



***WELLINGTON
TRANSACTIONAL ANALYSIS
TRAINING INSTITUTE LTD***

Psychotherapy Training

2016

***Course
Information
Booklet***

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Primary Staff of the Institute

Gordon Hewitt

MSc(hons), PhD, MRSNZ, TSTA, Psychotherapy (ITAA), MNZAP, MNZAC.

Gordon is a psychotherapist with over 20 years experience in treatment, training and management. As a Teaching and Supervising Transactional Analyst he is recognized as a trainer and supervisor by I.T.A.A. Gordon is also a member of the Wellington supervisors group of N.Z.A.P. He has recently been President of the International Transactional Analysis Association He was recently Chair of the Psychotherapists Board of Aotearoa New Zealand which is responsible for registering psychotherapists. Telephone: 04 562-7101

Geraldine Lakeland

MSc (Psychotherapy) Post Graduate Dipl in Psychotherapy, Teaching and Supervising Transactional Analyst, (ITAA), MNZAP, ITA, UKCP. Geraldine is a psychotherapist, supervisor and trainer in private practice. Geraldine is also a member of the Wellington supervisors group of N.Z.A.P. She has had experience in the addiction field and now specializes in sexuality, personality issues and psychotherapy for individuals. Telephone: 04 471 1241.

Annie Rogers

Teaching and **Supervising** Transactional Analyst. Certified Emotionally Focused Therapist. Member of NZAP.

Annie is a psychotherapist, supervisor and trainer in private practice working with couples, individual and groups. She works currently with individuals and couples facing difficulties with relationships, mental and physical health, sexual issues, trauma and parenting issues.

She is a member of the Wellington N.Z.A.P supervisors group. Telephone: 04 499-3541 # 3

Fran Parkin

Fran is a Teaching and Supervision Transactional Analyst, (ITAA). She has a Masters in Guidance and Counselling and is a registered psychotherapist. Fran has a background in lecturing and is part of a group psychotherapy and counseling practice where she specializes in supervision, sexual issues, relationships and career counselling. Fran is on the editorial board of the Transactional Analysis Journal. Telephone: 04 4998526

Suzanne Johnson

MSc (Psychotherapy); B.N., Postgrad Dip. Psychotherapy., PTSTA,

Suzanne is a registered psychotherapist with 16 years private practice experience in Wellington. She is a provisional training and supervising Transactional Analyst. Suzanne has worked as a clinical nurse specialist in acute mental health services and currently works with adults and young adults experiencing: depression, mood disorders, eating disorders; personality and relationship problems(couples and individuals) and trauma symptoms. Suzanne also works with people experiencing dilemmas related to gender identity and sexual identity. Suzanne has a particular interest in cultural theory. Phone: 04 499 1955.

Marion Wade

MSc(Psychotherapy), Post Grad Dip Educ Studies, Dip Psychotherapy, Certified Clinical Supervision, BA.CpN. Marion is a Provisional Teaching and Supervising Transactional Analyst and has a background of general and mental health nursing and is a trained tertiary level educator. Her specialist counselling and psychotherapy areas are sexuality, eating disorders.and somatic trauma therapy. Marion has a private practice and has a particular interest in a mind body approach. Her current clinical interest is in integrating Porges (2011) Polyvagal Theory with Transactional Analysis. Telephone: 04 385 0094

John Savage

M.Sc,(Psychotherapy), PTSTA (ITAA), MNZAP, MNZAC.

John has been working as a Therapist in Wellington since 1998.

His work has included experience in residential treatment centres, therapeutic communities, outpatient treatment clinics, general counselling and psychotherapy for a range of issues. He is currently in private practice in Wellington.

Janette Plummer

MSc (Psychotherapy)

Janette is a registered psychotherapist with a special interest in addictions, trauma and grief and loss. She works in private practice and in an NGO setting. Janette is also a member of the Hawkes Bay supervisors group of NZAP.

The Philosophy that underpins the Transactional Analysis Programme

1. Methods and theory

Transactional Analysis is a therapeutic practice consisting of ever expanding methods and theories. It is a theory of personality and a systematic psychotherapy for personal growth and change.

Transactional analysis philosophy is based on humanistic perspectives, that people are fundamentally ok; that people develop, sometimes out of awareness, life plans that may be inhibiting and that these life plans can change.

As trainers, supervisors and psychotherapists, we foster the spirit of critical inquiry and integration of transactional analysis with other theories of psychotherapy.

Members of Wellington Transactional Analysis Training Institute (WTATI) value group discussion, debate, difference and collective decision making processes.

2. WTATI Philosophy

The Wellington Transactional Analysis Training Institute is a group of transactional analysts, who appreciate the transactional analysis emphasis on social psychiatry and the quest for authentic relationships between individuals and within groups.

- We recognize that each person is influenced by, and influences, the social, relational environment we live within. Therefore, Wellington Transactional Analysis Institute, acknowledges the Treaty of Waitangi as a founding social and political agreement for those living in Aotearoa/New Zealand.*
- We value the potential of psychotherapy to improve well-being; resolve psychic and interpersonal conflicts and to assist people living more fulfilling lives.*
- We value diversity, within individuals and groups, and within psychotherapy methods and theories.*
- We value learning, as an interactive, creative process, building on the knowledge and skills of adult students undertaking psychotherapy training.*
- We recognize that learning and peer group interaction activates each of us differently as we learn about ourselves, as therapists, as clients, trainers and supervisors.*
- We acknowledge that psychotherapy practice is guided by standards and ethics. WTATI aims to prepare students for achieving competency according to the standards of International Transactional Analysis Association and the Psychotherapy Board of Aotearoa New Zealand.*

Training Aim

To prepare candidates over a three year period towards the qualification Certified Transactional Analyst (CTA) in Psychotherapy.

To prepare those candidates who wish to practice as psychotherapists to meet the requirements for registration by the Psychotherapists Board of Aotearoa New Zealand, and the requirements for membership of the New Zealand Association of Psychotherapists.

Course Goals

The goals of the WTATI course are:

- 1 *To assist candidates to meet prerequisites for the Certified Transactional Analyst (CTA) examination. These include :
 - [a] *the completion and passing of six theory questions, personal and practice presentation and the long case study,*
 - [b] *the completion of all training and supervision hours required by the Board of Certification,*
 - [c] *the writing of a TA Case study in psychotherapy specialization and*
 - [d] *the preparation of audio or video taped client work from the candidates practice.**
2. *To assist candidates to attain certification as Transactional Analysts in Psychotherapy. This requires candidates to have presented to an external TA examination board for oral examination and have met the standards laid down for that exam by the Board of Certification.*
3. *To assist candidates wanting to apply for registration with the Psychotherapist Board of Aotearoa New Zealand.*
4. *To assist candidates wanting to apply for membership of The New Zealand Association of Psychotherapists.*

Training Costs

This is a three year course.

(Note: the fees quoted are indicative but not final)

At the beginning of each year trainees are required to commit to the fees for training days for the full year, e.g. \$3,960 in the first year. The fee for each day's training is paid to the

trainer on the day. Students withdrawing from the course during the year will be liable for any part of the annual fee that is unpaid. The supervision fee is separate.

- **Year 1, Twelve training workshops**

Usually there are two full days training each month. Two months have two workshops each; at \$165.00 per day, one day theory and practice and one day of group dynamics, psychotherapy and integration for a total of \$330.00 per month.

In addition twice monthly two hour clinical supervision of client work in small groups of two or three with a supervisor, or individual supervision on a weekly basis usually costing \$80 per two hour session with three people or \$120.00 each for two people for two hours. It is also expected that trainees will attend other optional training events, conferences, etc.

- **Year 2, Eleven training workshops**

Two full days training each month, at \$165.00 per day. Trainers provide a mix of theory and clinical practice for a total of \$330.00 per month.

Trainees will also continue their supervision arrangements, usually costing \$80.00 or \$120.00 each two hour session as in year one.

In addition trainees are required to have at least 40 hours of their own individual or group psychotherapy, usually for one hour per week at a fee negotiated with a Registered Psychotherapist.

- **Year 3, Thirteen workshops**

One day training each month \$165.00 and continuation with supervision as a separate cost.

In addition trainees are required to have at least 40 hours of their own individual or group psychotherapy, usually for one hour per week at a fee negotiated with a Registered Psychotherapist.

Toward the completion of this training students will begin preparing for written and oral examinations to gain certification as a Transactional Analyst. These exams are usually taken within five years of contracting with the Training and Certification Council of Transactional Analysts.

Examination costs. Examinations are conducted internationally by the Training and Certification Council of Transactional Analysts.

Exam fees can be found at www.ita-net.org.

Exceptions

Exceptions to normal WTATI requirements should be negotiated in the first instance with the trainee's supervisor. In some cases written application to the WTATI Trainers Group may be required.

Role of the Dean

A dean will be appointed for each year. The role of this person is to be available to help trainees with administrative matters or problems that arise for them with the course. In the first instance trainees should consult their supervisor first, but if that is problematical for any reason they may approach the Dean directly.

Transactional Analysis

Transactional Analysis (TA) is a theory of human personality, a theory of social behavior, and a comprehensive system of psychotherapy originated by Eric Berne, M.D. (1910-1970) in the late 1950's.

Eric Berne's intent was to find the most brief, most economical way for his clients to increase their autonomy by reawakening their potential for awareness, spontaneity, and intimacy-capacities which are inherent in all of us, but which are sometimes limited as a result of stress and traumas while growing up.

Significant features of TA are that it is applicable to situations as diverse as psychotherapy for mildly to severely disturbed individuals, couples and families; the education of children and adolescents; and consultation and management training in government and business organizations.

At its heart Transactional Analysis is a humanistic system of understanding which assumes people are OK and capable of autonomy.

Transactional Analysis assumes three types of ego states within the self. These are Exteropsyche, Neopsyche and Archaeopsyche, more often described as Parent, Adult and Child. Parent refers to all the aspects of self that are absorbed from others, such as parents, family members and other influencing individuals throughout life. Adult refers to the self, which processes information and feelings and behaves appropriately in the here and now context, and the Child is the part of self which contains attitudes, beliefs, feelings, decisions, thinking & behavioural patterns which have been established in response to past experience.

A Transactional Analysis approach to working with others is focused on forming contracts for change. Change most often encompasses the discovery of new ways to think, feel and transact with others. This means freedom to respond without being restricted by earlier decisions, understandings, feelings or behaviour patterns. Freedom from such constraints and the realization of autonomy constitute the desired outcome in Transactional Analysis work.

Qualification as a Certified Transactional Analyst (CTA)

This course is designed to assist candidates meet the requirements of the Wellington Transactional Analysis Training Institute including:

- ❖ *training,*
- ❖ *supervised practice,*
- ❖ *personal therapy,*
- ❖ *written work*

Completion of this training will ensure the meeting of all requirements stipulated by the International Board of Certification for Transactional Analysis, allowing the candidate to sit the external examination for certification as a Transactional Analyst. This examination consists of a written examination (including a case study) and an oral exam (including taped examples of the candidate's work) and is available to psychotherapy trainees of the Wellington Transactional Analysis Training Institute.

The International Transactional Analysis Association (ITAA)

All trainees must become student members of the ITAA in order to have access to the *Transactional Analysis Journal (TAJ)* - In 2015, student membership costs US\$90 per annum.

<https://www.itaaworld.org/itaa-membership-benefits>

<https://itaaworld.org/training-and-certification-transactional-analysis>

The Professional Standards Division of ITAA

The Professional Standards Division of ITAA responsibilities:

- sets standards for training & supervision pertaining to all classes of professional membership
- responsible for the ongoing professional development needs of professional members
- establishes professional member nomenclature
- makes recommendations about requirements to the Board of Certification

The International Board of Certification (IBOC)

The IBOC responsibilities:

- written & oral examination content, construction & administration
- establishment of all individual qualifications for certification
- certification of eligible candidates
- providing information regarding dates & location of exams and the certification of transactional analysts.

Trainees are required to take out a training contract with the iBOC at least 18 months before they aim to sit their exam. Contracts must be between the trainee and a qualified trainer (TSTA or PTSTA).

Only persons who have attained certification through ITAA are authorized to call themselves Transactional Analysts.

The Wellington TA Training Course

Our training programme is divided into three years.

Year one concentrates on basic theory and its application to the trainees themselves through self-reflective exercises.

Year two deals with more advanced theory and its application to clients through therapy practice in small groups and case discussion.

Year three continues theory application and considers application to particular presenting problems and also considers transactional analysis in a wider context.

(Please note that the Registration Board of Aotearoa New Zealand has set core competencies for New Zealand psychotherapists. It is likely that the WTATI syllabus will change in the near future to more closely meet these requirements now they are known.)

Working with clients

WTATI trainers and clinical supervisors advise students to work in agencies to gain several years experience (we suggest approximately five) prior to considering private practice. Students are expected to request feedback about their readiness from their supervisor if considering private practice. Experience prior to beginning WTATI training will be considered in any review of competence in consideration of readiness for private practice.

Year One

Monthly training meetings two days each month.

Twice monthly two hour clinical supervision of client work in small groups of two or three with a supervisor or individual supervision on a weekly basis.

Changing supervisors can be negotiated with the supervisors concerned. Any changes must be ratified by a meeting of Trainers.

Formative feedback in supervision:

It is expected that trainees and their supervisors will discuss progress throughout training. The following criteria would normally be discussed in an on-going manner during the supervision process. :

- 1. Demonstrated openness to feedback and capacity for self reflection*
- 2. Demonstrated ethical and safe approach to clients.*
- 3. Demonstrated consistent application of I OK/UOK in work with clients, colleagues and trainers*

4. *Demonstrated commitment to own personal development*
5. *Demonstrated ability to use supervision effectively*
6. *Demonstrated appropriate understanding and application of TA theory*
7. *Strengths*
8. *Areas for development*

Contracted written work of six theoretical questions towards the 13 essay questions, that are required for Transactional Analyst certification. Contracted with Supervisor.

Training Days

Day One -

[i] Didactic and "workshop" presentation of theory

[ii] Therapeutic Application Practice

Trainers -

Suzanne Johnson

Fran Parkin

Gordon Hewitt

Marion Wade

John Savage

Janette Plummer

Other contacted TA trainers

Dean: *Geraldine Lakeland*

WTATI has the position of Dean in the Institute for the purpose of having a more independent staff member available so that trainees/supervisees can discuss any issues they have in their training/supervision or with a particular staff member of the Institute with this independent person.

Although the issue can be brought to the Dean in a confidential way, it will be discussed in staff meetings in a way that benefits the trainee/supervisee and any staff that it concerns.

Day Two - *Group Dynamics*

Personal and Professional Integration of learning

Personal psychotherapy using TA approaches

Trainer-

Annie Rogers

Topics Year One:

Empathic Contact

This module looks at the importance of making empathic contact as a prerequisite for therapy. It explores how we make contact and how these ideas have been developed theoretically and clinically within Transactional Analysis.

Contracting

This module introduces trainees to the concept and philosophical underpinnings of contracting in Transactional Analysis. The importance of contact as a prerequisite for contracting and a basis for psychotherapy is emphasised.

Ego States:

This module introduces the Ego States model to understand our own psychic structure and how we relate to others. It includes a discussion of the wider context within which Berne developed Freud's ideas and acknowledges Berne's particular contribution.

Transactions: *In this module, the history and development of stroke theory including stimulus and recognition hunger is outlined. Berne's rules of communication and transactions, along with the characteristics and types of stroking are explained with links to therapy practice*

Human Development & TA

This workshop will introduce Transactional Analysis and other models of human development and change through life stages, including ideas and theory from Berne, Daniel Stern and Transactional Analysis theorists and practitioners Hargaden & Sills.

Rackets

This workshop will discuss the theory of rackets as internal psychic process -and series of interactions with others.

Games:

This workshop will discuss how psychological games are an expression of learned relational patterns.

Scripts:

This workshop introduces the theory of life scripts, how scripts develop and how they are changed or reinforced over time.

Redecision Theory (2):

This workshop will present how theorists from the Redecision School understand and work with the associated effects of early relational failure. The concepts of impasses and methods of working with impasses will be discussed.

Cathexis:

This workshop discusses the work of the Cathexis School in understanding and working with the associated effects of early relational failure, including symbiosis, discounting and passive behaviour.

Attachment Theory:

This module helps trainees understand the effects of early relationships on the development of the brain and the effects of early relational failure on attachment patterns. The workshop will discuss how attachment dynamics manifest in the therapeutic relationship..

Year One

Geraldine Lakeland is the Dean for year one. In the first instance trainees should approach their supervisor for advice but if this is problematical for any reason they may approach the Dean directly.

Progression from Year One to Year Two is normally conditional on attendance of 20 of 24 full training days and the completion of six essay questions.

The essay questions will be marked by tutors and a pass needs to be achieved to progress to year two. (For full information see section on Essay questions, p 26).

Essay marking criteria:

1. Brief introduction re what is to be covered
2. Consistency in theoretical approach
3. Concepts defined clearly, source acknowledged and referenced appropriately
4. Give reasons for choosing concepts written about
5. Describe and explain concepts; provide reasons why you consider them useful in terms of understanding and practice; using examples from your work with clients (year one focus on self is acceptable)

Plus criteria from Section 8.1.8, T&CC Training and Exams Handbook for CTA Written exam:

No more than 1,200 words

In year one give three references (make one Berne)

Typed or word processed

Presented on A4 size paper

Printed on only one side of each page

Be double-spaced throughout

Bibliography and any transcripts may be single-spaced

Certificates

On successful completion of years one and/or two trainees may apply for a certificate setting out their hours of attendance at training days and clinical supervision.

Reading

Trainees are expected to read in advance of each training day using their own resources. In particular, in the first year, trainees should have copies of:

Berne, E., (1961) Transactional Analysis in Psychotherapy

Lapworth, P., and Sills, C., (2011) Introduction to Transactional Analysis

Stewart, I., and Joines, V., (1987) TA Today

Widdowson, M., (2009) Transactional Analysis: 100 Key Points and Techniques

Woollams, S., and Brown M., (1978) Transactional Analysis

Other books by Ian Stewart also make good introductory reading.

These can often be purchased from second hand book shops such as Arty Bees, new from Unity books or on-line from Amazon or <http://www.kerrysbooks.com.au>

At the training day trainers will seek to illustrate and extend the models you have read about and may provide additional material in handouts or as references to allow you to deepen your knowledge.

Personal Psychotherapy

Trainees are expected to have substantial experience of their own psychotherapy. Some psychotherapists regard it as advisable for all psychotherapists to continue their own psychotherapy throughout their career.

The second day of each module in year one includes personal psychotherapy in a group setting and group psychotherapy. Some trainees may wish to arrange additional individual psychotherapy.

Trainees are required to arrange their own personal therapy with a Registered Psychotherapist during the following years of training for a minimum of 40 hours per year.

Year Two

Monthly training meetings two days each month except January.

Twice monthly two hour clinical supervision of client work in small groups of two or three with a supervisor, or individual supervision on a weekly basis.

Changing supervisors can be negotiated at any time by negotiation with the supervisors concerned. Any changes must be ratified by a meeting of Trainers.

Trainers:

Annie Rogers

Fran Parkin

Suzanne Johnson

Marion Wade

John Savage

Janette Plummer

And other contracted TA trainers

Dean:

Geraldine Lakeland

Contracted written work toward the completion of six theory questions: these are required for Transactional Analyst certification and are contracted with the trainee's Supervisor.

Topics - Year Two:

Ethics

Ethics and relational dilemmas. This workshop will cover issues such as the pros and cons of working against, and with transference. The pros and cons of safety contracts. The effects of gratifying or frustrating the relational needs expressed in the therapy relationship

TA, anxiety and phobic responses

The aetiology and theories of anxiety are covered. Transactional Analysis approaches and general skills for working with these conditions are explored.

TA. And the unconscious

A presentation of theories and a Transactional Analysis approach to understanding unconscious processes.

Transference (1)

Understanding, containing and working with clients' transference communications including projective identification and unconscious processes.

Transference (2)

Understanding, containing and working with our own subjective and countertransference responses to the client.

Diagnostic and Statistical Manual of Mental Disorders, DSM 5

This workshop helps trainees become familiar with the diagnostic system. Specific disorders relevant to psychotherapy are discussed.

DSM 5 Personality Disorders and Introduction to the Psychodynamic Diagnostic Manual (PDM)

Understanding disturbances of the self and how these are described using the DSM V and the Psychodynamic Diagnostic Manual.

T.A. and Object Relations

This workshop presents and discusses an integration of Object Relations theory and Transactional Analysis

Integrative Transactional Analysis

This workshop focuses on integrated approaches within Transactional Analysis. Theory and practice principles are introduced and explored.

Treatment Planning/note Taking

This workshop discusses different ways of notetaking and their ethical use. Ways of treatment planning for the client and third party funding are introduced, using TA and other models.

Cycles of Psychotherapy

This workshop examines models of the stages that psychotherapy goes through and the changes in the role of the psychotherapist.

Progression from Year Two to Year Three is conditional on the attendance at 20 full training days and the completion of six essay questions. Refer to criteria for marking Year one.

The questions will be marked by tutors and a pass needs to be achieved to progress to year 3.

Certificates

On successful completion of years one and/or two trainees may apply for a certificate setting out their hours of attendance at training days and clinical supervision.

Students are required to continue their own personal therapy with a therapist of their own choice for a minimum of 40 hours per year. The therapist must be a Registered Psychotherapist.

Year Three

Monthly training meetings one day each month except January.

Trainers

Annie Rogers

Fran Parkin

Suzanne Johnson

Marion Wade

John Savage

Janette Plummer

and other contracted TA trainers

It is expected that trainees will have individual supervision on a weekly basis.

Changing supervisors can be negotiated with the supervisors concerned. Any changes must be ratified by a meeting of Trainers.

It is expected that trainees will contract with their supervisors to complete parts of the written requirements for the CTA examination in the course of this year. These may include the account of their private practice, their personal profile, parts of their case study or the questions.

Trainees are required to arrange their own personal therapy with a registered psychotherapist during the following years of training for a minimum of 40 hours per year.

Topics - Year Three:

TA and the Wider World

Transactional Analysis's history of social psychiatry, radical psychiatry and social responsibility are presented. Oppression in politics and in transactions is discussed. The Treaty of Waitangi and its implications for the transactional analyst's context of practice are considered. Personal and professional values and issues of power in the therapeutic relationship are examined.

Personality Adaptations:

This workshop discusses the development of the personality as adaptive responses to the early relational environment. It describes the surviving and performing adaptations developmentally and describes the continuum of personality.

TA and Working with Trauma

We examine the neurological basis of trauma response, both adaptive and maladaptive and models for the treatment of trauma.

Modes of Analytic Process

This workshop introduces and illustrates the therapeutic modes of working using a classical psychoanalytic model, self-psychology with object relations, and Transactional Analysis approaches.

Gender and Identity

The notion of gender as socially constructed categories will be discussed incorporating post-structuralist ideas. We will consider ways of working with gender identity in practice. An introduction to working safely with people's sexual orientation will be included in this workshop.

Pharmacology

This training day covers the psychopharmacology (medications) used in the treatment of mental health issues. We explore the effects of medication upon the body and brain and the implications for psychotherapy and the therapeutic relationship.

TA and Working with Depression/Grief

Transactional Analysis with depression and grief. We explore theories from Transactional Analysis and psychodynamic models of the aetiology of depression and how it can be treated. We will cover treatment planning and the therapeutic issues of working in psychotherapy with people experiencing depression and grief.

TA and Working with Couples

Transactional Analysis theories for working with couples through role play and case presentation. We explore the issues and experience of working with couples in therapy.

TA and Sexuality

This workshop assists trainees consider their own responses to working with sexuality. It introduces common sexual functioning difficulties and positions these in a relational Transactional Analysis framework.

TA. Working with self harm and addictions

This workshop introduces trainees to general theory and approaches to addiction problems. Strategies for working with self-harming and suicidal clients are also addressed.

TA. Working with Eating Disorders

This workshop will introduce and discuss contemporary understanding of eating disorders and how we might work with clients who present with eating disorders as an expression of their psychological distress.

TA. Case Study

This workshop will go through the case study requirements and trainees will be able to see examples of overseas case study work.

Self and Peer Assessment

In this workshop trainees will assess themselves and their peers as to their readiness to function as psychotherapists and their degree of preparation for assessment.

The content of year three may be subject to negotiation between the staff of the Wellington Transactional Analysis Training Institute and year three trainees.

Toward the completion of this training students will begin preparing for written and panel examination to gain certification as a Transactional Analyst.

These exams are usually taken within five years of contracting with the Training and Certification Council.

Following the Academic Training

Following the three year training, trainees may sit the CTA exam at any time. However, until they pass the CTA, to meet the requirements of WTATI and PBANZ trainees must:

1: Contract each year with the Institute to acknowledge they are still in training with the institute or else withdraw from the Institute.

2: Contract for ongoing supervision with a TSTA or PTSTA affiliated with the Institute.

Criteria for the Written examination and Oral Examination for the Certified Transactional Analysis Qualification:

Candidates for the CTA examination must have:

- a TA 101 Certificate, either by attending a course or by taking an exam;
- a current training contract, endorsed by T&CC or EATA at least 18 months prior to the examination date;
- fulfilled the relevant national requirements for certification in the field of specialisation;
- been recommended as ready by their supervisor;
- fulfilled the minimum requirement of 2,000 hours made up as follows:
 - 750 hours of client contact, of which 500 must be in TA;
 - 600 hours of professional training, of which 300 must be in TA;
 - 150 hours of supervision, of which 75 must be by a PTSTA or TSTA who is a member of EATA, ITAA or WPATA, 40 of which must be with the supervisor;
 - 500 additional professional development hours (to be designated by the supervisor in accordance with national requirements).

FOR MORE DETAIL AND TO ENSURE YOU HAVE THE LATEST INFORMATION SEE:

www.ita-net.org

<http://ta-trainingandcertification.net/>

Training and Exam Handbook

Sections : 7,8,9,

Timeline for the Written examination and Oral Examination for the Certified Transactional Analysis Qualification:

At least 18 months before: Candidate takes out contract with supervisor and submits it to T & C Council. It is strongly suggested you should take out this contract at the beginning of your second year.

8 months before: Candidate decides on oral examination venue & begins written examination.

9 months before: Candidate informs the regional BOC examination coordinator of the intention to submit his/her written exam.

6 months before: Candidate pays to the T&CC office the CTA written examination filing fee. Candidate sends to the regional examination coordinator the following: the written examination, the assessor's fee, the supervisor's endorsement of written examination form, and the candidate's submission of written examination form.

3 months before: Candidate should have received written examination evaluation.

3 months before: Candidate registers for oral examination by sending to the T&CC office: the supervisor's endorsement for CTA oral examination form, the application for the CTA oral examination, and the oral examination fee.

2 months before: Candidate is sent acknowledgement of the documents-received checklist. This is the last point at which the candidate can withdraw from the oral examination without forfeiting the examination fee.

Candidates are advised to keep copies of all relevant documentation submitted.

To become a provisional member of NZAP

NZAP requirements for provisional membership are available on their web site:

<http://nzap.org.nz/membership>

Trainees will often take this step at the beginning or end of their third year.

Indemnity Insurance

Trainees must ensure they are covered by indemnity insurance. In some cases they may be covered by the organization they work for but they must ensure that this is so or take out their own cover.

Ethics

By accepting enrolment in the course, trainees agree to be bound by the Code of Ethics of the Psychotherapists Board of Aotearoa New Zealand:

http://www.pbanz.org.nz/docs/APC_Renewals/Ethics%20FINAL%20Aug%202011.pdf

And the NZ Association of Psychotherapists.

See: www.nzap.org.nz/Pages/ethics.htm

Complaints

- 1: Complaints against trainers or trainees should be taken up with the person concerned where possible.*
- 2: Where this is not possible or such an approach leaves the issue unresolved then it should be taken to the Dean who will attempt to mediate the issue.*
- 3: If the issue still remains unresolved the Institute will ask the Wellington Supervisors' Group of NZAP to appoint an independent mediator. In the event that mediation is not successful the person appointed by the Wellington Supervisors' Group will act as arbitrator.*

Log of Hours

Make sure that, from the start of the course, you keep an accurate log of all training hours you attend (a training hour is any course, workshop or conference presentation by anyone who is a Provisional Teaching and Supervising Transactional Analyst (PTSTA) or a Teaching and Supervising Transactional Analyst (TSTA), clinical work with clients, supervision, and personal therapy. If in any doubt about what you can count, consult your supervisor. You will also be able to count hours from before you started the course. Again, consult your supervisor about what you can count toward your training hours.

Essay Questions

There are thirteen essay questions. Any six should be answered in year one and a further six in year 2. This is an opportunity for trainees 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 TA.

It is recommended that trainees write an essay every two months rather than leaving them all to the end of the year.

Marking criteria, as for year one, p 16.

- a. Answers should begin with a very brief introduction to what is to be covered.*
- b. There should be consistency between the trainee's answers, thereby illustrating a consistent theoretical approach.*
- c. All concepts should be defined clearly, and the source for the definition acknowledged and referenced appropriately.*
- d. Trainees should give their reasons for choosing the concepts they write about.*
- e. Trainees 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 clients.*
- f. Answers must be no more than 1,200 words*
- g. At least 3 references must be provided in year one, more in year two.*
- h. In the second year the answer should show how Transactional Analysis informs the trainee's clinical practice.*

The Questions

- 1. Describe your personal style of TA 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 TA theory and/or practice.*

Reading

Trainees are expected to read in advance of each training day using their own resources. In particular, in the first year, trainees should if possible have copies of:

Berne, E., (1961) Transactional Analysis in Psychotherapy

Lapworth, P., and Sills, C., (2011) Introduction to Transactional Analysis

Stewart, I., and Joines, V., (1987) T A Today

Widdowson, M., (2009) Transactional Analysis: 100 Key Points and Techniques

Woollams, S., and Brown M., (1978) Transactional Analysis

Other books by Ian Stewart also make good introductory reading.

These can often be purchased from second hand book shops such as Arty Bees, new from Unity books or on-line from Amazon or <http://www.kerrysbooks.com.au>

At the training day trainers will seek to illustrate and extend the models you have read about and may provide additional material in handouts or as references to allow you to deepen your knowledge.

The Psychotherapy Board of Aotearoa New Zealand (RBNZ)

www.pbanz.org.nz

The Psychotherapy Board of Aotearoa New Zealand was set up by the Minister of Health in 2008. No one may describe themselves as a psychotherapist in New Zealand unless they are registered by the Board and hold a current annual practicing certificate issued by the Board.

The qualification Certified Transactional Analyst (CTA) is recognised by the PBNZ as a Masters level qualification for the purposes of registration (at this time). Over the next year or two all New Zealand training bodies will need to seek accreditation of their qualifications. It is the intention of the Wellington TA Training Institute to seek ongoing recognition of the CTA for registration as a psychotherapist. However, regardless of the outcome of the training programme accreditation process PBNZ has stated it will register anyone

currently enrolled in a recognised training course provided they complete within the normal timeframe for that qualification.

Trainees who have completed the course but not yet sat the CTA examination may register as psychotherapists with an interim scope of practice if they take out applicant membership of NZAP.

It is necessary to have completed the CTA exam before applying for registration. To know more and to find this download follow these links.

Notice of Scopes of Practice and Related Qualifications Prescribed by the Psychotherapists Board of Aotearoa New Zealand

<http://www.pbanz.org.nz/index.php?InterimPsychotherapistScopeofPractice>

and <http://www.pbanz.org.nz/index.php?GazettedDocuments>

The International Transactional Analysis Association (ITAA)

<http://itaaworld.org/>

The International Transactional Analysis Association is a nonprofit scientific organization established to investigate and promote the use of transactional analysis (TA) in psychotherapy, education, business and other fields of human interaction. The ITAA provides theorists and practitioners -clinical, educational and organizational- with techniques of proven value for enriching life, a forum for evolving new TA theories and methods, and an ethical framework. The ITAA exists to stimulate the development of creative and useful theory and applications of transactional analysis.

The ITAA is also the professional association for those persons who are certified as having demonstrated competence in psychotherapy, counselling, teaching or consulting using TA (Certified Transactional Analysts as well as Teaching/Supervising Transactional Analysts).

The organization is committed to refining theory and practice. In order to stimulate original scientific contributions to the development of transactional analysis, the ITAA presents the annual Eric Berne Memorial Scientific Award, and encourages original research through the Eric Berne Fund for the Future.

The ITAA and it's European equivalent (EATA) have approximately 8,000 members from over 60 countries. Its professional members represent virtually every field: psychotherapy, business, education, religion, medicine and industry.

Taking out membership of the International Transactional Analysis Association

To complete the requirements of this course all candidates must become members of the ITAA as a Regular Member. Staff of the Wellington Transactional Training Institute will sponsor membership applications to the ITAA once the pre-requisite entry to the course (see TA 101 - below), has been completed. The cost of membership is on the ITAA website.

Regular Membership of the ITAA is a support level, voting membership for professionals who use transactional analysis in their work. It is the membership for persons attaining competency based certification from the Training and Certification Council of Transactional Analysts (see below) [Membership provides trainees with access to online Transactional Analysis Journals.](#)

Membership of the New Zealand Transactional Analysis Association Ltd

Membership with NZTAA is a nominal cost and is not compulsory, however it gives you a connection with the Transactional Analysis community in New Zealand and useful information.

www.nztaa.org.nz

The New Zealand Association of Psychotherapists (NZAP)

www.nzap.org.nz

The New Zealand Association of Psychotherapists was formed in 1947. It is one of the few professional Organisations that sets, examines and maintains specific standards for the safe and ethical practice of psychotherapy in Aotearoa, New Zealand. NZAP is committed to explore ways in which psychotherapy may be guided by the articles and spirit of the Treaty of Waitangi.

NZAP remains committed to its founding principle - the protection of the public by the maintenance of high professional standards in the practice of psychotherapy. Members of NZAP are bound by a Code of Ethics, and are subject to clearly established complaint and disciplinary procedures.

Many health professionals receive an introduction to psychotherapy (usually counselling) during their basic training in medicine, social work, psychology, nursing, theological training etc. NZAP's view is that further specialist training is required before beginning practice as a psychotherapist. The Wellington Transactional Analysis Training Institute's programme constitutes a specialist psychotherapy training. Certification as a Transactional Analyst in Psychotherapy (see above) meets the requirements of significant training in a psychotherapy modality recognized by NZAP.

Associated with NZAP is Waka Oranga. In the words of Wiremu Woodard, Chairman, 'Waka Oranga are a group of Maori practitioners (kaiwhakaruruhau) who are committed to improving health outcomes and quality of life for Maori. We are an inclusive organisation and invite you to consider joining Te Roopu o Waka Oranga. By supporting Waka Oranga you will assist us to develop a strong voice advocating for indigenous health.'
Noho ora mai

Admission to the New Zealand Association of Psychotherapists

The process for membership of NZAP has two paths. One involves selecting an NZAP recognized supervisor and following an application procedure under the guidance of that supervisor. The second path is registration by the Psychotherapy Board of Aotearoa New Zealand and this also meets NZAP membership criteria.

The Wellington Transactional Analysis Training Institute encourages those specializing in psychotherapy to undertake NZAP membership process. Wellington TA Institute trainers will discuss the process more fully with interested candidates and provide assistance toward meeting the NZAP requirements. It is envisaged that such preparation will be a core component of year three of the course (see above).

To become a provisional member of NZAP

NZAP requirements for provisional membership are available on their web site:

<http://nzap.org.nz/membership>

Trainees will often take this step at the beginning or end of their third year.