



EATA Newsletter

EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS N°92, JUNE 2008

Exam successes March 2008

18 candidates passed their CTA exam in march 2008 in Keele, UK

Lieuwe Koopmans	O	Sarah Frettingham	P	Kareen Morgan	P
Sander Reinalda	C	Aideen O'Hagan	P	Stewart Pollard	P
Paula Robinson	P	Eunice Mortimer	P	Gemma Mason	P
Jonathan Lake	P	Heidi Amey	P	Coral Harrison	P
Karen Blumenfeld	P	Alida Roberts	P	Mo Rye	P
Helen Davies	P	Peter Flowerdew	P	Nicola Harris	P



Congratulations

successful TSTA-candidates:

John Renwick	P
Biljana van Rijn	P
Heather Fowlie	P



Happy candidates are celebrating

Many thanks to the examiners:

CTA: Patricia Allen, Marilyn Wright, Marie Naughton, Dave Gowling, Mica Douglas, Lis Heath, Steff Oates, Christine Ackers-Griffin, Leilani Mitchell, Mark Head, Marsha Lomond, Graeme Summers, Jane Todd, Jane McQuillin, Trudi Newton, Barbara Clarkson, Mia Sellgren Bostrom, Paul Kellett, Juliet Sheppard, Alice Stevenson, Kerstin Stockhem, Joanne Garner, Melanie Rowland, Linda Kelly, Roos Ikelaar, Susannah Temple, Adena Franes, Thorsten Geck, Helen Brown, Pietro Cardile, Ann Heathcote, Mary Cox, Suhith Shivanath, Jean Lancashire, Jenny Bridge, Jody Mardula, Kerri Warner, Andy Bates, Barbara Monk-Steel, Julie Sanders, Christina Wagstaff, Christopher Davis, Chrissie Wood, Linn Lee, David Tidsall, Judy Shaw, Pete Shotton, Alistair Moodie, Suzanne Boyd, Peter Kravitz, Jane Nixon,

TSTA: Jane Walford, Ian Stewart, Rosemary Napper, Mark Widdowson, Suzanne Boyd, John Heath, Lis Heath, Jenny Thomas, Gordon Law, Jim Davis, Trudi Newton, Alice Stevenson, Joanne Beazley Richards, John Monk-Steel, Adrienne Lee, James Agar, Alison Ayres, Mo Felton, Val Heppel

Exam Supervisors Sue Eusden, Jill Hunt, Barbara Traynor,

Volunteer help Lyn Wall,

EATA Exam Observer Sabine Klingenberg

Thank you !!

Toni Lipp - in memoriam



Toni Lipp

My colleagues from the managing board and I were left with consternation, as we heard the news about the passing away of Toni Lipp. Last year he was sitting amongst us at the table and conducted the general assembly of DSGTA.

In March 2007 he decided to end his term as a co-president of DSGTA. During many years he was committed to TA and the DSGTA. First he was in charge of the associations finances. Later he allowed us to dispose of his knowledge in informatics and built our website. This website is being replaced. This replacement was implemented by him just before he left the board.

Four years ago he was elected co-chair of DSGTA together with me. In this conjoint working period there were some important activities going on, in which he was very much involved.

Toni was, amongst others, an important co-initiator of the new structures of SGTA. Together with Walter Liechti and others he spent many meetings and discussion rounds developing the structures as they are today. With a lot of comitment he took care from the beginning, that these structures could be filled with life. In his friendly, quiet way and with his joy of language he was concerned with making the «Röstigraben» (potato-hash-pit) in the SGTA a matter of the past.

Important characteristics of Toni were his creative ideas and his capability of enthusiasm. One of his ideas derived from an encounter with Leonhard Schlegel. The board of DSGTA had the opportunity, to get to know the legendary 101-exercises from Leonhard himself. Toni was so amazed by them, that he decided, that these exercises needed to be published. With the agreement of Leonhard he further developed the idea. Meanwhile the book, that was made of them, gets a lot of attention in the world of TA.

I met Toni for the first time during my TA-training. He was looking for a peer-group for regular exchange. During some years we were working together on theory-issues, discussed and exchanged and reflected on our practical work. Then I was to accompany him on his way through level 1, which he accomplished in Hofgeismar in 2002. Because he was so thrilled with TA, that it became more and more important to him, to spread it, he decided to offer 101-workshops. Teaching became excessively more fun for him and so he was to take the next hurdle and took on the way to be a Teaching and Supervising Transactional Analyst.

With his comitted, reliable, humurous way he was able to approach various people. It became increasingly important to him, to work internationally. Proudly he told me about the first workshop he had held in France. Sadly, many of his plans and projects will not be realised anymore.

We grieve for our TA-friend and colleague. Our compassion goes out to his wife Mägie and his children.

In the name of the managing board of DSGTA
Maya Bentele, President of DSGTA

New national associations

We are happy to welcome two new national associations which joined EATA in 2008

This is the association from Greece:
Greek Association for Transactional Analysis (GATA)
P.O. Box 13793 Athens 10310 Greece
Tel. 0030-210-3210002
Fax 0030-210-3210003

and from Russia:
Kavminvodal Association for Transactional Analysis (KATA)
ap.1,h18, Pobeda Av.
357700 Kislovodsk, Russia
Tel. 07879-37-94-586

EATA now has 36 membership associations in 25 countries
We are looking forward to a good co-operations.

Invitation for General Assembly

Dear EATA members,

You are warmly invited by right of your membership of the European Association for Transactional Analysis (EATA) to the

General Assembly July 4th, 2008, 9.00 a.m.

before Council meeting in Ljubljana, Slovenia

AGENDA

1. Presentation of Delegates
2. Presidents overall report
3. Treasurer`s report
4. Vote for release of the officers
5. Additional special reports from officers and Chairs of Committees
6. Adopt the reports of the Council
7. Any Other Business

I hope to see you there.
Yours sincerely

Maria Teresa Tosi, President of EATA

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Membership
is available directly
from Affiliated Associations

Non-European ITAA members
may also subscribe
from the EATA office.

Keynote speech to Cumbria Regional TA Conference

February 23rd 2008

Kathy Leach TSTA

I would like to say that it is not just a delight for me but an honour to be giving this keynote speech today.

I was invited by the conference organisers to talk on whatever I am passionate about. There are many things about which I am passionate but it seemed appropriate to address the theme of the conference: «TA is OK.» In doing this, I realised how far my passion does go for TA and all that it means to belong to such a movement.

I would like to turn the title of the conference round and ask the question «**IS TA OK?**» and make this my focus.

I am going to start by looking at what I believe we buy into when we come into the TA world:

Well, just that. . . A TA WORLD and a WORLDWIDE TA community.

When I started training as a TA psychotherapist, I was already in a circle of friends, and indeed family, who were hard headed businessmen, IT people, medics, and people with non-psychologically orientated thinking. For years, I felt I was living in two worlds that didn't meet. That seems to me to have been a really telling experience. Few of the people in that circle could relate to, or were even interested in, the discipline of psychotherapy. I felt I needed to be two different people depending on the company I was in. I felt I was able to be more myself within the TA community than in my general social circle.

We think we can become enclosed and engrossed in the TA world, its thinking, behaving and feeling, which is why, I believe we should understand as much as possible about the context in which our clients live their everyday lives. I remember saying to one of my therapists at a time when I felt understood without having to be defensive, free to say what I wanted, and fully accepted: «It is not like this in the real world outside of this room.»

When you have had a moving experience with a client in a congruent and maybe loving therapeutic environment, have you ever watched that client leave the warmth of your room and wonder how that will affect him or her for the rest of the day? Or how it fits in with how he/she structures time until next week? I am sure you have. The thoughts, feelings and phenomenological experience of that watching can be a very telling encounter.

I think we need to really be aware that we have created, and work in, a TA World.

So what do we buy into when we enter this world?

From the beginners' Bible: TA TODAY

- A Theory of personality
- A theory of communication
- A method of analysing systems and organisations
- Promotion of open communication
- Using the contractual method for purpose and clarity

But we buy in to much more than that.

Let's start with the I'm OK You're OK philosophy.

There seems to be a worldwide acceptance of the underpinning philosophy of «I am OK – You are OK.» Although Berne did not make this the pervading focus it has become.

He did talk about universal Okness and life positions, then Harris hooked up and ran with it, and Ernst produced the OK Corral. After this, the TA movement began to be identified with and by the concept. Does I'm OK- You're OK unify TA across the world? It does, in a way, serve as a motto but the viability of living up to it is questionable.

The feasibility of subscribing to this philosophy has begun to be more openly debated in recent years. Some have talked about it being an aspirational concept. Demanding, (for it is demanding if we believe the concept has substance), that we have the responsibility to find the Okness in everyone. That's admirable, and it's hard and I sometimes think it is easier to put into practice when we are closeted with people who are using our services. In these circumstances we have a professional role and persona that may differ in other spheres.

What if we can't find that Okness? If we don't have the energy for it? Are we failing in some way? I don't think so. I think we are being human. Moreover, we are human first before we add to our lives the job of TA practitioner.

I am OK You are OK, can be seen as a concept that leads to an unrealistic positivity that serves to impede the use of strong feelings of anger and frustration, disappointment and even sadness if, within that, there is a belief that this, in some way, would render the other, or indeed ourselves, not OK.

It can inhibit challenge where challenge is due. I think a major challenge for us is to say when we don't think someone is behaving in an OK way... whether they be colleagues, trainers, supervisors, trainees, supervisees, or clients. If I'm OK You're OK really works, such challenges should be easy.

However, challenges and confrontations are not easy. Perhaps because we don't wholeheartedly trust that someone can keep us and themselves OK, even if our scripts allow us to think we are OK. It is in fact a very complex philosophy to try to live up to.

Having said that, like the tenets of emotional literacy that is based on this philosophical stance, when it works, it is very productive and highly gratifying.

I was idling through the internet one time looking to see if there was an interesting origin of the expression OK and found this quote: It said:

«I'm OK or not OK – You're OK or not OK. All that matters is how we feel about that at this moment.»

I think this quote has some mileage but I would add that it is not just how we feel about it at this time, but what we do about it.

This actually segues into something else I think we buy into in the TA World and that is an international code of ethics and professional practice - a set of rules and guidelines that, on the face of it, we would expect to find reasonable and workable. Unless we need to know them for examination purposes or have spent a couple of days looking at them in training, we probably don't spend much time considering them in detail, or take time to think about what each one means for us. We probably believe that we follow them anyway.

Once again, as is the wont of TA, what appears fairly simple and straightforward is actually complex. We have not wanted an inflexible set of directives, and the new guidelines are even less directive. But with flexibility comes complexity, individually different interpretations, cultural differences, power plays and scripty involvement.

Depending on our own belief systems and experience of the community we can be seen to respond to these guidelines in accordance with different stages of moral development, which I think is a really helpful way of understanding how people actually use (or don't use) these conventions.

I am referring to work by Kohlberg on moral development, and would like to offer you a way of thinking about how and why people respond to codes of practice in different ways.

Kohlberg describes «The Obedient and punishment orientation stage of pre-conventional morality» as the first stance.

This assumes that powerful authorities hand down a fixed set of rules which must be unquestionably obeyed. I use this in two ways:

- 1) To think about the power of Parent introjects and how these influence a decision.
- 2) With regard to how trainees and indeed other members, move to this position vis a vis trainers, supervisors and maybe other more experienced practitioners where they become the powerful authorities.

As trainers we need to be very aware of what we say and that some trainees will not only hang on our every word, but will attribute power we should not have and certainly should not act upon.

We need to be aware that trainees particularly, but by no means exclusively, may be in this first stage of moral development. Believing they cannot and dare not challenge.

The second stage of moral development according to Kohlberg is «Individualism and Exchange.» Here it is recognised that there is not only one right view handed down by authorities. The characteristics are that the individual will operate from a place of self-interest or within a philosophy of returning favours. The question might be then, that if a colleague is believed to be transgressing one of the codes for ethical or professional practice, is it in *my* interest to take action? Quite often, I think it is believed that at the end of the day, confrontation would not be in one's interest and sometimes this is because of the perceived power dynamics within the organisation.

As you see, when reverting to these pre-conventional stages, individuals «assess» as isolated individuals rather than as members of society.

When we move into **conventional** morality, there is a belief that people should live up to the expectations of the family or community; have good motives and interpersonal feelings such as love, empathy, trust, concern for others and fairness.

This stage can be rife with disappointment when people do not live up to expectations. However, Kohlberg's stage three also opens up the idea of reasoning in relationship and dialogue. In our codes of practice, this dialogue is encouraged between colleagues and then in other stages of dealing with a complaint. Unfortunately even this, at times, gets to feel unsafe.

It is not easy to challenge or be challenged. Sometimes it sets in motion a very gruelling process. No wonder we might prefer to revert to pre-conventional morality.

Kohlberg's Stage four of Moral Development is the basis on which, I believe, our codes are built. A broad concern with the community as a whole and the emphasis is more upon obeying laws (of the land), and performing duties so that the social order is maintained. In the context of our community, this refers to how we best maintain professionalism and high standards across the board. This is seen as a centralising framework. People at stage four make moral decisions from the perspective of society or the community as a whole and they think from a member-of-society/community perspective. There is a conception of the *function* of the rules and guidelines as a whole.

An interesting and vital question for all of us is: What would happen if we all transgressed codes of practice? What if we all behave in an unethical manner? What if we all exploit professional relationships? What if we all indulge in making derogatory statements about the standing, qualifications, or character of members of the ITA or EATA? What if we all call ourselves TA psychotherapists or Trainers or organisational consultants regardless of qualification?

Seeing it in this perspective brings home to us the chaos that would emerge if more than a few transgress the codes from time to time and might be a starting point to think about whether we would, could or should take any action.

At stage five, which Kohlberg puts within «Post Conventional Morality», people ask: «what makes for a good community?» People think objectively rather than subjectively and evaluate in terms of the resultant

considerations. Basically, a good society is best conceived as a social contract into which people freely enter to work toward the benefit of all.

People at this stage are trying to determine what a community ought to be like in order to allow this freedom, together with the means to improve and change.

How I see this happening in TA, is that there is constant watchfulness, questioning, listening, evaluating and responsiveness going on amongst members and in particular, trainers committee workers and councils across the organisation.

Stage six of moral development is about universal principles. If justice and human rights are universal principles, then commitment to these makes the rationale for civil disobedience stronger and broader when they are infringed.

Therefore, my point here is that there are many ways of interpreting and managing our codes of ethics and professional practice and, in the main, they work well. However, there are times when transgressions are ignored because of fears of reprisals, people respond at stages one and two, in the realm of pre-conventional morality and the I'm OK You're OK position is not trusted and therefore, absent.

A third aspect we buy into when we buy into TA is an ever expanding, changing, stimulating and exigent body of knowledge that has evolved from what I see as the core concepts of TA as described by Berne and his contemporaries.

It is exciting to read members' research and thinking on new ways of understanding, using and talking about developmental processes, relationships, transferences and constructs; When theories of body work enhance our understanding of psychosomatic and physiological responses, transferences, the power of touch, body expression and movement. It is great that we have enquiring minds searching for the significance of TA in the realm of neuroscience, where, finally, we have the additional evidence that talking therapies cause actual changes in the brain, as well as physiological changes. More proof, if we needed it, that body and mind are inseparable.

At the same time, some of these developments result in those who might be seen as fundamentalists arguing that this is not TA. Sills and Hargaden, amongst others, believe that lack of uniformity of meaning is strength, not a weakness of TA. It allows the flexibility needed not only to work with a unique individual in the clinical, educational, and organisational setting, but also to work with each other, embracing different personalities with different ideas in different countries and amongst different cultures.

You may remember Robin Hobbes saying in his keynote speech at the ITA conference in York last year that dogma unites. But I say dogma also alienates. Those who don't subscribe to the dogma don't belong and they go on to create their own systems of belief. Then there arises a strong field for the planting of Not Okness. This gives rise to a feeling of instability and mistrust.

James Allen noted that what we all have in common in TA is a membership of an interpretative community, a known historical tradition and a fellowship of like-minded people. I am not sure to what he is particularly referring when he says «like-minded» but he certainly has a point that despite some of the friction, we have overall qualities that make for a possible bonding of often, very diverse characters and beliefs.

Who can decide whether any developed and new theory is TA or not? Who defines TA now? Do we have new ideas and make the theory fit into TA? Do we make TA fit new theory? Or do we take TA and use it to inform us in an ever-widening context?

I think it is important to expand upon but not dilute what are extremely powerful, respectful, tangible, and usable concepts. We do need the energy of conflict that produces discussion. From antithesis, there is the possibility of synthesis. Without expansion, we become static and passé.

Now let us consider a fourth buy-in: The exam system. How this throws up some interesting processes. It seems that as people approach the exams, whether written or oral, they hit parts of their script they thought

they had long dealt with. Fine, that is not unusual in exam situations. Nevertheless it amazes me what trainees say they have heard about the exams. All seem to evoke either fear or anger.

I love some of these: For instance

- Whether you pass the written exam or not depends how good the marker is. (Well, it's an interesting idea but I think whether the candidate writes a good study seems to me to have something to do with it as well.)
- The whole thing is a lottery.
- All the markers are inexperienced and don't know what they are doing!
- You can't say, «I don't know» in an oral exam.
- The oral examiners give you trick questions to see how you manage.
- If I don't relate to the same schools of TA as the examiners, they will mark me down.
- The whole thing is a scary business.

Examiners have clearly been allotted the ogre role throughout.

I do not intend to discuss how these arise, script beliefs, transference etc., as this would be a research project in itself.

What I believe we can and should do with these beliefs or fantasies is find the grain of truth. What is perhaps not generally known to trainees, and even other members, is how much work constantly goes on behind the scenes to question the exam system and strive to improve it. Since I joined the ITA in 1990, the exam system has almost continuously been under scrutiny with a view to addressing efficiency, professionalism and fairness. It is also my experience as a seasoned oral examiner, that the exam boards are genuinely keen to pass a candidate and will aim to help the candidate demonstrate what they know and their competence as a Transactional Analyst.

Although as an examiner, I can find some of these folklores amusing, there is clearly some reason why candidates move into this realm that is not just about their own self doubts.

I don't want to look for grains of truth today. That is an exercise for elsewhere. I want to digress for a moment into the theory of gossip and rumour. This not only addresses the stories that are circulated about exams but also brings me once again to the arena of keeping everyone OK and the code of practice that says we must not talk derogatorily about other members of the ITA. Can you honestly say that you have never gossiped negatively about any other member?

The word Gossip was recorded as early as 1014. However, I am sure it was part of life as soon as man could speak!

Originally it seems the word gossip was a positive or at least neutral term. More recently it has acquired some pejorative connotations. However it apparently has some positive social and psychological functions such as

- Relationship building
- Group bonding
- Clarification of social position and status.
- Reinforcing shared values
- Conflict resolution and so on.

It seems to be a deep-seated human instinct and has been likened to social grooming in animals.

So talking about that trainer who did this or that, or the therapist who did the other, the colleague who isn't doing something and the trainee who is, the examiner who is **the** one to be avoided, is all part of a social function that has been claimed to be soothing and health giving.

What is for sure is that we cannot stop gossip. We know it goes on and need to acknowledge and embrace it.

I would like to read you a few lines from *The School for Scandal*: (Sheridan). I find them amusing.

**There are two kinds of people
Who blow through their lives like a breeze
And one kind is gossipers
And the other is gossipees
And they certainly annoy each other
But they certainly enjoy each other
But they pretend to flout each other
But they couldn't do without each other.**

Gossip and rumour go together. A Rumour is . . . «An unverified account or explanation of events circulating from person to person and pertaining to an object, event or issue of public concern.»

An interesting fact about rumour is that as it travels it grows shorter, more concise, more easily grasped and told. A test of message diffusion between persons found that 70% of details in a message were lost in the first 5-6 mouth-to-mouth transmissions.

And of course, when we use that social pastime: gossip, it is usually the juicy, grabbing, shocking, or elaborated bits that make up the 30% that is passed on. There are many candidates who have reported excellent experiences of the exam system and even having had fun in the oral exam. However, these don't make shocking, compelling tales.

I was a little intrigued to read some of the claims about gossip being health giving in some way but I am certain research proves laughter is not just psychologically therapeutic but physically healing. It produces endorphins that give us a sense of well-being. It reduces stress, and laughter has been shown to increase tolerance of pain. Perhaps that throws some light on the physiological value of gallows laughter!

You may be wondering what this has to do with the subject of this speech and theme of the conference. I believe we could use more laughter with our clients, trainees colleagues and friends. It has been suggested that laughter changes the mood rather than the mood change causing laughter. Whatever the mode, when laughter is present there is a more collegial atmosphere, and that alone can enable a different approach that comes nearer to believing that others and oneself are OK. The heavier the responsibilities we carry, the more we need relief. The mechanism of laughter is available to us instantaneously. Even a forced laugh will start the stress reducing process.

I would like to conclude by summarising and returning to the question «Is TA OK?» I think we have a fine tradition of expanding theory, a community that continually strives for professionalism in a changing world, people who give so much time attending to professional standards, new developments and legislation. And much more than I have time for here. Some of the places where we seem to fall short are where there is fear; where there is a sense of scarcity; where power is actually or inadvertently exploited. It is at these times when it is difficult to maintain the aspiration of Okness that has become the core of TA philosophy. We need to be both realistic and truthful and to continuously be aware of, and challenge, the shadow sides.

When we are open to this curiosity and this challenge, when we look outside the TA World we have created, when we work together in the interest of the community and question systems and procedures with a view to improving and modernising, we have a fine movement.

TA has given me a lot, not least a community of interesting and exciting colleagues and friends, and demanded a lot, which is how it should be.

Is TA OK? I think to use a familiar phrase, TA is certainly «good enough» and that to me is OK.

Kathy leach is a Training and Supervising Transactional Analyst in the UK. She specialises in working with overeating and Obesity and offers training and supervision for those working in this field as well as therapy for sufferers. Her book «The Overweight Patient» is widely available internationally. She can be contacted by Email: kate.leach@ukonline.co.uk

Call for articles

EATA is a growing organization with new countries connecting to the community. This is a very pleasant development.

In the Translation Committee we have an idea that there ought to be a lot of articles (written and not yet written) around TA theory and practice within all member countries. Since English is the official EATA language it's easier to get material written in English published in e.g. Newsletter and have it spread to all EATA members.

Now we want to offer writers who write in other languages than English to make their articles accessible to the whole community through support of translation into English and publishing in Newsletter and on the web site. Maybe also in TAJ, whose editorial board has shown interest for this initiative. We see this as a possibility to take advantage of thought around TA theory and practice that have developed in a context influenced by the uniqueness of each country. It's also a way to increase connections within the EATA community getting to know how other countries and members are thinking and practicing TA.

The procedure we are proposing is that the National Association discuss and decide if there are articles to translate. After that they contact the EATA Council delegate of their country, who passes the proposal on to the Translation Committee.

There is already money budgeted for this for 2008, so please start looking for interesting articles to share with the rest of Europe.

Torsten Hemlin

Chair of Translation Committee

Translating for EATA requires walking a mile in many people's shoes.

Reading the call for translators in the last EATA news made me reflect on what it is like to be a translator for EATA. I've been translating EATA news, articles and at conferences and trainings for the last years, mostly from French to English and back, and I would like to share some thoughts on the subject, for those who might be tempted to join the group of translators, but also for those who write articles and contributions for EATA news or who do presentations at conferences.

In my opinion, our job is mainly to promote understanding between colleagues who have a common theoretical frame of reference - TA - and different languages and cultures. Building this bridge means having the best understanding possible of what one person says or writes, and making this understandable for another person or persons who are reading or listening. Anyone who has done active listening exercises will know that this is already quite a challenge when you speak the same language. If you add to that our different cultures, tastes and background and the limits of our knowledge on certain subjects, the challenge gets even bigger. But when it works, and when the understanding takes place and opens the door to dialogue, the satisfaction of the people for whom we are working is the greatest reward.

What does this all mean for you who are writing articles for the EATA news? Consider that some of your readers might not know your culture, or the way the institutions of your country function, or the subject that you are fascinated with. How would you explain your point to an 8 year old, knowing that he or she will then have to transmit the information to a group of 8 years old? Sounds basic, but sometimes we do get carried away, don't we?

So when is an article real fun to translate? when it is noticeable that it has been written with pleasure; when one feels that the writer wanted to share something with readers who might be very far away; when the sentences are short and the argument clear; and... when it is written in a language with which the writer is really at ease. EATA is putting quite some resources into translation, and I think it would be worthwhile encouraging colleagues to write a good article in their own language rather than a good article in poor

English. So much can get lost with poor language, and even more when the poor language is then translated into another one.

Conferences and workshops are in general hard work and good fun. You get to meet many people from different places, and sometimes to translate from or into languages you didn't know you master. Again the presentations that are the most enjoyable to translate are those where the presenter is clear, aware of his/her audience and of the fact that there is a translator whose memory is ... human and thus limited. Sometimes there are so many languages around the table and one gets a fair idea of what Babel was like, and yet again, when all these people manage to communicate, it's just great.

*Steffi Tarade,
translator of EATA Newsletter*

Book review

This is a review of the same book as in the last Newsletter - now from an educational perspective. It was first published in the ITA News, the Newsletter of the Institute for Transactional Analysis in Great Britain .

The adult is the parent to the child: Transactional analysis with children and young people

Editor: Keith Tudor

Random House Publishing (2008)

In his earlier writing on the neopsyche, Keith Tudor compares the structure of his article to that of an Italian meal, divided into delicious courses, (Tudor, 2003). In this recent work what he has done is to invite some of the finest in the field of working with children into the kitchen and have them offer up a mighty feast. Let me state from the outset that I see this as an important book and one that will grow in its significance over time. In many respects the focus is on working with children and young people from organisational, psychotherapeutic and educational perspectives. The contributors are all experienced practitioners offering both fascinating, moving and informative accounts of their work. The book also operates at another, less overt, level and it is this that I find especially intriguing. As is typical in much of his previous writing, Tudor demonstrates a capacity for embracing the heritage of transactional analysis

theory and a skill in re-creating, or re-visioning, TA theory and practice within a contemporary context. I will resist the temptation to present a conventional chapter-by-chapter appraisal – there are nineteen in all, plus six appendices, (the listings of TA literature on working with children is especially useful). The volume is divided into three sections. The first considers the context of children and young people, the second focuses on the detail of practice whilst the final – and in my view, the less substantial – section is entitled Theory and Research: Fields and Developments. Instead I will remark on a sample of the many highlights in the collection: Pete Shotton presents a typically edgy insight into the potential prejudicial implications of working with Muslim clients in a school context. Anita Mountain gives a really informative case study account of working systemically using milieu therapy in order to bring about effective, sustainable change for children in residential care. Her work demonstrates the level of long-term, multi-levelled commitment so necessary in this specialist context. Trudi Newton's contextualisation of childhood spotlights the wider socio-political considerations for practitioners whilst simultaneously offering a growth-orientated framework for synthesising a range of TA models. Dolores Munari Poda's account of the first meetings with children captures the sensitivity of this episode in a way that moved me. Marie Naughton presents a brilliant insight into working alongside adolescents, with the practitioner compared to the twelfth fairy in Sleeping Beauty, a metaphor that has remained with me since first coming across this work several years ago. Roger Day provides a rich range of practical exercises that remind the reader of the importance of creative play in

therapeutic practice There are several other chapters by Kath Dentith and Jean Lancashire, Mark Widdowson, Diane Hoyer and Laura Hyatt and Mica Douglas which focus on the detail of therapeutic practice. Each account, presented by contributors whose commitment and integrity in the field is clear in their writing, provide a terrific grounding for those working in this context or who are considering developing their work in this direction. There were also chapters which I found excellent, although they seemed to be less smoothly integrated with the practice of working with children and young people. Instead they functioned as valuable pieces running alongside contributions that are more overtly connected to the book's central theme. Chris Davidson's exploration of three-dimensional OK-ness, Paul Kellett's playing with relational theory and James Allen's consideration of permission, protection and mentorship are such examples. I have a handful of additional observations. First, given that school is an almost universal experience for children and young people, I was surprised that this did not warrant greater attention overall. With the exception of a couple of chapters – Susannah Temple's, for example – the emphasis is on the psychotherapeutic as the vehicle for working with children and young people. The majority of contributors to the section on practice draw on a psychotherapy frame of reference for engaging with the client group and this does result in the book having an overall imbalance that is quite noticeable from the perspective of an educator. In other words, the individual chapters on intervention are excellent although the general impact of drawing much of this from the psychotherapeutic experience left me wanting to hear as much from those who work transformationally with children and young people via a learning – as opposed to therapy – contract. Second, although the range of contributors extends beyond Britain, there is a significant UK frame of reference in the work. The chapters relating to child protection and relevant appendices pertain to the UK system, as do references to psychotherapeutic guidance for working with children. Clearly this picks up on what is currently an important issue for practitioners working in the UK – professional identity, training and accreditation for practitioners working with minors. As a UK reader I did not find this especially distracting but given the richness of the main content and its value for a wider audience, the UK specific elements detract a little from its international reach.

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Third, I understand the title, it captures precisely a key aspect of Tudor's broader agenda, however, I just don't think it works as such. I cannot imagine readers referring easily to the title, instead preferring, 'it's the one about working with kids!' Finally, on a technical point, a slightly larger text would help the overall presentation and ease of reading. These latter remarks are minor reservations given the significance of the volume as a whole. At the outset Tudor and Summers present a contemporised summary of TA models. It is the clearest demonstration yet, to my mind, of how TA theory can be offered in as accessible a way as in its earliest days. The authors declare the legitimacy of co-creativity and integrating

Adult as integral to using TA. They account for how contributors variously adopt both established conventions and contemporary usages of TA models and this 'inconsistency' is clear in the subsequent chapters. And this is an important feature of the book – there is little that binds it together in terms of themes or aspects. The one constant is the contributors' interest, experience and curiosity in working with children and young people. There is little evidence of any editorial constraint; diversity – and at times contradictory positions – are nevertheless contained in what might be described as a vibrant, eclectic chorus.

Not only do I think this is an important book, I also like it very much too! I like it for what it is – a focussed consideration of a vitally important and sensitive arena for intervention. I like that it is unequivocal about the value of working with systems in which children live and learn and declares TA as a legitimate methodology. I like the range of voices that come through in the book – the relative absence of editorial voice results in a diversity that reflects something of the co-creative ethic that underpins it. The sustained attention on working with children and young people ensures that for the most part it does not become distracted with more general psychotherapeutic practice, nor does it stray significantly into the direction of organisational or educational TA, although there are interesting nods to those fields in a couple of chapters.

In summary, I think that those interested in contemporary ideas about TA theory will find the book of general interest. I believe those who are engaged in debates about fields of application and the potential polarity of adult and/or child areas of psychotherapy, will find much here to fuel discussion. For those committed to working with children and young people, Tudor's collection will become essential reading.

Giles Barrow, PTSTA (Education)

Reference: Tudor, K. *The neopsyche: the Integrating Adult ego state*, in *Ego States* ed. Sills C. & Hargaden, H. Worth, Publishing: London, (2003).



EATA Colloquium - Invitation

2. EATA International Colloquium

For all TSTAs, PTSTAs and CTAs

Winterthur, Switzerland, **18th October 2008**

Topic:

Development – Some Insights on the part of Neuro – Psychology and its Equivalences in TA

Presenters: **Prof. Dr. Willi Stadelmann**

Director Pädagogische Hochschule Zentralschweiz PHZ
CH - Luzern

Prof. Dr. Ulrich Elbing

Psychologischer Psychotherapeut TSTA
D - Schwäbisch Gmünd

Program: 09.15 - 10.00 Welcome coffee

10.00 - 12.00 Presentations

12.00 - 13.30 Lunch

13.30 - 17.00 Worldcafé, Moderation: **Christina Gehle** Karlsruhe

Moderation (whole day): Dorothea Schütt PTSTA Wetzikon

Daniela Sonderegger-Dürst PTSTA Wetzikon

This will be the second International Colloquia organised by EATA in order to offer a platform to strengthen professionalism, internationalism and the development of new theories, models and methods.

The Colloquium is sponsored by the EATA – Contributor toward expenses will be

25.00 Euro (40.00 Fr.) for each participant

Application: Name / Address / Phone number / TA-Status / languages

Please mail to Daniela Sonderegger-Dürst: dasoru@bluewin.ch

The number of participants is limited.

Application closing date: Sept. 15th, 2008

International Trainers Meeting

**1st and 2nd of July 2009
Grado, Italy.**

Dear Colleagues,

On behalf of EATA PTSC it is with great excitement that we announce the next International Trainers Meeting. Grado is a wonderful place at the Mediterranean Sea near Trieste in the northern part of Italy. We are privileged to be hosted by SIAT and its president Raffaella Guglielmotti and we really appreciate this cooperation. Thank you so much for the invitation.

Every three years the International Trainers meeting attracts trainers from all over Europe and also outside Europe to use the opportunities for networking or dipping your toe into something interesting and fulfilling requirements for continuing professional development.

Although it seems far away, we need to start preparing this outstanding event.

The team within PTSC is Jacqueline Dossenbach, Roos Ikelaar and Sabine Klingenberg.

We do take advantage of the evaluation from Santiago **and** we are looking forward to some fresh ideas and input from you and kindly ask you to fill in the following form:

- Needs or themes of interests (Subjects you want to pay attention to):
- Preferred form of work (Do you like to work open space, field-wise, free workshops, outside or other options? If possible a percentage):
- Program time – networking time – free time (How does an ideal day's schedule look like for you?):
- Side programs (Are you interested in cultural or sportive side programs? And if so, give us an idea of what it is you would like to do/see?):
- Party-time (Do you have any ideas for the evening?)
- General other input (Feel free to express any other ideas or wishes you have):

Please, send your ideas until 15th of June 2008 to Sabine.Klingenberg@abakushad.de

Thank you very much for your cooperation!

Warm regards

Sabine Klingenberg (Chair of PTSC)

Jacqueline Dossenbach

Roos Ikelaar

or to Sabine Klingenberg, Hofschläger Deich 1, 21037 Hamburg or via Fax 0049.40-41928946

About being an Examiner: A letter to PTSTA's Sponsors

Dear Colleagues,

as probably you noticed in the last PTSC Telegram, a change was made by TACC (the EATA/ITAA committee for common standards in training) in the **Application form for TSTA exams** (Handbook form n° 12.6.9.). TACC agreed to add this sentence «*The (Mentor) Principal Supervisor declares that he has at least examined 3 times during the last 5 years: dates and venues, signature*».

This is not a new rule: it is a commitment each supervisor takes when signing a TSTA training contract, as it is clearly stated in the form 12.6.2. of the Handbook («TSTA Training Contract»). In the section C of the contract («Commitment of the Supervisor»), at point 8, you can read: «*I am willing to serve as examiner for T/STA exams if examiners are needed and I commit myself to serve as an examiner 3 times within a period of 5 years from the date of endorsement of this contract*».

As you can see the two sentences are not completely consistent, one is talking about «the last 5 years», the other the first 5 years after the contract was endorsed. Beside this inconsistency, due to a mistake that we will correct, the matter is relevant. This rule was established as a protection of the trainees and of our certification system and as an opportunity of continuous education for trainers.

As you know, there is no continuous education at all in our certification system. A CTA or a TSTA is a title for life. Anyway, during the years PTSC understood the importance of having a constant presence to the exams for TSTAs who want to sign training contract with PTSTA because - without this presence - their competence as trainers can decrease. Exams are an opportunity to exchange point of view with colleagues, to observe and check the standard required for exams and their evolution during the years, the new trends in studies and theory: continuous education, exactly!

Without a constant knowledge of process and content of TSTA exams it can be difficult (if not impossible) to well prepare a candidate, to help them to face the exams with the best options for success. The requirement to act as an examiner is fundamental to protect our trainees.

It is also a way to protect our certification system. TA enjoys a great success in Europe, more and more people want to be certified, and COC faces several problems in organizing exams at TSTA level as consequence of not having enough examiners.

Often we need to establish a waiting list for candidates: it is a sad decision because we stop the enthusiasm of colleagues who are going for the exams, and because it is very unpleasant for them to not know when and where they could finally be examined. I imagine that all TSTAs remember how big is the commitment to face the exams, and how stressful it can be.



I'm positive that all of you understand the good reasons why TACC decides to reinforce the rule. On the other hand you can be confident that COC will consider your possible serious difficulties regarding this subject, and we are open to discuss with you.

Very warmly

Marco Mazzetti, Chairperson of the Eata Commission of Certification (COC)

Marco Mazzetti, Chair of COC

Sabine Klingenberg, Chair of PTSC

Milly de Micheli and

Maria Teresa Tosi, EATA President

News

from Armenia

Dear Colleagues,

News

We are happy to inform you that for the Armenian Association for TA the year 2008 started with series of 3 trainings and 2 workshops of advanced TA training/supervision, organized by the Association in Yerevan. The participants of all events had a long-awaited opportunity to expand their knowledge of TA and seized it with vigor. An average of 24 persons participated in each training and about 7 in each 4-hour advanced training/supervision workshop. Our trainers are currently Wladimir Gussakowski and Elena Sobolewa, both from Russia.

We would like to thank EATA for the assistance provided. We are also grateful to all of you for all your efforts, cooperative mood, responsiveness, commitment to promoting TA in Armenia, where it is just putting down roots. The events would not have been possible without all this support.

The scheduled events are development groups and advanced TA training/supervision, as well as opportunities to have individual therapy and supervision. The organizers of the events have already set about arranging these. Let's wish them good luck!

News

Lilit Sargsyan, vice-president of AATA
Gohar Levonyan, president of AATA

EATA Bursaries

EATA has a sum available to support individual members who;

- a) travel abroad for supervision, training, TEW, exams
- b) attend a TA-Conference abroad
- c) need support for paying training fees.

EATA members should apply before December 31st for a bursary in the following year. EATA will make the decision about the distribution of the bursary budget in January. You can apply any time in the year too and if the funds are available you will get the grant.

The maximum grant for one person is 300,- •.

Procedure:

Requests for bursaries can be made by downloading the application form from EATA website www.eatanews.org. You will need a signature on the form with recommendation of the sponsor or national association.

Please send your applications to the delegate of your National Organization to EATA. Delegates will forward max. two applications for Bursaries from the members of their respective national Organizations by January 15th each year.

EATA will make decision within 4 weeks.

If funds are available EATA will grant Bursaries even later to this date.

A ONE-DAY RELATIONAL TA CONFERENCE

At NCVO, Regents Wharf, London, NW1

Saturday 5th July 2008

The aim of the day is to deepen understanding of the unconscious and implicit relational knowing as it applies to relational clinical work.

One of the key elements of relational psychotherapy is a willingness on the part of the therapist to use her own experiences to further the therapeutic inquiry. The presentations will have a particular focus on loss and melancholia alongside the dilemmas posed by the use of self disclosure and the impact and role of language in relational psychotherapy.

9.30 Introduction by Heather Fowlie

9.40 Helena Hargaden will open the clinical program with a presentation in which she explores:

Two minutes in a relational encounter: the subtle nuances of relational therapy

She examines how the encounter revealed the significance of implicit relational knowledge and the emergence of her unconscious conflict into the relationship.

Ray Little will respond to Helena's presentation by taking further the examination of the unconscious processes.

This will be followed after the break by small group discussions led by staff from the TA department.

1.30 After lunch, Charlotte Sills opens the afternoon programme with a short experience and presentation on:

How language shapes and is shaped in the relational encounter.

This is discussed by a panel which includes Bill Cornell, Geoff Hopping, Steff Oates and Rosemary Napper.

This will be followed by small group discussions

After the break, a large group plenary session will take the form of a round table of the small group leaders who will take forward the themes that have emerged in the small groups.

Cost: Metanoia/ITA/IDTA Member £120

Non Members £150

CTA EXAM PREPARATION

This is a group for people preparing for their written and/or oral exam, including trainees who are just starting the process and want support from peers as well as those who are actively working towards their oral exam. The days are grouped in series of three or four. Participants normally commit themselves to at least two series of workshops. The group works on a cooperative basis – on each day the content is negotiated by the members. A typical day may include focus on a particular theme or theory, a discussion of part of the written exam and practice viva sessions.

Facilitator: The days will be facilitated by Carole Shadbolt, TSTA(P)

Dates: 13th September, 11th October, 8th November, 13th December
17th January, 14th February, 14th March, 9th May, 13th June,
11th July

MSc in TRANSACTIONAL ANALYSIS PSYCHOTHERAPY FOR QUALIFIED CTAs

Validated by Middlesex University

Metanoia offers qualified CTAs the opportunity to undertake an MSc through an APL portfolio in conjunction with CPD workshops here at Metanoia.

Please contact Heather Fowlie, Head of Department, for further details of the next intake in October 2008.



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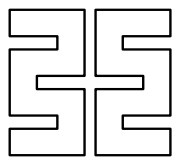
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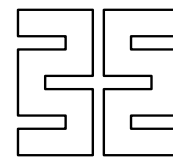
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Integrative Psychotherapy Training Program for Experienced Therapists and Counsellors



Two Year Course with

RICHARD ERSKINE, Ph.D.

This two year training program will provide the fundamental theory course required for certification as an Integrative Psychotherapist by the Training and Standards Commission of the International Integrative Psychotherapy Association. It will provide 108 hours of training that will include lectures on the theory and methods of Integrative Psychotherapy, group discussion of the theory and assigned readings and the presentation of participant's clinical cases for consultation. The course is designed to provide an intellectually rich understanding of the inter-related theories of motivation, personality, and method.

Concepts that will be covered in the first year of this fundamentals course are: the theory of motivation, the self-in-representation system, contact and contact-interruption, script formation and the script system, a developmental perspective, three models of ego state therapy, transference and transactions, intrapsychic functions and behavioural change, and the therapeutic use of relational-needs. A theory of methods will be presented which emphasises the centrality of a contractual therapeutic relationship. The focus will be on the integration of affective, cognitive, behavioural and physiological aspects of psychotherapy.

The teaching in the second year will include the psychotherapy of obsessing, habitual worrying and fantasising; the treatment of dissociation and the schizoid process; the psychotherapy of unconscious conclusions and physiological survival reactions; and the methods useful in the treatment of psychological regression, intrapsychic conflict and interjections. Participants will be expected to discuss cases from their own practice for supervision. This training program is for the experienced psychotherapist who wants to enhance his or her therapeutic effectiveness by becoming skilful in the practice of Integrative Psychotherapy.

The course will be sponsored by the Institute for Integrative Psychotherapy, New York City and the Manchester Psychotherapy Training Institute in co-operation with the International Integrative Psychotherapy Association.

Leading to certification as a Integrative psychotherapist accredited by the International Association of Integrative psychotherapy. This course will also carry a diploma from the Manchester Institute and will count towards CPD credits

Course Dates

Feb. 28, March 1 & 2, 2009
Sept. 26, 27 & 28, 2009
Dec. 5, 6 & 7, 2009
Feb. 27 & 28, March 1, 2010
Sept. 25, 26 & 27, 2010
Dec. 4, 5 & 6, 2010

Venue:

The Manchester Institute for Psychotherapy
454 Barlow Moor Road
Chorlton
Manchester
M21 0BQ
England

Entry Requirements This is a course for experienced therapists and therapists in training - if you already seeing clients and have access to a supervisor and/or therapist you should be fine, if in doubt about your suitability for the course please e-mail us with a brief clinical CV before you apply.

Contact Details

For more information please see our website: www.mcpt.co.uk
For a more detailed brochure, enquiries, please email: bob@mcpt.co.uk
Telephone number: **0161-862-9456**



Wealden Institute France

Wealden Psychology Institute announces its new centre in Aquitaine!

The new Institute offers:

- TA101s, TA Foundation and TA Advanced Training courses
- CPD workshops for counsellors, psychologists and psychotherapists
- Workshops for personal development for the general public

We also offer Counselling, Coaching and Psychotherapy for individuals, couples, families and groups, using TA and other models including EMDR, addressing issues of bereavement, trauma, abuse, homesickness and relationship difficulties.

Wealden France is situated in a beautifully renovated farm in the rolling countryside of south east France, away from the din, in the early foothills of the Massif Central. It is an ideal setting for relaxing, learning and making deeper contact with the heart and with life.

The principal trainer is Joanna Beazley Richards TSTA

For more information please contact us:
Tel. in France: 09 60 47 00 41 Tel. in UK: 01892 655 195
Email: info@wealdeninstitute.co.uk

Announcing:

Professional Excellence Workshops

➔ Now always at "The Berne" ←

Coming dates: 5-7 Sept. 2008; 27 Feb.-1 Mar. 2009

Do you want to enhance your professional skills in TA? Then the PEWs are for you! To all TA professionals, these workshops offer an excellent opportunity for advanced training and supervision. The PEWs – run regularly twice per year since 1992 – have been a “springboard” from which many participants have gone on to gain success in EATA/ITAA examinations, both CTA and T/STA. The workshops have also proved their value as preparation for the EATA/ITAA Training Endorsement Workshop (TEW).

The workshop leaders are **Alice Stevenson, Ian Stewart, and Adrienne Lee**, Teaching and Supervising Transactional Analysts. As a team with sixteen years’ experience of the PEW format, they can offer you an outstanding environment for learning.

Workshop format is highly flexible. Activities are tailored contractually to the needs of the participants, and typically include: multi-level supervision ... tape presentation ... discussion of theory and ethics ... practice exams (CTA or TSTA) ... supervised teaching ... personal work.

€ **Venue:** all PEWs are now held at The Berne Institute, near Nottingham, England.

€ **Fee:** per 24-hour workshop: UKP 325. Booking deposit: UKP 75.

€ **For bookings** and further information please contact: The Course Registrar, The Berne Institute, 29 Derby Road, Kegworth DE74 2EN, England (tel/fax (+44)(0)1509-673649; email via www.theberne.com).

Exam Calendar

Exam	Exam Date	Location
CTA and TSTA:	COC July 2nd-3rd, 2008	Ljubljana, Slovenia
	BOC August 6th, 2008	Johannesburg, South Africa
	COC November 13th -14th, 2008	Neustadt/Weinstr., Germany
	COC November 6th -7th, 2008	Bordeaux, France
	COC December 5th-6th, 2008	Turin, Italy
	COC April 1st/- 2nd, 2009	UK
	COC November 2009	Nantes, France
	COC April 7th - 8th 2010	UK
TEW	COC June 30 th – July 2 nd , 2008	Ljubljana, Slovenia
TEW	COC June 28 th – 30 th , 2009	Grado, Italy
TEW and CEW	COC July 12 th – 14 th , 2010	Prague, Czech. Rep.

World Conference 2008
Johannesburg, South Africa July 7th – 10th
Theme: Cradled by Culture: The Journey of Humankind

* 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 Drive #B-1, Pleasanton, CA 94588, 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: \$450 ITAA members/\$600 non-ITAA members payable in US dollars to T&C Council, c/o T&C Council office, 2186 Rheem Drive #B-1, Pleasanton, CA 94588 USA

COC Training Endorsement Workshop: to take a COC TEW, contact the European TEW Coordinator, Matthias Sell, eMail: institut@inita.de.

from New Zealand

News

The New Zealand TA Association website is now online and includes the Australasian October 2008 conference information: www.nztaa.org.nz