



Crossfields Institute

Quality Mark Programme Guide:

Responding to AI in Therapy: A Developmental and Transpersonal Approach

Endorsed by

Crossfields Institute 
Qualifications | Education | Development



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Quality Mark Programmes

This is a Crossfields Institute-endorsed Quality Mark programme.

A Quality Mark programme is subject to regular Crossfields Institute reviews in which systems and processes underpinning the delivery of the programme are monitored.

Crossfields Institute has approved the centre responsible for hosting and/or delivering the Quality Mark programme. The approval is based on an initial centre approval process followed by annual reviews. The reviews represent the monitoring of good practice and an opportunity to provide ongoing support to the centre responsible for delivery.

The centre that delivers the Quality Mark programme is required to work in partnership with Crossfields Institute to ensure that participants have the best possible experience whilst on the programme and that every person is treated fairly. The centre is responsible for providing appropriately qualified and suitably experienced staff and a learning environment that is conducive to the programme. Crossfields Institute reviews all appropriate processes, procedures and policies and supports the centre by providing appropriate resources.

Participants that successfully complete a Crossfields Institute-endorsed Quality Mark programme receive a certificate. This represents successful completion of the programme and its requirements where applicable. The Quality Mark programme is not a Crossfields Institute qualification.

Centre Information

The British Transpersonal Association (BTA) is a specialist training organisation dedicated to the development and application of transpersonal psychology in contemporary practice. Since 2019, the BTA has delivered structured training programmes for practitioners working in therapeutic, coaching, educational and advisory roles.

The BTA's approach integrates psychological, developmental and experiential perspectives, with a particular focus on meaning-making, identity and human consciousness. Its programmes are designed to support practitioners in working with aspects of experience that extend beyond purely cognitive or protocol-driven approaches.

Crossfields Institute

Crossfields Institute is an awarding organisation specialising in holistic and integrative education and research. The Institute develops specialist qualifications and programmes that aim to support the development of autonomous learners with the intellectual rigour, practical skills, social responsibility and ability to think creatively and act decisively.

Our ethos is to promote education, professional and personal development that provides people with tools to creatively engage in social, ethical, ecological and spiritual questions. We research and create opportunities which inspires the individual to engage their potential; develop

situational awareness, independent thinking, emotional intelligence, imagination, self-knowledge and the capacity to consciously take action. We believe that realising human potential is the transformative solution to a fairer, more caring and environmentally sustainable world.

Information about our work can be found on www.crossfieldsinstitute.com

Programme Information

Advances in artificial intelligence (AI) are beginning to reshape aspects of psychological practice. In particular, AI systems have demonstrated increasing effectiveness in structured, protocol-driven approaches such as Cognitive Behavioural Therapy (CBT), raising important questions about the future role of the practitioner.

Alongside this, individuals are increasingly engaging with AI tools for reflection, emotional processing and self-guided inquiry. This emerging behaviour presents both opportunities and challenges for practitioners, including issues of dependency, misinformation, boundary ambiguity and the reinforcement of unverified beliefs.

This programme is designed to support therapists in critically understanding these developments and responding appropriately in practice. It introduces a developmental and transpersonal perspective as a framework for engaging with aspects of human experience – such as meaning, identity and consciousness – that are not fully reducible to structured or algorithmic processes, including approaches that work with metaphor, emergence and lived experience beyond structured or algorithmic models.

The programme also engages with contemporary philosophical discussions suggesting that AI systems rely on pre-existing human intellectual and moral frameworks, raising questions about the cultivation of judgement, reflection and depth in an AI-mediated environment.

This shift is not theoretical; it is already present in therapeutic settings, where practitioners are encountering clients who are actively using AI in their reflective and emotional processes.

Programme Structure

- **Week 1 - The emergence of AI in psychological practice**

Recognising the shift

You begin by exploring what is already changing in the field. Not as theory, but as something many practitioners are already sensing – clients reflecting differently and sometimes turning to AI as a form of support.

This week brings that into awareness.

“Something is changing ... and I’m already part of it.”

Content:

- Overview of AI in therapy
- Effectiveness of AI in structured approaches (e.g. CBT)
- Distinction between protocol-driven processes and emergent, experience-led processes

Focus: Understanding what aspects of therapy are being automated and why.

Learning activity: Comparative analysis of structured therapeutic models and AI-assisted interaction.

- **Week 2 – Client engagement with AI**

Seeing it in practice

You begin to recognise how this is already showing up in your work. Through real scenarios, you'll explore how people are already using AI for reflection, emotional processing and self-guided inquiry – and how this may already be influencing your sessions.

"I've encountered this ... but I'm not sure how to respond."

Content:

- Forms of AI use:
 - Journaling and reflection
 - Emotional support
 - Exploratory dialogue with AI
- Accessibility and appeal of AI tools

Focus: Recognising how AI is already present in client experience.

Learning activity: Case scenarios exploring different patterns of AI use.

- **Week 3 – Ethical and professional challenges**

Navigating the complexity

As the picture deepens, so do the questions. What happens when a person begins to rely on AI? What are the risks, the ethical tensions and the grey areas that don't yet have clear answers? Rather than offering quick solutions, this week helps you sit with – and understand – the complexity.

"This is more nuanced than I realised."

Content:

- Risks:
 - Dependency and over-reliance
 - Misinformation and hallucination
 - Reinforcement of maladaptive, unverified or potentially delusional beliefs
- Boundary and responsibility issues

Focus: Developing ethical clarity in AI-informed practice.

Learning activity: Scenario-based discussion – practitioner responses to AI-influenced client material.

These challenges are explored not only as abstract ethical concerns, but as real situations emerging within therapeutic relationships.

- **Week 4 – Limits of cognitive and algorithmic models**

Understanding the limits

At this point, a key distinction begins to emerge. You explore where AI is effective – and where it reaches its limits. In doing so, a deeper question arises:

“If some aspects of therapy can be automated ... what remains uniquely human?”

Content:

- Strengths and limitations of CBT
- Automation of structured therapeutic processes
- Distinction between symptom reduction and meaning-making
- Introduction to hemispheric modes of attention (after Iain McGilchrist) and their relevance to AI and human cognition

Philosophical integration:

- The proposition that AI relies on pre-existing human intellectual and moral frameworks
- Consideration of whether capacities such as judgement, discernment and depth can be generated by AI or must be developed independently

Focus: Understanding the limits of algorithmic approaches, including differences in hemispheric modes of attention and their implications for practice and how these modes relate to different forms of therapeutic engagement

Learning activity: Critical reflection on cases where cognitive approaches are insufficient.

- **Week 5 – A developmental and transpersonal perspective**

A different depth of practice

Beyond cognition and technique, you explore the role of meaning, identity and development – aspects of human experience that cannot be reduced to structured processes. This introduces a developmental and transpersonal perspective, not as an alternative to therapy, but as a deeper layer of it.

“There is another level to this work.”

Content:

- Introduction to developmental perspectives in psychology
- Transpersonal concepts – meaning, identity and consciousness
- Overview of the seven transpersonal stages including consideration of meaning, identity and human development beyond cognition, informed by contemporary research into spirituality and psychological development (e.g. Lisa Miller, Cassandra Vieten)
- Introduction to AIME (Aspects-Into-Metaphor-Emergence) as an experiential, non-algorithmic approach to meaning-making and emergent understanding

Focus:

Positioning transpersonal psychology as a framework for engaging with non-reducible aspects of experience.

Learning activity: Reflective exploration of meaning-making processes.

This includes working with metaphor, meaning, identity and developmental process – dimensions that are not reducible to structured or algorithmic models.

- **Week 6 – Integration: Practitioner response in the age of AI**

Integrating your response

In the final week, the focus returns to practice. How do you respond when a person brings AI into the room? How do you hold your role as a practitioner in this changing landscape? You leave with a clearer sense of your own position – not in opposition to AI, but in relation to it.

“I don’t need to compete with this ... I need to work differently – including how to respond when clients bring AI-generated insights, reflections or narratives into the therapeutic space.”

Content:

- Responding to client use of AI in practice
- Maintaining relational depth and ethical presence
- Practitioner identity and future orientation
- Applying AIME-informed principles (e.g. working with metaphor, attention and emergent meaning) including when responding to AI-influenced client material

Focus: Integrating learning into a coherent professional stance.

Learning activity: Reflective exercise – “My approach as a practitioner in an AI-informed landscape.”

By the End of the Programme ...

You won’t just understand the impact of AI on therapy. You will:

- A clearer sense of your role
- Greater confidence in responding to AI-influenced clients
- A deeper understanding of where your work remains uniquely human

Teaching and Learning Methods

- Lectures and guided input
- Case study analysis
- Scenario-based discussion
- Reflective exercises
- Guided experiential exercises exploring metaphor, attention and meaning-making processes
- Paired or small-group practice activities to support applied learning
- Group dialogue

Mode of Delivery

This programme is delivered fully through online sessions.

Assessment

- **Reflective Analytical Assignment (1500-2000 words)**

Title: *Critically evaluate the impact of artificial intelligence on psychotherapy and discuss how practitioners can respond to its limitations using a developmental or transpersonal perspective.*

The assignment should demonstrate:

- Critical understanding of AI use in psychotherapy
- Engagement with ethical and professional considerations
- Integration of theoretical perspectives
- Reflection on experiential learning within the programme, including engagement with metaphor, meaning-making or emergent processes such as AIME
- Reflective depth and clarity
- Application to practice

This assignment is designed to integrate conceptual understanding with reflective insight drawn from participation in experiential learning activities.

Indicative Reading

- Contemporary research on AI and psychotherapy
- Literature on Cognitive Behavioural Therapy (CBT)
- McGilchrist, I. *Hemispheric Theory and Modes of Attention*
- Miller, L. *Spirituality and Neuroscience*
- Vieten, C. *Spiritual Competencies*
- Contemporary philosophical discussions on AI and cognition

Progression

This programme provides a foundation for further study in developmental and transpersonal approaches to psychological practice, including progression to extended practitioner training.

Positioning Statement

This programme does not position AI as a replacement for psychotherapy, but as a catalyst for re-evaluating the scope and focus of psychological practice. It supports practitioners in identifying which aspects of their work may be subject to automation, and which require deeper engagement with meaning, identity and human development.

In doing so, it highlights a distinction between structured, protocol-driven processes and forms of practice that depend on human attention, relational presence and emergent understanding. The programme introduces a developmental and transpersonal perspective to support practitioners in working with aspects of experience that are not reducible to algorithmic models.

Programme Topics

Responding to AI in Therapy: A Developmental and Transpersonal Approach

Approximate learning hours required to complete this topic:

36 hours

This topic consists of:

- 12 hours – 6 weekly online classes (2 hours per week)
- 18 hours – Independent study, including review of course materials and online engagement
- 6 hours – Written assignment

Aims of the Programme

- To examine the impact of AI on contemporary therapeutic practice
- To explore how clients are increasingly using AI as a form of psychological support
- To develop critical awareness of ethical and professional challenges associated with AI-assisted engagement
- To introduce a developmental and transpersonal framework for understanding non-algorithmic aspects of human experience
- To introduce AIME (Aspects-Into-Metaphor-Emergence) as an example of an experiential, non-algorithmic approach to working with meaning and human development
- To support practitioners in adapting their approach in response to technological change

Learning Objectives

Participants will be able to:

1. Critically evaluate the role of artificial intelligence in psychotherapy, including its effectiveness and limitations in structured approaches such as CBT
2. Analyse how individuals are using AI as a tool for reflection, emotional processing and meaning-making
3. Evaluate ethical and professional considerations related to AI-assisted engagement, including risks of dependency, misinformation and boundary ambiguity

4. Demonstrate understanding of developmental and transpersonal perspectives as frameworks for engaging with meaning, identity and consciousness beyond cognitive models
5. Apply appropriate practitioner responses to scenarios involving client use of AI in therapeutic contexts
6. Demonstrate introductory understanding of AIME (Aspects-Into-Metaphor-Emergence) as a framework for engaging with metaphor, meaning and experiential processes in practice
7. Reflect critically on their own professional role and orientation in relation to emerging technological developments

Evaluation task

Reflective analytical assignment (1500-2000 words). See page 8 for more information.

This assignment, and the programme as a whole, is graded as pass/fail. All learning outcomes must be met.

AIME (Aspects-Into-Metaphor-Emergence)

AIME is an experiential framework for engaging with human experience beyond purely cognitive or structured approaches. It is based on the principle that meaning is not only constructed through analysis, but can emerge through attentive engagement with lived experience.

This approach is informed by established methods such as micro-phenomenology (as developed by Claire Petitmengin), in which the programme lead is trained, and Jungian Active Imagination, integrating phenomenological precision with symbolic and imaginal exploration.

This approach involves three broad movements:

- **Aspects** – identifying elements of experience (e.g. thoughts, feelings, sensations, images) without premature interpretation
- **Into** – guiding attention into these aspects to deepen awareness and contact with experience
- **Metaphor** – allowing symbolic or imaginal representations to arise from the experience
- **Emergence** – recognising new insight, meaning or shifts that arise organically through this process

Within the context of this programme, AIME is introduced as an example of a non-algorithmic, experiential approach to working with meaning, identity and consciousness. It is not taught to a level of professional competence or as a primary modality, but is included to illustrate forms of practice that cannot be fully replicated by structured or AI-driven processes. Development of applied competence in this approach forms part of extended practitioner training (Level 6) beyond the scope of this programme.

Participants will have the opportunity to engage with elements of this approach through guided experiential exercises, supporting direct exploration of metaphor, attention and emergent meaning within a structured and facilitated context.