

Transactional Analysis Counselling & Psychotherapy Programme

Training Manual 2014 – 2015





Transactional Analysis Programme Training Manual

Foreword

This training manual is to inform you of the extent, content and administration of the Physis training programme and the regulations forming the contract between Physis and the student. It is important that you take responsibility for reading this manual and in particular note the administrative procedures and the contents for your year of training.

The manual contains the conditions under which the program is offered and the requirements for qualification. Practical guidelines and support for aspects of the course itself can be accessed via the student pages of the Physis website. The appendices of the Training Manual include codes and guidelines for training and practice from UKATA, UKCP and COSCA.

In addition to the training manual online, a hard copy of the student handbook for each year group of the programme will be provided to you at the start of the training year. The EATA training manual for the CTA qualification is available on the UKATA and EATA web sites.

This manual is downloadable from the student pages section of the Physis web site. The forms required in the course of training by both trainees and trainers are also on the web site in Word format. Amendments to the manual will be published from time to time and these will be posted to the web site.

You are strongly advised to read the manual and reference it during the training year. Ignorance of its contents is not accepted as a reason for non-compliance with the requirements, regulations and procedures of the validating institutions and Physis. The Manual is our programme's validated documentation for COSCA and UKATA/UKCP and following the procedures detailed in it will enable you to complete your chosen qualification, and have that achievement recognised by the relevant professional body.

I wish you a very successful and enjoyable training year.

Barbara Clarkson
Director of Training
April 2015 (updated)

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Part 1 THE PHYSIS PHILOSOPHY

Programme Overview

This 4 year part-time programme forms the core training to enable you to become a Counsellor using Transactional Analysis or a TA Psychotherapist. Students joining the programme complete a Foundation Year Certificate in TA and then follow a pathway which best meets their needs. Pathways can lead to a Diploma in Counselling using TA or the Certified Transactional Analysis (CTA) professional qualification. See the diagram on page 15 and the table on page 16 for a summary of the course structure and the awards.

The model of Psychotherapy and psychotherapeutic Counselling taught at Physis is based on a relational model of TA. This emphasises the relationship between therapist and client. TA, as a humanistic relational psychotherapy, gives the time to explore individual psychopathology and the space for fundamental change. For the counsellor and short term worker, TA is an effective cognitive-behavioural therapy, especially powerful for brief interventions in solution-focused and time-limited work. Physis teaches the use of TA in the form most suited to the client or situation.

Students are encouraged to enter practice in a voluntary placement at an early stage, with the endorsement of their trainer and with professional supervision. From the beginning of practice students are encouraged to work with the cognitive-behavioural aspects of TA and then, with appropriate clients, to move to a relational practice. Physis aims to support each trainee in developing their own unique style and identity as a practitioner within the TA model.

Requirements for all qualifications include substantial practice hours, with an appropriate level of supervision and engagement in personal therapy for the duration of the training.

Completion of training is by a process of continuous assessment of personal and professional development, together with attainment of the required academic standards. Progression into subsequent years of training is conditional on the fulfilment of the practice, personal and educational requirements of the current year.

Psychotherapy training is based on a four-year taught programme followed by an Exam Preparation Group (EPG) as follows:

- Foundation Year: to be completed by all entrants to the Programme, this is also 1st year of the Diploma and of the “core psychotherapy training”
- Advanced Year 1: 2nd year of core psychotherapy training and of the Diploma
- Advanced Year 2: 3rd year of core psychotherapy training, completion of taught years of COSCA Validated Diploma in Counselling using TA
- Advanced Year 3: 4th year of core psychotherapy training
- Exam Preparation Group: At the completion of the taught programme psychotherapy students can continue in an EPG to complete the Psychotherapy qualification with CTA (2 years minimum) recognised by UKCP as sufficient for registration as a psychotherapist.

Students who wish to exit the training programme with the COSCA Diploma in Counselling using TA, complete all the requirements of the first 3 years of the psychotherapy training programme, and then sit a final Diploma exam once the practice and supervision requirements have been met.

The award of Certified Transactional Analyst (CTA (P)), the professional TA Psychotherapy qualification, leads to registration as a psychotherapist with UKCP.

The programme has been structured to meet the psychotherapy training requirements of:

- European Association for Transactional Analysis, (EATA) the accrediting and examining body for TA in Europe
- United Kingdom Council for Psychotherapy (UKCP). UKCP Recognition of the training is through the United Kingdom Association for Transactional Analysis (UKATA). UKATA is affiliated to EATA and is a member organisation of the Humanistic and Integrative College of UKCP (HIPC).

And the counselling training requirements of:

- COSCA (the Scottish counselling body).

Physis Training is a registered training establishment of UKATA and adheres to the UKATA Registration Policy (Section 4 Registration of Training Establishments). Details of this can also be found on the UKATA website. <http://www.uktransactionalanalysis.co.uk>

Physis Training adheres to all the UKATA codes and policies which can be found in the Appendices to this training manual as follows:

UKATA Code for Psychotherapy Trainers & Training Establishments

UKATA Code of Professional Practice

UKATA Code of Ethics and Complaints

UKATA Code of Practice for Psychotherapy Trainers & Training Establishments

UKATA policy document for Trainers and Training Establishments

UKATA Equal Opportunities Policy

In addition Physis Training abides by the following:

COSCA Code of Ethics

UKCP & HIPC Training Standards

Trainees of Physis are expected to abide by the Codes of Ethics and Professional Practice of UKATA, and COSCA and to demonstrate anti-oppressive and non-discriminatory practice in all aspects of their professional practice and development.

Aims & Philosophy

The TA Model of The Person is the fundamental cornerstone of our training programme, and includes TA's structural model, TA theories of motivation (for instance, the human hungers) and Script Theory. This is located within a humanistic framework which believes that people are essentially 'good' and are continually striving towards health, wholeness and self-actualisation. In keeping with TA theory and philosophy, a relational perspective on identity, the formation of the self and what it means to be human is key to the Physis

Training philosophy. This interpersonal and relational perspective is congruent with TA theory which holds that humans are essentially relationship-seeking from birth, and that our personalities are formed and continually shaped by our interactions with others. This model of the person and the ongoing nature of personality and identity development also provide a framework for placing the therapeutic relationship at the heart of the therapy process.

Physis Training believes that the student is at the centre of the training and the educational process. When students enter training, they bring with them their life experience and their unique view of the world. Students are encouraged to use the diversity and richness of the knowledge and experience of the whole group to develop their understanding of themselves, the world and their relationship to others within the framework of Transactional Analysis theory.

Physis Training's commitment is to train counsellors and psychotherapists to the highest standard of professional excellence using Transactional Analysis as a theoretical model. Physis training places anti-oppressive practice at the core of the training, reflecting the philosophy of TA. We believe accounting for the impact of oppression is a central part of the change process and we invite students to account for the social, cultural, political, economic and religious context of their clients and examine the interaction of such factors on the therapeutic process.

Embodying a relational model of psychotherapy, the personal development of students is of prime importance. Within this model the development of the individual and the training group is as valued as the formal teaching of theory and the application of this theory in practice.

The underlying philosophy of TA is respect for the intrinsic worth and dignity of humans and their capacity to change. In keeping with this, TA therapists treat their clients as having inherent worth and being deserving of respect, believing that each person fundamentally knows at some level what they most need for their growth and development. This position is paralleled with Physis Training students, who have the right to such respect and will be given by all members of staff the opportunity to experience a positive and respectful relationship as a central part of the educative experience. Physis Training supports individual students in developing and taking responsibility for their own learning plans and in determining their own particular personal and professional path.

As part of this position of respect, Physis Training promotes a policy of equal opportunities and a commitment to developing anti-oppressive practice, both as an institute and also within the individual.

Physis Training considers the education and training of psychotherapists and counsellors to be a developmental process which is life-long and places the development of the individual, in both personal and professional contexts, as central to the process of being a psychotherapist or counsellor. Physis Training's aim is to develop highly competent, reflective practitioners who have a commitment to professional excellence and ongoing learning including both professional and personal development post qualification.

Personal development includes the development of personal and professional confidence and assertiveness, with an understanding of the transferential issues arising in client work and their potential part in this. This is an integral part of the course. These transferable skills and personal attributes can be applied in a variety of employment settings, including management and education and in any posts which require 'people skills'. Professional development includes greater sharing with, and appreciation of, other disciplines, this fosters the

development of more effective ways of working and greater understanding of each other's specific contribution.

The trainers who deliver the training contribute to this philosophy by the nature of their own training and their commitment to lifelong learning through participation in continuous professional development. They contribute to the development of both the learning community and the professional community in which they work, by sharing with peers and students the experience and ethos of those communities. All members of the Physis core training team are authorised TA trainers and supervisors and members of the professional body.

In order to avoid a "dual relationship", a trainee will not be allowed to enter a training group led by a trainer who is their therapist, unless there are particular and rare circumstances which would require that the UKATA Professional Practices Committee should be approached to request a special exemption to allow this.

The Physis Training team undergoes regular on going supervision in respect of their teaching and supervisory roles. This is a formal contractual arrangement in compliance with the professional practice requirements of the UKATA, EATA and UKCP. They are encouraged to engage in research and in the development of theory and the publication of papers. The development and learning of trainers, supervisors, psychotherapists and counsellors is a life-long process and is, in large part, about being critical and reflective thinkers and clinicians.

The Physis Training team contributes actively to the counselling and psychotherapy community within the UK and internationally. This includes presentations at conferences, publications and participation at all levels in the relevant professional bodies, and teaching on psychotherapy programmes in Europe. Members of Physis Training have held posts in the UKATA including Editor of the UKATA News, Chair of UKATA Conference Committee, CTA Exam Coordinator and membership of the UKATA Training Standards Committee. They have also served as members of council and on other committees. In addition, Physis trainers regularly examine for the CTA written and oral exams, both in the UK and in Europe.

Equal Opportunities Policy Statement

Physis Training is committed, where reasonably possible, to promoting equal opportunity of access and participation for all students in all of its structures and workings, regardless of age, race, gender, sexual orientation, social class, disability, or ethnic, religious and cultural difference.

Student progress will be monitored and positive steps taken to address any inequalities identified.

Physis is committed to the elimination of all forms of discriminatory behaviour. Any complaint of harassment or other forms of discrimination will be treated seriously and investigated.

Care is taken to ensure that teaching materials are non-discriminatory.

The content of training courses includes specific training on working with minority and disadvantaged groups.

Procedure:

- 1) All applicants are asked to indicate on their application form if they have any specific learning needs that they believe will need additional support.
- 2) The Programme Manager and Student Support Advisor will discuss these needs with the trainee, and develop strategies to enable the trainee to access all aspects of the training as far as is reasonably possible.
- 3) Ongoing communication between Physis and the trainee is encouraged in order to ensure that adjustments are made as appropriate.

Anti-Oppressive Practice

Physis Training places Anti-Oppressive Practice at the core of its work, reflecting the philosophy of TA, whereby all people are considered to have fundamental worth. Accounting for the impact of oppression is a central part of the change process, and students are invited to account for the social, cultural, political, economic and religious context of their clients, and the interaction of such factors in the therapeutic arena.

TA has a strong history of accounting and working with difference and diversity. It was originally developed from social and radical psychiatry and the goal of TA therapy is Autonomy, the recognition that the individual is responsible for their thoughts, feelings and behaviour. A commitment to Anti-Oppressive Practice and a willingness to develop one's own awareness in this respect is a requirement for continuation in training.

Physis Training subscribes to the UKATA Equality of Opportunity and Diversity Policy (Appendix C).

Counselling and psychotherapy training is inherently a costly undertaking for all trainees. Physis Training supports trainees in applying for bursaries from UKATA, COSCA and EATA which may be used towards fees for additional training, conference attendance and research projects.

Policy Statement on the Recruitment of Ex-Offenders

Physis Training is committed to the fair treatment of its staff, potential staff, or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability, or offending background.

We actively promote equality of opportunity for all with the right mix of talent, skills and potential, and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.

At interview, or in a separate discussion, at any time during their training, a trainee may choose to have a discussion with a member of the Physis team on the subject of any offences or other matters that might be relevant to the training process.

Having a criminal record will not necessarily bar you from training with us. This will depend on the nature of the offence and the circumstances and background of your offences.

All trainees will be made aware in the manual, through the Placement Information and through the "endorsement to practice" process, that Physis has not completed a Disclosure Scotland

check, but that the placement organisation where they will gain their initial 100 hours of experience will require an Enhanced Disclosure before agreeing to the trainee working with their clients. Trainees should be aware that if they have a criminal record that would prevent them from working with “protected adults”, they will not be able to complete the voluntary placement requirement of the training programme.

Training and Educational Aims of the Programme

The course aims to give a thorough grounding in TA psychotherapy and psychotherapeutic counselling.

Students will:

- Develop a thorough understanding of the intrapsychic and interpersonal processes influencing therapeutic work
- Begin to develop their own analysis and comparison of psychotherapeutic approaches in addition to TA
- Be competent in a range of skills for complex problem-solving in a variety of psychotherapeutic and counselling situations.
- Extend this to a greater depth of psychotherapeutic work, including working with transference cure and initial stages of script cure.
- Understand and respond to ethical dilemmas and professional practice issues.

In relation to the stage of training completed, students will:

- Have reached an appropriate level of therapeutic skill.
- Be able to work therapeutically and confidently with a wide range of clients.
- Possess professional and administrative skills.

The programme incorporates:

- A study of the theory of Transactional Analysis
- Experiential learning, including the intentional use of the “group process
- Personal development pathways
- Academic learning and assessment
- Supervised practice
- Tutorial
- Issues of professional competence
- Skills training
- An introduction to other models of humanistic and/or integrative psychotherapy
- Ethical and legal issues
- Support in meeting the requirements of the mental health placement (a requirement in psychotherapy training only).

In addition to the foregoing, students make a commitment to take responsibility for their own personal therapy and to ensure they have fulfilled the requirements of the examination, accrediting and registration bodies: these include UKATA, EATA, UKCP, COSCA, and other

bodies that may validate Physis Training courses or register practitioners. At an appropriate time, normally during Advanced 1 year, students are required to begin practice and to arrange supervision for this practice.

PART 2 Overview of the Programme

Contracts of Mutual Responsibility

Physis Training Responsibility

Physis Training take responsibility for constructing a training and educational programme that meets the requirements of validating authorities whilst being student-centred and experiential. Physis undertakes to monitor and provide assessment and feedback that allows and encourages students to monitor and develop their training to meet their goals. Physis has a responsibility to the professions of counselling and psychotherapy, and to the general public, to ensure that Physis trainees offering counselling and psychotherapy are “fit to practice”, and reserves the right to require a trainee to cease practice or cease training should it be apparent that this is in the best interests of clients, the training group, or the trainee themselves.

If for any reason we were to come to believe that:

- A student’s practice had fallen below an acceptable standard and they were putting members of the public at risk
- A student was not practicing in accordance with the UKATA or COSCA ethical code
- A student’s effectiveness had become impaired
- A student had brought Physis Training, TA or counselling and psychotherapy into disrepute

We would:

- Discuss our concerns with the student and if necessary their supervisor and placement provider (under the terms of the 3 or 4 way supervision agreement), aiming for a mutually agreed resolution
- If we could not reach an agreement by this process, we would advise the supervisor and placement provider accordingly, and rescind Physis’s Endorsement to Practice.
- If the latter should occur, a meeting will be held with the student, the supervisor, the Director of Training, year trainer and if possible placement representative, to determine a course of action that will enable the student to evidence sufficient return to fitness to be supported in returning to practice.

Student Responsibility

The student’s responsibility is summarised by a contract whereby Physis provides training to the defined standard and both counselling and psychotherapy students enter into a reciprocal contract. This is defined as follows.

Student Contract to Train with Physis Training

The Physis contract has been developed to define what is expected from students. Students are invited to reflect upon this contract as this will form the basis for participation in the training programme.

It is Physis's expectation that students will:

- Take full personal responsibility for their feelings, thoughts, actions, their comfort in the environment and their pacing of the work
- Determine their own goals and learning needs
- Share their ideas and feelings openly in an environment of trust, respect and commitment
- Be active in the group process component of training
- Be willing to examine and change existing ways of thinking
- Encourage and support others' learning and thinking in a mutually supportive environment
- Make use of their life experience, experiences in groups and elsewhere
- Apply the skills and tools of TA to solve problems and 'move forward'
- Reflect upon their experience and use this as a resource for further learning
- Value process and outcome, accepting that the journey of learning is as important as the outcome
- Seek opportunities for learning and actively create knowledge as well as accept learning
- Change and develop
- Think critically and for themselves
- Experience uncertainty and difficult feelings without becoming rigid, demanding or incapacitated by anxiety
- Act at all times in accordance with the UKATA and COSCA Codes of Ethics and Professional Practice

Compliance with training requirements

From the beginning of training (Foundation Year), students are required to:

- Have personal therapy which should normally be in the TA modality*
- Keep a training log
- Maintain a reflective learning journal
- Identify and evaluate training goals at the beginning and end of each training year
- Be members of UKATA
- Comply with the business contract that is the signed registration form

*Note: students in the foundation year are required to be in personal therapy as soon as they make the decision to continue in training. This can be from the beginning of foundation year or at a point prior to the end of that training year. Students must be in personal therapy prior to entering Advanced Year 1. For students proceeding to qualification, a delay in entering therapy may prejudice their completion of the training requirements.

Compliance with the requirements for personal therapy

For psychotherapy students the requirement for personal psychotherapy specified by UKCP is as follows:

- Personal therapy throughout the training with a UKCP registered psychotherapist
- With a minimum of 40 hours of therapy per year for 4 years. For the purpose of counting hours, a year is any 12 month period.

Physis Training strongly believes that a commitment to personal growth and discovery is central to the identity of the counsellor and psychotherapist. We expect to support trainees in developing their own inner awareness of the need for and value of personal therapy. If a trainee feels that they do not “need” to attend therapy, or is only interested in completing the minimum hours to meet requirements, trainers within Physis would have concerns about the trainee’s level of insight and self awareness, and their real motivation for becoming a therapist and may raise these with the trainee during tutorials or other discussions regarding progression through the course. These are specified minimums; the purpose of all personal work is to equip counsellors and psychotherapists with the ability to work effectively in a relationship with all their clients. Most counsellors and therapists will have done significantly more than these minimums, and remain committed to their personal therapy throughout their professional lives. Students are expected to use therapy as an essential part of the integration of their training; non-compliance with therapy requirements is a breach of contract and will jeopardise a student’s completion of the course. Recent changes to the arrangements for candidates for CTA mean that a proportion of therapy undertaken before the commencement of TA training may be included by psychotherapy candidates in meeting the “hours requirement”. This should be discussed with your supervisor.

Physis Requirements for Personal Therapy

- Psychotherapy trainees must adhere to the UKCP requirements as outlined above and specified in detail on page 27 & 28
- For ALL students, it is recommended that in the first instance and for the majority of the personal counselling or therapy undertaken, the counsellor/therapist should be qualified in using TA as a modality. If there are logistical or geographic issues that make it unreasonable to require that a trainee attends TA counselling or therapy, then a therapist working in a humanistic modality would be an acceptable alternative.
- For students who are clear that they intend to stop training once they have qualified with the COSCA Diploma, the personal therapy requirement is 90 hours of personal therapy, completed by the time of application for the Diploma exam. This should be completed:
 - During the training process, i.e. alongside the 3 years of academic training
 - With the majority of the therapy/counselling being within the TA model
 - With a counsellor or therapist who is qualified at Diploma level or above and who is a member of an appropriate professional body, and adheres to COSCA’s ethical standards.

Quality Assurance

Physis Training monitors the content and delivery of its programmes on a continuous basis, to ensure the maintenance of high standards. Externally, quality assurance is subject to inspection and review by the training standards committee of UKATA and by Physis's appointed independent external moderator. In addition, Physis's training programme is monitored by COSCA in line with their policy and procedures, including annual review by the COSCA external assessor.

Physis has in place procedures for blind and double marking and for feedback from both training year representatives and individuals, on a formal and informal basis, to assist in the process of quality assurance.

External Moderator

The criteria for our external moderator are that s/he is:

- An experienced trainer, therapist and supervisor
- Familiar with development & delivery of psychotherapy & counselling training programmes
- An experienced examiner
- Conversant with the administration of training programmes
- Independent of Physis Training.

Responsibilities of the External Moderator

The external moderator will visit the Physis training programme annually and will review the programme under the following heads:

Administration

- Course structure and content
- Course handbook
- Curriculum content
- Process of course delivery.

Assessments

- Procedures
- Appropriateness
- Standards of marking
- Moderation
- Random essay marking.

Students

- Level of satisfaction
- Progress through training
- Observing supervised practice within the training weekend.

During the annual visit, s/he will spend time in a random selection of training groups, both observing and talking to trainers and students. Visits will be followed up with a report identifying areas of good practice together with recommendations for any changes in the organisation and delivery of the programmes.

The external moderator's contact details may be obtained from the office.

The UKATA Representative (UKATAR)

Each Registered Training Establishment (RTE) must have a named representative who attends an annual meeting with UKATA to ensure that the RTE is up to date with current policies and procedures and changes in UKCP requirements.

Physis Training's UKATAR is Barbara Clarkson.

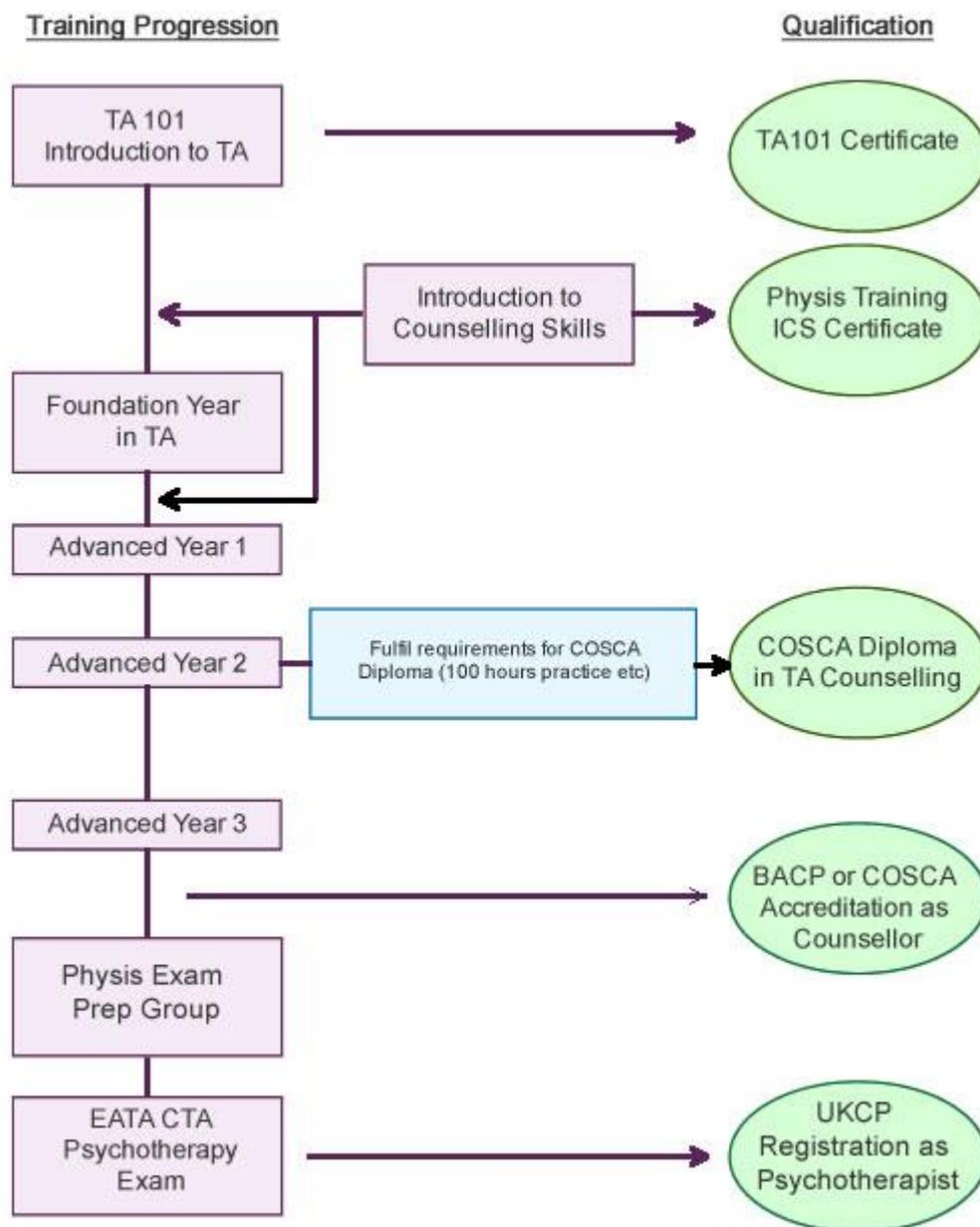
Awards & Qualifications

The following awards may be attained individually or in combination:

- The Transactional Analysis Introductory Certificate (or TA101)
- Foundation Certificate in Transactional Analysis (may be used to attain UKATA TA Award)
- Diploma in Counselling using Transactional Analysis (COSCA validated)
- Certified Transactional Analyst with Psychotherapy Speciality (CTA(P)) awarded by external examination through UKATA and EATA.

Post qualifying and subject to compliance the following can be obtained:

- Practitioner Membership of BACP or COSCA and listing on their Voluntary Assured Register of Counsellors
- Individual COSCA or BACP Accreditation – 2 years post Diploma, 450 hours practice (direct application to COSCA or BACP)
- Registration as a psychotherapist with United Kingdom Council for Psychotherapy post CTA (applied for via UKATA on completion of the requirements for registration and passing both parts of the CTA examination)



Summary Time Table for Awards, Registration and Accreditation

Award	Pre-training	Training Years	Award Criteria	Validity
TA101 Certificate		Pre-requisite for entering all training	TA101 course completed	International TA entry
Physis Introduction to Counselling Skills Certificate (ICS)	TA101	3 days of counselling skills training	3 day course	Physis ICS
Foundation Certificate in Transactional Analysis	TA101 Introduction to TA	Foundation Year (19 days)	Successful completion of all requirements including TA101 & ICS or equivalent	Can use to apply for UKATA TA Award
Diploma in Counselling Using TA	ICS, or COSCA Counselling skills certificate or equivalent, TA101	Foundation Year and Advanced Years One and Two <i>(Counselling Skills Course is included in the Foundation Year)</i>	Successful completion of all requirements including personal therapy, practice hours & oral exam	Can be used to apply for BACP or COSCA Practitioner Membership and listing on Voluntary Assured Register
Certified Transactional Analyst (CTA)	TA101 Intro to TA	Four Years as above plus Exam Preparation groups (*total of 5-6 years) with case study and oral exam	CTA Written and Oral Exams	International TA Qualification Basis for UKCP Registration
UKCP Registration		Completion of CTA and UKCP compliance	Completion of UKCP requirements	Registered Psychotherapist
COSCA/ BACP Individual Accreditation		Completion of Diploma and Compliance with COSCA/BACP requirements		Accredited Counsellor

* Probable minimum

Part 3 ENTRY REQUIREMENTS

Entry Requirements for Foundation Year of Physis Training (Psychotherapy and Counselling Students)

General Requirements

Applicants must:

- Be in possession of an honours degree and/or:
- Provide evidence of ability to undertake training at a post-graduate level with one or more of the following:
 - evidence of relevant professional training
 - evidence of Recognition of Prior Learning (RPL)
 - demonstration of suitable life experience
- Where English is not the applicant's first language; an IELTS level 6 or equivalent Certificate of English.
- Have attended, or make a commitment to attend, a TA101 Introductory Workshop. For those with prior knowledge of TA, a written open book TA101 examination may be accepted as an alternative to attendance at a TA101 course. This is at the discretion of Physis.

Psychotherapy

The above entry requirements set down by Physis Training are in line with those stipulated by the Humanistic and Integrative Psychotherapy College (HIPC) of the United Kingdom Council for Psychotherapy (UKCP). These entry requirements are mandatory for those intending to qualify and register with UKCP as psychotherapists on completion of their TA training.

Counselling

Physis psychotherapeutic counselling training is at post-graduate level and the general standards for entry are the same as for psychotherapy. For those wishing to enter for the COSCA validated Diploma in Counselling offered by Physis entry requirements are:

Entry Requirements for Diploma in TA Counselling

In addition to meeting the entry requirements laid out above, entry to the Diploma programme is by successful completion of 63 hours of counselling skills training. This is delivered by Physis and comprises:

- An introduction to the theory and practice of Transactional Analysis (TA101)
- A three day Introduction to Counselling Skills which takes place as part of the Foundation Year.
- Four days of applied TA counselling skills, which is completed in the Foundation training year.

Physis recommends that all trainees should attend the 3-day Introduction to Counselling Skills component whether or not they have prior training and/or experience of counselling, as this short module combines counselling skills with TA theory and application. A fee discount is available to those who already possess a recognised counselling skills certificate in recognition of the investment trainees have already made in undertaking such a certificate. This must be applied for in writing with evidence of prior training.

Entry Requirements - Advanced Training Years leading to a Qualification

Progression through the training programme is not automatic. Entry to each advanced year is subject to the satisfactory completion of the current training year, including minimum attendance, personal development, assessment and the requirements outlined below.

In order to progress to the next level of training, the following requirements must be met:

- Attendance at a minimum of 17 days of training. This constitutes 85% attendance and meets COSCA requirements. Exceptions have to be agreed by the trainer and Physis Training. In the event of illness or other genuinely unavoidable absence, Physis may agree that the time can be made up by attendance at a CPD course or by additional written work.
- Successful completion of all written and oral assignments
- Demonstration of an ethical and responsible approach to counselling and psychotherapy training and practice in training (e.g. understanding and working within the UKATA and COSCA codes of ethics and professional practice)
- Demonstration that the student's own personality style, developmental readiness, philosophy and ways of communicating equip them for continuing training at this level
- Engagement in personal work and evidence of personal development in group work, and engagement with the trainer and in peer groups
- Active engagement with the Group Process component of the course
- Compliance with personal therapy requirements
- Evidence of development in personal psychotherapy
- Endorsement of the trainer(s)
- Supervisor's Report (for students in practice)
- Maintenance of Training Log signed off annually by The Principal Supervisor (contractual trainees) or the year trainer (prior to contract)
- Reflective Learning Journal
- Adherence to the business contract with Physis.

For Entry into Advanced Year 1 students must be actively engaged in seeking an opportunity to start a placement, unless an exemption has been granted. Students must be in clinical practice to continue beyond Advanced Year 1 unless a specific exemption has been agreed.

Entry Requirements for Progression by Psychotherapy Students into an Exam Preparation Group

In order to progress into these groups, the following requirements must be met:

- Compliance with the requirements as laid out above
- Successful completion of a minimum of 4 years of training in TA
- Be in clinical practice
- Be in continuous personal therapy
- Be in clinical supervision with a TSTA or PTSTA
- Be preparing for or writing the CTA written exam
- Be regularly taping work and be willing to bring tapes and transcripts to the group.

Variations for Entry

Variation of the requirements for entry to Foundation Year

For those wishing either to train in the other specialities of organisational and educational TA, or who enter training for their personal or professional development, the entry conditions for Foundation Year may vary. All requests for exemption or variation of these conditions should be made to the Physis Training administration office in writing.

Recognition of Prior Learning for Entry into Advanced Training Groups

Applicants will be considered for entry into an Advanced Training year through Physis's recognition of prior learning (RPL) procedure. Applicants should complete a TA Training RPL Application Form and evidence that they satisfactorily comply with the following:

- The entry and pre-entry conditions listed above
- Completion of the required number of training hours commensurate with the proposed year of entry¹. This must be Transactional Analysis psychotherapy or counselling training at a training institute registered with the UKATA for the delivery of training for the CTA².
- Provision, with the application form, of an up to date training log, together with details of any personal work, practice or supervision hours accrued
- Provision of marked copies of written work and evidence of practice or oral assessments
- Physis will take up a reference with the previous training institute

In addition, students wishing to Qualify for the Diploma in Counselling using TA will be required to fulfil the criteria for these awards. Students using an RPL process to enter training towards the Diploma may not qualify for COSCA recognition of prior training, but may still be awarded the Physis Diploma in Counselling using TA.

Notes:

- 1) *Additional written work may be required in order to establish academic level and developmental progress.*
- 2) *Physis Training will also consider applications for entry into an advanced group from students who have completed training overseas that is recognised by EATA or ITAA. If they intend to register as psychotherapists with UKCP, additional work may be needed to meet UKCP requirements.*

Deferred or Refused Entry to Training or Termination of Training

Deferred Entry to Foundation Year

At Interview

The interview forms the basis of Physis Training's assessment of an applicant's suitability for training by providing the applicant with the opportunity to show his/her:

- Academic ability
- Life experience
- Self-awareness
- Commitment to self-development

and to demonstrate:

- A basic ability for self-reflection
- A basic ability to respond to others, both in a group and to an individual
- A basic ability to respond to feedback
- A basic capacity for empathy
- A commitment to the core value of the essential worth of all people.

The interview is an opportunity for applicants to find out about the training programme and its requirements.

Acceptance and Refusal

Applicants who meet the basic entry requirements will be invited for an interview. Applicants will be asked to complete the "Personal Reflection Form" prior to interview and bring this with them for discussion with the interview panel. Applicants are accepted onto the training programme based on the decision of Physis. An offer of a place is always subject to the receipt of two references.

Physis will send successful applicants a written offer to train and at the appropriate time a registration and payment form.

Applicants who are unsuccessful and refused entry to Foundation Year will be notified in writing and will be given the opportunity to receive feedback.

Applicants may be offered a deferred entry to Foundation Year based on recommendations for specific actions which will enable them to reapply after a period of time if they so wish.

If an unsuccessful applicant wishes to make a complaint about the interview or the decision of Physis to refuse entry to training or offer a deferred entry, the complaints procedure outlined in Appendix H.

Deferred Entry to Further Training

Deferred entry to further training will be offered where the conditions listed above for completion of the relevant training year have not, in the opinion of the training staff and Physis Training, been met. During the deferral process the student will be offered support and advice from the year trainer and student Advisor. An action plan will be formulated aimed at helping the student develop him or herself in such a way that s/he can re-enter training at a later date. Compliance with all aspects of the plan is required prior to being considered for re-entry to the

programme. During the deferred period, support is offered by Physis: the exact nature of this will be specified in the action plan.

Refused Entry to Further Training

A student who meets the general conditions of entry will be refused entry into an advanced training group if the student endangers him/herself or others, acts to bring the institute or the profession into disrepute or whose state of health proscribes effective participation.

Procedure for Deferred or Refused Entry

The Procedure is as follows:

- The trainer will give a student notice of his/her concerns and intention to defer or refuse entry at any point during the training year and not later than the penultimate weekend. This will be confirmed in writing by the trainer.
- A one-to-one meeting between the trainer and student will be arranged no later than the penultimate training weekend of the training year. The trainer will offer specific feedback about the student's strengths as well as the areas for concern and will be willing to engage with the student in finalising an action plan to equip the student to enter or return to Physis Training advanced TA training at a future date.
- The student will be given all reasonable opportunity to discuss the implications of the decision and any options with the trainer and/or the Director of Training before the final decision is confirmed in writing to the student.
- The student will be given the opportunity to meet with the Student Advisor.
- The agreed action plan will be signed and dated by both the student and the trainer.
- The decision to refuse or defer entry will be taken to and discussed in the training group by the student and trainer. The trainer will ensure that the student is supported in this process. The group will be invited to examine the implications for the boundaries and learning contract of the group. The student has the opportunity to talk over the decision and his/her response to it with the training group.
- The training group will have the opportunity to work through their response.
- At all times in this process the trainer will be aware of the needs of and support for the student.

Support for Students awaiting a Deferred Entry to Advanced Training or those taking an elective “Time Out” from the training process.

Physis aims to create a community of learners and practitioners, and invites any trainees taking time out from training, either by choice or through a deferred entry process, to stay in contact with the organisation, via the Physis Website and Facebook page, attending CPD workshops, coming to the end of year celebrations, and being part of the Physis Hub meetings which take place twice each academic year.

Recent changes in UKATA policy in line with HIPC/UKCP requirements mean that if trainees want to take time out from training they are required to retain their membership of UKATA if they wished to count any hours of psychotherapy/counselling practice they might accumulate during that time to count toward the ultimate registration requirements for Transactional Analysis psychotherapists applying for registration with UKCP via UKATA. If a student should choose not to remain a member of UKATA during any such break they may not be able to count any training, supervision and clinical hours accrued during that time towards UKCP registration without completing an APL/RPL process to request the recognition of these hours by their chosen RTE.

During their core training a student is required to be associated with an RTE, this requirement is now extended until such time as the student has achieved successful completion of the CTA examination and/or UKCP registration, whichever is the latter. The choice of RTE is a matter for the individual student and the RTE. Physis requires one annual meeting with each Physis Member, plus an annual re-registration providing updates on training hours, therapy and supervision using the Membership forms provided.

In addition, students who are in placement during time out will continue to work with their TA supervisor who will be the main link with Physis regarding clinical progress. This year, the “time out” group from Advanced Year 2 last year are arranging two peer support meetings in the Physis office to coincide with Physis training weekends so that they can meet other trainees and continue links with the Senior Training Group trainer.

Physis Student Support Adviser remains available to students taking time out, and students are invited to contact the Programme Manager and/or Director of Training at any time if they have any concerns.

Those who are following a “Deferred Entry” process will have a defined pathway to follow outlined in the letter of deferral, and involving appropriate contact people from Physis.

Prior to returning to training, the Programme Manager will liaise with the returning trainee to ensure that they are ready to rejoin a training group, and will involve the Director of Training if necessary at this stage. An informal tutorial will be arranged to discuss how the trainee has used their time out and how they are feeling about re-engaging with the training process.

Termination of Training

Physis Training reserves the right to terminate the student's membership of the training group and exclude the student from further training at any time in a training year where the student has not fulfilled the training commitment in one or more of the following ways:

- a) Missing more than the permitted number of training weekends.
- b) Failing to submit assignments.
- c) Acting to disrupt the work of the group, or failing to engage actively and appropriately in the reflective and reflexive process of the group
- d) Not engaging in personal development by not taking part in peer groups or by not engaging in personal counselling or therapy.
- e) Being shown to have made a false statement in compliance with the conditions of registration in the current or previous years.
- f) Failing to comply with the expectations of the student outlined in the student responsibilities section of the contract of mutual responsibility between Physis and the student as outlined on pages 11 and 12 of this manual

Termination will only occur after proper investigation of the circumstances, in which process the student will be invited to engage. In the event of termination no refund of fees will be made and any unpaid balance of fee remains due and payable.

Procedure for Termination of Training

- The trainer, the student Advisor or a member of Physis Training management team will raise concerns about the student in line with the criteria for terminating training during the training year to the Director of Training, as soon as they arise.
- A meeting will be arranged between the student and the Director of Training and another member of Physis Training staff as appropriate, to discuss the implications of the decision and any options before the decision is confirmed in writing to the student.
- Within seven days of the meeting, the Director of Training will give a student written notice of the concerns and their intention to terminate training.
- The student has the opportunity to talk over the decision and his/her response to it with the training group. The training group will have the opportunity to work through their response.

Appeals

In the event of termination, deferral or refusal in any of the foregoing circumstances, the student may appeal against the decision in terms of the appeal procedure in Appendix H

Payment or Refund of Fees

- In the event of deferment, or termination, all fees to end of the current year are due

Application and Registration Procedures

Entry into Foundation Year

Application Form and CV

An application is made to Physis Training by completing and returning the application form, and “Personal Reflection on Capacities” form, accompanied by a CV and a personal statement, which should include an outline of the applicant’s objectives in undertaking training. The CV should be no more than two sides of A4 and should include:

- Previous training and qualifications
- Details of relevant work and life experience
- Two referees, one professional and the other personal.

As a training organisation, Physis does not seek a “DRB” or “Disclosure Scotland” check for applicants to the training programme. Placement organisations will routinely carry out these checks before offering trainees a counselling placement. However, on occasion, applicants have disclosed prior criminal convictions or matters relating to offences that would preclude them from working with vulnerable or “protected” adults. This may be discussed at interview and the implications made clear to the trainee (i.e. finding a placement may not be possible and therefore completing the training may not be an option). Any information disclosed by a potential trainee at this stage (or indeed by a trainee further down the training process) is treated with complete confidentiality and managed according to the legal requirements pertaining to these matters.

The Interview

The interview forms the basis of Physis Training’s assessment of an applicant’s suitability for training by providing the applicant with the opportunity to show his/her:

- Academic ability
- Life experience
- Self-awareness
- Commitment to self-development

and to demonstrate:

- A basic ability for self-reflection
- A basic ability to respond to others, both in a group and to an individual
- A basic ability to respond to feedback
- A basic capacity for empathy
- A commitment to the core value of the essential worth of all people.

The interview is an opportunity for applicants to find out about the training programme and its requirements.

Acceptance and Refusal

Applicants who meet the entry requirements will be invited for an interview. Applicants will normally be interviewed by a trainer, the Programme Manager and occasionally the Academic Student Support Advisor. Where a student resides abroad or at extreme distance in the UK a telephone interview may be offered. Applicants are accepted onto the training programme based on the decision of Physis. Physis will take up references prior to the offer of a place

Physis will send successful applicants a written offer to train and at the appropriate time a registration and payment form.

Applicants who are unsuccessful will be notified in writing and will be given the opportunity to receive feedback and recommendations if they so wish.

Registration

- On registration, applicants will provide Physis with copies of qualifications requested.
- Registration is completed by return of the registration and payment forms with the appropriate deposit and completed standing order form or full payment.
- Students sponsored and paid for by their organisation should arrange for an official order or letter of confirmation of sponsorship.
- The Registration process constitutes the business contract between applicant and Physis Training, and provides both parties with a signed copy of the administrative contract that exist between them.

Entry into Advanced Years for the Counselling Diploma or CTA (Psychotherapy)

Acceptance and Refusal into Further Training

- Students will qualify for entry into a further training year if they have successfully met all the requirements of the previous training year.
- Students must have the endorsement of their trainer to continue.
- Physis Training reserve the right to deny entry to further training at any time, see conditions of deferment and refusal (Page 21).
- Physis Training will send out to students a written offer to train and a course registration and payment form for entry into advanced training, in subsequent years student will receive a confirmation of their place and a payment form.
- Students who are not offered a place to continue will receive written notification of this (see deferred entry procedures).

Registration for Advanced Training with Diploma

Students who have the endorsement of their trainer will be sent course registration form for advanced training.

Meeting of Registration and Application Conditions

In completing the registration form, students should note they are confirming that they meet various conditions for entry to a specific course and have taken note of the full cost of completion.

It is of critical importance that students ensure they meet these conditions. If they are unable to do this, application and registration forms should be signed declaring any exception and a statement detailing any unmet conditions and the time frame for compliance should accompany the registration; the acceptance by Physis Training of any registration may be conditional.

Please note that it is unacceptable to sign that a condition is met if it is not currently in place even if it is expected to be met in the future.

Failure to complete this form with any exceptions noted can lead to disqualification from the course or may prevent the student from qualifying or obtaining professional registration.

Further Training on completion of the Advanced programme

On completion of the four year taught programme, students who are aiming for the Psychotherapy qualification CTA, may continue in an Exam Preparation Group (EPG).

Exam Preparation Group

This group provides:

- Development of practice
- Ensuring the meeting of professional practice requirements of UKCP.
- Support for the preparation of written CTA Case Study
- Preparation for the CTA oral exam

All training groups including the EPGs are run subject to a minimum number of participants.

Part 4 On-going requirements for Students

Attendance Requirements

Physis Training requires students to maintain a minimum 85% attendance. This works out as attendance at 17 days of training per year. This requirement also complies with the COSCA minimum training hours for the diploma.

For UKCP Registration on attaining CTA, a minimum of 600 training hours must be provided within the training programme. Physis 4 year training programme provides the following:

TA101	..... 12 hours
Foundation Year:	..... 140 hours
Advanced Year 1	..... 140 hours
Advanced Year 2	..... 140 hours
Advanced Year 3	..... <u>140 hours</u>
TOTAL	..... 572 hours

The remaining core training hours are provided through the Exam Prep Group which meets 7 times each year, and through CPD workshops provided within Physis. It is an expectation, though not a requirement, that trainees will attend at least one National TA conference in the course of their training, normally towards the final years of the training process.

1 year of Exam Prep Group (6 days per year) 42 hours
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Additional time allocated -

For each year of training there will be an expectation that the following additional hours of commitment will be needed. These are not requirements, but a guide to the amount of time that this course involves:

Foundation Year:

Personal Study	..... up to 60 hours
Peer group meetings	..... 8 hours
Personal Support (therapy etc)	..... optional

Advanced Year 1:

Personal Study	..... up to 100 hours
Peer group meetings	..... 8 hours
Personal Support (therapy, supervision etc)	..... 40 hours therapy
	..... Up to 27 hours supervision

Advanced Year 2:

Personal Study	..... up to 216 hours
Peer group meetings	..... 8 hours
Personal Support (therapy, supervision etc)	..... 40 hours therapy
	..... Min. 30 hours supervision

Advanced Year 3:

Personal Study	..... up to 216 hours
Peer group meetings	..... 8 hours
Personal Support (therapy, supervision etc)	..... 40 hours therapy
	..... Min. 30 hours supervision

Exam Prep Group:

At least one year of exam prep attendance is required in order to meet the training hours required by UKCP

During this year and during any other time between finishing the core taught programme and taking the CTA exam, trainees are expected to complete therapy hours and supervision hours in accordance with the UKCP standards set.

An indication of the likely time commitment is given below:

Exam prep group:	42 hours
Personal Study	200 hours minimum
Peer group meetings	suggested monthly
Personal Support	40 hours therapy then as appropriate Supervision at 1:6 ratio

Membership of the United Kingdom Association of Transactional Analysis (UKATA)

All students are required to maintain membership of the United Kingdom Association of Transactional Analysis. UKATA is the professional body governing the practice of TA in the UK. During the foundation year of training, students join as Regular Members. To be eligible for this, a TA101 must have been completed. In Advanced Training students become Student Members of the UKATA. On taking out an EATA training contract, a student becomes a Contractual Trainee Member.

On qualifying, a psychotherapy student becomes a Certified Transactional Analyst with a psychotherapy speciality (CTA (P)). Having obtained the qualification CTA (P), and subject to compliance with the conditions, registration with UKCP (United Kingdom Council for Psychotherapy) is undertaken through UKATA.

In becoming a member of UKATA, a student agrees to abide by the codes of ethics and professional practice (Appendix F). Counselling students are required to be members of UKATA whilst in the Physis Training Programme. On completion of training they may opt to retain membership of UKATA and/or become full members of STAA.

Membership of the Scottish Transactional Analysis Association (STAA)

From October 2012, an agreement has existed between Physis Training and STAA to the effect that all trainees in Foundation Year and Advanced training groups with Physis Training become members of STAA, (paid for by Physis Training), enabling them to access the Scottish TA network and take part in events organised in the region by the STAA, including a reduced fee ticket for the STAA Conference in October each year. STAA is not a regulatory body in any way and trainees therefore also must maintain membership of UKATA throughout their training.

Personal Therapy Requirements

Personal therapy is a requirement of training for all seeking qualification as a counsellor or psychotherapist. Personal counselling or therapy is essential in reaching the place where empathic engagement with the client is possible, whatever the material presented. Personal work is also extremely powerful as a tool for integration and support for the engagement in training that can frequently bring personal issues to the surface. It also adds to the understanding and integration of the material taught.

Physis Training follows the highest professional standards to ensure that students are maintaining standards of excellence and professionalism, and that they have the maximum number of choices for professional recognition. It is therefore a Physis requirement that, whilst in training, the UKCP requirements for personal therapy are complied with.

For quality assurance purposes and to ensure compliance with the requirements, students are required to submit a form signed by their therapist confirming the nature, frequency and modality of therapy. This is submitted annually at the beginning of each training year. As therapy is a confidential process the content of the therapy should not be disclosed and is not required. This form will be kept in the student's individual file which is stored securely. An exception to this may be where the therapy is part of the condition of re-entry to training where someone has been deferred. This would be with the written and signed agreement of the student.

Psychotherapy Requirement

All students are recommended to enter therapy during their foundation year training. This is obligatory for counselling and psychotherapy students; entering therapy by the end of Foundation Year and being in on-going therapy is a condition for proceeding to advanced training.

It is a UKCP condition that therapy is engaged in for a minimum of 40 hours per year for 4 years, and that therapy should be continuous throughout training i.e. until completion of the CTA exam. This therapy may be either one-to-one or in a group. It is also a UKCP condition that psychotherapy students are in therapy with a UKCP registered therapist or equivalent:

Extract From UKCP HIPS Training Standards May 2006:

*Candidates must have an experience of therapy **congruent** with the psychotherapy in which they are training, a minimum of 40 hours per year for four years, and normally be in psychotherapy throughout their training*

It is also a requirement of UKCP that the chosen therapist be registered with UKCP. Therapists not registered with UKCP may obtain an exemption by making an application to the Training Standards Committee of the UKATA. The form for this purpose should be obtained by the student from the UKATA Administrator and is returned to the chair of TSC. Physis strongly recommends that the majority of therapy undertaken should be in the TA modality. If this is not possible for geographic reasons, the therapist should practise a therapy recognised by the Humanistic and Integrative College of UKCP. If in doubt consult your trainer or supervisor for advice.

Counselling Requirement

The Physis Training requirement for diploma candidates is the completion of a minimum of ninety hours of therapy, individually or in a group with a humanistic counsellor or psychotherapist.

Students who are seeking the COSCA diploma only, may apply to work with a therapist who is not UKCP registered or equivalent. However, this decision may limit choices later on in training

should students wish to pursue the UKCP registration and in this event could be required to undertake additional years of therapy. As Physis offers a Diploma specifically in counselling using TA, it is expected that the majority of the 90 hours of personal counselling/therapy undertaken will be with a counsellor/therapist with a TA background and qualification. This should be undertaken:

- During the training process, i.e. alongside the 3 years of academic training
- With the majority of the therapy/counselling being within the TA model
- With a counsellor or therapist who is qualified at Diploma level or above and who is a member of an appropriate professional body, and adheres to COSCA's ethical standards.

Summary of Therapy Recommendations

Therapy Type –Psychotherapy students should experience both individual and group therapy and this is also recommended for counselling students. Individual therapy and group work are normally both on a weekly basis; a group meeting less frequently might be combined with individual work. Therapy marathons, either one-off events or meeting a few times per year for one or more days, are a valuable experience and may significantly advance an individual's work. They should not, however, form the core part of a student's personal work.

UKATA's Training Standards Committee (TSC) encourages students to gain a wide range of personal therapy experiences which includes individual therapy, group therapy and therapy marathons. TSC do not prescribe set numbers of hours for each type of therapy (individual, group or marathons), and the final proportions that a student must engage in of each type of therapy is a matter for negotiation between the student and their principal supervisor.

As TA is practiced in both group and individual settings, it is recommended that both are experienced. A minimum of two years of individual weekly therapy is recommended. UKCP specify that the therapy undertaken must be of the 'type, frequency and duration in which you expect to practice'. UKCP registered therapists are expected to be mainly providing long term individual weekly psychotherapy, and therefore must have had personal experience of this.

Counselling Students are expected to undertake therapy as part of their development, whilst it is probable that they will mainly practice shorter term counselling; it is recommended that they experience the developmental value of longer term therapy.

Foundation Year Students not intending to qualify as Counsellors or Psychotherapists

Students who have entered foundation year with the intention of pursuing educational or organisational TA or who have entered the training for professional or personal development are not obliged to enter therapy during this first training year. Nevertheless, personal work should be seriously considered as part of their development and as a valuable integration of the training.

We recommend that this be discussed with the foundation year trainer.

Trainees attending Advanced Training for Continuing Professional Development purposes

If a student is clear that they are not seeking to qualify with the COSCA Diploma or with the CTA psychotherapy qualification, and are attending advanced training for professional development purposes only, personal therapy is recommended as part of the learning process, but not a requirement.

Active engagement with the Group Process Component of Training

Throughout each Advanced Year of training, Group Process is a defined slot on each training weekend usually lasting an hour. This is a facilitated reflective process determined by the group members themselves. It is introduced and re-introduced at the start of each Advanced training year, with a brief review of Berne's main theories about groups, their structure and development. It has the following learning outcomes:

1. Development of the ability to reflect critically on the impact that each person makes on the group, and provide constructive feedback to others about their experience of them
2. Develop the capacity to receive feedback from others and deal with the challenge of responding to this in subsequent transactions in the group.
3. Develop options for managing the challenge of unhelpful feedback
4. Development of the capacity for self reflexivity, and for the awareness and consideration of transference processes taking place in the group
5. Development of the capacity to tolerate anxiety and other difficult feelings whilst maintaining Adult presence with themselves and others
6. Development of the ability to maintain OK-OK relationships despite challenge and critique
7. Strengthening the capacity to maintain intra- and inter- personal boundaries and maintain an Integrating Adult stance regarding this learning experience, differentiating it from a therapeutic process

As can be seen from the above, the Group Process is an intensive learning opportunity for putting the core skills and components of being a counsellor and psychotherapist into practice within a contained, facilitated learning environment, before having to transfer these to clinical practice.

Part 5 Assignments

Assignment Regulations

Presentation

- Essays must be word-processed in Times Roman 12 point
- Use double spacing
- Standard margins should be used. The right margin should not be justified
- Print on a single side of A4 in black
- Paragraphs should be clearly marked by an additional line space and not indented.
- Pages should be numbered.
- Assignments should be anonymous (student's names must not appear anywhere in the document)
- A Physis Training Assignment Cover Sheet should be stapled to the front of the assignment

Length

The final document should be within 10% of the specified length, excluding bibliography and appendices; note that the appendices should be of the length needed only to give the relevant information

Put in a word count at the end of the main body of work, as well as on the Assignment Cover Sheet

Writing and Diagrams

- Diagram accurately
- Reference ORIGINAL source of diagrams (publication title, name, date and page number)
- Use specialist terminology accurately
- Write clearly and use appropriate punctuation
- Written assignments should always be accompanied by a full bibliography
- Referencing and bibliographic citation must be consistent and in line with the Harvard system of referencing. Information can be found using the following link:
www.qmuc.ac.uk/goodscholarship/referencesharvard.htm.

All students should submit written assignments as follows:

Two paper copies of the assignment should be submitted

Each copy should be stapled and submitted in a clear plastic folder. These should be placed in the Assignment Submission Box located in the Physis office.

1 copy of the assignment should be submitted by email to info@physistraining.co.uk.

Written assignments should be formatted and laid out in the manner specified above in Assessment Regulations.

Submission of Transcripts Analysis (Advanced Years 2 & 3)

Transcripts must be submitted as follows:

2 paper copies placed in the Assignment Submission Box in the Physis office, with a completed and signed Transcript Analysis Front sheet attached. This should be completed fully and be signed by the Supervisor.

It should clearly indicate which Transcript (1 or 2) is being submitted. Transcript 1 and 2 may not be submitted at the same time

1 email copy of each Transcript Analysis must also be submitted to info@physistraining.co.uk

Written assignments, including presentation supporting papers, may not be handed directly to your trainer.

The assignments will be removed from the submission box and passed to the marker for blind marking. Please ensure that only complete assignments are submitted. Marks will be deducted for incomplete assignments.

Assignments must be received by Physis office on or up to one week before the due date. They may not be posted on the due date or handed in after 9.00am on the due date. The dates coincide with training weekends wherever possible.

Please note: Marks will be deducted for non-compliance with any of these regulations and significant non-compliance may result in a fail.

Assessment Body

First Marking of Assignments	Sample double Marking (fails and highest mark)	Moderation of remainder of assignments	Moderation of fails, mid-range & highest marks
By Year Trainer	By member of Physis Training Team	By member of Physis Training	By Physis Training External Moderator

Assessed Observed Skills Practice Administration

Assessment forms are to be completed by the trainer and handed back to Physis Training. The original will be sent to the student with a copy kept in the individual file.

Once the marked assignments have been returned, Physis will:
Return to the student the original assignment, together with the marking summary sheet with comments. At this point the student's name will be added.

A copy of the feedback sheet will be kept on file electronically.

Email copies will be deleted at the end of the training year

Written Assignment Schedule

Course	Assignment	Subject Agreed with Trainer	Preparation Period	Last Date Due at Physis office
Foundation	Essay	Feb weekend	February – May	19 th May 2014 9am
Foundation	Presentation Paper	May weekend	May – July	14 th July 2014 9am
Adv Year 1	Essay	Dec weekend	December - March	24 th March 2014 9am
	Presentation Paper	March weekend	March – June	16 th June 9am
STG	Essay	Nov weekend	November – February	10 th February 2014 9am
	Case Study	Early planning advised	February – May	19 th May 2014 9am
	Transcript Analysis 1		October - December	13 th January 2014 9am
	Transcript Analysis 2		January – March	24 th March 2014 9am

Extensions

If a student is unable to submit a written assignment by the deadline due to reasons of extenuating circumstances, s/he may request an extension. Requests must be made in writing to the Physis office info@physistraining.co.uk and they will then be considered by the Physis Director of Training as well as your year trainer. Requests for assignment extensions can only be agreed in exceptional circumstances and all requests must be approved by the Director of Training.

Application must be made in writing to the office no less than 2 weeks prior to the submission date and be supported by appropriate evidence. An extension will normally only be granted for a maximum of one week. An extension can only be considered where the inability to complete work on time is due to circumstances beyond the control of the student.

Penalties for Word Limits and Late Submission of Assessment

A piece of written work which exceeds or is below the specified word limit by more than 10% will receive a maximum mark of 50%.

In each piece of written work where a word limit is identified, students are required to include and clearly state the total number of words used. The number of words counted should include all the text, references and quotations used in the text, but should exclude abstracts, supplements to the text, diagrams, appendices, reference lists and bibliographies.

Any student who submits work to be assessed after the assessment submission date, without prior agreement or without good or agreed cause, will have marks deducted according to the following criteria:

- If submitted after the due date but within one calendar week (i.e. up to 6 days after submission date) a maximum mark of 50% will be awarded;
- If submitted after one calendar week (i.e. 7 days or more after submission date) a mark of 0% will be awarded;
- If coursework is submitted after the due date for a resubmission assessment a mark of 0% will be awarded.

These penalties also apply to assignments submitted after the agreed extended deadline.

Written Assignment Re-writes

In the event that a pass mark is not awarded, a partial or full re-write will be required. An assignment may be resubmitted. Any resubmission which is passed will be awarded a maximum mark of 50%.

Failure to submit assignments

Failure to hand in an assignment on time or, in exceptional agreed circumstances by the extended date with prior agreement, will result in the assignment not being marked and a fail being recorded against that piece of work.

Plagiarism**Academic Dishonesty and Plagiarism**

Physis Training views academic dishonesty such as copying another student's work, cheating, collusion or plagiarism with the utmost seriousness. Some definitions follow:

Collusion

While students are encouraged to collaborate and may pool resources and reference material, it should be emphasised that any formal piece of assessment must be a student's own work and not a copy or a derivative of another.

Plagiarism

Plagiarism is the presentation of information taken from a book, research paper, Internet or other source, from another student or from any other individual, so as to appear as if it was a student's original work. It can involve a single sentence, a paragraph, an entire essay or simply an idea.

All students will find excellent information on plagiarism and how to avoid it on www.qmu.ac.uk/goodscholarship

Confidentiality

Students are required to observe strict confidentiality when making reference (verbal or written) to any client or other clinical information. Clients' material and other confidential information should be disguised sufficiently to ensure that individuals are not able to be identified in essays, case studies, or transcript analysis. To do otherwise contravenes the codes of ethics and professional practice and may infringe the Data Protection Act. To ignore this is considered a serious offence.

The same care should be taken to protect clients, fellow students, staff members or other individuals who should not be identifiable from information contained in Reflective Learning Journals, in an internet blog, a social networking site, Tweeting or in any other published media, unless their permission has been obtained and is properly documented. The UKATA Social Media policy can be found at <http://www.uktransactionalanalysis.co.uk/wp-content/uploads/2013/05/Social-Media-Policy.pdf>

It is never appropriate to publish material involving clients where there is any possibility of identification. In respect of clients, any permission obtained may be an inappropriate over adaptation to the therapist. Before using any client related material or seeking permission from the client to use such material, supervision is strongly recommended.

As required under the UKATA Social Media policy, Physis requires that all trainees and Physis Members using Social media, have due regard for the following aspects of professional practice:

Privacy

Members are strongly advised to protect their own privacy. This means regularly checking your privacy settings as well as choosing carefully the information you make available online. Be aware that comments or images posted by friends or family may be accessible as their privacy settings may not be set as rigorously as your own. Pictures of you taken by other people may be tagged and it is recommended that you monitor this as much as possible and request people untag any inappropriate images. Members need to be aware that most search engines will guide members of the public to any sites that could have personal information posted about them. Members are also reminded that when social media sites update their services, sometimes the privacy settings are automatically reset to a default setting. It is incumbent upon members to be vigilant about this.

Professional Conduct

However you identify yourself on your professional account (e.g. student/contractual trainee/CTA etc.), you are required to act professionally at all times and be guided by the UKATA Code of Ethics and Requirements and Recommendations of Professional Practice. When members are involved in social networking sites they may inadvertently become involved in ethically questionable conversations. If this occurs members are required to act according to our ethical guidelines (e.g. withdraw, seek supervision or confront).

In particular, Physis trainees and Physis Members must not:

- Establish online relationships which in any way compromise their professional relationship with clients and service users.
- Accept friend requests from clients or service users, and to decline this request using formal means of communication.
- Discuss clinical work or work-related issues online in any non-secure medium.
- Publish pictures of clients, trainees, supervisees or other service users online without their permission.
- Post defamatory comments about individuals or institutions. This applies to all comments made on personal or professional accounts. Defamation law applies to any comments posted on the internet.
- Use social-networking sites/internet/blogs for raising professional and/or ethical concerns or whistle-blowing.

Assessment Criteria

Written Assignment Marking Criteria and Marking Scales

The table below details the criteria and scales used in marking all written assignments. This is QMU marking criteria and is used throughout the programme for consistency and to ensure all assignments are assessed as postgraduate level. Each written assignment will be given a grade and a score.

Grades A – D constitute a pass, and grades E – G a fail. The trainer marking the assignment will provide feedback on the assignment marking summary sheet: using the form provided as a Word file in the Student Area of the Physis Training web site.

Table 3 Written Assignment - Postgraduate attributes of performance

Grades A - D

Grade A 80%+ Excellent performance, exceptionally able	Grade B 70- 79.9% Very good performance [distinction mark is 70%]	Grade C 60- 69.9% Good performance	Grade D 50- 59.9% Satisfactory performance
1. Excellent level of self-awareness evidenced	1. Very good level of self-awareness evidenced	1. Good level of self-awareness evidenced	1. Demonstrates satisfactory level self-awareness
2. Specialist area - exceptional insight and breadth of knowledge	2. Specialist area - deep knowledge of theories, principles and concepts	2. Specialist area - evidence of knowledge lacking depth in some areas	2. Specialist area - some insight but lacking depth or critique in some areas
3. Excellent comprehension of scholarly techniques and /or the research-base	3. Very good comprehension of scholarly techniques and/or the research-base	3. Good comprehension of scholarly techniques and/or the research-base	3. Limited comprehension of scholarly techniques and /or the research-base
4. Evidence of critical and deep knowledge of the specialist and related areas	4. Presents evidence of critical and deep knowledge of the specialist and related areas	4. Evidence of understanding some advanced issues in forefront subject or professional area	4. Evidence of knowledge relating to advanced, current and complex issues
5. Ability to challenge, critique and develop existing theory	5. Some ability to challenge, critique and develop existing theory	5. Ability to recognise key critiques and limitations of existing theory	5. Recognises some critiques of existing theory
6. Demonstrates outstanding originality in the application of knowledge	6. Demonstrates capacity for independent application of knowledge	6. Good comprehension of how concepts and knowledge may be applied	6. Some ability to identify and comprehend how concepts and knowledge may be applied
7. Displays outstanding potential to undertake research or be a leading practitioner	7. Displays potential to undertake research or be a leading practitioner	7. Demonstrates capacity for research	7. Demonstrates capacity for research
8. Demonstrates exceptional ability in synthesising knowledge from different disciplines.	8. Demonstrates significant ability in synthesising knowledge from different disciplines.	8. Demonstrates good ability in synthesising knowledge from different disciplines	8. Demonstrates some ability in synthesising knowledge from different disciplines
9. Meets the learning outcomes of the module or assessment	9. Meets the learning outcomes of the module or assessment	9. Meets the learning outcomes of the module or assessment	9. Meets the learning outcomes of the module or assessment

Grades E – H

Grade E 40-49.9% Unsatisfactory performance - Fail	Grade F 30-39.9% Poor Fail	Grade G 20-29.9% Bad fail	Grade H <20% Very bad fail and non- submission
1. Demonstrates some level of self-awareness	1. Little self-awareness demonstrated	1. No evidence of self-awareness	1. Serious lack of self-awareness
2. Specialist area - unsatisfactory comprehension and little evidence of deep understanding	2. Unsatisfactory; does not meet learning outcomes of the module.	2. Clear failure, does not meet learning outcomes of the module.	2. Serious and unacceptable lack of knowledge and understanding of the specialist area
3. Insufficient evidence of knowledge relating to advanced, current and complex issues	3. Limited attempt to demonstrate knowledge of the specialist area	3. Minimal knowledge of the specialist area	3. No evidence of deep understanding of theories, principles and concepts
4. Insufficient evidence of comprehensive/ critical knowledge; some accuracy	4. Minimal evidence of knowledge and insight into theories, principles and concepts	4. Deficient in evidence of comprehensive and critical knowledge	4. Deficient in critical and deep knowledge related to a specialist area.
5. Does not identify key critiques of theory	5. Inadequate evidence of critical and deep knowledge	5. Inadequate and incomplete evidence of critical and deep knowledge	5. No evidence of comprehensive and critical knowledge related to the theoretical concepts
6. Unsatisfactory evidence of how knowledge may be applied	6. Incomplete evidence of how knowledge may be applied	6. No understanding of how knowledge may be applied	6. Inadequate understanding of how knowledge may be applied
7. Insufficient evidence of comprehensive and critical knowledge	7. Insufficient evidence of comprehensive and critical knowledge	7. No understanding of advanced, current and complex issues at the forefront of the subject and professional area	7. No understanding of advanced, current and complex issues at the forefront of the subject and professional area
8. Demonstrates little ability in synthesising knowledge from different approaches	8. Demonstrates no ability to synthesise knowledge from different approaches	8.No ability to synthesise knowledge from different approaches	8. No ability to synthesise knowledge from different approaches
9. Meets only some of the learning outcomes of the module	9. Does not meet the learning outcomes of the module.	9. Does not meet the learning outcomes of the module.	9. Does not meet the learning outcomes of the module.

The Written Assignment Marking Summary Sheet: forms are provided as Word files in the Student Area of the Physis web site

Part 6 Support and Feedback

Student Support, Communication and Feedback

Academic Student Support Advisor

The Academic Student Support Advisor will be available to support students with the following:

- Setting training goals and learning contracts
- Understanding training pathways and options
- Advise on which training path to follow
- Academic writing
- Personal issues affecting students
- Training needs requiring additional support
- Assistance in Personal Development Planning (PDP)
- Concerns raised by the trainers

Communication with the Student Advisor can be in confidence. If the issue raised needs action with the training or administrative staff, the Student Advisor will inform the student before referring the matter on. In the event of referral, any communication will be kept in the student's file.

Support for Students and their Learning

All students have access to individual tutorials during each training year. Individual tutorials can be with the year trainer or with the Student Advisor. Significant group tutorial time is included in each training weekend focusing on matters such as essay writing, academic and practice requirements, transcript and case study writing etc. Individual and group tutorial time can be used to discuss the following:

- Written work, and may include specific coaching to develop skills in this area.
- Participation in the group.
- Any issues likely to affect academic progress.
- Any specific concerns or confidential issues the student may have and wish to discuss.
- Training pathway.
- Further action.

Issues outstanding or areas for action may be passed to the Director of Training, Student Advisor or year trainer as appropriate.

Students can always raise issues with their year trainer or student Advisor. Issues relating to the clinical practice element of the programme may also be discussed with the student's clinical supervisor.

Support for Students with Disabilities

Physis Training ensures that the curriculum is as accessible as possible and that the learning experience is equivalent to that of other students without disabilities.

Believing in the TA principle of autonomy, Physis will always consult and negotiate with the student the nature and level of support required and take external advice and guidance when required.

Support for International Students

A student's spoken English must be at sufficient standard to enable him/her to practise with clients in English. Support needs are discussed with the student. Physis will ask for evidence of English language proficiency – for foundation year this is IELTS 6.00 or equivalent.

There are a number of European students on the training programme. Physis Training supports the principles of the Bologna Declaration, which is in line with the worldwide recognition of Transactional Analysis training and the professional qualification validated in Europe by EATA.

Communication from Physis Training

- Student Staff Consultative Meetings known as “The Physis Hub”, take place twice yearly, either face to face or virtual meetings
- Physis Training Manual revised annually.
- Information Year Books for each training year
- Through the trainers, both during and between training weekends.
- Visits by the Academic Student Support Advisor to each training group at the beginning of the academic year.
- Regular information posted in Student area of the Physis Training Website and on the Physis Training Facebook page
- Academic Student Support Advisor writing support
- Individual contact with Physis administration via meetings, email and telephone.

Communication from Physis to students is normally in the form of emails. Email and postal addresses, telephone numbers and training records with other details are held on computer by Physis. As part of the registration process, students consent to their contact details being used for Physis communications and for contact information to be passed to fellow students, trainers and when appropriate to validating authorities and the UKATA. Information is not used for any other purpose and Physis Training complies with the requirements of the Data Protection Act.

Student Feedback

- Students are required to complete mid- and end of year feedback forms which can be submitted anonymously.
- There is opportunity throughout the programme for informal feedback.
- Students are invited to appoint a student representative from each training group to attend the “Physis Hub”.

Student & Staff Committee “The Physis Hub”

There are two Physis Hub meetings per year, which may be on-line. This is a forum for student representatives to provide feedback from the training groups and to have input into the development of the programme. Its purpose is to provide an opportunity for:

- Discussion between students and Physis training and administrative staff
- Constructive discussion of the training programme and its demands on students
- Consideration of matters directly related to the programme
- Making recommendations to the organisation.

Each training group will elect a representative onto “The Hub”. Where there are two training groups in each year, there will be a member from each group. Members of the Physis training team and administrative staff will sit on the committee, with the majority of members being student representatives, and the chair of the committee elected from those representatives. The intent is to be as open as possible in allowing the group to develop effective procedures.

The role of a student representative is to:

- Give feedback on students’ experience
- Represent their training year
- Contribute to the review and development of the Physis training programme
- Feedback information on developments to the training group.

Student Complaints and Appeals Procedures

The complaints and appeals procedures can be found in Appendix H of this Training Manual. This allows for appeal to an external moderator.

All members have available to them the UKATA complaints procedures (Appendix E). For UKATA these include ethics, professional practice and training. The Training Standards Committee will hear a complaint as an appeal from a student where the internal procedures of the member institute fails to satisfy the complainant.

Part 7 Beginning Practice

Starting Practice

Foundation Year

Students who have had no previous experience of working with people using listening skills are recommended to seek a placement in a voluntary organisation as a mentor or befriender. This will provide some experience of working with people and of using counselling skills and will help to build confidence. With the support of the trainer, students should consider arranging a practice placement in a voluntary counselling capacity to start as soon as practical in Advanced Year 1.

Advanced Year 1

Students are expected to begin practising in a voluntary placement, using Transactional Analysis during this year for which an endorsement to practice issued by Physis Training is required.

It is a requirement that the first 100 hours of practice must be within a placement with a placement provider. This also complies with the requirements of COSCA.

This is normally a voluntary placement. Voluntary placements provide a structured supportive environment and often offer additional supervision. Physis Training monitors the quality of voluntary placements through the use of a 4 way “Supervision Agreement”, and the clear stating of minimum standards for placement providers:

Placement Provider- Role and Responsibilities

1. The placement provider will carry out an Enhanced Disclosure check as defined by Disclosure Scotland.
2. The placement provider will ensure a safe and appropriate setting exists for counselling work to be carried out by the trainee.
3. The placement provider will ensure that the necessary policies and procedures exist within the placement setting for Health and Safety, Equal Opportunities, Child Protection and Safeguarding etc, and that these are made available and discussed with the trainee.
4. The placement provider will provide as a minimum a named contact person who will be available to the trainee each session for debrief, emergency support and caseload management issues.
5. The placement provider may provide in house supervision or induction or additional training, but should be aware that the trainee’s main clinical training and supervision will be the responsibility of Physis Training and the Physis Approved Supervisor.

The placement provider will complete a feedback form at the end of each academic year providing basic information about the trainee’s progress within the placement.

Physis has a Placement Support Adviser who collates and monitors information from placement providers and trainees about availability and quality of placement settings.

Endorsement to practice

Endorsement to practice requires the agreement of the year trainer and agreement from a TA supervisor. In making an endorsement, the trainer and supervisor have judged that the student is ready and competent to work with clients using TA as the counselling methodology. Endorsement is usually given early in Advanced Year 1 and permits the obtaining of a voluntary placement.

Supervision should be taken on the suitability of any particular work, especially during early practice. Students should ensure that when working for an agency they are fully familiar with the agency's support and supervision arrangements.

The Placement Support Advisor

The role of the Placement Support Advisor has been created in order to support trainees in finding suitable placements, and to establish good links between Physis and placement providers.

The Placement Support Advisor will provide:

- Support in developing placement opportunities for students
- Monitoring of the suitability of placements
- Liaison between student, placement and Physis
- Close liaison with Director of Training

Endorsement to Practise

Before beginning to see clients using TA, students must be endorsed to practise by their year trainer and their supervisor. Students will normally be endorsed to practise in Advanced Year One, exceptionally students with prior experience may be granted an Endorsement to Practise in Foundation Year. If a student is not considered ready to be endorsed and to start seeing clients at this stage this will be discussed with the year trainer and a time limited exemption will be granted. For endorsement to be granted, students are required to provide evidence and confirmation that all conditions have been met, by submitting to Physis Training administration a completed and signed Endorsement to Practise Form.

The completion and submission of the endorsement to practise form is the first part of the process. The form is NOT the endorsement. The student will be endorsed to practise when an endorsement letter is issued.

An endorsement to practise only remains valid whilst the student is a member of a training group or on agreed time out from training during which they will remain a Physis Member.

It is a requirement that the first 100 hours of practice will be in a placement with a placement provider. This is normally voluntary. Voluntary placements provide a structured supported environment and additional supervision.

We recommend that trainees begin slowly and with the guidance of their supervisor, perhaps working with one or two clients initially. As their confidence grows we recommend a maximum of 3 or 4 clients per week in Advanced 1 and 2, with the possibility of extending this in Advanced year 3 if the supervisor is in agreement. Many trainees begin private practice after completing the COSCA Diploma exam sometime after the end of Advanced year 2 which can increase their client numbers.

Student Responsibility

To be endorsed to practise, students are required to provide evidence of the following:

- Written confirmation of readiness to practise by their year trainer
- Written confirmation from a TA supervisor
- Professional indemnity insurance
- Membership of UKATA
- On-going personal therapy arrangements and completion of Therapist's Form.

Physis Training Responsibility

- On receipt of the Endorsement to Practise form, Physis will provide students with a letter confirming they are endorsed to practise
- Physis will return the original Endorsement to Practise form to students
- Endorsement to practise and EATA Training Contract information will be kept in the student's individual file
- On request from the student, Physis will provide information to another agency or organisation confirming the student's endorsement to practise. This information will be in the form of a letter addressed to the placements organisation's practice manager or principal supervisor.
- Physis Training will also provide other organisations or agencies with background information on the Physis TA training programme, which can be used to support a student's application for counselling or psychotherapy placements.

Beginning Private Practice

Physis Training does not expect trainees to begin working in private practice until they have completed 100 hours of counselling experience in a voluntary placement setting, and have the support of their clinical supervisor. This is however, a decision that is ultimately between the clinical supervisor and the trainee, and there may be exceptional circumstances whereby the supervisor recommends that the trainee does not work in private practice until they have gained further hours of voluntary experience, or indeed that they have gained significant experience through their work setting which has enabled them to demonstrate sufficient competence to work independently of a placement organisation.

Supervision

Supervision of clinical work is obligatory. Supervision provides the opportunity to examine the practitioner's work in a safe and confidential environment, working one-to-one with a supervisor or in a small group. Whilst a primary goal of supervision is the protection of the client, students should see supervision as a supportive process that enhances their work and contributes to their professional development.

Confidentiality of Supervision

The client material content of supervision remains confidential between the practitioner and their supervisor, and client material will not be discussed outwith the supervision process unless the

supervisor and practitioner identify particular risks to client safety which require a breach of confidentiality. The practitioner's process within supervision is also protected by confidentiality except in circumstances that are outlined in the supervisory contract (see below), or for the purposes of completion of the annual supervision report.

Beginning Supervision

Students are required to engage in supervision as soon as they are ready to start practice. It is strongly recommended that the first supervision sessions are arranged prior to taking on clients, and that supervision is used in the preparation leading up to starting client work. Beginning practitioners should agree the amount of supervision required with their trainer and the supervisor.

Supervision Requirements

Minimum supervision requirements are laid down by UKCP, EATA and COSCA.

UKCP requires that students attend 1 hour of supervision for every 6 hours of practice, and recommends that students commence by having supervision every fortnight. At least 60% of total supervision hours should be face to face, although up to 40% may be taken using telephone or Skype methods, if the supervisor is insured to provide supervision via these media.

Psychotherapy students comply with EATA who require a minimum of 150 hours of supervision, of which 75 must be with a TA supervisor (TSTA(P) or PTSTA(P)). Of these 75 hours 40 should be with the student's principal supervisor (see *EATA Training Contracts*).

Counselling students may take supervision from a suitably qualified counselling supervisor; this should be in the TA modality. COSCA requires 1 hour of supervision to every 6 hours of practice.

Individual and Group Supervision

Supervision may take the form of working with a supervisor on an individual basis or as part of a supervision group. There are specific EATA rules for counting hours in supervision groups:

- In a group of three, supervisees working with a supervisor for three hours, each supervisee may log three hours of supervision; this assumes the presentation of work by each group member.
- If there are more than three supervisees, then a supervisee may log one hour of supervision for each piece of work presented by him/her in the group; the remaining balance of hours may be logged as training hours.
- This rule means that three supervisees in a three-hour group has become a virtual standard in TA practice.

Availability of Supervision

Physis Training does not itself organise supervision, but rather ensures that supervision is available and that students are informed of this. Individual supervision or a place in a supervision group, together with payment for supervision, will be arranged and agreed between the student and supervisor.

In order to avoid a "dual relationship", a trainee will not be allowed to enter supervision with a person who is their therapist, unless there are particular and rare circumstances which would require that the UKATA Professional Practices Committee should be approached to request a special exemption to allow this.

Whilst the business contract for supervision is with the supervisor and not with Physis, the supervision must be with a supervisor recognised and approved by Physis Training. Physis invites PTSTAs and TSTAs to apply for Approved Supervisor status on an annual basis, requiring evidence of the supervisor's ongoing compliance with UKATA registration requirements for CPD etc, and attendance at at least one supervisors' meeting held by Physis each year.

Some experienced CTAs offer clinical supervision, having completed additional training. They may also apply to be approved supervisors with Physis. Trainees can make use of Physis Approved CTA supervisors to gain extra experience and can count them as part of their hours requirement for EATA, but cannot currently count these hours as "supervision" hours for the purposes of UKCP requirements.

More experienced trainees in the final stages of preparation for their exam may find peer supervision helpful, and a valuable support to their clinical work, as well as a useful way of developing a "metaperspective" on the clinical process. However these peer supervision hours should not be logged as "supervision" for UKCP purposes.

Supervision Contract

A 3 way contract is signed between Physis, the supervisor and the trainee to ensure that each party is clear about their role and responsibilities in the trainee's development as a practitioner. It also provides for clear and open communication between all parties and the facilitation of a 3 way discussion to identify appropriate support strategies for a trainee experiencing significant difficulties in developing their skills as a counsellor or therapist. For trainees in voluntary placements there is a 4 way contract including the placement provider.

Supervisor's Report

Physis requires an annual report from the student's supervisor(s). This is in compliance with COSCA requirements that supervisees and supervisors have regular review sessions and the UKCP requirement that supervision and training be integrated. The Supervisor's Report is a key part of the annual assessment of all students. Students are not recorded as having completed a training year unless they have submitted a Supervisor's Report.

EATA Training Contracts (Psychotherapy Trainees only)

At an agreed time, and a minimum of one year before taking the CTA Oral exam, psychotherapy students enter into a training contract with a PTSTA(P) or TSTA(P), who will take on the role of principal supervisor. Taking out a contract indicates intent and mutual commitment to proceed to the CTA qualification.

Full information on EATA training contracts can be found in the EATA Training and Examinations Handbook Section 12. <http://www.eatanews.org/wp-content/uploads/2014/12/12.6.1-CTA-Contract-11.pdf>

Trainees must also refer to the UKATA additional requirements. See the UKATA website UK Psychotherapy Training Handbook for details at <http://www.uktransactionalanalysis.co.uk/training/ukata-psychotherapy-handbook/> Part 2 Members of the Physis training team and TA supervisors will also be able to answer any questions and provide guidance on EATA training contracts.

The Training Contract:

- Is between the student and a trainer who is the student's principal supervisor
- Lays out the commitment and estimated cost of continuing training to qualification
- Lays obligations on both the student and the principal supervisor
- Is registered with EATA and UKATA.

UKATA Practitioner Registration

On registration of the contract, the student becomes a Contractual Training Member of UKATA and, with the agreement of her/his principal supervisor, is eligible to become an UKATA-registered practitioner and listed accordingly in the register on the UKATA website. Details of registration will come from UKATA.

Registration by the UKATA confers a public recognition and confirmation of the student's suitability to practise.

Part 8 Counselling and Psychotherapy Training Overview

The Physis Training Transactional Analysis programme has the primary objective of training qualified psychotherapists and counsellors of a high standard. The programme contains requirements for practice and personal therapy to enable all graduates of the programme to work competently and confidently with a wide range of adult client groups. The programme is designed for maximum flexibility to allow students to develop their goals and to gain their chosen professional awards. In the programme there is a principle that, as far as possible, these goals can be changed or added to as the student progresses through their training.

Requirements for Qualification, Registration and Accreditation

These requirements apply to all students in training irrespective of their overall training goals or objectives.

The Training Programme/Syllabus

At Physis we use a 'spiral syllabus' model. Each stage of training builds upon previous training and the material is revised and revisited throughout. This model has been developed and refined over a number of years and is a highly effective model for systematically developing the core skills and knowledge required for the practice of in-depth psychotherapy and therapeutic counselling.

The training begins with **the TA 101**, which is a brief introduction to the major TA theories.

In the foundation year, following an introduction to counseling skills, each of the main aspects of TA theory is dealt with over a full weekend.

Advanced year one is the 'clinical year', and the emphasis is on developing basic clinical skills and revisiting the TA theory from a clinical perspective.

Advanced year two is the 'depth year', and involves deepening clinical thinking and skills and includes integrating material from other approaches to add depth to the therapist's knowledge and skills.

Advanced year three is the 'consolidation year', where all previous TA theory is contrasted with other models and styles of psychotherapy at depth, and is consolidated into an integrated whole, and where depth and flexibility of thinking and practice is developed.

The assessment strategy used at Physis Training is an integral aspect of the curriculum. All assessments have been selected to facilitate the integration of theory and skills and to develop key skills needed for effective therapeutic practice and also to systematically develop the skills required for success in the CTA examination process.

Personal Development

Personal development is an integral part of the training programme. The development of a high capacity for reflection is essential to effective therapeutic work and as such students are expected to participate fully in the training groups including the process group part of each weekend.

Graduates of the Physis training programme will be proficient in identifying their development needs and in formulating structured action plans for personal and professional growth throughout their career as Transactional Analysts, counsellors and psychotherapists.

Active engagement with the Group Process Component of Training

Throughout each Advanced Year of training, Group Process is a defined slot on each training weekend usually lasting an hour. This is a facilitated reflective process determined by the group members themselves. It is introduced and re-introduced at the start of each Advanced training year, with a brief review of Berne's main theories about groups, their structure and development. It has the following learning outcomes:

1. Development of the ability to reflect critically on the impact that each person makes on the group, and provide constructive feedback to others about their experience of them
2. Develop the capacity to receive feedback from others and deal with the challenge of responding to this in subsequent transactions in the group.
3. Develop options for managing the challenge of unhelpful feedback
4. Development of the capacity for self reflexivity, and for the awareness and consideration of transference processes taking place in the group
5. Development of the capacity to tolerate anxiety and other difficult feelings whilst maintaining Adult presence with themselves and others
6. Development of the ability to maintain OK-OK relationships despite challenge and critique
7. Strengthening the capacity to maintain intra- and inter- personal boundaries and maintain an Integrating Adult stance regarding this learning experience, differentiating it from a therapeutic process

As can be seen from the above, the Group Process is an intensive learning opportunity for putting the core skills and components of being a counsellor and psychotherapist into practice within a contained, facilitated learning environment, before having to transfer these to clinical practice.

Outline of a typical training weekend:

Outline shown is typical of an advanced training year weekend

Day 1:

9.30 Check ins and administrative information/Group tutorial re essay feedback etc

10.30 Framework for the day & introduction of topic/group tutorial

11.00 Break

11.15 Theory part 1- including experiential exercises and small group work

1.00 Lunch

2.00 Theory part 2 including experiential exercises and small group work

3.15 break

3:30 Theory part 3 including experiential exercises and independent small group work

(Individual tutorials as appropriate)

4.45 Closing remarks and reflection

5.30 Close

Day 2

9.30 Check ins & admin

10.00 Observed Skills practice (including break as appropriate)

12.00 Group Process

- 1.00 Lunch
- 2.00 Theory part 4 – application and integration, independent skills work (Individual tutorials as appropriate)
- 3.15 break
- 3.30 Reflections and critique
- 4.45 Final group process and closure of weekend

Personal Therapy

Personal therapy is a requirement of the training and students are expected to have resolved issues to the extent that they are able to:

- Provide a safe environment for clients
- Deal with their own personal issues separated from their client work
- Have adequate resources for ensuring their personal needs are met through a commitment to on-going personal and professional development.

During training, students should experience therapy of the type and duration that they intend to practise. (See Pages 27 & 28 Therapy Requirements) This will normally mean the greater part of their personal therapy will be in the Transactional Analysis modality. For psychotherapy students this will include long term individual work and work in a group. Students are strongly recommended to enter therapy early in their foundation year of training. Being in regular therapy is one of the requirements for continuing to Advanced Year 1.

Peer Support Groups

Peer support groups offer students the opportunity for mutual exploration of theory and practice, peer supervision and a place to integrate their learning and development in the supportive arena of a group of fellow students. Students are required to participate in peer support groups and there are annual hour requirements of peer group work for the Diploma.

Peer support groups are formed by students themselves, each group usually consisting of three to six students often from the same year. Peer support groups may be formed from students across the years and students who live in a particular geographical location may decide to form a peer support group. See the Learning Resource Guide, available on the student pages of the Physis website.

Training Log

The training log forms a complete record of the training. Candidates are required to take the log to the TA Counselling Diploma and CTA exams.

The training log should contain accurate details of the following:

- Physis Training core training hours
- Other TA training hours
- Non-TA training hours
- Record of practice
- Record of TA supervision
- Record of other supervision
- Personal therapy hours, type, and modality of therapy

- Record of workshops presented at TA conferences and elsewhere
- TA conferences attended
- Record of Mental Health Familiarisation Placement (psychotherapy students only)
- Other relevant experience.

At the end of each training year, students should present a **summary** of their log to their supervisor (or at the end of Foundation year to the trainer). The supervisor will confirm this in their supervisor's report form at the end of each year. The log itself should not be submitted to Physis Training. **A copy of the end of year summary form found on the UKATA website <http://www.uktransactionalanalysis.co.uk/wp-content/uploads/2013/05/UKATA-student-annual-summary-form-June-2014.pdf> should be submitted to the Physis Training office as trainees register for each Advanced year of training.**

Reflective Learning Journal

Students are required to keep a reflective learning journal throughout their training, reflecting on experiences in training with particular reference to the content and processes of each part of the syllabus. The aim of a reflective learning journal is to encourage students to reflect regularly on their process in becoming counsellors and psychotherapists. This may cover training, attendance at other workshops, reading, discussions, supervision and therapy.

Through the journal writing process, students learn to integrate their learning into practice and are introduced to the necessity of the reflective process in therapy. Such skills are essential for therapists to practise safely, ethically and competently. The process also helps students consolidate their learning in training, during preparation for exams and as part of personal and professional development.

The Reflective Learning Journal is a record of the student's development over the course of the training. It is a reflection of the learning experience, relating what is taught in relation to the student's view of life and charting significant moments in the training. The journal is required to contain a presentation of the key concepts covered in each module and reflections on the group process, learning from experiential work, from clinical practice in large and small groups and from student presentations. It can be in any format and may include text, pictures, photographs and quotations.

The Reflective Learning Journal has both objective and subjective elements. It is not marked according to the usual grading system. However, it is part of the overall assessment for the TA Counselling Diploma exam. Students bring their RLJ to tutorials and present selected extracts which demonstrate deepening reflective capacity and learning, related to the learning outcomes for that module.

In addition, part of the function of the Reflective Learning Journal is that of Personal Development Planning (PDP). At the beginning of each year, students are expected to identify personal, professional and training goals, which are both short and long term. This is the purpose of Personal Development Plans. The trainers and student Advisor are available to help with this.

Training Goals

Each training year, students will be expected to

- To identify personal, professional and training goals, which are both short and long term. There should include goals for the current year and these should be written up in the Reflective Learning Journal.

- Review and evaluate these goals at the end of the year.

Tutorials

The main purpose of a tutorial is to:

- Discuss progress throughout the course
- Focus on personal and professional development
- Discuss training and qualification routes and options

A tutorial can be used to:

- Generate individually tailored guidance and support for your learning.
- Discuss your Personal Development Plan as well as specific concerns, or confidential issues better resolved in a personal discussion with the tutor.
- Facilitate goal setting.
- Discuss written work and this may include specific coaching to develop skills in this area
- Discuss participation in the training group.
- Discuss the development of a career path.

The tutor may also recommend specific reading or learning experiences to refine or deepen knowledge in a specific area, or to help the student to pursue specific interests.

The format and specific 'agenda' for each tutorial session will be determined by the student and tutor seeking to agree a focus. In practice, discussion of written work will often be high on the agenda.

Assessment Strategy

Assessments

The prime purpose of assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of the programme and that they have achieved the standards required for UKCP, EATA, and COSCA. A student's circumstances may influence the procedures for assessment and the consequences of assessment but not the standard of performance expected throughout the programme.

This information will be revisited by the trainer(s) throughout the year, however, students are required to:

- Inform themselves of the assignment deadlines (p31)
- Inform themselves of the administrative procedures for assessments
- Take responsibility for adhering to the deadlines and procedures.
- Follow procedures for extensions as detailed on page 31.

Assessment is a continuous process by trainer, self, and peers and is designed to be challenging both professionally and personally, in line with Physis's aim to produce rigorous and reflective clinicians. Physis Training uses both formative and summative methods.

Formative Assessments

Throughout the programme, there are a number of formative assessments. These are an integral part of the programme and although not assessed on a pass or fail basis, must be successfully completed for progression through the course. Formative assessment monitors the development

of the practitioner and ensures the student has successfully completed the required developmental tasks. In accordance with professional standards, formative assessment also incorporates 'fitness to practise' and endorsement of continuation of training.

Throughout this programme, formative assessment refers to the following:

- Peer Support Group
- Clinical Supervision and Practical Client Work
- Self-Directed Study
- Reflective Learning Journal
- Participation in Group Process
- Self-Peer Assessment
- Personal Readiness and Professional Attitude

Summative Assessments

These consist of assignments such as essays, case studies, transcript analyses and observed skills practice.

Successful completion of all assignments, together with demonstration of appropriate personal development, is required for progression into the following year. Students will either be endorsed to continue or be deferred with reasons by the penultimate training weekend of each year.

Student Commitment and Responsibility

During the training, in addition to the student's contract with Physis Training, the student has responsibility for:

- Meeting personal development objectives which are part of the training goals
- Effectively managing all written and oral assignments
- Actively seeking any support and guidance required from the trainer(s)/tutor, supervisor, student Advisor and Physis administration as appropriate throughout the training year
- Seeking a resolution of personal issues arising in training or practice with his/her counsellor or therapist
- Familiarising him/herself with and adhering to the regulations around the writing and submitting of assignments

Progression Requirements

Progression from each year of the programme to the next is subject to the satisfactory completion of the current training year and this includes meeting attendance requirements, personal development, assessment and all other requirements as outlined below.

In order to progress to the next level of training the following requirements must be met:

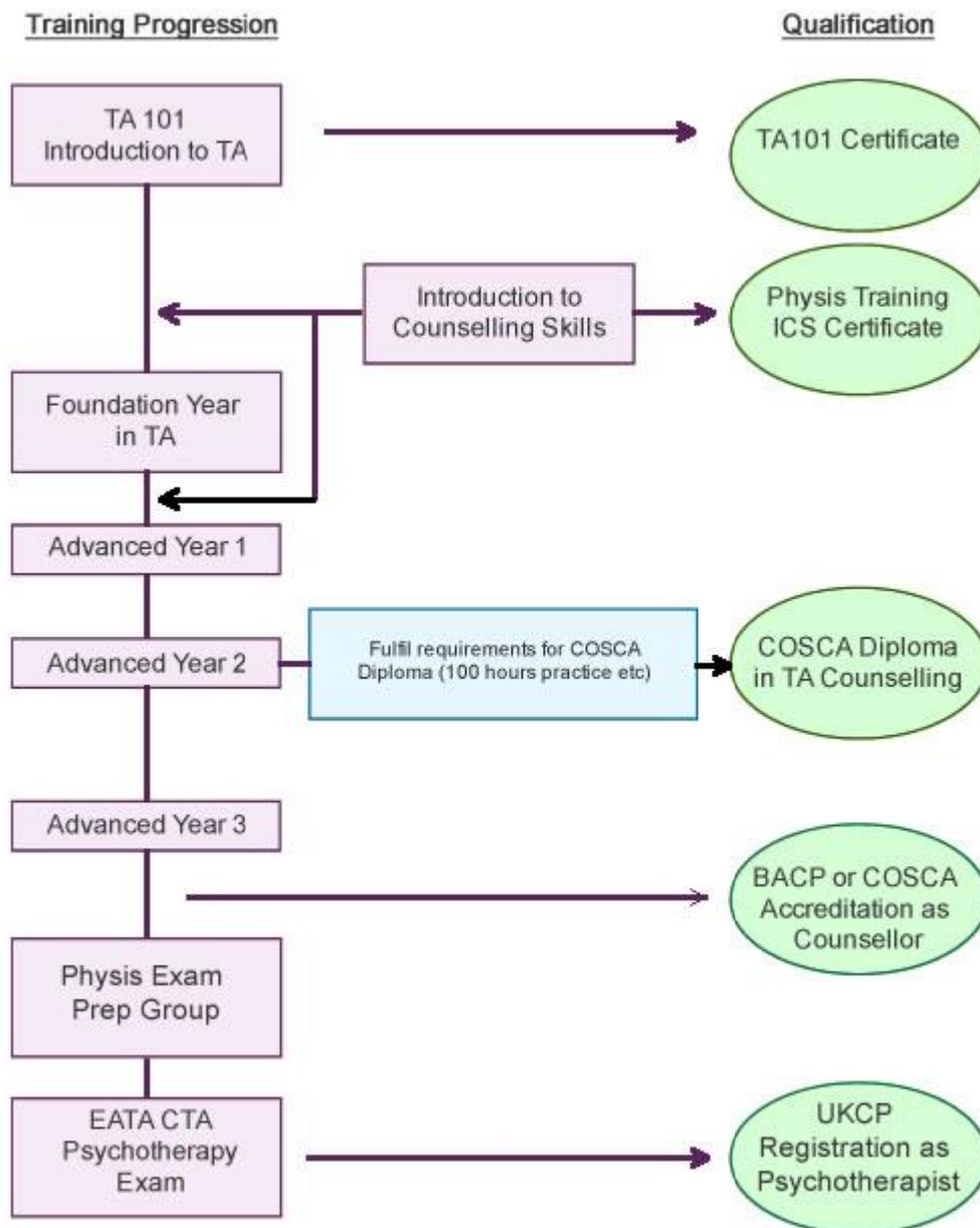
- Attendance at a minimum of 16 days (Foundation Year) and 17 days (Advanced Years); any exceptions have to be agreed by the year trainer and Physis Training.
- Successful completion of all written and oral assignments
- Demonstration of an ethical and responsible approach to counselling and psychotherapy training (e.g. understanding and working within codes of ethics and professional practice)
- Demonstration that the student's personality style, developmental readiness, philosophy and ways of communicating equip them for training in psychotherapy and

psychotherapeutic counselling at this level. This will be partially evidenced through participation in group process.

- Engagement in personal work and evidence of personal development in group work, engagement with the trainer and in peer groups, development of capacity to engage in group process
- Evidence of development in personal therapy Assessment based endorsement by the trainer(s)
- Supervisor's Report (for students in practice)
- Reflective Learning Journal
- Therapist's Report (confirmation of compliance with therapy requirements)
- Adherence to the business contract with Physis Training.

Failure to meet these requirements may result in a requirement to repeat a year or, in serious cases, exclusion from further training.

Part 9 Routes and Pathways



Diploma in Counselling using TA (COSCA Validated)

Entry Requirements

For a COSCA validated diploma, COSCA stipulates that prior to being accepted on to a diploma course students must have completed a minimum of 60 hours of counselling skills training, equivalent to Modules 1 and 2 of the COSCA Four Module Course in Counselling Skills.

For those students who do not have either the above or another recognised counselling skills certificate, the following is a COSCA agreed equivalent:

- TA101 Introduction to Transactional Analysis (2 days)
- Physis Training Introduction to Counselling (3 days)
- Counselling Skills Theory and Practice (4 days of Foundation Year Syllabus)

Note: the TA101 is a standalone course booked and charged independently of the Foundation Year, the Introduction to Counselling and the Skills Theory and Practice form part of the Foundation Year training and are included in the fees.

Students who can provide evidence of a COSCA or other Counselling certificate may be granted an exemption from the 3 day counselling skills course. This should be requested in writing to Physis. The request should show how the previous counselling training meets the learning outcomes of COSCA Counselling Skills Modules 1 and 2. Details can be found on COSCA's website

Diploma Course Duration

The minimum number of hours for the Diploma is 400 comprising trainer/student contact covering theory, skills and counselling process, personal development peer support group, supervision and tutorials. This is delivered on a part-time basis over three years. Clinical Practice hours and personal counselling are not included in the 400 hours.

Total Diploma hours			411
Training Hours Breakdown	Days	Hours	Total
Diploma			
Foundation training	12	7	84
Tutorial		1	1
Peer Groups	6	2	12
			97
Advanced Year 1			
Training	20	7	140
Tutorial	2	0.5	1
Peer Groups	6	1	6
Supervision			17
			164
Advanced Year 2			
Training	20	7	140
Tutorial	2	0.5	1
Peer Groups	6	1	6
Supervision			17
			164

Note: for the purposes of the diploma, the Introduction to Counselling and the first two weekends of training are not included in the Foundation Year hours as they form part of COSCA's pre diploma requirement.

Diploma Requirements

Listed below is a summary of the requirements for the Diploma. These are designed to meet the requirements for validation with COSCA.

Diploma in Counselling Using TA

Diploma		COSCA Requirement
Pre-entry	TA101, Introduction to Counselling Skills	Equivalent of 36 hours counselling training
Training hours	Over three years	364 hrs
Practice Hours		100 hrs
TA Supervision	During practice	17 hours (minimum).
Attendance	Annual	85% attendance
Essays	Foundation Year Advanced Year One Advanced Year Two	3,000 words 3,000 words 3,000 words
Presentations	Foundation Year	Presentation supported by 2,000-word paper
	Advanced Year One	Presentation supported by 3,000 word paper
Case Study	Advanced Year Two	3,000 words
Peer Support Group	Over three years	Peer group; minimum total of twelve meetings (24 hrs)
Training log	Over three years	Submitted and checked annually by supervisor
Reflective Learning Journal	Over three years	Maintained throughout training
Tutorials	Foundation Year	1 in small groups
	Advanced Year One	2 individual or small group
	Advanced Year Two	2 individual or small group
Other Requirements	UKATA Membership To start practice Personal Therapy Training assessment	Contractual Trainee or Student Membership. Endorsement of trainer. Ongoing during training Assessed to continue training.
Award of diploma	By demonstration of compliance and submission of log and RLJ and oral exam with tape	Assessment by exam board in June or November of each year

RPL and Examination Fees

Trainees who wish to apply for the Diploma who have been out of active training for 3 years or more must use the RPL process to access the Diploma examination process.

The fees for the Diploma through RPL are provided on request. Fees cover the RPL process and the Diploma Examination. There is an additional cost for the marking of assignments.

Accreditation and Registration – Counselling

Physis Training is a member organisation of COSCA, the Scottish Counselling and Psychotherapy professional association. The Counselling Diploma is validated and awarded by COSCA. The award of the diploma, together with compliance for practice and supervision hours, gives eligibility for registration as a Counsellor with COSCA.

The Certified Transactional Analysis (Psychotherapy) Qualification (CTA – P)

EATA stipulates minimum requirements which must be met before proceeding to the CTA examinations. These are as follows:

2000 hours of professional training made up of:

1. 600 hours of psychotherapy training:

300 hours TA training

300 hours TA or other related training

TA training must be delivered by a PTSTA(P) or TSTA(P).

2. 750 hours practical experience:

500 as primary therapist

250 hours other experience of using TA.

3. 150 hours of supervision:

75 hours of TA supervision with a PTSTA(P) or TSTA(P)

75 hours of TA or other supervision (not peer)

Including 40 hours with a principal supervisor.

4. 500 hours of any combination of the following (to be agreed by the principal supervisor):

Personal Therapy; TA Training;

Supervision; Conferences;

Workshops; Practical experience.

Note: the principal supervisor is the trainer/supervisor with whom the student takes out an EATA training contract.

For many beginning therapists, it will take time to accumulate this level of experience. It will take at least one, and more normally, two years after completion of the four-year core training before a student is ready to submit his/her written exam and meet the oral exam board. The core training programme provides upward of 550 hours towards the 600 training hours requirement. Additional hours are acquired in the time spent in the Exam Preparation groups. Any remainder should be made up by attendance at conference workshops, Continuing Professional Development Courses and other professional training.

Mental Health Familiarisation Placement (CTA students only)

Psychotherapy students are required to meet the learning outcomes specified by UKCP (HIPC) in relation to the Mental Health Familiarisation Placement. UKCP guidelines and learning outcomes can be found in Appendix G. Student should discuss and agree how to meet and evidence these outcomes with their principal supervisor. Up to 10 days of additional training workshops with specific relevance to the outcomes of the Placement can be counted.

A full weekend of training in the psychiatric aspects of mental health is included as part of the core curriculum.

Mental Health (Scotland) Act Training, this is an e-learning programme offered by NHS Scotland on the Mental Health (Scotland) Act, and can also be counted towards the Mental Health Familiarisation Placement. This free web-based self-directed training on the Mental Health (Scotland) Act consists of four units, all of which must be completed and will involve around nine hours of study. To register for this training, go to www.nes.scot.nhs.uk/mha and

click onto e-learning. Follow the instructions for registering and then complete the four units. On this web-based version, there is a self-assessment option, and following this gives you a certificate. This certificate is required to enable you to credit the learning towards the learning outcomes of the MHFP

The e-learning programme is open to all students in training.

Further information about the Mental Health Familiarisation Placement can be found in Appendix G, UKCP Mental Health Familiarisation Placements.

UKCP Psychotherapy Accreditation and Registration Requirements

The following are UKCP's **minimum** requirements for accreditation and registration:

1. A minimum of 4 years part-time training
2. A minimum of 2 years supervised psychotherapy practice
3. 450 supervised client hours with a minimum of 6 clients
4. 1:6 ratio of individual supervision hours to client hours
5. 900 hours of combined training and supervision
6. Supervised client hours should be in the TA modality
7. Demonstration of competency in supervised practice for a minimum of 2 years
8. Demonstration of regular caseload with at least two long term contracts
9. Experience of both long-term and time limited psychotherapy contracts
10. Evidence that the therapist is able to manage closure
11. Meeting the outcomes of Mental Health Familiarisation Placement
12. Experience of psychotherapy congruent with the psychotherapy trained in, for a minimum of 40 hours per year for four years and normally be in psychotherapy throughout training.

These requirements should be read in conjunction with EATA requirements. Where there is difference compliance with the higher standard is always required. For example EATA requires a higher ratio of supervision to practice hours and this must be met by psychotherapy students.

Qualification, Accreditation and Registration – Psychotherapy

The CTA Examination

The European Association for Transactional Analysis (EATA) is the accrediting and examining body for Transactional Analysis and as such lays down minimum training requirements and other conditions for training in TA. It also sets and administers the Oral exam procedures. See

the EATA website training handbook sections 7, 8 and 9 <http://www.eatanews.org/training-manuals-and-supplements/> for full details.

In the UK, training requirements are further modified to meet the specific requirements of the Humanistic and Integrative Psychotherapy College (HIPC) of the United Kingdom Council for Psychotherapy (UKCP), and the CTA written exam for UK trainees has additional academic requirements to meet UKCP standards. The written exam is administered by the UKATA Exam Coordinator. For full details of the written exam process see the UKATA website, Psychotherapy Training Handbook <http://www.uktransactionalanalysis.co.uk/training/ukata-psychotherapy-handbook/>

Qualification as a Certified Transactional Analyst with Psychotherapy speciality is based on completion of the required hours of training, supervision etc as detailed above, plus a final exam in 2 parts. A written exam comprising 4 sections: Professional Self Portrayal, Reflections on Learning experience, Case Study and Theory. This produces a document of 24,000 words with the case study comprising at least 8-10,000 of them.

Once the written exam has been submitted for marking by anonymised independent markers who are CTAs/PTSTAs or TSTAs and registered members of UKCP, and subsequently passed, the candidate applies for the Oral exam.

The Oral exam is similar to a Viva exam, the candidate presents 3 taped excerpts of their work for discussion with an exam board made up of 4 members. The board evaluate the candidate according to a set of EATA competencies. The Oral exam takes 60-90 minutes. Once the candidate has passed they are presented with their CTA certificate.

Registration with UKCP as a Psychotherapist

The United Kingdom Association for Transactional Analysis (UKATA) is the body responsible for implementing these training standards in the United Kingdom and is the professional organisation of which students will be a member. UKATA is a member organisation of HIPC and is affiliated to EATA. Members of the UKATA are automatically members of EATA by virtue of the UKATA's affiliation. Physis Training is a Registered Training Establishment of UKATA.

Eligibility for Registration as a psychotherapist with the United Kingdom Council for Psychotherapy (UKCP) is by passing the CTA examination and demonstrating compliance with HIPC training requirements. Registration is obtained through membership of UKATA, which is a member organisation of the Humanistic and Integrative Psychotherapy College (HIPC) of the UKCP.

Physis Training's psychotherapy training programme is structured and continually reviewed to meet the requirements of both EATA and the HIP College of the UKCP. However, students have the responsibility for ensuring that they comply with meeting the requirements of both organisations.

UKATA/UKCP Requirements to enable trainees to gain recognition as a UKCP Registered Psychotherapist on Completion of the CTA examination

The current requirement for students to be a member of UKATA throughout their core 4- year training remains. It has now been extended to cover the period of time between the end of the

core 4-year training and the successful completion of the CTA examination and/or UKCP registration, whichever is the latter.

Should a student wish to take time out from training they would be required to retain their membership of UKATA if they wished to count any hours of psychotherapy/counselling practice they might accumulate during that time to count toward the ultimate registration requirements for Transactional Analysis psychotherapists applying for registration with UKCP via UKATA. If a student should choose not to remain a member of UKATA during any such break they may not be able to count any training, supervision and clinical hours accrued during that time towards UKCP registration without completing an APL/RPL process to request the recognition of these hours by their chosen RTE.

During their core training a student is required to be associated with an RTE, this requirement is now extended until such time as the student has achieved successful completion of the CTA examination and/or UKCP registration, whichever is the latter. The choice of RTE is a matter for the individual student and the RTE. Physis requires one annual meeting with each Physis Member, plus an annual re-registration providing updates on training hours, therapy and supervision using the Membership forms provided.

At least 50% of the student's clinical supervision must be with a UKATA recognised supervisor – see next section for further information.

Policy for Supervisors

In order to be an approved UKATA supervisor and to supervise UKATA students who are undertaking training towards UKATA and/or EATA qualifications, supervisors are required to be a current EATA CTAT(P), PTSTA(P), STA(P) or TSTA(P) and a Qualified Senior Member of UKATA and/or on the UKCP HIPC Supervision Register. They must also be approved by the RTE with which the student is associated.

It is the responsibility for the approved UKATA supervisor to make sure he or she is fully up to date with all current training and registration requirements for EATA, UKATA and UKCP and to make sure he or she is updated with any relevant changes, as and when they occur.

Policy for RTEs

RTEs are required to monitor students who intend to take the CTA examinations and apply for UKCP registration. This commitment is ongoing until such time as the student becomes qualified.

Physis requires a minimum of one annual meeting with each of its Members, along with annual re-registration providing updates regarding therapy, training and supervision. These procedures will be monitored by UKATA TSC as part of the current RTE monitoring system.

RTEs will be required to submit lists of all students registered with their RTE to the UKATA Administrator with their RTE renewal form.

Foundation Year

Syllabus, Development Themes, Learning Outcomes, Assessments and Assessment Criteria

Aims and Objectives

There is a set of aims and objectives for each part of the syllabus. These will be distributed by the trainer at the appropriate time, together with a supplementary reading list.

Developmental Themes

- To conceptualise, reflect upon and develop a capacity for maintaining I'm OK – You're OK relationships
- To develop personal integration of core TA theory
- To develop capacity for self-reflection
- To reflect upon and appraise the impact of contexts (social, cultural and so on) on the on-going development of self

Learning Outcomes: Knowledge

Students will be able to:

- Use the core theories of TA for self-analysis and analysis of intrapsychic and interpersonal problems.
- Examine and reflect upon the principles of basic therapeutic interventions.
- Develop their capacity to critically appraise the relative strengths and weaknesses of core TA theory.

Analysis of the therapeutic relationship using the basic principles of ethical practice will also be explored. The emphasis on the learning process will be the integration of theory with personal experience.

Learning Outcomes: Skills

Students will be able to:

- Use a range of TA models for analysis of self and others, and for facilitating personal change.
- Use, reflect upon and appraise a range of basic counselling skills to facilitate exploratory work, problem formulation and initial problem solving.

Learning Outcomes Summary

- Acquisition of a thorough basic knowledge related to core TA theory and practice.

Syllabus

- Introduction to Counselling Skills
- Philosophy of TA, Life Positions, Ego-States (Structural Model), Counselling Skills
- Ego-States (Functional Model), Transactions, Strokes, Time Structuring,

- Life Script and Script Analysis
- Passivity, Discounting, Symbiosis, Frame of reference
- Game Analysis
- Racket Analysis & Emotions
- Contractual Method / Presentations
- Endings in Counselling, Ethics. Presentations & Peer Assessment.

Core Texts

Lapworth, P., and Sills, C., (2011) *An Introduction to Transactional Analysis* (Revised edition) London: Sage

Stewart, I. and Joines, V. (2nd Edition) (2012) *TA Today: A New Introduction to Transactional Analysis*. Lifespace: Nottingham

Stewart, I. (2007) *Transactional Analysis Counselling in Action*. Sage: London

Secondary Supporting Texts

Secondary supporting texts are a selection of books which are not TA books, but which complement the themes of the learning from each training year. They have been selected to enhance your learning by both broadening and deepening your theoretical understanding as well as providing practical guidance in your learning of the art of psychotherapy.

McLeod, J. (2007) *Counselling Skills*. Oxford University Press.

If you are intending to complete the training process to CTA, combined, the core texts and secondary supporting texts over the full training programme amount to a total of fifteen books. These will support you through your training which will provide you with a thorough grounding in transactional analysis and psychotherapy.

Assessments

On-going Assessment

As part of the on-going assessment, trainers, in conjunction with the student, will be assessing the student's:

- Progress in respect of his/her training goals
- Commitment to his/her own personal development
- Readiness to progress onto the next training year
- Readiness to begin and maintain a practice.

Written Assessments

- Setting and monitoring of training goals
- One 3000 word essay
- One 2000 word Presentation Supporting Paper
- Reflective Learning Journal.

Oral Assessments

- One 15-minute presentation (including supporting documentation)
- Tutorial
- On-going participation in group discussion and process.

Assessment of Learning Outcomes

In Foundation Year, the learning outcomes detailed above, are for the year and are not attached to each training weekend topic, so all learning outcomes are covered and assessed in the written and oral assignments above.

Setting Training Goals

Some of the questions students will be expected to ask themselves to set their training goals for the year might include:

- What are my training goals for this year?
- How will I know when I have achieved my goals?
- What are my overall goals for training?
- What are my personal life goals?
- What is my five-year plan for personal and professional development?
- How might I sabotage myself or allow others to sabotage me?
- What will achieving my goals cost me - including time, energy and other resources?
- What will I gain in achieving my goals?
- What do I need to do to achieve my goals? What do I need to not do?
- What resources do I need to achieve my goals? Who might support me?

At the end of each year of training, students revisit and discuss their goals individually and in pairs. This process is supported by peer and trainer feedback.

Personal Development

Personal development is assessed as follows:

- On the personal and training goals, which the student aims to complete during the course of the training year. These should be written in the Reflective Learning Journal.
- During training, in tutorials, together with peer and self-assessment.

Assessment Criteria**Essay**

Assignment marking structures are in place to provide consistent marking. The marking criteria used for marking written assignments at Physis Training are detailed in Section 3. This is QMU marking criteria and is used throughout the programme for consistency and to ensure all assignments are assessed as postgraduate level, which is a requirement for all UKCP psychotherapy training.

The following marking system contains the criteria on which the essay and presentation paper are assessed. These are:

- Conformity with academic standards (including writing style, depth, presentation, focus and referencing)
- Theory: accuracy and comprehension (including the use of, accuracy and relevance of diagrams)
- Theory: analysis and critique
- Application of theory to clinical practice
- Self-awareness and application to personal growth
- Accounting for ethics, diversity, social and cultural factors.

Presentation and Supporting Paper

The title of the presentation is:

'Select a model from Transactional Analysis theory which has been taught in your training, and show how you are applying it. The presentation should demonstrate your understanding of the theory presented and its relevance to practice and to your personal growth.' The model used should be different from the ones you have chosen for your written assignment

Supporting Paper

In the supporting paper, which should be a piece of reflective writing, discuss why you have chosen this topic, its significance and importance for you as a piece of reflective writing. Include theory and diagrams as appropriate, including clear referencing. Also include a copy of handouts or visual aids used in the presentation.

The presentation will be 15 minutes in length, followed by 5-10 minutes of feedback and discussion. The presentation, with the accompanying paper, contains both summative and formative elements of assessment for the year and is marked together as one piece and on a Pass or Defer basis. The paper must be submitted by the stipulated date (See p 31)

Personal Development

The personal development assessment criteria require students to:

- Engage fully with the training
- Show a willingness to participate in all training activities
- Be in continuous personal therapy and demonstrate an ability and willingness to make appropriate personal change
- Maintain a reflective learning journal
- Develop an awareness of intrapsychic process and its relationship to training and personal goals and personal development.

Students will keep a Reflective Learning Journal (RLJ) for the duration of their training. The aim of a reflective learning journal is to encourage students to reflect regularly on their process of becoming psychotherapists or counsellors. This may cover training, attendance at other workshops, reading, discussions, supervision and therapy.

This journal can help students consolidate their learning in training, during preparation for exam and as part of their personal and professional development. It can be in any format and may include text, pictures, photographs and quotations. (See the Training Resource Guide).

Students must submit a short extract (approximately two or three pages) of their reflective learning journal to their trainer at the end of each academic year, to demonstrate evidence of reflection and which particularly relates to the content of the training or the developmental themes of the training.

Tutorials

The main purpose of a tutorial is to:

- Discuss progress throughout the course
- Focus on personal and professional development
- Discuss training and qualification routes and options

A tutorial can be used to:

- Generate individually tailored guidance and support for your learning.
- Discuss your Personal Development Plan as well as specific concerns, or confidential issues better resolved in a personal discussion with the tutor.
- Facilitate goal setting.
- Discuss written work and this may include specific coaching to develop skills in this area
- Discuss participation in the training group.
- Discuss the development of a career path.

The tutor may also recommend specific reading or learning experiences to refine or deepen knowledge in a specific area, or to help the student to pursue specific interests.

The format and specific 'agenda' for each tutorial session will be determined by the student and tutor seeking to agree a focus. In practice, discussion of written work will often be high on the agenda.

Conclusion

Demonstration of personal development and successful completion of all the written and oral work, together with the trainer's assessment, determines a student's readiness to progress into the next year.

Where a student does not meet the criteria for passing all aspects of the assessments, he/she will be offered a meeting with the trainer, where a number of options may be discussed:

- Rewriting a piece of work
- Additional supervised practise
- Additional reading
- Direction and/or type of personal therapy
- Time out to continue personal development prior to applying to rejoin training.

The above should be read in conjunction with the procedure for deferred or refused entry or termination of training in Section 1.

At the End of Foundation Year

At the end of this year:

- Students will receive a Physis Foundation Certificate
- Students can choose to apply to UKATA for the "TA Award" which recognises 120 hours of TA training completed
- Students can choose to apply for registration for the COSCA TA Counselling Diploma and/or the longer term CTA training pathway.

Advanced Year One

In training year 2014/2015, Advanced Year One will be part of the Senior Training Group, which will follow the content of the Advanced Year 3 Syllabus, but be differentiated to meet the needs and developmental readiness of each trainee. The Advanced 3 syllabus overlaps and interlocks very successfully with the Advanced 1 material due to the nature of the spiral curriculum.

Syllabus, Development Themes, Learning Outcomes, Assessments and Assessment Criteria

Aims and Objectives

There is a set of aims and objectives for each part of the syllabus. These will be distributed by the trainer together with a supplementary reading list.

Developmental Themes

- To conceptualise, reflect upon and deepen capacity for use of self in the therapeutic encounter
- To increase capacity for critical self-reflection
- To refine therapeutic skills in the practice of TA psychotherapy, particularly in contracting, treatment options and empathic attunement.
- To develop a sense of preferred working style as a therapist
- To learn about being in a group and how individuals participate in groups

Learning Outcomes: Knowledge

Students will:

- broaden their understanding of TA theory and the principles of TA interventions, including critical analysis and evaluation of TA theory.
- develop analysis of a range of additional factors which influence the formation of self and psychopathology.

Learning Outcomes: Skills

Students will be able to:

- use advanced counselling skills for more complex problem formulation and solution,
- facilitate social control and symptomatic relief levels of cure.
- further develop their understanding of ethical and professional issues.

Learning Outcomes Summary

- expansion of the student's knowledge and understanding
- development of the ability to use the above competently and ethically in a range of situations.

Syllabus

- Classical TA, CBT and psychodynamic approaches. Contractual method revisited
- The Cathexis School. Introduction to Personality Adaptations
- The Redecision School & Gestalt
- Integrative TA
- TA and spirituality – transpersonal psychotherapy
- States of Distress: Introduction to Psychiatric Diagnosis & Psychopathology (including Anxiety, Depression, Shame)
- Child Development. Childhood Sexual Abuse
- Couples Therapy
- Presentations, end of year self- and peer assessment.

Core Texts

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

Hargaden, H. and Sills, C. (2001) *Ego States*. Worth Publishing: London.

Tudor, K. (2002), *Transactional Analysis Approaches to Brief Therapy*. Sage Publishing: London

Widdowson, M. (2009) *Transactional Analysis: 100 Key Points*. Routledge: London

Secondary Supporting Texts

Secondary supporting texts are a selection of books which are not TA books but which complement the themes of the learning from each training year. They have been selected to enhance your learning by both broadening and deepening your theoretical understanding as well as providing practical guidance in your learning of the art of psychotherapy.

DeYoung, P. (2003) *Relational Psychotherapy: A Primer*. Routledge: New York.

Kahn, M. (1997) *Between Therapist and Client: The New Relationship*. St.Martin's Press: NY
TAJ Disk

Combined, the core texts and secondary supporting texts for the full programme amount to a total of fifteen books which will support you through your training and which will provide you with a thorough grounding in transactional analysis and psychotherapy.

Assessments**Assessment of Learning Outcomes**

In Advanced Year 1, the learning outcomes detailed above, are for the year and are not attached to each training weekend topic, so all learning outcomes are covered and assessed in the written and oral assignments above.

On-going Assessment

As part of the on-going assessment, trainers, in conjunction with the student, will be assessing the student's:

- Progress in respect of the training goals
- Commitment to own personal development
- Readiness to progress onto the next training year

- Readiness to begin and maintain a practice.

Written Assessments

- Setting and monitoring of training goals
- One 3000 word essay
- 3000 word supporting paper for the presentation.

Oral Assessments

- One 15-minute presentation
- Observed Skills practice
- Tutorials
- On-going participation in group discussion and process.

Setting Training Goals

Some of the questions students will be expected to ask themselves to set their training goals for the year might be:

- What are my training goals for this year?
- How will I know when I have achieved my goals?
- What are my overall goals for training?
- What are my personal life goals?
- What is my five-year plan for personal and professional development?
- How might I sabotage myself or allow others to sabotage me?
- What will achieving my goals cost me - including time, energy and personal resources?
- What will I gain in achieving my goals?
- What do I need to do to achieve my goals?
- What do I need to not do to achieve my goals?
- What resources do I need to achieve my goals? Who might support me?

At the end of each year of training, students revisit and discuss their goals individually and in pairs. This process is supported by peer and trainer feedback.

Personal Development

Personal development is assessed:

- On the personal and training goals which the student aims to complete during the course of the training year. These should be written in the Reflective Learning Journal.
- During training and in tutorials together with peer and self-assessment.

Observed Skills Practice

Students will be assessed on two pieces of observed skills practice during the year and receive written feedback. Students may choose to be assessed on more than 2 pieces of practice where time allows.

Beginning Practice

It is expected that those students intending to qualify as counsellors will be endorsed to practise and be beginning seeing clients during Advanced Year 1. Where this is not possible for any reason, the year trainer, together with the Training Director, will agree with the student an

alternative time scale. A note of the discussion and the agreed outcome will be kept in the student's individual file.

Assessment Criteria

Essay

Assignment marking structures are in place to provide consistent marking. The marking criteria used for marking written assignments at Physis Training are detailed on p34 & 35. This is QMU marking criteria and is used throughout the programme for consistency and to ensure all assignments are assessed as postgraduate level as required by UKCP.

The following marking system contains the criteria on which the essay and case studies are assessed. These are:

- Conformity with academic standards (including writing style, depth, presentation, focus and referencing)
- Theory: accuracy and comprehension (including accuracy, use of and relevance of diagrams)
- Theory: analysis and critique
- Application of theory to clinical practice
- Self-awareness and application to personal growth
- Accounting for ethics, diversity, social and cultural factors.

Presentation and Supporting Paper

The title of the presentation is:

'Select a model from Transactional Analysis theory, different from the ones you have chosen for your written assignment, which has been taught in the training, and show how you are applying it. The presentation should demonstrate your understanding of the theory presented and its relevance to practice and to your personal growth.'

Supporting Paper

In the supporting paper, which should be a piece of reflective writing, discuss why you have chosen this topic, its significance and importance for you. The paper should discuss the objectives in the presentation, the theory and conclusions. Include theory and diagrams as appropriate, including clear referencing. Also include a copy of handouts or visual aids used in the presentation.

The presentation will be 15 minutes in length, followed by 5-10 minutes of feedback and discussion. Greater academic rigour is expected and progression from the supporting paper in foundation year should be evident here. The presentation and the accompanying paper contain both summative and formative elements of assessment for the year and are marked together as one piece and on a pass or defer basis. The paper must be submitted by the stipulated date (See p 31).

Further information on the assessment criteria for the presentation and paper can be found in the student area of the Physis website.

Observed Skills Practice

Using the CTA (P) Oral Exam Rating Criteria, students must:

Choose at least two criteria to be assessed at each piece of observed skills practice (advanced year one students choose from criteria 2,6,7 and 9 only*)

Personal Development

The personal development assessment criteria require students to:

- Engage fully with the training
- Show a willingness to participate in all training activities
- Be in continuous personal therapy and demonstrate an ability and willingness to make appropriate personal change
- Maintain a reflective learning journal
- Develop an awareness of intrapsychic process and its relationship to training and personal goals and personal development.

Reflective Learning Journal

Students will keep a Reflective Learning Journal (RLJ) for the duration of their training. The aim of a reflective learning journal is to encourage students to reflect regularly on their process of becoming psychotherapists. This may cover training, attendance at other workshops, reading, discussions, supervision and therapy.

This journal can help students consolidate their learning in training, during preparation for exam and as part of their personal and professional development. It can be in any format and may include text, pictures, photographs and quotations. (See The Training Resource Guide on the Physis website).

Students must submit a short extract (approximately two or three pages) of their reflective learning journal to their trainer at the end of each academic year which demonstrates evidence of reflection and particularly relates to the content of the training or the developmental themes of the training.

Tutorials

The main purpose of a tutorial is to:

- Discuss progress throughout the course
- Focus on personal and professional development
- Discuss training and qualification routes and options

A tutorial can be used to:

- Generate individually tailored guidance and support for your learning.
- Discuss your Personal Development Plan as well as specific concerns, or confidential issues better resolved in a personal discussion with the tutor.
- Facilitate goal setting.
- Discuss written work and this may include specific coaching to develop skills in this area
- Discuss participation in the training group.
- Discuss the development of a career path.

The tutor may also recommend specific reading or learning experiences to refine or deepen knowledge in a specific area, or to help the student to pursue specific interests.

The format and specific 'agenda' for each tutorial session will be determined by the student and tutor seeking to agree a focus. In practice, discussion of written work will often be high on the agenda.

Conclusion

Demonstration of personal development and successful completion of all the written and oral work, together with the trainer's assessment, determines a student's readiness to progress into the next year.

Where a student does not meet the criteria for passing all aspects of the assessments, he/she will be offered a meeting with the trainer where a number of options may be discussed:

- Rewriting a piece of work
- Additional supervised practice
- Additional reading
- Direction and/or type of personal therapy
- Time out to continue personal development prior to applying to rejoin training.

The above should be read in conjunction with the procedure for deferred or refused entry or termination of training on page 21 & 22.

End of Advanced Year 1

At the end of this year:

Students will receive a Physis Training attendance certificate

Advanced Year Two

Syllabus, Development Themes, Learning Outcomes, Assessments and Assessment Criteria

Important Note

In training year 2014/2015 Advanced Year 1, 2 and 3 will be combined and run as a single Senior Training Group following the Adv 3 syllabus. We are ensuring that the training and development needs of students from all training years will be met fully. Further information on the operation of this group will be provided in the training year book.

Advanced Year Two is the final year of the Diploma in TA Counselling and the third year of the core training for the CTA qualification.

Aims and Objectives

There is a set of aims and objectives for each part of the syllabus.

Developmental Themes

- To develop and deepen theoretical knowledge in TA and understanding of the therapeutic relationship
- To build confidence in clinical working that integrates theory and practice
- To develop diagnostic and assessment skills
- To develop groups skills and use of self in relationship
- To critically reflect upon the therapist's preferred working style
- To foster an understanding of the task and responsibility of the therapist.

Learning Outcomes: Knowledge

Students will:

- develop analysis of a range of intrapsychic and interpersonal processes influencing therapeutic work.
- begin to develop their own analysis, comparison and synthesis from other psychotherapeutic approaches in addition to TA.

All previous stages will be enhanced and further developed.

Learning Outcomes: Skills

Students will be:

- competent in a range of skills for complex problem solving in a variety of counselling situations and extended to greater depth of psychotherapeutic work including working with transference cure and initial stages of script cure.
- able to critically appraise and reflect upon their work with clients, and refine their therapeutic practice accordingly.
- able to deal with a range of ethical dilemmas and professional practice issues.

Learning Outcomes Summary

- continued expansion and integration of the material to include fluency in the application of knowledge
- development of the student's own analysis of theory and skills
- the development of a professional identity and ethical practice.

Syllabus

- Classical TA, CBT and psychodynamic approaches. Contractual method revisited
- The Cathexis School. Introduction to Personality Adaptations
- The Redecision School & Gestalt
- Integrative TA
- TA and spirituality – transpersonal psychotherapy
- States of Distress: Introduction to Psychiatric Diagnosis & Psychopathology (including Anxiety, Depression, Shame)
- Child Development. Childhood Sexual Abuse
- Couples Therapy
- Presentations, end of year self- and peer assessment.

Core Texts

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

Hargaden, H. and Sills, C. (2001) *Ego States*. Worth Publishing: London.

Tudor, K. (2002), *Transactional Analysis Approaches to Brief Therapy*. Sage Publishing: London

Widdowson, M. (2009) *Transactional Analysis: 100 Key Points*. Routledge: London

TAJ Disk – A collection of papers from the Transactional Analysis Journal

Secondary Supporting Texts

Secondary supporting texts are a selection of books which are not TA books but which complement the themes of the learning from each training year. They have been selected to enhance your learning by both broadening and deepening your theoretical understanding as well as providing practical guidance in your learning of the art of psychotherapy.

Cozolino, L. (2002) *The Neuroscience of Psychotherapy*. W.W. Norton & Company, New York: London

Kahn, M. (1997) *Between Therapist and Client: The New Relationship*. St. Martin's Press

McWilliams, N. (1994) *Psychoanalytic Diagnosis*. Guilford: New York.

Combined, the core texts and secondary supporting texts for the full programme amount to a total of fifteen books which will support you through your training and which will provide you with a thorough grounding in transactional analysis and psychotherapy.

Assessments

Assessment of Learning Outcomes

On-going Assessment

As part of the on-going assessment, trainers in conjunction with the student, will be assessing the student's:

- Progress in respect of their training goals
- Continued setting and monitoring of training goals
- Commitment to his/her own personal development
- Readiness to progress onto the next training year
- Suitability to maintain a practice.

Written Assessments

- One 3000 word essay
- One 3000 word case study
- Two pieces of Transcript Analysis (500 words each)
- Supervisor's Report
- Reflective Learning Journal.

Oral Assessments

- Observed Skills Practice
- Tutorials
- On-going participation in group discussion and process.

Setting Training Goals

Some of the questions students will be expected to ask themselves to set their training goals for the year might be:

- What are my training goals for this year?
- How will I know when I have achieved my goals?
- What are my overall goals for training?
- What are my personal life goals?
- What is my five-year plan for personal and professional development?
- How might I sabotage myself or allow others to sabotage me?
- What will achieving my goals cost me - including time, energy and so on?
- What will I gain in achieving my goals?
- What do I need to do to achieve my goals? What do I need not to do?
- What resources do I need to achieve my goals? Who might support me?

At the end of each year of training, students revisit and discuss their goals individually and in pairs. This process is supported by peer and trainer feedback.

Personal Development

Personal development is assessed as follows:

- On the personal and training goals which the student aims to complete during the course of the training year. These should be written in the Reflective Learning Journal.
- During training and in tutorials, together with peer and self-assessment.

Observed Skills Practice

Students will be assessed on pieces of observed skills practice during the year and receive written feedback. Students may choose to be assessed on more than one piece of practice where time allows. Students should refer to Observed Skills Practice guidelines in Section 3.

Clinical Practice

It is expected that those students intending to qualify as counsellors will be endorsed to practise and be seeing clients during Advanced Year 2. Where this is not possible for any reason, the year trainer together with the Training Director will agree with the student an alternative time scale. This will be approved by Physis Training management. A note of the discussion and the agreed outcome will be kept in the student's individual file.

Assessment Criteria

Essay

Assignment marking structures are in place to provide consistent marking. The marking criteria used for marking written assignments at Physis Training is detailed on page 34 and 35 Assessment Criteria and Guidelines. This is QMU marking criteria and is used throughout the programme for consistency and to ensure all assignments are assessed as postgraduate level.

The following marking system contains the criteria on which the essay and case studies are assessed. These are:

- Conformity with academic standards (including writing style, depth, presentation, focus and referencing)
- Theory: accuracy and comprehension (including accuracy, use of and relevance of diagrams)
- Theory: analysis and critique
- Application of theory to clinical practice

- Self-awareness and application to personal growth
- Accounting for diversity, social and cultural factors

Please note: A ‘D’ grade or above constitutes a pass. ‘E’ grade and below constitutes a defer and will require rewriting.

Case study

The case study must be representative of the student’s work and should show how the student’s interventions have facilitated the client’s development.

The following sections must be included:

- A brief professional self-portrayal and the context of the working environment
- Relevant personal data of the client
- Context of referral and presenting problems
- Initial contract
- History
- Diagnosis
- Final contract
- Treatment plan
- Therapy process
- Prognosis
- Concluding remarks.

Further guidelines on each of the above sections are contained in the EATA Training and Examination Handbook. Students are strongly recommended to read both sections for guidance on completion of the case study and to discuss with their year trainer.

Observed Skills Practice

Using the CTA (P) Oral Exam Rating Criteria, students must:

Choose at least two criteria to be assessed at each piece of assessed supervised practice

*Observed skills practice will be assessed using the Oral Exam Criteria Rating Sheet contained in the EATA Training and Examination Handbook.

Transcript Analysis

Students in this year are required to submit two separate Transcript Analysis pieces in the year as part of the assessment procedures. See page 31 for submission dates. These must be adhered to and are **not just** guidelines. The normal rules for extensions apply (see page 31)

There is an expectation that all students in Advanced Years 2 and 3 will be presenting tapes and providing transcript analysis in supervision as a matter of course.

The Transcript Analysis comprises a five-minute (approximate length) tape segment of the student working with a client together with an accompanying transcript, front sheet and a maximum 500-word analysis of the work. The analysis should include theory discussion related to the piece of work demonstrated. It is expected that at least one of the transcripts will enable

the student to demonstrate their ability to conceptualise and work with the “rupture and repair” process.

Students should take the transcript analysis to an authorised TA supervisor (PTSTA or TSTA) for discussion. Transcript Analyses are assessed by the trainer, and then be moderated by a second trainer. They are assessed on a pass or fail basis. Students should take the Transcript Analysis Supervisor’s form to the supervisor for signing, ensuring these are signed off and returned in line with the submission dates.

Students should note that:

- Information on compiling **transcripts** and **front sheets** can be found on the student pages of the Physis website
- The form for the supervisor to sign can be found is in the Student Area of the Physis Training web site in the transcript analysis section
- The analysis of the tape and transcript should include the student’s own analysis and responses to the following questions:
 1. What took place?
 2. What I thought, felt and experienced at the time (this can include images and bodily sensations)?
 3. What I subsequently thought and the issues emerging?
 4. Action taken or planned
 5. What discussion and conclusions derive from the tape transcript?

Personal Development

The personal development assessment criteria require students to:

- Engage fully with the training
- Show a willingness to participate in all training activities
- Be in continuous personal therapy and demonstrate an ability and willingness to make appropriate personal change
- Maintain a reflective learning journal
- Develop an awareness of intrapsychic process and its relationship to training and personal goals and personal development.

Reflective Learning Journal

Students will keep a Reflective Learning Journal (RLJ) for the duration of their training. The aim of a reflective learning journal is to encourage students to reflect regularly on their process of becoming psychotherapists. This may cover training, attendance at other workshops, reading, discussions, supervision and therapy.

This journal can help students consolidate their learning in training, during preparation for exam and as part of their personal and professional development. It can be in any format and may include text, pictures, photographs and quotations. (See The Training Resource Guide available on the website).

Students must submit a short extract (approximately two or three pages) of their reflective learning journal to their trainer at the end of each academic year, which demonstrates evidence of reflection and particularly relates to the content of the training or the developmental themes of the training.

Tutorials

The main purpose of a tutorial is to:

- Discuss progress throughout the course
- Focus on personal and professional development
- Discuss training and qualification routes and options

A tutorial can be used to:

- Generate individually tailored guidance and support for your learning.
- Discuss your Personal Development Plan as well as specific concerns, or confidential issues better resolved in a personal discussion with the tutor.
- Facilitate goal setting.
- Discuss written work and this may include specific coaching to develop skills in this area
- Discuss participation in the training group.
- Discuss the development of a career path.

The tutor may also recommend specific reading or learning experiences to refine or deepen knowledge in a specific area, or to help the student to pursue specific interests.

The format and specific 'agenda' for each tutorial session will be determined by the student and tutor seeking to agree a focus. In practice, discussion of written work will often be high on the agenda.

Supervisor's Report

Physis Training requires all students who are in practice to submit annually a completed Supervisor's Report Form. At Physis, the Supervisor's Report is considered to be a useful tool for enhancing practice.

The Supervisor's Report is an integral part of the assessment strategy for each module and all students are required to submit a Supervisor's Report, using the form provided by email each training year.

In addition, UKCP and COSCA require regular review sessions as part of on-going supervisory relationships. UKCP also requires reporting between supervisors and training institutes, with procedures for raising concerns and for passing on strokes to be in place. This report must be received by 15th June each year.

The Supervisor's Report provides students with a format to review their work with their supervisor and to gain more information in a structured fashion regarding their development as a practitioner.

Conclusion

Demonstration of personal development and successful completion of all the written and oral work, together with the trainer's assessment, determines a student's readiness to progress into the next year.

Where a student does not meet the criteria for passing all aspects of the assessments he/she will be offered a meeting with the trainer where a number of options may be discussed:

- Rewriting a piece of work
- Additional supervised practice
- Additional reading
- Direction and/or type of personal therapy
- Time out to continue personal development prior to applying to rejoin training

The above should be read in conjunction with the procedure for deferred or refused entry or termination of training on pages 21 and 22.

At the End of Advanced Year 2

At the end of this year:

- Students will receive a Physis Training attendance certificate
- Students meeting all the requirements and passing the oral exam will be awarded a COSCA validated Diploma in Counselling using TA (A table detailing the counselling diploma requirements is on page 54)

Advanced Year Three

Syllabus, Development Themes, Learning Outcomes, Assessments and Assessment Criteria

Important Note

In training year 2014/2015 Advanced Years 1, 2 and 3 will be combined and run as a single Senior Training Group following the Advanced Year 3 syllabus. We are ensuring that the training and development needs of students from both previous years will be met fully. Further information on the operation of this group will be provided in the training year book.

Aims and Objectives

There is a set of aims and objectives for each part of the syllabus

Developmental Themes

- To sharpen diagnostic and assessment abilities

- To foster collegial relationships and self-supervision skills that will stimulate professional attitudes and learning that continue beyond the supervisory relationship
- To develop the capacity to manage and evaluate a psychotherapeutic practice
- To critically reflect upon the privileges and limitations of training
- To critically reflect upon their preferred working style as a therapist and the significance of that in relation to their own script and development
- To support the development of a flexible therapeutic style that is both suited to the individual therapist and the varied needs of the client

Learning Outcomes: Knowledge

Students will:

- continue to develop their understanding to the level of analysis, synthesis and critique from a range of TA and psychotherapeutic perspectives.
- be able to formulate, justify and implement individualised treatment plans and appraise them using a range of TA and psychotherapeutic theories.

Learning Outcomes: Skills

Students will be:

- fluent in the application of a range of TA and psychotherapeutic theories and methods with a wide range of clients, settings and presenting problems for script cure.
- able to deal with complex ethical and professional practice issues and critically evaluate their practice and interventions.

Learning Outcomes Summary

- the analysis, synthesis and critique of previous material
- the integration of principles of a high level of ethical and professional practice.

Syllabus (for Advanced Year 3)

- Classical TA, CBT and psychodynamic approaches. Contractual method revisited
- The Cathexis School. Personality Adaptations revisited
- The Redecision School & Gestalt
- Integrative TA
- TA and spirituality – transpersonal psychotherapy
- States of Distress: Introduction to Psychiatric Diagnosis & Psychopathology (including Anxiety, Depression, Shame)
- Child Development. Childhood Sexual Abuse
- Couples Therapy
- Presentations, end of year self- and peer assessment.

Core Texts

Hargaden, H. and Sills, C. (2001) *Ego States*. Worth Publishing: London.

Hargaden, H. and Sills, C. (2002) *Transactional Analysis: A Relational Approach*. Routledge: London.

Tudor, K. (2002), *Transactional Analysis Approaches to Brief Therapy*. Sage Publishing: London

Widdowson, M. (2009) *Transactional Analysis: 100 Key Points*. Routledge: London
TAJ disk

Secondary Supporting Texts

Secondary supporting texts are a selection of books which are not TA books but which complement the themes of the learning from each training year. They have been selected to enhance your learning by both broadening and deepening your theoretical understanding as well as providing practical guidance in your learning of the art of psychotherapy.

Maroda, K. (2004) *The Power of Countertransference: Innovations in Analytic Technique*. Routledge: New York

McWilliams, N. (1994) *Psychoanalytic Diagnosis*. Guilford: New York

Combined, the core texts and secondary supporting texts amount to a total of fifteen books which will support you through your training and which will provide you with a thorough grounding in transactional analysis and psychotherapy.

Assessments**Assessment of Learning Outcomes****On-going Assessment**

As part of the on-going assessment, trainers, in conjunction with the student, will be assessing the student's:

- Progress in respect of his/her training goals
- Continued setting and monitoring of training goals
- Commitment to his/her own personal development
- Readiness to progress onto the next training year
- Suitability to maintain a practice.

Written Assessments

- One 3000-word essay using Question 13 from the CTA (P) written exam
- One 4000-word case study
- Two pieces of Transcript Analysis (maximum 500 words each)
- Supervisor's Report
- Reflective Learning Journal.

Oral Assessments

- Observed Skills Practice
- Tutorials
- On-going participation in group discussion and process.

Setting Training Goals

Some of the questions students will be expected to ask themselves to set their training goals for the year might be:

- What are my training goals for this year?
- How will I know when I have achieved my goals?
- What are my overall goals for training?
- What are my personal life goals?
- What is my five-year plan for personal and professional development?
- How might I sabotage myself or allow others to sabotage me?
- What will achieving my goals cost me - including time, energy and personal resources?
- What will I gain in achieving my goals?
- What do I need to do to achieve my goals? What do I need not to do?
- What resources do I need to achieve my goals? Who might support me?

At the end of each year of training, students revisit and discuss their goals individually and in pairs. This process is supported by peer and trainer feedback.

Personal Development

Personal development is assessed:

- On the personal and training goals which the student aims to complete during the course of the training year. These should be written in the Reflective Learning Journal.
- During training, in tutorials, together with peer and self-assessment.

Observed Skills Practice

Students will be assessed on pieces of observed skills practice during the year and receive written feedback. Students may choose to be assessed on more than one piece of practice where time allows. Students should refer to Observed Skills Practice guidelines in Section 3.

Clinical Practice

A student's practice will continue to be an element in ongoing assessment.

Assessment Criteria

Essay

The essay question for Advanced Year 3 trainees is question 13 from section D of the CTA(P) written exam:

“Describe a research project you are aware of or have been involved in and discuss the implications for transactional analysis theory and/or practice”

Assignment marking structures are in place to provide consistent marking. The marking criteria used for marking written assignments at Physis Training are detailed on p34 & 35. This is QMU marking criteria and is used throughout the programme for consistency and to ensure all assignments are assessed as postgraduate level.

The following marking system contains the criteria on which the essay and case studies are assessed. These are:

- Conformity with academic standards (including writing style, depth, presentation, focus and referencing)
- Theory: accuracy and comprehension (including accuracy, use of, and relevance of diagrams)
- Theory: analysis and critique
- Application of theory to clinical practice
- Self-awareness and application to personal growth
- Accounting for diversity, social and cultural factors

Please note: A “D” grade or above constitutes a pass. “E” grade and below constitutes a defer and will require rewriting.

Case study

The case study must be representative of the student’s work and should show how the student’s interventions have facilitated the client’s development.

The following sections must be included:

- A brief professional self-portrayal and the context of the working environment
- Relevant personal data of the client
- Context of referral, presenting problems
- Initial contract
- History
- Diagnosis
- Final contract
- Treatment plan
- Therapy process
- Prognosis
- Concluding remarks.

Further guidelines on each of the above sections are contained in the EATA Training and Examination Handbook. Students are strongly recommended to read both sections for guidance on completion of the case study and to discuss with their year trainer.

Observed Skills Practice

Using the CTA (P) Oral Exam Rating Criteria, students must:

Choose at least two criteria to be assessed at each piece of assessed supervised practice

*Observed Skills practice will be assessed using the Oral Exam Criteria Rating Sheet contained in the EATA Training and Examination Handbook.

Transcript Analysis

Students in this year are required to submit two separate Transcript Analysis pieces in the year as part of the assessment procedures. See page 32 for submission dates. These must be adhered to and are **not just** guidelines. The normal rules for extensions apply (see page 32)

There is an expectation that all students in Advanced Years 2 and 3 will be presenting tapes and providing transcript analysis as a matter of course.

The Transcript Analysis comprises a five-minute (approximate length) tape segment of the student working with a client together with an accompanying transcript, front sheet and a maximum 500-word analysis of the work. The analysis should include theory discussion related to the piece of work demonstrated. One of these three Transcript Analysis pieces of work should demonstrate the trainee's ability to work with the "rupture and repair" process.

Students should take the transcript analysis to a authorised TA supervisor (PTSTA or TSTA) for discussion. Transcript Analyses are assessed by the year trainer and then be moderated by a second Adv 2/3 trainer. They are assessed on a pass or fail basis. Students should take the Transcript Analysis Supervisor's form to the supervisor for signing, ensuring that these are signed off and returned in line with the submission dates.

Students should note that:

- Information on compiling **transcripts** and **front sheets** can be found on the student pages resource guide.
- The form for the supervisor to sign can be found in the Student Area of the Physis web site.in the transcript analysis section
- The analysis of the tape and transcript should include the student's own analysis and responses to the following questions:
 1. What took place?
 2. What I thought, felt and experienced at the time? (Can include images and bodily sensations)
 3. What I subsequently thought and the issues emerging?
 4. Action taken or planned
 5. What discussion and conclusions derive from the tape transcript?

Personal Development

The personal development assessment criteria require students to:

- Engage fully with the training
- Show a willingness to participate in all training activities
- Be in continuous personal therapy and demonstrate an ability and willingness to make appropriate personal change
- Maintain a reflective learning journal
- Develop an awareness of intrapsychic process and its relationship to training and personal goals and personal development.

The Reflective Learning Journal

Students will keep a Reflective Learning Journal (RLJ) for the duration of their training. The aim of a reflective learning journal is to encourage students to reflect regularly on their process of becoming psychotherapists. This may cover training, attendance at other workshops, reading, discussions, supervision and therapy.

This journal can help students consolidate their learning in training, during preparation for exam and as part of their personal and professional development. It can be in any format and may include text, pictures, photographs and quotations. (See The Training Resource Guide).

Students must submit a short extract (approximately two or three pages) of their reflective learning journal to their trainer at the end of each academic year which demonstrates evidence of reflection and particularly relates to the content of the training or the developmental themes of the training. These should **not** be submitted to the Physis office.

Tutorials

The main purpose of a tutorial is to:

- Discuss progress throughout the course
- Focus on personal and professional development
- Discuss training and qualification routes and options

A tutorial can be used to:

- Generate individually tailored guidance and support for your learning.
- Discuss your Personal Development Plan as well as specific concerns, or confidential issues better resolved in a personal discussion with the tutor.
- Facilitate goal setting.
- Discuss written work and this may include specific coaching to develop skills in this area
- Discuss participation in the training group.
- Discuss the development of a career path.

The tutor may also recommend specific reading or learning experiences to refine or deepen knowledge in a specific area, or to help the student to pursue specific interests.

The format and specific 'agenda' for each tutorial session will be determined by the student and tutor seeking to agree a focus. In practice, discussion of written work will often be high on the agenda.

Supervisor's Report

Physis requires all students who are in practice to submit annually a completed Supervisor's Report Form. At Physis Training, the Supervisor's Report is considered to be a useful tool for enhancing practice.

The Supervisor's Report is an integral part of the assessment strategy for each module and all students are required to submit a Supervisor's Report, using the form provided as a Word file in the Student Area of the Physis web site.

In addition, UKCP and COSCA require regular review sessions as part of ongoing supervisory relationships. UKCP also requires reporting between supervisors and training institutes, with procedures for raising concerns and for passing on strokes to be in place. This report must be received by 15th June each year.

The Supervisor's Report provides students with a format to review their work with their supervisor and to gain more information in a structured fashion regarding their development as a practitioner.

Conclusion

Demonstration of personal development and successful completion of all the written and oral work, together with the trainer's assessment, determines a student's readiness to progress into an Exam Preparation Group.

Where a student does not meet the criteria for passing all aspects of the assessments, he/she will be offered a meeting with the trainer where a number of options may be discussed:

- rewriting a piece of work
- additional supervised practice
- additional reading
- direction and/or type of personal therapy
- time out to continue personal development or other work prior to continuing to the MSc project or the case study.

The above should be read in conjunction with the procedure for deferred or refused entry or termination of training in Section 1.

At the End of Advanced Year 3

At the end of this year:

- Students will receive a Physis Training Completion Certificate with the total number of hours in training and confirmation that all assignments have been satisfactorily completed
- Students will, with the endorsement of their trainer, choose to enter an Exam Preparation Group either to facilitate fulfilling the CTA practice requirement and to prepare for the CTA examination. Please note attendance in one of these groups, although optional, is strongly recommended.

Post Core Training

The end of Advanced Year 3 marks the conclusion of the core part of the training programme. At this point students continue to prepare for the CTA case study in an Exam Preparation Group. This group provides further training, support and focus for the CTA written and viva examinations.

Students will normally enter the Exam Preparation Group after Advanced Year 3 and complete the CTA written exam in two years. If required, students can attend the group for a further period. These groups will be offered subject to numbers.

Entry Requirements

- To have completed a minimum of four years of training in TA
- To be in clinical practice
- To be in continuous personal therapy
- To be in on-going clinical supervision with a TSTA or PTSTA

Entry Procedures

- The year trainer will be asked for his/her endorsement of the student to join a group
- Students will be asked to confirm compliance with the above
- On completion of the above, the student's place in a group will be confirmed.

Attendance Requirements

A commitment to attend a minimum of 75% of the sessions offered in each year.

Training Goals

Students will be required to set their training and professional goals at the start of the group and will be required to write them in their reflective learning journal and to revisit them at the end of the year. Some of the questions students will be expected to ask themselves to set their training goals for the year might be:

- What are my training goals for this year?
- What are my overall goals in the EPG?
- What are my personal life goals?
- What is my five-year plan for personal and professional development?
- How might I sabotage myself or allow others to sabotage me?
- What will achieving my goals cost me - including time, energy personal resources?
- What will I gain in achieving my goals?
- What do I need to do to achieve my goals? What do I need not to do?
- What resources do I need to achieve my goals? Who might support me?

Reflective Learning Journal

Students should continue to maintain their Reflective Learning Journal until they have obtained their goals in the group.

Training Log

Students are required to submit their training log annually and to finalise their log prior to applying for the CTA Oral examination.

Personal Therapy

Students are expected to continue in personal therapy in line with UKCP requirements.

Aims and Objectives

- To help participants develop as psychotherapists
- To develop the skills, attitudes and theoretical understanding of an in-depth psychotherapy
- To provide an opportunity for supervision and case discussion
- To continue to integrate TA theory and practice.
- To assess readiness for the CTA clinical exam
- To prepare a case study for the CTA written exam
- To prepare tapes for the CTA oral exam

Developmental Themes

- To develop writing skills at a master's level
- To develop competence in talking and writing TA theory
- To develop confidence in ability to manage the oral exam process.

Learning Outcomes: Knowledge

- The primary orientation of the work will be TA with integration from all schools of TA, other psychotherapy theoretical approaches will be referenced
- The preparation of the psychotherapy case study and taped work for the exams as contracted at the start of the exam group

Learning Outcomes: Skills

- To provide a further training opportunity for members to present as competent Transactional Analysts
- To integrate TA theory and practice
- Increasing skills and promoting self-awareness and self-supervision practices
- Use of the peer group in assessment and development.

Structure & Syllabus

The group takes place for a full day up to 7 times over an academic year. As this is a post-core training group there is no structured syllabus. The Exam Group will allow time for personal development relevant to engagement with the exam process.

The primary focus of this group is to:

- Enable students to develop their path to the CTA examination.

The principal elements are the:

- Writing the CTA case study
- Preparation of tapes for the oral examination

Recommended Reading

Students are expected to revisit core texts from previous training whilst keeping abreast of new developmental TA theory and becoming aware of legal and ethical issues.

Assessments

There are no formal assessments within the group.

At the end of Exam Preparation Group

At the end of the year in this group, students will:

- Receive an attendance certificate from Physis Training
- Have the option to continue in the group to complete the CTA Written exam and to prepare for the CTA Oral exam.

Supervisor's Report

Physis requires all students who are in practice and en route to the CTA exam to register as Members of Physis Training, and to submit annually a completed Supervisor's Report Form along with a copy of their Annual Summary Form. This ensures that the final stages of the psychotherapy training process towards UKCP registration are monitored as being delivered at the required standard for HIPC. At Physis Training, the Supervisor's Report is considered to be a useful tool for enhancing practice.

The Supervisor's Report should be submitted using the Supervisor's Report Form provided by email each training year.

In addition, UKCP and COSCA require regular review sessions as part of ongoing supervisory relationships. UKCP also requires reporting between supervisors and training institutes, with procedures for raising concerns and for passing on strokes to be in place. This report must be received by the 15th June each year.

The Supervisor's Report provides students with a format to review their work with their supervisor and to gain more information in a structured fashion regarding their development as a practitioner.

Continuing Professional Development

Physis Training expects that all its graduates will be committed to their ongoing growth and development as TA practitioners throughout their career. Engaging with the process of counselling and psychotherapy training is seen as a lifelong learning process for every Transactional Analyst, and Physis graduates would be expected to continue to undertake a personal programme of Continuing Professional Development, meeting the requirements of either UKATA and UKCP, or COSCA, BACP or another recognised accrediting body.

Physis offers a programme of workshops to contribute to this CPD process.

This is a rolling programme and several courses are offered per year. Trainees and graduates are welcome, and encouraged, to attend any other additional workshops available to extend the depth and breadth of their clinical knowledge.

Previously offered One Day courses	
Anger	Anger in the Therapy Room
Anxiety and Depression	How to work with Anxiety and Depression
Attachment Theory - linked to Families	An Introduction to Attachment Theory
Bodywork	An Introduction to Bodywork Psychotherapy
Borderline and Narcissistic Disorders	How to work with Borderline and Narcissistic Disorders
Couples counselling	An Introduction to Couples Counselling
Eating Disorders	How to work with Eating Disorders
Erotic Transference	Working with the Erotic Transference
Families	An Introduction to Working with Families
Gay Affirmative Therapy	An Introduction to Gay Affirmative Therapy
Groups	An Introduction to Groupwork
Personality Adaptations & Disorders	Understanding and differentiating Adaptation and Disorder
Psychosexual	An Introduction to Psychosexual Process
Self Harm	How to assess Risk and Work with Self Harm
Sexual Dysfunction	How to work with Sexual Dysfunction
Suicide risk assessment and treatment	An Introduction to Risk Assessment and Treatment in Suicide
Survivors of abuse	Working with the Survivors of Abuse
The Process Model	Using Drivers, Adaptations and the Process Model as a diagnostic tool
Transference	Working with Transference
Trauma and PTSD	Working with Trauma and PTSD
Previously offered Two day courses	
Psychiatric Practice	An Introduction to Psychiatric Practice
Legal and Ethical Requirements	An Introduction to Legal and Ethical Requirements
Working with Dreams	Dream On!

Note: this is a sample list and further courses will be offered as appropriate.

Part 10 Training Programme Administration

Role of the Administration team

Management

The administration of the Physis Training programmes is based at 18 York Place, Edinburgh. The Programme Manager, Deirdre Gillespie works from here. Rachel Surtees, the Financial Director, and Barbara Clarkson, the Training Director, are based in Leeds but are available by phone and email. Barbara is in Edinburgh for 2 long weekends each training month.

Support – the Academic Student Support Advisor

The Student Advisor is available to all students to answer questions or assist students in goal setting and pathways, personal issues affecting training, provision of support and general concerns. Initial contact to the student Advisor is best achieved by email

physisstudentsupport@hotmail.com

Support – the Placement Support Advisor

The placement support advisor is available to discuss issues relating to voluntary counselling placements and may be able to help in the task of finding a suitable placement. If a student has successfully found a placement, the placement support advisor will be in touch to ensure the appropriate standard of support is available within the placement. Please contact Deirdre on info@physistraining.co.uk to be put in touch with the Placement Support Advisor

Administration

Administrative support for the training programme is provided from the Edinburgh office. Wherever possible, all requests for information and support should be made in the first instance directly to the office by email to info@physistraining.co.uk. This allows Deirdre to respond efficiently and to redirect your query to the most appropriate person. This may be to one of the directors, trainers or the Student Advisor. They may also be contacted directly for requests for support where the student is uncertain who is the best person to advise or assist.

Contacting the Office

Enquiries and information requests should be submitted by email as this enables a response when there is space and time to consider the request. Email also provides an immediate facility to forward the message to a director, Student Advisor or trainer where this is appropriate.

The Programme Manager, Deirdre Gillespie, will respond to requests as soon as practicable and within 5 working days. Deirdre works 4 days each week (not normally Wednesdays). Students who phone the office to speak to a member of staff may be asked to phone back at an agreed time.

Please note that Deirdre's role is not able to offer drop-in support, although students are welcome to make an appointment to see a member of staff.

Attendance at Training

If students are unable to attend training, please notify the admin office by email, as far in advance as possible. If non-attendance is due to illness on the morning of a training day a message should be left preferably directly with the trainer or on the Physis Training answer phone. Tel: 0131 514 1068.

Contacting the Trainers

At the beginning of each training year, students are placed on a training group email list which includes the trainer's contact details. Students may email the trainer directly, but please copy any emails sent to trainers to the Physis office where they concern issues involving

administration or the scheduling of work. By registering on the programme students agree that the list of student names and addresses may be circulated to appropriate persons or bodies; the list is never used for commercial purposes or benefit.

Accounting and Financial Matters

Queries about payments, fees due and other financial queries are best sent by email to info@physistraining.co.uk. The programme manager will respond directly, if necessary in consultation with the Financial Director.

Assignment Administration

Assignment Marking Procedures

- The trainer allocated to mark the assignments will be the only person to read the work in the first instance.
- All written assignments will be marked blind. This means the marker will not know at the time of marking who the student is.
- The Programme Manager will forward the assignment to the trainer marking it.
- Assignments will have a front cover attached and students will be identified only through a reference number.
- Assignments should be posted in the assignment submission box. These will be passed to the marker exactly as they have been posted into the box. Students are responsible for ensuring all assignments are complete.

Double Marking

- All assignments are double skim marked by a second marker.
- A number of marked assignments will then be fully double-marked for quality assurance, in line with UKCP requirements.
- These will be marked blind by one of the following: the Physis Training External Moderator, the External Examiner or another PTSTA/TSTA.
- Training establishments are from time to time required to submit a sample of written work to the UKATA Training Standards Committee or to the UKCP.
- Written assignments will only be returned to the student once the second marking has been completed.

Whilst confidentiality is maintained at all times and students' individual files are kept in a secure place, students should bear the foregoing in mind when writing assignments that include material of a very personal nature.

Assessment Body

First Marking of Assignments	Sample double Marking (fails and highest mark)	Moderation of remainder of assignments	Moderation of fails, mid-range & highest marks
By Year Trainer	By member of Physis Training Team	By member of Physis Training team	By Physis training External Moderator

Late Submission of assignments; see important information on page 31

Student Records

Student Records are stored securely electronically using password protected files. Physis Training is registered with the Information Commissioner's Office and complies with the Data Protection Act. Limited hard copy of information may be kept temporarily under secure conditions in the Physis Office. The following information will be retained by Physis Training either in the student's individual electronic file or as part of the electronic files for the relevant training year or cohort:

- Interview assessment form
- Application and Registration Forms
- Payment details, including copies of standing order forms
- Training hours certificate details
- Endorsement to Practise form
- Personal Therapy form
- Supervisors report form
- Copy of any correspondence to and from student (other than circular letters)
- Personal details: name, address, contact numbers, etc
- Payment details
- Course attendance
- Assignment marks
- Tutorial records
- Email correspondence
- Any other relevant information.

All written work will be returned to the trainee once it has been marked and moderated, and within a year from submission, unless an agreement is made with an individual to retain the assignment for teaching purposes. Electronic copies of assignments will not be retained after a 12 month period. It is the trainee's responsibility to keep copies of written work as they deem appropriate.

Electronic records of training hours attended are kept indefinitely by Physis Training.

Endorsement to Practise Administration

Endorsement to Practise Forms are provided in the Student Area of the Physis Training web site. Students are responsible for:

- Completing the form and getting it signed by the trainer and supervisor.
- Returning the completed and signed form to the Physis office.

The Physis Programme Manager will:

- Send the Endorsement to Practise letter and the original endorsement form to the student
- Keep a copy of both in the student file.

Please note: The completion and submission of the Endorsement to Practise form is the first part of the process. The form is **NOT** the endorsement. The student will only be endorsed to practise when the endorsement letter is issued. All advanced students are responsible for ensuring that they are endorsed to practise.

Student Feedback Forms

These are distributed by and returned to Physis administration. Comments are collated and passed to the Director of Training.

Physis Training takes feedback from students very seriously and may want to contact a student for clarification and discussion. If a student wants the opportunity to discuss their feedback with Physis they can add their name to their comments. However these feedback forms may be submitted anonymously.

Supervisor's Report Forms

Students in practice are required to:

Print out the supervisor's report form from the Student Area of the Physis web site.

- Take it to their main supervisor (for contractual students, their principal supervisor) for completion.
- Supervisor's report forms should be returned to the office by 15th June at the latest.

Training Logs

Students are advised to keep a detailed training log which contains a record of training, therapy, practice and supervision for the purposes of meeting:

- The requirements for the CTA, since candidates are required to take the log to the CTA exams.
- COSCA requirements.

Trainees should submit the UKATA Annual Summary Form each year with their registration for ongoing training.

Please note your detailed training log should not be sent to Physis administration. It is however the trainee's responsibility to ensure that they have a record of all information that will be needed for CTA/COSCA examination purposes.

Reflective Learning Journals

Students must submit a short extract (approximately two or three pages) of their Reflective Learning Journal to their trainer at the end of each academic year. They can also be brought to tutorials. To maintain confidentiality, Physis does **not** require sight of the RLJ. Any RLJs submitted to the Physis office will be returned to the student.

Diploma Exam Administration Procedures

Diploma Oral Examinations take place in June and November of each year. Fees for this exam are provided on the application form, which can be found in the Student Forms section of your training disc. For students registered on a diploma "package" the exam fee is included in the contract fees. All students must apply for the exam even if they are registered on the Diploma package.

To apply for the diploma exam, students are required to:

- Complete the Diploma application form showing that all requirements have been met or will be met by the date of the exam.
- Supervisors must sign and agree the student's readiness for the exam
- Return the form to the office at least 90 days prior to the exam date
- Where due pay the fee with the application.

Do not apply for the exam unless you will have met all the requirements by the time of the exam as fees are non-refundable. In the event of failure to attend an exam without 14 days notice of non-attendance, the original exam fee will not be refunded and an exam fee will be payable for the re-scheduled exam.

The fees for 2015-2016 are available on request.

Issuing of Certificates and Diplomas

The Diploma in Counselling Using TA will be awarded only on successful completion of all requirements and passing the oral exam. Presentations are made at the end of year celebrations.

End of year certificates will be presented at the end of year celebrations, or sent out by post.

Completion certificates for Advanced Year 3 will be presented during end of year celebrations or posted out directly. Certificates are issued only when all relevant conditions have been met.

Workshop attendance certificates will be sent by post following the workshop.

Offer of Places and Registration

Foundation Year

Successful applicants will be sent:

- A confirmation letter
- Registration and payment forms

Registration and payment forms must be completed and returned to Physis Training with any payment due.

Physis will send:

- Confirmation and receipt of payment
- A start of year pack prior to training which includes
 - Final training dates
 - UKATA Membership forms (if available)
 - Library information including information about the TAJ
 - Information about the CPD Programme
 - Other relevant information

At the first training weekend the following will be provided:

- Training Year Book

Advanced Training Groups, Exam Preparation Group

On receipt of the trainer's endorsement to continue training in the training course Physis Programme Manager will send:

At the completion of Foundation Year:

- An invitation to register for a Counselling Diploma
- On receipt of the registration form, confirmation of place and payment forms.

At the end of subsequent years:

- Confirmation of a place.
- Payment forms for those paying annually.

All forms must be completed and returned to Physis with any payment due. Once the registration form has been submitted, students are committed to the course and committed to payment for the course in accordance with the conditions for fee payment.

Confirmation and receipt of payment and registration is sent to the student by post.

A start of year pack is later sent out to each student. This includes;

- Final training dates
- Library information including information about the TAJ
- Information about the Workshop/CPD Programme
- Other relevant information

In addition at the first weekend training

- The Year Book

COSCA Administration

Following successful completion of the diploma oral exam, students are required to be registered with COSCA by Physis Training, the fee for this is included in the Diploma Exam fee. The COSCA validated diploma will be issued by Physis Training. Ongoing membership of COSCA following the Diploma is encouraged but at the individual's discretion.

For information on COSCA's post qualifying period and individual COSCA accreditation please visit www.COSCA.org.uk

Library Borrowing Procedures

Students have access to the library at training weekends. Please ensure you complete the borrowing and returning forms. Please see the Library Policy document available on the student pages of the website.

Ordering Library Materials

To order materials from the library students are required to:

- Put their order in writing, either email or hard copy, marked for the attention of the 'library' and email to info@physistraining.co.uk
- Give the title, author and reference number of the book(s) or other materials to be borrowed
- Give at least 3 working days notice

Reference Only Books

A copy of each of the core texts for the 4 year programme is held for reference only and these are only available on request directly from the Physis Training office. They may be read within 18 York Place, but not removed from the building.

Access to TAJ

From September 2014 Physis Members (all trainees from Foundation Year to Advanced Year 3 are automatically Physis members, others can join for a small annual fee), are able to access the full online back catalogue of the TAJ held by Sage Publishing by making use of Physis's library membership of Sage Publishing. A password and access information will be issued at the start of the training year.

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Appendix A Who's who in Physis?

Barbara Clarkson PTSTA(P) **Director of Training**
 Rachel Surtees Financial Director Physis Training
 Deirdre Gillespie Programme Manager

The Training Team

Barbara Clarkson PTSTA(P)	Senior Training Group, Exam Preparation Group (Edinburgh & Leeds)
Mark Widdowson TSTA (P)	MSc Module Coordinator
Morag Highet PTSTA (P)	Assistant trainer for STG, Additional workshops
Sheila Beare PTSTA (P)	Foundation Year, Introduction to Counselling Skills, Additional workshops
Coral Harrison PTSTA (P)	Additional workshops
Helen Rowland PTSTA (P)	Additional workshops
Sheila Halliday PTSTA (P)	Additional Workshops
Katie Banks PTSTA (P)	MSc Project Workshops
Alison Ayres TSTA (P)	Additional Workshops

Academic Student Support Advisor

Katie Banks PTSTA (P)

Placement Support Advisor

Josephine Murray-Smith CTA (P)

The Core Training Team

Barbara Clarkson, BSc, CTA, MA(TA Psych), PTSTA (P)

Barbara is a TA psychotherapist, trainer and supervisor with a private practice based in Leeds. She is a Director of Physis Training and offers TA training courses and supervision in Leeds as well as Edinburgh. She started her professional life as a speech and language therapist in the NHS having qualified at QMC in Edinburgh, then developed an interest in counselling and psychotherapy. After qualifying as a CTA in 1999 she then juggled part time speech and language therapy, part time psychotherapy and mothering to her two children before leaving the NHS in 2006 to work fulltime in TA.

As a practitioner, Barbara is interested in how the therapeutic relationship can be used to "disturb" the client in a health inviting way, in body process and the use of contact and touch in therapy. She has a passion for integrating the spiritual aspects of personal development into psychotherapy and learning. She developed Physis Health & Wellbeing and Physis Training with her business partner Rachel Surtees, as a result of their joint passion for working to encourage a holistic approach to all aspects of health. She is also qualified in Eye Movement Desensitisation and Reprocessing which she uses to help clients with Post Traumatic Stress Disorder and Phobias, integrating it into her TA approach.

Barbara is currently a member of UKATA's Training Standards Committee, and a second assessor for HIPC, carrying out the Quinquennial Review process for UKCP registered

psychotherapy training programmes throughout the UK. She is on the Scientific Committee for the UKATA National Conference in Edinburgh in April 2015.

Sheila Beare CTA, PTSTA (P)

Sheila is a UKCP, UKATA & COSCA registered psychotherapist and has been practicing in Fife for 10 years. She is also a Provisional Teaching and Supervising Transactional Analyst. Within her private practice, as well as offering psychotherapy, she also provides workplace supervision (group and individual) as well as clinical supervision. She has many years experience in coaching, communication and counselling skills training, and is a COSCA Accredited Trainer for Certificate level.

Katie Banks LLb MSc (psych) CTA PTSTA

Katie is a UKCP registered psychotherapist in private practice in Edinburgh and East Lothian near North Berwick where she lives. She is also a supervisor and offers both individual and group supervision in Edinburgh and East Lothian. She is responsible for supporting students meet their academic requirements and helping them acclimatise to the challenges of the written aspects of the training course.

Mark Widdowson MSc (TA Psych), ECP, PGDip. Couns, PGCert TLHE, FHEA, TSTA, PhD

Mark is a Teaching and Supervising Transactional Analyst and is a United Kingdom Council for Psychotherapy and a European Association of Psychotherapy Registered Psychotherapist. Mark is also qualified in integrative counselling and psychotherapy. He is a COSCA accredited counselling diploma trainer. Mark completed his PhD with the University of Leicester in 2013, with his research project being on the process and outcomes of TA psychotherapy. Mark is a lecturer at Salford University in Manchester, as well as being an associate director at The Berne Institute, and also a senior tutor in TA and integrative psychotherapy on an MA in humanistic integrative psychotherapy at the Athens Synthesis Centre. He has a postgraduate certificate in teaching and learning in higher education, and is a fellow of the Higher Education Academy.

Prior to training in psychotherapy, Mark worked as a community mental health worker for people with severe and enduring mental health problems and as a part time gay and bisexual men's health worker. Mark is the former Editor for the *UKATA News* and is part of the editorial board for the *EATA News*. He is a former UKATA council member, and is interim chair of the Scottish Transactional Analysis Association. He is also a founder member of the International Association for Relational Transactional Analysis. He is the author of *Transactional Analysis: 100 Key Points*, published by Routledge and has written numerous journal articles and chapters in textbooks on various aspects of TA and psychotherapy.

Deirdre Gillespie, Programme Manager

Deirdre Gillespie is Programme Manager for Physis Training. Deirdre has worked in administration for 7 years since graduating from Queen Margaret University with a BA(Hons) in Communication Studies. She has worked in a variety of sectors and in particular with charities and voluntary organisations. Deirdre's role at Physis is to ensure the smooth running and administration of all services and to administrate all the training programmes, including the final stages for the remaining students registered for the MSc.

Appendix B COSCA STATEMENT OF ETHICS & CODE OF PRACTICE

Preface

Mutually agreed ethics and acceptable standards of practice in any profession provide the bedrock whereby those practitioners and clients are safeguarded and served within a defined framework and agreed boundaries. In this way the professional search for integrity and credibility is validated.

It is the mark of a responsible professional body to define its Ethical Principles and furnish its own Code of Practice for the discipline of members and the welfare of the clients served by these members. Each body of practitioners in the field of counselling and psychotherapy within the United Kingdom, the European Union, the United States of America, Canada and elsewhere, eventually benefits from the spectrum of ethics and codes corporately provided. In this way, the life and practice of each professional body is enriched and diversity and difference valued.

COSCA serves the Scottish counselling and psychotherapy community. This Statement of Ethics and Code of Practice for members of COSCA arise from, and will be regularly reviewed in the light of, COSCA's own experience of dilemmas faced, local circumstances and the dialogue within. It is also an acknowledgement of the corporate search within the membership to establish the safeguards and professional standards expected by the clients which it serves and society generally.

It is a requirement of all individual and organisational members of COSCA to abide by its Statement of Ethics and Code of Practice. In any case of breach of the Statement of Ethics or Code of Practice by a member, the COSCA Complaints Procedure can be invoked.

STATEMENT OF ETHICS

1 Introduction

- 1.1 All individual and organisational members of COSCA, the professional body for counselling and psychotherapy in Scotland, must abide by the Ethical Principles specified in this Statement.
- 1.2 The term 'client' refers to any party using, receiving or seeking the services of a member which pertain to counselling and psychotherapy.

2 Ethical Principles

- 2.1 The working relationship between a member and their client, and between members, is governed ethically. It is a relationship which is respectful and valuing of each person who is part of it and members have the primary responsibility for maintaining the ethical framework of that relationship.
- 2.2 Members work in the best interests and for the welfare of their clients, and of their colleagues.
- 2.3 Members work within the limits of their competence, monitoring their effectiveness and recognising the need for their on-going professional development.
- 2.4 Members demonstrate integrity, openness and objectivity to their clients and colleagues. Members do not exploit or harm their clients or colleagues.
- 2.5 Members respect the dignity, worth and uniqueness of all individuals and affirm their autonomy.
- 2.6 Members recognise and respect diversity and differences between people. Members do not practise, condone or encourage unjustified discrimination or oppressive behaviour.

- 2.7 Members respect privacy and preserve the confidentiality of information acquired in the course of their work.
- 2.8 Members work within the law.
- 2.9 Within the broader context, the above ethical principles are manifest whenever applicable in all the professional activities and relationships engaged in by members.

CODE OF PRACTICE

1 Introduction

- 1.1 This Code of Practice expands on the Ethical Principles specified in COSCA's Statement of Ethics by applying them to specific issues of practice.
- 1.2 All individual and organisational members of COSCA must abide by this Code of Practice.
- 1.3 The term 'client' refers to any party using, receiving or seeking the services of a member which pertain to counselling and psychotherapy.
- 1.4 Notes of additional guidance, printed in UKATALics, are provided after certain clauses in the Code.

2 Competence

- 2.1 A member offering or providing a service has a fundamental responsibility to have sufficient competence through training, underpinning knowledge and practice to ensure that the service is effective.
- 2.2 A member is required to ascertain that a client's request and/or need for the service offered or provided does not extend beyond the competence of the member. Where a referral to a more appropriate source of help is indicated the member will take steps to encourage the client and to positively refer on.
- 2.3 An individual member is required to take responsibility for, and be committed to, her/his own ongoing professional and personal development. This will include further appropriate training and developing a support network with experienced colleagues.
- 2.4 An organisational member is required to ensure the professional development and encourage the personal development of its workers. The organisation should provide opportunities for further training through courses, workshops, seminars, etc.
- 2.5 Members continually monitor their practice and can recognise their inability to work effectively with a particular client or when their professional effectiveness is impaired. In such situations, members will promptly take the most appropriate action to serve the best interests of their client(s). The functioning of an individual practitioner may be impaired by personal problems caused by, for example, illness, stress, life events, etc. An organisation may be affected by, for example, staff shortages, administrative difficulties, etc. The member must consider whether they should refrain from working with the client; make any appropriate referrals; and seek professional support to address their difficulties.
- 2.6 Client-work supervision is used by members as an integral part of the process of ensuring professional standards of competence and practice within the working relationship between practitioner and client.
- 2.7 Organisational members will ensure that provision is made for appropriate consultative support for managers and others responsible for the running of their organisation.

3 Contracts

- 3.1 A member will state clearly at the onset of the working relationship with a client any terms, conditions, methods of practice, and extent of confidentiality, preferably in a written form. Also, as clear an indication as possible should be made as to the duration and nature of the work, including any possible limUKATAtions.

- 3.2 A member will ensure that all contractual elements are understood by the client, and that they are maintained throughout the course of the working relationship. Clear agreement will be obtained from the client if any alterations to the contract are sought by the member. The written or verbal contract (both forms are binding in Scots Law) which the member enters into with the client may be renegotiated. Both parties to the contract must be clear when this takes place and exactly what amendments to the contract have been agreed.
- 3.3 The member will ensure that the client is given adequate opportunity in the course of the working relationship to review its progress and effectiveness.
- 3.4 Any doubt perceived by a member concerning a client's willingness to be in the working relationship will be raised and discussed with the client.
- 3.5 Where there is a reluctance by the client to engage in the working relationship, the member will address this issue with the client and, where appropriate, with the parties responsible for commissioning the member's services and/or referring the client to the member. This can refer to situations where the client is advised or compelled to attend for counselling by a third party, for example, their doctor, their employer or the Courts.
- 3.6 A member will not confer with other professional workers without the prior permission of the client.
- 3.7 A member will ensure that their client is well-prepared for the suspension or termination of the working relationship. In this situation, a member must make every effort to keep their clients informed and empowered to pursue alternative sources of help. A member should also make appropriate arrangements to assist clients in the event of, for example, a sudden death or cessation of business

4 Safety

- 4.1 During the provision of their services, members will take all reasonable measures to ensure the physical and psychological safety of their clients.
- 4.2 Members will take all reasonable care to ensure that their services do not result in harm occurring to their clients after the working relationship has ended.
- 4.3 A member's physical work environment will be appropriate to the services being provided and will be conducive to the safety and privacy of the client and the practitioner.
- 4.4 Individual members are responsible for their own physical and psychological safety in providing services to clients.
- 4.5 Organisational members are responsible for ensuring the physical and psychological safety of their workers involved in providing services to clients.
- 4.6 Client-work supervision is used by members as part of the process of ensuring practitioner and client safety within the working relationship.

5 Confidentiality

- 5.1 A member will treat all information provided by, or otherwise obtained about, their current and former clients as confidential.
- 5.2 Members will ensure client confidentiality and abide with any legal requirements within their own systems of practice, administration and client-work supervision.
- 5.3 A member will not disclose any information about a client to a third party without the permission of the client. When such agreement is sought, the member will explain to the client how the information will be communicated and for what purpose. Any anticipated communication with a third party must be reported to the client, together with the content of the communication, as soon as possible thereafter.
- 5.4 Exceptionally, a member may disclose information obtained during the working relationship with their client in the interests of the safety of the client and/or others. In advance of this disclosure, whenever practicable, the client's permission will be sought and the client-work supervisor consulted.

- 5.5 A member will ensure that any information obtained about a client is kept confidential in all other professional relationships involving the member and the client. For example: in the relationship between an organisation and its workers; or the relationship between a practitioner and her/his client- work supervisor.
- 5.6 A member has a professional responsibility to treat with discretion and confidentiality any discussion, information or opinion which may be prejudicial to another party.

6 Conflicts of Interest

- 6.1 A member will not enter into a working relationship with any client about whom the member has prior knowledge which might cause a conflict of interest. Knowledge can mean known in: a personal capacity; a professional capacity; through a third party; or a casual acquaintanceship; or from documentation.
- 6.2 When a potential conflict of interest becomes apparent after the working relationship with a client has commenced, the member has a duty to acknowledge the conflict of interest to the client and seek an equitable resolution to the situation. Resolution can mean referring the client to another practitioner or continuing if the member and the client are both satisfied that the conflict of interest will not prejudice the working relationship.
- 6.3 Any conflict of interest will be addressed by a member within client-work supervision, or consultation, whichever is appropriate to the situation.

7 Exploitation

- 7.1 Members use their skills and knowledge to work in the best interests of their clients, and do not knowingly permit their skills and knowledge to be misused by others.
- 7.2 A member must not exploit a client, financially, emotionally, sexually or in any other way which does not give attention primarily to the best interests of the client.
- 7.3 A member's responsibility not to exploit a client, extends beyond the termination of the working relationship with the client.
- 7.4 Members avoid exploiting the trust and dependency of other people with whom they might work. For example: subordinates, trainees, students, supervisees, colleagues, etc.
- 7.5 Any possibility or issue of exploitation will be addressed by a member within client-work supervision, or consultation, whichever is appropriate.

8 Client-work Supervision

- 8.1 Members must use client-work supervision to ensure the efficacy of their working relationship with clients and to ensure that the needs of their clients are being addressed. Such supervision must be regular and frequent, and proportionate to the practitioner's training and experience, and to the volume and nature of the client-work. In all cases, it is recommended that those offering counselling supervision should have sufficient competence to do so, through training, underpinning knowledge and practice to carry out this role. Client-work supervision is a formal process which provides a practitioner with the discipline and support of an experienced colleague in the careful and confidential oversight of the practitioner's work with clients. The supervision relationship is a mutual one and is not, in any way, hierarchical nor must it be confused with formal management. It is not normally appropriate for a practitioner's line manager, trainer or personal counsellor to also be their client-work supervisor. Where such situations are unavoidable, every care must be taken to ensure that the roles and boundaries inherent in the client-work supervisory relationship are respected. Client-work supervision is commonly referred to as 'Counselling Supervision' when it applies to the situation of practitioners counselling clients. It is recommended that the proportion of time spent on counselling supervision to that spent on client-work should be 1:12.

- 8.2 The relationship between the practitioner and their client-work supervisor must be reviewed periodically by the member to ensure that it remains focused, effective and positively contributing to the service offered by the member to the client.
- 8.3 It is the responsibility of the member to reflect on practice and to monitor the need for and use of client-work supervision.
- 8.4 Given that the relationship between a practitioner and their client-work supervisor is confidential, members should not normally reveal the personal identity of clients in the course of client-work supervision.

9 Advertising and Publicity

- 9.1 All advertising and publicity concerning the services offered by members must be accurate and not misleading to potential clients and the general public. In addition, all legal requirements of public advertising standards must be followed.
- 9.2 A member must state their category of COSCA membership fully and clearly on all their advertising and publicity material.

10 Professional Responsibilities

- 10.1 In all aspects of their professional work, members recognise their responsibilities and obligations to colleagues in their own profession and in other professions. Members are expected to ensure that they are appropriately supported via supervision, consultation or coaching, to carry out their responsibilities
- 10.2 When members employ, train or supervise others, they are committed to furthering the professional development and encouraging the personal development of these people.
- 10.3 Members must work within the law.
- 10.4 Members must accept any procedure or decision of COSCA relating to its Statement of Ethics or Code of Practice.
- 10.5 When a member knows of a possible breach in the COSCA Statement of Ethics and/or Code of Practice by another member, they may first informally attempt to resolve the matter by bringing it confidentially to the attention of the other member. If the breach is serious, or an informal solution is not forthcoming, a complaint should be raised by invoking the COSCA Complaints Procedure.
- 10.6 Members must notify the Chair of COSCA's Ethics Committee at the COSCA Office if:
- 10.6.1 a complaint is upheld against them by another professional body which might have a bearing on their practice as a counsellor, psychotherapist, counselling skills user, and/or a trainer in the above fields;
- 10.6.2 they are convicted of a criminal offence which might have a bearing on their practice as a counsellor, psychotherapist, counselling skills user, and/or a trainer in the above fields;
- 10.6.3 successful civil proceedings are brought against them which might have a bearing on their practice as a counsellor, psychotherapist, counselling skills user, and/or a trainer in the above fields.

In any of these cases, or in the case of such notification being deliberately withheld by the member, the Policy Board has the right to review the member's membership of COSCA.

November 2007

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Email: info@cosca.org.uk

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Appendix C UKATA Policy on Equality of Opportunity and Diversity

UKATA Policy - Equality of Opportunity

Equality of Opportunity and Diversity

The aim of this document is to clarify the position of the UKATA in regard to Equality of Opportunity and Diversity. It aims to provide a guide for the membership to help in the implementation of an Equality of Opportunity and Diversity Policy and the development of ethical and sensitive inter-cultural practice. This policy was devised by the UKATA Development Committee, endorsed by the UKATA, EATA and informed overall by the UKCP Equality of Opportunity and inter-cultural Practice in Psychotherapy document.

1. Introduction

1.1 Equality of Opportunity means that the UKATA is positively committed to promoting equality within the provision of access to services, supervision and training regardless of race, ethnicity, culture, age, religion, gender, class, sexual orientation, disability, health status and having dependants.

1.2 In all fields of application, i.e.: Organisational, Educational, Psychotherapy and Counselling; Equality of Opportunity and Diversity applies:

To an individual's access to courses of training, particularly those leading to qualifications which entitle the individual to register with the UKATA as a TA practitioner
To an individual's access to provision of appropriate supervision
To an individual's access to the provision of services
To an individual's access to employment within the UKATA and to positions of responsibility within the Council and its membership
For individuals with disabilities seeking psychotherapy services (whether as a trainee, client or in any other role) there is a legal responsibility vested in the service provider to make reasonable adjustments to the service. (See DDA part 111.)

2. Ethics Statement All Practitioners (Consultants, Educators, Trainers, Supervisors, Psychotherapists, Counsellors, Trainees and Corporate Members) of the UKATA are required to work within a Code of Ethics and Practice which will make explicit their commitment to this policy of Equality of Opportunity in all their professional remits.

2.1 Practitioners should inform their service users of their membership relationship with the UKATA and that they subscribe to the UKATA's Equality of Opportunity and Diversity Policy and the Code of Ethics and Practice.

2.2 Copies of these documents should be made available to the service users on request.

3. Training Requirements The UKATA shall include the interpretation and implementation of this Equality of Opportunity and Diversity Policy by its Training and Supervision Members in its general training and supervision requirements.

4. Inter-cultural and Anti Oppressive Practice

4.1 The United Kingdom is a multi-cultural society with many differences of race, ethnicity, class and religion as well as differences of age, gender, sexual orientation and disabilities, leading to a rich and complex diversity of culture.

4.2 TA practitioners and corporate members are required to commit themselves to an understanding of the meaning of diversity and acknowledge the impact of different cultural experiences on themselves, their clients and their work.

4.3 The UKATA acknowledges that discrimination exists and adversely affects access to services and life opportunities. Many people experience prejudice and discrimination on the basis of their race, ethnicity, culture, age, class, religion, gender, sexual orientation, disability, health status and having dependants. 'Discrimination' manifests itself in many forms, from the overt discrimination

experienced by disabled people when faced with physical obstacles which exclude them from accessing services, to the more subtle attitudinal barriers, which may exclude a variety of groups of people from employment and impact on the quality of service received.

4.4 Discrimination i.e. explicit, institutional and indirect discrimination is unlawful with regards to race, gender and disability. The relevant legislation is: 1) The Race Relations Act 1976. 2) The Sex Discrimination Act 1975 amended 1999. 3) The Disability Discrimination Act 1995. (Further information can be accessed from the contacts list in the Addendum at the back of the Policy).

However more subtle forms of discrimination continue to affect many people. TA Practitioners are in a position of responsibility with regard to those with whom they work. It is expected that all relationships arising out of TA practice will develop on a professional, caring and non-discriminatory basis.

4.5 TA practitioners have a responsibility to recognise the reality of difference and of discrimination and prejudice in society and within the profession. Practitioners are responsible for addressing and challenging discrimination.

4.6 The UKATA is committed to the understanding of Equality Issues and to the implementation of the Equality of Opportunity and Diversity Policy.

5. Equality of Opportunity - Action Implemented

UKATA has:

5.1 Committed itself to the principle of Equality of Opportunity and Diversity for all.

5.2 Subscribed to the Equality of Opportunity and Diversity in all its activities including employment.

5.3 Encouraged all Consultants, Educators, Trainers, Supervisors, Practitioners, Associate Members and Corporate Members to implement the Equality of Opportunity and Diversity Policy particularly in their training programmes and practices.

5.4 Established a Committee to provide a focus for discussion of matters relating to Intercultural and Anti Oppressive TA Practice and Equality of Opportunity.

6. Equality of Opportunity - Future Action The UKATA will:

6.1 Draft a reading list with notes on race, ethnicity, culture, gender, age, sexual orientation and disability and make it available to individual registrants, corporate members and members of the public.

6.2 Carry out monitoring of the UKATA membership's access to Equality of Opportunity and inform Council of the results on a regular basis.

6.3 Establish best practice through its conferences, meetings and publications.

6.4 Establish new guidelines for practice and training. Provide materials which outline the ethical as well as legal responsibilities of practitioners with regard to race, sex and disability discrimination as contained in the relevant legislation. In particular members of the UKATA will receive training to raise their awareness of this policy and assist them to challenge discrimination in its widest sense.

6.5 Appoint an officer who will support the membership on the UKATA's Equality of Opportunity and Diversity Policy and Practice.

7. Consultants, Educators, Trainers, Supervisors and Corporate Members are required to:

7.1 Implement and publicise this Equality of Opportunity and Diversity Policy in terms of access to services, training and employment practices.

7.2 Ensure that their training includes awareness of Equality of Opportunity, and current Intercultural and Diversity issues.

7.3 Critically examine their overall curricula in the context of diversity and current inter-cultural and Equality of Opportunity thinking.

7.4 Monitor access to their services, training and facilities.

7.5 Share good practice with the wider UKATA community.

8. The UKATA Equality of Opportunities Policy Commitment

8.1 The UKATA commits its self to implementing an Action Plan to promote this Policy.

8.2 The effectiveness of this Policy will be reviewed annually.

Addendum

As proponents of TA, we the UKATA recognise that much of the early literature was written in the 1950's and 1960's at a time when there was little awareness of the impact of discriminatory language. Berne the founder of TA used many terms, which would be unacceptable if he were writing today.

It is of course impossible to study TA without becoming familiar with the writings of the founder and other authors of that era. We emphasise that TA has moved on since then and that the UKATA is committed to developing a TA community that embraces Equality of Opportunity and Diversity.

In line with this commitment, we note that much early TA literature used discriminatory labels and concepts. Such literature if used sensitively provides a valuable resource for training to explore and challenge discriminatory labels and concepts and move to best practice.

Further information on Equality of Opportunity and Diversity along with the relevant legislation can be obtained from:

Commission for Racial Equality Disability Rights Commission Helpline
Elliot House
Freepost MID 02164 10-12
Allington Street
Stratford upon Avon
London
CV3 7BR
www.cre.gov.uk www.drc-gb.org
Tel: 020 7828 7022 Tel: 08475 622 633

Equal Opportunities Commission
Arndale House
Arndale Centre
Manchester
M4 3EQ
Email: info@eoc.org.uk
www.eoc.org
Tel & Minicom 0161 833 9244

Publication on Advice for small businesses is available from: The Disability Rights Commissions Advice Line
Tel: 08457 622633 Fax: 08457 7778878 Text: 08457 622644

Depending on specific circumstances reasonable adjustments could include:

The provision of information in alternative accessible formats (eg: Braille, large print, on tape).

The provision of an interpreter during training/counselling sessions. Additional costs arising from this would need to be charged across the customer base and not simply be passed on to the disabled person. Free participation for support workers. The provision of accessible venues (full physical access will be a legal requirement by 2004) or the use of suUKATABLE alternative venues. The use of conference/meeting facilities with full access for disabled people - eg: wheelchair access, availability of loop induction, provision of interpreters, etc.

Appendix D Training Standards of Humanistic and Integrative Psychotherapy

Section of UKCP May 2006 (Revised March 2007)

Introduction

The section includes a wide variety of psychotherapy approaches within the humanistic and integrative tradition.

Common values and philosophical assumptions underpin these approaches, including a belief in one or more of the following:

- the importance of the therapeutic relationship as the medium for change
- the importance of interdisciplinary dialogue and exploration, with emphasis on integration, respect for difference and an ability to work with diversity
- a spiritual dimension to an individual's life and problems, the self-healing capacity of the individual and the individual's sovereignty and responsibility
- the centrality of social relationships in setting the framework in which individuals shape their lives
- the importance of political awareness and an understanding of the individual's experience, personal beliefs and values in problems of living
- the integration of mind, body, feeling, soul and spirit

The section's training standards reflect this diversity and are intended to create a sound framework for good practice that is flexible and can encompass the different needs of member organisations.

UKCP Guiding Principles

The following Guiding Principles have been agreed:

- Trainings should recognise the existence of different psychotherapies, based on different theories, and should promote respectful understanding of differences between theories.
- Training should be theoretically informed and practice based.
- Training should be related to clinical work in the individual's work context. This may apply to a multiplicity of occupational settings and environments.
- Trainings should provide transparency and accountability in their assessment processes.
- Trainings should operate within an equal opportunities framework.

1. Entry Requirements

The HIPS Training Standards requirements need to be read in conjunction with the UKCP 2003 Training requirements (see Appendix 1)

1.1 Entry is at a postgraduate level of competence. (see Appendix 2, UKCP Training Standards Pack, December 3, 2005). Training organisations should have in place appropriate procedures for assessing applicants' ability to undertake such a training. These should normally include one or more of the following entry requirements:

- an undergraduate degree
- a relevant professional training
- an independent assessment
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Certificated Learning (APCL)

(NB APL procedures are to enable training organisations to devise criteria that acknowledge formally a person's relevant prior professional and life experience).

1.2 Applicants will normally demonstrate the capacity and commitment to develop the following qualities that will make them suitable for the profession of psychotherapy:

- a lively and enquiring mind
- a capacity for critical reflection and self-directed learning
- an ability to listen and respond with compassion and respect
- awareness of prejudice and the ability to respond openly to issues of race, gender, age, sexual preference, class, disability, ethnic, spiritual / religious and cultural difference, and diversity
- awareness and sensitivity in relation to the political, socio-cultural and religious / spiritual contexts of people's lives
- in-depth self-reflection
- self-awareness and commitment to self-development. Applicants should have sufficient emotional competence and the internal resources necessary to engage with the demands of the training and the work of psychotherapy

1.3 Candidates should have relevant experience of working with people in a responsible role. Training organisations should be able to substantiate the relevance of a candidate's experience.

Training organisations should have in place:

- appropriate procedures for acceptance and refusal of applicants including appropriate and published criteria and procedures for the selection of applicants.
- an equal opportunities policy or procedures to ensure that applicants are not discriminated against on grounds of race, gender, age, sexual preference, class, disability or ethnic, religious and cultural difference.

2. The Minimum Curriculum

2.1 The study of the theory and practice of humanistic and/or integrative and/or transpersonal psychotherapy from assessment to termination. A core theoretical and philosophical basis for therapeutic practice is required.

The curriculum should include the following:

- a model of the person and mind.
- a model of gendered and culturally influenced human development
- a model of human change and ways in which change can be facilitated
- a set of clinical concepts to relate theory to practice
- an extensive engagement with existing literature which includes a critique of the core model
- an exploration of the philosophical foundations of the approach being taught
- a critical awareness of the multiple layers of human experience and the multi-dimensional nature of the therapeutic relationship

2.2 Understanding of basic research techniques and their application to the investigation and evaluation of psychotherapeutic practice. Acquisition of a critical understanding of the relevance of studies and research findings in human development, psychopathology, neurophysiology, memory, diversities, ethics, legal issues in relation to psychotherapy and social science.

2.3 Training should include supervised practice of psychotherapy of an intensity, frequency and duration congruent with the form of psychotherapy being learnt and sufficient to ensure that the trainee achieves the capacity to perform effectively and safely as an autonomous practitioner.

A balance should be found between:

- the stage of training and supervised practice
- the frequency (weekly, fortnightly, monthly) and length (hours)
- individual or group supervision
- number of supervisees in the group

And agreed with the supervisor. Candidates may be required to undertake additional supervision than the minimum requirement.

The following are the minimum requirements for accreditation and registration:

- i) 900 Tutor Contact hours (comprising training and supervision)

- ii) The total number of supervised client hours accumulated should be not less than 450. Each client hour is regarded as an individual/group contact hour (see Appendix 3, proposal agreed at the HIPS October 2005 meeting, in minutes, page 3, point 05.63.3.04)
- iii) The ratio of individual supervision hours to overall client hours should be a minimum of 1:6
- iv) Group supervision should reflect this ratio (minimum 10 minutes supervision per client hour)
- v) Supervised hours should be made up of client contracts that reflect the approach to be practiced and demonstrate that the trainee has the appropriate experience and competence for the model of psychotherapy that they will be practicing.

If the nature of the training precludes these minimum requirements a special case may be made to the assessment board, such as for those organisations that specialise in short-term/time-limited clinical work.

2.4 Candidates should have demonstrated their competency in supervised psychotherapy practice for a minimum of a two-year period

In order to be accredited and registered candidates should demonstrate that they have established themselves in practice with a regular caseload of which at least two should be long-term contracts and that they are able to manage closure.

It is recommended that candidates have experience of working with clients in both long-term and time-limited psychotherapy contracts.

2.5 Training shall include arrangements to ensure that candidates can identify and manage appropriately their personal involvement in and contributions to the processes of the psychotherapy approach they practise.

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

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

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

2.8 An opportunity for trainees to develop:

- skills in assessing and responding to the range of responses to shock and trauma, bereavement and spiritual crisis and differentiating these from severe mental illness.
- the capacity to recognise severely disturbed clients and when the practitioner should seek other professional advice
- an understanding of the procedures used in psychiatric assessment and liaison with other professionals involved in mental health

The above should be read in conjunction with the HIPS May 2003 Mental Health Familiarisation Placements requirements set out by the Assessment Board (see Appendix 5)

3. Basic Requirements of Training courses

3.1 The training shall be at postgraduate level. The programme of training should demonstrate integration between academic learning, experiential and skills-based learning, personal awareness and supervised practice.

A balance between tutor contact hours, personal study, self-support and peer group work should also be demonstrated.

3.2 The length of training shall be appropriate to permit the consolidation and integration of theoretical knowledge and clinical experience and shall not normally be shorter than four years part-time.

3.3 Each training course shall be validated by the Section to which the organisation belongs through the Training Standards or Accreditation Committee.

3.4 Training programmes shall be reviewed for the purposes of re-validation by the section at intervals of no more than five years

3.5 All Training courses shall have published criteria and procedures for selection of trainees.

Training organisations should have published selection criteria and procedures.

The selection of applicants should normally include:

- completion of an application form
- written personal statement
- an interview with two or more members of staff
- two or more references

3.6 Training courses shall publish the Code of Ethics and Practice to which they adhere.

3.7 Training courses shall have mechanisms for safeguarding the rights of students including consultation procedures and complaints and grievance procedures.

- 3.8 Training courses shall publish a Trainee's Handbook that has clear information on the length and time frame of courses, a definition of supervised practice with clients, details of course requirements, curriculum and modes of assessment.
- 3.9 Training organisations shall have methods and regulations for the processing of Accreditation of Prior Learning (APL), Assessment of Prior Experiential Learning (APEL), Accreditation of Prior Certificated Learning (APCL) and Credit Accumulation Transfer System (CATS) claims where relevant.
- 3.10 Training organisations shall have clear criteria for the selection and ongoing eligibility of supervisors, tutors and trainers involved in the development of trainees to the point of initial registration.

4 Assessment

- 4.1 Each training course shall have a properly constituted body for the assessment of students.
- 4.2 Training programmes should publish the full curriculum and assessment procedures and candidates in training should be made fully aware of these. It is recommended that specific learning outcomes or intentions be identified for each component of the training programme (theory, skills, client work, personal awareness) and how these will be assessed and / or monitored. The modes of assessment, such as supervisors' reports, portfolios, written examinations, essays and writing in papers, and the criteria of assessment, must be clearly set out and made available to trainees.
- 4.3 Assessment must be linked to clearly set out Training Outcomes, both generic and section specific, relating to the knowledge base, clinical skills and the context of practice.

This should be read in conjunction with the HIPS Learning Outcomes Guidelines (see Appendix 6)

- 4.4 The objectives of assessment are to ensure clinical competency within the context of a chosen theoretical model and sound ethical practice. Assessment of candidates should focus on the integration of theory, skills and personal awareness, the effective and responsible handling of client work and adherence to the values of humanistic and integrative psychotherapy as outlined in the introduction. Continuous assessment is recommended during training in order to give due weight to the nature of psychotherapy and allow for the termination of training in unsuitable cases. These procedures should be transparent. Assessment should include and be substantiated by objective evidence such as written work, audio or video recordings, and retained for external assessment or scrutiny.
- 4.5 Assessment design must be fair to candidates and consistent across different orientations and training routes.
- 4.6 Training organisations should ensure that a range of assessments are internally verified (e.g. by cross marking or double marking). The whole assessment process should be moderated by at least one independent moderator external to the training programme. In addition to shorter assignments set during the training programme (such as essays, case studies, verbatim reports etc), candidates are required to complete at least one substantial piece of written work (dissertation / research thesis / extended case study) of at least 8,000 words. This should demonstrate the candidate's capacity for reflecting in depth on their own work and the approach in which they are training.

It is recommended that this should be marked by at least one independent examiner and where possible by an independent UKCP registered practitioner.]

4.7 Trainees must be provided with sufficient regular feedback to allow them to assess their own strengths and developmental needs.

4.8 Training programmes should have properly constituted bodies for ensuring the rights of candidates in training. These should normally include a system of scrutiny by an external moderator, an exam board, candidate representation (for example on a board of studies or programme board), published complaints and grievance procedures and appeals procedures.

5 Qualification and Registration

5.1 Training organisations shall specify whether qualification (or graduation from one part of the programme) coincides with recognition of candidates as eligible for registration by UKCP

5.2 Where qualification or graduation from one part of the programme and registration do not coincide organisations are required to specify what further professional development is required for registration.

5.3 The definition of such further professional development might include considerations relating to the nature of supervision and the range, quantity and intensity of practice and/or study.

5.4 Where qualification and Registration do not coincide, the process of assessment of readiness for Registration shall correspond in general to the requirements of Section 3 above.

6 Continuing Professional Development

6.1 Training and/or Accrediting organizations should have in place a CPD policy in accordance with UKCP guidelines. This should be read in conjunction with the HIPS Continuing Professional Development requirements and minimum standards final version of 10 March 2004 (see Appendix 7)

6.2 Training organisations shall bear in mind a commitment to life long learning and the need for monitoring practice for the best protection of the public.

6.3 Each training organisation should make provision for an ongoing graduate body either as an integral part of the organisation or clearly linked to it.

6.4 Training organisations should encourage their graduates actively to consider their continuing professional development needs.

Appendices

1. UKCP 2003 Training requirements
2. UKCP Training Standards Pack, December 3, 2005
3. Proposal regarding client clinical contact hours for the purposes of accreditation agreed at the HIPS October 2005 meeting, in minutes, page 3, point 05.63.3.04

4. Proposal regarding personal psychotherapy requirements for accreditation agreed at the HIPS May 2003 meeting, in minutes, page 9, point 03/41.2.02
5. Proposal requiring this personal psychotherapy to normally be undergone with a UKCP registered psychotherapist, or equivalent, agreed at the HIPS January 2007 meeting, in minutes, page 5, point 07/11.03
6. HIPS May 2003 Mental Health Familiarisation Placements requirements
7. HIPS Learning Outcomes Guidelines

HIPS Continuing Professional Development requirements and minimum standards final version of 10 March 2004

Note: Appendices have not been circulated to us; we are checking availability.

Appendix E

UKATA Training Standards Committee

Code of Practice for Psychotherapy Trainers and Training Establishments

1. INTERPRETATION

1.1 In this document (including the heading) the following words and expressions shall have the following meanings:

"BACP" means the British Association for Counselling & Psychotherapy.

"Code" means this Code of Practice for Psychotherapy Trainers & Training Establishments (as hereinafter defined) and any subsequent variations and/or amendments hereto, issued by Training Standards Committee.

"Contractual Trainee" means a Trainee who has entered into an EATA CTA training contract.

"COSCA" means Counselling & Psychotherapy in Scotland, a Company limited by guarantee and registered in Scotland.

"CPD" means Continuing Professional Development required by EATA/UKCP(HIPS)/UKATA to be undertaken by qualified members.

"CTA" means a Certified Transactional Analyst with Psychotherapy speciality and registered as such with UKATA.

"EATA" means the European Association for Transactional Analysis.

"EC" means the Ethics Committee of UKATA.

"HIPC" means the Humanistic and Integrative Psychotherapy College of UKCP.

"UKATA" means the United Kingdom Association for Transactional Analysis.

"UKATA Administrator" means the person appointed by UKATA responsible for running the day- to- day administration of UKATA.

"Monitoring Documents" means (i) Monitoring of RTEs issued by TSC and (ii) the Monitoring Checklist used by TSC

"Principal Supervisor" means a P/TSTA with whom a Contractual Trainee enters into an EATA training contract.

"PPC" means the Professional Practice Committee of UKATA.

"PTP" means a full programme of psychotherapy training leading to qualification of CTA and registration with UKCP(HIPC).

"PTSTA(P)" means a Provisional Teaching and/or Supervising Transactional Analyst with Psychotherapy speciality registered with UKATA.

"Registered Trainee" means a Contractual Trainee who is listed in the UKATA Register of practitioners.

"Registration Policy" means the Registration Policy Document of the UKATA

"RTE" means a Registered Training Establishment(s) as more fully defined in the Registration Policy.

"UKATAR" means UKATA representative of the Training Establishment

"Supervisor" means an individual who provides supervision.

"TA" means Transactional Analysis.

"Trainee" means an individual undertaking TA training within an RTE.

"Trainer" means an individual qualified and endorsed by EATA to provide TA training.

"TSC" means the Training Standards Committee of UKATA.

"TSTA(P)" means a Teaching and/or Supervising Transactional Analyst with Psychotherapy speciality registered with UKATA.

"UKCP" means United Kingdom Council for Psychotherapy.

1.2 The Code is to be read and interpreted in conjunction with other UKATA Policies.

2. OBJECTIVES

3. The objectives of the Code are:

2.1 To promote excellence in TA training, and to ensure that TA psychotherapy training is delivered to high professional standards.

2.2 To provide RTEs, Trainers, Principal Supervisors, Supervisors and Trainees with a code of practice within which to operate professionally and in accordance with the requirements of UKATA, EATA & UKCP (HIPC) as may be imposed upon them individually or collectively, from time to time.

2.3 To set out the respective roles and responsibilities of TSC, RTEs, UKATARs, Trainers, Principal Supervisor, Supervisors and Trainees in accordance with the requirements of UKATA, EATA & UKCP (HIPS) as may be imposed upon them individually or collectively, from time to time.

2.4 To ensure that the international standards of training set out and amended, from time to time, by EATA, are maintained by all RTEs, Trainers, Principal Supervisors, Supervisors and Trainees at all times in the UK.

2.5 To ensure that the UK national standards of training set and amended from time to time by UKCP (HIPS), are maintained by all RTEs, Trainers, Principal Supervisors, Supervisors and Trainees at all times.

2.6 To ensure that members of the public seeking training in TA are as fully informed as possible of the procedures, commitment and qualifications required in order to undertake TA training as a psychotherapist.

2.7 To ensure, as far as possible, that (i) the high standards of excellence currently existing in TA training and practice are maintained, updated and improved in accordance with the requirements from time to time, imposed by UKATA, EATA & UKCP (HIPS) and (ii) Trainees are appropriately prepared to provide services with a reasonable level of professional competence.

2.8 To ensure that all necessary and relevant statutory requirements that may be imposed from time to time, on RTEs, Trainers, Principal Supervisors, Supervisors and Trainees are complied with.

2.9 To ensure that all necessary and relevant additional requirements imposed on RTEs, UKATARs, Trainers, Principal Supervisors, Supervisors and Trainees involved in TA training by UKATA, EATA, UKCP (HIPS), other applicable professional bodies and academic institutions are, where appropriate, complied with.

2.10 The interpretation and monitoring of the implementation of the Code shall be the responsibility of TSC.

3. RESPONSIBILITIES OF RTEs.

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

3.1 To adhere to and disseminate current UKATA Codes and Policies

3.2 To set out a clear statement of its overarching philosophy and policies pertaining to the provision of TA training.

3.3 To provide a clear statement of the nature, goals, educational aims and objectives and requirements of all TA Psychotherapy Training Programmes being delivered by the RTE.

3.4 To provide all Trainees with a clear written administrative contract including (i) details of fees for the Psychotherapy Training Programme and all ancillary costs for each stage of the training (in order to ensure the Trainee is aware of the level of financial and personal commitment involved) and (ii) a statement outlining the obligations of the RTE to use all reasonable endeavours to assist Trainees in finding suitable alternative TA training in the event of the RTE ceasing to offer and provide a training programme leading to CTA qualification

3.5 To provide a clear written statement setting out the relevant qualifications and experience of all Trainers, Principal Supervisors and Supervisors (and where appropriate, other staff) providing TA training.

- 3.6 To comply with any and all other requirements, recommendations and sanctions imposed on RTEs from time to time, in writing by TSC by a specific complaint and appeal process and endorsed by UKATA Council in so far as these relate to the provision of TA training.
- 3.7 All psychotherapy training courses that lead to the qualification of CTA and registration with UKCP (HIPS) will be provided by UKATA Registered Training Establishments and will comply with UKCP (HIPS) training requirements.
- 3.8 To provide a clear written statement of (i) the content (ii) objectives and (iii) methodology and assessment criteria for all Psychotherapy Training Programmes.
- 3.9 To provide a clear written statement of the level of confidentiality to be maintained by the RTE in order to protect Trainees' personal and professional details and material and to ensure all staff, including Trainers, adhere to the level of confidentiality imposed. This includes a statement regarding the level of communication between the Trainee's Supervisor and the relevant RTE. The handling of Trainee files and written work must be in compliance with the current Data Protection Act.
- 3.10 To provide a clear written statement setting out the requirement for Trainees to enter into (i) supervision with an appropriate supervisor and (ii) personal therapy with an appropriate psychotherapist in order to comply with the requirements of UKCP (HIPC) and the level of confidentiality to be maintained between the RTE, Trainer, Principal Supervisor, Supervisor and Trainee at all times.
- 3.11 RTEs are to make Trainees aware of the current requirements for membership of the UKATA.
- 3.12 RTEs will annually submit at the start of the training year a list of their Trainees to the UKATA Administrator for cross-checking of the membership status of Trainees and to enable the UKATA to maintain accurate records.
- 3.13 RTEs will comply with any sanction(s) imposed by TSC and endorsed by UKATA Council after due process

4. RESPONSIBILITIES OF TRAINERS The responsibilities of Trainers shall include but are not limited to the following:

4.1 To ensure that they are at all times, informed of and compliant with all requirements of UKATA, EATA and UKCP (HIPC), as may be amended from time to time for the provision of TA training.

4.2 To ensure that all training delivered which leads to CTA with psychotherapy speciality is delivered at post graduate level in accordance with UKCP (HIPC) requirements.

4.3 To ensure that all training delivered promotes equality of opportunity in accordance with the equal opportunities policy of the UKATA and RTEs.

4.4 To undertake a programme of CPD to ensure maintenance and development of skills and knowledge in their work and to adhere to the current UKATA CPD policy.

4.4 All Trainers must have regular appropriate supervision of their training and supervision practice.

4.5 Trainers will comply with any sanction(s) imposed by TSC and endorsed by UKATA Council after due process.

4.6 Trainers will adhere to the level of confidentiality imposed by the RTE in respect of Trainee information and any other additional levels of confidentiality imposed by RTEs regarding its training courses and/or programmes.

5. RESPONSIBILITY OF SUPERVISORS The responsibility of Supervisors shall include but are not limited to the following:

5.1 To ensure that they provide supervision which promotes the professional development of their supervisees, in accordance with EATA and UKCP (HIPC) standards.

5.2 To undertake a programme of CPD to ensure maintenance and development of skills and knowledge in their work and to adhere to the current UKATA CPD policy.

6. RESPONSIBILITIES OF THE PRINCIPAL SUPERVISORS The responsibilities of Principal Supervisors shall include but are not limited to the following:

6.1 Ensuring candidates for CTA and UKCP registration are fully aware of and compliant with training standards and requirements of EATA and UKCP(HIPC)

6.2 Certifying that all candidates applying for CTA qualification and UKCP registration have completed all training standards and requirements of EATA and UKCP(HIPC) and are of sufficient personal readiness.

6.3 The overarching responsibility of the Principal Supervisor is to monitor, sponsor and support a Contractual Trainee through training and preparation for CTA examination and to maintain an overview of the Contractual Trainee's professional progress.

6.4 In the event of the Principal Supervisor being unable to fulfil any or all of the above foregoing requirements in respect of any or all Contractual Trainees they will ensure that suitable alternative arrangements are made for the transfer and continued support of the Contractual Trainees.

7. RESPONSIBILITIES OF TRAINEES The responsibilities of Trainees shall include but are not limited to the following:

7.1 To comply with the requirements of the TA Psychotherapy Training Programme and all conditions pertaining thereto as advised by the RTE providing the same.

7.2 To adhere to the current membership requirements of the UKATA.

7.3 Trainees undergoing training leading to CTA with Psychotherapy speciality are also required to comply with any additional requirements as determined by UKCP (HIPC). It is the responsibility of the Trainee, on receipt of all relevant information from the RTE to ensure they implement or undertake the training requirements.

8. REQUIREMENTS FOR PSYCHOTHERAPY TRAINING PROGRAMMES

8.1 All Psychotherapy Training Programmes provided by RTEs must comply with the current training requirements, as advised by TSC on behalf of UKATA and which may be amended from time to time by UKATA, EATA & UKCP (HIPC).

8.2 RTEs shall provide clear written details of the entry requirements for all Psychotherapy Training Programmes provided by them.

8.3 RTEs shall provide a clear written statement regarding routes of progression through the course and a policy regarding suspension or termination of training.

8.4 Entry to all Psychotherapy Training Programmes shall require at least one of the following (i) post-graduate level of competence i.e. prior degree; (ii) a suitable counselling qualification; (iii) a qualification in a relevant profession; (iv) suitable and relevant life experience or (v) a combination of all or any of the foregoing.

8.5 In addition to the requirements of the foregoing, all potential Trainees should have relevant experience of working in a responsible capacity, and with people.

8.6 Prior to the commencement of the Psychotherapy Training Programme, the RTE shall provide all Trainees with a training manual or handbook including, but not limited to, information on the following:

8.6.1 The assessment criteria and the process(es) for implementation thereof;

8.6.2 Any additional evaluation process(es) applicable;

8.6.3 Possible academic qualifications;

8.6.4 Possible relevant accrediting and registering bodies such as EATA, UKCP, BACP,

COSCA; 8.6.5 Any subsidiary or additional qualification offered by the RTE for the Psychotherapy Training Programme, the route to certification and/or accreditation and details of the relevant accrediting body.

8.7 RTEs will comply with any sanction(s) as imposed by TSC and endorsed by UKATA Council after due process.

8.8 Accreditation and Registration

8.8.1 In addition to the above conditions in order for a Trainee to proceed to accreditation and registration with all or any of the following – UKATA, EATA & UKCP (HIPC) and in addition to meeting the necessary requirements of each of these bodies, Trainees pursuing CTA with Psychotherapy speciality shall demonstrate to the satisfaction of the Principal Supervisor that:

8.8.1.1 They have met with all specific training, supervision and personal psychotherapy requirements of UKCP (HIPS).

8.8.2 In order for Trainees to qualify as a CTA with Psychotherapy speciality and be accredited as such by EATA and registered with UKCP (HIPS) the Trainee shall meet all the UK national training requirements of both organisations.

9. THE ROLE OF TSC The role of TSC shall include but is not limited to the following:

9.1 To provide copies of UKATA, EATA & UKCP (HIPS) training requirements in response to written requests for the same. All such requests shall be addressed to the Chair of TSC and sent to: tsc@uktransactionalanalysis.co.uk

9.2 To oversee the register of RTEs as provided for in the Registration Policy.

9.3 To establish a monitoring and evaluation function in respect of TA training provided by RTEs, UKATARs and Trainers in accordance with the provisions of the Monitoring Documents.

9.4 To decide and impose sanctions after due process on RTEs, Trainers, Principal Supervisors and Trainees where relevant in the event of their failing to implement their responsibilities in terms of the Code, the Monitoring Documents and the Registration Policy and in any other relevant situation which, in the opinion of TSC, merits sanction.

10. COMPLAINTS

10.1 Any complaints or correspondence concerning the Code should be sent to the Chair of UKATA TSC c/o UKATA Administrator.

10.2 Complaints or alleged breaches of the Code will be dealt with according to the procedures outlined in the UKATA registration Policy document.

Jane Walford Chair UKATA TSC November 2007

United Kingdom Association for Transactional Analysis, PO Box 1078, Burwell, Cambridge CB25 0WJ

Appendix F

The UKATA Code of Ethics and the Requirements and Recommendations for Professional Practice

This code is divided into four sections: Section 1 outlines the theoretical framework for the Code of Ethics, Section 2 the Ethical Code, Section 3 gives examples of the application of this framework, and Section 4 outlines the requirements and recommendations for professional practice.

The following abbreviations are used: TA – Transactional Analysis, UKATA – Institute of Transactional Analysis, EATA – European Association for Transactional Analysis, ITAA – International Transactional Analysis Association, and BACP – British Association for Counselling & Psychotherapy.

These codes replace all previous UKATA Codes of Ethics and Professional Practice and are dated 1st March 2008.

SECTION 1 – THE THEORETICAL FRAMEWORK FOR THE CODE OF ETHICS

General Introduction

This Code replaces all previous UKATA Codes of Ethics and is congruent with the EATA Code of Ethics. Appreciation and acknowledgment to the BACP is expressed for the guidance provided by their Code.

This Code is intended to guide and inform both organisations and individual members of the UKATA in the ethical practice of transactional analysis.

In this Code the word ‘practitioner’ relates to all members of the UKATA who use transactional analysis as a model for understanding and change with individuals, couples, groups or organisations and also includes the roles of supervisor and trainer. The word ‘client’ denotes any recipient of professional services of members of the UKATA.

Within the helping profession, ethical principles need to address many areas in order to influence ethical behaviour. These are:

- * Clients
- * Self as practitioner
- * Trainees
- * Colleagues
- * Our environment and community

TA practitioners will consider the philosophy, ethical principles and personal qualities and reflect on what stance to take and how to behave in each of the mentioned areas. The practitioner will analyse any situation looking at the influence of ethical principles on the practice and choose behaviours taking into account a wide variety of factors, e.g. client, self, environment, etc. A practitioner may wish to seek consultation with a qualified supervisor or qualified peer.

Limitations

It is recognised that any Code of Ethics will have limitations. For example, Berne's philosophy of TA was part of 1950's America and has an individualistic rather than community based focus. This focus also remains largely true for the early 21st century United Kingdom. If there were a shift of emphasis from a culture of individualism to one of community, then both this code and transactional analysis would need to change. It is therefore necessary that this code is considered within the context of benefit to the community as well as benefit to the individual.

The Relationship between Morality and Ethical Practice

***I Morality** – The evaluation of, or means of evaluating, human conduct especially a) a set of ideas of right or wrong; b) A set of customs of a given society, class or social group which regulate personal and social relationships and prescribe modes of behaviour to facilitate a groups existence or ensure its survival.

Ethics – The study of the general nature of morals and of the specific moral choices to be made by the individual in his relationship with others.

**I Definitions from The Universal Dictionary, Reader's Digest 1987*

Any ethical code has therefore to be based in both the cultural norms of a country about what are right and wrong behaviours as well as account the particular customs and norms of the TA profession. So the ethical code needs to be rooted in both professional and social norms about how to behave. In practice this is not as straightforward as it seems as it may be that what is morally right in one situation is not morally right in another. As this is the case it becomes apparent that any ethical code which comprises a set of rules cannot fully account every situation nor adequately determine whether or not a course of action is right or wrong. It is therefore necessary to base any ethical decision on whether or not it is variance with our professional philosophy and our personal (moral) values. This code therefore offers a construct which incorporates these features.

This approach moves the arena of ethical practice away from the application of a set of rules, which denotes what shall or shall not be done, to a consideration of the values and philosophical principles which guide us in transactional analysis. It also enables practitioners to address more directly those issues of practice and approach that 'fall between' any rule driven Code of Ethics. A further advantage is that cultural differences are more easily incorporated when considered in terms of philosophy and value.

There are, however, some standards and requirements that are generally accepted by everybody in the profession as ethical and appropriate and breaches of them are therefore considered to be clear requiring little ethical thought. Therefore a set of obligatory rules are listed below.

In Conclusion

Working ethically is a continuous demand on all practitioners in both their professional and private lives. Some ethical challenges are straightforward and are easily resolved. Other challenges are more difficult to determine when in seeking to act ethically, there seems to be competing obligations or principles. This code seeks to support the practitioner by identifying a variety of factors that influence ethical practice and to offer a variety of ways for the practitioner to consider various courses of action.

No ethical code can ever cover every eventuality, nor can it lessen the difficulty of making a professional judgment in a changing and uncertain world. By accepting this code practitioners are committing themselves to the challenge of behaving ethically even when doing so requires courage in the face of moral dilemmas and difficult decisions.

SECTION 2 – THE CODE OF ETHICS

It is intended that this Code represent an attempt to encourage thinking that permits the coexistence of differing views on ethical practice by stating primary principles in ethical practice. It will do this by basing the Code on four central and principles universally held in transactional analysis which are also congruent with the norms of society within the United Kingdom:

- * The philosophical base from which we practice.
- * The principles, which support and affirm our practice.
- * Personal moral qualities of the practitioner.
- * Clearly explicit, generally accepted rules of behaviour.

Reporting Possible Violations and the Responsibility of the Practitioner

This Code addresses the UKATA's commitment to openness and non-defensiveness. It is encouraged that concerned individuals raise their questions, concerns, suggestions or complaints with someone who can address them properly. In the case of an UKATA member, in the first instance, it might be with their supervisor, trainer or qualified peer who is in the best position to address an area of concern. For members of the public this may be informally with a member of the ethics committee who can be contacted by telephone via 01954 212468 or email ethics@UKATA.org.uk. However, if complainants are not comfortable speaking with their supervisor, trainer etc. or are not satisfied with their response, they are encouraged to speak with someone on the Ethics Committee or Professional Practice Committee. Contact details can be found in the UKATA website www.uktransacgtionalanalysis.co.uk or on the above phone number. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation and appropriately address the ethical and professional issues involved.

The philosophical base from which we practice

Our ethical practice must be grounded in our philosophy and the principles which support it. Practitioners will encounter situations that are not covered by specific codes or will be faced with having to decide between principles. In such circumstances any chosen course of action only becomes unethical if it can be shown that the practitioner did not take appropriate care with due regard to the philosophy and principles of TA. Any examples given have been developed as an indication of good practice and are not to be considered as comprehensive.

The fundamental philosophy of transactional analysis is widely known and universally accepted within TA, namely:

- * *Everyone is OK.*
- * *Everyone has the capacity to think and influence their life by the decisions they make.*
- * *Any decision can be changed.*

Everyone is OK

This is defined here as meaning that whatever we may do or say, there is an essential core self that has value, dignity and worth. This core self has the potential and desire for growth and relationship.

Acceptance of this philosophy ensures that the TA practitioner respects and recognises human rights and dignity. The practitioner accepts difference whilst at the same time seeks to alleviate distress and suffering and encourages growth and health.

Everyone has the capacity to think and influence their life by the decisions they make

This is defined here as meaning that we all have the ability to consider our situation, consider options for action and we are responsible for those actions. In summary, in the ability to think all practitioners have the capacity to test and evaluate thoughts and actions.

Acceptance of this philosophy ensures that the TA practitioner acknowledges that every adult is responsible for his or her own thought processes and is also responsible for the consequences of what she or he decides. However every TA practitioner recognises that congenital abnormalities, physical damage and traumatic early life experience can limit the capacity of an individual to make such decisions.

Any decision can be changed

This is defined here as meaning that when we make a decision, we can later change that decision.

Acceptance of this philosophy ensures that the TA practitioner is open and accepting of the possibility of change to meet altering situations and needs.

The Principles which support and affirm our practice

We have two primary principles, which support and underpin our philosophy:

*** Open Communication**

This requires that a practitioner will seek to maintain clear overt communication in their professional dealings with both clients and colleagues. It also means that where practitioners are aware of ulterior transactions they will seek to make them overt. Berne emphasised the importance of sharing knowledge and insights with the client which is a central feature of this principle.

Open communication means that all practitioners are clear in all matters of communication including, for example; advertising, information given about services, rules of confidentiality and working practice and disclosing information that might compromise the professional relationship.

*** The Contractual Method**

This requires that all contracts are both clear and explicit as to the nature and purpose of the professional relationship and that both parties to the contract have clear, functioning Adult thinking.

The contractual method respects a client's right to be self-governing and encourages and emphasises the client's and practitioner's commitment to an active process in enabling change. It means that practitioners seek freely given and adequately informed consent from their clients.

A further principle also guides our practice.

*** Above All Do No Harm**

This was a central principle for Eric Berne. It requires that in all dealings with clients the practitioner seeks to avoid causing harm.

To maintain this Principle practitioners are required to sustain competence through ongoing professional development, supervision and personal therapy where necessary. All practitioners have a responsibility to confront, where appropriate, incompetence and unprofessional behaviour in colleagues, and co-operate in any organisational action against those who discredit the good name of transactional analysis. See also Obligatory Code 1 below.

Note on the Principles

Observances of the above principles are central in encouraging and respecting the trust that clients place in the practitioner. All ethical practice can be judged against whether or not any action honours that trust.

Personal moral qualities

Ethical practice and moral action are inextricably linked with personal qualities. While it would be unrealistic to suppose that ethical practice is based solely on personal moral qualities, such qualities significantly support and assist authentic rather than adapted ethical behaviour. All TA practitioners are strongly encouraged to aim for such qualities.

It is recognised, however, that in any ethical process consideration of such qualities needs to be limited to their demonstration in professional practice. Nevertheless if these qualities were not also demonstrated in an individual's personal life this indicates a lack of congruence and integration.

Integrity; Demonstrated in openness, congruence and straightforwardness in dealings with others.

Courage; The ability to act for what is believed as right in the face of fear, risk and uncertainty.

Respect; To show consideration and regard to others and to self and in the way that others perceive themselves.

Honesty; The capacity to demonstrate truthfulness, sincerity and trustworthiness in all interactions with others.

Compassion; The ability to experience concern and empathy for the suffering of another together with a desire to give support and help.

Humility; The ability to have a realistic understanding of one's own strengths and weaknesses.

Fairness; The ability to view events without bias or prejudice in order to inform decisions and take appropriate actions.

Obligatory Codes

1. UKATA members shall not exploit their professional relationship with any person to whom the UKATA member is providing services in the member's field of specialisation. 'Exploit' means 'to take unfair or selfish advantage of the member's professional relationship with the recipient of services, in any matter including, but not limited to, sexual or financial matters.
2. Contracts with recipients of professional services shall be explicit regarding fees, payment schedule, holidays, and cancellation of sessions by client or practitioner, and frequency of sessions. The member shall make it clear whether the contract with the client is for therapy, training, supervision, consultancy or some other service.

3. Members of the UKATA will operate and conduct services to recipient of professional services taking conscientious consideration of the laws of the country in which they reside and work.
4. All communication between the member and the client shall be regarded as confidential except as explicitly provided for in the contract or in compliance with relevant law.
5. In the event that a complaint should be made against a member, that member shall co-operate in resolving such a complaint and will comply in all respects with the requirements of the Procedures for Handling Ethics Charges, which are current at that time. Failure to do so will, in itself, be considered a breach of ethics.

SECTION 3 – PRACTICAL EXAMPLES

Use of the Code

In any given situation the TA practitioner will consider how the philosophy and principles of TA, together with personal values apply. They will explore the situation along with their inner motivations in order to determine what attitude to take and how to behave in a way that is congruent with this code. Such deliberations will be aimed at a reduction of harm and will actively support the possibility of growth for the client.

Examples

The examples given below are for guidance as to the application of the code and are not to be considered definitive.

Vignette.

An experienced practitioner, with many years post qualification experience, satisfies the formal continuing professional development requirement by stating that s/he read journals and books and has peer supervision. The reality is that s/he does little to keep themselves up to date with current TA theory and practice and s/he knows little of developments within the wider world of their speciality.

Principle(s) involved:

Do No Harm – By failing to keep abreast of current theory and practice the practitioner becomes rigid and unchallenged in their practice working from a calcified and unthinking position. They are not aware of increasing options and possibilities in their work with clients and stand the risk of doing harm.

Personal qualities involved:

Humility and fairness. Through their complacency about their practice they demonstrate an arrogance that indicates a belief that what they know is good enough. Similarly as a consequence of working from 'old' knowledge they cannot make fully informed decisions or take appropriate action – they are not in possession of all the information!

Vignette.

In a training session a trainer uses a fictitious example of a tricky issue brought to therapy by a client to demonstrate a particular theory and asks all the trainees to work in triads etc to identify the issues and what would be the work.

To one trainee's horror and mortification she realises that it is her own painful situation which she is currently working through in her therapy. She believes that it could only have come via her therapist talking in supervision (the therapist is supervised by the trainer). The particular

event is one of alleged "petty" abuse, years ago by a teacher, who shamed the client publicly when she confronted him, and where he asked the class what should happen about it. The teacher was a tactile person who often hugged his pupils and with her he had the habit of briefly tickling the back of her neck when teaching. She felt uncomfortable about this and had gone privately to the teacher to say how she felt and to ask him to please not do it. The next morning the teacher asked the class whether they had noticed him touching her, he went over their private conversation of the previous evening and then went on to have an open discussion about what the class thought about what had occurred. She had tried then to explain publicly to the class and the teacher how she felt. No-one supported her; some had laughed at her pettiness, while others thought she was a trouble maker and seeking attention. In therapy she is convinced the therapist will betray her and break confidentiality.

So this is a repeat for her of her shaming past and a scenario that she has dreaded encountering again during her training and she complains about this to her association after attempting unsuccessfully to address her distress in her therapy session.

We know from our own learning about trauma that when this type of mistake happens, it is not so much that it should not have happened but rather how it is handled which is so crucial. Here there is a choice for the trainer and trainee.

Principles involved:

Contractual method. What has come to light is that the trainer has no contract to divulge third party information and, albeit unwillingly, has done so.

Do no harm. Again, even though unintentionally, the client and the supervisee have been harmed, in the sense that the client's story and history has been exploited for training purposes and a trust has been broken.

The Obligatory Code

It seems that the trainer is in breach of Clause 4 of the Obligatory Code concerning confidentiality and also potentially salient is Clause 5 in which as practitioners we are required to co-operate in resolving any complaint against us.

Personal moral qualities

In this vignette, the personal moral qualities are uppermost and all are required and at stake in this complicated but not uncommon scenario when a mistake comes to light.

Integrity: In which the trainer is required to be open about his/her mistake.

Courage: To act with courage in a situation which is perceived as potentially frightening and humiliating and to move away from defensiveness?

Respect: To act in a considerate manner in that, though unintentional, accept that people have been harmed, including themselves.

Honesty: Here, the duty of the trainer is to be truthful which will increase trust rather than the opposite.

Compassion: Closely linked to respect, to be able to empathise with the suffering experienced by others.

Humility: Involves the integration and knowledge that as human beings we have strengths and weaknesses as this painful vignette illustrates.

Fairness: Linked with integrity and honesty in which the trainer views the situation from all sides without prejudice (which is different from compassionate judgement) including his/her own.

SECTION 4 – THE REQUIREMENTS AND RECOMMENDATIONS FOR PROFESSIONAL PRACTICE

There has been much confusion about the status of a ‘code’ and this has led to confusion as to whether or not any breaking of a code of professional practice is, in fact, a breaking of an ethical code. For this reason the words ‘code’ and ‘guidelines’ have been replaced by ‘requirements’ and ‘recommendations’. Here requirements mean those regulations that are essentials to belonging to the United Kingdom Association for Transactional Analysis, the European Association of Transactional Analysis and, for psychotherapy members, the United Kingdom Council for Psychotherapy. Recommendations are those things that are held to be appropriate in order to maintain a high level of professionalism in our work (best practice) but are not compulsory. Clearly the omission or breaking of a requirement will necessitate an organisational response (e.g. suspension of being Registered with the UKATA) and not an ethical one. The breaking of a recommendation may result in confrontation from a colleague.

Examples of concern over professional practice includes such matters as false or misleading advertising, misuse of the logo, derogatory comments about another member, or a suspected breach of Professional Practice requirements or recommendations.

Such complaints are assumed to be the result of oversight or lack of information on the part of the offending party. The individual concerned is contacted and asked to take action to correct the situation. If the person refuses, then it becomes clear that the offending action(s) was intentional and it may become grounds for lodging an ethical charge against the individual. If this is the case then the matter is referred to the Ethics Committee for action. When there is not a clear violation, but rather a dispute between members, the matter may be referred to the Committee for information and advice. If it is considered appropriate, the Committee may also provide some level of mediation.

N.B. Failure to meet professional practice requirements or recommendations may also carry with it ethical implications.

Requirements

1. Insurance: Practising members will take out Professional Indemnity Insurance to provide cover in the event of a legal suit, or other claims that may be made against them (this cover may be provided by the member’s employer). Members are advised to check their policy documents for clauses which may invalidate professional insurance e.g. disclosure of Professional Indemnity Insurance to a client. They are further advised to check that their insurance policy covers the full range of their professional activities, and that some provision for legal costs is included.

2. Qualifications: Members’ statements concerning their professional qualifications and/or experience will be an accurate reflection of their status. Misrepresentation of qualifications may be illegal under the legal requirements for advertising and promotion that governs standards in commercial advertising and may jeopardise a member’s present and future

standing with the UKATA.

3. Supervision: All practicing members will ensure that they receive appropriate supervision of their work on a regular basis from some one who is suitably skilled and qualified in their chosen field. The recommendation is a minimum of eight times (minimum of an hour per occasion) a year for Certified members.

4. Medical Backup: (specifically applies to Psychotherapy and Counselling members). When a practitioner is working with a client who has a potentially serious medical or psychiatric condition, the practitioner shall ensure that he/she seeks appropriate medical support and advice for the continuation of treatment.

5. Duality of Roles: Members will avoid a duality of professional relationship in the following areas:

- Therapist/counsellor and supervisor to one person
- Therapist and examiner to one person.

Practitioners are also expected to consider the appropriateness and ethicality of other types of dual relationships e.g. when a therapist is being supervised by their client's trainer.

*N.B. See also under **Duality of roles** in the recommendations for Professional Practice.*

6. Continuing Professional Development: Certified members are required to follow a process of continuing professional development which meets their learning and development needs as well as reflecting their specific working environments and field of application and personal interests. Practitioners are required to maintain professional competence in all areas of their work. Demonstration of CPD is an annual requirement and necessary in order to maintain membership and/or registration with the UKATA and UKCP. (Refer to CPD Policy, as set out by the Training Standards Committee and the UKATA Code of Ethics No.15). Additionally for UKCP Registrants (with more than five years Registration with UKCP) a 5 year group peer review of all CPD is required. All such groups will require at least one member who is of a different therapeutic modality to TA.

7. Equal Opportunities Policy: All practising members are required to adhere to the UKATA policy of equal opportunity and ensure that, as far as is reasonably possible, their services are available to all members of society. Training members will inform trainees of all fields of application in TA. (Refer to Equal Opportunities policy as set out by the Membership Committee).

8. Recognition of Training Hours. Only Provisional or full Teaching Transactional Analysts can offer training leading up to recognition as a Transactional Analyst within the UKATA, EATA, or ITAA. A registered 101 Trainer who is a CTA may offer TA101 training.

9. Maintaining Records: All members shall maintain records of sessions and these shall be kept confidential in a secure place. Except as agreed in the contract or in compliance with the law, information can be disclosed only with the client's consent, unless the practitioner believes that there is convincing evidence of serious danger to the client or others if such information is withheld. Clients must be informed that practitioners may discuss their work with their supervisors. Supervisors and members of a supervision group shall treat material presented with the same care and confidentiality as provided for in the original contract. Particular care will be taken when presenting case material outside of the usual boundaries of supervision, e.g. for training or teaching purposes. In such cases where case material records are presented - whether printed, verbal, on tape, film, or video, or retrieved from electronic media - the client's consent in writing shall be obtained. Due consideration needs to be given as to the effect on the therapeutic relationship of asking the client's permission to use such material.

10. Maintenance of Professional Membership: All members are required to pay membership dues promptly. Training members are committed to maintain membership of the UKATA in order to fulfil membership obligations to EATA.

11. Valuing, Maintaining and Developing Skills and Competence as a Practitioner

(Certified or in Training). Practitioners are committed to expanding their range of skills and to recognise their limitations. It is part of their professional responsibility to seek information and advice from colleagues and also to refer clients to other professional services if this may be of benefit to the client. Professional services shall not be started or continued if the practitioner believes her/himself unqualified to meet the client's needs. Psychotherapists and Counsellors have a particular responsibility to promote further study and research into psychotherapy theory and practice, as well as continue their personal development and the development of their own professional skills and understanding of psychotherapy. Practitioners shall continue in regular ongoing supervision, personal development, and continuing education and accept responsibility for seeking their own psychotherapy as necessary.

Practitioners have a responsibility to themselves, their clients and their professional body, to maintain their own effectiveness, resilience and ability to work with clients. They are expected to monitor their own personal functioning and to seek help and/or withdraw from practicing, whether temporarily or permanently, when their personal resources are sufficiently depleted to require this.

Recommendations

Professional Etiquette: Practitioners accepting clients for psychotherapy or counselling who are already in a professional relationship as a client with another psychotherapist, counsellor, psychologist or psychiatrist, will normally only do so following consultation with the other professional. Such clients need to be informed that normal practice requires that consultation take place with the professional responsible for their treatment prior to any proposed change or addition to their care. In doing so due account needs to be taken of the wishes and autonomy of the client.

* Practitioners will not accept as clients anyone with whom they may have a pre-existing and potentially prejudicial relationship. To do so may be considered unethical.

* For practitioners offering counselling or psychotherapy, they will not accept clients for therapeutic work who already have a counselling or psychotherapy contract with another practitioner unless it is specifically agreed with the all practitioners involved.

* Practitioners will not solicit trainees or clients from other practitioners. Solicit means to gain trainees by making insistent requests, pleas or bribing.

* Trainers will only agree to accept EATA training contracts with trainees who are under contract with another trainer following full consultation between all three parties.

* Practitioners will inform clients, and obtain their written permission, if they intend to use any material from the client for research or publication.

* Practitioners will maintain clear, 'above-board' contracts with their clients.

Duality of Roles: (*See also under **Duality of Roles** in the Requirements above*): It is a recommendation that practitioners will, as far as is practically possible avoid a duality of the following professional relationship. This means avoiding the following, except in geographical areas where to do so would create considerable difficulties.

- Therapist/counsellor and Trainer to one person

Fees: Psychotherapy and Counselling practitioners are responsible for charging fees which are commensurate with their qualifications and experience.

Protection: Practitioners need to make provision in their wills for an Executor of their professional estate in the event of their incapacity or death.

Records and the Security of Information:

a. Records about clients should be kept safely under locked conditions to ensure privacy, and in a form that can be inspected by the client should he/she request this.

- b. Practitioners using computerised record-keeping need to be informed about requirements of the Data Protection Act and register if appropriate. (Refer to Data Protection guidelines issued by the Committee).
- c. Practitioners need to be aware that clients records can be required by the courts and so are advised to keep records and exam materials intact for a minimum period of eight years from the date of the last visit of the client, or if the client is a child until the client's 25th birthday or the 26th birthday if the client was 17 at the conclusion of the therapy.

EAPs and Professional Referral Schemes:

Any member responsible for running or managing a 'Therapeutic Service' such as an EAP or Professional Referral Scheme needs to ensure that it is well boundaried and incorporates the following guidelines:

- a. Provision of an explicit, written outline of how this would work, including the remuneration involved. This would need to be given to the clients and counsellors/therapists/ administrators and everyone involved in the referral system, including referring authorities. Each contract needs to be explicit and agreed between the relevant parties
- b. An EAP differs from a referral service in terms of the three-cornered contract. In the case of an EAP, the therapist is paid directly by that service. In the case of a referral service, the therapist would usually pay a small fee to be a member and receive referrals.
- c. It is recommended that an administrator be employed to run the system, whose sole role would be to administer the system, and would have no dual role in the system.
- d. The counsellors/therapists receiving referrals need access to an independent supervisor.

Disputes between Trainers and Trainees:

It is strongly recommended that all Trainers and Training Organisations provide a system whereby any disputes between trainer and trainee can be referred to an independent mediator for resolution.

1st March 2008

Appendix G

1.2 UKCP HUMANISTIC & INTEGRATIVE PSYCHOTHERAPY SECTION :

Mental Health Familiarisation Placements

At the council meeting in April 2007, UKATA council agreed a proposal that UKCP (HIPC) Mental Health Familiarisation Placements become the policy of the UKATA. This document follows below:

Principles and Approach

As an Assessment Board we have been fortunate in having on the Board delegates from organizations that take very different views on this issue. We have gained understanding from arguing out our very different points of view. We have also had experience of conducting quinquennial reviews in organizations with a range of provisions from lengthy mental health placements to the effective absence of any provision at all. This has made us very conscious of the need to have clear, practical and unambiguous guidance agreed by HIPS that reflects a current minimum position that is agreed by the Section, leaving training Organisations sensible freedom to tailor their arrangements to their approach and the priority they give to the issue.

We believe that the term "recognition of severely disturbed clients" implies previous experience of being with severely disturbed people. So we believe that there should be a requirement for candidates to spend time in a setting that provides this experience and that they should not be providing psychotherapeutic help. They can be observing or offering companionship, or using skills if those responsible for the setting think it appropriate, such as relaxation etc.

We believe that the "understanding of the procedures used in psychiatric assessment and liaison with other professionals involved in mental health" can be a taught component, although we believe that spending time with those familiar with psychiatric assessment procedures and professionals in the mental health field is important. However we think that the balance of training and experience is a matter for Training Organizations.

We take a similar view of the provisions in relation to skills in assessing and differentiation of responses to shock, trauma, bereavement and spiritual emergency from severe mental illness, although again we stress that experience with people suffering from severe mental illness is we believe a minimum requirement.

Some Training Organisations will wish to go much further in providing lengthy placement provisions. It is important for all training organizations to reflect on the way they meet these requirements considering the context in which their graduates practice psychotherapy.

Curriculum Requirements

Member organisations must provide a curriculum that covers the following elements:

1. Current approaches to the management and treatment of "Mental Illness", including the role of mental health nurses, occupational therapists and psychiatrists.
2. Different drug treatments that are available and their effects and short and long term side-effects.
3. The basics of the legislative and organisational framework, including the Mental Health Act, the Care Programme Approach and the various agencies involved.
4. Skills in assessing and responding to the range of responses to shock and trauma, bereavement and spiritual crisis and differentiating these from severe mental illness.

Familiarisation Placement Requirements

The placement must be in a setting that allows candidates to spend time with those who have severe mental health problems. Additionally the setting must provide an opportunity for

discussion with staff involved with assessment and diagnosis. This can be achieved in a variety of settings including local authority day care centres or voluntary organizations working with client groups with mental health issues e.g. MIND.

Candidates should produce a reflective account/diary of their experience that is submitted to an appropriate person in the training Organisation e.g. training Supervisor.

Duration

The familiarization placement should be of sufficient length to enable the meeting of the learning outcomes. There should also be a taught component alongside the placement itself.

Learning outcomes:

1. develop a basic understanding of psychiatry and the mental health system, the rights of patients and the psycho-social issues involved.
2. understand the main principles of the mental health act and the procedures for the compulsory admission and detention of patients.
3. enhance their ability to liaise with other mental health practitioners
4. become familiar with psychiatric assessment, planning a range of forms of intervention and evaluation procedures
5. understand the range of “mental illness” that can lead to involvement in the mental health system.
6. familiarise themselves with the different types of intervention used, including medication and electro-convulsive therapy, etc and their main side effects
7. Spend time with people who have been diagnosed with severe depression and psychosis so that they are able to recognise these in the future
8. Be able to empathise with clients who have been patients in the system.

Document as agreed by the HIPS Section, May 20th 2003 and amended by the Assessment Board July 2nd 2003.

Appendix H Physis Training Complaints, Academic Appeals and Grievance Procedures

Introduction

Physis Training works with the general principle that most complaints occur through miscommunication or misunderstanding and that issues can be resolved by discussion between the parties with appropriate support where necessary. This approach should be sought in the first instance.

Definitions

Complaint: This relates to issues a student has about any aspect of their training apart from academic decisions

Academic Appeal: This relates to situations where a student is unhappy about an assessment result.

Grievance: This relates to matters such as teaching, progress from year to year, an individual's conduct or actions and may also follow a perceived lack of resolution of a complaint

Complaints Procedure

The procedure is divided into two parts, an Informal Procedure, which emphasises mediation and resolution at the point where the complaint arose, and a Formal Procedure.

Informal Procedure (Stage 1)

If a student has an issue concerning any aspect of their training, except for academic results which comes under a separate procedure, he/she should first seek resolution with his/her year trainer, student adviser or Physis Training Director of Training or Programme Manager as appropriate.

Where required this will be mediated by a member of Physis Training Team, Programme Manager or Student Adviser as appropriate. The person acting as mediator will be someone who is not involved in the issue raised.

Where resolution cannot be reached in this way, the following formal procedure will come into force.

Formal Complaints Procedure (Stage 2)

1. The student puts his/her concern in writing to the Director of Training, marking it Confidential.
2. Within seven working days of receipt, Physis Training will arrange a meeting between the student and the Director of Training and/or year trainer as appropriate and inform the student of the date. The purpose of this meeting is to discuss and resolve the issue. The student may bring someone with them to the meeting.

3. This meeting will ordinarily take place within fourteen working days of receipt of the complaint.
4. Physis Training will provide the student with a written outcome within seven working days of the meeting.

Appealing the Decision

If the student considers the response to the complaint after completion of the formal complaints procedure to be unsatisfactory, he/she may appeal.

The appeal must be submitted in writing to the External Moderator within ten working days of the date of the notification of the outcome of the formal procedure.

The appeal will be considered by the External Moderator who on examining all the evidence from both parties will decide on a course of action.

N.B.

If for any reason the aforementioned procedures are considered by the student to be inappropriate an informal approach may be made to the external moderator from the outset.

Academic Appeals Procedure

A student has the right to appeal in certain circumstances if he or she is unhappy about an assessment result. The student should consider whether the situation may be resolved informally with the marker. A student considering an appeal is encouraged to contact the Student Adviser for advice and assistance.

Those involved in the appeal will not re-assess the assignment or appraise the professional judgement of the marker(s), but will consider whether or not the decision was fair, and if all relevant factors were taken into account.

The appeal must be submitted in writing to the Director of Training, within 21 days of receipt of the marked assignment. An extension will only be allowed in exceptional circumstances such as when a student, for reasons outwith his/her control did not receive timely notification of the result.

Grounds for Appeal

These are as follows:

- additional information is now available that was not, and could not have been available to the marker at the time, where had it been available could have led the marker making a different decision
- an irregularity in the conduct of the assessment.

A student may NOT appeal on grounds which:

- could have been considered by the marker had information been given prior to submission date.
- the student has no valid reason for having failed to give such information in time.

Please note: disagreement with the academic judgement of the marker is not valid ground for appeal.

Academic Appeal

Students should submit their appeal in writing to the External Moderator and the Physis Director of Training within the time limit stated above and include the following information:

- name and student number
- current contact address for correspondence, including email address
- year of programme
- result being appealed
- the grounds for appeal
- supporting evidence
- the resolution being sought

The Director of Training will acknowledge receipt of the Appeal within 3 working days of receipt of the appeal, and pass the appeal to the External Moderator who shall attempt to resolve the matter, within 21 days of receipt either giving a decision or specifying a date for the decision.

Grievance Procedure

This relates to matters such as teaching, progression from year to year, an individual's conduct or actions and may also follow a perceived lack of resolution of a complaint

Grounds for a Grievance

A grievance can only be made on one of the following grounds:

1. Unsatisfactory delivery or administration of the training programme
 - inadequate teaching was provided for some or all parts of the programme;
 - published information about the programme was substantively misleading

- the training programme was not organised or delivered in accordance with the information and documentation provided to students on the programme.
2. A decision to terminate, defer or refuse admittance on to the next level of the training programme in line with Deferral, Termination and Refusal Policy and Procedures which can be found in the Physis Training Manual.

Time Limits

There are certain time limits for the submission of a grievance and students must ensure that the grievance is taken as soon as possible after the relevant event and within 21 days. In respect to the alleged unsatisfactory delivery or administration of a programme this must normally be before the end of the academic year in question.

Informal Procedure (Stage 1)

Students are advised to have an informal discussion before making the grievance. Students may wish to prepare a first draft of the grievance complaint prior to this to help focus on the core issues. The appropriate person to have the discussion with will vary depending on the circumstances of the grievance and may be one of the following: year trainer, student adviser, Physis Director of Training and Programme Manager.

Guidelines for Preparing the Written Grievance

First prepare a short summary of 50 words maximum considering the questions below:

1. Why do I need to take out a grievance
2. What do I hope the result will be?

Then prepare the full statement, considering the following questions:

3. Could I have done anything differently?
4. If yes, what and why did I not do this?

The full statement needs to be a clear explanation of what did or did not happen. Students should clearly demonstrate how their grievance meets the grounds for grievance outlined above.

Formal Procedure (Stage 2)

1. The statement should be sent to the Director of Training. This will be acknowledged in writing within 7 working days of receipt.
2. The grievance complaint will be considered and a decision on whether to proceed with the grievance complaint. If the decision is not to proceed Physis Training will confirm this in writing to the student with the reasons for the decision.

3. If the decision is to proceed, the Director of Training will investigate the complaint. If the complaint is being made against the Director of Training, an experienced member of the training team will investigate. A panel comprising the Director of Training, the Physis Financial Director and a member of the training team will be formed and chaired by one of the Directors. The composition and chair of the panel may vary depending on the nature of the grievance. The student will be informed as to who the panel members will be.
4. The Panel Chair will contact the people involved in the grievance with a copy of the complaint and an invitation to submit a written response within 28 days.
5. A date will be set for a Panel Hearing.
6. The student and any others involved will be invited to attend a hearing and the panel may put questions to each person. Any person required to attend the hearing may be accompanied by a friend or colleague.
7. The sole purpose of the panel hearing is to investigate the grounds of the grievance made by the student; the interview shall not in any way constitute or be seen to constitute a disciplinary hearing against any member(s) of staff or the training team.
8. Where necessary, an independent person drawn from COSCA or UKATA may be appointed to advise the panel either orally or in writing.
9. The Panel shall inform the student and Physis Training of the outcome, giving detailed reasons for the decision and what compensating action, if any, should be taken in respect of the student.

Appealing the Decision

1. Where the student wishes to appeal the decision of the Panel, this should be made in writing to the External Moderator together with all the supporting documentation.
2. The External Moderator will investigate and make a decision based on all the evidence.
3. The External Moderator's decision is final