



Transactional Analysis Department

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Registered Charity 1050175

Transactional Analysis Department

Transactional Analysis offers a unique way of understanding personality, behaviour and relationships. It offers the theoretical framework and relational methodology for an in-depth approach to counselling and psychotherapy, yet its language and major concepts are accessible to all, making it also ideal for brief cognitive-behavioural intervention in, for example, mental health settings.

The Transactional Analysis department offers two full training programmes leading to qualification: one in psychotherapy and one in counselling. We also offer a Diploma in Humanistic Counselling and a BSc in Reflective Therapeutic Practice as well as training for supervisors and trainers.

The Transactional Analysis foundation year is the first year of both courses, allowing students the time to decide which programme they wish to follow. It is also available as a 'stand alone' year and is suitable for people from other walks of life (e.g. education or organisations) who want to integrate TA into their personal or professional lives.



Philosophy of the department

Transactional Analysis was founded by Eric Berne – an innovative and creative thinker who brought some of the most effective ideas in counselling and psychotherapy together (analytic, cognitive behavioural, social, phenomenological) into a powerful body of theory and practice. Although trained in psychoanalysis, Berne espoused the values of the humanistic movement, believing that change is possible and that human beings have a natural aspiration to live in harmony with themselves and others. Perhaps his most significant contribution was that he sought to demystify psychotherapy. He, therefore, employed concepts, language and methods which were understandable to all, developing theories which have both simple immediacy and subtle depth.

One of his most revolutionary innovations was the treatment contract by which he invited his clients to choose their own goals and agree with him a plan for their therapy. Research has since shown that this agreement of goals is one of the vital factors in effective psychotherapy. Indeed, research into psychotherapy outcome and also into brain function, directly supports many of the core TA concepts.

In recent years, many new trends in Transactional Analysis have emerged which have produced exciting and effective approaches to working with individuals, couples and groups. The Metanoia programmes seek to build upon Berne's work, incorporating the new developments in Transactional Analysis and integrating ideas from other approaches to counselling and psychotherapy while retaining the original theoretical framework, values and accessibility. At Metanoia, we offer a particular approach to TA which we call Relational Transactional Analysis (Hargaden and Sills 2001). This puts the relationship between practitioner and client at the heart of the therapeutic meeting and uses this as a vehicle for the exploration of relationship with self, with others and with the world.

The course structures are graduated to increase in depth and challenge as the student progresses through the stages. We aim to offer the best of theory, experiential learning and creative experimentation within the context of a relationship-based learning environment. Rising out of Berne's values, we expect staff and students to work cooperatively in the process of growth and learning, and we encourage students to take responsibility for developing at their own pace.

Qualifying courses

The Transactional Analysis Counselling Diploma – with optional BSc (Hons) in Reflective Therapeutic Practice – leads, after graduation and following the attainment of the required number of client hours, to accreditation as either a BACP registered practitioner or UKCP registered psychotherapeutic counsellor.

The counselling course has no formal entry requirements and is particularly appropriate for those who are looking to gain a recognised professional qualification.

The psychotherapy diploma – with optional MSc – leads to international accreditation as a Certified Transactional Analysis Psychotherapist (CTA Psychotherapy) and UKCP registration. En route, senior psychotherapy students (third year and above)

may, if they choose, undertake extra work which will lead to an additional qualification – a Diploma in Transactional Analysis Psychotherapeutic Counselling.

Introductory workshops – TA 101

The 'TA 101' is for anyone interested in Transactional Analysis as a method of understanding communication, the 'games people play' and personal life patterns. It is for people who may want to use TA in their professional or personal lives as well as those who are interested in becoming Transactional Analysis counsellors or psychotherapists.

The format of the workshop is theoretical input on the major concepts of TA combined with experiential exercises, which will give participants an opportunity to apply these concepts to situations in their own lives.

The 2-day TA 101 is the official internationally recognised introduction to Transactional Analysis, and it is a prerequisite for further training as a TA counsellor/psychotherapist/organisational or educational practitioner. A 101 at Metanoia provides the opportunity for a mutual assessment – you of us and us of you – to make sure that we and the course are right for you.

Introductory workshop dates

2011:	17/18 December
2012:	25/26 March, 23/24 June, 21/22 July, 22/23 September, 15/16 December
2013:	23/24 March, 22/23 June, 21/22 July



Diploma in Transactional Analysis Counselling with BSc (Hons) in Reflective Therapeutic Practice



The Metanoia Diploma in Transactional Analysis Counselling meets all of the overall criteria for UKCP and BACP accreditation. When a counselling graduate has accrued the necessary counselling practice and supervision hours, which these bodies stipulate are prerequisites for inclusion on their register, graduates can apply to be registered with either or both of them.

The TA Counselling Diploma also offers an optional BSc (Hons) in Reflective Therapeutic Practice validated by Middlesex University. Structured over three years of part-time study, plus a dissertation module, these programmes aim to provide a supportive and stimulating learning environment, which enables the development of highly competent, ethical and reflective counselling practitioners.

Entry requirements

Metanoia's counselling courses do not require any specific academic or training qualifications at the point of entry. Applicants need to show that they are interested in learning more about counselling and in developing the personal and professional qualities involved in the practice of counselling or counselling skills. These include the ability to develop a high level of empathy with the client, tolerance of different value systems, a willingness and ability to cope with deep feelings and the capacity for self-awareness and self-reflection.

Application procedures

Applicants are required to attend an introductory workshop (TA 101) (unless they have already done so elsewhere) and an assessment interview.

Applicants must complete the application form, ensuring that the introductory workshop date is completed. This must be accompanied by:

- A full CV;
- Two references, one academic and one personal;
- One passport-sized photograph.

Your application will be read by the Head of Department to ensure that basic entry requirements have been met. You will be invited for assessment interview following attendance at the introductory workshop.

Please note: relevant application materials (e.g. copies of certificates etc.) should be submitted at the same time in order for us to process your application as quickly as possible.

We aim to provide our students with a solid theoretical and practical framework on which to base a professional and ethical practice in their chosen field, and on which graduates can build and develop their competence and excellence further.

Specifically our aims include:

- The development of a supportive and challenging learning climate in which personal and professional development can take place;
- The creation of an environment in which differences – for example race, age, sexuality and gender – can be recognised and accounted for;
- A thorough grounding in TA Counselling theory and practice;
- A thorough grounding in Reflective Practice;
- The development by students of the skills and attitudes of effective counselling;
- The development by students of the capacity to make and maintain an effective counselling relationship;
- The establishment of high standards of ethical and professional practice.

Training programme design

Applicants have the option of following the diploma stream of training, or may opt to follow the BSc (Hons) stream. The BSc (Hons) stream follows exactly the same course as the diploma, but there is a higher fee for the degree course compared to the Diploma which covers the administration of the degree process as well as extra marking and other academic requirements.

Course structure

The Diploma in Transactional Analysis Counselling, with BSc (Hons) in Reflective Therapeutic Practice option, is organised as a 3-year structured syllabus. The first two years consist of ten 2-day weekend modules, and the third year takes place over 20 days some of which may be held during the week. There is also an optional final year dissertation module, which consists of a combination of some taught components and private study in preparation for the final examination (the time taken to complete this dissertation module will vary depending on individual circumstances).

Individuals who wish to enter the TA counselling course midway through the programme without attending previous years may do so by showing, through the Accreditation of Prior Learning (APL) process, that they have already gained equivalent educational experience (courses, workshop, etc) and or life experience. See page 5 for further details.

Aims of the course

Foundation year/year 1

TA concepts and supervised application

The essential elements of the counselling relationship are explored in relation to Transactional Analysis philosophy and practice. The focus of the year is on the sound development of core counselling skills, integrating key concepts in Transactional Analysis. (Students also complete a short observation placement.) This year could be suitably undertaken as a one-year introduction to counselling. This year is a shared year with those studying on the TA psychotherapy course route.



Name: Claire Cotter

Current Training Year: Dissertation year

Occupation: Recruitment Consultant

Location: London

I enjoy working with people and, although I have been successful in my career, I wanted to do something more personally satisfying, so I decided to add a string to my bow and train as a Counsellor. I chose Metanoia for its great reputation in the counselling and psychotherapy world and the fact that I can also manage the self study and training weekends around my full time job.

I like the method and structure of Transactional Analysis and the TA philosophy that everybody is OK and capable of change as this matches my own beliefs. The in-depth knowledge of the tutors makes the training very enjoyable. It has sometimes been a struggle to fit everything in but the results make the effort more than worthwhile. My self-development using TA has been tremendously beneficial and I have also made some very good friends which is an added bonus.

Year 2

Therapeutic practice in Transactional Analysis

In this year, the focus of learning is on practice. The training units are designed to respond to the needs of students as they begin to see clients in supervision. Students, with the support of their tutor, supervisor and practice manager, are invited to engage with the research question “How do I become an effective practitioner?” The structure of the units includes practical exploration of issues such as assessment, treatment planning, and the implications of short and longer term work as well as tracking the likely process of a therapeutic engagement as it unfolds over time. Supervisors are also involved in part of the unit, in order to ensure that practice and theory are well integrated.

Year 3

Reflective Therapeutic Practice

In this year, the student is encouraged to take an active responsibility for the design of their own learning programme, through the development, in consultation with their tutor, of an individual learning plan for the year. Please note that there is a different format in this third year of training, and some of it takes place during the week, as opposed to the first two years which take place at the weekend.

This learning plan will include two mandatory elements:

- The first is attendance at 12 days of self-selected workshops, chosen from a wide range of Metanoia workshops, such as the CBT, couples, group work, EMDR certificates or a variety of shorter two-day courses, which have the aim of assisting the student to meet their learning goals for the year;
- The second is attendance and the successful completion of the 8-day Reflective Therapeutic Practice course, where students will take part in a reflective enquiry into their work and present their findings to a group of their peers in an extended essay and oral presentation.



This is the year when students may elect to register for the optional BSc (Hons) degree, gaining credits from both this year and the successful completion of a final case study dissertation and oral examination, usually undertaken as part of the dissertation module (see below). Please note that the requirements for the course are the same regardless of whether the BSc (Hons) option is chosen or not.

Dissertation module

In preparation for the final examination, the focus of this module will be on the integration of learning and the development of a personal style of counselling. There are exam preparation days on offer throughout the year to help students prepare. The module ends with the final examination and the award of the Diploma by Metanoia. For students following the BSc (Hons) stream, the degree will be awarded by Middlesex University at that point.

Course dates

2012-2013:	29/30 September, 27/28 October, 24/25 November, 26/27 January, 23/24 February, 23/24 March, 27/28 April, 25/26 May, 22/23 June, 20/21 July
2013-2014	28/29 September, 26/27 October, 23/24 November, 25/26 January, 22/23 February, 22/23 March, 26/27 April, 24/25 May, 21/22 June, 19/20 July

Course requirements

- Formal Teaching: 140 hours per year; usually 420 hours over three years;
- Personal counselling/psychotherapy during training is a requirement. This is considered ethical and responsible as well as a primary avenue of learning the ‘inner map’ which we believe counsellors require in order to offer effective counselling. This process has as goals: the alleviation of psychological or emotional distress, the facilitation of self-understanding and growth as well as self-support through the demands of the training;
- Clinical Practice: for final accreditation students must have 150 hours supervised client contact (minimum);
- TA Supervision: for final accreditation students must have 35 hours of recognised TA Supervision (minimum). We recommend a ratio of one hour of supervision to six hours of client contact, more frequent at the beginning of practice. All Metanoia tutors run supervision groups and provide individual supervision. Supervision with other TA trainers, especially during exam preparation, is also encouraged;
- Successful completion of all written course work: In the foundation and second year assessment is by portfolio in which the student discusses and reflects on his or her learning over the year. In the third year there is a 2,500 word literature review, a 5,000 word Reflective Inquiry Essay, a 30-minute oral presentation and a 5,000 word reflection on the presentation. In the dissertation year there is an 8,000 word extended case study and a 1-hour oral presentation;



MSc/Clinical Diploma in Transactional Analysis Psychotherapy



Metanoia offers a comprehensive and exciting programme designed to provide thorough psychotherapy training leading to:

- The Diploma in Transactional Analysis Psychotherapy awarded by Metanoia Institute;
- The Certificate in Transactional Analysis Psychotherapy (CTA) awarded by the European Association of Transactional Analysis (EATA);
- The MSc in Transactional Analysis Psychotherapy awarded by Middlesex University (optional);
- UKCP registration as a Transactional Analysis Psychotherapist.

Structured over four years of part-time study, plus a dissertation module, this programme aims to provide a supportive and stimulating learning environment, which enables the development of highly competent, ethical and reflective psychotherapy practitioners.

Entry requirements

Psychotherapy is a postgraduate profession and applicants are required to demonstrate that they are able to work at post-graduate level. Applicants will have ONE (or more) of the following:

- A degree in psychology or a related discipline (such as sociology, education, theology, philosophy, etc.); OR
- A non-relevant degree (such as accounting, art, etc.) but also some appropriate training and/or work/life experience; OR
- A qualification in one of the helping professions (such as psychiatric nursing, nursing, probation, social work, teaching, etc.); OR
- A counselling diploma or equivalent qualification; OR
- Significant relevant work and/or life experience. (Students in this last category will need to use the APEL (Accreditation of Prior Experiential Learning) process to establish equivalence once they have been assessed for suitability for psychotherapy training.)

Aims of the training programme

The programme provides a structured psychotherapy training using Transactional Analysis. This includes:

- The facilitation of a learning climate in which personal and professional development can take place in an enjoyable and stimulating way;
- The creation of an environment where differences – of race, culture, sexuality and gender as well as learning styles – can be recognised and appreciated;

- 70 hours of peer-group case discussion;
- 21 hours/3 days (minimum) of exam preparation workshops;
- A minimum of 35 case discussion hours;
- Logbook covering the duration of the training, including personal learning journal.

Accreditation requirements

Pass grade at each of the formal taught years.

Final Examination: Attainment of pass in the written examination (case study) of 8,000 words and attainment of pass in the Oral presentation for the Final Assessment in which the candidate presents audio (or video) tapes of his or her counselling work and discusses the work with an Examination Panel of three assessors of which one will be a Metanoia Institute staff and two will be external assessors.

Recognition

The Transactional Analysis Counselling Diploma fulfils the criteria for BACP and UKCP accreditation. Graduates holding the diploma will be eligible to apply for BACP and/or UKCP accreditation on completion of a total of 450/500 hours of counselling practice with appropriate supervision input.

ITAA/EATA accreditation: Candidates may also want to obtain the ITAA/EATA qualification in TA Counselling in which case additional hours of supervised counselling practice will be required according to international regulations and depending on the individual's previous experience.

Further TA training following the counselling course

Graduates of the TA Counselling course may continue their training by joining the psychotherapy course if they wish. The level of entry will be decided in consultation between the student, tutors and supervisors.

- A thorough grounding in the theory and practice of Transactional Analysis, including Relational Transactional Analysis psychotherapy leading to certification as an internationally recognised Transactional Analysis psychotherapist and UKCP registration;
- The establishment of high standards of ethical and professional practice;
- An understanding of TA within the wider context of other approaches to psychological therapy and mental health care.

Training programme design

The Diploma/MSc is a part-time training that takes a minimum of four years of structured learning of which the last three years contribute to the MSc. In addition, there is a dissertation module. The Diploma course and the MSc cover the same content and have the same requirements in terms of written work, personal therapy, clinical work and supervision. The MSc written work is further assessed by a second marker and moderated by the external examiner. There is an additional fee to cover the MSc processes.

Individuals who wish to enter the TA psychotherapy course midway through the programme without attending previous years may do so by showing, through the Accreditation of Prior Learning (APL) process, that they have already gained equivalent educational experience (courses workshop, etc) and or life experience. See page 5 for further details.

The foundation year is an essential part of the course and serves as a mutual assessment and preparation year preceding the long-term commitment to psychotherapy training. After the foundation year, students may opt to follow the MSc validated by Middlesex University and at this point they formally register for this degree with the university.

Each training year for the Diploma/MSc is divided into ten 14-hour modules. These modules cover the theory and practice of Transactional Analysis and the integration of relevant theories including those related to cultural diversity, human development, psychopathology, assessment and diagnosis, brief therapy, group treatment, and ethics and professional responsibilities. Also included are differential treatment planning strategies, practice and coaching in appropriate intervention skills as well as ways of evaluating effective psychotherapy, both at the micro level of intervention and at the longer-term level of outcomes over time.

Broadly, the years follow the following format:

Foundation year

TA concepts and supervised application

The foundation course is a self-contained year of theoretical and experiential training for professionals who wish to learn about, and incorporate TA as one of the helping tools in their ongoing work. The principal theories of TA and the core elements of the facilitating relationship are covered in depth, and their application to a variety of settings is explored. This year is suitable for those working in organisations, education or the wider field of mental health as well as counsellors and those wishing to train as psychotherapists.

Intermediate year/MSc year 1

Therapeutic practice in Transactional Analysis

In this year, the focus of learning is on practice. The training units are designed to respond to the needs of students as they begin to see clients under supervision. Students, with the support of their tutor, supervisor and practice manager, are invited to engage with the research question "How do I become an effective practitioner?" The structure of the units includes practical exploration of issues such as assessment, treatment planning, and the implications of short and longer term work as well as tracking the likely process of a therapeutic engagement as it unfolds over time. Supervisors are also involved in part of the unit in order to ensure that practice and theory are well integrated.

Advanced year/MSc year 2

Comparative Transactional Analysis

In this year, we explore current developmental and neurological theories which offer insight into the development of the self in relationship; and relate this to each of the major TA approaches from within the framework of relational transactional analysis. Aspects of in-depth psychotherapy such as unconscious processes are also explored including a TA approach to working within the transference relationship.



Clinical Specialisation year/MSc year 3

Transactional Analysis in the wider field: advanced clinical specialisation

The fourth year continues to explore different approaches in TA, with a particular focus on advanced Relational TA theory. It also integrates other relevant and comparable approaches applied to specific areas of work such as working with groups, disorders of the self, addictions or depression. The DSM IV is used alongside TA concepts as a basis for assessment. TA is set in the wider context of the field of psychotherapy and the cultural, social and political factors which must affect a practitioner's work.

Throughout the course, there is ongoing coaching on skills development and live supervision of practice, as well as opportunities for experimentation and discovery.

A certificate of completion is awarded at the end of each year.

Dissertation Module

This is an individually negotiated learning programme where students are prepared and supported in the completion of the written case study and oral examination. Students attend a minimum of six specifically designed exam preparation groups as they work towards their final qualification.

The final exam consists of two parts: the written exam; and the oral exam. Final accreditation is achieved through successful completion of both parts of the dissertation module.

Final examination

- The dissertation - 24,000 words - involves an extended case study with a theoretical section and a description of the psychotherapist's professional context and development in the course of training. Candidates must obtain a pass in the written examination in order to be eligible for the viva exam. Final dissertations are all double marked.
- The oral examination – an externally moderated viva of approximately one hour – forms the final stage of the process. Candidates will bring three taped segments of their work of about five minutes duration per segment.
- Students will also submit a personal training log containing a CV and log of hours and two letters of endorsement from supervisors/tutors.
- All elements of the examination must achieve a pass mark for the candidate to have an overall pass.

On successful completion of the course the MSc in Transactional Analysis Psychotherapy will be awarded by Middlesex University. Achievement of the MSc depends upon successfully completing the clinical diploma course.

If, for any reason, an MSc student decides not to complete the dissertation year and achieve the MSc, he or she may opt to accept the Middlesex University validated intermediate award of Diploma in Transactional Analysis Psychological Studies.



Name: Sean O'Dwyer

Current training year: Dissertation module

Occupation: Managing Director

Location: London

Now that I am approaching the end of the MSc in TA psychotherapy course, I feel that it has been the most challenging and rewarding time in my career. Rather than being a formal, traditional learning environment, an emphasis is placed on experiential learning and working interactively. I am mixing in the wider field of therapists and counsellors and it has now become apparent that I have made the best choice for my personal and professional development.

Metanoia's focus on developing and deepening the therapist's reflective skills enables students to engage in more effective levels of practice. The written work is more than manageable and I have been able to work full time throughout the course.

The tutors and visiting tutors are involved in advancing the cutting edge of TA practice and theory. It has been a great privilege to meet and learn with these people.

Structure of the Programme



Exam preparation

Students who are preparing for their final examinations attend a minimum of six exam preparation training days.

TA students from other programmes are welcome to join this series and the resulting exchange of ideas and approaches proves to be a very rich experience.

TA contracts

All students enter a contract with Metanoia Institute at the start of the training year. Those students who intend to take the international psychotherapy examination in TA (CTA) will sign a formal EATA TA Training Contract during the later stages of their training. Course participants may take out EATA contracts with any TA trainer (PTSTA or TSTA) they choose. This trainer will be the primary supervisor and help prepare them for examination.



Course requirements

- Formal Teaching: 140 hours per year; usually 560 hours over four years.
- Personal psychotherapy during training is a requirement. (It is also a requirement of UKCP) This is considered ethical and responsible as well as a primary avenue of learning the 'inner map' which we believe psychotherapists require in order to offer depth psychotherapy. This process has as goals: the alleviation of psychological or emotional distress; the facilitation of self-understanding and growth; as well as self-support through the demands of the training.
- Supervision: an average of one hour of supervision to six hours of client contact is our recommended ratio. All Metanoia tutors run supervision groups and provide individual supervision. Supervision with other TA trainers, especially during exam preparation, is also encouraged.
- Course Written Work: in the foundation year there are three pieces of written work (3,000 words each). One is an essay on research, one on dissertation study and one a commented transcript and tape of a short piece of counselling skills work with a peer. In the next two years there is a learning journal and also three pieces of work (approximately 3,000 words each) incorporating elements of theory, reflective practice and use of supervision. One is an essay related to a reflective inquiry that the student has undertaken in relation to their client, one is a commented transcript and tape of a short extract of work with a client, and one an account of the use of supervision. In addition, an extended case study, with theoretical discussion, forms part of the final TA accrediting examination.
- Clinical Practice: for final accreditation students must have 750 hours of relevant life or work experience. Of these, 500 must be as a psychotherapist using TA and be supervised by a TA supervisor.

Please note: Students without previous relevant training or experience will also need to arrange a mental health familiarisation placement (as per UKCP requirements).

Recognition

The TA psychotherapy training programme is recognised by the EATA (the European Transactional Analysis Association) and the ITAA (the International Transactional Analysis Association) as meeting the required training standard for people who wish to become internationally accredited TA practitioners (CTA). It is also recognised by the Humanistic and Integrative Psychotherapy College of the UK Council for Psychotherapy. The MSc is awarded by Middlesex University.

Various bodies, for example Social Services departments, hospitals, probation departments and management organisations, have recognised this course by funding staff and granting study leave.

Diploma in Transactional Analysis Psychotherapeutic Counselling



Senior psychotherapy students (third year and above) may opt to take the Diploma in Transactional Analysis Psychotherapeutic Counselling whilst working towards their Psychotherapy Diploma. As the first three years of the TA psychotherapy course share, many similarities with the modules taught on the counselling course, third year psychotherapy students may, by attending three extra days of training and successfully completing a case study (8,000 words) and viva examination, gain a Diploma in Transactional Analysis Psychotherapeutic Counselling.

Successful completion will lead to a Metanoia awarded Diploma in Transactional Analysis Psychotherapeutic Counselling. The course follows the guidelines of both the UKCP Psychotherapeutic Counselling Section and the British Association for Counselling and Psychotherapy.

Training for supervisors and trainers

TA has a structured training for supervisors and trainers, which leads to advanced accreditation (TSTA). Candidates for the TSTA examination may attend a variety of workshops. Some are specifically designed to address the examination process with coaching and supervision in the skills required and an opportunity to sit 'diagnostic' mock exams. There are also training workshops and certificate courses for supervisors and trainers which offer an integrative approach and are open to senior clinicians and supervisors from other backgrounds. On-going groups for PTSTAs offering supervision of supervision and training are also available. See page X? for details of these.

Other training workshops

Metanoia and visiting national and international tutors also provide Applied TA training workshops on a variety of topics. These are designed to respond to the stated learning interests of students. All TA workshops held at Metanoia carry Advanced Training Credits. These, and other workshops on our extensive Continuing Professional Development programme, are open to anyone at the relevant level.



“ I found Metanoia to be a friendly place and training at the weekend meant I had time to work as well as keep my other interests. It is an experience I highly recommend to whoever wants to embark on the beautiful journey of self-discovery. ”

Chrystelle Heldire, TA Graduate

Diploma in Humanistic Counselling with Optional BSc (Hons) in Reflective Therapeutic Counselling Practice



Validated by Middlesex University

Metanoia's Humanistic Counselling qualification provides an in-depth training for those wishing to take up a career in counselling. The course takes place one day a week over two years, includes theoretical input, skills training, personal development and practical experience of working with clients. As well as following the clinical diploma route, students on this course either opt, in the second year, to gain the BSc (Hons) in Reflective Therapeutic Practice, awarded by Middlesex University or the Practitioner Certificate in Reflective Therapeutic Practice.

The Metanoia Diploma in Humanistic Counselling with optional BSc, leads to qualifications that equip counsellors to practice in a variety of settings and contexts. The Diploma/Degree entitles practitioners (once they have satisfied all of the criteria required for personal accreditation) to apply for individual accreditation through the BACP and/or UKCP training routes. The Course aims to provide a supportive and stimulating learning environment, which enables the development of highly competent, ethical and reflective counselling practitioners.

Philosophy

Humanistic Counselling is fundamentally optimistic and followers of the approach work in a non-judgemental, accepting and empathic way to encourage the individuals to recognise their inner resources and strengths. There is a strong focus on the relationship between the Counsellor and Client, on self-awareness and on the potential for positive change.

The aims of the approach are to foster an environment where individuals can develop a capacity for personal growth, self-awareness, autonomy or self-direction as well as taking responsibility for their experiences and actions.

The humanistic approach emerged out of the late 1950's when psychologists and psychotherapists such as Rogers, Maslow, Moreno and May were concerned with advancing a more holistic vision, understanding the personal nature of human experience.

These visionaries were the founders of a professional association dedicated to an approach that focussed on issues such as Self and Self-actualisation, Holistic Health and Well Being, Hope and Love, Creativity and Spirituality, as well as Individuality and finding Personal Meaning.

In 1962, Maslow coined the term "third force psychology" to distinguish this third grouping that was moving away from Psychoanalytic or Behavioural traditions. Moreno was probably the first psychiatrist to put the patient or client in a centrally responsible role in his own life drama as he worked to empower the patient to do his own healing'.

This was a new and exciting departure from traditional disciplines as it was based on the belief that, in the context of an effective therapeutic relationship, clients could be in the driving seat of their own self development, growth and healing.

Gestalt, Person-Centred and Transactional Analysis counselling and therapy have consistently stood out as the most influential of these disciplines. In today's society, these therapeutic approaches continue to have relevance and are applied in diverse settings and contexts across many parts of the world.

From the early days of its development, right through to the present day, what is at the core of the Humanistic approach is the commitment to the potential for the development of all aspects of the person, and the capacity for self-fulfillment, whatever a person's history, culture and circumstances.

Humanistic Counselling works towards self realisation, ie. being all that you can be.

Entry Requirements

Metanoia's counselling courses do not require any specific academic or training qualifications at the point of entry. However applicants without any previous counselling training or relevant experience may wish to attend the Metanoia Certificate in Interpersonal and Counselling Skills Course (42 hours) either before the course commences or during the early part of the course and all applicants will need to attend an Introductory Workshop before beginning the course.

Applicants need to show that they are interested in learning more about counselling and in developing the personal and professional qualities involved in the practice of counselling or counselling skills. These include the ability to develop a high level of empathy with the client, tolerance of different value systems, a willingness and ability to cope with deep feelings and the capacity for self-awareness and self-reflection.

Application procedures

Applicants are required to attend an introductory workshop.

Applicants must complete the application form, ensuring that the introductory workshop date is completed. This must be accompanied by:

- A full CV;
- Two references, one academic and one personal;
- One passport-sized photograph.

Your application will be read by the Head of Department/Admissions Tutor to ensure that basic entry requirements have been met. You will be invited for assessment interview following attendance at the introductory workshop.

Please note: relevant application materials (e.g. copies of certificates etc.) should be submitted at the same time in order for us to process your application as quickly as possible.

Introductory workshop

The 1-day Introductory workshop gives participants the opportunity to explore the personal and professional qualities and issues involved in the practice of Person-Centred Counselling, Gestalt Therapy and Transactional Analysis. The workshop will comprise a mix of theoretical input and experiential exercise designed to give participants an overview of the Diploma in Humanistic Counselling and of what it would be like to train at Metanoia. The day, therefore, also supports the process of mutual assessment for the participant of Metanoia and for us an experience of applicants taking part in a range of group activities and individual reflection.

Aims of the Course

Specifically our aims include:

- The development of a supportive and challenging learning climate in which personal and professional development can take place.
- The creation of an environment in which differences – for example race, age, sexuality and gender – can be recognised and accounted for.
- A thorough grounding in Humanistic Counselling theory and practice.
- A thorough grounding in Reflective Practice.
- The development by students of the skills and attitudes of effective counselling.
- The development by students of the capacity to make and maintain an effective counselling relationship.
- The establishment of high standards of ethical and professional practice.

Training programme design

Applicants may follow the diploma stream of training, or opt to undertake the additional the BSc (Hons) stream. The route for both are identical, except there is a higher fee for the degree course to cover the administration of the degree process as well as extra marking and other academic requirements.

Course structure

The Diploma in Humanistic Counselling, with optional BSc (Hons) in Reflective Therapeutic Practice runs one afternoon and evening a week, over the course of 2-years. Individuals with significant previous training in Humanistic counselling may be able to enter the course midway through the programme without attending previous years if they can show, through the Accreditation of Prior Learning (APL) process, that they have already gained equivalent educational experience (courses, workshop, etc).

Year 1

The aim of this first year is to introduce the essential elements of the counselling relationship in relation to humanistic philosophy, to develop humanistic counselling theory and skills and prepare and support students as they begin to work with counselling clients. In the first term students will explore the philosophy and theory of the approach and will be encouraged to evaluate this approach in the context of other counselling theories and their

own experience. In the second term the focus will expand to actively prepare students for clinical practice and the third term will support them as they begin to work with clients. In particular students will be assisted to maximise their learning from their clinical work, so that they can both integrate humanistic theory and begin to develop themselves as effective humanistic counsellors.

Year 2

In this year, the focus for training will be on the application of theoretical knowledge and understanding to clinical practice. Issues such as working with mental health issues, bereavement and loss, gender and sexuality and power and prejudice will be explored from a humanistic perspective. Attention will also be given to a consideration of issues for the humanistic counsellor in working in time-limited and longer-term settings.

During this year, as part of either the BSc or Practitioner Certificate, students will take part in a Reflective Inquiry into their clinical practice as they engage with the research question “How do I become an effective practitioner”? Overall the aim this year is to prepare students with the necessary skills and knowledge to enter into the professional field of Counselling. This will include opportunities to integrate the philosophical, theoretical, ethical and practice elements of their learning.

Course dates

2012-2013:	17/24 September, 1/8/15/22 October, 12/19 November, 3/10/17 December, 7/14/21/28 January, 4/11 February, 4/11/18 March, 8/15/22/29 April, 13/20 May, 3/10/17/24 June
2013-2014:	16/23 30 September, 7/14/21 October, 11/18/25 November, 2/9/16 December, 13/20/27 January, 3/10 February, 3/10/17/24/31 March, 7/28 April, 12/19 May, 2/9/16/23 June

Programme requirements

Year 1

During the first year a student's ability to undertake the training will continue to be assessed. Assessment will be self; peer and tutor based and will include consideration of:

- The student's current level of maturity and stability and their capacity and commitment to engage with the course material as a whole;
- The student's level of life and work experience and ability to learn from this;
- The student's current level of self-awareness and the ability to participate in the experiential learning environment within both large and small group settings;
- The student's potential to develop a helping relationship and an awareness of how prejudice and social oppression might impact this;



- The student's ability to reflect on their learning/personal process in an ongoing learning journal;
- The student's ability to manage the academic requirements of the course and to maintain adequate private study.

Year 2

To move into the second year students will need to have:

- Completed 40 hours of personal, weekly counselling;
- Completed all relevant learning assignments from the first year;
- Successfully gained a minimum of 25 hours client contact and 6 hours of supervision since commencement of the course;
- Maintained a counselling placement in order to continue building their practice hours;
- Their application for the second year of training endorsed by their Primary Tutor;
- Maintained their learning journal and private study.

Course requirements

Formal Teaching: 210 hours per year; 420 hours over the two years

- Personal counselling/psychotherapy during training is a requirement. This is considered ethical and responsible as well as a primary avenue of learning the 'inner map' which we believe counsellors require in order to offer effective counselling. This process has as goals: the alleviation of psychological or emotional distress, the facilitation of self-understanding and growth as well as self-support through the demands of the training.

- Clinical Practice: for final accreditation students must have 150 hours supervised client contact (minimum).
- Supervision: for final accreditation students must have 35 hours of recognised Supervision (minimum). We require a ratio of one hour of supervision to six hours of client contact, more frequent at the beginning of practice. All Metanoia tutors run supervision groups and provide individual supervision. Supervision with other humanistic trainers, especially during exam preparation, is also encouraged.
- Successful completion of all written course work: In the first year assessment is by three essays in which the student discusses and reflects on his or her learning over the year. In the second year there is a 2,500 word literature review, a 7,500 word Reflective Inquiry Essay, an 8,000 word extended case study (final written exam) on a client, and a one-hour oral presentation (final oral exam).
- 70 hours of peer-group case discussion.
- A minimum of 35 case discussion hours.
- Logbook covering the duration of the training, including a personal learning journal.

Accreditation requirements

Pass grade at each of the formal taught years.

Final Examination: Attainment of pass in the written examination (case study) of 8,000 words and attainment of pass in the Oral presentation for the Final Assessment in which the candidate presents audio (or video) tapes of his or her counselling work and discusses the work with an Examination Panel of three assessors of which one will be Metanoia Institute staff and two will be external assessors.

Recognition

Successful graduates of the Metanoia Diploma in Humanistic Counselling will be eligible to apply for BACP and/or UKCP Psychotherapeutic Counselling College accreditation on completion of a total of 450/500 hours of counselling practice with appropriate supervision input. The BSc (Hons) in Reflective Therapeutic Practice is a validated by Middlesex University.

Further training following the humanistic counselling course

Graduates of the Humanistic Counselling course may continue their training by joining either the Person-Centred, Gestalt or Transactional Analysis psychotherapy course if they wish. The level of entry will be decided in consultation between the student, tutors and supervisors.

Transactional Analysis Department Staff

Head of Department

Heather Fowlie

MSc (TA Psychotherapy), UKCP Registered Psychotherapist, Certified Transactional Analyst (Psychotherapy), Teaching and Supervising Transactional Analyst (EATA), Diploma in clinical Supervision, European Certificate of Psychotherapy, MA (Youth and Community Studies), Dip Youth and Community Work.

Course Tutors

Keith Chinnock

BA (Hons), MSc (Psychotherapy), UKCP Registered Psychotherapist, Certified Transactional Analyst (Psychotherapy), PTSTA (EATA).

Sue Eusden

BSc (Hons), Diploma Psychodynamic Counselling, MA, Certified Transactional Analyst (Psychotherapy), UKCP Registered Psychotherapist, Diploma in Supervision, Teaching and Supervising Transactional Analyst (Psychotherapy).

Dave Gowling

CQSW, UKCP Registered Psychotherapist, Certified Transactional Analyst (Psychotherapy), TSTA (EATA).

Geoff Hopping

MSc (TA Psychotherapy), Certified Transactional Analyst (Psychotherapy), TSTA (EATA), UKCP Registered Psychoanalytic Psychotherapist.

Jill Hunt

Dip Counselling (SWLC), MSc (TA Psychotherapy), Post Graduate Diploma Certificate in Person-Centred Supervision, UKCP Registered Psychotherapist, BACP Registered Supervisor, CTA, TSTA (EATA).

Gun Isaksson Hurst

MSc, Certified Transactional Analyst (Psychotherapy), PTSTA (EATA), Chemical Dependency Counsellor, UKCP Registered Psychotherapist.

Cathy McGuire

BA (English literature/History), MSc (TA Psychotherapy), Certified Transactional Analyst, Provisional Teaching and Supervising Transactional Analyst, UKCP Registered Psychotherapist, Diploma in Supervision.

Karen Minikin

BA (TA Counselling), MSc (TA Psychotherapy), Certified Transactional Analyst, Provisional Teaching and Supervising Transactional Analyst, UKCP Registered Psychotherapist, BACP Accredited Counsellor and Psychotherapist.

Carole Shadbolt

MSc (Psychotherapy), UKCP Registered Psychotherapist, Certified Transactional Analyst, TSTA (EATA), CQSW, Dip App.Soc. Studies.

Suhith Shivanath

BSc, MSc (TA Psychotherapy), UKCP Registered Psychotherapist, BACP Registered Practitioner, Certified Transactional Analyst (Psychotherapy), PTSTA (EATA).

Professor Charlotte Sills

MA, MSc (Psychotherapy), PGCE, Dip. Syst. Integrative Psych., UKCP Registered Psychotherapist, Certified Transactional Analyst (Psychotherapy), TSTA (ITAA), BACP Senior Accredited Supervisor, Visiting Professor at Middlesex University.

Dr. Biljana van Rijn

DPsych (Prof), MSc (TA Psychotherapy), Graduate Psychologist (University of Belgrade), Teaching and Supervising Transactional Analyst (Psychotherapy), UKCP Registered Psychotherapist, BACP Registered Practitioner, Certified Transactional Analyst (Psychotherapy), European Certificate of Psychotherapy.

Visiting Tutors

Suzanne Boyd

BA (Hons), UKCP Registered Psychotherapist, Certified Transactional Analyst (Psychotherapy). Teaching and Supervising Transactional Analyst.

Professor Maria Gilbert

MA (Clin Psych), BA (Hons) (English), Chartered Psychologist (BPS), Registered Clinical Psychologist (HPC), TSTA (ITAA), UKCP Registered Psychotherapist, BACP Senior Accredited Supervisor, APECS Accredited Executive Coach, Accredited Member of the Society for Coaching Psychology, holds the European Certificate of Psychotherapy (EAP) and is a Visiting Professor at Middlesex University.

Ray Little

Cert. YCW, Dip. Counselling, Cert. Psychodynamic Supervision, Certified Transactional Analyst (Psychotherapy), UKCP Registered Psychotherapist.

Steff Oates

Cert Ed, BA (Hons), UKCP Registered Psychotherapist, Certified Transactional Analyst (Psychotherapy), TSTA (EATA).

All training and supervision is carried out by TA tutors at PTSTA (Provisional Teaching and Supervising Transactional Analyst) or TSTA (Teaching and Supervising Transactional Analyst) level.

Administration Staff

Academic Co-ordinator for the programmes

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