

New Life Members Honored

by Gordon Hewitt, ITAA President

Three long-serving members have been granted life membership in recognition of their pioneering work in spreading transactional analysis around the world. They are Father George Kandathil of Kochi, South India; Dr. Ian McDougall of Wellington, New Zealand; and Dr. Leonard Schlegel of Switzerland. This honor was granted to these members at the ITAA Membership Meeting in Utrecht.

Father George Kandathil is popularly known as "Father" in South India, not only because he is a Catholic priest, but also because he is considered the "father" of the transactional analysis movement in India. While studying pastoral counseling at the Graduate Theological Union in Berkeley, California, Father George went to a lecture on transactional analysis by Muriel James. He and Muriel quickly developed a deep connection that resulted in a trainer/trainee relationship. Father George became an ITAA Teaching Member and returned to India 1971. He gave the first seminar on transactional analysis in Trivandrum, the capital of Kerala, which included participants from all walks of life. In 1973, Dr. Arthreya, a well-known management consultant, organized a transactional analysis seminar in Mumbai for the chief executive officers of 33 corporate organizations, an event that marked the momentum transaction-

al analysis had developed in India. That same year Father George founded ICTA (Institute for Counselling and Transactional Analysis). The first advanced training group was started at ICTA in 1989, and Sr. Annie Maria was the first trainee from there to be certified. In 1993 another set of six trainees became Certified Transactional Analysts. From then on, transactional analysis training spread throughout South India. At present, most



Fr. George Kandathil



Dr. Ian McDougall



Dr. Leonhard Schlegel

of Father George's trainees are trainers, and the seed sown by him has become a mature tree with branches spreading far and wide. And "Father George" still holds the revered position of "father" of transactional analysis in south India.

Dr. Ian McDougall trained and practiced as a psychiatrist in New Zealand. In the early 1970s he attended Mount Madonna and trained in transactional analysis with Bob and Mary Goulding. On his return to New Zealand

he set up a transactional analysis training group. Some of Ian's trainees have since set up training courses in all the main centers in New Zealand, and in more recent times their trainees have set up their own training courses or become tutors in those already running. Ian is, therefore, truly the grandfather of transactional analysis in New Zealand. Ian has read widely in the general fields of psychiatry and psychology as well as within the transactional analysis literature, and his wisdom and advice have always been valued in the transactional analysis community, long after he himself stopped training people. New Zealand probably has more qualified transactional analysts per capita than any other country, and this is largely Ian's doing.

Dr. med. Leonhard Schlegel has been a lecturer, psychiatrist, group psychotherapist, and the author of many articles and books, including some on transactional analysis. He has done outstanding work to further transactional analysis training and transactional analysis research in Germany, Switzerland, and more widely in Europe. His contribution has already been recognized by many awards, including the EATA Gold Medal and the Eric Berne Memorial Award, the latter of which was presented to him this past July in Utrecht. We are pleased to add to these well-deserved awards and to recognize his outstanding contribution to transactional analysis in Europe by granting him life membership in the ITAA.



James Allen Chosen ITAA President-Elect

James Allen, MD, has been elected ITAA president-elect. He takes office in January 2003 and then will become president in January 2004. Jim has been involved in the organization for many years and is well known for his many publications. In fact, the ITAA will soon publish a volume of selected articles by Jim and his late wife, Barbara Allen. (Vote tally: Allen 297, Steiner 150)

The other successful candidate in this year's election was Denton Roberts, who has been elected secretary. He will take up this position in January 2003. (Vote tally: Roberts 233, Salters 204)

Fanita English was unopposed in her bid to become vice-president of development because Sari van Poelje withdrew before voting began. In addition, Servaas van Beekum was elected unopposed as vice-president of training and certification.

At its meeting in Utrecht, the ITAA Board of Trustees appointed Jan Hennig as one of the two European representatives after Claudie Raymond resigned before taking office.

As president, I want to extend my congratulations to the successful candidates and wish them well during the time they hold office. To the other candidates who ran, I thank you on behalf of the entire organization for standing for office.

In addition, the proposed bylaws changes were all approved, as shown in the chart below.

—Gordon Hewitt, ITAA President

BALLOT RESULTS ON BYLAWS CHANGES

	Yes	No
Approve All Bylaws Changes	350	6
Amendment 1	51	7
Amendment 2	36	21
Amendment 3	46	11
Amendment 4	53	4
Amendment 5	45	6
Amendment 6	44	14
Amendment 7	46	8
Amendment 8	47	6
Amendment 9	46	7
Amendment 10	51	3
Amendment 11	46	10

Ukrainian Association Opens New Center

by Nadyezhda Ivanovna Spassenko

Two exciting events inaugurated the new Ukraine Association Transactional Analysis (UATA) Training and Consultation Center in Kyiv this summer.

The first was made possible through additional help from the ITAA's Eric Berne Fund for the Future, which granted the travel costs to bring Valerie Lankford, TSTA-ITAA, and Stephen Karakashian, CTA-ITAA, for a repeat visit in July 2002. The second was Mary

Goulding's historic teaching visit in August, which she generously fit into her European travel itinerary.

The participant evaluations of the first teaching-psychotherapeutic marathon event with Valerie and Stephen in July 2001 testified unequivocally to the value and desirability of enriching the ongoing transactional analysis training program in the Ukraine with visits by world-class specialists in transactional analysis. About half of last year's participants took part in this year's four-day marathon, and the

trainers saw clearly the progress they had made in the course of the intervening year of regular training with Vladimir Yevgenyevich Goussakovski, PTSTA-EATA, from St. Petersburg. The program also included participants of the three new transactional analysis 202s that began in the course of the year. The trainers noted the solid professional quality and the enthusiasm for learning of all the participants.

This year the participant evaluations testified to the value and desirability of repeat visits by the same transactional analysis specialists. Knowing the trainers' way of working helped participants enter the flow of work more quickly and effectively, and the friendliness engendered by the year-long acquaintance was much appreciated and also contagious to new participants. In addition, one of the most useful elements in Valerie and Stephen's work, in the estimation of participants, was their ability to continue communicating through differences of approach and emphasis while at the same time continuing to move the group through both therapy and teaching moments. Convincing participants that such skill is attainable is achieved mainly through live demonstration, and the impact on many who attended was permanent.

The evaluations also testified to the value of the new Training and Consultation Center in helping to create a sense of family in the transactional analysis community here, which now includes ongoing TA 202s in four different



Ukrainian participants in the seminars on rededication therapy gather with the translator, Vladimir Danchenko, Mary Goulding, and UATA President Nadyezhda Ivanovna Spassenko (seated on chairs) to record Mary's historic visit.

continued on page 5

My Time with Jacqui Schiff

by Ken Mellor

Chuck Olson, Jacqui Schiff's son, agreed to read the following paragraph on my behalf at her memorial service in California on 11 August:

Jacqui's influence on me was so far reaching that I find it impossible to describe. Because I changed fundamentally while living, working, and training with her for two brief years, everything I have lived since then was affected by her. I bless the day I wrote to her and she invited me to come and train with her at Cathexis Institute. My heart is full of gratitude as I think of all she made available to me and of her personal commitment to my well-being and growth. I thank her for her great generosity, her courage, her commitment to understanding, and her zeal in dealing with what was really going on. Rarely easy to know deeply and often a challenge personally, her unique style created a fire that could temper the steel in all who stayed near enough to benefit—and I thank her for this, too. She was a real trailblazer and I feel sure that all gathered here to remember her and tens of thousands of others are the richer because of what she dedicated herself to in her life.

I remember that it was 5:45 pm one day in early December 1973. I had flown for 20 hours from Melbourne to San Francisco, and because of a quirk in international time, I set foot for the first time on American soil 15 min-

utes before I left Australia. I was taken to "the Cathexis School" in Oakland. The school was part of the Cathexis Institute, the transactional analysis training institute. I was to train and work there for almost the next two years. At the school, a small suburban house, I was left alone in the front room for about an hour, during which I tried to collect myself. Having traveled halfway around the world to train with someone for at least a year, I was keen to be at my best when we met.

When several people emerged from a nearby doorway, I scanned each one, looking for Jacqui. My fantasy was

of a powerful woman with great presence, a fantasy partly cultivated as I read *All My Children*, her account of her early work with schizophrenic individuals. She had also impressed me with her quick response to my request for training, in which I had said virtually nothing about myself. Her immediate reply was, "By all means come and will you send me some information about yourself?" I came to know that this was typical of her. She was prepared to make herself available sight unseen to almost anyone, confident that she could deal with whatever arose. I replied just as quickly saying that I would come. It was only after this that I read *All My Children* and began to wonder what I had gotten myself into!

In those days, it was revolutionary to ask schizophrenic and other very disturbed people what was going on with them and what they needed. Commonly, the professional staff decided what was good for "patients" and then imposed selected treatment regimes on them. The notions of making contracts with people who desperately needed help and genuinely respecting them as people were almost unheard of. In contrast, Jacqui's book outlined how she helped very disturbed people learn to live normally without the use of medication and by responding to their real needs. She discovered these needs by talking to the "kids" themselves, "kids" who were almost all adults. She asked them, listened to what they had to say, decided how to act to take account of that, and then acted accordingly. She also had a genius for reading the text behind the overt. What she did became known as reparenting and was both unorthodox and effective.

Thus, I already had the image of a giant of a woman, someone who stood out from current trends and arrived at creative, innovative, and wonderfully effective ways of helping very needy people. So, when I was finally invited into the room to meet Jacqui, I was full of anticipation.

I walked in and stood beside someone I thought was a group member next to me just near the door. She had thick, wheat-colored hair to her shoulders, wore glasses, was obese, only came up to my ear (I am 5½ feet), and looked pale and tired. Searching around for Jacqui, I found only a few others there. Then a high-pitched, childlike voice from right beside me said, "You must be Ken." Talk about a double take! Doing my best to hide my surprise, I said that I was and in that moment we cemented the most significant relationship up to then in my life.

The next 20 months were kaleidoscopic. I loved almost every aspect of my experience at Cathexis, and my learning curve was vertical. Jacqui offered me opportunity after opportunity to grow and develop. Her generosity amazed me because I came from a much less emotionally abundant background. For example, in my early thirties when I arrived in

"My hope is that her passing will stimulate a celebration of her contribution to transactional analysis and to the treatment of people with severe disorders."

Questioning Jacqui Schiff's Work

by Pat Crossman

Jacqui Schiff is dead.

However, the body of her work—known as reparenting or the Cathexis school of transactional analysis and described in the books she coauthored—survives and has been passed on to her followers. I contend that the theories she taught concerning the nature and treatment of mental illness—theories accepted by her followers as essential truths that are invulnerable to criticism and based on scientific research—*have no basis whatsoever in real science*. In fact, not only are her notions unscientific, but they have been responsible for gross patient abuse.

I would like to address three of these assumptions.

1. *The theory of parental culpability, which states that negative parental injunctions cause schizophrenia or hebephrenia* (the term Jacqui Schiff preferred to use). Therefore, contact with the birth family is strongly discouraged. However, current medical opinion would suggest that schizophrenia is a brain disease, often amenable to medication. Family involvement is *encouraged*. The term hebephrenia is rarely even used these days.

2. *The theory of reparenting through regression claims that the biological clock can be reversed*. In other words, it is possible to regress people back to the real, historical child or baby they once were and then reparent them back to adulthood. This assumes that ego states are real historical entities residing somewhere in the cerebral cortex and can be manipulated and/or removed. Much credence has been given in transactional literature to the work of Wilder Penfield, the Canadian neurosurgeon who assumed that the occasional "flashbulb" effects reported by his epileptic patients during electrical stimulation of the temporal lobes were real historical memories, and that these were stored somewhere in the brain (see Steiner, 2002).

However, over the last 50 years, and with greater understanding of how memory works, Penfield's findings have been challenged. Current understanding is that these "flashbacks" were no more than brief hallucinations and of little significance (see Neisser, 1982; Rosenfield, 1988). In any case, Penfield never worked with nonepileptic patients, and out of 520 patients who received electrical stimulation, only 40 produced "experiential responses." It is from these data that Lawrence Kubie, psychoanalyst, colleague, and mentor of Eric Berne, enthusiastically raised the speculation that "repressed" memories could now be accessed and age regression achieved "under the influence of various narcotics and other dissociative agents and maneuvers such as hypnosis" (cited in Penfield, 1952, pp. 191-195). It should be noted that subsequent studies of hypnotic age regression demonstrate that it "produces much confabulation and little or no hypermnesia" (Neisser, 1982, p. 44). In other words, the subjects simulate the regression.

3. *The theory of passivity confrontation*. Passivity confrontation is a euphemism for a policy of negative reinforcement as a cure for schizophrenia/hebephrenia. The physical and emotional punishment and humiliation inflicted on Jacqui's regressed "kids," as described in her (1970) book *All My Children*, is justified by the assertion that these patients were by definition dangerous and homicidal.

To justify their policy of negative reinforce-

ment, certain authentic animal experiments were co-opted and the results altered to fit the theory (see Schiff et al., 1990, p. 33). Schiff asserted that "serum from schizophrenic patients, when injected into rats, inhibited reward learning but not avoidance learning. Serum from control subjects did not have this effect" (pp. 32-33). The scientific paper she referred to, but obviously did not understand, is based on research by experimental psychologist Dr. M. P. Bishop (1963) and was designed to test whether there might be a psychotoxic agent associated with schizophrenia that would inhibit avoidance learning in the laboratory rat. The paper does not refer to human treatment and/or psychotherapy. Contrary to Schiff's assertions, Bishop found that "the shock employed in the learning tasks was equally stressful for all animals as measured by the rate of defecation" (p. 86). But "the schizophrenic sample showed an extremely poor rate of learning" (p. 82, italics added). Furthermore, reward learning was not used at all, since it was irrelevant to the purpose of the experiment. Common sense would therefore suggest that negative reinforcement would be contraindicated in the treatment of schizophrenia!

Not only are Jacqui Schiff's assumptions called into question, but perhaps we should reexamine the whole theoretical basis of transactional analysis. And maybe the death of Jacqui Schiff will make this possible.

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continued on page 3

AFTER HE SAID HELLO

by Pam Levin

Advice from Eric on Writing

This is the introductory installment of a new *Script* column inspired by Melissa Farley, who served as Eric Berne's cotherapist in an adolescent group at St. Mary's Hospital, San Francisco, in the mid 1960s. We were talking about how much there was to learn from him, and we were both feeling sad about the loss of the rich learning environment he provided. Realizing later that this richness is still available—although scattered throughout the world in many transactional analysts—I thought it would be fun and interesting to develop a column titled "After He Said Hello" in which we could all share what Eric "said" to us, either in person, in a group, via tapes, or through his writing voice. That way we could all be reminded of and benefit from the incredibly rich legacy he left us.

If you learned something from Eric after he said "hello" to you, even if it was via a page in a book, please share it with us by sending a short vignette (up to a few paragraphs) to me at perfectbones@pacific.net. All submissions will be considered for the column. Let's share the benefits of being part of "Eric's club."

To get us started, I offer the following vignette about Eric teaching me to write.

It was probably 1969. Eric had asked me for examples of "games nurses play" because he

was to give a speech at the Oakland Naval Hospital to the nursing staff. Afterward we talked about writing it up because, he said, the *American Journal of Nursing* had contacted him requesting an article. He told me to write up the first draft and he'd have a look at it and make changes. I was having an extremely hard time doing it; every time I thought about it I felt like I just ran into a cement wall and then headed as fast as I could in the other direction.

"Here's the secret to writing. You apply your backside to the seat of a chair and you don't get up until you've written something."

After the seminar a couple of weeks later, standing in his kitchen, I said somewhat wistfully, "Eric, teach me to write." He looked over his glasses, which were halfway down his nose, saw that I was serious, changed his stance to square on, removed his pipe from between his teeth, and said, "OK. Here's the secret to writing, Pamela. You apply your backside to the seat of a chair and you don't get up until you've written something. That's all there is to it."

That advice has served me well for over 30 years.

By the way, that article, my first and coauthored with Eric, was originally submitted to and turned down by the *American Journal of Nursing*, which wrote back that they didn't recall requesting something, but if they did, they would want "Games Patients (Not Nurses) Play." One psychiatrist suggested we reply that we would indeed write such an article, and we would submit it to the *American Journal of Patients*! But the nursing journal finally not only published the article as we'd written it, but they have included it in various anthologies of articles as a bonus for subscribing to the journal. Thus the ripple effect of "applying your backside to the seat of a chair" continues in ways we can never imagine, and I continue to be grateful for Eric's advice. I hope it serves you well, too.

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TRANSACTIONAL ANALYSIS CONFERENCES WORLDWIDE

November 13-17, 2002:

Perth, Australia. Sixteenth Annual Australasian TA Conference. Contact: Kate Meredith, 10a Itea Place, Mindarie, W. Australia phone: 6030; 08-9305 1160 fax: 08-9305 1150

February 4-12, 2003: Frenchman's

Cove, near Port Antonio, Jamaica. USATAA Gathering. Contact: Diane Maki, 973-763-7973; email: makisethi@aol.com

April 11-13, 2003: Swansea, Wales.

Institute of Transactional Analysis Conference. Contact: Doug Hampson, dhampson@glam.co.uk

August 3-5, 2003: Oaxaca, México.

Redecision Conference. Contact: Janet Lee O'Connor, 2012 South Augusta Place, Tucson, Arizona 85710, USA; phone: 520-360-0007 or 520-886-0176; email: southwesttraining@yahoo.com

August 6-10, 2003: Oaxaca, México.

International Transactional Analysis Conference (designated ITAA conference). Contact: Instituto Mexicano de Análisis Transaccional, Agrarismo 21, Col. Escandón, México, D.F. C.P. 11800; fax: (5255)52-71-52-04 email: information@taconference.com

July 30-August 1, 2004: Bangalore,

India. International Transactional Analysis Conference (designated ITAA conference). Contact: C. Suriyaprakash, email: itac2004@hotmail.com or child_asha@hotmail.com

Time with Jacqui

continued from page 2

America, I was given more strokes about my talents in two weeks than I had received in my whole life to that point. Naturally I was hooked!

Within weeks of my arrival, Jacqui had arranged for my Clinical Member examination, which I passed, and to cosponsor a Provisional Teaching Member contract with Bob and Mary Goulding. Then, as month followed month, she organized many opportunities for me to train with other leading transactional analysis practitioners. She also arranged for me to work beside her in many parts of the country, to present at conferences, and to teach.

As time passed, I was increasingly impressed with Jacqui's commitment to other people; the extraordinary demands made on her at every level of her work; her talent at doing it; her willingness to go to the heart of things where others with less therapeutic courage, skill, or knowledge would pull back; how essentially simple the processes were; the healing power of short-term regressions (a few minutes or hours) and fully supported regressions (up to 18 months); the wonderful value of creating a "reactive environment" for providing support and a profoundly therapeutic atmosphere; and the power and value of talking explicitly about every issue, from tying shoe laces, to sexual intercourse, to inner psychological processes. Significantly, I felt at home in this environment, where I could find inner balance because I was met on the outside with a

strength and caring that matched what I was dealing with and needed inside.

I also became increasingly concerned for Jacqui's welfare because of the toll I saw the pressures of her work and lifestyle taking on her. She isolated herself from peer support and discussion and did not do sensible things to take care of herself physically, emotionally, and in other ways. As active and available to others as she was, she was very unavailable to input from others about herself. She seemed to me frightened of this. I sensed a vulnerability that she kept hidden most of the time behind her competence and by escalating conflict if people persisted.

In August 1975 I passed the Teaching Membership exam and headed home. I only saw Jacqui about five times after that. We exchanged occasional greetings directly and indirectly. However, we eventually lost direct contact. Before that, in 1976, she told me about an issue that turned into an ethics charge against her. While discussing what was afoot, a moment passed almost unnoticed when I said to myself, "She has just decided to fight this rather than to resolve the issues."

I regretted her decision at the time. Subsequent events added to my regret as I watched month after month of protracted difficulties during which people faced the full force of Jacqui's intransigence and her capacity to escalate issues personally and emotionally to a very high level. While an asset at times when working with people with unresolved survival issues, her approach only served to polarize and disturb many of those trying to sort through a very thorny issue for the ITAA. In the process, she even succeeded in alienating and hurting people who had supported her and her work for years. Many became so traumatized by the process that they shut themselves off from her. I know some who carry scars and pain to this day. In the end, she was censured by the ITAA and required to submit a plan that would have resolved things. Jacqui did not provide that plan and so terminated her own membership.

In the midst of all of these events she was diagnosed with multiple sclerosis (MS). The illness progressed until her death. Even so, she managed to work in India and England, teaching the techniques that she had developed. Regrettably, and perhaps because of her deteriorating health and her general style, her work seems to have been extreme at times. Her conduct in some settings created serious cause for concern. All the same, I still meet people who benefited from her through those final years of her work.

Eventually she became so disabled with MS that she was admitted to a total care facility in California, where she lived until her passing. It was there, in her son's arms, that she died on 19 July 2002.

Chuck wrote, "In the end, there was a dramatic change in her breathing and I was able to take her into my arms for several minutes before she passed away. During this time, I spoke to her of all of her children who had gotten well, all of the grandchildren, who we would be sure would remember her and all . . . who wanted her to suffer no longer."

It seems fitting to me that she died receiving what she gave so many in her life and so needed for herself. My hope is that her passing will stimulate a celebration of her contribution to transactional analysis and to the treatment of people with severe disorders, a remembering of all she contributed to many of us, and that it will promote the complete healing of old wounds in those who still carry them.

Ken Mellor lives in southeastern Australia. He can be reached at Biame Network, PO Box 271, Seymour, Victoria 3661, Australia email: biamenet@eck.net.au website: www.biamenetwork.net

Comment on the Terrorist Attack in Bali

Editor's Note: As we were completing production on this *Script*, we learned of the terrorist attack on Bali, which killed or injured over 180 people, many of them Australians. While we do not have members in Bali or Indonesia, we contacted several in Australia to express our concern and to ask for their thoughts. We received the following message in response.

Naturally, Australians are deeply upset about the carnage in Bali. Our hearts go out to those directly affected. Those of us not directly affected can only guess at the distress the bereaved and those who witnessed the tragedy are experiencing. At the time of this writing, most people are still in shock, some are moving into anger, others into sadness. As the grieving process continues, we hope that sensible decisions will be made about how to respond. It seems to me that we need a two-level global response. First, we urgently need to do what is necessary to contain and restrain people doing this kind of thing. Second, and equally urgent, we need to identify why people are doing this and to change the conditions that lead to their activities. The sooner we start both, the better, as neither are likely to be short term. In particular, the second level responses are likely to require large amounts of money and generations of reeducation. An important part of understanding why is to answer the question, "What have we done or not done to invite or provoke these terrible acts?" Real resolution is only likely if we understand and respond to both sides of the story. Let us all affirm, pray, or meditate that the love and beauty in our world prevails.

—Ken Mellor, Sydney, Australia

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Michiko Fukazawa and Denton Roberts Honored with Living Principles Awards

by Linda Gregory,
Vice President of Operations

It is my pleasure to inform members of the most recent recipients of the Muriel James Living Principles Awards: Michiko Fukazawa of Japan and Denton Roberts of the United States.

This award honors ITAA members who have advanced the growth of transactional analysis by personal example as well as by contributions of an exceptional and lasting nature. Personal example involves consistently living the principles of transactional analysis, which includes but is not limited to, clear Adult thinking, joyful creativity, compassionate ethics, and a lack of gaminess in transactions with others. Such a person models egalitarian relationships and promotes an "I'm OK, You're OK" atmosphere in both professional and personal arenas.

Michiko was nominated for her remarkable contribution to the growth and development of transactional analysis in Japan over the past 25 years. She was the first person to become a Certified Transactional Analyst in Japan and has written several books on transactional analysis and authored an ongoing newspaper column for many years. She was also responsible for bringing a number of people to Japan to teach transactional analysis, Muriel James among them.



Michiko Fukazawa



Denton Roberts

Michiko herself taught transactional analysis to many people as well as served as president of the Transactional Analysis Association of Japan. We are grateful to you, Michiko, for your tireless efforts. You are well deserving of this award.

Denton, who also received this award in 1999, was nominated by Muriel James for his many years of service to transactional analysis and the ITAA. In particular, he served as acting executive director during a critical period of transition for the association and helped the ITAA to make necessary and important changes while continuing to function. Denton also did many hours of volunteer work at the site of the World Trade Center following the 9/11/01 terrorist attacks in New York and, in Muriel's words, is a "quiet hero without pomp or ceremony." Denton continues to be dedicated to the ITAA and the growth of transactional analysis. Congratulations and thanks, Denton!

Nominations for the Muriel James Living Principles Awards are being accepted now for 2003. Please think about those individuals you know who have demonstrated unusual commitment to transactional analysis and the ITAA as described above. For further details, contact the ITAA office or visit our website at www.itaa-net.org. The deadline for nominations is 1 January 2003.

REMINDER

Eric Berne Memorial Award Nominations Deadline: 1 December 2002

Hedges Capers Humanitarian Award Nominations Deadline: 1 January 2002

Muriel James Living Principles Award Nominations Deadline: 1 January 2002

Statement of Financial Position

International Transactional Analysis Association
31 December 2001
(With comparative figures for 31 December 2000)

ASSETS		
	2001	2000
Current Assets		
Cash and cash equivalents	\$ 69,557	\$ 117,501
Accounts receivable	1,644	1,457
Note receivable	4,959	5,823
Investments	1,330,944	1,473,589
Inventory	11,188	10,900
Prepaid expenses	7,709	7,969
Total current assets	1,426,001	1,617,239
Property and equipment, less accumulated depreciation	5,859	7,541
Total Assets	\$1,431,860	\$1,624,780
LIABILITIES AND NET ASSETS		
	2001	2000
Liabilities		
Accounts payable	\$ 18,185	\$ 33,345
Accrued vacation	9,623	7,705
Deferred membership	53,364	47,589
Total Liabilities	81,172	88,639
Net Assets		
Unrestricted		
Board designated	\$ 205,324	\$ 212,584
Undesignated	998,607	1,175,362
Total unrestricted net assets	1,203,931	1,387,946
Temporarily restricted	146,757	148,195
Total Net Assets	1,350,688	1,536,141
Total Liabilities and Net Assets	\$1,431,860	\$1,624,780

Long-Time Members Honored

Listed below are the names of those members who have completed 10 and 25 years of membership. As ITAA President I want to thank them for their loyalty to this organization. As I said in the last issue of *The Script* (September-October 2002), we are involved in a change process for our organization so that it better meets the needs of members. It is only through the continued support of our members, and especially our long-serving members, that such change can take place. I therefore salute these people as supporters and holders of the history and wisdom of our organization.

—Gordon Hewitt, President

10 YEARS OF MEMBERSHIP

David Allman	Naoko Kidokoro	Daniela Pavan
Patricia Brockett	David Koh See Tien	Pier Luigi Pisano
Gerdina Bryant	Jutta Kreyenberg	Jean Jacques Prahin
Pietro Cardile	Henry J. Laguillon	Tae-Bo Rhew
Patricia A. de Boer	Stanley Lau	Edwin A. Rinear
Josie Gregory	Achille Miglionico	Mihajlo Rostohar
Gisela Gruenewald-Zemsch	Dolores Munari-Poda	Beth Smeeton
Valerie Heppel	Toshiki Nichizawa	Terri Spy
Haruo Ishimaru	Stephanie Oates	Suzanne Von Blumenthal
Suzanne P. Johnson	Mary Sleeth-Paananen	Brenda Wigleven

25 YEARS OF MEMBERSHIP

Inger Acking	Maria C. Gilbert	Rickie Moore
Mi Arling	Blaine Hartford	Richard W. Murray
Ellyn Bader	Julie Hay	Jinshiro Nakahori
John O. Beahrs	Leslie B. Kadis	Carmen Judith Nine-Curt
Amanda Brideau	Robert M. Lees	Dennis E. O'Grady
Leo F. Bruno	Rafaella Leone-Guglielmotti	Joy Rachel Robinson
Richard B. Clarke	Neil Leva	Sally Robinson
Isabelle Crespelle	Joan Lourie	Richard O. Scherch
Janice Dowson	Antonio A. Marsilii	Mircea Seferian
Jorge Fonseca Ely	Robert F. Massey	Sharon Shallow
Eleanor S. Field	James McNew	Tetsusuke Tada
Joseph H. Forbes	Janet Migdow	Noriko Takahashi
Jorge Foyta	Anne-Marie Monaghan	

Ukrainian Center

continued from page 1

cities. The center is set up so that three sumptuous vegetarian meals a day are served during all-day training events. The cooks serve lovingly and provide a reassuring atmosphere of "mother-in-the-kitchen" from morning until night. For those traveling to Kyiv from other cities and requiring a place to sleep, the training hall becomes a cozy dormitory full of mattresses and pillows, clean sheets, and wool blankets for the night. Two complete new bathrooms help keep the line to these facilities as short as possible.

Helping to add to the sense of friendliness is the "cozy corner" in the kitchen into which as many as 10 persons can squeeze for informal conversations and sharing. One of the four guest/consultation rooms is open to event participants for time away from the group, if this is necessary or desired. Some people even made use of the coat room for sharing away from group.

"The new Training and Consultation Center helps to create a sense of family in the transactional analysis community in the Ukraine."

The 202 group in Kyiv will now be able to meet at the center for their regular seminars and marathons. The center is also open for use by members of UATA and other approved guests for conducting group therapy and other trainings, and the consultation rooms are available for individual work. The costs are such that no person seeking help from these specialists is excluded for financial reasons.

Mary Goulding's visit to the Ukraine was the culmination of several years of correspondence, which began on the subject of ITAA's brochure advertising transactional analysis, continued on the subject of the Jamaica Program, and finally evolved to the subject of the "Ukrainian Program." The event was advertised among all 300 UATA Center TA 101-certified persons in the Ukraine and as many as possibly could made the pilgrimage to learn rededication therapy from her. Thirty-one participants received certificates in one or both of the two seminars.

Books Available from Elaine Childs-Gowell, PhD

Good Grief Rituals: offers tools and rituals for dealing with grief and loss. \$9.95 + \$4 shipping (available by email or at www.goodgriefrituals.com; use Amazon.com button)

Stages of Ages (revised): chronicles the stages of corrective parenting therapy. \$14.95 + \$4 shipping

Bodyscript Blockbusting: combines blockbusting processes with transactional analysis. \$5 + \$2 shipping

Regression and Protection: provides the standards and practices for safe corrective parenting therapy. \$14.95 + \$4 shipping

Reparenting Schizophrenics: explains the Cathexis Institute program and the passivity confrontation material (available online at www.iuniverse.com)

Numerous articles: covering the field of psychotherapy based on transactional analysis, psychotherapy, and anthropology. \$2, includes shipping

To Order: phone 206-781-0839; email: gdgrief@nwlinc.com; or send to 4702 Aurora Ave. N., Seattle, WA 98103, USA.

The examples of therapy that Mary offered were scintillating and left tears and stars in the eyes of the observers. Her mastery has left an indelible mark on both the lives and professional work of participants and has permanently changed the lives of those who chose to work on issues with her help. This example of excellence in conducting psychotherapy is now the standard against which all of our professionals will be evaluated. UATA is very grateful to Mary for agreeing to work with us.

In the course of her visit, Mary learned that UATA now has 88 members and that we anticipate reaching our goal of 120 members by the end of the year. She also learned that Yelena Sergeyevna Soboleva, PTSTA-EATA, from St. Petersburg, agreed to teach three TA 101s as well as run two psychotherapeutic marathons in the Ukraine during September and October of this year. One of the 101s will be for selected students studying at our local Peduniversity and for school psychologists and teachers in Pereyaslav-Khmel'nyts'kyi city and area village schools. We expect around 50 participants. Another 101, sponsored by the Cherkassy regional (county) school administration, will introduce nearly 100 school psychologists to the effectiveness of transactional analysis in the classroom. Zhytomyr is organizing a second 101 this year primarily for psychologists, following which we anticipate a TA 202 group will form.

This historic introduction of transactional analysis into Ukrainian schools is expected to have immediate impact on the number one problem in our schools today: the lack of communication between teachers and pupils. We have confidence that the application of even the rudiments of transactional analysis, as presented in the 101, will have such a beneficial effect on this problem that the demand for additional training will convince school administrators to sponsor it. We plan to distribute a UATA Center translation of Pearl Drego's article "Group-Centered Permissions" (August 2002 *Script*) to the teachers as part of the 101s.

Mary also learned that the first translation of a transactional analysis book into Ukrainian—Stewart and Joines's *Transactional Analysis Today*—is at the printer, and we expect to distribute nearly 3000 copies of it beginning this fall. The translation and publication was also made possible by a grant some years ago from the EBFF. Seeing how solidly transactional analysis is spreading in the Ukraine, Mary recommended that we continue translating TA books and training materials as soon as the sale of the first book results in enough funds to pay the translator, in addition to the translation program UATA undertook this year as a service to our members. This program envisions translation of up to ten articles and/or chapters that are required reading in preparation for the CTA exams to be distributed to UATA members each year along with our copies of the *EATA Newsletter*. The first three transactional analysis articles will go out with the October issue of the newsletter.

At this writing, 23 separate transactional analysis seminars of one to two days in length have been taught in the Ukraine this year. In addition, four psychotherapy marathons of two to four days in length have been facilitated. Already scheduled for the rest of 2002 are 10 more two-day transactional analysis seminars and four marathons. Of these events, seven are TA 101s and two more are anticipated before the end of the year. I attend every one of these events in the role of president of UATA and can testify to the amazing knowledge, skill, energy, and creativity of our teachers in the presentation of the transactional analysis material.

We are always open to hosting transactional analysis specialists who are willing to share their expertise with us on a volunteer basis. Let us hear from you. The most efficient way to contact us is through our email address: nadyezhda@spassenko.relc.com.

International Transactional Analysis Conference Congreso Internacional de Análisis Transaccional



We are pleased to announce some program details for the 2003 Mexico conference:

- **Preconference Institute:** Richard Erskine on "Inquiry, Attunement, and Involvement: The Application of Transactional Analysis Theory" (\$95)
- **Guest Speakers:** José Rivas of Cuba (to be confirmed), Marina Castañeda of México, and Ruth McClendon and Les Kadis, Muriel James, Mary Goulding, Claude Steiner, and Fanita English of the USA
- A TA 101 will be presented in Spanish (faculty to be announced)
- CTA and TSTA exams will be held on 6 August
- Research posters will be welcome for display during breaks at the conference. Send proposals using the Call for Proposals form published in the September-October *Script* or see the conference website at www.taconference.com.

REMINDERS

- **The deadline for program proposals is 1 December 2002:** Use the form in the September-October *Script* or visit www.taconference.com. This will be a bilingual conference with equal representation of Spanish and English presentations. Please indicate whether you need English or Spanish translation.
- **Accommodations:** Hotel Victoria in Oaxaca, México. Reduced room rates: US \$130/double or single occupancy (tax, gratuities, & buffet breakfast included). Reserve with the hotel before 1 July 2003 and mention you are part of "TA Conference." Email: reservaciones@hotelvictoriaoax.com.mx; website: www.hotelvictoriaoax.com.mx.
- **The Rededication Therapy Annual Conference** will be held 3 - 5 August 2003 at the Hotel Victoria, Oaxaca, México. Contact: Janet Lee O'Connor, 2012 South Augusta Place, Tucson, AZ, 85710, USA; (520) 360-0007 or (520) 886-0176; southwesttraining@yahoo.com; email: jasmindarvish@yahoo.com.

CONFERENCE REGISTRATION

(Includes coffee/tea breaks and opening Mexican party)

	Early Before 15 Dec. 2002	Late After 15 Dec. 2002	Onsite
Regular	US\$230	US\$265	US\$300
Student	US\$135	US\$150	US\$175

Closing parade with Guelaguetza Party and Dinner: US\$30 additional. There will be a minimal charge for the children's program.

Payment in US dollars: If you pay by check, make payable to "New Beginnings-Mexico 2003 Conference" in US dollars through a US bank. You may also charge to VISA or MasterCard (not American Express); indicate total amount charged, including a \$10 fee for each credit card transaction. To register, send your check or credit card information (name on card/card number/expiration date) plus your name, postal address, and phone/fax/email addresses to Gaylon Palmer, 11140 Fair Oaks Blvd, Suite 10, Fair Oaks, CA 95628, USA; phone: 1-916-863-7096; fax: 1-916-863-7098; email: gaylonlcs@aol.com

Payment in pesos (use exchange currency of the day): (1) Make a money transfer to this account: BBVA Bancomer, Account No. 0135605334, Instituto Mexicano de Análisis Transaccional (IMAT), México City. Make sure the total amount due is transferred to IMAT. Bank charges abroad are paid by the ordering customer. Send an email to registration@taconference.com for confirmation after making your transfer; OR (2) In the Mexican Republic make a deposit to this account: BBVA Bancomer, Account No. 0135605334, Instituto Mexicano de Análisis Transaccional (IMAT). After making the deposit, send your bank receipt by fax to: (5255) 52-71-52-04.

Cancellations received by 1 May 2003 will be refunded in the total amount minus \$300 pesos administrative fee; after 1 May until 1 July refunds will be given in the amount of 30% paid.

Conference Office: Instituto Mexicano de Análisis Transaccional (IMAT), A.C., Agrarismo 21, Col. Escandón, México, D.F. C.P. 11800; phone: (5255) 55-15-06-28; fax: (5255) 52-71-52-04; email: registration@taconference.com.

ORGANIZED BY/ORGANIZADO POR

International Transactional Analysis Association (ITAA) ■ United States Transactional Analysis Association (USATAA) ■ Instituto Mexicano de Análisis Transaccional (IMAT)

ALSO SPONSORED BY

Asociación Latinoamericana de Análisis Transaccional

TRAINING NEWS

As announced in the September-October 2002 *Script*, the Training and Certification Council and the Professional Training and Certification Council adopted new examiner rating forms for the education and counselling Certified Transactional Analysis (CTA) oral exams and a rewrite of Section D of the CTA-Psychotherapy written examination. All three are published here. (The examiners' rating sheets are graded on a five-point scale as shown below.)

Oral Examination for Transactional Analyst in Education (CTA-E)

EXAMINERS' RATING SHEET

1. Personal and professional identity as a TA educator

- 5 Can articulate and discuss a coherent personal and social vision as an educator congruent with TA philosophy, ethics, and practice
- 3 Can demonstrate a personal vision of education showing links with TA philosophy, ethics, and practice
- 1 Little evidence of a personal educational vision connected to TA philosophy and practice

2. Awareness of cultural and social factors and their impact on learning

- 5 Demonstrates practice that takes account of historical, cultural, and social perspectives and actively promotes empowerment of learners within their context
- 3 Shows awareness of historical, cultural, social factors; practice facilitates empowerment
- 1 Awareness of historical, cultural and social factors is used only slightly in practice

3. Educational relationship modeled by I+U+ attitude, educational alliance, and self-reflective practice

- 5 Demonstrates a high level of collaborative working with mutual respect, empathy, and self-reflection that promotes ongoing learning
- 3 Demonstrates some collaborative ways of working showing respect, empathy, and some self-reflective ability
- 1 Only little evidence of I+U+ and positive ways of working

4. Assessment of client and contextual needs; short and long-term program planning

- 5 Accurate assessment of a wide range of educational and developmental needs; program planning is practical and creative to enhance optimum learning for individuals and groups
- 3 Assessment accounts for a variety of educational needs and issues. Planning is appropriate and leads to positive learning outcomes
- 1 Limited evidence of appropriate assessment and planning

5. Setting of appropriate aims and goals with the contractual processes to achieve them

- 5 Aims congruent with TA and educational philosophies; goals are appropriate to the context and enhance participants' learning and development; contracting is multi-handed and promotes collaboration and autonomy
- 3 Some evidence that aims and goals are appropriate and negotiation of contracts promotes their effective achievement
- 1 Little awareness shown of the complexity of issues involved in appropriate and effective aim and goal-setting and contracting

6. Effectiveness of implementation of educational TA strategies; awareness of significance of interventions; responsiveness to ongoing evaluation

- 5 TA concepts are used implicitly and explicitly to enhance learning; methodology accounts for a range of learning styles and needs; process issues are recognized and addressed to achieve positive outcomes; sensitivity to feedback and evaluation
- 3 Implementation of program demonstrates congruence and some understanding and skill in using TA concepts in a variety of ways to promote the learning goals; some use made of TA to address process; attention is paid to evaluation
- 1 Implementation of educational strategies lacks range and depth of understanding; limited awareness and skill using TA concepts in practice to promote learning and deal with process issues; minimal use of evaluation

7. Creativity and challenge

- 5 High level of flexibility, demonstrating intuition, spontaneity, and creative thinking and practice, including awareness of client needs for both challenge and support
- 3 Evidence of flexibility and creativity in practice; clients offered sufficient support and challenge
- 1 Low flexibility and/or creative practice; limited range of techniques

8. Conceptualization of education and learning in terms of TA theory

- 5 Demonstrates understanding and application of a wide range of TA concepts, including different approaches and recent developments; can select appropriate concepts/models for context and discuss their use
- 3 Knowledge of a range of concepts and approaches; some ability to select and apply appropriately
- 1 Limited range of concepts and approaches used; little evidence of considered application

9. Education and learning models and theories in relation to TA

- 5 Comprehensive knowledge of education field in own setting (school/adult education/parent education, etc.); awareness of relevant theories and can integrate these with TA; can critique both TA and other approaches
- 3 Can discuss educational approaches; some ability to critique and to integrate with TA theory
- 1 Awareness of limited range of educational approaches; only some integration with TA

10. Overall Rating

- 5 Demonstrates high level of ability as a competent TA educator: clear connection of theory to practice
- 3 Moderate level of ability
- 1 Limited ability

Oral Examination for Transactional Analyst in Counselling (CTA-C)

EXAMINERS' RATING SHEET

1. Professional identity and ethics

Ability to describe his/her own value system and beliefs and relate them to the philosophical assumptions and to the ethical principles of transactional analysis, including the implications of personal, social, ethnic and cultural identities

- 5 Articulates a coherent professional vision as a competent practicing counselor; clearly relates to ethical principles; has awareness of own social, ethnic, and cultural identity and that of the client and its possible implication in the counselling process
- 3 Demonstrates a professional vision of counselling; relates to ethical principles of transactional analysis; has some awareness of social, ethnic, and cultural identities and their possible implication in the counselling process
- 1 Presents little or no professional vision of counselling; has limited awareness of ethical principles of transactional analysis and significance of social, ethnic, and cultural factors

2. Relationship

Capacity to establish and maintain an "I'm OK-You're OK" relationship during the counselling process, including understanding of the psychological process between counselor and client; demonstration of protection, permission, potency

- 5 High level of competent and effective counselling relationship; understanding of the psychological process, demonstration of appropriate protection, permission, and potency
- 3 Evidence of an effective counselling relationship; some understanding of the psychological process; some demonstration of appropriate protection, permission, and potency
- 1 Scant evidence of an "I'm OK-You're OK" contact and little understanding of the complexity of the counselling relationship

3. Theory

Capacity to conceptualize and discuss counselling in terms of different transactional analysis theoretical concepts/models

- 5 Demonstrates understanding and application of a wide range of transactional analysis theory, including different trends and approaches as well as recent developments; can select appropriate concepts/models for context and discuss their use
- 3 Knowledge of several major approaches in transactional analysis theory; some ability to select concepts/models and apply appropriately
- 1 Limited range of concepts and approaches used; little evidence of considered application

4. Options

Integrating theory into practice; capacity to create and discuss a range of creative options in transactional analysis counselling practice and support the chosen strategy

The EATA Executive and PTSC invite you to the FIRST EUROPEAN TRAINERS' MEETING 3-4 July 2003 in Malmö, Sweden

with CTA and TSTA examination 5 July; TEW 6-8 July; full Council Meeting 6-8 July

Malmö in July 2003 will be the venue for the first European Trainers' Meeting. We see this as an opportunity for trainers to "network" and exchange ideas about training and supervision in a multicultural context. This trainers' event has three main aims:

- Trainers are the people who normally give most to the organization in terms of time, energy, and resources. We hope that these two days will be an opportunity for them to be nourished and stimulated instead of giving out.
- Acknowledging our commitment to professionalism, we will seek to ensure the consistency of our training and standards across Europe as well as to learn from our differences and to continue to grow and develop together.
- We will have the chance to get to know each other, to work and play together, and to celebrate our professional community.

We plan to have a structured yet flexible program that will include a variety of large group events and also give people the chance to meet in small focus groups to exchange and develop ideas about theory, training, and supervision. There will also be a number of social activities, including a jazz evening and a dinner + dance.

Malmö is a beautiful, historical city originating from the 13th century. Its beautiful conference building is part of the city's historic center and close to a range of local hotels.

Who is the trainers' meeting for? It is primarily for all European PTSTAs and TSTAs. However, also welcome are trainers from any other part of the world, TEW participants, members of the EATA Council, and CTAs who have come to act as examiners and who are interested in training and supervision issues.

Costs: EATA members pay no fee for the trainers' meeting, although participants are asked to make a contribution to expenses for refreshments (tea, coffee, biscuits, fruit, wine) of SEK 125 (14 Euros). Non-EATA members (e.g., ITAA) will pay a small fee of 100 Euros toward the cost of the event.

Accommodations: A special low rate has been negotiated at a variety of hotels. These rates are only guaranteed to people who book by 1 December 2002, after which time the rates are not guaranteed.

Getting to Malmö: For most participants, the best route is to fly to Copenhagen and then take the train to Malmö center (30 minutes). Trains leave every twenty minutes.

To register and for more information: Contact the Trainers' Meeting Coordinator, Annika Bjork, Kopenhamsvagan 104, S-217 71, Malmö, Sweden.

EXAM CALENDAR

Exam	Exam Adm.	Exam Date	Location	App. Deadline
CTA Oral	BOC	Nov. 12, 2002	Perth, Australia.	Aug. 12, 2002
	BOC	Jan. 12, 2003	Bangalore, India	Oct. 12, 2002
	COC	Apr. 10, 2003	Swansea, Wales.	Jan. 1, 2003
	BOC	Aug. 6, 2003	Oaxaca, México	May 6, 2003
TSTA Oral	BOC	Nov. 12, 2002	Perth, Australia.	Aug. 12, 2002
	COC	Apr. 10, 2003	Swansea, Wales.	Oct. 1, 2002
	BOC	Aug. 6, 2003	Oaxaca, México	May 6, 2003
CTA Written	All Regions (Non-Europe)	Your choice	Submit to Regional Exam Coordinator after paying \$50 fee to T&C Council	Your choice
TEWs	TSC	Nov. 17-19, 2002	Perth, Australia.	Jul. 17, 2002
	PTSC	Nov. 23-25, 2002	Arezzo, Italy	Jul. 23, 2002
	TSC	Jan. 16-17, 2003	Bangalore, India	Sept. 12, 2002
	PTSC	Jul. 6-8, 2003	Malmö, Sweden	Mar. 6, 2003

* COC CTA exam candidates who are doing the COC written case study must submit it no later than six months before the oral exam date. Details/application available from the COC Language Group Coordinators.

Note: Exams subject to availability of examiners/exam supervisors. BOC not responsible for expenses incurred when unavailability of examiners/exam supervisors causes exams to be canceled or postponed. To be an examiner for an ITAA/BOC exam, examiners must be at least a CTA for a CTA exam or a TSTA for a TSTA exam.

To arrange to take a BOC exam, contact the T&C Council, 436 14th St., Ste. 1301, Oakland, CA 94612-2710, USA. Note: COC people sitting for BOC exams must forward the equivalent of the EATA fee to the T & C Council office. **To arrange to take a COC exam,** contact your EATA Language Coordinator. Check with the EATA office or the EATA Newsletter for the name of the appropriate Language Group Coordinator. **TSC Training Endorsement Workshop fee:** \$395 payable in US dollars to T&C Council, c/o the T & C Council office, 436 14th St., Ste. 1301, Oakland, CA 94612-2710, USA. **COC Training Endorsement Workshop:** to take a COC TEW, contact the European TEW Coordinator, c/o the EATA office.

5 Flexible, in-depth discussion of creative options of counselling practice in relation to theory that promotes problem management and personal development

3 Discussion of different options of counselling practice in relation to problem management and personal development

1 Little ability to discuss different options in counselling practice

5. Assessment

Clarity about accurate assessment of the counselling situation based on the context, needs, and goals of the client and client's system, the legal obligations, and the strengths and limitations of transactional analysis counselling

5 Assesses the specific counselling situations realistically and issues accurately; is aware of possibilities and limitations of counselling

3 Assesses most of the specific counselling situations realistically and issues accurately; limited awareness of possibilities and limitations of counselling

1 Lack of awareness of major issues. Little or no awareness of possibilities and limitations of counselling

6. Contracts and direction

Ability to work with counselling contracts in different settings with individuals and/or groups relating to the counselling planning and evaluation

5 Makes an appropriate shared business and counselling contract clearly related to effective counselling planning and interventions and to the evaluation of the counselling process

3 Makes an appropriate shared business and counselling contract, but not related enough to effective counselling planning and interventions and to the evaluation of the counselling process

1 No clear goal or counselling contract; interventions indicate little or no counselling direction; no evaluation of the counselling process

7. Interventions and effectiveness

Candidate demonstrates creativity and effectiveness in her/his interventions within the context of the relationship, the contract, and the stage of the counselling process

5 Most interventions accomplish what they are designed to achieve; counselor monitors the effect of his/her interventions and responds appropriately

3 Interventions are moderately effective; counselor somewhat attuned to the client's response

1 Interventions are counterproductive or ineffective. Counselor is ill attuned to the client's response

8. Resources

Focusing on resources: client's strengths and resources, consideration of resources in the community, and those of other professionals

5 Has ability to utilize and build on client's strengths and existing resources in the client and client system; has working knowledge of other resources for client's support or referral when necessary

3 Some awareness of client's strengths and existing resources in the client and client system; limited working knowledge of other resources for client's support or referral when necessary

1 Inadequate awareness of client's strengths and resources; ignores other necessary resources

9. Self-reflection

Capacity for self-reflection of own process in the counselling work

5 High awareness and understanding of own process and its impact on counselling intervention

3 Some awareness and understanding of own process and its impact on counselling intervention

1 Little awareness and understanding of own process and its impact on counselling intervention

10. Overall rating

Demonstration of basic and counselling core competencies as a transactional analysis counselor

5 Demonstrates high level of self-, social-, technical- and specific counselling competencies using transactional analysis

3 Moderate level of basic and specific counselling competencies using transactional analysis

1 Low competencies using transactional analysis

Points are to be used as a guide and the judgment of examiners is the final decision. However, deferment is automatic: (1) if a candidate receives a rating of "1" from all of the examiners in any category, or (2) if the total score is 25 points or below for the examination. If three or more examiners vote to pass, the candidate passes. If two examiners vote to defer, the candidate is deferred. (No process facilitator is called.) A process facilitator is an experienced examiner whose purpose is to help the board solve problems arising during the examination procedure. Anyone can request the chairperson to call a process facilitator at any time during the examination. The candidate may request the chairperson to call a process facilitator at any point before the individual board members begin to score. This point is to be announced by the board chairperson, who will ask the board if they are ready to begin scoring. After this point, only the chairperson or a board member (through the chairperson) can call for a process facilitator. The process facilitator will establish a clear contract with the board and will help the board reach a decision. If no decision to certify or defer is reached, the examination supervisor can be called. The examination supervisor can help the board reach a decision or can discharge the board and convene a new board to reexamine the candidate. Neither the process facilitator nor the examination supervisor will examine or vote.

Proposed Insertion into Handbook under Section D of CTA Psychotherapy Written Exam

(D) The purpose of this section is to give candidates an opportunity to demonstrate:

- their knowledge of TA theories
- their capacity to conceptualize the practice of psychotherapy in terms of transactional analysis
- show how they use theory to guide their work

Candidates are invited to consider the following guidance in answering questions:

- i) Theoretical presentation in this section should be consistent with the concepts and methods used in the Section C case study. There should also be consistency between the candidate's answers to different questions, thereby illustrating a consistent theoretical approach. This coherence can be achieved by:
 - (a) integrating theory into the text by making digressions
 - (b) developing theory separately, adding it to the case study as a separate section

If the candidate chooses (a), he/she is to briefly describe in a separate paragraph how and where in the text at least six of the questions mentioned below were dealt with.

- ii) Theoretical presentation means a description and explanation of concepts, including their explanatory value (i.e., what does this general concept express and why is it useful in terms of understanding and

practice). Examples should be given to illustrate the explanatory value of the concept, from work with both the case study client and other clients.

- iii) Candidates should give their reasons for choosing/preferring the concepts they write about.
- iv) All concepts should be defined clearly, and the source for the definition acknowledged.
- v) Answers should begin with a VERY brief introduction to summarize what is to be covered.

The Questions

1. Describe your personal style of transactional analysis psychotherapy, referring to the major approaches and those concepts you emphasize.
2. Describe an aspect of recent developments (i.e., approximately the last 10-15 years) in transactional analysis theory and how it has influenced your thinking and practice.
3. What does psychotherapeutic change mean to you? What TA concepts do you use to facilitate this?
4. Discuss the benefits of formulating an overall treatment plan of the psychotherapeutic process. What do you take into account when you are planning stages?
5. What TA concepts do you use to diagnose or assess your client, and how does this influence the way you work with different types of client presentation?
6. What TA concepts do you use to understand the origin of psychological problems? Show how this relates to your ideas on psychological well-being or "cure."
7. Describe how you understand the psychotherapeutic relationship. Show how this relates to TA concepts and how it influences the way you work.
8. What model or concepts do you use to understand intrapsychic process, and how does this influence the way you work?
9. What model or concepts do you use to understand interpersonal relationships and communication, and how does this influence the way you work?
10. How do you use contracting to enhance the therapeutic process?
11. What concepts do you use to work with couples, families, or groups and how do they inform the way you work?
12. Choose a topic or issue in psychotherapy you would like to deal with theoretically, using TA concepts, and show how this influences your work.
13. Describe a research project you are aware of or have been involved in and discuss the implications for transactional analysis theory and/or practice.

Statement of Ownership and Circulation

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—William Cornell, Editor

KEEPING IN TOUCH

Asian Region

C. Suriyaprakash, Asha Secretary, and I. A. Mohan Raj, Asha Treasurer, write, "Last May and June were special for Asha Counseling and Training Services. For the first time, we designed a TA101 exclusively for corporate delegates. It was fun and challenging to adapt the 101 course content to cater especially to the needs of the organizational delegates. Titled 'TA (101) for Corporate Excellence,' the program was conducted in Hotel Surya International, Coimbatore, India, on 23 and 24 May 2002. There were 15 participants from various industries, ranging from corporate doctors and psychiatrists to shop floor supervisors and human resource managers. The program was a success and the participants have shown keen interest in starting a support group among themselves for problem solving.

"More recently, Asha was fortunate enough to host Gordon Hewitt, President of the ITAA, in Coimbatore, on his way to Utrecht for the conference. Gordon arrived on 20 June and visited the historic Perur Temple that evening. He later attended the meeting of the TA Study Circle of Coimbatore (TASCC) and met its members. The next day he conducted a one-day workshop on 'Evolutionary Basis of TA and its Application in Psychotherapy.' There were 38 participants—all advanced trainees, CTAs and PTSTAs from Chennai, Bangalore, and Coimbatore representing the growing transactional analysis community of South India. Gordon's presentation was followed by a discussion on supervision and the organizational aspects of the ITAA, its vision, and so on. It was a learning cum motivating event for the transactional analysis people here. Asha is so proud that Gordon was the first president to



Gordon (second from left) receives a traditional welcome at the Coimbatore Airport with the members of Asha from left: Suriyaprakash, P. K. Saru, Ramachandran, and Mohan Raj.

visit India any time other than for a conference. We all greatly appreciate this gesture.

"Earlier Gordon was met by a team of trainees and trainers in Chennai and discussed many matters concerning the ITAA, India's contribution, and so on. On 22 June he left for Kerala to spend the next two days in the salubrious natural splendor of 'God's Own Country.'

"Gordon's visit will be a milestone in the evolution of transactional analysis in India."

South American Region

Gloria Noriega, after serving as ITAA president (1996-1997), recently completed her PhD at the Faculty of Medicine of the Universidad Nacional Autónoma de México. Her dissertation was titled "Detection of Codependence and Associated Factors: A Perspective from Transactional Analysis." Gloria's study was divided into two phases: (1) the construction and validation of the Instrument of Codependence (ICOD), a screening test for detection of codependence in Mexican women, and (2)

prevalence of codependence and associated factors. The results of her epidemiological study in a community of women at a health center in Mexico City showed that one out of four women suffered codependence. The research, which began with a traditional analysis of codependence (in terms of the emotional problems related to children and spouses of alcoholics), went beyond those original factors. Gloria found an association between codependence and a history of family alcoholism and emotional abuse, early affective losses, alcoholic couples, physical and sexual abuse suffered by codependents as children or within an adult couple, and submissive life scripts. The theory of transactional analysis was used to explain the introjection of the codependence script in ego states with an emphasis on gender and cultural scripts for both men and women.

North American Region

Muriel James has moved. She can now be reached at 3644 Terra Granada, #1A, Walnut Creek, CA 94595, USA; phone 925-256-7013.

The next USATAA conference in Jamaica is planned for 4-12 February 2003. The cost is \$575. For information contact Diane Maki at makisethi@aol.com.

In Memorium

Florence Olivier died suddenly on 19 September of a heart attack. She was 77. As Janice Dowson writes, "She was responsible for bringing transactional analysis to many Canadians and many Canadians to transactional analysis. She will be missed by all her transactional analysis friends around the world."

Integrative Psychotherapy Residential Workshop - Summer 2003

Richard Erskine, Ph.D.

Monday, August 11 to Wednesday, August 20, 2003

This residential ten-day workshop will focus on the theory and clinical practice of Integrative Psychotherapy. Topics that may be taught include: shame and self-righteousness; cumulative and acute traumatic reactions; the schizoid process; and the psychotherapy of dissociation, desensitization, and disavowal. Various methods of working within the therapeutic relationship will be demonstrated and may include contact, inquiry, affective attunement, involvement, and modes of empathy in individual and group psychotherapy.

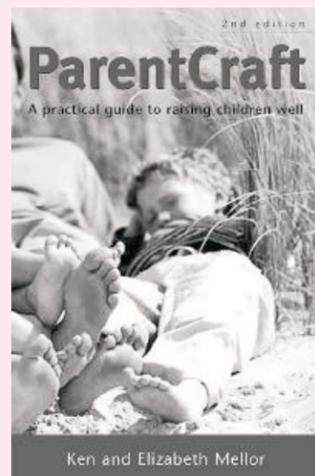
This workshop is for mental health professionals who want to apply theory in clinical practice and to enhance their effectiveness through identifying aspects of contact interruption, life script, and countertransference. There will be opportunities for case consultation. I will teach, demonstrate, and elaborate on the concepts in *Beyond Empathy: A Therapy of Contact-in-Relationship* by Richard Erskine, Janet Moursund, and Rebecca Trautmann (1999, Brunner/Mazel, ISBN 0-87630-963-5).

Cost: \$2495 for tuition, room, meals; reservation fee: \$695 nonrefundable

Location: Kent, Connecticut (near New York City) at the Old Chestnut Inn, with spacious grounds, gardens, and swimming

For information and to register, call or write: Institute for Integrative Psychotherapy, 500 East 85th St., New York, NY 10028, U.S.A. 212-734-5291 (phone); 212-879-6618 (fax). Visit our website at: Integrativetherapy.com

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