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## 4 THE TA 101 INTRODUCTORY COURSE

### 4.1 The Official TA 101 Course: Purpose, Requirements and Certification

The TA 101 course is the official introduction to transactional analysis. Its purpose is to provide consistent and accurate information about TA concepts. The following requirements must be met in order to qualify as a TA 101 course recognised by EATA.

- The course content must include content as specified in section 4.2
- The course must be at least twelve hours long
- The TA 101 instructor must be officially recognised so they must be
  - ❖ A Teaching Transactional Analyst, or
  - ❖ A Provisional Teaching Transactional Analyst, or
  - ❖ A CTA who is endorsed as a TA 101 Instructor.

The first time an official 101 is offered by a PTSTA (normally within 3 years of signing the TSTA contract), it should be supervised live and endorsed by a TSTA (see 12.4.2).

Students who participate in the whole course are awarded the TA 101 Certificate. This is awarded by EATA and normally given and recorded by the national association, or, if that is not possible, by the EATA office. Recipients of the TA 101 Certificate can apply for the appropriate category of membership in EATA, via membership of her/his national or local TA organisation affiliated with EATA.

The basic knowledge of the TA 101 can also be acquired by independent study. The TA 101 Certificate is awarded on successful completion of the TA 101 Exam, section 4.3.

### 4.2 The TA 101 Course Outline

Sections A to H and numbered items are mandatory; the bulleted items are for guidance.

#### A. STATEMENT OF THE PURPOSE OF THE TA101 COURSE

#### B. DEFINITION, UNDERLYING VALUES OF TA AND AREAS OF APPLICATION

1. Definition of transactional analysis
2. Value base (philosophical principles)
3. Contractual method
4. Areas of application – differences in process
  - a) Counselling
  - b) Education
  - c) Organisations
  - d) Psychotherapy

#### C. BRIEF OVERVIEW OF THE DEVELOPMENT OF TRANSACTIONAL ANALYSIS

1. Eric Berne
  - Who was Eric Berne
  - Development of his ideas
2. Development of transactional analysis
  - Evolution of transactional analysis theory and methodology post Berne
  - Eric Berne memorial awards
3. TA Organisations

- TA worldwide: Regional, National and International TA organisations

#### **D. EGO STATES**

1. Definition of ego states
2. Structural model of ego states
3. Recognition and diagnosis of ego states
4. Functional Model
  - Controlling Parent
  - Nurturing Parent
  - Adult
  - Free Child
  - Adapted Child
5. Contamination and exclusion

#### **E. TRANSACTIONAL ANALYSIS PROPER**

1. Transactions
  - Definition of a transaction
  - Types of transactions
  - Rules of communication
2. Strokes
  - Definition of strokes
  - Stimulus and recognition hunger
  - Types of strokes
3. Discounts
  - Definitions of discounts (behaviour or internal process)
  - Levels of discounts
  - Reasons for discounting
4. Social time structuring
  - Structure Hunger
  - Six ways of structuring time

#### **F. GAME ANALYSIS**

1. Definitions of games
  - Reasons for playing games
  - Advantages of games
  - Examples of games
  - Degrees of games
2. Ways of describing the processes of games
  - Formula G
  - Drama triangle
  - Transactional diagram

#### **G. RACKET ANALYSIS**

1. Definitions of rackets and trading stamps
  - Significance of internal/intrapsychic processes
  - Relationship of rackets to transactions, games and script

**H. SCRIPT ANALYSIS**

## 1. Life Positions

- Definition of life positions
- The four life positions
- Relationship of life positions to games and scripts

## 2. Script

- Definitions of script
- Origin of script in child's experiences
- Process of script development
- Injunctions
- Program
- Counter-injunctions
- Early decisions
- Attributions
- Changing scripts

## 3. Autonomy

- Definition of autonomy
- Awareness
- Spontaneity
- Capacity for intimacy

The Training Standards Committee recommends that the TA 101 course should reflect the material and recent developments in transactional analysis that are represented in the Eric Berne Memorial Award winning articles. A list of authors with references to the works for which they received their awards can be found in section 4.5.

**4.3 The TA 101 Written Examination**

The TA 101 Written Examination is based on the TA 101 Course Outline. It is an “open-book” examination, which is to say that the candidate answers the questions in their own time and with the help of any TA books or other sources of information they wish. There is a minimum pass score of sixty-five. A pass in the examination can be accepted in the place of attendance at an official TA 101 course.

**4.3.1 Instructions to candidates**

- Write your name and address at the top of each page
- Write out the complete question above each answer
- Each answer should be about one page long
- This is an ‘open-book’ examination, and you may use any literature sources for preparing your answers to the ten questions below
- Use personal examples where relevant, not those in the TA books
- Cite the references you use to answer each question either in the text of your answer or at the end of your answer
- Where an introductory text is used, the originator of the TA theory should be referenced

### 4.3.2 TA 101 written examination questions

1. Briefly define transactional analysis (TA) as you see it expressed in one of Eric Berne's books, giving the reference. Give two examples to illustrate how TA can be used to make life changes. (This question refers to TA as a body of knowledge, not to 'transactional analysis proper'. If no Eric Berne book is available in your language, use a TA theory book that is available, remembering to cite the book.)
- 2(a) The structural model of ego states: Give a definition of an *ego-state*. Describe each ego-state and explain four ways to diagnose an ego-state.
- 2(b) Functional Analysis: Draw a diagram of the functional model and give examples of behaviour from each mode.
3. Define a transaction; list the three types of transactions; and describe and draw an example of each type of transaction with dialogue.
4. Explain the relationship between stimulus hunger, recognition hunger, and strokes. Include definitions of each concept in your answer.
5. Discounting is an internal mechanism whereby a person minimises or ignores some aspect of themselves, others or the situation. Give an example of the four levels of discounting by using a person going on holiday as an illustration. (NB. Do not use examples of passive behaviours.)
6. Describe how work colleagues might model the six ways of structuring time at a party.
7. Describe a game that you have observed and use the Drama Triangle to analyse it. What was the Payoff for each of the participants?
8. Name the four life positions and explain how they relate to games and scripts, giving examples.
9. Define *injunction*, *program*, *counterinjunction*, and *early decision*. Explain the part each plays in script formation, using a script matrix to illustrate.
10. Using a TA definition of *autonomy*, distinguish between autonomy and independence, giving examples of how you might recognise the difference.

### 4.3.3 Marking the TA 101 written examination

#### A. Instructions to markers

When you mark the TA 101 written examination, please bear in mind that the examination is a substitute for the TA 101 course and that expert knowledge is not expected.

#### B. Recommended procedure

- Read each question checking the references used by the examinee
- Score each question on a scale from 1 to 10
- Use the following guidelines, which are based on three criteria
  - a. the amount and accuracy of information
  - b. understanding of the material and relevance of examples

c. the organisation and clarity of the written answer

10 points:

- ❖ The information included is comprehensive and accurate
- ❖ The candidate's understanding of the material is good
- ❖ The answer is carefully thought out and presented clearly and concisely

8 points:

- ❖ The information given is accurate and covers the material well
- ❖ The candidate's understanding of the material is above average
- ❖ The answer is concise and clear

6 points:

- ❖ The basic information is given and is accurate
- ❖ The candidate's understanding of the material is average
- ❖ The answer is clear

4 points:

- ❖ Some basic information but one or two important aspects are missing or inaccurate
- ❖ The candidate's understanding of the material is below average
- ❖ The answer is poorly organised but clear

2 points:

- ❖ Only minimal information is given or answered inaccurately
- ❖ The candidate's understanding is not sufficient
- ❖ The answer is poorly organised or unclear

0 points:

- ❖ The information given is inaccurate or insufficient
- ❖ The candidate's understanding is poor
- ❖ The answer is chaotic or incoherent

*C. Comments and verification.* Please write feedback for the examinee on the examination or on a separate sheet. This should be clear, concise and accurate. Where the candidate's answer is insufficient or inaccurate, give references where they can find the relevant information. For the candidates who pass, please fill out the TA 101 Verification Form and send this to the local TA organisation (or EATA if there is no local organisation) for endorsement.

#### **4.4 Endorsement of CTAs as TA 101 Instructors**

CTAs may become TA 101 Instructors if:

- they teach a TA 101 at which they are supervised
- the teaching is in the presence of a TSTA or a TTA
- the Principal Supervisor provides detailed feedback on the teaching including, where appropriate, recommendations or requirements to be met before endorsement

TSTAs or TTAs who give the live supervision and decide to endorse the CTA should fill out the TA 101 Instructor Endorsement Form, (section 4.6), and send it to the EATA Executive Secretary. If the TSTA or TTA decides to impose extra requirements on the potential instructor, he or she should ensure that these are fulfilled before completing the TA 101 Instructor Endorsement Form. The endorsement will be officially registered and a stamped copy will be sent to the new TA 101 Instructor.

“TA101 Instructor” is not a certification but a regulated endorsement between an individual and PTSC/ T&C C/ TSC

- The TA 101 instructor endorsement is valid for three years; it must be renewed every three years.
- A TA 101 Instructor needs to be in continuous supervision with a PTSTA/TSTA as part of his/her professional development
- A TA 101 Instructor does not have to repeat the live supervised 101 when signing up a contract as PTSTA within three years.

#### **4.5 Winners of the Eric Berne Memorial Award**

The Eric Berne Memorial Scientific Award was established in 1971 to honour and perpetuate the memory of Eric Berne's scientific contributions. It was to be given annually to the originator of a new scientific concept in TA. In 1990, the ITAA Board of Trustees decided to change the title and scope of the Award. It is now known as the Eric Berne Memorial Award in Transactional Analysis. The Award is given annually for published contributions to TA theory or practice, or for the integration or comparison of TA theory or practice with other therapeutic modalities. A committee appointed by the ITAA Board of Trustees chooses the winner(s) of the Award.

The following is a chronological list of winners of the Award for the years 1971-2002 together with references to the works for which they received their awards.

**1971 Claude Steiner**, Script Matrix.

*"Script and counterscript"*. TAB 5, 18, 1966, 133-35.

**1972 Stephen Karpman**, Drama Triangle.

*"Fairy tales and script drama analysis"*. TAB 7, 26, 1968, 39-43.

**1973 John Dusay**, Egograms.

*"Egograms and the constancy hypothesis"*. TAJ 2, 3, 1972, 37-42.

**1974 Aaron Schiff and Jacqui Schiff**, Passivity and the Four Discounts.

*"Passivity"*. TAJ 1, 1, 1971, 71-8.

**1975 Robert Goulding and Mary Goulding**, Redecision and the Twelve Injunctions.

*"New directions in Transactional Analysis"*. In Sager and Kaplan (eds.), *Progress in group and family therapy*. New York: Brunner/Mazel, 1972, 105-34; and *"Injunctions, decisions and redecisions"*. TAJ 6, 1, 1976, 41-8.

**1976 Pat Crossman**, Protection.

*"Permission and protection"*. TAB 5, 19, 1966, 152-4.

**1977 Taibi Kahler**, Miniscript and Five Drivers.

*"The miniscript"*. TAJ 4, 1, 1974, 26-42.

**1978 Fanita English**, Rackets and Real Feelings: the Substitution Factor.

*"The substitution factor: rackets and real feelings"*. TAJ 1, 4, 1971, 225-30; and *"Rackets and real feelings, Part II"*. TAJ 2, 1, 1972, 23-5.

**1979 Stephen Karpman, Options.**

*"Options"*. TAJ 1, 1, 1971, 79-87.

**1980 (joint award): Claude Steiner, The Stroke Economy.**

*"The stroke economy"*. TAJ 1, 3, 1971, 9-15.

**1980 (joint award): Ken Mellor and Eric Sigmund, Discounting and Redefining.**

*"Discounting"*. TAJ 5, 3, 1975, 295-302; and *"Redefining"*. TAJ 5, 3, 1975, 303-11.

**1981 Franklin H. Ernst, Jr., The OK Corral.**

*"The OK corral: the grid for get-on-with"*. TAJ 1, 4, 1971, 231-40.

**1982 Richard Erskine and Marilyn Zalzman, Racket System and Racket Analysis.**

*"The racket system: a model for racket analysis"*. TAJ 9, 1, 1979, 51-9.

**1983 Muriel James, Self-Reparenting.**

*"Self-reparenting: theory and process"*. TAJ 4, 3, 1974, 32-9.

**1984 Pam Levin, Developmental Cycles.**

*"The cycle of development"*. TAJ 12, 2, 1982, 129-39.

**1985-1986: No awards presented****1987 Carlo Moiso, Ego States and Transference.**

*"Ego states and transference"*. TAJ 15, 3, 1985, 194-201.

**1988-1993: Not awarded****1994 (joint award): Sharon R. Dashiell** (area: Practice Applications).

*"The Parent resolution process: reprogramming psychic incorporations in the Parent"*. TAJ 8, 4, 1978, 289-94.

**1994 (joint award): John R. McNeel** (area: Practice Applications).

*"The Parent Interview"*. TAJ 6, 1, 1976, 61-8.

**1994: (joint award): Vann S. Joines**

(area: Integration of TA with other Theories and Approaches).

*"Using redecision therapy with different personality adaptations"*. TAJ 16, 3, 1986, 152-60; and *"Diagnosis and treatment planning using a Transactional Analysis framework"*. TAJ 18, 3, 1988, 185-90.

**1995 (joint award): Peg Blackstone**

(area: Integration of TA with Other Theories and Approaches).

*"The dynamic Child: integration of second-order structure, object relations, and self psychology"*. TAJ 23, 4, 1993, 216-34.

**1995 (joint award): Jean Illsley Clarke** (area: Practice Applications).

## Applied Transactional Analysis in Parent Education

*"Self-esteem: A Family Affair"*, Harper San Francisco, 1978

*"Self-esteem: A Family Affair Leader Guide"*. Harper San Francisco, 1981.

(additional reading) Bredehoft, D.J. *"An Evaluation Study of the 'Self-Esteem: A Family Affair' Program with High Risk Abusive Parents"*, TAJ 20, 2, 1990, 111-17.

**1996 Alan Jacobs** (area: Theory). Transactional Analysis and Social Applications

*"Autocratic power"*, TAJ 17, 1987, 59-71.

*"Nationalism"*, TAJ 20, 1990, 221-228.

*"Aspects of Survival: Triumph over Death and Loneliness"*, TAJ 21, 1991, 4-11.

*"Autocracy: Groups, Organizations, Nations, and Players"*, TAJ 21, 1991, 199-206

**1997 Fanita English** (area: Theory). Hot Potato Transmission and Episcrypt

*"Episcrypt and the 'Hot Potato' Game"*, TAB 8 (32), 1969, 77-82

**1998 (joint award): Richard G. Erskine and Rebecca L. Trautmann**

(area: Comparison and/or Integration)

*"Ego State Analysis: A Comparative View"*, TAJ 11, 1981, 178-185.

*"Ego Structure, Intrapsychic Function, and Defence Mechanisms:*

*A Commentary on Eric Berne's Original Theoretical Concepts"*, TAJ 18, 1988, 15-19.

*"Transference and Transactions: Critique from an Intrapsychic and Integrative Perspective"*, TAJ 21, 1991, 63-76.

*"Inquiry, Attunement and Involvement in the Psychotherapy of Dissociation"*,

TAJ 23, 1993, 184-190.

*"The Process of Integrative Psychotherapy"*, In B.R. Loria (Ed),

The Boardwalk Papers: Selections from the 1993 ERTAA Conference, (pp.1-26).

*"Shame and Self-Righteousness: Transactional Analysis Perspectives and Clinical Interventions"*, TAJ 24, 1994, 86-102.

*"Methods of an Integrative Psychotherapy"*, TAJ 26, 1996, 316-328.

*"Theories and Methods of an Integrative Transactional Analysis: A Volume of Selected Articles*

*Motivation and Personality Theories"*, TAJ 28, 1997, 132-141.

**1998 (joint award): James R. Allen and Barbara Ann Allen** (area: Theory)

*"Narrative Theory, Redecision Therapy and Postmodernism"*, TAJ 25, 1997, 327-334.

*"A New Type of Transactional Analysis and One Version of Script Work with a Constructionist Sensibility"*, TAJ 27, 1997, 89-98.

*"A Typology of Psychopathology and Treatment of Children and Adolescents"*, TAJ 25, 1997, 256-264

**1999-2001 No awards presented**

**2002 Leonard Schlegel** (area: Theory)

*"What is Transactional Analysis?"* TAJ 28, 1998, 269-287

**2003 Michele Novellino** (area: Theory)

*"Unconscious Communication and Interpretation in Transactional Analysis"*, TAJ 20, 3, 1990

**2004 Pearl Dreger** Permission Ritual Therapy "Changing Systems through Correlations of Injunction Inventories," from P. Lapworth (Ed.), *The Maastricht Papers: Selections from the 20th EATA Conference* (pp. 5-19), Amersfoort, The Netherlands: European Transactional Analysis Association. *Building Family Unity through Permission Rituals: Permissions and Ego State Models*, Bombay: Alferuby Publishers.

**2005 Graham Barnes** The Circularity of Theory and Psychopathology with Specific Identification in the Construction of Schizophrenia, Alcoholism, and Homosexuality. Chapters 5 and 6 of Graham's doctoral dissertation, "Psychopathology of Psychotherapy: A Cybernetic Study of Theory" (Royal Melbourne Institute of Technology, Melbourne, Victoria, Australia) and "Homosexuality in the First Three Decades of Transactional Analysis: A Study of Theory in the Practice of Transactional Analysis Psychotherapy," TAJ, 34, 126-155 (2004).

**2006 Theodore B. Novy** "Measuring the Effectiveness of Transactional Analysis: An International Study." TAJ, Vol. 32, No. 1, pp. 8-24, January 2002

**2007 Joint Award:**

**Helena Hargaden and Charlotte Sills:** New theory of relational domains of transference. Chapters 4 and 5 in Hargaden, Helena, and Sills, Charlotte, *Transactional Analysis - A Relational Perspective*, Hove: Brunner-Routledge, 2002.

**Bernd Schmid:** New theory, role concept Transactional analysis and social roles In G. Mohr & T. Steinert (Eds.), *Growth and change for organizations: Transactional analysis new developments 1995-2006* (pp. 32-61). Pleasanton, CA: International Transactional Analysis Association. (Original work published 1994)

**4.6 Documentation (see Section 12)**

TA 101 Verification Form (12.4.1)

TA 101 Instructor Endorsement Form (12.4.2)