

Training and Certification Handbook

South Asian Association of Transactional Analysts

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SAATA, Old 29, New 27, C R Sundaram Layout, Ramanathapuram
Coimbatore 641045 INDIA

SAATA Certification in Transactional Analysis

Introduction

In the South Asian region professional training and certification in Transactional Analysis has been in line with the international processes, where the first level of certification in a specific field of application (counselling, education, organisational, psychotherapy) is Certified Transactional Analyst (CTA) and usually takes 4 or 5 years to complete. In order to provide milestones along this journey and also cater to those looking for shorter training and certification, SAATA provides two intermediate certifications. They are

- **Diploma in Transactional Analysis**
- **Advanced Diploma in Transactional Analysis**

These intermediate certifications could be an end in themselves for those who are looking for knowledge and skills for use in **personal and professional contexts**. They will also provide consolidation, evaluation, affirmation and motivation on the journey towards CTA which certifies for **professional application in the chosen field**.

The trainees may have

- diverse backgrounds and varying degrees of prior exposure to self and professional development and to Transactional Analysis
- different identities and goals, as they may be working towards Diploma, Advanced Diploma and/or CTA

Therefore the groups may have changing memberships, particularly at more advanced levels of training. The design of the programmes has been made keeping these factors in mind.

Objectives

For the **Diploma**

- To provide for experiential learning and understanding of the core concepts of Transactional Analysis
- To encourage application of the understanding to self and interpersonal interactions
- To promote the individual's problem solving skills and develop the ability to approach complex issues from a variety of perspectives

- To foster an attitude of professionalism, quality and ethical practice to the application of Transactional Analysis
- To develop the ability to select appropriate theoretical frameworks and apply them to practical situations
- To foster a commitment to ongoing study that will include current developments
- To assist in the development of independent learning skills to enable trainees to approach new issues and topics with confidence
- To facilitate an understanding of fields of specialisation and boundaries of the fields and levels of certification

For the **Advanced Diploma**

In addition to the above

- To increase the depth and breadth of understanding core Transactional Analysis concepts with a focus on the field of specialisation
- To train in skills of listening, rapport building, contracting, diagnosis and treatment/intervention planning
- To develop the ability to evaluate, compare and critique theoretical frameworks in order to draw upon and choose from a wide range of potential interventions
- To apply the knowledge and skills in the field of specialisation under supervision
- To increase cultural awareness and the ability to perceive the area of specialisation in a broader perspective
- To further personal awareness, growth and change

Note: **Assessment and further information on Advanced Diploma will be made available soon**

For those continuing to the **CTA level** of qualification

- Undertake a substantial piece of independent work
- Present this in writing, including demonstrating a high level of self and client analysis
- Produce evidence of a range of interventions in which clients achieve greater autonomy through the application of Transactional Analysis
- Develop the ability to discuss theory and application

Requirements

	Diploma	Advanced Diploma (Assumes diploma completed. Hours in addition to those required for diploma)	CTA (total as specified by T&CC) Hours inclusive of those required for diploma and advanced diploma	Remarks
Training hours	120 (must be TA)	120 (must be TA)	600 (300 must be TA)	Theoretical inputs, practical demonstrations, skills training, discussions, etc
Supervision*** hours	8 of which 5 must be with their primary supervisor	12 of which 6 must be with their primary supervisor	150 (75 must be TA-based; 40 must be with primary supervisor)	Includes active presentation individually or in groups for feedback, confrontation, discussion
Application hours	On self and interpersonal interactions (no specified hours – appropriateness to be assessed by their primary supervisor)	100 (in TA)	750 (500 in TA)	client contact in field of specialisation
Additional hours (TA or nonTA)	72 as agreed with their primary supervisor	68 as agreed with their primary supervisor	500 as agreed with their primary supervisor	Inclusive of personal psychotherapy
Total hours	200	300	2000	
Written Exam ^ To be submitted to SAATA	3 essays * 1500 – 2000 words each Describe TA concepts clearly and cogently with appropriate referencing and discuss personal/ professional use	3 essays # 1500-2000 words each Discuss the use of different TA concepts/models for specific applications displaying an ability to critique	Written and oral exam as specified in T&CC Training and Examination Handbook	^ Details described below
	Personal and Professional journal ** Used for Section A of Exam	Learning log ## 1 Portfolio / case study ## Will be part of the material to be submitted for examination		

* Questions given on Page No. 9

** Described on Page No. 6

Questions will be made available soon

Described on Page No. 6

Supervision

It is an effective developmental process that facilitates

- Increase in clarity of concepts, skills and appropriateness of application
- Awareness of stroking patterns, discounts, rapport building, contracting, treatment planning, pacing, timing of intervention etc.
- Identification of personal issues that might interfere with effective professional application

This is done by ongoing analysis of all aspects of work done using TA concepts, so that supervisees are continually learning how to apply the models at a meta level as well as within the client/practitioner relationship.

Some of the formats that can be used are

1. One to one with a Provisional Teaching and Supervising Transactional Analyst (PTSTA) or Teaching and Supervising Transactional Analyst (TSTA), observed by other students or done privately (particularly if confidential content is to be discussed)
2. Cascade – one student supervises another, who is in turn supervised by a PTSTA or TSTA.
3. Group – where student presents and group act jointly as supervisors (with PTSTA or TSTA there to monitor and intervene if appropriate)
4. Peer supervision – where students supervise each other without a PTSTA or TSTA present
5. Non-TA supervision, where a different approach is applied to the TA work

The supervision sessions will allow the supervisor to form a view on the student's

- current level of competence in applying Transactional Analysis
- awareness of the process between them and client
- ability to analyse using Transactional Analysis constructs/models
- willingness to accept constructive feedback from others

- degree of progress and development over time
- In addition, the cascade and group supervision permits assessment of student's
- level of competence at applying Transactional Analysis to help a 'colleague'
- awareness of the process between another student and their client
- ability to engage in analysis of interactions and dynamics
- skill at asking questions that stimulate awareness in others
- skill and sensitivity in giving feedback

Personal and Professional journal

This will include

- connection of theory to situations experienced, in ways that demonstrate personal and professional insights
- references to theoretical constructs in ways that show understanding and ability to critique (students can assume that reader already knows the theory)
- notes on how learning/insights will impact future personal/interpersonal behaviour and professional practice
- appropriate referencing

Further details provided in Section A of written exam.

Learning Log

It provides evidence of the student's learning during the programme from a range of sources. These can include training sessions (TA and non-TA), supervision, interactions in personal and social life, learning stimulated during professional activities, reading, online forums etc.

There is no set design for the log; students are free to maintain their log in whatever way works best for them. It is anticipated that a student will produce 2-4 pages per month, which includes copies of handouts received, awareness from group discussions/instruments used, feedback,

extracts from journals or books, etc. plus the student's annotations, comments and conclusions.

Portfolio/Case Study

This will provide evidence of the trainee's competent application of Transactional Analysis away from the training group. This will comprise of

- tape recordings of work done with client (at least 30 minutes), together with
 - 2 transcripts of selected segments (5 minutes each) chosen to demonstrate the impact of your intervention on the client accompanied by
 - its analysis using specified Transactional Analysis concepts
- Include supporting documentation indicating the contract for the intervention and how it fits into the broader context of your work with the client (brief history, diagnosis, treatment planning etc.)

Continuous Assessment

The aim is to assess students in terms of

- theoretical knowledge (Appendix I – Content Summary)
- application of Transactional Analysis
- nature of their involvement in training/supervision
- personal development and awareness

The assessment process involves

- ongoing analysis and assessment of performance/behaviour during training and supervision sessions
- essays to demonstrate theoretical understanding, ability to critique and practical application of Transactional Analysis
- portfolios/case studies to demonstrate competent application
- learning log and recording of personal and professional journey to demonstrate awareness of self and growth process

Note that the ongoing analysis of performance during training does not form part of the formal requirements. This is so that trainees feel free to raise their own concerns about their application of Transactional Analysis without worrying that such openness on their part could have a

negative impact on their grades. However, the nature of Transactional Analysis is such that students who fail to act on such analysis are likely to find that the same issues limit their ability to provide essays, learning logs and portfolios to the standards required.

As with international Transactional Analysis qualifications, grading will be a simple pass or defer. The latter is intended as an invitation to the student to consider the detailed feedback from the marker as a guide for re-submission.

Assessment Calendar

There is no fixed schedule for when assignments must be submitted, although from time to time dates may be announced for students to aim at if they wish to receive their awards on specified dates (e.g. associated with a conference).

Trainers are free to establish whatever schedules they wish, taking into account their own preferences, the design of their programmes, and what may best suit individual students.

SAATA Assessment for award of Diploma

Purpose of written Examination

To demonstrate that the candidate has a clear integrated understanding of the core concepts of Transactional Analysis theory and practice and is able to apply it effectively and ethically.

Overview of written examination

The written examination consists of two sections.

Section A

Self portrayal of the candidate and a report on the learning experience and personal development gained during Transactional Analysis training.

Section B: Theory and Literature

The candidate is to answer three questions on Transactional Analysis theory and practice from a set of seven questions.

The written examination can be written in any language for which examiners are available.

Anonymity

The written examination need not be anonymous with respect to the candidate and supervisor. However, the identity of any individual or organisation used as examples to illustrate practice must be disguised.

Total length

The word limit is 6000 to 8,000 words i.e.1500 to 2000 per question. A word count should appear on the final page. Diagrams and bibliography not to be included in word count.

Presentation

The written examination should be

- Word processed
- Presented on A4 size paper
- Printed only on one side of each page
- Double spaced throughout

Each page should

- Have good margins
- Be numbered consecutively throughout the document

Section A: Self portrayal, learning experience and personal development

The candidate is to

- Portray himself/herself describing the personal and professional context relevant to understanding the learning experience and personal development.
- Highlight development during Transactional Analysis training reflecting on important learning experiences which were significant for personal/professional growth and change.
- Include the context in which you plan to further your journey with Transactional Analysis.

Section B:

This is an opportunity for the candidate to demonstrate

- Knowledge of Transactional Analysis theory and literature
- Capacity to conceptualise how to apply their learning of Transactional Analysis theory.

In writing this section, candidate is expected to

- Answer three questions, choosing from the seven questions given below.

- Bring out reasons for choosing the concepts they write about.
- Define clearly the concepts, usually stating the original and any relevant later developments. They are encouraged to state their own position and compare it with their earlier learning.
- Acknowledge and clearly reference the source for all the material used. Use the format of referencing followed by the Transactional Analysis Journal.
- Demonstrate their understanding of the concepts by giving examples of their application of the same.

Questions for Diploma

1. What Transactional Analysis model or concepts do you use to understand interpersonal relationships and communication? Explain with specific examples how this influences your personal/professional life?
2. What is the significance of contracting? How has the application of contracting enhanced your personal/professional life?
3. Which Transactional Analysis concepts do you use to describe recurrent patterns? Describe, with examples, the development of these patterns and how these can be changed.
4. What Transactional Analysis model or concepts do you use to understand the intrapsychic process? Explain how this has influenced you?
5. What Transactional Analysis concept do you use to analyse/diagnose in your personal/professional context? How has this influenced your personal/professional life?
6. What Transactional Analysis concepts have you used in motivating yourself or others? Explain with examples.
7. What is your understanding of growth/change? Describe how Transactional Analysis concepts have brought about growth/change in your personal/professional life?

Scoring of each Section and final evaluation

The sections are weighted as follows:
Section A: 25% Section B: 75%

The written examination will be declared 'pass' if the total score is 65% or more.

Criteria for assessment

- awareness of a broad range of concepts
- recognition of significance of concepts
- change evidenced by reported behaviours
- competence in application of theory
- coherence and organisation of material
- ethical position

Marking procedures

1. Evaluation is carried out by the candidate's primary supervisor, in the form of an appraisal to prepare the written examination in the appropriate format and of required standard.
2. When it is in their opinion of passing standard, the candidate sends to the SAATA office
 - the application (Appendix II) along with
 - the examination fee and
 - an endorsement by the supervisor (Appendix III) that the requirements of hours and other criteria are met
 - Log of all training, supervision and other relevant hours
 - Proof of current and continuous SAATA membership for at least one and a half years
3. If the requirements are met, the candidate sends the written examination to the examiner chosen by the Training and Examination Committee from a panel comprising of CTAs, PTSTAs and TSTAs. (The primary supervisor will not be involved in this process even if part of the committee.)
4. The candidate pays the reader's fee directly to the examiner.
5. The examiner marks the written examination based on the criteria specified above and the detailed rubric provided (Appendix IV). The Consolidated Mark Statement (Appendix V) and feedback are returned to the candidate with a copy to the SAATA office.
6. If the candidate has passed, the candidate will be awarded the Diploma by SAATA.
7. If the candidate is deferred, the examination is rewritten, using the feedback from the examiner, and the above steps 3 to 6 are followed after payment of the resubmission fee.

8. Alternatively, the candidate may apply for a revaluation along with the relevant fee.
9. After revaluation, the examiner sends the evaluation and feedback and written examination to the SAATA office.

Computation of marks after revaluation

- If the difference of marks awarded by the two examiners is less than 20 then the average mark is considered to declare the candidate passed or deferred.
- If the difference in marks is greater than 20, the examination is sent for revaluation to a third examiner. No extra fee is collected from the candidate.
- The third examiner sends the evaluation and feedback to the SAATA office
- The candidate is declared passed if any of the two examiners have awarded 65% or above.

Fee Structure

	Application Fee	Examiner's fee
Written Examination	₹1000	₹1500
Re-submission with minor changes/ clarification required by examiner	₹200	₹1500
Re-valuation	₹1000	₹1500

Appendix I

Diploma in Transactional Analysis Content Summary

History and Overview:

- About Eric Berne
- Development of Transactional Analysis
- Philosophical principles
- Transactional Analysis Organisations
- Fields of specialisation in Transactional Analysis
- Ethics
- Autonomy
- Contracting

Structural Analysis

- Ego states - Structural & functional models - diagnosis
- Psychic Energy & Cathexis, Executive Self & Real Self
- Boundary problems – structural & functional

Transactional Analysis Proper

- Transactions
- Strokes
- Time structuring
- Passivity; Symbiosis; Discounting

Game and Racket Analysis

- Game Analysis
- Racket Analysis

Script Analysis

- Life Positions
- Script –definitions, formation, script matrix
- Script Analysis
- Drivers, Process script

Child Development

- Pamela Levin
- Jacqui Schiff
(Any one model)

Appendix II

Diploma in Transactional Analysis Sample Application Letter

Date:

To,
Training and Examination Committee
South Asian Association of Transactional Analysts
c/o Asha Counselling and Training Services
29, II Floor, C R Sundaram Layout, Ramanathapuram
Coimbatore 641045, India

Subject: Diploma in Transactional Analysis Examination

I have completed all the requirements for the examination towards award of the Diploma in Transactional Analysis. Please record my readiness to have my examination graded and send me the name and address of my examiner.

I will forward a copy of the examination and the examiner's fee of ₹_____ to the examiner.

Enclosed please find

- a cheque/draft for ₹._____ payable at Coimbatore to SAATA
- endorsement by the primary supervisor
- log of all training, supervision and other relevant hours
- proof of current and continuous SAATA membership for at least 18 months

Language of examination:

Candidate's Signature _____

Candidate's Name _____

Address _____

Email id _____

Telephone No. _____

Appendix III

Diploma in Transactional Analysis Sample Supervisor's Endorsement Letter

Date: _____

To,
Training and Examination Committee
South Asian Association of Transactional Analysts
c/o Asha Counselling & Training Services
29, II Floor, C R Sundaram Layout, Ramanathapuram
Coimbatore 641045, India

Subject: Diploma in Transactional Analysis Examination – Endorsement

Candidate's Name: _____

Primary Supervisor's Name: _____

As the candidate's primary supervisor, I certify that I provided training & supervision to the candidate from _____ (Date) to _____.

The candidate has completed

- i. _____ hours of advanced TA training (120 minimum)
- ii. _____ hours of TA supervision (8 minimum; at least 5 with primary supervisor)
- iii. _____ hours of TA training (if required as additional hours)
- iv. _____ hours : any other (please specify)

Total hours _____

As a result of my personal observation and evaluation, I believe the candidate has completed all the requirements for having his/her examination graded, including sufficient application of TA on self and interpersonal interactions.

I have read the examination and find it to be in the appropriate format and of required standard.

Supervisor's Signature _____

Supervisor's Name _____

Email id _____

Telephone No. _____

Appendix IV

Diploma in Transactional Analysis Scoring of Written Examination

Criteria and scoring for Section A:

Self portrayal, learning experience and personal development

This section is for 25 marks. 5 marks is allotted to each of the following criteria

- Self awareness
- Significance of Transactional Analysis learning
- Change through Transactional Analysis learning
- Plans to further your journey with Transactional Analysis.
- Ethical position

Criteria	Self awareness	Significance of TA learning	Change through TA learning	Plans to Further your Journey	Ethical position
Max.Mark	5	5	5	5	5
5	High degree of awareness of range of aspects of self and context	High recognition of significance of many aspects of learning	High degree of clarity in evidence of congruent change	High degree of clarity & specificity in plans	Ethical position clear & significant
4	Awareness of many aspects of self and context	High recognition of significance of few aspects of learning	Some evidence of congruent change	Some clarity & specificity in plans	Ethical position recognisable & acceptable
3	Awareness of some aspects of self and context	Some recognition of significance of few aspects of learning	Evidence of several aspects of change	Hazy plan with no specificity	Ethical position somewhat recognisable & acceptable
2	Awareness of few aspects of self and context	Little or no recognition of significance of learning	Evidence of change in some aspects		Ethical position inadequate & acceptable
1	Little awareness of self and context	Little or no recognition of significance of learning	No evidence of change	No clarity or specificity in plan	Ethical position missing or unacceptable

Criteria and scoring for Section B: Theory and Literature

Three out of seven questions have to be answered. Each question is for 25 marks. For each question, marks are allotted for the following criteria as shown below.

- Theoretical understanding: 9
- Referencing: 2
- Application to personal/professional Life: 12
- Coherence of presentation: 2

Theoretical understanding

Criteria	Relevance of concepts chosen	Width & depth of content	Clarity in theoretical understanding
Max. Mark	3	3	3
3	Concepts appropriately chosen; High recognition of significance	Comprehensive awareness of a broad range of aspects	High degree of clarity of all concepts discussed; well integrated
2	Concepts chosen reasonably appropriate; some recognition of significance	Reasonable awareness of some aspects	Clarity of some concepts / aspects of concepts
1	Concept not appropriately chosen; Little awareness of significance	Insufficient awareness	Lacks clarity in understanding of most concepts

Referencing: Maximum 2

- Relevant, sufficient and accurate referencing: 2
- Relevant but insufficient referencing: 1
- No or irrelevant referencing; 0

Application to personal/ professional context: Maximum 12

Criteria	Integration of concept & application	Thinking	Change evidenced by behaviour	Ethical position
Max. Mark	3	3	3	3
3	All concepts discussed clearly demonstrated by applications	Clarity in thinking; metaperspective taken into account	Change clearly evidenced by reported behaviour	Clear & significant
2	Connection between concepts & application plausible; reasoning difficult to follow	Some reflection	Change somewhat evidenced by reported behaviour	Somewhat recognisable & acceptable
1	Little & superficial connection between concepts & application	Hazy superficial explanation of application	Change not evidenced by reported behaviour	Missing or unacceptable

Presentation: Maximum 2

- Coherent, concise and well-organised: 2
- Somewhat coherent and organised: 1
- Lacks coherence and organisation: 0

Appendix V**Diploma in Transactional Analysis****Consolidated Marks Statement**

Section	Detail	Maximum marks	Marks awarded		
A	Self portrayal, learning experience and personal development	25			
			B1	B2	B3
B	Theoretical understanding	9			
	Referencing	2			
	Application to personal/ professional context	12			
	Presentation	2			
	Total for each Answer	25			
	Theory and literature – Total	75			
	Total of Section A & B	100			

Date:

Signature of Examiner