



ELAN

TRAINING & DEVELOPMENT

# TRAINING HANDBOOK

Elan Training and Development  
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## Introduction

Elan training and development provides high level training in Transactional Analysis and Integrative Psychotherapy. Our central philosophy is one of emphasising the psychotherapeutic relationship as the medium for change. We couple this with an emphasis on the spiritual dimension of each person's development encouraging a harmonising of the spiritual with the practical highlighting personal responsibility.

Our core model is Transactional Analysis but throughout the training we draw on many other models such as Existential Psychotherapy, Attachment Theory, Object Relations and Transpersonal Approaches to provide students with an integrative training in psychotherapy.

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## Section 1

### Entry Requirements & Application Procedures

#### Entry Requirements

A variety of people come to train at elan. The goals students have vary from an interest in psychotherapy training to enhance their current profession to those who wish to become professionally qualified psychotherapists.

Those who are applying for a training place but not seeking a professional qualification are required to have a professional or personal interest in psychotherapy that is best met by a training environment rather than a personal therapy environment.

Applicants who are considering becoming professionally qualified psychotherapists must:

- 1) Be at least 25 years of age on commencement of training and have relevant experience of working with people
- 2) Be in possession of an undergraduate degree or
- 3) Provide evidence of ability to undertake training at a post graduate level by one or more of the following:
  - a) evidence of relevant professional training
  - b) evidence of Accreditation of Prior Experiential Learning (APEL)
  - c) evidence of Accreditation of Prior Certificated Learning (APCL)
  - d) demonstration of suitable life experience
- 4) Attendance at, or commitment to attend a TA101 Introductory Workshop
- 5) For those with prior knowledge of TA, a written TA101 examination may be accepted as an alternative to attendance at a TA101 course. This is at the discretion of .elan.

The above entry requirements set down by elan are in line with those stipulated by the Humanistic and Integrative Psychotherapy Section 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.

## **Application Procedures**

### **Application Form and CV**

An application is made to elan by completing and returning 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 2 sides of A4 and should include:

- training and qualifications
- details of relevant work and life experience
- two referees whom we can contact for reference, one professional and the other personal.

### **The Interview**

The interview forms the basis of elan's assessment of an applicant's suitability for training and also provides the applicant with the opportunity to demonstrate their suitability for training in relation to:

- academic ability
- life experience
- self-awareness
- commitment to self-development.

It is also an opportunity to find out about the requirements of psychotherapy training and our training programme in particular.

### **Acceptance and Refusal**

- Applicants who satisfactorily meet the entry requirements will be invited for an interview.
- Applicants will normally be interviewed by 2 elan trainers.

- Applicants are then accepted onto the training programme by decision of elan.
- elan will send out to successful applicants, a written offer to train together with 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 elan with copies of qualifications requested.
- Registration is completed by confirmation of the student's acceptance of the offered place.
- Trainees 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 elan.

### **Membership of the professional psychotherapy bodies**

- All students who have decided to pursue a professional qualification in psychotherapy are required to maintain membership of a professional body that governs the regulation and practice of psychotherapy. Normally this will be either the British Institute of Transactional Analysis.
- On qualifying, the trainee becomes a Certified Transactional Analyst with a psychotherapy speciality (CTA (P)).
- On obtaining the qualification the qualified psychotherapist will be eligible for registration with the United Kingdom Council for Psychotherapy
- In becoming a member of a professional body the student agrees to abide by that bodies' codes of ethics and professional practice.

### **Codes of Practice**

Elan adheres to the ITA Code of Ethics, Code of Professional Practices and Code of Practice for Psychotherapy Trainers and Training Establishments. Copies of these codes can be obtained by students from the office at elan.

### **Direct Entry into Psychotherapy Training Group**

Applicants will be considered for direct entry into the Psychotherapy Training Group if they satisfactorily:

- Meet the entry and pre-entry conditions listed above
- Have completed a minimum of 240 hours of psychotherapy training at a recognised psychotherapy training institute or completed a Diploma in Counselling
- Provide, with their application form, a log of their training to date, together with any personal work, practice or supervision hours they have recorded
- Trainees intending to qualify and register with UKCP will be required to provide marked copies of written work
- Trainees wishing to qualify for the elan Certificate in Transactional Analysis Counselling will be required to fulfil the criteria for these awards.

elan will take up a reference with the previous training institute.

*\*elan will also consider applications for entry into a training group from students who have completed training abroad that is a recognised psychotherapy training. If they intend to register as psychotherapists with UKCP; additional work may be needed to meet UKCP requirements.*

## Section 2

### Equal Opportunities Policy

Elan training and development is committed, where reasonably possible, to promoting equal opportunity of access and participation for all trainees in all of its structures and workings, regardless of age, race, gender, sexual preference, class, disability, or ethnic, religious and cultural difference.

The elan supports the ITA Equality of Opportunity and Diversity Policy as well as other professional bodies equality of opportunity policies copies of which are obtainable from the office.



## Section 3

### Training Programme

#### An Overview

This four year programme forms the core training for becoming a qualified Psychotherapist.

The programme is designed to train people to become psychotherapists with three possible professional qualifications. All three qualifications offer eligibility for registration with the United Kingdom Council for Psychotherapy (UKCP). The three qualifications are as follows:

1. As a Certified Transactional Analyst registered with the British Institute of Transactional Analysis
2. As an accredited member of the British Association of Counselling and Psychotherapy
3. As a Humanistic Psychology Practitioner registered with the Association of Humanistic Psychology Practitioners

elan offers an intermediate award, a Diploma in Transactional Analysis Counselling. The diploma is awarded to successful students on completion of the requirements as outlined in appendix 1.

The training programme is delivered at post-graduate level. The material is presented in a holistic style in which academic learning, experiential and skills based learning, personal awareness and supervised practice are combined to present the post-graduate level of training presented by elan. In their studies students are required to blend training hours, personal study, self-support and peer group work.

The programme incorporates:

1. A study of the theory of Transactional Analysis
2. The study of other models of psychotherapy
3. Experiential learning
4. Personal development opportunities
5. Academic learning and assessment
6. Continuous Assessment
7. Supervised practice
8. Development of professional competence



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9. Skills training
10. Ethical and legal issues
11. An understanding of Psychotherapy Research

All training offered is both theoretically informed, practice based and is linked to the clinical work in the student's context.

In addition to the foregoing, trainees make a commitment and take responsibility for doing their own personal therapy and ensuring they have fulfilled the requirements of the relevant examining, accrediting and registration bodies – the ITA, EATA, BACP, AHPP, UKCP.

### **Requirements for Students Intending to Qualify as Psychotherapists**

#### **Formal Training Hours requirements:**

#### **Psychotherapy Training Hours:**

300 hours TA training

300 hours TA or other related training

#### **Supervision Hours:**

150 hours of supervision:

75 hours of TA supervision with a TSTA or PTSTA

75 hours of TA or other supervision

#### **Clinical Experience:**

750 hours practical experience that includes:

500 hours as primary therapist

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50 hours of experience working with groups, couples or families

200 hours of other experience using TA

**Other experience:**

500 hours: Any combination (to be agreed by the Principal Supervisor) of:

Personal therapy

TA training

Supervision

Conferences

Workshops

A minimum of 2 years supervised practice

- An established practice with regular caseload of which 2 (two) at least are long term clients

**Written Assessments:**

Students are required to complete the following written assignments:

- Psychotherapeutic Practice Essay
- Theoretical Essay 1
- Theoretical Essay 2
- Written up Case Presentation
- Substantial Case Study (24,000 words)

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## **Oral Presentations**

Students are required to make 2 oral presentations

While elan ensures that its training programme complies with all the necessary requirements and provides trainees with all the relevant information, students are expected to take responsibility for their own personal development during training and in ensuring their compliance with training requirements. The trainers and/or a representative from elan's administration team will always be willing to discuss an individual trainee's progress and advise them on satisfying their training needs.

## **Continuous Assessment**

Continuous assessment is an important part of the training assessment. This is done through case presentations, written work, and supervision. Students are issued with their own individualised schedule of assessment making clear their assessment requirements. Students are required, from time to time, to present recorded segments of their work.

## **Student Responsibility**

From the beginning of training, students intending to qualify as psychotherapists are required to:

- Have personal therapy which should normally be in the modality they are intending to qualify in
- Keep a training log (see 3.3)
- Identify and evaluate training goals at the beginning and end of each training year
- Maintain a journal of professional development

The requirement for personal psychotherapy specified by UKCP is as follows:

- Personal therapy throughout the training in the modality the student intends to practice
- This is to include a minimum of forty hours of therapy per year for four years with a UKCP registered psychotherapist

Students are recommended to seek advice from his/her trainer and/or supervisor on suitable therapy and to ensure their needs in personal work are met. Students are required to evidence their hours of personal psychotherapy.

### **Policy on Personal Therapy**

Strict confidentiality is maintained in relation to student's personal therapy. Students are only required to evidence that they have worked with a suitably qualified therapist for the requisite number of hours. All other matters are considered confidential to the student and will be maintained as such.

### **Students not intending to qualify as psychotherapists or counsellors**

Those who the training programme to specialise in another area of TA or for their personal development are not required to enter therapy although it is highly recommended as part of their personal development.

### **Training Log**

The training log forms a complete record of the training. Candidates are required to take the log to the final exams or assessments.

The training log should contain the following:

- elan core training hours
- Other psychotherapy or counselling training hours
- Record of practice
- Record of psychotherapy supervision
- Record of other supervision
- Personal therapy hours and type of therapy – elan operates a strict policy of confidentiality in relation to personal therapy. Students are required to evidence their personal therapy only in terms of hours and not in terms of content.
- Record of workshops presented at psychotherapy conferences and elsewhere
- Psychotherapy conferences attended
- Record of psychiatric placement
- Other relevant experience

### **elan Responsibility**

To assist students, elan will provide each trainee with a training hours certificate at the end of each year stating the total number of hours attended for that year. At the end of fourth year, trainees will receive a Completion Certificate with the total number of hours and a confirmation that assignments have been satisfactorily completed.

### **Trainee Responsibility**

It is the student's responsibility to maintain and keep a record of this training log.

### **Overall Training Contract**

At the commencement of training students are required to make an overall training contract identifying their professional goals in undertaking training with elan.

### **Yearly Training Goals**

Each training year, trainees will be asked to

- Identify goals for that year.
- Review and evaluate these goals at the end of the year. Again this should be written up.

### **Assessment Procedures**

#### **SEEC Level 7 Credit Level descriptors: Taught Masters**

Course descriptors at elan are all at level 7 as detailed below:

#### **Development of Knowledge and Understanding**

**Knowledge base:** has depth and systematic understanding of knowledge in specialised/applied



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areas and/across areas and can work with theoretical/research-based knowledge at the forefront of their academic discipline.

**Ethical issues:** has the awareness and ability to manage the implications of ethical dilemmas and work pro-actively with others to formulate solutions.

**Disciplinary methodologies:** has a comprehensive understanding of techniques/ methodologies applicable to their own work (theory or research-based).

### **Cognitive and Intellectual Skills**

**Analysis:** with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively.

**Synthesis:** with critical awareness, can synthesize information in a manner that may be innovative, utilizing knowledge or processes from the forefront of the discipline/practice.

**Evaluation:** has a level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches.

**Application:** can demonstrate initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations.

### **Key/Transferable Skills**

**Group working:** can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of the capacities of group members. Is able to negotiate and handle conflict with confidence.

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**Learning resources:** is able to use full range of learning resources.

**Self evaluation:** is reflective on own and others' functioning in order to improve practice.

**Management of information:** can competently undertake research tasks with minimum guidance.

**Autonomy:** is an independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development.

**Communications:** can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently

**Problem solving:** has independent learning ability required for continuing professional study, making professional use of others where appropriate.

## Practical Skills

**Application of skills:** can operate in complex and unpredictable and/or specialised contexts, and has an overview of the issues governing good practice.

**Autonomy in skill use:** is able to exercise initiative and personal responsibility in professional practice.

**Technical expertise:** has technical expertise, performs smoothly with precision and effectiveness; can adapt skills and design or develop new skills and/or procedures for new situations.

Over the course of the training, students will be assessed in all of the following ways:

- Continuous assessment during training
- Written assignments – essays and case studies.
- Oral presentations to training groups





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- Assessments of clinical work – including presentation of recordings of their work
- Personal development
- All written work is double marked and samples of student work is sent to the external moderator for moderation

### **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
- Commitment to their own personal development
- Readiness to progress onto the next training year
- Readiness to begin and maintain a practice

It is expected that those trainees intending to qualify as professional psychotherapists will be endorsed to practice and be seeing clients during their 2<sup>nd</sup> year and at the latest by the start of the 3<sup>rd</sup> year.

### **Assessments**

#### **Personal Development**

Personal development assessment will be based on the personal and training goals, which should be completed by the student during the course of the training year.

#### **Overall Assessment**

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Students will either be endorsed to continue, or deferred with reasons, by the penultimate training weekend.

### **Student Commitment and Responsibility**

During the 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 support and guidance from the trainer(s) and elan administration throughout the training year

### **Extensions**

If a student is unable to submit a written assignment by the deadline, by reason of extenuating circumstances out with his/her control, s/he may request an extension from the trainer. Extensions are only granted at the discretion of the trainer and are not automatic.

The process adopted is as follows:

- In the interests of fairness to other trainees, there must be a genuine reason for requesting an extension
- Requests must be made in writing (hard copy or email) at least two weeks prior to the date on which the assignment is due
- The trainer will consider the request and if an extension is granted it will be for one week
- Longer extensions may be granted in exceptional circumstances and by discussion and agreement of the trainer
- The trainer will advise elan of his/her decision

### **Failure to submit assignments**

Failure to hand in an assignment on time or by the extended dates, if applicable, will result in the assignment not being marked and a fail being recorded against that piece of work.

### **Journal of Professional Development**

Students keep a journal of their professional development during their training, reviewing it on a regular basis in tutorials.

## **Aims**

1. To provide a structure which students can use as a means for reflecting on their on-going professional development.
2. To develop in students an attitude of interested enquiry into their professional development.
3. To develop in students a disciplined approach to self-monitoring of professional development that may be sustained in the post qualification phase.
4. To develop in students a readiness to account to themselves and to others for their professional needs as they emerge and change over time.

## **Learning Outcomes**

1. To create a narrative of professional development over two years of study.
2. To demonstrate ability to identify emerging needs in professional development over time.
3. To demonstrate professional development in the areas of: the practitioner role; relationships with colleagues; engagement in the wider professional field; relationships with the general public; ethical understanding.
4. To describe the formulation and implementation of strategies for meeting professional needs.
5. To reflect on difficulties encountered in professional development and the learning that evolved from these.

## **Assessment**

No formal annual assessment is made of the Professional Learning Journal (PLJ).

Students should be aware that after completing 75 hours of clinical practice the PLJ is part of a written assignment.

### **1st Year Assignments**

The assignments for the foundation year are:

- Training goals
- One presentation (see below)

**Presentation** (15 minutes) June training weekend

The presentation topic will be chosen at the appropriate training weekend.

### **2<sup>nd</sup> Year Assignments**

The assignments for the second year are:

- Setting and monitoring of training goals
- One presentation (see below)

**Presentation** (15 minutes) June training weekend

The presentation topic will be chosen at the appropriate training weekend.

### **Further Written Assignments**

Once students seeking professional qualification as psychotherapists have completed 75 hours of supervised clinical practice they are required to submit two pieces of written work:

#### **1. Psychotherapeutic Practice Essay**



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A written account of their psychotherapeutic practice including the setting in which they work, the client group they work with, their criteria for client selection, their procedures and criteria for refusing to work with clients. They need to include a summary of their journal of professional development to date. (3,000 words) – ordinarily this essay will follow the format of Section A and Section B of the CTA Psychotherapy Case Study.

## 2. Theoretical Essay

A 3,000 word theoretical essay ... students pick from a variety of topics supplied by elan.

Once students seeking professional qualification as psychotherapists have completed 150 hours of supervised clinical practice they are required to submit a written essay.

## 3. Theoretical Essay

The title for the essay will be:

“ Outline and critique one psychotherapeutic model for understanding the therapeutic relationship – draw on your own clinical experience to illustrate your argument “ (3,000 words)

Once students have completed 300 hours of clinical practice they are required to submit a written Case Study describing in depth work with one client. (3,000 words)

## 5. Case Study and Case Study Presentation

### Structure of Discussion

1. The Oral Case Presentation will take place within a training group or small group, convened by the student making the presentation. It will normally be facilitated by the student's supervisor or trainer
2. The Oral case presentation takes a total of 2 hours. This is made up of the following:  
45 mins. Presentation

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45 mins. Questions and discussion

30 mins. Feedback and marking

3. The presenter is responsible for setting up equipment and managing the timing of the presentation and discussion.
4. The facilitator is responsible for facilitating the feedback and evaluation.

### **Guidelines for Assessment and Marking of Oral Case Presentation**

#### ***Aims***

1. To develop the student's skill in making case presentations to fellow professionals.
2. To develop the student's skills and confidence in articulating their clinical work.
3. To develop the student's skills in communicating clinical psychotherapeutic understanding to other professionals.
4. To enable the student to develop peer evaluation skills.

#### ***Learning Outcomes***

By the end of this unit students will be able to:

1. Demonstrate the ability to make a clear and accurate clinical presentation, applying relevant theoretical concepts.
2. Demonstrate competent management of the clinical work within the professional context, including management of ethical issues and professional liaison.
3. Demonstrate competent clinical skills that are appropriate to the assessment, diagnosis, treatment plan and contract.
4. Demonstrate an ability to present and communicate clearly and effectively using a range of media as appropriate.
5. Demonstrate the ability to stimulate and facilitate discussion and an atmosphere of inquiry and critical evaluation.
6. Demonstrate the ability to give, accept and incorporate feedback arising in the discussion and assessment processes.

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### **Presentation and Discussion**

1. The aim of the Oral Case Presentation is for students to demonstrate their ability to make a formal presentation of a clinical case, and facilitate a clinical discussion.
2. Students are expected to present material that is clinically and theoretically accurate, and consistent with their level of training. They are expected to find ways to communicate effectively with an audience of varying levels of knowledge and training.
3. As well as presenting material clearly, students are expected to demonstrate their ability to answer questions appropriately and facilitate a collegial discussion of issues raised. This will include exploring their own thinking, and inviting colleagues to give their opinions as well.
4. Students participating as audience are expected to be active in raising issues, asking thoughtful questions and engaging in constructive debate with the presenter and each other to explore the issues raised.
5. Students are also expected to present a 5-7 min segment of taped client material and respond to questions and issues arising from this.
6. The role of the tutor is to ensure that procedure is followed correctly and to intervene in the process should this become necessary in order for the procedure to be completed fairly (eg ensuring time boundaries).

### **Assessment and Evaluation**

This is facilitated by the tutor, with the assistance of the group. All students should have a copy of the assessment form and evaluating criteria.

Students are invited to give feedback in relation to each of the evaluating categories, and the tutor also gives feedback. Students are then invited to suggest evaluative comments based on the descriptive criteria for evaluation.

**The Case Study Presentation is then written up in the form of a 3,000 word Case Study**

### **Guidelines**

The case study must be representative of your work and should show how your interventions facilitate the client's development.

The following sections must be included:

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

Further guidelines relating to each of the above sections can be obtained in discussion with your clinical supervisor.



### **ITA Additional Requirements**

For professional qualification the ITA require students to submit an extended Case Study (24,000 words) + oral assessments of students case material.

### **Assessment Criteria**

All pieces of work are assessed as pass or defer and students are entitled to resubmit any deferred piece of work.

Whilst assessment is in the trainer's judgment, the use of an external marker and the double marking of all written work aims to provide consistency in marking.

### **Presentation (1<sup>st</sup> and 2<sup>nd</sup> Year)**

The presentation will be assessed on the following criteria:

- Clarity of presentation
- Clear demonstration of understanding of model presented
- Ability to relate theory to own personal growth

**Psychotherapeutic Practice Essay (after 75 hours of supervised practice)**

The essay will be assessed on the following criteria:

- Clarity of Presentation
- Demonstration of effective framework for practicing psychotherapy
- Awareness of ethical and professional practices matters
- Ability to reflect on professional development and indicate further professional and personal development goals.

**Theoretical Essay (after 75 hours of supervised practice)**

**Theoretical Essay (after 150 hours of supervised practice)**

**Case Study (after 150 hours of supervised practice)**

These three pieces of work will have the following marking criteria:

- Clarity of articulation of relationship model
- Capacity to compare and contrast with other models
- Cogent clinical examples

## **Evaluating Categories for Oral Case Presentation**

### **Conceptual clarity and accuracy**

The focus here is on whether the presentation is clear and accurate in what is said theoretical and clinically about the work. Relevant theory is used and the case is presented in a logical and accessible way. The presenter may include concepts unfamiliar to some members of the group, provided these are clearly explained and appropriately used.

### **The professional role**

This is assessed with reference to the professional management of the clinical work within the presenter's setting. It can include issues such as awareness of ethical and good practice issues, use of support from supervisors/colleagues etc. The assessment is also informed by the level of professionalism demonstrated in the actual presentation.

### **Demonstration of clinical skills (tape segment of work with client)**

The 5-7 minute piece of tape needs to demonstrate competent core skills commensurate with the student's stage of training. During the discussion participants may ask questions to clarify the presenter's thinking regarding aspects of the taped work.

Students need to be prepared to discuss and answer questions in relation to the following areas:

- Core skills used and effectiveness of those skills
- Relating the work to the core theoretical model
- Interventions in keeping with client assessment and diagnosis
- Effectiveness of interventions in relation to contract and treatment plan
- Use of self in the therapeutic relationship
- Professional and ethical issues



Assessment is based on the effectiveness of the skills demonstrated, the quality of client/practitioner relationship, and the way the work is accounted for in relation to the treatment plan/contract.

### **Clarity of presentation and effectiveness of communication style and skills**

This section focuses on the presenter's skills in managing their presentation and communicating with their audience. Assessment will focus on issues such as pacing and time-management, ability to engage and facilitate the group, use of a range of methods of communication, overall structuring of the presentation.

### **Ability to stimulate discussion and an atmosphere of inquiry and critical evaluation**

The aim here is to assess the presenter's ability to facilitate discussion, engage with the group's questions and ideas and explore openly the issues arising from the presentation. The presenter will demonstrate their ability to respond to questions from an informed position, and also their ability to invite participants to share their thinking about the issue.

### **Ability to accept and incorporate feedback**

This is demonstrated in the participant's responsiveness to the formal feedback process, and also in their openness to new ideas or challenges arising in the discussion. Another area where this may be demonstrated is in how the presenter discusses their use of feedback received from supervisors etc. in relation to the case presented.

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### **Personal Development (all years)**

The personal development assessment criteria require trainees 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, personal goals and personal development

### **Conclusion**

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:

- rewrite of 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 re-join training

The above should be read in conjunction with Section 4 of this Training Guide.

### **Assignment Administration and Trainee Records**

Trainees should submit written assignments by email direct to elan

Where emailing is not possible two hard copies should be submitted to elan  
Assignments should be received at the elan office on or before the due date.  
Written assignments can be handed directly to your trainer.

elan will:

- Send one copy to the trainer marking your assignment
- Save the original email or, if hard copy, retain one copy in a secure store

Once the marked assignments have been returned to elan:

- The original essay together with the marking summary sheet with comments will be returned to the student
- A copy of both will be kept in the student's individual record file
- Any copies on email will be deleted and the first copy already in the file will be shredded

The trainer allocated to mark the assignments will be the only person to read the work in the first instance. However, the trainer may ask for the assignment to be read by an assessor or another trainer.

The external moderator will examine a random sample of assignments and in addition training establishments are from time to time required to submit a sample of written work to UKCP.

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

### **Trainee Records**

Each trainee will have an individual file stored in a locked filing cabinet. Some elements of trainee records are currently stored on computer.

Trainees may view the contents of their file on giving notice to elan administration office.

## TRAINING SYLLABUS

### 1<sup>st</sup> and 2<sup>nd</sup> Year Transactional Analysis Training Module

**The Theory and Practice of Transactional Analysis** - this course lasts for 2 years. Each year there are 10 monthly two-day blocks providing 240 hours of training. A basic grounding in the theory and practice of TA is given in a small group setting. The course is a blend of theory and practical application with participants having ample time to practice and acquire a solid skill base in the use of TA. The teaching methods used are straightforward presentation of material, experiential exercises, and discussion. This provides the core model teaching required for students who wish to become Integrative Psychotherapists and fulfils the European and International requirements for hours of Transactional Analysis training.

### Syllabus

Goal Setting – Contract Making – Ethics and Professional Practices

Models of Ego States

The Child Ego State

The Parent Ego State

Diagnosis and Assessment of Ego States

Ego State Pathology

Working with Ego States

Making Contact – psychological hungers

Relating to the Past – Transference and Countertransference

Understanding and working with emotion – Rackets

How the past influences the present – Script

Active problem solving – Passivity School

Understanding personality types – Process Communication

Knowing what happens next – planning applications

Goal Setting – Culture and Diversity in Counselling and Psychotherapy -

Human Growth and Development

The Analysis of Communication – Transactional Analysis Proper

Understanding Relationship Patterns – Game Analysis

Changing the Past in the Present – Redecision School

Relating Meaningfully – Integrative Transactional Analysis

Being Effective in Groups – Group Analysis

Committing to Life – Blocking Tragic Outcomes

### **Aims of Transactional Analysis Training Module**

1. To provide students with a comprehensive outline of the development of Transactional Analysis theory and practice
2. To provide students with skills based learning in the application of Transactional Analysis in a psychotherapeutic setting
3. To provide students with a comprehensive understanding of Transactional Analysis theory
4. To provide students with experiential learning to facilitate integration of Transactional Analysis theory and practice
5. To provide a space to discuss ethical, professional practices, and equality of opportunities issues arising within psychotherapeutic practice

### **Learning Outcomes of Transactional Analysis Training Module**

1. To demonstrate a comprehensive understanding of Transactional Analysis theory and practice
2. To be able to competently assess psychotherapeutic issues within a Transactional Analysis framework
3. To be able to plan Transactional Analysis therapy
4. To be able to apply a wide range of Transactional Analysis approaches to psychotherapeutic treatment
5. To be able to critically evaluate the Transactional Analysis approach



6. To be aware of ethical, professional practices and Equality of Opportunities issues

### **3<sup>rd</sup> and 4<sup>th</sup> Year Psychotherapy Training Group**

The modules for the 3<sup>rd</sup> and 4<sup>th</sup> year focus on two distinctive aspects of becoming a psychotherapist. As in the 1<sup>st</sup> and 2<sup>nd</sup> year we provide ten monthly two-day blocks of training providing 240 hours of training. We focus on the therapeutic relationship and aspects of its application and on psychopathology and disorders of the self. Students focus on integrating a wide variety of psychotherapy approaches to produce an holistic approach to psychotherapy practice.

### **Syllabus**

#### **The Therapeutic Relationship**

Models for Understanding the Therapeutic Relationship

The Developmentally Needed Relationship 1 - Stern's Domains of Relatedness

The Developmentally Needed Relationship 2 - Attachment Theory

Working With Transference and Countertransference

Internalization and Externalization: Projection, Introjection – Transference and Countertransference

The Core Relationship: Existential Approaches

The Transpersonal Dimension

Modes of Therapeutic Action

#### **Aims of Relationship Module**



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1. To present a module to understand the evolving therapeutic relationship
2. To provide a broad based theoretical and methodological approach to psychotherapeutic practice including Object Relations, Gestalt, Psychodynamic, Cognitive and Behavioural, Transactional Analysis and Transpersonal approaches
3. To present a varieties of ways of understanding and responding to transference phenomena
4. To present a variety of developmental approaches to understanding and working with the therapeutic relationship

### **Learning Goals for Relationship Module**

1. To be able to understand, from a variety of theoretical perspectives, the unfolding psychotherapeutic relationship
2. To be able to have a flexibility of approach to the unfolding psychotherapeutic relationship
3. To understand and have a variety of therapeutic responses to transference phenomena
4. To add to a Transactional Analysis core model a variety of other psychotherapeutic approaches and methodologies
5. To be able to critique psychotherapeutic approaches to the therapeutic relationship
6. To be able to apply differing developmental approaches to the psychotherapeutic relationship

### **Additional Modules**

Introduction to Research

The Values of Psychotherapy – Ethics and Professional Practices

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## **Advanced Psychopathology**

Models for assessment and diagnosis – DSM 4

Depression and Anxiety States

Post-Traumatic Stress Disorder

Psychopharmacology

Suicide

Eating Disorders

Psychotic States

Personality Disorder

Disorders of the Self – narcissism, schizoid and borderline processes

## **Aims of Advanced Psychopathology Module**

1. To establish a thorough working knowledge of assessment and diagnosis using a variety of tools including DSM iv
2. To critically examine disorders of the self drawing on a wide number of psychotherapeutic approaches including Object Relations, Gestalt, Psychodynamic, Transactional Analysis, Cognitive and Behavioural, and Transpersonal approaches
3. To educate students in the linking of clinical diagnosis to treatment planning.
4. To consider and critically evaluate differential diagnoses.

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5. To develop a thorough working knowledge of relevant psychopharmacology.
6. To identify and assess the relevance of available biopsychosocial treatments.
7. To identify and evaluate therapeutic techniques for a range of diagnoses.
8. To raise students' awareness of their values, beliefs and assumptions relating to psychiatry and diagnosis.

#### **Learning Outcomes of Integrative and Dimensions of the Self Module**

1. Demonstrate a working knowledge of DSM IV diagnoses.
2. Demonstrate the ability to draw on a wide range of psychotherapeutic approaches from at least three other schools such as Object Relations, Gestalt Therapy and Psychodynamic.
3. Demonstrate competence in the assessment of clients using DSM IV.
4. Demonstrate a working knowledge of disorders of the self.
5. Demonstrate competence in the assessment of disorders of the self.
6. Demonstrate ability to plan appropriate methods of treatment.
7. Describe alternative methods of treatment, including when to refer a client.



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8. Indicate how relevant therapeutic techniques can be applied to the range of diagnoses.
  
9. Demonstrate a working knowledge of psychopharmacology.

### **Mental Health Familiarisation**

Students are required to follow the HIPS guidelines on mental health familiarisation and will discuss this with their primary supervisor.(See appendix).

## Section 4

### Admission to Continuous Training

#### Entry Requirements

Progression through the training programme is not automatic. Entry is subject to the satisfactory completion of each training year.

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

- Full Attendance at the training group
- Demonstration of an ethical and responsible approach to psychotherapy training (e.g. understanding and working within the ITA codes of ethics and professional practice)
- Demonstration that the trainee's own personality style, developmental readiness, philosophy and ways of communicating, equip them for training in psychotherapy at this level
- Evidence of development in personal psychotherapy
- Assessment based endorsement of the trainer(s)
- Adherence to the business contract with elan

#### Criteria for Deferred or Refused Entry

##### Deferred Entry

Deferred entry would be offered where the conditions listed above have not, in the opinion of the training staff and elan been met. In this event elan will offer advice, counselling and negotiation to enable the trainee to formulate a practical plan to develop him or herself in such a way that s/he can enter further training at a later date.

##### Refused Entry

A student will be refused entry into a training group only when the trainee endangers themselves, others, or the profession, or whose state of health proscribes effective participation.

#### Procedure for Deferred or Refused Entry

The procedure is as follows:

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- The trainer will give a student notice of their concerns and their intention to defer or refuse entry not later than the penultimate weekend in the training year. This will be confirmed in writing.
- A one-to-one meeting between the trainer and student will be arranged for the next training group meeting.
- 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 developing an action plan to equip the student to return to elan psychotherapy 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 Training Director before the decision is confirmed in writing to the student.
- The decision to refuse or defer entry will be taken to the 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 their 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.

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## Section 5

### Clinical Practice

#### Endorsement to Practice and Training Contracts

##### Endorsement to Practice

Students may be endorsed to practice prior to taking out a training contract. It is expected that students will be endorsed to practice during their second year.

##### elan criteria for endorsement to practice

Prior to beginning to see clients in psychotherapy, students must be endorsed to practice. For endorsement to be granted students are required to provide evidence and/or confirmation that all conditions noted below have been met.

##### Trainee Responsibility

For the first listing to be endorsed to practice, students are required to provide evidence of the following:

- Written agreement of readiness to practice by their year trainer
- Professional indemnity insurance
- Membership of a professional body
- Supervision arrangements (see below)
- On-going personal therapy

Students are required to have their endorsement to practice renewed annually and must:

- Provide evidence that all the above conditions are up-to-date.
- Provide written agreement of their trainer
- Provide written agreement of their psychotherapy supervisor.
- Complete and return the endorsement to practise form issued by elan



## **elan Responsibility**

- elan will provide students with a form confirming they are endorsed to practice for twelve months.
- elan will send trainees an endorsement to practice form each year
- elan will issue a new endorsement to practice form each year providing all the requirements continue to be met and confirmed on the returned form
- On a request from the student, elan will use this information to confirm the student's suitability to practice to another agency or organisation
- elan will also provide other organisations or agencies background information on the elan training programme, which can be used to support a student's application for counselling/psychotherapy placements.

## **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. Supervision is a supportive process that enhances their work and contributes to their professional development. The boundaries of confidentiality will be discussed with your supervisor at the first meeting you have with him/her.

## **Beginning Supervision**

Trainees should ensure that they arrange to get supervision as soon as they are ready to start practice. It is strongly recommended that first supervision sessions are arranged prior to taking on clients and that the 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 and BACP. UKCP requires that students attend 1 hour of supervision for every 6 hours of practice. BACP require 1 and ½ hours per month.

## **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.

In a group of three supervisees working with a supervisor for three hours, each supervisee may log three hours of supervision.

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.

### **Availability of Supervision**

elan does not itself organise supervision but rather ensures that supervision is available and that trainees 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 trainee and supervisor. The business contract for supervision is therefore with the supervisor and not with elan.

### **Clinical Assessments**

Students are required to participate in two types of clinical assessment.

1. There will be on-going clinical assessment throughout the students time in training. This is likely to be of an informal type in which the supervisory process has embedded in it frequent feedback to the student on their performance .
2. Formal clinical assessment through making an Oral Case Presentation and writing up this presentation in the form of a Case Study.( see section 3).

## Section 6

### Exam Group

#### Exam Group

#### Objectives:

- To assess readiness and to prepare members for the ITA clinical exam.
- To provide a training opportunity for members to develop as competent psychotherapist
- To integrate psychotherapy theory and practice

#### Focus:

- Achieving the above aims by increasing skills and promoting the practice of self awareness and self supervision
- Use of the peer group in assessment and development

#### Criteria for joining:

- To have completed 480 hours training in psychotherapy
- To have reached the stage of readiness to write a case study for either the ITA
- To be regularly taping work and be willing to bring tapes and transcripts to the group
- To be in continuous personal therapy
- To be a member of a professional psychotherapy body

#### Group Size, Duration and Training Hours

Groups are restricted in size to ensure ample space for each member to bring aspects of their work into the group and for in-depth supervision and case discussion. They take place on the second Wednesday of each month and provide 66 hours of advanced training and supervision each year.

#### CTA Exam

The form and content of the CTA exam is detailed in the EATA Training and Examination Handbook



## Section 7

### Mental Health Familiarisation

Prior to taking the CTA exam students must demonstrate they fulfil the HIPS Mental Health Familiarisation requirements (see appendix)

## Section 8

### Accreditation and Registration

Training at elan allows students to pursue 3 avenues for psychotherapy accreditation.

1. Students are eligible to take out a Transactional Analysis training contract and pursue a qualification as a Certified Transactional Analyst
2. Students can apply for BACP accreditation
3. On completion of their training and a further two years of supervised clinical practice students may be able to apply for professional membership with the Association of Humanistic Psychology Practitioners

Options 1 and 3 lead to UKCP registration.

Further information on these options can be found at the respective web sites of these accrediting bodies :

ITA - [www.ita.org.uk](http://www.ita.org.uk)

Association of Humanistic Psychology Practitioners - [www.ahpp.org](http://www.ahpp.org)

United Kingdom Council for Psychotherapy – [www.psychotherapy.org.uk](http://www.psychotherapy.org.uk)

British Association of Counselling and Psychotherapy – [www,bacp.co.uk](http://www.bacp.co.uk)

## Section 9

### UKCP 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
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 therapist is able to manage closure
11. Mental Health Familiarisation
12. Continuous personal therapy from the beginning of training normally in the psychotherapy modality practiced
13. Experience of psychotherapy congruent with the psychotherapy trained in, for a minimum of forty hours per year for four years and normally be in psychotherapy throughout their training.

### Registration with UKCP

In order to register with the UKCP (United Kingdom Council for Psychotherapy), trainee TA psychotherapists in Britain must meet UKCP requirements for personal therapy and training.

## Section 10

### Diploma in Transactional Analysis Counselling

Elan will award this certificate on completion of the following:

1. 2 years of psychotherapy training
2. Passing of 2 presentations to 1 and 2nd year training group
3. 150 hours of supervised clinical practice - supervised at the ratio of 1 hours supervision to 6 hours of clinical practice
4. Passing of 1<sup>st</sup> Theory Essay
5. Passing of Practice Essay
6. Passing of Oral Case Presentation
7. Passing of Written Case Study
8. 80 hours of personal psychotherapy

## Section 11

### Accreditation of Prior Learning and Experience

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.

If students or trainees can evidence prior learning or experience, that is the equivalent of any training, offered by elan then exemption will be granted to that part of the training the student or trainee evidence as having been prior learned or experienced.

#### Procedures:

Students who consider that their prior learning, experiential learning, certificated learning or accumulated credits entitle them to exemption from some of the psychotherapy training requirements are required to submit evidence of this prior learning to the Director of Training. This evidence shall be in the form of documented evidence of the prior learning. If the submitted evidence is deemed to be appropriate the student will receive in writing from the Director of Training the learning provided by elan that the student is exempted from.



## Section 12

### CODE OF CONDUCT FOR TRAINERS AND MEMBERS AND COMPLAINTS PROCEDURE

#### Terms and definitions

In this document the following terms and definitions shall apply

elan means and refers to the company registered as the elan training ltd.

ITA means and refers to the Institute of Transactional Analysis in the United Kingdom.

EATA means and refers to the European Association for Transactional Analysis

ITAA means and refers to the International Transactional Analysis Association

UKCP means and refers to the United Kingdom Council for Psychotherapy

Transactional Analysis and TA means and refers to a body of knowledge and practice as defined by the codes and statutes of the ITAA and EATA.

The term Trainer means anyone teaching, tutoring or supervising anyone registered on a Course or for supervision provided by elan

The term Member denotes anyone employed by or acting on behalf of elan

The term Student denotes anyone who registered on a training course provided by elan

The term Trainee denotes anyone registered on a training course provided by elan, other than the Introductory Course, who has a valid EATA contract with an elan Trainer

The terms Training Course and Introductory Course means and refers to any courses included in the Course Prospectus published annually by elan and the Student Handbook and additionally, includes other training and supervisory events provided by elan

### ***Principles***

**elan's Code of Conduct for Trainers or Members seeks to promote principles and standards of professional practice governing the conduct of Trainers or Members and, in addition, provide protection of Students and Trainees within the bounds of their contact with Trainers and Members and the terms of their Course Contract, Individual Learning Plans and the Student Handbook**

Trainers and Members of elan accept the learning philosophy of elan and; furthermore, recognise that elan promotes the premises and principles in this document and that, where appropriate, Trainers also conform to elan Statement of Ethics, elan Code of Professional Practice and requirements of external governing bodies, namely the ITAA, EATA, ITA, and UKCP.

It is also recognised that Trainers or Members may not always utilise these principles and therefore, that confrontation of a Trainer or Member is sometimes desirable and/or necessary.

**It is further recognised that should a Trainer or Members behaviour show a lack of integration of, or consistency with these principles, his/her employment, authority to tutor, supervise, teach and/or train, may be suspended by elan until such time as that integration is assured.**

1. Trainers or Members of elan are expected to conduct themselves in such a way that they promote equal opportunities for all.
2. It is the primary duty of Trainers or Members of elan to provide their best possible services to Students and Trainees
4. Trainers or Members of elan are committed to develop in their work with Students and Trainees, an awareness of functioning from a position of dignity, autonomy and personal responsibility.



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5. Trainers or Members are required to establish an informed contractual relationship with Students and Trainees, which Students, Trainees and elan Trainers or Members should have the competence and intent to fulfil
6. A Trainer or Member of elan will not exploit a Student or Trainee in any manner
7. Trainers or Members of elan will not enter into or maintain a professional contract where other activity or relationships between an elan Trainer or Member and a client may jeopardise the professional contract
8. The professional relationship between a Trainer or Member of elan and a Student or Trainee is defined by contracts embodied in the Course Contract, Individual Learning Plans and the Regulations and Provisions of the Student Handbook and that professional relationship ends with the termination of these contracts. However certain professional responsibilities continue beyond the termination of the contacts. They include but are not limited to the following:
  - Â· maintenance of agreed-upon confidentiality
  - Â· avoidance of any exploitation of the former relationship
  - Â· provision for any needed follow-up tutorials, mentoring, care or support
9. Trainers or Members of elan will operate and conduct services to Students and Trainees in compliance with the laws of the country in which they are working.
11. In establishing a professional relationship, Trainers or Members of elan assume responsibility for providing a suitable learning environment, including but not limited to such things as specifying the nature and limitations of academic confidentiality, copyright, intellectual property to be observed, adherence to Health and Safety laws and regulations, and obtaining informed consent for any research that may involve or refer to the academic abilities, performance or characteristics of Students or Trainees
12. If Trainers or Members of elan become aware that personal conflict, or medical, financial or other problems might interfere with their ability to carry out their professional duties within a contractual relationship with Students and Trainees, they must inform elan Directors immediately and may be required to suspend their duties or terminate the contract
14. In the event that a complaint should be made against a Trainer or Member, that Trainer or Member shall co-operate in resolving such a complaint and will comply in all

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respects with the requirements of the Procedures for Handling Training Complaints which are current at that time.

## PROCEDURES FOR HANDLING COMPLAINTS

### 1 INTRODUCTION

- 1.1 One of the functions of the Complaints Committee is to provide a mechanism whereby Trainers and Members, Students and Trainees and certain members of the public may be protected, while flexibility and creativity in support of personal and professional development is facilitated.
- 1.2 The Complaints Committee enables members of the public, Students and Trainees to obtain prior clarification as to whether an alleged or proposed course of action would constitute a breach of the Code of Conduct for Trainers or Members. Where there is a possibility that procedures or behaviours may operate on the borderline of such violations, the Complaints Committee will be available to help the member of the public, Student or Trainee to work in an approved way within a framework of checks and balances under the guidance of the a member of the Complaints Committee, perhaps monitored by the External Moderator or other independent third party.
- 1.3 The Complaints Committee provides a structure for confrontation, which ensures that Trainers or Members of elan represent and conduct themselves professionally in ways consistent with the designation and credentials they have within elan.

## 2 PROCEDURE

### 2.1 Preamble

2.1.1 Confidentiality must be observed at all times from the outset by all parties. Both complainant and complained against should be advised of this. All other parties involved are required to maintain confidentiality as to both the contents and the process of a complaint.

2.1.2 Any individual having a concern that a Trainer's or Member's professional behaviour is not consistent with their elan membership is required to confront the Trainer or Member involved directly and invite the desired change in behaviour. It is recommended that the complainant contacts and invites the confidential help of the Chairperson of the Complaints Committee in this process. The Chairperson of the Complaints Committee may appoint a third party to act as facilitator in assisting the complainant and complained against to reach a resolution acceptable to all parties.

2.1.3 In the event that such a confrontation or facilitation fails to produce the desired result, or is deemed impractical for any reason, the concerned person may file a formal complaint with the Complaints Committee by making such a complaint in writing and supplying any substantiating evidence. Individuals submitting complaints should be aware that in doing so they are acting to resolve difficulties, that they may be confronted, and that they may seek no financial reward.

### 2.2 Eligibility to make a complaint

Only Students or Trainees registered with elan or members of the public enquiring about or applying for a place on elan Courses are eligible to make complaints

### 2.3 Parties complained against

Complaints may be made against individual Trainers, Members or elan as a corporate body; in the latter case the Directors must respond on behalf of elan

### 2.4 Limitation of Time

Complaints will not be considered where the alleged incident(s) or circumstances particular to the complaint commenced or took place more than three years prior to the first written notification of the complaint to the Chairperson of the Complaints Committee of the Complaints Committee.

## 3 MAKING A FORMAL COMPLAINT

### 3.1 *Initiating a Complaint*

3.1.1 The complaint should be made in writing, detailing the nature of the alleged violation and indicating the sections of the Code of Conduct which are believed to have been breached. Any substantiating evidence should accompany the complaint and must be couched in terms of violations of specific sections or clauses of the Course Contract, Individual Learning Plan or the Student Handbook. The complaint should be sent, marked for the Chairperson of the Complaints Committee, to elan. When a complaint is received by elan, it will be forwarded to the Chairperson of the Complaints Committee.

### 3.2 *Assessing the Complaint*

3.2.1 The Chairperson of the Complaints Committee will appoint a member of the Complaints Committee as Assessor to consider the written complaint and to give an

opinion as to whether or not the allegation is appropriate for consideration by the Complaints Committee. The Assessor appointed may request that a second member of the Committee be appointed to assist in this opinion. A second Assessor may also be appointed at the discretion of the Chairperson of the Complaints Committee. The Assessor(s) shall consider only the written complaint and any accompanying evidence. On the basis of this, they will give an opinion in writing, within 14 days, to the Complaints Committee through the Chairperson of the Complaints Committee, who, in turn, will recommend that either:

- 3.2.1.1 There is reason to believe that there may be a breach of the Code of Conduct and the complaint should be investigated; or
- 3.2.1.2 There is no evidence of a breach of the Code of Conduct and the charge should not be investigated
- 3.2.2 The Assessor(s) will give their reasons for their recommendation and, if in their opinion the clause(s) breached differ from those alleged by the complainant, they will indicate this together with their reasoning.
- 3.2.3 In the event that the Assessor(s) opinion is that there is no breach of the Code of Conduct, the Chairperson of the Complaints Committee will inform the complainant within 7 days of receiving the Assessor(s) opinion. The Chairperson of the Complaints Committee will inform the complainant of the reasons for this decision and return any documentation. When relevant, the Chairperson of the Complaints Committee will also inform the complainant that the complaint has been passed to the Professional Practices Committee for their consideration.

### **3.3 *Investigating the Complaint***

- 3.3.1 Should the Assessor(s) deem the charge appropriate for an investigation, the Chairperson of the Complaints Committee will be responsible for implementing the following within 7 days of receiving the Assessor(s) report:

- 3.3.1.1 Informing the Trainer or Member complained against that a case has been made in which a breach of the Code of Conduct may have occurred
- 3.3.1.2 Sending a copy of the complainant's submissions to the elan Trainer or Member complained against
- 3.3.1.3 Requiring the Trainer or Member complained against to make a written response to the allegations within twenty-eight days of receiving notification of the alleged breach
- 3.3.1.4 Informing the Trainer or Member that failure to make such a response, without sufficient reason, is in itself a breach of the Code of Conduct and may be assumed by elan to indicate that allegations are valid. In this case a Hearing Board may be convened without further reference to the Trainer or Member.
- 3.3.2 The Chairperson of the Complaints Committee will appoint an Investigator from among the members of the Complaints Committee (but not the Assessor(s)) and/or where the Trainer complained against is a clinical Trainer, from the Membership of another Member Organisation of the HIPS section of the UKCP.
- 3.3.3 The Investigator shall be responsible for:
- 3.3.3.1 Giving notice to both complainant and the Trainer or Member complained against that the alleged breach of the Code of Conduct is subject to an investigation which might lead to a hearing and that the Hearing Board at such a hearing has the power to recommend sanctions, suspension or expulsion from elan
- 3.3.3.2 Investigating the complaint and the Trainer or Member's response, calling on all such additional information as may be required either from the parties to the complaint or from witnesses or from other parties. At the completion of the investigation the Investigator shall either:
- 3.3.3.2.1 Recommend that there is no case to answer and that the allegation should not be proceeded with; or
- 3.3.3.2.2 Facilitate an outcome acceptable to both parties. Where such an agreement is reached, the Complaints Committee shall ratify the agreement, together with any action or procedure agreed by the Trainer or Member complained against. Should



the Committee not ratify the agreement, they may refer the complaint back to the Investigator or order a hearing; or

3.3.3.2.3 Recommend that the Chairperson of the Complaints Committee appoints a Hearing Board to determine the complaint.

3.3.4 The Investigator, in gathering information, shall always be open to facilitating a resolution of the issues through suggesting any appropriate line of action that is agreed upon by all parties. When the Complaints Committee ratifies such a recommendation, the Committee is responsible for official recording and enactment.

3.3.5.1.1 Once an elan Trainer or Member is aware that, as the result of the allegation, their current or potential course of action may not conform to elan Code of Conduct, he/she or be shall cease immediately from those actions until elan Complaints Procedure has been followed and a resolution obtained. Failure to observe this course of action may be taken as evidence of a conscious desire to breach or to continue to breach the relevant Section(s) of the Code of Conduct.

## **4 ADJUDICATION PROCEDURE**

The adjudication procedure by a Hearing Board exists to examine complaints in a formal manner and to determine the validity of such complaints and, if found valid, to recommend appropriate sanctions. Where there is more than one complaint against a Trainer or Member they shall be determined at the same hearing. Should there be more than one complaint against a Trainer or Member from different complainants, they may be heard separately or together at the discretion of the Complaints Committee

4.1 If, in the judgment of the Investigator, a hearing is warranted it shall, on the instructions of the Complaints Committee, be conducted by a Hearing Board.

4.2 The Complaints Committee will appoint a Hearing Board of no more than five people other than the original Assessor(s) and Investigator. The Board must comprise of

people outside of elan, one of whom belongs to any Member Organisation of the HIPS Section of the UKCP or any Member Organisation of UKATC, except that the Board must include at least one certified Trainer from elan with at least four years' clinical experience post-certification, who will act as Chairperson of the Hearing Board. Those appointed to the Hearing Board have a duty to declare any interest that may threaten their impartiality.

4.3 At this stage of the procedure, the names of the members of the Board shall be notified to both parties. Both parties have the right to ask one member of the Board to stand down. In the event that any member of the Hearing Board is excluded, the Complaints Committee shall appoint an alternative member to the Hearing Board. The final Board shall always include one representative of elan who shall act as Chairperson of the Hearing Board.

4.5 A formal Hearing Board will be scheduled:

4.5.1 To take place within sixty (60) days of the appointment of the Hearing Board members. The date of the Hearing will, whenever possible, be agreed by all parties by telephone before being confirmed in writing. In the event that the parties to the complaint are unable to agree a date, then the Hearing Board shall have the final decision in setting the date and place of a hearing. In exceptional circumstances and at the Board's absolute discretion, the date may be set outside the sixty day limit but, in any event, will be within ninety (90) days of the Board's appointment. The decision of the Board on the date and place of the hearing is binding on all parties

4.5.2 Both parties will attend the hearing, usually at the same time. In certain circumstances it may be considered desirable that the complainant and the person complained against have no direct communication. This is at the discretion of the Chairperson of the Hearing Board. A supporter who may represent them may accompany each party.



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- 4.6 All written evidence and submissions must be submitted to the Chairperson of the Complaints Committee not less than, fifteen days (15) before the hearing date. Such papers are circulated to the Hearing Board members, the complainant and the person complained against not less than ten (10) days before the hearing date.
- 4.7 The only new evidence to be admitted on the day of the Hearing is at the discretion of the Board and will be in the form of short oral or short written submissions.
- 4.8 The Hearing Board may invite witnesses to attend the Hearing to answer questions about the written submissions.
- 4.9 Hearing protocols require that both parties or their supporters be present while:
- 4.9.1 A summary of the complainant's case is given by the complainant
- 4.9.2 A summary of the case of the person complained against is presented by the person complained against
- 4.9.3 The complainant or their supporter puts questions, through the Chairperson of the Hearing Board, to the person complained against and/or their witnesses
- 4.9.4 The person complained against or their supporter puts questions, through the Chairperson of the Hearing Board, the complainant and/or their witnesses
- 4.9.5 Hearing Board members then seek clarification through questions to the complainant, the person complained against, and any witnesses present
- 4.9.6 When the Chairperson of the Hearing Board is satisfied that the Hearing Board has gained all the clarification required or possible, all parties but the Board are asked to withdraw



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4.10 The Hearing Board then determines whether or not a breach of the designated Code(s) has occurred or whether it is probable that a breach has occurred. A majority vote is required for dismissing the complaint, for admonition, or for censure. Within fourteen (14) days of the Hearing, the Hearing Board, through the Chairperson of the Complaints Committee, advises the complainant and the person complained against of its conclusion in writing together with its recommendations as to sanctions that might be applied. Such notification will include notice of the right to appeal and the time limit for either party to notify their intent to appeal.

4.11 The application of sanctions will take into account the best outcome for the Trainer or Member complained against. Sanctions may include but are not limited to the following:

4.11.1 A warning or requirement to change or to effect improvement in a specific way, or to take suitable actions such as further training or additional and/or specific supervision, any of these to be completed within a specified time frame

4.11.2 Monitoring for a specific or for an indefinite period by a supervisor approved by the Complaints Committee and paid for by the Trainer or Member, in relation to the specific practice of the Trainer or Member. The Complaints Committee may require that the supervisor provide a periodic or final report

4.11.3 Suspension of accreditation, authority to supervise or train, recognised status or membership for a set period or until certain conditions are met, as recommended by the Complaints Committee and confirmed by the Directorate of elan

4.11.4 Termination of accreditation, authority to supervise or train, recognised status or membership.

4.12 In the event that the Trainer or Member is unwilling to join in and assist in the process of reaching a resolution of a complaint or to accept or co-operate in meeting the conditions of a sanction as defined in 4.1 1.1 to 4.1 1.4 above, then the Hearing

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Board may recommend termination of recognised status or membership in place of any alternative outcome.

4.13 The Complaints Committee automatically reviews, for implementation, the recommendations of the Hearing Board. If the recommendation is for suspension or termination they will so inform the Directors of elan within ten (10) days after the review of the finding of the Hearing Board. Suspension or termination will be enacted by the Directorate of elan on the request of the Complaints Committee.

4.14 Following any complaint, elan will invite the Training Standards Committee of the ITA to conduct a joint review of elan's arrangements and procedures for training, under Chairpersonship of elan External Moderator, in order to implement any necessary changes and ensure continued professional improvements to the service offered to Students and Trainees. Such a review will not take place until after any Appeal against a Hearing Board decision has been concluded.

## **5 APPEALS PROCEDURE**

5.1 The complainant or person complained against may appeal against the recommendation of the Hearing Board. Any appeal shall be limited to a review of the procedures, evidence and findings; new evidence will not be accepted in the consideration of an appeal. To initiate an appeal, the intent should be notified in writing to the Chairperson of the Complaints Committee within thirty days (30) of receiving the findings of the hearing.

5.2 The appellant shall be directed by the Chairperson of the Complaints Committee to an External Moderator of elan who will review the case. The Chairperson of the Complaints Committee will forward to the Moderator all papers relating to the complaint, the

Investigation and the Hearing, within fourteen (14) days of being notified that the appellant has formally appealed.

5.3 The results of such appeal will be communicated by the Moderator of elan to the Chairperson of the Complaints Committee, the complainant and to the defendant giving reasons for the decision. The Chairperson of the Complaints Committee and the Complaints Committee will be responsible for implementing any actions or procedure resulting from the disposition of the appeal by the Moderator.

## **6 PROTOCOLS GOVERNING COMPLAINTS PROCEDURE**

6.1 The disposition of any charge investigated by the Complaints Committee or a Hearing Board and all records of the investigation will be archived for seven years from the date of the formal complaint. The papers will be placed in a coded sealed file and placed in a safety deposit box at a bank and only the Chairperson of the Complaints Committee or another person appointed by elan will be authorised to remove these records. The Chairperson of the Complaints Committee will maintain, separately from this record and in a secure place, a record of the file codes, listed against Trainers or Members' names. The Directorate of elan will be informed of how this list may be accessed in the event of the non-availability of the Chairperson of the Complaints Committee through illness or other impediment. A file will only be retrieved and accessed by the Chairperson of the Complaints Committee in the event of a further complaint against the Trainer or Member.

6.2 Failure of the complainant to attend Investigatory Meetings and/or the Hearing Board or to respond to requests for information, without good reason or due notice, means the complaint shall be regarded as withdrawn and the person complained against is automatically exonerated with regard to that complaint. The complainant's right to appeal is also lost.

6.3 Failure of the Trainer or Member complained against to attend Investigatory Meetings and/or the Hearing Board or to respond to requests for information, without good reason or due notice, may result in the Hearing Board recommending the termination of membership of that elan Trainer or Member. The Trainer or Member complained against will also lose their right to appeal.

6.4 Findings of complaints procedures shall be notified to the complainant, the person complained against, the ITA, the HIPS section of the UKCP (in the case of UKCP-registered psychotherapists), UKATC (in the case of UKATC registered Trainers or Members) and other parties directly involved. In addition, in the event that a person complained against has their membership suspended or terminated, such findings shall be reported explicitly to Students and Trainees of elan by way of a notice in elan Newsletter or by other mailing.

6.5 All persons taking part in the Procedure shall act in a manner which does not breach confidentiality, nor will they attempt to influence the outcome of the investigation. In the event that confidentiality is breached or a party to the complaint attempts to influence the process or outcome, the Complaints Committee will have the power to terminate the proceedings, to order an immediate hearing or to dispose of the complaint in any other way which is deemed appropriate. Trainers or Members who breach confidentiality or attempt to influence the outcome may face an ethics charge in respect of their behaviour.

6.6 The resignation of a person complained against will not be accepted until elan Complaints Procedure has been completed.

6.7 elan will not be responsible for travel or any other expenses incurred either by the complainant or the person complained against in connection with any stage of the complaint.

6.7.1 In the event that a potential complainant only attains an ability to complain after the three year statute of limitation has lapsed, s/he may still seek privately some form of

resolution to his or her concern. For reasons relating to the availability and quality of evidence this resolution will not include invoking the formal Complaints Procedure.

6.8 A complainant can withdraw their complaint at any time. A withdrawn complaint cannot be resubmitted at a later date. All documentation relating to the said complaint will be destroyed.

6.10 Complaints made anonymously will not be considered and all material relating to them will be destroyed.

6.11 All elan communications regarding complaints will be made through the Complaints Committee, addressed to the Chairperson of the Complaints Committee. Communications not so channelled will not be recognised by elan.

6.12 All correspondence regarding the setting of schedules or which contains points of fact germane to the complaint must be sent by Recorded Delivery. Correspondence that is claimed to be lost will be assumed not to have been sent unless evidence of dispatch can be produced. "Lost" correspondence is not grounds for changing the timetable of the procedure or affecting its progress in any way.

6.13 The complainant and the person complained against must act and appear in person. Powers of attorney will not be accepted except under extraordinary circumstances, which must have the prior approval of the Complaints Committee.

***Complaints or correspondence concerning the Code***

***should be marked "Private and Confidential" and sent to:***

Chairperson of the Complaints Committee, c/o elan training, 217 Ashley Road, Hale,  
Altrincham, Cheshire, WA15 9SZ – 0161 928 9997  
*January 2008, with acknowledgement to ITAA, EATA, ITA*



## Appendix 1

### Endorsement to Practice Form

has been endorsed to practice as a trainee psychotherapists under supervision for 12 months from the date below.

Date:

Signed: Clinical Supervisor

Signed: Course Tutor

Signed: Student



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## Appendix 2

### Administrative Contract

Administrative Contract

This is a formal contract between **elan training** and yourself as a participant in the **Psychotherapy training course** during the period

1. elan training will provide competent training and supervision as specified on the **elan** website, the **elan Student Handbook** relevant to your years of study and related documents issued by **elan training**, the Institute of Transactional Analysis, the European Association for Transactional Analysis, and the United Kingdom Council for Psychotherapy
2. You will attend all events for the entire programme and complete all prescribed work within agreed timescales, but will be given relevant documentation and additional tutorial help in the event of occasional absence.
3. Your participation in the Course will be subject to satisfactory progress from year to year.
4. Continued participation in the Course is subject to registration by 1 December of each year
3. By agreement with the Trainers you may withdraw from the Course at any time
4. The fee for the Course is £        for the current year plus supervision as required at a ratio of one hour to six client contact hours. Payment may be made by instalments agreed with the principal trainer.  
I will pay course fees in .....instalments
  - By Cheque
  - By BACS
  - By Standing order
  - By Cash
7. If you default any payment, after written notice, **elan training** may suspend your participation in the Course until any arrears have been paid.
8. If you are being sponsored by your employer - in part or fully - or anyone else, the Course Contract must be counter-signed by them.
9. Signing this contract and returning it to **elan training**, together with a Banker's Standing Order and your deposit (where relevant), signifies
  - acceptance of the Course Contract
  - that you will undertake a minimum of 40 hours per year of personal therapy for the duration of your training at your own expense with a UKCP qualified therapist of your intended qualifying modality and you agree to provide confirmation from your therapist of your attendance
  - that you agree to keep confidential any personal information you obtain during your studies relating to clients and other Course members

Your Name..... Signed..... Date .....

elan Director's Name ..... Signed .....

Date.....

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**Appendix 3**

**Name of Student:**

**Name of Tutor:**

<b>Work Required</b>	<b>Due From</b>	<b>Hand in date</b>
<b>Psychotherapeutic Practice Essay</b>	<b>75 hours of clinical practice</b>	
<b>Theoretical Essay 1</b>	<b>75 hours of clinical practice</b>	
<b>Theoretical Essay 2</b>	<b>150 hours of clinical practice</b>	
<b>Oral Case Presentation</b>	<b>150 hours of clinical practice</b>	
<b>Written Case Study</b>	<b>300 hours of clinical practice</b>	
	<b>500 hours of clinical practice</b>	

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Case Study

Oral Exam

Signed

Date

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**Appendix 4**

## Oral Case Presentation

Conceptual Clarity and Accuracy	
The Professional Role	
Demonstration of Therapeutic Skills - - includes a 5-7 minute taped section of work with the client	
Clarity of Presentation and Effectiveness of Communication Style and Skills	
Ability to Stimulate Discussion and an Atmosphere of Inquiry and Critical Evaluation	

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General Comments and Final Assessment	
Student Comments	

.....Student .....Supervisor

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Appendix 4a

## Assessment of Written Work

Signed: 1<sup>st</sup> Marker

Signed: 2<sup>nd</sup> Marker

Additional comments:

Signed: Student

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## **Appendix 5**

### **Appeals Procedure for Training Course and Course Work**

#### **Appeal against a Course Work Assessment, Written Work Assessment and Deferral of Further Training**

An appeal against a course work assessment including assessment of written work or a decision to defer further training must be made to the course trainer in writing within fourteen days of the assessment being received, stating the reason for the appeal.

The course trainer will arrange a meeting with the student in order for resolution to be made. Usually, this meeting will be within twenty one days of the trainer receiving the appeal.

If resolution cannot be achieved by the course trainer and the student the trainer will refer the appeal to the Director of Training whose decision will be final. At her discretion, the Head of Department of Psychotherapeutic Studies may consult with the External Moderator.

In the event of the trainer and the Director of training being the same person another trainer will be asked to moderate the final decision.



## Appendix 7

### Duties of the External Moderator

The external moderator has the following duties:

1. To fully mark any assignment where there is not agreement between the two trainers.
2. To 'skim moderate' sample assignments, on a yearly basis, taken from bottom middle and top.
3. To adjudicate any appeals students initiate on their course work marks – the external moderator's decision will be final in this matter.
4. To adjudicate any student appeals on matters concerning elan training administration – the external moderator's decision will be final in this matter.
5. Review appeals arising from elan complaints procedure

## Appendix 8

### Mental Health Familiarisation Placements

#### 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.



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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**

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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 20<sup>th</sup> 2003 and amended by the Assessment Board July 2<sup>nd</sup> 2003.

**Appendix**

**History**

The Assessment Board has been considering the position in relation to the Mental Health Placement for some time. Efforts to thoroughly research the background to the issue in HIPS section documentation have been plagued by problems in accessing the history behind this item, which are we are sure familiar to other committees.



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So we set out our collective understanding of the background in the hope that if there are any serious inaccuracies, they will be corrected by those with experience of past events.

We believe that there was a proposal for a psychiatric placement that fell at an AGM because of opposition from the Royal college of Psychiatrists. However the Guidelines for Membership provides that "an opportunity must be provided for trainees to develop the capacity to recognize severely disturbed clients which originally read as "a supervised placement for six months in an appropriate facility (mental health setting) to include closely supervised case work" (HIPS History and Guidelines for Membership undated p38). The same document attached at Appendix A HIPS Document - Core Curriculum Response. That provides at 4.5 under a heading "Psychiatric Placement"

"4.5.1 Either before or during the course, there should be a facilitated placement of the candidate in a mental health setting. The point of this is to be familiar with psychiatric theory and practice, and to get personal acquaintance with people who have been diagnosed as psychotic."

We believe that the principle that candidates should spend some time in a setting with people diagnosed as suffering from severe disturbance has been in place as an aspect of HIPS policy for some considerable period. Finally the current Training Standards documentation provides HIPS/UKCP2.3

"Training should include arrangements to ensure that clients have opportunities to develop the following:

- recognition of severely disturbed clients, an understanding of the procedures used in psychiatric assessment and liaison with other professionals involved in mental health
- skills in assessing and responding to the range of responses to shock and trauma, bereavement and spiritual crisis and differentiating those from severe mental illness,"

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## Appendix 9

### INSTITUTE OF TRANSACTIONAL ANALYSIS

#### 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)/ITA to be undertaken by qualified members.

"CTA" means a Certified Transactional Analyst with Psychotherapy speciality and registered as such with ITA. "EATA" means the European Association for Transactional Analysis

"EC" means the Ethics Committee of ITA.

"HIPS" means the Humanistic and Integrative Psychotherapy Section of UKCP.

"ITA" means the Institute of Transactional Analysis.

"ITA Administrator" means the person appointed by ITA responsible for running the day- to- day administration of ITA.

"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 ITA.

"PTP" means a full programme of psychotherapy training leading to qualification of CTA and registration with UKCP(HIPS).



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"PTSTA(P)" means a Provisional Teaching and/or Supervising Transactional Analyst with Psychotherapy speciality registered with ITA.

"Registered Trainee" means a Contractual Trainee who is listed in the ITA Register of practitioners. "Registration Policy" means the Registration Policy Document of the ITA

"RTE" means a Registered Training Establishment(s) as more fully defined in the Registration Policy. "STAR" means ITA 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 ITA.

"TSTA(P)" means a Teaching and/or Supervising Transactional Analyst with Psychotherapy speciality registered with ITA.

"UKCP" means United Kingdom Council for Psychotherapy.

1.2 The Code is to be read and interpreted in conjunction with other ITA Policies.

## **2 OBJECTIVES:**

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 ITA, EATA & UKCP (HIPS) 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, ITARs, Trainers, Principal Supervisor, Supervisors and Trainees in accordance with the requirements of ITA, EATA & UKCP (HIPS) as may be imposed upon them individually or collectively, from time to time.

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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 ITA, 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, ITARs, Trainers, Principal Supervisors, Supervisors and Trainees involved in TA training by ITA, 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 ITA 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 ITA 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 ITA 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 dear 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 (HIPS) 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 ITA.

3.12 RTEs wit annually submit at the start of the training year a list of their Trainees to the ITA Administrator for cross-checking of the membership status of Trainees and to enable the ITA to maintain accurate records.

3.13 RTEs will comply with any sanction(s) imposed by TSC and endorsed by ITA Council after duo 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 ITA, EATA and UKCP (HIPS), 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 (HIPS) requirements.

4.3 To ensure that all training delivered promotes equality of opportunity in accordance with the equal opportunities policy of the ITA 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 ITA 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 ITA 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 RESPONSIBILITIES 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 (HIPS) 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 ITA CPD policy.

## **6 . RESPONSIBILITIES OF THE PRINCIPLE 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(HIPS)

6.2 Certifying that all candidates applying for CTA qualification and UKCP registration have completed all training standards and requirements of EATA and UKCP (HIPS) 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 fulfill 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 ITA.

7.3 Trainees undergoing training leading to CTA with Psychotherapy speciality are also required to comply with any additional requirements as determined by UKCP (HIPS). 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 ITA and which may be amended from time to time by ITA, EATA & UKCP (HIPS).

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 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 ITA 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 – ITA, EATA & UKCP (HIPS) 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 ITA, 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@itaorg.uk](mailto:tsc@itaorg.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, ITARs 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



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10.1 Any complaints or correspondence concerning the Code should be sent to the Chair of ITA TSC or ITA Administrator.

10.2 Complaints or alleged breaches of the Code will be dealt with according to the procedures outlined in the ITA registration Policy document. ***Jane Watford Chair ITA TSC November 2007***

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## Appendix 10

### ITA Representative - ITAR

Elan training have an ITA Representative – Robin Hobbes BA CQSW CTA TSTA MPUM

The ITAR acts as liason between the ITA and elan training and has the following responsibilities:

3.1 To adhere to and disseminate current ITA 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 ITA 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 ITA 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 (HIPS) 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 ITA.

3.12 RTEs will annually submit at the start of the training year a list of their Trainees to the ITA Administrator for cross-checking of the membership status of Trainees and to enable the ITA to maintain accurate records.

3.13 RTEs will comply with any sanction(s) imposed by TSC and endorsed by ITA Council after duo process.



## Appendix 11

Training Standards of Humanistic and Integrative Psychotherapy

Section of UKCP

May 19 2006

(Revised April 2000 Training Standards)

### 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)

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### 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

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.