



EATA

EUROPEAN ASSOCIATION for TRANSACTIONAL ANALYSIS

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To : all PTSTAs and TSTAs

From : PTSC

N° 19 – December 2003

The Professional Training and Standards Committee (PTSC) of EATA addresses all TSTAs and PTSTAs who are members of EATA. With the PTSC Telegram we want to inform you about new developments and decisions concerning training, exams, standards, regulations, etc.

The PTSC Telegram will appear at irregular dates, whenever important decisions have been made by the EATA Council or ITAA committees. You may choose to collect the Telegrams for your personal memory. On top of the first page you will find the number and date of publication.

Please be aware that the PTSC Telegram is not an alternative to the EATA Newsletter or ITAA Script, but offers specific information which you sometimes may also find in the other papers.

Address requests or comments to: Charlotte Sills, PTSC Chair, EATA c/o Charlie King, PO Box 1101, Wigton CA7 9YH, UK. Telephone: +44 (0) 845 0099 101 or +44 (0) 1697 44091.

Very best wishes to everyone for the Festive Season. I hope you all have Happy Holidays, a Happy Christmas, a Happy New Year – and all other happiness !

This PTSC Telegram is mainly devoted to disseminating to you some of the thoughts, ideas and decisions that emerged from the First European TA Trainers Meeting in July. More than 130 of us were there and this will serve to remind us of what we talked about as well as involve others who weren't there.

The Trainers Meeting was held, as you know, in Malmoe (the home town of our President, Roland Johnsson) and it was beautifully hosted by Annika Bjork and Roland, who organised for us an attractive space to work in, comfortable hotels and delightful social events. What a very lovely town Malmoe is. Everybody so enjoyed strolling through the cobbled streets, eating at interesting restaurants, admiring the architecture (including – or perhaps excluding (!) - that rather obscene building – did you notice it ?!), our trip to the Bathing House restaurant - music and dancing at the end of a long pier, an extremely grand dinner – and many more things. The trainers meeting itself was followed by a very successful day of exams, a TEW and all the Council meetings and General Assembly. The latter was particularly pleasurable because we were able to celebrate the Award of a Gold Medal for a life-time contribution to TA to Alice Stevenson and Silver medals for Research contributions to Thomas Ohlsson and Susannah Temple. More about this elsewhere. Meanwhile – to business :

It was good that PTSC met right after the trainers' event because it meant that we were able to start thinking about some of the new ideas immediately as well as making some decisions that could be incorporated into the new handbook, which is now available for downloading from the web-site or in hard copy from Charlie King.. I am including all the new decisions here in order to draw your attention to them. As you know, there is a 'grace period' of one year before changes become mandatory.

- An additional category is being added to the TSTA Exam. This is a question that enquires into the candidate's training philosophy relating to their training programme. The Score Sheet will be published in full in the next EATA Newsletter.
- The word 'assessor' should be changed to 'Evaluator' and the word 'sponsor' to Principal Supervisor (our European colleagues said that the word 'sponsor' was meaningless to them).
- **One half** of TSTA supervision of training and supervision must be 'live'.
- There will be a minimum of **50 hours** groupwork practice for CTAs. This groupwork must be compatible with the field of specialism.
- Procedure for a No Exam vote (see Handbook).

- Candidates who pass the Theory, Organisation and Ethics Exam but fail both the Teaching and Supervision parts of the TSTA exam will have **one year** to pass at least one further part, during which their pass in the Theory, Organisation and Ethics exam will stand. In other words, **until the December of the year following the achievement of this part**. After this time, if no second part of the exam is achieved, the first part expires.
- An Appeals procedure has been finalised that will apply to both written and oral examinations. This means that in future TSTA exams should be audio-taped as the CTA ones are, so that the tape can be used in any appeal process.
- Three person exam boards. In the past, the requirement for a 'pass' was three votes – even when there were only three people on a board. This meant that even one 'defer' carried the outcome. It has been decided that in future the rule will be that two passes are required in a three person board for a candidate to pass. In other words, two deferrals are an automatic defer, whatever the size of the board. (This decision is activated immediately).
- The TSTA expansion process has been clarified and an alternative to the 'two passes at CTA' rule is offered. In future the requirement will be to submit: **'Either** certificates of 2 people who have passed their CTA examination for whom you were the primary supervisor (sponsor) **OR** your own CTA certificate in expanded field. Please see the Handbook.
- The CTA case study may be written on a group, as long as at least one member is described in some depth.

Another issue has been raised to me by various people and has not yet been discussed at PTSC. However, I wish to raise it here as a matter of urgency. It concerns the composition of front-sheets for the CTA taped transcripts. It seems that some trainers are urging trainees to do long and detailed front-sheets (including a full analysis of the client using TA) so that examiners can get a full sense of the client before hearing the tape. Other trainers advise their students to do short front-sheets with just the minimum information needed to hear the tape (for example brief details of client, brief introduction to the tape, contract, short description of the taped piece of work), leaving the examiners to ask questions about other pieces of theory. **May I point out to trainers and examiners that there is no stipulation in the Handbook as to the type, length and format of the frontsheet. It is a matter of subjective opinion/preference.** It is important, therefore, that candidate NOT be criticised or marked down if their choice of front-sheet does not suit the preference of the examiner.

Advertisement :

EATA needs TSTAs who are willing to be EAP (European Association of Psychotherapy) assessors. This means that you would travel to a training establishment who wishes to be accredited by the EAP to award the European Certificate of Psychotherapy (ECP) and, on behalf of EATA would assess the institute or centre alongside an EAP assessor. The trip is paid for by the institute concerned. Assessors need to have the ECP themselves and also have experience in running a training programme. For more information look at the EAP's website : europsyche.org. To apply, contact Isabelle Crespelle, our EATA representative to the EAP (isabelle.crespelle@wanadoo.fr).

The rest of this Telegram is made up of the reports sent to me from various focus groups that met in Malmoe. These are for your interest and reflection. I include them (unedited) here:

From: Alice Stevenson

Special Interest Group Report: T. A. Training Cross Cultures

1) How do we become aware of our shared map of the world and our culture of T.A.? For instance western people usually think autonomy is the same as individuality. What is interesting, in some cultures, it can mean the opposite.

2) OUR RESEARCH QUESTION: How do we promote Autonomy without over-adaptation?

We start by calling positive adaptation "Co-operation"

. The difficulties we discovered about training in T. A. outside of the U.S.A. in 2003 had more to do with the differences in the 200 year old American culture and the older European cultures which had formed ideas, language patterns and customs many years earlier.

By taking the idea of "What does autonomy mean?" we discovered that to some trainers it was translated by using a simple idea of "individuality" and a kind of "independence". This was more of an idea from the 1960's in America when the idea of Transactional Analysis was being used by the common man in organisations, education, counselling and psychotherapy. Even when we used Berne's three ingredients:

intimacy, spontaneity and awareness we found ourselves having to use different metaphors and descriptions in our native languages to describe what we meant.

It was decided that this was not bad for trainers in EATA but important for us to continue to cross fertilise with our training programs in order to preserve the theory as well as develop it.

There were about 20 people in our group representing 8 countries.

Who was in our group:

1. Marijke W. 2. Trudy N. 3. John Parr 4. Julie Hay 5. Joan Wood 6. Nevenka
7. Ute H. 8. Enid 9. Barbara C. 10. Chantal 11. Kare K. 12. Alice 13. Marco
14. Serge 15. Vladimir 16. Tanya 17. Elena (St. Petersburg)

HERE COMES A RECOMMENDATION TO EATA (especially for Jan and Roland)

This is for people who want to work in Eastern European Countries.

1. Do an outline of a Budget. (a standardised form) (Julie and John can draw this up for you if you want.)
2. Send it to each Eastern European country who requests money.
3. Make sure the visiting EATA trainer HELPS the group fill this form out each year.
4. Each country has to have a minimum number of members to apply for money.
5. Do this form every year.
6. If the form is not completed there WILL BE NO MORE MONEY GIVEN.

Please place an ad in the EATA Newsletter informing any trainers who want to go to the Eastern Countries to train to sign up with MARINA BANIC-PETROVIC in Belgrade.

How to get examiners for TSTAs exams

Suggestions made by the group :

- 1- Offer free conference for examiners
- 2- Offer bronze EATA medal after 20 boards.
- 3- Offer a training for examiners to monitor their quality. This training could be a part of the TSTA training.
- 4- Use the feedback sheets of « quality of examiners »
- 5- EATA pays translators for TSTAs who do not speak english.

The main ideas were resumed by

« REWARD AND TRAIN THE EXAMINERS »

New conceptualisations in TSTA training

These proposals have arisen from discussions held in the German speaking trainers meetings in 1998 and 1999 during which concerns were expressed regarding the participants experiences in the current examination and training process. Following these meetings a working party was established to develop proposals which it is hoped will stimulate discussion throughout the TA training community.

Concerns expressed:

- Ø While TA's basic philosophy is to promote autonomy it was believed that the current process too often invites over-adaptation and an unhealthy symbiosis, as candidates attempt to avoid a possible shaming experience.

- Ø The TSTA examinations often do not reflect the candidates competencies as a trainer and supervisor rather their ability to perform well when in a stressful examination process is examined.
- Ø The examination does not take account of the candidates previous experiences; For e.g. The candidate may have had several candidates who were successful in their CTA examinations.
- Ø There was a concern that a 14 year time limit may not take into account an individual candidates life circumstances.
- Ø There was concern that the candidates ability to present a 5 minute 101 topic was not a relevant competency for a TSTA.
- Ø There is a lack of structure for TSTA candidates with no clear expectations of what competencies they are expected to be able to demonstrate.

Proposals for discussion:

1. That following the completion of the TEW a PTSTA should develop an individual learning programme.
2. That each PTSTA should be supported by a group of 3 - 5 TSTA's rather than the only one sponsor in order to avoid over dependency/over adaptation.
3. That EATA and national associations develop and provide training for TSTA's and that this training should be modular leading to qualification as a TSTA. (Each TSTA could develop the modules they teach to take account of the participants requirements.)
4. Modules should cover:
 - Ø Learning to teach; Including, learning theory and practice, curriculum development, didactic and other teaching methodology, learning contracts, etc.
 - Ø Group dynamics and working with systems.
 - Ø Learning to learn, self analysis and reflection.
 - Ø The theory and practice of supervision.
 - Ø Theory of TA; Presentations and integration with other schools.

These modules should take place in a culture of positive feedback which can provide the foundations for developing new learning programmes and contracts.

5. Qualification as a TSTA could be an ongoing process of continuing professional development. When the PTSTA candidate has completed each module successfully and presented their portfolio (containing for example publications, details of teaching, regular evaluation by both trainees, sponsors and peers) he/she should automatically become teaching member.

As part of the ongoing evaluation process it would be possible to revoke the PTSTA status until the candidate has satisfied the sponsors that problems have been resolved.

Organisational Field Thoughts

The following request/suggestion was signed by TSTAs and PTSTAs from France (Martine M?, Chantal Merat) , England (Julie Hay and Rosemary Napper), Norway (Kaare Kristiansen), Italy (Pia P?) and Japan (Yoshinobu Kitamura).

It has been passed on to the Organisational Task Force who are considering it and opening a debate with those involved.

The trainers meeting in Malmoe was the opportunity to share the various understanding of the Core Competencies and to acknowledge that the formulation allows various interpretations, some of which imply a significant and unwelcome change in the nature of the field. Specifically this concerns the dictum that an organisational client must be the organisation itself not an individual within the organisation. We request from the PTSC that some time be given for an exchange of views with the trainers.

THE SHADOW in TA

Submitted by Helena Hargaden on behalf of the groups

There were at least 3 main groups discussing this and we understood that other groups changed their original discussion into a discussion of the shadow so it seems that there will be several different reports on this most important and significant topic.

Our discussion evolved under three main headings as described below:

DEFINITION OF THE SHADOW:

Everyone contributed to this and there was a feeling that we could define it as we wished and that we did not have to stick to a specific idea of what the shadow meant, for example we did not feel circumscribed by a Jungian definition of the shadow. The following meanings evolved in the form of both statements and questions:

- *the unsaid part
- *where is the nastiness in TA? There seems to be a code of 'niceness' which is often referred to and understood as I'm ok you're ok
- *Is it a type of projection? For example recently a UK transactional analyst was convicted as a paedophile and we wondered if the lack of discussion about this had led to a type of demonisation of him, rather than more openly looking at ourselves in a more critical light.
- *something deeply repressed in the sense of self; a part that is most despised
- *is the unconscious part of the script of TA, which lies hidden in the shadows?

HOW DOES THE SHADOW MANIFEST ITSELF?

This discussion revolved around individual and sometimes collective observations of how we behaved as an organisation.

- *we are flawless so long as we stick to I+U+
 - *difference is not very easily tolerated for example, theoretical differences seem more threatening than is warranted and maybe this is symbolic of deeper feelings of difference which have to be glossed over in order to keep everyone 'ok'.
 - *intellectual responses seem to be treated with a type of contempt
 - *do we go into a type of 'trance' especially with a charismatic leader around?
 - *are we looking for a lost leader?
 - *have we idealized ourselves rather than deal with the fact that we are ordinary people mostly living ordinary lives?
 - *do we hide our vulnerability under the cloak of this idealization?
 - *it seemed to us, after discussion and some process, that at core there is a belief that there is something not okay about us as an organisation, which is manifest in our self absorption and reluctance and ambivalence to go out into the wider world. For example the TAJ produces some excellent articles, recently there have been original books produced, and yet the outside world does not hear about them and we do not promote ourselves. This led onto another question.
 - *does envy of each other prevent us from celebrating our achievements in a real way
- which led onto another observation,
- *on some level do the feelings of, 'we are so wonderful' disguise an unease with ourselves, and lead to a feeling that others know best, which prevents us from promoting the good things that we do

After this discussion we were left with the following conclusion, put in the form of a question which we thought it important to emphasise:

DO WE WANT A PLACE IN THE PROFESSIONAL WORLD?

DO WE WANT TO TAKE OURSELVES SERIOUSLY?

DO WE WANT TO OWN WHAT IS GOOD ABOUT OUR THEORY?

QUESTIONS TO CONSIDER:

- *is the so called 'simplicity' a defence against complexity e.g. attitude to research suddenly transformed into some notion of simple questions rather than addressing it as a complex process, as happened at this conference?
- *does a lot of good work simply go down the drain because we don't go the extra mile into not only publishing it but acknowledging the good things we do publish?
- *is there more than one shadow? Do we move away from talking about our differences within Europe, and the international community?
- *we briefly looked at the history of Berne as a factor but this will be published in the Script and the ITA news in an article by H.Hargaden, entitled, 'Then we shall come from the shadows.'

TRANSFERENCE AND COUNTERTRANSFERENCE

Submitted by Jill Hunt on behalf of the group.

We were approximately a dozen people who came together to discuss the above topic. Everyone agreed with the concepts of transference and countertransference and that they are present in training and supervision, phew!

After that our discussion raised many interesting questions rather than reaching consensus. As we did not come to conclusions we decided to share with you the questions we raised.

We began with: what is/are the definition/s of transference and countertransference? When does transference start? Is transference always present?

As trainers and supervisors when do we pay particular attention to the transference? When it interrupts the task at hand or from the start, or when a trainee becomes fixated at a particular point? How do we work with the transference in training and supervision? Or do we? When the transference is comfortable does it help the training/ supervisory process or is transference always a problem? What *is* the difference in the relationship?

What about our countertransference? It is a very useful tool to enhance therapeutic understanding, how do we make this useful in training and supervision? What's the difference between intuition and countertransference? When and how do we use each? Which comes first? What about the countertransference we do not acknowledge?

What's the impact on the contracting process in training and supervision?

We then looked at the impact on training and learning. The following questions emerged from that discussion:

What's the difference between transference and modelling? Does the learning situation always generate transference anyway? Is transference necessary in the beginning of training? Do we need to create new educational Parent ego states?

Is transference when attempting to fill up a deficit in an ego state as opposed to learning about person in role? Is learning based on relationship? How do we manage dependency in order for trainee to become independent? And how does this enhance learning?

How do we take care of transference and countertransference processes between colleagues? – Whilst validating the learning processes of the trainees?

What is the connection between transference and countertransference when trainees do not go forward for certification? How does this reflect on us as trainers and supervisors?

When and how do we reflect on our own process as trainers and supervisors?

People had a few final questions that we had no time to discuss: What's the difference/relationship between transference and countertransference and parallel process? How do the different models of TA education influence the transference and countertransference process?

Group PTSTA Training & Exam in motion

The group works belongs on one side on a paper of the DGTA, which discuss the status and questions of PTSTA training & examination process.

The initial definition of the group:

Core competencies in an ongoing process of continuous assessment (implemented through advanced workshops, collected in a portfolio) come to a colloquium & celebration. facilitated by a mentor and a 360 degree feedback-process.

Some pre-assumptions to the situation:

- core competencies, defined by EATA
- concrete specific requirements (vs. mysterious ways)
- find the personal way & quality control
- continuous assessment instead of examination
- one primary mentor & others guiding the process (supervisors/ guides/ peers/ trainers in a 360 degree feedback-process)
- regular evaluation in order to avoid dependency and symbiosis
- to fulfil & evaluate core models of TA in the process of development
- to change Level I to II not hierarchy
- ongoing “CPD” etc. for all (PTSTA, TSTA) & professional development
- process comes to a colloquium & celebration (rite of passage, no defer) – same as TEW
- contract of CPD
- existing colloquium preparation workshops (by EATA, imprimatured)
- certain number of certificates (core competencies) are to be gathered in a portfolio and will come to q colloquium and celebration

Under the headline Academic vs. Humanistic Training we discussed main questions:

- How to accompany trainees and PTSTA's instead of preparing them to pass an exam;
- In which way we find quality, qualification and integration
- How do we recognise a value what it means to us to be a transactional analyst

Which things can be done in the next time:

1. "Stand up for what you value"
2. Ask CTA's what was really useful & important for you in your training?
3. Ask CTA Trainers (& examiners) how do you know a candidate is ready to be certified as a transactional analyst?

Group leader:

Werner Vogelauer, Austria

Self-Care for the Trainer

Submitted by Barbara Traynor

Our question from the first day of the EATA Trainers' Meeting in Malmo was, 'Why is it that this topic has attracted so few people?'

We are all perhaps scripted to help others. Is this part of the culture of the organisation, which has grown through goodwill and uses energy in an outward direction? Is this level of goodwill necessary now or is it historical? How might it link with our needs to Rescue and to Belong?

Most parts of the organisation were started by well-meaning psychotherapists. Organisations get to a certain size, and then they need to restructure. Things fall through. It would be useful to get someone external to look at the organisation.

Might the organisation as a whole and us as individual trainers within it somehow be replicating the script of the founder of TA who worked himself to death? Where did he get nurtured?

There is a history within our culture of people who have moved very fast up the organisation on the basis of there being willing and seemingly able to do things. Do we discount and leave ourselves vulnerable?

We discussed a denial in the culture of illness and ageing and a lack of focus in the theory on the body or the body/mind/spirit split.

One participant was from Japan and discussed the excitement of the trainees about the new concepts of TA. One participant was from Russia and spoke of the challenges of introducing TA and the consequential strong and united collegial support. As professional supports, we discussed excitement in training, supervision and collegial discussion. As personal supports, the garden, time booked out, holidays, the bath, the special chair and our struggles to make time to use them.

Our last question was 'What would the organisation look like if self-care were a priority?' We experienced this meeting as a good start.

TSTA Oral Examinations

The notes were hand-written and I have tried to capture the meaning. There were several other hand-written sheets on the TSTA exams that were difficult for me to read. I urge the authors - ? Jamie Agar, Barbara T., and another to submit them in readable form.

From Mary Cox.,

The Group was: Mary (UK), Robin (UK), Sashi (Inida), Houdji (Belgium), Nicole (France), Jean-Pierre (France), Brigitte – translator (Belgium), Lirsel ?? (Switzerland), Anais (France), Gunter (Germany)

Comment: A translator sees a lot of process from a different viewpoint.

1. Gunter: In Germany, we discuss a new TSTA assessment. Maybe some exam processes do not reflect an OK-OK position. Also, the time and psychological distance between contract to exam is long(er than the CTA)
2. Brigitte: after a PTSTA has completed two contract periods (14 years) what then?
3. Jean-Pierre: * Having an assessment of a supervision of a PTSTA is anomalous since he/she does not normally supervise this level. *it is important to draw the candidate's attention in the exam to self-awareness and how he/she deals with countertransference towards a trainee. *The minimum audience should be 5.
4. Robin: There still exists a hierarchical structure especially psychologically and this affects the exam process
5. Mary: There is much less specific accompaniment in terms of training and supervision (see Gunter's comment above) – the latter is a matter of getting enough hours rather than having an ongoing close mentoring relationship.
6. General comment: the TSTA exams are 'terrifying' mostly and for most candidates because so many terrible stories circulate.

Finally – thank you all for your work and your creative thinking. I hope that these discussions will continue throughout the TA communities as well as by PTSC. We would be happy to receive your feedback and comments before our next meeting in Romania. See you there!

With best wishes,

Charlotte Sills
Chair of PTSC

Future Trainers Meetings

The general feedback from participants was that the meeting was a very rich event and that we should have more such opportunities. We have received lots of creative suggestions for the structuring of future meetings and look forward to experimenting with them. The next European Trainers Meeting will be in **summer 2006** and we are thinking about a venue in **Spain**. Keep a watch out for news in the Newsletter.

Meanwhile there will be a trainers' meeting in Rome on **December 3rd, 4th and 5th 2004** organised by the Italian TA organisations. Translations will be available and everyone is invited.