



Volume 5: Issue 2

Newsletter

July 2010

Welcome to this issue, which contains full details of the next IDTA Special Event planned for October 30th.

Welcome to this issue which contains details of the IDTA Special Event planned for October 30th, a special section of FAQs (frequently asked questions) that will also be put onto the IDTA website soon, the usual update of news from IDTA Council, messages from the new EATA delegate and delegate-to-be, a book review of the new Mark Widdowson TA book, and an article about reflective practice related to making meaning.

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Membership

Bev Petrossian has taken responsibility for leading the IDTA's membership development strategy. What does this mean for current members? Here's how Bev sees her exciting new role:

"I'm really enthused to be able to work on growing our membership base. I see a number of opportunities to provide members with some real tangible benefits of membership of the IDTA. Part of my remit over the coming months is to understand from existing members what you would like to see us providing, for example one idea that has been suggested is our own LinkedIn group. This would provide a forum for the exchange of ideas & provision of support for those working in Developmental TA. I believe there is real value in the cross fertilization of ideas from education to organizational & vice versa for example.

Later this year I will be undertaking some member research in order to better understand what members want from their IDTA membership.

In the meantime, if you have any thoughts or ideas, please contact me at beverleypetrossian@yahoo.co.uk "



Special 30 October 2010 : Inside Outside

We were unable to run the June event due to lack of bookings so we have decided to combine that event with the one planned for 30th October, to give participants the benefits of both. Therefore there will be sessions run by PTSTAs and TSTAs and the event will also be targeted more widely to bring in our 'clients', such as managers and teachers, potential new members such as consultants, coaches and educators, and of course our existing members. So something for everyone!

The event has been moved from Leicester to Putteridge Bury as a more accessible—and delightful—venue. With easy access from London Luton Airport, plenty of onsite parking, and various places nearby to stay the night if you wish, this is a very convenient location that also specialises in being a conference centre (although they do host weddings too!).



There will be a range of workshops to choose from, including some by facilitators and their clients on how they are using TA in practical ways as well as some by internationally-recognised TA trainers with experiences across a variety of contexts and cultures. Workshops already confirmed include:

Text, Tract, Tent—Three of the Cons of Coaching in Organisations : Anita Mountain and Chris Davidson

Developmental TA and Positive Psychology: Julie Hay

The Functional Fluency Model in Coaching: Bill Heasman

Developmental TA for Managers as Coaches—in France—Danielle Mizrahi

Boundaries Inside/Outside Organisations.—Pascale Theobald

The IDTA **Annual General Meeting** will take place at 1645 just after the event ends. The agenda will include elections for Council for 2010-211 and We hope to see you there.

Why Inside-Outside?

The *Inside-Outside* theme of the event refers to the power of TA at range of levels, our intra-physic level (inside us), inside groups, inside organizations. Outside refers to what we can see is happening on the outside, and how that affects what is happening on the inside.

Our opening keynote speaker will be **Julie Hanson** Owner/Creative Director, The One Company Former MD Branding and Design, Brahm. Julie will be sharing her own experience of the effect and outcomes of applying developmental transactional analysis in one of the largest advertising agencies in the country. Still based in Leeds, Julie now leads her own design consultancy.

We already have several other speakers lined up, with more proposals under consideration.

So come along and:

- **Hear from those who are using DTA and learn what they did, why they did it, and how that's made a difference.**
- **Learn about how 21st Century DTA concepts focus on personal and professional development.**
- **Find out what could help you, your colleagues and clients create healthy working and learning cultures.**

Fees: are only £95 for the day, including lunch, refreshments and handouts. Early bird discount 10% if you book by 31 July, TA members discount 10%, 10% discount each if you come with a colleague and book at the same time.

Send IDTA an immediate email so you have booked by end of July, bring a colleague to this exciting day, and if you're a member of IDTA or another TA association or join now you will pay only £66.50!

IDTA Special Event Booking Form – 30 October 2010

	Fee	√
Conference fee includes attendance, lunch, teas/coffees and presenter handouts	£95.00	
Speaker Fee (subject to IDTA selection) – no other discounts apply as this fee is to cover costs	£47.50	
IDTA or other EATA affiliated TA association member – deduct 10% If not IDTA, please state which association you belong to:	- £9.50	
Pre-July 31 st 2010 Booking – deduct 10%	- £9.50	
Colleague also booking - deduct 10% Please complete another booking form for colleague so we have contact and payment details – please give their name here:	- £9.50	
TOTAL FEE PAYABLE		
My details		
Last Name	First Name	
Organisation (optional)	Job Title (optional)	
Address		
Country	Postcode	
Tel No		
Email		
Cheque made payable to IDTA enclosed		
Please invoice me/my organisation quoting order reference:		
* Please send details of IDTA Membership OR		
**I am enclosing an IDTA membership form with this booking		
***see www.instdta.org to download an IDTA membership form or email us on admin@instdta.org		

Please return form to IDTA by emailing it to admin@instdta.org

Or faxing it to us on 01992 535283 or post it to us at
IDTA, Wildhill, Broadoak End, Hertford SG14 2JA

News from the IDTA Council

Succession Planning

We have a very small Council this year and are looking for more people to come forward for the elections that are due to take place on 30th October. The five of us already there have agreed to serve another year but we're really keen to get some more of you to join us. You do not have to be TA-qualified to serve on Council although you do have to be willing to put in some time and effort – as a volunteer-run charity association we don't have the money to pay for more than a very-part-time administrator. We do pay travel costs for Council meetings.

We do our best to meet as Council every couple of months and are used to juggling dates around other commitments – and using skype a lot! Being on Council is a great way to get involved and really feel a part of the TA community. There are lots of ongoing projects and opportunities to take a lead, with support if needed from more experienced Council members. Why not contact any one of us to talk it through – contact details are given on the back page. Do it now and there may even be time to co-opt you over the summer so you can check it out before committing yourself within the election.

And if you don't fancy a full Council role, we're still looking for volunteers to support IDTA in other ways, particularly with IT & marketing. If you're interested in playing a part, please get in touch with one of us for a no-obligation chat.

Or just send an email to chairperson@instdta.org with your contact details and we'll phone or skype you back.

Update on Eurotapacy

We reported in the last Newsletter that EATA had given IDTA a grant to support the expansion of TAPACY across Europe. TAPACY is the TA Proficiency Award for Children and Young People and had been run for several groups already within the UK. Another meeting of interested parties was held during the EATA Conference in Prague and it was reported that a successful project has now been completed in Italy, with more under consideration. The TA Association in Croatia are working on setting up a project that would be national and the German TA association are engaged in a similar initiative. There is also interest in New Zealand although that would not quite fit the EURO label so we might have to change the name! An updated version of the pan-European scheme will appear on the IDTA website in the next few weeks –

meanwhile anyone thinking of running the scheme in the UK (or anywhere else for that matter) is invited to contact Julie Hay (julie@adinternational.com) who is the current coordinator.

Ethics Committee

In response to a request from the Dutch TA Association (NVTA), IDTA has agreed that our two associations will 'swap' volunteers if either association ever has to deal with an Ethics complaint. This is because it can be hard to find an unobserved colleague within our relatively small membership bases. Both associations hope this provision will never be needed.

CPD Returns

We also ran a reminder in the last Newsletter that qualified members are required to submit annual logs of their Continuing Professional Development.

The due date for these is 1st October so we will send you a reminder late August if you are in the relevant membership category. Please take note of this requirement now and make sure you are maintaining an appropriate record. There is no set format because we know that some of you must also submit CPD Returns to other professional associations – so you can use the same for IDTA if you prefer.

If you are a trainee, IDTA does not require a separate CPD Return as you will in any case be maintaining a log – and if you are a PTSTA, you can just send IDTA copies of your Annual PTSTA Returns if you wish.

IDTA Trainer Meeting

The next IDTA Trainer Meeting is currently being organized by the Chair of Trainers Anita Mountain. If you are not a PTSTA or TSTA, but think something should be on the agenda, please contact Anita on anita@mountainassociates.info

Please note that the Trainer Meetings operate independently of IDTA Council although there is obviously close liaison. Without the trainers, there would be no IDTA training available; without the IDTA there would be no EATA Affiliation. So the trainers may make direct suggestions to EATA about training matters but anything that affects IDTA members will also go to EATA via IDTA Council. It is possible, albeit unlikely, that the two bodies could decide to present different recommendations.

Continued . . .

New EATA Delegates

You will see elsewhere in this Newsletter that the new UK delegates to EATA have written to you. We welcome Sue Eusden who has now replaced Sandra Wilson, and Leilani Mitchell who will replace Jenny Bridge from July 2011.

IDTA Council expresses its thanks to Sandra who has represented us so well over the years and hopes that she will now have a well-earned rest.

You may not realise just how hard the delegates work on behalf of all EATA members in the UK. In Prague they had to work across 6 days; EATA pays their travel costs and IDTA, ITA and Metanoia share their costs of accommodation but they receive nothing for all the hours they put in – except strokes of course.

The delegates are elected by the 'membership at large' and not linked to any association so please do contact them with any questions or suggestions for EATA.

Advertisement



Triangle TA Group Developmental Transactional Analysis

Triangle TA Group (TTAG) is run by Lynda Tongue (PTSTA – O) and is an open group based in Exeter. TTAG is a lively, friendly group which offers support, contact, development and the opportunity to be part of a community of professional practice.

TTAG provides a qualification route for those who want it from Certificate and Diploma through to Certified Transactional Analyst status – but those who simply want to learn, gain supervision and personal development are welcome too.

Lynda has run workshops in the USA, Romania, Czech Republic, Kiev and shortly Poland. She visibly promotes Developmental Transactional Analysis in organisations, where she has worked for more than 30 years in specialist roles, as a manager, and for the last 20 years as a learning and development consultant.

Please visit the TTAG page of Triangle Partnership's website (www.trianglepartnership.com) for more information, workshop dates and a 2010/11 booking form.

TA 101 workshop

Please also note the following dates for the TA 101 workshop:

Exeter: 15 and 16 November 2010
23 and 24 June 2011

Bristol: 26 and 27 October 2010

BOOK REVIEW:**Transactional Analysis, 100 Key Points and Techniques Mark Widdowson, Routledge 2010****Reviewed by Keith Morton**

Written by a TSTA and UKCP Registered Psychotherapist, this is an excellent text/reference book for all wanting to be able to understand the foundation principles of TA. I would recommend it to all who feel the need for such a reference book and particularly to those who have recently completed a TA 101.

It is written as a book for Psychotherapists and therefore contains a majority of references for use in that context. Despite that perspective, students of Developmental TA will find that it sets out an explanation of many key elements in a clear and succinct way.

The first section is devoted to a description of both the foundations and the methods of some of the Major TA Schools and Approaches (including the classical, redecision, cathexis and relational schools as well as some other psychotherapeutic approaches) and this section also includes a brief 'critique' of each. Readers expecting to find a detailed critique as seems to be promised by Keith Tudor's review quote on the back of the book ('offers a critical reading of TA in the context of wider and changing fields of psychotherapy and psychology') will be disappointed, particularly if they are expecting a critique as dense and thorough as Tudor's own contribution on the Integrating Adult in 'Ego States' (Sills and Hargaden, 2003).

The book does, however, firmly set TA theory in the context of the wider fields of psychotherapy and psychology and in so doing provides an integrative approach.

The many relevant quotes and references enable the reader to understand fully up-to-date thinking on TA and to then consider which to follow back to their source and to read in greater depth.

The caveat about being written for and exploring application to psychotherapy practice should not put off students in the Developmental fields. Even when discussing, for example, Avoiding Common Pitfalls in Section 6, Widdowson's clarity enables the reader to think of examples from their own practice and not be disabled by the psychotherapeutic context. I have already started to think about avoiding iatrogenic shaming (see p. 237) of my clients!

Messages from the new EATA Delegates**Sue Eusden**

Dear Colleagues,

I am just back from Prague and three days of EATA Council meetings. I have been attending as an observer following my election as EATA delegate. Following the Council meeting was the General Assembly on Thursday evening at which the hand over of new delegates and officers occurs. I became a UK delegate from this point, taking over from Sandra Wilson, who has served for 4 years. Also Sabine Klingenberg took over as the new President from the very capable hands of Resi Tosi.

Being an observer at these meetings was a great introduction to what happens. What stood out for me was also what a significant contribution Sandra has made in her time with EATA. She has been involved in the increasing professionalisation of our community and she left giving both permission and challenge to new delegates to step up to the privilege of the work and bring their strengths to bear. I can see the legacy Sandra has left and want to appreciate the work and energy she has invested in EATA for the benefit of all.

As her last official task Sandra, along with Jenny Bridge (our other UK delegate and general secretary on the Executive Council) will be submitting their formal report so I will leave that to them.

I look forward to working with Jenny as EATA delegates this year. Leilani Mitchell will be taking over from Jenny at the Bilbao conference in July 2011.

Sue Eusden sue@sue85.wanadoo.co.uk**Leilani Mitchell**

Hello TA'ers,

Firstly I would like to thank you all for voting for me to become one of the UK EATA Reps. My term of office does not actually begin until next July (2011). As it takes some time to get to know people and how things work I have asked to attend the EATA meeting in Prague. In preparation for when I do become one of the UK TA Reps I would be really happy to hear from you about how you would like me to represent you.

Warm wishes
Leilani Mitchell leilani@thelinkcentre.co.uk

Making Meaning

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I recently compiled a reflective inquiry project as part of my studies for the MSc in TA Psychotherapy – and it got me thinking about how we make meaning – and how our own versions of meaning-making may impact on our clients, whether these be in therapy, organisational or educational settings.

I was prompted to the choice of topic because I am moving from many years steeped in classical TA, where Berne told us the share the theory with the client, into relational TA, where the focus is on how we can work with the process that occurs when clients unknowingly seek to recreate their early scenes so they can reach a different conclusion. Lest you think this sounds too clinical, common examples within organisational settings occur in mentoring: for some these involve explaining the nature of office politics to the mentee, whereas for others the mentor may be the first ‘grown-up’ to really listen to the mentee, in spite of the mentee presenting like a rebellious child to start with. Such a mentee’s experience of being heard and respected can lead to a spontaneous redecision, albeit one that sometimes occurs only after the mentor has persisted in side-stepping the invitations to behave like a controlling parent.

Having chosen my topic, I began to think about how I (and others) make meaning. Several years ago someone told me I was a postmodernist. I had to ask what that meant! Then I found that in 1977 there was a whole issue of the Transactional Analysis Journal (TAJ) devoted to related topics such as postmodernism, constructionalism and constructivism. So I now understand that I resonate with Doan (1977) in recognising that there are many ways to understand our world – as opposed to modernism that thought there could be ‘one truth’.

I have also realised that my reluctance to apply overall diagnostic labels is not just because Berne cautioned against it: it is part of social

constructionism (a close cousin of postmodernism) to challenge and deconstruct stories that people regard as truth. Within my therapy training I have noted that people challenge the DSM (the Diagnostic and Statistical Manual of Mental Disorder that the UK Council for Psychotherapists requires us to use); Rohlof et al (2009) for instance describe many culturally-based problems with the classifications. Closer to home, I have taken a similar challenging approach to TA models and have developed alternative constructions such as the Autonomy instead of Script Matrix (Hay 1997) and several consecutive reworkings of life positions into windows on the world (see below for my latest version, with no promises that I will not develop this even further). Any further changes will be because of a radical constructivist view that questions whether any objective view of the world is possible.

Maturana (1978) argued that structural determinism means that the organisation of our brain determines how we construct what we think we are observing, and Dallos & Draper (2010) remind us that such views are responsible for maintaining inequalities such as “women’s subjugation by men, oppression of ethnic minorities and of those experiencing forms of mental distress.” (p.12). Back in the special TAJ, Allen & Allen (1997) suggested that the constructionist therapist aims to help clients conceptualise themselves differently. For me, this is the intention within all fields of application of TA

23 years later, Summers & Tudor’s (2000) material on cocreativity extended Allen & Allen’s ideas into a recognition that we help clients reconceptualise through the creation of something new that comes into existence as we interact. They write of shared responsibility for the therapeutic process and helping clients to understand differently what they had interpreted previously. Hargaden & Sills (2002) then explain how we do that ‘relationally’ by using our own responses to shed light on the relational patterns so we can respond in a way that shifts the clients perception because it does not match the responses they received in the past.

The ‘Code’

? = I/you irrelevant

- = I/you not okay

+ = I/you okay

++ = I/you more okay

I U = I am, You are

Windows on the World

? +	- +	+ +	++ +	I U
?	-	+ -	+ ?	

Again, although these writers concentrated on therapy clients, it is easy to see how the same processes apply in developmental TA applications. There will be many teachers who will have made a difference in the life of a child by recognising that child's expectation of, and hence rebellious invitation to give them, a negative response – and who have managed their own countertransferential anger and responded constructively to the child. Likewise, the skilful manager who avoids an invitation to 'rescue' a 'helpless' subordinate and instead structures events so the subordinate has an experience of succeeding by themselves – such as by waiting until the last minute to announce that they are busy to attend a meeting, so the subordinate has no time to protest, goes alone and finds out that they cope on their own.

In addition to our mental maps, there is the impact of culture. Allen (1997) comments that Virginia Satir's existential positions included the context and perhaps TA should have "I count, you count, and the context (s) count(s)." (p.88). We need to be aware of our own culture, how that might match or differ from the client's culture, and how we can ensure that any such differences are brought to conscious awareness instead of contaminating the interactions. For me this is much more than simply about race, colour, creed, etc. Less obvious cultural aspects exist such as how my working class background may be very different to a client's childhood, my organisational experience may be significant when client's talk about work, my schizoid and anti-social characteristics may lead me over-identify with some clients and misinterpret the meaning-making processes of others.

Let's think about these elements within a developmental setting:

- How similar, or not, was your upbringing – in terms of where you lived; nature of your family; access to educational opportunities etc.?
- How similar, or not, are your work experiences – employed or self-employed; small, medium or large organisation(s); business, educational, charity, public service, etc.?
- How similar, or not, are your personal styles – personality adaptations, working styles/drivers, stroke patterns, etc.?

Having been lucky enough to travel much of the world teaching TA, I know first-hand that clashes of working styles can lead to more conflict than different religions, and different stroke preferences (e.g. person, project, performance) can lead to more negative reactions than different nationalities.

There are many ways in which our own maps of the world can end up separating us from our clients rather than enhancing our understanding. Hence we need to pay attention to our own meaning making lest it 'leak' into our clients' minds as we cocreate. To become aware requires 2nd order cybernetics (von Foerster 1995), so we can step outside our frame of reference to review that same frame of reference. This is not easy – it is like asking a fish to understand water.

Hence, we need to develop our skill at reflection and we need prompting by others who are outside our frame of reference (i.e. in their own frame that differs from ours – so not our best friend who is likely to share a similar outlook to ours). We can achieve this by reflecting at three levels:

- Reflection-in-action (Schon 1983) – what are we aware of whilst interacting with the client(s)?
- Reflection-on-action (Schon 1983) – what do we become aware of afterwards, often with the aid of recordings that we can listen to when not engaged with the client?
- Reflection-in-supervision – what do we notice when someone else challenges our inevitable discounting?

To finish, an example to illustrate how a DTA practitioner used the 3 levels to check the impact within their work of their meaning making processes.

In teaching a class (of managers or schoolchildren!) Pat (the unisex teacher), noticed (reflection-in-action) that Chris (the unisex student) was nodding and smiling a lot. Pat recognised feeling encouraged by this, of wishing that more students behaved like Chris, and of stroking Chris for being so engaged in class discussions.

Afterwards, Pat thought about the lesson (reflection-in-action) and realised that two other students had not contributed at all to the class discussions, that some of Chris's comments had contained questionable elements (e.g. incorrect explanations), and that Pat had an unpleasantly familiar feeling of 'here I go again'.

In reflection-in-supervision, Pat recognised the discounting involved, because of Pat's need for strokes, how a different stroking pattern was needed outside the classroom to eliminate 'stroke-dependency on students', and how the 'here I go again' feeling might well be a premonition of a game switch to come (such as Chris or another student becoming Persecutor and Pat ending up as Victim).

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FAQs—Frequently Asked Questions

I am new to TA. How do I get started?

The best starting point is to attend a TA 101 course. This is the standard introduction to TA, run to an internationally agreed syllabus and only by people who have qualified enough in TA. It is called a 101 because that is the coding for a beginners' course in the US educational system. Because all 101's have the same syllabus, you can attend anywhere. However, you might like to check the nature of the examples that the presenter will use – if you work developmentally you may find the programme less relevant to you if only psychotherapy examples are given. If you can't get to a 101 programme, there is an option to complete a simple written test instead. However, we recommend you do the course if you can – it is much more interesting for you that way – TA is about interaction with other people so best learned in situations where interacting is happening.

Do I have to be formally studying T.A. to become a member of the IDTA?

No you do not. If you are just interested in the models and the way TA works you may become a member and would find the newsletters and other benefits very informative. (see website for application www.instdta.org) IDTA membership automatically gives you membership of the European Association for Transactional Analysis (EATA) (unless you are already a member via another association).

There seem to be several different qualifications in TA – what do the initials stand for and what does each qualification mean?

The main international qualification is CTA – Certified Transactional Analyst. It is a professional requirement that people also show their field of application after the title, so CTA is followed by (Organisational, Educational, Counselling or Psychotherapy) (or sometimes more than one of these).

CTA means the person has studied for 5 years or more and passed both written and oral examinations. When studying for CTA, people have a sponsor and may refer to themselves as 'being in contractual training' (again with the field specified). After CTA, those who wish can attend an endorsement workshop and become PTSTA - Provisional Teaching and/or Supervising Transactional Analyst (again, they specify the field in brackets after this title). PTSTAs then become TSTA – same title without the word Provisional – after about 6-7 years study and three panel examinations.

I have heard that there are some intermediate qualifications in the developmental fields. What are these?

There are some qualifications and also some awards that confirm someone understands TA but are not meant to imply professional competence. The most established award is the EuroTAPACY – the European TA Proficiency Award for Children and

Young People. This is for those who have produced some evidence that they have understood at least 6 TA concepts, such as strokes or ego states. It is usually awarded in conjunction with schools or other bodies where children are being taught some TA. Started within the UK, it is now being spread across the rest of Europe. There is also the TAPATE – TA Proficiency Award for Teachers and Educators — although this is only in a trial stage. IDTA also recognizes qualifications and awards conferred by the ICDTA. These are:

- a Certificate and Diploma in Developmental TA, which represent about 25% and 50% respectively of the requirements for CTA*
- a Diploma in Developmental Super-Vision for those who already hold CTA*
- a Practitioner Award for those who are already qualified in some other way and are adding TA to their professional repertoire (e.g. coaches, teachers, social workers)*
- a Vocational Award for those applying TA within their work but for whom a TA professional qualification is not relevant – such as managers, mentors, customer staff, engineers, etc.*

There are an awful lot of sets of initials for the various T.A. associations – what do they mean and how does the IDTA fit amongst them?

There are over 700 TA associations in 60 countries and two key webpages will list them for you. These are: ITAA (International Transactional Analysis Association) www.itaa-net.org – a direct membership association worldwide and EATA (European Association for Transactional Analysis) www.eatanews.org — a Council made up of delegates from countries where national associations have affiliated to EATA. Another is: WPATA – Western Pacific Association Transactional Analysis. ITAA, EATA and WPATA cooperate and recognise each others exam processes and qualifications. IDTA is affiliated to EATA. The other UK associations affiliated to EATA are the ITA and Metanoia Institute. IDTA concentrates on developmental TA only – i.e. organisational, educational, and counselling/coaching – we work to develop people rather than cure them. IDTA also has a relationship with ICDTA – International Centre for Developmental Transactional Analysis and ICDSV – International Centre for Developmental Super-Vision - both of these are international networks of TA trainers/supervisors who cooperate to provide TA qualifications that fit around the international qualifications. ICDTA qualifications are recognized by IDTA for member category classifications.

I understand that T.A. has four main TA fields of application (i.e. Psychotherapy, Counselling, Organisational and Educational) but does an individual have to have knowledge of Psychotherapy, as a foundation to looking into the other applications?

No they don't. Each field exists in its own right and has its own set of competencies that are used in the qualifications process. Because professional experience is required for TA qualifications, people usually opt to study in the field they already work within. However, it is also possible to change professional focus.

Individuals are welcomed into any of the fields for study purposes but need to demonstrate that they can obtain enough hours of professional practice if they want to obtain qualifications.

I see that there are discounts at conferences and events for members. Are these only for IDTA members?

No, membership of any official TA association means a discount at any events run by such associations. So IDTA gives member discount to ITA and Metanoia members and to members of national TA associations outside the UK. This also applies in reverse. This is because all members of affiliated associations are also EATA members, and EATA, ITAA and WPATA also recognise each other's members.

Could you please clarify what the IDTA memberships are – the list looks rather complicated?

This is because we want to give differential status to people who have put in the effort to get qualifications. The IDTA membership categories are:

- TM= Teaching Membership – for those qualified internationally to PTSTA and TSTA level in a developmental TA field*
- M = (Professional) Member – for those qualified to CTA in a developmental field*
- ASM = Advanced Student Member - contracted trainee with EATA in DTA field – or holder of ICDTA Certificate or Diploma in DTA*
- SM = Student Member – contracted student with ICDTA i.e. signed up with sponsor for the Certificate in DTA*
- AM or AM 101 = Associate member/101 Associate Member - general interest membership – those with a TA 101 Certificate of Attendance will be able to vote in EATA; those who are already a member of another TA association will not have to pay the EATA portion of the membership fee*
- OM = Overseas Member - for those outside the UK – this does not include EATA membership*

I am qualified in the TA psychotherapy field. Can I still join the IDTA?

Yes, we will welcome you. However, we will not give you voting membership but will ask you to join as an Associate Member. There are three main reasons for this:

If you are practicing as psychotherapist, you will already be a member of ITA or Metanoia so do not need full membership in IDTA (nor will you need EATA membership via IDTA.

Because we specialize in developmental TA, we will not meet any of your professional needs as a psychotherapist.

IDTA was set up because there are so many more TA psychotherapists than developmental TA professionals, and we needed to create an association

where we could not be outvoted by those with different professional requirements.

I am qualified in the TA counselling field. Can I still join the IDTA?

Yes, we will welcome you. We will ask you to decide whether you are the sort of counsellor who is closest to psychotherapy – in which case please see the FAQ about psychotherapists. If you are more of a coach (which matches the EATA competencies) then we will welcome you as a developmental TA specialist.

I have other questions.

Please email them to Lyn King on lkcogrowth@btinternet.com. Lyn produced these FAQs and will be happy to receive feedback and suggestions—and to answer your questions!

Future TA Conference dates for your diary

May 2011 IDTA Event Bath

October 2011 IDTA Event York

July 2011 TA World Conference in Bilbao, Spain

Feb 2012 European Organisational Conference Zurich

Oct 2012 IDTA Educational Conference Cambridge

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DTAweb.co.uk

Join me, Bill Heasman PTSTA (O), in an exciting new venture

DTAweb is an experiment in online learning in Developmental Transactional Analysis.

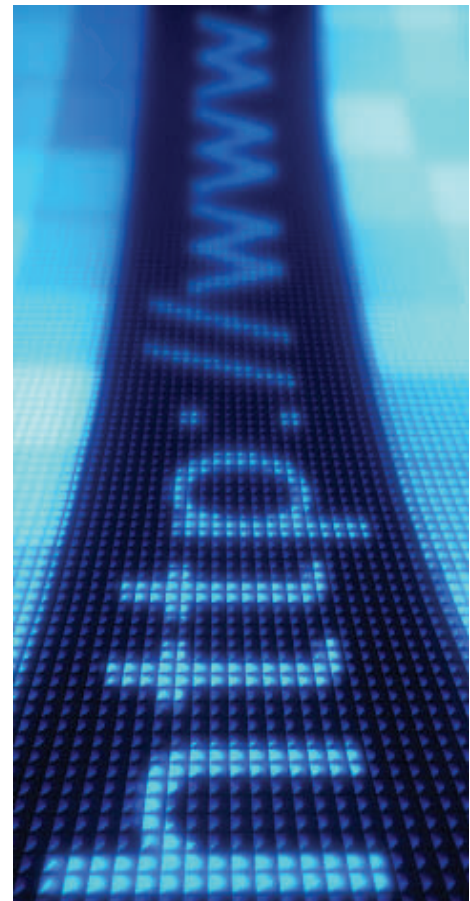
On Thursday evenings, starting on 9 September, I will be running seminars over the World Wide Web or webinars as they are known. The webinars are interactive and because they last one hour the learning potential is huge since there is so much less to forget.

Provided you participate throughout, no popping out for a cup of tea, you can count the hour towards CTA and IDTA qualifications.

This is new technology and it is not yet perfected so whilst we get it working and pick out any bugs there is no charge for the sessions other than your feedback, comments and participation. Find out more by visiting www.dtaweb.co.uk.

I look forward to working with you.

Bill



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Julie Hay TSTA (Organisational & Educational)

New programme commences September 2010 in Hertford

Designed to meet requirements for CTA and also for Certificate/Diploma in Developmental TA

If you're not convinced you want to spent 4 or 5 years getting a CTA qualification, why not study for the ICDTA Certificate in Developmental TA—it's possible to achieve this level in about one year—and what you do will still count towards CTA if you later decide to continue your TA studies.

Or you can pick and choose which workshops to attend and spread your studies over a longer period—I run open, multi-level groups so you join in when it suits you.

Contact me for more information or see my website www.adinternational.com

Skype: juliehay tel: 07836 375188 julie@adinternational.com



10/11 September 2010	Professional Roles - developing practitioner practices
8/9 October 2010	Unlimiting Beliefs – understanding mental maps
12/13 November 2010	Cycles of Development – a positive approach to change
10/11 December 2010	Cocreativity – the dynamics of relationship
14/15 January 2011	Professional Relationships – contracting and boundaries
11/12 February 2011	Groups and Teams – facilitating the dynamics
11/12 March 2011	Systemic Considerations – people within organisations
13/14 May 2011	Professional Contexts – matching the situation
10/11 June 2011	Communities of Practice – maximising our own learning
1/2 October 2010	TA 101 Introductory Course (note: you can attend any of the workshops above without having been to a 101)
10 November 2010	ICDTA Certificate Workshop—with Lynda Tongue PTSTA O
31 Oct/1 Nov 2010	Personal Development Workshop (CTA, TSTA exam & TEW, TEvW preparation etc) - with Anita Mountain TSTA OP

Fees: Monthly workshops and TA 101: £160 per 2 day workshop + VAT One day rate £95 plus VAT

Discounts for those registered to undertake ICDTA qualifications – contact us for details

ICDTA Certificate Day—tba

PDW Exam Prep etc: £275 + VAT, 1 day rate £155 + VAT

To book, call 01992 550246, or use booking form at http://www.adinternational.com/course_calendar%20TA.htm or email julie@adinternational.com

Contact details for Council

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Vice Chair—Anita Mountain 01455 824475 vicechair@instdta.org

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Conferences and Events—Ros Soulsby 07762 243476 events@instdta.org

General admin—Christine Brain— admin@instdta.org

We welcome submissions

- News items and articles
- Microsoft Word with minimal formatting
- Diagrams as pictures; photos as jpg's
- Academic referencing
- TA status of author as designated in EATA handbook or IDTA membership categories
- Send to: newsletter@instdta.org
- Send articles at least two weeks prior to the advertising copy deadline if you are aiming for a particular issue, or at any time if you don't mind when it appears
- Please note that submissions will be peer reviewed for relevance to IDTA

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Next issue copy dates

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Copy deadline: September 10th 2010

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IDTA aims to provide networking and professional development opportunities to practitioners applying developmental transactional analysis. The purpose of this newsletter is to update members and to invite and encourage participation in the institute and to enhance the application of developmental TA generally. Views

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