



## P. K. Saru Honored with Muriel James Award

by C. Suriyaprakash

**M**y association with Saru spans over a decade. I started my Certified Transactional Analyst (CTA) training with her as my supervisor in March 2004. Since then I have witnessed from close quarters how she has lived out the basic philosophy and principles of transactional analysis in her personal, professional, and community domains. It is, therefore, most fitting that the ITAA has chosen to honor her with the 2009 Muriel James Living Principles Award.

### Initial Years and Vision

Saru took up her transactional analysis training in 1989 with Fr. George Kandathil, SJ, TM. She was at a crossroads in her own life, at which everything seemed to be falling apart after a divorce and open heart surgery in quick succession. In conditions that were conducive for anyone to lose heart and collapse, Saru took life as a challenge and looked at "options" for reclaiming her rights as a woman and responding to the challenges with humility. She channeled her personal pain into reaching out to others through psychotherapy and community building, empowerment and development.

Her vision was to build a community of transactional analysis practitioners and trainers. She strongly believed from the beginning that doing so was the surest way of establishing a credible place for TA in India. At a time when counseling was still taboo in India and psychotherapy was stigmatized, Saru established her counseling and psychotherapy practice in Coimbatore. At the same time, in February 1994 she started her first advanced transactional analysis training group there. Then, transactional analysis training was mostly confined to the state of Kerala in south India. Thanks to her visionary efforts, it has now spread to the neighboring states of Tamilnadu and Karnataka. She leads or cofacilitates five transactional analysis training groups, in Coimbatore, Bangalore, and Calicut. Earlier she trained in Chennai as well. In recent years she has also brought Bangladesh and Iran

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## Generating a Research Evidence Base for Transactional Analysis: Suggested Amendments to the CTA Written Exam

by Mark Widdowson

**Note:** This piece was also submitted to the EATA News and was published in their June 2009 issue.

In my view, one of the biggest challenges transactional analysis faces at the present time is the woeful lack of evidence we have for its efficacy. It is my view that we urgently need to rectify this by prioritizing research at all levels within the transactional analysis community.

As part of the Certified Transactional Analyst (CTA) examination process, all candidates write a case study for section C of the CTA written exam. Case study research method is an established method of research; however, the present format for the CTA written exam case study does

not meet requirements for it to be counted as a piece of research. With some amendments to the CTA exam process and the format of the CTA written exam, this situation could be changed. Recently, at the annual Institute of Transactional Analysis (ITA) conference in the United Kingdom, 24 CTA candidates passed their exams. If the case study was written in a different and research-based format, 24 new pieces of research could have been added to a database building on the evidence for the efficacy of transactional analysis.

As a discipline, psychotherapy was built on case studies. Many of Freud's key theories were developed and elaborated through his famous case studies. Cognitive-behavioral therapy was also developed during the 1970s through case-study-based inquiry into interventions and approaches



(McLeod & Elliott, 2008), and using the  $n = 1$  single-case model of research design.

Case study research is gathering speed and recognition within the psychotherapy research world, and a recent online journal (which is available for free), called *Pragmatic Case Studies in Psychotherapy*, has been established.

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## Transactional Analysis Helps Chinese Undergraduates Live Well

by Yang Mei

**T**his article is adapted by Yang Mei for The Script from a longer Chinese article originally published as "How to Effectively Raise Skills in Interpersonal Communication" in China Youth Daily, 14 November 2008. Yang Mei is a professor of psychology at Capital University for Economics and Business in Beijing, China. Our thanks to Thomas Ohlsson for translating it.

I taught an elective course on transactional analysis to undergraduate students at our university, introducing concepts such as ego states, transactions, strokes, games, script, life positions, contracts, and redecisions. The purpose was to find out how transactional analysis knowledge influenced the students' adjustment to university studies and university life. The course lasted for 34 class hours (each 50 minutes long), including 2 hours of exam. The class met once a week for 2 hours. Altogether, 80 students took the class.

Below I have summarized what happened after I introduced specific parts of transactional analysis theory. To save space, I have left out the descriptions of how I taught TA and simply let my students tell, in their own words, how they actually applied the knowledge in their everyday lives.

### Everyone Has Three Types of Ego States

In this section I taught that every person has three types of ego states and that these ego states can be subdivided into five different functions, each with positive and negative aspects. I also intro-

duced Dusay's egogram, and the students analyzed their ego states in school and at home. The following are some of the comments students made in their homework after studying about five types of ego states.

During my teen years I often had strange ideas and always wondered if I was sick, if I had some mental problems, why I was that way. I was always disturbed by these questions, which made me feel anxious and worried. When I met others I tried to pretend otherwise, afraid that they would

sense my peculiarity, ridicule me and exclude me. For a long time my mood turned heavy and depressed. When I took the class on transactional analysis I discovered that I was normal, because I had the same ideas and emotions as everyone else in that age group. What our teacher talked about was much like my experiences, so I discovered the golden key to my worries. Actually, everyone has three ego states—Parent, Adult and Child. It's very normal, and these three types of ego states are necessary but depend on time,

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Yang Mei with one of her students at the start of class as she invites him to make a short speech and show his PowerPoint presentation.



into the fold of transactional analysis training. She also trains in Turkey. If India is now known in the world transactional analysis community as a fast-growing region in training and membership, much of the credit goes to Saru and her adherence to the principles of transactional analysis.

**Self and Beyond**

Saru believes in the Gurukula (the ancient Indian tradition of teacher-student relationships) way of learning and lives it out in spirit. Born as a Muslim woman into a traditional South Indian background, thanks to her supportive family and her daring spirit, she grew up to become the first Muslim woman graduate in Calicut among the conservative Muslims. Pained by a personal crisis, she fought a legal battle in the higher courts for a larger cause and won a landmark judgment from the Supreme Court of India giving Muslim women rights after divorce. Later, after constituting the trust named “CHILD,” Saru worked at the grassroots level with women’s self-help groups to prepare grassroots-level counselors.

Saru’s greatest strength has always been her ability to organize and build events and programs through teamwork. She has included her trainees as equals in all her endeavors. She created a space in which trainees could empower themselves personally and professionally. She always wanted her trainees to excel and surpass her. When the South Asian Association of Transactional Analysts (SAATA) was formed, it was natural that she was chosen as the founding president.

Saru ensured that the Indian transactional analy-

sis community and its needs were represented on the worldwide scene. She volunteered to serve on the ITAA Board of Trustees (1996 to 1999). She gained a good deal of recognition and contacts in the international transactional analysis community through these meetings, but she always thought about how these could be channeled to benefit her trainees and the Indian TA community at large.

Saru has touched the lives of her trainees and peers as well as other trainers both in India and around the globe. The international group who nominated her for the James Award stands as testimony to this. Here are some excerpts from some of their nomination statements.

**Fanita English, TM:** I have been particularly impressed with how, as a Muslim—in a country in which there are so many religious and cultural differences—at the ITAA conference in India, Saru subtly educated her Western colleagues about broad-mindedness by making a presentation connecting the (Hindu) *Bhagavad Gita* with some transactional analysis principles. I consider Saru a shining example of the OK spirit we seek to promote in transactional analysis—along with integrity, curiosity, honesty, openness. Her general competence combines well with a fully compassionate attitude about others.

**Elana Leigh, TSTA (P):** My journey with Saru has been colorful and challenging, and we have had to work across multiple boundaries. She has a generous spirit and opens her heart and mind to others, always with the aim of creation and growth. Her generosity manifests itself in inviting people into her community, thereby offering a rich experience for others who might not have had the opportunity to learn so much from a rich culture like India’s. She has demonstrated an attribute that for many of us is hard, and that is to let the next generation flourish and grow, to let them find their place while she takes a new role as an elder. Her humor shines through, and with her it is not all hard work and no play but rather working through, often, the tears of laughter. Saru is a shining example of treasuring history and at the same time moving forward. She is a warm, expansive woman with vision

**Unnikammu Moideenkutty, CTA (O):** When she was a young girl, Saru acted in a play called *The Rani of Jhansi*. Rani of Jhansi was a warrior princess who fought to protect her kingdom from foreign invaders. This is the image I have of my aunt, Saru. Whenever there is a crisis in the family, it is to Saru that we turn for support. Her leadership qualities are outstanding. Saru is an enthusiastic and committed scholar. The story of Saru’s life achievements is a story of determination and perseverance succeeding over adversity. It also shows us how adversity can be overcome by channeling our energies toward service to the community. The ability to rise from the ashes is an important strength of Saru. She is a wonderful role model for the oppressed women of our country.

**Carlos Welch, TSTA(P), and Saroj Welch, TSTA(P):** Saru exemplifies the qualities of autonomy, responsiveness, and awareness in her personal and professional life. We greatly appreciate her teaching of transactional analysis, both intellectually and relationally. There are so many who reveal her compassionate skill as a therapist through their healed and integrated lives. Saru lives her potency in her relations with her transactional analysis and general communities. As a leader in supporting the causes of women and children in her religious community, Saru displays the living principles that this award honors. She personifies transactional analysis at its best.

**Saru, the Guru!**

The *Bhagavad Gita*, the Universal Treatise of Life that summarizes the philosophy and ideology of the ancient wisdom of India, talks about “Nishkama Karma”—meaning “doing one’s duty with a sense of detached attachment.” Saru’s contribution to the growth and spread of transactional analysis is a rare example of this ultimate virtue. It is with great pride and joy that the members of the nominating group—which includes I. A. Mohanraj, Fanita English, Elana Leigh, Unnikammu Moideenkutty, Julie Hay, Adrienne Lee, Carlos Welch, Saroj Welch, Marijke Wusten, Rupa Menon, Sumati Narayanan, K. R. Nagesh Babu, T. M. Ramachandran, Khurshid Khoree, Maya Jayapal, Annie Cariapa, Anna Chandy and Ali Ansari—honor and celebrate her.

**Election Deadlines Extended**

*by Steff Oates, ITAA Secretary*

Before the 15 June 2009 deadline for receiving ballots for the ITAA president-elect election, it was brought to the attention of the ITAA Board of Trustees that several ITAA voting members did not receive their ballot papers in time to return them to the ITAA office within the deadline, and some people had not received them at all.

The board held e-mail discussions as to how to respond and reached a consensus to propose the following motion:

In view of the fact that several ITAA members have received ballots for the election of the new ITAA president-elect too late to return them to the office, or they have not received them at all, the BOT resolves that

- The election deadline will be extended to 7 July 2009 at 4 pm California time.
- The office will send an e-mail to the ITAA membership list, informing members of the deadline extension and offering the possibility to download a ballot.
- All ballots mailed, faxed, or scanned returned to the office before the above deadline will be counted, provided that the voter’s identity as an ITAA voting member can be verified.

The board of trustees unanimously decided to extend the election deadline to 7 July and to e-mail the ITAA voting membership a ballot. The president-elect candidates were informed.

Subsequently, the board also proposed and voted to extend the deadline for the election for vice president of research and innovation.

Deadlines for nominations and voting procedures, including ballot mailings, will be put on the agenda for discussion at the forthcoming board meeting in Lima.

**ITAA The Script**

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**Transactional Analysis Publications by Members**

**Fanita English** has an article entitled “Caregiver Roles and Transactional Analysis” in *Career and Caregiving: Empowering the Shadow Workforce of Family Caregivers* edited by Sally Gelardin, EdD. This is one of the monograph series published by the National Career Development Association, a founding division of the American Counseling Association.

**Laurie Hawkes** has had an article entitled “L’analyse transactionnelle” [“Transactional analysis”] published in the June/July 2009 issue of *Les Grands Dossiers Sciences Humaines* (No. 15, pp. 56-57). While not a psychotherapy journal, it is well regarded in the human sciences in France. The issue in which Laurie’s article was published had as its theme “Les Psychothérapies: Guide et bilan critique.” She was approached by the editor, who said that they were planning a special issue on psychotherapy in general as well as various methods and would she write something about transactional analysis. He gave her a precise format (the same number of pages as for all the other methods) and some instructions: no jargon or else explain it simply, must be understandable to anyone, show how the therapy proceeds and what it is good for, and something about the creator of the method and its institutions and training. The issue has been mentioned on several psychotherapy Web sites in France

because of problems with the new law there. Laurie writes, “We’re quite pleased with it, because it gives a good presentation of what psychotherapy is about, dedramatizing what the new law keeps on emphasizing about the horrible RISKS of therapy with a guru who would take over your life. The editor wrote a good editorial about the situation. I’m happy that transactional analysis was invited alongside the other methods; it confirms that we are in good standing in the field.” The article can be ordered directly from the journal Web site: [www.scienceshumaines.com/les-psychotherapies\\_fr\\_347.htm](http://www.scienceshumaines.com/les-psychotherapies_fr_347.htm).

**Agnès Le Guernic’s** book *Sortir des conflits: Méthode et outils pratiques avec l’analyse transactionnelle* [Resolving Conflicts: A Method and Practical Tools Using Transactional Analysis] was recently published by InterEditions-Dunod, Paris (2009). Agnès is a Teaching and Supervising Transactional Analyst (education). The book offers concepts for (1) understanding conflict, a method, and some tools to identify the nature of conflict, including its source and its motivator; (2) solving it according to the type identified; and (3) developing relational skills to prevent or defuse nascent conflicts. The book is based on transactional analysis, and examples are offered to help readers become familiar with the tools and solutions described.

**In Memoriam**

**Franklin Ernst, Jr., MD**, passed away 16 June 2009 in Vallejo, California, at the age of 85. In 1958 Ernst began attending Eric Berne’s San Francisco seminars and then studied/trained under him in transactional analysis. Ernst later became a founding member and Teaching Member of the ITAA. He is credited by Berne for his contributions to Berne’s book *Games People Play*. Ernst wrote several articles, monographs, and books, including *The Handbook of Listening*, *Transactional Analysis of the Listening Activity*, *The Game Diagram*, *The OK Corral: Grid for What’s Happening*, and others. In 1981 he received the Eric Berne Memorial Scientific Award for “The OK Corral: The Grid for Get-On-With” (*TAJ*, Vol 1, No. 4, 33-42, 1971). Ernst said, “Mastery of the universe is proportional to the symbols man has by which to represent his universe.”



**Bernhard Wydra** died recently and we received the following message from Fatma Reid of Istanbul, Turkey: “My colleagues and I are terribly saddened by the news of Bernhard Wydra’s death. Bernhard was an embodiment of the best of transactional analysis—a wonderfully positive person who brought uplift to whatever he did. We in transactional analysis in Turkey and those in the Turkish penal system with whom he worked during his EU missions will miss him deeply. We send our heartfelt condolences to his wife, family, and friends.”



# Transactional Analysis in Cape Town—Post Conference

by Karen Pratt

It is now 10 months after that marvelous experience we had when the international transactional analysis community came to Johannesburg for the 2008 International Transactional Analysis Conference. Judging from many of the articles that have appeared in *The Script*, it was a meaningful experience for many—and not least, for us in South Africa. It gave transactional analysis a boost here and has resulted in exciting happenings in Cape Town.

Soon after the 2008 conference, a group of us collaborated to form the Cape Town College of Transactional Analysis. Those on the committee

are Diane Salters, Karen Pratt, Beatrice Kidd, Marguerite Turner, and Judith Haupt.

We have presented a variety of events:

- Colin Brett presented a workshop on “Life-plan: The Other Half of Script—What’s Well in Our Lives?”
- Karen Pratt has run three TA 101 weekends as well as a day-long workshop on transactional analysis and learning.
- Diane Salters ran a TA 202 weekend and supervised the transactional analysis and learning day.
- Three other international people are planning to visit in August, September, and October: Joanna Beazley Richards, Anette Dielman, and Sandra Wilson.



Karen Pratt with her March 2009 TA 101 group (Karen is sitting in the first row, far right)

## Upcoming TA/Theme Issue

### “Eric Berne: Then and Now”

Celebrating the 100<sup>th</sup> anniversary of Berne’s birth

#### Coeditors:

**Bill Cornell, Ann Heathcote, and Birgitta Heiller**  
**Deadline for Manuscripts:**  
**1 January 2010**

Please follow the instructions to authors on the inside front cover of any recent issue of the *TAJ*. Please e-mail manuscripts to *TAJ* Managing Editor Robin Fryer, MSW, at [robinfryer@aol.com](mailto:robinfryer@aol.com).

*“It is encouraging to see people across the spectrum in South Africa realizing the value of transactional analysis in their personal and professional lives.”*

Several people have expressed an interest in further transactional analysis study, and we hope to have a training group in 2010. It is encouraging to see people across the spectrum in South Africa realizing the value of transactional analysis in their personal and professional lives. The courses have been attended by professional coaches, facilitators working at the grassroots level in local communities, professional pilots, teachers, academics, psychologists, and others.

Marguerite Turner (organizational) passed her CTA case study with wonderful marks and is preparing for her exam at the Institute of Developmental Transactional Analysis (IDTA) conference in London in October. I am preparing to do my Training Endorsement Workshop at the conference in Calicut, India, in September.

And so the pool of transactional analysis professionals here grows steadily. We are excited about

what transactional analysis can offer to the people of South Africa. Thank you for coming to our land!

*Karen Pratt, CTA (educational), will be joining the ITAA Board of Trustees as the representative for the Africa region. She can be reached at [kp Pratt@mweb.co.za](mailto:kp Pratt@mweb.co.za).*

## Explorations in Transactional Analysis: The Meech Lake Papers

by William F. Cornell



**E**xplorations in Transactional Analysis brings together many of Bill Cornell’s articles on transactional analysis. Written over 20 years, these papers reflect his ongoing exploration of the interfaces among transactional analysis, the body-centered therapies, and contemporary psychoanalysis. Much of Bill’s writing exemplifies the potential and enrichment brought to our work in human relations through the use of one theoretical model to challenge and enhance another. An extensive section devoted to working with the body in psychotherapy brings together a selection of papers and book chapters available for the first time in a single volume. Often written to raise questions more than provide answers, many of these papers are written in an unusually personal voice. (TA Press, 2008, ISBN 978-0-89489-007-9)

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“Bill Cornell’s collection of writings raises insightful questions and criticisms of transactional analysis theory and practice. He focuses on the centrality of a relational and body-centered psychotherapy while integrating contemporary psychoanalytic concepts. This book is a must-read for all serious psychotherapists.”

*Richard G. Erskine, Ph.D., Institute for Integrative Psychotherapy, New York*

“This intimate collection of lovingly crafted and scholarly papers is destined to become a classic in the field of transactional analysis. With volumes like this, the field can only evolve to ever-higher levels of integration, complexity, and refinement in the coming years. Who would have thought that I, a classical psychoanalyst by training, would have found myself so engaged and, yes, dazzled!”

*Martha Stark, M.D., Clinical Instructor in Psychiatry, Harvard Medical School and Faculty Member, Massachusetts Institute for Psychoanalysis*

“At last we have some of Cornell’s fine writings gathered in one place. Whether the topic is transference/countertransference, emotion, the body, or ethics, his perspective illuminates. Few books on psychotherapy are as original as this one.”

*George Downing, Ph.D., Psychiatric Teaching Faculty, Salpêtrière Hospital, Paris*



## A Response to John Heath's "Think Global, Act Local, Get Involved"

As described by John Heath in his May-June 2009 *Script* article, "a global psychological community" is a compelling starting point for refreshing the vision of the ITAA. Transactional analysis certainly has the potential to provide maps to enable individuals, groups, communities, and perhaps nations to better respond to some of the worldwide issues of our times—and to celebrate and re-create the value of humanity.

I understand that realistically the ITAA cannot carry on financially as a membership organization, so not only a fresh vision but new ways of funding are essential. John Heath suggests that the ITAA become a "servant organization" to the five regional transactional analysis associations that are made up of delegates from national TA organizations and special interest TA membership groups. What global services might the regional associations find valuable?

If, as he suggests, the ITAA ceases to become a membership organization, then there are some difficult issues for our membership to think through:

- How can people in countries with little or no transactional analysis, and therefore no TA association, network and show their interest?
- What membership options are there for people from countries with recent political conflict or civil war who are wary of joining their national organization because it may represent an ethnic majority or a nationalism?
- Some choose to join the ITAA instead of their national TA organization in order to register protest at the behaviors or policies of that organization. How else might they do this and still be committed to a transactional analysis code of ethics?
- Many belong to the ITAA in addition to their local organization in order to vividly express

their commitment to internationalism. How else can they do this?

There may be other membership issues thrown up if the ITAA decides to change its structural base from being a membership organization. It is a suggestion that deserves serious thinking through in relation to the future of the ITAA. What might be the impact for you, the members, if the ITAA is no longer a membership organization?

*Rosemary Napper, Oxford, United Kingdom*

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## Generating Research

*continued from page 1*

Case study research can take several different forms. McLeod and Elliott (2008) identify four principal forms of case study research:

- 1. Pragmatic Case Studies.** These "consist of examples of everyday practice that are reported in a standard format, and collected into a database, enabling comparisons to be made across cases" (p. 42).
- 2. Efficacy-Oriented Case Research.** This method uses a single case to examine the efficacy of a particular approach or intervention. Often, outcome measurement tools (such as CORE, Beck Depression Inventory and so on) are used to measure the improvement. One method of efficacy-oriented case research is Elliott's (2002) Hermeneutic Single Case Efficacy Design (HSCED). In this method, "researchers construct opposing arguments around the evidence for and against the propositions that the client changed substantially over the course of therapy and that the outcome was attributable to the therapy delivered" (p. 42).

**3. Theory-Building Case Research.** This approach is focused on either the development or testing of theory (see Stiles, 2007).

**4. Narrative Case Research.** This method "is a form of careful qualitative inquiry that seeks to allow the client and/or the therapist to tell his or her story of taking part in therapy. . . . The question being explored in this type of case research is 'what does therapy mean to a client or therapist, in the context of his or her life as a whole?'; or alternatively, 'how do we understand the richness of how a particular case unfolds?'" (p. 42).

McLeod and Elliott go on to make the point that case study research may have features of more than one of the just-mentioned approaches and may be combined approaches, for example, any of these case study methods may include elements of the theory-building approach. Case study research requires authors to identify which approach they are using and both justify and critique their chosen approach. This is consistent with master's-level competencies, whereby students are expected to identify and justify their chosen methodology and critique their approach.

At present, the case studies written and submitted for the CTA written exam do not meet the criteria for publishable research because they are methodologically unsound and do not include a discussion of the case study methodology and critique and justification of methods. This is a great shame, and in my view a desperate waste, because with some small changes to the exams, we would have an ever-increasing amount of research contributing to the evidence base for transactional analysis. Each CTA could potentially have contributed something valuable to the transactional analysis community, and we would rapidly develop a substantial body of evidence, which would enhance the greater acceptance of transactional analysis within the wider world. Features that a research-acceptable case study would need to incorporate include the following: a literature review, a methodology section, links

to theory, a discussion on validity, evidence of reflexivity, evidence of triangulation, and discussion of the case-selection process.

I strongly urge the Training and Certification Council (T&CC) and the Professional Training and Standards Committee (PTSC) to review the CTA written exam, in particular the case study, and to establish a task force to revise the written exam so that all the hard work that trainees put into their CTA written exams can be used to develop the evidence base for transactional analysis. The current CTA written exam format could, indeed, be changed, for example, by scrapping the current sections C and D and replacing them with one longer section that addresses many of the issues mentioned here. That would provide sufficient detail and evidence of academic ability to ensure that both theory and practice are covered, master's-level competence is evidenced, and the research criteria are met.

*Mark Widdowson is a Teaching and Supervising Transactional Analyst (psychotherapy) in private practice in Glasgow, United Kingdom, and director of training at the Counselling and Psychotherapy Training Institute (CPTI) in Edinburgh. He is currently doing a PhD on "TA Psychotherapy: Outcome and Process" with the University of Leicester. He can be reached at 3 Crossview Place, Glasgow, UK; e-mail: mark.widdowson1@btinternet.com.*

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## Memorial for Mary Goulding

On 28 February 2009 at the Sanctuary Beach Resort in Marina, California, about 100 of Mary Goulding's family members and friends gathered to remember her and to celebrate her life. They came from as far away as Spain, Mexico, Texas, and North Carolina and as close as Carmel and the San Francisco Bay Area. They included Mary's three children, David, Claudia, and Karen; two of her four sisters, Betty and Laurie; and numerous other family, including Mary's first great-grandchild. There were also many of the colleagues Mary had worked with at the Western Institute for Group and Family Therapy as well as other colleagues and friends from the many eras of her life.

George McClendon served as master of ceremonies for the program, which began with a slide show that captured Mary over the course of her long and varied life. We saw Mary as a young mother, swimming with dolphins, and with her beloved Bob and her children. David, Claudia, and Karen each offered amusing and thoughtful memories and stories of their mother, and her sister Laurie remembered how when she was three, a teenage Mary taught her how to swim. Mary always did love the water.

Felipe Garcia offered his heartfelt stories about traveling with Mary and how she loved to get up early so as to pack as much into the day as pos-

sible. He recalled how much she loved the huge Monet paintings in Paris and how she couldn't sleep the night before the 2008 election worrying about whether McCain would win. He talked about her commitment to social justice, her love for Cuba, and their enduring bond.

Jeff Zeig then shared a remarkable PowerPoint presentation he had created that described Mary and her work, including photos of the Evolution of Psychotherapy conference faculties, of which Mary was an integral part. Carol Solomon followed that by presenting Mary's great-granddaughter (whom Mary unfortunately never got to meet) with a onesie with Mary's photo on it. Carol then read a moving tribute to Mary written by former ITAA President Jim Allen on behalf of the ITAA. Ellyn Bader read a message from some of Mary's colleagues and friends in Bangladesh, and Reiko True read a letter from friends and colleagues of Mary's in Japan. She also announced that the Japanese group had made a donation of \$500 to Doctors Without Borders in Mary's name.

The formal ceremony ended with a moving tribute to Mary given by Muriel James, who had shared many experiences with Mary, including co-leading the women's workshops at Isla de Mujeres in Mexico. While she spoke, a photo of Mary and Muriel showed on the screen behind.



*Gloria Noriega, Felipe Garcia, George McClendon, Carol Solomon, Vann Joines and others stand at water's edge, remembering Mary, after scattering some of her ashes into the sea. (Photo: Lucy Freedman)*

People then gathered for food and talk on the deck.

Later in the afternoon, many of those who attended the program met down on the beach, where Mary's daughter Karen gave those who wished to participate a handful of Mary's ashes to toss into the ocean. It was a time of reflection and more than a few tears, but also a chance to say good-bye in a way Mary would have appreciated. (Some of her ashes were also scattered in the Virgin Islands by her son David and another por-

tion was taken to the Berkeley Marina by her family.)

It was a memorial so like Mary: full of laughter, love, and in the end, a good party.

*Many thanks are due to Ruth McClendon and Les Kadis, Ellyn Bader and Peter Pearson, and Carol Solomon for planning and hosting the memorial and to Inger Acking for the hours she spent capturing the essence of Mary's life in the slide show.*



# Redecision/TA Conference

**WHERE:** Hilton St. Charles Avenue, New Orleans

**WHEN:** November 5 – November 8, 2009

**REGISTER NOW!!** [www.redecisionconference.org](http://www.redecisionconference.org)

**EarlyBird registration extended to August 15th**

## PRECONFERENCE INSTITUTES

**WHEN:** Thursday, November 5, 2009 9 A.M. thru 5 P.M.



**Vann Joines, PhD** – Personality Adaptations: How to Work with the Different Personality Adaptations

This didactic & experiential workshop will teach and demonstrate how to work with the personality adaptations: schizoid, antisocial, paranoid, passive-aggressive, obsessive-compulsive, and histrionic. The focus will be on how to assess the “therapeutic doors,” the typical “cons,” major issues, and process of therapy for each.



**Phyllis Jenkins, MA, LMFT, CGP, and Anne Teachworth, CGC, FAPA, CPC** – Psychogenetics and Redecision Therapy: The Star Trek Model of Couples Therapy

Phyllis and Anne will demonstrate how psychogenetics and rededication add the missing components to couples therapy to integrate these powerful assessment and treatment approaches to “boldly take couples therapy further than it’s ever gone before.”



**Fanita English, PhD** – New Views on Scripts, Episcrpts, and Redecisions

In this workshop Fanita will define survival conclusions, decisions, rededecisions, scripts, “hot potatoes,” and episcrpts in order to make clear distinctions between normal and pathological phenomena. There has been much confusion among some therapists who assume that scripts are harmful and see the goal of therapy as freeing clients from scripts. Actually scripts are entirely normal phenomena that constitute creative life guides for all of us. Fanita will demonstrate this with the help of volunteers from the group.

**Valerie Lankford and Marian Weisberg** – “TA Basic—An Introduction to Transactional Analysis”

## KEYNOTES



**James Allen, MD, TSTA** – Mentalizing, Mindfulness, and Redecision

Mentalizing and mindfulness are complementary interweaving but distinct ways of knowing and responding to experience. The first is associated with permission to know; the second with permission fully to experience one’s experiences and awareness of awareness. This presentation addresses these normal human processes and their therapeutic applications in rededecision therapy, bringing together child development and neurodevelopment, relational and nonlinear dynamic systems theory, and extending the understanding and practice of rededecision therapy to the presymbolic period.



**Harville Hendrix, PhD, CTA** – From Rededecision Therapy To Imago: Thanks

While the roots of Imago Relationship Therapy include several therapeutic and spiritual systems, it owes a primary debt to the work of Mary and Bob Goulding. This lecture will trace those roots with appreciation and gratitude. Harville is the author of the best selling books: *Getting the Love You Want* and *Keeping the Love You Find*.



**Stephen Lankton, MSW, DAHB** – Tools of Intention: What Do You Do After You Redecide?

This keynote will share eight positive techniques that actually make rededecision work – explicitly and experientially. Two weeks before her death, Mary Goulding wrote about the *Tools of Intention*, saying, “[This] book is wonderful ... reframing is rededecision.” It is such an important aspect in everyday life. It is rarely taught as a positive. Your book is great! I love what you are writing!!!! And I love the angle from which you are looking at life.” The tools of intention are best seen as techniques of positive psychotherapy. These tools are actually protocols taken from how the mind is already functioning, but with an important twist: This is how the Child can express intention in a positive manner in harmony with uncontaminated Adult planning and wise Parent values – and be certain the intentions will come to pass.

## PRESENTERS

Xander Abrams  
James Allen  
Janis Barkley & Pamela Fowler  
Graham Barnes  
Leonard Campos  
Conchita de Diego  
Fanita English  
Lucy Freedman  
Felipe Garcia  
Linda Gregory  
Harville Hendrix  
Chuck Holland  
Phyllis Jenkins  
Vann Joines  
Taibi Kahler  
Valerie Lankford  
Stephen Lankton  
Vern Masse  
John McNeel  
Janet Lee O’Connor  
Charlotte Peper  
Nancy Porter-Steele & Curtis Steele  
Denton Roberts  
Amanda Sapir  
Felix Smith  
Richard Steinberg  
Mark Stipanovsky &  
Quentin St. Clair  
Ken Taber  
Anne Teachworth  
Moniek Thunnissen  
Natalie & John Tyler  
Marion Weisberg  
Laurie & Jonathan Weiss  
Del Worley

## CONTINUING EDUCATION:

CE credit has been approved by National Board of Certified Counselors, American Psychological Association, and Association of Social Work Boards. Check with your state for continuing education requirements. Fee is payable at conference.

## HOTEL RESERVATIONS:

may now be made at the Hilton St. Charles Avenue, New Orleans using the toll-free reservations number, 1-888-490-6547, or online at [www.hilton.com](http://www.hilton.com), referencing group code RTA. Identify yourself as a Redecision / TA Conference participant for the special \$129 room rate (1 or 2 persons, plus tax; must reserve before October 1, 2009 for rate.)

## CONFERENCE WEBSITE:

[www.redecisionconference.org](http://www.redecisionconference.org)

## ADA REQUESTS:

Contact [makisethi@aol.com](mailto:makisethi@aol.com) by October 15.

## QUESTIONS?

Email or Call: Phyllis Jenkins at [PhyllisBJenkins@aol.com](mailto:PhyllisBJenkins@aol.com) or 1+408-265-9200

Dianne Maki at [makisethi@aol.com](mailto:makisethi@aol.com) or 1+908-234-1873

This conference is sponsored by the Redecision Therapy Association, Americas Transactional Analysis Association and the United States of America Transactional Analysis Association.





## TA Helps

*continued from page 1*

place and situation. No ego state is the best one; we can just use the ego state that best fits the situation. (Finance College, 2006, Zhao Wei)

During the third year in high school, known as "Monster Study Time," you only know that for one year you must face mathematics, the course without emotions, where you calculate formulas, and teachers and parents always transform their expressions to us into fractional variations. Classmates stay in their Adult ego states (or Parent ego states) for a long time, making it almost impossible for the Child ego state to appear and resulting in the phenomenon of "don't know how to play" or "inability to play" after the university entrance examination. To suppress the Child ego state, particularly the Free Child, for a long time may make us lose our creative ability, and what is more terrible, may make us lose our capacity to feel happy. (Finance College, 2006, Wang Yanting)

What made me feel and think most was the knowledge of the Free Child ego state. That the positive Free Child ego state relieves a person's pressure and promotes psychological health brought something important into play. Previously, I always thought that since I am a grown-up, I could only do grown-up things. Now I can openly release my Free Child. If I want to I can play rubber band skip rope with the little kids, or if I feel like mountain climbing, I can go mountain climbing. Sometimes I can also act like a little kid with my parents. Every time I set my Child ego state free, it brings happy feelings to me. (Accounting Class, 2005, Zhang Huiya)

I am born with preferences. Everyone has things they like and things they don't like. But I was scared and intimidated by "you must" as a child, so I forgot "I like." "You must take the university entrance examination," "you must find a suitable job"—countless "you musts" covered "I like" and made me believe that "you should" equals "I like." I am this way, and many people are this way. (Tourism Management College, 2006, Gao Jiemin)

### Psychological Games

After I introduced transactional analysis game theory, students wrote the following in their homework.

The biggest gain from studying transactional analysis is to be able to discover everyday psychological problems, to solve them immediately, and to be able to keep problems from spreading. This avoids declining psychological health and helps a return as quickly as possible to normal life by confronting every kind of psychological game in interpersonal

transactions and promptly saying to oneself, "I want to take the initiative to end this game." (Department of Foreign Languages College, 2005, Shen Chen)

The part of studying transactional analysis that made me interested was psychological games, including the common "Yes, but. . ." In my surroundings, this happens often, for example:

A: I don't want to do homework.

B: You can watch TV.

A: But then I feel guilty.

B: So you can read a magazine.

A: No, reading a magazine is also learning, now I don't feel like studying anything.

B: ...

After studying transactional analysis I know that although I cannot stop others from playing games, I can move into an Adult ego state and refuse to play games with them. In this way I not only save time but also avoid becoming frustrated. (City College, 2006, Gao Ya)

In transactional analysis I found a theory that is helpful in improving human relationships and stopping psychological games. First, I wasn't aware that there are games in everyday life. These not only have a negative influence on ourselves, they also bring harm to others. Sometimes when I played games with others I was unhappy, but I still couldn't help playing them. Now I can consciously control myself so I don't play games with others. For example, when others have suggestions or opinions from me, I will express my attitude, and I can clearly state my idea. When others say "but," I can as clearly say, "I have this idea, I don't know another way, sorry, I can't help you." (Labor Economics College, 2006, Cui Lu)

### Strokes

After I introduced the theory of strokes to the students, I read the following comments in their homework.

In the hearts of many people, it is a sign of weakness and incompetency to seek strokes from others. It seems easier to give strokes than to ask for them. But if you don't know how to receive strokes, how can you give genuine strokes to others? I asked my classmates, and I was shocked to find out that there were very few who can naturally accept strokes and few consider strokes to be necessary. Take, for example, praise: Those who were praised generally felt they were not worthy of the praise. Or take hugs: Both the one giving the hug and the one receiving it felt embarrassed and couldn't feel happy or fortunate. Why is it this way? Of course, it should be a happy and fortunate thing, but still it doesn't touch us inside. We block it off and leave it outside. (Statistics College, 2006, Jia Si)

I heard a classmate say that when exam results in high school were not good, many girl students would cry alone at home. But when a girl was really unhappy, she would sit and cry in the most public part of the corridor, and in this way, many people came to comfort her. Getting so many strokes she soon got going again. I raise this example as I want to explain that you can get strokes in this way. You don't always have to be the tragic hero holding your head in your hands saying, "No one wants me, no one cares about me." (Finance College, 2006, Wang Yanting)

If I didn't have encouragement and support from friends and family, I don't think I would have strength enough to complete my life journey. At the same time, we are also someone else's family and friend. Other people also need our support to get

by. Like putting an arm around someone's shoulder who is sitting staring blankly at the lake. When someone stays up all night with a heart full of anxiety for tomorrow's exam, we can say, "Don't worry, go and get some sleep." A stroke can be a short note of caring when someone falls sick or a pat on the shoulder before an exam or a hug when someone has girlfriend problems. To give strokes is to give the possibility of more happiness. (Accounting College, 2006, Yang Shuang)

One day when I was chatting with my mother, she happened to mention that my father sometimes neglected her. I suddenly thought about TA's theory about strokes. I told mother that father hadn't really stopped caring for her. It was only an expression of his not clearly understanding mother's needs. Mother should directly tell father all her ideas and wants. This would not be losing face. Afterward, I also talked to father about this. At first he didn't understand at all, saying that he had lived with his wife so many years already so there was no need for actually talking about things. I asked my father, "If mother only kept you in her mind and didn't speak any words to you or didn't express anything with her body actions, if she didn't make you warm milk in the morning, and didn't give you more cloths in the winter, only 'kept you in her heart,' would you accept that?" Later, after having observed them for some time, I thought the communication between my mother and father improved a lot. Mother started to tell father what she wanted, and he encouraged her and showed gratefulness: "Oh! We share so much now! Today I would like to eat pineapple and you cook it!" I felt that father responded well, and the atmosphere in the house naturally got better. (International Banking, 2006, Yang Yi)

### Life Positions

After I introduced the ideas of life positions, one of my students took as her topic, "I learned low self-esteem in childhood" and wrote the following in the first part of her essay:

I learned to have low self-esteem as a child. The education I got made me, from early on, identify myself in an "I'm not-OK" position. Sometimes I believe that the traditional old Beijing way was to make children feel they were no good. The teachers' custom of treating the younger generation was by using a scolding attitude. In my childhood memories, the faces of the grown-ups are always serious, even wearing expressions distorted by scornfulness. My childhood playmates and classmates generally have humiliating experiences. I don't know how others reacted, but I am very sensitive and remember clearly. Every time memories come up I feel shame.

Other students also expressed their views:

I discovered that if I choose the "I'm OK, You're OK" attitude to solve everyday clashes, then this will make me relaxed and not angry and it will be good for solving the problem. And solving the problem will be beneficial to my studies and life after that. So, "I'm OK, You're OK" is an efficient attitude, and it's good for mental health. (City College, 2004, Wei Jingjing)

Our teacher said that to use the theories a lot in actual life is the way to get real knowledge, to turn the teacher's knowledge into our own personal knowledge. So, to practice the "I'm OK, You're" theory, I looked for the merits and good points of people in my life. I felt that after I discovered their good sides, my distance to them became closer. I felt that my life became richer and warmer. The teacher told us to put on orange-colored glasses to see and appreciate others. I used to wear

black-and-white glasses, but now I gradually learned to like the orange ones. (Finance and Taxation College, 2006, Jia Yingping)

We pasted a sheet of paper on the back of the door to our dormitory. Every day we noted down the happy and touching things that happened. Now it has already become a habit. Every time we come back to the dormitory, we first take a look behind the door. All these notes gave us many happy and moving feelings. Transactional analysis helps us grow up happy! (Finance College, 2006, Luo Di)

### Life Script and Our Redecisions

Finally, here is some student feedback after studying life script and redeceptions.

By studying transactional analysis I continuously feel and harvest strength that lets people feel happy. If we only want to, we can change many things. In the end, we can make ourselves and others wake up from games that we repeatedly and unconsciously play, and we can also avoid the resulting racket feelings. We can patiently understand our own and other people's real needs, crack the secret communication codes, and use direct, constructive, complementary transactions to replace negative strokes and the harm that games bring. In many situations we can use the Adult to coordinate Parent and Child ego states and make the delusions of contamination, the chaos and confusion, leave our lives. We can help ourselves and others get out of the drama triangle and stop the vicious circle produced by discounting. We can do many things. The most important thing is that even if we lost the chance to make trusting early decisions, we can still make redeceptions and deeply let us be guided by the transactional analysis theory of "I'm OK, You're OK" (Safety and Environmental Engineering College, 2006, Fang Yao)

After studying transactional analysis I realized that life's unfolding is marvelous. Tiny specks of happiness and moving feelings that used to hide in the corners gradually emerged on my surface and let me know how to appreciate, how to be touched, how to confront, how to express myself—everything I didn't before understand about people and things, I now suddenly saw in clear light. (Department of Foreign Languages, 2007, Wang Yufang)

After studying in this class, I understood I actually did a great thing. First, I helped my friend from the murky position of "I'm OK, You're not OK"; then I recovered the beautiful world of "I'm OK, You're OK." Even though I couldn't be sure that her life position had totally changed, I still trusted that "I'm OK, You're OK" already had changed her major life position. Her life turned in a happy, forward direction! When I experienced this I realized that our lives can be recast, not only for ourselves but also for those close to us. (College of Humanities, 2007, Su Yi)

### Concluding Remarks

Transactional analysis is an excellent theory for effectively raising interpersonal communication skills. I wish to thank Swedish teacher and transactional analysis supervisor Thomas Ohlsson, TSTA, for introducing his systematization of transactional analysis in China. It made it possible for me to understand the practice of transactional analysis so I could teach my students to use TA.

*Yang Mei has been introducing her students to ideas about Western personality psychology for more than 23 years, the last two of which also included teaching them about transactional analysis. She can be reached at mayoung@263.net.*



## Reflections on Trainers' Meeting in Johannesburg

by Steff Oates

As we prepare for the trainers' meeting to be held in Lima, Peru, in conjunction with the International Transactional Analysis Conference there, we thought it worthwhile to remind ourselves of the stimulating discussions at the trainers' meeting last year in Johannesburg. It is clear from these contributions that we are part of a vibrant community of people who want to continue to grow and evaluate themselves.

Trainers were asked about their "concerns, observations, and celebrations." A number of key issues were raised, which we have categorized into three main areas:

1. National and interim qualifications and common training standards across the range of countries representing members of the ITAA
2. Competencies and continuing development for trainers
3. Future vision and development

### National/Interim Qualifications and Common Training Standards

Lis Heath (2009) recently wrote in *The Script* about work that has been done in a number of countries to establish interim transactional analysis qualifications. This would be something that does not involve the lengthy commitment of a complete training to Certified Transactional Analyst (CTA) and would be a "midway" recognition of training done. She listed three reasons why there appears to be a demand:

- The need for an accreditation of competency at a lower level than the CTA level of competency
- Something that could act as a stepping stone to CTA
- A credit of continuing education for those who are already professionally qualified

It is clear that there are varying demands across geographic regions as to who may be registered. An intermediary qualification needs to be locally determined; we are not going to be able to create a "one-size-fits-all" qualification.

Discussion at the Johannesburg meeting centered around whether the Training and Certification Council (T&CC) could have an advisory role in helping national organizations align to their local national organizations to help make transactional analysis meaningful while meeting the various government requirements or link representatives from different regions who are being faced with similar dilemmas. The T&CC might look at how they can support development both within and beyond accredited transactional analysis training.

### Development for Trainers

Trainers at the meeting were keen to develop competencies for trainers and supervisors and for there to be examiner training and ongoing monitoring of Teaching and Supervising Transactional Analysts (TSTAs). There was an extremely thought-provoking discussion with regard to the role of a TSTA. It became clear that not all TSTAs desire to train others to TSTA level; some prefer to train only to CTA level. Questions were raised about the length of time and the journey toward TSTA and the limited amount of time to prove oneself in the current exam process. It was agreed that having observers in exams has proved to be a valuable exercise.

Questions were also raised about the "Siamese twinship" regarding teaching and supervision such that Supervising Transactional Analysts (STAs) or Teaching Transactional Analysts (TTAs) were somehow considered not to have quite made it yet. So, we were asked to reflect that there may be key differences in aptitude and competencies between teaching and supervision.

### Examiner Training

When posed the question, "How and when can you tell that a candidate is a TSTA?" a rich discussion ensued regarding candidates' capacity for reflection and ability to talk through a transactional analysis lens on the processes of teaching and supervision. Trainers considered that candidates should be able to inspire and stimulate and to integrate transactional analysis theory. It was clear that a TSTA could be seen to be helping people not just to pass CTA exams but to create a professional identity.

The importance of an awareness of a philosophical and developmental approach was discussed as well as recognition that TSTAs train PTSTAs. Successful TSTA candidates are required to talk to their position as a trainer and supervisor and demonstrate an ability to think about how they think.

When the same question was considered for CTA candidates, the responses could be summarized as recognizing that the CTA examination is skill based. Candidates need to know theory and show they can apply it. They need to show that there is a congruency between what they say and how they present and that they can demonstrate learning from mistakes. Successful candidates would have sensitivity and be able to recognize if they get into a script process during the exam. They must meet the core competencies and will be assessed on the whole process of the exam. Examiners would look for congruence between

the professional and the personal and for sophistication in working with comparative theory, including keeping contact with other professionals and acting as ambassadors of transactional analysis.

We considered that certified transactional analysts need to be able to handle differences from an OK-OK position and to maintain an ethical attitude. In addition, they need to have an internal sense of the intersubjective and have the personal competencies to handle the board.

### Future Vision and Development

Lorna Johnston and Marco Mazzetti are in the process of discussing what should be required when taking on a second CTA credential. Lorna raised the following questions: (1) What would you expect a colleague from another field to have in order for you to experience him/her as your equal and (2) would you hire someone who is from any field? The responses to these questions could be summarized as follows: Each field could be considered a separate art, and we need to know how we evidence competencies across fields. A task force in each field could come up with their requirements for certifying people who may bring previous competence in the second field.

It is clear that there is enthusiasm for promoting a high standard of training in our global community and for looking to the future with, in addition to what has been described here, possible projects around distance learning and greater links with universities. We want to develop our vision and strategy and to make transactional analysis better known and more recognized.



*"It is clear from these contributions that we are part of a vibrant community of people who want to continue to grow and evaluate themselves."*

The Johannesburg meeting provided much food for thought. We look forward to meeting you in Lima.

Steff Oates is a Teaching and Supervising Transactional Analyst (psychotherapy) and ITAA Secretary. She can be reached at [steff@xxist.com](mailto:steff@xxist.com).

#### REFERENCE

Heath, L. (2009). Pre-CTA and national qualifications. *The Script*, 39(4), 7.

## Welcome to New Members

### NEW MEMBERS MEMBERSHIP SPONSOR

NEW MEMBERS	MEMBERSHIP SPONSOR
May 2009	
Luis Aguilar, Canada	—
Deniz Azime Aral, Turkey	—
Mariafrancesca Azzi, Italy	—
Helen Charles-Edwards, England	—
Claire Chaudourne, France	—
Vitalia Rodrigues De Aguilar, Canada	—
Erich Kosloski Ferreira, Brazil	—
Uta Hoehl-Spenceley, Germany	—
Georges AP Kemmerling, Netherlands	—
Jason Andrew Murphy, England	—
Yelena Poghosyan, Canada	—
Roderick Pritchard-Smith, Austria	—
J. Sekar, India	—
Sean Ng Chye Shin, Singapore	—

### Congratulations to Successful Examinee

30 October 2008, Rotorua, New Zealand  
Lucy Mackie, CTA (psychotherapy)

## EXAM CALENDAR

Exam	Exam Adm.	Exam Date	Location	App. Deadline
CTA Exams	BOC	5 Aug 2009	Lima, Peru	5 May 2009
	BOC	24 Sep 2009	Calicut, Kerala, India	24 Jun 2009
	COC	24-25 Sep 2009	Belgrade, Serbia	1 June 2009
	COC	30 Sep-1 Oct 2009	London, UK	1 Jun 2009
	COC	13 Nov 2009	Germany	1 Aug 2009
	COC	13 Nov 2009	Paris, France	1 Aug 2009
	BOC	21 Nov 2009	Sydney, Australia	21 Aug 2009
	COC	7-8 Apr 2010	United Kingdom	1 Jan 2010
	COC	8-9 Jul 2010	Prague, Czech Republic	1 Mar 2009
BOC	11 Aug 2010	Montreal, Canada	10 May 2010	
TSTA Exams	BOC	5 Aug 2009	Lima, Peru	5 Feb 2009
	COC	13 Nov 2009	Germany	1 May 2009
	COC	13 Nov 2009	Paris, France	1 May 2009
	COC	7-8 Apr 2010	United Kingdom	1 Oct 2009
	COC	8-9 Jul 2010	Prague, Czech Republic	1 Jan 2009
BOC	11 Aug 2010	Montreal, Canada	10 Feb 2010	
CTA Written	All Regions (Non-Europe)	Your choice	Submit to Regional Exam Coordinator after paying \$50 fee to T&C Council	Your choice
TEW		8-10 Aug 2009	Lima, Peru	9 Apr 2009
		18-19 Sep 2009	Calicut, Kerala, India	27 May 2009
		8-10 Nov 2009	New Orleans, USA	8 July 2009
TEW/CEW		12-14 Jul 2010	Prague, Czech Republic	12 Mar 2010

\*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, 2186 Rheem Dr., #B-1, Pleasanton, CA 94558-2775, 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 News for the name of the appropriate Language Group Coordinator. **TSC Training Endorsement Workshop fee:** \$450 ITAA members/\$600 non-ITAA members payable in US dollars to T&C Council, c/o the T & C Council office, 2186 Rheem Dr., #B-1, Pleasanton, CA 94558-2775, USA. **COC Training Endorsement Workshop:** to take a COC TEW, contact the European TEW Coordinator, c/o the EATA office.



# KEEPING IN TOUCH

## EUROPEAN REGION

**The TA Institute in Waldkirch, South West Germany, celebrated its 30th anniversary** on 30 May 2008. The institute was founded in January 1978 by Dr. Anne Kohlhaas-Reith and Birger Gooss as one of the first few transactional analysis training institutes in Europe. Everyone who had been in training at the institute was invited, and 120 participants took part. In addition to three interesting speeches from Dr. Tilmann Moser, Dr. Harry Tyrangiel, and Dr. Thomas

collegial discussion of theory and methods. On Thursday, the conference featured all-day training institutes by outstanding workshop leaders. On Friday morning, Dr. Gregor Žvelc, of Slovenia, opened the conference with a stimulating speech on the importance of the present moment in integrative psychotherapy. This was followed by Dr. Richard Erskine's keynote address on 'Relational Group Psychotherapy.' For the remainder of Friday and all day Saturday, there were 15 stimulating and informative workshops that emphasized the conference theme. The conference ended on Sunday morning with inspiring keynote speeches



Anne Kohlhaas-Reith and Richard Reith during the interview with Claude Steiner during the TA Institute in Waldkirch 30th anniversary celebration. Klaus Antons, who personally met Eric Berne in Vienna in 1968 at the Psychotherapy Congress, stands on the right.

Weil, there was an interview with Claude Steiner by Richard Reith. Anne Kohlhaas-Reith writes, "The atmosphere was excellent. The people enjoyed seeing each other, listening to the program, and eating and dancing together. Among many lovely and respectful congratulations from former trainees, we also received wonderful messages of congratulations from Mary Goulding, Ruth McClendon and Les Kadis, and Dick Underhill, all of whom had presented workshops at the institute and wanted to show their personal closeness."

**Moniek Thunnissen, MD, TSTA**, was among 15,000 psychiatrists from around the world to attend the American Psychiatric Association annual meeting in San Francisco in May 2009. She came with all her expenses paid with the agreement that she would present on what she learned about personality disorders to the post-APA conference in The Netherlands. About 500 Dutch psychiatrists in four different locations in The Netherlands heard her subsequent lecture on the main topics related to personality disorders discussed at the APA meeting. Moniek reports that "the four locations were linked by Telereview so that people from each audience could pose questions. It was fun!"

**The 4th International Integrative Psychotherapy Association Conference**, on "The Psychotherapy of Acute Trauma, Cumulative Neglect and Chronic Stress," was held in beautiful Lake Bled, Slovenia, 15-19 April 2009. Richard Erskine writes, "The 180 conference attendees were greeted with wonderful, warm spring weather amidst the snow-capped mountains surrounding the lake. Transactional analysts and other psychotherapists from 13 countries gathered for several days of keynote speeches, workshops, and experiential groups. The conference opened on Wednesday with a day-long certification process. Forty-six members who spent more than 4 years in training were certified as Integrative Psychotherapists. Many of these candidates were Certified Transactional Analysts. The association made use of a unique certifying process that required, in addition to case presentations, that each candidate be active in a day-long



Audience members enjoying a presentation during the TA Institute 30th anniversary program in Waldkirch, Germany.

by Lise Small (France) and Landy Gobes (USA). Dr. Joshua Zavin (USA) gave the closing keynote speech, during which he included a video of a musical play that he wrote entitled *The Wall*. In this modern opera, two traumatized persons sing about the internal walls that they had both erected to encapsulate their traumatic memories and how the psychological wall prevents them from having intimacy. In honestly sharing their experiences of loss and pain and their desperate systems of coping, they are able to establish intimacy in their relationship. Our music coordinator, Lindsay Stewart, planned a wonderful concert for Friday evening, which included several members playing piano concertos, the flute, and the violin as well as singing. On Saturday night the banquet was followed with invigorating music from a live gypsy band; within minutes the dance floor was full and it stayed that way. It was such a delight to see so many conference attendees dancing together with such energy and joy." The next International Integrative Psychotherapy Association conference will be in Lyon, France, in 2011.

## LATIN AMERICAN REGION

**Rosemary Napper, TSTA (O & E) and CTA (C)**, at the invitation of Renato Morandi and Margarete de Boni, PTSTA (P), visited Porto Allegre, Brazil, in December 2008 to provide an intensive transactional analysis coach training program (accredited in the United Kingdom by the Institute of Leadership and Management at its highest level) to 13 practicing coaches. She writes, "We worked hard, played hard, and ate very well as well as applied transactional analysis to the process of coaching and explored TA concepts relating to organizational development, which can be of value to the leaders and executives at which this type of training is aimed." UNAT in Brazil is unique in having its own examinations system for Certified Transactional Analysts and is not linked into other transactional analysis associations. It has recently created a new field for certification, called Legal Area Member Certified, which is aimed at anyone working in this area (e.g., lawyers, judges, etc.). In Europe there are people in these professional roles who are taking the counseling CTA, where the focus of the "complementary counseling" competencies fits this type of work, and they may be interested in the Brazilian developments.



Margarete de Boni and Renato Morandi during Brazil training with Rosemary Napper



Nearly 200 participants attended the 2008 Annual Convention of the Korean Transactional Analysis Association (KTAA) on 22 November 2008 in Kwangju, Korea. There was a one-day workshop entitled, "Korean Culture, Values, and TA." The session 1 speaker was Dr. Heo, Sung Wook, who spoke on "Korean Han and TA"; he is shown in the first row, fifth from the left. Jung, Duk Kyu, President of KTTA (first row, ninth from the left) gave another session. Session 4 speaker Dr. Kim, Jong Ho (Vice President of KTTA) talked on "The Activity of Group Counseling by Egogram and Media" (first row, fifth from right). Session 5 speaker Dr. Kim, MiRye presented on "The Relationship between Lifestyle and Time Structuring by Early Memory." Park, Yong Min, who contributed these photos and captions, is shown in the last row, second from the right.



The first Transactional Analysis Counseling Specialist examinees of the Korean TA Association on 16 November 2008, in Daegu, Korea. First row, from right: Choi, Yang Jin; Jung, Jung Sook; Jung, Duk Kyu, Supervisor, President of KTAA; Ahn, Soo Ryong; and Oh, Jung Sun. Second row, from right: Park, Yong Min; Moon, Ho Young; Jang, Yeong Soon; Jung, Oi Soog; Kim Mi Rye; Lim, Dong Ju; and Yun, Young Jin.