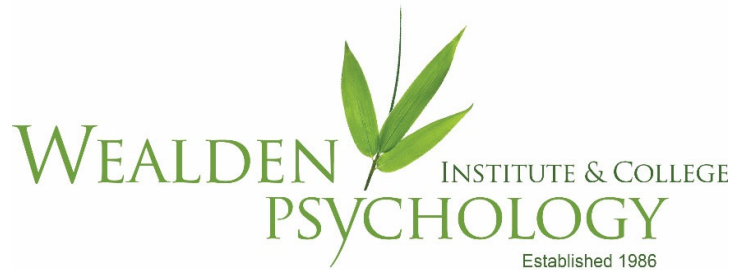


WEALDEN COLLEGE OF COUNSELLING AND PSYCHOTHERAPY

TRANSACTIONAL ANALYSIS PSYCHOTHERAPY TRAINING



GENERAL COURSE HANDBOOK v.1

2019/2020

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Document last saved / printed: Tuesday, 10 September 2019

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Guidance for the use of this Handbook

- This handbook, which is a requirement of the UKCP, is comprehensive and is for reference as you progress through your TA training. Its contents are invaluable to you as you prepare to become a Certified Transactional Analyst and we urge you to take the time you need to familiarize yourself with its contents, which are frequently updated. The latest version will be found on our website.
- The contents page and the index will guide you through the contents of each section.
- We have provided it in electronic format; please delete older versions once you receive an update.
- We would welcome feedback on the handbook, because it is for you, and we regard it as important that you find it right for you. Please let us have any comments or corrections you would like to see made.
- The term ‘Wealden College’ refers to the training branch of Wealden Psychology Institute.

Acronyms used in this Handbook

APL Accreditation of Prior Learning

APEL Accreditation of prior Experience and Learning

BACP British Association for Counselling & Psychotherapy

CPD Continuing Professional Development

CTA Certified Transactional Analyst

EATA European Association of Transactional Analysis

HIPC Humanistic & Integrative Psychotherapy College (of UKCP)

ITAA International Transactional Analysis Association

MHFP Mental Health Familiarisation Placement

PTSTA Provisional Teaching & Supervising Transactional Analyst

RTE Registered Training Establishment

SPR Supervised Practice Report

RTE Registered Training Establishment

TASC Training and Accreditation Standards Committee (of UKATA)

TSTA Teaching & Supervising Transactional Analyst

UKATA United Kingdom Association for Transactional Analysis (formerly ITA)

UKCP United Kingdom Council for Counselling and Psychotherapy

SECTION 1

QUICK STUDENT SUMMARY

- 1.1 Course Requirements
- 1.2 Course Content
- 1.3 Written work
- 1.4 Calendar for Written Work
- 1.5 Supervised Placements/Client Hours
- 1.6 Supervision Requirements
- 1.7 Therapy Requirements
- 1.8 Routes to Qualification
- 1.9 Wealden Oral Presentation – leading to UKATA Diploma
- 1.10 CTA Exam
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- 1.12 General Checklist

1.1 Course Requirements

Wealden College requires all students to sign a trainee contract (see [Appendix](#) for [form](#)) and to abide by the responsibilities of trainees ([Section 4.2](#)).

A tutorial system is in place, with trainees having at least one tutorial each year ([Section 3.9](#)). The tutorial form should be completed by the student ahead of each tutorial ([See Appendix for form](#)).

Students should attend all modules except when **unavoidably** absent, e.g. sickness; and when absent, have made up the hours and learning in consultation with their lead tutor ([Section 5.2.1](#)).

Students need to be a member of UKATA for each year of training, so that training and clinical hours will count towards qualification. ([Section 3.11.1.4/12.2.2](#)) Students are reminded that they must stay members of UKATA until they have completed their CTA exam, in order for their training and preparation to be valid.

For those wishing to proceed to next year, you are required to submit your application to continue training, no later than the June module. (Application [form](#) in Appendix)

1.2 Course Content

The Course consists of four year's training, of which the first year is the Foundation year. This is followed by the Clinical Training Course, the last two years of which are offered this year and next. The Clinical Training course is three years long in total and comprises three years of Advanced TA Clinical Training, which comprise “Schools and Specialisations in TA” in Clinical Year 1, and then “Professional Practice” and “Different Difficulties” which alternate for clinical years 2/3. ([see section 6.3.2 for specific content](#)).

1.3 Written work

Clinical Year Two and Three Assignments – In both of these years you will need to submit a Supervised Practice Report ([section 7.11](#)) by 15th April and your Self-reflective Inquiry and Learning Journal by a week after your last module of the year.

All students will be issued with a 'Unique Student Reference number' for their written work. This number will indicate the year of entry to the program along with a unique, individual reference. ([section 7.2](#))

All written work must be typed using double-spacing, with numbered pages and your unique student reference number must appear in the top right of the header of all pages ([see section 7.7.1 for presentation guidance](#))

All written work needs to be referenced. Wealden's style of citation is based on the publication style of the American Psychological Association (section 7.9)

All written work, Learning Journals, Self-reflective Inquiries and SPRs should be converted to pdf format and sent electronically to the Administrator (admin@wealdeninstitute.co.uk), and copied into your course tutor. **Some of your written work is blind marked and in these cases should be anonymous and include your student reference number in the top right hand corner (consult your tutor if you have questions)** ([section 7.2](#))

Students with Dyslexia should note this clearly at the beginning of all written work submitted. A formal statement of dyslexia is required for this to be taken into account. (section 7.12)

Please note that it is your responsibility to keep copies of your written feedback so that you can produce them as evidence of passing assignments for the UKATA Diploma etc.

1.4 Calendar for Written work.

Please note we do not give extensions other than for certified medical conditions. If written work is not submitted by the stated date other than for medical conditions, the student will be considered to have failed that element of the course.

Course	Written work	Latest Time for submission	Marker
Clinical Year 2	Supervised Practice Report	15 th April	Tutor/Internal
Clinical Year 2	Reflective Inquiry	EOY + 1 Wk	Tutor
Clinical Year 2	Up to date Learning Journal and log book	EOY + 1 Wk	Tutor
Clinical Year 3	Supervised Practice Report	15 th April	Tutor/Internal
Clinical Year 3	Reflective Inquiry	EOY + 1 Wk	Tutor
Clinical Year 3	Up to date Learning Journal and log book	EOY + 1 Wk	Tutor
Advanced Clinical Training / Fourth year +	Prepare for Wealden Diploma/UKATA/CTA exam		
EOY + 1 Wk = One week after your final module of your academic year			

Please note that it is your responsibility to keep copies of your written work and

feedback received, and be able to produce them as evidence of passing assignments for the UKATA Diploma etc.

1.5 Supervised Placements/Client Hours

We anticipate that most trainees will go into an approved placement from Clinical year 1. In Clinical Year 1 you will receive a student placement reference letter ([Appendix](#)), which signs you off as ready for placement, once you have been seen by two tutors and assessed as ready. This letter acts as your letter of reference from Wealden. It is essential that you are in placement/seeing clients by the start of your Clinical year 2.

Wealden Institute requires that no more than 25% of your client hours required for qualification can be with persons under the age of 18. UKATA recommends this amount for the UKATA Diploma. Additionally, it is also a requirement that you can show that you have undertaken some specialist training beforehand ([section 9.2](#) and [section 9.4](#)).

Once 120 hours of TA based clinical practice have been undertaken, either in placement or in previous or current employment, the trainee may apply in writing to be signed off as ready to prepare to offer private practice **with agreement from their supervisor**. ([section 9.2](#) – [form in Appendix](#))

1.6 Supervision Requirements

All students who are in placement/working with clients are required to have supervision. A ratio of one hour's supervision to four hour's client contact is initially required, rising to one to six after 50 hours of client work. ([Section 3.4](#))

For the UKATA Diploma you will need to have undertaken a minimum of 34 hours of TA supervision with a PTSTA/TSTA. Supervision that you receive in placement will not count towards the UKATA Diploma **UNLESS** it is with a TA supervisor. ([form in appendix](#))

For the CTA exam you will need to have undertaken a minimum of 150 hours of supervision, of which 75 hours need to be with a PTSTA/TSTA and of these 75 hours at least 40 need to be with your Principal Supervisor (this is the person with whom you take out an EATA formal training contract – probably clinical year 3 or later) ([section 12.4](#))

For TA group supervision, if the group consists of up to and including three students, then students may count **ALL** of the supervision hours. If the group consists of four or more trainees, then the students may count the hour when the focus is upon them as one hour of supervision, whilst the rest of the time when the focus is upon their colleagues counts as TA training hours. ([Section 9.1](#) and [Section 10.1](#))

1.7 Psychotherapy Requirements

It is a UKCP requirement that all TA students undertake personal psychotherapy. This needs to be weekly with a UKCP registered psychotherapist, ideally with a qualified Transactional Analyst qualified to either CTA, PTSTA, TSTA level, for the duration of the course ([Section 11.1](#))

Trainees must undertake a minimum of 40 sessions per year. Each session must be at least one therapeutic hour. This is per year for 4 years, so that students will have completed a minimum of 160 hour-long sessions of TA Psychotherapy by the end of Clinical Year 3.

However, it is a Wealden recommendation that students remain in personal psychotherapy until they take their CTA exam. ([Section 3.5](#))

Please note after the commencement of each training year, you are required to supply confirmation of your therapy hours by completing and signing the UKATA annual psychotherapy form ([form in Appendix](#)).

It is a UKCP requirement that the mix of therapy you receive is “roughly consistent with practice”. So, if the majority of therapy that you give is individual, then the majority of therapy you have received must be individual. ([Section 3.5/11.1](#))

1.8 Routes to Qualification

There are three awards available on the way to qualification as a TA Psychotherapist – the UKATA Diploma, the Wealden Psychology Institute Diploma in TA Psychotherapy and the final CTA qualification:

- UKATA Diploma in Transactional Analysis ([section 12.2](#))
- Wealden Psychology Institute Diploma in TA Psychotherapy ([section 12.3](#))
- CTA (Certified Transactional Analysis) ([section 12.4](#))

The **UKATA Diploma** can be applied for once the student has successfully completed 360 hours of TA training (Foundation and 2 Clinical Years with 90% attendance), undertaken 120 hours of personal TA psychotherapy, 200 client hours, 34 hours of TA supervision and passed 6 assignments (one of which *must* include the Wealden College oral presentation).

The **Wealden Psychology Institute Diploma in TA Psychotherapy** can be applied for once the student has successfully completed 480 hours of TA training (Foundation and 3 clinical years with 100% attendance), undertaken 160 hours of personal therapy, 200 client hours, passing of all written work and assignments and completion of an 8,000 word case study.

CTA status can be achieved once the student has successfully completed 480 hours of TA training (Foundation and Clinical Years), undertaken 160 hours of personal TA psychotherapy, 750 client hours, 150 hours of supervision, undertaken mental health familiarisation ([see mental health familiarisation guidelines](#)), and passed both the written and oral exam.

1.9 Wealden College Oral Presentation

Once students have completed 200 hours of TA client work they can apply to undertake the Wealden College oral presentation. These presentations take place at set dates throughout the year. Students will need to prepare a 5 minute taped presentation of their work, together with a transcript, diagnosis and front sheet (see Appendix for [oral presentation guidelines](#)). This will be presented to a panel of qualified therapists, who will also ask general questions about the students’ practice, incorporating ethical and theoretical understanding. ([Section 12.2.2](#) and Appendix for [marking sheet](#))

Presentation dates in 2018/19 will be published on the website.

1.10 CTA (Certified Transactional Analysis) Exam

The first step in achieving CTA status is passing the written exam. This is a 24,000 word written paper ([section 12.4](#))

Once the written exam has been passed, students can apply to take the oral exam, provided

that they meet all the requirements – 750 client hours, 150 supervision hours (75 of which must be TA), 480 hours of training, 160 hours of therapy etc. ([section 12.5](#))

1.12 Likely Expenditure

Estimated likely expenditure for each **TA Clinical Training Year**, although there is usually a slight fee increase each year, to account for rises in costs such as Institute Insurance, local rates etc:

- Fees for 2019-20: £2341 (Full details on fees are to be found in our Course Prospectus at http://www.wealdeninstitute.co.uk/Wealden_College/Information/Wealden-College-Course-Prospectus.pdf)
- Membership of UKATA, fees for 2019-20 £70
- Weekly Psychotherapy, a minimum of 40 sessions per year, cost approximately £45-60 per session.
- Cost of travel to placement
- TA Supervision, required at the rate of 1:4 client hours for the first 50 client hours, rising to 1:6 after thereafter. Cost per session in the range of £50-90 per session.
- Professional Indemnity Insurance for working with private clients, for those who have been approved to start private practice, cost in the order of £70-£100
- Likely additional expenditure Books – probably circa £100, but this is likely to vary from trainee to trainee according to personal preferences.
- Likely sources of funding Government Career Development loans. Some employers are prepared to second or fund staff.

Annual bursaries are available up to £500 from UKATA, and a one off bursary of £250 is available from the Margaret Turpin Training Trust for contractual trainees. See UKATA website for more details.

1.13 TA Training general checklist for keeping up to date.

We list below a reminder of the resources, tasks, events and general features of participation in your Course. We recommend that you refer to and update/amend the list at least monthly.

- Reading each Section of the Student Handbook.
- Following up any tasks from reading the Student Handbook.
- Updating the Student Handbook.
- Your health and fitness to practice as a trainee psychotherapist.
- Your personal therapy and commitment to your own growth and development:
 - Reading,
 - Thinking/planning,
 - Writing,
 - Reviewing/updating your log of hours re training, supervision & personal therapy.
- Diary dates for:
 - Appointments with clients, supervisor, therapist.
 - Training weekends.
 - Individual tutorials.
 - Other additional training events.
 - UKATA, BACP, UKCP, EATA websites and/or Newsletters.
 - UKATA Regional/National Conferences.
 - EATA/ITAA Conferences.
 - Deadlines for essays, presentations and payment of professional fees.
 - Wealden Psychology Institute.

- UKATA membership (Student membership). Trainee membership once training contract signed with a Principal Supervisor.
- Insurance.
- Registration for Conferences or Courses offered by other UKATA training programmes.
- EATA deadlines for application for examinations, submission of case study, endorsement.

SECTION 2

WEALDEN PSYCHOLOGY INSTITUTE & COLLEGE

- 2.1 Philosophy
- 2.2 General Aims of the Training Curriculum
- 2.3 Wealden Institute France
- 2.4 Teaching Team
- 2.5 Records

2.1 Wealden Psychology Institute Philosophy

The Institute's philosophy is broadly humanistic in that we believe:

- Individuals are worthy of respect, acceptance and understanding because they are human.
- People are responsible for the decisions they make, how they think, feel and behave and can change these decisions.
- People are responsible for making their own meanings and for their beliefs about themselves and others.
- People are experts on themselves.
- People have a tendency to seek self-actualisation (to realise their own potential).
- Behaviour is functional, or at one time was functional, even if it now seems not to be.
- Ownership of positive goals will enable people to work towards them more energetically.
- We see the therapeutic relationship as the medium for change.
- We believe in the importance of interdisciplinary dialogue and exploration, with emphasis on integration, respect for difference and an ability to work with diversity.
- We honour the spiritual dimension of individuals' life and problems, and the self-healing capacity of the individual and the individual's sovereignty and responsibility.
- Social relationships are central in setting the framework in which individuals shape their lives.
- We believe in the importance of political awareness and an understanding of the individual's experience, personal beliefs and values in problems of living.
- The integration of mind, body, feeling, soul and spirit are core in our training.
- Training offered is for the educational benefit of trainees.
- These values/beliefs are embedded in all our training programmes and are reflected in their content and structure and in the kind of people who are tutors.
- We believe that all techniques and theories are limited and should never be used in ways that avoid or distort contactful relationship between client and counsellor or therapist. We are aware that within our society, not everyone is treated equally or justly, and we are committed to doing what we can to ensure equality of treatment and seek to offer a learning environment in which people are valued for themselves.
- Each course has a Staff-Student Forum for liaison.
- All training courses offered have provision for transparency and accountability in their assessment processes.

2.2. General Aims of the Training Curriculum - Personal Attributes and Experience

We aim to provide the student with a training journey that will develop the personal attributes and qualities needed by a professional psychotherapist, coach or counsellor.

To this end the student will:

- Be in personal psychotherapy with a qualified practitioner on at least a weekly basis (minimum forty sessions per year), which is of the type that they are intending to

- practice.
- Participate in a process group “check in” at the start of each module of training.
 - Participate in frequent experiential exercises, which aim to provide change and development in personal growth and attributes.
 - Receive regular feedback on the way that their peers and tutors experience them, including their attributes, qualities and attitudes.
 - Be asked to develop an attitude of personal responsibility toward their own learning, their group participation, and care for their environment.
 - Explore issues of race, culture, class, gender and sexuality.

The aims of the above are that by the end of training, our graduates will demonstrate an ability to:

- Make contact with their clients with depth and immediacy.
- Relate to clients with genuineness, unconditional positive regard and empathic understanding, with good boundaries and clear contracts.
- Maintain appropriate self-support.
- Give and take feedback constructively.
- Be stable under stress and help clients through crises.
- Use supervision conscientiously and effectively.
- Work constructively with colleagues from other professions.

[2.3. Wealden Psychology Institute France – Workshop Programme](#)

Please contact the Institute head office in Crowborough for dates this year. The French Centre of the Wealden Psychology Institute is based in South West France, in the rolling foothills of the Massif Central, east of Bordeaux.

[2.4. The Teaching Staff Team](#)

Our staff are all seasoned, selected and experienced practitioners, who continue to practice under regular supervision, and who all pursue their Continuing Professional Development keenly.

[2.5. Student Records](#)

All student records are kept securely in locked filing cabinets in the general office. The office itself is locked whenever staff are not working in it, and it is secured with a burglar alarm system.

All assessed work is kept digitally on the password protected Wealden server. Old records are kept in a locked filing system in the cellar, which is itself kept locked. Recorded CCTV helps protect the premises.

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SECTION 3

OVERVIEW OF TRANSACTIONAL ANALYSIS CLINICAL TRAINING

3.1 Structure of Training in Transactional Analysis Psychotherapy

3.2 Course Structure

3.3 Course Recognition

3.4 Requirements - Supervision

3.5 Requirements - Personal Psychotherapy

3.6 The Basic Curriculum

3.7 TA Training Programme Outline

3.8 Group Composition

3.9 Course Philosophy

3.10 Formal EATA Training Contract

3.11 The TA Training Programme

3.12 Advanced TA Clinical Training – Topics Covered

3.1 Training in Transactional Analysis Psychotherapy

(Recognised by the European Association for Transactional Analysis, EATA, ITAA and the United Kingdom for Psychotherapy - UKCP)

Course Director: Joanna Beazley Richards MSc, BA (Hons), Dip.TMHA, CPsychol, TSTA(P), AFBPS, FRSM, MBIM.

Core Staff Team, Lead Trainers: John Renwick TSTA(P), Joanna Beazley Richards TSTA(P), John Baxendale PTSTA(P), Karen Cesarano PTSTA (P)

All the TA trainers and supervisors adhere to the EATA Codes of Practice for Trainers and Supervisors. Their suitability, qualifications and experience are reviewed annually in the light of updated requirements of UKATA, EATA and UKCP. This is done when preparing for the forthcoming year's training. Interviews and consultation are conducted as necessary.

The course is three years long in total and comprises three years of **Advanced TA Clinical Training**. This year and next year, we are offering the last two years, so the final year will be 2020-2021. It offers a comprehensive professional training in psychotherapy, using Transactional Analysis as the major modality. It is designed to enable participants to prepare for examination as a Certified Transactional Analyst, after which they are eligible to register as a psychotherapist with the UKCP.

Wealden College offers a regular Professional Development Group for final year students and those who have completed their training, and is aimed at helping students 'keep up the momentum' of studies, stay connected with Wealden College and the wider TA community, and to prepare for the UKATA Diploma and the CTA exam.

The TA training is at post graduate, Masters Level, university level 7.

It is possible to join any year of the training programme at the start of each academic year. The three-year Clinical Training covers the clinical application of the major TA concepts, but this year and the next, we are just offering the last two years.

The training complies with the UKATA Equal Opportunities Policy, the UKATA Code of

Ethics, UKATA Code of Professional Practice, and adheres to UKATA Code of Practice for Psychotherapy Trainers & Training Establishments. It also adheres to UKATA Registration Policy.

3.2 Course Structure

- The course is offered over 10 weekend modules per year, or 20 Mondays over the academic year.
- A staff-trainee liaison group, called the TA Forum, meets during the year, and transparency is maintained in terms of the assessment process throughout.

3.3 Course Recognition

The course meets the training standards for those wishing to become internationally accredited as Certified Transactional Analysts (CTA), and is recognised by UKATA (UK Organisation), the International Transactional Analysis Association (ITAA) and the European Transactional Analysis Association (EATA). It is designed for people who hold a relevant degree, such as a psychology or sociology degree, or for those with qualifications in one of the helping professions or equivalent. This would include counsellors, social workers, teachers, medical doctors, nurses, psychiatrists and probation officers. On graduation the person is eligible to register as a psychotherapist with the UKCP. The training is at postgraduate level, and students are selected on that basis.

3.4 Supervision

Trainees are required to receive regular supervision of their work with clients from when they start to practice Transactional Analysis. This must be with a PTSTA or TSTA, who has a clinical psychotherapy specialism. Supervision often takes place in small groups of three or four, although individual supervision can also be arranged. A ratio of one hour's supervision to four hour's client contact is required, rising to one to six after 50 hours of client practice. Supervisors maintain strict confidentiality regarding clients' identity and any issues discussed within supervision. All supervisees are also bound by these rules of confidentiality in relation to client work brought by other group members. Clients are kept anonymous, and any external notes supplied or made during the supervision groups are destroyed.

Definition of Supervised Practice: "It is important for both the psychotherapist and the client that the professional regularly takes his or her work to supervision and this is a requirement for students preparing for UKCP registration and/or CTA examination. This will be with a more experienced colleague. Peer supervision cannot be counted towards student's supervision requirements... Supervision involves discussion of the psychotherapist's work, possibly illustrated by tapes, to monitor professional and ethical issues as well as personal issues affecting the therapist, which may be influencing the process. The supervisor will also be concerned with the effectiveness of the psychotherapist's work, use of theory and specific difficulties he or she has encountered, as well as his or her professional development. The process provides protection for the client and also for the professional position of the psychotherapist." Tilney, T. (1998) *Dictionary of Transactional Analysis*, London: Whurr.

3.5 Personal Psychotherapy

Trainees are required to be in weekly personal psychotherapy for the duration of their training with a qualified psychotherapist agreed upon by the course trainer. The psychotherapist must be UKCP (HIPC) registered, and qualified to at least CTA level. Trainees must undertake a minimum of 40 sessions per year. Each session must be of at least one therapeutic hour. This

is per year for 4 years, so that students have completed a minimum of 160 hours of therapy by the end of Clinical Year 3. However, it is a Wealden recommendation that students remain in therapy until they take their CTA exam.

Students may undertake group therapy or therapy marathons in addition to individual therapy, and may count some hours attended of the group/marathon towards their hours of therapy, in consultation with their lead trainer; however, if a student were undertaking group therapy they would be expected to have attended 40 group therapy sessions per annum. Wealden usually allows students to attend one therapy marathon per academic year, and to count a percentage of those hours towards their therapy hours.

It is a UKCP requirement that the mix of therapy you receive is “roughly consistent with practice”. So, if the majority of therapy that you give is individual, then the majority of therapy you have received must be individual.

Personal psychotherapy is a course requirement because it provides the trainee with the ‘inner map’ necessary for development as a psychotherapist. It is also a requirement for registration as a psychotherapist with the UKCP.

The psychotherapy will be undertaken on a basis of confidentiality, established with the psychotherapist. The trainers will not learn anything regarding the trainee, except for attendance, from the psychotherapist, unless by agreement with the trainee.

3.6 The Basic Curriculum

The course covers the study of the theory and practice of humanistic, Transactional Analysis psychotherapy from assessment to termination, and the theoretical and philosophical basis for therapeutic practice.

The curriculum includes the following:

- The TA model of the person and mind.
- The TA model of gendered and culturally influenced human development.
- The TA model of human change and ways in which change can be facilitated.
- A set of clinical concepts to relate theory to practice.
- An extensive engagement with existing literature which includes a critique of the TA model.
- An exploration of the philosophical foundations of the TA model.
- A critical awareness of the multiple layers of human experience and the multidimensional nature of the therapeutic relationship.
- Understanding of basic research techniques and their application to the investigation and evaluation of psychotherapeutic practice.
- Acquisition of a critical understanding of the relevance of studies and research findings in human development, psychopathology, neurophysiology, memory, diversities, ethics, legal issues in relation to psychotherapy and social science.

3.8 Group Composition

The year’s learning group comprises selected participants who are estimated by the Training Programme Director to be compatible, and who remain together for the 10 modules. Each year consists of 10 modules of learning with theory, discussion experiential exercises and skills training and practical work.

3.9 Course Philosophy

We aim to provide a high quality, rounded programme of training, to equip graduates for the field of mental health. We emphasise a high degree of self-management within the programme, in order to encourage the development of self-reliance and self-responsibility.

Rather than a high degree of institutionally imposed structure, we encourage self-management and an accumulation of credit. We aim to model in the course design and teaching the desired outcome in terms of self-awareness and knowledge, respect for self and others, clear contracts, and a cooperative attitude.

A tutorial system is in place, with trainees usually having at least one tutorial each year. Our programme offers integration between academic learning, experiential and skills-based learning, personal awareness and supervised practice.

There is a balance between training hours, personal study, self-support and peer group work.

3.10 Formal EATA Training Contract

Those trainees who decide to take the CTA exam in psychotherapy will sign a formal training contract with EATA through a Principal Supervisor (TSTA or PTSTA) during the later stages of their training (probably third year or beyond). In order to sign a 'training contract', the course participant and the Course Tutor must agree that this is appropriate. A contract may be signed with any PTSTA or TSTA, who may or may not be those teaching at Wealden Psychology Institute. The Principal Supervisor must be a Qualified Senior member of UKATA, i.e. PTSTA or TSTA.

3.11 The Training Programme

3.12 Advanced TA Clinical Training – Topics Covered

Successful completion of the TA Foundation Course does not guarantee acceptance onto the Advanced Clinical Training. A panel of trainers will decide acceptance of any person applying to join the Advanced Clinical Training. The criteria include successful completion of the Foundation Course, including application to the course requirements, ability to use feedback positively and constructively, and demonstration of skills competence for the level of training. Applicants will need to demonstrate the application of the I'm Ok-You're OK philosophy of Transactional Analysis.

The written work, including the Learning Journal, will be considered, including a demonstration of insight into their professional development during their training to date. Relationship with peers and tutors will also be considered.

Trainees are required to be members of the UKATA and EATA for the duration of their training.

Advanced TA Clinical Training – Topics for this year and next

3.12.2 Professional Practice Clinical Year PP – Clinical Year 2/3

- Ethical practice & use of Supervision
- Beginnings – contracting, assessment and therapist competence.
- TA assessment in clinical practice.
- Treatment planning; TA techniques at different stages of treatment

- TA and grief/bereavement.
- TA and anger aggression
- TA and fear & anxiety.
- Working with diversity. Transcultural issues, prejudice and power.
- Transference and Countertransference in TA and other approaches.
- Establishing a practice.

3.12.3 Treatment of Different Difficulties Clinical Year DD – Clinical Year 2/3

- TA techniques with different pathologies & DSM-5.
- Personality disorders
- Working with offenders
- The Psychoses and Schizophrenia.
- Addictions
- Trauma and dissociation
- Eating disorders
- Working with sex/sexual identity
- TA Group psychotherapy.
- Endings.

3.12.4 Calendar for Written Work and Progression of Training.

[Please refer to section 1 for detailed calendar](#)

Please note by the commencement of the new training year, you are required to supply confirmation that you have attended no less than 40 sessions in the previous year ([See UKATA Annual Psychotherapy Form in Appendix](#))

For those seeing clients, you are required to submit your end of year Supervisor's report and for those wishing to proceed to the next year, your application to continue training, no later than the June module.

3.12.4.1 Procedure for submission of written work.

All students will be issued with a 'Unique Student Reference number' for their written work. This number will indicate the year of entry to the program along with a unique, individual reference.

Requirements for submission:

- All written work, learning journals, essays, self-reflective inquiries and SPRs should be converted to pdf format and sent electronically to the course administrator.
- All work must be typed.
- Typing must be double spaced except for verbatim transcripts, lists, question titles and reference list.
- There must be a margin of at least 1.5 inches on the left and 1 inch on the other three sides.
- Pages must be numbered in the bottom right hand corner.
- Pages must show your Personal Reference number in the top right hand corner. Your learning journal should include your name in the header.
- All work must be submitted by email to the Course Administrator who will forward the work to the tutors/markers.

- The '[Calendar](#)' for submission is given in section 1
- **Please note that whilst every effort is made to keep copies of written assignment feedback in the Wealden Offices, it is your responsibility to keep copies of your written feedback, and can produce them as evidence of passing assignments for the UKATA Diploma etc.**

3.12.5 Application for the Advanced Clinical Training Years.

All applications should be in writing using the Wealden Psychology Institute Application form, [to be found in the appendix to this handbook](#). Two Wealden Psychology Institute Trainers will meet and shortlist applicants for interview according to the following considerations:

- The applicant meets the criteria of admission specified for the course.
- The applicant has previous relevant experience of working with people in an advisory, helping, caring, educational role or similar role.
- The applicant has demonstrated the potential to meet the academic demands of the course.

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SECTION 4

TRAINEE CONTRACT AND RESPONSIBILITIES

4.1 Wealden Psychology Institute Formal Contract

4.2 Responsibilities of Trainees

4.1 Wealden Psychology Institute Formal Contract

Wealden Psychology Institute requires all students to sign a formal contract of training at the start of their TA training ([See Appendix for form](#)).

4.2. Responsibilities of Trainees

The responsibilities of Trainees shall include but are not limited to the following:

- To comply with the requirements of the TA Psychotherapy Training Programme and all conditions pertaining thereto as advised by the RTE providing the same.
- To adhere to the current membership requirements of UKATA.
- Trainees undergoing training leading to CTA with Psychotherapy speciality are also required to comply with any additional requirements as determined by UKCP (HIPC section). 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.
- You agree; that you will undertake a minimum of 40 sessions per year (that is, between the 1st October and 30th September) of personal psychotherapy with a Certified Transactional Analyst for the duration of your training at your own expense with a Wealden Psychology Institute approved therapist and you agree for your therapist to be asked to confirm your attendance.
- You agree to keep confidential any personal information you obtain during your studies relating to clients and other course members.

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SECTION 5

TA TRAINING AT WEALDEN

- 5.1 Overview**
- 5.2 TA Training at Wealden Psychology Institute**
- 5.3 Relevant Sources of Information**
- 5.4 The UKATAR (Joanna Beazley Richards)**

5.1 Overview

This course is intended for students who plan to pursue a professional career as psychotherapists.

The Institute adheres to the Codes of Ethics and Professional practice, Equal Opportunities and other Codes and Policies of the UKATA, EATA, and UKCP HIPC section. Wealden Institute codes of practice are available in the College library in hard copy or on line at: <http://www.wealdeninstitute.co.uk/Information/Wealden-Institute-Codes-and-Procedures.pdf>

There are twenty days of training and skills practice in each of the minimum of years. The duration of the course will depend on the individual trainee's initial experience and background, since it may be possible to credit prior learning towards the total 2000 hours required. Most students can expect to take seven years between entering the course and taking their final examination. Successful completion of the course leads to the option of inclusion in the National Register of Psychotherapists published by the United Kingdom Council for Psychotherapy.

Course Details

Abbreviations used below: APL = Accreditation of Prior Learning; ILP = Individual Learning Plan. (Other acronyms used see page 4.)
External validation is by EATA and UKCP.

Duration (per year)

120 hours over 10 weekends or 20 weekdays; 1 weekend monthly for minimum of 4 years, or 20 fortnightly Mondays.

Criteria of admission

Admission is by interview to assess personal and academic suitability of the applicant.

As the course is at post graduate level entry, candidates will usually hold a degree in psychology or equivalent. Such professional qualifications as social work, teaching, nursing or counselling are considered to be equivalent, or the person may apply for recognition via the accreditation of prior learning (APL) route. To be accepted onto the TA Clinical Training, applicants must have successfully completed a 120 hour TA Foundation Course at a recognised TA training establishment.

The whole training consists of three years of ten weekend modules (or twenty Mondays) each.

The course offers:

- An introduction to the range of psychotherapies and counselling so that trainees may have an awareness of alternative treatments.

- A critical introduction to other models distinct from the theory that forms the core of the curriculum.
- A critical consideration of the value system, theory of the person and underlying philosophy of these other approaches so that trainees may locate their own approach within the overall field of psychotherapy and have an awareness of the alternatives.

An opportunity for trainees to develop:

- 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.
- The capacity to recognise severely disturbed clients and when the practitioner should seek other professional advice.
- An understanding of the procedures used in psychiatric assessment and liaison with other professionals involved in mental health.

5.1.1 Expectations

We expect that course participants, once they have started a training year, are committed to attend all of the 20 training days, and to pay for any they miss. We ask that those not wishing to take the next year alert us by the June module of that calendar year, or else it will be expected that they wish to continue.

5.1.2 Course Competency Standards

By the completion of TA training, students will:

Demonstrate a broad and in-depth knowledge of Transactional Analysis theory and make some comparative links with other counselling and psychotherapeutic theories.

- Analyse, plan, and implement treatment for client's personal problems competently.
- Transfer and apply TA theory into treatment plans across a broad range of pathology or needs.
- Evaluate client's script and racket analysis and transfer this knowledge into short or long term treatment plans.
- Take personal responsibility for practising at a high professional standard, providing high quality counselling or psychotherapy services to clients.
- Take responsibility for working with groups of clients.

5.2 TA Training at Wealden Psychology Institute

5.2.1 Progression of Training

In order to progress to the following years of TA training students must apply using the form to be found in the appendix to this handbook, and have:

- Completed all the requirements of the course to date.
- Received weekly therapy (at least 40 hour long sessions per year).
- Attended all modules except when **unavoidably** absent, eg sickness; and when absent, have made up the hours and learning in consultation with their lead tutors.
- Completed log-book and learning journals, and handed them in when asked, including by a week after the final module of the year.
- In their learning journal, demonstrated an ability to take experiences from the taught components, skills practice sessions, group process, tutorials and other aspects of the training, made sense of them and related them constructively to their own professional development.
- Actively engaged in the course work and experiential activities with an attitude of cooperation and respect towards students, Institute and staff.

- Made constructive use of feedback, including negative feedback.
- Become a member of UKATA and abided by its Codes of Ethics.
- Have completed an application form ([to be found in the appendix to this handbook](#)) and satisfied a panel for acceptance on further training.
- The application form must be received by the June module of their current training.

5.2.2 Accreditation of Prior Learning (APL)

Claims for Accreditation of Prior Learning must be by Portfolio, which must include a CV and a Written Assignment of at least 1500 words on a relevant transactional analysis topic chosen by the applicant. Claims may be submitted at any time up to 1 July for a Course starting September. The Portfolio will be assessed by a Wealden Psychology Institute Trainer according to the standards applied to Wealden Psychology Institute students at the same stage of the applicant's prior training and experience.

The proportion of recognition of prior learning will be determined by matching the content of the applicant's prior academic experience with the Modules and Course Units. Applicants may be required to complete Modules they have not covered. Applicants will be required to attend an interview to appraise personal, academic and financial suitability.

Students may apply to take the UKATA Oral presentation at Wealden if they have trained at another TA training establishment, provided that their portfolio of prior work is assessed by Wealden College.

There will be a charge of £200 + VAT to read an entire APL portfolio if it has been already marked. There will be an additional charge of £50 +VAT for each piece of work if it has not been marked.

5.2.3 Termination of Training.

Should a problem arise in terms of the student failing to keep up with the requirements of the course, they will be informed of this in the tutorial system, and it will be recorded in writing. Students who are failing to keep up will be informed, and assisted in doing so.

Should the problem continue, the student may be advised that it would be unwise to continue, in that it is anticipated that they may not reach the required level. Alternatives may be suggested, such as taking a year out. Usually, they would complete that year, and then be helped to move on to something appropriate.

The Institute reserves the right, however, to ask a student to leave the training, at any point in the course, if it is considered by the lead trainers, in consultation with the External Moderator or Examiner, that it would be harmful or detrimental to the student, the student group, or the Institute, for them to continue.

The student has the right to Appeal that decision, in which case a Hearing Board will be constituted, which will include a TA trainer who is not involved in the Institute's affairs.

5.2.4 Responsibilities of TA Trainers

The responsibilities of Trainers shall include but are not limited to the following:

- Ensure that they are at all times, informed of and compliant with all requirements of UKATA, EATA and UKCP (HIPC), as may be amended from time to time for the

- provision of TA training.
- Adhere to the UKATA Code of Ethics (see appendix page x).
 - Ensure that all training delivered, which leads to CTA with psychotherapy speciality, is delivered at post graduate level in accordance with UKCP (HIPC) requirements.
 - Ensure that all training delivered promotes equality of opportunity in accordance with the equal opportunities policy of the UKATA and RTEs.
 - Undertake a programme of CPD to ensure maintenance and development of skills and knowledge in their work and to adhere to the current UKATA CPD policy.
 - Have regular appropriate supervision of their training and supervision practice.
 - Comply with any sanction(s) imposed by TASC and endorsed by UKATA Council after due process.
 - Adhere to the level of confidentiality imposed by the Wealden Psychology Institute in respect of Trainee information and any other additional levels of confidentiality imposed by the Wealden Psychology Institute regarding its training courses and/or programmes.

5.3 Relevant Sources of Information

5.3.1 Websites

Note that Wealden Psychology Institute is not responsible for the content or reliability of the linked websites listed below and does not necessarily endorse the views expressed within them.

5.3.2 Professional Associations:

The United Kingdom Association for Transactional Analysis (UKATA)

Administrator: Shelley Walker

Unit 4, Spring Gardens, Park Lane, Crowborough, East Sussex TN6 2QN

Tel: 01892 664615, Fax: 0845 0099 202

Website: www.ukata.org.uk Email: admin@ukata.org.uk Skype: ukata.admin

European Association for Transactional Analysis (EATA)

Secretary: Marianne Rauter

Silvanerweg 8, 78464 Konstanz, GERMANY

Tel: +49 7531 95270, Fax: +49 7531 95271

Email: EATA@gmx.com Website: www.eatanews.org

The International Transactional Analysis Association (ITAA)

2186 Rheem Drive #B-1, Pleasanton, CA 94588, USA

Phone: +1 925 600 8110, Fax: +1 925 600 8112

Email: info@itaa-net.org Website: www.itaa-net.org

5.3.3 DVDs and Videos about TA

- Carlo Moiso and Isabelle Crespelle: Observation of Bernean Group Therapy.
- George Kohlrieser: Conflict Management; The Art of Making Peace.
- Robert Goulding: Scripts.
- Vann Joines: Diagnosis and Treatment Planning.
- Fanita English: The Forces Within Us.
- Muriel James: Ego State Boundary Problems.
- Muriel James: Self Reparenting Theory/Process.
- Claude Steiner: Emotional Literacy and TA.

- John Dusay: Evolution of TA & Its Applications.
- Ellyn Bader: Neutralize the anger!
- Abe Wagner: TA and NLP.

Wealden College also has an extensive consulting library of resources in relation to other types of psychotherapy and psychology.

5.3.4 BACP and UKCP addresses

British Association for Counselling and Psychotherapy (BACP)
BACP House, 15 St John's Business Park, Lutterworth LE17 4HB
Tel: 01455 883300 - Fax: 01455 550243 - Minicom: 01455 550307 - Text: 01455 560606

United Kingdom Council for Psychotherapy (UKCP)

2nd Floor, Edward House, 2 Wakley Street, London EC1V 7LT
Telephone: 020 7014 9955 Email: info@ukcp.org.uk Website www.psychotherapy.org.uk

5.3.5 Bookshops

The Institute has a small bookshop, which sells some of the basic and essential texts. In addition, you may choose to buy online from www.amazon.co.uk. You may also want to try www.pmbrowser.info/amazon.html This site gives a tool for browsing the mass of literature, music and film contained in the Amazon database, by exploring links between related items. You may find the [Book Butler](#) a useful resource.

www.profbooks.com
www.counsellingbooks.com
www.karnacbooks.com
www.rathbonebooks.co.uk
www.worthreading.co.uk

The Institute encourages students to make use of local public libraries which can usually obtain books free of charge within their county or borough, and for a nominal charge can order them from further afield. Some libraries still have limited funds to purchase new books.

5.3.6 Online libraries

The Transactional Analysis Journal (TAJ), now edited and available online by ROUTLEDGE, is an indispensable resource for trainees, and is available via membership of the ITAA. Trainees are strongly recommended to take out this membership, which includes full access to all editions of the TAJ from its beginning to the present. A reduced membership rate is now available for TA Trainees, making online access to the TAJ available at a reduced rate.

[IJTARP](#) (The International Journal of TA Research and Practice) is a free online journal.

Please note that maintenance of the following links is beyond our control and we cannot guarantee that they are up to date.

www.copac.ac.uk/copac COPAC is a union catalogue, giving FREE access to the merged online catalogues of members of the Consortium of University Research Libraries (CURL). There are some 30 million records on COPAC representing the merged holdings of 26 CURL member institutions, including the British Library and National Library of Scotland, plus

special collections from a small number of non-CURL libraries. The remaining CURL libraries' catalogues are also being loaded onto Cyberpsych a comprehensive site linking people to a variety of top quality psychotherapy web sites.

Journal of Psychotherapy Research - an online research journal which can be searched for relevant research.

Psycinfo a major database resource for obtaining abstracts of articles –users are required to pay a small fee per day.

Library Resources provides details on student access to UK University libraries.

Mantex Information Design - an excellent and helpful site for those students who need help on academic writing.

Psychweb - a superb site for all sorts of psychotherapy research, literature and journals. A 'must' for students who need to do literature searches.

5.3.7 Other Useful References

- The International Journal of Transactional Analysis Research: <https://www.ijtarp.org/>
- PubMed - access to the US Government medical database called MedLine. Another 'must' for research minded students.
- American Psychoanalytic Society - gives a wealth of psychoanalytic literature.
- Psychology Journal Indexes - comprehensive search facility for psychological journals.
- Medscape - another way of accessing the US Government medical database MedLine.
- Online Mental Health Dictionary at Sheffield University - excellent resource for web sites on Mental Health.
- Psyche Matters Website –worth a visit.
- Self Psychology Home Page information on Kohut and self psychology.
- WISDOM UK Government health site - the source of a multitude of mental health sites and other information - well worth a visit.
- American Psychological Society – you can get access to Psycinfo from this site.
- Psycinfo is very similar to Psylit and provides a comprehensive database of psychotherapy research papers.
- Questia –an online library of psychotherapy books and journals; very useful British Public Library Lending Catalogue – access to the BPL catalogue where you can order photocopies of the articles you require.
- Anglo American Book Institute Mentoring UK and other related mentoring links www.mentoring-uk.org.uk

5.4 The UKATAR (John Baxendale)

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

The UKATAR 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 UKATAR must be a member of UKATA and shall ensure that:

- Appropriate vetting of staff takes place. This includes both paid and unpaid staff.
- Confidentiality is maintained and records are stored securely.
- The building is safe.
- There is appropriate insurance.

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SECTION 6

COURSE CONTENT

- 6.1. Wealden Psychology Institute Assessment Methods
- 6.2. EATA Core Competencies in Psychotherapy
- 6.3. Wealden Psychology Institute TA Course Modules
- 6.3.2 TA Clinical Training Modules
- 6.4. General Reading List
- 6.5. Wealden Psychology Institute Learning Outcomes

6.1. Wealden Psychology Institute Assessment Methods *(marked in red because referred to in red per module)*

1. Written assignments on theory.
2. Psychotherapy practise with class peers under supervision.
3. Process group work experience.
4. Presentation of theory papers.
5. Experiential work in seeing clients on a one to one basis.
6. Class exercises and participation.
7. Case presentations.
8. Supervision of work with clients during the course of study.
9. Role plays.
10. Maintaining and presenting a Log Book of completed hours.
11. Maintaining a learning journal.

6.2. EATA Core Competencies in Psychotherapy *(Written in green because referred to in green throughout the modules)*

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

1. GENERAL REQUIREMENTS

- a. Understand TA theory and its application to psychotherapy with individuals and with couples, families and groups as appropriate.
- b. Assess the client and make an informed decision about taking him or her into treatment, including up-to-date knowledge of other treatment possibilities, the ability to convey different options to the client, and the willingness to assist in choosing how to proceed.
- c. Know the ITAA/EATA Code of Ethics and demonstrate of ethical and professional competence in practice, including working within the legal requirements governing psychotherapy in the region of practice.
- d. Demonstrate the ability to locate TA within the wider field of psychotherapy.
- e. Have an awareness of the significance and implications of cultural and social diversity and difference within and outside the consulting room.

2. THERAPEUTIC RELATIONSHIP

- a. Manifest a respectful attitude towards self and others.
- b. Demonstrate an understanding of the importance of the therapeutic relationship in effecting change, its nature, and its difference from any other relationship.

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

3. TRANSACTIONAL ANALYSIS THEORY

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

4. CONTRACTING

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

5. PLANNING: ASSESSMENT AND TREATMENT DIRECTION

- a. Describe a comprehensive system of assessment and diagnosis using standard TA concepts.

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

6. IMPLEMENTATION: THE PSYCHOTHERAPEUTIC PROCESS

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

7. PERSONAL ATTRIBUTES

- a. Demonstrate a commitment to the philosophy of Transactional Analysis in such qualities as a belief in the capacity of the individual to take responsibility for him/herself, understanding an individual's ways of being, and responding to an individual's ability to grow and change.
- b. Have a willingness to be available for ethically intimate contact, including the practice of appropriate self-disclosure.
- c. Demonstrate a commitment to ongoing personal and professional development, specifically the development of autonomy, including the capacity for awareness, spontaneity, and intimacy such that therapeutic interventions are not affected by script decisions.
- d. Recognise one's own limitations and the limitations of psychotherapeutic practice.
- e. Use intuition and creativity in response to the therapeutic situation.

f. Show understanding of strengths and limitations of personal resources.

g. Have the ability to seek help appropriately and use it effectively.

h. Demonstrate the capacity for self-reflection.

6.3 Wealden Psychology Institute TA Course Modules

(EATA Core Competencies as listed above shown in green and refer to the above list; assessment methods are shown in red, as shown above).

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6.3.2.3 Professional Practice Year

Module PP1

Ethical Practice and the Use of Supervision in TA Psychotherapy

1e, 2g, 3d, 4a, 4b, 5c, 6e, 6f, 6g, 7c, 7d, 7e, 7g, 7h

2, 3, 5, 6, 7, 8, 10, 11

Taught components:

- a) Legal Issues –Values and principles that form a basis of professional practice within the Law.
- b) Ethics and the UKATA ethical framework
- c) The purpose of supervision.
- d) Types of supervision.
- e) Preparing for supervision.
- f) Making the most of supervision.

Skills components:

Small group skills work with other trainees on real issues, with supervision demonstration and practice.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) Work proactively with others to formulate a responsible and ethical understanding of the context of practice.
- b) Demonstrate knowledge and application of the UKATA ethical framework
- c) Critically reflect upon on therapeutic process and on own functioning in order to improve practice. Autonomously use resources for learning.
- d) Prepare for and make effective use of supervision. Identify, clarify, assess and manage resolution of a range of clinical problems.
- e) Engage confidently and ethically in professional communication with others.
- f) Critically evaluate personal strengths and weaknesses, and limitations of personal resources,
- g) Demonstrate the capacity for critical self reflection.

Background reading:

Bond T, Standards and Ethics for Counselling in Action, Sage

Bull, R., Carson, D. Eds. (1995). Handbook of Psychology in Legal Contexts. Chichester: John Wiley & Sons Ltd.

Hawkins, P. & Shohet, (2009, Third Edition) R. *Supervision in the Helping Professions*.

McGraw Hill, Open University Press.

Clarkson, P. (1992) *Transactional Analysis Psychotherapy, an integrated approach*. Chapter 11. London and New York: Tavistock Routledge.

Jenkins, P. (2007) *Counselling, Psychotherapy and the Law*. London: Sage

Thompson, A. (1990) *Guide to ethical practice in psychotherapy*. Chichester: John Wiley & Sons.

Module PP2

Beginnings – Contracting, Assessment and Therapist Competence

Contracting to establish and apply the values that underlie agreements between mentors/coaches/counsellors/therapists and clients for effective change. Assessing clients and considering therapist competence to work with the presenting issues.

1b, 2a, 2b, 2c, 5a, 5b, 5e,

2, 3, 5, 6, 8, 10, 11

Taught components:

- a) Initial Contact – Referrals, taking a history; forming the working alliance.
- b) How to 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) Recognise one's own limitations and the limitations of psychotherapeutic practice.

Skills components:

The nature of TA contracts. Differentiation of TA and other types of therapy in terms of contracts. Types of contracts. Practice in assessment, using prepared case studies, and students own client work.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) Critique the TA theory of contracting and compare and contrast this with the approach to contracting of other psychotherapeutic models.
- b) Show an ethical understanding of the necessity for a clear business contract as well as the ability to negotiate contracts.
- c) Have the capacity to negotiate ethically and within the therapeutic relationship 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.
- d) Describe and critique a comprehensive system of assessment and diagnosis using standard TA concepts and with respect for the ethical codes.
- e) Critically reflect upon personal competence and readiness to work with different client presentations, and consider the ethical considerations involved.

Background reading:

Lapworth P & Sills C, (2011) *An introduction to Transactional Analysis* London: Sage

Sills, C. (2006 Ed.). *Contracts in Counselling*. London: Sage

Widowson, M. (2010) *Transactional Analysis: 100 Key Points & Techniques* London: Routledge.

van Rijn, B. (2014) *Assessment and Case Formulation in Counselling and Psychotherapy*. London: Sage.

Module PP3

TA Assessment in Clinical Practice

**1b, 2a, 2b, 2c, 5a, 5b, 5c,
2, 3, 5, 6, 8, 10, 11**

Taught components:

- c) TA assessment in clinical practice. Assessment and Treatment Planning; assessment and treatment direction.
- d) Understanding the DSM 5 and ICD10 systems of classifying disorders and the implications for treatment and/or referral.
- e) Assessment in relation to Treatment Planning –Initial, short and long term planning and links with the overall contract; the concept of “cure”&/or positive outcome oriented goals.

Skills components:

Practice in assessment, using prepared case studies, and students own client work.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) Describe and critique a comprehensive system of assessment and diagnosis using standard TA concepts and with respect for the ethical codes.
- b) Show an understanding of the psychiatric diagnostic systems used in the country in which practice takes place (e.g., DSM-5 or 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.

Background reading:

Aiken, L. R. (1997). *Psychological Testing and Assessment Ninth Edition*. London: Allyn & Bacon.

Anastasi, A., Urbina, S. (1997). *Psychological Testing Seventh Edition*. New Jersey: Prentice Hall Inc.

Module PP4

Treatment Planning

**1e, 4a, 4b, 5d, 5c, 5f, 7g
2, 3, 5, 6, 8, 10, 11**

Taught components:

- a) Treatment planning. Transcultural Issues –The nature of prejudice and power; respecting cultural, religious, gender, age and racial differences
- b) Undertake analysis of complex, incomplete or contradictory areas of clinical understanding in order to conceptualise a range of therapeutic interventions, and form a treatment plan.

Skills components:

Small group skills work with other trainees on real issues.

Learning outcome

The trainee will demonstrate an ability to:

- a) 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.
- b) Demonstrate therapeutic skills, critical self-appraisal and reflection on practice.

Background reading:

Clarkson, P. (1992). *Transactional Analysis Psychotherapy: An Integrated Approach*. London: Tavistock Routledge.

Widdowson, M. (2010) *Transactional Analysis: 100 Key Points & Techniques*. London:

Routledge.

Module PP5

TA and Grief, Sadness and Depression

1e, 2f, 2g, 3a, 3b, 5c, 5e, 5f, 6f, 6g, 7e

2, 3, 5, 6, 7, 8, 10, 11

Taught components:

- a) Depression; understanding and working with this condition.
- b) Bereavement and Loss.
- c) Helping clients to deal with these issues.

Skills components:

Small groups work with live issues.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) Synthesise and critically evaluate the features and demonstrations of sadness, bereavement and depression.
- b) Work ethically with 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).
- c) Critically evaluate the effect of an intervention and appraise and update hypotheses and construct subsequent interventions.
- d) Select, justify and critically reflect on strategies and interventions aimed at developing the client's emotional literacy, autonomy and resources.

Background reading:

- Bowlby, J. (1997). *Attachment and Loss Volume 1*. London: Random House.
- Bowlby, J. (1998). *Attachment and Loss Volume 2*. London: Random House.
- Childs-Gowell, E. and Kinnaman, P. (1992). *Bodyscript Blockbusting: A transactional approach to body awareness*. Seattle: Good Grief Rituals.
- Clarke, J. I. (1998). *Self Esteem: A Family Affair*. Hazelden: Minnesota.
- Erskine, R. G., Moursund, J. P. & Trautmann, R. L. (1999). *Beyond Empathy: A therapy of contact in relationship*. Philadelphia: Brunner Mazel.
- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders Fourth Edition*. Washington: American Psychiatric Association.
- Lewis Herman, J. (1992). *Trauma and Recovery*. New York: Basic Books.
- Horwath, J. (2001). *The Childs World – Assessing Children in Need*. London: Jessica Kingsley Publishers.
- Hendrix, H. (1992). *Keeping the Love you Find: A personal guide*. New York: Pocket Books.
- Holmes, J. (2001). *The Search for the Secure Base*. London: Routledge.
- James, M. (1981). *Breaking Free: Self-reparenting for a new life*. Reading, Massachusetts: Addison- Wesley.
- Sperry, L., (1995). *Handbook of Diagnosis and Treatment of the DSM-IV Personality Disorders*. New York: Brunner Mazel.
- Stern, D. N. (1985). *The Interpersonal World of the Infant*. New York: Basic Books.

Module PP6

TA and Anger and Aggression

1e, 2f, 2g, 3a, 3b, 5c, 5e, 5f, 6f, 6g, 7e

2, 3, 5, 6, 7, 8, 10, 11

Taught components:

- a) Problematic anger; understanding and working with this issue.
- b) Violence and aggression.

- c) Helping clients to deal with these issues.

Skills components:

Small groups work with live issues.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) Synthesise and critically evaluate the features and demonstrations of problematic anger and aggression.
- b) Be able talk about cultural and social correlates and developmental issues in relation to these issues.
- c) Critically evaluate the effect of an intervention and appraise and update hypotheses and construct subsequent interventions, in the context of modern strategies of intervention and programmes

Background reading:

Bloom, S. (1997). *Creating Sanctuary: Toward the Evolution of Sane Societies*. London: Routledge.

Bloxham, G. & Gentry, W. D. (2010). *Anger Management for Dummies*. Chichester: John Wiley & Sons Ltd.

Browne, K. & Herbert, M. (1997). *Preventing Family Violence*. Chichester: John Wiley & Sons Ltd.

Germer, C. K., Siegel, R. D. & Fulton, P. R. (Eds.). (2013). *Mindfulness and Psychotherapy* (2nd ed.). New York: The Guildford Press.

Herman, J. L. (2001). *Trauma and Recovery: From Domestic Abuse to Political Terror*. London: Pandora.

Lanius, U. F., Paulsen, S. L. & Corrigan, F. M. (Eds.). (2014). *Neurobiology and Treatment of Traumatic Dissociation: Toward an Embodied Self*. New York: Springer Publishing Company.

Rothschild, B. (2017). *The Body Remembers Vol 2: Revolutionizing Trauma Treatment*. New York: Norton & Company Inc.

Siegel, D. J. (2012). *The Developing Mind* (2nd ed.). New York: The Guildford Press.

Van Der Kolk, B. (2014). *The Body Keeps the Score: Mind, Brain and Body in the Transformation of Trauma*. Great Britain: Allen Lane.

Module PP7

TA and Fear and Anxiety

Fear and Anxiety

1e, 2f, 2g, 3a, 3b, 5c, 5e, 5f, 6f, 6g, 7e

2, 3, 5, 6, 8, 10, 11

Taught components:

- a) Fear and Anxiety; A TA framework for identifying and responding to these
- b) TA diagnosis and treatment of anxiety problems.

Skills components:

Case study work and trio work with other trainees.

Learning outcomes:

The learner is required to demonstrate:

- a) A critical understanding of the basic theory of fear and anxiety in TA and its application in clinical practice with fear and anxiety as described in the major TA texts.
- b) An ability to critically evaluate and describe the application of relevant aspects of the major approaches to TA in relation to fear and anxiety and critically appraise recent developments, reflecting on the similarities and differences between these approaches.

Background reading:

- Hendrix, H. (1992). *Keeping the Love You Find: A personal guide*. New York: Pocket Books.
- Holmes, J. (2001). *The Search for the Secure Base*. London: Routledge.
- James, M. (1981). *Breaking Free: Self-reparenting for a new life*. Reading, Massachusetts: Addison- Wesley.
- James, M. (1998). *Perspectives in Transactional Analysis*. San Francisco: TA Press.
- Stern, D. N. (1985). *The Interpersonal World of the Infant*. New York: Basic Books.

Module PP8

Working with Diversity

1a, 1c, 1e, 2a, 2b, 2g, 3a, 3c, 5a, 5e, 7b, 7c, 7h
2, 3, 5, 6, 8, 10, 11

Taught components:

- a) The significance and implications of cultural and social diversity and difference within and outside the consulting room.
- b) The need to 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 relationship of these differences in the consulting room.

Skills components:

Consideration of culture in Psychotherapy in general , and TA in particular.
Examples of multicultural issues and dilemmas.

Learning outcomes:

The learner is expected to demonstrate the ability to:

- a) Use theoretical knowledge to critically evaluate psychotherapy within a range of cultural settings, and with clients from a range of cultural backgrounds.
- b) 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 Wealden Psychology Institute on the relationship of these differences in the consulting room.
- c) Critically situate TA within the wider field of psychotherapy.
- d) Have an awareness of and be able to critique the significance and implications of cultural and social diversity and difference within and outside the consulting room.

Background reading:

- Barnes, Graham (2005) Acceptance Speech on Receiving the 2005 Eric Berne Memorial Award: Transgressions. *Transactional Analysis Journal*. Vol 35, No 3. ITAA/Sage.
- Batts, Valerie (1982) Modern Racism: A TA Perspective. *Transactional Analysis Journal*. Vol 12, No 3. ITAA/Sage..
- Batts, V. (1983) Knowing and Changing the Cultural Script Component of Racism. *Transactional Analysis Journal*. Vol 13, No 4. ITAA/Sage.
- Ellis, Beverley (2004) Racial Politics and Therapy. Counselling and Psychotherapy *Transactional Analysis Journal*. Vol 15, No 8. ITAA/Sage.
- Drego, Pearl (1996) Cultural Parent Oppression and Regeneration. *Transactional Analysis Journal*. Vol 26, No 1. ITAA/Sage.
- Drego, Pearl (2006) Freedom and Responsibility: Social Empowerment and the Altruistic Model of Ego States. *Transactional Analysis Journal*. Vol 36, No 2. ITAA/Sage.
- Drego, Pearl (2009) Bonding the Ethnic Child with the Universal Parent: Strategies and the Ethos of a Transactional Analysis Ecocommunity Activist. *Transactional Analysis Journal*. Vol 39, No 9. ITAA/Sage.
- Fletchman Smith, Barbara (2000) *Mental Slavery. Psychoanalytical studies of Caribbean People*. Karnac.

- Gordon, Gloria (2007) *Towards Bicultural Competence, Beyond Black and White*. Trentham Books.
- Kareem, Jafar and Littlewood, Roland (1992) *Intercultural Therapy Themes, Interpretations and Practice*. Blackwell Scientific Publications.
- McKenzie-Mavinga, Isha (2009) *Black Issues in the Therapeutic Process*. Palgrave MacMillan.
- Naughton, Marie and Tudor, Keith (2006) Being White. *Transactional Analysis Journal* Vol 36, No 2. ITAA/Sage.
- Rattansi, Ali (2007) *Racism. A very short introduction*. Oxford University Press.
- Roberts, Denton (1975) Treatment of Cultural Scripts. *Transactional Analysis Journal*. Vol 5 No 1. ITAA/Sage..
- Roberts, Denton (1983) Cultural Scripts: The Problem with White Supremacy. *Transactional Analysis Journal*. Vol 13. ITAA/Sage.
- Shadbolt, Carole (2004) Homophobia and Gay Affirmative Transactional Analysis. *Transactional Analysis Journal*. Vol 34, No 2. ITAA/Sage.
- Shivanath, Suhith and Hiremath, Mita (2003) *The Psychodynamics of Race and Culture: An analysis of Cultural Scripting and Ego State Transference*. In Sills, C. and Hargaden, H. Eds. *Ego States: Key Concepts in Transactional Analysis, Contemporary Views*. Worth Publishing.
- White, Kate (2006) *Unmasking Race, Culture, and Attachment in the Psychoanalytic Space*. London: Karnac.

Module PP9

Transference and Countertransference in TA and Other Approaches

1e, 2f, 2g, 4a, 4b, 6e, 6f, 6g, 7g

2, 3, 5, 6, 8, 10, 11

Taught components:

- a) Understanding of the approach to the use of Transference and Countertransference in other types of therapy.
- b) Transference and Countertransference in TA, and the limits it may create, as well as the ability to use it constructively.

Skills components:

Small group skills work with other trainees on real issues.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) Critically reflect upon issues of transference and counter transference phenomena, and the ability to use transactional analysis to address these ethically and 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. This will include understanding his/her own Countertransference.
- b) Critique the TA theory of transference and countertransference and compare and contrast this with other models.
- c) Critique the origins of Berne's theory of transference and countertransference
- d) Encourage and critically reflect upon the client's autonomy and resources within an I'm OK You're OK relationship.

Background reading:

- Hargaden, H. and Sills, C. (2002). *Transactional Analysis: A relational perspective*. Hove: Brunner- Routledge.
- Lewis Herman, J. (1992). *Trauma and Recovery*. New York: Basic Books.

- Clarkson, P. (1995). *The Therapeutic Relationship*. London: Whurr Publishing.
- Erskine, R. G. and Moursund, J. P. (1988). *Integrated Psychotherapy in Action*. California: Sage.
- Erskine, R. G., Moursund, J. P. & Trautmann, R. L. (1999). *Beyond Empathy: A therapy of contact in relationship*. Philadelphia: Brunner Mazel.
- Mann, D (1997) *Psychotherapy: An Erotic Relationship*. London: Routledge.

Module PP10

Establishing a TA Practice

Taught components:

- a) Preparation of assessment, intake sheets and initial, business contract
- b) Pitfalls and areas to consider regarding marketing and advertising
- c) Issues around supervision
- d) Reflection on premises, safety, where and where not to practice from, and considerations around confidentiality
- e) Issues around the need for a psychotherapeutic will

Skills components:

- a) The trainee will be able to state the criteria to be used when assessing clients for suitability and mutual competence
- b) The trainee will be able to describe the types of insurance necessary for private practice

Learning outcomes:

- a) The trainee will be able to state the criteria to be used when assessing clients for suitability and mutual competence
- b) The trainee will be able to describe the types of insurance necessary for private practice
- c) The trainee will be able to describe the medical backup required for private practice
- d) The trainee will be able to demonstrate an understanding of the business model they plan to use in their own practice

Background reading:

[Good Practice in Action](#)

[BACP Private Practice](#)

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6.3.2.4 Treatment of Different Difficulties year (The Section below is incomplete, and is being worked on currently)

Module DD1

TA techniques with different pathologies & DSM-5.

1b, 1e, 2f, 2g, 4a, 4b, 5f, 6a, 6c, 6e, 6f, 6g, 7g

2, 3, 5, 6, 7, 8, 10, 11

Taught components:

- a) Berne's writing in relation to using different techniques in transactional analysis therapy.
- b) TA diagnosis and treatment.
- c) Clinical diagnosis and TA – what Berne really said about fitting approach to difficulty.

- d) A comparison with other approaches to treatment.

Skills components:

Case study work on treatment selection and planning.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) Make accurate phenomenological observations of the client and appraise and use these as the basis for a therapeutic hypothesis that is linked to TA theory and philosophy.
- b) Select an appropriate therapeutic approach and construct appropriate ethical interventions to address a range of psychological issues.
- c) Critically reflect on the impact of culture and diversity when considering approaches to different clients.

Background reading:

Berne E (1971). *A Layman's Guide to Psychiatry and Psychoanalysis*. Harmondsworth: Penguin. (First Pub 1957).

Berne, E. (2001). *Transactional Analysis in Psychotherapy*. London: Souvenir Press Ltd.

Hargaden, H. and Sills, C. (2002). *Transactional Analysis: A Relational Perspective*. Hove: Brunner- Routledge.

James, M. (1998). *Perspectives in Transactional Analysis*. San Francisco: TA Press.

James, M. Jongeward, D. (1971). *Born To Win*. Reading, Massachusetts: Addison-Wesley.

Module DD 2

Personality Disorders

2h, 2i, 5e, 6d

2, 3, 5, 6, 7, 8, 10, 11

Taught components:

- a) Personality disorders.
- b) Differentiating between personality adaptations, traits and disorders
- c) Options for working with these issues.

Skills components:

Small group skills work with other trainees on real issues.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) Critically appraise the theories and models of personality disorders, adaptations and traits.
- b) Critically appraise the theory of potency, protection, and permission and show an understanding of its importance in TA practice.
- c) Critically reflect on their congruence in their interactions with peers, tutors and clients.

Background reading:

Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York: Doubleday.

Goleman, D. (2003). *Destructive Emotions and How We Can Overcome Them: A Scientific Dialogue with the Dalai Lama*. New York: Bantam Books.

Goulding, M. and Goulding, R. (1979). *Changing Lives Through Redecision Therapy*. New York: Brunner Mazel.

Goulding, R. and Goulding, M. (1978). *The Power is in the Patient: A TA/Gestalt Approach to Psychotherapy*. San Francisco: TA Press.

Hargaden, H. and Sills, C. (2002). *Transactional Analysis: A relational Perspective*. Hove: Brunner- Routledge.

James, M. & Jongeward, D (1976). *Born to Win*. Reading, Mass.: Addison-Wesley.

Smith-Benjamin, L. (2003) *Interpersonal Diagnosis & Treatment of Personality Disorders*.
New York: The Guildford Press.

Module DD 3

Working with offenders

1e, 2f, 2g, 3a, 3b, 5c, 5e, 5f, 6f, 6g, 7e

2, 3, 5, 6, 7, 8, 10, 11

Taught components:

- a) Types offenders
- b) TA explanation of offending
- c) Different approaches
- d) Risks and ethics.

Skills components:

Case study and personal work.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) List the type of offences and offenders
- b) Look at a TA understanding of offending
- c) Understand some approaches to working with offenders
- d) Critically reflect on risks and ethnics in working with offenders as clients.

Module DD 4

The Psychoses and Schizophrenia

1e, 2f, 2g, 3a, 3b, 3d, 5b, 5c, 5e, 5f, 6f,

2, 3, 5, 6, 7, 8, 10, 11

Taught components:

- a) DSM IV criteria.
- b) The major Psychoses.
- c) Berne and his difference in approach to psychosis.
- d) Severe Disturbance.
- e) A TA response to “psychosis”.
- f) Cathexis views of Psychosis.
- g) The Cathexis approach.

Skills components:

Small group skills work with other trainees on real issues.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) Critically evaluate the major Psychoses.
- b) Demonstrate the capacity to recognise severely disturbed clients and reflect ethically on the criteria on which the practitioner should seek other professional advice.
- c) Critically evaluate the procedures used in psychiatric assessment in liaison with other professionals involved in mental health.
- d) Critically appraise the Cathexis views of Psychosis and the Cathexis approach.
- e) Recognise and assess 3rd degree script issues as they arise within the session and address them ethically according to the stage of treatment (for example, script signals, game invitations, discounts, driver behaviour).
- f) Critically evaluate the effect of an intervention and use that information to update hypotheses and select subsequent interventions.

Background Reading:

American Psychiatric Association, (1995). *Diagnostic and Statistical Manual of Mental*

- Disorders*. Washington: American Psychiatric Association.
- Berne, E. (1971). *Layman's Guide of Psychiatry and Psychoanalysis*. Harmondsworth: Penguin.
- Childs-Gowell, E. (1979). *Reparenting Schizophrenics: The Cathexis Experience*. North Quincy, Massachusetts: The Christopher Publishing House.
- Fishman, C., and Momb, D. (1975). *The Cathexis Reader: Transactional Analysis Treatment of Psychosis*. New York: Harper & Row.
- James, M. (1981). *Breaking Free: Self-reparenting for a new life*. Reading, Massachusetts: Addison-Wesley.
- Schiff, J. L. with Schiff, A., Mellor, K., Schiff, E., Schiff, S., Richman, D., Fishman, J., Wolz, L. *The Cathexis Reader*.

Module DD 5

Addictions

1e, 2f, 2g, 3a, 3b, 5c, 5e, 5f, 6f, 6g, 7e

2, 3, 5, 6, 7, 8, 10, 11

Taught components:

- a) Obsessions, Addiction & substance abuse.
- b) Drugs and alcohol addiction. TA diagnosis and treatment.
- c) Using TA with clients who are dealing with codependency issues – TA diagnosis and treatment.
- d) The work of Claude Steiner.
- e) Other treatment approaches.

Skills components:

Case study and personal work.

Learning outcomes:

The trainee will demonstrate the ability to:

- a) Critically appraise the TA approach to obsessions, addiction and substance abuse, drugs and alcohol addiction, and compare and contrast TA diagnosis and treatment with other methods.
- b) Critically evaluate the characteristics of the professional setting using his/her knowledge and understanding of transactional analysis theory, and synthesise the abilities that a transactional analysis psychotherapist will demonstrate when working with these difficulties.
- c) Show the capacity to reflect critically on the phenomenological observations of the client and how to use those as the basis for a therapeutic hypothesis that is linked to TA theory and philosophy.

Background reading:

- Steiner, C. (1974). *Scripts People Live*. New York: Grove Press.
- Steiner, C. (1981). *The Other Side of Power*. New York: Grove Press.
- Steiner, C. (1997). *Achieving Emotional Literacy*. London: Bloomsbury.
- Steiner, C. M. (1974). *Healing Alcoholism*. New York, Grove Press.
- Woollams and Brown, (1980). *Transactional Analysis Psychotherapy*. New Jersey: Prentice-Hall.

Module DD 6

Trauma and Dissociation

2b, 6b, 6c, 5a,

2, 3, 5, 6, 7, 8, 10, 11

Taught components:

- a) Assessing and responding to the range of responses to shock and trauma, bereavement and spiritual crisis and how to differentiate these from severe mental illness.
- b) Helping clients to understand and overcome recent and long standing trauma
- c) What are dissociative disorders?
- d) How are the various types of trauma response treated?

Skills components:

Small group skills work with other trainees on real issues.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) Critically appraise and respond to the range of responses to shock and trauma, bereavement and spiritual crisis and critically reflect on how these may differ from severe mental illness.
- b) Critically evaluate the features of and identify dissociative disorders.

Background reading:

Lewis Herman, J. (1992). *Trauma and Recovery*. New York: Basic Books.

Sperry, L. (1995). *Handbook of Diagnosis and Treatment of the DSM-IV Personality Disorders*. New York: Brunner Mazel.

Stewart, I., and Joines, V. (2012). *TA Today: A New Introduction to Transactional Analysis*. Chapel Hill & Melton Mowbray: Lifespace Publishing.

Van der Kolk, Bessel (2015) *The Body Keeps the Score* Alan Maine,

Rothschild, B., *The Body Remembers* Volume 2 (2017) Norton

Module DD 7

Eating Disorders

1e, 2f, 2g, 2h, 2i, 3a, 3b, 5c, 5e, 5f, 6f,

2, 3, 5, 6, 7, 8, 10, 11

Taught components:

- a) Defining Eating disorders.
- b) Understanding Eating disorders – TA diagnosis and treatment.
- c) The different effects upon the individual. Eating Disorders –Using TA with clients who are experiencing these issues.
- d) Family dynamics in relation to eating disorders.
- e) Issues of diversity in relation to eating disorders.

Skills components:

Case study and personal work.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) Synthesise and critically evaluate the characteristics of the major eating disorders.
- b) Show the capacity to formulate accurate phenomenological observations of the eating disordered client and reflect critically on how to use those as the basis for a therapeutic hypothesis that is linked to TA theory and philosophy.
- c) Formulate and critically evaluate different treatment approaches for eating disorders.

Background reading:

James, M. (1978). *Born to Win: Transactional Analysis with Gestalt experiments*. New York: The New American Library.

James, M. (1981). *Breaking Free: Self-reparenting for a new life*. Reading, Massachusetts: Addison- Wesley.

James, M. (1998). *Perspectives in Transactional Analysis*. San Francisco: TA Press.

Leach, K. (2006) *The Overweight Patient*. Jessica Kingsley, London & Philadelphia

Module DD 8

Working with Sex/sexual identity

Module DD9

TA group psychotherapy

1a, 2g, 3a

2, 3, 5, 6, 7, 8, 10, 11

Taught components:

- a) Therapeutic work in groups – Using TA groups to enhance relationships, self esteem, therapy of games, etc.

Skills elements:

Small group work, practice groups, and case studies.

Learning outcomes:

The trainee will demonstrate an ability to:

- a) Critically evaluate TA theory and its application to TA group psychotherapy.
- b) Compare and contrast the use of TA in therapy with individuals and with groups.
- c)

Background reading:

Module DD10

Endings

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6.3.3 The Tutorial and Exam Preparation Groups

These are monthly groups run by either John Renwick or John Baxendale, which help students prepare for written and oral exams. They are “open” groups where participation is open to Wealden Psychology Institute students and trainees of other RTEs who are preparing for UKATA and EATA Diploma and CTA exams. The Tutorial and Exam Preparation Groups are an optional part of the Diploma in Psychotherapy Course, but people who have completed their taught four years are required to stay registered with their training establishment, and to meet with them at least once a year.

Trainees who have completed their training but not yet passed their CTA exam, and who have registered with Wealden Institute will be invited to a yearly meeting in order to stay in touch with us. The Groups consist of people from more than one previous cohort of students.

Learning is largely self-directed relative to the EATA Core Competences, requirements for the written case study and oral exam.

Beyond these there is no set curriculum and the agenda for each session will be determined by the needs of group members to include topics such as:

- Planning your preparation for exams.
- Identifying and honing your learning style.
- Revision of theory.
- Review and selection of tapes for the oral exams.
- Review and discussion of written exam questions.

- Selection of clients for the case study.
- Review and discussion of each part of the case study.
- Coaching and preparation for oral exam.
- Mock / practice exams.
- Supervision of issues relevant to written or oral exams.
- Any other topics relevant to exam preparation.

6.4 General Reading List

NB. This list is not exhaustive, and is intended as a guide only

- Allen, J. R. and Allen, B. A. (2005). *Therapeutic Journey: Practice and life*. California: TA Press.
- Bach, G. & Goldberg, H. (1974). *Creative Aggression*. New York: Avon books.
- Barnes, G. (1977 Eds.). *Transactional Analysis after Eric Berne*. New York: Harpers.
- Berne, E. (1961). *Transactional Analysis in Psychotherapy*. New York: Grove Press.
- Berne, E. (1964). *Games People Play*. Harmondsworth: Penguin Books (first published 1964)
- Berne, E. (1966). *Principles of Group Treatment*. New York: Grove Press.
- Berne, E. (1971). *A Layman's Guide to Psychiatry and Psychoanalysis*. Harmondsworth: Penguin Books (First Pub 1957).
- Berne, E. (1973). *Sex in Human Loving*. Harmondsworth: Penguin Books.
- Berne, E. (1976). *Beyond Games and Scripts*. New York: Grove Press.
- Berne, E. (1977). *Intuition and Ego States*. San Francisco: TA Press.
- Berne, E. (1979). *What do you say after you say hello?: The Psychology of Human Destiny*. London: Corgi Books (first published 1972).
- Berry, J. (1981). *Permission to Live*. New Horizon.
- Blanchard, K. & Shuls, D. (2002). *The Little Book of Coaching*. London: Harper Collins.
- Buber, M., (1970). *I & Thou*. New York: Touchstone Charles Scribner's Sons.
- Clarkson, P. (1992). *TA an Integrative Approach*. London: Routledge.
- Childs-Gowell, E. (1979). *Reparenting Schizophrenics*. North Quincy, Mass.: The Christopher Publishing House.
- Drever, J. (1952). *A Dictionary of Psychology*. Harmondsworth: Penguin Books.
- Erikson, E. (1950). *Childhood and Society*. New York: Norton.
- Erskine, R. & Moursand, J. (1988). *Integrative Psychotherapy in Action*. California: Sage.
- Etherington, K. (2004). *Becoming a Reflexive Researcher: Using our selves in research*. London: Jessica Kingsley Publishers.
- Faraday, A. (1972). *Dream Power*. London: Hodder & Stoughton
- Freed, A. (1977). *TA for kids*. Sacramento: Jalmar Press.
- Freed, A. (1978). *TA for teens*. Sacramento: Jalmar Press.
- Goleman, D. (2003). *Destructive Emotions and How We Can Overcome Them: A Scientific Dialogue with the Dalai Lama*. New York: Bantam Books.
- Goulding, M. (1959). *Sweet Love Remembered: Bob Goulding and Redecision Therapy*. San Francisco: TA Press.
- Goulding, R. & M. (1980). *The Power is in the Patient*. San Francisco: TA Press.
- Goulding, R. & M. (1979). *Changing Lives Through Redecision Therapy*. San Francisco: TA Press.
- Hargadon, H. & Sills, C. (2002). *Transactional Analysis: A Relational Perspective*. Hove: Routledge.
- Harris, T. (1967). *I'm OK, You're OK*. New York: Grove Press.
- Hay, J. (1992). *Transactional Analysis for Trainers*. Maidenhead: McGraw-Hill.

- Hay, J. (1993). *Working It Out: Understanding attitudes and building relationships at work*. Hertford: Sherwood Publishing.
- James, M. (1981). *Techniques in Transactional Analysis*. Reading, Mass.: Addison-Wesley.
- James, M. (1981). *Breaking Free: Self-reparenting for a New Life*. Reading, Mass.: Addison-Wesley.
- James, M. (1985). *It's Never Too Late to be Happy*. Reading, Mass.: Addison-Wesley.
- James, M. & Jongeward, D. (1971). *Born to Win*. Reading, Mass.: Addison-Wesley.
- James, M. & Jongeward, D. (1975). *The People Book*. Reading, Mass.: Addison-Wesley.
- Joines, V. & Stewart, I. (2002). *Personality Adaptations*. Nottingham: Lifespace Publishing
- Jongeward, D. (1974). *Everybody Wins: TA applied to organizations*. Reading, Mass.: Addison-Wesley.
- Kadis, L. (1985 Eds.). *New Perspectives in Redecision Therapy*. California: Western Institute for Group and Family Therapy.
- Kearns, A. (2008). *The Mirror Cracked*. Karnac: London.
- Kearns, A. (2005). *The Seven Deadly Sins*. Karnac: London.
- Laing, R. D. (1967). *The Politics of Experience*. Harmondsworth: Penguin.
- Lankton, S. (1980). *Practical magic*. California: Meta Publications.
- Lapworth P & Sills C, (2011) *An introduction to Transactional Analysis* Sage
- Law, G. (2006). *Mind, Body, Soul and Spirit in Transactional Analysis; an Intergral Approach to Relationships*. Malvern: IMPACT.
- Levin, P. (1974). *Becoming The Way We Are: A TA guide to personal development*. Berkeley, California: Transactional Pubs.
- Lowen, A. (1988). *The Betrayal of the Body*. New York: MacMillan Co.
- McCormick, P. (1977). *Social transactions*. Berkeley, California: TA Pubs.
- Murlocke, E. (1959). *Developmental Psychology*. Maidenhead: McGraw-Hill.
- Radical Therapist Collective, (1974). *Therapy Means Change, Not Adjustment*. New York: Penguin Books.
- Schiff, J. L. (1975). *Cathexis Reader*. New York: Harper Row.
- Schiff, J. L. (1970). *All My Children*. New York: Pyramid Books.
- Schultz, W. E. (1969). *Joy: Expanding Human Awareness*. New York: Grove Press.
- Shneidman, E. S. & Farberow, N. L. (1957). *Clues to Suicide*. Maidenhead: McGraw Hill.
- Steere, D. (1984). *Bodily Expressions in Psychotherapy*. New York: Brunner Mazel.
- Stern, D. (1985). *The Interpersonal World of the Infant*. New York: Basic Books.
- Stein, E. (1984 Eds.). *The State of the Art*. Dordrecht: Foris Pubs.
- Steiner, C. (1971). *Games Alcoholics Play*. New York: Grove Press.
- Steiner, C. (1974). *Scripts People Live*. New York: Bantam Books.
- Stevens, B. (1970). *Don't Push the River*. California: Real People Press.
- Stewart, I. (2000). *TA Counselling in Action*. London: Sage.
- Stewart, I. (1992). *Eric Berne*. London: Sage.
- Stewart, I., and Joines, V. (2012). *TA Today: A New Introduction to Transactional Analysis*. Chapel Hill & Melton Mowbray: Lifespace Publishing.
- Swede, S. (1979). *How to cure: Berne Theory*. Boyce Productions.
- Woollams, S. & Brown, M. (1979). *TA: The Total Handbook of TA*. New York: Prentice-Hall.
- Yalom, I. (1975). *The Theory and Practice of Group Psychotherapy*. New York: Basic Books.

6.5 Wealden Psychology Institute Learning Outcomes

6.5.1 Overview

A learning outcome is a relatively general statement of what a learner (i.e. student) is expected to know, understand and be able to explain/comment on and be able to do at the end of a period of training. They differ from learning aims, which are written in terms of teaching/training intentions indicating what it is a teacher/trainer intends to cover during a particular block of learning. Our learning aims are linked to Modules: blocks of learning (defined in terms of subject matter). Taken together modules constitute the overall curriculum. However, although our teaching/learning is organized on a modular basis, it is also coherently linked with criteria of Assessment that focus not only on the standards of achievement required in assessment of the learning inherent in a block or module ('formative assessment'), but also at the end of training ('summative assessment'). Hence learning outcomes imply assessment standards and teaching strategies. These are generic outcome statements of what all learners are expected to know, understand and be able to do at particular levels of learning - irrespective of subject areas. This means that a master's degree in English Literature should be at the same level of competence/academic attainment as a master's level in Physics.

Consistency with the criteria of the EATA Core Competences for Transactional Analysis Psychotherapists has been achieved by mapping the criteria for the EATA Core Competences onto the UKCP Learning outcomes. However, note that there are additional TA specific EATA Competences, and all have been adapted in accordance with Wealden Psychology Institute's particular emphases.

6.5.2 Educational Aims (what we intend you to learn)

Wealden Psychology Institute training aims to:

- Provide students with the knowledge and skills to equip them for a career in counselling and psychotherapy;
- Develop students' competence in applying clinical skills to the practice of counselling and psychotherapy;
- Develop the critical and analytical powers of students in relation to counselling and psychotherapy;
- Provide students with the skills to adapt and respond therapeutically and appropriately to changing situations;
- Develop critical, analytical issue-based learning skills and transferable skills to prepare students for on-going employment;
- Enhance the development of students' interpersonal skills;
- Provide education and training that is accredited by the United Kingdom Council for Psychotherapy;
- Provide students with opportunities for shared learning about counselling and psychotherapy in various settings, with for example midwifery, nursing, social work, private practice and career planning;
- Assist students to develop the skills required for both autonomous practice and (where appropriate) team-working.

Students who have successfully completed the programme will have acquired and be able to demonstrate knowledge and understanding of:

- The theoretical bases of TA counselling and psychotherapeutic practice;
- The implications of phenomenology, existentialism, psychoanalysis, post-

- modernism/post existentialism for TA practice;
- Current developments in the practice and theory of TA counselling and psychotherapy;
- Concepts of education and health relevant to students examining psychotherapy and counselling as a form of therapeutic education;
- The theoretical bases of research and evidence based practice;
- The implications of epistemology, ontology and methodology for practice;
- The contexts of TA counselling/psychotherapeutic provision.

6.5.3 Cognitive Skills (Knowledge and ability to process that knowledge):

Students who have successfully completed the programme will have acquired and be able to demonstrate skills in:

- Critically applying the skills needed for academic study and enquiry;
- Researching a variety of types of information and evidence critically;
- Synthesising information from a number of sources in order to gain, create and develop a coherent understanding of the relationship between theory and practice;
- Applying strategies for appropriate selection of relevant information from a wide source and large body of knowledge;
- Utilising problem solving skills to make informed judgements on complex issues;
- Critically analysing, evaluating and interpreting the evidence underpinning counselling and psychotherapy practice, theory and research and initiating change in practice, theory and research appropriately.

6.5.4 Practical Skills (skills in doing the work of psychotherapy):

Students who successfully complete the programme will have acquired and be able to demonstrate practical skills as follows:

- Undertake skilled competent, safe, evaluative, reflective counselling and psychotherapy practice and research;
- Communicate effectively, with individuals, relatives, carers and healthcare professionals, and establish where appropriate, professional and ethical relationships;
- Make judgements from the verbal and physical presentation of an individual and evaluate and assess the appropriateness of undertaking counselling and psychotherapy;
- Reflect upon decisions about clinical practices in the light of accepted approaches and individual patients' needs;
- Effectively and safely apply transferable skills to the therapeutic management of individuals and groups, with continual analysis and evaluation of outcome and appropriate modification of intervention;
- Make appropriate use of supervision and personal therapy.

6.5.5 Additional Professional Skills:

- Students who successfully complete the programme will have acquired and be able to demonstrate key skills as follows:
- Communicate effectively with a wide range of individuals using a variety of means.
- Evaluate his/her own academic, professional and clinical performance;
- Utilise problem-solving skills in a variety of theoretical and practical situations;
- Manage change effectively and respond to changing demands;
- Take responsibility for personal and professional learning and development;
- Manage time, prioritise workloads and recognise and manage personal emotions and stress.

6.5.6 Teaching methods:

The programme is delivered through a range of approaches to teaching and learning, including tutor led lectures, seminars and tutorials; self directed learning; problem based learning scenarios; case presentation; practice in dyads and triads; ongoing experiential groups; undertaken within a learning community setting.

There is also a monthly study group, the contents of which are student decided.

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SECTION 7

WRITTEN WORK

- 7.1 Assessment Methods
- 7.2 Procedure for Submission of Written Work
- 7.3 TA Learning Journal
- 7.4 TA Log-Book
- 7.5 The TA101 Written Exam
- 7.6 Self-Reflective Inquiry
- 7.7 Evidence and Referencing
- 7.10 The Advanced Clinical Training Course Essay Titles
- 7.11 Supervised Practice Report (SPR)
- 7.12 Dyslexia Policy

7.1 Assessment Methods

To complete successfully a module or unit of work, the Trainee will be assessed in one or more of the following ways at the discretion of the Trainer:

- Written assignments on theory.
- Psychotherapy practise with class peers under supervision.
- Process group work experience.
- Presentation of theory papers.
- Experiential work in seeing clients on a one to one basis.
- Class exercises and participation.
- Case presentations.
- Supervision of work with clients during the course of study.
- Role plays.
- Maintaining and presenting a Log Book of completed hours.
- Maintaining a learning journal.

7.2 Procedure for Submission of Written Work

All students will be issued with a 'Unique Student Reference number' for their written work. This number will indicate the year of entry to the program along with a unique, individual reference.

Requirements for submission:

- All written work, learning journals, self-reflective inquiries and SPRs should be converted to pdf format and sent electronically to the course administrator.
- All work must be typed.
- Typing must be double spaced except for verbatim transcripts, lists, question titles and reference list.
- There must be standard margins all round.
- Pages must be numbered in the bottom right hand corner.
- Pages must show your Personal Reference number in the top right hand corner. Your learning journal should include your name in the header.
- All work must be submitted both by email to the course administrator and copied into your tutor.
- The ['Calendar'](#) for submission is given in section 1

7.3 TA Learning Journal

All students must keep a learning journal of their course. This is submitted regularly and is part of the course requirement. Guidance notes are given below.

TA learning journal guidance notes

a) Presentation

- Your journal must be sent electronically, as one file in pdf format.
- Put your **name and the year of training** in the header of your learning journal file so that it appears on every page; number the pages. NB: your learning journal must **not** be anonymized.
- Do a title page, with your name, the year of training, at the beginning of your journal.
- Make a contents page, describing the sections.
- Make a new page for each module.
- Give the date of each module, along with the tutor's name.
- Use double-line spacing
- No more than two pages for the theory section; professional development and reading list combined into one extra page.

b) Record of the modules

Write three distinct sections for each module, with the titles as below in each case:

i) Theory

Provide a précis/summary of the teaching received, including the exercises given, in no more than two pages of word processing text.

ii) Professional Development

Following the summaries of the taught component of each module, students are expected to describe the way in which the whole module advanced their professional development. This can be the awareness of how the check-in, teaching, skills practice, processing, and related background reading has enabled them to develop as a student Transactional Analyst. Either change font colour or typeface, and do not name any other trainee.

The aim is to develop insight and reflective functioning in the student, as well as perspective-taking ability in relation to their Professional Development. For those of you in clinical years of training, we are encouraging your ongoing self-reflection as a budding transactional analyst, knowing that this is an essential part of working with clients, and this section of your journal is meant to provide the space to record this in whatever way seems right for you.

The section relates to our encouragement of the development of an internal supervisor; a skill which will enable students to retain an observing Adult while working in an attuned and empathic manner with their clients.

Examples:

“This module, I was aware that the feedback I received from other trainees about my sounding self-shaming related to the teaching given by XXXXXXXXXXXXXXX on the OK Corral, and Existential Life Positions during the taught part of the module.

In Skills Practice I became aware that I fed back to the group what I had thought I had got wrong as a therapist, and could not find anything positive to say about my session. They challenged this, from which I learned about my progress.

This relates to my recent therapy, in which I explored the influence of my schooling. The module enabled me to feel more confident that I am really developing a more robust sense of myself as a budding professional therapist”

OR;

“This module was on Psychological games, and I became aware of my adoption of the Rescuer Position during check-in whenever someone checks in with feeling sad.

This relates to my Skills Session, in which I really felt a need to ‘fix’ my client, rather than just being there and hearing his pain.

I relate this to my last therapy session, which I explored how I have historically been stroked for being helpful. I ended the module feeling a greater ability to listen to my clients, and stay present with them.

I shall be reading more about Psychological games before the next module, but am feeling encouraged that I am increasingly able to stay off the drama triangle.”

iii) **Reading and attendance at other related training**

Do the same as above for any other related training you attend. It may be quite short. Summarise (briefly) any TA or other directly relevant reading that you undertake during the year.

7.4 TA log-book

All trainees must keep a logbook and learning journal of their modules and other TA training and learning. Notes on how to compile these are included below.

How to keep a TA log-book:

- Keep your log book in an Excel spreadsheet or similar electronic format.
- Make sure your name is clear on the file you submit.
- State the required hours for each element, and your actual hours to date.

Part I – hours received:

- a) Therapy received. TA and other.
- b) Supervision received TA and other. Group and individual (if group, how long and how many in group).
- c) Learning and training received. TA and other. All the courses you’ve ever been on, with titles and who taught you. Separate counselling and psychotherapy training from other training to do with people and helping. Spell it out – give dates.

Part II – hours given:

- a) Therapy given – TA and other (TA is where you used TA and had a TA supervisor).
- b) Supervision given (be clear it’s not TA supervision).
- c) Teaching given.
- d) Other relevant experience.

7.6 Self-Reflective Inquiry

Each clinical level student will initiate a Self-Reflective Inquiry at the beginning of *each* year. The focus will be on you learning about yourself as a practitioner. The process will

further your understanding of how you will be part of the co-created relationships, further enabling you to understand your personal style, so as to develop your way of working as a practitioner.

This is a form of action research (Lewin, 1946), which is where the person is involved in both the action and the research at the same time. So the process will use a style of “Qualitative Research”. *

Method outline:

Stage 1-OBSERVE. At the beginning of each Clinical year you set yourself a personal ‘Self Reflective’ question.

The question is based on your TA self awareness, e.g. “During the year I will monitor how my ‘Be perfect’ Driver behaviour impacts on my skills as a practitioner,” or “I will explore how my tendency to Rescue limits my effectiveness”.

This will be established in the first Skills session of the year in sub-groups.

Stage 2-THINK. At this stage you plan your inquiry. You are engaging in qualitative research, so you will need to be willing to explore openly about what you observe, that is exposing and exploring what you see as the ‘not so good’ as well as being able to own what you are satisfied or proud of. The process will create cycles of inquiry and change. You engage others in this research method. You can contract with the observers in Skills to observe for transactions that could fit with the ‘perfection’, or ‘Rescue’.

Others can include: clinical supervision by listening to recordings with your supervisor to reflect on your question; exploration in your therapy about what happens to you when you engage in or deliberately hold back from the action of your inquiry (countertransference).

Stage 3-DO. In this stage you need to fully engage yourself in your reflective inquiry. Develop ideas about yourself as the practitioner, making sense of what you do and how you are. You may start to think and experiment with working in a different way. For instance if you have a difficulty ‘rounding’ off your skill session, experiment with ending on time whatever point the client is at. Then see what happens.

Stage 4-REFLECT. At this point you make a greater sense of your experiences, start to develop conclusions. This may lead you to read up around what you are thinking; does what you are discovering fit with others? You can reflect with your supervisor on your developing style as a therapist. This may in turn, lead you to expand on your original question, or formulate a new Reflective question, so the cycle of discovery and learning continues.

Your observations and learning are to be discussed in your Learning Journal throughout the year. At the end of the process each year you need to write up your inquiry as a separate piece of work, max 2,000 words, to be handed in at the relevant marking date ([see Calendar](#)). The suggested structure for this report is: Introduction, formation of question, what was your original hypothesis, how has your research question changed during the year (if relevant) intertwined with your reflections taken from your learning journal, findings and conclusion.

IMPORTANT:

Your submitted work must not be anonymised. It must include your name at the beginning so the reader is able to identify you.

***Qualitative research:** Language-based research, in which experiences, perceptions, observations, etc. are not reduced to numerical form.

Cooper, M (2008) *Essential Research Findings*, Sage Publishing.

Fowlie, H & Sills, C (2011) *Relational Transactional Analysis*. Karnac. *Chapt 30 Reflective Inquiries*.

Lewin, K. (1946) *Action Research & Minority Problems*. *Journal of Social Issues*, 2(4):34-46.

7.9.1 Citations and the Institute System of referencing

There are in existence many different referencing styles. You may use any style you wish, as long as you are consistent throughout your work. However, the standards outlined below represent the ‘house style’ for the Institute. The style of citation is based on the publication style of the American Psychological Association (but it is not identical to this). By and large, this simply means that you cite references twice, first in the text of your essay, and second in the reference section at the end of the essay. Pay attention to formatting these references accurately.

In all your written work, you need to support your arguments by reference to the relevant literature.

This provides evidence that you have read the literature in a directed and structured way, and that you are using your references to give relevant support to the arguments you put forward in your essay. Your use of references will be marked on the basis of quality, not quantity. There is no merit in a lengthy references list per se.

With regard to the style you use for quoting references, we recommend that you adopt the following standard style:

- a) When citing a reference in the text, do so as “(Author, year)”. E.g. “It has been suggested (Berne, 1966) that ...” or, “Berne (1966) has suggested that ...”. Only include a page reference when quoting a piece of text verbatim from the work you have referred to, “(Berne 1966: p123)” (if the text you are quoting is from more than one page use: pp.) Use such quotations sparingly.
- b) Make a References List in which you list the references in alphabetical order of author’s surname. If you are writing an individual essay, the Reference list will come at the end of that essay. When you are compiling your six essays for Section D of the CTA final written exam, make a single Reference list that covers the entire written exam.
- c) For detail of how to set out the references in your Reference list, model on the style used in any book from Sage Publications, for example look at the *Transactional Analysis Journal*. You’ll notice that there is a different style of setting out the entries as between books and journal articles.
- d) The reference list should be double spaced (no line spaces between references) with hanging indents used for the second and subsequent lines of each entry. A hanging indent is where the left line starts at the left margin and subsequent lines are indented (approx. 1.3 cm or five spaces). You can use your word processor to automatically format the double-spacing and hanging indents.

7.9.2 Citations in the text

1. If the author is cited directly, the date follows the author's name in brackets:
"Smith (1992) found..."
2. If the author's name is cited indirectly, (that is, in brackets) both the author's name and the date are given within the brackets:
"It was found that clouds affected personality and behaviour (Smith, 1992; Jones, 1994)..."
3. If the work is cited more than once on the same page or within the same section for several continuous pages, there is no need to repeat the date after the first mention.
"Smith (1982) found... Smith also claims that... however, subsequent analysis showed flaws in Smith's data..."
4. If a work has two authors, cite both names and date every time you mention it:
"Box and Cox (1977) found... and it has since been noted (Box and Cox 1977)"...
5. If a work has three or more authors, cite all the authors the first time you mention the reference, then afterwards when you cite the reference, include only the surname of the first author followed by the words "et al.". Thus Box, Cox and Fudge (1991) becomes "Box et al (1991)" in later citations.
6. If you are citing two separate pieces of work by the same author/s, which have been published in the same year, you distinguish between them by placing lowercase letters – a,b,c, etc. – immediately after the year, within the brackets. Kaufman, J. R (1990a). Control... Kaufman, J. R (1990b). Roles of...

7.9.3 Citations in the reference section

Every reference cited in the text must be included in the reference section at the end of the essay. (Equally important, you cannot include references which have not been cited already in the text). Check spellings of authors' names, and check the years of publication to make sure that the text and reference section agree. NB: it is the year of publication, not of re-print that is to be noted in your reference.

- All references are arranged alphabetically by the surname of the first author.
- Separate each reference by at one blank line space.
- There are specific structures for referencing different sources. How you reference a paper from an academic journal will be slightly different to how you reference a chapter from a book. The different styles are described below:

7.9.4 Journal Articles

The convention for referencing a journal article follows the following structure:

1. Authors' names (with surnames first);
2. Year of publication – in brackets;
3. Title of article;
4. Title of the journal (in italics);
5. Volume number of the journal;
6. Issue number within that volume;
7. First and last page numbers of the article.

NB: Always write the Journal name in full, do not use abbreviations; e.g.: "Transactional Analysis Journal"

Examples:

Massey, R. F. (1987). Transactional Analysis and the social psychology of power: Reflections evoked by Jacobs "Autocratic Power". *Transactional Analysis Journal*,

17, 107-121.

Kaplan, K. J. Capace N. K. and Clyde, J. D. (1984). A bidimensional distancing approach to transactional analysis: A suggested revision of the OK corral. *Transactional Analysis Journal*, 15, 114-119.

7.9.5 Books

The structure for referencing books is as follows:

1. Author names (with surnames first);
2. Year of publication – in brackets;
3. Title of the book (in italics);
4. Edition of the book, if other than the first;
5. Place of publication followed by a colon (city and country as far as possible, e.g.: “London, UK”
6. Publisher’s name.

7.9.6 Chapters in edited books

Many academic books take the form of a collection of chapters which have been written by different authors. When you wish to cite information from a chapter in such a book you use the following structure:

1. Author of the chapter;
2. Year of publication – in brackets;
3. Title of the chapter;
4. The word “In”;
5. The editors of the book – surnames last;
6. (Ed.) or (Eds.) is included after the editor(s) name(s);
7. The title of the book (in italics);
8. First and last page numbers of the chapter – in brackets;
9. Place of publication;
10. Publisher’s name.

7.9.7 Articles in newspapers

The structure for referencing newspaper articles are as follows:

1. Author(s) of the article;
2. Date of publication – in brackets (year, month, day);
3. Title of the article;
4. Main title of the newspaper or magazine (in italics);
5. First and last page numbers of the article, using the prefix “p” or “pp.”

7.9.8 Information from the Internet

The Internet can be a valuable source of information for people writing essays or dissertations. (Beware, however of plagiarism by ‘cut and paste’) As more and more people hook up to the Internet, there is a need to have a set style when it comes to referencing Internet sources. For now the Institute has adopted the following style:

1. Author(s) of the web site;
2. Date the site was viewed – in brackets (year, month, day);
3. Title of the web site;
4. URL address of the web site (in italics).

7.9.9 Information from Kindle/E-Books

Many books are now available as digital books. This raises the interesting question of how do you cite from an e-book?

For the reference list entry, you will need to include the type of e-book version you read (e.g. Kindle DX version, or Adobe Digital Editions version). In lieu of publisher information, include the book's DOI (digital object identifier) or where you downloaded the e-book from.

Example:

Brill, P. (2004). *The winner's way* (Adobe Digital Editions version).
doi:10.1036/007142363X

Gladwell, M. (2008). *Outliers: the story of success* (Kindle DX version). Retrieved from Amazon.com

In the text, citation from an e-book can become confusing, because e-books often lack page numbers, and location numbers are irrelevant to anyone who doesn't have the same e-book. The best answer to citing in the text is to paraphrase, rather than quote directly, which avoids the problem altogether (e.g. Gladwell, 2008). If you absolutely have to cite the text, then the best way is to name the major sections (chapter, section, and paragraph number).

Example:

One of the author's main points is that "people don't rise from nothing" (Gladwell, 2008, Chapter 1, Section 2, para 5).

7.9.10 Some final advice

If you cannot remember how to structure a reference using this system, just look at a book published by Sage and copy that style (e.g.: TAJ or Eric Berne by Ian Stewart)

7.11 Supervised Practice Report (SPR)

As part of on-going professional development, the supervisor and supervisee are asked to monitor the developing competency of the supervisee and her/his capacity to integrate theory into practice. This will be a basis for identifying the supervisee's strengths and "growing edges" for learning.

Each trainee in the second and third year of their Clinical Training should submit a Supervised Practice Report (SPR), written by the supervisee and vetted by the supervisor, during the course of each training year. The SPR will be available to the Trainers of Wealden Institute, as well as being kept in the trainee's personal journal. The trainers may use the report as part of their assessment of the supervisee's readiness to proceed to further years of training.

Your supervisor does not have to sign anything or comment on your SPR. The requirement is only that you should discuss your SPR with your supervisor.

Your SPR will not be marked; it will be read and checked for fulfilment of the requirements. You should send your finalized SPR to your supervisor and to your lead tutor.

7.11.1 Purpose and structure of the SPR

The purpose of the SPR is to allow you to:

- demonstrate your capacity to use supervision.
- show how you translated what you learned in supervision into practice.
- reflect on a theme over time.

In the SPR you must:

- look at 6 - 8 consecutive sessions with the same client
- show how you used supervision to enhance your practice during this time. In particular:
 - describe what method/s of supervision were used (e.g. process recording; tape and transcript etc.)
 - say what issues were identified in supervision – for example:
 - the working alliance
 - issues of transference and countertransference
 - issues of assessment / treatment planning / contracting
 - ethical issues
 - deficits in information or skills.
 - illustrate your account with examples of your work (which may be in the form of transcripts).

The SPR must be between 2,000 to 3,000 words in length. Do not exceed this limit. NB. This does not include your reference list. Diagrams are not included in the word count.

You may use the same client for more than one SPR if you wish, but you may not use the same 6-8 consecutive sessions.

7.11.2 How to write the SPR

You are expected to show how you used supervision when you were working with this one client, over a period of time. You do not have to show that you had supervision after every session with the client. During the period of the 6-8 sessions you might have supervision on work with this client two or three times.

You might start your SPR by giving the context of your work with this client and giving, very briefly, whatever details the examiner needs to know about the client in order to make sense of the narrative. This will obviously include an indication of your diagnosis, contract and treatment plan.

After the introduction you might well describe some sessions with your client, describing the process of your work. Where relevant, you can include a *brief* transcript of your work. Clearly you don't have a lot of space to do this, so again concentrate on what was most important. In the next section you might say what you presented at supervision and what the results were. What you take to supervision needs to be related to the work you have already described. Then, again, you should say how you used your insights from the supervision in the next few sessions. And you might write something about another supervision session and what you learned from this. At the end you might summarise what you gained from this interactive process of working with the client, reflecting on your work, and supervision. So an SPR plan might look something like this:

- Essential information about the client;
- Diagnosis, contract, treatment plan;
- First three sessions;

- Supervision, reflecting on work so far;
- Further four sessions, saying how you used supervision in practice;
- Supervision, reflecting on work so far and use of supervision;
- Summing up;

Please note that the list above is given because students have asked for more guidance about writing the SPR. That is exactly what it is – guidance. Your SPR might well look different as long as it fits with the requirements set out above in section 3.

As with the CTA written exam, you don't have to get it perfect. You might take the work with this client to supervision because you are experiencing difficulties or have questions about the work between you. What you need to demonstrate is that you

- work within the boundaries of TA
- reflect upon your work with the client over time
- get supervision on this work
- use the insights of that supervision in your work.

Where you quote from TA sources or refer to an important theory, reference it in the usual way.

Confidentiality and Protection

As with any written record of the detail of psychotherapy sessions, you must use a code name for the client being described in the SPR and ensure that the written work does not contain any factual detail that might result in the client being identified.

7.12 Dyslexia Policy

Students with Dyslexia are invited to note this clearly at the beginning of all written work submitted. A formal statement of their dyslexia is required in order for this to be taken into account. Wealden Institute has a Dyslexia Expert who is able to carry out the assessment and provide a formal statement, should the student choose to consult her. If the student has been tested and found to be dyslexic, they are asked to state this at the time they submit written work or apply to take the final examination, and the College will respond with flexibility to their request for change in the assessment procedure.

Joanna Beazley Richards, the Principal of Wealden College, used to be the staff development officer of the National Bureau for Handicapped Students and has particular experience in the adaptation of assessment procedures in relation to additional needs.

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SECTION 8

ASSESSMENT

8.1 Assessment Methods

8.2 Internal Assessment

8.3 External Marking of Written Assignments (essays)

8.1 Assessment Methods

To complete successfully a module or unit of work, the Trainee will be assessed in one or more of the following ways at the discretion of the Trainer:

- Written assignments on theory.
- Psychotherapy practise with class peers under supervision.
- Process group work experience.
- Presentation of theory papers.
- Experiential work in seeing clients on a one to one basis.
- Class exercises and participation.
- Case presentations.
- Supervision of work with clients during the course of study.
- Role plays.
- Maintaining and presenting a Log Book of completed hours.
- Maintaining a learning journal.

Please note that there is a right of appeal for all assessed work.

8.2 Internal Assessment

8.2.1 Internal marking of written assignments

- Two Trainers must agree; where they disagree, a third trainer marks the work.
- Appeals re course work; External Examiner makes the final decision.
- Appeals re administrative or other training matters; External Moderator makes the final decision.

8.2.2 Practical work

This is assessed each module, by the trainer who is teaching that module. This is undertaken by exercises in relation to the theoretical components, usually on the first day of the two day module, and in relation to skills, it is usually conducted on the second day of the module. Groups combine for the later modules, and the trainers give feedback at the time of the assessment. A written record is kept of skills feedback, and the student is also supplied with a copy.

A. Criteria of assessment

Professional Application

1. The writer demonstrates a capacity to reflect on therapeutic processes at a number of levels.
2. The writer demonstrates awareness of the cultural/political contexts of theories, beliefs and practices.
3. The writer demonstrates awareness of and sensitivity to relevant ethical issues.
4. The content includes relevant experience and awareness of the writer, both on a professional and personal level.

B. Re-submission

Candidates who attain less than the pass standard, may ask, having made the recommended

changes that they re-submit their Written Assignment for 'blind' marking. The further marker should provide feedback for the candidate on the essay on a separate sheet. Where the candidate's answer is insufficient or inaccurate, references to the relevant information will be provided. Only one resubmission is permitted. The student will be asked to provide a fee towards payment of the new marker.

C. Appeals

Students may appeal to the External Examiner. The External Examiner will take account of the marking and comments of the Trainers and award a final grade

8.4 Wealden Psychology Institute Areas of Assessment:

Assessment of progress during and at the end of training occurs in three areas:

- a) Personal Development;
- b) Skills;
- c) Theory.

All three areas are assessed according to the standards of the European Association for Transactional Analysis (EATA).

Courses are externally validated in terms of EATA standards of academic and practice competences to be demonstrated at the end of training.

8.4.1 Criteria of Assessment

Professional Practice and aspects of Personal Development are continuously assessed via an ongoing process of supervision throughout training according to the criteria laid out in the EATA Core Competence document. Note that the criteria of the EATA Core Competence represents the standards expected of qualified practitioners and obviously cannot be applied carte blanche to students at various stages of training. In other words, Supervisors will be using the EATA outcome competences in relation to the Learning Outcomes as well as the Modules undertaken to date by a student. The tutorial system is used to give feedback on progress. If a trainee is considered to be falling below the required standards a special interview is arranged where their progress is discussed. This acts as an early warning system.

8.4.2 Assessment of Practical Ability as Psychotherapist

In addition to tutor observation during the modules (usually on Sundays) your supervisor will want to listen to tapes and will conduct with you a process of continuous assessment as you prepare for the CTA exam. Additionally, Gordon Law, who is currently External Moderator / Examiner may sit in on practical skills sessions and act as External Assessor.

Students undertaking the training as preparation for the CTA exam must complete two essays a year, taken from the CTA written exam Part D. See the relevant section in this handbook for more information.

8.5 External Examiner

The role of External Examiner has three main purposes:

- To verify that standards within the Wealden Psychology Institute are appropriate for CTA Psychotherapy and UKCP HIPC Registration as a TA Psychotherapist.
- To ensure that internal markers are marking in accordance with the core competencies for psychotherapy and post-graduate educational standards

- To ensure that the assessment process is fair and fairly operated in the marking and grading of candidates' performance.

The External Examiner will be able to demonstrate:

- They have appropriate levels of expertise and experience.
- They are capable of performing the range of duties required of the role.
- They have the capacity to command authority in the field and the respect of colleagues.
- They have sufficient recent examining experience, preferably having already acted as an external examiner, or comparable related experience, to indicate competence in assessing candidates in the field of psychotherapy.

The External Examiner's role.

- To respect the confidentiality of internal examiners and the written examinations they assess, details of which must not be disclosed to a third party without prior permission.
- To ensure that the recommendations are consistent with the EATA examination procedures and good practice in psychotherapy.
- To review the work of all candidates who are deferred and to randomly sample written examinations to ensure that the marking is consistent with the core competencies for psychotherapy and post-graduate standards of education.

Wealden Institute's External Examiner

Wealden Institute's External Examiner is John Heath TSTA(P). He monitors the marking of all the written work.

8.6 The External Moderator:

- To respect the confidentiality of internal examiners and the written examinations they assess, details of which must not be disclosed to a third party without prior permission.
- To moderate the work of the internal markers, the guiding principle that there is enough evidence to ensure that the relative placing of candidates is fair, impartial and consistent with the professional standards of EATA and UKCP HIPC.
- To participate in or assess the trainee graduation process, and the process in which candidates become nominated for the UKCP register of psychotherapists

The role of External Moderator has three main purposes:

- To verify that standards within the Wealden Psychology Institute are appropriate for CTA Psychotherapy and UKCP HIPC Registration as a TA Psychotherapist.
- To ensure that the internal moderation process of preparation for the CTA Psychotherapy written examination is fair and rigorous.
- To ensure that the assessment process is fair and fairly operated in the marking and grading of candidates' performance.

The External Moderator will be able to demonstrate:

- They have appropriate levels of expertise and experience.
- They are capable of performing the range of duties required of the role.
- They have the capacity to command authority in the field and the respect of colleagues.
- They have sufficient recent examining experience, or comparable related experience, to indicate competence in assessing candidates in the field of psychotherapy.

Additionally and as required by HIPC, the External Moderator should also be involved in the following:

- To act as advisor to the main committees within Wealden Psychology Institute and offer; advice on documentation, such as course handbook, CPD, ethics, disciplinary, grievance and appeals procedures.
- To be familiar with the requirements of the HIP College in this regard.
- To critically evaluate the assessment procedures within Wealden Institute and ensure that the organisation is fulfilling its own criteria in its published aims and objectives
- To be part of the appeals procedure in cases of misconduct, discipline and grievance as well as appeals against academic decisions such as marking written assignments.
- To write a report for the HIPC assessors as part of the original application for HIPC membership and as part of the Quinquennial review.
- To participate in or assess the trainee graduation process, and the process in which candidates become nominated for the UKCP register of psychotherapists.

Wealden Institute's External Moderator

Gordon Law M.Ed Teaching and Supervising Transactional Analyst, UKCP Registered Transactional Analysis Psychotherapist. He has forty years social work experience - in a residential setting with children, community based mental health work, training and management. He is a Founder member of the UKATA, has served on both UKATA and EATA Councils, and represented the UKATA at UKCP level for sixteen years, where he served on the Registration Board. He has maintained a small psychotherapy practice since 1974 and has an interest in integrating TA, Gestalt, Ericksonian hypnotherapy and meditation. He makes regular presentations at UKATA, EATA and ITAA Conferences, has conducted Workshops in Europe, the USA, Singapore and Australia, previously served on the Editorial Board of the Transactional Analysis Journal (TAJ) and is currently on the Ethics Committee of the UKCP. His book *Mind, Body, Soul and Spirit in Transactional Analysis; an Integral Approach to Relationships* was published by IMPACT in 2006.

Professional Advisors are contracted in, as and when necessary, to advise on aspects of Continuing Professional Development, Curriculum, Equality of Opportunity and Diversity, Ethics, Professional Practice, Complaints, Finance and Research.

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SECTION 9

SUPERVISED PRACTICE/CLIENT HOURS

9.1 Supervised Practice

9.2 Practical Placements

9.1 Supervised Practice

Supervised practice is the practice of seeing clients for counselling and psychotherapy, under the supervision of a clinical supervisor. We expect that trainees will go into an approved placement during their second year of training (Clinical 1), and must go into placement by the start of Clinical 2. We have negotiated contracts with a large number of placements. Usually, placements provide supervision. In order for these client hours to count towards the final number, the trainee must also be in supervision from a TSTA or PTSTA once they start seeing clients in placements.

From the third year, and providing that they have around 120 hours of client experience, most trainees start to see psychotherapy clients, either independently, or as part of a group practice. The trainee's supervisor, as well as two Wealden Institute trainers, **MUST** consider them ready to see clients privately, using the criteria listed in the skills feedback sheets. They are required to be in TA supervision before they start to see clients. Trainees who have a substantial background of client work are given credit for this, and see proportionately less clients in placement before independent practice. A 'Practice Consent' form must be completed by the trainee and signed off before the trainee begins to see psychotherapy clients. [This form is available in the Appendix.](#)

This independent practice is supervised on a confidential basis. To be counted as TA supervised practice, the supervisor must be TSTA or PTSTA, and the client and therapist must agree that the therapy given is TA therapy. Supervision is individual or in groups.

Trainees must receive supervision of their client work with a qualified Supervising Transactional Analyst or Provisional Supervising Transactional Analyst at the rate of one hour supervision to four hours client contact until they have 50 hours supervision, when it may be one to six. Trainees receiving group supervision where the groups consist of up to three supervisees may count **ALL** the hours of the group towards supervision, provided that they bring something to supervision for themselves. Where the group is four or more supervisees then the student may count the hour when the focus is upon them as equivalent to individual supervision; the time when the focus is upon their colleagues counts as training hours.

9.2 Practical Placements

The way that Wealden Psychology Institute prepares students to become practitioners is as follows:

When the trainee has become proficient at the skills practice that we offer on the course, and the feedback is positive from the trainers, then we require, for those who do not have a therapy practitioner background, that a placement is undertaken. This gives a chance for some supervised practice. This is usually undertaken in the second year. Wealden Psychology Institute has developed a good working relationship with a large number of organisations during its 28 years of existence. A summary of these placements is available in the Reception area, and trainees are asked to suggest placements to their lead tutor, who will need to agree

the placement with the student.

9.3 Placement Contract

When students begin in any new placement, they are required to complete the Wealden Placement Contract form and submit a copy to the Course coordinator. This is a three-way contract between the student, the placement and Wealden College. This form is put in place to protect students and help them and the placement be aware of what Wealden College expects from the student and the placement. [This form is available in the Appendix.](#)

9.4 Working with Children and Adolescents (under 18s)

In terms of working with children and young people, it is acceptable for trainees and qualified UKATA members to work with this client group provided they are on a course which provides specialised training or have undertaken specialised training, in working with this client group. This, for example, could mean the training meets the SETS of the UKCP College of Child and Adolescent Psychotherapies (C-CAP) or BACP's new requirements for working with children and young people.

Students undertaking this type of specialist training also need to engage a supervisor who has worked with this client group and/or is qualified to supervise those working with children. Working with young people requires specialist knowledge and training. Wealden's TA training may provide some coverage of the necessary knowledge, but there are significant differences in working with children rather than adults which you need to be conversant with.

In terms of UKCP registration, those taking the CTA examination can accrue a maximum of 300 client hours working with children/young people under 18. The remaining 450 hours, which is the minimum requirement for UKCP registration, must be with adults.

If a student is taking their CTA exam and is not wishing to be registered with UKCP then the above limits on child and adolescent hours do not apply.

9.5 Private Practice

Once 120 hour-long sessions of TA based clinical practice have been undertaken, either in placement or in previous or current employment, the trainee may apply in writing to be signed off as ready to prepare to offer private practice. Wealden Institute requires that no more than 25% of those hours can be with persons under the age of 18 and that you are able to show that you have undertaken some specialist training before working with persons under 18. This is usually during their third year, and the trainee is required to enter into a contract for supervision with a PTSTA or TSTA, and undertakes some pre-client supervision. When the supervisor and tutor agree, then the trainee may take clients in private practice.

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SECTION 10

SUPERVISION & SUPERVISION REQUIREMENTS

- 10.1 Supervision**
- 10.2 Suggestions for Preparation ahead of Supervision**
- 10.3 End of Year External Supervisor's Report**
- 10.4 Approved Supervisors**
- 10.5 Responsibilities of TA Supervisors**
- 10.6 Responsibilities of the Principal Supervisors**

10.1 Supervision

In addition to any non-TA supervision that trainees receive in placement, they must receive supervision of their client work with a qualified Supervising Transactional Analyst or Provisional Supervising Transactional Analyst. This should be at the rate of 1 hour of supervision to 4 hours client contact until they have 50 client hours, after which it may be 1 to 6.

For TA group supervision, if the group consists of up to and including three students, then students may count ALL the supervision hours. If the group consists of four or more trainees, then the students may count the hour when the focus is upon them as one hour of supervision, whilst the rest of the time when the focus is upon their colleagues counts as training hours.

Supervision hours reflect the approach to be practised by the trainees. A minimum of two years supervised practice is necessary before taking the CTA exam. Supervision involves discussion of the therapist's work, will be by a more experienced colleague. Peer supervision does not count until you are qualified. The supervision contract involves the senior person being supervisor, and the less experienced one being the supervisee. The process offers protection to the therapist's clients, and develops the practitioner's knowledge, ethical practice and skills.

In the tutorial system, we work with students in relation to their practice experience, in relation to their supervision, and work to ensure a balance between:

1. the stage of training and supervised practice
2. the frequency (weekly, fortnightly, monthly) and length (hours)
3. individual or group supervision
4. number of supervisees in the group

Trainees may be required to undertake additional supervision than the minimum requirement.

10.2 Suggestions for Preparation ahead of Supervision

- a) Select an area of your work on which you want supervision. This might be, for example, concerning work with a particular client, or an aspect of your working style that concerns you, or something to do with relationships with colleagues etc.
- b) Prepare a ten minute presentation of this, which will include any written material that you want your supervisor and co-supervisees to have. For example, you might, if the supervision is regarding how to respond to a particular client, you might prepare for each group member:-
 - i) A sheet of client information
 - ii) A transcript of a five minute piece of tape which highlights your problem.
 - iii) A one-sheet summary of your work with the client to date; what the problem is, what you want from supervision, and what role you want the supervisor and co-

supervisees to have.

- c) In supervision, we propose the following structure for each supervisee's slot:-
- i) What contract you want from supervision and role you want others to play (approx. 15 mins)
 - ii) Make written and verbal presentation approx. 20 minutes
 - iii) Supervision on issue(s) 5-10 minutes
 - iv) View of contract and process

Recommended Reading for Supervision Preparation

Hawkins, P. and Shohet, R. (1989). *Supervision in the Helping Professions*. Milton Keynes: Open University Press.

Inskipp F and Proctor H, *Making the most of Supervision* (pack)? Obtainable from Institute bookshop.

Kearns, A. (2005). *The Seven Deadly Sins?* London: Karnac.

10.3 Annual Supervisor's Report

For those students who have started in placement, Wealden Psychology Institute requires each student to complete an end of year Supervisor's form with their supervisor. This should be discussed with your supervisor, and returned by Wealden no later than 31st July.

[Annual Supervisor's form \(available in the appendix\)](#)

10.4 Approved Supervisors

Approved Supervisors are Teaching and Supervising Transactional Analysts (TSTAs), or Provisional Teaching and Supervising Transactional Analysts (PTSTAs). Their specialism must be psychotherapy, and they must be members of UKATA. Trainees may choose their own supervisors, but inform the tutors of their choice, and return the supervisor's report annually.

10.5 Responsibilities of TA Supervisors

The responsibilities of Supervisors shall include but are not limited to the following:

- Ensure that they provide supervision which promotes the professional development of their supervisees, in accordance with EATA and UKCP (HIPC) standards.
- Undertake a programme of CPD to ensure maintenance and development of skills and knowledge in their work and to adhere to the current UKATA CPD policy.
- Remain in close relationship with the Institute in relation to the progress of any trainee supervised by them.
- Attend a meeting with Wealden Institute once a year.

10.6 Responsibilities of the Principal Supervisors

A Principal Supervisor is the supervisor with whom the trainee has signed an EATA Training Contract, in preparation for the CTA exam, and becomes the key person in guiding the trainee through the preparation and submission for exam.

The responsibilities of Principal Supervisors shall include but are not limited to the following:

- Ensuring candidates for CTA and UKCP registration are fully aware of and compliant with training standards and requirements of EATA and UKCP (HIPC).
- Certifying that all candidates applying for CTA qualification and UKCP registration

have completed all training standards and requirements of EATA and UKCP (HIPC) and are of sufficient personal readiness.

- The overarching responsibility of the Principal Supervisor is to monitor, Principal Supervisor and support a Contractual Trainee through training and preparation for CTA examination and to maintain an overview of their progress.
- 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.

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SECTION 11

THERAPY & THERAPY REQUIREMENTS

11.1 Personal Psychotherapy

11.1 Personal Psychotherapy

Trainees must receive personal psychotherapy weekly for the duration of the course, with a UKCP (HIPC) registered psychotherapist. Ideally this would be with a qualified Transactional Analyst. Recognising that in some areas there may not be a TA person available then a qualified psychotherapist who is registered with the Humanistic & Integrative Psychotherapy College of UKCP who has an understanding of TA would be appropriate. A total of at least 40 psychotherapy sessions per year (from 1st October to 30th September) is required. Each session must be at least 50 minutes long (many therapists do 50 minute sessions, some do 60 minutes). The psychotherapy must be maintained for the whole period of training.

Therapy may be individual or group, but the requirement is for the trainee to be in therapy that will reflect their own practice. So a trainee who is seeing only individual clients needs to be experiencing individual therapy.

It is a UKCP requirement that the mix of therapy you receive is “roughly consistent with practice”. So, if the majority of therapy that you give is individual, then the majority of therapy you have received must be individual.

Personal psychotherapy is not a ‘hoop to be jumped through’ or a ‘box to tick’. It is a professional responsibility and personal requirement for being a good practitioner. Keith Tudor writes that being in psychotherapy is a way of aiding us staying out of the Games our clients invite us into. We recommend that students in the second or third year of their clinical training consider group TA psychotherapy.

Please note that by the commencement of the new training year, you are required to complete the UKATA Annual Summary Form to confirm that you have attended no less than 40 personal psychotherapy sessions in the previous year. At the start of each Clinical academic year the TA Course Co-ordinator will sign your forms in eth first module.

[**UKATA Annual Summary Form \(In Appendix\)**](#)

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SECTION 12

CERTIFICATES AND ROUTES TO QUALIFICATION

- 12.2 UKATA Diploma in Transactional Analysis
- 12.3 Wealden Psychology Institute Diploma in TA Psychotherapy
- 12.4 CTA (Certified Transactional Analyst)
- 12.5 The Viva - CTA Oral Exam

12.2 UKATA Diploma in Transactional Analysis

12.2.1 Diploma Introduction

The UKATA Diploma in Transactional Analysis at Wealden Institute can be either an interim qualification for UKATA members on their way to CTA, or as a qualification in its own right and an endorsement to practice.

Throughout the period of training, from start of training until qualification, the individual will need to remain a member of UKATA and be registered with an RTE in order that their overall journey to qualification can be monitored. (For those applying for the UKATA Diploma retrospectively, please see grand parenting option below).

The Diploma is a UKATA endorsement to practice.

The UKATA Diploma in Transactional Analysis is not an EATA qualification and therefore once the Diploma is achieved, the EATA advertising requirements for students still apply (for more information please see the UKATA Advertising policy or EATA Principles of advertising).

Queries regarding how the Diploma can be obtained at Wealden Institute should be addressed to the Wealden Institute Admin Team (admin@wealdeninstitute.co.uk).

12.2.2 Wealden Institute Criteria for the UKATA Diploma in Transactional Analysis

For an individual to achieve the UKATA Diploma in Transactional Analysis at Wealden Institute they will need to be registered with Wealden Institute and meet the following criteria:

- 360 hours of TA Training undertaken at Wealden Institute.
- 6 assessments that have been marked as at least a pass, chosen from the following (NB: the oral presentation is a requirement) – this is a provisional list and may be updated over the coming months):
 - Requirement: Oral assessment at Wealden Institute, where the individual presents a 5 minute segment of a recorded piece of their work to a panel, with transcript, and answers questions on their practice and their work. See appendix for the exam assessment sheet;
 - Complete learning journal from start of training;
 - Maximum three of the essays completed during your TA training;
 - Maximum two SPRs completed during your TA training;
 - The candidate's TA101 written exam;
 - Record of tutor feedback on skills practice sessions from start of training to date.
- 200 hours of supervised practice using TA psychotherapy.
- 34 hours of supervision with a TA supervisor.
- 120 hours of personal psychotherapy with a UKCP (HIPC College) registered

psychotherapist.

- Evidence of UKATA membership for the duration of training. For past members wishing to access the UKATA Diploma in retrospect they would need to show that they are a current member of UKATA.
- A TA Supervisor's endorsement indicating competency to practice.
- A sign-off for the 120 hours of personal psychotherapy.
- A TA trainer's endorsement, indicating successful completion of training to date, and all required assessments.

12.2.3 The Process

Applicants can apply for the UKATA Diploma in Transactional Analysis by using the [UKATA Diploma in Transactional Analysis registration form](#). It is the responsibility of the applicant to ensure that all appropriate sections of the registration form are completed and endorsed where applicable. Supporting documentation will also need to be provided where requested.

On receipt, the UKATA Assessment and Accreditation Committee (AAC) will review the registration form. In the event that all criteria are appropriately met they will inform the UKATA Administrator that a Diploma Certificate can be issued. Should any criteria be incorrect or missing the AAC will contact the applicant and inform them of what they need to supply for a successful application.

12.2.4 Grand-parenting

It is intended that all UKATA members, who have previously completed this level of training, may access the Award.

For all students who completed their training before the UKATA Diploma was introduced, either at Wealden or any other TA training centre, we ask that they present a portfolio of all their written work, which will be assessed by Wealden College. In addition, they would be required to do the oral presentation, the same as current students.

12.2.5 Cost

- The cost of applying for the UKATA Diploma in Transactional Analysis is open to UKATA members at a price of £50, payable to UKATA.
- Wealden Institute will levy a fee of £200 towards the administration and examination costs of the Diploma.
- These costs do not include any supervision the candidate may seek on preparation for the Diploma.

12.2.6 CPD

Once the applicant has been awarded the UKATA Diploma they will come under the UKATA CPD policy and expected to provide CPD returns unless they are also a Contractual Trainee, in which case they will be required to complete the Student Annual Summary and contract for professional development. It is the applicant's responsibility to keep records of any CPD/Training.

12.3 Wealden Psychology Institute Diploma in TA Psychotherapy

This is an Institute Diploma, designed for those who wish to obtain recognition of their achievement before they undertake the final preparation for CTA.

12.3.1 Requirements

- Successful completion of 4 years of Transactional Analysis Psychotherapy Training of at least 120 hours per year, of which the last two must be at Wealden Psychology Institute.
- An 8,000 word written case study
- Maintenance of a log-book of relevant hours of training, supervision, practice experience and therapy received. This must be verified in writing by the appropriate professional.
- Receipt of Transactional Analysis Psychotherapy consistently from the start of training, usually weekly, but averaging at least weekly for the duration of training, and totalling at least 160 hours.
- Membership of the UKATA for the duration of training.
- Passing of all specified essays and written work (see earlier section of this manual).
- At least 200 hours of supervised practice of TA psychotherapy.
- Attendance at tutorials.
- This option permits attendance without taking the CTA exams. It does not provide accreditation as a psychotherapist, as the Diploma is a College award.
- Payment of £250 plus VAT, for the assessment and marking of written work.

12.3.2 Case Study for the Wealden College Diploma in Transactional Analysis Psychotherapy

NB. Client name and details must be sufficiently amended as to preserve confidentiality.

This is a substantial piece of work, successful completion of which is a pre-requisite for granting the Diploma. It should take the form of a lengthy study of work undertaken with one client, covering a period of a minimum of 12 sessions. Below is a proforma for the study;

Format

Sections A Client Data: This should include - age, gender, occupation, relationship status. Did they have previous experience of helping relationships. How did they come to be referred to you. Give a brief description of their family.

Section B Psychotherapy Setting: (1) Describe the setting in which you work - private/voluntary/agency. Give a brief pen picture of the room you work in. (2) Who would you not work with and why not?

Section C Initial Interview: This should include - how the client presented (e.g. were they anxious/talkative etc.) and the presenting problem. What were your initial reactions to the client. Did you empathise quickly and easily, or was this someone outside of your experience whom you had to work harder to understand. What was your assessment of the client, including their strengths and ways in which they may impede or sabotage their use of psychotherapy. Include a descriptive picture of the client to help the reader get a 'feel' for this human being.

Section D Contracting Plan of Work: This should cover your initial working agreement with the client. What was your shared understanding of why they were seeing you, and what they wanted to achieve. Did this change as you progressed, and if so how?

Given the contract that you had, did you use particular techniques or approach your work in a particular way?

Section E Progress and Process: This should describe the flow of TA psychotherapy from start to finish (or the point of writing). You should include all major events or turning points in the process, in a way that gives the reader a sense of how the client moved in and outside the Psychotherapy sessions. Also how you as psychotherapist contributed to, and responded to this, both in terms of your feelings (countertransference) and the techniques or approaches you used. You will need to show how the interventions you made facilitated the therapy process and describe how your contract with the client changed (if indeed it did).

You will need to demonstrate **explicitly** how you used supervision with this client. Refer to supervision sessions and explain how you used them to make a difference in terms of how you felt, thought or behaved in relation to the client. What ethical issues did you face or potentially face and how did you deal with them?

Section F Conclusions and Prognosis: If you have finished work with the client how did you end. Are there any issues of importance that you think remain unresolved. If you are continuing with them, what do you expect to be the focus of remaining sessions?

Section G Process Transcript: This section should include a transcript of a taped 5/10 minute segment of an important session, with parallel process commentary.

Presentation: The case study must be typed (double spaced) on one side of the sheet. Pages must be numbered and all diagrams should be specifically referred to in the text.

The length should be around 8000 words with a maximum of 8,500. Any study over this length may be returned for editing. Please indicate the word count (to nearest 10 words) at the end of the study.

NB: The word count DOES NOT include the transcript and commentary in section G, or information in the appendices

12.3.3 Marking Criteria for Case Study

Marks will be allocated as follows:

Sections A + B	15%
Section C	10%
Section D	10%
Sections E + F + G	55%
Overall presentation and clarity	10%

	100%

Studies will be graded **Defer or Pass**

A "**PASS**" equates to a mark of **50%**. This must be achieved in **all** sections (eg a study scoring 50% plus on 3 sections but only 10% on one section will be deferred whilst the relevant section is rewritten).

DEFERRAL A study will be deferred where-

- it contains substantial errors of theory
- it is incoherent or contains substantial contradictions

The marker will then consider the question "does this case study invite confidence in this TA therapist?" (Professionalism and ethical stance clear and acceptable). Where the answer is yes, the case study is passed.

The marker will look for the following:-

1. The extent to which the study demonstrates accurate understanding of the core model.
2. The extent to which the study demonstrates competent ethical psychotherapy using the core TA model.
3. The extent to which the case study demonstrates the trainee's capacity to reflect critically upon their practice using the core TA model.

If a study is deferred by one reader, it will be passed to a second reader without comment. If the second reader defers, it will be a clear deferment. If the second reader passes it, it will be passed to a third reader.

N.B.: Case studies must be read by the Principal Supervisor (or main TA Supervisor) and submitted with a written statement that the supervisor agrees:

- a) that the study is accurate,
- b) that the candidate is ready for Diploma award.

Written work deferral and appeals

When a piece of written work is deferred, it may be re-written by the student and resubmitted.

Appeals

An appeals procedure is implicitly built into this written work assessment procedure. However, in exceptional circumstances, a candidate may want to appeal the outcome or process. In this case he or she may use the Appeals Procedure.

The Appeals Procedure involves the student making a formal application for appeal in relation to the marking of a piece of work, the award of the College Diploma in Transactional Analysis, or a decision to allow the student to progress to the following year. The Appeal is made to the External Examiner.

Appeals procedure

If a student wants to dispute a decision of the tutors it would normally be possible for a student to appeal. Appeals may normally be against a decision or recommendation that the student has failed the course or part of the course, the student should not be permitted to proceed to the next stage of the course, or that the student should be excluded from continuing to study on the course. An appeal is normally admissible on the grounds that the assessment procedures failed to accord with the assessment scheme or that the assessor failed to take proper account of any mitigating circumstances. Appeals cannot be entertained on matters of academic judgement. Academic judgements are concerned with such decisions as whether a student has reached the academic standard required by the course or whether the student should benefit from further study. The appeals procedure requires students to lodge notice of their intention to appeal to the External Examiner within a month of receiving the result. (See the full Wealden College Appeals Procedure.)

12.4 CTA (Certified Transactional Analyst)

12.4.1 Summary of Eligibility Requirement to Take the Written and Oral Examinations as a Transactional Analyst (CTA exam).

Total of 2000 hours of professional training as follows:

- 600 hours of professional training of which 300 in Transactional Analysis.
- 150 hours of supervision of which 75 in Transactional Analysis, with a TSTA or PTSTA, of which at least 40 hours must be with the trainee's Principal Supervisor, and 75 hours of TA or other supervision.
- 750 hours of client contact (individuals or groups) of which 500 using Transactional Analysis as primary therapist.
- 50 hours experience of working with groups, couples or families, plus 200 hours of other experience using TA.
- 500 hours of flexible designation, which may consist of personal therapy, TA training, supervision, Conferences, Workshops, practical experience. This is agreed with your Principal Supervisor.

12.4.2 Accreditation Requirements.

Accreditation as a Transactional Analyst entails passing a written and an oral examination. The written exam must be passed before the candidates can go on to oral examination. The oral examination is taken before a board of Certified Transactional Analysts and focuses primarily on audio or video taped samples of the candidates work.

12.4.3 UKCP (HIPC) Requirements for Training of Psychotherapists

- A minimum of 900 contact hours with trainer comprising training and supervision.
- A minimum of 450 supervised client hours.
- Ratio of individual supervision hours to overall client hours is 1:6 (Wealden Psychology Institute says 1:4 for first 50 hours).
- Group supervision reflects this ratio (minimum 10 minutes supervision per client hour).
- Supervision hours reflect the approach to be practised by the trainee.
- A minimum of two years supervised practice.
- An established practice with regular caseload of which 2 (two) at least are long term clients.
- Closure can be managed.
- Experience of short and long term contracts.

The Wealden Psychology Institute TA Training programme complies with the above UKCP requirements.

12.4.4 TA log-book

All trainees must keep a logbook and learning journal of their modules and other TA training and learning. Notes on how to compile these are included below.

How to keep a TA log-book:

- Keep your log book in an Excel spreadsheet or similar electronic format.
- Make sure your name is clear on the file you submit.
- State the required hours for each element, and your actual hours to date.

Part I – hours received:

- a) Therapy received. TA and other.
- b) Supervision received TA and other. Group and individual (if group, how long and how many in group).
- c) Learning and training received. TA and other. All the courses you've ever been on, with titles and who taught you. Separate counselling and psychotherapy training from other training to do with people and helping. Spell it out – give dates.

Part II – hours given:

- a) Therapy given – TA and other (TA is where you used TA and had a TA supervisor).
- b) Supervision given (be clear it's not TA supervision).
- c) Teaching given.
- d) Other relevant experience.

12.4.5 Other written work

Students are also legally required to keep a written account of their client work and their use of supervision, in note form. Only the trainee's supervisor may see notes that are written in any way that might identify the client. The maintenance of notes aids the trainee in the preparation of the CTA written exam.

12.4.6 Mental Health Familiarisation

Students undertaking TA psychotherapy training must be able to demonstrate how they meet the learning outcomes of Mental Health Familiarisation, which is a required component of UKCP accredited trainings. Usually this required component is met in part by undertaking a Mental Health Familiarisation Placement, unless students have previous relevant experience with severely disturbed people. ([see UKCP Mental Health Familiarisation Guidelines in Appendix](#))

The UKCP requirement covers four broad areas:

- Awareness of diagnosis and treatment
- Awareness of a range of models of assessment
- Working within a social responsibility framework
- Working within a wider system of care

There is no one way of meeting the UKCP standards. Students may fulfil these requirements with a mixture of lectures, videos, formal placements, or other methods.

12.4.7 The TA Psychotherapy Written Exam.

Introduction and Overview

NB Trainees are strongly encouraged to familiarise themselves with the latest version of the EATA Training Handbook to be found on the EATA web site and to liaise with their Principal Supervisor when preparing for the CTA written exam.

Overview of the Written Examination

The Written Examination, which used to be called the Case Study, consists of four sections:

- a) Self portrayal of the candidate and his or her work as a Transactional Analyst.
- b) A report on the learning experience gained during TA training.
- c) The client case or project study.
- d) Theory and literature. The candidate is required to answer six questions on

transactional analysis theory and practice.

The purpose of the Written Examination

The purpose of the Written Examination is to demonstrate that the candidate has integrated the core competences of his chosen field of application and how she/he works effectively and ethically as a theoretically based Transactional Analyst.

Scoring for each section and final evaluation

The scoring system and grading criteria for the CTA examination is currently under review by the PTSC. Please check the UKATA website or your Principal Supervisor for changes

Parts A, B, C and D of the Written Examination should be answered. The sections are weighted as follows: A = 20%; B = 10%; C = 35% and D = 35%. An overall percentage score of 100% would indicate a faultless pass. The Written Examination will be deferred if the total score is less than 65% or if it does not meet the requirements set out in 8.4.2.

Anonymity

The Written Examination should be anonymous. This is the candidate's responsibility. There should be no indication in the text that might allow the candidate, Principal Supervisor or trainers to be identified. This requirement is to protect the candidate. However, where information that might identify the candidate is unavoidably part of the Written Examination, the candidate will not be penalised for this. The identity of the psychotherapy Case Study client must be disguised.

Total length

English language Written Examinations have a maximum word limit of 24,000. You must not exceed this limit. In French and Italian the maximum word limit is 26,500. Other language equivalents will be decided by the Language Group Co-ordinator and the relevant Training Standards Committees. A word count should appear on the final page of the document

Diagrams and the bibliography may be included in the Written Examination in addition to the word limit. In special cases the Language Group Coordinator may give permission also for an appendix to be included; but such an appendix may be only, for example, in clarification of a work context or project. It must not contain information that would normally be included in the exam itself and would form part of the formal evaluation.

A case study may be written on a group, as long as at least one member is described.

Presentation

The Written Examination should:

- Be typed or word processed;
- Be presented on A4 size paper;
- Be printed only on one side of each page;
- Be double-spaced throughout, but
- The bibliography and any transcripts may be single-spaced.

Each page should:

- Have good margins;
- Be numbered consecutively throughout the examination document.

The Elements of the Psychotherapy Written Examination

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.
 - What is your job description?
 - Who are your colleagues?
 - What is your place within the organisation?
 - Who are your patients or clients?
 - Who refers them?
 - 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?
 - Describe the clients with whom you would refuse to work and say why.
 - What arrangements do you have for referral of these clients to other professionals?
 - If you are not a medical doctor, what consultation arrangements do you have to provide medical evidence and back-up?
 - What are the criteria by which you determine if such a medical consultation is necessary?

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?

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 show 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

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

7. 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 realized. 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.

D) Questions on theory and literature (CTA Written Exam)

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; (note that the essay on research is a requirement)
 - 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.

Marking procedures

1. Evaluation is initially carried out by the candidate's own Principal Supervisor, in the form of a general appraisal of the Written Examination.
2. If it is in their opinion of passing standard, the candidate should send it to the Language Group Co-ordinator together with the Submission of Written Examination form giving the candidate's contact details. Put no identifying material on the Written examination. He or she should enclose the Principal Supervisor's Endorsement of CTA Written Examination form (see Section 12).
3. The Language Group Co-ordinator sends the Written Examination to a marker that he or she has selected together with the official Letter to the Evaluator of the CTA Written Examination. This will be a Certified Transactional Analyst, preferably a PTSTA or TSTA in the candidate's field of specialisation.
4. The Language Group Co-ordinator will not identify the candidate or the marker to each other.
5. The examiner using the Scoring Scale marks the Written Examination. Before writing his/her evaluation he/she informs the Language Co-ordinator of his/her decision. Where the candidate has passed, the co-ordinator will instruct the examiner to proceed with the Written Examination Evaluation. The Evaluator writes this on identifying notepaper and signs it. The Written Examination and the Written Examination Evaluation are returned to the Language Group Coordinator.
6. If it is a pass, the Language Group Co-ordinator returns the Written Examination and the Written Examination Evaluation to the candidate together with the official Letter to be Sent with Evaluation(s) of CTA Written Examination.
7. If the examiner informs the Language Group Co-ordinator that he/she intends to defer the paper, the co-ordinator will instruct him or her not to write the Written

- Examination Evaluation. The Coordinator will automatically send the Written Examination to a second examiner together with the official Letter to the Evaluator of the CTA Written Examination. The second examiner is not told that the first examiner has deferred the Written Examination.
8. The second examiner follows the procedure described above - he/she informs the Language Group Co-ordinator of his/her decision regarding the examination. At that stage, the Language Group Co-ordinator informs the examiner that he/she is the second examiner and asks the two examiners to confer. If the second examiner also defers the examination, it is deferred. The two examiners agree feedback together and both put their names to the Written Examination Evaluation. The Language Group Co-ordinator returns the Written Examination and the Written Examination Evaluation to the candidate together with the official Letter to be sent with Evaluation of CTA Written Examination.
 9. If an examination is deferred by the first examiner and passed by the second, the Examination Coordinator will ask the two examiners in their discussions to come to a common decision, and to present a joint Written Examination Evaluation. Both examiners should identify themselves on this document.
 10. If they come to an agreement and produce a joint Written Examination Evaluation, this and the Written Examination are sent to the candidate together with the official Letter to be sent with Evaluation of CTA Written Examination.
 11. If they cannot agree, the Written Examination goes to a third examiner together with the official Letter to the Evaluator of the CTA Written Examination. The decision of the third examiner is final.
 12. The Written Examination is marked by the third examiner in consultation with the two previous examiners and returned with the Written Examination Evaluation to the Language Group Coordinator.
 13. The Language Group Co-ordinator returns the Written Examination and the Written Examination Evaluation to the candidate together with the official Letter to be sent with Evaluation of CTA

12.4.8 Written Examination deferral and appeals

When a Written Examination is deferred, it may be re-written by the candidate and resubmitted. The Language Group Co-ordinator will accept it for further marking only when the candidate's Principal Supervisor has re-read the examination and signified in writing that they consider the rewritten version to be of passing standard.

12.4.10 Appeals

An appeals procedure is implicitly built into this examination assessment procedure. However, in exceptional circumstances, a candidate may want to appeal the outcome or process. In this case he or she may use the Appeals Procedure in section 8.16

12.5 The Viva - CTA Oral Exam

12.5.1 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, 1 (one) of the above must not have been the trainee's primary trainer or supervisor. 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 5.16.

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.

12.5.2 Procedure

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

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.
- Further information on the Candidates Briefing Meeting can be found in Section 5.16.
- Further information on the Examiners Briefing Meeting can be found in Section 5.16.
- Candidates and examiners may each attend the others Briefing Meeting.

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.

- The examination process itself should normally take a maximum of one hour.
- The remainder of the time is to allow for examiners to have:
 1. A 15 minute discussion before the Oral Examination
 2. A brief closing discussion afterwards
 3. Feedback on the examination process from the Observer
 4. A half-hour break

The Oral Examination, scoring and voting procedure

The Examination Board meets 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 tapes, transcripts and two pieces of recording equipment, one to tape the exam proceedings and one to play the exam tapes.
- 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

- Board members vote to pass or defer.
- Points are to be used as a guide and the judgment of the examiners is the final decision.
- If two or more examiners vote to defer, the candidate is deferred.
- If three or more examiners vote to pass, the candidate passes, except in the following two instances where the candidate is automatically deferred;
 1. The total score is less than 25 points.
 2. 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.

'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.

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

12.5.3 Instructions for Candidates

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:
 1. your Written Examination Evaluation(s).
 2. your Principal Supervisor's personal letter of recommendation.
 3. your curriculum vitae.
 4. the log of all your training, supervision and contact hours.
 5. your EATA training contract.
 6. Any documents pertaining to any exceptions or changes.

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.

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.

Selection of exam ‘tapes’

The following criteria are based on past experience. They are not mandatory.

- a) Technical advice:
 - The three short tape or video segments should be approximately 5 minutes long.
 - 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.

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 and a blank tape or disk 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. 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).

How to present tapes during the examination

Be prepared to explain and interpret everything that happens on the tape. Your explanations and interpretations should be based on the TA frame of reference. Think about alternative ways of interpreting what you present, for example by saying how you would have used interventions from another TA school.

Be especially prepared to discuss the connection between your interventions and the client's reactions as well as between the piece of work presented by you and your overall strategy with regard to the client. The discussion should again be based upon the TA frame of reference.

Before the examination, adopt the attitude of presenting yourself to the examiners as a competent TA colleague and not as an examinee "on the defensive". The more you make the conversation a specialist/technical one among colleagues, the more convincing you will be. Be prepared to listen closely to the questions asked and to give short, specific answers. If you don't understand the question, ask for clarification. Don't ramble on. Give a clear, succinct answer and, if you are in any doubt about whether the examiner who asked the question was satisfied with your answer, ask them.

Planning

Ideally you should start selecting the tapes about eighteen months before the examination, and at the latest one year ahead. There are plenty of opportunities for you to bring tapes and practice the techniques you need for the exam, from "talking TA" with a group to a full "Mock Oral Exam." You need to practice using tapes suitable for presentation during the oral examination itself. Candidates usually incorporate this in their Individual Learning Plan and it is a regular feature of the Exam Preparation Group. You must experience at least one full mock oral exam before you apply for the EATA Viva.

Procedures and criteria of assessment for the Psychotherapy Viva (oral exam), as defined by EATA, are shown below in the following extract from selective paragraphs of Section 9 of the EATA Training and Examinations Handbook. Note that paragraphs that are not directly relevant have been omitted - for example, the use of translators, Examiner's briefing for the exam and so forth. Students who wish to pursue this Course are advised to obtain a full copy of the EATA Training and Examinations Handbook

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:

1. Explain and interpret anything that happens in the recording.

2. Talk, using TA, about alternative ways of interpreting the presented material.
3. Discuss the use of different TA approaches.
4. Discuss the connection between your interventions and the client's reactions.
5. 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.

The Function of the Process Facilitator

The Process Facilitator will be an experienced examiner whose function is to assist candidates and Oral Examination Boards who are experiencing process difficulties.

The Process Facilitator undertakes the following responsibilities:

- To remain at a designated place during the whole period of the examination process.
- To remain available to be called by the Chairperson, an examiner, or by the candidate, subject to the following time limitations:
 1. If the candidate wants to call in a Process Facilitator, they must do so before the Board members begin calling out their scores.
 2. If any Board member wants to call in a Process Facilitator, they must do so before the Board members begin voting to pass or defer.

The Process Facilitator

- Will not discuss the examination with anyone before entering the examination room, including the person who comes to get them.
- Will make interventions aimed solely at clarification of the process or to give advice.
- Will not engage in any debate about TA theory.
- Will not examine, score the candidate or vote.
- Will not discuss what happened in the examination room with anyone except to give brief details to the Supervising Examiner.

The Function of the Observer

The Observer at a CTA Oral Examination will be an experienced examiner whose function is to give specific process feedback to the Board after the examination process has finished and the candidate has left the room.

Observations may include, for example:

- Patterns of stroking.
- The relationship between the candidate and the Board.
- Energy levels during the examination process.
- Verbal and non-verbal communication between the examiners.
- The Observer should not:
 1. Intervene in the examination at any point;
 2. Comment or pass judgment on the content of the examination;
 3. Make a recording or transcript Viva (Oral Exam).

Scales & Procedure for scoring

Each of the following descriptions is graded on a scale. Select the number rating which you

believe best describes the candidate's performance.

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.
- 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.
- Little or no awareness of the significance of racial, cultural and social factors.

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

- Competent & 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.

3. Theory

- Capacity to conceptualise psychotherapy in terms of transactional analysis theoretical concepts.
- 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.

4. Integration into transactional analysis practice

- Capacity to discuss a range of treatment options and support the chosen strategy.
- Flexible, in depth, discussion of practice in relation to theory.
- Discussion of practice in relation to theory,
- Some reference to different options.
- Little ability to relate practice to theory

5. Clarity of client assessment

- Assesses situations and issues accurately.
- Perceives problems but is unclear as to their significance.
- Lack of awareness of major Issues.

6. Contracts and Treatment Direction

- 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 but not related to treatment direction or interventions; OR evidence of therapeutic movement but no negotiated 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.

7. Effectiveness

- Most interventions accomplish what they are designed to achieve. Therapist monitors the effect of his/her interventions and responds appropriately.
- Interventions are moderately effective.
- Therapist somewhat attuned to client's response.
- Interventions are counterproductive or ineffective.
- Therapist is ill attuned to the client's response.

8. Professionalism

- Is aware of privileges and limitations of training and clearly relates to ethical principles.
- Limited awareness of privileges and limitations of training, but clearly relates to ethical principles.
- Serious question about awareness of limitations and/or ethical principles.

9. Capacity for self-reflection

- High awareness and understanding of own process and its effect on therapeutic intervention.
- Some awareness and understanding of own process and its effect on therapeutic intervention
- Little awareness and understanding of own process and its effect on therapeutic intervention

10. Overall rating

- Demonstration of an understanding and practice of the therapeutic relationship using TA concepts.
- Ethical effective theory based practice suitable to the context.
- Some competence in theory and practice.
- Low competence using TA.

Scoring Procedure

Points are be used as a guide and the judgment of 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 category, or 2) if the total score is 25 points or below for the examination.

If three or more Examiners vote to pass, the Candidate passes.

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 help the Board solve problems arising during the examination procedure. 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 Board if they are ready to begin scoring. After this point, only the Chairperson or a Board member (through the Chairperson) can call for a Process Facilitator. 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 discharge the Board and convene a new Board to re-examine the Candidate. Neither the Process Facilitator nor the Examination Supervisor will examine or vote.

12.5.4 Suggested reading in preparation for CTA exam

NB. This list is not exhaustive and is for guidance only

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SECTION 13

CONTEXT

The professional context of training

To the uninitiated, finding a training course leading to a professional qualification that suits one's values, interests, academic standards and personal preferences, can appear a daunting undertaking - for several reasons:

- There are no statutory regulations governing the training and conduct of counsellors and psychotherapists.
- There are no nationally recognised standards or qualifications for mentors or coaches. This is not surprising as the role is not only comparatively new, but also is usually enacted as part of a wider remit. Our view is that the knowledge and skills required are at least those relevant to counselling - plus an awareness of organisational dynamics.
- Training courses abound but not all lead to a professional qualification acceptable to prospective employers.
- It is difficult to discern precisely what are "professional qualifications".
- A plethora of counselling and therapy models exist, making it difficult to establish differences, distinctions, appropriateness and efficacy - to say nothing of the competence, credibility and ethical standards of practitioners. Even well informed, recognised professionals - such as General Practitioners - would be hard pressed to evaluate the merits or otherwise of various approaches. Not surprisingly, counselling and psychotherapy are not uniformly available on the NHS in all parts of the country.
- There is no statutory provision for funding training. Training providers, professional associations and related professions compete to attract new entrants.
- Financing training can vary from being able to afford the cost of a summer holiday to the price of a new small car, over a time scale from six weeks to six years.

In the light of the above factors, it is small wonder that prospective students find it difficult to make informed choices about a first career as a counsellor or psychotherapist or, more usually, a midcareer change - especially in the case of mentors. With this in mind, we offer an overview of the field:

What is wanted/provided?

Broadly speaking, counsellors and psychotherapists aim to meet people's need for someone they can trust and talk to in confidence about personal issues. These may be roughly categorised as difficulties of integrating physiology, thinking, feelings and behaviour relative to a particular context.

Although there are 'technical' differences between counselling and psychotherapy, in practice they amount to much the same process. Whereas counselling focuses on shorter term, specific or situational factors, psychotherapy aims to help individuals resolve longer standing issues or dysfunctional behaviours. All the many models of counselling and psychotherapy place differing emphases on some or other combination of particular theories of growth and development, theories of social interaction, theories of the body/mind and theories of change.

Mentors/coaches share the above aims, but their activity is also relative to organisational goals.

Many mentors/coaches and their protégés work for the same employer, who regard mentoring as a means of improving the performance of the protégé.

The historical origins of various theories has seen the development of distinctive approaches that may be loosely grouped as analytical and/or psychodynamic, where the emphasis is on the influence of early and/or unconscious factors on current functioning, cognitive-behavioural that focuses on stimulus-response, learned patterns of thinking and behaviour, humanistic and integrative that stress the values implicit in the relationship between client and counsellor/therapist, body therapies that aim to effect psychological change via physiological methods, systemic approaches that pay attention to the dynamics of family and social systems; another loosely associated group share an interest in altered states of consciousness. More recently other approaches such as brief solution focused counselling / therapy combine aspects of the systemic and cognitive behavioural approaches. In addition, there are four distinctive modes of delivery - individual, couples, family and group counselling/therapy. More specialist provision such as milieu therapy and substance abuse rehabilitation programmes is also available in some residential medical/psychiatric units. Who are the players? In addition to clients, the relevant players are students, practitioners, training providers, professional associations, related professions and employers. Apart from the first two and last of these, the groups may be linked by differences in qualifications and to some extent, how they define counselling and psychotherapy, but perhaps more importantly, what they do. Listening is what all counsellors and therapists do; beyond that, what and how much they say is largely determined by their training and the particular model they espouse.

Clients seek and expect help from all manner of qualified professionals - lawyers, doctors, teachers and so on - all of whom have recognised standards of practice. Not unreasonably, clients expect and deserve similar standards of counsellors/therapists. Counselling and psychotherapy have yet to attain such status. By virtue of their choice of training, students entering the profession are immediately exposed to the ethics of creating professional standards. Employers are principally the Health Trusts, GP practices, agencies who provide counselling for employees of (usually large) companies, and private agencies. Additionally an increasing number of employers in both the public and private sectors are recognising the value of mentoring - which often means mentor and protégé work for the same employer. Most counsellors and psychotherapists work for more than one employer and many are self employed Freudian, Jungian and other analytic/psychodynamic practitioners listen a lot and when they do speak, it is (usually) to 'offer interpretations' of what they perceive as unconscious processes.

Initially, most clients accept these interpretations uncritically or deny them vociferously and it takes some time before they come to appraise and evaluate them dispassionately. For this reason, the counselling/therapy is often conducted two or three times weekly, can last for years and is usually beyond the resources of most people seeking counselling/therapy.

In contrast, cognitive and behavioural counsellors/therapists aim to change behaviour by helping clients identify and disrupt unhelpful patterns of thinking; they are far more proactive in setting tasks and prescribing homework. Most cognitive behavioural counsellors/therapists are clinical psychologists working in the Health Service; their approach is well researched and referrals are normally made via GPs; treatment is usually from 8 to 16 sessions. Similar short term provision of family therapy is available both in the NHS and from private practice. Most humanistic, integrative and bodywork practitioners work in private practice, using approaches such as Bioenergetics, Gestalt, Transactional Analysis, Psychodrama and

Rogerian or Person Centred counselling/therapy; the latter approach is probably most commonly found in GP practices. Some humanistic, integrative and bodywork practitioners offer both individual and group therapy and clients usually attend for periods from six months to two or three years. More so than other approaches, these practitioners actively seek to engage clients in finding their own solutions.

Because of the nature of the method and techniques involved in facilitating the use of altered states of consciousness, hypnotherapists probably do as much or even more talking than their clients. Their approach tends to favour short term treatment and is often integrated with other models, mostly by some humanistic and integrative counsellors/therapists

Training providers come in three varieties - public, private and employer-based. The latter are linked with National Vocational Qualifications in Counselling - a government sponsored scheme whereby employers provide 'on the job' assessment of competence as a counsellor, in conjunction with training usually provided by Institutes in the Further Education sector. This route to qualifications depends entirely on the participation of employers, and courses are generally pitched at new entrants' or beginners' level.

More formal academic courses in mentoring, counselling and psychotherapy are offered by the gamut of Further and Higher Education establishments across the country, although the availability, duration and quality of training vary enormously. A handful of Universities offer training up to Masters level, but not all have links with professional bodies that oversee registration of therapists and counsellors. Much the same may be said about under-graduate courses, not all of which would enable students register with professional associations. In both cases, this usually means that students have to find both clients and someone willing to supervise their practice during training. In addition, there is no requirement for students to undergo personal therapy as part of the training. In short, an 'academic' qualification in counselling or psychotherapy, is not by itself an indicator of professional competence. Post-graduate qualifications worth their salt will have been awarded by universities that have strong links with professional associations, thereby ensuring high standards of theory, practice and ethics.

Some Universities offer training in mentoring and coaching up to Masters level, but there is no national registering body for mentors or coaches. Other shorter forms of training in these disciplines are provided by private organisations and as yet, there seem to be no nationally agreed standards of competence. Our training in these areas draws on European standards of competence as a counsellor working with staff in an organisational setting.

Private agencies offering training in counselling and/or psychotherapy are invariably linked with particular approaches or models. Reputable private agencies will either be a Member Organisation of and/or offer courses that have been formally accredited by the major professional associations.

Training is at a post graduate level and some agencies offer additional or optional Masters level degrees in conjunction with universities. Some of the qualifications awarded have European-wide or international recognition.

Professional associations are key players in the developing arena of counselling and psychotherapy. There are two types - those that accredit courses and training and oversee professional standards and the registration of individuals and those that regulate the professional standards and training of the training providers who belong to the association. The British Association of Counselling and Psychotherapy (BACP) is the biggest and longest

established of the first type. Their standards are not as rigorous as they could be inasmuch as it is possible to register with BACP having completed only under graduate training and without having undertaken any personal therapy.

The United Kingdom Council for Psychotherapy (UKCP) is the larger of the second type. It is an 'umbrella' organisation consisting of 'Member Organisations' drawn from all the major training providers in the UK that represent particular psychotherapeutic approaches (including 'therapeutic counselling'). UKCP insists on standards at post graduate level, and for most approaches, requires personal therapy throughout training. Inclusion on the UKCP National Register of Psychotherapists requires a qualification awarded by one of its Member Organisations. Several Universities courses have links with the Universities Psychotherapy and Counselling Association, which itself is a UKCP Member Organisation.

Beyond these major players, there are Courses recognised by educational awarding bodies. Some of these can lead to registration with BACP.

Related professionals represent another layer of professionalisation - but not necessarily registration with the above professional associations. Thus nursing, teaching, occupational therapy and social work all have their own nationally regulated professional standards and some practitioners will have had some additional training in counselling or psychotherapy. Psychologists and psychiatrists are similarly placed, but in addition, these two professions have further divisions within their own professional associations that lead to registration with the British Psychological Society (BPS) or the Royal Institute of Psychiatrists (RCPsych).

Where does it lead?

A short term view is that anyone can legally call themselves a mentor, counsellor or a psychotherapist. In the longer term, central government (the Department of Health) will regulate the counselling and psychotherapy profession(s) and establish a statutory register (the BACP and UKCP operate voluntary registers). Anyone not registered with a major professional association is unlikely to be eligible for statutory registration. However it is difficult to be precise about when statutory registration will come into play. There would be no opposition by any political party to a Bill proposing a statutory register; legislation is simply a matter of political priorities and the vagaries of parliamentary time. The implications are that students who anticipate qualifying by 2008 would be well advised to ensure they choose a Course that leads to eligibility for registration with BACP, UKCP and/or other similar professional associations. Those undertaking training of shorter duration that would not permit registration with the above two professional associations, may well be required to 'upgrade' their qualifications if they are to continue to practice when statutory registration becomes the norm. This does not apply to anyone training in a profession (like psychology or psychiatry) that offer a basic qualification plus further training required for registration with professional associations other than BACP/UKCP.

Embarking on a new or different career is a venture not to be undertaken lightly. Apart from obvious considerations such as finances and geographical location, we would urge prospective students to adopt an enquiring stance and bear in mind that Courses need students just as much as students need Courses. Asking searching questions to elicit information beyond that included in brochures or on a website, conveys the impression of a searching mind behind a serious enquiry. A match between a Course and new students is a process that goes beyond the formality of meeting entrance requirements. In our view, all new entrants would benefit from the opportunity of meeting or at least, discussing their individual learning needs with Course Tutors/Trainers, before lodging a formal application.

In essence, training in Transactional Analysis (TA) is quite straight forward. Most people “get into” TA by reading or the personal experience of coaching/mentoring, counselling or therapy and as part of these activities or thereafter, start with a two day Introductory Course. They can then go in one of two possible directions.

The first direction is to do short courses or workshops in an ad hoc way according to your interests, finances and personal circumstances. Providing these events are conducted by qualified practitioners, they may be accredited as part of any future training. Wealden Psychology Institute offers a wide range of Short Courses.

The second direction is to proceed to a one year, part-time Foundation Course. Beyond this, there are three years of study, in Psychotherapy, Counselling, Education or Organisational applications - in which students can become “certified” or qualified to practice according various standards (see below). The whole process usually takes between three to five years of part-time training and supervised practice. Thereafter, those who wish to qualify as Trainers can be “endorsed” as eligible to provide training under supervision and eventually, become a Trainer/Supervisor in their own right.

The standards for the Psychotherapy option are those of the European Association for Transactional Analysis (EATA). Certification which is awarded by EATA’s Commission of Certification (COC) or the equivalent wing of the International Transactional Analysis Association (ITAA) - the Training and Certification Council of Transactional Analysts’ Board of Certification (BOC). The COC and BOC recognise the examination and accreditation procedures of each other.

In the UK, the Institute of Transactional Analysis (UKATA) oversees training standards on behalf of these bodies. Certification depends on successful completion of oral and written examinations, with the main part of the written examination being a detailed case study. For most students, training to become an EATA Certified Transactional Analyst (CTA) or a Teaching and Supervising Transactional Analyst (TSTA) is usually additional to existing qualifications. Thus most of our students are established professionals seeking to diversify skills, new professionals seeking to strengthen skills and experience, and individuals developing new career options. Training imparts personal and professional competence. However, TA training or accreditation in itself does not confer any legal license as a practitioner in the UK.

The usual first step is to take the TA ‘101’. This Introductory Course follows an EATA/ITAA agreed syllabus, over a minimum of twelve hours, and covers the basic theory of TA. After taking the 101 students will be eligible to become a Regular Member of the UKATA. Anything above the Introductory Course is usually referred to as “advanced training”. For those who do not plan to go on to advanced training, there are many workshops, events and activities run by trainers and other TA practitioners through which knowledge/skills may be extended. These are comparatively cheap and judicious selection of Short Courses (all of which can be later accredited towards qualifying training) can be an easy do-it-yourself route to gaining further knowledge and skills (see the Optional Short Courses on pages 10-12).

Advanced training and preparation for the examination to be certified as a Transactional Analyst, typically requires three to five years - depending on factors such as the chosen Elective and a student’s existing level of experience. During this time, students might expect to attend weekend training modules for about ten months of the year.

Training is competence based - with equal emphasis on knowledge, skills and personal

development. On-going supervision in the use of Transactional Analysis includes peer group work within the training group itself, case presentations and discussions, needs assessment and intervention planning, and audio or video tape critique. Students are also required to engage in personal development activities during training. TA training puts great emphasis on the resolution of personal issues, as these are inevitably brought to the foreground in the process of working with others.

Training is formally based on a training contract between a student, a Wealden Psychology Institute Trainer (qualified as a TSTA or a Provisional TSTA) and EATA. Trainers have to be qualified in the same Elective as the student, although exceptions may be granted by EATA when this is not possible.

One of the basic principles of TA training is that the students actively plan and structure their training and take responsibility for themselves as well as for their training process. Wealden Psychology Institute Trainers tutor and assist students according to his/her individual personal and professional needs. Wealden Psychology Institute Trainers bear the major part of the responsibility for the student's adequate preparation before he/she takes the written or oral examination. Beyond this, all Wealden Psychology Institute awards are externally assessed leading to membership status as a Certified Transactional Analyst.

In many ways, the term “Certified Transactional Analyst” (CTA) is an unfortunate misnomer. It exists as a catch-all phrase that avoids the legal implications (in some countries) of a qualified practitioner’s status yet at the same time, signifies an internationally agreed level of professional competence to practice. However, the term “CTA” under-rates the academic status of the award.

CTA training is at post-graduate level. By UK standards it is pitched at an academic level that is probably somewhat beyond that of a taught Masters - as evidenced by duration (2000 hours), written assignments (up to 6,000 words), dissertation (case study up to 24,000 words) and audiotaped evidence of work with clients - all of which are externally assessed. Further obfuscation is added by virtue of the fact that EATA uses summative assessment of progress. In keeping with the philosophy of professional competence at post-graduate level, EATA specifies clearly defined outcome measures of competence and expects Trainers and students jointly to manage the ongoing process of training. Wealden Psychology Institute has adapted the EATA procedures to cater for an additional option of formative assessment. The rationale of having two types of assessment is that some students (for example, those from outside the UK) may not need or wish to register with UK professional bodies. In addition to this option it is also possible for a student later to change their initially chosen type of assessment to accommodate changes in personal circumstances.

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SECTION 14

TERMS AND CONDITIONS FOR ALL COURSES

In this Section the following terms and definitions shall apply to anyone registered for a TA Psychotherapy training course provided by Wealden Psychology Institute:

- UKATA means and refers to the United Kingdom Association for Transactional Analysis.
- EATA means and refers to the European Association for Transactional Analysis.
- ITAA means and refers to the International Transactional Analysis Association.
- UKCP means and refers to the United Kingdom Council for Psychotherapy.
- Transactional Analysis and TA mean and refers to a body of knowledge and practice as defined by the codes and statutes of the ITAA and EATA.
- The term Trainer means anyone teaching, tutoring or supervising anyone registered on a Course or for supervision provided by Wealden Psychology Institute.
- The term Staff Member denotes anyone employed by or acting on behalf of Wealden Psychology Institute.
- The term Student Member denotes anyone registered on a vocational training course provided by Wealden Psychology Institute.
- The term TA Contractual Trainee denotes anyone registered on a training course provided by Wealden Psychology Institute, other than the Introductory Course, who has a valid EATA contract with a Wealden Psychology Institute Trainer
- The terms Training Course and Introductory Course means and refers to any courses included in the Prospectus or Course Handbook published annually by Wealden Psychology Institute and the Student Handbook and additionally includes other training and supervisory events provided by Wealden Psychology Institute.

Fee Terms.

The course fee is due two weeks prior to the start of the course. Students who have not paid by the start of the course will not be allowed to join the training group. Students are responsible for the full course fees for the complete academic year once they have accepted the place by returning their contract. Fees are not refunded, and if a student withdraws from a course part way through the year, there will be no refund for the remaining part of the year.

If the College asks a student to withdraw from a course, the student is liable for the fees up to and including the end of that term.

Students should note that there is no automatic right of progression from one course stage to the next, as this is assessed on the criteria set out for each course.

We take out legal proceedings to recover fees owing to us.

If students experience financial difficulties we are willing to consider a proposal for payment over an extended period of time in appropriate circumstances. If the proposal is accepted by the College Director, that is considered to be binding. We suggest that students take out an insurance policy that will cover their course fees in unforeseen circumstances.

If Wealden Psychology Institute cancels a course for which a student has paid, the full amount paid will be refunded.

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SECTION 15

CODES AND PROCEDURES

These are held for trainees in a separate document, freely available on request, and which can be consulted in hard copy in the Wealden College library. This document is also available on line at: <http://www.wealdeninstitute.co.uk/Information/Wealden-Institute-Codes-and-Procedures.pdf>

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APPENDICES

FORMS

Wealden Psychology Institute Formal Contract



The following is a formal contract between Wealden Institute (hereafter referred to as Wealden Psychology Institute) and yourself as a participant on the Wealden Psychology Institute TA Psychotherapy Course during the period you start TA training and your attainment of a TA qualification, be it the UKATA Diploma in Transactional Analysis, Wealden Psychology Institute Diploma in TA Psychotherapy, and/or certification by the European Association for Transactional Analysis as a Certified Transactional Analyst.

1. Wealden Psychology Institute will provide competent training and supervision as specified on the Wealden Psychology Institute website, the Wealden Psychology Institute Student Handbook(s) relevant to your years of study and related documents issued by Wealden Psychology Institute, the United Kingdom Association for Transactional Analysis (UKATA), the European Association for Transactional Analysis (EATA), and the United Kingdom Council for Psychotherapy (UKCP).
2. You will attend all events for the entire programme and complete all prescribed work within agreed timescales; you will be given relevant documentation and additional tutorial help in the event of occasional absence. By agreement with the trainers, longer term absence may be offset by your completing the required number of Course Units and/or supervision hours after 31 July of any year but you must pay for these before 1 August of the same year.
3. Your participation in the course will be subject to satisfactory progress from year to year. A 90% attendance is required for you to pass the year, otherwise it must be repeated, and the 10% absence must be due to unavoidable circumstances, such as certified medical ill health.
4. Continued participation in the course is subject to registration by 1 September of each year.
5. By agreement with the trainers you may withdraw from the course at any time.
6. Payment must be made as follows: 1) a £500 deposit to be sent with our signed contract followed by 2) the remaining fees to be paid up to one week before the start date of the course.
7. If you default payment, after written notice, Wealden Psychology Institute may suspend your participation in the course until any arrears have been paid.
8. If you are being sponsored by your employer - in part or fully - or anyone else, the course contract must be counter-signed by them.
9. Signing this contract and returning it to Wealden Psychology Institute, together with your deposit (where relevant), signifies:
 - Acceptance of the Course Contract.
 - That you have read and accept the terms of the document “Wealden Psychology Institute - Statement of Ethics”.
 - That you will undertake a minimum of 40 sessions per year of personal psychotherapy with a CTA qualified therapist approved by Wealden Psychology Institute Ltd for the duration of your training, at your own expense, and you agree for your therapist to be asked to confirm your attendance.
 - That you agree to keep confidential any personal information you obtain during your studies relating to clients, trainers, and other trainees.

Your Name:

Signed: Date:

Wealden Psychology Institute Director’s Name:

Signed: Date:.....

Applicants whose Course fees are being paid fully or in part by an employer or other sponsoring agency/third party must have this contract counter-signed by someone with authority to do so and returned to Wealden Psychology Institute together with a covering letter before the starting date of the Course.

Counter-signature name:

Signed: Date:.....

Position:

Agency & Address:

.....

.....

Phone: E-mail:

% of the Course fee payable by Agency:

Agency Date Stamp:

Cheques should be made payable to “Wealden Psychology Ltd”

Either way, we must have a completed Course Contract, the initial deposit and a copy of the Standing Order before the start of your Course.

We include below an extract from the Code of Practice for Psychotherapy Trainers and Training Establishments published by the United Kingdom Association for Transactional Analysis that affects you as a trainee.

Roadmap of Transactional Analysis Training at Wealden College

Transactional Analysis Psychotherapy Training at Wealden College of Counselling and Psychotherapy – Progression and possible qualification levels. This is an overview; for full details please look at the TA Training Handbook				
NB: progression from one year to the next is not automatic; there is a procedure to be followed. Each 'year' is made up of 20 days training, either weekends or weekdays, October to July.				
Training	Topics	Possible qualifications	Comments	Summary of Requirements – for full details refer to the Training Handbook
Clinical 1	Schools and Specialisations of TA (SS)			NA
Clinical 2	Professional Practice (PP)	UKATA Diploma in TA (assessment held in house at Wealden College, under the auspices of UKATA) Note that this diploma is accepted by the BACP for those wishing to apply for accreditation.	This Practitioner Diploma allows successful candidates to see clients and to register, for example, on the Counselling Directory website. Trainees are invited to check the requirements for the Diploma in the handbook, and also to check the requirements for progression from being in Voluntary Placement to private practice.	<ul style="list-style-type: none"> ▪ At least 360 hours of TA Training undertaken at Wealden College, with at least 90% attendance on the course. ▪ 6 assessments that have been marked as at least a pass, including an oral examination held in house at Wealden College. ▪ At least 200 hours of supervised practice using TA psychotherapy. ▪ At least 34 hours of supervision with a TA supervisor. ▪ At least 120 sessions of personal psychotherapy. ▪ UKATA membership for the duration of training.
Clinical 3	Treatment of Different Difficulties (DD)	Wealden College Diploma in Transactional Analysis Psychotherapy (the written part is marked internally at Wealden College, with external moderation)	The criteria for the diploma are found in the handbook, and include a written piece of 8000 words. This Diploma does not provide accreditation as a psychotherapist, but is accepted by the BACP for those wishing to apply for BACP Accreditation.	<ul style="list-style-type: none"> ▪ 4 years of TA Psychotherapy Training of at least 120 hours per year, of which the last two must be at Wealden College. 100% attendance on the training is required. ▪ An 8,000 word written case study, marked internally with external moderation. ▪ Log-book of relevant hours of training, supervision, practice experience and therapy received, verified in writing by the appropriate professional. ▪ Have been in receipt of TA Psychotherapy consistently from the start of training, at the rate of at least 40 sessions per year and totalling at least 160 sessions. ▪ Membership of the UKATA for the duration of training. ▪ Have passed of all specified essays and written work. ▪ Have at least 100 client contact hours of supervised practice of TA psychotherapy.
Year 5 CTA Exam Prep	Training in preparation for the CTA written	Certified Transactional Analyst (CTA)	Students take the time they need to prepare for the	The requirements for the CTA exam are to be found in the Training Handbook and in the EATA training handbook. Students should refer

	and oral examinations	Written examinations are sent to UKATA for external marking. The oral examinations are held at national or international TA Conferences world-wide.	CTA exam, which is made up of a written exam followed by an oral exam.	to both handbooks for detailed information.
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Tutorial Review Form

Wealden College

TA Trainee Tutorial and Progress Individual Record

Trainee Name.....

Trainer Name.....

Date

Year of Training

Trainee overview of progress

Academic

.....
.....
.....

Interaction with peers

.....
.....
.....

Process of learning

.....
.....
.....

Peer Rated – what do your peers think of you?

.....
.....
.....

Trainer feedback

.....
.....
.....

Trainee/Trainer agreed developmental next steps

.....
.....
.....

Any other comments

.....
.....
.....

Signed (Trainee) **date**.....

Signed (Trainer) **date**.....

Application for Clinical TA training
Name:
Email address:
Current course:
Training Establishment if not Wealden Institute:
Please provide a succinct statement in support of your application
<p>I understand that I may join Clinical Year 1 weekend group (which takes place on the same dates as Clinical A) or Clinical Year 1 Monday group (which takes place on the same dates as Clinical Monday). I understand that places will be allocated on a first come, first served basis.</p> <p>I hereby apply to join the Transactional Analysis Clinical Year 1 Training: (Please tick where appropriate)</p> <p>Weekends <input type="checkbox"/> <input type="checkbox"/></p> <p>Mondays <input type="checkbox"/> <input type="checkbox"/></p>
<p>I understand that I will need to sign and return the Wealden contract when it is sent to me, and that my place will not be confirmed until I have paid the deposit.</p> <p><input type="checkbox"/> (Please tick)</p>
I confirm that I will complete the UKATA Annual Summary Form for the Academic year to 30th September
Signature of applicant:
Date:

Hopping Form for TA Students



- There is a maximum of three “hops” per academic year, per student
- You may hop into another module for one or two days, three times per year.
- Hopping in the first and last modules of the academic year is not permitted.
- If you hop into skills you may not be able to join the process group on Sunday morning, but you will still need to be at College by 9.15 for registration, and then join in with skills after coffee break. This may apply to other groups too.
- There is an administration fee of £24 (£20 + VAT) per day of hopping
- To cancel your hop you need to give three weeks’ notice, otherwise your fees will not be refunded.
- Please return completed form to admin@wealdeninstitute.co.uk, either by post or digitally

Student Name.....

I wish to hop from

Training group.....

Training Date.....

I wish to hop to

Training group.....

Training Date.....

I agree to pay £24 (£20 + VAT) for EACH day of this hop

Signed.....

Date.....

Please include payment with this form, cheques made payable to Wealden Psychology Ltd

Alternatively you may pay by bank transfer

Wealden Psychology Ltd
A/C No. 91275682
Sort Code 40-18-39

Please put your surname and TA Hop as reference

Student Placement Reference

Date:

Regarding: (Name)

To Whom It May Concern

This letter it to confirm that is a trainee on the TA Psychotherapy Course at Wealden College and has been endorsed by his/her trainers as being ready to begin working as a trainee therapist in placement.

This letter serves as a reference.

As a College, we only endorse those students we believe to be at an appropriate stage in their professional and personal development. They have demonstrated an appropriate level of counselling skills that we would expect of a competent trainee. They have demonstrated an ongoing commitment to their training, are punctual in their time-keeping and are a thoughtful and considerate member of their training group.

Core Tutor :.....(Name)

Core Tutor Signature:.....

Private Practice Consent Form

To be completed and signed before establishing Private Psychotherapy Practice.

The trainee is required to complete this form with *two different supporting signatures* for office records.

Student name: _____

Training year: Clinical 1 2 3 (circle as appropriate)

Support for Private Practice

Hours of Practice in Placement (for private practice): _____

(We would normally expect a student to have undertaken at least 120 client hours)

Name of tutor supporting request for Private Practice:

Date: _____ Signature: _____

TA supervisor supporting request for Private Practice:

Date: _____ Signature: _____

Wealden College Placement Contract

This document is a contract between Wealden College of Counselling & Psychotherapy, the Agency/Placement and the student (both detailed below) in respect of Counselling or Psychotherapy work that trainees from Wealden College's courses may undertake as part of their practice hours.

Name of placement	
Name and position of primary nominated contact	
Address of placement	
Telephone	
Email	
Briefly describe the client group that a student on placement would be working with	
What is the age range of potential clients?	
How many clients a week will the student be working with?	
Is the work time limited (please state how many sessions) or open – ended?	
Is this placement suitable for beginners or advanced students?	
What supervision arrangements are in place for students?	
TA students will need to receive TA supervision of their client work. Are you willing for students to receive external TA supervision?	
What level of professional liability insurance cover is required for students?	
Is recording of client work allowed?	

What is the primary theoretical orientation of this placement?	
Do you foresee any incompatibility with the Agency/Placement's aims, objectives and philosophy and a Humanistic/Integrative/Transactional Analysis model that Wealden students follow? If so, how would you propose to address this?	
Do you accept that responsibility for ethics and good practice lies jointly between students, supervisors and the placement?	
Who is responsible for and how are clients assessed?	
Will students be informed of requirements around record keeping and confidentiality?	
Please confirm that no student will be left to work alone in a building. If a student works in a clients' home, what procedures exist to protect them?	
What public liability insurance is in place for students?	
Please confirm that any payment received by a student from a client will be passed directly to the organisation.	
Will students receive an induction as part of their joining the placement?	
Do you have a code of ethics/practice and is it available to the student?	
What complaints procedure do you have in place?	
Who is the designated safeguarding officer?	
Please confirm that a DBS check has been undertaken, so that the student is suitable to work with children/vulnerable adults where appropriate.	
Organisational memberships	BACP (delete as appropriate) Other (please specify)

Wealden College will assess and sign off each trainee individually as ready in the opinion of the tutor/trainer to begin client work, and this placement consent/reference can be shared with the Placement by the student.

Wealden College undertakes to notify all placements registered with them if there are doubts/concerns about a trainee's suitability to continue to work, so long as they remain a member of a course at the college.

Wealden College require you to inform us should a complaint be received from a client against one of our students.

Signature of student	
Name	
Date	
Signature for and on behalf of placement	
Name	
Position at placement	
Date	
Signature for and on behalf of Wealden College	
Name	Carole Stilwell
Position at Wealden College	Transactional Analysis Course Coordinator
Date	

Please complete and sign this form, and return it to:

Di Bowley
 Wealden College,
 2 Quarry View,
 Whitehill Road,
 Crowborough,
 TN6 1JT.



Annual Supervisor's Report

(To be submitted by summer term tutorial)

The person giving you this report is a candidate for the next year of their TA training. One of the requirements is that the candidate must have practiced their work with clients under the supervision of a suitably qualified supervisor. As supervisor of the student would you please complete this form and return it to the address given at the end of this report.

1. Student Name:

2. Information about Supervisor

Name:

Address:

Telephone No:

Qualifications in Supervision:

3. Information about the Supervisory Relationship

For how long have you supervised the candidate's work?

Date From:

To:

Format: Individual / Group

Total hours supervised:

Are you satisfied that supervision is sufficiently frequent? Yes / No

(Psychotherapy students must have 1 hour to every 6 hours client contact, with a minimum of 1 hour to every 4 hours of client contact for the first 50 hours of their practice).

If No, please expand.....

.....

.....

4. Further Information

Has the student has applied herself/himself to supervision? (e.g. Have they kept appointments, arrived on time, paid, and kept to other agreements?) Yes / No

If No, please expand.....

.....

.....

Has the student used supervision to further their professional growth? Yes / No

If No, please expand.....

.....
.....

Has the student achieved an adequate standard of psychotherapy / counselling work during the period you were her / his supervisor? Yes / No

If No, please expand.....
.....
.....

For TA supervisors, please comment on
The student's diagnostic use of TA.....

.....
.....

The student's use of treatment planning.....

.....
.....

What is your view on how the student develops and maintains the therapeutic relationship?

.....
.....
.....

What is your view on the student's professional/ethical approach?

.....
.....
.....

What is your view on the student's particular strengths and areas requiring further development?

.....
.....

.....
Please add any further comments you wish to make regarding the candidate

.....
.....
.....

5. Do you recommend that we accept them on to further training? Yes/No

I confirm that the details on this form are correct to the best of my knowledge.

Signature of Supervisor

Date

Please return form to The Administrator, Wealden College, 2 Quarry View, Whitehill Rd,
Crowborough, East Sussex, TN6 1JT

Application Form for Wealden Oral Presentation for the UKATA Diploma



Please complete this form and send it to:

John Baxendale, 2 Quarry View, Whitehill Road, Crowborough, East Sussex, TN6 1JT

Student Name:.....

Student Address:

.....

.....

Email Address:

Preferred Date for Oral presentation:

There may be some people with whom you have a boundary issue and who you wish not to examine you (e.g. core tutor, supervisor, therapist, colleague, friend etc.). Please supply their details below:

.....

.....

.....

The cost of the oral presentation assignment is £200 + VAT = £240 Total

Please include payment with this form, cheques made payable to Wealden Psychology Ltd

Alternatively you may pay by bank transfer

Wealden Psychology Ltd

A/C No. 91275682

Sort Code 40-18-39

Please put your surname and TA Oral as ref

Signature of Candidate:.....

Signature of Supervisor Supporting Readiness for the Oral Presentation:.....

.....

Date:

Guidance for the Wealden Oral Presentation for the UKATA Diploma

The oral presentation at Wealden College is the only mandatory assignment of six assignments needed to qualify for the UKATA Diploma in Transactional Analysis.

What you need to bring with you:

- A 5 minute recorded section of work with a client, together with whatever equipment you need to play this recording to the panel
- 3 copies of the transcript of the recorded work (see example below)
- 3 copies of a front sheet and diagnosis (see example overleaf)
- 3 copies of a summary of your clinical experience to date
- Evidence of passing 5 other assignments – suggest 2 essays, TA101, Learning Journal and Supervised Practice Report

The oral presentation will usually last about 45-60 minutes. There will be a panel of three Transactional Analysis assessors. During that time you will be asked to play your tape and answer questions about it, relating to theory, practice, ethics etc. You will also be asked general questions about your practice, supervision, ethics and theory. It is a good idea to familiarise yourself with the marking sheet so that you know what areas you are going to be questioned about.

A mark of 50% overall is required for a pass. If all three assessors score one category with a mark of 1 or 2 then you will be deferred. Similarly, if all examiners vote to defer at the end of the marking then you will be deferred. If for whatever reason you don't pass, the presentation will be scored as a "Defer" and you will have the opportunity to do the presentation again at a later date.

Should the presentation criteria not be met in any significant way the presentation will be counted as a "No Presentation" and you will have the opportunity to come back again at the next available presentation date, as if it were your first time.

If you have met all the other criteria for applying for the UKATA Diploma in Transactional Analysis you will be presented with a completed and signed Wealden/UKATA Course pro-forma, to enable you to apply directly for the UKATA Diploma. You will need to use the UKATA Application form and get the form signed by your TA therapist and TA supervisor.

Summary of Your Clinical Experience To Date

On a separate sheet of paper please provide a summary of your clinical experience to date. This should identify each placement name, the dates at which you worked there and the number of clinical hours you accrued whilst working there. A brief summary of the usual client group at each placement would be helpful.

How to prepare a transcript

It is best to divide your transcript into sections according to who is speaking, and label each section to identify who is speaking. In the example below, each section that is spoken by the client is labelled with a "C", and each section that is spoken by the therapist with a "T". To enable your panel to ask questions about your interventions, it is customary to also number each segment consecutively, so that each transaction has a stimulus and response – e.g. C1 and T1.

It is also helpful to include other verbal clues in your transcript, such as sighs, laughs or crying etc. If there are important non-verbal clues that occurred in the session, such as clenching fists below, it is useful to include them.

- C1 I don't seem to be getting anywhere (sigh). All this explanation doesn't seem to help.
I'm just as depressed as I ever was (clenches fist).
- T1 Right now, you seem to be angry about that.
- C2 No, no, I'm just depressed by it all. There's no point feeling angry.
- T2 What would happen if you felt angry?
- C3 I don't know. You might get upset.
- T3 And then I might take to my bed and leave you?
- C4 No, I know you wouldn't do that.
- T4 But it sounds like your Child might think that. It's exactly what your mother did.

(Text taken from p. 158 of Lapwoth, P. & Sills, C. (2011) An Introduction to Transactional Analysis. Sage: London. Behavioural clues added for the benefit of this exemplar.)

Example for Front Sheet and Diagnosis for Wealden Oral Presentation

Client Name (anonymised):	Gender:
Age:	Session No:
Client's Occupation	
Client's Living Situation:	
Background/Presenting Problem:	
Overall Contract:	
Sessional Contract:	
TA Diagnosis:	
Lead into the Taped Transcript:	
Nature of the Work:	

Assessment sheet for the UKATA Diploma in Transactional Analysis Oral Presentation at Wealden Institute

Candidate Name: Date:

Please comment each category as defer, borderline, good, excellent

1. Relationship with client. Awareness of own process in relation to issues of transference and countertransference
2. Appropriateness of psychotherapy interventions
3. Protection of client and self
4. Demonstrates effective use of supervision
5. Assessment of client showing appreciation of TA theory
6. Goals and contracting
7. Professionalism (as indicated by good presentation of self and written work)
8. Ethics: shows understanding, and ability to use ethical principles in practice
9. Application of Transactional Analysis theory
10. Awareness of prejudice and diversity (historical, social, cultural, including gender, class, race)
11. Potency (including potency and presence during the assessment)

Do you pass or defer this candidate?

Assessor's feedback to candidate:

Assessor's Name: Signature:

Wealden/UKATA Course Form for UKATA Diploma

We certify that..... has completed

.... hours of Psychotherapy training with (P)TSTA's during the period 20 to 20 .

During this time they satisfactorily completed the following pieces of written work as required by the RTE;

1.
2.
3.
4.
5.
6.

We fully endorse as a competent practitioner and deserving of qualifying with a Diploma in TA Practice.

Signed.....Tutor/Principal

We confirm thatsuccessfully completed their oral presentation to a board of Certified Transactional Analysts (P) and UKATA Diploma holders on

Signed.....Tutor/Principal

Date.....

UKATA Diploma in TA Practice Application Form



United Kingdom Association for Transactional Analysis
 Unit 4, Spring Gardens
 Park Lane
 Crowborough
 East Sussex, TN6 2QN

Tel: 01892 664615
admin@uktransactionalanalysis.co.uk
www.uktransactionalanalysis.co.uk

UKATA Diploma in Transactional Analysis Practice Application Form

FIELD OF APPLICATION (please tick as appropriate):

- Organisational
 Educational
 Counselling
 Psychotherapeutic Counselling

Personal Details

Name:		Phone Number:	
Address:			
E-Mail:		Mobile No:	

Training Successfully Completed (to be completed by the RTE Director or Course Tutor)

Year	RTE Training Attended	Training Hours	Name	Signature

The total number of hours needs to meet or exceed 360 hours. Please sign to indicate successful completion of training hours.

NB: Please outline any specialised training completed if you are working in a specialised field e.g. working with children and young people.

Assessment (to be completed by an RTE Director or Course Tutor who is a UKATA Member)

Please enter your name and signature below to confirm the applicant has successfully completed and passed at least six assessments, *including an oral presentation of their client work*, whilst accruing their training hours detailed above. (In the event of completing assessments at different RTEs, please provide written and signed evidence from each RTE).

Assessment Date	Nature of Assessment	Assessed by	Signature of assessor

Confirmation by current RTE that all assessments completed.

Name:		Signature:	
-------	--	------------	--

Please provide a letter of endorsement from the main trainer with regard to the applicant's competence.

Practice Hours

Please *provide and attach a summary sheet* of all practice hours undertaken in your area of specialisation.

Supervision.

Please complete the following box detailing evidence of all supervision received. Give the name of the supervisor, their qualifications and number of hours of supervision. Please include additional qualifications if supervising a specialised field e.g. working with children and young people.

Dates from – to	Supervisor's name and qualification.	Hours of supervision received		Signature
		1.1	Group	

Current Supervisor.

Please enter your name and signature below to confirm that the applicant has completed the 34 required hours of supervision. It is your responsibility to ensure the information submitted by the applicant is correct.

NB. Please note: This signature cannot be the same as the sign-off from an RTE Director or Course Tutor.

Please also provide a letter of endorsement concerning the applicant's competency to practice.

Supervisor's Name:		Supervisor's Signature:	
--------------------	--	-------------------------	--

Personal Development Work (to be provided by the Therapist (who is not a trainer or supervisor for the applicant) for psychotherapeutic counselling and psychotherapy applicants, and the RTE Director or Course Tutor for counselling, organisational, or educational fields). All trainees following a psychotherapeutic counselling or psychotherapy pathway and who wish to achieve UKCP registration are required to undertake personal psychotherapy congruent with the style the trainee will be practising for a minimum of 40 hours per year for a minimum of 4 years and normally throughout the duration of their training. This personal psychotherapy must normally be undergone with a UKCP registered psychotherapist, BPC registered psychotherapist, or a CTA who is a current member of EATA or the ITAA and who is not their trainer or supervisor.

- Students/Trainees attending a weekly group therapy may count all the hours of the therapy group. Individual and regular group therapy should make up at least 90% of the therapy hours requirement, i.e. 108 hours. Students/Trainees who attend therapy marathons may count 4 hours per year or an overall total of 12 hours over three years as therapy, the rest is to be counted as training. The ratio of marathon hours must not exceed 10% of the required therapy hours for the Diploma. How the student allocates the therapy marathon hours is up to them, e.g. Using 12 hours in one year or four hours over three years, the rest is to be counted as training. The ratio of marathon hours must not exceed 10% of the required therapy hours for the Diploma.

Please enter your name and signature below to confirm that the applicant has completed the 120 required hours of personal psychotherapy/development work. Letters of confirmation of hours from the therapist/facilitator are also acceptable.

Type of Personal Development Work (e.g. Individual or Group Psychotherapy, Therapy Marathon)	Dates from - to	Hours completed	Name of Therapist (who is not the applicant's trainer or supervisor):	Signature:

UKATA Membership

Please confirm your UKATA membership by entering your membership number below

UKATA Membership Number:	
--------------------------	--

Declaration

I hereby confirm that to the best of my knowledge this is an accurate reflection of the training I have received towards my UKATA Diploma in Transactional Analysis.

I confirm that I have been a UKATA member throughout my training and abide by the UKATA Code of Ethics and the Requirements and Recommendations for Professional Practice.

Signed:		Date:	
---------	--	-------	--

Version 1.3 Ratified by UKATA Council July 2017 3

Member Organisation of the United Kingdom Council for Psychotherapy. Affiliated to the European Association for Transactional Analysis Registered in England Company No. 3364220 Reg. Charity No. 1062624

We would like to congratulate you and inform other members of your award by publishing your name in the Transactional Analyst Magazine. If you prefer this not to happen, please tick here

Please submit this form, along with supporting documentation, and current application fee to UKATA Office, Unit 4 Spring Gardens, Park Lane, Crowborough, East Sussex, TN6 2QN.

Applications for the Diploma:

The fee of £50 is payable upon submission of the application. Payment of fees does not guarantee the granting of a UKATA Diploma and the fee is for processing and assessing your application. The UKATA Diploma is only open to UKATA members. Payment can be made by card by calling the Administration office or send a cheque made payable to UKATA with your application. Cheques will be banked within 14 days of receipt and fees are only refundable if the application is withdrawn within 14 days of submission. Once your application fee has been made your application will be forwarded to the TAS Committee for consideration. There are no deadlines for submission the TASC would hope to let the candidate know the outcome of their deliberations within a month of receipt of the application

Cancellation of applications:

Applications for the UKATA Diploma can be withdrawn at any time by the applicant. However, fees are non-refundable after the initial period of 14 days. Should the applicant wish to reapply in the future following a withdrawal of a previous application, the relevant fee will be payable again.

CPD

Once the applicant has been awarded the UKATA Diploma they will come under the UKATA CPD policy and expected to provide CPD returns unless they are also a Contractual Trainee in which case they will be required to complete the Student Annual Summary and contract for professional development form. It is the applicant's responsibility to keep records of any CPD/Training.

Appeals

Should an applicant wish to appeal the result of the application the policy and procedures can be found in the UKATA Diploma in Transactional Analysis Practice Procedures document available on the UKATA website.

UKATA TA Psychotherapy Trainee Annual Summary Form.



UKATA CTA Psychotherapy Student Annual Summary and Contract for Professional Development Form

This form is in two parts. Part One is to be completed annually by all students/trainees and signed by the student's principal trainer and/or principal supervisor as being an accurate record of the student's accredited hours to date. Part Two is to be completed by all students/trainees once they begin to see clients in any setting. The completed and signed form is to be submitted annually on membership renewal. Please keep a copy for your training log presented at the CTA(P) examination. These forms are required to apply for UKCP registration as a Psychotherapist.

Part One

UKCP Personal therapy requirements:

Candidates must have an experience of psychotherapy congruent with the psychotherapy in which they are in training, a minimum of 40 hours per year for four years, and normally be in psychotherapy throughout their training (see Appendix 4, proposal agreed at the HIPS May 2003 meeting, in minutes, page 9, point 03/41.2.02). This personal psychotherapy must normally be undergone with a CTA, and/or a UKCP registered psychotherapist.

EATA Personal therapy requirements:

There is no prescribed number of personal therapy/development hours laid down. PTSC recommends personal therapy over the period of training in order to experience the application of Transactional Analysis and to ensure that the student can apply TA from a largely script-free stance and without harmful behaviour. This is a criterion for endorsement for examination. (Para 7.2.3.7 EATA Manual)

This Form covers the period from: _____ **to** _____

Name of Registered Training Establishment				
Number of TA Training Hours with PTSTA/TSTA				
Number Of Other Psychotherapy Training Hours				
Clinical Practice hours	Individual	Group	Marathon	
Number of hours completed as a student psychotherapist				



Clinical Supervision			
Transactional Analysis Supervision with PTSTA/TSTA	Name of Supervisor and number of hours		
Other Supervision	Name of Supervisor and number of hours		
Ratio of Supervision hours to Clinical Practice Hours			
<p>Personal psychotherapy hours</p> <p>If you want to be eligible to take the final CTA examinations and achieve UKCP registration then you must have an experience of psychotherapy for a minimum of 40 hours per year for four years with a UKCP registered psychotherapist. The years do not have to be consecutive but students must normally be in therapy throughout their training. It is recommended that students experience both individual and group psychotherapy.</p> <p>Personal psychotherapy hours prior to the commencement of training</p> <p>Psychotherapy experienced prior to the commencement of training within an RTE may be counted as part of the UKCP psychotherapy requirements as long as they meet the APL policy of the RTE that the student has chosen to register with and are agreed by the Director of that RTE.</p>			
Personal Therapy Hours	Individual	Group	Marathon

Print Name (Student):

Signed (Student):

Print Name (Principal/Main Supervisor):

Signed (Principal/Main Supervisor):

Name of Registered Training Establishment (RTE):

Signature of Director of RTE:

Part Two

Contract for Professional Development Agreed Between Supervisor and Supervisee.

The purpose of this contract is to:

- Provide evidence of how trainees are supported through to CTA exam
- Provide safety for student and supervisor
- Provide clear learning goals/path to CTA
- Provide evidence of mutual responsibility between the trainee and their supervisor.

For details of learning outcomes for UKCP and EATA Core Competencies please see the relevant documents in the Student Section of the UKATA website. If your chosen supervisor is not a member of UKATA please make sure they have copies of these documents.

<p>1. Please review the previous 12 months in terms of your previous learning contract: What have you achieved? What is left outstanding (if anything)? Which learning outcomes have you met and which remain?</p>
<p>2. What is your learning plan for the next 12 months? Please be specific and provide learning outcomes, please refer to the EATA core competencies and the HIPC learning outcomes. Your plan needs to include: What are your goals for the year, demonstrating your path toward CTA? How you will you achieve those goals? Where, from whom, will you get the additional training/support you need to help you achieve your goals? What is the time frame for your activities for the year?</p>

3. Review by Supervisor. Please comment on last year's achievements of your supervisee and rationale for this year's goals.
Signed Supervisee/Trainee:
Signed Supervisor/Trainer:
Date:

UKCP Mental Health Familiarisation Guidelines



Guidelines for Mental Health Familiarisation 2017

Mental Health Familiarisation is a required component of UKCP accredited trainings, this document must be read in conjunction with UKCP Standards of Education and Training.

Accreditation with UKCP is at Masters level or equivalent and the title of 'Psychotherapist' assumes some generic knowledge and understanding about how differing models of personhood and community understand mental wellbeing and mental illness. Whilst College level SETs will have specific guidelines on how to approach curriculum content in this area, we expect that *all UKCP accredited Psychotherapy trainings will embrace the following:*

Awareness of diagnosis and treatment

This should include a working awareness of diagnosis and treatment in the context of UK mental health care services.

This should also include an understanding of:

- how mental illnesses are classified
- how to recognise more complex, significant or enduring mental health issues
- the reflexive awareness of context in diagnosis e.g. socio economics, class, gender, disability, body type, age, culture, religion, race and sexuality
- how and when to refer on to appropriate professional agencies
- how to work in a client centered way which safeguards the wellbeing of the client (and their dependents) and ensures that the psychotherapy a client receives forms part of an appropriate package of care.

A Range of Models of Assessment

Training Organisations should ensure that students and trainees are introduced to a range of appropriate models of assessment. Models of assessment should include (but not be restricted to) learning about how the medical model understands mental wellbeing and mental illness.

A medical model of assessment should include (as a minimum) awareness of the following in its curriculum:

- Assessment;
- The place of safeguarding in assessment;
- Diagnosis and classification of mental illness;
- Collaborative care: access to appropriate services;
- Recognising complex, significant and enduring mental illness;
- Awareness of current debates around evidence based research, practice, and treatment;
- How and when to refer.



Working within a social responsibility framework

Psychotherapists will require an understanding of their role within a system of restoring balance and justice towards better treatment of people with exceptional needs and prevention of additional mental health distress caused by normative social expectation and exclusion.

Opportunity for trainees to develop reflexivity in the social responsibility framework should include (as a minimum) relevant coverage of the following:

- Historically and culturally sited models of mental health, mental illness and mental health care.
- The influence of socio-economics, class, gender, disability, age, culture, religion, race and sexuality on the incidence, definition, diagnosis and treatment of mental illness and mental health.
- The intensifying impact of intersectionality (where a person belongs to more than one marginalised group).
- Familiarity with the role of minority community organisations and mental health advocacy organisations and how to engage with them.
- Practices for non-discriminatory service provision.

Working within a wider system of care

Psychotherapists will also require knowledge and understanding that equips them to work within or alongside other mental health services, with clients who have extraordinary needs and with family members of mental health service users.

Trainees and students should therefore be introduced to the wider contexts and considerations of mental health provision, in order to develop sensitive and reflexive practice of psychotherapy appropriate to the needs of people who experience greater mental and emotional distress.

This would include understanding and appreciation of:

- the impact on mental health service users and their families of diagnosis, stigma, normativity and minority experience
- the different professional and personal roles in mental health care
- the psychotherapist's role in provision of collaborative care
- the psychotherapist's role in provision of non-discriminatory service
- the role of medication (prescribed and non-prescribed), and its impact
- ethical and legal considerations pertaining to the above, including appropriate familiarity with the Mental Health Act 2007 and the Equality Act 2010.

There is no one way of meeting these standards. Colleges and training organisations may choose how to fulfil these standards which may be via lectures, videos, a formal placement, or other methods.

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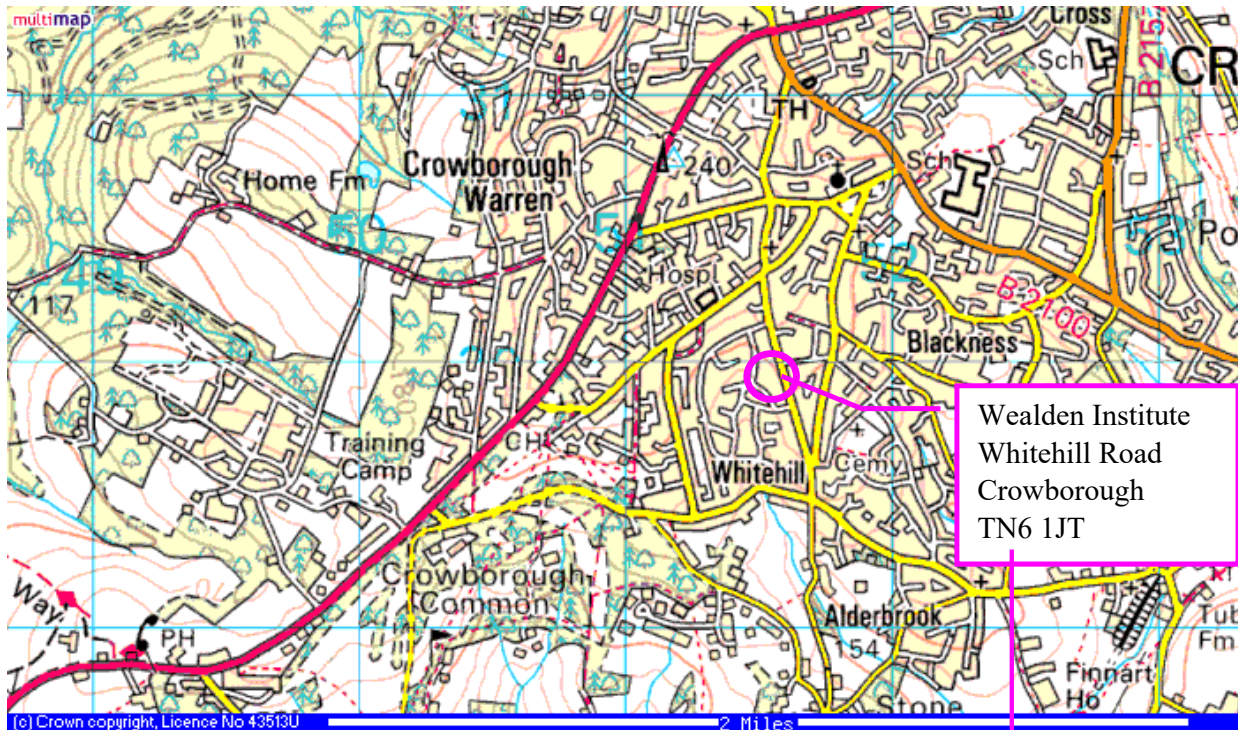
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Wealden Psychology Institute is located in Whitehill Road just 15 minutes walk from the centre of Crowborough. Crowborough is located on the A26 about 6 miles south of Tunbridge Wells. By car Brighton is 45 minutes, Tunbridge Wells 15 minutes, Hastings and Eastbourne 45-60 minutes. There are buses from Brighton, Lewes and Tunbridge Wells. There is a railway station in Crowborough in the Jarvis Brook area of the town.

Amendments to the Handbook for 2018/19

Section	Amendment
1.8/12.3.1	p.15/p.123 Wealden Diploma now requires 200 hours of clinical hours to bring it in line with the UKATA Diploma in TA Practice.
Appendix	p.127 Addition of a comment section for principal tutor to add comments after anonymised marking.
Page 156	Change to terms and conditions regarding payment of fees.

Additionally, as No Foundation Course is offered this year, reference to it has been removed from the Handbook