

# **PROFESSIONAL TRAINING IN TRANSACTIONAL ANALYTIC PSYCHOTHERAPY (TA-202)**

## **BROCHURE OF THE TRAINING**

The training meets requirements of European Association for Transactional Analysis (EATA), International Transactional Analysis Association (ITAA), European Association for Psychotherapy (EAP)

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## **Overview of the curriculum**

After completion of TA-101 course or written exam, trainees can start the first year training in Transactional Analysis. The training will be four years long. The fifth year will be optional and will include advanced supervision, preparation for exam and continuing professional development. It will be specially interesting for trainees who are not yet feeling prepared to take CTA exam.

### The Structure of Training Weekends

Training will normally occur at the weekend and will last one and a half day. A whole training day will be divided into four sessions with breaks and lunch. At least one session every day of training will be devoted to group process. At the beginning of the workshop there will be time to 'warm up' and attend to individual needs of trainees. Group members will have the opportunity to share their professional achievements and questions arising from the last training weekend. At the first sessions we will also make contracts about the whole training weekend (for example supervision, therapy in the group). Other sessions will involve didactic presentation of theory, experiential exercises, therapy demonstrations, discussions, seminar presentations and supervision. Part of the last session will be devoted to evaluation and feedback for themselves, peers and tutors.

This is a general structure of the training workshops, however at Institute IPSA we are flexible about that. For example some speciality workshops and workshops from the foreign tutors can last more days. Every year there will be (usually in summer) also a residential workshop about the topic from the programme. In that workshop trainees will have the opportunity to stay together for several days and have personal therapy in the group, discuss theory and practice.

### Time structure of the whole curriculum

Each year students will complete minimal 100 hours of training (spread over 10 months). In the four years students will complete at least 400 hours of training, which satisfies the criteria of EATA (minimal 300 hours of professional training within TA modality). For trainees who didn't have previous experiences with psychotherapy and counselling additional professional hours will have to be completed (through the fifth year, other activities of the Institute or other workshops outside the IPSA Institute). The EATA requirement is 600 hours of professional training.

### Group composition

Training group will have a minimum of 13 and a maximum 21 students.

### Contracts

Each year the student will sign a contract with the IPSA Institute. From the second year the trainees can also sign a formal EATA/ITAA training contract.

## **CONTENTS OF PROFESSIONAL TRAINING IN TA**

The training is logically organised around four main themes. The first year of the training will be devoted to basic TA theory and its impact on personal experience of each trainee. The second year will cover psychotherapy methods and principles, the third year specific modalities of TA and working with specific disorders. The fourth year is devoted to integration of the theory and integration within practitioner. Different approaches to TA will be explored and also relationship of TA with other schools of psychotherapy. The focus is also on developing trainee's unique style as practitioners. The fifth year is optional and is devoted to exam preparations, advanced theory and continuing professional development. Each topic in the following programme consists of two days of training.

### **FIRST YEAR – ‘THEORY OF PERSONALITY AND PSYCHOPATHOLOGY, FOCUS ON EXPERIENTIAL WORK’**

#### **AIMS:**

- Learn about core theoretical concepts of Transactional Analysis
- Personal experience of transactional analysis through group process, individual therapy in the group, experiential exercises and essay writing

#### **CONTENTS:**

1. EGO STATES
2. ANALYSIS OF TRANSACTIONS AND TRANSFERENCE
3. MOTIVATIONAL THEORY IN TA (Stimulus, Structure and Recognition hunger)
4. SCRIPT ANALYSIS
5. RACKET ANALYSIS
6. GAME ANALYSIS
7. EMOTIONS IN TA (Emotional Literacy)
8. CHILD DEVELOPMENT AND TRANSACTIONAL ANALYSIS
9. SYMBIOSIS, PASSIVITY AND DISCOUNTING
10. TA IN DIFFERENT FIELDS OF PRACTICE (TA in Psychotherapy, Counselling, Organisations and Education)

### **SECOND YEAR**

#### **‘PSYCHOTHERAPY METHODS AND PRINCIPLES’**

#### **AIMS:**

- Gain knowledge of TA psychotherapy methods and specific techniques
- Learning through lectures, experiential exercises, group process, case presentations, supervision, essay writings

#### **CONTENTS**

1. CONTACT AND THERAPEUTIC RELATIONSHIP
3. CONTRACTS IN TA PSYCHOTHERAPY
4. TREATMENT PLANNING IN TA

5. TRANSFERENCE AND COUNTERTRANSFERENCE IN TA (Moiso, Erskine)
6. METHODS OF INTEGRATIVE TA (Inquiry, Attunement and Involvement)
7. THERAPEUTIC OPERATIONS (Berne, Sills and Hargaden)
8. DECONTAMINATION AND STRENGTHENING OF THE ADULT
9. PSYCHOTHERAPY OF CHILD EGO STATE (Redecision therapy, Deconfusion)
10. PARENT INTERVIEW AND THERAPY (McNeil, Erskine)

### **THIRD YEAR**

#### **‘TA MODALITIES AND PSYCHOTHERAPY OF SPECIFIC DISORDERS’**

##### **AIMS:**

- Learn how to apply TA in different settings (couple, family therapy, group psychotherapy)
- Learning the specifics of working with different psychic problems and disorders

##### **CONTENTS**

1. COUPLE THERAPY IN TA
2. FAMILY THERAPY IN TA
3. GROUP PSYCHOTHERAPY AND TA
4. WORKING WITH DEPRESSIVE AND SUICIDAL CLIENTS
5. TA AND NEUROTIC DISORDERS
6. CUMULATIVE AND ACUTE TRAUMA, WORKING WITH DISSOCIATION
7. SHAME AND SELF-RIGHTEOUSNESS
8. PERSONALITY ADAPTATIONS
9. BORDERLINE, NARCISSISTIC AND SCHIZOID DISORDERS
10. OPTIONAL THEME (Treatment of eating disorders, drug addiction, sexual dysfunctions, psychosis)

### **FOURTH YEAR**

#### **‘INTEGRATION OF TA WITH OTHER SCHOOLS AND INTEGRATION WITHIN THE THERAPIST’**

##### **AIMS:**

- Gain knowledge of different schools in TA and of relationship of TA with other psychotherapy modalities.
- Focus on personal integration of each trainee. Basic question: How the theory, supervision and personal therapy affect my work as practitioner?
- Preparations for exam through case discussions and supervision of tapes

##### **CONTENTS**

1. RESEARCH IN PSYCHOTHERAPY AND TRANSACTIONAL ANALYSIS
2. INTEGRATIVE TRANSACTIONAL ANALYSIS
3. REDECISION SCHOOL
4. CATHEXIS SCHOOL
5. TA AND PSYCHOANALYSIS
6. CHILD-PARENT RELATIONSHIP AND ATTACHMENT PATTERNS

7. TA AND COGNITIVE-BEHAVIORAL THERAPY
8. TA AND BODY THERAPY
9. INTEGRATION OF THE THEORY AND INTEGRATION WITHIN THERAPISTS
10. OPTIONAL THEME (TA and EMDR, Spirituality and psychotherapy)

### **FIFTH YEAR (OPTIONAL)**

#### **'PREPARATION FOR EXAMS AND CONTINUING PROFESSIONAL DEVELOPMENT'**

##### **AIMS:**

- Consolidate learning and experience
- Preparation for exam through supervision of tapes, mock exams, case study and transcript discussions
- Stimulate professional development of students (writing of articles, research, advance theory discussions, theory development and refinement, seminar presentations of students)

##### **CONTENTS:**

Contents will be contracted at the beginning of each workshop and/or in advance. There will be also some theoretical input that will be negotiated with the group. The structure in this year is more on trainees than on tutors.

#### Methods of learning

Courses will combine the structured learning with the expectation of self-directed learning by the student. A typical training session (hour and a half) will include theoretical presentation of the material, experiential exercise connected with the material presented and discussion about experience and theory presented.

The methods will include:

- 1.) Didactic lectures (such as ego states theory);
- 2.) Discussions about the concepts or personal experiences;
- 3.) Experiential exercises (individually, in pairs or small groups);
- 4.) Leading the process group
- 5.) Supervision and discussion of clinical cases and tapes, which trainees will bring in the training
- 6.) Using videos of psychotherapy sessions (for example ITAA tapes) and tapes which are relevant to the specific workshop
- 7.) Individual therapy in the group (in psychotherapy marathons)
- 8.) Written work (essays) and/or research projects
- 9.) Therapy presentations

Understanding of the theory is essential to the practice of psychotherapy, but any theory should not be seen as ultimate 'truth'. So in the training students will be encouraged to study alternative theories and contrast them with the theory they are studying. In the fourth year of the study there will be specific focus on integration of TA with other approaches and developing of the personal style to psychotherapy (integration of the trainee). Here is important to have in mind main aspects of development of psychotherapist:

- Theory
- Personal therapy and experience
- Supervision
- Working with clients

All these aspects influence each other and are of the main importance to the development of therapists. In the training it's important to create a space for trainees to reflect on basic questions which are important to personal integration of the therapists and take in account described aspects:

- How has clinical experience changed your theoretical orientation?
- How has learning new theory changed your therapeutic methods?
- How does your integration of personal history, theory, supervision, and clinical experience affect the therapy you do today?

These questions were the main theme at the first International Integrative Psychotherapy Conference (April, 2003).

Core skills of psychotherapy can only be effectively learned experientially (see Chapter B). Such skills include: listening, clarifying, challenging in a supportive way, self-reflection in action, helping the client to deepen contact with their experience...

Experiential learning will include for example demonstration of specific skill (such as reflective listening) and then practice of the skill in pairs. So students can practice the skill and receive and give feedback regarding their exercise. Other experiential learning my include:

- Therapy in the group (teacher or a group member acting as therapist and a group member being the client)
- Group process in which members authentically interact with each other
- Group process in small groups (three or four people), in which trainees interact with each other and practice the role of the therapist
- Experiential learning through supervision

#### Selection procedure:

The selection procedure for professional training in TA will be in accordance with requirements of both Slovenian associations for psychotherapy. The basic criterion is that entry is at post-graduate level of competence (University study with Diploma). We will accept in the training programme people who have completed TA-101 course or written TA-101 exam and met either one of the following requirements:

- 1.) Have completed University study of humanistic or medical professions.
- 2.) Have completed the 'propedeutics' of either of Slovenian Associations for Psychotherapy. This is a basic training in psychotherapy for people who have not completed the psychology or medical studies.
- 3.) Have completed other studies with University Diploma and are committed to learn in the next years what was not covered within their field of study (to complete 'propedeutics' for example)

Candidates should write a brief CV and fill the Application Form covering some background information regarding professional qualifications and experience, motivation for training, previous criminal convictions, medical history etc. They will also have a direct interview with the director of the programme.

## **Course requirements:**

These are requirements for people wanting to be certified as Certified Transactional Analyst and are compatible with EATA standards and Slovenian associations for psychotherapy.

### 1. Workshop Attendance:

Attendance at workshops at the programme (four years on monthly basis). Minimal criterion is 100 hours of training per year, 400 over four years.

### 2. Clinical Practice:

From the second year on it will be necessary that trainees are working with clients in the public (medical, social or other institutions), private or voluntary institutions. EATA requirement is that for final accreditation students must have minimal 750 hours of client contact, of which 500 must be as a psychotherapist using TA. A minimum of 50 hours of these practice hours must be with groups and a minimum of 50 with individuals.

### 3. Regular supervision (from the second year on):

The minimal requirement is 200 hours, which satisfies criteria of both EATA and Slovenian Associations for Psychotherapy. 75 hours of supervision must be TA supervision with a TSTA or PTSTA, of which at least 40 hours must have been with the candidate's Principal Supervisor. For other hours of supervision the trainee can count supervision using other approaches, before or during their TA training.

### 4. Commitment to ongoing personal and professional growth.

Personal psychotherapy during the training is a requirement. This needs to be of the type, duration and frequency of the psychotherapy offered to clients. Trainees should all together have at least 150 hours of therapy, which is requirement of Slovenian associations of psychotherapy. There will be necessary to have minimal 50 hours of ongoing TA therapy. Other personal therapy can be from TA or other psychotherapy orientations. The personal therapy can be in different formats (group, individual, intensive workshops...).

### 5. Written work and exams:

The trainees should write at least two essays each year covering theoretical as well as personal experience of the training and theory presented. For certification they will need to prepare for written and oral exam (see EATA requirements).

### 6. Psychiatric placement:

For trainees who don't work within mental health institutions it's requirement to have psychiatric placement experience (one month).

## 7. Acceptance of codex of ethics:

The trainees should accept the codex of ethics of EATA and our Institute IPSA.

### Evaluations

In evaluating trainees readiness to take an exam, is important that trainees have nearly completed the requirements of the course and that they show through their work as practitioners basic competencies (EATA, 1999). These competencies are: commitment to the philosophy of TA, willingness to be available for ethically intimate contact, commitment to ongoing personal and professional development, a recognition of one's own limitation, use of intuition and creativity, understanding of strengths and limitations of personal resources, the ability to seek help.

After the four-year study trainees can enter the fifth year of the study, which is specially designed for exam preparation and professional development. In this group trainees can have supervision regarding the tapes for exam, have the 'mock' exam or discuss relevant theoretical questions. In this way they will also get support to take official EATA exam to qualify for CTA (Cerified Transactional Analyst).