The Script

ITAA

INTERNATIONAL TRANSACTIONAL ANALYSIS ASSOCIATION

VOL. XXIX, NO. 6 AUGUST 1999

Seeking Recognition for Transactional Analysis

We are pleased in this issue of The Script *to present four articles that describe various efforts around the world to gain university accreditation and/or national recognition for transactional analysis. We are interested in hearing from others who have experience with similar attempts; please write us with your story.*

The Changing Face of Training in Australia

by Linda Gregory



Linda Gregory

I recall during my Level I training years many discussions with colleagues and teachers about how we wished that our transactional analysis courses were recognized in some way by the wider educational system. Nothing ever came of this wish then. Later, when I became a PTSTA, I still hoped that transactional analysis would eventually be taught in universities. A survey of tertiary institutions in Western Australia revealed that, while some psychology courses included an overview of some aspects of transactional analysis, nothing of any depth or substance was offered. More importantly, nothing was being taught by qualified transactional analysis practitioners. Depressing enough on its own, this situation also tended to give people in the professions the idea that transactional analysis was simplistic or perhaps of limited importance. There were also concerns that in some cases it was not being taught correctly. But when I approached a couple of universities and offered the option of having the information on transactional analysis taught by transactional analysis teachers, I was told clearly that this was not going to happen.

Some years later, after I became a TSTA, I was successful in getting one university interested in a one-semester transactional analysis counseling course that incorporated the TA 101. This course was a part of the university's external nursing studies, which meant that the course was still not part of the mainstream university curriculum. Nurses could get credit either as part of their degree or as continuing education units. I continued teaching this at the university for some years but still felt frustrated that transactional analysis was not receiving the recognition it deserved.

The "winds of change" that had been spreading progress and ideas since World War II, like most things, came a little late to Australia. However, in this case they conspired to assist me. Our population had exploded since the 1950s, and our predomi-

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Educational Transactional Analysis at the Master's Level

by Susannah Temple



Susannah Temple

Universities are likely to be wary of someone keen to promote a particular theory or approach in education. In reflecting on the success of my project to introduce transactional analysis modules into the Faculty of Arts and Education Integrated Master's Programme (IMP) at Plymouth University in England, I have tried to identify the factors that helped to make the project work out so positively.

First, in May 1992 there was a high level of interest among various teachers in furthering their transactional analysis. This was the result of the positive reputation I had built up both for myself as an educator and for transactional analysis as an educational approach during my six years as a school counselor in the area. Second, I had good working relationships with several members of the faculty, so when I suggested offering a postgraduate course called "Transactional Analysis as a Practical Educational Psychology," it was greeted with enthusiasm, and I was invited to submit a proposal to the validation committee. Third, the faculty is committed to providing flexible, professionally oriented academic courses, aided by the structure of the IMP, which offers a wide range of modules at the postgraduate level. Thus there was a context into which a

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Psychotherapy in Germany: Times They Are A-Changin'

by Sigrid Wagner



Sigrid Wagner

Things have changed for psychotherapy in Germany. Since the beginning of 1999, new laws control both who is allowed to use the professional title of "psychotherapist" and what a person must go through to become one. After more than 20 years of political struggle, clinical psychologists at last succeeded in gaining recognition as a professional group on a par with physicians. From now on, clinical psychologists are partners of physicians in the public health system, with equal rights and obligations.

At the same time, the implication is that the law is protecting clients/patients from unscrupulous therapists by declaring that only psychotherapists who earn university degrees in medicine or psychology and who pass standardized professional training in psychoanalysis, behavior therapy, or depth psychology are qualified and competent. All other professional groups practicing psychotherapy are forbidden to call themselves "psychotherapists," with the suggestion that they are charlatans. If a method cannot prove its efficacy by scientific research, it will no longer be recognized as serious nor will its practitioners be reimbursed by health insurance.

"Transactional analysis psychotherapy in Germany is now in a position between Scylla and Charybdis."

In this context, depth psychology is more or less an artificial construction originally created for physicians who pass an eclectic training based primarily on psychoanalysis but which also integrates elements of other

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A Transactional Analysis Perspective on Teacher Education

by Marja-Kristiina Lerkkanen

Transactional analysis has become part of teacher education at the University of Jyväskylä, Finland. Two university departments cooperate to fund transactional analysis courses: the Department of Teacher Education and the Department of Early Childhood Education. Educational transactional analysis courses are for those students who are specializing in early childhood pedagogy (up to eight years old). Transactional analysis is also integrated into the teaching practice, developmental psychology studies, multicultural education studies, and research of the staff as well as into students' theses.

Higher Education in Finland

Finland is a Nordic welfare state of five million inhabitants in which higher education is provided at 20 university-level institutions. Twenty percent of students continue their education to an academic degree. The first degree is a three-year bachelor's degree equivalent to 120 Finnish credits. The second university degree is a master's degree equivalent to 160 credits. Courses normally vary between one and six credits, and the average number of credits obtainable in an academic year is around 30.

"The encouraging results show that transactional analysis can be a sound theory for teachers' work."

The University of Jyväskylä has played a significant role in Finnish educational history. Jyväskylä has been called the "Finnish Athens" because of its good reputation around the world and the quality of its higher education. The university has six faculties and several separate institutions. The number of full-time students is over 11,000, which includes 300 international students and 540 teachers, including 130 professors. The university offers 40 degree programs leading to master's degrees; the other degrees offered are the licentiate's and doctoral degrees.

Finnish university faculty members design their own curricula for their degree programs, and professors are responsible for staying current with research and studies in their own scientific field. For these reasons, Finnish

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EDITORIALLY YOURS

by Bill Cornell

Credibility, Accreditation, Relevance

I've approached my column for this *Script* with a sense of sadness, anger, and frustration—a marked contrast to the last two columns, which I approached with passion and determination. My sadness began as I read Tony Tilney's column in the May/June *Script*, in which he introduced himself as the new editor of the *Transactional Analysis Journal*. He replaces Nancy Porter-Steele, whose resignation was necessitated due to illness. I thought of how many of my (our) transactional analysis friends and colleagues have recently died or been disabled by accidents or illness. It seems that every issue of *The Script* carries some bad news in that regard.

A second wave of sadness arose as I read the articles submitted for this issue and began to formulate a column on the complex and often discouraging issues surrounding members' efforts to establish governmental and academic recognition for transactional analysis.

I returned to Tony's column, trying to remember something he'd written that I wanted to quote. I first met Tony last summer when I sat on the board for his TSTA exams in Zürich. I greatly enjoyed his intense curiosity and thinking style during the exam. As I reread his column, I thought about how he was originally a biologist. Suddenly it occurred to me that Nancy, the previous editor, had originally been an architect and that Ted Novey, who was editor before Nancy, had been a physicist. One of my TM trainers, Lois Johnson, had been a juvenile court judge before beginning her transactional analysis work, and my second TM trainer, Marge Reddington, had been a nurse. Of my primary trainer/mentors, only Harry Boyd is a traditionally trained psychologist, and there was little of that tradition left in Harry by the time he entered my life.

My sadness returned, this time tinged with fury. If the current "professionalizing" forces in the psychotherapy world had always been in vogue, many of our most creative and dedicated transactional analysis practitioners might never have entered the field. Central to my loyalty to transactional analysis has been its devotion to allowing people significant mid-life, mid-career changes with welcoming respect. But this aspect of transactional analysis training and work is now often a black mark in efforts to seek mainline credibility.

Such credibility, in one context or another, was the goal of the efforts described by our authors this month. Three of them, Linda Gregory, Susannah Temple, and Marja-Kristiina Lerkkanen, present in practical detail the processes they went through to get transactional analysis courses presented within university curricula. They offer us lessons in planning, persistence, and the capacity to enter a different educational/training frame of reference to slowly create space for the transactional analysis model. For her part, Sigrid Wagner writes a much bleaker article, describing the crisis for nontraditional psychotherapies in Germany. It is evocative of the collapse of the viability of transactional analysis credentials in the United States after the ITAA withdrew from the certifying processes of the Educational Testing Service and the National Board of Health Certifying Agencies and as a result of the dramatic impact of changes in mental health care funding in the States. Similarly, in Canada the practice of transactional analysis has been devastated by sudden changes in governmental and insurance funding for mental health services. I fear the economic and mainline/traditional forces that Sigrid describes are threatening transactional analysis worldwide.

In her article, Susannah Temple makes a statement that particularly struck me. In her efforts to achieve university inclusion for transactional analysis in England, she designed her transactional analysis projects to demonstrate "Adult practicality, Parent suitability, and Child appeal," a great shorthand for providing a comprehensive frame. Clearly Berne wished to infuse transactional analysis with Child appeal (might we say psyche appeal and sex appeal as well?) in addition to immediate relevance to people's lives and relationships, and for many years, Adult practicality and Child appeal were the vitalizing forces of transactional analysis. However, now they seem to threaten its existence. The hurdle these days is Parent suitability, largely because there are now so many competitive, often conflicting frames of reference within the forces of legitimization and authorization, all fueled by economic and power issues—a very dangerous combination. There is bitter irony in the fact that those psychodynamic theorists who worked hardest to make their writings and therapies relevant and accessible—Berne, Bowlby, Fromm, and Coles come immediately to mind—are so often dismissed as simplistic or superficial because they are socially motivated and write to make themselves understandable.

I wish I were overflowing with ideas about what to do about accreditation and recognition problems, but I'm not. However, I do see bits and pieces of possibilities in models from other groups, and I offer some thoughts here for what they might contribute to the evolution of transactional analysis credentialing and recognition.



"The articles in this issue reveal tremendous individual effort on behalf of our greater whole."

To my mind, the most legitimate criticism of transactional analysis is that it is not sufficiently self-critical. We need to increase our capacity for critical thinking in our training programs, examination process, journal articles, and research. I am a clinician at heart and trust good critical thinking far more than psychotherapy research, though clearly research is necessary. I do not believe that the "results" shown in cognitive/behavioral models demonstrate a more effective psychotherapy—just a better fit in terms of the traditional, limited-variable, cause/effect research model. The truth is, there are rarely limited variables in psychotherapy.

Still, we see complex, psychodynamic research models offered by Mardi Horowitz (who trained with Berne) and Joseph Weiss and the San Francisco Psychotherapy Research Group, models that are very consistent with transactional analysis. I think, too, of the rich research models of Mary Ainsworth and Mary Main, which have extended and in many ways revived Bowlby's attachment theory and its clinical applications. To my thinking, psychotherapy outcome research, while necessary in this day and age of managed care, is largely meaningless in what it tells us. However, the kind of psychotherapy process research demonstrated by the researchers I've just mentioned provide us with important models relevant to what we need to learn and to demonstrate.

I also think there is relevance in models of advanced professional training that do not necessarily lead to transactional analysis examination and certification but perhaps to a sophisticated and coherent postgraduate training and supervision process. This is already being done by a number of transactional analysis trainers around the world. In addition, the gestaltists offer an interesting and viable model. Here in the United States, Gestalt has been quite successful in maintaining its theoretical identity and independence from academic and conventionalizing forces. Gestalt training programs typically offer differing "tracks" of specialized training organized around a central theory. The program in Cleveland, for instance, offers specialized tracks for ongoing professional development, "physical process" (i.e., body-centered work), relationship therapy, and group process. Already within transactional analysis we have those specialities, as well as organizational and educational specialties; perhaps we can apply them within different training/supervision structures. Maybe there is still some value in ongoing professional development, whether or not it directly nets us $10 extra an hour from our local health maintenance organization!

It is ironic that after decades of hard and masterful work among transactional analysis organizations worldwide to establish a uniform training and credentialing process, we may now have to alter it significantly or even dismantle it to meet enormously varied demands (i.e., Parent suitability) among different national, governmental, and professional cultures. In particular, the sponsor/mentor model so central in transactional analysis training may need to be modified. I fear that it will be difficult to make these changes and accommodations without significantly compromising central transactional analysis values and training models.

The articles in this *Script*—from Australia, England, Finland, and Germany—reveal tremendous individual effort on behalf of our greater whole. They offer fine examples of patience and determination to accommodate other structures without sacrificing the central values of transactional analysis. There is something important to learn from each experience, regardless of its degree of success or failure. In fact, in my opinion, this is perhaps the most important issue for the future viability of transactional analysis worldwide.

In my travels I hear about similar efforts all over the world as members seek academic and/or professional recognition for transactional analysis. Please write up your stories about such efforts for *The Script*, and let's hope the ITAA, EATA, and other transactional analysis organizations maintain central files on such activities in order to provide strategic support to members and to establish clearer records of transactional analysis recognition.

Research Notes

Research Associate Wanted: Claude Steiner is looking for a graduate or postgraduate student who would like to collaborate on a scientific study that tests the hypothesis that strokes are a powerful antidepressant. He can offer supervision and can obtain research funds. Please contact Claude Steiner, PhD, www.claudesteiner.com

US Members Needed: Ted Novey is following up on his research study on the effectiveness of transactional analysts (January 1999 *TAJ*) with an expanded study of certified transactional analysts from various countries and language groups. He needs 10-15 certified members from the USA or Canada to join volunteers from other countries. To participate, you need only mail a questionnaire and a form letter (which Ted will supply) along with a stamped return-address envelope to all the clients you have seen over the last 3-5 years (hopefully about 100 clients). Certified members with about five years of experience after certification as well as those with ten or more years are needed. Ted will assist in any way possible, including paying for duplicating and mailing costs as necessary. The returned forms will be sent to him, with your clients identified only by a department number on the return mailing address. Eventually, you can obtain an overall comparison of your client set with others if you wish. The mailings can take place over the next year or two. If you can help, contact Ted at 815 Indian Rd., Glenview, IL 60025; phone: 847-729-5133; fax: 847-729-5336; email: Tnovey@compuserve.com

The Script ITAA

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NET CONNECTION

E-Style: The Emotional Wasteland

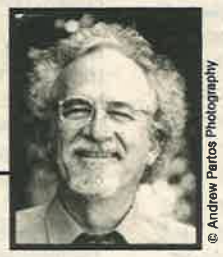
The new information-age media have had a seldom-noticed effect on people's communication styles. Yet these new, post-modern methods of communication are so different from traditional styles that they are causing considerable shock to those exposed to them, save, of course, those who are so young that it is the only style they know. For them, the new style—I call it "e-style"—of communication is becoming second nature and heralds the culture of the next century.

People using Internet email for the first time tend to think of it as a continuation of letter writing when, in fact, it represents a great discontinuity, a quantum leap, if you will, from traditional letter writing. This letter is typical of e-style: "logo3/blu.jpg sucks try deepr red largr bordrs smallr type lunch?"

The response: "cool check out logo3/red.jpg not today."

This message contains no "Dear Marys" or "Love, Johns"; that information is in the header. There are no excuses or soft peddling of criticism or apologies for making bold, even outrageous suggestions or passing on lunch invitations. These would be superfluous. The same applies for line breaks, capitals and punctuation marks, and redundant vowels, all of which waste key strokes.

When asking more than one question or making more than one point or when the text of the letter takes up more than the first screen, the writer is taking a risk that the additional content will be ignored. If a question is asked or a statement is made that does not interest the recipient, usually there is no response. All of this is in the service of efficiency and productivity: No frills, no chills, "just the facts, ma'am," and no allowances for emotional needs.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"The emotional deficit of e-style communication builds and becomes a time bomb; thus, the potential emotional dangers of e-style are becoming a concern in the corporate world."

But as Berne pointed out (*Games People Play*, p. 37), people are accustomed to greeting rituals, which "are not intended to convey information" but are instead precisely metered, "carefully intuitive computations" that are meant to prevent their "spinal cords from shriveling up." Berne observed that when stroke exchange equity is lacking, there is a strong emotional reaction; for people who are used to and enjoy greeting rituals, e-style is a bitter pill. Pre-info e-stylers call that behavior rude; e-stylers retort, "old fashioned." And for those who complain, "deal with it" would be the info-style response.

We are sufficiently stroke starved without this further curtailment. In dim recognition of the harmful effects of stroke deficits, corporate e-stylers are being encouraged to include what would appear to be strokes in their communication. Sadly, these built-in, insincere, plastic strokes, or "marshmallows," fail to satisfy. The emotional deficit of e-style communication builds and becomes a time bomb (a collection of brown stamps, as we used to call it) so that the potential emotional dangers of e-style are becoming a concern in the corporate world.

In my next column I will write about "flaming" and other aspects of e-style violence and what we as transactional analysts can do about them.

Claude Steiner, Internet Committee Chair

JOURNAL ENTRY

Truth and Domain-Specific Theories

I have just looked up "truth" in the dictionary on my desk. It is defined there as "agreement with reality." In most everyday circumstances this presents no problems. Questions such as, "Is it true you were in London yesterday afternoon?" admit of unequivocal answers which can be confirmed or falsified, for example, by witnesses or documentary evidence such as hotel records. However, statements such as "human beings have three ego states," or "you are in your Child ego state," fall into a very different category since ego states are a theoretical concept. They are a device for explaining behavioral or psychological observations. By "explain" I mean that they provide a way of dealing with those experiences so that they can be used to make predictions regarding what will happen under certain sets of circumstances and thus help in the choice of possible actions. The concept "ego state" is in some way isomorphous with (it parallels) reality, so by using the concept we may get some idea of what may happen in the "real" world.

Karen Burt and Mike Oakesford, writing in *The Psychologist* (July 1999), point out that theories do not have to be true to be useful.

> *Even if [science] does not ultimately describe an objective reality, nonetheless it is perhaps the most useful scheme when applied to practical problems. For example, scientists have not believed that Newtonian physics provides a true description of the world since the advent of Einsteinian relativity theory and quantum mechanics. However, in solving practical engineering problems like building bridges or designing cars or aeroplanes, Newtonian theory is more than adequate to allow the successful manipulation of the world. Consequently, a theory does not have to describe an objective reality to be useful.*

Physicists have a choice of theories. Quantum theory works well with the very small (e.g., atomic and subatomic), and relativity theory works well with the very large (e.g., in astrophysics). Newtonian theory works well at the everyday human scale of things. Quantum theory and relativity do not fit comfortably together. Quantum theory implies a highly indeterminate universe of great uncertainty, while relativity suggests a highly determined universe. Scientists have had to learn to live in this confusing theoretical world by choosing from it the theory that best fits the domain in which they are working. While the search for general theories continues, pragmatism requires that we identify the domain-specific theory that is most appropriate and use that.



"The essence of the problem might be reframed as how to identify domains that are appropriate to each different way of conceptualizing ego states."

Psychologists must deal with the subjective phenomenological world of private experience and the shared world of perception, behavior, and consensual reality. Psychoanalysts deal mainly with the former and cognitive behaviorists mainly with the latter. Transactional analysts have chosen the difficult role of staying where the two fields meet, thus the key importance of the ego state, which combines behavioral and intrapsychic aspects. The difficulty of inhabiting this space is reflected in the number of *TAJ* articles addressing the exact nature of ego states. Rather than continue to seek the truth about the ego state, perhaps it would be more productive to recognize domain-specific theories equivalent to quantum, Newtonian, and relativity physics. Rather than dismissing simple models of ego states, perhaps we should regard them as Newtonian—very useful within their own domain where they yield useful answers quickly and simply but misleading if misapplied in domains where more complex and sophisticated models are appropriate. To use these theories in those areas would be equivalent to applying Newtonian physics to galaxies or atoms.

The essence of the problem with which we struggle might be reframed as how to identify domains that are appropriate to each different way of conceptualizing ego states (together with the reverse—developing theoretical models that are most appropriate to each domain) rather than seeking a universal theory. A universal theory would still have a role in integrating the different ways of conceptualizing ego states, but domain-specific models may be richer, easier to use, and more clinically relevant. The important thing is to know your domain thoroughly and to use the appropriate tools that have been designed to be effective there.

Tony Tilney, TAJ *Editor*

SF99 Transactional Analysis
Tools for Living in Times of Change

San Francisco Welcomes ITAA Gathering

The 37th annual ITAA conference is upon us—18-22 August at the Renaissance Park 55 Hotel in the heart of San Francisco. We hope you will be one of the hundreds of ITAA members who will join us for the outstanding program presentations about transactional analysis theory and practice, but also to enjoy the sights and sounds of this extraordinary city.

Hailed by many as one of the world's most desirable destinations, San Francisco is charming, colorful, and dynamic. Attractions include the Golden Gate Bridge, with its scenic views of both the bay and Pacific ocean. Take a ferry boat cruise or the day tour to infamous Alcatraz Island.



For those who enjoy adventures within the city itself, see the newly remodeled Civic Center and the new Yerba Buena Cultural Center, the beautiful old opera house, and the stunning Museum of Modern Art. A drive west down to Golden Gate Park will take you into a different world, one of walks around Stow Lake, visits to the arboretum and rose garden, and a relaxing bowl of tea at the Japanese Tea Garden. There you can also see the treasures of the De Young Museum, the Academy of Science (currently showcasing a superb exhibit on early hominids), and the aquarium. Later sip a glass of wine while watching the sunset from the Cliff House overlooking the Pacific Ocean or dine in one of San Francisco's world-class restaurants. And if you have time to spare, explore the many unique neighborhoods of the city— including North Beach, Nob Hill, Chinatown, Union Square, Fisherman's Wharf, and Japantown.

So, come join us for this special conference in this special city.



ITAA News

TAJnet After One Year

In less than a year from our first appearance on the Internet (http://www.tajnet.org), *TAJnet* is fulfilling its goal of bringing the theories of transactional analysis to people within various transactional analysis communities and also to those who have had no organizational or even professional association with it.

Categories of subscribers include: psychotherapist (24%), other professional (19%), trainer (13%), counselor (11%), other (10%), graduate student (8%), university faculty (4%), undergraduate student (4%), and teacher (3%).

TAJnet has reached people in 45 countries, including: the United Kingdom, the United States, India, France, Switzerland, Canada, Italy, Yugoslavia, Australia, Brazil, Sweden, the Russian Federation, Taiwan, The Netherlands, Japan, New Zealand, Ireland, the Ukraine, Turkey, Germany, Hungary, Colombia, Belgium, the Philippines, Spain, Slovenia, the United Arab Emirates, the Dominican Republic, Chile, Thailand, Norway, Romania, Korea, the Republic of Hong Kong, Slovakia (Slovak Republic), Uruguay, Kenya, Peru, France, Finland, South Africa, and Croatia (local name: Hrvatska). As yet, we have no registered subscribers from China, but we suspect there are Chinese people who access the page without filling out our subscription form.



"TAJnet is fulfilling its goal of bring transactional analysis to people in various communities."

Soon there will be a neuroscience section of *TAJnet* devoted to such topics as neural development, functional organization of the central nervous system, neurotransmission, neural regulation of behavior, cognitive neuroscience and neural plasticity, neuropsychopharmacology, neuroimmunology and neurovirology, advanced technologies for neuroscience, and the neural basis of psychopathology.

Alan Jacobs, TAJnet Editor

Welcome to New Members

February 1999

Member	*Sponsor*
Findley, Dane	Patricia Allen
Garg, A. K.	—
Heppenstall, Sally	Gordon Hewitt
Hira, Gauri Maini	—
Janosev, Melita	Dr. Zoran Milivojevic
Keiko, Shiina	Michiko Fukazawa
Khoree, Kurshid	—
Mackie, Lucy	Geraldine Lakeland
Murali, C. S.	—
Rokuhara, Yoko	Michiko Fukazawa
Van Merkesteyn, M.	Curt Fisher

March 1999

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Dal Molin, Luisa	—
Durrie, Tom	—
Gabriel, Marianne	—
Harvey, V. Ann	—
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Snegirev, Maria	—
Van Veldhuizen, D.	—
Verity, Linda	—
Wilson, Suzanne S.	Vann Joines
Wood, Christy D. J.	—

April 1999

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Cole, Jeffrey	—
De la Rosa, Marcos	G. Noriega and E. Said
Fernandez, Smita	—
Hegedus, Natasa	Zoran Milivojevic
Sakac, Vladimir	Zoran Milivojevic
Turpin, Victor	—
Voulgaropoulos, E. E.	—

May 1999

New Members	*Sponsors*
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Gaft, Samuel	—
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Huff III, Louis E.	—
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Kitazato, Kasumi	Yoen Takanori Ishiyama
Kuby, Thomas E.	—
Kuo, Feng-Jung	Sissel Knibe
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Righter, Julie	Vann Joines
Wiehahn, Cecil T.	—

June 1999

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Garrett, Annette J.	Sean Manning
Gibb, Jessica	—
Goodman, Peter	—
Inoue, Tomoko	Vann Joines
Malathi, K. N.	Julie Hay
Mitsuyama, Hiroto	—
Rajamonickam, G.	Julie Hay
Taylor, Matthew	—

INSIDE VIEW

by Susan Sevilla

Finding the Real Gold

As this *Script* goes to press, the ITAA staff is caught up in the inevitable flurry of activity related to the upcoming San Francisco Conference, 18-22 August at the Renaissance Parc 55 Hotel. In addition, I am preparing for the meetings of your board of trustees. At our long-range planning meeting, the board will be making important decisions about the future direction of the association. Under discussion will be a new mission, vision, and purpose statement for the ITAA; a decision about the goals of conferences; and approval of a major new publicity piece.

One of the board's biggest concerns is safeguarding the financial health of the association. Although the ITAA ended 1998 with a surplus of $67,499, and although net assets have continued to grow over the last three years (according to our recent CPA audit), these results are largely due to the strength of the stock market in recent years. A primary focus for the ITAA executive director and board has been streamlining to cut existing expenses coupled with the development of products and services, both designed to help the ITAA reduce its reliance on dues income.

The board and the office staff are always searching for new entrepreneurial projects and working to realize approved ones. The difficulty lies in distinguishing truly good projects from bad ones. In a sense we are like gold miners: panning for gold and filtering out a lot of rubble to find an idea that works. We try to distinguish between fool's gold and ideas for value-added membership benefits. We want a return on investment, but the return is not always in hard cash. We also want products and services that you, the membership, need and can benefit from.

An example of fool's gold was the affinity credit card program the ITAA sponsored a couple of years ago. Although we attracted hundreds of participants who wanted a credit card with the three-circle logo on it, and although we made income from royalty fees, the bank we endorsed offered high charges and interest rates and poor service. When we realized it, the ITAA dropped this program in a flash, and we haven't looked back. Organized program abandonment is also part of any entrepreneurial effort.

One of the best gold mines I have ever handled was the sale of the Burr House, the historic landmark building that the ITAA owned for 20 years. Although we enjoyed residing in this prestigious headquarters building, the ITAA was being undermined by tremendous upkeep and maintenance charges. And although we made rental income from leasing the unused portions of the building, income never quite exceeded the cost of building management. The Burr House was sold in 1995, and since then the proceeds have been invested and are now the largest source of nondues revenue for the association. In 1998 our investments earned $96,288 in interest and dividends, plus $136,598 in unrealized capital gains. (The investment subcommittee of the finance committee is under the guidance of Ted Novey and Denton Roberts.)



"The ITAA is becoming less reliant on dues for running the association."

Conferences are also gold mines and the second largest source of nondues revenue for the ITAA. Even a small conference, such as the one in Hawaii in January 1999, grossed $40,805, and we anticipate that the San Francisco conference will bring in 25% of our nondues revenue for 1999. Planning is already underway to make Halifax (August 2000) and Sydney (July 2001) as successful or more so than the 1999 conferences.

Next in importance in income are product sales from the Development Division. We are developing new products and selling them, earning more in income from tapes and videos than ever before. I have been personally involved in the development, production, and marketing of four books, one CD ROM, and eleven professional skills videos, and more are in the works all the time. These products yielded over $34,000 in income in 1998.

A project that does not yield as much cash, but which we nevertheless consider real gold, is the Eric Berne Training Workshop series. In 1998 our educational sessions in San Francisco and Zürich yielded $27,533 in gross income, making them the fourth largest source of nondues income (after investments, dues, and product sales). In 1999 we are holding the innovative Costa Rica EBTW, which will be taught by Gloria Noriega and Emilio Said, with Joaquin Granados as local advisor. These seminars help fulfill the ITAA's goal of expanding transactional analysis into new markets and helping educate the public about its theory and practice. Plans to sponsor more EBTWs will come before the board in August.

Upcoming Development Division plans are extensive: the completion of the *Volume of TAJ Selected Articles II* (1981-1990), the *TAJ* in Spanish, the marketing of the CD ROM of the *TAJ*, and further marketing of our new books and videos. There are also the German translation of the Erskine volume of selected article and the monthly web page updates. We are in the final stages of planning for the production of four new videos to be shot in 1999: Ellyn Bader/Pete Pearson, Abe Wagner, the therapy minithon, and the recording of the Eric Berne Seminar of San Francisco. Books from the ITAA are now available on Amazon.com, and ITAA videos are offered via Insight Media, a large distributer in the United States. We have future plans to increase ITAA product visibility on the web, in other professional associations, and via other large marketing firms.

The ITAA is becoming less and less reliant on dues for running the association. We see this as a way to serve members better at a reasonable cost.

New Research Resource

The entire *Transactional Analysis Journal*—from 1971 to 1996—is now available on CD ROM through Digital Publishing. This allows authors, researchers, and others interested in transactional analysis access to everything published in the *TAJ*, including material that is now out of print and all the Eric Berne Award winning articles. Contained are search capabilities by author, title, and topic. The cost for this two-volume CD archive set for 1971-1996: $175, plus shipping. To purchase, call Digital Publishing toll-free at 888-DIGIPUB (344-4782); fax: 703-925-0204; email: lfranke@erols.com Visa, MasterCard, American Express, and Discover accepted.

Members' Forum

INTERNATIONAL CONNECTION VALUED

Dear Friends:

Ever since I became president of the Institute for Counselling and Transactional Analysis (ICTA), there has been a question in my mind. What can I do for this organization, which is facing new challenges from within and without? Since it affiliated with the ITAA in 1990, the organization has been growing. The increased status that comes with greater international connection, the ITAA designated conferences we had in Cochin and Coimbatore in 1993 and 1997 respectively, the BOC exams, the TEW, the transactional analysis professionals who came from all over the world—all these lifted ICTA to a lofty place in many people's minds. Most members had a feeling of security and pride. But when the ITAA Board of Trustees decided to end all affiliations, it came as a blow to many person's hopes. There were many feelings of anger and disappointment and a good number of people blamed Fr. George Kandathil for what happened.

I too was angry, but my anger turned toward the other side. I said to myself, I do not want to belong to an organization whose representatives could not understand our situation. It was not my fault that I was born in a third-world country. So I stopped being an ITAA member and canceled the contracts my trainees had with the T&C Council. With the zeal of a missionary I have worked for the growth of ICTA, starting four training groups in different parts of the state and training more people.

But soon I realized that an organization like the ITAA does not lose anything by the absence of a few members. It is the other way around. I felt that I was missing something as a transactional analysis professional. I missed my friends, the conferences, the *TAJ* and *The Script*. Thanks to Rebecca Trautmann, I am getting the *TAJ* and *The Script*, so at least I have a glimpse of what is happening in the transactional analysis world.

But I have a responsibility to ICTA as its president. I have seen the troubles Fr. George underwent in establishing this organization. We have a good membership. Whenever our trainees take the BOC exams, they prove their worth. I want ICTA to be placed with other transactional analysis organizations, to be connected with the international transactional analysis community. Our members should grow together with other members.

So I thought I would invite my friends to India for a conference. I wrote 20 letters. So far I have received 8 response. Julie Hay wrote saying she will come and give an institute and a keynote address. George Kohlrieser replied earnestly and encouraged me to write this letter. I am feeling excited by these positive responses.

What do I want from you? I want all of you to have a correct picture of our situation, which is very different from elsewhere. I want some of you to come to India for our conferences so that a good number of our members will have a chance to exchange ideas. I want the ITAA and the T&C Council to approve our training. I also want at least some of our members to travel and meet other members and see their style of functioning.

What does the ITAA want in return? I have no idea. One thing I am sure of is that you will find a few hundred transactional analysis people who are warm, friendly, and wanting to grow and contribute to the well-being of the world. How will I achieve these goals, and what more options are there? Would some of you enlighten me? And would you be willing to present at our next annual conference in Trissur 8-12 January 2000?

I would be grateful if anyone is willing to respond. I can be reached at Avila School of Counselling, Chethimattam, Pala 686 575, Cochin, India.

Sr. Annie Maria, Cochin, India

JOKE FEST WASN'T FUN

Dear Editor:

Barbara Mader's report "West Meets East" in the March *Script* was outstanding in its breadth, accuracy, and presentation—a delightful medium for recapturing the pleasure of the January 1999 USATAA/ITAA conference in Maui. I especially appreciate her mentioning two events that are still particularly memorable for me, even now, months later. The first is Octavio Rivas Solis's thought-provoking keynote address regarding our need for "loving brains and intelligent hearts." The second memorable—but not so pleasant—event for me was the allegedly traditional telling of off-color jokes at a large official party attended by nearly all of our gentle and trusting foreign members. Barbara referred to this loud, lengthy intrusion into real life West-meets-East connections with tactful provocative questions which had been prompted by an Asian friend's puzzlement. Personally, I wonder, "Where were the intelligent hearts and loving brains that evening?" And am I the only one who feels this way?

In any case, thanks again to Barbara Mader for her interesting and thoughtful report on a wonderful conference.

Peg Smith, Aptos, California, USA

A PLEA FOR HELP

Dear Friends:

As you may know, our mother, Margie Zerin, had a serious horseback riding accident last December in which she suffered a severe head injury. After being in a coma for over a month, she was hospitalized in a rehabilitation unit for intensive occupational, physical, and speech therapy. She has been making slow but steady progress—she can now walk with assistance and carry on meaningful conversations—but her recovery is going to take time.

The health insurance that covered the cost of her hospital care ran out in July, but she will continue to require around-the-clock, in-home nursing care for the foreseeable future at a cost of nearly $4000 a month. The only alternative is to place her in a nursing home, which would be covered by MediCal.

We believe that being in the comfort of her own home with her loving husband of 52 years will promote our mother's recovery. However, although all three of us have and will continue to assist our parents to our greatest ability, the cost of home care exceeds what we can cover. Therefore, we are turning to you, our mother's friends and colleagues. We ask that you consider contributing whatever amount your heart and pocketbook will allow to assist us in supporting her recovery at home. Checks should be made payable to: The Marjory Zerin Fund and can be mailed to 3823 Bowsprit Circle, Westlake Village, CA 91361, USA. Thank you.

Jonathan, Wendy, and Michael Zerin

Maria Teresa Romanini: A Portrait

"When he came home one day from the States, my elder brother handed me a small book and said, 'I bought it at the airport. I think it's just your cup of tea.' It was Games People Play*—a case of love at first sight and one that grew by leaps and bounds."*

This was how Maria Teresa Romanini described her first encounter with transactional analysis during her last interview in April of 1999. When she first read Berne, in the second half of the 1970s, Maria Teresa was a doctor specializing in pediatrics and infantile neuropsychiatry and a child psychotherapist with a psychoanalytic approach.

"This love affair with transactional analysis was fueled by books in English ordered from specialized bookshops and the few that had been translated. It was then that I began learning English, and a few months later I left for New York and then California. Learning English was not all that easy, but the fact that I couldn't understand English was something of an advantage since I was better able to follow nonverbal language—there were about 60 of us in the first workshop—a form of learning I still find useful."

And so it was that Maria Teresa, a woman of great personal charm, an open mind, an aristocratic background, and enormous intellectual curiosity, became the pioneer of transactional analysis in Italy. She received her transactional analysis training between 1975 and 1978 in Geneva with Ted Novey, in Washington, D.C., with H. D. Johns, in San Francisco with Muriel and John James, at Cathexis Institute with Jacqui Schiff, at the Western Institute for Group and Family Therapy with Mary and Bob Goulding, and at the San Diego Institute for Transactional Analysis with Hedges Capers. She became a Teaching and Supervising Transactional Analysis in 1982 and was one of the first to bring transactional analysis into Italian universities as well as to spread it in Italy through the Institute SIMPAT (Italian Society of Transactional Analysis and Psychotherapeutic Methods).

"Maria Teresa, a woman of great personal charm, an open mind, aristocratic background, and enormous intellectual curiosity, became the pioneer of transactional analysis in Italy."

Maria Teresa founded and directed the Scuola Superiore Seminari Romani di Analisi Transazionale (Superior School, Roman Seminar of Transactional Analysis), the first transactional analysis school recognized by the Italian government for specialization in psychotherapy. In 1981 she also founded and became director of *Rivista di Analisi Transazionale e Metodologie Psicoterapeutiche* (Journal of Transactional Analysis and Psychotherapeutic Methods). This was Italy's first transactional analysis journal, and over time, many Italian and international authors found hospitality and space on its pages, which brought readers both ideas and deeper thoughts.

Maria Teresa loved to coordinate and present each issue with one of her unmistakable editorials and a specific theoretical paper. These contributions (articles from 1981 to 1999) constitute an extensive body of work that consistently and in detail revisits the theoretical bases of transactional analysis. They bear witness to scientific research in transactional analysis and are to be published in a book to which she gave the title *Costruirsi Persona* (Building Up Oneself as a Person).

Maria Teresa was deeply anchored to her Bernian roots and, at the same time, open to innovative views. She herself offered an original contribution to the theory of transactional analysis through her work on the script of life and, above all, through deepening our knowledge of the physiological structure of the age of childhood ("Io Reale in Bambino" ["Real Ego in the Child"]). She used to recall with pleasure her meetings with transactional analysts in America and Italy, some of whom were also regular guests and teachers at her school. She drew intelligent sketches of them, rich in humor and vivacity in keeping with her nature as an attentive, generous observer.



Maria Teresa Romanini

We will miss so much about Maria Teresa: her intensely human way of being a therapist, her strict skill as a teacher and supervisor, her poetic soul. She was a splendid maestra in child therapy with transactional analysis: a lively, intelligent person in whom the Child ego state sparkled with a joyful light.

SIMPAT—Roma (Italian Society of Transactional Analysis and Psychotherapeutic Methods)
CPAT—Milano (Center of Psychology and Transactional Analysis)

CHANGING FACE

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nantly British-oriented political, legal, medical, and educational systems were being questioned, challenged, and gradually changed as the nation grew.

Bureaucracies, however, seem to be the same worldwide, and change is never high on their agendas. My particular "dragon" was called the Australian Skills Standards and Accreditation Board, a title that in itself gave me pause. Nevertheless, the board was part and parcel of the changing guard, having been formed in the late 1990s and charged with providing a "comprehensive, nationally consistent yet flexible framework for all post-compulsory education and training." They were as good as their word and told me what was needed.

There are three sectors of training in Australia: schools, vocational education and training, and higher education. Figure 1 shows how these levels relate.

There is an increasing trend to combine and/or overlap in many areas among, for example, secondary schools and vocational schools or vocational schools and universities. So, knowing what was required of and in store for me, I undertook the task of writing my counseling course plus the three levels of training courses for our Western Pacific Transactional Analysis Association (WPATA). Each course curriculum had to be written according to a required template, divided into modules. Each module needed clear objectives, competency standards, and outcomes listed. I based the modules on the ITAA advanced outline and added other modules that were being taught by WPATA trainers.

The process of writing these packages, submitting them to the Accreditation Board for assessment, and then having a panel evaluate and give final approval for accreditation took well over a year. But the success we eventually achieved was well worth the work and time, and we were especially pleased to receive the highest awards given by the examining board.

Table 1

Schools Sector	Vocational Education Training Sector	Higher School Sector
Certificate of Education Secondary Senior	Certificate I Certificate II Certificate III Certificate IV Diploma Advanced Diploma (contains 8 levels)	 Diploma Advanced Diploma (contains 8 levels) Bachelor's Degree Graduate Degree Doctoral Degree

Courses that have now been accredited include:

1. The TA 101, which now awards a Level 1 certificate
2. Transactional Analysis Counseling, which awards certificates 3 and 4
3. Training and Certification in Transactional Analysis Level 1, Clinical, Organizational, and Educational, which awards Advanced Diploma Level 7
4. Teaching and Supervising Transactional Analysis, which awards Advanced Diploma Level 8.

(Transactional Analysis Counseling, Level 3 and Level 4 certificate, for either one or two semester's study, is designed for nurses or other health professionals who want counseling skills to use along with their other professional skills. It is not intended as training to be a professional counselor.)

"We are attracting more students because transactional analysis is viewed as a valid area of study in addition to being formally recognized by our education system."

There are both advantages and disadvantages to being accredited in this system given our current situation. First, it must be said that in Australia we do not have licensing laws in any counseling areas (yet), which means that people can enter transactional analysis training without needing a prior degree. This gives us a much wider scope for attracting trainees. Therefore, some of our trainees are people making a career change who do not have prior study in psychology or people who are just embarking on study to become a psychotherapist. Our courses are now open to them as part of the vocational sector. Since there is an agreement between the vocational and higher sectors to recognize and give credit for prior learning, by achieving the level of Advanced Diploma in Transactional Analysis in the vocational sector, a student can gain entry into a university and be given credit toward a bachelor's degree.

Second, accreditation is national, so all WPATA trainers throughout Australia can now award these certificates and diplomas to successful candidates. If only one university had taken our courses, then only the students going to that university, with that trainer, would have gained the qualifications.

Third, we maintain ownership and control of our courses, and as a Registered Training Organization, WPATA can add other courses to its existing curriculum, which can then also be accredited.

The disadvantage of this level of accreditation is that it does not award the higher levels of degrees such as master's degrees or doctorates. Achieving that level of accreditation is our next goal. Because universities recognize qualifications from the vocational sector, I think it will be possible in the future for trainees who have degrees to approach a university with their Advanced Diploma in Transactional Analysis and be able to negotiate a way to convert that to a master's degree. I have talked to one university about this prospect, and it may be possible that with a further year of study in comparative psychotherapy theories, the Advanced Diploma could be converted to a graduate diploma or a master's degree.

Overall, having our courses accredited has been a great advantage: We are attracting more students because transactional analysis is viewed more widely as a valid area of study in addition to being formally recognized by our education system. This makes us much more marketable.

It's been well worth the time and work.

Linda Gregory is a Teaching and Supervising Transactional Analyst in Perth, West Australia. She has been in private practice for 15 years and runs a large training group. She is completing candidature for her doctorate in 2000.

TEACHER EDUCATION

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universities may have very different curricula in the same degree program. The basic degree consists of three stages: general studies, subject studies, and advanced studies, the latter of which involves research and a final paper (thesis).

Transactional Analysis Comes to the University

University curricula and teaching should rely on research. Much attention has been paid to transactional analysis research in Jyväskylä since emeritus professor Pirkko Liikanen started it over ten years ago. Research topics from a transactional analysis perspective have included teacher and student teacher scripts, early childhood experiences, ego states and personality, racism and tolerance, strokes and identity, favorite stories and fairy tales, classroom behavior, and special needs education. The encouraging results have shown that transactional analysis can be a sound theory for teachers' work.

Four years ago we developed new courses based on transactional analysis research. We asked for help from Plymouth University in the United Kingdom, where we knew educational transactional analysis courses have been part of a teachers master's program. Through the Internet we found Susannah Temple, PTTA, whom we asked to cooperate with us as an expert. Together we developed two modules: transactional analysis as a practical educational psychology (3 credits) and child development and emotional literacy from a transactional analysis perspective (3 credits). This meant 80 hours of directed study and assessment tasks based on literacy. The entire module was studied for a year.

Directed study occurred in three intensive weeks:

1. Introduction in Finnish: transactional analysis concepts and local research (Lerkkanen)
2. TA 101 (Temple)
3. Educational transactional analysis practices (Temple and Lerkkanen)
4. Emotional literacy (Temple)

The four assessment tasks were:

1. Critical review of the literature (after introduction)
2. Action plan (after the TA 101)
3. Transactional analysis in education I: data collection and analysis (after module 1)
4. Transactional analysis in education II: design and evaluate a small-scale project (final paper)

We were very lucky to get a real expert in Susannah to come here as a visiting lecturer. Because of the language problems, we decided to present an introductory course in Finnish and one of the modules taught by English and Finnish teachers together. This solution was perfect. Young students needed the basic information in Finnish before they began to study transactional analysis in English. The assessments could be in either language.

The Problems

There were some professors on the education faculty who were suspicious of transactional analysis. Some argued that transactional analysis belongs to the past, not to the future, and that it is too much of a pop psychology. Others suggested that transactional analysis is suited for therapy rather than teaching. Another problem was that we did not have transactional analysis experts here in Finland so we had to bring in visitors. Finally, the biggest problem was money; it cost a good deal to bring in experts, and other departments wanted to invite visitors too. Nevertheless, we managed to obtain financing for two years to start the pilot modules.

Our courses were successful! All the students, 20 each year, have given positive feedback. Students think that this is what they really need during their studies. "It's a tool for working with children and parents and also for understanding and reflecting on oneself as a teacher," said many of them. After the first course, our reputation proceeded us, and we did not have enough places for all who were interested. In addition, other university staff wanted to join in the modules.

It is hard to work alone with new ideas; one needs support. I was very lucky to get some of our staff to the courses. A year ago I set up an educational transactional analysis support group in Finland together with six other educators, all of whom have used transactional analysis in theory and practice. Our EduTA group supervisor is Susannah Temple; her warm support and transactional analysis knowledge have been important for the whole group. The group members give their expertise and support to the university studies of transactional analysis as well.



Marja-Kristiina Lerkkanen (left) at work with Susannah Temple

Future Plans

During this process we have experienced a lack of teaching materials related to using transactional analysis in an educational context. The EduTA group has been the key for that, too. We have already published a book with English educators entitled *Educational TA for Teachers*, and now we are developing resource materials for teachers about the stroke economy and child guidance in the classroom. It is important to have connections to other countries too. In 2001 we will have a Nordic transactional analysis conference in Jyväskylä with the theme "Leadership and Emotional Literacy." If you are interested in more information about our work, please visit our EduTA homepage at http://www.jyu.fi/~liikanen/group.htm

Marja-Kristiina Lerkkanen is a senior lecturer, EduTA chair Department of Teacher Education, University of Jyväskylä Box 35, 40350 Jyväskylä, Finland; email: lerkkane@campus.jyu.fi

MASTER'S LEVEL

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new type of course could fit.

Completion of four 120-hour modules (together with other study requirements) results in a postgraduate diploma in education, which can be converted into a master's degree in education by the successful submission of a 25,000-word dissertation.

The plan was for me to submit a proposal at the July meeting of the university validation committee, with the intention of offering the module during the 1992-1993 academic year. I would tutor it with supervision from my transactional analysis sponsor, who had both educational and clinical background. The IMP program director would have oversight and be closely involved, and a university staff tutor would do a small portion of the teaching as well as give some tutorial support to participants and mark some assignments. Both the tutor and the program director had transactional analysis knowledge and were keen to promote the plan, which also supported the project.

"My aim in creating the module was to promote transactional analysis as an academically acceptable fund of educational ideas."

My aim in creating the module was to promote transactional analysis as an academically acceptable fund of educational ideas, one that enhances educational practice by promoting teacher effectiveness. I designed the module to appeal to educators from a wide range of backgrounds and types of educational institutions by offering a flexible focus and by carefully wording the advertising leaflet. I intended that it should fit well with a variety of other modules—those to do with management as well as teaching, the learning of adults as well as children, and mainstream education as well as special education. I hoped this would ensure a wide range of points of view during the module and help to foster a broader understanding of issues. Also, from a practical point of view, I thought it would increase the likelihood of a good number of students. This sort of planning and design made acceptability more likely.

My long-term goal was to develop subsequent transactional analysis modules and other courses at the postgraduate and even undergraduate level to make transactional analysis an integral and accepted part of teacher education.

Putting Transactional Analysis Values into Practice

To "walk my talk" and further the positive reputation of transactional analysis, I considered it imperative that my dealings with the university, at every level, epitomize the best of transactional analysis practice. As an outsider without high-ranking academic qualifications, I had to achieve and maintain credibility as a professional colleague. I thought it important to be well-organized and efficient, to appreciate the academic point of view, and to be respectful of procedures and requirements of the institution while simultaneously expressing my enthusiasm for and desire to do the module. I was careful to obtain thorough guidance in how to design and present the validation documents effectively—both from a university and a transactional analysis perspective—so that they were most likely to gain acceptance. I planned the project to have Adult practicality, Parent suitability, and Child appeal.

In terms of later dealings with university staff, I put great value on creating warm, respectful, and positively stroking relationships so that dealing with administrative staff, librarians, janitors, and refectory staff was enjoyable and worked well for everyone. Contracting clearly, even with regard to minor details, and giving recognition and appreciation freely raised morale and energy for them and for me. The experience I hoped to share was that putting transactional analysis principles into practice enhances well-being and effectiveness and reduces stress.

Validation Process

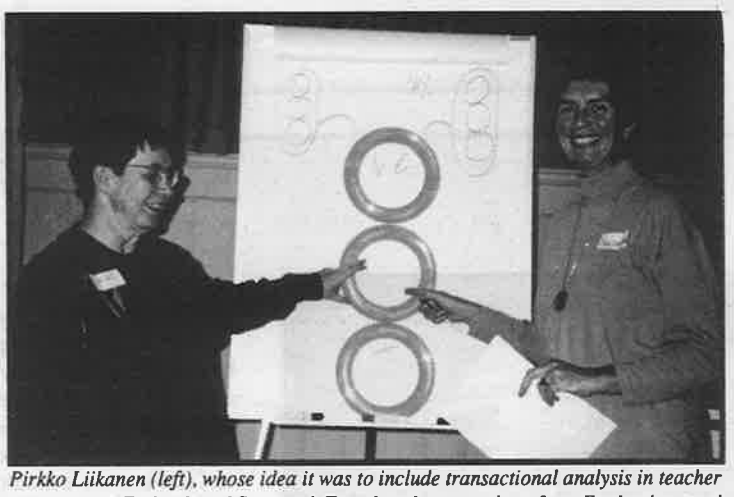
When I came before the validation committee on 9 July 1992, I had to be careful not to present as someone trying to "sell transactional analysis." The questions were thorough and searching. Concern was expressed that the module should provide stimulation for a proper level of academic endeavor and not simply offer some study of transactional analysis and training in how to use it. Committee members noted a lack of clarity about and an appropriate emphasis on critical appraisal of transactional analysis as a psychological theory and a lack of study requirements about other psychological approaches, the latter of which would enable appropriate comparative criticism. It was also suggested that the bibliography should include additional books with foci other than transactional analysis

There was much discussion about the feasibility of requiring students to complete the TA 101 course in advance of doing the module. The committee thought such a prerequisite might (1) set a precedent, (2) put people off, and (3) seem to make the load of hours unreasonable in comparison with other modules. I argued that it was necessary to be comparable to other transactional analysis advanced training and that students needed to be familiar with the whole range of theory to embark on in-depth study. I also confirmed that enough 101 courses would be available.

Finally, it was decided to go ahead as proposed, even while setting a precedent. (Although the 101 requirement made recruitment more complex, all students so far have appreciated having done the official introductory course first.) It was recommended that attention be drawn in the proposal to the heavy commitment required of students for this module. Other recommendations for amending the proposal were to reflect more clearly the critical and comparative aspects of the module and specific indications as to how and why transactional analysis might be seen as a useful and practical educational psychology. With these recommended changes incorporated, the proposal was finally accepted, and the first module was delivered in April 1993.

The long-term goal is now well on its way to realization. Since 1993 the first transactional analysis module has run six times, and 68 teachers have taken part. Two more modules have been validated and attended by 20 more teachers. The second one was requested by students in order to have a specific focus on child development. It is called "Child Development and Emotional Literacy from a TA Perspective." The third module, "A TA Approach to Group Building and Leadership in Education," was also developed in response to student suggestion because there was not time to do justice to this area in Module 1. Module 3 has run once so far. Now there exists a complementary set of modules which, with the addition of an independent study transactional analysis module, can be undertaken to gain a "Postgraduate Diploma in Education, Transactional Analysis." Likewise, through successful completion of a transactional analysis-focused dissertation following the diploma, students can earn a "Master's Degree in Education, Transactional Analysis." Three students will embark on their transactional analysis master's degrees later in 1999.

"The experience I hoped to share was that putting transactional analysis principles into practice enhances well-being and effectiveness and reduces stress."



Pirkko Liikanen (left), whose idea it was to include transactional analysis in teacher education in Finland, and Susannah Temple, who came there from England to teach it in 1996.

This account highlights some of the pivotal factors that contributed to the success of this project. Along the way it has been important to be patient and understanding of the occasional mismatches of frames of reference between my methods and university procedures. I have also put a great deal of effort into publicity and recruitment, offering information about TA 101 courses run by other trainers as well as those I run myself. In terms of my long-term goal, I am due to teach the first TA 101 to a group of undergraduate students and staff at the faculty during the 1999-2000 academic year. Who knows what may become possible after that!

Susannah Temple is a Provisional Teaching Transactional Analyst (education) with a long professional history in adult, community, and early childhood education. A school counselor (primary and secondary) for seven years, she now works independently as an educational consultant, trainer, counselor, and researcher. She lives in Devon, England.

TA IN GERMANY

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methods, such as behavior therapy, gestalt, transactional analysis, and so on. This training is different from the one psychologists—who must choose either psychoanalysis or behavior therapy—must pass. Thus, depth psychology has developed an important meaning for psychologists who have undergone training in transactional analysis, gestalt, family therapy, and so on. They can continue their work as part of the public health system because of their long-term practice and some additional studies in psychoanalysis. Depth psychology used in this way has allowed many transactional analysis practitioners to receive payment by German health insurance programs.

To understand the current situation here, especially with regard to transactional analysis, it is important to have some background on the public health system. Everyone in Germany, aside from a few exceptions, is obliged by law to be a member of one of the public health insurance programs. Medical treatment is organized by the physician's lobby in a way that is similar to a planned economy. The so-called Kassenärztliche Vereinigungen not only regulate who is allowed to set up practice in a certain region, but they also control the distribution of and fees for medical treatment of all physicians in private practice. Although the rules often seem unfair and difficult for individual physicians, these associations take care of their members and reduce competition. Small wonder that there is hardly a free market beyond public health and that nearly every physician in private practice is a member of these associations.

Among the helping professions, only psychotherapy was less rigidly regulated prior to 1999, and therefore numerous methods prospered and developed in Germany over the last 20 years. Almost anyone could offer psychotherapy without proof of competence whatsoever. However, even before the new law went into effect, the market for psychotherapy had narrowed because of the increasing economic recession over the last decade. The new law only intensified the problem. Fewer and fewer patients pay cash for treatment, and the attitude that "quality sells" does not help fill the purse any longer.

Another effect of the new law is exclusion and envy. The struggle of the clinical psychologists for recognition and a place in the public health system was won on the backs of all other nonpsychologist and nonphysician groups practicing psychotherapy. Even many clinical psychologists did not pass unjust interpretations of the transitional regulations of the new law. Many colleagues are nearly on the dole now, and even the resident physicians who have been part of the Kassenärztliche Vereinigung (those who are part of the public health system already and were members before clinical psychologists came into the system) are anxious about their fees now that they must share with their new colleagues.

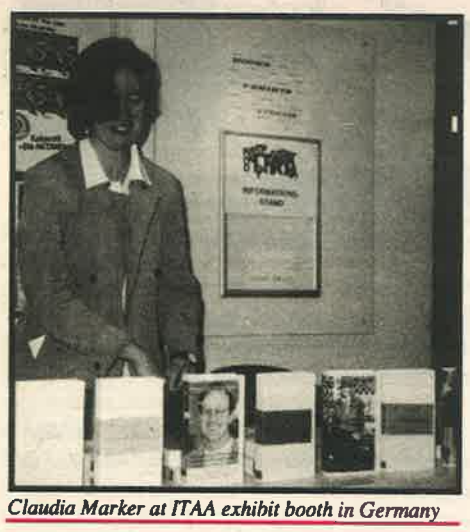
For its part, transactional analysis psychotherapy in Germany is now in a position between Scylla and Charybdis. If we stay in our niche—which has become very tiny as we compete with other "exotic" methods—it is not clear whether transactional analysis can survive as a psychotherapy method in the long term. At the end of the millennium, transactional analysis is far from being a well-known method in Germany.

On the other hand, if we seek to establish transactional analysis as part of the public health system, there will be a price to pay. Clearly, transactional analysis therapy would not be the same as it is now. For example, our training culture (e.g., the sponsor system) is not compatible with the demands of training standards for future psychotherapists in Germany. Our identity as clinical transactional analysts, a heterogeneous and integrative group of many different clinical practitioners, would be called into question as well.

Although the German Transactional Analysis Association (DGTA) has begun important discussions and actions regarding its role in the scientific discussion in Germany, we have not yet decided that we should leap into the arms of the German public health system. We are not sure if we should really be there and if we should pay the price for it.

Sigrid Wagner, PTSTA, is a clinical psychologist and psychotherapist. She serves as chair of the DGTA Task Force on Research.

Keeping In Touch



Claudia Marker at ITAA exhibit booth in Germany

ITAA Exhibit Booth at DGTA Conference

"Transactions—Understand the Past, Create the Future" was the theme of the 20th annual conference of the German Transactional Analysis Association (DGTA) in Berlin, 13-16 May 1999. I had the pleasure of presenting an ITAA exhibit booth at the conference center. More than 570 participants had the chance to buy videos by well-known transactional analysts from the USA, Eric Berne t-shirts, and various books. People were positively surprised by the first representation of ITAA and a selection of its products at a German conference.

The conference center was situated in the eastern part of Berlin, once separated from the west but now fully integrated as if it has never been any different. Only some old houses and roads served as reminders of the past. The building itself used to be a school of the former East German Socialistic Party. You can feel and see transitions everywhere in Berlin.

Business-wise, the exhibit booth was a success, and I am happy that my idea met with approval from the coordinators and the participants.

Claudia Marker
ITAA Conference Committee Chair

Region I—Asia, Africa, the Pacific

C. Suriyaprakash writes, "As the secretary of the **Transactional Analysis Study Circle of Coimbatore** (TASCC), I am proud to share with the worldwide transactional analysis community that the Coimbatore study circle is completing its 17th year. We meet every Thursday evening and presently have over 30 members. Eminent transactional analysis and other experts from the fields of psychotherapy, psychology, education, and management conduct sessions, and every first Thursday is devoted to building intimacy and resolving personal issues for members. This is the second oldest study circle in India." Congratulations to TASCC!

Region III—Europe

Claudie Ramond of Paris writes, "I was happy to read Stuart Slater's (New Zealand) article and the note from Zané de Noncourt (Canada) asking for information on transactional analysis in the classroom. I answered both of them personally, telling them that there are a great number of teachers in French-speaking Europe applying transactional analysis in this area. In fact, there have been eight books written on the subject with both research and experiments. So far there are 2 TSTAs, 8 PTSTAs, and 50 CTAs. There is an association (ARIATE) which meets in France, Switzerland, and Belgium and which has published the results of its biannual conferences since 1981 (there are eight books in this series). I am interested in means of promoting this material around the world for those who want it. If you have ideas about how this might be done, please contact me at 4 bis rue Asseline–F75014 Paris, France; fax: 33-1-40-47-81-15."

TRANSACTIONAL ANALYSIS CONFERENCES WORLDWIDE

August 18-22, 1999: San Francisco, CA. ITAA Conference. Contact: ITAA, 450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640, USA; phone: 415-989-5640; fax: 415-989-9343; email: itaa@itaa-net.org; web site: www.itaa-net.org

January 8-12, 2000: Thrissur, Kerala, India. ICTA Conference. Contact: Sr. Annie Maria & Dr. Joy Mathew, Coconvenors, Central Training Institute, Kerala Agrl. University, Mannuthy, Thrissur 680 651, Kerala, India; email: Kauhqr@ren.nic.in

July 2000: Paris, France. EATA Conference. Contact: EATA, c/o Martine Huon, Les Toits de l'Aune Bat. E, 3, rue Hugo Ely, F-13090 Aix-en-Provence, France; IFAT2000@aol.com.

August 9-14, 2000: Halifax, Nova Scotia, Canada. ITAA Conference. Contact: ITAA, 450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640, USA; phone: 415-989-5640; fax: 415-989-9343; email: itaa@itaa-net.org

November 23-26, 2000: Auckland, New Zealand. Australasian Transactional Analysis Conference. Contact: Janet Redmond, 571 Sth Titirangi Rd., Titirangi, Auckland, New Zealand; phone: 09-817-5800.

EXAM CALENDAR

Exam	Exam Adm.	Exam Date	Location	App. Deadline
CTA	BOC	Aug. 18, 1999	San Francisco, CA, USA	May 18, 1999
	COC	Nov. 5, 1999	Lyon, France	Aug. 5, 1999*
	COC	Nov. 20, 1999	Neustadt, Germany	Sept. 1, 1999*
	BOC	Nov. 20, 1999	Christchurch, N. Zealand	Aug. 20, 1999
	BOC	Jan. 18, 2000	Coimbatore, India	Oct. 18, 1999**
	COC	July 13, 2000	Paris, France	April 1, 2000*
	BOC	Aug. 9, 2000	Halifax, Nova Scotia	May 9, 2000
	COC	Nov. 5, 2000	Belguim	Aug. 5, 2000*
	COC	Nov. 18, 2000	Salzburg, Austria	Sept. 1, 2000*
TSTA Oral	BOC	Aug. 18, 1999	San Francisco, CA, USA	May 18, 1999
	COC	July 13, 2000	Paris, France	Jan. 1, 2000
	BOC	Aug. 9, 2000	Halifax, Nova Scotia	April 15, 2000
CTA Written (Essay)	All Regions (Non-Europe)	Your choice	To be submitted to Regional Exam Coordinator after payment of $50 recording fee to T & C Council	Your choice
Training Ensorse. Workshops	TSC	Aug. 23-25, 1999	San Francisco, USA	April 1999
	TSC	Nov. 17-19, 1999	Christchurch, N. Zealand	July 17, 1999
	TSC	Jan. 13-15, 1999	Coimbatore, India	Sept. 13, 1999
	TSC	Aug. 15-17, 2000	Halifax, Nova Scotia	April 15, 2000

* If COC CTA exam candidates are also doing the COC written case study, this must be submitted no later than six months ahead of the oral exam date. Full details and application papers can be obtained from the COC Language Group Coordinators.
**Subject to availability of sufficient examiners.

Please Note: Exams are subject to availability of examiners and exam supervisors. BOC will not be responsible for expenses incurred where the unavailability of examiners or exam supervisors causes examinations 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 make arrangements to take a BOC exam, contact the T&C Council, 450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640, USA. **To arrange to take a COC exam,** contact your EATA Language Coordinator. Check with the EATA office or the *EATA Newsletter* for the name of the appropriate Language Group Coordinator. **TSC Training Endorsement Workshop fee:** $395 payable in US dollars to T&C Council, c/o the T & C Council office, 450 Pacific Ave., Ste. 250, San Francisco, CA 94133-4640, USA. **COC Training Endorsement Workshop:** to take a COC TEW, contact the European TEW Coordinator, c/o the EATA office.

Volume I of Transactional Analysis in Action

"Conflict Management: The Art of Making Peace"

with George A. Kohlrieser, PhD



This 55-minute tape, recorded at the ITAA/USATAA Maui Conference in January 1999, shows internationally recognized trainer, hostage negotiator, and conflict resolution specialist George A. Kohlrieser, PhD, discussing what causes conflict and how to resolve and prevent it. He demonstrates how to maintain interpersonal connections in the midst of conflict, transaction by transaction, creatively combining transactional analysis theory and applications with John Bowlby's work on separation and attachment. With great intelligence, sensitivity, and humor, Dr. Kohlrieser addresses the theory, practice, and problems of dialogue and negotiation as they relate to conflict resolution in personal, professional, and community settings. As Dr. Kohlrieser says, "The science and art of conflict resolution is built on the skills of dialoguing and negotiation, and there is no better tool for doing these than transactional analysis. Thirty years of doing, analyzing, and training in conflict resolution, hostage negotiations, and violence management has made me a believer in the power to influence even the most violence-prone person through transactional analysis. The secret is the ability of the negotiator to continually bond and rebond and to work authentically with the process." Dr. Kohlrieser, a founder of Shiloh USA and Shiloah Europe, works with profit and nonprofit organizations, law enforcement, and governments in 50 countries. He specializes in organizational development, conflict management, team building, and stress management. He is currently president of the ITAA and resides in Basel, Switzerland.

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