
ITA News

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The future unfolded at Nottingham

More than 200 participants gathered for this year's national conference on the beautiful Jubilee Campus of Nottingham University. The compact scale and contemporary architecture of the campus fitted well with the theme and size of this event.

The conference organisers boldly departed from the usual format by devoting two sessions to large group process one on the Friday afternoon and the second on Saturday morning, with the Annual General Meeting wedged between them.

In the open forum that concluded the second session, it was encouraging to hear some of those who had been initially resistant to this innovation speaking very positively about their experience. A key factor was the careful structuring of both sessions. This was facilitated by Jon Harvey, an organisational development practitioner.

Jon wrote: "Whilst I take responsibility for the design of the sessions and my facilitation of them, it is my hope that everyone attending will have a collective ownership of the issues that get to be discussed and the matters to be resolved, so that the actions that emerge will assist in developing your organisation. It is my intention that the sessions will be engaging, relevant, developmental and meaningful for all those who take part



– for each person individually and overall for the organisation."

Two well-established models were used – Future Search and Open Space. In fact, last year at Keele conference there was a smaller, optional Open Space exercise that was led by Julie Sanders.

Future Search began by looking back as a preparation for looking forward. By the /cont. p 3

EXTRAORDINARY GENERAL MEETING (EGM)

All members of the ITA are invited to attend an EGM in the Britannia Hotel, Birmingham, on Saturday, 11 July 2009 at 2 pm. The main items of business are the adoption of the annual statement of accounts and the adoption of a new constitution. Please refer to the separate documents.

Editorial

From the Chair – Alastair Moodie



Welcome to the June issue – the first since the October issue edited by the retiring editor, Mark Widdowson. As the new Chair of the ITA Council, my top priority is communication with our members. It is regrettable that the difficulties of the past year have resulted in a major interruption to publishing. In the absence of an editor, I have produced this issue and I am very grateful to those who agreed to contribute.

In April we had a surprisingly successful conference in view of the circumstances, and this is a tribute to Barbara Clarkson and her team, including those who put together the workshop programme. The two large group sessions - “Future Search” and “Open Space”- were a special feature, and you can read the report. There will be more to share in a future issue once the Council have had time to assimilate the voluminous material which was produced.

I was intrigued by the inclusion of a workshop on “Spiritual Abuse”, and John Baxendale has generously shared his material. Barbara Traynor has provided her personal impressions of the conference. She mentions her part in the examinations which were held at the conference venue. Since I participated in a recent workshop on assessment for therapists and counsellors, I have reflected on the two parts - written and oral - of our CTA exam, and I offer you some thoughts for discussion and debate.

We have one book review. Jane McQuillin gives her informed assessment of “The Process Therapy Model” by Taibi Kahler on his further development of TA process theory. Kahler divides opinion about his place in the TA “canon”, but to his credit he has led the way on quantitative research in the TA world.

Looking outwards

In May I attended a conference in Glasgow about psychotherapy and politics. I was struck by the fact that there were only two fellow TA practitioners present on the first day, and I was the only TA person on the second day of an excellent UK event, organised by “Psychotherapists and Counsellors for Social Responsibility”. Have we in the ITA become so insular that such events pass us by?

One of the conference participants was Dave Richards who is professor of Mental Health Services Research at Exeter University. He is a leading proponent of the movement to increase access to psychological therapies for those who suffer from high prevalence mental health problems such as depression and anxiety. Dave advocates the involvement of people within their own communities by enabling them to deliver low-intensity psychological treatment.

This may be perceived as a direct threat to professional standards and the status of fully accredited and registered psychotherapists and counsellors. Dave believes that it represents a democratisation of talking therapies and an opening up of psychological knowledge to lay audiences. He suggests that low-intensity therapies are best delivered by people of the same class in culturally appropriate ways.

The ethos of TA that was developed by Eric Berne, its founder, was based upon open communication and the contractual method. As a communicator he wanted to demystify psychiatry and psychoanalysis for lay readers. Some people in the TA world seem to be embarrassed by the use of colloquial terminology and yet it represented a commitment to making psychological knowledge and therapy accessible to all. By using the contractual method he wanted to account his patients fully. To what extent have we in the TA community abandoned that inclusive vision for the sake of professional respectability in the psychoanalytic world?

A few of us have been working lately on the final version of our new constitution that spells out the purpose of the ITA to provide education to the general public and support the personal and professional development of those who use TA. I believe that the ITA must be an outward-looking in its ethos. We cannot afford to be an exclusive club of trainers, trainees and practitioners. We would benefit from becoming a more broadly based organisation with greater access to membership for those with any level of interest in TA and its potential to make a difference in their lives.

/cont. from p 1 end of this session, the participants had:

- Reviewed the last 30 years or so of the ITA, in the context of a changing world with a view to identifying what learning needs to be taken into the future
- Identified the critical pressures facing the ITA and the TA professions more widely with a view to clarifying the particular challenges which the organisation must tackle well
- Imagined the kind of organisation the ITA must become over the next 10 years with a view to appreciating the shared common ground and the differences which may exist in this future

Participants were randomly allocated to working groups, each with a flipchart. There were also three long rolls of paper for the timelines. They identified the events and trends that have created the ITA that we have today. They examined the pressures that are facing the organisation right now. The session concluded with an exploration of the future that they wanted to see for the ITA ten years from now.

Within the structure of the *Open Search* session there was an invitation to talk about whatever people needed to talk about in a transparent and passionate way. Again, a lot of energy was invested in sharing and developing a wide range of topics that were initiated by individual participants and responded to by others. The intention was to prepare the ground for the next stages in the life of the ITA.



Graeme Summers

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The newly elected ITA chair, Alastair Moodie, gave his personal pledge that the products of the two sessions would be recorded and fully accounted for by the new Council. At the end of the conference the many flip-chart sheets displayed around the walls of the large refectory were gathered up and taken away for the recording of their contents.

Graeme Summers was the keynote speaker who opened the conference. He offered “a TA co-creative vision” of the Unfolding Future. He reflected on the genius of TA – how it made powerful ideas accessible, how it gave words and pictures for understanding ourselves and others, how it offered “an intuitive interface” for personal and interpersonal psychology.

He proceeded to suggest ways of updating TA to incorporate ideas from neuroscience, developmental psychology, and positive psychology. He asked, “How can TA take account of these developments and retain its accessibility?” He suggested as a guiding principle, “Simple as possible, complex as necessary”, borrowed from Einstein.

Building on the conference theme, Graeme spoke about “Future Personality” (ego states), “Future Relating” (transactions), “Future Confirmations” (positive games) and “Future Identity” (script).

At the **AGM** the retiring chair, Jean Lancashire, was brave, honest and apologetic about the difficulties of the past year. Unfortunately, the proposed constitution could not be voted on because an earlier draft had been printed for distribution instead of the final version. Due to fact that it had not been possible to complete the au-



Barbara Clarkson, Chair of Conferences

dit of the accounts for the previous financial year, it will be necessary to hold an Extraordinary General Meeting in July.

None of the Council stood for re-election. It was reassuring for those present at the AGM that all the Council positions, except that of council secretary, were filled. (Subsequently, it has been possible to co-opt a very suitable person for this position.)

There was an excellent choice of workshops that were appreciated by participants. Although this was the smallest conference in recent years, it can be truly said that the quality of the whole experience was not diminished for those who came.

Personal Impressions of the Conference

Someone once remarked that attending her first TA Conference felt a bit like attending a reunion at a school that she had not personally attended – surrounded by people rushing up to each other to say, “Hello” and strangers in deep conversation.

I’ve attended a lot of TA Conferences but remember leaving my first one feeling a bit discombobulated. It wasn’t the workshops – they were great. It was the space between the workshops that I had found difficult, especially the canteen. It was amazing how isolated it was possible to feel in the midst of all that din.

My personal experience at the Nottingham Conference was that it was challenging, engaging, stimulating and at times frustrating.

Given the sporadic and confused communication prior to Conference, I had some misgivings about what might happen there. It was for this reason that I decided to run a *Support Group for Larks*, early morning on Friday, Saturday and Sunday, open to those for whom this would be their first TA conference or anyone else who felt like meeting up with other conference attendees for a gentle and friendly start to the day. It was good to have that space, to learn about what had attracted newcomers to TA and to process some of the feelings and experiences people had following the workshops, the large group exercise and the AGM.



Barbara Traynor



Future Search

My Conference began well – an easy journey, the Trainers’ Meeting and the TA exams. I enjoyed the Trainers’ Meeting, particularly the discussion and paper, *What is Master’s Level* by Mark Widdowson about levels of learning, characteristics of Master’s Degrees and what it means in different cultures to be ‘a Master’. I don’t think any of us saw ourselves as ‘a Master’ in that sense!

Exams

I was Process Facilitator for the CTA exams. It says a lot about the generosity of our community that there were enough volunteers to run the 24 CTA and 2 TSTA exams and provide Observers for each exam. Sue Eusden and Jill Hunt have in their warm and gentle style structured and developed the pre- and post-CTA exam meetings into an educative learning process with space for integration of the experience for all participants. It was exciting to be there and witness the integrity and rigour of the process and the energy of the celebration. Nicole Pierre, attending as the Observer for EATA COC appreciated that the role of Exam Observer had been given to experienced examiners and found their feedback, which she observed in two CTA exams and one TSTA exam, “very, very rich and helpful” She spoke of “the high levels of the candidates and the examiners, the chairs and the boards” and that “the whole process was very interesting and very soft.”

Opening

The Opening Address, *The Unfolding Future: a co-creative TA vision*, was given by Graeme Summers who managed to convey some rich and dense ideas in a hu-

morous and relational manner which was not only contactful but modelled the subject matter.

Future Search

I was looking forward to the large group experience, *Future Search*, and particularly valued the contact and thought-provoking questions which had been sent beforehand. I enjoyed the way we were sorted into random groups with large helium letter balloons but didn’t sit at my table very long. (I’d done a lot of sitting around the day before as the exam process was so good, nobody needed me!) Some kindred rebellious spirit had liberated the letter X and it wafted up to the ceiling some sixty feet above. What interested me was to see how people viewed the last 30 years with key points, personal and political and the passions that that provoked. What was resolved for some was ongoing or symptomatic of a current malaise for others. And of course we are passionate about TA and secretly I believe that we all think we’re right. I know I am!

Open Space

I also enjoyed the second session on Saturday morning with the impromptu workshops you could join and leave as you wished. That was stimulating and freed up a lot of energy. The one I found most entertaining was ‘Creative ideas to get the X down from the ceiling’. I doubted that the large group at the end of this session was going to work but it did, and it felt good to take part in re-constructing the room as a dining room so we could eat. I was glad that Alastair, as ITA Chair, took responsibility for taking away the writings that people had contributed and getting them transcribed.

Workshops

I like workshops which are engaging, fun, introduce material which is new to me and leave me satisfied and curious to learn more. This was true of the two workshops that I attended. The first was *Vital Rhythms – the phenomenology of feeling alive* by Graeme Summers and Sue Eusden and the second, *Positive Psychology and Transactional Analysis* by Rosemary Napper. The rest of the time I hung out with people in the canteen or outside on the lovely campus soaking up the sun.

Frustrations

Oh yes the frustrations – the queues – standing in line for the cup of tea that doesn't exist (sounds like something by Becket). I loved the social aspect to the conference, especially the music on Saturday night, but was flagging by 10.30 so missed the creative and successful endeavour to bring down the X from the ceiling. I met a lot of interesting people and old friends and wish that I had had longer to talk to them.

Appreciation

I want to finish by appreciating everyone who worked to put the conference together and run it with such good humour. I think some things were an improvement. I particularly appreciated the simplicity of the Conference Timetable and sign-up boards. My vote is to retain that straightforward approach.

Berne wrote in *What Do You Say After You Say Hello* about two concepts which he described as similar to transactional rackets, "reach-back" and "after-burn"; the former being the period of time an impending event influences behaviour, and the latter being the period of time it takes for the event to be assimilated. There was quite a bit of negative energy and uncertainty prior to the conference. I did feel nervous that that might spill over into negative Drama. I especially appreciated the containing influence of the outgoing and incoming chairs at the AGM – Jean's dogged courage in circumstances that must have felt excruciating and Alastair's clarity and solution-focused approach.

Good Ending

And the Conference ended well for me. I had not known what time it officially ended, but knowing the Sunday trains were a nightmare, I booked a late afternoon coach. So I had plenty of time to say my goodbyes and chat to people who were staying on for meetings. And we were blessed by the weather. Travelling down South in the coach I felt overwhelmed by the sunshine and the lushness of the countryside – a good experience.

Barbara Traynor

Exam Successes at Nottingham – April 2009

Certified Transactional Analyst with Psychotherapy Specialty CTA(P)

Julie Adams, Rita Bryant, Pierre Cocheteux, Stephanie Daly, Jane Drouot, Michael Feat, Elizabeth Gowen, Victor Green, Christine Hadfield, Chrystelle Heldire-Pulcinella, Morag Highet, Gordon Huntley, Nicholas McNamara, Brian Martin, Issy Murdoch, Marie O'Sullivan, Alison Phillips, Matthew Shorrock, Graham Spavin, Sue Spencer, Martyn Watson, Eifion Williams, Augusta Wolff.

Certified Transactional Analyst with Educational Specialty CTA(E)

Freda Anning

CTA Examiners

Val Cunningham, Keith Chinnock, Alison Ayres, Mark Head, Susannah Temple, Karen Minikin, Melanie Rowland, Suhith Shivanath, Sue Brady, Kathie Hostick, Jane McQuillin, Enid Welford, Peter Kravitz, Frances Townsend, Pete Shotton, Barbara Clarkson, Mo Felton, Ian Stewart, Adrienne Lee, Judy Shaw, Christopher Davis, Linda Kelly, Pietro Cardile, Mica Douglas, Christina Wagstaff, Linn Lee, Andy Williams, Barbara Lalljee, Lis Heath, Eunice Mortimer, Marilyn Wright, Suzanne Boyd, Steff Oates, Thorsten Geck, Stewart Pollard, Juliet Sheppard, Ann Heathcote, Jane Nixon, Gemma Mason, Lesley Butlin, Barbara Monk-Steel, Mark Widdowson, Andy Bates, Graeme Summers, Leilani Mitchell, John Monk-Steel, May Senior-Johnson, Rosemary Napper, Jim Davis, Jenny Thomas, Carole Shadbolt, Robin Hobbes, Jane



Chrissie Wood and Valerie Heppel – new TSTAs



Some of the succesful CTA Candidates

Walford, Jenny Bridge, John Heath, Birgitta Heiller, Martin Wells. (total: 57)

CTA Exam Supervisors: Sue Eusden & Jill Hunt
Process Facilitator: Barbara Traynor

Volunteers: Dave Allen & Andrea Allen

Teaching and Supervising Transactional Analyst with Psychotherapy Specialty TSTA(P)
 Chrissie Wood

Teaching Transactional Analyst with Psychotherapy Specialty TTA(P)
 Valerie Heppel (Valerie was already a Supervising Transactional Analyst, and is now a TSTA(P).)

TSTA Examiners

Gordon Law, Robin Walford, Heather Fowlie, Joanna Beazley Richards, Rosemary Napper, Jim Davis, Alison Ayres, Jenny Thomas, Carole Shadbolt, Robin Hobbes, Mark Widdowson, Jane Walford, Jenny Bridge, John Heath, Birgitta Heiller, Martin Wells, Suzanne Boyd, Lis Heath, Trudi Newton.(total: 19)

Volunteers (included)

John Baxendale, Judy Mardula, Enid Welford, Cathy McQuaid, Rachel Curtis, Thorsten Geck

Process Facilitators: Robin Walford and Trudi Newton

Exam successes during past year at other venues

Johannesburg, South Africa – August 2008

Alana Gladwell, Carol Wain – both CTA (P)
 Rosemary Napper CTA (C)
 Giles Barrow TSTA(E)

Neustadt, Germany – November 2008

Sue Clancy, Farah Cottier, Marion Umney, Christine Warwick, Carolyn White – all CTA(P)
 Sue Eusden TSTA(P)

Bordeaux, France – December 2008

Hannah Legge, Julie Marshall, Briony Nicholls – all CTA(P)

Striving for Professional Excellence:

Evidence, Research, Assessment and Accountability

We live in challenging times.

- The UKCP wants us to demonstrate that our training programmes and processes are robust, and we are currently engaged in a validation process.
- We take pride in our global TA structure for examinations and accreditation, but we have avoided independent, external (non-TA) scrutiny of our procedures.
- The humanistic and integrative family of psychotherapies has not gained full recognition by the Department of Health, and it struggles to provide the research-based evidence that is demanded.

Just after the Nottingham conference, I participated in a one-day workshop on “Tools for evaluating practice” at the University of Abertay in Dundee. It was conducted by John McLeod who is their professor of counselling and the author of several books on research in counselling. He acknowledged that informal, unsystematic evaluation of practice happens in a variety of ways – observing clients and listening to their reports, follow-up sessions, supervision and peer discussion, and coaching and feedback during training.

Nevertheless, we must pay attention to the need for more systematic evaluation if we are committed to accountability and improving our service to clients, if we are willing to contribute to evidence-based research, and if we wish to promote the validity and effectiveness of TA psychotherapy.

Case Study Research

I agree with those who suggest that the lengthy case study which constitutes a major part of the CTA written exam provides a wealth of research material. But we must face the fact that these case studies are often seriously flawed by the lack of any form of objective evaluation. As an experienced marker, I have been troubled by the degree of subjectivity and the lack of critical reflection on the part of the candidate. How could I assess whether this was good therapy or not? Even on the writer’s account, there was sometimes little evidence that the client had made significant changes and had benefitted from the therapeutic process. (The therapeutic relationship is not an end in itself!) I have wondered how often a case study client would recognise and agree with the therapist’s account of what had taken place between them.

We regard the CTA award as the equivalent of a master’s degree and some of our training establishments have a university-validated course that leads to such a graduation. I suggest that the case study for the written exam should be research-informed by incorporating some of the objective measures that are standard in the evaluation of practice. For example, it would be important to establish a base-line at the initiation of therapy by using some measure of the client’s mental wellbeing. Then a comparison could be made by repeating the exercise at a later stage of the work.

Client-focused Evaluation

Why are we not interested in our clients’ feedback to the extent of gathering information about the impact of therapy on them? There are a number of well-established tools for the purpose of client-focused research. These include client-satisfaction questionnaires and psychometric change measures. Clients can be asked to state their goals and rate the severity of the problems which they are bringing. Subsequently, they can be asked to indicate how far these goals have been achieved and to rate the same list of problems in terms of perceived changes. There are tools for evaluating significant incidents in the course of therapy, such as the “Helpful Aspects of Therapy” scale (Elliott 1988). There can also be qualitative follow-up interviews with clients to learn from them what was helpful and what was not helpful about their experience of therapy.

When I was preparing for my CTA exam in the mid 1990s, I was not aware of these tools. For my case study I chose a client who appeared to suffer from a schizoid personality disorder. In those days we used DSM III and I asked my client at an early stage if he would be willing to look at the listed features of the schizoid personality and rate the degree to which each feature was true for him. He identified himself with almost all of them. Towards the end of the therapy I invited him to look again at the list and to rate the degree to which each of them was still present. His responses were definite and congruent as he affirmed the changes that he had experienced and demonstrated by his consistent behaviour. This exercise was mutually validating and affirming of the therapeutic journey that we had shared. I asked him to read the whole case study and to tell me if he thought that it was a faithful account. He did, and he confirmed that it was.

Oral Exams

As I have stated, we live in challenging times. While we have much to celebrate in our TA world, many of us have been guilty of complacency about our ways of doing things. I notice in Barbara Traynor’s article that she quotes the comments of Nicole Pierre, the EATA observer of the CTA oral exams, about them being of a “very high level” and of being “very soft”. Have we got the balance right? If they were “very soft”, was there enough rigour and testing in the questions and comments of the exam boards? Perhaps the time has come to include a truly external (non-TA) examiner on every board of four members.

Spiritual Abuse

John Baxendale presented a workshop at the ITA Conference 2009 at Nottingham on the subject of "Spiritual Abuse". He has offered some personal background to his interest:

"I was raised in a fundamentalist Christian church which claims to be the chosen people of God. They call themselves "The Truth". My parents did their level best for us three boys, according to their lights, bringing us up in a strict, "protected" atmosphere. As "we are not of this world", we boys were very effectively discouraged from having friends of any kind outside the fellowship group. For these people, the entire world is "in error" and they alone are "the kingdom of God on earth". They adopt a truly exclusive attitude, according to which "we are saved" and the rest of the world is not – it's as simple as that. Friendship with "outsiders" is strongly discouraged, and to marry one is considered "sinful" and leads to excommunication. From birth I reckoned that the safest place for me was to adapt to those around me and keep my head down. In teenage years and in adulthood I continued to lead my life from an Adapted Child place. Then my life crashed around me. I went into therapy, and began to "come out", to begin to gain a sense of self, which I had never truly had, and to live what I actually believe."

Introduction

The term spiritual abuse was coined in the late twentieth century to refer to abusive practices identified in the behaviour and teachings of some churches, spiritual and religious organizations and groups.

Using Berne's energy theory, I shall explore the nature of spiritual abuse and the effects of a restrictive religious upbringing on the developing child, and a treatment model will be proposed to enable clients to go beyond the sense of shame and exclusion that result from such an upbringing, assisting clients to develop a sense of self, sense of others, and ability to engage in healthy relationships.



John Baxendale

Spiritual Abuse

According to *Wikipedia*, spiritual abuse is the maltreatment of a person in the name of God, faith, religion, or church, whether habitual or not, and includes any of the following:

- Psychological and emotional abuse;
- Any act by deeds or words that demean, humiliate or shame the natural worth and dignity of a person as a human being;
- Submission to spiritual authority without any right to disagree; intimidation;
- Unreasonable control of a person's basic right to make a choice on spiritual matters;
- False accusation and repeated criticism by negatively labelling a person as disobedient,

/cont. from p 8

Questions

Would it strengthen our exam process and our research credentials if we required the use of evaluative tools and a compulsory "theory" question asking for critical reflection on the case study with reference to the results? Would we benefit from the participation of an external examiner on every exam board? My intention is to stimulate discussion and debate.

Alastair Moodie

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- rebellious, lacking faith, demonized, apostate, enemy of the church or God;
- Prevention from practising faith;
- Isolation or separation from family and friends due to religious affiliation;
- Physical abuse that includes physical injury, deprivation of sustenance, and sexual abuse;
- Exclusivity; dismissal of an outsider's criticism and labelling an outsider as of the devil;
- Withholding information and giving of information only to a selected few;
- Conformity to a dangerous or unnatural religious view and practice;
- Hostility that includes shunning (relational aggression, parental alienation) and persecution.

Spiritual abuse – ‘the four rules’ by Dr Graham Baker

A search for people claiming to help victims of spiritual abuse takes one to a large number of religious organizations which in some cases appear in themselves exclusive and therefore abusive. One exception is Graham Baker, a Christian minister in Australia, who states: “Spiritual abuse shares many common features with other abusive systems. The most identifiable are the unspoken rules: Don’t trust, don’t talk, don’t think and don’t question.”

The parallel with the TA theory of injunctions is striking:

- Don’t trust. The power wielded by abusive leadership is generated from the double premise that they alone are God’s “anointed” and that their biblical interpretations alone are to be trusted. Any interpretation or information that does not receive their endorsement is untrustworthy. The “don’t trust” rule squashes the individual’s confidence in their own judgment and their ability to make decisions for themselves.
- Don’t think. Leaders of closed systems do not tolerate the study and consideration of alternative interpretations of Scripture. Their viewpoints are considered unquestionable truth. This closed mindset often extends to edicts on personal life; clothing, occupation, ministry location and even marital choices may be prescribed. Independent thinking, particularly any close analysis of the group’s belief system, is considered a sign of dissension and disloyalty.
- Don’t talk. In abusive systems any discussion of group issues with non-members is discouraged. The leadership will not tolerate outside consultation since it could expose the membership to alternative solutions and undermine the leadership’s authority. Often current members are forbidden to talk to or about former members, unless it is to report on their subsequent shame and demise. Former members with relatives still involved in the church may be reluc-

tant to talk about their experiences for fear of reprisal. In some churches, members are commanded to sever communication with non-member relatives and to adopt the group as their new family.

- Don’t question. Abusive leadership will not tolerate challenges to its authority. “Don’t question” is a powerful rule. The member who questions the decisions or standards of the leadership is usually ostracised, humiliated or excluded from ministry opportunity. “I have met with many individuals and couples who have experienced such treatment when they questioned the leadership in their churches.”

My understanding of the nature of spiritual abuse

The principal ingredient in spiritual abuse is the shaming of the Child by a punitive parent or Parent.

Here are some others:

- Teaching children the *absolute* exclusiveness of their group.
- Training children to believe that the highest quality is to ‘bring satisfaction’ to their parents and the biggest ‘sin’ is to ‘disappoint’ their parents.
- Preventing children from having friendships outside of the religious fellowship, teaching a separation from “us” and “the world”, which is a very bad place full of bad people.
- Television is of the Devil, as is the Radio: Cultural deprivation.
- The rule of non-contradiction.
- “Spare the rod and spoil the child”. Small infants are hit in front of their siblings if they do not keep quiet in the religious assemblies.
- Last but not least, the calculated attempts to “break the will” of a child.

Berne’s energy theory in the context of spiritual abuse.

Berne’s theory has made a lot of sense to me in the context of my experience of spiritual abuse. He posited that there are three types of energy. He took Freud’s theory of bound and unbound energy and added a third category which he called free. The word ‘cathexis’ is used as a translation of Freud’s expression ‘Besetzungsenergie’ – the occupying energy.

- Bound (potential) cathexis in an ego-state is present and inactive.
- Unbound (kinetic) cathexis is energy available to access.
- Free (voluntary) cathexis is moveable by the person.

Berne referred to the sum of unbound plus free as ‘active cathexis’ and defined the two types of Self.

- The Executive Self is the ego-state with the most active cathexis.
- The Real Self is the ego-state with the greatest amount of free cathexis.

This is what Eric Berne wrote about his energy theory: "A physical analogy is offered by a monkey on a tree. ... When he is inactive, the physical energy is bound, so to speak, in his position. When he falls, this energy is unbound, and when he jumps he adds a third component by free choice. The kinetic and muscular energy together might be called the active energy. Bound cathexis then corresponds to potential energy, unbound cathexis, to kinetic energy, and free cathexis to muscular energy; and unbound cathexis and free cathexis together may be called *active cathexis*."

Joanna Beazley Richards uses a different metaphor which many find more accessible than that of monkeys in trees. (One of the author's problems with this latter picture is that monkeys don't generally fall off trees ...) The fuel held in the large underground tank at the filling station contains bound energy. When there is a leak around the pump this is known as unbound energy. Free energy is that available when we take the nozzle and direct it into the fuel tank of the car.

Petrůska Clarkson (1992) expressed it thus: "Bound cathexis can be equated with repressed energy or fixated Child ego states governed by the pleasure principle, and freely mobile cathexis, with energy at the disposal of the reality principle. Berne adds a third kind of cathexis which he calls 'unbound' where the latent bound energy becomes unbound and interferes with the exercise of free energy without the person's Adult volition. ... In the same way, people with contaminations (unbound cathexis) lose a sense of choice over their behaviour and thereby lack natural elegance or congruence. For example, washing hands may be a highly functional act, but when it is done from a contamination spilling over from bound beliefs, now unbound, that the hands are evil, even functional hand washing can have a driven quality."

A TA Understanding of Spiritual Abuse

In terms of Berne's energy theory, I believe that spiritual abuse leads to low volumes of free energy in Parent and Child. Every effort has been made to train the child not to be spontaneous, to invest energy into pleasing others and to discount her own opinions, thoughts or will.

- There is unbound energy in the shamed Child and in punitive Parent (P₁ in particular).
- The energy for spontaneity and immediacy in Child is bound. Energy in nurturing Parent is bound.
- Free energy, which may be used at will, is reduced because of larger amounts of bound and unbound energy in both Parent and Child.
- There is unbound energy in P₁. This is the fear and shame learned non-verbally from infancy. There is a parallel here with the type 3 impasse. The infant has formed his own view of the parent from the feelings of oppression, shame and the inevitability of being sinful and P₁ is created. The innate belief that something will go wrong, and it will be my fault, result-

ing in a shamed Child, and a difficulty to make and sustain relationships. The reason this is difficult to grasp cognitively is that the shame and fear have been learned and integrated experientially, not verbally.

Spiritual abuse in infancy and childhood results in a dual contamination:

- Quantities of unbound cathexis in Parent. This is the result of often non-verbal messages about children not being allowed their own voice, not being respected as individuals, but rather as an extension of their parents. It is wrong to think for yourself, and the supreme quality is to "fit in", to be blindly obedient, and to be quiet.
- Quantities of bound cathexis in shamed Child resulting in a shrinking sense of self. The child is taught that there is an all-seeing God who is constantly ready to punish. In my case, the cardinal sin was on the one hand to be angry, and on the other to displease my parents, or to make them sad. The corollary of which was that to "bring satisfaction" to my parents was really the only place of comfort. Hence, a hugely shamed, frightened Child, needing at all cost to please the parents in order to be safe.

Treatment using Berne's energy theory

In general, treatment is likely to consist of binding unbound energy in shamed Child and shaming Parent. It will be about freeing energy in natural Child and also in healthy introjects, if there have been any, and if not the client needs to take on those of the therapist. It is all about decontamination, working in the present, here and now, in order to enable healthy contact and attachment.

John Baxendale

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Psychotherapy and Politics: Realising the Potential

A report by Alastair Moodie on the national conference of Psychotherapists & Counsellors for Social Responsibility (PCSR) held in Glasgow on 7 and 8 May 2009.

Although this conference was co-sponsored by Person Centred Therapy Scotland and the Strathclyde University Counselling Unit (also predominantly PC), the event was open to all modalities. The organisers chose as the venue the Pearce Institute which was built more than a century ago in the working-class, shipbuilding community of Govan to serve the educational, cultural and recreational needs of local people. It has also been the scene of many socialist rallies and union meetings. (Govan's most famous son is Sir Alex Ferguson, the manager of Manchester United Football Club!) The programme was a rich mixture of workshops and lively panel discussions with the addition of an art session for the whole group. Both mornings there were two workshop sessions of 75 minutes each, with a choice of six topics each time. The topics were wide ranging from "Being White" by Judy Ryde (who will be addressing the TA trainers' meeting in Rome) to issues of class and rank, climate change, asylum seekers, economic factors, social activism, human rights, surviving torture, attitudes to children and young people, and encounter groups for managers.

The afternoons were devoted to plenary sessions with satisfyingly "meaty" panel discussions and other group activities including the art session where we gave free rein to our non-verbal creativity. I was very impressed with the two panels – not only because of their composition but also because of the careful preparation that was evident. We were provided with a printed synopsis of each 10-minute presentation, and time boundaries were respected throughout the conference.

Keynote Panel

The intention was to devote the first day to theoretical considerations and then to focus on practice and action on the second day, but naturally there was a good deal of overlapping. The first keynote panel was presided over by Judith Anderson who is a Jungian analyst and currently the chair of the PCSR's steering group. The panel members were Andrew Samuels, a high profile figure and author of several books on politics and psychotherapy; Gillian Proctor who has written critically about power and therapy; Nick Totten who is a member of the PCSR steering group and interested in eco-psychology; and Mick Cooper who is a professor of counselling at Strathclyde University in Glasgow.

Mick Cooper is an existentialist psychotherapist who is interested in pluralistic approaches. He spoke about pluralistic models of the self, and I thought that he could be talking TA! Apparently there is new thinking in which the mind is conceptualised as a "multiplicity of

semi-independent parts". The new models create "shared structures between socio-political organisation and intra-psychic organisation". Do these words remind you of the transactional model of ego states that brings together the intrapsychic with the interpersonal and allows us to explore the dynamics of relationship?

Cooper then talked about ways of relating to the Other and about "our internal Otherness". I thought about Berne's original conceptualisation of the Parent ego state as the *extero psyche*, the introjected other. His key question was: What makes for good, healthy functioning, for engaging the different parts at social and personal levels? He talked about win/lose and win/win relationships as if he was referring to existential life positions! I suggested to him that we have lots of scope for dialogue and he agreed.

Power in relationships was Gillian Proctor's theme. All the panellists were addressing the links between personal change and political change. Proctor observed that most therapists and most clients are women and she was aware of the potential for power plays in the therapy room. For example, how far do the values of the therapist influence clients and who decides what good personal change is? She wondered whether individualising problems in therapy can ever lead to social (group) change.

Social Trauma

Nick Totten offered a fascinating analysis of social trauma which he described as the shared response to major events that activate emergency modes of functioning for entire societies, for example, war, pandemic, famine (or financial collapse?). He reminded the audience that a primary response to trauma is dissociation by which unbearable experience is kept out of consciousness. Therefore it was possible for a whole society to become disconnected from current reality. In addition, the suppressed traumatic memory may be re-enacted in out-of-awareness ways.

Totten suggested that we are currently experiencing "a massive collective dissociation which seems to make us incapable of responding to the immediate and urgent crisis of climate change ...in effect our species is destroying its own life support system". What is needed, he proposed, is similar to the work with a dissociating individual in helping the person to be aware of an altered state and thus to reactivate their internal witness function. (In TA terms, we might think about deconfusing the Child ego states and decontaminating the denial and fixed beliefs of the Parent ego states so that in fully cathected Adult ego state we can respond appropriately to the here-and-now reality.)

The Political Self

What Andrew Samuels gave us in 10 minutes with accompanying notes and experiential exercises could have been expanded very readily into a whole afternoon's workshop. Firstly, he advised humility in the face of our limitations as those engaged primarily in individual

psychotherapy. In this respect we were like any citizen who may have an intensely private response to political issues but can achieve nothing without engaging in collective activity. He thought that there was a lack of good psychological theory about “the political self”, and he offered some pointers. He asked questions about personal political formation, beginning with early influences. “What is your political autobiography including your first political memory?” He promised, “Do that kind of work on your political self and the rewards will be immense.”

He went on to consider how to work responsibly with political, social and cultural material in the clinical situation. It used to be viewed as bad practice to explore such stuff and yet these aspects of a client’s (and a therapist’s) life could no longer be ignored. Samuels thought that we lacked good guidance in this area. This was also linked to the political dynamics of the relationship between client and therapist.

Finally he turned to ideas developed for use in therapy with individuals that might be applied to political situations. He gave the example of his recent role as a psychological consultant to the Obama presidential campaign. He worked on the concept of the “good-enough leader” who is the father of the nation in a different kind of way. (Apparently Obama was so much better at holding babies than McCain – and of course that had nothing to do with McCain’s physical disability due to his military service!)

On Hope and Disappointment

In typical fashion, Andrew Samuels gave us the following peroration:

“Hope and disappointment are political emotions.”

(On hope) “Therapy is a utopic fantasy! Without a spark of utopianism, no client would get anywhere and no therapist would open her office – it’s absolutely vital.”

(On disappointment) “I spit on disappointment. It doesn’t matter being disappointed. What would matter is if you didn’t try with hope in your heart and fire in your belly to do the thing that you know will lead to disappointment!” (No-one asked him if he was referring to his campaign against state regulation of counselling and psychotherapy or his opposition to “Increased Access to Psychological Therapies”.)

On the second day I was particularly impressed by two contrasting contributions.

Working in a Political Context

Dr Khatidja Chantler is a lecturer and researcher in Social Work at Manchester University and also a person-centred counsellor who is very interested personally and politically with issues of race, gender and class. She referred to her work with asylum seekers to illustrate the ever-present political context. She began by remarking that psychotherapy was not renowned for challenging the social order in relation to client distress. Indeed it supported the prevailing social order “by placing a

disproportionate or inappropriate responsibility for their problems on to the clients themselves rather than locating the problem within the framework of unequal power relations at the societal level”. Whereas social work had a long tradition of concern for social justice, she believed that the individualised approach of psychotherapy had collaborated with the neo-liberal politics of personal freedom and individual responsibility. Yet it was not possible to be apolitical as a therapist. It was a question of the kind of politics each of us chose to exercise.

She outlined the political context in the UK for asylum seekers before she shared a brief case study. She demonstrated how some therapists might ignore their clients’ preoccupation with present threats and insecurities by focusing on their stories of past trauma. Another common pitfall was to place an undue significance on lateness or non-attendance for sessions when many other pressures and practical obstacles needed to be accounted for by the counsellor. Chantler’s case study had the effect of reminding us that political systems have a direct impact on vulnerable individuals and that we can make a difference only by becoming politically active with others.

It was probably inevitable that we would move eventually from psychotherapy in a political context to the politics of psychotherapy.

The Politics of Psychotherapy

Dave Richards is professor of Mental Health Services Research at Exeter University and a leading advocate of increasing access to psychological therapies. He is a professed socialist with a passion for a more egalitarian society through greater social democracy. He believes that access to knowledge and information has always been controlled by the dominant social class. He was trained as a mental nurse and he was attracted to cognitive-behavioural therapy (CBT) because it demystified psychological therapies and challenged traditional practices.

He argued that CBT has democratised the talking therapies by opening up professional knowledge to lay audiences. He laughed at the recent comment of a leading psychiatrist who stated that training nurses to be psychotherapists was like training lorry drivers to be airline pilots! Perhaps Richards wanted some of his audience to feel uncomfortable about the professional elitism within psychotherapy.

To those who fear that the government’s programme to Increase Access to Psychological Therapies (IAPT) was tantamount to mind control by the state, he said that the aim was to improve social inclusion through employing people from within their own communities to deliver low-intensity psychological treatment. 40% are new workers who, according to predictions, will deliver 70-75% of the CBT. Richards described this as enabling recovery through access to empirically derived psychological information along with culturally appropriate

support from people of the same class, culture and creed.

Against Elitism

Richards threw down a challenge to all of us. It was time to dismantle the existing professional delivery structures that are elitist and exclusive, and replace them with alternative approaches that are much more accessible and better related to working-class and cultural values.

I was inspired and excited by what Dave Richards said about empowering people by giving them the knowledge, the skills and the tools to be more psychologically minded and more emotionally literate. Like many people, I have misgivings about IAPT and the attempts of the professional CBT elite to subvert the principal intention by restricting access to the knowledge.

In the ITA it is time for us to examine our track record. The fact is that we are not the providers of knowledge about TA to the majority of those who are familiar with some of the core concepts and how to apply them. The chief providers are colleges of further education and higher education and the psychology departments of universities. The BACP has many thousands of members and a recent survey suggests that as many as 40% claim some acquaintance with TA.

An Outward-Facing ITA?

I believe that it is time to recover our tradition of open communication and accessible language. What matters is that we speak in a language that people can easily grasp, apply to themselves and share with others. That is a challenge for us in the way that we have professionalised, and maybe ghetto-ised the whole business of TA. Let us open it up and give people the knowledge, the skills and the permissions. (or invite them to take the permissions!) After all, it is our declared mission to promote the knowledge of TA to the general public.



Nick Totten (standing) with Mick Cooper and Judith Anderson chairing the panel

Psychotherapists & Counsellors for Social Responsibility

PCSR was set up in 1995. It is an organisation run by and for its members across all modalities. The website is www.pcsr.org.uk. One of its aims is to locate psychotherapy and counselling in a social context by:

- recognising the impact of the political dimension on the relationship between practitioner and client
- developing ideas about the ways in which social, political, environmental and cultural issues can be integrated into theory and practice
- addressing and challenging racism, sexism, homophobia as well as other forms of prejudice and discriminatory practice at all levels within the psychotherapy and counselling professions
- campaigning for better provision of, and access to, statutory and low-cost counselling or psychotherapy services in all parts of the country

Members of PCSR are psychotherapists, counsellors and other professionals seeking to bring psychotherapy and counselling into the public domain. It also aims to be a forum for psychotherapists and counsellors who wish to influence and broaden the political process by:

- incorporating emotional and psychological perspectives into current debates on social, cultural, environmental and political issues
- developing new ways of talking amongst ourselves and with others that integrate the personal and political into our daily lives
- engaging in dialogues with policy makers and with the media in ways that acknowledge diversity and discourage polarised thinking
- generating action and launching campaigns

PCSR membership includes print and online access to **Psychotherapy and Politics International (PPI)** which publishes topical and diverse papers from all schools of psychotherapy and from across the political spectrum. It is edited by Nick Totten with Andrew Samuels as consulting editor.

For more information about PPI, visit www.interscience.wiley.com/journal/ppi

Book Review

The Process Therapy Model

by Taibi Kahler

Pub. Taibi Kahler Associates, 2008

Reviewed by Jane McQuillin

Taibi Kahler sets out his latest thinking on the Process Therapy Model, (PTM). Overall, I think PTM is sufficiently different from the Process Model as we know it to warrant a different name, in order to avoid confusion. The opening section sets out the development of the theory, including Kahler's collaboration with Paul Ware.

Personality Typing

Kahler has re-named Dreamer, Promoter, Persister, Workaholic, Rebel and Reactor as Dreamer, Doer, Believer, Thinker, Funster and Feeler respectively. He believes that we are born with one of the six types as strongest, or that it becomes so very early in life. The amount of energy in the other five types is determined by the interaction of temperament with environment.

The *Personality Pattern Inventory* (PPI) determines the order and relative energy in each of the types, which he then ranks visually in a six-floor 'condominium', with the strongest type at the base. He describes in intricate detail the characteristics of each type, including its 'perception', ('contact door'). In the PTM a client using a new perception has 'phased', i.e. moved, to a different type or floor, so the concepts of target and trap door are no longer relevant. At times Kahler appeared to be saying that phasing was progressive, and at other times that it was the result of stress. As he talked of unincorporated developmental issues being a cause of phasing, I thought of Levin's (1982) work.

Kahler's description of personality types includes the psychological need associated with each type, the drivers, warning signals of distress, primary and secondary injunctions, games played, game payoff and existential position. His thinking extends to how different intrapsychic personality types impact upon each other. He predicts how individuals will respond to stress, and describes how PTM was used with success for eighteen years in selecting astronauts in the US space programme.

Using the Process Therapy Model

So how would practitioners use PTM? They would practise making a good connection with their client through identifying her 'perception' and her channel of communication. They would be able to predict her needs. For example, they would contact a thinker, ('Workaholic'), through thoughts and by asking questions; her psychological need is time structure and recognition of work; the issue she needs to address is loss.

The warning signs and 'masked' behaviours indicate that these needs are not being met positively and that the client is seeking to meet them negatively.

Generally there is joint emphasis on supporting the client to be comfortable in her own personality makeup, together with options for change. At a greater level of complexity, the experienced therapist would predict, and help the client to meet, the challenges at home or in the therapy room presented by different combinations of personality types in each person.

Impressions

I did not find this an altogether satisfactory book. There is a tantalising sense of a wonderful opportunity to learn and extend one's skills that is just out of reach. The material is densely structured, and is not always presented in a user-friendly way. At times the presentation of the theory appears to be laboured and even repetitive, and at other times the introduction of important 'clunks' in the chain of theory is skimmed, so that there is an inadequate foundation for what follows. Partly this is owing to the complexity of the material, and partly I think it is one of style.

The paradox is that one of the features of the model is connecting with the other, yet there is a loss of attunement with the needs of the reader. Perhaps acquiring the model is best achieved in the training offered by Kahler and his associates.

Research

There is a wealth of research mentioned in this book which could be a valuable resource in the current climate of change in psychotherapy in UK. "Over 700,000 people have been profiled using the PPI, of which over 17,000 have been in a clinical context", (p. 29). Some of the data is significant at the $>.01$ level. How we can study human beings and sustain a vision that their humanness transcends research data is perhaps the subject of another book.

Jane McQuillin

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ITA Registered Practitioners – Classifieds

ITA registered is a label which indicates that the **individual/training establishment** has met the ITA requirement to **practise professionally/train to CTA standard** in the UK. Some training establishments offer courses which also meet UKCP standards.

Teaching and/or Supervising Transactional Analyst: Qualified to practise, qualified to teach and/or qualified to supervise trainees and qualified members. **Provisional Teaching and/or Supervising Transactional Analyst:** Qualified to practise, training to qualify as a Teaching and/or Supervising Transactional Analyst. Can train and/or supervise trainees. **Certified Transactional Analyst:** Qualified to practise. **Trainee Transactional Analyst:** In training, practising under supervision.

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Dear Editor ...

If you have items of news, letters, articles etc for ITA News, please send to: itanews@ita.org.uk

Deadline for August issue: 15 July 2009





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RELATIONAL TRANSACTIONAL ANALYSIS WORKSHOPS

Helena Hargaden working with Visiting Tutor
Heather Fowlie on 28/29 November, 2009

These Workshops:

- *Develop relational transactional analysis*
 - *Develop how to work relationally*
- *Develop theory and methods associated with relational TA*

“What is Relational Transactional Analysis?”

Heather will lead the weekend on how to begin thinking and working as a Relational Transactional Analyst. She will draw on published relational TA work including her article, “Confusion and Introjection: A Model for understanding the defensive structures of the Parent and Child Ego States” *Transactional Analysis Journal* 35:2, published in 2005.

We aim to make this a gentle introduction in which participants will develop a deeper interest in relational theory and technique by the end of the weekend. We will take time to engage with group members, and work in small groups, so that individual learning needs are taken into account.

In order to attend you need to be in psychotherapy at least on a weekly basis and have completed two years training in TA.

The weekends are held at Commonworks, Bore Place, Chiddingstone, Kent. B&B is available locally or at Bore Place if you contact them personally. Bore House is in the low weald of Kent, close to Sevenoaks train station, and is set in a beautiful and peaceful environment. It is accessible by road from the M20, M26 and M225, and is a 35 minute train ride from Charing Cross, London. Detailed travel arrangements will be sent out to applicants.

**Applicants please contact me by email or phone for more details. The cost is £200.00.
There will be a non refundable deposit of £100.00.**

E-mail: helenahargaden27@hotmail.com Website: www.relationalta.co.uk

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Exam Calendar

2-3 July 2009	Rome, Italy (EATA/COC)	CTA, TSTA
5 Aug 2009	Lima, Peru (ITAA/BOC)	CTA, TSTA
24 Sept 2009	Calicut, Kerala, India (SAATA/BOC)	CTA
24-25 Sept 2009	Belgrade, Serbia (EATA/COC)	CTA
30 Sept-1 Oct 2009	London, UK (ITA/COC)	CTA
13 Nov 2009	Germany (EATA/COC)	CTA, TSTA
13 Nov 2009	Paris, France (EATA/COC)	CTA, TSTA
21 Nov 2009	Sydney, Australia (WPTAA/BOC)	CTA
7-8 April 2010	Keele, UK (ITA/COC)	CTA, TSTA
8-9 July 2010	Prague, Czech Republic (EATA/COC)	CTA, TSTA
11 August 2010	Montreal, Canada (ITAA/BOC)	CTA, TSTA

TEW

28-30 June 2009	Rome, Italy (EATA)
8-10 Aug 2009	Lima, Peru (ITAA)
27-29 Sept 2009	Calicut, Kerala, India (ITAA)
12-14 July 2010	Prague, Czech Republic (EATA)

TPW

6-8 December 2009	Budapest, Hungary (EATA)
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Announcing...

Professional Excellence Workshops

→ *Now always at "The Berne"* ←

Coming dates: 4-6 Sept. 2009; 26-28 Feb. 2010

Do you want to enhance your professional skills in TA? Then the Professional Excellence Workshops are for you!

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).

Whether or not you have an exam or TEW in view, these workshops offer you an excellent opportunity for advanced training and supervision. You will have the chance to sharpen your TA skills, and network with colleagues, in a supportive group setting.

The workshop leaders are **Adrienne Lee, Ian Stewart, and Jim Davis**, Teaching and Supervising Transactional Analysts. Jim is by now a “regular” on the PEW teaching team, having taught on several previous PEWs, and we welcome him again on these workshops. (At press date, Alice Stevenson is unfortunately indisposed – we wish Alice a full and speedy recovery).

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

- multi-level supervision
- tape presentation
- discussion of theory and ethics
- practice exams (CTA or TSTA)
- supervised teaching
- personal work.

For much of the time, we carry on several different activities simultaneously, using sub-groups. This lets you get maximum value from the time you spend in the workshop.

Personal therapy time is available, within contractual boundaries, as an integral part of the workshop. This gives you the opportunity, if you wish, to deal immediately with any personal issues that may arise for you in the course of the day’s work.

Venue: the PEWs are held at The Berne Institute, near Nottingham. We ask you to arrange your own accommodation. We will send you directions to the workshop and lists of accommodation, in various price ranges, when we confirm your booking.

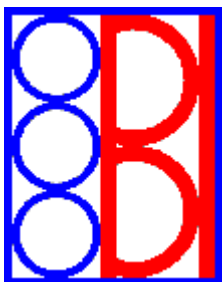
Attendance: for the best learning experience, we strongly recommend that you attend for the complete duration of the workshop. If you can only attend for part of the time, the full fee remains payable.

Accreditation: CTA trainees can log the hours spent at the PEW as Advanced TA Training and/or supervision, as specified in EATA regulations. Qualified TA professionals can count the hours as CPD.

Fees: the workshop fee is £375. Please send a deposit of £75 (non-returnable) to register your application for a place. Please make payment in UK £ only, by Eurocheque, I.M.O., or cheque drawn on a UK bank, made payable to any one of the presenters.

For bookings and further information, please contact:

The Course Registrar,
The Berne Institute,
29 Derby Road,
Kegworth DE74 2EN, England.
(Tel/fax 01509-673649).
Email: via web site, www.theberne.com



The Berne Institute

*Training in TA Psychotherapy and Counselling
at the Centre of England*

Co-Directors: Adrienne Lee BA TSTA Ian Stewart PhD TSTA

On-going training courses 2009-10 (including MSc course in TA Psychotherapy)

For the academic year 2009-10 (beginning in Autumn 2009) we shall once again be offering a co-ordinated training programme that comprises three courses: the ***Foundation Certificate in TA***; the ***Diploma in TA***; and the training course in ***TA Psychotherapy***, leading to the EATA examination for accreditation as a Certified Transactional Analyst (CTA). Success in the CTA examination entitles the practitioner to inclusion in the National Register of the United Kingdom Council for Psychotherapy. We also offer an ***MSc in Transactional Analysis Psychotherapy*** and a ***Postgraduate Clinical Diploma in TA Counselling***, both courses validated by Middlesex University. Work for the MSc and PGC Diploma is closely integrated with our existing TA Psychotherapy course. For 2009-10, in addition to our weekend training groups, we are again offering a *weekday* group.

We are interviewing now for admissions to our 2009-10 courses. To apply, or to request a brochure giving full details of all our on-going courses, please contact our Course Registrar at the address below, or email via our web site, www.theberne.com.

Masters' Degree in Transactional Analysis Psychotherapy

MSc students follow our existing well-established TA Psychotherapy training course (twenty days' part-time training per year), which leads to the CTA examination. The final written and oral examinations for the CTA are also the final examinations for the award of the MSc. Students on the Masters' course will in addition submit a number of written assignments for formal assessment as they progress through the course.

If you are new to TA studies, your entry point is likely to be in the Foundation Year; if you have already completed some TA training, you may be eligible to enter the course in a more advanced year. Our brochure will give you full information on admission and other course details.

- ***MSc by Accreditation of Prior Learning (APL)*** If you have already qualified as CTA (either at The Berne Institute or at another EATA-accredited centre) you are eligible to apply for the award of MSc via Accreditation of Prior Learning (APL). *You may begin the APL process at any time of year*, and there are currently places available. If you are interested in APL, please contact our Course Registrar and we shall be glad to send you this information.

For further details of these "Berne" training courses, information on our programme of workshops, seminars and other TA events, or any other enquiries, please contact: **The Course Registrar, The Berne Institute, Berne House, 29 Derby Road, Kegworth DE74 2EN**
Tel./fax 01509-673649; or visit our web site www.theberne.com
(You can also contact us by email via our web site)



Holistic training for holistic practitioners

We are now taking applications for entry into Diploma in **Transactional Analysis Psychotherapeutic Skills (with Pastoral Counselling)**, beginning October.

Exam Prep Group. **John Monk-Steel TSTA(P)** provides a supervision and professional development group for CTA's and PTSTA's. The group will be organised around themed topics negotiated with group members whilst allowing time for individual items to be raised.

Professional Development Workshops

13th May ***I hate you, don't leave me:***

The aim of the workshop is to understand the pain and hurt endured by people with a borderline process; not difficult - just surviving. This can enable the practitioner to work more effectively in facilitating change, facilitated by John Monk Steel

30th May ***Who did that?- fragmentation and trauma.***

Understanding the evolutionary processes underlying dissociative splitting. The focus will be on the short term gain and the long term loss of the "freeze position" leading into how to help the client manage the pain of reintegration. Facilitated by Diane Beechcroft

9th June ***I do care but I just can't anymore:***

"The Caring Professions" provide both the most consistent high ratings in job satisfaction, and massive problems with burnout. We will use recent research findings on the role of empathy in vicarious trauma to understand this process and provide ways of keeping the empathy and avoiding the trauma, facilitated by Diane Beechcroft.

16th July ***Mental Health Familiarisation***

An introduction to the NHS psychiatric service; disorders, diagnoses, use of DSM IV, multi professional working, range of service provisions from someone with 26 experience of running acute psychiatry within the NHS. Fulfills UKCP/HIPS requirements. Facilitated by John Monk Steel

Contact: Administrator, 43 Stonegate Rd, Leicester, LE2 2BP. Or website www.midshires-training.com



Bodywork Intensives - Education in Feeling

London Radix Workshops 2009

led by

Michael Randolph and Michael Gavin

(certified Radix teachers)

Next workshops:

July 3 – 5

September 11-13

November 20 – 22

COST: £165

(£15 discount if deposit received by four weeks in advance)

Each workshop is limited to 10 participants.

To book please send £100 non returnable deposit, payable to Michael Gavin at 3 Longmead Road, LONDON SW17 8PN

Special event 22,23 August 09

Sexual Aliveness3

The roots of Radix work are with Wilhelm Reich, for whom sexual aliveness, and the capacity for mutuality, intensity and surrender in contact were keys to psychic health. Reich used the term "muscular armour" to describe the way our minds and our bodies constrain both our power and potency, and our tenderness and vulnerability.

In this one-off workshop we will use the power and energy of Radix work, as well as its subtlety and sensitivity, to enable participants to contact, experience and mobilise their own aliveness and its sexual resonances, and to soften the armouring that may be blocking them.

What people have said about radix work

'Radix Intensives allow for the fostering of deep levels of trust, intimacy and connectedness, both within oneself and with others... the Intensives offer a unique environment where one's life and sense of aliveness is awakened, supported, nurtured and celebrated.'

*for more information
and details of other workshops*

VISIT OUR WEBSITE: www.londonradix.cc

SIGN UP for the "London Radix Newsletter"

Email: info@londonradix.cc or call Michael Gavin on 0208 672 0773

Uniquely, TAworks provides training in 4 fields

FOUNDATION YEAR covers all fields via occasional visiting additional trainers.

2010: 10 sessions (Fri aft & Sat) commence 19 Jan.

ORGANISATIONAL and EDUCATIONAL advanced training for psychotherapists and counsellors with clients who present workplace issues, plus consultants, trainers, coaches and managers with 120+ hours TA.

2010 dates: 29-30 Jan; 26-27 Feb; 26-27 Mar; 23-24 Apr; 21-22 May; 18-19 June; 3-4 Sept; 1-2 & 29-30 Oct; 26-27 Nov.

This is followed by another similar year - then by 5 module very-advanced year (requiring 360+ hours TA) towards CTA, beginning 22 Jan 2010

or

RELATIONAL TA PSYCHOTHERAPY advanced training with David Tidsall PTSTA(P) - for people with 120+ hours Foundation. Ten weekends per year commencing 9-10 January 2010

TA in DEPTH

4 Oct 2009 **EMPATHY? PLAY or PLAIN-TALKING?** Charlotte Sills TSTA(P)

25 Oct **ADOPTION:** Cathy McQuid PTSTA(P)

21 Feb 2010 **PSYCHOTHERAPY & THE BODY:** Steff Oates TSTA(P)

13 June **CLARIFYING EGO STATES:** Graeme Summers

OPEN PROGRAMMES

16-22 Oct **INTENSIVE TA LEADERSHIP COACHING AND MENTORING** leading to qualification from the Institute of Leadership and Management at level 7 £1950

6-8 Nov residential **UNCONSCIOUS GROUP PROCESSES:** Helena Hagaden TSTA(P) & Rosemary Napper TSTA (O&E)
£375 all inclusive for advanced & qualified trainees

30 Apr-2 May 2010 **TA - Leadership and Horses:** Annette Dielman PTSTA (O)



We offer you occasional themed workshops to support both people in TA training and trainers – provided by expert practitioners from across Europe. Contact us for more information and registration:
01865 250528

Rosemary.Napper@TAmatters.com
www.TAworks.co.uk

Venue is **Workshop** in Oxford. It is easily accessible: London buses run every 10 mins (75 min journey), Heathrow every 30 mins (60 min journey), Gatwick hourly (90 min journey), Park and Ride regular bus links. Trains direct from E and NW, convenient connections from all over UK, with regular bus service from station. Location close to car park, with lots of local B&Bs, restaurants and cafes.

TAworks
01865 250528



ITA Registered Training Establishments

full details on www.ita.org.uk

ITA Registered is a label which indicates that the **individual/training establishment** has met the ITA requirement to **practise professionally/train to CTA standard** in the UK. Some training establishments offer psychotherapy courses which also meet UKCP standards. *Please note that the absence of The Lakeland Institute in Cumbria and The South Manchester Centre for Psychotherapy from the listing of Registered Training Establishments throughout 2008 was due to an administrative oversight.*

HEART OF ENGLAND

TA WORKS Ltd: 42 Cowley Road, Oxford, OX4 1HZ Tel: 01865 250528 Fax: 01865 250528
Email: Rosemay.Napper@TAmatters.com Website: TAworks.co.uk

LONDON

Metanoia Institute: 13 North Common Road, Ealing, London W5 2QB, Tel: 0208 579 2505
Fax: 0208 8323070 Email: thilisa.hamilton@metanoia.ac.uk Website: www.metanoia.ac.uk

MIDLANDS

IMPACT - Midlands: 5 Bawdsey Avenue, Malvern WR14 2EW Tel: 01684 566268
Email: gordon.law1@btopenworld.com Website: www.impact-uk.org

Mountain Associates: Beechwoods, 56 Main St, Desford, Leicester LE9 9GR Tel: 01455 824475
Fax: 01455 824475 Email: ta@mountain-associates.co.uk Website: www.mountain-associates.co.uk

The Berne Institute: Berne House, 29 Derby Road, Kegworth DE74 2EN Tel: 01509 673649
Fax: 01509 673649 Email via Website: www.theberne.com

NORTH EAST ENGLAND

Ellesmere Centre: 861 Holderness Road, Hull, HU8 9BA Tel: 01482 702571 Fax: 01482 702571
Email: admin@ellesmerecentre.co.uk Website: www.ellesmerecentre.co.uk

Leeds Psychotherapy Training Institute: 2A Weetwood Lane, Far Headingley, Leeds LS16 5LS
Tel: 0113 2789953 Fax: 0113 2754616 Email: info@lpti.org.uk Website: www.lpti.org.uk

Yorkshire Training Centre: 24 Railway Street, Brighouse, West Yorkshire, HD6 1HQ
Tel: 07710 419378 Email: dave@ta-psychotherapy.co.uk Website: www.ta-psychotherapy.co.uk

NORTH WEST ENGLAND

Cumbria School of Transactional Analysis: 24 Wordsworth Street, Penrith, Cumbria CA11 7QY
Tel: 01768 899941 Fax: 01768 899941 Email: lisandjohn@lineone.net

Elan Training: Hilltop Centre, 217 Ashley Road, Hale, Altrincham WA15 9SZ Tel: 0161 928 9997
Fax: 0161 929 6916 Email: elan@elantraining.org Website: www.elantraining.org

The Lakeland Institute: 31 Princes Street, Ulverston, Cumbria LA12 7NQ Tel: 01229 588404 Email: jane@mcquillin.plus.com Website: www.thelakelandinstitute-ta.co.uk

The Manchester Institute for Psychotherapy: 454 Barlow Moor Road, Chorlton, Manchester M21 0BQ, Tel: 0161 862 9456 Fax: 0161 881 8225 Email: bob@mcpt.co.uk Website: www.mcpt.co.uk

The South Manchester Centre for Psychotherapy: 6a Moor Top Place, Heaton Moor, Cheshire SK4 4JB Tel: 0161 432 9320 Fax: 0161 4431628 Email: admin@smcpsychotherapy.co.uk Website: www.smcpsychotherapy.co.uk

SCOTLAND

Counselling & Psychotherapy Training Institute: Admin office: 86 Causewayside, Edinburgh EH9 1PY Tel: 0131 667 6173 Email: enquiries@cpti.info Website: www.cpti.info

SOUTH EAST ENGLAND

The Link Centre: Headway Hurstwood Park, Headway House, Jackies Lane, Newick, East Sussex BN8 4QX Tel: 01892 652487 Email: leilani@thelinkcentre.co.uk Website: www.thelinkcentre.co.uk

Wealden College: 2 Quarry View, Whitehill Road, Crowborough, East Sussex TN6 1JT Tel: 01892 655195 Fax: 01892 655195 Email: joanna@wealdeninstitute.co.uk Website: www.wealdeninstitute.co.uk

Wessex School of TA (WESTA): More House, 13 Warwicks Bench, Guildford, Surrey GU1 3SZ Tel: 01483 574304 Fax: 01483 456646 Email: birgittarheiller@aol.com

SOUTH WEST ENGLAND

Bodmin Psychotherapy and Counselling Centre: Priory Bungalow, Priory Road, Bodmin, Cornwall PL31 2AE Tel: 01208 74600 Email: cathy@counsellingcornwall.co.uk Website: www.counsellingcornwall.co.uk

The Iron Mill Institute: Hems Studio, 86 Longbrook Street, Exeter EX4 6AP Tel: 01392 219200 Fax: 01392 219200 Email: info@ironmill.info Website: www.ironmill.info

WALES

IMPACT Wales: The Highlands, Old Llantrisant Road, Tonyrefail, Porth CF39 8YU Tel: 01443 676579 Email: jenny.thomas@swt.eclipse.co.uk Website: www.impact-uk.org

TSTA TRAINING

with Jim Davis – in Manchester

A series of workshops to develop TSTA skills and qualities- in supervision, training, advanced theory, ethics and TA organization.

DATES

Sun/Mon 27/28 Sept '09
Sun/Mon 15/16 Nov
Sun/Mon 31 Jan/1 Feb '10
Sun/Mon 21/22 Mar
Sun/Mon 23/24 May
Sun/Mon 4/5 July

COST

£70 for 1-4 days booked
£60 for 5-8 days booked
£50 for 9-12 days booked

STRUCTURE

- teaching and discussion of supervision and training theory/ models
- live supervised supervision and training of visiting trainees
- seminar style reading/ discussion of advanced theory
- TEW and TSTA exam orientation and preparation
- project work re TA organizations
- structured learning and flexible agendas

These workshops are open to CTAs preparing for the TEW, PTSTAs, *and supervisors and trainers from other approaches.*

The underlying principle for this training is to facilitate participants' awareness and development of their *own* style, and the incorporation via learning and practice of supervision, training, theoretical and professional skills and qualities. The format of the workshops will evolve and develop through its shaping by participants.

Contact Jim Davis on 0161 282 1468 email: j.davis360@ntlworld.com website: www.psycheinstitute.com

Workshops and Events

“What You Always Wanted to Know about Relational TA But Were Afraid to Ask” (Applied Topics in TA series)

Tues 23 June

Heather Fowlie MSc TSTA(P)

£75 (“Berne” members), £85 (non-members); booking deposit £25

The Berne Institute, Berne House, 29 Derby Road, Kegworth DE74 2EN 01509 673649 via web site, www.theberne.com

“TA 101” Introductory Course

Weekend 11-12 July

Adrienne Lee BA TSTA(P)

£75 (“Berne” members), £85 (non-members); booking deposit £25

The Berne Institute, Berne House, 29 Derby Road, Kegworth DE74 2EN 01509 673649 via web site, www.theberne.com

Therapy Marathons

with Alison Ayres TSTA & Trevor Timms CTA

Dates: May 29/30/31 and September 11/12/13

Time: Friday evening 7 – 9pm, Saturday and Sunday 10 – 5pm

Venue: The Studio on the Green, Selkirk, Scottish Borders TD7 5AA

These marathons are open to trainees at all stages in their training and to others who wish to enhance and expand their experience of their own personal therapy in an intensive therapeutic environment. It is a requirement that all participants are in regular therapy and that they discuss their participation in this event with their therapist prior to being offered a place.

Maximum numbers: 12

Cost: £150

To book: send £50 deposit to Trevor at the above address. Cut-off date for applications is two weeks prior to each workshop; after this date no deposit will be returned and the full balance is due.

For further information: contact Trevor on 01750 21997: trevor@thestudioonthegreen.com or Alison on 0131 466 0579: alisonayres@ndirect.co.uk

CTA EXAM PREPARATION

This is a group for people preparing for their written and/or oral exam, including trainees who are just starting the process and want support from peers as well as those who are actively working towards their oral exam. The days are grouped in series of three or four. Participants normally commit themselves to at least two series of workshops.

The group works on a cooperative basis – on each day the content is negotiated by the members. A typical day may include focus on a particular theme or theory, a discussion of part of the written exam and practice viva sessions.

Facilitator: The days will be facilitated by Carole Shadbolt, TSTA(P)

Dates: 12th September, 10th October, 7th November,
12th December, 16th January, 13th February, 13th March,
8th May, 12th June, 24th July

Costs: £125 per day. £375 for series of three workshops.

MOCK EXAMINATION INTENSIVES

Dates: Saturday, 5th September 2009
Tuesday/Wednesday 20th/21st October 2009

Metanoia Institute has revived its mock examination workshops. The workshops are facilitated by staff from our highly experienced team. The workshop format is flexible, with several different activities taking place in sub-groups. Workshops are open to anyone who is preparing for their qualifying examinations (counseling, CTA, TSTA) or the TEW. The workshops offer a unique environment in which to practice, hone or to desensitize by observing, all aspects of the examination journey.

Typical activities include mock exams, tape presentations; appraisal and evaluation; theory, organizational questions and discussions, ethical and professional discussions, as well as multi level supervision and supervision of teaching - all in a cascade format. In addition to the content of the mock examinations from both contemporary as well as traditional TA perspectives, we will offer participants coaching on managing the exam process itself.

Costs: Members/Non-Members £125/£145 (per day)

POST QUALIFICATION MSC FOR CTAs

Students apply to have their prior learning accredited with 120 credits towards the MSc. Having identified particular areas of interest in relation to their professional development, students then attend workshops on areas of psychotherapy theory and practice - such as groupwork, couples work or CBT. Students may also combine their study with the attainment of a Metanoia Practitioner Certificate.

Students are required to demonstrate through their practice, their reflection and a dissertation (6-8,000 words) the integration of their work into practice.

Overseas candidates may apply to achieve the MSc through private study, practice and dissertation.

For further details, please contact Heather Fowlie,
Head of Department.

Metanoia Institute is a registered charity

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INSTITUTE

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metanoia.ac.uk

Metanoia Institute
13 North Common Rd
Ealing, London
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CONTACT DETAILS JUNE 2009

ITA, Broadway House, 149-151 St. Neots Road, Hardwick, Cambridge CB23 7QJ
Tel: 0845 0099 101 (International dialling: + 44(0)1954 212468) Fax: 0845 0099 202
Email: admin@ita.org.uk Web: www.ita.org.uk

ITA COUNCIL 2009/2010

PRINCIPAL OFFICERS

Chair of the ITA, Alastair Moodie. chair@ita.org.uk T: 0141 419 0210
Alastair liaises with council members and is supported by council.

Vice-Chair, Kathie Hostick. vicechair@ita.org.uk T: 01482 701268
Kathie supports Alastair and acts as chair in his absence.

Treasurer, Marion Umney. treasurer@ita.org.uk T: 01323 831776
Marion sets budgets, liaises on payments and advises council on financial matters.

Secretary, Christine Hadfield. secretary@ita.org.uk T: 01457 876283
Christine organises council meetings, sets the agenda and receives reports.

ITA COUNCIL 2009/2010

ORDINARY MEMBERS

Martina Boshell	martina.boshell@ita.org.uk	May Senior-Johnson	may.senior-johnson@ita.org.uk
Mo Felton	mo.felton@ita.org.uk	Clare Stamp	clare.stamp@ita.org.uk
Peter Flowerdew	peter.flowerdew@ita.org.uk	Quentin St. Clair	quentin.stclair@ita.org.uk
Gemma Mason	gemma.mason@ita.org.uk	Elaine Webster	elaine.webster@ita.org.uk
Amanda Onwuemene	amanda.onwuemene@ita.org.uk		

EX OFFICIO (non-voting at ITA council meetings)

Administrators, Judith Macroff and Sue Lee. admin@ita.org.uk T: 0845 0099 101, F: 0845 0099 202.
Judith and Sue deal with all ITA administration, membership, EATA contracts, TA 101s, advertising, conference bookings etc. They are mostly the first point of contact for members and the general public.

CHAIRS OF SUB-COMMITTEES

Conferences, Barbara Clarkson. Barbara books conference venues, organises & supports committees and prepares budgets for each annual conference. conference@ita.org.uk T: 0113 281 9493

Ethics, John Heath & Robin Walford. John & Robin deal with ethics complaints and issues and are supported by a subcommittee. ethics@ita.org.uk

Trainers, Jim Davis. Jim liaises with trainers & council and organises trainers meetings. trainers@ita.org.uk

Professional Practice (PPC), Enid Welford. ppc@ita.org.uk T: 0161 225 0514

Training Standards (TSC), Jane Walford. Jane deals with training standards complaints and issues, advises on queries over CPD and is supported by a subcommittee. tsc@ita.org.uk T: 0113 278 9953

Vacant: Counselling, Educational, Organisational, Psychotherapy, Research, Membership.

OTHER CONTACTS

EATA Representatives: eatareps@ita.org.uk Jenny & Sandra attend EATA meetings, report to ITA & IDTA council and can serve on EATA committees.

Jenny Bridge. T: 0208 8787388

Sandra Wilson. T: 01334 478736

UKCP Reps: ukcpreps@ita.org.uk UKCP reps attend UKCP meetings, report to ITA council and UKCP/HIPS committees.

John Monk-Steel. T: 0116 270 0290, M: 07802 436534

Regional Conference Coordinator, Jenny Thomas. regionalconferences@ita.org.uk The Highlands, Old Llantrisant Rd, Tonyrefail CF39 8YU. T: 01443 676579. Jenny advises on requirements for regional conferences sponsored by the ITA and completes the agreement between ITA and the organisers.

Margaret Turpin Training Trust, c/o Wendy Argent. Margaret Turpin Trust offer grants to Contractual Trainees. wendyargent@btinternet.com Donkey Meadow, Woodborough, Pewsey, Wilts SN9 5PL. T: 01672 851347

EATA Handbook. Please include your name, address, email, tel. Prices shown include postage & packing.

Order hard copy of handbook by sending a cheque for £15 payable to EATA Only to: Mary Tisserand, 36 West Leake Road, East Leake, Loughborough, Leics LE12 6LJ

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English Language Exam Coordinator, Cathy McQuaid. cathy@counsellingcornwall.co.uk
74 Boxwell Park, Bodmin, Cornwall PL31 2BE T: 01208 74600

EATA Supervising Examiner, Dave Spenceley. dave@ta-psychotherapy.co.uk
24 Railway Street, Brighouse, West Yorkshire HD6 1HQ. T: 07710 419 378

Insurance

Sandy Murray, Psychologists Protection Society, Standalane House, Alloa FK10 4NX. T: 01259 730785
Towergate, Towergate House, Five Airport West, Lancaster Way, Yeadon, Leeds LS19 7ZA. T: 0113 3919555, F:
0113 3919556

TAJ Articles on CD: Includes articles from issues 1971-2000, buy online for £59 at www.tajdisk.co.uk

TEW Coordinator, Matthias Sell. institut@inita.de

Therapy Resources Ltd, Kevin Smallwood. Coppice Lodge, Church Cliff, Deal, Kent CT14 8AT. T: 01304
371863 info@tabooks.eu Website: www.tabooks.eu

Websites ITA: www.ita.org.uk EATA: www.eataneews.org ITAA: www.ita-net.org
TAJ: www.tajnet.org UKCP: www.psychotherapy.org.uk

ITA News Advertising Rates

Publishing Dates and Copy Deadlines

ITA News is published on 15 February, April, June, August, October and December. Copy deadline for display advertising and workshops is the 15th of the month preceding publication.

All advertising should be sent to:

ITA Advertising, Broadway House, 149-151 St Neots Road Hardwick, Cambridge CB23 7QJ or preferably emailed (.ppp, .doc, .pdf, .jpg, .tif, .rtf, or .txt) to advertising@ita.org.uk T: 0845 0099 101

ITA Display Advertising (to be supplied exact size)

Page (250 x 165 mm)	£68.90	Half Page (115 x 165 mm)	£43.05
Quarter Page (115 x 80 mm)	£29.50		

Workshop and TA101 Listing - per workshop or event:

Listing in one issue	£8.45	Listing in two issues	£12.60
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Loose Leaf Inserts A4:

Supplied ready printed: First page	£59.05	Subsequent pages	£18.45
Cost of printing Inserts: Single sided	£49.20	Double sided	£79.95

Contact the ITA Administrator for a reference number and details of where to send.

Practitioner Listings:

Practitioner listings are renewed annually in February or August; for either 6 or 12 months. Members eligible will receive invitations automatically before the due deadlines.

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