THE SCRIPT®

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INTERNATIONAL TRANSACTIONAL ANALYSIS ASSOCIATION, 1772 VALLEJO ST., SAN FRANCISCO, CALIFORNIA 94123

Challenge Ahead: Determining ITAA's Future



ITAA members gather around newly-formed friend, "Ices," in San Antonio, Texas. As photographer Jerrold Paul says, "Since the Winter Congress is supposed to be held in a warm climate, I think the new motto for the Congress ought to be, 'Remember the Alamo!' "

If TWA ran its airline the way you guys run your Association, it would park a 747 jet out on the tarmac at the airport, then a guy with a microphone would announce on the loud-speaker: "All right everybody, we're ready to go! Where do **you** *want to go? Where do* **you** want to go?"

So began the ITAA Board of Trustees three-day Long Range Planning Retreat in San Antonio, Texas on January 12, 1985. Consultant Francis G. Edwards of Louis Allen & Associates was unrelenting in pushing the Board to reexamine the basic premises of ITAA, to look at the broader picture, and to recognize that the challenge of determining the future direction of ITAA needs to be approached from a much wider perspective than originally thought.

ITAA President Ellyn Bader expressed some of the joy and frustration of the retreat in a joke included in her speech to the membership in San Antonio:

> A group of soldiers had been out on the field for thirty days, during which time they had not had a hot meal nor washed, and they were very dirty and very uncomfortable. On the thirtieth day, the Commander called the soldiers together for some good news and some bad news. "The good news is that today you will have something you've needed for a long time: a change of clothes. The bad news is that Smith, you change with Jones, Jones, you change with Smith."

As an organization, the ITAA has repeatedly made changes like the ones illustrated in the story. It has been shaped by well-intentioned people repeatedly reacting to immediate demands and stresses by offering short-term solutions. Often one problem is exchanged for another, without really addressing the underlying situation. Although ITAA sometimes appears to be making progress and going forward, it is without any real direction or a clear vision of how TA can help people create their lives the way they want them to be. It was this pattern that the Long Range Planning Retreat was designed to alleviate.

As a result of the retreat, it became clear that ITAA members need to plan significant organizational change which promotes the Association's long-term health. However, these changes will be defined and prepared while present structures remain intact. In her speech, Bader emphasized the need to talk about change in a way that creates understanding and protection. Periods of change without protection can result in great resistance; however, through cooperation it is possible to find ways of working together towards common goals.

Two important events laid the backdrop for the retreat: the August, 1983 motion passed by the Board of Trustees which stated that ITAA will "develop formal relationships with TA associations around the world by the summer conference in 1986," and the June, 1984 meeting with delegates from TA associations worldwide in which discussions centered on the future of ITAA and the needs and concerns of members all around the planet.

Many Board members entered the retreat thinking that they would emerge with a new, completely-formulated structure for the organization, either an individual membership organization or a federation. However, by the end of the two days, they arrived at a redefinition of the challenge ahead by agreeing that it is necessary to first clarify certain basic assumptions about ITAA. Guided by consultant Edwards, the trustees struggled to put into behavioral terms a clearly-defined purpose for the ITAA which states **who** we are, **who** we serve and **how** we do it and then to describe key objectives which support that purpose.

Board members also left the retreat with a new research methodology. They developed a way of gathering data and improving the ability of members to work as a think

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Congress Offers Exciting Continuing Education Opportunities

Although freezing temperatures and snow added an unexpected and somewhat mixed element of surprise to the 1985 Winter Congress in San Antonio, Texas, ITAA members rallied with typical panache to make the week exciting and eventful. One of the highlights of this year's meeting, which was designed to offer a variety of high-quality continuing education experiences, was a day-long seminar on the treatment of borderline disorders with James Masterson, MD. The enthusiastic response of the over 200 participants (including 54 non-member professionals from the San Antonio area), indicated that both members and non-members found the offerings on the scientific program to be stimulating and challenging, regardless of the weather outside.



James Masterson, MD

A second highlight of the week was the ITAA Board of Trustees Long Range Planning Retreat, which took place during the three days prior to the Congress opening (for details, see page 1). In addition, the Congress included a full schedule of committee and regular board meetings, exams and an informal business meeting as well as a sparkling array of social events.

During his opening address on Thursday evening, Dr. Masterson reviewed how his professional career developed and how his particular interest in working with borderline disorders emerged. The Friday seminar began with two lectures, the first on the theory and diagnosis of borderline personality disorders and the second on treatment, including the therapeutic alliance, transference and transference acting out. In the afternoon, ITAA members Marty Walrath of Altamont, New York and Joan Lourie of Chicago, Illinois, each presented a case for supervision and feedback from Dr. Masterson. The day ended with a panel discussion moderated by Richard Erskine, PhD, during which Masterson dialogued with three ITAA members who have expertise in working with borderlines (Carlo Moiso, MD; Carol Ann Ryser, MD; and Ken Woods, MS) about various issues related to the theory and treatment of this population.

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(from left) Valerie Chang, Eleanor Fawaz-Kamber and Jenni Hine listen intently during Friday seminar

Winter Congress (continued)

While the lectures, case presentations and panel were all fascinating and very educational, some of the most interesting moments of the day occurred during the question-and-answer periods sprinkled throughout the seminar. For instance, at various points Masterson was asked to comment on issues such as the following:

- The comparative incidence of borderline diagnoses among men and women ("No one really knows for sure, although the current mythology is that more women are borderline and more men are narcissistic; the reluctance to diagnose men as borderline may have mostly to do with our culture's attitude that it is more acceptable for women to have dependency needs than it is for men.")
- The incidence of child abuse, particularly sexual abuse, in individuals who are eventually diagnosed as borderline ("My own experience suggests that the incidence of sexual abuse of one kind or another with borderline patients is very high. Since the abuse is not limited to the separation-individuation stage, when the child gets to the phallic/oedipal stage, they are often used as a sexual object just as they were used at the previous stage as an object-object.")
- The incidence of anxiety in borderlines ("Separation anxiety is constant; although it goes up or down based on separation stresses, it can sometimes be extremely disabling.")
- What to do if a patient disappears from therapy ("I think it is important to think it through a lot before taking the responsibility to contact the patient. The patient's permission is what gives us our authority to operate with them and the patient has the right to withdraw that at any time for any reason. If a patient doesn't show up, I'll wait to hear from them. If I don't, after a decent interval, I'll write asking why they haven't shown up; if they have decided to stop treatment, I suggest maybe they should come in and talk about it. However, if I have someone who is suicidally depressed and living alone, I try to find out what happened and, if necessary, do what I can to get them hospitalized.")
- Vulnerability of borderlines to group regression such as found in authoritarian cults ("This is absolutely classic; I would not be surprised if half the people in Jim Jones' group were borderline. Borderlines need an auxilliary ego to help them manage and an available object that gives them a guide for living, both of which are provided by many of these cults. In fact, I often think many borderlines go to prison because, as bad as prison is, it is better than having to manage themselves. Another example is the army, which is a two-edged sword for borderlines: while it provides structure and authority, it also exposes people to a tremendous amount of separation stress.")



Richard Erskine and Maggie Callahan discuss fine points of Masterson seminar



Juggling snowballs in front of the Alamo



Members of the panel held after Masterson seminar: (from left) Ken Woods, Carol Ann Ryser, Richard Erskine, Carlo Moiso, James Masterson

Our thanks to Jack Kaufman, Jerrold Paul, Susan Smith, Betsy Mandel-Carley and Robin Fryer for providing us with photos taken during the Winter Congress.

- The incidence of borderlines becoming professional psychotherapists ("They are attracted to it like moths to a flame. One of the biggest problems for borderlines in intimate relationships is their fear of abandonment or engulfment. In doing psychotherapy they achieve a feeling of pseudo-intimacy without the risks of real intimacy because of the professional relationship. However, I think borderlines can do excellent therapy if they have had their own conditions treated to where they are aware of their own proclivities. If they are not, they set up a repeat of the pathological situation.")

The momentum provided by Friday's stimulating seminar and panel was carried over into Saturday, when a variety of workshops, many of them also related to the theory and treatment of borderline disorders, were given by ITAA members. Other memorable events during the conference included:

- The very successful bilingual TA 101 given by Adrianna Arzac of San Antonio, Texas, for 16 eager participants, eight of whom joined ITAA upon completing the course.
- Jean Clarke's Introduction to TA, intended for people who were brand-new to TA, but also attended by many seasoned TA practitioners who stayed on to praise Jean for her presentation and to mix with the newcomers.
- The reception following the Thursday night Congress opening, complete with delicious hot hors d'oeuvres and a great chamber music ensemble chosen by local host Felipe Garcia.
- The sight of Trans Pubs' Norm Shea who, after shipping boxes of books down to sunny San Antonio, found himself selling them in freezing temperatures as his display area was buffeted by frigid winds every time the nearby lobby door was opened.
- A stunning new and very professional-looking ITAA membership poster designed by Brian Ahern of Connecticut, USA, for the Membership Committee plus "Ask Me About ITAA" ribbons, which were the hit of the Congress.
- The Friday evening Mexican fiesta at Felipe Garcia's retreat center, including the bus ride into the Texas hills and out-of-this-world homemade Mexican food. Felipe does it again!
- The Women's Caucus, which filled the meeting room with women's consciousness, sisterhood and multilingual bonds of community and common purpose.
- Five members from Mexico taking advantage of Adriana Arzac's offer to provide simultaneous translation of the Masterson all-day seminar.

While many, many people were responsible for making this Congress an exceptional success, *special recognition* goes to Rosanne Lawson who, as Program Committee Chair for 1983-84, was responsible for much of the planning on the conference and who unfortunately was unable to attend the meeting itself due to a serious knee injury. Brenda Bary, current Program Committee Chair, was also a major influence on the Congress and did an excellent job on-site juggling the numerous contingencies of such an event.

Others who deserve special mention include: President Ellyn Bader, who devoted long hours and much work to organizing the Board's Long Range Retreat as well as Board and business meetings; Felipe Garcia, who provided invaluable help and guidance as local host; Richard Erskine, who was instrumental in arranging for Dr. Masterson to be the keynote speaker and in developing the panel; ITAA Executive Director Susan Sevilla, Conference Coordinator Megan Englander and the on-site ITAA staff for their devoted efforts to bring the conference to fruition; and last, but not least, each and every participant, for contributing his or her presence, enthusiasm, expertise, and laughter to what will be remembered as a week that was warm in spirit, regardless of the cold outside.



Training Standards Committee Co-Chair Marilyn Zalcman demonstrates that all that hard work has not dampened her spirits!



ITAA President Ellyn Bader and BOC Chairperson Vince Gilpin



Program Chair Brenda Bary expresses gratitude to Local Host Felipe Garcia for his work in making the Congress a special success

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The ITAA Training Standards Committee Today

Or, What Do We Do After Saying Goodbye to Exams?

By Marilyn J. Zalcman,
TSC Co-Chairperson

In January, 1982, the Training Standards Committee (TSC) of ITAA began transferring all responsibilities for developing and administering certifying examinations to the newly established Board of Certification (BOC). This transfer is now a *fait accompli*. And, though the TSC said goodbye to examinations, it is still very much involved in relating to TA trainers and trainees around the world. Without the pressures of conducting examinations, the TSC has had the opportunity to focus on substantive training standards issues for which it has had the responsibility, but not the luxury, of addressing.

The purpose of this article is to clarify what the TSC is doing, how TA trainers and trainees can relate to the TSC, and what resources are being developed for training and continuing education.

THE TRAINING STANDARDS COMMITTEE

In January, 1985, the U.S. TSC and the International TSC recombined into one committee. The TSC is now composed of 2 chairpersons and 24 members selected, insofar as possible, to represent international membership with respect to geographical location, theoretical orientation, membership level, and areas of interest and expertise. The charges to the TSC according to the Bylaws of ITAA are to: 1) set the standards for training and supervision pertaining to all categories of membership; 2) pass upon applications for membership and Certified Membership; 3) make recommendations about standards to the BOC; and 4) be responsible for continuing education. In order to carry out these functions, the TSC has been organized into five subcommittees.

The Curriculum Subcommittee recommends and reviews the content and process for training and supervision pertaining to all membership categories; recommendations include standards for training and supervision in designated specializations (clinical, educational, and organizational); philosophy and rationale related to the standards; course or training program designs; content outlines; bibliographies; and methods of teaching, supervision, and assessment.

The Education Subcommittee studies and recommends standards and methods for assuring the continuing education and qualifications of the certified members of ITAA.

The International Subcommittee gathers information about the training practices, special problems or concerns, and issues related to training and supervision in all countries represented by individuals or organizations belonging to ITAA; it also develops and maintains a system for keeping up-to-date information about the training available and the specific issues that affect the standards and requirements recommended by the TSC.

The Training Contracts and Issues Subcommittee identifies and responds to the issues related to training by certified members of ITAA, including recommending procedures for maintaining and reviewing ITAA training contracts; organizing and evaluating the Training Endorsement Workshops held for persons wanting to initiate Certified Teaching Member training contracts; and clarifying and/or mediating disputes between trainers and trainees which are not of the magnitude to be referred to the Professional Practices Committee or the Ethics Committee.

The Information Subcommittee develops and recommends methods for keeping the membership informed about the activities and the policies of the TSC.

GOALS OF THE TSC

A major goal of the TSC is to set standards for TA training which are, in fact, international. By selecting TSC members for geographical representation, doing the majority of our work through correspondence, and getting input from the International Subcommittee, it is our aim to develop training materials and policies which are reflective of and responsive to ITAA members throughout the world. Operating on a consensual model, the TSC is engaged in setting international standards which can be followed by all individuals and organizations belonging to ITAA and, at the same time, be adapted or supplemented to take into account sociocultural differences and local or regional requirements.

Equally important is the goal of assuring that the training offered and received by ITAA members is of high quality. This involves both monitoring training activities and providing services to trainers and trainees. Offering training contracts with ITAA, requiring the Training Endorsement Workshops before Provisional Teaching Members begin training programs, and publishing training materials are some of the major ways in which the TSC is accomplishing this goal.

In addition to setting standards and monitoring the quality of training, the TSC is emphasizing education as a goal. With each rule or requirement for training, we are considering how to encourage professional and personal growth at the same time. By addressing issues related to continuing education of certified members and planning TSC-sponsored workshops, we have been focusing on how to serve members who have completed their training. And, by comparing and sharing our ideas about TA and what is essential for training transactional analysts, we have begun an international network of resources for TA education and information.

TSC POLICIES & ACTIVITIES

We hope the following information will answer many of your questions and clarify the relationship the TSC has to TA trainers and trainees. As you read the rest of this article, bear in mind the overall goals of the TSC and consider ways of contributing to our efforts.

ITAA Training Contracts

ITAA Training Contracts have been revised to conform to the changes in certification procedures and membership categories. During the past two years, there have been delays in processing contracts and responding to inquiries because policies were being clarified and the new membership categories were being approved by the Board of Trustees. Printed copies of the new ITAA Training Contracts and contract filing procedures are now available through the ITAA Credentials Department and will be mailed to all Certified Teaching Members and Provisional Teaching Members within the next month.

Recognizing that the transition period has been both frustrating and confusing for members in training, we are offering the following information to clarify the policies related to ITAA Training Contracts:

1. Beginning January, 1985, we will accept all training contracts on the revised forms, with the notation, [Revised November, 1984], and with the following titles: 1) Certified Transactional Analyst Member Training Contract (formerly referred to as Clinical Member or Special Fields Member contracts); and 2) Certified Teaching Member Training Contract (formerly referred to as Teaching Member contracts). A filing fee of $30.00 is due when the contract is submitted for approval.
2. All contracts are valid for a period of 5 years. If the contract expires before training has been completed, the individual files a second contract with ITAA before the expiration date of the initial contract. The fact that it is a second contract will be noted and there will be no loss of training credits.
3. To sign an ITAA Training Contract, the primary supervisor (formerly referred to as the sponsor) must be a member of ITAA and either in training to be a Supervisor or certified as a Supervisor. To be specific:
   a. for *Certified Transactional Analyst Member Training Contracts*, the primary supervisor may be: 1) a Certified Teaching Member, Instructor and Supervisor; 2) a Certified Teaching Member, Supervisor; or 3) a Provisional Teaching Member with a training contract for Supervisor.
   b. For *Certified Teaching Member Training Contracts*, the primary supervisor may be either; 1) a Certified Teaching Member, Instructor and Supervisor, or 2) a Certified Teaching Member, Supervisor.
4. Primary supervisors can sign contracts only for those specializations (clinical, educational, or organizational) in which they are certified. A contract exception may be filed with the TSC if this is not possible.
5. ITAA agrees to provide the trainee with specific services listed in the training contract, including placing the trainee on its list of members in training, notifying the trainee of any change in the membership status or the primary supervisor, and informing the trainee about official training materials and requirements.

For those of you who have recently submitted contracts to ITAA or have contracts which will be expiring, DON'T PANIC! We realize that some time is needed for you to get the necessary contract forms and do the paper work; and there will be a grace period for all of us to get this running smoothly.

Provisional Teaching Members

Since January, 1982, many of the requirements for PTM's have been suspended pending decisions regarding training contracts and TSC policies. All PTM's whose Teaching Member Contracts have expired during this period have been given automatic contract extensions through January, 1985, instead of being required to submit written materials for review or attend a PTM Contract Workshop. The annual PTM maintenance fee of $30 has not been charged, and PTM's have been instructed to keep their annual Activity Reports on file instead of submitting them to ITAA.

With the revised training contracts now available and the Training Endorsement Workshops being offered regularly, the TSC will be reviewing and processing the training contracts of PTM's which have already expired or will be expiring in 1985. These PTM's will be contacted individually and informed about the policies and procedures to be followed with ample opportunity being provided for them to respond.

Training Endorsement Workshops

The Training Endorsement Workshop (TEW) is an educational and evaluative process designed to prepare Certified Transactional Analysts for initiating training programs in their specializations and to evaluate their readiness to do so. Satisfactory completion of the TEW is a prerequisite for signing a Certified Teaching Member Training Contract with ITAA. It is, in effect, a structure which allows ITAA to endorse the teaching and supervision of individuals and to ensure that the training being offered to the public will, from the outset, be at a level consistent with the standards and ethics of ITAA. For the participant, it is an opportunity to decide whether or not they want to make the commitment required to engage in the process of being trained and supervised for Certified Teaching Membership. Attendance at the TEW can be used for training credit hours and to fulfill the BOC's requirement for an approved course in ethics, supervision, and training. PTM's with current contracts have the option of attending the TEW if they wish.

TSC policies, which have been approved by the Board of Trustees, are that a TEW must be arranged through and approved by the TSC of ITAA and that TEW's will be offered in geographic locations that are accessible to ITAA members required to attend.

TEW's to be conducted by a staff of Certified Teaching Members selected by the TSC are scheduled during 1985 for

Salvador, Bahia, Brazil; Barcelona, Spain (July 14-17); and Toronto, Canada (August 11-13). Announcements will appear in the *Script* and conference programs regarding registration deadlines and details. Those persons planning to attend will need to prepare the following materials: a Curriculum Vita; responses to the Training Proposal Outline for the TEW; and outline of a didactic presentation on TA theory of your own or other authors' material which would be suitable for a beginning or advanced TA training group; a 10-minute presentation selected from the presentation outline which you will teach in the TEW for feedback and supervision; tapes of your work in your specialization (clinical, educational, or organizational) with segments selected for supervision; and 2 letters of endorsement from former or current supervisors. We recommend that you write to the ITAA Credentials Department for the TEW information and a copy of the questions for the Training Proposal Outline well in advance of the workshop.

TA 101 Materials & Policies

The purpose of the TA 101 Course is to provide consistent and accurate information about TA concepts. Knowledge of the material covered in the TA 101 Course is required for Regular Membership in ITAA, which now includes voting privileges without the waiting period of 3 years. To qualify for Regular Membership, an individual has two options: 1) taking a TA 101 Course taught by a Certified Teaching Member, a Provisional Teaching Member, or a Certified TA 101 Instructor of ITAA; or 2) taking the open-book TA Written Examination; having it graded by a Certified Teaching Member, a Provisional Teaching Member, or a Certified TA 101 Instructor of ITAA; and receiving a passing score of 65 points or more.

Materials for the TA 101, which have been up-dated by the Curriculum Subcommittee and approved by the TSC, are the TA 101 Course Outline, the TA 101 Written Examination, and the Instructions to TA 101 Written Examination Readers. Copies of these materials are available upon request from the ITAA office. A Bibliography for the TA 101 and Guidelines for Supervising the TA 101 Course are being prepared and will be published in the Training Manual.

TSC-Sponsored Conference Workshops

The first TSC-sponsored workshop, entitled "Differentiating TA Specializations: Training Processes and Applications," was presented at the Winter Congress in San Antonio by Bruce Loria (Educational), Lucy Freedman (Organizational), and Bill Cornell (Clinical). This lively panel discussion included the following topics: the similarities and differences among the three specializations; qualifications trainers should look for in prospective trainees; how to define the boundaries between specializations in training and in practice; and essential components in training programs for the different specializations. This workshop with additional presenters will be repeated at the Summer Conference in Toronto; and other workshops are being planned for future conferences.

Training Manual

The TSC in cooperation with the BOC is in the process of preparing a Training Manual for publication. This will be available for distribution no later than January, 1986. In the interim, if you have questions, you may address them to Jackie Ward-Flaggs at the ITAA Credentials Department.

REQUEST FOR INFORMATION & VOLUNTEERS

The TSC welcomes your feedback and suggestions. If you are interested in serving as a resource person for the TSC or working on a specific subcommittee project, please write to Marilyn Zalcman (6018 Balsam Drive, McLean, VA 22101). If you wish to get information about TSC activities or to offer your ideas or viewpoints, you may wish to communicate with a TSC committee member in your area of the world. The TSC Co-Chairpersons, Subcommittee Chairpersons, and TSC Members are listed here for your information.

Antoinette De Mol and I wish to express our appreciation to the Subcommittee Chairpersons and all of the TSC members for the exceptional efforts and the fine work they have done this past year!

Co-Chairpersons:
Antoinette De Mol — BELGIUM
Marilyn Zalcman — USA

Curriculum Subcommittee Chairpersons:
Landy Gobes — USA
Frances Bonds-White — USA

Education Subcommittee Chairperson:
Bruce Loria — USA

International Subcommittee Chairperson:
Jan Hennig — WEST GERMANY

TSC Members: Richard Abell, USA; Henrique Austregesilo, Brazil; Gail Broady, Australia; Jean Illseley Clarke, USA; Petruska Clarkson, England; Robert Drye, USA (Trainer/Trainee Disputes); Gaby Ferreira, Portugal; Michiko Fukazawa, Japan; Janet Fulmer, USA; Michael Matze, USA; Ian McDougall, New Zealand; Gloria Noriega, Mexico; Maria Teresa Romanini, Italy; Os Summerton, India; Ken Wallgren, USA; Gloria Wax, USA; and Margaret White, Australia.

January New Members

New Member	Sponsor
Alvarez, Mercedes T.	—
Anthony, Elizabeth	Robin Maslen
Badock, Patricia L.	Jeffrey White
Brown, Tamara	Sonja Tran
Bruton, Kerry K.	Adriana Arzac
Choby, George J.	—
Conroy, Sheila A.	Suzanne Dunn
De Marco, Jose A.	Andres Senlle
Del Rosso, Adriano	Carlo Moiso
Fernandez, Teresa	Eliana Bello
Guzman, Francisco	Andres Senlle
Halut, Brigitte	Antoinette de Mol
Hedlune, Jill	David Steere
Hizer, Eyda	Valerie Chang
Holloway, June	Jerrold D. Paul
Kresimir, Sokolic	Tijana Kosanovic
Lauren, Deming	Vann Joines
Leon, Servais	Carlo Moiso
Leong, Jessica	Jeffrey White
Maslo, Ksenija	Tijana Kosanovic
Mazuret, Alberto	Ted Novey
Miller, Dottie	Adriana Arzac
Mutic, Slobaodanka	—
Nikolic, Janko	Tijana Kosanovic
Noelle, Petra	Rudiger Rogoll
O'Banion, Patricia A.	Bruce Loria
Radivojevic, Vlada	Tijana Kosanovic
Rados, Aldo	Tijana Kosanovic
Redman, Valerie	Robin Maslen
Reiyu, Takeuchi	Kozo Rokkaku
Seaman, Pamela	Robin Maslen
Shelley, Bonnie	Vann Joines
Smith, Marjorie C.	Charles Mueller
Srdar, Jasna	Tijana Kosanovic
Steel, Jan	Jeffrey White
Stevenson, C.	Jeffrey White
Swartberg, Leon	—
Swensson, Martha	—
Sutcliffe, Penney	—
Tait, Janice	—
Turkovic, Petar	Tijana Kosanovic
Vanderpool, Leslie	Adriana Arzac
Vandervoet, Cora	Jeffrey White
Vollmar, Maria	—
Vucinic, Gordana	Tijana Kosanovic
Ware, Enid	Gail Broady
Weston, Grainger	Adriana Arzac
Wigordsky, Theodor	Eliana Bello
Woodruff, Charles A.	Adriana Arzac
Zimmerman, Al	David Steere

New 101 Listing in Script

Beginning in June, the *Script* will list, at no charge, TA 101's given by ITAA Advanced Members worldwide. This list will include actual date and contact address (no tentative or open dates will be accepted). This special service is now available to any Certified Teaching Member, Instructor; Provisional Certified Teaching Member, Instructor, in Training; and Certified Transactional Analyst Clinical, Organizational or Educational Member who has been certified to teach TA 101's.

The deadline for receipt of listings is the 15th of the month prior to the month of publication (April 15 for the June *Script*). This service will be in effect for a one-year trial period, after which time it will be evaluated by the Board of Trustees.

Examinees Passed

New Level Certified Transactional Analysts
October 24, 1984 in Ft. Mitchell, Kentucky and
November 1, 1984 in Sydney, Australia

Molly Cole, MA, CM, Lafayette, Louisiana, USA
Jan Grant, SFM, Narraweena, New South Wales, Australia
Marion G. Harcourt, MSW, CM, Indianapolis, Indiana, USA
Laurie Kahn, MA, CM, Chicago, Illinois, USA
Lawrence MacDevitt, ACSW, CM, North Clarendon, Vermont
Yoshitaka Moronaga, SFM, Tokyo, Japan

New Certified Members
Brussels, Belgium, November 11, 1984

Dr. Paul Abele, SFM, Mainz West Germany
Karola Buerkner, CM, Berlin, West Germany
Dott. Giovanni De Lucia, CM, Roma, Italy
Dipl. Psych. Horst Kaemmerling, CM, Dortmund, West Germany
Dr. Michael Krull, CM, Oldenburg, West Germany
Dr. Susanna Ligabue, CM, Milano, Italy
Dott. Diego Micari, CM, Torino, Italy
Dott. Guiseppe Petrone, CM, Torino, Italy
Thomas Ohlsson, CTM, Hoor, Sweden

New Certified Members Examined on January 10, 1985
in San Antonio, Texas

Julia Bala, CM, M.Sc., Albuquerque, New Mexico
Concepcion De Diego, CM, Madrid, Spain
Jerrold D. Paul, CTM, Th.M., Snyder, New York
Glynda D. Rowson, CM, Kansas City, Missouri
Roberto Villegas Malda, CTM, D.D.S., Monterrey, Mexico

Membership Committee Reaches Out

In the February, 1985 issue of the *Script*, we encouraged you to consider inviting colleagues in other associations and in universities to join you in ITAA so that they might enjoy the benefits of membership in our international organization and we might benefit from their varied experience and perspectives. In addition to inviting individuals to join ITAA, we are also interested in finding ways to help TA and ITAA be more positively visible by making contact at the organizational level with other associations (both educational and professional) and with universities. To do these things effectively, we need your help.

What You Can Do

There are several ways you can be involved in this process:

1. Send us names of associations to which you belong or universities with which you are affiliated. We are interested in knowing about local, regional, national and international groups and universities around the world. Include address, phone number and the name of any particular person with whom you suggest we make contact.
2. Tell us when you are giving workshops, seminars, presenting at non-ITAA conferences or giving classes at universities so that we can send you some ITAA brochures to give out.
3. Invite colleagues to join you at ITAA conferences — pass along your copy of the *Script* containing conference information, or programs and brochures you receive highlighting conference events. Send us the name of anyone who might be interested and we'll put them on a special mailing list to receive their own copies of such publicity.
4. Let us know about any associations or publications with which we can explore the possibility of exchange advertising.
5. When you attend other professional events, be aware of going as a representative of ITAA — through your openness, directness, friendliness, cooperativeness and pride in your membership in ITAA, you will model for others the qualities and values for which ITAA stands. This kind of mutually enriching person-to-person contact is the best public relations ITAA can get!
6. If you meet or know someone who might be interested in joining ITAA, please let us know and we'll contact them immediately.

Please send any of the above information to Judy Barr, Co-chairperson of the Membership Committee, 17 Avenue C, Norwalk, CT 06854. By helping with this project, you can really make an impact on the growth and development of your association as well as making valuable contacts for yourself within your professional community.

Judy Barr, Co-chairperson
Membership Committee

In Villars, Switzerland, the Board of Certification awarded Raymond Hostie, STD, of Leuven, Belgium, his Level II Instructor status.

BOC Wants Model Answers for Written Exam

As part of the Board of Certification's continuing task of increasing the validity and reliability of our examination process, we need to develop "model answers" to all of the following questions for use by exam readers. We need these model answers to include the minimum information necessary *for the* content *portion of each question; they may either be in outline or narrative form (taking into account that candidates have approximately 20 minutes to devote to each answer, and have an applications portion to answer also).* References *in the literature are also needed for each model answer.*

Many trainers find these questions useful in their training programs. If your trainees develop answers that you review and approve, please send me copies. All contributions to this process are appreciated. Because of the number of questions (81) and the size of our membership, I want to acknowledge each of you now for your help, in case I am not able to respond personally. Please send model answers to me at 472 Hope Street, Stamford, CT 06906; if you have questions, you can call me at (203) 348-8828. With your help, we will accomplish this mammoth task easily and efficiently.

Thanks,
Harry Corsover, BOC
Written Exam Committee

Please Note: *Equal weight is given to the "theory" and "applications" portions of each answer. Be sure to give adequate attention to "discuss," "explain," "give examples," etc. This portion of each question is designed to show your understanding of how the theory is actually applied; specific examples accomplish this much better than generalizations.*

For each examination, **two** *questions from sections I-VI will appear; the candidate is to answer* **one** *question from each.* **Three** *questions each will appear from sections VII and VIII: the candidate is to answer* **two** *questions in these sections.*

I. HISTORY AND PHILOSOPHY OF TA

1. List three distinct recognized TA approaches, the major contributors, and the theory and philosophy of each. Give an example of how you might work with a client utilizing the theory and methods of two of these approaches.

2. Discuss Berne's early (pre-*Transactional Analysis in Psychotherapy*) articles, his concepts, and how TA theory evolved during that period. Choose one of these concepts and give examples of how it is useful in your practice.

3. Discuss the major psychoanalytic and medical theorists who had an influence on the early thinking and writing of Eric Berne and give examples of Berne's applications of these theories. Describe how you apply one of these concepts in your work.

4. List four winners of the Eric Berne Memorial Scientific Award and describe the material for which the awards were presented. Give examples of your use of two of these contributions.

5. Discuss change from a TA point of view, including the TA theorists from whom you have incorporated your ideas. State explanations for change that occurs both within and outside of formal contractual TA contexts, and give examples of the process of client change from your work.

6. Define a contract. Discuss four major components of a contract, the value of contracts in your work, and examples of contracts for change with which you would and would not work.

II. STRUCTURAL ANALYSIS

1. Define and describe the model of ego states described in *Transactional Analysis in Psychotherapy*, covering the relationship to psychic organs and to superego, ego, and id. Discuss how you use this model of ego states in your work with clients, using specific examples from your practice.

2. Complete a first order and second order structural diagram. State the value of the information contained in each diagram for application in your specialty, and give examples from your work.

3. Discuss the differences between "structure" and "function" as applied to ego states. For each, describe the advantages of using the concept in your own thinking and as applied with clients. Give examples of when you would use each in your practice.

4. List and describe Berne's four aspects of diagnosing ego states, and discuss his requirements for a valid diagnosis. Give an example of such a diagnosis from your work.

5. Describe the hypotheses about energy, as it relates to ego state functioning, as postulated by Eric Berne and two other TA theorists. Discuss the implications of each for working with clients, using examples from your practice to illustrate.

6. Define contamination and exclusion, differentiating between an excluded and an excluding ego state. Give examples of each from your practice, and discuss a case example of decontamination from your work.

7. Use functional descriptions of ego states to describe how a person develops from birth to 8 years. State your reasons for agreeing or disagreeing with this theory, and give an example showing how this information is or could be useful in your work.

8. Discuss the purpose, uses, and limitations of egograms, describing how the constancy hypothesis applies. Draw an example of an egogram, and describe two different ways you could approach working with a client or system with this egogram.

III. TRANSACTIONAL ANALYSIS

1. Define a transaction, and discuss the purpose of transactional analysis proper according to Eric Berne. Using examples from your work, discuss when you would choose to use TA proper with a client and when you would not.

2. State Berne's three rules of communication, and relate them to types of transactions, completing a diagram for each. Give examples from your work showing how each rule has helped you understand and respond effectively to specific situations.

3. What is a redefining transaction, and why do people redefine? Describe two types of redefining transactions and give an example of each. Discuss the circumstances under which you would and would not confront a redefinition.

4. Give examples from your work and discuss the benefits of deliberately crossing transactions as an intervention. Give an example of when the same intervention could be harmful or contraindicated.

5. Discuss transference and countertransference transactions, with illustrations from your practice. Describe how recognizing each is, or can be, useful in your work.

6. Define and diagram a permission transaction, and describe its purpose as used in your area of specialization. Discuss advantages and disadvantages of using permission transactions, giving examples from your work.

7. Draw a relationship diagram and describe each line of communication between the people involved. Using examples from your work, describe how you use or could use this in your work.

IV. HUNGERS, STROKES, AND DISCOUNTS

1. Discuss hungers from Berne's perspective, and relate them to TA theory regarding strokes and time structure. Give examples of how you use or could use the concepts of hungers in your work.

2. Identify and discuss two models for analyzing and changing stroking patterns. Describe your use of one of them with a specific client.

3. Describe the findings reported by Spitz, Harlow, and sensory deprivation studies, which Berne cited in supporting the need for strokes. Discuss your own views and give examples of how you use these with clients.

4. Define the term "discount" citing the TA author(s) you are using. Describe four ways of discounting, and discuss the significance of discounting in your practice. Give examples of situations in which you would confront a discount, and situations in which you would choose not to confront a discount.

5. Discuss the relationship between strokes and the six ways of structuring time. Using examples from your practice, describe how you use or could use this information with clients.

6. List and describe four observable manifestations of passivity. Describe effective responses to each, giving examples from your practice.

7. Define the term "stroke" and give examples of unconditional positive, conditional positive, unconditional negative, and conditional negative strokes. Give concrete examples of how you use these concepts in your practice.

8. Discuss the stages of child development using a TA model. Describe the specific strokes important at each stage. Give examples of how this information is, or could be, useful in your practice.

V. RACKET ANALYSIS AND GAME ANALYSIS

1. List the definitions of "racket" given by Berne and two other TA authors. Compare and contrast two of these authors' approaches to working with rackets, using a single case example from your work.

2. Describe the relationship between rackets and strokes, rackets and games, and rackets and scripts, indicating which definition you are using for racket. Use a single case example to illustrate these relationships.

3. Discuss the terms "rackets" and "real feelings," mentioning the TA theorists upon whose work you base your thinking. Use a case example to illustrate how you use or could use these concepts in your work.

4. Define and diagram the elements of the Racket System. Discuss how you use or could use this theory in your work, giving specific examples.

5. Define a psychological game. Discuss the degrees of severity of games and give an example of each from your work.

6. List four ways of describing and working with games, and give an example of each from your practice.

7. List and describe Berne's six advantages to games. Use a case example to illustrate each of these "advantages" to a game played by a client.

8. Choose a stage of development and discuss a game which relates to that stage. Discuss how it relates, and what need is being discounted. Give an example from your practice to illustrate.

9. Name and describe two games. Include the players, aims, roles, and advantages of each. Describe antitheses to each, using examples from your work.

10. Discuss the relationship of games to scripts, using a specific example from your practice to illustrate.

VI. ORGANIZATIONS AND GROUPS

1. Draw and explain Berne's group dynamics diagram. Discuss its use and value to you as a group leader, using examples from your practice.

2. Discuss an "ailing group" you have worked with, and describe an intervention you used to "heal" the group. Include sufficient detail to explain your diagnosis of "ailing" and "healed."

3. Define "group Imago." Diagram and discuss the group imago of a specific person in a group with which you have worked. Describe how you use or could use this information in your work.

4. Draw formal and informal authority diagrams for a corporate, educational, or social service organization with which you have worked. Describe how you would use this information in working with this organization.

5. Discuss what Berne meant by group structure, group forces, group work, group processes and the group authority. Apply this to a group with which you have worked, giving specific examples.

6. Discuss Berne's thoughts on group survival. Relate this to your experience with a particular group.

VII. SCRIPT ANALYSIS

1. Give definitions of script according to Berne and two additional TA theorists. Compare and contrast two of these definitions, discussing the implications of each for your practice.

2. List and describe six early influences on scripts according to Berne. Describe how you use or could use this information in your work.

3. List and describe six patterns or types of scripts according to Berne. Describe how you use or could use these concepts in your work.

4. Discuss script releases as postulated by Berne. Describe how you use or could use this information in your work, giving examples from your practice.

5. Discuss the theory of decisions and redecisions. Use examples from your practice to describe how you use or could use this in your work.

6. Define and diagram the elements of the mini-script. Discuss how you use or could use this theory in your work, giving specific examples.

7. List six key questions for script analysis found in a life script (or organizational script) questionnaire, and discuss the purpose of each question. Using examples from your work, describe how you use or could use this material.

8. Discuss the differences between male and female scripting in relation to traditional sex-role stereotypes. Discuss how you use or could use this in your work.

9. Compare and contrast the theoretical concepts and applications of Berne's four basic life positions with those of two other TA authors. Discuss which of these you use in your work, and why. Give examples from your practice to illustrate.

10. Select one theoretical model of child development. Relate healthy and unhealthy outcomes at each stage of development to script theory. Use specific examples to illustrate.

** ANSWER QUESTIONS IN ONE SPECIALTY AREA ONLY **

VIII(A). CLINICAL SPECIALTY

1. Diagram the script of one of your clients using two different script matrices. Describe how you would make use of these two matrices in your treatment planning.

2. Describe how the theory of life scripts compares to one other comparable psychological theory (e.g., repetition compulsion; incompleted gestalt), and discuss how the approaches differ in application. Use one case example to illustrate.

3. List and describe stages of treatment in therapy, and name the theorist from whom you borrow this structure. Using case examples, discuss how this knowledge is or could be valuable in your work.

4. List and discuss Berne's eight therapeutic operations, including how you use them in your practice.

5. Select a model of human development and discuss the task needs of a child at each stage of development. Using case examples, discuss how this material is significant in your clinical practice.

6. State a classical clinical diagnosis. Translate it into Transactional Analysis terms and describe how you would use this information in treatment planning, using an example from your work.

7. Describe three types of client impasses. Using examples from your practice, briefly outline treatment procedures for each.

8. Discuss the advantages and disadvantages of touching clients. Describe situations from your practice to illustrate both touch and non-touch as therapeutic techniques.

9. Discuss four basic guidelines for structuring TA groups which provide protection and enhance good treatment. Give examples from your practice.

VIII(B). ORGANIZATIONAL SPECIALTY

Note: *Briefly describe your area of practice on top of answer sheet (no more than one or two sentences).*

1. Choose a major theorist in your field, and describe his/her work, highlighting the most important contributions. Discuss these ideas in terms of TA theory, and give examples of how you use or could use them in your work.

2. Using examples from your work, discuss the major implications in your field of the following TA concepts: a) life positions; b) structural analysis; c) game theory; d) script theory; e) discounts.

3. Explain what you mean by general systems theory, and how TA fits into that. Illustrate with examples from your work.

4. Discuss how you would use TA to teach improved communication or to improve communication in your work. Give specific examples to illustrate.

5. Discuss the similarities and differences between training and treatment, giving specific examples as this relates to your work.

6. Discuss non-therapeutic uses of TA for the purposes of growth and integration. Identify three other viable tools for growth, and describe how TA interweaves with them. Use examples from your work to illustrate.

7. If a corporation is in fact a legal person, discuss how TA theory can be used to identify the personality and script of that organization. Use an example from your work to illustrate.

8. Discuss how you use or could use the following tools for group and organizatonal analysis in your field: seating diagram; group imago; group dynamics diagram; formal or informal authority diagrams. Use examples from your work to illustrate your use or reasons for not using each of these tools.

9. List and discuss Berne's eight therapeutic operations, including specific examples of how you use them or adapt them for use in your practice.

VIII(C). EDUCATIONAL SPECIALTY *Note: Choose category of your practice from list below, and write it on the top of each answer sheet:*

Elementary (Pre-school through 8th grade, in a school system); *Secondary* (9th grade through 12th grade, in a school system); *Higher* (post-secondary, technical, or trade school, in a recognized educational institution; *General* (all ages or groups, community education, workshops, etc.).

1. Identify a major educational theorist in your field of teaching. Describe in TA terms the work and contributions of that person, and its relevance to the students you teach.

2. Using examples from your work, discuss the major implications of the following TA concepts in your field: a) life positions; b) structural analysis; c) game theory; d) script theory; e) discounts.

3. Discuss how the following apply to your teaching of TA, using specific examples from your work to illustrate: a) curriculum of instruction; b) learning objectives; c) lesson planning; d) evaluative devices.

4. Discuss how you would use TA to teach effective communication with your students, and cite an example of how you improved the communication process in a class.

5. Discuss the similarities and differences of education and treatment, giving specific examples as this relates to your work.

6. Discuss how you use or could use the following tools for group analysis in your work: seating diagram; group imago; group dynamics diagram; formal or informal authority diagrams. Use examples from your work to illustrate your use of reasons for not using each of these tools.

7. Select three TA concepts and discuss how you integrate them into your teaching. Use specific examples to illustrate.

8. List and discuss Berne's eight therapeutic operations, including specific examples of how you use or adapt them for use in your teaching.

BOC Says Thanks

The members of BOC want to thank the following ITAA members who gave of their time and energy to sit on exam boards in San Antonio.

Level I: Sandra Stoltz (Chair), Mary Ellen Frost, Maggie Callahan, Michael Ryser; Fred Clark (Chair), Ray Quiett, Richard Erskine, Erika Stern; David Kline (Chair), Landy Gobes, Shelly Chandhok, Rosendo Trevino; Joan Lourie (Chair), Fred Hufford, Jean I. Clarke, Carol Morris.

Special thanks also to Bruce Loria, who acted as a rover and special assistant.

Level II: Valerie Chang, Harry Corsover, Margery Friedlander, Vince Gilpin, George Imperato, Muriel James, Lucie King, Rosa Krausz, Josephine Lewis, Carlo Moiso, Salomon Nasielski, Ted Novey, George Thomson, Rebecca Trautmann, Gloria Wax and Marian Weisberg.

The BOC also wishes to recognize Gloria Noriega Gayol and Charles McPherson for their contribution as translators and the following people for volunteering to participate in the supervision of the exam: Elaine Akin (CT), Adriana Arzac (CPTM), Deanna Brooke-Hammond (RM), Bruce Loria (CPTM), Michael Ryser (CPTM) and Rosendo Trevino (CPTM).

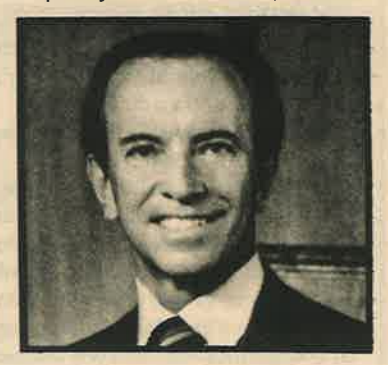
Special thanks to Patricia Falzett, Vann Joines and Emily Ruppert for their organization and management of the exams.

Level II Candidates Passed: Roberto Villegas-Malda, Supervisor and Instructor and Jerrold Paul, Instructor.

Challenge Ahead (continued)

tank by appointing a Long Range Planning Task Force to be coordinated by Bill Cornell.

The purpose of the Task Force is to gather information for the long-range international restructuring of the ITAA. The key objective for the ITAA Task Force on International Reorganization (as summarized by consultant Edwards) is: to improve the quality of TA services, review



Consultant Frank Edwards

and possibly restructure the delivery of day-by-day operations, and ensure profitability of TA worldwide by planning the changes needed, organizing the work logically, providing the leadership and motivation, and making sure the work is done on time and within budget. This Task Force is not designed nor does it have the authority for decision making or executive function; all information will be brought back to the membership and the Board of Trustees for action.

The next step is to gather comprehensive information in areas such as research and marketing options worldwide. This information will then be used for hypothesizing and debating a wide range of options for reorganization and, in the process, to consider a much broader definition of organizational structure and activities than previously used. Although in the beginning only two basic options were considered — individual membership versus a federation of organizational members — it is now clear that a federation may be only one aspect of the change, and that it is important also to consider the organization in terms of the following functional areas of responsibility:

Research: how to improve the lasting quality of TA theory and application

Operations: how to improve the day-to-day operations of the organization in such a way that services are provided that exceed members' expectations (e.g., dues decreases), and/or possible federated restructuring of the organization

Marketing: how to ethically and effectively market services so that reliable non-dues sources of income are developed to help support member services and the professional upgrading of the Association.

The Task Force will be gathering information that is as comprehensive as possible about these three functional areas and the following functional coordinators have been appointed: Bruce Loria of Pennsylvania, USA (Research), Jenni Hine of Geneva, Switzerland (Operations), and Peter Pearson of California, USA (Marketing).

The Board members and officers reported that they feel very positive and optimistic about what they accomplished in San Antonio and about the far-reaching impact of that work on the organization as a whole. Between now and the Summer Conference this August in Toronto, you can be part of this process by letting your regional representative (listed below) know your ideas on the future vision and growth of the ITAA. These four representatives have agreed to take inventory in their parts of the world about what has happened historically and to identify what is needed in the future in regard to the functional areas of research, operations and marketing.

Salomon Nasielski of Ohain, Belgium (Europe)
Co-Coordinators Gloria Balbona of Mexico City, Mexico and Rosa Krausz of Sao Paulo, Brazil (Latin America)
Gail Broady of New South Wales, Australia (Pacific Region)
Laura Boyd of Oklahoma, USA (North America)

President Ellyn Bader and Task Force Coordinator Bill Cornell are also glad to answer questions you might have. In addition, President Bader will be conducting another delegates' meeting in Barcelona, Spain during the 1985 EATA Summer Conference. (For the exact date, watch future *Script*s and possibly the EATA Conference schedule.) At this meeting, a more direct look will be taken at some of the purpose statements and key objectives with which the Board has struggled. Sharing ideas and working together to create the future of this organization is an exciting process and one in which every member's voice counts. Make sure yours gets heard!

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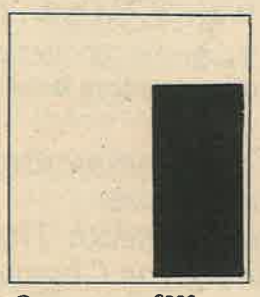

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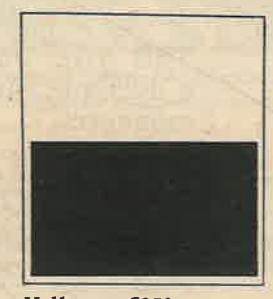

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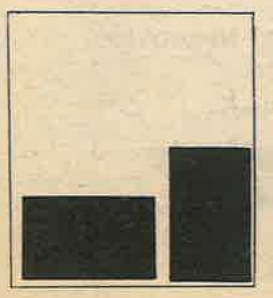

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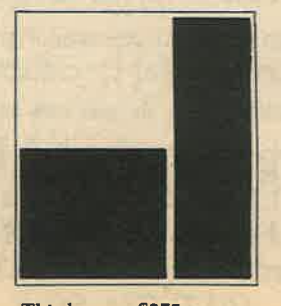

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KRISTYN HUIGE, M.S.W., M.A.; Certified Clinical Teaching Member Instructor and Supervisor, International Transactional Analysis Association; Certified Social Worker, State of Michigan; Faculty, Southeast Institute; She has a private practice in psychotherapy and does workshops both nationally and internationally.

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This workshop will demonstrate how family systems develop and function according to the life script material of the individuals who make up the family. It will also demonstrate how families can be changed using an Integrated Systems approach including Structural, Strategic, Paradoxical, and Redecision Family Therapy. Types of marital relationships and types of families will also be explored. Experiential exercises and simulated family work with videotape will be offered along with theory, demonstration, and opportunities for personal work.

DATES: August 13-17, 1985 **TUITION:** $350 ($100 deposit)

One Week Workshop: Changing Life Scripts Through Redecision Therapy

Vann Joines

This workshop is designed to teach participants how to do life script workups and how to do Redecision Therapy to enable individuals to change their life scripts. Several approaches will be taught to enable individuals to bring life script issues into awareness and to get back to early scenes to identify and change important decisions. Techniques will be used to elicit free child energy and fun.

DATES: August 19-24, 1985 **TUITION:** $400 ($100 deposit)

Advanced Training Workshop in Redecision Therapy

Vann Joines and Josephine Lewis

This workshop is for individuals who have previously attended one of our summer programs or ongoing training seminars. Our focus will be on learning advanced theory and techniques, refining skills, resolving blocks to personal effectiveness, and developing one's own unique style in conducting both group and family therapy. Learning will take place in a fun and relaxed atmosphere.

DATES: August 26-31, 1985 **TUITION:** $400 ($100 deposit)

JOSEPHINE BOWENS LEWIS, Psy.D.; Certified Clinical Teaching Member Instructor and Supervisor, International Transactional Analysis Association; Clinical Psychologist in private practice, Atlanta, Georgia.

APPLICATION

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE (_____) _____ (_____) _____
home office

Please register me for the following workshop(s): _____

_____

Please enclose deposits for each program registered for. MasterCharge and Visa accepted.

Mail to: Alice Jeffries, Southeast Institute, 103 Edwards Ridge, Chapel Hill, NC 27514
(Telephone: 919-929-1171)