



EATA Newsletter

EUROPEAN ASSOCIATION FOR TRANSACTIONAL ANALYSIS N°103, FEB. 2012

TA respected in Universities



Opponent and defender

Roland Johnsson, Teaching and Supervising Transactional Analyst from Sweden, defended his doctoral thesis Transactional Analysis Psychotherapy – Three methods Describing a Transactional Analysis Group Therapy on November 18 in public at Lund University in Sweden. The opponent was a well-known psychology professor, Håkan Jenner. He led the discussion with the respondent together with a chairperson, three professors in an examination board and an audience of around 100 persons. His style was reflective, open, careful and scientific rigorous. He opened the defence with a humoristic glimpse by “making a mutual contract” with Roland concerning the process. They agreed to share information and clarifying scientific dilemmas, and not find faults in a persecuting way.

Roland started by making a short presentation of TA and his work consisting of three projects based on weekly one-year long group therapy with 10 clients. As he was the therapist in the investigated group there were questions relating to independent observers, allegiance, objectivity, adherence, the dichotomy between research and practice and of course validity and reliability problems. All this scientific considerations were discussed from a wide philosophical viewpoint down to specific details. Roland think this scientific accuracy was due to lack of TA’s credibility in the academic world and acceptance of TA and TA psychotherapy as a part of the accumulated scientific knowledge, demanded a closer examination of its compliance to academic research requirements.

The defence went well and the examination board unanimously approved Rolands thesis.

First published in “The Script” of ITAA

Research

Research is important for all scientific fields and crucial for the development and discussions and validation of methods – of course also for Transactional Analysis. Over the years this need became more and more evident whereas the number of research studies and articles in TA was not overwhelming.

Currently there seem to be a lot more activities and enthusiasm for research in TA and EATA is supporting these as much as possible.

At the moment EATA is supporting financially two research studies – one conducted over 7 years in Switzerland and evaluated with the university of Cologne/Germany and another one just starting in cooperation of the university in Coruna/Spain and Metanoia institute in England.

The new International Journal of Transactional Analysis Research (www.ijtar.org) is established in the scientific world and its articles read and respected in universities. So the university of Lund/Sweden accepted three articles from Roland Johnsson as his doctoral dissertation and his defense of his theses was accepted with applause in the university in November 2011. Congratulations Roland, your example may stimulate others to similar activities for research about TA.



Dr. Roland Johnson

EATA Ethics Code

After many years work with the involvement of lots of people the EATA Ethics Code has now been voted on by Council delegates and is now the new complete Ethics Code of EATA!!

The third section is added.

At this point of closure it is also a good time to pay respect and gratitude to all the people who have given their energy and engagement in this work. EATA Ethics Committee has, for almost a decade, been in charge of the transformation of the ethical framework. Similarly with the work in other committees within EATA there has been changes of delegates and members of the Ethic Committee, so there are many people who have contributed to this final version. The Ethics Committee has also had a lot of help in this work by the working group that was organized to produce the first version of the new code in accordance with the ambitions of EATA.



Sabine Klingenberg

When the two first sections were first presented a lot of people in the national association took time to read, react and reflect on the text and suggestions for improvements were sent to the Ethics Committee for processing. The text was revised and finally voted on and accepted by EATA council in 2007. Lots of effort was put in to translate and implement the new code in all member countries.

After this some minor changes have been done to make the Ethic Code harmonize with the older ethical norms – now called the Deontological Guidelines – and a bigger work around finding a way to formulate the third section. This is now done and it is time to vote.

All people that have contributed to this document should be honored. Some were mentioned in footnotes in the Code (some members of EATA Ethics Committee and the members of the working group). Some are not. Some we remember who have taken part in this process, some we don't. Some have contributed a lot, some a bit less. It would be great to name all these people, but we cannot. We decided that the Ethic Code – like so many other products of EATA – is an official document of EATA and therefore „owned“ by EATA. When we read the training handbook or qualifications for CTA and TSTA we do not see any names because these are examples of documents that have been developed over years by many people – and as a result we will name no individual.

Sabine Klingenberg, EATA president

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and is not available separately.

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

Wanted: EATA Newsletter editor

EATA is looking for a newsletter editor.

First requirement: The newsletter editor absolutely has to be fluent in written English.

The editor is responsible for the content of the Newsletter. This means collecting the contributions – and to motivate people to write about actual themes.

The issues of the Newsletter are due: February, June and October of each year. Co-operation with EATA executive secretary Marianne Rauter who is in charge for the layout, publication via mail and on the website and the translation of the issues.

Any further questions will gladly be answered on request by Marianne Rauter (EATA@gmx.com) and/or Jan Hennig (editor-eatanews@gmx.de).

There is room for new ideas, on how the editor of the newsletter fills her/his job – the final contract will be drawn with executive committee of EATA.

Please get into contact with EATA office as soon as possible.

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Please note!

In March 2012 you will receive a special issue of EATA Newsletter with all relevant informations about planned changes in EATA structure.

Task Force:

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The space between things: Methodologies of Research in TA Training

There is fiction in the space between
The lines on your page of memories
Write it down but it doesn't mean
You're not just telling stories
There is fiction in the space between
You and reality
You will do and say anything
To make your everyday life
Seem less mundane
There is fiction in the space between
You and me

Tracy Chapman (2000) – Telling Stories

As we live in an ever, changing world where relationships and identities are increasingly fluid, we need dynamic methodologies to capture the 'space between things' as much as the naming and defining of transactions and meanings. Tracy Chapman – above - encapsulates the notion of story telling which suggests to me a relational approach such as auto-ethnography.

Cardile's article (2011) in a recent TA journal on the state of the relationship between therapy and training made me reflect on the current approaches to teaching and the application of research in TA training. The teaching of research within the discipline of TA training seems, to me, poorly integrated. When doing my TA training, because of my research background, I was asked by other trainees to summarise the basic information they need to know to pass their research module or complete the proposal assignment. Something is lost if this is how some trainees feel about research and that it is the 'thing to get through'. We want trainees to not only seek a technical proficiency but also to be reflexive in growing their own knowledge and evidence base for contemporary and meaningful practice.

As a researcher and practitioner, I am constantly reminded of the need for evidence-based practice to be informing me as a TA practitioner. As an academic, I am constantly informing and shaping my knowledge base through being able to differentiate the different sources of information; the way it is presented (the hidden agenda of funding, institutions and disciplines); the way the argument is supported by the evidence (the persuasion in one direction over another) and the methodology (is it a discipline where quantitative over qualitative tools and approaches are considered as evidence?). In our TA profession it feels to me that we are not really discussing or asking ourselves the questions about how to use research and what kind of relationship we would like with research. Other professions do research to build up knowledge and evidence to identify what works well and why. What about the research about effectiveness? What is lost and what is found in the process of collecting, finding, acknowledging and understanding what has gone between us? Who is doing the research and is it consensual? We would normally consider these questions as we negotiate the contract in a therapeutic relationship in accordance with the TA frame of reference (Schiff et. al, 1975). Can we not consider how we can ask these additional questions about research making and findings to develop our practice?

I feel that we, as psychotherapists and counsellors, can bring the skills, imagination, intuition, curiosity and common sense to do research through the core of our profession. Research is nothing more or less than the stories and conversations we tell ourselves, others tell us of ourselves and we tell others about themselves (Wolcott, 1994). And yet somehow we have created a mysticism about who should be telling those stories to whom. As therapists and counsellors we enter into a relationship with our clients through the period of assessment. It is at this point the research process can begin to inform us how we are going to create a therapeutic alliance. In part we do this through consulting our notes and the texts available to us. We gather the data of these conversations and discuss the findings in training, supervision, in the relationship with the client, possibly in one's own therapy, and then arrive at an analysis through

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Biography:

Dr Salma Siddique is an academic, a clinical anthropologist and the Co-Director (Clinical Research) at Edinburgh Napier Research Initiative for Complementary Healthcare [ENRICH]. She also works as a volunteer clinician at the Freedom from Torture (formerly the Medical Foundation for the Care of the Victims of Torture). Her research interest is focused on exploring counselling and psychotherapy from an anthropological inquiry methodological perspective.



Dr. Salma Siddique

awareness and more stories and conversations about the stories and conversations. We could acknowledge more the significance of research at this point.

The recent experience of researching for my written CTA exam taught me about all the ‘things’ I could not include because the nature of the prescribed case study would not allow me to include the fragmented pieces of narrative. An ethnographical methodological approach would have given me a clearer understanding of myself and my process of participating and observing the self in relation with the other (Siddique, 2011a). There is, at present, a limited number of research methodologies which are taught to trainee research practitioners. The most common approach is that of the case study method which focuses on an individual(s) or a small number of individuals within a group. It operates as a descriptive account of the cause and effect relationship as a method of presenting one’s practice. The case study approach can provide an in-depth contextual account on particular individuals and their experience. In hindsight, I realised this approach can be limiting in capturing those moments of our Selves of becoming therapists and counsellors. I experienced myself in the trainee role as being restricted (in part, by the guidance) and my own expectations, by the case study method that demonstrated only a linear assemblage of abilities and failures. I wanted to describe being in the margins of the experience of the created self of the therapist/trainee/supervisee and client. This concept of inbetween-ness (Siddique 2011b) can be useful in terms of becoming the participant–observer within one’s own research and contextualising one’s own experiences to create mutuality and to be open and transparent about the space between things.

On reflection, I wish I had felt the confidence to challenge the case study approach and chose the research methodology which best matched my image to the reality of the task of becoming a transactional analyst (psychotherapist). I would have liked to have written my experiences of becoming a psychotherapist by choosing the interpretive methodology of auto-ethnography.

Auto-ethnography is about creating a self-story where one can hold vulnerability and power; the act of writing it can become transformative. It can create ‘spaces for thinking about the social that elude us now’ (Richardson, 2000:930). At the heart of this relational research methodology is an honest, compassionate conversation about ourselves about failings, a space where “We take measure of our uncertainties, our mixed emotions and the multiple layers of our experience. Our accounts seek to express the complexities and difficulties of coping and feeling resolved, showing how we changed over time as we struggled to make sense of our experience.” (Ellis and Bochner, 2000:748). The text can give one an opportunity to present the whole of ourselves in the process. In the case study there is a danger of becoming a bystander in the lives of others. Tierney (1998) suggests “auto-ethnography confronts dominant forms of representation and power in an attempt to reclaim, through self-reflective response, representational spaces that have marginalised those of us at the borders”. It allows us to be seen between the researcher and the researched. It encourages questioning from a wider social context and to make meaning of culture, events and life experience. This fits more with the philosophy and objective of the CTA exam process to enable us to consider the effectiveness of counselling and psychotherapy compared with the scientific method of ‘testing the test’ from the perspective of a ‘professional stranger’ who describes, categorises and counts at the expense of the dynamics and process within the therapeutic relationship.

There has recently been a lively debate on random control trial (RCT) methodology in the psychotherapy press. Cooper (2011) has suggested it as a possibility of using this 'gold standard' for counselling and psychotherapy research. I would argue that there is a lack of distinction, discussion and explanation of what resides in-between explanatory and pragmatic trials. Pragmatic trials measure the effectiveness of treatment outcome without a direct link to why the treatment was effective (Roland and Torgerson, 1998) and are based on three pre-defined processes: randomisation, control group and the quantitative analysis. Whereas explanatory trial design requires the isolation of the treatment effect under controlled conditions of a lab or suitable setting which result in a disruption in the usual practice and environment context to measure the efficacy of the causal relationship. One of the critiques of Cooper's article (2011) was by van Ooijen (2011) of "what a strange world we live in when there is a perceived need to demonstrate measureable outcomes for such a basic human activity as listening and responding to each other when one of us is in distress". My observation is that we forget that there is space between ourselves, the clients and the world; and our respective stories, which can only be experienced and are not easily quantifiable. We need to find an alternative research methodology.

Frank and Frank (1999) from a humanistic philosophical basis argue that the therapeutic outcome is dependent on four qualities which are dependent on the relationship for a healthy outcome which cannot be easily captured by RCT. They discuss the holding relationship between therapist and client; the context of the therapy whereby the client entrusts the therapist with the potency and knowledge to undertake the reparative work; the work is usually guided by a treatment plan, protocol, narrative, myth or story; and the exploration of different healing ritual practices and performance to regain well-being. Do counselling and psychotherapy hold different assumptions from the biomedical perspective of belief, biology, disease or illness? Is it possible to measure effectiveness and the obtaining of knowledge and defining the nature of practice? I see similarities with complementary and alternative medicine (CAM) when evaluated for effectiveness:

The whole process can be equated to asking a sculpture to sculpt with a paintbrush to prove he is an 'artist'. The need to confirm to an existing tool can undermine the very process we are trying to evaluate. In the case of the sculptor, the need to use the paintbrush undermines his or her ability to demonstrate his or her artistic skills...the [whose] need to use standardised interventions may undermine his or her ability to effectively treat the patient [or client] (Ahn and Kaptchuk, 2005: 41)

Anthropologists Henrich et al (2010) argued that the experimental findings from a number of psychological and behavioural disciplines research were taken from Western, educated, industrialized, rich and democratic (WEIRD) participants which is only 'representative of 12% of the world's population' and yet the findings were routinely generalized cross culturally. We do not yet have the breadth and depth of diversity and difference in our subjects and methodological approaches to be inclusive (Siddique 2010). We need to reignite a dialogue in our profession on the very nature of why, how, when, what and where we are doing research and its impact on the training of counsellors and psychotherapists. We need to research interdisciplinary and intradisciplinary across the different schools of TA. Such an approach has the potential to invite an international perspective (ITA, EATA and ITAA) of diversity and difference of approach.

The current state of research in our profession reminds me of Berne's (1976) example of "A man who buys a lottery ticket is an example of how anxious people are to make the world match their images with as little effort as possible" is an excellent analogy of how we can easily limit ourselves to what is expected without questioning alternative approaches which might enhance the process and make for a better fit. Rather the act of research is the act of opening your eyes and seeing yourself a part of what is experienced:

"Every time I open my eyes
And every time the world takes shape
I'm invited to open my eyes
And see the world raw and naked
Holding out its hand
calling me into itself
Where I am taken into the transparency of Things
And find myself transparent there" (Spira, 2010)

Our way of understanding the world and our part in its making is through our learning, engaging and experiencing “an object as it is perceived by the senses” (Kant, 1961). Research is the knowledge and understanding of how as practitioners we find ourselves between things. Research provides us the opportunity to be open and flexible as Berne has suggested “...important thing in life is to understand reality and to keep changing our images to correspond to it, for it is our images which determine our actions and feelings” (Berne, 1976, 53). If we do not start to revisit [within our various schools of thought and training forums] the research we are teaching and conducting then we are in danger of repeating the mistakes of the dominant objective scientific method where “the conventions hold tremendous material and symbolic power over the researcher [between the researched]” (Richardson 2000,7).

I received a postcard from a friend a few months after completing my foundation year of the transactional analysis course and was deciding to embark on the first year. I didn't initially understand the message of “Remember that not getting what you want is sometimes a wonderful stroke of luck” (Dalai Lama). I pinned the card to the office wall without ever deciphering the meaning. And now post-CTA exam as I sit at my desk I have made new meaning of the Dalai Lama's message that not getting what I want(ed) in the exam process has been ‘a wonderful stroke of luck’. It has enabled me to bring more into my awareness the gaps in my own learning and process along with different ways of enriching my practice. I would like to share my reflections about the auto-ethnography methodology which can capture the ‘space between things’ in our roles as therapists, trainers and supervisors.

Suggestions:

- A mosaic approach in developing a research strategy from a local perspective that informs national, regional and international institutions.
- The development of a practitioner researcher network – to access supervision, mentoring, resources further training, continuing professional development and conferences across modalities.
- Initiatives to promote diversity and difference with trainees, trainers, practice placement opportunities
- Embed a diverse range of research methodologies throughout the TA training courses including the auto-ethnography approach.

Acknowledgements:

A brief version of this article originally appeared in the Autumn Edition (2011) Transactional Analyst published by the ITA.

I am grateful to Alison Bird for her encouragement, Kerri Warner STA, Will Roberts CTA and Addrienne Lee TSTA for their creativity and insights from the practice of the everyday, Panache the sender of the postcard,

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Berne Writes about Writing

Through the summer months, the coeditors of the Transactional Analysis Journal worked on revisions of our editorial guidelines for authors. We are now in the finishing stages, which we shall be writing about further in upcoming issues of *The Script*, and the new guidelines will be posted on the ITAA website soon.

As we prepared our revisions, we thought we would start by returning to Eric Berne's own writings about writing. We have all long known Berne's famously wry 1966 instruction to authors: "If you are mad at the editor, please show it some other way than by sending in a first draft" (p. 131). This quote was first placed in the TAJ instructions to authors by Steve Karpman in October 1976 and has opened our guidelines ever since.

As we turned to other pieces Berne offered about professional writing, we were surprised and often moved by the emphasis he placed on what he saw as the responsibility of transactional analysts to write well. Anyone who has read Berne's (2010) memoir of his childhood in Montreal knows of his deep identification with his physician father and his father's desperate efforts to publish articles in medical journals in order to alert his colleagues to the causes of tuberculosis, which was ravaging Montreal at that time. Ultimately, the illness killed his father when Eric was still a young boy.

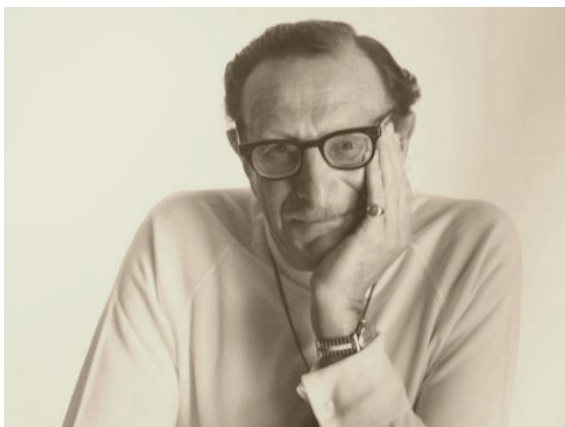
In a 1969 article in the *Transactional Analysis Bulletin*, coauthored with Claude Steiner and Thomas Harris, Berne suggested it was best to "talk it first," that is, "give three lectures series and then you'll know not only what you want to say, but from audience questions and reactions you can gauge what parts of your material need reworking or clarifying" (Berne, Harris, & Steiner, 1969, p. 88). This brief article stressed the need to write drafts, the first being the one "to put away and forget" (p. 88). Berne argued for at least five drafts: "If you don't want to write five drafts forget it because if you're not that interested the reader won't be either" (p. 88). He suggested that people need permission to write, and Steiner then outlined six permissions, my favorite being the third: "Ask for help from others, and this includes your enemies in addition to your friends because they'll really tell you what's wrong" (p. 88).

Berne (1966) devoted an entire chapter in *Principles of Group Treatment* to research and writing. He made it clear that learning to write is not easy (to which the coeditors of the TAJ will certainly attest), but it is a professional responsibility and can come to be deeply satisfying.

The clinician should regard the reputable publication of an article as an honor to himself, and should be willing to make himself worthy of it. His obligation is the same as all writers. The first is integrity, whether it be scientific or artistic, and the second is craftsmanship. Craftsmanship here is almost synonymous with literacy....

Bill Cornell

is one of the coeditors of the *Transactional Analysis Journal*, along with Birgitta Heiller and Jo Stuthridge. He can be reached at wfcornell@gmail.com



Eric Berne



Eric Berne Writing ...

An apprenticeship in writing should be part of the training of every aspiring young clinical scientist. The supervisor will perform a service to his students by maintaining ruthlessly high literary standards, so that in the end they are forced to express themselves gracefully. (p. 194)

We seek to keep Berne's spirit and valuing of writing alive and well within the pages of the Transactional Analysis Journal. It has been in that spirit that we have undertaken a revision of our guidelines to authors. Writing for the TAJ is a means of dialogue within our community among fellow transactional analysts as well as with human relations professionals who use different practice models. Articles need to communicate a familiarity with and respect for other points of view, even when engaging in critique. The primary function of journal articles is to engage readers' thinking and to foster growth and innovation within our fields of endeavor.

The coeditors and editorial board of the TAJ take their responsibilities in editing the Journal very seriously, and the new guidelines will involve authors more fully in the effort and pride of both writing and the editorial process.

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Pull-quotes:

"Berne made it clear that learning to write is not easy (to which the coeditors of the TAJ will certainly attest), but it is a professional responsibility and can come to be deeply satisfying."

"Writing for the TAJ is a means of dialogue within our community among fellow transactional analysts as well as with human relations professionals who use different practice models. Articles need to communicate a familiarity with and respect for other points of view, even when engaging in critique."

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Keynote speech: Talking and growing together

Pepe:

Growth in my experience is linked to dialogue and creativity. I can find a metaphor of my idea of dialogue in an old tradition of the Basque Country where this International Conference is being held. Here groups of people, or couples of a man and a woman, meet to discuss some topics in front of an audience using verses. They are so called “bersolaris”. They remind me, Resi, what you and me agreed to do here, to talk about growth with the hope of reaching a better understanding of what growth is by means of dialogue. It would be wonderful to do it by making up verses like bersolaris, but instead we might use some well known poems of our childhood to help our creativity come to the fore. To start, Resi, let me ask you what your idea of growth is?

Resi:

Thank you, Pepe, for your introduction to our dialogue. When you talked about this interesting Basque tradition, I thought it was really exciting and new to start our key-note speech with some verses. I have chosen the beginning of a poem, “The kite”, written more than 100 years ago by Giovanni Pascoli. All Italian children had to learn it at school, many years ago.

L’aquilone

C’è qualcosa di nuovo oggi nel sole,
anzi d’antico: io vivo altrove, e sento
che sono nate intorno le viole
Giovanni Pascoli (1897-1907)

The kite

There is something new today in the sun
or rather ancient: I live elsewhere, and feel
that the violets are born here around

Giovanni Pascoli describes memories of his childhood and, among them, the flight of a kite: how it flatters, it jumps and falls, it slowly takes the wind, among the screaming children.

This image is somehow talking of my idea of growth. Talking with you, Pepe, of what “growth” is in TA, it became clear the wide spectrum of meanings related to it: it could be referred to the idea of “increasing in size” (for example more members in an organization), which is not always good, or to “development”, which is somehow unavoidable in every living system, or to the concept of “physis”, the inner force which pushes towards health and evolution. We started to think of our own experience to find a direction through our own phenomenological experience of growth. This exercise helped me understanding that growth is not a linear process, it can be the outcome of a difficult or even painful process, and I associate it to the idea of having reached a new balance, a new stage, a new complexity. Growth is stimulated by some new elements that can be pleasant, unpleasant, inner or external. An example of an unpleasant and external stimulus is the death of a loved one, while a pleasant and inner stimulus is wanting to realize a project. In both cases I have to re-organize myself in a more complex way to deal with the challenges related to growth. Probably, growth needs an element of consciousness, a decision to go beyond my own boundaries.

And what’s your idea of growth Pepe?

Maria Teresa Tosi Ph.D.
(T.S.T.A-P)

José Manuel Martínez, M.D.
(T.S.T.A-P)

The Process of Growth: The Kite



Pepe:

There is an old and well known poetry that I learnt and played in my childhood by Antonio Machado which conveys some of my ideas about what growth is:

“Caminante son tus huellas el camino y nada más; caminante, no hay camino, se hace camino al andar. Al andar se hace camino y al volver la vista atrás se ve la senda que nunca se ha de volver a pisar” (Antonio Machado).

“Traveller your footprints are the road, anything else; traveller, there is no road, you make the road while walking. While walking you make the road, and when you turn your sight backwards you will see the footpath that you are no more going to tread”.

I remember the feeling of permission to be free that I felt while reading this poetry at school while sitting at the desk in the classroom with my colleagues. The permission to play, to enjoy and to be free.

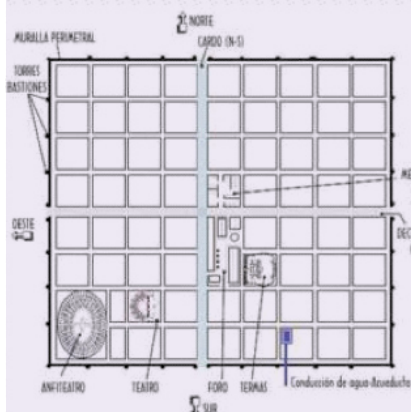
I think of growing as an experience of freedom, inspiration, creativity and transformation. Like bersolaris, man and woman talking about a subject using verses, I think that our frames of references relax by means of play, poetry and rhyme to allow a new reconfiguration. Rhyme evokes me the first attunement between child and its carers at different sensorial modalities and helps me to get in touch with my emotional experience, even the preverbal one. Perhaps bersolaris while using rhyme are more opened to a shared experience in the encounter. Creative connections occur when people are in a playful or a peaceful situation, like Newton relaxing under a tree and getting a new concept. Then we make inside new connections building a relationship between different concepts and experiences.

This poetry by Machado conveys for me and image of growth as something unplanned. I imagine the growth of the person as a transformation coming from meaningful, hazardous experiences more than the result of a learning program, or coming from the releasing of an organic, biologic genetic program of development. I think of growth as something which essentially brings from experiences I find in my life. In fact some studies say that learning happens more than 70% of the time as an occasional and hazardous learning.

So for me growth has to do with something really unplanned. Some spatial metaphors might be useful to illustrate several kinds of growing. If we think of self as our “inner town”, I remember the San Agustín’s metaphor in his book “De civitate”, we could parallel growing with the transformation of our inner town and the different ways to do this. A way to grow is by means of a learning program. You can find something similar in Roman urbanism where the growing of a town was really planned, being the “cardus” and the “decumanus” the guide to organize the urbanism. Towns grew in a different way in medioeval age. It was a kind of unplanned growth where the enlargement of the towns was made to meet the emergence of new needs, for example building a shelter for new population.

I would rather prefer thinking of growth as a relational, creative transformation of the person. My point of view is much more closer to current sustainable urbanism where the enlargement of a town needs to take into account the relationship with nature, and is more ecological. This represents for me a relational model of growth. This is similar to the growth of vegetables, plants, etc., which implies being in a balanced relationship with the environment and it is very different from the chaotic, destructive growth of malignant tumors which, to survive, destroy life surrounding them and eventually die themselves.

Planned Growth Metaphor: Roman Urbanism



Unplanned Growth Metaphor: Mediaeval Urbanism



Growth as Transformation

Metaphor: Sustainable Urbanism



In my experience part of the growth in psychotherapy happens by contract, another part by unplanned growth, and perhaps most of it comes from the relationship itself. I think it also applies to our life.

So for me most growth is a kind of unplanned harmonic Self transformation which carries an experience of inspiration, discovery and creativity. On the other hand it also has to do with the acknowledgement and acceptance of splitted parts of ourselves, being an experience of strength and happiness. Self is all time changing, reacting to stimulus coming from here and now. At the same time Self keeps its unity and continuity. For me growing means discovering new experiences, creativity. It also means a transformation of Self and modification of Self definition, change of our frame of reference. Joy.

Resi:

Pepe, I'm very impressed by your metaphors about what growth is like for you. It seems, at this point, that our ideas of growth refer to quite different processes. You underline the process of growth "by hazardous", the unplanned growth, while I recognize in the process of growth some conscious decision, the responsibility of a choice which implies the creation of a new balance.

Pepe:

Resi, you stress the process of growing in your metaphor of the kite and the child. How is for you the process of growing? Could you tell us more about?

Resi:

I think that we are always developing and changing, as far as we experience life and are in an ongoing relational process with ourselves, others and context. However, we are not constantly "growing", if growth means reaching a new, integrated and more complex state of being. When I think of my clients, I know that growth is part of a process which requires moments of stagnations, pauses, lulls, sometimes depression and apparent regression, which need to be accepted and understood in order to prepare a new growth. Just like a kite goes down and up before taking the wind and you can fly it only if you take it steadily in your hands and you are flexible enough to accommodate to the wind's changes and motivated enough to hold on until it rises freely in the sky, in the same way we can think of ourselves as being both the kite and the child who is keeping it: we need a decision and a motivation to hold on to accept the challenges of growth.

Pepe:

Resi, it reminds me the concept of crisis that Erikson described: are you talking about a moment of warming, like a pregnancy, before growing? I think of T.A. as part of Berne's growing, and that T.A. was born in Berne as a way of reorganizing himself after a crisis, after his decision to stop his psychoanalytic training.

Resi:

Yes, Pepe, the association with the experience of a pregnancy (and then of the labour) is interesting. I have learned with my clients that hope and trust in the person's capacity to create her own new story is so important, when the transition process is facilitated by being present and close to the other. I do agree with you that Berne faced a painful process before deciding to separate from the psychoanalytic society and expanding his intuitive ideas with freedom – and did he ever stop to fight in this process? Again, the process of growth requires a dynamic between the old and the new.

Pepe, in the beautiful poetry by Machado, the traveller doesn't have the possibility to go back on his footpaths: do you think that growth imply the same process, without going back to old solutions or schemes and then going on?

Pepe:

In my experience keeping contact with the here and now requires many times being open to let go old solutions and schemes. I think that to really appreciate new cultures, to treat people coming from other countries, to learn from other approaches, to really discover the personality of our clients we need to put into brackets our former schemes and to be opened to transform ourselves every day. I think it has to do with what Berne called intimacy. Being open to the unexpected in the encounter.

Growing for me means to let current experiences to integrate with old ones and to keep permeable boundaries between our inner parts, instead of excluding each other. Psychotherapy is an example of growing letting go old solutions. We experience in psychotherapy something new when we are able to experience consciously our inner parts and they work together. We allow us to transform, change and feel different and at the same time we enjoy the happiness of being the same, of not losing our identity, and we don't experience being crazy. The same way when we are opening ourselves to new experiences in our life we are transforming our old schemes in an attuned way.

Resi you stress the decision, the consciousness and motivation to growth. How can we as transactional analysts facilitate clients to reach their own decision and motivation to grow?

Resi:

Regarding this issue, in the transactional analysis philosophy I find interesting suggestions for practitioners insofar we have a very positive vision of human beings. Our task is much related to help clients re-discover their own resources, resiliency and competence in re-writing their story life. Moreover, the existential notion of responsibility, another philosophical underpinning of transactional analysis, is always present in my mind when talking of promoting personal growth. On a more practical level, in psychotherapy, the therapeutic alliance is the concept at the cross-roads of all therapeutic models if we think of "how" to facilitate the clients' growth. Is there a "specific" way in which transactional analysts can develop a therapeutic alliance? This question needs another conference to answer...but my first spontaneous answer is that as transactional analysts we are trained to make good use of all our ego states and this is a peculiarity of TA.

Pepe would you explain more what is the role of the other to facilitate the growth of an individual?

Pepe:

I think that growing needs a facilitating relationship to happen. It is needed another one to help you to see yourself reflected in the context of a relationship, for you to discover the new aspects of your developing Self that could still be unconscious for you. So It is important for us to take care of the interpersonal process to facilitate growth of both partners in the relationship. I think that in order to grow the person needs to get into relationship with itself and the external world in the more autonomous way at every stage of development.

Growth requires to keep yourself open to new experiences and encounters. Every encounter underlines at its most the intersubjectivity of the participants. Something might change in every of them, something might get fixated more strongly.

Resi, could you tell us how much complexity is there in Transactional Analysis models?

Resi:

From my point of view, basically the complexity in TA can be found in the possibility to develop several levels of analysis of processes: intrapsychic and interpersonal, unconscious and conscious, explicit and implicit, verbal and non verbal, individual and cultural, functional and dysfunctional and many more... a rich complexity.

Pepe, in the notes we exchanged before the Conference, you write: „to grow for whom?“ Can you explain more from which perspective does your question come?

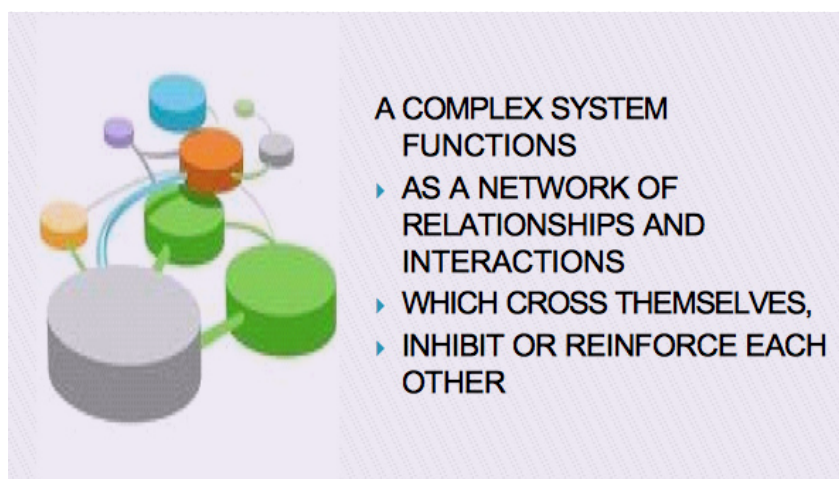
Pepe:

When I think about growing I ask myself “To grow for whom?”. This is because the meaning of growth changes depending on our different frames of reference. It might be that our Parent Ego State has a concept of growth telling us what we should consider what a good and bad “growing” is, filling us with expectations about what the result of growth should be. Our own frame of reference has a guide regarding the path our “growth” should follow and this is a kind of “planned growth”. We need to update our Parent Ego State values about our personal development to prevent that parental values, parental introjections, but also script decisions and conclusions, become factors which stop growing, and place themselves as a barrier between ourselves and the situations.

What is your main theoretical frame of reference Resi when you think of growth?

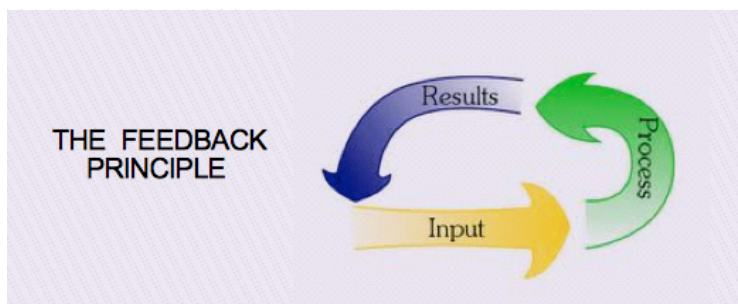
Resi:

The theoretical frame of reference which helps me understand and facilitate the psychological growth of a person is the social-cognitive Transactional Analysis and the theory of complexity. In the theory of complexity, from which we are all influenced in this century, the reality is a continuously developing system, characterized by specific constraints and interactions, which reorganizes and transforms itself constantly in combination with a variety of circumstances. A complex system functions as a network of relationships and interactions which cross themselves, inhibit or reinforce each other. In this theory the feedback principle is of major importance to explain the creation of cycles. The outcome of a process influences the beginning of a process, in a positive or negative way. For example a “virtuous cycle” is a process whose outcome reinforces the beginning of the cycle. If I treat you in an ok-ok way there are better chances that you will treat me in the same way.



In the social cognitive TA this complexity pertains to ego states because they are explained as complex systems dynamically developing in interactions with self, others and context. As the basic dimensions which found this theory of ego-states are related to the evolutionary processes involved in the pursuit of existence, survival and reproduction, this means that the ego states can be described according to the capacity to love and hate, to be active or passive and to be involved, as an individual, in interdependent relationships.

In this frame of reference, growth can be the outcome of a complex process (not a linear process!), linked to the capacity to create new connections, new schemas that will have a deep impact on the major configurations of ego-states. The theory of complexity can explain why the outcome of a psychotherapy is not completely predictable, even with a contract that gives direction to the psychotherapeutic process, because the experienced interactions and relations (internal and external) create multiple connections. The clients use creatively the psychotherapeutic interventions and their change is quite idiosyncratic. This is very congruent with your idea of growth as an un-planned event, Pepe, the “growth by hazardous”. In the social-cognitive frame of reference, reaching a creative balance between being lovingly dependent and lovingly autonomous, being nurturing protective and capable to promote and respect others identity is the process related to growth (an ethical growth I would say). In psychotherapy, this means that processes, more than contents, are important. So, in order to facilitate growth I need to know the “contents” of ego states, for example the narrative themes which characterize a patient’s problematic, but also the quality and characteristics of the interactions among ego-states.



As communicators, we can influence the well being of people proposing relational experiences that will have an impact on some specific ego states configurations and we can look for those experiences that we know will facilitate psychological growth. Moreover, we are impacted by the relationships with our clients and we contribute to the unfolding of specific relational configurations also on an unconscious level, as many relational transactional analysts are explaining.

Being complex systems, we can facilitate our growth starting from any point in the network.

Also, if I transfer this principle to organizations (let me say this even if I am a psychotherapist and not an organizational professional) I think of utmost importance to consider that the centers of possible growth can vary in time in an organization and we need to understand those “ripples” that suggest new possible growths. Growth is more probably happening if the center of growth is not centralized “a priori”. I think an organization should develop the capacity to understand and to mirror those centers of growth that are giving signs of existence.

And what is your theoretical frame of reference, Pepe?

Pepe:

Berne’s theory of “Physis”, the inner force pushing towards health and evolution, is very inspiring for me because it is an implicit theory of growing. I also find a guide in Berne’s concept of Autonomy as the releasing of three internal qualities: Spontaneity as opposed to script emotional expression; Awareness of self, the other and the situation, in the here and now; and Intimacy, that is the capacity to have genuine, free of games, close and mutually protective relationships. Berne with the idea of True Self, that is the qualitative experience we have when whatever Ego State is cathected by means of Free Energy, poses the difference between self identification and the raw experience of Ego States.

Berne also gives us a way to enhance growing in psychotherapy. Berne underlines the importance of taking into account client’s perspective in psychotherapy instead of classical psychoanalytic ways of psychotherapy: Not everything is transference, there is a part of relationship which is Adult and real.

He asks for more simple terms to be understood by clients even in regressed states. I think he is diagnosing a risk of lack of real relationship and acknowledgment in psychotherapy which needs to be faced to help clients to grow. He uses again therapist interventions in connection with the Adult Ego State of the client: strokes and permissions, script antithesis, cognitive analysis, analysis of regression, deconfusion of child Ego states.

I also find a good frame of reference for my idea of growing in Integrative Psychotherapy concepts. For example the idea that growing and cure can be accomplished in the context of a dependable, consistent, reliable relationship; the ideas that self development needs to be accomplished in the context of a relationship or that therapist’s attunement and involvement helps the client to restore his/her sense of self. In my experience therapy helps the client to connect deeper with himself/herself, to get in touch with splitted parts of self and to reorganize herself/himself. The client grows in his/her relationship with others at the same time. So the experience in therapy becomes the model to be used in other areas of life.



Resi:

Pepe, at the end of this dialogue I feel really inspired by your ideas. I am especially enriched by the lightness you convey when talking of growth. Listening to your words I sense a joyful freedom. Thank you!

Pepe:

Thank you very much Resi for your creative way of describing growth. Your ideas are very stimulating for me. Your metaphors and concepts help me to describe deeper my experience now during this dialogue: I feel going up and down as a kite, and I need some time to assimilate your ideas, and to find a new balance in my understanding of this subject. Resi, would you give an invitation to the audience to help them get in touch with their needs to growth during the Conference?.

Resi:

My invitation is to proactively start so many virtuous cycles as we can during this conference!

Pepe, would you also give an invitation to the audience?

Pepe:

My invitation to the audience is to get in contact with inner creativity and spontaneity to maximize the potential of encounters during the Conference.

International Association of Relational Transactional Analysis (IARTA) Conference

IARTA is a new member
of EATA since
November 2011

www.relationalta.com

The Second IARTA Conference took place on the 1st October 2011 in London and was a huge success. Seventy people gathered at the NVCO in Kings Cross and unlike the previous conference, where it snowed, the weather this year was truly glorious.

The theme of the conference was Inside Out: A relational transactional analysis approach to trauma. We were richly stimulated by presentations on trauma by Jo Stuthridge from New Zealand and Jean Maquet from France. These were interspersed by clinical discussion groups.

Jo's presentation was called: Traversing the Fault lines: A relational approach to the treatment of trauma.

She talked about the challenges we face as therapists as we set out to transform the experience of trauma, as we "traverse the fault lines in therapy" without falling into the abyss of traumatic repetition. Using powerful client examples she talked about how In therapy, trauma emerges as transference enactment that creates ruptures between client and therapist and linked this to the metaphor of the abyss, which represents a collapse of reflective space.

Emma Haynes, a psychotherapy student at the Metanoia Institute, gives a brief response to Jo's presentation:

"I was struck by the photographs shown to us by Jo of her home town, Christchurch in New Zealand in the aftermath of the recent earthquake and its parallel to trauma. The photograph of the fault line in the road, with the title of "Fracture in Relationship" was dramatic and highly evocative, as were the images of the damaged buildings, I had the sense as I watched of irreparable damage to Christchurch and its inhabitants, both physically, emotionally and psychologically. Jo linked this to the damage of relational trauma to the child and how this forms fault lines within the mind of the traumatised child, fracturing the ego almost like the way an egg shell fractures when cracked.

Jo explained how in response to relational trauma, which is a gross violation of the self, a child gets stuck in a state of unbearable affect and faced with this intolerable situation, cuts off part of self to survive – or in other words



Jean Maquet



Jo Stuthridge

defends their sanity by dissociation Jo explained her belief that, in the treatment of trauma, enactment is both inevitable and necessary, serving to bring the dissociated parts of the self into the conscious awareness of the client.

Using powerful client examples from her own work, she described and explained, how she sees an enactment as an intersection between the two scripts of client and therapist, where the vulnerabilities of each become interlocked.

Whilst enactments can and inevitably do provoke bad feelings of shame, betrayal, etc within both parties, they also offer an opportunity for healing. When the therapist is willing to reflect on the mess that follows and find a way to communicate her understanding, what is implicit is made available for explicit understanding. Jo suggested that shared understanding occurs with “an act of recognition” (a crossed transaction that creates a disjuncture, disturbing the client’s script). Resolution of the enactment helps to form a bridge between tentative states of self. This process increases the client’s capacity to contain internal conflict, for symbolisation and for expression of previously dissociated parts of the self, so that they can be integrated”.

Briony Nichols, a PTSTA who attended the conference also gives her views:

“Earthquakes and fracturing of the landscape became a key theme of Jo Stuthridge’s presentation, as she prepared for the conference in the context of the Christchurch earthquake in New Zealand. She discussed how trauma produces intrapsychic fracturing and dissociation. In this way, a coherent self-narrative is sacrificed in order to maintain a relationship and prevent internal conflict. When these intrapsychic faultlines are re-triggered, the trauma will emerge as a transference enactment that can threaten the therapeutic relationship. Jo presented case examples of her work with these fractures – ‘traversing the faultlines’ in the interpersonal realm. In particular, she discussed the attention she pays to assaults on the therapeutic frame, where these enactments often emerge”.

Jean’s presentation was entitled: How the therapy of patients who were abused in childhood creates paradoxes in the therapeutic relationship.

He talked about his work with survivors of child abuse and explained how he considers the therapeutic relationship to be the main vehicle of therapeutic change.

Focusing on „relational paradoxes“ he offered a framework for understanding and containing paradoxical experiences in the therapist-patient relationship. Within this he considered four dimensions: contact-working alliance, contract, emotions and counter transference and linked each of these to their role in helping a traumatised client to learn how to symbolize and to manage their shame.

Emma Haynes, also commented on Jean’s presentation:

“Jean suggested that working with someone who has been traumatised is similar to touching someone who has been burnt – contact hurts. In fact, he suggests that they have been burnt, psychologically burnt, and their fear of being burnt again creates many difficulties during the treatment.

“As psychotherapists, we have to accept to live this relationship in its paradoxical nature and not try to resolve the paradox ... but to (almost) let it resolve by itself.”

”Continuing the metaphor, he suggests that to rebuild the psychic tissue that has been burnt, the traumatised clients need to re-learn how to symbolise. He defined symbolisation, as the psychic internalisation of an object – which allows the baby to replace the mother with a comforting object when she is not there – something that is very difficult for anyone who has been traumatised and who does not trust contact.

Jean believes that ,the frame‘ (the business contract in TA) provides a set of constants for the client and becomes the container of the therapy process, supporting symbolisation. He suggested that most acting out in the therapeutic relationship, occurs around the frame, coming early; refusing to leave; forgetting payment; going over time; phoning the therapist in between sessions etc. He believes that if the therapist can accept challenges to the frame, without retaliation or collapse and use this as the basis for meaning making with the client, then they will come to trust in the constant and safe nature of the therapeutic relationship, viewing and internalising the symbol of the frame (object) as something useful and containing for them”.

Jean used a very moving account of his work with a traumatised client to illustrate his presentation.

Briony Nichols described how each of the –

“... two hour-long presentations (one in the morning one in the afternoon), was followed by a short question and answer session then hour-long discussion groups. These small facilitated groups gave us delegates time to discuss the presentations in the light of our own clinical experiences, integrating the learning and expanding on some of the themes that had been presented. This made the conference a deeply reflective one, as the richness of the clinical and theoretical material evolved throughout the day”

1st Italian Meeting of Italian TA Associations in Rome

Next 24-26 February 2012 the 1st Italian Meeting of Transactional Analysis Italian Associations will take place in Rome with the title “Cultura, Identità e Cambiamento in AT” (Culture, Identity and Change in TA).



This important event will be a collaborative atmosphere between Italian TA Associations (AIAT, AUXIMON, CPAT, IAT, IANTI, IRPIR, SIMPAT), and offers a chance to meet and confront, according to Berne’s philosophy of OKness; create a place in which transactional analysts can exchange competencies, create connections and reflect on diversities, in the spirit of mutual openness; start a common reflection about the theoretical and methodological evolution of Berne’s model, with attention to the application of it in the fields of training and research.

This Meeting will also be a chance to give a “Pioneers award” (Premio pionieri) to an original article written by a trainee belonging to one of the Associations, on a topic related to one of the “pioneers” who brought TA in Italia 30 years ago: Carlo Moiso, Pio Scilligo, Maria Teresa Romanini. They are three “Maestri” for us; we thank them because through their deep commitment we developed our identity as transactional analysts.

The meaning of this award is to honour their lives and teachings as we want to keep and pass on their heritage. The Meeting will be preceded by EATA exams for CTA and TSTA on the 22-23 of February.

On the next Newsletter issue I will give you a report. Meanwhile, if you want to know more, check the web site: www.convegnoat2012.it

A presto!

Rosanna Giacometto

Award for author of research article



Scientific Award of the Romanian Association of Transactional Analysis



Traian Bossenmayer

Back in early 2011, Traian Bossenmayer submitted an article for IJTAR – the International Journal of Transactional Analysis Research. The article subsequently appeared as “The Impact on Self Perception of Ego States of a Transactional Analysis Introductory Training Course (TA 101)” IJTAR Vol. 2, No. 2, July 2011.

The abstract read as follows: The research examines the effects of transactional analysis (TA) 101 training upon self perceptions of ego-state dynamics, using the model of ego states incorporated into the Adjective Check List (Gough & Heilbrun, 1980). Subjects completed the questionnaires at the beginning and end of the training and one month later. The only statistically significant change was that Critical Parent decreased after the training and was still lowered one month later, although not as much. It was also found that gender was significant, but age was not.

We are delighted announce that Traian has won the Scientific Award of the Romanian Association of Transactional Analysis for the article. The photos show Traian and the Award plaque. If you are not already signed up to IJTAR, you can do so free at www.ijtar.org.

We urge you to do so and read the full article – plus others of course in the 3 issues published so far – with a 4th issue due out in January 2012. Research is increasingly important to the growth of TA worldwide and the journal aims to raise our research profile, so please let your non-TA colleagues know about it also.

What Is Physis?

Eric Berne acknowledged that there is some “life force” in each individual that urges growth and development from within the individual. (See, for example, *Eric Berne A Layman's Guide to Psychiatry and Psychoanalysis*. 1968, p. 89. (3rd edition) New York: Simon and Schuster.) Since his interest was in what the individual did with this life force in the course of their life, he did not pursue investigation of this phenomenon. Instead, he honored it by giving it a noticeable and regal name – PHYSIS – and left others to explore what this phenomenon might be in terms of physical – emotional – psychological reality. The reality spoken of here is “what is measurable”.

A contemporary of Eric, an American psychology professor by name of Silvan Tomkins, who knew of Berne, was also interested in this inner drive to life and set out to discover its origin/source in real terms.

What happens within an individual to help continue the process of surviving? Of continuing to live?

Over a period of several decades Tomkins identified six feelings, which seem to be the interface between the material world and the non-material part of an individual, that is, his or her attention, or focus, or “minding”. The essential nature of living matter is to keep on living and in human beings it is these primary feelings, which Tomkins called affects, that serve to rally all the individual's resources to maintain this life.

Three of these affects/feelings, which he named fear/terror, anger/rage, distress/anguish, arise when changes in the inner or outer material situation are perceived to have negative, life-threatening possibilities.

Two, which Tomkins named interest/excitement and enjoyment/joy, arise when these changes are perceived to be life-supporting.

The sixth one, surprise/startle, is a reaction to changes that happen too fast to be immediately understood as either life-threatening or life-supporting.

Along with these primary affects he found three, which he called auxiliary affects, that relate to drives, such as the need to have healthy air to breathe or to have healthy nourishment (dis smell, disgust), or to one of the primary affects. The auxiliary affect shame/humiliation arises when a life-supporting situation, evoking positive feelings, is suddenly interrupted.

He found that each affect has its own distinct neural synapse transmission rate and its own distinct facial expression. These facial expressions are the same in all babies in all cultures. They are recognizable across cultures, but they are fleeting. If allowed to develop according to the situation naturally, they become feelings or emotions and these, too, are recognizable across cultures. As a baby grows, familial and cultural habits and traditions often require feelings and behavior that differ from what is natural for the individual. The affects don't go away. They continue to express even though trained to submit to learned responses to life situations. The continuing effort to remain in or return to the comfort of the natural positive feelings is the urge to life and growth.

Can this be the material ground of what Berne called Physis?

The usefulness in psychotherapy of this possibility would take into account the fact that affects are fleeting in expression. They are what might be called “the truth” of the individual. Individual experience, family habits and requirements, cultural expectations gradually override the natural individual response to whatever stimulus with learned feelings. An astute psychotherapist in any cultural milieu will be aware of this fleetingly expressed natural response and will plan the consultation so that this information helps lead to more effective work.

I express my gratitude to Thomas Ohlsson, PhD, TSTA-P, for review of the article and valuable comments.

Nadyezhda Spassenko, Ukraine
nadyezhda@spassenko.relc.com

EATA Outreach Program in Krakow



In November 2011 an EATA Outreach Program took place in Krakow (Poland). As usual the presenters were members of EATA's executive committee, being present there already for one of the two annual meetings of executive committee. It was the first time that EATA board members came to Poland to talk about TA. The workshops were organized by the Polish Association of Organizational Transactional Analysis, the first association affiliated with EATA in Poland. We gathered about 60 participants. The meeting was divided into two parts: first part concerned structure of EATA, second part was organized in form of workshops, which were conducted in two groups: Organizational TA and Psychotherapy TA.

The goal of the Outreach Program was to support the Polish association in spreading TA in Poland. During the first part of our meeting, themes were EATA's structure, goals and tasks, different committees, process of certification. It was designed mainly for those who knew little about EATA. For some participants it was the first chance to talk about and to familiarize oneself with procedures and rules within EATA.

During the second part of the Outreach Program we organized two workshops: Organizational TA led by Sabine Klingenberg (president) and Pascale Theobald (vice president) and Psychotherapeutic TA held by Jenny Bridge (outgoing general secretary). The first one concerned concepts of roles and leadership, the second one was focused on psychological games in psychotherapeutic process.

The most important conclusion for us at the end of the day was the one expressed by one of participants. He said that during the day he realized that board of EATA is achievable and receptive to everyone. We are grateful for the chance to meet EATA's board and for the support in spreading TA in Poland.

Thank you!

Polish Association of Organizational Transactional Analysis

Exam successes

Congratulations to the successful candidates and a warm welcome to our newly certified colleagues.

Neustadt/Weinstrasse Germany, November 17th/18th, 2011

CTA

Psychotherapy:

Boukhobza Bichsel, Rachida
Kröger, Arina
Lenz-Bismayer, Heike
MacDonald Dr., Benie
McCartney, Sandra
Otth Dr. med., Stefan
Parkhodko, Hanna
Sjöholm, Liudmila
Sorge, André
Suhner, Denise

Counselling:

Booch, Holger
Callsen, Karen
Färber, Sabine
Frank, Sabine
Gülden, Martin
Jonietz, Elisabeth
Körner, Birgit
Lutz, Monika

Matiz, Ingrid
Mugele, Uli
Nadenau, Inge
Nienaber, Andrea
Pesch, Susanne
Pfof, Bernhard
Plaum, Rebekka
Pubanz, Stefanie
Pütz, Hans Jörg
Reinke, Gabriela
Rombach, Heidrun
Schwarzer, Heike
Wiedekind, Antonia
Wiese, Kerstin
Zürner, Lilian

Education:

Falkenroth, Nicola
Kohlbreuner-Borner, Christine
Wiedenmann, Friederike
Ziemendorff, Gerlinde

Organisation:

Büdenbender, Tanja
Michels, Mike

TTA

Education:

Jürg Schläpfer, Switzerland

TSTA

Psychotherapy:

Jean Maquet, France

Counselling:

Bertine Kessel, Germany

Education:

Hanne Raeck, Germany
Anita Steiner-Seiler, Switzerland

Organisation:

Anette Dielmann, Germany

Many thanks to all the colleagues who contributed as examiners, observers, process facilitators and volunteers to make this exam event possible and a success.

Many thanks as well to the members of the WBA:

C. Fountain, U. Höhl, H. Peters, to the DGTA office with Marianne Rauter and Kerstin Panagia, the language coordinators J. Dossenbach-Schuler and L. Fassbind-Kech and the colleagues in our exam co-ordination team: M. Clausen-Söhngen, T. Geck, L. Lohkamp, K. Marona, S. Klingenberg

Many thanks also to the EATA supervising examiner Alessandra Pierini for her presence and feedbacks.

Irmgard Voshaar, Local Exam Supervisor CTA and
Ilse Brab, Local Exam Supervisor TSTA

Exam successes

Louvain-La-Neuve, Belgium, November 11th, 2011

CTA

Authier-Burnet Maryline, CTA-E
Bauman Nadia, CTA-E
Bertho Pascal, CTA-P
Debrot Liliana, CTA-E
Gerard Dominique, CTA-C
Graux Catherine, CTA-E

Keeley Jean, CTA-P
Musat Marinela Carmen, CTA-P
Reynard Nathalie, CTA-E
Roberts Patricia, CTA-P
Zaslowski Vincent, CTA-E

TSTA

Laugeri Madeleine, TSTA-O
Martucci Maurizio, TSTA-P

Rome, Italy, January 27th/28th, 2012

CTA-P

Abeti Lucia
Arcangeli Nerino
Azeredo Leone Lino Rodrigo Marcello
Bisato Cristian
Canale Maria Ilaria
Cantone Elisa
Cattari Manolo
Cavallara Michela
Colafemmina Rosalba
Cortese Laura
Daminato Alessia
Del Rizzo Luana

D'Elia Monica
Di Cosmo Rosanna
Fadda Roberta
Fordellone Sara
Franzè Alfredo
Galasso Silvia
Gubert Valentina
Latronico Paola
Lerro Anna
Luca Stefano
Martellotti Daniela
Mattioli Francesca
Perrelli Francesca
Pilia Rita Consuelo

Principalli Veronica
Randa Michela
Rizza Francesca
Rosamilia Serena
Sailis Claudia
Scarabaggio Maria
Schirra Simonetta
Scoppio Valentina
Scorla Giovanna
Secci Debora
Tocco Claudia
Torsello Loredana
Valeriani Ilaria
Viola Claudia

EATA General Assembly

July 11th 2012

Bucharest Romania

International Trainers Meeting Bucharest, Romania

July 12th/13th 2012 Trainers meeting all day

Announcing:

Professional Excellence Workshops

→ at The Berne Institute, UK ←

Coming dates: 24-26 Feb. 2012; 7-9 Sept. 2012

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

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

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

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

- **Fee:** per 24-hour workshop: UKP 375. Booking deposit: UKP 75.

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

PTSTA Workshop for Excellence Chennai 3-6 August 2012

This PTSTA workshop is a centre of excellence for your learning and preparing for your TSTA exam. It’s main purpose is to create learning that expands the boundaries of individual training and supervision by adding an interpersonal, intercultural and international dimension.

The workshop has been held since 2008 in the Australasian region, from Australia and New Zealand to Japan and from China to India. The Chennai workshop **precedes the ITAA / SAATA conference** (which is held from 9-12 Aug 2012). Those attending the workshop will be in different stages of their TSTA journeys: from being a relatively new PTSTA to those who are close to exams.

This 4-day intensive workshop helps participants to integrate a theory and practice which is congruent with their philosophy in all aspects of the exams: theory and ethics – through discussion of contemporary and comparative theory and ethical dilemmas; teaching – through discussion of educational philosophy, and practice of both prepared and 101 topics; and Supervision – through practice with PTSTAs and CTAs

The workshop expands your work with your primary supervisor but does *not* replace it. Co-operative learning, **international exposure, cultural awareness** and the development of peer **network** are some of the extras of this workshop.

Trainers: Servaas van Beekum, drs, TSTA & Keith Tudor, PhD, TSTA

Fee: Euro 900 / A\$1200 / Yen 99.000 / NZ\$ 1500.

Apply to: servaas@acissydney.com.au



3 Church St, Waverley, NSW 2024 P: (02) 9386 1600 E: info@acissydney.com.au
W: www.acissydney.com.au

acis
AUSTRALIAN CENTRE FOR
INTEGRATIVE STUDIES

Transforming your Identity

An international workshop for

►CTAs►PTSTAs, PTSTAs►TSTAs/CTA Trainers

These workshops offer you an excellent opportunity for advanced training and supervision. It is suitable for people looking for an ongoing group as well for those who want to visit to prepare for any of the EATA/ITAA Training Endorsement Workshops (TEWs, TPWs&TEWs , TEvWs) or the TSTA exam.

You will have the chance to network with international colleagues from all 4 fields, learn from and support each other and transform your identity as a Transactional Analyst and TA trainer and supervisor.

The workshop format is highly flexible. You name your wants and needs before and at the beginning of the workshop, and we tailor the programme contractually to suit you. Activities include:

- supervision in cascades
- discussion of theory (TA and other theory; teaching and supervision theory)
- ethics (How to teach "ethics" on different levels of training and discussion of cases)
- practice exams (all formats)
- discussion of didactics and methods
- supervised teaching
- evaluation of processes and planning of processes
- work on personal issues.

Depending on the needs and wants of the participants, we then design different activities and settings.

Trainers: Sabine Klingenberg, TSTA/O offers high experience in staffing TEWs, TPWs&TEWs , TEvWs and TSTA exams and training, supervising and teaching. Other trainers will be invited.

Dates: April, 02-04, 2012 and Oct 08-10, 2012

Venue: The workshops are held in D-22117 Hamburg, Knivsbergweg 24a. We ask you to arrange your own accommodation. We will send you directions to the workshops and lists of accommodation, when we confirm your booking.

Fees: each workshop is € 480,- plus VAT. The fee is due as soon as you have made the booking. Cancellations can be made up to 8 weeks prior to the beginning. Booking deposit is € 150,- plus VAT. The fee includes refreshments and a light lunch.

For any further questions please contact us under:

Sabine.Klingenberg@abakushad.de or Tel. +49-40-73127433.

Exam Calendar

| <i>Exam</i> | | <i>Exam Date</i> | <i>Location</i> |
|---------------------|------------|----------------------------|-----------------------|
| <i>CTA and TSTA</i> | <i>COC</i> | February 22nd - 23rd, 2012 | Rome, Italy |
| <i>CTA and TSTA</i> | <i>COC</i> | April 12th - 13th, 2012 | Harrogate, UK |
| <i>CTA and TSTA</i> | <i>COC</i> | July 10th - 11th, 2012 | Bucharest, Romania |
| <i>CTA</i> | <i>BOC</i> | August 7th - 8th, 2012 | Chennai, India |
| <i>CTA and TSTA</i> | <i>COC</i> | November 8th - 9th, 2012 | Paris, France |
| <i>CTA and TSTA</i> | <i>COC</i> | November 15th - 16th, 2012 | Köln-Rösrath, Germany |
| <i>CTA and TSTA</i> | <i>COC</i> | July 10th-11th, 2013 | Oslo, Norway |

| <i>Exam</i> | <i>2012</i> | <i>Location</i> |
|-------------|------------------------|----------------------|
| <i>TEW</i> | April 13th/15th, 2012 | Harrogate, UK |
| <i>TEW</i> | July 4th/6th, 2012 | Bucharest, Romania |
| <i>TEvW</i> | December 2nd/4th, 2012 | Thessalonika, Greece |
| <i>TEW</i> | December 6th/8th, 2012 | Thessalonika, Greece |

| <i>Exam</i> | <i>2013</i> | <i>Location</i> |
|-------------|------------------------|-----------------|
| <i>TEW</i> | March 27th/29th, 2013 | n.n. |
| <i>TEW</i> | July 8th/10th, 2013 | Oslo, Norway |
| <i>TEvW</i> | December 1st/3rd, 2013 | n.n. |
| <i>TEW</i> | December 5th/7th, 2013 | n.n. |

* COC CTA exam candidates who are doing the COC written case study must submit it no later than six months before the oral exam date. Details/application available from the COC Language Group Coordinators.

To arrange to take a COC exam, contact your EATA Language Coordinator. Check with the EATA office for the name of the appropriate Language Group Coordinator.

EATA Training Endorsement Workshop (TEW) or Training Evaluation Workshop (TEvW): to take a TEW or TEvW, contact the European Coordinator, Matthias Sell, eMail: institut@inita.de.

To arrange to take a BOC exam, contact the T&C Council, 2186 Rheem Drive #B-1, Pleasanton, CA 94588, USA. Note: COC people sitting for BOC exams must forward the equivalent of the EATA fee to the T & C Council office.

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