the SCRIPT

ITAA
INTERNATIONAL TRANSACTIONAL ANALYSIS ASSOCIATION

VOL. 52 NO. 5
MAY 2022

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A Common Mission Statement for ITAA and EATA

by Chitra Ravi



The ITAA and EATA have been collaborating well on many initiatives in recent years. In this process, we realized the importance to putting together a common mission statement to honor, formalize, and be explicit about our commitment to working together on common strategic goals for the worldwide TA community.

We also embraced the need to be more explicit about our collective commitment to sociopolitical and environmental issues. We are convinced that the TA community should consider extending the statement of our mission from "I'm OK, You're OK" to a statement of universal acceptance that includes social justice and care for the natural environment.

As a result, in January 2022, we established a task force for a common mission statement (TFCMS) that included members from both the ITAA and EATA. These include me as ITAA President, Peter Rudolph as EATA President, and task force members Elana Leigh, John Heath, Adrienne Lee, Sylvia Schachner, Nicole Lenner, and Kristina Brajovic Car. We organized a process by which the values of the ITAA and EATA and their mission statements have been revisited and reviewed. The goal is to develop a final common mission statement that will be agreed on by the ITAA Board of Trustees and the EATA Council and then become an additional part of each association's statutes.

The aim of the task force for a common mission statement and the results so far include the following:

- To name, reflect on, and review the core values and mission statement of ITAA/EATA

- To explore whether political topics such as global justice and climate change can be included in a common mission statement
- To collaborate and discuss these questions with many members of the world community to address the questions of who are we and what we want
- To explore what the impact of including these areas into a mission statement will be on EATA and IBOC exams, including:
  - Training syllabi
  - Core competencies for transactional analysts
  - Rating scales in all four fields

It was stimulating and an honor to work with the task team as so many thoughts, suggestions, questions, and respectful challenging supported us in coming up with what felt appropriate and right at the end.

The proposed statement is as follows:

Common Mission Statement

Transactional analysis (TA) is a psychological approach to understanding community, groups, relationships, and individuals. The TA philosophy of equality, mutual respect, and engagement is expressed in the ethical values and principles of our organizations. This is relevant to our relationship with each individual and each organization as well as to the environment and to the world as a whole.

Our TA organizations embrace sustainability and social justice as part of our personal, professional, and ethical choices. We are committed to a perspective that embodies, celebrates, and accounts for interconnectedness, social responsibility, and care for our planet.

We very much wanted to hear from you, the members of the ITAA and EATA, about this proposed statement and therefore devised an online survey. An email about it was sent to all ITAA and EATA members in mid-April (with a 30 April deadline). The questions included the following:

- What resonances and challenges do you experience in response to this common mission statement?
- How do you imagine this statement will or can stimulate development in your interest in and contributions to TA philosophy and practice?
- What tasks would you expect a possible social engagement committee/working party to undertake?

We thank those of you who responded to the survey and provided us with your valuable thoughts. We will collate the responses and publish the results in *The Script* and the *EATA Newsletter* as well as keep you informed about our next steps.

ITAA President Chitra Ravi can be reached at chitra.seed@gmail.com .

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Newsletter of the International Transactional Analysis Association
ITAA, 484 Lake Park Avenue, PMB 290, Oakland, CA 94610, USA
email: info@itaaworld.org
website: www.itaaworld.org
Editor: Laurie Hawkes
Managing Editor: Robin Fryer
Desktop Publishing: lockwood design

Send all copy to: robinfryer@aol.com

Deadlines—15th of the month prior to the month of publication (e.g., 15 May for the June issue)

Advertising: Twelfth page: $50; sixth page: $100; third page: $200; half page: $300; full page: $400.

Publication of articles and advertising in *The Script* does not imply endorsement by the newsletter, the editors, or the ITAA.

The Script (ISSN 0164-7393) is published monthly by the International Transactional Analysis Association. For information on membership, visit www.itaaworld.org or contact the ITAA at the above address. © 2022 International Transactional Analysis Association, Inc.

ETHICS WEBINAR

New Ethics in Practice: Less Parent, More Adult

Following on from the ITAA Ethics Committee's first successful webinar, in which participants explored the polarities from absolutism to relativism, we are offering a second webinar on Monday 23 May (10 am – 11:30 am UTC) to explore what being an ethical practitioner looks like in practice.

Participants will be invited to explore how to tussle with an ethical dilemma in an open and transparent manner using inquiry (less Parent, more Adult) as a main tool. How can you hold someone accountable without blaming and shaming? How can you truly live the principles of TA in your ethical thinking and acting?

In this webinar, the ethics committee will use the "new paradigm" of shared responsibility to deliberate a fictional ethical case. You are also invited to bring your own ethical issue to focus on in small groups. The webinar is an opportunity to share your concerns around ethical processes as well as your learnings.

Please join us! Register here by 19 May 2022.

The EATA Platform for Support and the Future of This Initiative

As you read in the last *Script*, the European Association for Transactional Analysis (EATA) has developed an online platform by which to offer support to TA members who are in need because of the war in Ukraine. This important project, headed by the chair of EATA's European Connection Committee Elina Belyayeva and her team, is serving as an official connection point for EATA and ITAA transactional analysts who either need support or want to offer it.

In addition, the ITAA Board of Trustees has been exploring more ideas about how ITAA members can support people affected by war and crises. Here are some of their reflections and questions:

- How can we step in and support our members in times of crises, be they war, economic, political, environmental, etc.?
- What can be done in line with our bylaws?
- How can we be consistent with what we do across regions and countries since ITAA is international?
- How do we hold a sense of equality and equanimity in whatever we do?

In the current war situation in Europe, the ITAA Board decided it would be inclusive and in keeping with recent cooperation with EATA to support and join their initiative by informing the ITAA membership of the platform and what it is offering, which includes:

- Training for specialists
- Debriefing groups
- Supervision with TSTAs/PTSTAs
- Translation services
- Consultation

In addition, as a world community we offer other forms of support such as spreading news, offering links, and sharing material.

We appreciate the engagement and the competence that is visible in all of these processes.

As presidents and members of our respective executive committees and board/council, we want to learn from this process and will explore and develop policies by which to offer support in similar crisis situations within the scope of ITAA's and EATA's bylaws. In countries outside of Europe, the hope is that



the ITAA would initiate such forums and that the EATA can perhaps support those. We can possibly develop a tool called "The Platform" that would be used for all initiatives that support our members through crises.

We are grateful to Elina and her team for their efforts as well as to all those who have volunteered to be a part of this innovative initiative. We encourage those who have not yet registered to contribute to go to the platform here: https://eatanews.org/help-platform-psychological-help-in-response-to-emergencies/

As the current situation develops, and as the platform evolves, we may send you email updates to help keep you abreast of what the ITAA and EATA are doing to help their members.

ITAA President Chitra Ravi (chitra.seed@gmail.com) and EATA President Peter Rudolph (president@eatanews.org)

Celebrating Examinee Successes!

This month we celebrate the success of those who passed their Certified Transactional Analyst (CTA) and Teaching and Supervising Transactional Analyst (TSTA) exams on 25–26 March 2022.

New Certified Transactional Analysts

Claire Bowers, CTA-P, UK
Danijela Đurić, CTA-O, Serbia
Kate Hardy, CTA-P, UK
Liliana Horvath, CTA-P, Romania
Nataliia Hurets, CTA-P, Ukraine
Angelina Litvinova, CTA-P, Russia
Natalia Motrych, CTA-P, Ukraine
Anjali Puri, CTA-P, UK
Sushma Ramachandran, CTA-P, India
Nisha Rao, CTA-E, India
Priya Veeraraghavan, CTA-P, India

New Teaching and Supervising Transactional Analysts

Kateryna Bulhakova, TSTA-P, Ukraine
Rachel Cook, TSTA-P, UK
Yoshinobu Kitamura, TSTA-P, Japan
Dina Kononova, TSTA-P, Russia
Takayuki Muroki, TTA-P, Japan
Helen Rowland, TSTA-P, UK
Elly Voorend, TSTA-C, Netherlands
Nicky Worrall, TSTA-P, UK

We wish them all every success going forward.

We also wish to thank the examiners and staff who made this possible.

Forty individuals were involved as CTA examiners, and many were also involved as volunteer audiences and supervisees for the TSTA exams: Elina Belyayeva, Sudha Thimmaiah, Seema Pradhan, Marguerite Sacco, Joy Roshan, Sarmishta Mani, Martin Loughna, Rakhima Kuandykova, Haseena Abdulla, Carol Wain, Ragu-raman K, John Savage, Alla Babich, Danijela Budiša Ubovic, Maggie Brown, Johnathan Evans, Miek Hehenkamp, Nathalie Goursolas Bogren, Keiko Hoshino, Frouk Willering, Alva Ramírez, Tanja Krist, Vicky Blake,



New CTAs (from left, top row): Sushma Ramachandran, Liliana Horvath, Claire Bowers; (second row): Kate Hardy, Nataliia Hurets, Natalia Motrych; (third row) Angelina Litvinova, Anjali Puri; (bottom row) Danijela Đurić, Priya Veeraraghavan, Nisha Rao

Hiroko Hikita, Alina Rus, Patrick Odendaal, Sili Zhou, Gunjan Zutshi, Beatrijs Dijkman, Maja Sedmak Cvelbar, Marina Ionescu, Nynke de Geus, Patrick Brook, Koenraad Bosschaerts, Jane Kibblewhite, Elvin Aydin Keles, Alina Comendant, Anne Timpson, Jo Moores, Paula Dishman

Thirty-one individuals were involved in the TSTA exams: Chitra Ravi, Susie Hewitt, Suriyaprakash C, Lorna Johnston, Marina Rajan Joseph, Keith Tudor, Karen Pratt, Sashi Chandran, Günther Mohr, Boris Volodin, Elana Leigh, Cholena Mountain, Mandy Lacy, Lieuwe Koopmans, Marilyn Wright, Michele D'Errico, Susan George, Deborah Robinson, Lis Heath, Tomoko Abe, Emma Haynes, Moniek Thunnissen, Marian Timmermans, Giles Barrow, Trudi Newton, Anne Tucker, Enid Welford, Karen Minikin, Briony Nicholls, Harry Gerth, Vladimir Goussakovski

Those who took the role of process facilitator were: CTA exams—Emma Haynes; TSTA exams—Suriyaprakash C, Trudi Newton, Chitra Ravi, and Giles Barrow

The staff team included Mayke Wagner-Frobose, who organized the CTA examiners' briefing and debriefing meetings; Tess Elliott and Aruna Gopakumar, who briefed and debriefed the volunteers for the TSTA exams; Deepak Dhananjaya, who made the Zoom links for the exam rooms and the examining spreadsheets for the boards; and Caroline Donovan, IBOC Administrator.



New TSTAs (from left, top row): Rachel Cook, Helen Rowland; (second row) Nicky Worrall, Dina Kononova, Elly Voorend; (bottom row) Kateryna Bulhakova; Yoshinobu Kitamura. (New TTA not pictured: Takayuki Muroki)

Overall, there were over 80 people from 22 different countries across the globe who came together to create this 2-day exam event, including 10 translators. Some examiners were working in the evening, some in the morning, and some in the middle of their night. We were particularly touched by the courage and strength of our Ukrainian colleagues, who came to be examined while their country is suffering in the war. We also want to appreciate the generosity of all involved who gave their time, enthusiasm, and professionalism to reach across cultures, languages, and the many ways of being a transactional analyst to exchange, learn, and reflect on the meaning and practice of evaluation, being an examiner, and certification in TA.

We will write more about our reflections and learning from this exam set in the next *Script*. For now, we want to celebrate and appreciate the strengths, skills, and cooperation in these exams of those newly certified, the examiners, and the staff involved. Thank you all!

IBOC Cochairs Jacqueline van Gent (jacqueline@itaaworld.org) and Sue Eusden (sue@itaaworld.org)

The 2022 ITAA **Annual General Membership (AGM)** meeting will be held on **30 July 2022, 1200 UTC.** Watch upcoming *Scripts* for more details.

COURAGE, PHYSIS AND RESILIENCE:

Resources for a New Emerging World



3-5 June 2022

www.itaaworld.org/itaa2022

Register today to get the best price! Next early-bird price deadline is 11 May

In the midst of the terrible experiences of the pandemic and now the war in Ukraine, both of which have affected the entire world, we need as a scientific community to come together, feel the power of belonging, and regenerate through sharing knowledge, training, and hearing others' perspectives. **The goal of this ITAA online conference is to invigorate the physis in each of us to help us be courageous and resilient in adapting to our difficult times.**

The **four exceptional keynote speakers** for the online conference are a diverse group who will open the four working sessions of the conference: Richard Mollica, MD; Izumi Kadomoto, TSTA (P); Sue Eusden, PsychD, TSTA (P); and Sylvia Schachner, TSTA (E).

The conference will run for **24 hours a day for 3 days** to cover all time zones, with **over 50 workshops** as well as **recreational (playful) spaces (a social program)**. Since this is a 24-hour-a-day program, some workshops will be running in the middle of your night. Please make sure to register only for the workshops you are able to attend based on your time zone.

The conference is designed as an opportunity to exchange knowledge and also as a moment of meeting and sharing. To increase the opportunities to meet during the conference, there will be a **social program designed to allow participants to have fun, laugh, smile, and enjoy themselves.**

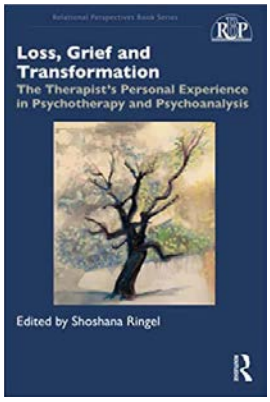
- There will be TA quizzes with fun questions about TA, and the winners will be celebrated.
- There will be thematic groups, some original and creative (like cooking TA), others more serious (such as ecological TA).
- There will be many coffee break rooms in which participants can meet with colleagues and chat.
- There will be TAlent shows during which participants can share their artistic skills with others. We are looking for TAlents among TA people. If you can sing, play an instrument, paint, make sculptures, write poetry, or are skilled in any art form, please contact us. You're perfect for the TAlent show. We need you!

Join us. We'll have fun!

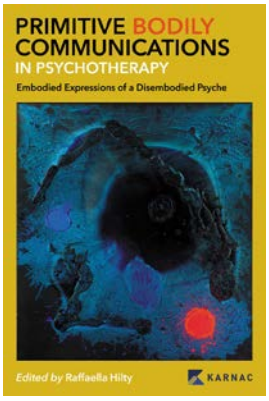
The plenary sessions and workshops will offer interpretation in 13 languages: Bosnian/Serbian, Chinese, Dutch, Farsi, French, German, Italian, Japanese, Korean, Polish, Portuguese, Russian, and Spanish (provided at least 5 people request the same language in a given workshop).

Registration includes access to recordings of the keynotes, plenaries, and workshops. There is also an option to register for the recordings only.

Recent Publications



Bill Cornell has a chapter entitled "In the Shadows of Loss: Manic Defenses in the Face of Absence" in a new book edited by Shoshana Ringel titled *Loss, Grief, and Transformation: The Therapist's Personal Experience in Psychotherapy and Psychoanalysis* (Routledge, 2021). Bill writes in a personal voice about the evolution of his manic defenses in the face of three generations of traumatic deaths that have permeated his personal and professional relationships. Bill says the book as a whole is a collection of remarkable, moving personal reflections. Click here for more.

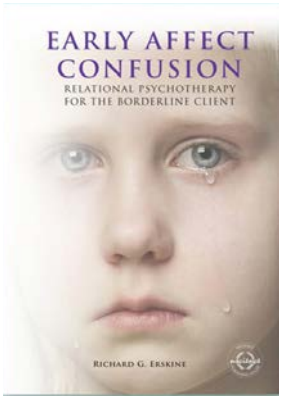


Bill has also contributed a chapter entitled "When the Psyche Shreds, and the Body Takes Over" to *Primitive Bodily Communications in Psychotherapy: Embodied Expressions of a Disembodied Psyche* edited by Raffaella Hilty (Karnac, 2022). Bill's piece details his long-term, body-based work with a woman with severe compulsions and eating disorders. Click here for more.

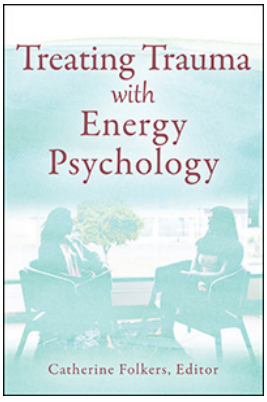
The July 2022 issue of *Psychoanalytic Inquiry*, which is devoted to "The Turn Toward Embodiment in Psychoanalysis," will include a paper by Bill entitled "Wishing I Weren't Here: Therapeutic Engagements with Disembodied States." In it Bill draws on the work of Lombardi, Alvarez, and Bucci in stressing the therapist's primary attention to mind-body splits (the vertical axis) in contrast to interpersonal/transference interpretations (the horizontal axis) in the treatment of chronic disembodied defenses.

Bill has also written a review of Karen Maroda's new book *The Analyst's Vulnerability: Impact on Theory and Practice*, which will be published later this year in *Psychoanalytic Psychology*.

Richard Erskine has a new book out entitled *Early Affect Confusion: Relational Psychotherapy for the Borderline Client* (nScience, 2022). In his review of it, Gregor Žvelc wrote that this book "presents a respectful and compassionate perspective on psychotherapy for clients who are usually diagnosed as having a borderline personality disorder. The book is full of clinical insights and wisdom conveyed through in-depth discussions of case studies." Click here for more.



Vann Joines has written the introduction to a new book entitled *Treating Trauma with Energy Psychology* edited by Catherine Folkers (outskirts press, 2022). The case studies in the book help bridge a gap that therapists newly trained in energy psychology can encounter between a new world of possibilities that energy psychology offers and the complexity of actual clients. Vann says, "It is an excellent resource for anyone who would like to understand energy therapy and its power and effectiveness in treating trauma. It both explains the history and process of energy therapy and presents 8 powerful case examples of work with trauma, phobias, psychogenic illness, and personality disorders." Click here for more.



Piotr Jusik is one of the coauthors with Anna Pierzchala and Edyta Widawska of an article entitled "Cross-cultural Study of Teacher Passivity through the Lens of Educational Transactional Analysis" that was published in the *European Research Studies Journal* (*Vol. 24*, No. 3B, pp. 72–95, 2021). The article presents comparative cross-cultural research on teacher passive behaviors indicating significant educational differences between countries. The lowest levels of passivity were reported in Guatemala and the highest in Ukraine. The study offers some guidelines for tackling teacher passivity and identifies strategies for enhancing problem-solving skills. The most common passive behavior across all countries was overadaptation, which underlined the importance of developing teachers' awareness of interpersonal phenomena from the point of view of transactional analysis. Click here for more.

April TAJ Now Available



The latest issue of the *Transactional Analysis Journal* is now available online. A nontheme issue, it contains a variety of interesting and wide-ranging articles.

Sylvie Monin opens her "Letter From the Coeditor" with some touching comments about Fanita English, including sweet remembrances about translating for Fanita in a Prague workshop and also how Fanita's ideas influenced Sylvie's TA journey. As Sylvie wrote, "[Fanita's] many contributions in the *Transactional Analysis Journal* (*TAJ*) over the past 50 years opened new doors and new visions as she revisited, developed, confronted, and enriched TA theory, thereby keeping it alive and helping it to thrive and spread in the world."

Sylvie goes on to write about the rest of this issue:

> You will discover the thoughts, reflections, experiences, and research of six authors, each of whom, in their own way, perpetuate this important task by contributing to keeping transactional analysis alive and flourishing worldwide. It is heartening to see how we continue to receive regular requests for translation from countries such as Brazil, South Korea, Ukraine, Russia, and others, with articles also being translated into and republished in German, French, and Italian by national associations.

As I write an editorial for a nontheme issue of the *TAJ* such as this one, I immerse myself in the authors' writing and like to explore any common threads that tie the articles together. In this way I may discover a story that might exist among them, how as a whole they form a rich and stimulating picture with its various tones and colors. In this issue, you will find an interesting mix of both clinical and research papers. In each, the question of the quality and dynamics of the relationship (both to self and other) intrapsychic, interpersonal, and transgenerational is raised. This brings us to the concept of protocol and script formation and how the latter manifests in the here and now in our capacity and way of interacting with others and society.

The articles in this issue include:

"Attached to Technology: Exploring Identity and Human Relating in a Virtual and Corporeal World" by Ronen Stilman

"Emancipation From a Fear of Institutionalization: A Case Study of Transgenerational Hauntings" by Edward T. Novak

"The Use of Interpretive Dynamic Transactional Analysis Psychotherapy (IDTAP) in Facilitating Structural Integration When Working With Reenactments of Developmental Trauma in the Psychotherapeutic Setting" by Ales Zivkovic

"Bridging the Gap Between Research and Practice: Using Creative Methods to Research Transactional Analysis Psychotherapy" by Emma Haynes

"Development of the Stroke Pattern Inventory in a Clinical Population" by Jaseem Koorankot and Tilottama Mukherjee

"Iraqi EFL Learners' Conceptions of Strokes With Respect to Teachers' Age" by Salman Hintaw Abdulhussien, Reza Pishghadam, and Moein Sakhtkar Haddadi

We are delighted to close out this issue with several letters to the coeditors. We are always happy to hear from you, our readers, so let us know your thoughts about the April *TAJ*.

How to Write an Article on Transactional Analysis Research

by Roland Johnsson and Moniek Thunnissen

One of the often-heard criticisms of transactional analysis, especially in the psychotherapeutic world, is "There is no scientific evidence for TA—it lacks research!"

That might have been true in the past, but in the last decade, an increasing amount of research has been done worldwide within TA and published in the *Transactional Analysis Journal* (*TAJ*), the *International Journal of Transactional Analysis Research and Practice* (*IJTARP*), and national/regional TA professional publications. And since 2017, the ITAA Research Award Committee has stimulated research with a yearly award in the field of TA. These are all great developments and progress!

As a reviewer (Roland) and a coeditor (Moniek) of the *TAJ*, we are happy to receive articles from around the world about research projects in which TA is the method used for psychotherapy, counseling, organizational work, and education. We are impressed with the enthusiasm with which authors from many countries write about their projects and activities.

Roland Johnsson, PhD, TSTA, is a TAJ *reviewer and a member of the ITAA Research Award Committee, and Moniek Thunnissen, PhD, TSTA, is a* TAJ *coeditor.*

Still, there is a world to win. In his keynote speech at the 2015 EATA TA Theory Development & Research Conference in Rome, Omar Gelo (2015) noted that of 467 articles in the *TAJ*, only 24 or 5.1% were about empirical research. The other almost 95% were two-thirds theoretical studies and one-third case examples and literature reviews. We believe these numbers have improved in the last 7 years in the direction of more research, but there is still much to be done.



Roland Johnsson



Moniek Thunnissen

To be recognized in the academic world, it is still necessary to promote research-based empirical studies and articles. But what standards do we use for such papers? We think this question is particularly relevant because the *TAJ* receives quite a few papers that do not meet the international standards for empirical research and thus must be rejected for publication.

Because good research is based on good training, we think it is important that knowledge about the basics of research be included in TA training. In our dreams, a "Research 101 Course" would be part of the Training Endorsement Workshop (TEW) or the training program for Provisional Teaching and Supervising Transactional Analysts. In this way, TA trainers could be encouraged to learn more about research, participate in research, and publish articles. That is why we want to offer an answer to this question: What is empirical research?

What Every (P)TSTA/Author/Reviewer Should Know About Research

Defining Empirical Research

"I will not believe it unless I see it." This idea, with its roots in ancient Greece, was later developed in the medieval period and then even more during the Renaissance when it became the foundation for modern science. "Empeirikos" is a Greek word meaning "experienced." From your hypothesis you draw conclusions strictly based on concretely observable empirical evidence. Today the word "empirical" refers to the collection of data using evidence that is gathered through direct

observation or experience or by using calibrated scientific instruments. The key words are "direct observation" and "experiments to collect data" and then to test them to come up with a conclusion.

The question of subjectivity/objectivity is a complex one in social science research. At the so-called "soft" end of qualitative research there are many well-respected research methods that do not claim objectivity but rather place the interpretations of the researcher as central to the meaning that is made. At the other end of the spectrum are quantitative methodologies in which the data is central to the meaning that is made. In this article we are focusing on empirical research, which can be either quantitative or qualitative.

Quantitative and Qualitative Research

An empirical article reports the findings of a study conducted by the author(s) and uses data gathered from an experiment or observation. An empirical study is "based on facts, systematic observation, or experiment, rather than theory or general philosophical principle[s]" (APA, 2016). The study may use quantitative research methods to produce numerical data and seeks to find a causal relationship between two or more variables. This approach is deductive: You assume a theoretical position and then test it against the data. For example, people treated according to a manual for treating depression developed by Mark Widdowson (2016) will recover sooner from their depression than people who are treated with other methods.

On the other hand, a study may use qualitative research methods, which involve collecting nonnumerical data to analyze concepts, opinions, or experiences. This approach is inductive: You first collect the data, then develop the theory. An example could be a series of case reports of patients treated with the methods described in the depression manual developed by Mark Widdowson (2012).

Although quantitative researchers generally subscribe to a deductive research process, and qualitative researchers generally subscribe to an inductive process, both kinds of researchers employ deductive and inductive processes in their research. We want to underscore that none of the aforementioned approaches are mutually exclusive; they can be used in combination, and both have their merits.

Key Parts of an Empirical Article

Throughout the professional world around the globe, a common structure is used for research articles as described here.

1. Abstract: This provides a brief overview of the research article.

Do's and don'ts: Be aware that many readers do not go beyond the abstract, so make sure it says exactly what your research produces, and follow the structure of introduction, methods, results, and discussion. Stick to the prescribed number of words for the abstract: Don't write 160 if 150 are requested.

2. Introduction or literature review: The introduction provides a review of previous research on the topic, narrows down and defines the research questions, and arrives at one or more fundamental hypotheses around which the experiment is designed.

Dos and don'ts: Often authors want to show in the introduction how much they know about the subject, how much they studied and prepared for this research. Keep your reader in mind as someone who is interested in your research but not in all you have read so far. What is the main message of your research and which references are essential to support that message?

3. Method or research design: This is the framework of research methods and techniques chosen by the researcher for data collection, measurement, statistics, and analysis. The essential elements are:

- Accurate purpose statement
- Techniques implemented for collecting and analyzing research
- The method applied for analyzing collected details
- Type of research methodology
- Probable objections to your choice of research and a justification for why you nevertheless chose the method you used
- Settings for the research study
- Time line
- Measurement of analysis
- Ethical considerations

Research that meets the main characteristics of a design has four key characteristics:

- **Neutrality:** The results projected in the research should be neutral and free from bias. Objectivity and intersubjectivity (a shared agreement defining objects) are crucial to avoid cherry picking or anecdotal or testimonial procedures (also named pseudoscience) in which you prove your ideas with single cases. An example of this is using a TA method to prove the effectiveness of TA.
- **Reliability:** The quality of the research should be trustworthy and perform consistently well.

With regularly conducted research, the researcher expects similar results every time.

- **Validity:** The concept of validity was formulated by Kelly (1927) and still stands: A test is valid if it measures what it claims to measure. Validity tells you how accurately a method measures something. If a method measures what it claims to measure, and the results closely correspond to real-world values, then it can be considered valid. There are many types of validity, but the four main types are:
  - Construct validity: Does the test measure the concept that it intends to measure?
  - Content validity: Is the test fully representative of what it aims to measure?
  - Face validity: Does the content of the test appear to be suitable to its aims?
  - Criterion validity: Do the results accurately measure the concrete outcome they are designed to measure?
  - Generalization: The outcome of your design should apply to a population and not just a restricted sample. A generalized design implies that your survey can be conducted on any part of a population with similar accuracy.

The factors just described affect the way you design your research, creating valid and reliable research questions that address your research objectives and answer those questions. In good research design, all the mentioned characteristics are balanced.

Do's and don'ts: Keep your reader—who is probably not as statistically trained as you are—in mind. Explain your methods in a way that the average TA reader can understand. Have your draft read by a colleague who is not so much into research and ask for feedback about the comprehensibility of your text. Delete what is not strictly necessary, and refer the interested reader to your email address if they want additional information.

4. Results or findings: The results section describes the outcome of the study. Many authors feel that this is the most valuable part of their article because they want to share their findings. The fundamentals of the results are established by the method, so however rewarding the results section might be, it stands or falls with the previous sections.

Do's and don'ts: Put your results in tables that are helpful for the reader, which may not always look the way you got them from statistical software. Give only the results necessary to answer your research questions, even though you may have many more results that are also interesting but not part of the question(s) at hand. Check whether figures and tables are correct and readable. For instance, they may be too small for readers to see or understand, in which case it may be better to describe the information in the text.

5. Discussion and conclusions or implications: The discussion section addresses the researchers' interpretations of their study and implications of their findings. Here the authors can fall back on the literature they referenced in the introduction, make proposals for new questions arising from their research, and put the meaning of their study in a larger context. Two important parts of the discussion are:

- **Limitations:** Every piece of research has limitations, such as "I wish I had picked another questionnaire or included other or more subjects," and so on. Mention these in the discussion: What would you have done differently? What did you discover were missing pieces during your research?
- **Suggestions for further research:** What is the next step after your research? What do you advise your successor in that research to do? What questions are still open or are disclosed through your research?

Do's and don'ts: Don't be all positive about your results. Play devil's advocate. Acknowledge what comments your critics might have about your results and refute those in your discussion. Give enough attention to limitations. When writing the discussion section, ask colleagues to come up with comments or objections. Remember, that's the way science develops.

6. References: These should list the works that were cited in the study. Be selective. You do not need to prove that you have a bookcase full of TA books and you have read them all. Choose the main works that support your article.

Do's and don'ts: Please give enough attention to this part of your article, even if you find it less interesting. Although it may seem unimportant,

TAJ Theme Issue

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pay attention to all the dots and commas. Look in the *APA Publication Manual* (7th ed.) to remind yourself exactly how the references need to be presented, and look at least twice again to make sure everything is complete and that all references in the text are in the reference list and vice versa. View this process as a sport to remove mistakes!

We hope that this article encourages rather than discourages you from writing a research article. Since Eric Berne loved fairy tales and mythical stories, we end with two well-known perspectives. As a clinical practitioner, you use "the frog perspective" from a viewpoint of practice-based knowledge. For empirical research, the "eagle perspective" is needed: research-based knowledge, distant from daily practice, and necessary to reduce the gap between theory and practice and to develop new ideas for increased mutual understanding.

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Edward Novak's April 2022 *TAJ* article "Emancipation From a Fear of Institutionalization: A Case Study of Transgenerational Hauntings" is now available for free access/download. Novak explores how three family generations were entangled around transgenerational trauma and haunting. He subtly combines case material and theory to make the reader aware of the risk to the client if theory dominates clinical observations so that clients are not given the opportunity to take responsibility for their own life script. He observes how providing a safe place and opening a psychic space for deeper exploration allows clients to transform and reconfigure their relationships with family members and the haunting ghosts within various ego states and self-states. This is an important opportunity to encourage your colleagues and friends to learn more about contemporary transactional analysis, so please let them know they can read/download the article at: https://www.tandfonline.com/doi/full/10.1080/03621537.2022.2044112?src=

IBOC Exam Calendar

Type	Exam Date	Location	Application Deadline
CTA	23-24 Sep 2022	ONLINE	23 Jun 2022
TSTA	23-24 Sep 2022	ONLINE	closed
CTA	23-25 Mar 2023	ONLINE	23 Dec 2022
TSTA	23-25 Mar 2023	ONLINE	23 Sept 2022
CTA	5-7 Oct 2023	ONLINE	5 July 2023
TSTA	5-7 Oct 2023	ONLINE	5 April 2023

IBOC TEW Calendar

Type	Exam Date	Location	Application Deadline	TPO Deadline
TEW	13-15 May 2022	ONLINE	closed	closed
TEW	4-6 Nov 2022	ONLINE	closed	closed
TEW	31 Mar 2023	ONLINE	31 July 2022	30 Sept 2022
TEW	1-2 Apr 2023	ONLINE	31 July 2022	30 Sept 2022
TEW	27-29 Oct 2023	ONLINE	27 Feb 2023	27 April 2023

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Webinar Recordings Available on ITAA YouTube Channel

Ethics Committee webinar - February 2022

Social Engagement Committee webinar - March 2022

These recordings will be posted for a limited time, so be sure to watch them soon. They will be taken down on 31 July 2022.