

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

Psychotherapy Training

2024

***Course
Information
Booklet***

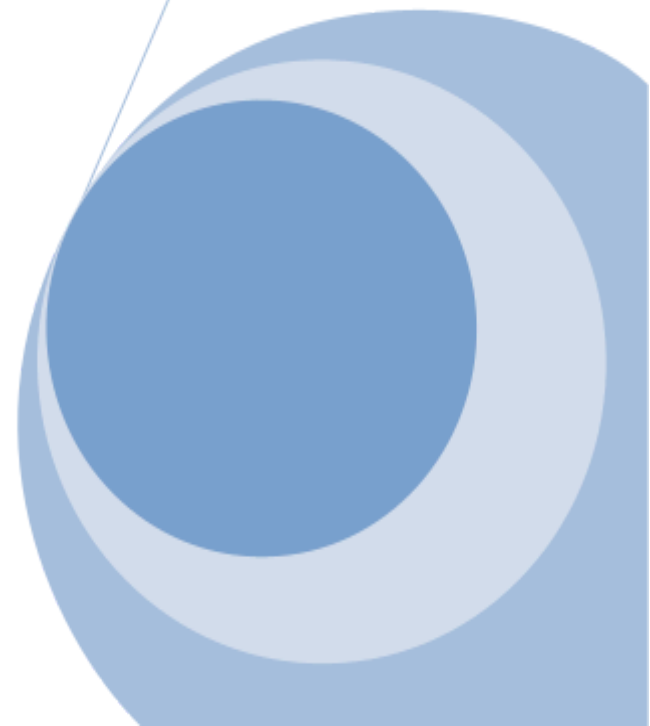


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Primary Staff of the Institute

John Savage – Training Programme Director

M.Sc., (Psychotherapy), CTA(p) (ITAA) TSTA(p) (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. E: jc.savage@icloud.com

Annie Rogers –Trainer and Supervisor (Advisory Board Member)

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, individuals and groups. She works currently with individuals and couples facing difficulties with relationships, mental and physical health, sexual issues, trauma and parenting issues.

Fran Parkin – Trainer and Supervisor

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 counselling practice where she specializes in supervision, sexual issues, relationships and career counselling. Fran is on the editorial board of the Transactional Analysis Journal.

John Evans MA, PTSTA (Psychotherapy), DipS.W., Cert. Couns., MNZAP.

John is a transactional analyst, psychotherapist, trainer and supervisor based in Wellington and the Hutt Valley. John has worked in the field of mental health since 1996, and began an independent practice in psychotherapy in 2018. John's interests include working with depression, anxiety, grief, addiction and personality; he has a particular interest in humour as a human phenomenon. John also holds memberships with Drug and Alcohol Practitioners Association of Aotearoa New Zealand (DAPAANZ) and the International Association for Relational Psychotherapy and Psychoanalysis (IARPP).

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 International Board of Certification.
3. (Nos. 3 and 4 are currently under review and students will be kept updated) 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.

At the beginning of each year trainees are required to commit to the fees for training days for the full year, (e.g. \$5,500 in the first year, made of eleven training weekends at \$500 per weekend). Students withdrawing from the course during the year will be liable for any part of the annual fee that is unpaid. The fee for each day's training is to be paid into this bank account (ANZ

06-0501-0887180-25, Name of account is TLFT (The Little Flower Trust) before the day of training. (Please include your name as a reference). The supervision fee is additional. If a student wishes to pay the course fees in advance please email John Savage. A discount may be applied.

- **Year 1, Eleven training workshops**

Usually there are two full days training each month. From time to time, depending on holiday periods, national and international Transaction Analysis training events, there may be more than two workshops within the month. In all cases, whether one or two workshops per month, workshops are \$250.00 per day, one day theory and practice and one day of group dynamics, psychotherapy and integration for a total of \$500.00 per workshop.

In addition, 20 hours of clinical supervision is required, provided at an additional cost by one of the staff of the WTATI programme. This may be achieved by two hour clinical supervision of client work in small groups of two with a supervisor, or individual supervision. Group supervision is \$135.00 each for two people for two hours. Individual supervision varies according to the contract arranged with the supervisor. Depending on the type of supervision, costs will range from \$1350-\$5400 per year, additional to the tuition fee. It is also expected that trainees will attend other optional training events, conferences, etc. Trainees are also expected to have arranged their own personal psychotherapy before starting Year 2.

- **Year 2, Eleven training workshops**

Two full days training each month, at \$250.00 per day. Trainers provide a mix of theory and clinical practice for a total of \$500.00 per two day workshop.

Trainees will also continue their supervision arrangements, as specified in year one.

The ITAA recommends personal therapy over the period of training in order to experience the application of TA and to ensure that the trainee can apply TA from a largely script-free stance and without harmful behavior. WTATI trainees are required to have at least 40 hours of their own individual psychotherapy, usually for one hour per week at a fee negotiated with a Registered Psychotherapist.

- **Year 3, Eleven workshops**

One day training each month \$250.00 and continuation with supervision and personal psychotherapy as a separate additional cost.

In Year Three, trainees will attend supervision with a WTATI therapist for a minimum of 40 sessions over the year. This may be in groups or individually and is a separate additional cost. Supervision costs will range between \$1350 and \$5400 per year.

In addition trainees are required to have at least 40 hours of their own individual 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 <https://www.itaaworld.org/training-contract-exam-fees>

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.

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 & behavioral 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 behavior 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 2018, 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 Committee of ITAA

The Professional Standards Committee 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 International. 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). Trainees at WTATI are required to take out a training contract with ITAA at the beginning of year 3, which is a prerequisite for Year Three.

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

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. Although the current training is aligned with the PBANZ Psychotherapy Core Clinical Competencies, it is possible that the WTATI syllabus may change to meet PBANZ requirements more closely, once accreditation registration criteria for courses are finalised.)

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.

Monthly two hour clinical supervision of client work in small groups of two with a supervisor or individual supervision on a weekly basis. 20 supervision hours are required.

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 (e.g. areas of celebration)
8. Areas for development
9. Feedback on the written work related to the six theoretical questions towards the 13 essay questions that are required for Transactional Analysis certification.

Training Days:

Day One -

Group Dynamics

Personal and Professional Integration of learning

Personal psychotherapy using TA approaches

Day Two -

[i] Didactic and "workshop" presentation of theory

[ii] Therapeutic Application Practice

Trainers - All trainers are qualified and have met the requirements for teaching trainees.

Topics – Year One

1. Cycles of Psychotherapy:
Gordon Hewitt proposes a system for classifying psychotherapy, counselling, and supervision in terms of a cycle of four phases. The author describes each phase and the boundary condition that indicates the client is ready to move to the next phase, as well as the tasks of therapist and client at each phase. The effects of premature passage to the next phase of treatment or termination at an inappropriately early phase are also discussed.
2. Ego states:
This workshop introduces trainees to Berne's development of the Ego State model. Trainees will understand their own psychic structure and how we relate to others.
3. Transactions:
Trainees will understand and apply Berne's transactions and rules of communication, with links to therapy and practice.
4. Scripts :
Trainees will understand and demonstrate the theory and development of Script Analysis
5. Becoming a Transactional Analyst Psychotherapist - integrating values, theory and practice:
Trainees will explore the behavioral markers of being a psychotherapist, how a psychotherapist thinks about their self, personal therapy and boundaries. TA philosophy and

implications for the psychotherapist's attitude to the therapeutic relationship will be explored. Training will also be explored alongside the PBANZ core competencies.

6. *Empathic contact:*

Contact is essential before contract. Berne devoted a whole chapter to the first three minutes of a group with the importance of fine observing and listening with all five senses. The importance of a contract is introduced as a pre-requisite for therapy, bearing in mind our foundation document, the Treaty of Waitangi. Trainees will develop skills to work in partnership with the client and will understand and demonstrate empathic contact and contracting.

7. *Ethics :*

Trainees will be critically aware of and able to comply with the all relevant legislation, regulations and codes of practice that apply to psychotherapists.

8. *Rackets and Games:*

Trainees will be conversant with Racket and Game analysis theory, and implement appropriate treatment strategies.

9. *Strokes and Time Structuring:*

Berne described strokes as a fundamental unit of social interaction or a unit of recognitions. This workshop explored human hungers to relational needs and how we structure our time in reference to relational needs.

10. *Treatment Planning and Note taking/ privacy act: This workshop explores the ethics of note taking, the privacy act, and the value of the treatment plan. Trainees will develop a treatment plan for their clients, incorporating the theory of contracting and working with different third parties.*

11. *Presentations/self/peer assessment:*

Trainees will prepare and deliver a 20 minute presentation of a client they have worked with using Transactional Analysis theory. The expectation is this will be a positive stroke giving experience. We encourage the use of positive strokes in giving feedback.

Progression from Year One to Year Two is normally conditional on attendance of a minimum 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 20).

Essay marking criteria:

1. Brief introduction to what is to be covered.
2. Consistency in theoretical approach e.g. are the theoretical answers consistent with the therapy.
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 at least 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

A certificate will be awarded at the end of Year Three.

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 (2011) TA Today

Widdowson, M 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.

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 at the end of year one and verify those arrangements with the tutors before moving to year two. (During years two and three, 40 hours personal psychotherapy is required each year)

Year Two

Monthly training meetings two days each month except January.

Monthly two hour clinical supervision of client work in small groups of two with a WTATI supervisor, or individual supervision on a weekly basis. 20 hours supervision hours are required.

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

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.

40 hours personal psychotherapy is required.

Topics - Year Two:

Advanced Transactional Analysis theory and practice

1. Year Two contracts, review of learning.
Trainees will form learning goals for this year, review of theory, knowing their professional identity, review of written questions, begin preparing for written case study, different registration criteria and memberships.
2. Human Development, attachment and TA:
Psychotherapy enables clients to explore how they create re-enactments of insecure attachments in the therapeutic relationship. Trainees will be exposed to the various theories within the Transactional Analysis concepts of human development and attachment and their meaning in therapy.
3. Therapeutic relationships from a Transactional Analysis perspective:
This workshop introduces trainees to the concept of transference, starting with the analysis of transactions within the therapeutic relationship and building to the different descriptions of transference within TA.

The following five workshops focus on the evolution of Transactional Analysis theory and methodology post Berne. Each workshop will include the use of transference and countertransference and how each school works within a psychodynamic framework.

4. Redecision:
The Gouldings were focused on cure and combined Transactional Analysis with gestalt, interactive group psychotherapy and desentization. Impasse theory will be included
5. Relational:
Hargaden and Sills focus on the relationship between the client and the therapist as the central feature in effective therapy, working specifically with the transference phenomena.
6. Integrative:

Erskine and Moursand developed the theories of Berne with those of Frederick and Laura Perls to influence the integration or assimilation within the client of the fragmented or fixated parts of the personality.

7. Constructivist:

Tudor and Summers emphasizes the mutual aspect of relationships, acknowledging the transactional, interrelation, mutual, joint, cooperative and partnership in the encounter between human beings in all our complexities and contexts.

8. Cathexis:

The Schiff's introduced the concept of the Cathexis school, understanding and working with associated effects of early relational failure, including symbiosis, discounting and passive behavior.

9. DSM 5 and PDM Introduction. *Trainees will be introduced to the DSM5 and PDM, being able to assess, diagnose, form dynamic formulation and use sound clinical reasoning when applying these processes. Trainees will also be able to use this information in order to know when to consult or refer.*

10. PDM Introduction:

11. TA psychopathology and personality adaptations:

This workshop explores personality adaptations with Transactional Analysis theory and practice, including effective interventions.

12. Presentations self/ peer/ assessments – presentation of your learning to your peers (this maybe amalgamated with Year Three Introduction.)

Progression from Year Two to Year Three is conditional on the attendance at 20 full training days and the completion of six essay questions and verification of 40 hours personal psychotherapy with a registered psychotherapist. 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, clinical supervision and personal psychotherapy.

Year Three

Monthly training meetings one day each month except January.

It is expected that trainees will have individual supervision on a weekly basis by a WTATI supervisor. 40 hours are required.

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, and parts of their case study or the questions.

Trainees are required to continue their own personal therapy with a registered psychotherapist for a minimum of 40 hours per year.

Topics - Year Three:

Integration of TA theory:

1. Year 3 Introduction – contracts, review of essays, professional registrations etc. Preparation for the written exam.
2. TA and the wider world:
A workshop that considers social responsibility that encourages mutual respect and indifference in the face of multiple frames of reference.)

The following five workshops will be explored within Transactional Analysis theory and integration with other theories and clinical applications. It will also include discussion regarding medication where appropriate.

3. TA and Gender:
4. TA, Anxiety and phobic Responses:
5. TA and working with trauma:
6. TA and Identity and Sexuality:
7. TA and Depression / Grief:
8. TA and Addiction/ Self-Harm:
9. TA and eating disorders:
10. TA and working with groups and couples:
11. Presentations self/ peer/assessments and closing

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 approved by the Institute.

Trainees continue with individual contracts with their supervisor to prepare for the CTA exam.

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;
- 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:

<https://www.itaaworld.org/>

ITAA Training and Examinations 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 end 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 student member of NZAP

NZAP requirements for student membership are available on their website:

<https://nzap.org.nz/join-nzap/>

Trainees can become a student member upon being accepted into the course.

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:

<https://www.pbanz.org.nz/public/Te-Tiriti-o-Waitangi/Standards/Public/1.%20Te-Tiriti-o-Waitangi/3.%20Paerewa---Standards-.aspx?hkey=133d6c60-e8f9-4eba-996c-41c5ae3ee655>

And the NZ Association of Psychotherapists.

See: <https://nzap.org.nz/about-nzap/>

All students are advised to access and read these codes and to understand their practice will be guided by and accountable to these codes. By enrolling in WTATI, trainees who are working in, or commence during the course their own private practice agree to be accountable to these codes. Any complaint made by a client will be made to the Health and Disability Commissioner. Therefore, all students who are practicing as students of psychotherapy are also accountable to the Health and Disability Commissioner Act 1994, and should become familiar with this Act.

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 their supervisor who will attempt to mediate the issue.

3: If the issue remains unresolved, the issue can be raised with the Advisory Group.

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:

- 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 emphasize.
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.

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.

It is necessary to have completed the CTA exam before applying for full 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

<https://www.pbanz.org.nz/Public/Public/About-psychotherapists/Scopes-of-practice.aspx?hkey=06ed8ced-3ce2-4ab9-9176-f3ae905d3e68>

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, counseling, 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 its 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 prerequisite entry to the course (see TA101 - below), has been completed. The cost of membership is on the ITAA website.

There are different levels of membership of the ITAA.

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

Membership provides trainees with access to online Transactional Analysis Journals.

Membership of the New Zealand Transactional Analysis Association Ltd

Membership with ANZTAA 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.

[ANZTAA](#)

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 Organizations 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.

Admission to the New Zealand Association of Psychotherapists

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.

To become a student member of NZAP

NZAP requirements for student membership are available on their website:

<https://nzap.org.nz/join-nzap/>