



## Teaching of psychotherapy

### What I teach:

I am Provisional Teacher and Supervisor of Transactional Analysis (PTSTA) in Psychotherapy field. I run different workshops, connected to basic and advanced TA theory and practice. I also conduct workshops for specific topics in psychotherapy, not connected just with TA – such as Trauma, Depression and anxiety, Existential anxiety (for this workshop please find description file on this website), Psychotherapy with teenagers and young people, Creative techniques in psychotherapy, Shame... I can say for myself that I am creative in preparing workshops and I also use a lot of different creative techniques and methods to achieve workshop`s goals.

### To whom:

I can prepare different lectures and workshops for students and practitioners of psychotherapy, school counsellors and counsellors in different fields of social care.

## Methods of learning

Workshops usually include theoretical presentation of the material, an experiential exercise connected with the material and discussion on the experience and theory presented:

1. Didactic lectures (such as ego-states theory);
2. Discussions on the concepts or personal experiences;
3. Experiential exercises (individual, in pairs or in small groups);
4. Leading the process group;
5. Supervision and discussion of clinical cases and therapy tapes which the trainees bring to the training;
6. Using videos of psychotherapy sessions and therapy tapes which are relevant to the specific workshop;
7. Individual therapy in the group (in psychotherapy marathons).

## My theoretical understanding of the teaching and learning process

I have found that the concepts of TA fit exceptionally well with my academic education in Pedagogy and Sociology of Culture. As a pedagogue, I believe into the power of learning and the change it can bring. What is more, I believe this is where the humanistic approach of Pedagogy meets the fundamentals of TA. To provide an example: Carl Rogers' (Rogers and Freiberg, 1994) belief that people are basically good coincides with Berne's concept of »I'm OK, You're OK«. As a sociologist of culture, I have learned about the different views on religion, art, social relations, society systems and social anthropology. I have found that this knowledge helps me when I work with clients who are of a different nationality or religious belief than me, who have a different view on certain things or the world per se, and who express their views in a manner to which I am not accustomed or familiar with. This seems to be of vital importance when it co



mes to adult learning. During all four years of my university study of Pedagogy, we explored the different theories of learning. This is why in addition to the humanistic, I am also familiar with the liberal, progressive, technological and radical (Napper and Newton, 2000) approaches to learning, which I incorporate into the practice of my TA training and other lectures, workshops. Moreover, I am well acquainted with the field of Andragogy, as my first apprenticeship was connected with adult education. In my work with adults, the following factors are important to me (Krajnc, 1997; Knowels and Swanson and Holton, 2011):

- **The motivation factor.** Most adult learning is voluntary and there are several areas that serve as sources of motivation for adults, for example community welfare, social relationships, expectation achievement, prestige, acquisition of knowledge.
- **The control factor.** Adults have an innate need to have some mastery or control over their own lives. They need to be self-directed and take responsibility for themselves (active rather than a passive role).
- **The experience factor.** Adult learners have already experienced a wide array of training, beginning at home, then in school, and then perhaps in various jobs. Some of those experiences have been positive and others not. Consciously or unconsciously, adult learners tend to link new learning to what they already know.
- **The goal factor.** Adults enter education with a specific goal in mind. They want to be able to apply what they have learned as soon as possible (information to be presented in a well-organised manner).
- **The diversity factor.** Adult learners vary greatly from one another in terms of experiences and age. The variety they bring to the classroom can greatly enhance the learning environment. By using collaborative efforts and group discussion or projects, adult learners can all benefit from their shared experiences.
- **The habits factor.** Adult learners may come into the classroom with behaviour patterns that are contrary to what we will be presenting. Their opinions about certain subject matter may not always be productive or appropriate, but should be recognised as important.
- **The ageing factor.** The speed of learning tends to decrease with age, but the depth of learning increases. While it may take us longer to learn as we get older, we do grasp what is learned at a deeper and more relevant level. Other physical factors should be considered as well.
- **The relevance factor.** Adults must be able to identify the reason for learning something. It must be applicable to their personal or professional lives if it is to be of any value.
- **The change factor.** While some adult learners are motivated by change, others tend to resist it. Learning usually involves changes in attitudes, actions, and behaviours and that can cause some learners to become suspect.
- **The respect factor.** All students deserve respect; adult learners expect and demand it.

Andragogy strongly emphasises the value of the learning process, using problem-based and collaborative approaches to learning rather than didactic ones. Moreover, it puts greater weight on the equality between the teacher and the learner. As a TA trainer, I like to be receptive to the differences between the trainees and be open to hearing about their experiences. For the trainees, I wish them to acquire psychotherapy knowledge that can be efficiently put to use and placed into their frame of reference in a way that would benefit them and their clients the most, whilst complying with the ethical principles of psychotherapeutic practice. Furthermore, I wish the trainees would learn to view what I teach them with some critical distance and use constructive criticism when needed. As a teacher, I spend more time on facilitating learning in an efficient and interesting way by using different methods. I prepare my presentations to meet the needs of every learning style.