



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

*Psychotherapy Training*

***2010***

***Course  
Information***

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## **Primary Staff of the Institute**

### **Gordon Hewitt**

*MSc(hons), PhD, MRSNZ, CTSTA (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 is currently Deputy Chair of the Psychotherapists Board of Aotearoa New Zealand which is responsible for registering psychotherapists. Telephone: 04 5627-101*

### **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: 04 499-3541 #1.*

### **Annie Rogers**

*Provisional Teaching and Supervising Transactional Analyst (ITAA).*

*Annie is a psychotherapist 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 Provisional Teaching and Supervision Transactional Analyst,*

*(ITAA). She has a Masters in Guidance and Counselling and is a member of*

*New Zealand Association of Counsellors. 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**

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*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**

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*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. She has a private practice and works part time at the Wellington Sexual Health Service. Telephone: 04 3850094*

### **Mandy Lacy**

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*Mandy is a Provisional Teaching and Supervision Transactional Analyst in the Organisational Field, Mandy has her own company and practice specializing in supervision, coaching, training and organisational development. She has had many years of project management within the health and business sectors. Mandy has professional memberships with ITAA, WPATA, ASCCNA. Phone 0275 288843 or e-mail: [mandy@starpotential.co.nz](mailto:mandy@starpotential.co.nz) Web site: [www.starpotential.co.nz](http://www.starpotential.co.nz)*

### **Training Aim**

*To prepare candidates over a three year period for the qualification Certified Transactional Analyst (CTA) in Psychotherapy. Training in Organizational Transactional Analysis is also available.*

*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.*

### **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. \$3,300 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**

*Two full days training each month, at \$150.00 per day, one day theory and practice and one day of group dynamics, psychotherapy and integration for a total of \$300.00 per month. In addition there will be 2 hour supervision sessions fortnightly in groups of two or three (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**

*One day training each month at \$150.00 for the day, and continuation with group supervision fortnightly, usually costing \$80.00 or \$120.00 each two hour session. In addition trainees are expected to have their own individual or group psychotherapy, usually for one hour per week at a fee negotiated with their therapist.*

***Trainers will discuss with trainees the option of additional training days in years 2 & 3 to assist trainees in obtaining more supervised practice. These training days would be planned to coincide with some of the training dates already arranged. The cost would be \$150 per day.***

- **Year 3**

*One day training each month \$150.00 and continuation with supervision as a separate cost. In addition trainees are expected to have their own individual or group psychotherapy, usually for one hour per week at a fee negotiated with their therapist.*

*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.*

*Their fees can be found at [www.ita-net.org](http://www.ita-net.org).*

## **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 Exteropsyché, Neopsyché and Archaeopsyché, 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.*

### ***The International Transactional Analysis Association (ITAA)***

*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 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](http://www.nztaa.org.nz)

**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 candidates work) and is available to trainees of the Wellington Transactional Analysis Training Institute in Psychotherapy or Organisational specialties.*

## *The Training and Certification Council of Transactional Analysts (T & C Council)*

*In 1987 Training and Certification Council of Transactional Analysts was formed. The Training and Certification Council insists on high standards and demonstrated competence for those offering psychotherapy, counselling, teaching, or consultation in Transactional Analysis. It has two subcommittees:*

### *The Training Standards Committee (TSC)*

*The TSC 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

### *Board of Certification (BOC)*

*The BOC 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 TSC 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 the Training and Certification Council are authorized to call themselves Transactional Analysts.***

***The Psychotherapy Board of Aotearoa New Zealand (RBNZ)***

*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 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 or go through an equivalent process accredited by PBNZ.*

### ***The New Zealand Association of Psychotherapists (NZAP)***

*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 Clinical Specialty (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 involves selecting an NZAP recognized supervisor and following an application procedure under the guidance of that supervisor. Registration by the Psychotherapy Board of Aotearoa New Zealand 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 information toward meeting the NZAP requirements. It is envisaged that such preparation will be a core component of year three of the course (see below).*

## ***The Wellington TA Training Course***

*Our training programme is divided into three years.*

*(Please note that the Registration Board of Aotearoa New Zealand is in the process of setting 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 once they are known.)*

### ***Year One***

*Monthly training meetings two days each month.*

*Twice monthly clinical supervision of client work in small groups of three with supervisor.*

*Contracted written work toward the completion of six theoretical questions towards the 13 essay questions, private practice description, personal profile, and long case study that are required for Transactional Analyst certification. Contracted with Supervisor.*

#### **Training Meetings**

Day One -

*[i] Didactic and "workshop" presentation of theory*

*[ii] Therapeutic Application Practice*

*Trainers -*

- Geraldine Lakeland*
- Fran Parkin*
- Annie Rogers*
- Mandy Lacy*
- Marion Wade*
- Other contacted TA trainers*

Day Two -

- Group Dynamics*
- Personal and Professional Integration of learning*
- Personal psychotherapy using TA approaches*

*Trainers-*

- Suzanne Johnson*
- Gordon Hewitt*

## **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**

*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 :**

*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.*

**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.*

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**Year One coordinators**

*Annie Rogers and Fran Parkin are the coordinators for year one. In the first instance any questions about the administrative aspects of the course should be directed to them*

**Progression from Year One to Year Two is normally conditional on attendance of 20 full training days and the completion of six essay questions (see the final section of this booklet).**

*The questions will be marked by tutors and a pass needs to be achieved to process to year two.*

**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:*

*Stewart, Ian and Vann Joines 1987 T A Today*

*Woollams, Stan and Michael Brown 1978 Transactional Analysis*

*Berne, Eric 1961 Transactional Analysis in Psychotherapy*

*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.

You can also buy most of the Transactional Analysis Journals on CD ROM for 99 pounds from

<http://www.tajdisk.co.uk/>

### **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.

From year one trainees are expected to arrange their own personal therapy during the following years of training for a minimum of 40 hours per year.

### **Year Two**

Monthly training meetings one day each month except January.

Trainers:            Gordon Hewitt  
                            Geraldine Lakeland  
                            Annie Rogers  
                            Fran Parkin  
                            Suzanne Johnson  
                            Mandy Lacy  
                            Marion Wade  
                            And other contracted TA trainers

Twice monthly clinical supervision of client work in small groups of three.

Contracted written work toward the completion of six theory questions, private practice description, personal profile, and long case study that are required for Transactional Analyst certification. Contracted with Supervisor.

**Topics - Year Two:**

**T.A. and Object Relations**

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

**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 interpersonal approaches.*

**TA. And the unconscious**

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

**Transference**

*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 1V Axis I**

*This workshop helps trainees become familiar with the multiaxial system and layout. Specific Axis I disorders relevant to psychotherapy are discussed.*

**Diagnostic and Statistical Manual of mental disorders, DSM 1V Axis II**

*Understanding disturbances of the self and how these are described using the Diagnostic and Statistical Manual of Mental Disorders*

**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.*

**Integrated 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 normally conditional on the attendance 10 full training days and the completion of six essay questions.**

*The questions will be marked by tutors and a pass needs to be achieved to pass.*

**Students are required to continue their own personal therapy with a therapist of their own choice for a minimum of 40 hours per year.**

**Year Three**

*Monthly training meetings one day each month except January.*

*Trainers - Gordon Hewitt*

*Geraldine Lakeland*

*Annie Rogers*

*Fran Parkin*

*Suzanne Johnson*

*Mandy Lacy*

*Marion Wade*

*And other contracted TA trainers*

*Twice monthly clinical supervision of client work in small groups of three. Supervisors -*

*Contracted written work toward the completion of six theory questions, private practice, personal profile, and long case study required for Transactional Analyst Certification. Contracted with Supervisor.*

*Students are encouraged to continue their own personal therapy with a therapist of their own choice.*

**Topics - Year Three:**

**Organisational TA**

*An overview of Organisational Transactional Analysis concepts applied to groups and organisational frameworks and situations.*

**Gender**

*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 trauma**

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

**TA, working with anxiety and phobias**

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

**TA, 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, working with 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 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. 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 is subject to negotiation between the staff of the Wellington Transactional Analysis Training Institute and the year three candidates.***

***Students are required to continue their own personal therapy with a therapist of their own choice for a minimum of 40 hours per year until the completion of their training.***

*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.*

*The goals of the WTATI course are:*

- 1 To assist the candidate meet all prerequisites for the Certification examination for Transactional Analyst (CTA). 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 or organisational specialization and*
  - [d] the preparation of audio or video taped client work from the candidates practice.**
- 2. To assist all candidates to attain certification as Transactional Analysts in either Psychotherapy or Organisational specialties. 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 all candidates wanting to apply for registration with the Psychotherapist Board of Aotearoa New Zealand.*
- 4. To assist all candidates wanting to apply for membership of The New Zealand Association of Psychotherapists.*

**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://www.ita-net.org)

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 that the applicant:

- *practises psychotherapy or is beginning to practise psychotherapy and*
- *will have formal training in psychotherapy or have had equivalent training to be approved by the regional interviewing panel. (Note: equivalent training may include culturally based knowledge and skills and/or counselling training that is approved by the panel)*
- *will have completed client contact hours which should total at least 200 supervised hours over at least two years*
- *will have a commitment to the ethics and clinical practice of psychotherapy. This will include knowledge of, and familiarity with psychotherapy and psychotherapists as well as a motivation to pursue this vocational choice and join with colleagues in the profession*
  - *will have experience in supervision that enables the enquirer to make good use of an NZAP supervisor*
  - *will be expected to attend professional supervision regularly and to have been a client in psychotherapy. (Being continually open to the personal work in psychotherapy is an intrinsic aspect of our commitment)*
  - *will be engaged in peer professional support. Evidence of support from a supervisor must be supplied, along with evidence from an NZAP branch and/or national or overseas professional bodies. (The local or regional NZAP branch or supervisors group can appoint a person to meet enquirers and offer support)*
  - *will discuss with the panel information about current health and personal or family issues pertinent to the practice of psychotherapy*
  - *will abide by the NZAP Code of Ethics and discuss any criminal convictions or professional complaints with the panel. (A **Code of Ethics** will be sent to you along with the application form)*

***Trainees will usually 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 NZ Association of Psychotherapists.*

*See: [www.nzap.org.nz/Pages/ethics.htm](http://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 Gordon Hewitt or Geraldine Lakeland 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.*

### Guidelines

- a. Answers should begin with a very brief introduction to what is to be covered.*
- b. There should be consistency between the candidate'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. Candidates should give their reasons for choosing the concepts they write about.*
- e. 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 clients.*

### 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.*