Welcome to this issue

The two major conferences publicised in the previous issue have now been run and we have papers from them both - by the keynote speaker Neil Hawkes from the national TA UK conference run by UKATA and IDTA - and from IJTAR Editor Julie Hay from the TA Research Conference in Sardinia in May.

The World TA Conference in San Francisco is coming up soon so the details are provided on page 2.

There is also the usual update from IDTA Council, which this time includes the results of the Council elections at the AGM—and an announcement about a new TA Award—this time for Teaching Assistants and similar roles and named TAPAH—TA Proficiency Award for Helpers & Assistants.

Plus news of the pending Eric Berne Memorial Award 2014 to IDTA member Susannah Temple, of forthcoming Research Supervision Days run by IJTAR Editor, and of IDTA Chair passing another exam!

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In the 50 years since the first publication of Eric Berne’s “Games People Play,” and the formation of the International Transactional Analysis Association (ITAA), the transactional analysis community has grown from a small gathering in San Francisco to a global community. The pulse of our community is the empowering assumption that people are “OK” and at any moment can choose to change and grow. Half a century ago, that concept was a “game changer.” Today, we are still changing games: in organizations, education, and mental health.

In 2014, we will have a chance to gather together and connect with our community and our roots. Over the years, TA has evolved. As the community has been challenged and enhanced by international expansion, so too has the theory. Despite the growth and the growing pains, the heart of our OK-OK philosophy remains the same, and given the games played out across the world it is needed now more than ever before.

CONFERENCE THEME

Past. The theme ties in the 50th anniversary publishing of “Games People Play” while acknowledging the growth of TA throughout the world, which is directly related to the 50-year history of the ITAA.

Present. Today, across the globe, terrorism and other forms of social ailments are third degree games that are devastating our communities: locally, nationally, and globally. Society is in need of the fundamental I’m OK-You’re OK message and the skills offered through the worldwide TA community that help people change. Specifically, that can move communities from an Us-Vs.-Them mindset to one of We. This conference theme gives us an opportunity to examine how the games have evolved from one generation to the next.

Future. The proposed theme gives conference attendees an opportunity to think about new applications of TA theory and how they can be applied to counselling, psychotherapy, education, and organizations.

See more at: http://www.usataa.org/2014worldtaconference
Report from IDTA Council

**IDTA - Free Group Supervision Online**

With the support of IDTA Trainer Members, we have launched an important new initiative and now offer regular 2-hour group supervision sessions online in alternate months. Available to IDTA members, we have also pointed out in publicity that membership of IDTA costs a lot less than regular supervision fees. We have set up the procedure so that participants can sign up online. The first session was run by Julie Hay TSTA OE on 23 June with 2 participants and we already have 3 booked for the 2nd session to be run by Bill Heasman PTSTA O on 29th September—to book for this and/or later sessions go to [http://www.instdta.org/supervision-for-idta-members.html](http://www.instdta.org/supervision-for-idta-members.html).

**AGM—New Council Member**

We held the IDTA AGM in Blackpool and were delighted when a new member of Council was elected there, Vanessa Powell, Vanessa works in HR and has been studying TA for a couple of years.

We also passed the special resolution we needed because there were not enough new nominees to fill all Council positions, so the terms of office were extended for one more year for Julie Hay, Anita Mountain, Keith Morton, Lynda Tongue and Bev Petrossian.

Existing Council members David Morley, Bill Heasman and Rosee Elliott had agreed to stand for another term of office and were duly re-elected.

**IDTA/UKATA Joint Conferences**

For the third year running, IDTA held a successful joint national TA conference with UKATA in 2014. The Keynote speech was on Values Based Education and is reproduced starting on page 5.

Andy and Jane Williams were the organisers of the conference and did a fantastic job—and we are delighted that they have agreed to continue in the role for 2015.

We hope to continue the cooperation into 2015, and that STAA will join, although a new negotiation will be needed as UKATA advised IDTA President during the 2014 conference of their decision to change the financial arrangements.

**EATA Matters**

We received a response from EATA PTSC to a report submitted by Lynda Tongue, leading the Organisational Taskforce, but unfortunately the reply was that they were unwilling to allow the Taskforce to conduct a survey about the organisational competencies “because there is a big diversity about people working in organisations.” We are still wondering about what to do next after such a puzzling answer.

Meanwhile, we will put our energy into the suite of alternative qualifications, including university accreditations and CIPD, EMCC and MCI recognitions, that have been developed by the ICDTA, with which IDTA has a contract for recognition. For more information go to [http://www.instdta.org/dta-qualifications.html](http://www.instdta.org/dta-qualifications.html).

We are still awaiting the EATA definition of a Special Interest Group, although there is hope because it seems a task force is being set up to consider the question.

We have also queried with EATA PTSC that it still seems as if someone could take 28 years to reach TSTA and we await their response. The 28 years applies if someone opts to attain CTA Trainer during the first block of 14 years and then re-contract for TSTA.

We are also puzzled that the hours requirements for CTA Trainer and TSTA are identical.
ITAA Matters

We were pleased to read in The Script for June 2014 that, following a request from IDTA Chair that ITAA find a cheaper way for students to access the TAJ (that did not require students to be full time undergraduates), the BOT has decided to introduce a student membership at a fee of $90.

They have also agreed to our suggestion that a P/TSTA should be allowed to endorse such as bona fide students without a requirement to have signed a contract already, so we do not have to hurry people into deciding to go for CTA and they can instead opt for the ICDTA Certificate or its postgraduate version.

We await the administrative procedure that ITAA are now preparing. We assume (hope) that ITAA will also apply the TArent to the fee for those in economically disadvantaged areas of the world.

IDTA - TA Proficiency Awards

Ulrika Widen, National Coordinator Italy and Julie Hay, TAPA Project Manager, will be making a presentation at the World Conference.

We have introduced an additional Award – TAPAHA – TA Proficiency Award for Helpers & Assistants after a request from Croatia where they were ready to run a scheme with a university that provides training for unemployed people to become teachers’ assistants.

The Handbook for TAPAHA has been added to the IDTA website at http://www.instdta.org/ta-proficiency-awards.html

The voluntary National Coordinator for Croatia and Serbia, Martina Smolicc, has announced her intention to resign because she is no longer actively involved with TA. Martina has worked hard over several years at the role, and IDTA Council have expressed their gratitude to her.

Eric Berne Memorial Award 2014 – for TIFF

It was announced during the TA Conference in Blackpool that Susannah Temple, long time IDTA member and CTA Educational, is to be the winner of the Eric Berne Memorial Award 2014 for her work on the Functional Fluency Model. Julie Hay, as Chair IDTA (and one of the IDTA Founders), introduced Jean Illsley Clarke (also long time IDTA member) and Trudi Newton (another IDTA Founder), who in turn introduced Susannah and broke the exciting news. Julie pointed out that the four of them had all been friends and colleagues for many years, which made being involved in the announcement even more special.
UK TA Conference
Keynote Address:
The Transformational Properties of Values-based Education
©2014 DR Neil Hawkes

The place was Blackpool’s Imperial Hotel: the time was 2.15pm on the 25 April 2014. I was seated in the front row at the national conference for the four fields of Transactional Analysis waiting to be called to give my keynote presentation. The focus was on three key people in TA history: Jean Illsley Clarke, Susannah Temple and Trudi Newton who were standing together. All in the hall experienced a deeply poignant moment when invited to celebrate the news that Susannah had been awarded the prestigious Eric Berne Memorial Award for her outstanding work in Functional Fluency. It became a powerfully moving moment as we all stood in loving respect acknowledging Susannah’s achievement. I am sure that I was not alone in experiencing the emotion of the event, tears of joy filled my eyes as Susannah received rapturous applause in an extended standing ovation.

Suddenly, I was conscious that Andy Williams was inviting me to begin my presentation and for a fleeting moment my mind wondered how I could possibly adequately follow what had just transpired. However, when I turned and attuned to the audience I felt a deep realisation that I was present in the midst of a very special values-driven community; that I had witnessed the Honouring of a very special colleague who had developed a values-based model of human interaction: Functional Fluency.

I relaxed and for just over an hour enthusiastically shared the philosophy and practice of Values-based Education (VbE). If you were present or have watched the talk on live stream or DVD you will appreciate that I spoke from my heart with the intention of inspiring you to work more with values in your life, work and the world generally. I did not read from a prepared script in lecture style so the words that follow sum up the essence of what I hoped the audience would hear and experience: it is not a transcript. If you would like to read a comprehensive account of VbE and its impact throughout the world then may I suggest that you read my book called, From My Heart, transforming lives through values, which you will find on Amazon’s website.

In essence my three take home messages in Blackpool were:

1. Induct children into a common values vocabulary (an ethical vocabulary) based on universal, positive human values such as respect, tolerance, trust, compassion and love.

2. As adults, model and live the agreed set of values.

3. Outcome: people will develop ethical intelligence, building social capacity and planetary sustainability.

Now to the detail...

I argue that Values-based Education (VbE) combines explicit teaching about values with the creation of an environment in which pupils experience values first hand.

VbE empowers conscious cultural transformation based on universal, positive human values. It aims to underpin the life and work of schools (and other settings) so that they are values-based. The term values-based implies that every aspect of life, both personal and professional is based on the way that values are lived. It is transformational, in that it invites cultural change that is based on equity and respect for all. It is challenging, as it calls us to ask what we can give to life, as opposed to what can we get from life? It promotes a
way of being that values the self, others and the environment. It is simple yet profound in its effects. It is a developmental process that connects with the intrinsic qualities of human beings and actively nurtures them. It invites people to be aware of the potential power of their inner world of thoughts and feelings; how the way these are used affects their own well being, that of others and potentially the world. It sees the purpose of education as the flourishing of humanity. It is soundly based on research, that shows the positive effects on students, both socially and academically, when educators model and teach about universal, positive human values. It requires value-based leaders who understand and are prepared to model positive values. The purpose of adopting VbE is to inspire citizens, both young and old, to adopt positive values in their lives so that they can be the best people that they can be and actively demonstrate the values in their daily lives, thereby creating a just and sustainable world. It is important to distinguish VbE from Values Education as the latter is the process of teaching about values to children and therefore, I would argue, is a sub-set of VbE. Inspiringly, the values sculpture at West Kidlington School above is a metaphor for the outcome of VbE, in that it suggests that it is the children’s values that will hold up our world in the future or let it drop!

I argue that what appears to be missing from many communities such as schools, families, businesses and governments is a shared common vocabulary, what I term an ethical vocabulary, which can provide a sense of direction and vision about how to create and maintain a flourishing society. Research gives compelling evidence that if such a vocabulary exists then the quality of education in schools improves (Lovat, 2009 and Hawkes, 2010). A values-based school seeks to promote an educational philosophy based on valuing self, others and the environment, through the consideration of a values vocabulary (principles that guide thinking and behaviour) as the basis of good educational practice. I believe that one of the school’s prime aims is to develop what I have termed ethical intelligence, which nurtures altruism and social capacity in the individual, thereby creating a sustainable society. Social capacity is an individual’s ability to provide a positive contribution to society. It can be seen when a person lives their life based on a positive set of personal and social skills, values, dispositions and attitudes that nurture personal fulfilment and contributes to the flourishing of society. The process through which this is achieved is called Values-based Education which can be described as: ‘a way of conceptualising education that places the search for meaning and purpose at the heart of the educational process. It recognises that the recognition, worth and integrity of all involved in the life and work of the school, are central to the creation of a values-based learning community that fosters positive relationships and quality in education.’ (Hawkes, 2010)

My experience, based on my role as a former Headteacher of West Kidlington School, is that when a school seriously develops the moral and spiritual aspects of the curriculum (that is, those that positively contribute to the inner world of thoughts, feelings and emotions of the teacher and the pupil), the school community becomes more reflective, harmonious and altruistic. The effect on individual pupils, of developing Values Education, is that they take greater personal responsibility for their learning, behaviour and lives.

What makes an effective teacher of values?

My research, undertaken at Oxford University indicates that the most effective teachers of values are those who work to be more self-aware and take time to reflect on the deeper meaning of the values being emphasised in the school. Self-reflective work by teachers is seen to have a
powerful impact on pupils, who appear to make a connection between what the teacher says and what she or he does. Such teachers are authentic, meaning that they seek to achieve congruence between their thoughts, feelings and actions. They are aware that they have the potential (as we all do) to be consumed by negative emotion (e.g. anger) and for this to be inappropriately translated into action. I advocate the development of reflective practices, based on neuroscience, as a tool to aid self-control which enables both pupil and adult to behave in ways that reflect positive human values, such as compassion and respect. Such reflective work leads to teachers’ developing a deepening understanding of the values words. They also have a clearer perception of their own attitudes and behaviour, and seem willing and able to model the values. Teachers believe that the pupils will learn from their positive example. Therefore an outcome of my research is the view that the process of Values Education must begin with adults (what could be described as the work before the work), before adopting it in the curriculum. From the evidence, it would appear that Values Education cannot be taught in isolation from the teacher’s own thoughts, feelings and behaviour. It is therefore important for all who work with children to pay attention to looking after themselves, physically, mentally and spiritually. Such wise selfishness then enables the adult to be a positive role model.

Teaching about values affects teachers’ thinking, and consequently the way that they teach. Teachers are not neutral with regards to values, as values are embedded within their attitudes and exhibited through their behaviour. This implies that, in order for there to be consensus and consistency of staff expectations and behaviour throughout the school, a whole school Values Education policy needs to be introduced, based on my blueprint for Values Education. This blueprint is explained on professional development/training days.

A structure for Values-based Education

My values blueprint (see www.valuesbasededucation.com) enables a school to create a structure for Values-based Education that fosters a climate for learning that makes the role of teachers easier. Teachers believe that the reason for this is that VbE fosters good interpersonal relationships. They consider that consequently this helps to raise pupil self-esteem and confidence. The result is that the pupils produce quality work, respect staff and are well behaved.

Teachers in values-based schools report that teaching about values has a positive effect on what they term, the inner world of pupils. They think that by talking about their feelings, pupils learn to express themselves more clearly, control their behaviour, and empathise with others (all aspects concerned with the development of emotional maturity). The teachers believe that the pupils learn about values by talking about them in the context of good teacher-child relationships. They believe that repetition and reinforcement of the values words, across the curriculum, is important for reinforcing their meaning. The evidence to show that the pupils understand the values is demonstrated by their use of them in everyday conversations. Pupils appear more aware of their behaviour in the playground and out of school. This contributes to the establishment of a positive climate for teaching and learning.

An important conclusion of my research concerns the introduction and development of a values vocabulary. This vocabulary acts as the platform on which pupils and staff develop, and deepen, their understanding of issues concerned with ethics and morality. It appears that the systematic introduction of a common vocabulary encourages reflective thinking,
which leads to more positive and ethically-based behaviour, what I have termed ethical intelligence. Also, frequent repetition and regular discussion about values reinforces their meaning, with the result that they are more likely to be internalised in the sub-conscious. This in turn reinforces the pupils’ positive dispositions and acts as a check on behaviour. I argue that it cannot be assumed that such a vocabulary will generally be introduced to children, unless schools plan to do it through the curriculum.

**Reflection**

Values-based schools aim to encourage pupils to be reflective by teaching a technique called reflection or silent sitting, which gives space and time for pupils to focus their minds, allowing their intrapersonal intelligence to be enhanced. Pupils are seen to be able to sit still in personal reflection for extended periods of time, a perceived outcome being that they became more aware of their capacity to determine their own behaviour in a positive way. The research evidence indicates that the staff modelling the process of reflection influences the success of reflective practice. In school assemblies, for instance, staff model the behaviour expected of the pupils. The pupils therefore model their behaviour on that of the teachers. Teachers believe that if they are reflective it has a positive influence on their own behaviour, enabling them to be more effective.

Teachers consider that they are more careful about how they present ideas to children because of Values Education. They maintain positive attitudes that give affirmation and positive reinforcement to the pupils. The teachers believe that the pupils were more likely to reach their academic potential in a class with values-based discipline.

**Relationships**

A key aspect of a values-based school appears to be a greater emphasis on the development of good quality relationships between staff and parents. The teachers recognise the vital importance of the role of families in educating children. They emphasise the importance of developing open, sensitive, active, honest, positive teacher-parent relationships. The development of Values-based Education is shared with parents through newsletters and parents’ evenings. This ensures a positive partnership between home and school.

Behind my thinking lies an understanding and assumption that Values-based Education is far more than a process of instilling values in pupils. It is concerned with the very meaning and purpose of education; a statement about the quality of education that can be achieved and the impact that this can have on society and the world. With this view of the role and purpose of education, schools that adopt a values-based approach can positively influence the development of positive values, which sustain a civil, caring and compassionate society.

The pioneering Quiet Revolution that began at West Kidlington School is now being reflected in the curriculum development of many schools throughout the world. Notable examples can be seen in schools in Australia, Ireland, The Seychelles, Sweden, Iceland, Jamaica, Belgium, New Zealand and Holland.

Finally, back to my experience in the Hall at the Conference: I think a lasting memory for me will be when I asked folk to put up their hands if they thought that they are wonderful. Over 90% immediately raised their hands, an unusually high percentage, which I believe shows that being prepared to be curious about the way we are and behave is a vital precursor for having loving
acceptance of oneself: a trait, I would suggest, of TA practitioners and others who are values-based. Congratulations, your clients are in the safe and caring hands of values-based practitioners.

References


Research Supervision Days
For trainee, CTA, PTSTA, TSTA

Research is becoming an increasingly significant area for people seeking CTA accreditation. To help, Professor Julie Hay, TSTA OE, Editor of the International Journal of Transactional Analysis Research www.ijtar.org (free access), will be running 4 one-day group supervision workshops in Hertford (30 miles north of London) - on 20 Sep 2014, 20 Dec 2014, 21 Mar 2015, 20 Jun 2015, with options for additional dates subject to demand.

Dr Neil Hawkes is an international consultant and trainer in Values-based Education (VbE) and Leadership; a National Education Trust (NET) Leading Thinker. Visiting Fellow Bristol University, Graduate School of Education. http://www.neilhawkes.org

Designed for those seeking more input and assistance with research and research interpretation, these workshops will provide opportunities to learn about research methods, practice critiquing published research studies, and receive guidance on conducting your own research activities. The latter will include how to approach your usual client practice as a research study, without compromising your relationships with clients or your professional effectiveness.

Qualitative and quantitative research methods will be considered, including consideration of case study approaches that match the critical ethnographic way of working that is the reality of most professional applications of TA.

Julie will apply her experiences of assisting IJTAR authors and her own experiences when gaining an MPhil for research into the competencies of effective leaders/managers. She will also provide participants with supervision and coaching on specific aspects of their own research activities.

These days may be counted as part of your training/supervision hours towards CTA and TSTA. There are also options for credits for other professional/practitioner approaches, such as CMI, EMCC, ILM, etc.

See http://www.pifcic.org/research-guidance.html for details and booking.

Please see www.valuesbasededucation.com for further information about how to develop Values-based Education or contact Neil at: Neil.Hawkes@btinternet.com
Writing Research Papers – Designing your Study for Publication

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Paper presented at EATA TA Conference, Cagliari, Italy 2014

As the Editor of the International Journal of Transactional Analysis Research (www.ijtar.org), I have read quite a few papers – and it is always disappointing when I have to advise authors that significant information is missing, especially on the occasions when it is not feasible for them to go back and collect the information.

IJTAR, like most reputable journals, issues Guidelines for Authors and these include suggestions for a structure that authors can follow:

**Title** - short titles tend to be unhelpful – readers need titles that give them a good idea of what might be in the paper, so they will be able to decide whether to read it.

**Abstract** – in addition to the title, this is the main item that potential readers will see. It is also the information that gets quoted elsewhere, such as in the various databases that people may be searching. For IJTAR, we also currently provide abstracts in French, German, Italian and Spanish as well as English – and these are accessible for general Internet searches. The Abstract should summarise the content of the paper - what the study was about, the background to it (literature review), the methodology and who was involved (the subjects/participants), the results and the conclusions. It may help to think of the Abstract as something that provides enough information that there is no need to read the paper J

**Key Words** – like the Title and Abstract, these are important for people who are searching.

**Literature Review** – this is really the introduction to the paper. It should contain a critical summary of what has been done before, both in terms of the development of theories and also a review of previous studies that have been conducted. It is important that the review is balanced, so it should include critique of previous material and not be simply a neutral listing. This section could begin with an introduction to the paper, but often that will not be necessary because it is obvious from the Title and the reader will of course have already seen the Abstract.

**References** - now that the Transactional Analysis Journal (TAJ) is available online, it is very easy to search for any prior articles on relevant topics. IJTAR is also online and the first issue contained list of all known research studies at that time. It is a good idea to check reference lists in any articles that are found to be relevant, as they will often contain references to publications other than the TAJ. Do not rely on references given being accurate – they need to be checked. Also, it is not enough to simply quote an author name as being referred to by another author – give full references so that your readers can follow up if they wish. If you cannot access the source, the convention is that you write that you are quoting one author who was quoting another, although it is more professional to go back to the original source if this is possible, so that you can then quote the original author directly.

**Questions that Reviewers consider** - is the literature review relevant; is it up-to-date; is there anything missing? Are the concepts properly defined and referenced; are points of controversy and consensus included; does the author identify/analyse gaps in existing knowledge?

Note: IJTAR will accept papers that are a comprehensive Literature Review that will provide researchers with useful background information.
Study Objectives/Hypotheses - there should be a clear statement of what you have set out to do, or to prove, or to find out. This should always include the possibility that the opposite may turn out to be the case – what is known as the null hypothesis. For example, if you set out to show that a particular application of transactional analysis had a positive impact on the subjects/participants, you should also check whether it had no impact, or even a negative impact. It is only by demonstrating that you checked that you can claim that such an outcome did not happen.

Questions that Reviewers consider - are the objectives/hypotheses clearly stated; has the researcher considered possible outcomes from different perspectives; is it clear how the objectives/hypotheses have arisen within the context of the situation described in the literature review?

Funding Sources - if you have received any funding, this needs to be stated clearly so that readers can judge whether this might have influenced what you did. You may need to include some comment to reassure the readers that you took care not to be influenced. For example, readers will expect to see evidence of careful boundary management if you are given a grant by a transactional analysis association and you are setting out to prove that transactional analysis is an effective approach.

Ethical Considerations – this section must always be included, because there are always ethical considerations when we undertake research. The most obvious is that there may be a clash of priorities between the needs of the client(s) and the needs of the researcher. For example, careful consideration may be needed to ensure that the use of questionnaires before and after working with a client does not somehow interfere with the work being done. Or the need to operate to a specific protocol in order to measure the impact of a specific approach may discourage a researcher/practitioner from choosing a different style of intervention that might be more helpful to the client.

Ethical considerations also include aspects such as how to ensure that there is genuinely informed consent, in that participants really understand what they are agreeing to: does a therapy client who has never previously experienced therapy really know what might happen, do the management of an organisation really understand how employees might behave when they learn about autonomy?

Confidentiality, such as the protection of participant identities, is also an ethical consideration. Even if an organisation or individual gives permission for their name to be published, this should not be done without careful consideration of any possible implications.

Another significant aspect of ethical practice is giving participants the right to withdraw from a study. This can be a particularly difficult right to manage because it may well threaten the viability of the research. It is important that this right is given without any ulterior discouragement, and that the researcher does not react to any withdrawal in a way that puts pressure on the participant to change their mind (such as inviting the participant to feel guilty about letting the researcher down).

Note that this section is titled ethical ‘considerations’ – what is required is that the author describes how they considered ethics. In cases where an Ethical Committee is consulted, the paper should still contain enough information about what was taken into account.

Questions that Reviewers consider – how comprehensively has the researcher considered the ethical implications; how competently have they ‘taken care’ that participants are giving informed consent?
Note – the ethics of writing for journals include proper attention to copyright – anything more than a short quotation needs permission from the original author and/or publisher. IJTAR also requires authors to confirm that their material has not been published before, is not currently under consideration for publication elsewhere, and will not be sent for publication elsewhere after it has appeared in IJTAR without the written agreement of IJTAR. We are happy to work with authors so that they can produce different versions of papers about their research with a view to inclusion in a range of publications.

Methodology – it may be easier to think of this part as consisting of several subsections (not necessarily in the following order):

Methods: a description of how the research was conducted (this may refer back to previous researches described in the Literature Review); how was it projected that such methods would relate to the objectives/hypotheses; numbers involved, timings, locations in which research was conducted; techniques used such as questionnaires, interviews, pre and post measures; what the researcher(s) and any others actually did.

Research philosophy: the rationale for the method(s) chosen; why those methods and not others; and, importantly, how the researcher and their conscious and unconscious beliefs may have impacted on the research.

Sample/Subjects/Participants - who was being studied; how were they identified (were they chosen or did they volunteer); what is known about them generally that might have any impact on the results of the research (e.g. gender, age, physical and/or mental health status, relationship, employment, financial and/or educational status, geographical information, etc); what is known about them specifically that is relevant to the research (e.g. employing organisation, hierarchical level, systemic considerations, mental health classifications (and who did the classifications/what are their qualifications), etc).

Questions that Reviewers consider - do we know enough about the subjects; were they appropriate subjects for the research being conducted; has the researcher collected information on all characteristics of the subjects that might impact on the results?

Results - this section should contain the results of the research, presented as neutrally as possible so that readers can consider their own interpretations. This section will often contain charts, figures, diagrams, etc as a visual presentation can make trends more obvious; there should also be enough data so that other researchers can conduct their own analyses if they wish.

Enough information should be included about the analytical methods so that the reader can understand any calculations or manipulations that have been undertaken on the data. It is important that any comments in this section are supported by the data. It may be necessary to conduct further calculations that check whether sample sizes are sufficiently large for the results to be extrapolated to wider populations.

Questions that Reviewers consider – are the results presented clearly and in sufficient detail; were the analytical methods used appropriate; do calculations take into account sample sizes?

Discussion – this is where the author can discuss the implications of their results; having kept the Results section neutral, the author can now include their own opinions, speculations and suggestions, provided these are clearly labelled as such.

In addition to commenting on the meaning of the results, this section will also include
discussion about the contribution that the research might make to existing knowledge and practices. Suggestions for future research may also be highlighted.

**Limitations** - it is essential that this section includes comment on the potential limitations of the research. This might relate to possible author bias, small sample sizes, any aspects of the research that with hindsight might have been dealt with differently, and any unexpected findings that might indicate areas needing more investigation.

Note: IJTAR will accept papers with clearly stated Limitations indicating that the findings are unreliable and/or cannot be extrapolated from, provided such papers contribute background and ideas for future research by others.

**Conclusion** - this is an optional section that may include a final summary of aspects that the author considers to be particularly significant, especially as it relates to potential research in the future. It is not a summary in the normal sense of the word because that has been provided as the Abstract.

**Questions that Reviewers consider when they reach this point** – is the paper coherent – does the literature review lead into the research objectives/hypotheses, and these into the methodology, and thence into results and discussion; does the paper add to the body of knowledge, in terms of theory and practice; what, if any, revisions might be needed?

**References** - IJTAR uses APA Guidelines, with some small modifications that relate to formatting style. There is no need to buy the APA Manual as an Internet search will provide several summaries produced by universities. Authors should access the most recent issue of IJTAR, where they will see examples of how the referencing appears.

Basically, we expect to see the author surname(s) and year of publication within the text, plus (p. xxx) for any quotations.

In the References listing it should show surname, first name (APA and IJTAR previously had initial only but this is no longer enough for Internet searches) of author(s), year of publication (in brackets), title of book (in italics), location: name of book publisher.

For articles in journals, show surname, first name of author(s), year of publication (in brackets), title of article, name of journal (in full please and in italics), volume/issue of journal as xxx: yy, page numbers as 111-999 (no p or pp needed)

For chapters, show surname, first name of author(s), year of publication (in brackets), title of chapter, surname, first name of editor(s) followed by name of book (in italics), location: name of publisher, page numbers as 111-999 (no p or pp needed)

Do not delay submitting a paper because the references may not be formatted correctly – that can be sorted out whilst the paper is being reviewed.

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**Julie Hay passes CTA Psychotherapy Exam**

IDTA Chair Julie Hay passed her CTA Psychotherapy exam in Blackpool in April, 30 years after she passed her CTA Organisational exam. Julie wore a ‘special psychotherapy jacket’ that she knitted during her years of training in TA psychotherapy, as shown in the photo 😊
Get an MSc while you study for CTA, CTA Trainer or TSTA
Get optional practitioner accreditation in one year
Get credits for prior TA learning – including adding an extra field
Get recognition by EMCC, ICF, ILM, CMI

We operate in Hertford and other centres in the UK,
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