactional Analyst.

D2) The Advanced Training Course

1) This is a multi-level programme consisting of 6 bi-monthly, three-day weekends (21.5 hours per weekend) a year for four years. This amounts to a total of 516 accredited training hours.

2) Those intending to qualify as Certified Transactional Analysts (CTA) need to meet the requirements of EATA (see below). Eligibility for UKCP registration is dependent on the trainee also meeting UKCP's requirements, which differ slightly. Attainment of the total number of training hours necessary involves a combination of taught training hours, personal study, clinical practice and supervision (see Appendix 14 for detail).

D3) EATA Requirements for Eligibility to Undertake the CTA Exam

- 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

D4) Supervised Practice

An established practice over a minimum of two years with a regular caseload of which two at least are long-term clients. Supervised practice refers to supervision with a suitably qualified supervisor (in TA, a (Provisional) Teaching and Supervising Transactional Analyst). Progression to examination as a CTA involves the trainee signing an EATA Training Contract with a (P)TSTA, known as the Primary Supervisor, who monitor's the trainee's progress and can provide feedback to the trainer as necessary.

The UKCP requirement is for 450 hours of clinical practice over a minimum of two years, in a ratio of 1 hour of supervision for every 6 hours client contact. (See Appendix 19 for further detail of UKCP requirements)

D5) Aims of the training:

1. To provide effective professional TA training within an OK –OK relationship
2. To recognise and cater for different learning styles
3. To respect and honour difference
4. To facilitate the professional and ethical development of participants
5. To enable successful preparation for their external CTA examinations

6. For participants to become effective and competent TA psychotherapists as described in the core competencies in section 5 (see Appendix 1) of the EATA and ITA training manuals.
7. To use self reflection and supervision to enhance the psychotherapeutic process.

D6) Advanced Training Course Overview

The four year, Advanced Training Course consists of 6 modules of 4 units (training weekends) each. We refer to the training years as Years A - D to reflect the multi-level approach (see D9)

The six Modules:
1. Professional Practice
2. Human Development
3. Diagnosis and Treatment Planning
4. TA Models of Intervention
5. The Therapeutic Relationship
6. Work With Specific Client Groups and/or Issues

This means that during the course of each training year students will complete one of the 4 units that comprise each module. The syllabus is designed to provide a combination of themes and topics that range from those with a primarily theoretical focus to those centred on practical application. Each unit is delivered using a range of teaching methods (see below) to accommodate a variety of learning styles in the trainee group. (See F5 for complete 4 year syllabus)

D7) Course objectives for the psychotherapy training

(For further specific learning goals/outcomes please see Section F regarding the course curriculum)

Theoretical knowledge and understanding: by the end of the training, students will be able to:

1. Demonstrate in-depth understanding of a wide range of TA theory
2. Analyse and critique TA theory in relation to other theoretical models of psychotherapy, including those from the humanistic and psychodynamic traditions
3. Synthesise a range of theoretical approaches to create an individual frame of reference with regard to the theory and practice of TA psychotherapy
4. Analyse and critique research findings both in TA and in the general field of psychotherapy
5. Critically reflect on and evaluate their own practice
6. Apply their theoretical understanding flexibly and creatively to promote effective therapeutic relationships

7. Demonstrate their ability to use their 'internal supervisor' as they reflect on their practice, evaluate the effectiveness of their approach with each client

Clinical and professional competence: by the end of the training students will be able to:

1. Establish and maintain effective therapeutic relationships
2. Make accurate assessments using TA and other diagnostic models
3. Understand and apply the theory of contracting in its different forms
4. To make and implement treatment plans
5. To understand the use of the therapeutic relationship, including the therapeutic application of theories of transference and counter transference to facilitate and understand the therapeutic process.
6. To self reflect and to use supervision effectively within the psychotherapeutic work.
7. Maintain appropriate self support
8. Give and take feedback constructively from both trainers and peers
9. Maintain stability under stress and help clients through crises
10. Work constructively and effectively with colleagues from other professions.

D8) Methodology

1. Theory presentation by the trainers.
2. Interactive and experiential exploration of theory
3. Demonstration of skills and techniques
4. Live supervised practice
5. Theory presentations by group members including critiquing the theory presented.
6. Case discussions and presentations in which trainees explain and critique their approach to the work and its rationale
7. Discussions regarding professional and ethical aspects of being a psychotherapist.
8. The advanced group has a group process meeting for 1.5hrs each Saturday afternoon.
9. The use of a variety of modes of assessment throughout the training (see Section E and Appendix 17)

D9) Multi-level training

In common with other non-institutionalised and smaller training schools we are enthusiastic about multi-level training – which in our case takes place in the form of the foundation course and an advanced training group. 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. The multi-level training also 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 towards 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.

D10) Stages in Training and Recognition.

In order to recognise the level of experience achieved in training prior to qualification as a TA Psychotherapist (the third stage, which is assessed externally to YTC), there are two Yorkshire Training Centre Awards. These are awarded for completion of course requirements and demonstration of knowledge of TA and its application within professional settings.

Stage One: YTC Certificate in TA Applications:

The Certificate is possible to achieve after completion of the Foundation Course plus 30 additional hours of relevant training, and requires:

1. 150 hours of TA training and skills development
2. 20 hours of TA supervision
3. 120 hours of professional application of TA
4. Successful completion of two written assignments
5. One presentation of professional work to the training group

Stage Two: YTC Diploma in TA Applications:

The Diploma is designed to reflect the same level of training and experience as that required for BACP accreditation, and requires:

1. 300 hours of TA training and skills development
2. 100 hours of supervision
3. 450 hours of professional application of TA
4. Successful completion of 4 written assignments (including the Brief Case Study)
5. Two presentations of professional work to the training group

Stage Three: Professional Qualification as a Certified Transactional Analyst:

EATA training contracts are taken out with one of the trainers as the trainee makes a commitment to prepare for clinical examination. This will usually be after the successful completion of the YTC Diploma in TA applications and follows a decision by the trainee to definitely prepare for their CTA qualification. Prior to taking out the EATA training contracting the trainee will have successfully completed the Brief Case Study and will also have demonstrated a basic level of competency in TA applications. The trainee is also encouraged to attend psychotherapy conferences and external training and supervision is encouraged prior to taking the CTA examination.

Examination for qualification as a Certified Transactional Analyst is conducted externally to YTC under the auspices of EATA. This external examination consists of two parts:

1. A written open-book exam of 24,000 words, consisting of a Professional Self Portrayal; an account of Learning Experiences During Training; a Case Study (approx 8000 words); and 6 theory essays (see Appendix 2 for detail).

2. A minimum of six months after passing the Written Exam the candidate may take the Oral Exam, in which taped segments of their clinical practice are assessed by a board of four external examinersre not familiar with the candidate's work (see Appendix 3 for detail).

D11) Requirements for Participation in the YTC Advanced Training Group for Those Working Towards Qualification as a TA psychotherapist.

1.   Ongoing membership of the Institute of Transactional Analysis
2.   Regular (at least 80%) attendance. Trainees must negotiate with the trainer regarding covering curricular material missed or omitted.
3.   Two assignments (essays and presentations) per year.
4.   Completion of self and peer assessments each year.
5.   Trainees must be in a position to offer short- and long-term TA psychotherapy or create the opportunities for doing so during their training.
6.   The trainee is assessed by YTC staff regarding their readiness to practice.
7.   Trainees in practice must receive ongoing supervision from a qualified TA supervisor in a ratio of 1 hour of supervision to every 6 hours of client contact. Trainees who are receiving supervision externally to YTC are expected to agree to an open confidentiality contract with YTC.
8.   Preparation of work for supervision, including presentation of professional work, taped/videoed material and transcripts.

9.   Personal therapy: the trainee must undertake personal therapy for at least 40 hours per year over 4 years. This must be with a UKCP registered TA therapist, and should be of a similar type to that offered by the trainee.

10.   Training Log: trainees must maintain an up-to-date Training Log which includes experience of of training, supervision, clinical practice and personal therapy (see Section E).

11.   Learning Journal: trainees must maintain an up-to-date Learning Journal reflecting on their experience of training as a psychotherapist (see Section E).

12.   Mental Health Familiarisation Placement: trainees are required to follow the UKCP guidelines (see Appendix 15) on mental health familiarisation and will discuss this with their Primary Supervisor. To be eligible to take the CTA exam trainees must be able to show that they are familiar with mental health and psychiatric systems and procedures in order to recognise severely disturbed clients who are not suitable for psychotherapy and to refer them on appropriately. The placement consists of a combination of formal teaching and practical experience. It is agreed with the Primary Supervisor taking into account any relevant experience the trainee may already possess. The placement is not formally assessed but trainees must include in their training log a reflective account of their learning (See Section E).

SECTION E: ASSESSMENT

During the course of the training students are assessed both formatively and summatively, with a range of assessment modes that reflect students' learning styles and developmental progress through the programme. Assessment criteria throughout include the basic and advanced levels of competence listed below. (See Appendix 17 Assessment Grid for collation of learning outcomes and modes of assessment.) Final assessment for the qualification of Certified Transactional Analyst is carried out externally to YTC under the auspices of EATA.

E1) Basic and Advanced levels of Competence:

1) During the first years of TA training the course objective for trainees is for them to develop basic competencies in Transactional Analysis psychotherapy.
2) Once these basic levels of competence are achieved the trainee can prepare the short case study in order to achieve the YTC Diploma in TA applications and can then if they wish sign the EATA training contract with the intention of gaining qualification as a TA psychotherapist.

Basic competencies:

1) The trainee demonstrates knowledge of TA principles and theories and practice.
2) The trainee demonstrates an understanding of how the principles and theories of TA work in psychotherapy practice.
3) The trainee demonstrates an ability to apply Transactional Analysis to their professional practice as a psychotherapist.

Advanced Competencies:

1   The trainee demonstrates the ability to analyse and critique TA theory with other theories from within TA and from approaches to psychotherapy other than TA.

2   The trainee demonstrates that they can synthesise their own understanding and style of application of TA

E2) Modes of Assessment

Formative:
- Observation of personal and professional development in the training group (tutor and peers).
- Assessment of case presentations
- Supervision of live skills practice

- Annual tutor and peer formative assessment takes place in April of each training year, is
- based on the learning contract made by the student at the beginning of the year, taking into account the stage of training the student has reached.

Assessment criteria;
1. Achievement of current training/supervision contract
2. Level and style of participation in the training group
3. Learning and developmental strengths in the past year
4. Learning and developmental needs for the coming year

The trainers may make specific recommendations for trainees to fulfil during the following year in order to continue in training, e.g to get extra supervision or to attend to personal issues that may be interfering with their learning and/or development.

Summative:

A) **One 1500 word essay per year**, plus a 2000 word research essay and a 3000 word case study (see details below; see Appendix 2 for essay titles)

Assessment criteria (see Appendix 5 for peer and tutor assessment forms)

1. An accurate understanding of the concepts and ideas taught

2. Demonstration of a relevant and accurate knowledge base supported by evidence

3. Provision of a critical review of key issues

4. Provision of a well-reasoned argument that supports and/or challenges practice

5. Integration of understanding of concepts in relation to self and own processes as well as to clients

6. Demonstration of insight into the wider implications of theory and practice to systems of family, culture and society

7. Ability to evaluate and critique their work and to provide a meta-perspective on the concepts discussed

B) **One group presentation per year.** This consists of a teach, facilitation of a group discussion, and/or an experiential exercise. The presentation should take 40 minutes including time allowed for group and tutor feedback.

Assessment criteria (see Appendix 5 for supplementary criteria, peer and tutor assessment forms):

    1.   Demonstration of a creative and effective integration of course content into the trainee's professional setting

    2.   Linking theory to practice

    3.   Effective communication with the group that enables their learning

    4.   Awareness of relevant ethical considerations

C) **One assessed research essay (2000 words)** which can be completed at any time during the 4 year programme: "Describe a research project you are aware of or have been involved in and discuss the implications for TA theory and/or practice".

D) **An assessed Brief Case Study (3000 words).** This is a requirement for those planning to complete their CTA examinations. We recommend that this case study is successfully completed prior to taking out the EATA Training Contract.

1. The trainee will be assessed using the basic competencies as described earlier.
2. This case study should be about a client the trainee has worked with for at least six sessions. The work may be ongoing or it may be finished.
3. Your account should contain details of the following aspects of the work
4. The client's initial reasons for coming to see you
5. Your diagnosis of her/his issues using TA concepts including details of how you reached your conclusions
6. The contract(s) you made about how you would work together
7. Details of how you worked with the client – The therapeutic process
8. Reflections on the transference and counter transference
9. Reflections on your use of supervision

E3) Structure of the assessment process

1. All work for formal assessment will be marked by both principal trainers. Two marks will thus be generated and the principal trainers will collaborate about these marks in all cases and decide together the mark to be awarded.
2. In cases where the principal trainers cannot find agreement the work and the marks of the principal trainers will be sent on to the academic moderator to mark again. In such cases the mark of the academic moderator will be the one awarded.
3. A random selection amounting to not less than 10% of assessed work in any one year, and not including any disputed assessments, will be sent to the academic moderator together with the marks of the principal trainers.

4. The academic moderator is responsible for checking the standard of the marking against his/her knowledge and opinion of what is acceptable practice in the wider world of TA psychotherapy training.
5. The academic moderator will report to YTC principal trainers on at least an annual basis and is empowered to make recommendations with regard to academic and assessment standards.
6. YTC Appeals process: An appeal against a coursework assessment must be made to the course trainer in writing within 14 days, giving reasons for the appeal. A meeting with the student will be arranged, normally within 21 days of receipt of the appeal, with the goal of achieving resolution of the issue. If no resolution is achieved the appeal will be referred to the academic moderator, whose decision is final.
7. For CTA examinations see the EATA training manual for the appeals process.

E4) Additional Requirements

Mental Health Familiarisation Log

1. The UKCP requires that trainees develop and demonstrate a basic understanding of psychiatry, psychiatric assessment and treatment (including drug therapy), and the legislative and organisational framework of mental health provision.
2. Trainees are likely to have a wide range of prior experience and so and a flexible approach is adopted to this aspect of training.
3. Students who do not have experience of working within the psychiatric system will be required to present an account which demonstrates the following:
4. Awareness of the relevance of mental health familiarisation to the practising psychotherapist is demonstrated
5. Knowledge which is based at least in part on first hand observational experience of a psychiatric service or provision for people with mental health issues
6. Knowledge is based in part on taught or studied material
7. Awareness of the range of mental illness and the range of provisions and treatments available
8. Observation and learning that is of sufficient duration and depth to allow the trainee to become familiar with the experience of being with individuals with severe mental health problems. For trainees with no prior experience the placement is likely to take the equivalent of 120 hours over a period of at least 3 months.
9. See Appendix 15 for further detail.

Learning Journal:

1. The learning journal is to be kept and will be read and assessed as a part of the annual assessment process.

2. The journal will contain reflections on:
3. The experience of each training module
4. The experience of supervision
5. The experience of learning to use the transference and counter transferrential process of working with clients.
6. Specific issues dealt with in working with clients during supervised practice.
7. Reflections on the developing sense of self as a TA psychotherapist.

Support

1. The principal trainers will give support and feedback to students who are having difficulty in meeting the course requirements and will be available for individual supervision / tutorial sessions if appropriate.
2. The moderator will automatically be involved in assessing any work re-submitted for the second time.
3. Prior to submitting the Written Exam (see Appendix 2) for marking, the trainee's work will be assessed by the YTC trainers and endorsed by the Primary Supervisor if assessed to be of passing standard.

E5) Policy for Feedback to Struggling Students, Deferred Entry and Termination of Training

Trainees must demonstrate continuing adherence to the requirements outlined in Section D6 and maintenance of the core qualities that form the personal criteria for entry into the programme. The weekend Process groups and Annual Assessment provide a forum for feedback to students who may be having difficulty maintaining these requirements, and individual tutorials will also be offered as and when necessary. YTC reserves the right to suspend or terminate a student's training in the event that he/she has failed to meet the completion criteria for summative assessment; where their behaviour is having a significant detrimental effect on their own or the group's learning process; when they have significant health problems; or when their participation is detrimental to the business of YTC.

Suspension or termination policy:

In the first instance, and certainly by the penultimate weekend of the training year, YTC will give the student notice of their concerns and confirm these in writing. A meeting will then be arranged between YTC and the trainee to discuss these concerns (including feedback about strengths as well as concerns) with a view to finding some resolution.

In the case of suspension being confirmed YTC staff will be willing to engage with the student to develop a plan for working towards returning to YTC when concerns have been addressed. In the case of termination YTC will refer the student (who may also use the YTC

and ITA Complaints Policies) to alternative sources of support. Decisions about suspension or termination will be confirmed in writing.

In either case the student will be given the opportunity to process the decision with his or her training group before leaving.

F4) Overall Assessment form for assessment of trainees by trainer – normally completed each April (see Appendix 4). The trainer will take account of the stage of training the trainee is at using the formulations of basic / advanced competencies for trainees as outlined in the training prospectus.

1. Assessment of achievement of current training/supervision contract.
2. Assessment of participation in the group: theory discussions / presentations & use of supervision.
3. Assessment of development and learning strengths
4. Assessment of learning needs.
5. New training / supervision contract for coming 12 months
6. General comments: Date: Signed

F5) Trainee self and peer assessment form: At least 3 peers to be involved in completing this:

1. Assessment of achievement of current training/supervision contract.
2. Assessment of participation in the group: theory discussions / presentations & use of supervision.
3. Assessment of development and learning strengths
4. Assessment of learning needs.
5. Current learning goals.
6. New training / supervision contract for coming 12 months
7. General comments: Date: Signed Peer group.

SECTION F: COURSE CURRICULUM AND SYLLABUS

F1) Transactional Analysis the TA "101" course
1. This is the official "Introduction to TA" covering the core concepts of Transactional Analysis. TA is a theory of personality and a systematic psychotherapy for growth and personal change.
2. There are 12 hours of training
3. The course is officially recognised by the Institute of Transactional Analysis and the European Association of Transactional Analysis. The ITA awards all participants with the "TA 101 Certificate" – This will be sent to participants by the ITA following the course. The course follows an internationally agreed syllabus designed by EATA and the International Transactional Analysis Association.
4. The 101 course is the first module of the TA Foundation Course... or you can also attend only the 101 course if you wish.
5. The course is open to all applicants as there are no requirements for attending the course.

Dave Spenceley TSTA and Uta Hoehl TSTA are the trainers who present the 101 course and both use creative and enjoyable approaches to learning the core concepts in a way which means the TA concepts can be used by participants for their own development or within their professional lives.

The 101 course covers:
1. At the start of the workshop you will be asked to let the trainer know of particular interests and applications you are interested in.
2. Strokes: Our basic need for recognition.
3. Time Structure: Our basic need to structure time.
4. Ego States: Covering the structural ad behavioural models of ego states. The Parent, Adult, Child: Our many selves… where they come from and understanding their use.
5. Transactions: The 3 rules of communication and analysis of transactions.
6. Discounting and passivity: How we make the world fit our frame of reference, and not solving problems!
7. Script: our life story written in childhood and acted out repeatedly …script development and changing.
8. Game theory: "Games People Play" The world best selling book was many peoples introduction to TA .. The theory has moved on and we consider how and why we play games and how we can change these destructive patterns in our lives
9. Contracts for change and TA.

Times: 10 - 5pm
Cost: £250 funded £125 self funded: (you can pay through pay pal if you are self funded... £5 fee onto the charge to cover the cost of the transactions).

F2) The Foundation Course

Definitions used by EATA

1. Psychotherapy includes using the transference relationship with the client to heal the hurts of the past in order to live fully in the present.
2. See our main website for details of psychotherapy and articles on TA theory
3. Counselling includes coaching, team development, conflict resolution, pastoral and family work as well as therapeutic counselling.
4. See our web sites on counselling and coaching for further definitions of these fields of application

Foundation Course 2010 details and topics:

1. Each module meets from 9.30 - 5pm on Tuesdays and Wednesdays.
2. The format is flexible; including the topics covered can be changed if the group wishes this.
3. Members of the group will contract for their desired learning outcomes at each module.
4. Each module will be a mix of theory and practical work leading to understanding both the theory and its application.
5. Trainee assessment takes place by two YTC trainers at the end of the foundation course and is used to assess

a. The trainee‟s development over the foundations course in relation to the course objectives and basic stage of training.

b. Whether YTC will offer the trainee a place in the advanced TA psychotherapy training group.

Dates:

- March 9 / 10th 2011Introduction to TA: the official 101 course.
- April 13 / 14th - Goal setting for the course using TA Contracts. Understanding and using ego states - The Behavioural Model.
- May 4 / 5th - More on ego states: First and Second Order Structural Models
- June 8 / 9th - Script theory and our life stories.
- July 6 / 7th - Group theory and its application in TA.
- Aug. 3 / 4th - Personality adaptations and working styles.
- Sept. 7 / 8th - Time Structure and Game Theory and its application.
- Oct. 5 / 6th - Passivity theory.... Symbiosis and discounting.
- Nov. 9 / 10th - The Redecision School
- Dec. 7 /8th - Creative techniques in TA. And Review of course and assessments

TA Foundation Course requirements:

1. 101 certificate or attendance at the YTC – "Introduction to TA the 101 course" which forms a part of this course.
2. Submission of CV
3. Two professional references stating your suitability for entering this training programme.
4. Interview with the YTC trainers – which may well take place during the 101 course.
5. Regular attendance and participation in the training groups.
6. Completion of two assignments – this can be assessed written work or presentations in the foundation group.
7. Completion of a self and peer assessment at the end of the course.
8. Maintain an up to date training log, which includes self reflections on experience of training, supervision, therapy and practice of TA.
9. Members of the foundation course are required to be members of the ITA, and to comply with the requirements of EATA, ITA and UKCP as well as complying with the YTC course requirements.
10. The grievance procedures of the ITA will be used to resolve professional disputes which cannot be resolved by the internal YTC procedures.
11. Payment of the course fee in advance. Once membership has been agreed a contract to pay the full fees for the year"s membership has been agreed.
12. Payment is for membership not attendance.
13. The trainers have final say in whether trainees can continue in membership of the training group

The Advanced TA Psychotherapy Training Course

F3) Format for the Transactional Analysis psychotherapy training group:

1. The YTC training format is unique; meeting for three days on alternate months, it is designed to maximise the time spent learning in the training group, significantly increasing the number of training and supervision hours each module.
2. The group is multi-level and includes trainees at various stages of their training.

During each module there will be time spent on:

1. Theory, practice and supervision
2. Group and individual process which surface during group time.
3. Facilitating a comprehensive understanding of TA and its application.
4. The training is contractual and flexible and is aimed at providing comprehensive psychotherapy training in four years.

Members join the group for a minimum of one year and are free to continue their membership until they are ready for qualification.

Depending on experience and the opportunities to use TA within their practice psychotherapy trainees are expected to spend a minimum of four years training for their psychotherapy examinations. However for most training as a psychotherapist takes longer than this. (The foundation course can count as the first of these four years, with the fifth year being focussed on CTA exam preparation).

Structure of the Training Units:

The group meets 6 times a year for 3 days on alternate months.
> Friday 9.30 – 6pm
> Saturday 9.30 – 6pm
> Sunday 9.30 – 5pm

F4) Advanced Course Curriculum

As well as the course content outlined below, teaching is supplemented by consideration of ethics, protection issues, research and the core models of TA negotiated with the training group each weekend, and often arising out of supervision of live skills practice. In addition a member of the group makes a research based presentation each weekend. NB See Appendix 17 Assessment Grid for correlation of learning outcomes with modes of assessment. The trainee completes one unit of each module every training year. See below (F5) for 4 year syllabus.

Modules

Modes of Delivery:

Didactic input; experiential exercises; group discussion; small and large group work; supervised skills practice; supervision of case material.

Modes of Assessment:

Normative: student tutorials; observation of student's participation in the group; annual evaluation; evaluation of live supervised skills practice; peer and tutor supervision and evaluation of audio/video client work.

Summative: 4 essays; 1 research essay; 1 case study.

Module One: Professional Practice

Unit 1 [Year A] Professional practice, ethics and culture

Unit 2: [Year B] Contracts and TA practice

Unit 3: [Year C] Crisis intervention and safety contracts

Unit 4: [Year D] Models of supervision

Aims:
The purpose of this module is to develop the student's capacity to become a professionally competent and ethically safe practitioner. This includes familiarising them with the key issues relating to professional practice as a psychotherapist within a safe learning environment in which they can explore the complexity of ethical issues and critique them. Focus on the theory of contracts allows exploration of the humanistic philosophy of TA and the nature of personal change. Within this will be included developing their awareness of their responsibilities in relation to safety and risk assessment. The purpose is also to enable them to understand the principles of supervision and apply them effectively.

Learning goals/outcomes: By the end of the module trainees will be able to:

1. demonstrate a critical awareness of the the ethical issues involved in the practice of psychotherapy with a diverse range of clients
2. provide a critique of the philosophical underpinnings of TA compared with other models of psychotherapy
3. use a range of options in negotiating treatment contracts
4. evaluate the benefits and limitations of the contractual process in order to recognise when to take action in respect of a client's safety
5. compare and contrast escape hatch theory with no-harm contracts
6. critique escape hatch theory in relation to other models of risk assessment
7. demonstrate a reflective approach to effective use of supervision
8. implement strategies agreed in supervision and evaluate their effectiveness

Module Two: Human Development

Unit 1[Year A] Child development

Unit 2[Year B] Neuroscience and attachment

Unit 3[Year C] Disorders of the self

Unit 4[Year D] Body psychotherapy and TA

Aims:
The rationale for this module is to provide an over-arching model of the relationship between early life experience and adult psychological functioning. Its aim is to familiarise students

with a range of models of child development and provide them with a comprehensive overview of recent and current neuroscientific research relating to early attachment and adult psychological distress and wellbeing. It will enable students to understand the relationship between psychodynamic and TA-based models of disorders of the self. In addition it will introduce students to models of body-centred psychotherapy and mind/body integrative approaches which address the issue of dealing therapeutically with pre- or non-verbal issues.

Learning goals/outcomes - By the end of the module trainees will be able to:

1. demonstrate familiarity with a range of models of child development including Freud, Mahler and Erikson
2. critique models of child development rooted in the notion of the 'clinical infant'
3. apply ego state theory to current models of development such as Stern and Gerhardt
4. evaluate TA models of child development in relation to current neuroscientific research and the implications for psychotherapy
5. compare and contrast Berne's script theory with Bowlby's attachment theory
6. apply the recent ego state theory of Hargaden and Sills to concepts of disorders of the self and critically evaluate its strengths and weaknesses
7. differentiate body-centred models of therapy from psychological ones and formulate an integration of 'mind and body' approaches
8. assess the impact of social, cultural and economic factors on human development

Module Three: Diagnosis and Treatment Planning

Unit 1[Year A] Core TA models as diagnostic tools

Unit 2[Year B] Diagnosis and the DSM IV(R)

Unit 3[Year C] The Process Communication Model

Unit 4[Year D] Treatment planning

Aims

This module will enable students to develop a critical analysis of psychiatric and cognitive-behavioural approaches and to assess their strengths and weaknesses in relation to TA's philosophically holistic model of the person and their capacity for autonomous growth and change. It will provide students with the opportunity to review core TA models and apply them to the process of diagnosis. It will also introduce them to the DSV® and enable them to understand the multi-axial system of diagnosis, and provide space to explore the pros and cons of this approach. The Process Communication Model will be presented as an integrative means of treatment planning.

Learning goals/outcomes: - By the end of the module trainees will be able to:

1. apply core TA models such as ego states, script and games to assessment of interpersonal and intrapsychic difficulties
2. critically evaluate these in relation to psychodynamic and cognitive-behavioural models analyse the pros and cons of formal psychiatric diagnosis
3. demonstrate the ability to apply the DSM IV(R) Multi-axial system as a diagnostic tool
4. form a differential diagnosis using the DSM IV(R)
5. apply the process communication model to different types of client presentation
6. differentiate disorders of the self from formal diagnosis of personality disorder
7. compare and contrast different systems of treatment planning (Berne, Wollams and Brown, Clarkson, Spenceley) and demonstrate flexible and creative use of them

Module Four: TA models of Intervention

Unit 1[Year A] Models of intervention using the Classical School

Unit 2[Year B] Groupwork and TA psychotherapy

Unit 3[Year C] Working with couples and sexual dysfunction

Unit 4[Year D] Integrating TA with other approaches

Aims
The purpose of this module is to enable students to develop their practical application of TA concepts. It will provide an opportunity to consider the historical contexts in which these were first developed so that they can be evaluated in terms of their current usefulness. The aim is to provide students with a repertoire of TA-based techniques to explore and critically reflect on in terms of developing effective therapeutic relationships in a variety of settings.

Learning goals/outcomes - By the end of the module trainees will be able to:

1. critically evaluate the benefits and disadvantages of 'technique-based' psychotherapy
2. assess and apply appropriate timing in the use of decontamination and deconfusion and Berne's 8 therapeutic operations differentiate Berne's model of group psychotherapy from psychodynamic models such as Yalom's develop a creative approach to the role of group therapist in terms of structure and process
3. identify key leadership tasks at different stages of group development
4. demonstrate an awareness of diversity and cultural issues as they affect couples experiencing difficulties
5. conceptualise sexual dysfunction in terms of ego state and script theory
6. apply techniques taken from gestalt, neurolinguistic programming and cognitive behavioural models of therapy

Module Five: The Therapeutic Relationship

Unit 1[Year A] The Integrative School of TA

Unit 2[Year B] The Relational School of TA

Unit 3[Year C] Transference and counter-transference

Unit 4[Year D] Psychotherapy research

Aims
The rationale for this module is to introduce students to the significant developments that have taken place in TA post-Berne, particularly in relation to an increased focus on the nature, quality and purpose of the therapeutic relationship. This will include a consideration of the role of psychodynamic theory and the nature of transference and counter-transference. The aim is to enable students to develop their awareness of the complexity of this material and to form a critical analysis of its efficacy. A consideration of the nature of psychotherapeutic research and its usefulness to the evaluation of psychotherapeutic practice is designed to underpin the module.

Learning goals/outcomes - By the end of the module trainees will be able to:

1. identify the key principles of the Integrative School and its contribution to the development of TA theory post-Berne
2. apply Erskine's model of relational needs and the experience of shame to the therapeutic process
3. compare and contrast Erskine's theory of shame with others such as Panksepp and Gerhardt
4. critically evaluate Hargaden and Sills' integration of Kohut's theory of transference into the ego state model
5. analyse the varieties of transference and counter-transference as they arise in the therapy process
6. implement treatment plans that take account of transferential processes and their management
7. evaluate the implications of current outcome/effectiveness research for psychotherapeutic practice and understand the principles underlying it demonstrate understanding of the key principles underpinning quantative and qualitative research in psychotherapy.

Module Six: Work With Specific Client Groups and/or Issues

Unit 1[Year A] Mood disorders

Unit 2[Year B] Treatment of anxiety, OCD and phobias

Unit 3[Year C] Addictions and eating disorders

Unit 4[Year D] PTSD and adult survivors of trauma and abuse

Aims
In this module students will become familiarised with specific issues or problems that are presented by clients in psychotherapy, and its primary purpose is to help students recognise when a client may need to be referred on. Its aim is also to widen the student's frame of reference with regard to standard systems of assessment used by health professionals in order to liaise effectively with them when necessary. Students will be enabled to evaluate and critique theories related to specific client issues based on the principles of critical analysis developed in other modules.

Learning goals/outcomes - By the end of the module trainees will be able to:

1. differentiate forms of depression from normal experiences of unhappiness, grief and despair
2. demonstrate familiarity with psychiatric treatment of depressive and bi-polar disorders and apply TA theories and methods to these conditions
3. assess clients with anxiety disorders and develop appropriate treatment plans
4. apply techniques derived from CBT and hypnotherapy in the treatment of anxiety disorders
5. assess the suitability for therapy of clients with addictions or eating disorders
6. critically evaluate the psychological and social dynamics of addictive behaviours and related models of change
7. recognise the effects of trauma and abuse and the specific symptoms of PTSD
8. create treatment plans which take into account the specific dynamics that develop as a result of trauma and/or abuse

F5) Advanced Course Syllabus (multi-level programme)

NB Numbers 1-6 refer to Modules.

YEAR A

1. Professional practice, ethics and culture: setting up a professional practice; ethics in practice; appreciating and contrasting different cultures and philosophies in psychotherapy; anti-discriminatory practice.

2. Child development: from Freud to a modern understanding of child development; the significance of child development for TA psychotherapy; Levin's 'Cycles of Power; other models such as Mahler and Erikson.

3. Core TA models as diagnostic tools: ego states; script/racket system; games as movements towards intimacy; passivity and discounting; intimacy, autonomy and spontaneity as measures of change and cure.
4. Models of intervention using the Classical School: Berne's concepts of decontamination and deconfusion of ego states; ego states as a model for understanding transference and counter-transference; Berne's 8 therapeutic interventions.
5. The Integrative School of TA: enquiry, involvement and attunement; Erskine's 8 relational needs; the dynamics of shame.
6. Mood disorders: differentiating different types of mood disorders; treatment of depressive disorders and bi-polar disorder; manic-depressive structure as a TA diagnosis; the grieving process and psychotherapy.

YEAR B

1. Contracts and TA practice: Berne's use of contracts as a primary characteristic of TA; different types of contracts (administrative; treatment; process; session); methods of contracting (Stewart; Sills; Loomis).
2. Neuroscience and attachment: recent research on attachment (Schore; Panskepp); the influence of Daniel Stern; implications for psychotherapy; new conceptualisations of ego states.
3. Diagnosis and the DSM IV(R): the pros and cons of formal diagnosis; use of the DSMIV(R) as a diagnostic tool; using the DSM IV(R)'s multi-axial approach to diagnose specific clients; making a differential diagnosis.
4. Group work and TA psychotherapy: Berne's concepts of group dynamics and his group diagrams; stages of group development; how groups work – Yalom's perspective; the pros and cons of group psychotherapy.
5. The Relational School: the dynamics of the therapeutic relationship; understanding Kohut's model of transference; a review of recent writing within TA (Hargaden and Sills; Little; Summers and Tudor).
6. Treatment of anxiety, OCD and phobias: diagnostic criteria for these disorders and how they relate to TA diagnosis; treatment using TA approaches such as redecision therapy; approaches such as NLP and Eriksonian hypnosis.

YEAR C

1. Crisis intervention and safety contracts: models of crisis intervention and risk assessment; escape hatch closure including Boyd's original model and more recent discussion (Mothersole; Ayres); use of safety contracts outside TA.
2. Disorders of the self: Personality Disorders as defined by the DSM IV(R); different models of disorders of the self (Mansfield; Lowen; Hargaden and Sills; Little).

3. The Process Communication model: use of the Ware 'Doors to Therapy' model; the diagnostic grid for process communication (Stewart and Joines); integrating the process model into therapeutic practice.
4. Working with couples and sexual dysfunction: the couple in society: appreciating diversity and cultural issues; a model of the stages of couples development; an appreciation of sexual health and the erotic in life and psychotherapy; identifying, diagnosing and treating sexual dysfunction in TA psychotherapy; erotic transference (Cornell; Mann).
5. Transference and counter-transference: models of transference (Berne; Clarkson; Kohut); strategies for managing transference in the therapeutic relationship; owning and dealing with counter-transference.
6. Addictions and eating disorders: definitions of addictions and eating disorders and their diagnosis; cultural factors; standard approaches; TA approaches.

YEAR D

1. Models of supervision: an introduction to different approaches to supervision within and outside TA; how to make the best of supervision; transference and supervision and the parallel process.
2. Body psychotherapy and TA: the history of body-centred approaches to psychotherapy (Reich; Lowen); the integration of body psychotherapy within TA (Cornell); working with bodily processes without doing 'body therapy'.
3. Treatment planning: the pros and cons of treatment planning; models of treatment planning (Woollams and Brown; Clarkson; Spenceley); Berne's 4 stages of treatment and his sequence of treatment; the Bernian model of change and cure.
4. Integrating TA with other approaches: an introduction to Gestalt therapy, NLP and CBT; comparison with Freudian and Jungian psychoanalysis; integrating these approaches within a TA frame of reference.
5. Psychotherapy research: an overview of current effectiveness/outcome research; quantative and qualitative research (what is and isn't measurable); how to design a research project.
6. PTSD and adult survivors of trauma and abuse: diagnosis of and understanding post traumatic stress disorders and their impact on the body and experience of the taumatised person; understanding and treating adult survivors of abuse using TA psychotherapy; other treatment methods for trauma such as NLP.

READING LIST

Reading list for advanced TA psychotherapy training group: All books available through Amazon and are listed on: www.ta-psychotherapy.co.uk/books.htm

Required Reading:

TAJ - All TAJ (and TAB) articles - available on the TAJ Disk… all trainees are recommended to buy and read the back issues of the TAJ on the TAJ disk.

2) Books by Eric Berne:
1. Transactional Analysis in Psychotherapy: The Classic Handbook to its Principles (Condor Books) - By Eric Berne
2. A Layman's Guide to Psychiatry and Psychoanalysis - By Eric Berne
3. Games People Play: The Psychology of Human Relationships - By Eric Berne
4. What Do You Say After You Say Hello? - By Eric Berne
5. The Structure and Dynamics of Organizations and Groups - By Eric Berne
6. Principles of Group Treatment - By Eric Berne

3) TA psychotherapy books

a) TA Today : A New Introduction to Transactional Analysis By Ian Stewart, Vann Joines
b) Transactional Analysis Counselling in Action (Counselling in Action series) By Dr Ian Stewart
c) Developing Transactional Analysis Counselling (Developing Counselling series) - By Dr Ian Stewart
d) T.A.: Total Handbook of Transactional Analysis- By Stan Woollams, Michael H. Brown
e) Scripts People Live: Transactional Analysis of Life Scripts - By Claude M. Steiner
f) Eric Berne (Key Figures in Counselling and Psychotherapy series) - By Dr Ian Stewart
g) Contracts in Counselling & Psychotherapy (Professional Skills for Counsellors series) – From Sage Publications Ltd
h) Dictionary of Transactional Analysis- By Tony Tilney
i) Transactional Analysis Psychotherapy: An Integrated Approach - By Petruska Clarkson
j) The Therapeutic Relationship - By Petruska Clarkson, Stefanie Wilson
k) Ego States (Key Concepts in Transactional Analysis) By Charlotte Sills, Helena Hargaden
l) From Transactions to Relations: The Emergence of a Relational Tradition in Transactional Analysis - From Haddon Press Limited
m) Transactional Analysis: A Relational Perspective (Advancing Theory in Therapy) - By Helena Hargaden, Charlotte Sills

n) William Cornell – Explorations in transactional Analysis, The Meech Lake Papers – (the first section on psychotherapy practice.)

o) Transactional Analysis Approaches to Brief Therapy: What do you say between saying hello and goodbye? (Brief Therapies series) - By Mr Keith Tudor

p) Personality Adaptations: A New Guide to Human understanding in Psychotherapy and Counselling By Vann Joines, Ian Stewart

q) Beyond Empathy: A Therapy of Contact-in Relationships - By Richard Erskine, Janet Moursund, Rebecca Trautmann

r) Theories & Methods of an Integrative Transactional Analysis: A Volume of Selected Articles – by Richard Erskine

s) Life Scripts: A Transactional Analysis of Unconscious Relational Patterns – by Richard Erskine

TA Books - recommended reading

a) Tactics: Transactional Analysis Concepts for All Trainers, Teachers and Tutors - By Rosemary Napper, Trudi Newton

b) Transactional Analysis After Eric Berne: Teachings and Practices of Three T.A.Schools – By Graham Barnes

General books: - Required Reading:

a) Diagnostic and Statistical Manual of Mental Disorders (4th ed) - By American Psychiatric Association

b) Man's Search for Meaning: The Classic Tribute to Hope from the Holocaust - By Viktor E. Frankl

c) The Interpersonal World of the Infant: A View from Psychoanalysis and Development Psychology By Daniel N. Stern

d) Why Love Matters: How Affection Shapes a Baby's Brain By Sue Gerhardt

e) Affect Regulation and the Origin of the Self: The Neurobiology of Emotional Development By A.N Schore

f) The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment (Norton Professional Books) - By Babette Rothschild

g) Psychotherapy: An Erotic Relationship - Transference and Countertransference Passions – By David Mann

h) Split Self/Split Object: Understanding and Treating Borderline, Narcissistic and Schizoid Disorders - By Philip Manfield

i) Principles and Practice of Sex Therapy (Principles & Practice of Sex Therapy) - From Guilford Press

j) The New Hite Report: The Revolutionary Report on Female Sexuality Updated - By Shere Hite

k) The Hite Report on Male Sexuality: How Men Feel about Love and Sex - By Shere Hite
l) The Schopenhauer Cure - By Irvin D. Yalom
m) Theory and Practice of Group Psychotherapy - By Irvin D. Yalom, Molyn Leszcz
n) Psychodynamic Counselling in Action (Counselling in Action series)- By Mr Michael Jacobs
o) Object Relations Therapy: Using the Relationship - By SHELDON CASHDA
p) Standards and Ethics for Counselling in Action (Counselling in Action series) - By Dr Tim Bond
q) Gestalt Counselling in Action (Counselling in Action series) - By Professor Petruska Clarkson
r) Supervision in the Helping Professions by Hawkins and Shohet

Recommended reading:

a) Dryden's Handbook of Individual Therapy – edited by Windy Dryden
b) Ordinary People and Extra-ordinary Protections: A Post-Kleinian Approach to the Treatment of Primitive Mental States (New Library of Psychoanalysis) - By Judith L. Mitrani
c) Cognitive-Behavioural Counselling in Action (Counselling in Action series) - By Dr Peter Trower, Andrew Casey, Windy Dryden
d) A Mind of One's Own: Kleinian View of Self and Object (New Library of Psychoanalysis)- By Robert A. Caper
e) The Body Remembers Casebook: Unifying Methods and Models in the Treatment of Trauma and PTSD (Norton Professional Books) - By Babette Rothschild
f) When Nietzsche Wept: A Novel of Obsession (Perennial Classics) - By Irvin D. Yalom
g) Love's Executioner and Other Tales of Psychotherapy (Penguin Psychology) - By Irvin D Yalom
h) Lying on the Couch: A Novel - By Irvin D. Yalom
i) Every Day Gets a Little Closer: A Twice-Told Therapy - By Irvin D. Yalom, Ginny Elki.
j) Existential Psychotherapy - By Irvin D. Yalom
k) Training With NLP (Neuro-Linguistic Programming): Skills for trainers, managers and communicators By Joseph O'Connor, John Seymour
l) Staring at the Sun: Overcoming the Dread of Death: Overcoming the Terror of Death - By
m) Irvin D. Yalom
n) The Yalom Reader: Selections from the Work of a Master Therapist and Storyteller - By Irvin - D. Yalom
o) Person-Centred Counselling in Action (Counselling in Action series) - By Professor Dave Mearns, Professor Brian Thorne
p) Training and Supervision for Counselling in Action Counselling in Action series) - From Sage Publications Ltd

q) Fritz Perls (Key Figures in Counselling and Psychotherapy series) - By Professor Petruska

r) Clarkson, Ms Jennifer Mackewn

s) Frogs into Princes: Introduction to Neurolinguistic programming - By Richard Bandler, John

t) Grinder

u) Reframing: Neurolinguistic Programming and the Transformation of Meaning - By Richard

v) Bandler, John Grinder

w) My Secret Garden: Women's Sexual Fantasies - By Nancy Friday

x) Women on Top - By Nancy Friday

y) My Mother, Myself - By Nancy Friday

z) The Middle Passage: From Misery to Meaning in Mid-Life (Studies in Jungian Psychology (Jungian Analysts) - By James Hollis

Specific reading for each of the Modules covered in the advanced psychotherapy training:

Professional Practice
Additional required reading:
1. ITA and EATA codes of ethics and professional practice – see the ITA and EATA websites for the most recent version. (Also provided to all trainees in training pack)
2. ITA and EATA training manual – specifically sections on the core competencies and the examination processes leading to CTA.

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b) 1982 v12 no 2: Contracting for Change - M. Loomis

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d) 1992: v 22 no 4 Psychological Distance and Group Interventions - N. Micholt

e) 1994: v 24 no 1Dual Relationships in Transactional Analysis: Training, Supervision, and Therapy - W.F. Cornell

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g) 1977: vol 7 no 2 What Is A Good Therapist? - F. English

h) 1979: vol 9 no 3 Suicide: Being Killed, Killing, and Dying- K. Mellor

i) 1980: vol 10 no 3 Blocking Tragic Scripts - H.S. Boyd, L. Cowles-Boyd

j) 1980: vol 10 no 4 Going Crazy - H.S. Boyd, L.W. Boyd

k) 1982: vol 12 no 4 Supervision of Psychotherapy: Models for Professional Development - R.G. Erskine

l) 1983: vol 13 no 2 A Bilateral Model for Clinical Supervision - M.J. Zalcman, W.F. Cornell
m) 1983: vol 13 no 4 The Cultural Parent - P. Drego
n) 1983: vol 13 no 3 Beyond Training: The Education of Transactional Analysts - B.R. Loria
o) 1986: vol 16 no 1 Setting the Therapeutic Stage: The Initial Sessions - W.F. Cornell
p) 1996: vol 26 no 2 Existential Realities and No-Suicide Contracts - G. Mothersole
q) 1997: vol 27 no 1 Touch and Boundaries in Transactional Analysis: Ethical and Transferential Considerations - W.F. Cornell
r) 1998: vol 28 no 4 Supervision: A Developmental-Relational Approach - M. Evans
s) 1999: vol 29 no 1 The Effectiveness of Transactional Analysis - T.B. Novey
t) 2002: vol 32 no 1 Measuring The Effectiveness Of Transactional Analysis: An International Study - Theodore B. Novey
u) 2003: vol 23 no 1 What Am I Getting Myself Into? - William F. Cornell
v) 2004: vol 34 no 2 Homophobia And Gay Affirmative Transactional Analysis - Carole Shadbolt
w) 2005: vol 35 no 1 Acceptance Speech On Receiving The 2004 Eric Berne Memorial Award - Pearl Drego
x) 2006: vol 36 no 2 Roundtable On The Ethics Of Relational Transactional Analysis
y) 2007: vol 37 no 2 Live And In Limbo: A Case Study Of An In-person Transactional Analysis Consultation - William F. Cornell, Carole Shadbolt, and Robert Norton

Human Development

 TAJ Articles

a) 1988: 18 no 4 Life Script Theory: A Critical Review from A Developmental Perspective - W.F. Cornell
b) 1972: vol 2 no 2 Decisions in Script Formation - R.L. Goulding
c) 1975: vol 5 no 1 Cultural Scripting - J.D. White, T. White
d) 1975: vol 5 no 2 TA and Adler - F.R. Wilson
e) 1975: vol 5 no 3 Frames of Reference - J.L. Schiff, A. Schiff, E. Schiff
f) 1976: vol 6 no 1 Injunctions, Decisions, and Redecisions - R. Goulding, M. Goulding
g) 1982: vol 12 no 2 The Cycle of Development - P. Levin-Landheer
h) 1984: vol 14 no 4 Eric Berne Memorial Scientific Award Acceptance Speech - P. Levin
i) 1988: vol 18 no 4 Life Script Theory: A Critical Review from A Developmental Perspective - W.F. Cornell
j) 1988: vol 18 no 4 Whither Scripts? - F. English
k) 1993: The Dynamic Child: Integration of Second-Order Structure, Object Relations, and Self Psychology - P. Blackstone

Diagnosis and Treatment Planning

TAJ Articles

a) 1971: vol 1 no 3 The Substitution Factor: Rackets and Real Feeling - F. English
b) 1971: vol 1 no 43 The Ok Corral: The Grid for Get-On-With - F.H. Ernst
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d) 1972: vol 2 no 1 1971 Eric Berne Memorial Scientific Award Lecture - C. Steiner
e) 1972: vol 2 no 2 Suicidal Decisions H.S. Boyd
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g) 1973: vol 3 no 1 Formation of the Script - S.J. Woollams
h) 1973: vol 3 no 3 Six Stages Of Treatment - R.G. Erskine
i) 1974: vol 4 no 1 The Miniscript - T. Kahler, H. Capers
j) 1975: vol 5 no 1 Eric Berne Memorial Scientific Aware Lecture A. Wolfe Schiff, J. Schiff
k) 1975: vol 5 No 3 Redefining - K. Mellor, E. Schiff
l) 1975: vol 5 no 3 Discounting - K. Mellor, E. Schiff
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q) Zalcman
r) 1979: vol 9 no 2 Interlocking Racket Systems - M.E. Holtby
s) 1980: vol 10 no 2 Script Cure: Behavioral, Intrapsychic and Physiological - R.G. Erskine
t) 1980: vol 10 no 4 Manic - Depressive Structure: Assessment and Development - M.E. Loomis, S.G. Landsman
u) 1981: vol 11 no 4Manic-Depressive Structure: Treatment Strategies - M.E. Loomis, S.G. Landsman
v) 1985: vol 15 no 3 The Transitional Object and the Development of the Child Ego State - D. Shmukler, M. Friedman
w) 1988: vol 18 no 1Ego Structure, Intrapsychic Function, and Defense Mechanisms: A Commentary on Eric Berne's Original Theoretical Concepts - R.G. Erskine
x) 1989: vol 19 no 1Metaperspectives on Diagnosis - P. Clarkson
y) 2005: vol 35 no 3 Acceptance Speech On Receiving The 2005 Eric Berne Memorial Award: Transgressions - Graham Barnes

TA Models of Intervention

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b)   1971: vol 1 no 1 Options - S. Karpmaan

c)   1971: vol 1 no 3 Strokes in the Credit Bank for David Kupper - F. English

d)   1971 vol 1 no 3 The Stroke Economy - C.M. Steiner

e)   1973: vol 3 no 1 1972 Eric Berne Memorial Scientific Award Lecture - S.B. Karpman

f)   1973: vol 3 no 1 Multiple Chairs Technique - E.C. Stuntz

g)   1973: vol 3 no 4 The Game Plan - J. James

h)   1974: vol 4 no 2 Beyond Permission - W.H. Holloway

i)   1974: vol 4 no 3 Spot Reparenting - R.E. Osnes

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n)   1980: vol 10 no 3 Reparenting the Parent in Support of Redecisions - K. Mellor, G. Andrewartha

o)   1980: vol 10 no 3 Impasses: A Developmental and Structural Understanding - K. Mellor

p)   1980: vol 10 no 3 Reframing and the Integrated Use of Redeciding and Reparenting - K. Mellor

q)   1983: vol 13 no 1 Personality Adaptations (Doors to Therapy) - P. Ware

r)   1984: vol 14 no 1 Self-Analysis of Countertransference in Integrative Transactional Analysis M. Novellino

s)   1984: vol 14 no 3 Emotional Literacy - C. Steiner

t)   1985: vol 15 no 2 Ego States and Transference - C. Moiso

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gg)   1990: vol 20 no1 The Winner's Triangle - A. Choy

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ii)   1991: vol 21 no 2 Through the Looking Glass: Explorations in Transference and Countertransference - P. Clarkson

jj)   1990: vol 20 no 3 Unconscious Communication and Interpretation in Transactional Analysis - M. Novellino

kk)   1990: vol 20 no 4 The Six Advantages to Games and Their Use in Treatment - B.B. Bary, F.M. Hufford

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ccc) 1998: vol 28 no 2 The Therapeutic Relationship: Integrating Motivation and Personality Theories - R.G. Erskine

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r) 2001: vol 31 no4 Psychological Function, Relational Needs, And Transferential Resolution: Psychotherapy Of An Obsession - Richard G. Erskine

s) 2001: vol 31 no 4 The Man With No Name: A Response To Hargaden And Erskine – Charlotte Sills

t) 2001: vol 31 no 4 There Ain't No Cure Without Sex: The Provision Of A Vital Base - William F. Cornell

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w) 2005: vol 35 no 2 Transactional Psychoanalysis: Epistemological Foundations - Michele Novellino

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Work with Specific Client Groups and Issues

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b) 1982: vol 12 no 4 Treatment of Borderline Conditions - K. Woods , M. Woods

c) 1984: vol 14 no 2 The Special It: The Passive-Aggressive Personality Part I - F. Bonds-White

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e) 1985 - TAJ Volume 15 no 1 - special issue on eating disorders.

f) 1986: Agoraphobia: The Etiology and Treatment of an Attachment/Separation Disorder - G. Thomson

g) 1989: vol 19 no 3 Integrating Systems Theory and TA in Couples Therapy - R.F. Massey

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o) 2006: vol 36 no 4 Treatment Considerations When Working With Pathological Narcissism - Ray Little

p) 2008: vol 38 no 1 Understanding Obsessive-compulsive Disorder: An Integration Of Transactional Analysis And Psychoanalysis - Kieran Nolan

Appendix One

EATA training Handbook: Section 5.3.4 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 / her self, 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.

Appendix two – Written Examinations;

Please refer to the training Manual for the complete section – this appendix only contains the specifics of the psychotherapy written examination.

EATA training Manual section 8.4 - The Psychotherapy Written Examination

8.4.1 A) Professional self-portrayal
This part of the Written Examination is worth 20% of the total marks.

1. What is your professional title?
2. Describe the place where you work or your work setting.
   a. What is your job description?
   b. Who are your colleagues?
   c. What is your place within the organisation?
   d. Who are your patients or clients?
   e. Who refers them?
   f. What different categories of diagnoses you work with?
3. Describe the main focus of your professional practice and what contribution TA makes to your work.
4. Describe your legal status and say how far you fulfil conditions for work as a psychotherapist as they are laid down in your country's/state's laws and statutes.
5. How do you protect yourself and your clients?
6. Describe the clients with whom you would refuse to work and say why.
7. What arrangements do you have for referral of these clients to other professionals?
8. If you are not a medical doctor, what consultation arrangements do you have to provide medical evidence and back-up?
9. What are the criteria by which you determine if such a medical consultation is necessary?

8.4.2 B) Your training and personal development
This part of the Written Examination is worth 10% of the total marks.

1. Describe the importance of TA in your professional development.
2. When and why did you choose TA and what influence did this decision have on your professional development from then on (e.g. did you change from the educational to the psychotherapy field?)
3. What challenging experiences have you had while using TA? How have they affected your personal development?
4. How have these learning experiences influenced you in finding your identity as a psychotherapist?

8.4.3 C) The client case study

This part of the Written Examination is worth 35% of the total marks.

- You do not necessarily have to present the information on your client in the order given below, but it is important that you ensure that the case study as a whole is coherent.
- Provide information under each heading only if it is relevant; e.g. give information on developmental history only if this is important in your case study.
- In your description of the psychotherapy it is of paramount importance for you to clearly how your process and your role as a psychotherapist. The description should concentrate not only on the client in the course of psychotherapy but on the relationship between you and your response to the client.
- Show clearly how your interventions and the client's process are related.
- Where you refer to a particular piece of TA theory, use a text note or footnote to reference the author or authors. References should be reflected accurately in your bibliography.

1. Relevant personal details of the client, including
    a. age
    b. gender
    c. marital status
    d. current family members
    e. job status
    f. social relationships
2. Context of referral
    a. referred agency
    b. reason for referral
3. Working process.
    a. did you work with this client in a group or family, or in individual psychotherapy?
    b. why did you choose this way of working?
    c. at what frequency did you work together?
    d. how long did this work continue, in terms of time and of the number of sessions
4. At your initial meeting
    a. what problems did the client present to you?
    b. what was their mental and physical condition?
    c. what was their professional situation?
    d. what was your initial or assumed diagnosis?
5. Give historical information about your client in the following areas
    a. family
    b. development
    c. medical
    d. sexual relationships
    e. significant relationships

f. education

g. work and employment

5. What was the initial agreement or contract between you and the client?

6. Your diagnosis

a. give a diagnosis based on transactional analysis, analysing the client's present situation using two or three TA concepts

b. give a diagnosis on the basis of a non TA system that is familiar to you, for example from the latest edition of the Diagnostic and Statistical Manual of Mental Disorders

c. describe how you arrived at this diagnosis, and show how you made differential diagnoses to exclude other options

8. Define the presenting problem, making a clear distinction between your understanding and your client's point of view.

9. What was the final treatment contract between you and your client?

10. Treatment plan

a. Describe your overall treatment plan, referring to your diagnoses of the client

b. What did you envisage to be the stages and final goal of your treatment?

11. The psychotherapy process:

Summarise the psychotherapy process, describing its separate stages and using appropriate TA concepts to describe what is happening. Give examples of your interaction with the client, including literal transcripts, focusing in particular on your significant interventions and how the client responded.

- Note any connections between your interaction and the problem you defined at the beginning.
- State to what extent you consider the contract or contracts to have been completed and what criteria you used to assess this.
- Describe difficulties you experienced with transference and counter transference phenomena in your relationship with the client.
- Include a description of your use of supervision.
- With reference to your client, briefly discuss the concept of cure. Link your chosen interventions with your treatment plan and your ideas about cure.
- Describe to what extent your treatment plan has been realised?
- If you changed your treatment plan during the course of the psychotherapy, say why.

12. Prognosis

a. Describe the present state of the treatment process and say whether you are still working with this client.

b. What is your prognosis?

13. Concluding remarks - Describe your learning experience during your work with this client.

N.B. Ensure that there is a consistency between the way you use and comment on TA theory, literature and the psychotherapeutic process in Sections C and D.

8.4.4 D) Questions on theory and literature
This part of the Written Examination is worth 35% of the total marks.

There are thirteen essay questions. Any six should be answered. It is an opportunity for the candidate to demonstrate how they use their knowledge of TA theory and literature to guide their work and their capacity to conceptualise the practice of psychotherapy in terms of transactional analysis.

Guidelines
a. The candidate may choose between
   - Writing the six essays in Section D
   - Integrating the six answers into the text of Section C by making digressions (If this option is chosen, indicate clearly where the text of the six answers is located.)

b. Answers should begin with a very brief introduction to what is to be covered

c. There should be consistency between the candidate's answers, thereby illustrating a consistent theoretical approach

d. All concepts should be defined clearly, and the source for the definition acknowledged and referenced appropriately

e. Candidates should give their reasons for choosing the concepts they write about

f. Candidates should describe and explain these concepts providing reasons why they consider them useful in terms of understanding and practice using examples from their work with both the case study client and other clients

The Questions
1. Describe your personal style of transactional analysis psychotherapy, referring to the major approaches and those concepts you emphasise.
2. Describe an aspect of recent developments, (within the last 10-15 years), in transactional analysis theory and how it has influenced your thinking and practice.
3. What does psychotherapeutic change mean to you? What TA concepts do you use to facilitate this?
4. Discuss the benefits of formulating an overall treatment plan of the psychotherapeutic process? What do you take into account when you are planning stages?
5. What TA concepts do you use to diagnose or assess your clients, and how does this influence the way you work with different types of client presentation?
6. What TA concepts do you use to understand the origin of psychological problems? Show how this relates to your ideas on psychological well being or cure?
7. Describe how you understand the psychotherapeutic relationship? Show how this relates to TA concepts, and how it influences the way you work?

8. What model or concepts do you use to understand intrapsychic process, and how does this influence the way you work?

9. What model or concepts do you use to understand interpersonal relationships and communication and how does this influence the way you work?

10. How do you use contracting to enhance the psychotherapeutic process?

11. What concepts do you use to work with couples, families or groups and how do they inform the way you work?

12. Choose a topic or issue in psychotherapy you would like to deal with theoretically using TA concepts and show how this influences your work.

13. Describe a research project you are aware of or have been involved in and discuss the implications for transactional analysis theory and/or practice.

RATING SCALE FOR WRITTEN EXAMINATION

Full awareness of a broad range of aspects	Awareness of many aspects	Awareness of some aspects	Aware of a very few aspects	Lack off awareness of aspects
High recognition of significance of aspects	Recognition of significance of aspects	Some recognition of significance of aspects	Little recognition of significance of aspects	Does not recognise significance of aspects in most of the important areas
Competence throughout evidence in reported behaviours	Competence evident in reported behaviour	Competence somewhat evident in reported behaviour	Competence barely evident in reported behaviour	Competence not evident in reported behaviour
Takes meta perspective and complexity into account	Takes some aspects of meta perspective and complexity into account	Takes aspects of meta perspective and complexity into account	Hardly any awareness of meta perspective and complexity	Does not take any aspects of meta perspective and complexity into account at all
Material well organised and coherent	Material organised and coherent	Scant organisation of material and/or deficient coherence of	Organisation and coherence of material missing	No organisation and no coherence of material throughout

		material		
Ethical position clear and significant	Ethical position recognisable and acceptable	Ethical position somewhat recognisable and acceptable	Ethical position inadequate or questionable	Ethical position missing or unacceptable

Passing scores:

Section A = 13 or more

Section B = 6.5 or more

Section C = 23 or more

Section D = 23 or more

Appendix 3 – Oral examination

Please refer to the EATA Training Manual for the complete section – this appendix only contains the specifics of the psychotherapy oral examination.

EATA training Manual section 9 - THE CTA ORAL EXAMINATION

9.1 Introduction

The CTA Oral Examination is taken before a board of four advanced members of EATA and/or ITAA, one of whom will act as Chairperson. Marking is done according to the scoring sheet for the different fields of application. If the candidate passes the Oral Examination, they are certified as a Transactional Analyst. The examination is not public. An Observer may be present at the examination if the Examination Supervisor so decides. Their function is described in Section 9.7.

Candidates and examiners should be committed to a high examination standard. The Oral Examination examines, amongst other things, whether the candidate:

- Presents as personally and professionally competent and ethically responsible
- Demonstrates knowledge and competent TA application within their field of specialisation
- Is able to evaluate human behaviour appropriately in practice; relate this to TA theory and make an assessment
- Shows sufficient competence as a Transactional Analyst
- Demonstrates during the examination process that he or she has assimilated certain ideas that are compatible with TA such as respect, autonomy, acceptance, and positive confrontation.

9.1.1 Working Language

The language used at COC examination venues is English. Examinations organised by national associations may use a different working language or languages. Candidates at any COC examination venue will normally be offered an examination board in English, as well as in the working language of that venue if it is not English. Consult the Language Group Coordinator to find out which language(s) will be used at an examination venue. It is the responsibility of candidates who intend to take an Oral Examination with translation to inform their Language Group Co-ordinator when applying for the Oral Examination and take personal responsibility for organising a translator.

9.2 Procedure

The Supervising Examiner delegates to the Exam Supervisor the right to limit the number of exams held at and particular site, according to the number of available examiners.

9.2.1   Allocation of Examination Boards and Briefing Meetings

- The names of the members of each Board, times and rooms should be posted up in the CTA Examination Meeting Room so that candidates and examiners all have the relevant information.
- Where the exam is translated, one of the examiners will be, where possible, someone who speaks the same language as the candidate.
- If possible, Examination Boards will be made up before the Briefing Meetings.
- Briefing Meetings giving information and advice on examination procedure will be held usually on the day before the examinations. These meetings are opportunity for (and must be used for) a training about how to examine, to ensure high standard of examination.
- Further information on the Candidates" Briefing Meeting can be found in Section 9.3.1.
- Further information on the Examiners" Briefing Meeting can be found in Section 9.4.1.
- Candidates and examiners may each attend the others" Briefing Meeting.
- Further information can also be found in the guide for Local Exam Supervisors available from the Supervising Examiner.
- There will normally be 4 people on the board of examiners.
- Examiners can examine a maxim of 3 examinations per day.

9.2.2   Time allocation for Oral Examination

- The total time allowed from the beginning of one examination until the beginning of the next examination is two hours (two and a half hours for Oral Examination with Translation). The examination process itself should normally take a maximum of one hour (one and a half hours for Oral Examination with Translation).
- The remainder of the time is to allow for examiners to have:
- a 15 minute discussion before the Oral Examination
- a brief closing discussion afterwards
- feedback on the examination process from the Observer
- a half-hour break

9.2.3 The Oral Examination, scoring and voting procedure

- The Examination Board meet fifteen minutes before the Oral Examination process begins.
- Each member of the Board will have one set of the candidate"s documents and will use these to learn about the candidate and their work and formulate questions and topics for discussion
- The primary focus should be on the content rather than the presentation of the documents

- The Board does not need to check that the candidate has fulfilled the Oral Examination requirements as this has been done by the Language Group Co-ordinator. However, if at this stage an anomaly is discovered, a „No Exam" will be declared (see below)
- If it is an Oral Examination with Translation, the Chairperson needs to familiarise the Board with the procedure (section 9.8)

The Oral Examination
- The chairperson welcomes the candidate, ensures that the seating is as they would wish, leads the introductions and explains the procedure.
- It is the responsibility of the candidate to bring three recordings, transcripts and two pieces of recording equipment, one to record the exam proceedings and one to play the exam recordings.
- During the examination, the Examining Board will ask questions and give feedback to the candidate. Initially, these will focus on the candidate's written documentation and practice.
- When the Board is ready to listen to recordings, the candidate will be asked to provide one transcript of the recording for each member.
- The Board will look for evidence of the candidate's competence and ask questions about the candidate's work on the tape and his or her thinking about it.
- In order to give the candidate opportunity to demonstrate his or her effectiveness, the Board will probably ask to listen to two recorded segments, but they may ask to listen to all three.
- The Board may also ask the candidate to play other parts of the recordings than those the candidate had marked as the five-minute segment for examination.

The scoring procedure
The Chairperson will ask the Board if they are ready to begin giving their scores.
When the Board is satisfied that they have sufficient information to vote, the Chairperson
Informs the candidate that this is their last opportunity to call the Process Facilitator
After this, only a Board member can call the Process Facilitator

The scoring procedure begins
- Each Board member does their own scoring
- There is a discussion
- Board members may revise their scoring
- The scores are called out
- The Chairperson records the scores

The voting procedure
- Before voting, the chairperson informs the board members that this is their last opportunity to call the Process Facilitator.
- Board members vote to pass or defer.
- Points are to be used as a guide and the judgement of the examiners is the final decision.
- If two or more examiners vote to defer, the candidate is deferred.
- If three (or two in a three person board) or more examiners vote to pass, the candidate passes, except in the following two instances where the candidate is automatically deferred.
- The total score is less than 25 points
- The candidate receives a rating of 1 from all four examiners on any one scoring scale

At the end of the examination
- The Chairperson gives the candidate a copy of the Examiner Evaluation Form to complete and return to the Examination Supervisor.
- After the candidate has left the room, the Observer gives feedback on the exam process.
- The Board has a brief closing discussion.
- The Chairperson completes their Scoring Sheet and returns it to the Examination Supervisor.

9.2.4 "No Exam"

A "No Exam" will be declared if:
- It is discovered that there is something missing from the requirements (e.g. a group tape; completion of national requirements etc)
- When a process facilitator has been called and no resolution is achieved, such that it is not possible to complete the exam.
- The candidate can request a no-exam prior to the exam if there are no examiners available in the field of the candidate.

After a "No Exam" situation the candidate may re-take the examination with no fee.

9.3 Instructions for Candidates

9.3.1 The Candidates' Briefing Meeting
You must attend a Candidates' Briefing Meeting, usually held at the examination location the day before the exams. The Examination Supervisor will be at this meeting and will answer questions, explain the process, go over the Scoring Sheets, and tell you about the process of the examination and your part in it. Guidelines for Translators will be available at this Meeting. You must take the Oral Examination documents to this meeting and give them to the Examination Supervisor: Your Curriculum Vitae and log should be clear and concise so

that the examiners can read them easily. If your documents are not in the working language of the examination venue, you must provide translations of all of them except the Written Examination. Once given to the Examination Supervisor, the files may not then be removed from the Examination Office until after the examination. Documents for the Oral Examination

One copy of the following:

1. The Completion of Registration Certificate
2. The Written Examination
Four sets of the following documents:
- Your Written Examination Evaluation(s)
- Your Principal Supervisor's personal letter of recommendation
- Your curriculum vitae
- The log of all your training, supervision and contact hours
- Your training contract with details of any exceptions and the associated training plan attached to the contract.

A candidate who appears with incomplete or inaccurate documentation will not be examined.

9.3.2 Notes for the candidates on refusing examiners

Candidates may refuse to be examined by certain examiners. It is useful to discuss this with your Principal Supervisor and make this clear prior to the exam. If you refuse too many examiners, it may be difficult to assemble an Examination Board for you. If in doubt about whom to refuse at the exam meeting, discuss this with the Examination Supervisor. You would refuse an examiner:
- With whom you have a significant personal or business relationship
- With whom you have done a significant amount of training or supervision
- With whom you have had exam preparation supervision in the previous six months
- Who deferred you at a previous examination
- For whom or against whom you are prejudiced

9.3.3 Guidelines for Candidates about the Oral Examination
It is highly recommended that you read all of Section 9 prior to your Oral Examination to familiarise yourself with the whole process and the roles of the participants.

9.3.3.1 Selection of exam tapes
The following criteria are based on past experience. They are not mandatory.
A. Technical advice.
Pictures and sound should be of high quality and without intrusive background noise and all speech clearly audible.

B. Content
- The recording should show reasonably fluent interaction between you and the person or
- group with whom you are working.
- The recording is supposed to show effective interventions using TA.
- The work that you want to demonstrate must be on the recording itself. Examiners will assess your work according to what they hear on the recording, and reports of "what happened before or afterwards" are relevant only as background.
- The work presented should have a title taken from TA theory, such as decontamination exploration of script material or contract making
- The work should relate to the client or group‴s stated contract.
- Ideally, the recording should show changes in the client(s) in the direction of the stated goal. Your interventions should be clearly facilitating these changes.
- The segment does not necessarily have to deal with the same subject all the time, but the process does need to be clear and directional.
- You do not have to be perfect! The recording may contain elements which, on reflection, you might have chosen to do differently, and you should be aware of such points and be able to comment on their significance.

9.3.3.2 What to take to the Oral Examination
- Electrical equipment for playing your recording, together with either batteries or
- appropriate socket adapters, leads suitable for the local mains supply and batteries, including
- spares
- A second audio or video recorder to record the examination
- Three segments of recorded work, either audio or video
- Each segment should be about five minutes long
- Each segment should be part of a longer recording of your work
- Each segment should be ready to play when you are asked to do so
- The recordings must not have been edited
- In all fields of specialisation, one recording must be of work with a group, couple or family and one recording must be of you working with an individual
- In all fields of specialisation, one of the three tapes to be presented in the Oral Examinations must be of the candidate working in a group setting. It will demonstrate the candidate facilitating group dynamics in an effective way and using transactional analysis in their understanding of group processes. For the purpose of the exam, a group is defined as two or more people.
- PTSC has recognised the need for flexibility in the requirement for a group recording for the CTA examination. It is sometimes difficult to obtain permission to record groups, especially in the fields of counselling and psychotherapy. The group recording may therefore be a personal or staff development group, training or experiential group.

- The group recording must be of a group which is being led by the candidate (in other words not of a piece of work done in a group that is being facilitated by someone else).
- For each recorded segment, you must provide four copies of an accurate transcript of the piece of work presented
- The transcripts may be accompanied by appropriate supporting material, for example, a brief description of the work to be heard and brief details of the client or group
- For an Oral Examination with translation (see Section 9.8)

9.3.3.3 During the examination

It is the task and responsibility of candidates to choose appropriate methods for demonstrating their competence. Present yourself to the examiners as a competent TA colleague. The more you make the conversation a specialist/technical one among colleagues, the more convincing you will be.

At the start of the examination, the Board will give procedural information, introduce themselves and invite you to introduce yourself. The Board will have reviewed your CV, log and a copy of the Written Examination and the Written Examination Evaluation(s) and are likely to base the initial discussion and questions on that material, particularly if the latter points to any potential areas for discussion. After this the Board will ask you to play one or more recordings. Any ensuing discussion should be within a TA frame of reference.

- Listen closely to the questions asked and give short, specific answers.
- Ask the Board member if they want you to elaborate.
- If you do not understand a question, ask for clarification.
- If you get no response or sense some hesitation in response to your answer, check with the Board members who asked it if they are satisfied with your answer.

Be prepared to:

- Explain and interpret anything that happens in the recording
- Talk, using TA, about alternative ways of interpreting the presented material
- Discuss the use of different TA approaches
- Discuss the connection between your interventions and the client's reactions
- Relate the work to your contract and overall strategy with regard to the client

A final note - It is the responsibility of everyone in the examination room to maintain the integrity of the examination process. One of the functions of the Chairperson is to protect you, safeguard your rights and manage the examination process so that you have a fair and respectful examination whatever the outcome. If you feel that this is not happening, please take responsibility for raising your concerns and consider calling the Process Facilitator.

Psychotherapy Examination Score Sheet:

1. **Professional and Personal Identity. Ability to describe his/her own ideological beliefs and relate them to the philosophical assumptions of transactional analysis, including the implications of cultural, racial, social identities and the significance of this on the assessment, the contract, the work and the therapeutic relationship.**

5	4	3	2	1	
Awareness of own social and cultural identity and that of the client, and the possible implications of these on the therapeutic work, including the significance of differences. Clearly related to philosophical assumptions.		Some awareness of social, racial and cultural identity and differences in the therapeutic relationship, and the implications of these on the work. Some ability to articulate personal beliefs. Awareness of significance of TA's philosophy.	Little or no awareness of the significance of racial, cultural and social factors. No apparent belief system or awareness of significance of TA's philosophy.		1 _____ 2 _____ 3 _____ 4 _____ _____

2. **Establishment and maintenance of an I'm OK – You're OK relationship**

5	4	3	2	1	
Competent and effective relationship including understanding of ulterior processes (e.g. games and transactions as transference and counter-transference), and the complexity of the therapeutic relationship.		Evidence of an effective empathic connection with the client. Some understanding of relationship dynamics and the appropriate demonstration of protection, permission and potency.	Scant evidence of an empathic connection and little understanding of the complexity of the therapeutic relationship.		1 _____ 2 _____ 3 _____ 4 _____ _____

3.   **Theory: Capacity to conceptualise psychotherapy in terms of transactional analysis theoretical concepts**

5	4	3	2	1	
					1 _____
Discussion of TA theory including different trends and approaches as well as recent developments		Knowledge of several major approaches in TA	scant knowledge - only one approach		2 _____
					3 _____
					4 _____
					_____

4.   **Integration into transactional analysis practice: Capacity to discuss a range of treatment options and support the chosen strategy.**

5	4	3	2	1	
					1 _____
Flexible, in depth,		Discussion of practice in relation to theory, some reference to different options.	Little ability to relate practice to theory		2 _____
discussion of practice					3 _____
in relation to theory					4 _____
					_____

5.   **Clarity of client assessment**

5	4	3	2	1	
					1 _____
Assesses situations and issues accurately		Perceives problems but is unclear as to their significance	Lack of awareness of major issues		2 _____
					3 _____
					4 _____
					_____

6.   **Contracts and Treatment Direction**

5 4	3	2 1	
Appropriate shared focus/treatment contract clearly related to treatment direction, interventions and the implications of the therapeutic context (setting, duration, frequency, legal obligations).	Appropriate shared focus or treatment contract somewhat related to treatment direction or interventions; OR evidence of therapeutic movement but not directly related to a contract. Some awareness of the implications of the therapeutic context.	No clear goal or treatment contract. Interventions indicate little or no treatment direction. Little awareness of the significance of the therapeutic context.	1 _____ 2 _____ 3 _____ 4 _____ _____

7   **Effectiveness: Can the candidate demonstrate creativity and effectiveness and discuss interventions within the context of the relationship, the contract and the stage of treatment. Does the candidate monitor the effect of his/her interventions on the clients and respond to this?**

5 4	3	2 1	
Most interventions accomplish what they are designed to achieve. Therapist monitors the effect of his/her interventions and responds appropriately. Evidence of creativity and suitability to setting etc.	Interventions are moderately effective. Therapist somewhat attuned to the client's response. Interventions adequate for setting, context etc.	Interventions are counter-productive or ineffective. Therapist is ill attuned to the client's response.	1 _____ 2 _____ 3 _____ 4 _____ _____

8   **Professionalism**

			1 _____
5 4	3	2 1	2 _____
Is aware of privileges and limitations of training and clearly relates to ethical principles	Limited awareness of privileges and limitations of training, but generally relates to ethical principles.	Serious question about awareness of limitations and/or ethical principles.	3 _____ 4 _____ _____

9.   **Capacity for self-reflection**

5	4	3	2	1	
High awareness and under-standing of own process and its impact on therapeutic intervention.		Some awareness and under-standing of own process and its impact on therapeutic intervention.	Little awareness and under-standing of own process and its impact on therapeutic intervention.		1 _____

1 _____

2 _____

3 _____

4 _____

_____

10.   **Overall rating: Demonstration of an understanding and practice of the therapeutic relationship using TA concepts.**

5	4	3	2	1
Ethical effective TA theory-based practice suitable to the context.		Some competence in theory and practice	Low competence using TA	

1 _____

2 _____

3 _____

4 _____

_____

Points are to be used as a guide and the judgment of the examiners is the final decision. However, deferment is automatic: 1) if a candidate receives a rating of '1' from all of the examiners in any one category, or 2) if the total score is 25 points or below for the examination.

If two examiners vote to defer, the candidate is deferred (no process facilitator is called).

A process facilitator is an experienced examiner whose purpose is to held the board solve problems arising during the examination procedures. Anyone can request the chairperson to call a process facilitator at any time during the examination. The candidate may request the chairperson to call a process facilitator at any point before the individual board members begin to score. This point is to be announced by the board chairperson, who will ask the

TOTALS

1 _____

2 _____

3 _____

board I they are ready to being scoring. After this point, only the chairperson or a board member (through the chairperson) can call for a process facilitator.

4
_____

The process facilitator will establish a clear contract with the board and will help the board reach a decision. If no decision to certify or defer is reached, the examination supervisor can be called. The examination supervisor can help the board reach a decision or can excuse the board and convene a new board to re-examine the candidate. Neither the process facilitator nor the examination supervisor will examiner or vote.

5
_____

6
_____

7
_____

8
_____

9
_____

10
_____

Candidates name

Examiners name	Certify	Defer	
1.	[ ]	[ ]	**Combined Total** _____
2.	[ ]	[ ]	
3.	[ ]	[ ]	**Average Total** _____
4.	[ ]	[ ]	**(Combined total divided by 4)**

Appendix 4 - Trainers end of year assessment of trainees

See the guidelines for making this assessment as described the YTC Handbook

a) Assessment of achievement of current training/supervision contract.

b) Assessment of participation in – group: Theory discussions / presentations & use of supervision.

c) Assessment of development and learning strengths

d) Assessment of learning needs.

e) New training / supervision contract for coming 12 months

f) General comments

Date:

Signed

Appendix 5 Trainers assessment of presentations and written work

(See assessment guidelines)

A) Assessment of theoretical material presented:

B) Assessment of Application of theory to practice:
(Presentation only)

C) Assessment of use of group interaction.

Date:

Signed

Appendix 6 - TRAINEE SELF AND PEER ASSESSMENT

Minimum of 3 peers per group

1. Assessment of achievement of current training/supervision contract.

2. Assessment of participation in – group: Theory discussions / presentations & use of supervision.

3. Assessment of development and learning strengths

4. Assessment of learning needs.

5. Current learning goals.

6. New training / supervision contract for coming 12 month

7. General comments

8. Date:

9. Signed by the peer group

Appendix 7 – YTC Membership form

There are six categories of membership of YTC:

1. Contractual (EATA Training contract) - Psychotherapy trainee… leading to CTA examination.
2. Psychotherapy trainee – intending to advance to contractual trainee and to complete CTA psychotherapy training.
3. CTA counselling trainee… with EATA contract
4. CTA counselling trainee - intention to complete training as a CTA counselling and to complete EATA contract.
5. Non exam member – open for those interested in using TA for professional / personal interest.
6. Foundation course member: First year of TA training post 101 course.

………………………………………………………………….

Please sign and date this form:

1. Name:

2. Address:

3. Membership category:

4. For CTA trainees:

5. Current total number of hours of:

I. TA training

II. TA supervision

III. TA practice individual psychotherapy

IV. TA practice group psychotherapy

V. TA practice in the counselling field

VI. Personal hours of therapy received to date:

1. Financial contract with YTC:

Appendix 8 - ITA training log front sheet

Requirements	Minimum EATA Requirement	**Actual**	**Minimum UKCP Requirement**	**Actual**
EATA Contract.	To be held for a minimum of 1 year prior to examination.			
Training Hours.	600 in total 300 must be TA.	**(600)** (300)	900 over no less than 4 years, to include supervision.	**(900)**
Supervision Hours.	150 in total of which 75 must be with P/TSTA, and 40 with your principal supervisor.	**(150)** (75) (40)	Included in above total.	
Clinical Practice Hours.	750 minimum 500 must be using TA, 50 must be with groups and 50 with individuals.	**(750)** (500) (50) (50)	450 minimum over no less than 2 years.	**(450)**
Personal Therapy Hours.	PSTC recommends personal therapy over the period of training.	Candidates must have an experience of psychotherapy **congruent** with the psychotherapy in which they are in training for **a minimum of 40 hours per year for four years**, and normally be in psychotherapy throughout their training. This psychotherapy must **normally** be undergone with a UKCP registered psychotherapist, or equivalent. Attach TSC endorsed non UKCP psychotherapist form if applicable.	(40 x 4)	
Mental Health Familiarisation Placement.	Candidates need to show an understanding of the psychiatric diagnostic systems used.	Meet HIPS learning outcomes. Report attached.		
Minimum No of Years as Psychotherapist.	2 years			
Supervision Ratio.	1:6 for no fewer than 450 client hours.			
Short/Long Term Clients.	Candidates are expected to have a range of work experience	At least 2 long-term clients and successful closure of at least 1 case.		
Completion of Psychotherapy Dissertation/Case Study.	Candidates need to pass CTA Written examination prior to Oral examination.	Required before Registration.		
TA101.	To be completed before CTA examination application.			
Professional Development Training.	500 hours additional training; supervision; personal psychotherapy; psychiatric placement, etc. required prior to CTA examination application. (Please specify)	**(500)**	Required as CPD post qualification.	
Totals	(Numbers in brackets are minimum requirements)	**(2000)**		

Appendix 9 ITA policy for equality of Opportunity and Diversity

The aim of this document is to clarify the position of the ITA in regard to Equality of Opportunity and Diversity. It aims to provide a guide for the membership to help in the implementation of an Equality of Opportunity and Diversity Policy and the development of ethical and sensitive inter- cultural practice. This policy was devised by the ITA Development Committee, endorsed by the ITA, EATA and informed overall by the UKCP Equality of Opportunity and inter-cultural Practice in Psychotherapy document.

1. Introduction
1.1 Equality of Opportunity means that the ITA is positively committed to promoting equality within the provision of access to services, supervision and training regardless of race, ethnicity, culture, age, religion, gender, class, sexual orientation, disability, health status and having dependants.

1.2 In all fields of application, i.e.: Organisational, Educational, Psychotherapy and Counselling; Equality of Opportunity and Diversity applies:

To an individual's access to courses of training, particularly those leading to qualifications which entitle the individual to register with the ITA as a TA practitioner
To an individual's access to provision of appropriate supervision
To an individual's access to the provision of services
To an individual's access to employment within the ITA and to positions of responsibility within the Council and its membership
For individuals with disabilities seeking psychotherapy services (whether as a trainee, client or in any other role) there is a legal responsibility vested in the service provider to make reasonable adjustments to the service. (See DDA part 111.)

2. Ethics Statement
All Practitioners (Consultants, Educators, Trainers, Supervisors, Psychotherapists, Counsellors, Trainees and Corporate Members) of the ITA are required to work within a Code of Ethics and Practice which will make explicit their commitment to this policy of Equality of Opportunity in all their professional remits.

2.1 Practitioners should inform their service users of their membership relationship with the ITA and that they subscribe to the ITA's Equality of Opportunity and Diversity Policy and the Code of Ethics and Practice.

2.2 Copies of these documents should be made available to the service users on request.

3. Training Requirements
The ITA shall include the interpretation and implementation of this Equality of Opportunity and Diversity Policy by its Training and Supervision Members in its general training and supervision requirements.

4. Inter- cultural and Anti Oppressive Practice

4.1 The United Kingdom is a multi-cultural society with many differences of race, ethnicity, class and religion as well as differences of age, gender, sexual orientation and disabilities, leading to a rich and complex diversity of culture.

4.2 TA practitioners and corporate members are required to commit themselves to an understanding of the meaning of diversity and acknowledge the impact of different cultural experiences on themselves, their clients and their work.

4.3 The ITA acknowledges that discrimination exists and adversely affects access to services and life opportunities. Many people experience prejudice and discrimination on the basis of their race, ethnicity, culture, age, class, religion, gender, sexual orientation, disability, health status and having dependants. 'Discrimination' manifests itself in many forms, from the overt discrimination experienced by disabled people when faced with physical obstacles which exclude them from accessing services, to the more subtle attitudinal barriers, which may exclude a variety of groups of people from employment and impact on the quality of service received.

4.4 Discrimination i.e. explicit, institutional and indirect discrimination is unlawful with regards to race, gender and disability. The relevant legislation is: 1) The Race Relations Act 1976. 2) The Sex Discrimination Act 1975 amended 1999. 3) The Disability Discrimination Act 1995. (Further information can be accessed from the contacts list in the Addendum at the back of the Policy).

However more subtle forms of discrimination continue to affect many people. TA Practitioners are in a position of responsibility with regard to those with whom they work. It is expected that all relationships arising out of TA practice will develop on a professional, caring and non- discriminatory basis.

4.5 TA practitioners have a responsibility to recognise the reality of difference and of discrimination and prejudice in society and within the profession. Practitioners are responsible for addressing and challenging discrimination.

4.6 The ITA is committed to the understanding of Equality Issues and to the implementation of the Equality of Opportunity and Diversity Policy.

5. Equality of Opportunity - Action Implemented
The ITA has:

5.1 Committed itself to the principle of Equality of Opportunity and Diversity for all.

5.2 Subscribed to the Equality of Opportunity and Diversity in all its activities including employment.

5.3 Encouraged all Consultants, Educators, Trainers, Supervisors, Practitioners, Associate Members and Corporate Members to implement the Equality of Opportunity and Diversity Policy particularly in their training programmes and practices.

5.4 Established a Committee to provide a focus for discussion of matters relating to Intercultural and Anti Oppressive TA Practice and Equality of Opportunity.

6. Equality of Opportunity - Future Action
     The ITA will:

6.1 Draft a reading list with notes on race, ethnicity, culture, gender, age, sexual orientation and disability and make it available to individual registrants, corporate members and members of the public.

6.2 Carry out monitoring of the ITA membership's access to Equality of Opportunity and inform Council of the results on a regular basis.

6.3 Establish best practice through its conferences, meetings and publications.

6.4 Establish new guidelines for practice and training. Provide materials which outline the ethical as well as legal responsibilities of practitioners with regard to race, sex and disability discrimination as contained in the relevant legislation. In particular members of the ITA will receive training to raise their awareness of this policy and assist them to challenge discrimination in its widest sense.

6.5 Appoint an officer who will support the membership on the ITA's Equality of Opportunity and Diversity Policy and Practice.

7. Consultants, Educators, Trainers, Supervisors and Corporate Members are required to:

7.1 Implement and publicise this Equality of Opportunity and Diversity Policy in terms of access to services, training and employment practices.

7.2 Ensure that their training includes awareness of Equality of Opportunity, and current Inter-Cultural and Diversity issues.

7.3 Critically examine their overall curricula in the context of diversity and current inter-cultural and Equality of Opportunity thinking.

7.4 Monitor access to their services, training and facilities.

7.5 Share good practice with the wider ITA community.

8. The ITA Equality of Opportunities Policy Commitment

8.1 The ITA commits its self to implementing an Action Plan to promote this Policy.

8.2 The effectiveness of this Policy will be reviewed annually.

Addendum

As proponents of TA, we the ITA recognise that much of the early literature was written in the 1950's and 1960's at a time when there was little awareness of the impact of discriminatory language. Berne the founder of TA used many terms, which

would be unacceptable if he were writing today.

It is of course impossible to study TA without becoming familiar with the writings of the founder and other authors of that era. We emphasise that TA has moved on since then and that the ITA is committed to developing a TA community that embraces Equality of Opportunity and Diversity.

In line with this commitment, we note that much early TA literature used discriminatory labels and concepts. Such literature if used sensitively provides a valuable resource for training to explore and challenge discriminatory labels and concepts and move to best practice.

Appendix 10 ITA Code of Ethics and Professional practice

Code of Professional Practice and Guidelines for Professional Practice

Note. The term "member" applies to trainers, supervisors and all practitioners (including Student and Regular Members). The following abbreviations are used: ITA – Institute of Transactional Analysis, EATA – European Association for Transactional Analysis, ITAA – International Transactional Analysis Association. The word 'committee' in the text refers to the 'Professional Practice Committee' unless otherwise stated.

STATEMENT OF PURPOSE

The committee shall inform the membership regarding ITA, EATA and ITAA codes and guidelines for professional practice, receive complaints from all members, act to support resolution between members, and report its actions to the ITA Council. The distinction between the Professional Practice Committee and the Ethics Committee involves both content and process. When there is a suspected violation of one of the sections of the ITA Statement of Ethics, then the issue is clearly an ethical one, and should go directly to the chair of Ethics for action.
When, however, there is a complaint or question concerning a more general aspect of professional practice then the issue will come before the committee. Examples of concern over professional practice includes such matters as false or misleading advertising, misuse of the logo, perceived mistreatment on the part of another member, or a suspected breach of the Code of Professional Practice. Such complaints are assumed to be the result of oversight or lack of information on the part of the offending party. The individual(s) concerned is (are) contacted and asked to take action to correct the situation. If the person(s) refuses, then it becomes clear that the offending action(s) was intentional and it becomes grounds for lodging an ethical charge against the individual. The matter is then referred to the Ethics Committee for action.
When there is not a clear violation, but rather a dispute between members, the matter may be referred to the Committee for information and advice. If it is considered appropriate, the Committee may also provide some level of mediation.

It is the recommendation of the Committee that all trainers and Training Organisations provide a system whereby any disputes between trainer and trainee can be referred to an individual/individuals outside of the system for mediation services.

The Committee thus serves as:
a) A clearing house for disseminating information to the membership on codes and guidelines for advertising, use of logo and fair treatment of other members.
b) A source of advice and support and possible mediation, to enable resolution of complaints and disputes arising between members.
c) A preliminary body to the Ethics Committee in dealing with "grey" areas.

CODE OF PROFESSIONAL PRACTICE

1. INSURANCE: Practicing members will take out Professional Indemnity Insurance to provide cover in the event of a legal suit, or other claims that may be made against them (This cover may be provided by the member's employer).
Members are advised to check their policy documents for clauses which may invalidate professional insurance e.g. disclosure of Professional Indemnity Insurance to a client. They are further advised to check that their insurance policy covers the full range of their professional activities, and that some provision for legal costs is included.

2. QUALIFICATIONS: Members' statements concerning their professional qualifications and/or experience will be an accurate reflection of their status. Misrepresentation of qualifications may be illegal under the Trade Descriptions Act that governs standards in commercial advertising and may jeopardise a member's present and future standing with the ITA.

3. PROFESSIONAL ETIQUETTE: Members accepting clients for psychotherapy or counselling who are already in a professional relationship as a client with another psychotherapist, counsellor, psychologist or psychiatrist, will normally only do so following consultation with the other professional. Such clients need to be informed that normal practice requires that consultation take place with the professional responsible for their treatment prior to any proposed change or addition to their care.
* Members will not accept as clients anyone with whom they may have a pre-existing and potentially prejudicial relationship.
* Members are not to solicit trainees or clients from other members.
* Trainers will only agree to accept EATA training contracts with trainees who are under contract with another trainer following full consultation between all three parties.
* Members will inform clients, and obtain their written permission, if they intend to use any material from the client for Research or Publication.
* Members will maintain clear, 'above-board' contracts with their clients.
* In case of any member having an outstanding Ethics charge against him/her, that member has an obligation to inform any client/supervisee/trainer of this should he/she be asked.

4. SUPERVISION: All practicing members will ensure that they receive supervision of their work on a regular basis from some one who is suitably skilled and qualified in the appropriate field. (This applies to all trainees and qualified members). The recommendation is a minimum requirement of eight times a year for graduate members.

5. MEDICAL BACK UP: (specifically applies to Psychotherapy and Counselling members). When a Practitioner is working with a client who has a potentially serious medical or psychiatric condition, that practitioner shall ensure that he/she seeks appropriate medical support and advice for the continuation of treatment.

6. DUALITY OF ROLES: Members will avoid a duality of professional relationship in the following areas:
* Being Therapist/Counsellor and supervisor to one person
* Being Therapist and examiner to one person.
N.B. See also under Duality of roles in the guidelines for Professional Practice.

7. ADVERTISING POLICY: EATA and the ITAA have approved the following guidelines. Titles:
A. Certified Transactional Analysis can bear the following titles:
* Certified Transactional Analyst with Psychotherapy speciality (or as listed in the UKCP Register as a Transactional Analysis Psychotherapist).
* Certified Transactional Analyst with Organisational speciality.
* Certified Transactional Analyst with Educational speciality.
* Certified Transactional Analyst with Counselling speciality.
B. Certified Transactional Analysts who are qualified to instruct and/or supervise in TA, or are in training for such qualifications, may hold the following titles respectively:
* Teaching and/or Supervising Transactional Analyst.
* Provisional Teaching and/or Supervising Transactional Analyst.
The field of application will also be specified.

8. CONTINUING PROFESSIONAL DEVELOPMENT: Graduate members are required to follow a process of continuing professional development which meets their learning and development needs as well as reflecting their specific working environments and field of application and personal interests. Demonstration of CPD is an annual requirement and necessary in order to maintain registration with the ITA and UKCP. (Refer to CPD Policy, as set out by the Training Standards Committee)

9. EQUAL OPPORTUNITIES POLICY: All practicing members must adhere to the ITA policy of equal opportunity and ensure that all practice is for all members of society. Training members will inform trainees of all fields of application in TA and ensure the training programme incorporates aspects of each approach. (Refer to Equal Opportunities policy as set out by the Membership Committee).

10. REFERRALS POLICY: Therapists may refer clients to other therapists as long as there is no monetary gain from such action. Exceptions to this are if the referring therapist is an EAP (employer assisted provision) or operates a professional referral service (see guidelines). This section does not apply to organisational or educational specialities.

11. REGISTER OF PROFESSIONAL MEMBERS & CONTRACTUAL TRAINEES: Only Graduate Members (i.e. TSTAs, PTSTAs and CTAs) and EATA Contractual trainees may use the term 'ITA Registered'. Usage of this follows the qualification e.g.: TSTA(P), ITA Registered or CTA(O), ITA Registered or for those with training contracts: In TA training as a Transactional Analyst with Psychotherapy speciality, ITA Registered.

BASIC PRINCIPLES OF ADVERTISING:
A. Those who have training contracts can use the following terms: "In TA training as a Transactional Analyst with Psychotherapy, Educational, Organisational or Counselling speciality". These terms may also be used on printed material. Other terms may not be used.
B. The words "Transactional Analysis Group", "Transactional Analysis Treatment (Therapy, Counselling)" and other words of similar meaning shall not be used unless the provider of services is a Certified Transactional Analyst.
C. Membership status and levels of certification on printed material (brochures etc.) are to be written out rather than abbreviated with initials which are hardly understandable to people who are not familiar with membership categories. Examples of recommended usage are "Certified Transactional Analyst" or Provisional Teaching and Supervising Transactional Analyst".
D. The Terms "Transactional Analyst (with……speciality)", "Provisional Teaching and/or Supervising Transactional Analyst" and "Teaching and/or Supervising Transactional Analyst with Psychotherapy, Educational, Organisational, Counselling speciality" may only be used if members have acquired the corresponding status.
E. Only Provisional or full Teaching Transactional Analysts can offer training leading up to recognition as a Transactional Analyst within the ITA, EATA, or ITAA.
F. Statements implying endorsement or approval by a particular trainer shall not be made; the use of a trainer's name to

enhance one's status is not considered professional behaviour.

G. Association with someone in another membership category may not be used (e.g. on printed material) to imply one's own certification in that category. (To ensure adherence to the guidelines, members having a contract must check their advertising with their sponsors).

H. Members shall not produce advertisements which make claims such as "TA will change your life" (exaggerated promises).

I. The associations (ITAA, EATA, and ITA) endorse individuals, not products. Therefore announcements regarding products (e.g. books, tapes, T-shirts etc.) should be kept separate from announcements concerning teaching and training and statements about one's membership status.

J. The words "Transactional Analysis" may not be used in a way that suggests that one of the associations has granted an individual or an organisation a special privilege or exclusive application of Transactional Analysis.

K. Members shall not mislead through omission in advertising e.g. Non accredited training, the trainer is responsible for ensuring that participants understand that this is not ITA or EATA recognised training. Members advertising on the Internet are personally responsible for ensuring that such advertising is in line with ITA guidelines. All members have a professional responsibility to inform other members of any deviation or omission.

M. Only TA Qualified members and contractual trainees are allowed to advertise their membership of the ITA. Student and Regular members are not allowed to advertise their status nor imply a qualified status through statements.

Trademark policy, guidelines for use of the logo

The TA logo – the three stacked circles – is the trademark of the ITAA. The logo indicates Certified membership of the ITAA or EATA respectively. Only certified members may use the logo on stationery, business cards, brochures etc. All three circles are to be of the same diameter and vertically stacked. When the circles include print, they shall contain only the capital letters P, A, C or words Parent, Adult, Child (reading from top to bottom). No other words starting with P, A, C shall be shown as extending from the circles. The TA logo may not be combined with other symbols that have a political, religious, philosophical or other meaning.

GUIDELINES FOR PROFESSIONAL PRACTICE

1. DUALITY OF ROLES. (See also under Duality of Roles in the Code of Professional Practice): It is a recommendation that members will, as far as is practically possible avoid a duality of the following professional relationship. This means avoiding the following, except in geographical areas where to do so would create considerable difficulties.
* Being Therapist/Counsellor and Trainer to one person

2. FEES: Psychotherapy and Counselling practitioners are responsible for charging fees which are commensurate with their qualifications and experience, or to inform potential clients of the range of other therapeutic services available and the range of fees in their geographical or speciality area.

3. PROTECTION: Practitioners need to make provision in their wills for an Executor of their professional estate in the event of their incapacity or death.

4. RECORDS AND SECURITY OF INFORMATION: (See Section 16 of the Code of Ethics)
a. Records about clients should be kept safely under locked conditions to ensure privacy, and in a form that can be inspected by the client should he/she request this.
b. Practitioners using computerised record-keeping need to be informed about requirements of the Data Protection Act and register if appropriate. (Refer to Data Protection guidelines issued by the Committee).
c. Practitioners need to be aware that clients records can be required by the courts and so are advised to keep records and exam materials intact for a minimum period of six years.
d. Graduates are advised to maintain records of logs and CTA and TSTA examination documents indefinitely.

5. MAINTENANCE OF PROFESSIONAL MEMBERSHIP: All members are required to pay membership dues promptly. Training members are committed to maintain membership of ITA in order to fulfil membership obligations to EATA. There may be serious profession consequences for trainers and their trainees if membership should lapse.

6. EAPS AND PROFESSIONAL REFERRAL SCHEMES: Any member responsible for running or managing a 'Therapeutic service' such as an EAP or Professional referral scheme needs to ensure that it is well boundaried and incorporates the following guidelines:
a. They would need to provide an explicit, written outline of how this would work, including the remuneration involved. This would need to be given to the clients and counsellors/therapists/administrators and everyone involved in the referral system, including referring authorities.
b. An EAP differs from a referral service in terms of the three-cornered contract. In the case of an EAP, the therapist is paid directly by that service. In the case of a referral service, the therapist would usually pay a small fee to be a member and receive referrals.
c. An administrator would need to be employed to run the system, whose sole role would be to administer the system, and

would have no dual role in the system.
d. The counsellors/therapists receiving referrals would need access to an independent supervisor.

RECOMMENDATIONS ON VALUING, MAINTAINING AND DEVELOPING SKILLS AND COMPETENCE AS A PRACTITIONER (Certified or in Training)

Practitioners are committed to expanding their range of skills and to recognise their limitations. It is part of their professional responsibility to seek information and advice from colleagues and also to refer clients to other professional services if this may be of benefit to the client. Professional services shall not be started or continued if the practitioner believes her/him-self unqualified to meet the clients needs.

Psychotherapists and Counsellors have a particular responsibility to promote further study and research into psychotherapy theory and practice, as well as continue their personal development and the development of their own professional skills and understanding of psychotherapy.

Practitioners shall continue in regular ongoing supervision, personal development, and continuing education and accept responsibility for seeking their own psychotherapy as necessary.

Practitioners have a responsibility to themselves, their clients and their professional body, to maintain their own effectiveness, resilience and ability to work with clients. They are expected to monitor their own personal functioning and to seek help and/or withdraw from training, whether temporarily or permanently, when their personal resources are sufficiently depleted to require this.

Complaints or correspondence concerning Professional Practice to be sent to: Chair of Professional Practice, c/o ITA Administrator, PO Box 1078, Burwell, Cambs CB25 0WJ.

Correspondence to be marked "Private and Confidential"

Acknowledgments to EATA, ITAA and Metanoia

The ITA Code of Ethics and the Requirements and Recommendations for Professional Practice

This code is divided into four sections: Section 1 outlines the theoretical framework for the Code of Ethics, Section 2 the Ethical Code, Section 3 gives examples of the application of this framework, and Section 4 outlines the requirements and recommendations for professional practice.

The following abbreviations are used: TA – Transactional Analysis, ITA – Institute of Transactional Analysis, EATA – European Association for Transactional Analysis, ITAA – International Transactional Analysis Association, and BACP – British Association for Counselling & Psychotherapy.

These codes replace all previous ITA Codes of Ethics and Professional Practice and are dated 1st March 2008.

SECTION 1 – THE THEORETICAL FRAMEWORK FOR THE CODE OF ETHICS

General Introduction
This Code replaces all previous ITA Codes of Ethics and is congruent with the EATA Code of Ethics. Appreciation and acknowledgment to the BACP is expressed for the guidance provided by their Code.

This Code is intended to guide and inform both organisations and individual members of the ITA in the ethical practice of transactional analysis.

In this Code the word 'practitioner' relates to all members of the ITA who use transactional analysis as a model for understanding and change with individuals, couples, groups or organisations and also includes the roles of supervisor and trainer. The word 'client' denotes any recipient of professional services of members of the ITA.

Within the helping profession, ethical principles need to address many areas in order to influence ethical behaviour. These are:
* Clients
* Self as practitioner
* Trainees
* Colleagues
* Our environment and community

TA practitioners will consider the philosophy, ethical principles and personal qualities and reflect on what stance to take and how to behave in each of the mentioned areas. The practitioner will analyse any situation looking at the influence of ethical principles on the practice and choose behaviours taking into account a wide variety of factors, e.g. client, self, environment, etc. A practitioner may wish to seek consultation with a qualified supervisor or qualified peer.

Limitations

It is recognised that any Code of Ethics will have limitations. For example, Berne's philosophy of TA was part of 1950's America and has an individualistic rather than community based focus. This focus also remains largely true for the early 21st century United Kingdom. If there were a shift of emphasis from a culture of individualism to one of community, then both this code and transactional analysis would need to change. It is therefore necessary that this code is considered within the context of benefit to the community as well as benefit to the individual.

The Relationship between Morality and Ethical Practice

*1 Morality – The evaluation of, or means of evaluating, human conduct especially a) a set of ideas of right or wrong; b) A set of customs of a given society, class or social group which regulate personal and social relationships and prescribe modes of behaviour to facilitate a groups existence or ensure its survival.

Ethics – The study of the general nature of morals and of the specific moral choices to be made by the individual in his relationship with others.

*1 Definitions from The Universal Dictionary, Reader's Digest 1987

Any ethical code has therefore to be based in both the cultural norms of a country about what are right and wrong behaviours as well as account the particular customs and norms of the TA profession. So the ethical code needs to be rooted in both professional and social norms about how to behave. In practice this is not as straightforward as it seems as it may be that what is morally right in one situation is not morally right in another. As this is the case it becomes apparent that any ethical code which comprises a set of rules cannot fully account every situation nor adequately determine whether or not a course of action is right or wrong. It is therefore necessary to base any ethical decision on whether or not it is variance with our professional philosophy and our personal (moral) values. This code therefore offers a construct which incorporates these features.

This approach moves the arena of ethical practice away from the application of a set of rules, which denotes what shall or shall not be done, to a consideration of the values and philosophical principles which guide us in transactional analysis. It also enables practitioners to address more directly those issues of practice and approach that 'fall between' any rule driven Code of Ethics. A further advantage is that cultural differences are more easily incorporated when considered in terms of philosophy and value.

There are, however, some standards and requirements that are generally accepted by everybody in the profession as ethical and appropriate and breaches of them are therefore considered to be clear requiring little ethical thought. Therefore a set of obligatory rules are listed below.

In Conclusion

Working ethically is a continuous demand on all practitioners in both their professional and private lives. Some ethical challenges are straightforward and are easily resolved. Other challenges are more difficult to determine when in seeking to act ethically, there seems to be competing obligations or principles. This code seeks to support the practitioner by identifying a variety of factors that influence ethical practice and to offer a variety of ways for the practitioner to consider various courses of action.

No ethical code can ever cover every eventuality, nor can it lessen the difficulty of making a professional judgment in a changing and uncertain world. By accepting this code practitioners are committing themselves to the challenge of behaving ethically even when doing so requires courage in the face of moral dilemmas and difficult decisions.

SECTION 2 – THE CODE OF ETHICS

It is intended that this Code represent an attempt to encourage thinking that permits the coexistence of differing views on ethical practice by stating primary principles in ethical practice. It will do this by basing the Code on four central and principles universally held in transactional analysis which are also congruent with the norms of society within the United Kingdom:

* The philosophical base from which we practice.
* The principles, which support and affirm our practice.
* Personal moral qualities of the practitioner.
* Clearly explicit, generally accepted rules of behaviour.

Reporting Possible Violations and the Responsibility of the Practitioner
This Code addresses the ITA's commitment to openness and non-defensiveness. It is encouraged that concerned individuals raise their questions, concerns, suggestions or complaints with someone who can address them properly. In the case of an ITA member, in the first instance, it might be with their supervisor, trainer or qualified peer who is in the best position to address an area of concern. For members of the public this may be informally with a member of the ethics committee who can be contacted by telephone via 01954 212468 or email**ethics@ita.org.uk.** However, if complainants are not comfortable speaking with their supervisor, trainer etc. or are not satisfied with their response, they are encouraged to speak with someone on the Ethics Committee or Professional Practice Committee. Contact details can be found in the ITA website **www.ita.org.uk** or on the above phone number. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation and appropriately address the ethical and professional issues involved.

The philosophical base from which we practice
Our ethical practice must be grounded in our philosophy and the principles which support it. Practitioners will encounter situations that are not covered by specific codes or will be faced with having to decide between principles. In such circumstances any chosen course of action only becomes unethical if it can be shown that the practitioner did not take appropriate care with due regard to the philosophy and principles of TA. Any examples given have been developed as an indication of good practice and are not to be considered as comprehensive.

The fundamental philosophy of transactional analysis is widely known and universally accepted within TA, namely:
* Everyone is OK.
* Everyone has the capacity to think and influence their life by the decisions they make.
* Any decision can be changed.

Everyone is OK
This is defined here as meaning that whatever we may do or say, there is an essential core self that has value, dignity and worth. This core self has the potential and desire for growth and relationship.
Acceptance of this philosophy ensures that the TA practitioner respects and recognises human rights and dignity. The practitioner accepts difference whilst at the same time seeks to alleviate distress and suffering and encourages growth and health.

Everyone has the capacity to think and influence their life by the decisions they make
This is defined here as meaning that we all have the ability to consider our situation, consider options for action and we are responsible for those actions. In summary, in the ability to think all practitioners have the capacity to test and evaluate thoughts and actions.

Acceptance of this philosophy ensures that the TA practitioner acknowledges that every adult is responsible for his or her own thought processes and is also responsible for the consequences of what she or he decides. However every TA practitioner recognises that congenital abnormalities, physical damage and traumatic early life experience can limit the capacity of an individual to make such decisions.

Any decision can be changed
This is defined here as meaning that when we make a decision, we can later change that decision.
Acceptance of this philosophy ensures that the TA practitioner is open and accepting of the possibility of change to meet altering situations and needs.

The Principles which support and affirm our practice
We have two primary principles, which support and underpin our philosophy:

* Open Communication
This requires that a practitioner will seek to maintain clear overt communication in their professional dealings with both clients and colleagues. It also means that where practitioners are aware of ulterior transactions they will seek to make them overt. Berne emphasised the importance of sharing knowledge and insights with the client which is a central feature of this principle.

Open communication means that all practitioners are clear in all matters of communication including, for example; advertising, information given about services, rules of confidentiality and working practice and disclosing information that might compromise the professional relationship.

* The Contractual Method
This requires that all contracts are both clear and explicit as to the nature and purpose of the professional relationship and

that both parties to the contract have clear, functioning Adult thinking.

The contractual method respects a client's right to be self-governing and encourages and emphasises the client's and practitioner's commitment to an active process in enabling change. It means that practitioners seek freely given and adequately informed consent from their clients.

A further principle also guides our practice.
* Above All Do No Harm
This was a central principle for Eric Berne. It requires that in all dealings with clients the practitioner seeks to avoid causing harm.

To maintain this Principle practitioners are required to sustain competence through ongoing professional development, supervision and personal therapy where necessary. All practitioners have a responsibility to confront, where appropriate, incompetence and unprofessional behaviour in colleagues, and co-operate in any organisational action against those who discredit the good name of transactional analysis. See also Obligatory Code 1 below.

Note on the Principles
Observances of the above principles are central in encouraging and respecting the trust that clients place in the practitioner. All ethical practice can be judged against whether or not any action honours that trust.

Personal moral qualities
Ethical practice and moral action are inextricably linked with personal qualities. While it would be unrealistic to suppose that ethical practice is based solely on personal moral qualities, such qualities significantly support and assist authentic rather than adapted ethical behaviour. All TA practitioners are strongly encouraged to aim for such qualities.

It is recognised, however, that in any ethical process consideration of such qualities needs to be limited to their demonstration in professional practice. Nevertheless if these qualities were not also demonstrated in an individual's personal life this indicate a lack of congruence and integration.

Integrity; Demonstrated in openness, congruence and straightforwardness in dealings with others.
Courage; The ability to act for what is believed as right in the face of fear, risk and uncertainty.
Respect; To show consideration and regard to others and to self and in the way that others perceive themselves.
Honesty; The capacity to demonstrate truthfulness, sincerity and trustworthiness in all interactions with others.
Compassion; The ability to experience concern and empathy for the suffering of another together with a desire to give support and help.
Humility; The ability to have a realistic understanding of one's own strengths and weaknesses.
Fairness; The ability to view events without bias or prejudice in order to inform decisions and take appropriate actions.

Obligatory Codes
1. ITA members shall not exploit their professional relationship with any person to whom the ITA member is providing services in the member's field of specialisation. 'Exploit' means 'to take unfair or selfish advantage of the member's professional relationship with the recipient of services, in any matter including, but not limited to, sexual or financial matters.
2. Contracts with recipients of professional services shall be explicit regarding fees, payment schedule, holidays, and cancellation of sessions by client or practitioner, and frequency of sessions. The member shall make it clear whether the contract with the client is for therapy, training, supervision, consultancy or some other service.
3. Members of the ITA will operate and conduct services to recipient of professional services taking conscientious consideration of the laws of the country in which they reside and work.
4. All communication between the member and the client shall be regarded as confidential except as explicitly provided for in the contract or in compliance with relevant law.
5. In the event that a complaint should be made against a member, that member shall co-operate in resolving such a complaint and will comply in all respects with the requirements of the Procedures for Handling Ethics Charges, which are current at that time. Failure to do so will, in itself, be considered a breach of ethics.

SECTION 3 – PRACTICAL EXAMPLES

Use of the Code
In any given situation the TA practitioner will consider how the philosophy and principles of TA, together with personal values apply. They will explore the situation along with their inner motivations in order to determine what attitude to take and how to behave in a way that is congruent with this code. Such deliberations will be aimed at a reduction of harm and will actively support the possibility of growth for the client.

Examples
The examples given below are for guidance as to the application of the code and are not to be considered definitive.

Vignette.
An experienced practitioner, with many years post qualification experience, satisfies the formal continuing professional development requirement by stating that s/he read journals and books and has peer supervision. The reality is that s/he does little to keep themselves up to date with current TA theory and practice and s/he knows little of developments within the wider world of their speciality.

Principle(s) involved:
Do No Harm – By failing to keep abreast of current theory and practice the practitioner becomes rigid and unchallenged in their practice working from a calcified and unthinking position. They are not aware of increasing options and possibilities in their work with clients and stand the risk of doing harm.

Personal qualities involved:
Humility and fairness. Through their complacency about their practice they demonstrate an arrogance that indicates a belief that what they know is good enough. Similarly as a consequence of working from 'old' knowledge they cannot make fully informed decisions or take appropriate action – they are not in possession of all the information!

Vignette.
In a training session a trainer uses a fictitious example of a tricky issue brought to therapy by a client to demonstrate a particular theory and asks all the trainees to work in triads etc to identify the issues and what would be the work.
To one trainee's horror and mortification she realises that it is her own painful situation which she is currently working through in her therapy. She believes that it could only have come via her therapist talking in supervision (the therapist is supervised by the trainer). The particular event is one of alleged "petty" abuse, years ago by a teacher, who shamed the client publicly when she confronted him, and where he asked the class what should happen about it. The teacher was a tactile person who often hugged his pupils and with her he had the habit of briefly tickling the back of her neck when teaching. She felt uncomfortable about this and had gone privately to the teacher to say how she felt and to ask him to please not do it. The next morning the teacher asked the class whether they had noticed him touching her, he went over their private conversation of the previous evening and then went on to have an open discussion about what the class thought about what had occurred. She had tried then to explain publicly to the class and the teacher how she felt. No-one supported her; some had laughed at her pettiness, while others thought she was a trouble maker and seeking attention. In therapy she is convinced the therapist will betray her and break confidentiality.

So this is a repeat for her of her shaming past and a scenario that she has dreaded encountering again during her training and she complains about this to her association after attempting unsuccessfully to address her distress in her therapy session.

We know from our own learning about trauma that when this type of mistake happens, it is not so much that it should not have happened but rather how it is handled which is so crucial. Here there is a choice for the trainer and trainee.

Principles involved:
Contractual method. What has come to light is that the trainer has no contract to divulge third party information and, albeit unwillingly, has done so.
Do no harm. Again, even though unintentionally, the client and the supervisee have been harmed, in the sense that the client's story and history has been exploited for training purposes and a trust has been broken.

The Obligatory Code
It seems that the trainer is in breach of Clause 4 of the Obligatory Code concerning confidentiality and also potentially salient is Clause 5 in which as practitioners we are required to co-operate in resolving any complaint against us.

Personal moral qualities
In this vignette, the personal moral qualities are uppermost and all are required and at stake in this complicated but not uncommon scenario when a mistake comes to light.

Integrity: In which the trainer is required to be open about his/her mistake.

Courage: To act with courage in a situation which is perceived as potentially frightening and humiliating and to move away from defensiveness?

Respect: To act in a considerate manner in that, though unintentional, accept that people have been harmed, including themselves.

Honesty: Here, the duty of the trainer is to be truthful which will increase trust rather than the opposite.

Compassion: Closely linked to respect, to be able to empathise with the suffering experienced by others.

Humility: Involves the integration and knowledge that as human beings we have strengths and weaknesses as this painful vignette illustrates.

Fairness: Linked with integrity and honesty in which the trainer views the situation from all sides without prejudice (which is different from compassionate judgement) including his/her own.

SECTION 4 – THE REQUIREMENTS AND RECOMMENDATIONS FOR PROFESSIONAL PRACTICE

There has been much confusion about the status of a 'code' and this has led to confusion as to whether or not any breaking of a code of professional practice is, in fact, a breaking of an ethical code. For this reason the words 'code' and 'guidelines' have been replaced by 'requirements' and 'recommendations'. Here requirements mean those regulations that are essentials to belonging to the Institute of Transactional Analysis, the European Association of Transactional Analysis and, for psychotherapy members, the United Kingdom Council for Psychotherapy. Recommendations are those things that are held to be appropriate in order to maintain a high level of professionalism in our work (best practice) but are not compulsory. Clearly the omission or breaking of a requirement will necessitate an organisational response (e.g. suspension of being Registered with the ITA) and not an ethical one. The breaking of a recommendation may result in confrontation from a colleague.

Examples of concern over professional practice includes such matters as false or misleading advertising, misuse of the logo, derogatory comments about another member, or a suspected breach of Professional Practice requirements or recommendations.

Such complaints are assumed to be the result of oversight or lack of information on the part of the offending party. The individual concerned is contacted and asked to take action to correct the situation. If the person refuses, then it becomes clear that the offending action(s) was intentional and it may become grounds for lodging an ethical charge against the individual. If this is the case then the matter is referred to the Ethics Committee for action. When there is not a clear violation, but rather a dispute between members, the matter may be referred to the Committee for information and advice. If it is considered appropriate, the Committee may also provide some level of mediation.
N.B. Failure to meet professional practice requirements or recommendations may also carry with it ethical implications.

Requirements
1. Insurance: Practising members will take out Professional Indemnity Insurance to provide cover in the event of a legal suit, or other claims that may be made against them (this cover may be provided by the member's employer). Members are advised to check their policy documents for clauses which may invalidate professional insurance e.g. disclosure of Professional Indemnity Insurance to a client. They are further advised to check that their insurance policy covers the full range of their professional activities, and that some provision for legal costs is included.
2. Qualifications: Members' statements concerning their professional qualifications and/or experience will be an accurate reflection of their status. Misrepresentation of qualifications may be illegal under the legal requirements for advertising and promotion that governs standards in commercial advertising and may jeopardise a member's present and future standing with the ITA.
3. Supervision: All practicing members will ensure that they receive appropriate supervision of their work on a regular basis from some one who is suitably skilled and qualified in their chosen field. The recommendation is a minimum of eight times (minimum of an hour per occasion) a year for Certified members.
4. Medical Backup: (specifically applies to Psychotherapy and Counselling members). When a practitioner is working with a client who has a potentially serious medical or psychiatric condition, the practitioner shall ensure that he/she seeks appropriate medical support and advice for the continuation of treatment.
5. Duality of Roles: Members will avoid a duality of professional relationship in the following areas:
• Therapist/counsellor and supervisor to one person
• Therapist and examiner to one person.
Practitioners are also expected to consider the appropriateness and ethicality of other types of dual relationships e.g. when a therapist is being supervised by their client's trainer.
*N.B. See also under **Duality of roles** in the recommendations for Professional Practice.*
6. Continuing Professional Development: Certified members are required to follow a process of continuing professional development which meets their learning and development needs as well as reflecting their specific working environments and field of application and personal interests. Practitioners are required to maintain professional competence in all areas of their work. Demonstration of CPD is an annual requirement and necessary in order to maintain membership and/or registration with the ITA and UKCP. (Refer to CPD Policy, as set out by the Training Standards Committee and the ITA Code of Ethics No.15). Additionally for UKCP Registrants (with more than five years Registration with UKCP) a 5 year group peer review of all CPD is required. All such groups will require at least one member who is of a different therapeutic

modality to TA.

7. Equal Opportunities Policy: All practising members are required to adhere to the ITA policy of equal opportunity and ensure that, as far as is reasonably possible, their services are available to all members of society. Training members will inform trainees of all fields of application in TA. (Refer to Equal Opportunities policy as set out by the Membership Committee).

8. Recognition of Training Hours. Only Provisional or full Teaching Transactional Analysts can offer training leading up to recognition as a Transactional Analyst within the ITA, EATA, or ITAA. A registered 101 Trainer who is a CTA may offer TA101 training.

9. Maintaining Records: All members shall maintain records of sessions and these shall be kept confidential in a secure place. Except as agreed in the contract or in compliance with the law, information can be disclosed only with the client's' consent, unless the practitioner believes that there is convincing evidence of serious danger to the client or others if such information is withheld. Clients must be informed that practitioners may discuss their work with their supervisors. Supervisors and members of a supervision group shall treat material presented with the same care and confidentiality as provided for in the original contract. Particular care will be taken when presenting case material outside of the usual boundaries of supervision, e.g. for training or teaching purposes. In such cases where case material records are presented - whether printed, verbal, on tape, film, or video, or retrieved from electronic media - the client's consent in writing shall be obtained. Due consideration needs to be given as to the effect on the therapeutic relationship of asking the client's permission to use such material.

10. Maintenance of Professional Membership: All members are required to pay membership dues promptly. Training members are committed to maintain membership of the ITA in order to fulfil membership obligations to EATA.

11. Valuing, Maintaining and Developing Skills and Competence as a Practitioner (Certified or in Training). Practitioners are committed to expanding their range of skills and to recognise their limitations. It is part of their professional responsibility to seek information and advice from colleagues and also to refer clients to other professional services if this may be of benefit to the client. Professional services shall not be started or continued if the practitioner believes her/him-self unqualified to meet the client's needs. Psychotherapists and Counsellors have a particular responsibility to promote further study and research into psychotherapy theory and practice, as well as continue their personal development and the development of their own professional skills and understanding of psychotherapy.

Practitioners shall continue in regular ongoing supervision, personal development, and continuing education and accept responsibility for seeking their own psychotherapy as necessary.

Practitioners have a responsibility to themselves, their clients and their professional body, to maintain their own effectiveness, resilience and ability to work with clients. They are expected to monitor their own personal functioning and to seek help and/or withdraw from practicing, whether temporarily or permanently, when their personal resources are sufficiently depleted to require this.

Recommendations

Professional Etiquette: Practitioners accepting clients for psychotherapy or counselling who are already in a professional relationship as a client with another psychotherapist, counsellor, psychologist or psychiatrist, will normally only do so following consultation with the other professional. Such clients need to be informed that normal practice requires that consultation take place with the professional responsible for their treatment prior to any proposed change or addition to their care. In doing so due account needs to be taken of the wishes and autonomy of the client.

* Practitioners will not accept as clients anyone with whom they may have a pre-existing and potentially prejudicial relationship. To do so may be considered unethical.

* For practitioners offering counselling or psychotherapy, they will not accept clients for therapeutic work who already have a counselling or psychotherapy contract with another practitioner unless it is specifically agreed with the all practitioners involved.

* Practitioners will not solicit trainees or clients from other practitioners. Solicit means to gain trainees by making insistent requests, pleas or bribing.

* Trainers will only agree to accept EATA training contracts with trainees who are under contract with another trainer following full consultation between all three parties.

* Practitioners will inform clients, and obtain their written permission, if they intend to use any material from the client for research or publication.

* Practitioners will maintain clear, 'above-board' contracts with their clients.

Duality of Roles: *(See also under **Duality of Roles** in the Requirements above)*: It is a recommendation that practitioners will, as far as is practically possible avoid a duality of the following professional relationship. This means avoiding the following, except in geographical areas where to do so would create considerable difficulties.

• Therapist/counsellor and Trainer to one person

Fees: Psychotherapy and Counselling practitioners are responsible for charging fees which are commensurate with their qualifications and experience.

Protection: Practitioners need to make provision in their wills for an Executor of their professional estate in the event of their incapacity or death.

Records and the Security of Information:

a. Records about clients should be kept safely under locked conditions to ensure privacy, and in a form that can be inspected by the client should he/she request this.

b. Practitioners using computerised record-keeping need to be informed about requirements of the Data Protection Act and register if appropriate. (Refer to Data Protection guidelines issued by the Committee).

c. Practitioners need to be aware that clients records can be required by the courts and so are advised to keep records and exam materials intact for a minimum period of eight years from the date of the last visit of the client, or if the client is a child until the client's 25th birthday or the 26th birthday if the client was 17 at the conclusion of the therapy.

EAPs and Professional Referral Schemes:

Any member responsible for running or managing a 'Therapeutic Service' such as an EAP or Professional Referral Scheme needs to ensure that it is well boundaried and incorporates the following guidelines:

a. Provision of an explicit, written outline of how this would work, including the remuneration involved. This would need to be given to the clients and counsellors/therapists/ administrators and everyone involved in the referral system, including referring authorities. Each contract needs to be explicit and agreed between the relevant parties

b. An EAP differs from a referral service in terms of the three-cornered contract. In the case of an EAP, the therapist is paid directly by that service. In the case of a referral service, the therapist would usually pay a small fee to be a member and receive referrals.

c. It is recommended that an administrator be employed to run the system, whose sole role would be to administer the system, and would have no dual role in the system.

d. The counsellors/therapists receiving referrals need access to an independent supervisor.

Disputes between Trainers and Trainees:

It is strongly recommended that all Trainers and Training Organisations provide a system whereby any disputes between trainer and trainee can be referred to an independent mediator for resolution.

1st March 2008

Appendix 11 ITA registration policy

Institute of Transactional Analysis Registration Policy

1. Principles
2. Registration of Individual Practitioners
3. Professional Practice Committee
4. Registration of Training Establishments
5. Training Standards Committee
6. Administration
7. The Registration Officer and Committee
8. De-registration, Re-registration and appeals

1. Principles
1.1 Protection of the public by listing Practitioners and Training Establishments (TEs) who demonstrate meeting the required standards.
1.2 Protection of the ITA by addressing the legal issues and future risks to which the ITA may be exposed.
1.3 Develop an integration of the codes of EATA, UKCP and the ITA, in order to provide a coherent framework for Practitioners and TEs to work within.

2. Registration of Individual Practitioners
2.1 This register is in three parts:

  2.1.1 Contractual Trainees:

  Entered as: Trainee Transactional Analyst with
  Psychotherapy/Counselling/Organisational/Educational speciality. ITA Registered.
  Requirements: Valid Contract with EATA
  No outstanding complaint sanctions
  Paid up membership
  Annual form signed by Principal Supervisor
  2.1.2 CTAs:
Entered as: Certified Transactional Analyst with Psychotherapy/Counselling/Organisational/Educational
  speciality. ITA Registered.
  Requirements: Completion of Annual CPD form
  No outstanding complaint sanctions
  Paid up membership
  2.1.3 Trainers/Supervisors:
  Entered as: Either Provisional Teaching and/or Supervising Transactional Analyst with
  Pschotherapy/Counselling/Organisational/Educational speciality. ITA Registered.
  And/Or
  Teaching and/or Supervising Transactional Analyst with
  Psychotherapy/Counselling/Organisational/Educational speciality. ITA Registered.
  Requirements: Completion of Annual CPD form
  No outstanding complaint sanctions
  Paid up membership
Additionally, in the case of Provisional status, valid contract with EATA and annual form signed by Principal Supervisor
2.2 Administration of the Register of Individual Practitioners involves the following:
  2.2.1 Upon receipt of the above requirements, the name of the practitioner will be entered on
  the ITA web-site under Practitioner Register. The only qualification entered will be as above.
  Changes of status (e.g. trainee becoming a CTA) will usually be entered automatically by the
  Administrator. Change of name must be notified. In cases where individuals are known by

more than one name, Deed Poll or appropriate evidence of name change must be forwarded to the Administrator.

2.2.2 The Administrator will issue an annual Practitioner Registration Certificate. This certificate is not a qualification, and should not be considered as such (see below 2.2.3). It may be displayed as evidence of registration with the ITA. The certificate remains the legal property of the ITA and must be returned if requested by the ITA Chair.

2.2.3 Practitioners are advised to use the term ITA Registered on letterheads, business cards and adverts, and to display the Registration Certificates in a prominent position. The term ITA Registered MUST NOT be used on its own. It must follow the exact usage as described under the 'Entered as' section 2.1 above. This means that the membership status must precede the 'ITA Registered' label.

2.2.4 Usage of the term 'ITA Registered' is not a requirement – it is intended as an extra layer of protection, informing the public and other members alike, that the practitioner is a professional member of the ITA and is subject to its codes and procedures.

2.2.5 Subscription only members such as Regular and Student members are prohibited from entry in the Register. They cannot use the term 'ITA Registered' until they become contractual trainees with EATA and abide by the conditions in that category.

2.2.6 All practitioners defined in 2.1, 2.2 and 2.3 are automatically eligible to be placed on the register unless debarred in terms of section 8. Listing will be automatic in both the published list and on the web site, subject only to the provision of information listed in paras 2.1, 2.2 and 2.3. Listing of contact details (e.g. home address, telephone numbers etc) is optional.

3. The Professional Practice Committee

3.1 The Professional Practice Committee oversees the Practitioner Register. In the event that a registered member does not comply with PP codes or procedures, the PP Chair has the authority to convene a Registration Committee meeting. The Registration Committee may suspend the member from the register, on either a temporary or permanent basis. Temporary suspension is automatic in cases where one or more of the requirements listed in section 3.1 are not met. This action does not affect the membership status. Suspension of a member from the register on a permanent basis requires Council ratification.

3.2 Should the PP Committee consider that there may be a breach of the ethics code, the chair of PP may refer the matter to the ethics committee as a complaint. The Ethics Committee has its own procedures and sanctions. The Ethics procedure includes the possibility of a Hearing Board, and the possible sanction of terminating the ITA membership of the individual practitioner.

4. Registration of Training Establishments

4.1 A training establishment is defined as one or more trainers offering training to CTA level. The term 'training establishment' shall include all staff, voluntary or paid, that form a part of the organisation – this includes administrative staff, cleaning staff etc, as well as the building in which the training takes place. The training establishment is responsible for ensuring that the TA course is delivered in a safe, respectful manner in keeping with the values and principles enshrined in the TSC code, the code of ethics and the code of professional practice of the ITA, and in respect of psychotherapy training establishments offering courses leading to UKCP registration, the relevant codes of the UKCP.

4.2 When registering with the ITA, a training establishment shall appoint a designated person, who is empowered by the TE to represent it with the ITA, and shall be known as the ITA Representative (ITAR) of the TE. This person shall be responsible for returning annual forms, communicating with the ITA and representing the TE in the event of a complaint being made about the TE to the ITA.

4.3 The ITAR may be the owner, director or other person in the organisation who holds authority for policy decisions. It cannot be the administrator if that is their sole function. The ITAR must be a member of the ITA.

4.4 The ITAR shall ensure that:

4.4.1 Appropriate vetting of staff takes place. This includes both paid and unpaid staff.

4.4.2 Confidentiality is maintained and records are stored securely.

4.4.3 The building is safe.

4.4.4 There is appropriate insurance.

4.4.5 In the case of Psychotherapy training courses leading to UKCP registration, the TE agrees to meet QQR and other conditions imposed by the UKCP. This includes the appointment of an external moderator for the training programme.

4.4.6 All fees owed to the ITA are paid.

4.4.7 Trainees in the Foundation year become regular members of the ITA and trainees in subsequent years are student or contractual trainees. The names of trainees on training programmes are submitted to the ITA by the training establishment annually with their ITA Registration renewal. On confirmation of training programme and membership, the ITA will issue trainees with proof of membership. This is recommended from October 2007 and is required from October 2008

4.5 TEs need to fill in an annual return form. The ITAR will then receive an annual TE Registration certificate and the use of the ITA Registered logo. The logo can be used on letterheads, business cards etc and on adverts placed in the ITA News.

4.6 Only Registered TEs are authorised to use this logo. This will enable a clear distinction to be made in adverts between TEs that are ITA Registered and those which are not.

4.7 The ITA Registered TE certificate remains the legal property of the ITA and must be returned if requested by the ITA Chair.

4.8 As with Corporate Membership, the TEs receive a free listing on the ITA website in return for reciprocal listing of the ITA website on their site.

5. Training Standards Committee

5.1 The TSC oversees the TE Register. In the event that a registered TE does not comply with TSC codes or procedures, the TSC Chair has the authority to convene a Registration Committee meeting (see 7.). The registration committee may decide to suspend the TE from the register, on either a temporary or permanent basis. Temporary suspension is automatic in cases where one or more of the requirements listed in section 4.4 are not met. De-registration does not prevent the TE from offering training in TA. It does mean however, that the ITA does not give it its seal of approval. Removal of a TE from the register on a permanent basis requires Council ratification.

5.2 Should TSC consider that there may be a breach of the Ethics code, the Chair of TSC will refer the matter to the ethics committee as a complaint, if in respect of a member of the ITA. The Ethics committee has its own procedures and sanctions. The ethics committee includes the possibility of it taking action against individual ITA members. The Ethics procedure includes the possibility of a Hearing Board, and the possible sanction of terminating the ITA membership of individuals within a TE. In the event that the alleged breach is by an ITA non-member, the ITAR is responsible for ensuring that such breach is rectified and not repeated; failure to do so may result in the suspension of registration of the TE, and this failure in itself may be the subject of an ethics complaint against the ITAR by TSC.

6. Administration

6.1 The ITA Administrator is responsible for receiving and checking registration forms and associated information. The Administrator will issue Registration certificates and maintain an up-to-date register for individual practitioners and TEs. In cases of doubt, the Administrator shall refer registration application to ITA council for guidance.

6.2 The ITA Administrator must be kept informed of all changes that may affect registration e.g. name changes, change of status, breaks in practice.

6.3 Should a practitioner stop practicing or should a TE stop trading, the Administrator must be informed, so that the party can be removed from the relevant register.

6.4 Queries about registration should in the first instance be addressed to the Administrator. The Administrator may then recommend that the issue be referred to the appropriate committee.

7. The Registration Officer and Committee

7.1 Council will nominate the Registration Officer (RO). In the event that the Registration Officer cannot perform that function, the ITA Chair will nominate one of the Principal Officers to act as

Registration Officer.

7.2 The Registration Officer will organise meetings of the Registration Committee at the request of the PP Chair or the Chair of TSC. The Registration Officer can also convene a meeting in the case of a re-registration.

7.3 The Registration Officer will chair the meeting and will communicate the findings to the Practitioner or TE. The RO will inform the Administrator of any required action.

3 of 4

7.4 The Registration Committee will consist of the Chairs of TSC (or appointee) and PP (or appointee) and one Principal Officer, together with the RO. The RO is non-voting and will only chair and provide procedural and legal advice. The meetings will be minuted.

7.5 The Appeals hearing of the registration board will consist of the Chair of ITA (or appointee) and two non-ITA personnel. The Registration Officer will be informed of the decision which is final. The Registration Officer will inform the member of the results of the appeal.

8. De-registration, Re-registration and appeals

8.1 De-registration of a practitioner or TE can only occur following a meeting of the Registration Committee. The committee will convene at the request of either the Chair of PP or the Chair of TSC. The meeting will be organised by the Registration Officer. The Chair calling for the meeting will present evidence to the committee. The committee will consider whether there has been a breach of codes or procedures or unwillingness to comply with investigations. If de-registration is deemed appropriate, the de-registration will at first be temporary. Temporary suspension from the register will take place with immediate effect. The temporarily suspended practitioner or TE shall be required to return the certificate of registration. The individual or TE will be given a period of 4 weeks during which they can re-register or 60 days to lodge an appeal. De-registration will not be publicised since it is considered an administrative function. Permanent de-registration requires ratification by Council. The name of the individual or TE will be removed from the relevant register and the use of the term 'ITA Registered' will be prohibited as will the use of the ITA logo.

8.2 To re-register, the practitioner or TE needs to apply to the Administrator. The Registration Officer will call a meeting of the Registration Committee and present the case for re-registration. The Registration Committee can request additional information and decline or accept the request for re-registration. This decision is subject to appeal within 60 days of the decision being notified.

8.3 In the event of an appeal against the de-registration of a practitioner or TE, or if a request for re-registration has been declined, an appeal can be lodged with the ITA Chair. The ITA Chair will then convene an appeals hearing of the Registration Board. The appeals hearing board will consider written evidence from the person making the appeal, as well as from the registration committee. The appeals board may re-instate the de-registered party, with or without conditions or confirm their de-registration. The findings of this appeals hearing will be final.

Updated November 2007

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Appendix 12 ITA policy for training establishments

Code of Practice for Psychotherapy Trainers and Training Establishments

INSTITUTE OF TRANSACTIONAL ANALYSIS

Code of Practice for Psychotherapy Trainers and Training Establishments

1. INTERPRETATION
1.1 In this document (including the heading) the following words and expressions shall have the following meanings:

"BACP" means the British Association for Counselling & Psychotherapy.

"Code" means this Code of Practice for Psychotherapy Trainers & Training Establishments (as hereinafter defined) and any subsequent variations and/or amendments hereto, issued by Training Standards Committee.

"Contractual Trainee" means a Trainee who has entered into an EATA CTA training contract.

"COSCA" means Counselling & Psychotherapy in Scotland, a Company limited by guarantee and registered in Scotland.

"CPD" means Continuing Professional Development required by EATA/UKCP(HIPS)/ITA to be undertaken by qualified members.

"CTA" means a Certified Transactional Analyst with Psychotherapy speciality and registered as such with ITA.

"EATA" means the European Association for Transactional Analysis.

"EC" means the Ethics Committee of ITA.

"HIPS" means the Humanistic and Integrative Psychotherapy Section of UKCP.

"ITA" means the Institute of Transactional Analysis.

"ITA Administrator" means the person appointed by ITA responsible for running the day- to- day administration of ITA.

"Monitoring Documents" means (i) Monitoring of RTEs issued by TSC and (ii) the Monitoring Checklist used by TSC

"Principal Supervisor" means a P/TSTA with whom a Contractual Trainee enters into an EATA training contract.

"PPC" means the Professional Practice Committee of ITA.

"PTP" means a full programme of psychotherapy training leading to qualification of CTA and registration with UKCP(HIPS).

"PTSTA(P)" means a Provisional Teaching and/or Supervising Transactional Analyst with Psychotherapy speciality registered with ITA.

"Registered Trainee" means a Contractual Trainee who is listed in the ITA Register of practitioners.

"Registration Policy" means the Registration Policy Document of the ITA

"RTE" means a Registered Training Establishment(s) as more fully defined in the Registration Policy.

"ITAR" means ITA representative of the Training Establishment

"Supervisor" means an individual who provides supervision.

"TA" means Transactional Analysis.

"Trainee" means an individual undertaking TA training within an RTE.

"Trainer" means an individual qualified and endorsed by EATA to provide TA training.

Yorkshire Training Centre… Training Handbook and Prospectus

"TSC" means the Training Standards Committee of ITA.

"TSTA(P)" means a Teaching and/or Supervising Transactional Analyst with Psychotherapy speciality registered with ITA.

"UKCP" means United Kingdom Council for Psychotherapy.

1.2 The Code is to be read and interpreted in conjunction with other ITA Policies.

2. OBJECTIVES
The objectives of the Code are:

2.1 To promote excellence in TA training, and to ensure that TA psychotherapy training is delivered to high professional standards.

2.2 To provide RTEs, Trainers, Principal Supervisors, Supervisors and Trainees with a code of practice within which to operate professionally and in accordance with the requirements of ITA, EATA & UKCP (HIPS) as may be imposed upon them individually or collectively, from time to time.

2.3 To set out the respective roles and responsibilities of TSC, RTEs, ITARs, Trainers, Principal Supervisor, Supervisors and Trainees in accordance with the requirements of ITA, EATA & UKCP (HIPS) as may be imposed upon them individually or collectively, from time to time.

2.4 To ensure that the international standards of training set out and amended, from time to time, by EATA, are maintained by all RTEs, Trainers, Principal Supervisors, Supervisors and Trainees at all times in the UK.

2.5 To ensure that the UK national standards of training set and amended from time to time by UKCP (HIPS), are maintained by all RTEs, Trainers, Principal Supervisors, Supervisors and Trainees at all times.

2.6 To ensure that members of the public seeking training in TA are as fully informed as possible of the procedures, commitment and qualifications required in order to undertake TA training as a psychotherapist.

2.7 To ensure, as far as possible, that (i) the high standards of excellence currently existing in TA training and practice are maintained, updated and improved in accordance with the requirements from time to time, imposed by ITA, EATA & UKCP (HIPS) and (ii) Trainees are appropriately prepared to provide services with a reasonable level of professional competence.

2.8 To ensure that all necessary and relevant statutory requirements that may be imposed from time to time, on RTEs, Trainers, Principal Supervisors, Supervisors and Trainees are complied with.

2.9 To ensure that all necessary and relevant additional requirements imposed on RTEs, ITARs, Trainers, Principal Supervisors, Supervisors and Trainees involved in TA training by ITA, EATA, UKCP (HIPS), other applicable professional bodies and academic institutions are, where appropriate, complied with.

2.10 The interpretation and monitoring of the implementation of the Code shall be the responsibility of TSC.

3. RESPONSIBILITIES OF RTEs.
The responsibilities of RTEs shall include, but are not limited to the following:

3.1 To adhere to and disseminate current ITA Codes and Policies

3.2 To set out a clear statement of its overarching philosophy and policies pertaining to the provision of TA training.

3.3 To provide a clear statement of the nature, goals, educational aims and objectives and requirements of all TA Psychotherapy Training Programmes being delivered by the RTE.

3.4 To provide all Trainees with a clear written administrative contract including (i) details of fees for the Psychotherapy Training Programme and all ancillary costs for each stage of the training (in order to ensure the Trainee is aware of the level of financial and personal commitment involved) and (ii) a statement outlining the obligations of the RTE to use all reasonable endeavours to assist Trainees in finding suitable alternative TA training in the event of the RTE ceasing to offer and provide a training programme leading to CTA qualification

3.5 To provide a clear written statement setting out the relevant qualifications and experience of all Trainers, Principal Supervisors and Supervisors (and where appropriate, other staff) providing TA training.

3.6 To comply with any and all other requirements, recommendations and sanctions imposed on RTEs from time to time, in writing by TSC by a specific complaint and appeal process and endorsed by ITA Council in so far as these relate to the provision of TA training.

3.7 All psychotherapy training courses that lead to the qualification of CTA and registration with UKCP (HIPS) will be provided by ITA Registered Training Establishments and will comply with UKCP (HIPS) training requirements.

3.8 To provide a clear written statement of (i) the content (ii) objectives and (iii) methodology and assessment criteria for all Psychotherapy Training Programmes.

3.9 To provide a clear written statement of the level of confidentiality to be maintained by the RTE in order to protect Trainees' personal and professional details and material and to ensure all staff, including Trainers, adhere to the level of confidentiality imposed. This includes a statement regarding the level of communication between the Trainee's Supervisor and the relevant RTE. The handling of Trainee files and written work must be in compliance with the current Data Protection Act.

3.10 To provide a clear written statement setting out the requirement for Trainees to enter into (i) supervision with an appropriate supervisor and (ii) personal therapy with an appropriate psychotherapist in order to comply with the requirements of UKCP (HIPS) and the level of confidentiality to be maintained between the RTE, Trainer, Principal Supervisor, Supervisor and Trainee at all times.

3.11 RTEs are to make Trainees aware of the current requirements for membership of the ITA.

3.12 RTEs will annually submit at the start of the training year a list of their Trainees to the ITA Administrator for cross-checking of the membership status of Trainees and to enable the ITA to maintain accurate records.

3.13 RTEs will comply with any sanction(s) imposed by TSC and endorsed by ITA Council after due process.

4. RESPONSIBILITIES OF TRAINERS
The responsibilities of Trainers shall include but are not limited to the following:

4.1 To ensure that they are at all times, informed of and compliant with all requirements of ITA, EATA and UKCP (HIPS), as may be amended from time to time for the provision of TA training.

4.2 To ensure that all training delivered which leads to CTA with psychotherapy speciality is delivered at post graduate level in accordance with UKCP (HIPS) requirements.

4.3 To ensure that all training delivered promotes equality of opportunity in accordance with the equal opportunities policy of the ITA and RTEs.

4.4 To undertake a programme of CPD to ensure maintenance and development of skills and knowledge in their work and to adhere to the current ITA CPD policy.

4.4 All Trainers must have regular appropriate supervision of their training and supervision practice.

4.5 Trainers will comply with any sanction(s) imposed by TSC and endorsed by ITA Council after due process.

4.6 Trainers will adhere to the level of confidentiality imposed by the RTE in respect of Trainee information and any other additional levels of confidentiality imposed by RTEs regarding its training courses and/or programmes.

5. RESPONSIBILITY OF SUPERVISORS
The responsibility of Supervisors shall include but are not limited to the following:

5.1 To ensure that they provide supervision which promotes the professional development of their supervisees, in accordance with EATA and UKCP (HIPS) standards.

5.2 To undertake a programme of CPD to ensure maintenance and development of skills and knowledge in their work and to adhere to the current ITA CPD policy.

6. RESPONSIBILITIES OF THE PRINCIPAL SUPERVISORS
The responsibilities of Principal Supervisors shall include but are not limited to the following:

6.1 Ensuring candidates for CTA and UKCP registration are fully aware of and compliant with training standards and

requirements of EATA and UKCP(HIPS)

6.2 Certifying that all candidates applying for CTA qualification and UKCP registration have completed all training standards and requirements of EATA and UKCP(HIPS) and are of sufficient personal readiness.

6.3 The overarching responsibility of the Principal Supervisor is to monitor, sponsor and support a Contractual Trainee through training and preparation for CTA examination and to maintain an overview of the Contractual Trainee's professional progress.

6.4 In the event of the Principal Supervisor being unable to fulfil any or all of the above foregoing requirements in respect of any or all Contractual Trainees they will ensure that suitable alternative arrangements are made for the transfer and continued support of the Contractual Trainees.

7. RESPONSIBILITIES OF TRAINEES
The responsibilities of Trainees shall include but are not limited to the following:

7.1 To comply with the requirements of the TA Psychotherapy Training Programme and all conditions pertaining thereto as advised by the RTE providing the same.

7.2 To adhere to the current membership requirements of the ITA.

7.3 Trainees undergoing training leading to CTA with Psychotherapy speciality are also required to comply with any additional requirements as determined by UKCP (HIPS). It is the responsibility of the Trainee, on receipt of all relevant information from the RTE to ensure they implement or undertake the training requirements.

8. REQUIREMENTS FOR PSYCHOTHERAPY TRAINING PROGRAMMES
8.1 All Psychotherapy Training Programmes provided by RTEs must comply with the current training requirements, as advised by TSC on behalf of ITA and which may be amended from time to time by ITA, EATA & UKCP (HIPS).

8.2 RTEs shall provide clear written details of the entry requirements for all Psychotherapy Training Programmes provided by them.

8.3 RTEs shall provide a clear written statement regarding routes of progression through the course and a policy regarding suspension or termination of training.

8.4 Entry to all Psychotherapy Training Programmes shall require at least one of the following (i) post-graduate level of competence i.e. prior degree; (ii) a suitable counselling qualification; (iii) a qualification in a relevant profession; (iv) suitable and relevant life experience or (v) a combination of all or any of the foregoing.

8.5 In addition to the requirements of the foregoing, all potential Trainees should have relevant experience of working in a responsible capacity, and with people.

8.6 Prior to the commencement of the Psychotherapy Training Programme, the RTE shall provide all Trainees with a training manual or handbook including, but not limited to, information on the following:
8.6.1 The assessment criteria and the process(es) for implementation thereof;
8.6.2 Any additional evaluation process(es) applicable;
8.6.3 Possible academic qualifications;
8.6.4 Possible relevant accrediting and registering bodies such as EATA, UKCP, BACP, COSCA;
8.6.5 Any subsidiary or additional qualification offered by the RTE for the Psychotherapy Training Programme, the route to certification and/or accreditation and details of the relevant accrediting body.

8.7 RTEs will comply with any sanction(s) as imposed by TSC and endorsed by ITA Council after due process.

8.8 Accreditation and Registration
8.8.1 In addition to the above conditions in order for a Trainee to proceed to accreditation and registration with all or any of the following – ITA, EATA & UKCP (HIPS) and in addition to meeting the necessary requirements of each of these bodies, Trainees pursuing CTA with Psychotherapy speciality shall demonstrate to the satisfaction of the Principal Supervisor that:
8.8.1.1 They have met with all specific training, supervision and personal psychotherapy requirements of UKCP (HIPS).
8.8.2 In order for Trainees to qualify as a CTA with Psychotherapy speciality and be accredited as such by EATA and registered with UKCP (HIPS) the Trainee shall meet all the UK national training requirements of both organisations.

9. THE ROLE OF TSC
The role of TSC shall include but is not limited to the following:

9.1 To provide copies of ITA, EATA & UKCP (HIPS) training requirements in response to written requests for the same. All such requests shall be addressed to the Chair of TSC and sent to: **tsc@ita.org.uk**

9.2 To oversee the register of RTEs as provided for in the Registration Policy.

9.3 To establish a monitoring and evaluation function in respect of TA training provided by RTEs, ITARs and Trainers in accordance with the provisions of the Monitoring Documents.

9.4 To decide and impose sanctions after due process on RTEs, Trainers, Principal Supervisors and Trainees where relevant in the event of their failing to implement their responsibilities in terms of the Code, the Monitoring Documents and the Registration Policy and in any other relevant situation which, in the opinion of TSC, merits sanction.

10. COMPLAINTS

10.1 Any complaints or correspondence concerning the Code should be sent to the Chair of ITA TSC c/o ITA Administrator.

10.2 Complaints or alleged breaches of the Code will be dealt with according to the procedures outlined in the ITA registration Policy document.

Jane Walford
Chair ITA TSC
November 2007

Institute of Transactional Analysis, PO Box 1078, Burwell, Cambridge CB25 0WJ

Appendix 13 Complaints and grievances procedure

See the ita web site

Appendix 14 EATA and UKCP training reqs

EATA

total of 2000 hours

1.   750hrs of practical experience of which:
a.   500 hrs must be as a primary practitioner using TA.
b.   50 hrs must be running a TA therapy group. (150 hrs recommended by YTC)
2.   150 hrs of supervision of which:
a.   75 hrs must be with a PTSTS or TSTA.
3.   600 hours of training and professional development of which:
a.   300 hrs must be in TA with a PTSTA or TSTA
4.   160 hours of personal therapy in order to gain experience of TA in practice and to ensure you can work with your clients knowing what your process is.
5.   The balance of the 2000hrs can be made up by a combination of any of the above categories.
6.   Completion of a 20 day practical psychiatric placement, if the trainee has not worked in the psychiatric field.
7.   Completion of the two part examination.

UKCP

A total of 900 hours

1.   The 900 hours must be over a minimum of 4 years.
2.   450 hours of supervised clinical practice.
3.   Practiced as a psychotherapist for a minimum of 2 years
4.   The ratio of supervision to practice must be a minimum of 1:6
5.   The candidate has a regular case load and at least two long term clients.
6.   160 hours of personal therapy over 4 years (40 / year) and for the duration of the training.
7.   Completion of a 20 day practical psychiatric placement, if the trainee has not worked in the psychiatric field. (These hours are not included in the overall hours of training.)
8.   A written case study or dissertation has to be completed.

1.1 UKCP Humanistic and Integrative Psychotherapy Section

Learning Outcomes.

Overall aim: The trainee/trainee will be expected to demonstrate an integrated understanding of the nature of the humanistic/integrative psychotherapy they are studying, and what it means for this therapy to be humanistic and/or integrative.

Knowledge base

Knowledge and Understanding

The trainee will be expected to be able to:
demonstrate an advanced and detailed level of understanding of the theoretical and clinical principles of the psychotherapy they are studying, and how they relate to general humanistic and/or integrative principles.
demonstrate a general level of understanding of other major models and approaches of psychotherapy.

show an ability to understand and evaluate research methods relevant to all models of psychotherapy, and critiques of 'objective' research within humanistic models.

Analysis

The trainee will be expected to be able to:
formulate a model of human functioning, including a model of individual development and a model of therapeutic change using the theoretical approach of their chosen model of psychotherapy.
use the above model to analyse complex situations and conceptualise a range of therapeutic interventions. In particular, the trainee will be expected to be able to engage in a therapeutic relationship congruent with their chosen approach, which will be a central factor in the practice of the therapy.

Synthesis and Creativity

use an advanced level of theoretical knowledge to develop hypotheses and generative therapeutic responses to clinical situations. This may involve creativity and openness to change on behalf of the therapist.
synthesise their own personal integration of theory and clinical practice.
be able to go beyond set techniques in order to engage with the client/patient.

Evaluation

The trainee will be expected to be able to:
use critical reflection and ongoing supervision to assess and report on their own and others' work with clients/patients.
critique the chosen model of psychotherapy, assess its limitations and compare it with alternative approaches.
critically evaluate the implications of issues of culture, race, gender, sexual orientation and disability in psychotherapy.

Personal skills

Therapeutic skills
The trainee will be expected to be able to:
assess clients/patients for suitability for their chosen psychotherapy.
establish and work with a therapeutic relationship congruent with the chosen approach.
formulate and apply appropriate therapeutic processes.
make appropriate therapeutic interventions and manage appropriate endings.

Self-appraisal, reflection on practice

The trainee will be expected to be able to:
critically reflect consistently on therapeutic process and on own functioning in order to improve practice.
Engage with their own therapeutic process and self-actualization.
Demonstrate a method of understanding recognising and responding to counter transferential issues.

Planning and management of learning/practice

The trainee will be expected to be able to:

autonomously use resources for learning.
engage in activities for personal growth and development congruent with the chosen approach.
prepare for and make effective use of supervision.
identify, clarify, assess and manage resolution of most clinical problems.

Communication and presentation

The trainee will be expected to be able to:
engage confidently and respectfully in professional communication with others.
present their clinical work for discussion and mutual learning.

Interactive professional and group skills

The trainee will be expected to be able to:
negotiate and handle conflict confidently and respectfully. This will include ability to relate to clients who are angry or dismissive, or who break boundaries.
work co-operatively with others.
where this is part of the approach, work effectively with psychotherapy groups, and/or with co-therapists.

Context of practice

Characteristics of Professional Setting

The trainee will be expected to be able to demonstrate:
awareness of the setting in which psychotherapy takes place, and capacity to adapt the chosen approach to the setting in which it is to be applied.
awareness of what might not be possible in a particular professional setting.
awareness of boundary issues, including confidentiality, in specific settings.
a capacity to handle complex, unpredictable and specialised situations.

Responsibility

The trainee will be expected to be able to demonstrate:
autonomy in professional practice.
responsibility for self-monitoring.
awareness of issues and procedures relevant to professional practice.
demonstrate that regular on-going supervision and CPD are part of being a psychotherapist.

Ethical Understanding

The trainee will be expected to be able to demonstrate:
awareness of the ethical and professional practice responsibilities of being a psychotherapist.
awareness of and ability to manage the implications of ethical issues and dilemmas.
a basic awareness of legal issues relating to psychotherapy.
ability to work proactively with others to formulate potential solutions.
ability to predict and manage consequences of applied solutions.

Appendix 15 UKCP mental health placement guidelines

Mental Health Familiarisation Placements

At the council meeting in April 2007, ITA council agreed a proposal that UKCP (HIPS) Mental Health Familiarisation Placements become the policy of the ITA. This document follows below:

Principles and Approach

As an Assessment Board we have been fortunate in having on the Board delegates from organizations that take very different views on this issue. We have gained understanding from arguing out our very different points of view. We have also had experience of conducting quinquennial reviews in organizations with a range of provisions from lengthy mental health placements to the effective absence of any provision at all. This has made us very conscious of the need to have clear, practical and unambiguous guidance agreed by HIPS that reflects a current minimum position that is agreed by the Section, leaving training Organisations sensible freedom to tailor their arrangements to their approach and the priority they give to the issue.

We believe that the term "recognition of severely disturbed clients" implies previous experience of being with severely disturbed people. So we believe that there should be a requirement for candidates to spend time in a setting that provides this experience and that they should not be providing psychotherapeutic help. They can be observing or offering companionship, or using skills if those responsible for the setting think it appropriate, such as relaxation etc.

We believe that the "understanding of the procedures used in psychiatric assessment and liaison with other professionals involved in mental health" can be a taught component, although we believe that spending time with those familiar with psychiatric assessment procedures and professionals in the mental health field is important . However we think that the balance of training and experience is a matter for Training Organizations.

We take a similar view of the provisions in relation to skills in assessing and differentiation of responses to shock, trauma, bereavement and spiritual emergency from severe mental illness, although again we stress that experience with people suffering from severe mental illness is we believe a minimum requirement.

Some Training Organisations will wish to go much further in providing lengthy placement provisions. It is important for all training organizations to reflect on the way they meet these requirements considering the context in which their graduates practice psychotherapy.

Curriculum Requirements

Member organisations must provide a curriculum that covers the following elements:

1. Current approaches to the management and treatment of "Mental Illness", including the role of mental health nurses, occupational therapists and psychiatrists.

1. Different drug treatments that are available and their effects and short and long term side-effects.

1   The basics of the legislative and organisational framework, including the Mental Health Act, the Care Programme Approach and the various agencies involved.

1   Skills in assessing and responding to the range of responses to shock and trauma, bereavement and spiritual crisis and differentiating these from severe mental illness.

Familiarisation Placement Requirements

The placement must be in a setting that allows candidates to spend time with those who have severe mental health problems. Additionally the setting must provide an opportunity for

discussion with staff involved with assessment and diagnosis. This can be achieved in a variety of settings including local authority day care centres or voluntary organizations working with client groups with mental health issues e.g. MIND.

Candidates should produce a reflective account/diary of their experience that is submitted to an appropriate person in the training Organisation e.g. training Supervisor.

Duration

The familiarization placement should be of sufficient length to enable the meeting of the learning outcomes. There should also be a taught component alongside the placement itself.

Learning outcomes:

9.   develop a basic understanding of psychiatry and the mental health system, the rights of patients and the psycho-social issues involved.

10.   understand the main principles of the mental health act and the procedures for the compulsory admission and detention of patients.

11.   enhance their ability to liase with other mental health practitioners

12.   become familiar with psychiatric assessment, planning a range of forms of intervention and evaluation procedures

13.   understand the range of "mental illness" that can lead to involvement in the mental health system.

14.   familiarise themselves with the different types of intervention used, including medication and electro-convulsive therapy, etc and their main side effects

15.   Spend time with people who have been diagnosed with severe depression and psychosis so that the are able to recognise these in the future

16.   Be able to empathise with clients who have been patients in the system.

Document as agreed by the HIPS Section, May 20th 2003 and amended by the Assessment Board July 2nd 2003.

Appendix 16 - Copies of: application forms for 101, foundation and advanced courses, plus letter offering a place.

Application form for the 101 course:

Application for a place on the TA 101 course:

Thank you for applying for a place on the introduction to TA – the "101 course" which is taking place on the:

The venue for the course is:

Please sign this and send with your payment or confirmation of your payment to YTC. Once payment is received you will receive a letter from YTC confirming your place on the course.

The fees for this course are due on application for the course and are non- refundable.

If you are being funded to attend the course the fee is £250
If you are self-funding the fee for the course is £125

Please pay cash, send a cheque or pay directly into the

Lloyds TSB Bank Account:
Name of account: Dave Spenceley
Bank code: 30 – 93 - 76
Account: 00978735
IBAN: GB47LOYD30937600978735
BIC: LOYDGB21118

With Thanks
Dave Spenceley

Teaching and Supervising Transactional Analyst

Letter of Application for attending the TA foundation course:

Application for a place on the TA Foundation course

Thank you for applying for a place on the TA Foundation Course which is taking place on from the xxxx to the xxxx (dates) and will be covered in 10 modules including the 101 course.

The venue for the course is:

Please sign this and send with your payment or confirmation of your payment to YTC. Once payment is received you will receive a letter from YTC confirming your place on the course.

The fees for this course are due on application for the course and are non- refundable.

If you are being funded to attend the course the fee is £2500
If you are self-funding the fee for the course is £1500

If you have agreed with YTC an instalment method of payment for this group then please state what this is here: ….

Please pay cash, send a cheque or pay directly into the

Lloyds TSB Bank Account:
Name of account: Dave Spenceley
Bank code: 30 – 93 - 76
Account: 00978735
IBAN: GB47LOYD30937600978735
BIC: LOYDGB21118

With Thanks
Dave Spenceley

Teaching and Supervising Transactional Analyst

Letter of Application for the Advanced TA training Programme

<ins>Application for a place in the Advanced TA Psychotherapy training group</ins>

Thank you for applying for a place on the Advanced TA psychotherapy training course which is taking place from the xxxx to the xxxx (dates) and will be covered in 6 training weekends over the year.

The venue for the course is:

Your membership of this group is dependent on a successful interview with the YTC trainers and also on receipt of acceptable references and an agreement to comply with the requirements of the training process.

If you wish to apply for a place in the training group then please sign this letter and send it with your payment or confirmation of your payment to YTC. Once payment is received you will receive a letter from YTC confirming your place in the training group.

The fees for this course are due on application for the course and are non- refundable.

If you are being funded to attend the course the fee is £2500
If you are self-funding the fee for the course is £1600

If at interview you agreed an instalment method of payment for this group then please state

what this is here:

…..

Please pay cash, send a cheque or pay directly into the
Lloyds TSB Bank Account:

Name of account: Dave Spenceley
Bank code: 30 – 93 - 76
Account: 00978735
IBAN: GB47LOYD30937600978735
BIC: LOYDGB21118

With Thanks

Dave Spenceley

Teaching and Supervising Transactional Analyst

Copy of the letter of acceptance onto the courses; (The letter will be edited according to which course is being referred to.)

**Acceptance for membership of the the Advanced TA Psychotherapy Training Group   /
foundation course / TA 101 course**

Thank you for applying for a place on the Advanced TA psychotherapy training course which is taking place from the xxxx to the xxxx (dates) and will be covered in 6 training weekends over the year.

The venue for the course is:

This letter is to confirm that your letter of application and fee (or agreement to pay by instalments) has been accepted.

We remind you that the fee is due on application for the course and are non- refundable. (The fees are for membership of the group and not for attendance).

We look forward to working with you in the group

Yours
Dave Spenceley

Teaching and Supervising Transactional Analyst

17 Assessment Grid

Generic learning outcomes Theoretical knowledge and understanding	Essay	Case study	Presentation and Handouts	Tutor Assessments	Primary Supervisor Assessment	Mental Health Familiarisation Placement	Training Log	CTW written Exam	CTA Oral Exam
1 Demonstrate in depth understanding of a wide range of TA theory	***							***	
2 Analyse and critique TA Theory and practice in relation to other theoretical models of psychotherapy including humanistic and psychoanalytic	***							***	
3 Synthesise a range of theoretical approaches to create an individual frame of reference with regard to theory and practice of psychotherapy		***	***					***	***
4 Analyse and critique research findings in TA and the field of psychotherapy research generally	***							***	
5 Critically reflect on and evaluate their own practice		***			***			***	***
6 Apply their theoretical understanding flexibility and creativity to promote effective therapeutic relationships		***			***			***	***
7 Demonstrate the ability to use their internal supervisor as they reflect on their practice and evaluate the effectiveness of their approach to each client		***			***			***	***

Generic learning outcomes: Clinical Competence	Essay	Case study	Presentation and Handouts	Tutor Assessments	Primary Supervisor Assessment	Mental Health Familiarisation Placement	Training Log	CTW written Exam	CTA Oral Exam
8 Establish and maintain effective psychotherapeutic relationships		***			***			***	***
9 Make accurate assessments using TA and other diagnostic methods		***		***	***	***		***	***
10 Understand and apply the theory of contracting in its different forms		***		***	***			***	***
11 Make and implement treatment plans		***			***			***	***
12 Understand and apply the use of the therapeutic relationship including theories of transference and counter transference to facilitate the therapeutic process		***		***	***			***	***
13 Self reflect and use supervision effectively		***			***			***	***
14 Maintain appropriate self - suppot				***			***		
15 Give and take feedback from both trainers and peers			***	***					
16 Maintain stability under stress and help clients through crises					***				
17 Work constructively and effectively within and beyond the psychotherapy profession					***				

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Specific Learning Outcomes: Professional Practice	Essay	Case study	Presentation and Handouts	Tutor Assessments	Primary Supervisor Assessment	Mental Health Familiarisation Placement	Training Log	CTW written Exam	CTA Oral Exam
18 Demonstrate a critical awareness of the ethical issues involved in the practice of psychotherapy with a diverse range of clients			***	***	***			***	***
19 Provide a critique of the philosophical underpinnings of TA compared with other models of psychotherapy	***			***				***	
20 Use a range of Options in negotiating treatment contracts	***	***			***			***	***
21 Evaluate the benefits and limitations of the contractual process in order to recognise when to take action in respect of a clients safety	***			***	***			***	***
22 Compare and contrast escape hatch closue theory with no-harm contracts	***			***	***			***	
23 Critique escape hatch theory in relation to other models of risk assessment	***			***				***	
24 Demonstrate a reflective approach to the effective use of supervision					***			***	
25 Implement strategies agreed in supervision and evaluate them					***			***	

Specific Learning Outcomes: Human Development	Essay	Case study	Presentation and Handouts	Tutor Assessments	Primary Supervisor Assessment	Mental Health Familiarisation Placement	Training Log	CTW written Exam	CTA Oral Exam
26 Demonstrate familiarity with a range of models of child development including Freud, Mahler, Stern and Erikson	***							***	
27 Critique models of child development rooted in the notion of the "clinical infant"	***							***	
28 Apply ego state theory to current models of development Stern, Gerhardt and Schore	***	***			***			***	***
29 Evaluate TA models of child development in relation to current neuroscientific research and the imolication for TA psychotherapy	***							***	***
30 Compare and contrast Berne's model of script with Bowlby's attachment theory	***				***			***	***
31 Apply recent ego state theory (Hargeden and sills for example) to concepts of the disorders of the self and critically evaluate its strengths and weaknesses	***				***			***	***
32 Differrentiate body centred models of therapy from psychological ones and formulate an integration of "Mind and Body" approaches			***		***			***	***
33 Assess the impact of social, cultural, and economic factors on			***	***	***			***	***

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human development

	Specific Learning Outcomes: Diagnosis and treatment planning	Essay	Case study	Presentation and Handouts	Tutor Assessments	Primary Supervisor Assessment	Mental Health Familiarisation Placement	Training Log	CTW written Exam	CTA Oral Exam
34	Apply core TA models such as ego states, script and game theory to assessment of interpersonal and intrapsychic difficulties		***			***			***	***
35	Critically evaluate these in relation to psychoanalytic and cognitive - behavioural models.	***				***			***	***
36	Analyse the pros and cons of psychiatric diagnosis						***		***	***
37	Demonstrate the ability to apply the DSM 4 multi- axial system as a diagnostic tool		***				***		***	***
38	Form a differential diagnosis using the DSM 4		***				***		***	
39	Apply the process communication model to different personality types of client presentation		***		***	***			***	***
40	Differentiate disorders of the self from diagnosis of personality disorder		***			***			***	***
41	Compare and contrast different systems of treatment planning (woolams and Brown / Clarkson / Spenceley etc) and demonstrate flexible and creative use of treatment planning		***			***				

	Specific Learning Outcomes: TA models of intervention	Essay	Case study	Presentation and Handouts	Tutor Assessments	Primary Supervisor Assessment	Mental Health Familiarisation Placement	Training Log	CTW written Exam	CTA Oral Exam
42	Critically evaluate the benefits and disadvantages of "technique based" psychotherapy		***			***			***	***
43	Assess and apply appropriate timing in the use of decontamination and deconfusion and Berne's 8 therapeutic operations		***		***	***			***	***
44	Differentiate Berne's model of group psychotherapy from psychodynamic models and also from Yalom's model.	***							***	***
45	Develop a creative approach to the role of group therapist in terms of process and structure	***				***			***	***
46	Identify key leadership tasks at different stages of group development	***				***			***	***
47	Demonstrate an awareness of diversity and cultural issues as they effect couples experiencing difficulties		***			***			***	***
48	Conceptualise sexual dysfunction in terms of ego state and script theory		***			***			***	***
49	Apply techniques taken from other schools of therapy such as		***		***	***				

Gestalt, Neuro Linguistic Programming and Cognitive Behavioural therapy

	Specific Learning Outcomes: The therapeutic relationship	Essay	Case study	Presentation and Handouts	Tutor Assessments	Primary Supervisor Assessment	Mental Health Familiarisation Placement	Training Log	CTW written Exam	CTA Oral Exam
50	Identify key principles of the integrative school and their contribution to the development of TA theory post Berne	***			***	***			***	***
51	Apply Erskines model of relational needs and the expereience of shame to the therapeutic process	***	***		***	***			***	***
52	Compare and contrast Erskine's theory of shame with others such as Panskepp and Gerhardt	***			***	***			***	
53	Critically evaluate Hargarden and Sill's integration of Kohut's theory of transference into the ego state model	***	***		***	***			***	
54	Analyse the varieties of transference and counter transference as they arise in the therapeutic process		***		***	***			***	***
55	Implement treatment plans that take account of transferrential processes and their management		***		***	***			***	***
56	Evaluate the implications of current outcome / effectiveness research for psychotherapeutic practice and understand the principles underlying it	***			***				***	
57	Demonstrate understanding of the key principles underpinning quantative and qualatitive research in psychotherapy	***			***				***	
	Specific Learning Outcomes: Working with specific cleint groups	Essay	Case study	Presentation and Handouts	Tutor Assessments	Primary Supervisor Assessment	Mental Health Familiarisation Placement	Training Log	CTW written Exam	CTA Oral Exam
58	Differentiate forms of depression from normal experiences of unhappiness, grief and despair		***			***				
59	Demonstrate familiarity with psychiatric treatment of depressive disorders and bi-polar disorders and apply TA theories and methods to these disorders		***		***	***			***	***
60	Assess clients with anxiety disorders and develop appropriate treatment plans		***		***	***			***	***
61	Apply techniques derived from CBT and NLP in the treatment of anxiety disorders		***		***	***			***	***
62	Assess the suitability for therapy of clients with addictions or eating disorders		***		***	***			***	***
63	Critically evaluate the psychological and social dynamics of addictive behaviours and related models of change		***		***	***			***	***

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64	Recognise the effects of trauma and abuse and the specific symptoms of PTSD	***	***	***	***	***
65	Create treatment plans which take into account the specific dynamics that develop as a result of trauma and / or abuse	***	***	***	***	***

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