THE TRAINER, EDUCATION AND PRACTITIONER (TEP) JOURNEY

This journey begins after a person has become certified as a Certified Practitioner (CP). A CP who has formally enrolled in the process to become a TEP is called a PAT (Practitioner Applicant For Trainer) and uses the initials C.P., P.A.T.

The enrollment forms and materials for the PAT are found elsewhere on this website. The journey begins with the CP selecting a TEP to be the primary trainer for the PAT process. Only those individuals who are certified as trainers, educators, practitioners (TEPs) can serve as Primary Trainers for individuals seeking certification as a trainer in psychodrama, sociometry and group psychotherapy. Some practitioner applicants for trainer (PAT) continue study with the same certified trainer who guided them through the practitioner certification, while other PATs choose a new Primary Trainer.

Together, the CP and TEP develop an initial training plan for the PAT Journey that encompasses three years of supervised training and education experience. After developing this plan it is submitted for approval to the American Board of Examiners.

Applications for the PAT process may be submitted anytime between January 1st of and July 15th of each year. Upon receipt of the PAT application materials the CP is formally admitted to the PAT process. Thereafter a yearly update is due each July 15th.

Sometimes a person who has enrolled in the PAT process finds that the journey is too difficult or not enjoyable and that person can resign from the process and maintain good standing as a CP. If a person enrolled in the PAT process encounters difficult personal or professional obstacles the Board can arrange for a leave of absence or an extension of time so that the PAT can successfully complete the process.

Trainer's Responsibilities to PAT

The Primary Trainer serves as a mentor who provides consultation to the PAT trainee as she/he develops training and educational experiences in psychodrama, sociometry, and group psychotherapy. The principles of co-creation and the model of adult learning guide the relationship over the three years of progressively responsible and independent training conducted by the PAT trainee. The role relationship is one of a mentor and consultant and PATs develop their own style and expertise as a TEP.

The Primary Trainer guides the PAT through the three years of supervised training and education experience through an individualized training plan that is approved by the American Board of Examiners each year. The trainer provides input to the overall three year plan and completes an annual evaluation and update with the PAT, which is then reviewed by the Board. The PAT must have completed and must maintain this application with the Board until the PAT has been certified as a TEP.
PAT's Responsibilities

The PAT is responsible for regular and routine communication with the primary trainer and with informing the trainer of any impairments or obstacles occurring in the process. The PAT is responsible for preparing and submitting all documentation and renewal materials to the Board in a timely manner and with adequate time for oversight and verification from that PAT’s primary trainer.

The PAT is responsible for informing consumers of services of the certification process, requirements and of the role of the PAT in the certification process. It is particularly important to remind students that a maximum of 160 hours of training can be counted from all PATs' towards the required 780 hours of training for practitioner certification. It is also important to inform students that a PAT can neither be a primary or a secondary trainer.

Consultation

The Primary Trainer provides close consultation to the PAT for the first 144 hours of training conducted. The PAT must obtain a minimum of 48 hours of consultation for the first 144 hours: 3 hours of training to 1 hour of consultation. If more training workshops are offered during the three years, consultation is expected at the minimum ratio of one hour of consultation for every eight hours of training. The PAT must continue to receive consultation for all workshops offered for credit until the PAT has successfully passed both the written and the on-site examinations.

Consultation happens when the focus for the session between TEP and PAT is on developing, conducting, and evaluating training and education workshops conducted by the candidate. Consultation can include, but is not limited to:

- Development of the role of trainer and how it differs from practitioner
- The process of starting training groups and workshops
- Developing areas of training expertise and/or specialization
- Enhancing the use of psychodrama methods for the purpose of training
- Using sociometry to build a certification training group
- How to provide supervision and resolve difficulties with students

Additionally, the Primary Trainer provides consultation and support around the examination process, including record keeping and maintenance of yearly updates.

The Primary Trainer is responsible for promoting more independence and responsibility for the training conducted by the PAT. Some TEPs provide initial on-site consultation by conducting workshops with the PAT. Consultation can also be conducted one on one, on the phone, or though audio-video communications.

Many PATs seek consultation with a Secondary Trainer in an area of competency that adds to what the Primary Trainer provides.
Training conducted by the PAT

As the PAT demonstrates training skills and personal maturity, she/he is encouraged to provide workshops in a more progressively responsible manner.

There are many types of training conducted by the PAT that can be credited with the Board. Training conducted by a PAT can range in format, content, participants, time, etc. For example, some PATs start off knowing they want to develop a long-term group for certification as their major goal as a TEP. Other PATs conduct staff development training using psycho-drama techniques to resolve interpersonal working relationships or to teach assertiveness training. Training modules range from brief demonstrations of psychodrama, sociometry and group psychotherapy to residential workshops that span a weekend or longer. Training can focus on a particular area of interest or the broader knowledge needed to provide certification training.

PATs may give 160 hours of training to any one individual student that applies toward practitioner certification with the Board. A student may attend more training than that with the PAT, but further hours cannot be counted for certification credit. PATs cannot serve as Primary Trainers or Secondary Trainers for students seeking practitioner certification.

The PAT is responsible for maintaining accurate records of students who attend training conducted by the PAT.

Professional Development

The central point in adult professional development requirements for PATs is to execute a long range plan for continuing education as part of the overall training plan for consultation. Professional development is more than just extending knowledge in psychodrama, sociometry, and group psychotherapy. Taking a course in chemical dependency, hypnotherapy, a workshop on "advanced sociometry" or Playback Theater are all examples of professional development. Taking a licensing exam is not professional development, but taking a test preparation course could be. Professional development generally includes workshops, classes, seminars, and training in which the PAT is the student. As part of the overall plan, personal therapy may be included as professional development if so determined by the PAT and the Consulting Primary Trainer. However, the PAT may only count 25 hours of the personal therapy towards the 100 hours required.

Professional development does not ordinarily include presentations and papers delivered at conferences (this is considered training): Articles and books published can be counted towards the 100 hours required, but not for more than 15 hours. Professional development does not include the incidental development of one’s career or practice.

The Journey's End

The successful completion of the journey ends when the PAT has completed the three years of progressively responsible education, consultation and training workshops and has been endorsed for certification as a TEP by a primary trainer, secondary trainer and third endorser. The PAT submits those materials to the Board and upon review is admitted to the TEP examination process. The journey concludes when the PAT has successfully passed both the written and the on-site examinations.