

**PREFACE**

**1 INTRODUCTION**

**1.1 An introduction to TA**

**1.2 An introduction to the Professional Standards Division**

**1.3 Acknowledgements**

**1.4 Explanation of terms**

**1.5 The four fields**

**1.6 Contract details**

## **PREFACE**

The International Board of Certification (IBOC) Training & Certification Handbook is the key reference document for detailing all aspects of transactional analysis expectation and procedures in relation to professional accreditation. It has always been intended that this document is the first point of reference for trainers and students involved in training and interested in certification. The material extends across a range of activities which includes guidance relating to training and the requirements for examination.

For the purpose of this revision our intention is to introduce developments that impact the training and exam processes that meet the needs of TA practitioners working in a world that is seen and experienced in terms of inclusion, diversity and social justice. Previous editions of this handbook provided technical information about arrangements and has been regarded as an operating manual. In this revised version the intention is to make clear the values, principles and intentions that underpin the technical content of the handbook. The reason for this is that professional development and certification is essentially an educational task. Whilst technical requirements and procedures are often a necessary aspect of teaching and learning, education is always root-ed in a view of the world underwritten by particular values and intentions.

The ITAA has a vision of a professional community that is committed to social justice, diversity and inclusion. It is an organization with responsibility for training and accreditation in an international, cross-cultural and environmentally diverse planet and we have had this in mind as we approach the current handbook revision. The task has been undertaken knowing that TA trainers and practitioners have different challenges and struggles when engaging in the TA training and accreditation process.

Some of these struggles can be contradictory and we have wanted to learn from this so that the handbook can become more reflective of a non-duality - either/or - approach. In doing so we have embraced the early and continuing radicalism that TA holds for individuals, group and systems in terms of supporting physis, the tendency toward flourishing. This tendency is global and does not recognize borders, nationalities, languages, culture or race; the move toward flourishing is everywhere, all of the time and there are many worlds within the world, that live and pursue such flourishing. Any pretence of homogeneity threatens the essence of the human being: freedom. The equality of humanity lies in the respect for difference and in its diversity resides its likeness. Consequently, in this edition of the handbook we set out the arrangements for training and examinations with the following principles in mind:

### **Advocating social justice and diversity**

The intention of training and certification is to create the conditions so that TA can be widely accessed. This means trainers and practitioners are encouraged to consider how programs are open to groups subject to discrimination. TA training generally, and examinations specifically, continues to be most accessible to those groups who are more privileged by language, financial means and social capital. Trainers and practitioners are expected to read the handbook understanding that social inclusion is important and implicit throughout.

### **Widening educational engagement**

The convention of TA training and examination has tended to privilege an educational approach that preferences a summative, Anglo-European academic model. At a systemic level

this has had an exclusionary impact for trainees and training programs. In the current revision the intention has been to encourage and include arrangements for widening the range of teaching and learning approaches that can be accommodated within the existing structure of accreditation. In practice this means accounting for additional education needs of trainees, inclusive approaches acknowledging neuro-diversity and a range of education opportunity including academic and experiential engagement.

### **Cultivating ecological awareness**

The significance of ecology in relation to human relationship has been overlooked in previous editions of the handbook. There has been an increasing interest, research and practice in ecopsychology, ecotherapy and holistic education practices which have so far been absent in informing the arrangements for training and certification. Trainers and practitioners are encouraged to hold in mind that professional and personal development always occurs somewhere on our shared planet and that this can be a significant factor for influencing human dynamics. In this revision of the handbook the intention is to bring the ecological domain more systematically into the professional frame of reference. This means being mindful of the limitations of working only indoors and accounting for the possibilities of outdoor practice, acknowledging the influence of climate collapse on the lives of clients and trainees whilst considering environmental sustainability when designing training programs.

Finally, the goal of this recent revision of our handbook is to take a first step to properly reflect the international character of the membership that IBOC serves, and future revisions may make this even more necessary.

## **1 INTRODUCTION**

### **1.1 An introduction to TA**

Transactional analysis (TA) is a theory of personality, a theory of social behavior, and a comprehensive system of psychotherapy originated by Eric Berne, MD (1910-1970), in the late 1950s. Among the attractive features of TA is that it is applicable to diverse fields such as psychotherapy, counselling, education, organizational development, coaching, supervision, consultation, and management training. The term, “transactional analysis” is generic like “science” or “history” and so is written in lower case.

### **1.2 An introduction to the Professional Standards Division**

The Professional Standards Division was created in 2013, to integrate training and certification back into ITAA. The Professional Standards Division is made up of the International Board of Certification (IBOC) and the Professional Standards Committee (PSC). The IBOC manages CTA and TSTA training contracts and exams, and training endorsement workshops (TEWs). The PSC sets the standards for training and certification, and oversees professional practices and ethics issues.

Also in 2013, the Transactional Analysis World Council of Standards (TAWCS) was created by ITAA and EATA in order to standardize training and certification worldwide.

### 1.3 Acknowledgements

The idea of a training handbook to facilitate the task of trainers and trainees in TA was initiated by William and Marty Holloway a number of years ago and was brought to completion by Marge Reddington in 1977. Since that time, the handbook has undergone many changes and revisions. A major revision in 2017/8 closely follows the one created by EATA. The handbook is regularly updated as required, with substantive changes published in the PSC newsletter (Update) and in *The Script*. For the previous edition Section 3 was completely rewritten, and there were substantive changes in Sections 7, 8, and 11, as well as consequential changes in several Forms.

For the current February 2022 edition we have added prefaces to Sections 1, 4 and 11 to make more explicit the values, principles and intentions that support the responses to working in a world that is seen and experienced in terms of diversity, ecological awareness, inclusion and social justice. We have also aimed to create more clarity on aspects that have seemed ambiguous or contradictory across sections. We have used gender neutral language as far as possible.

### 1.4 Explanation of terms

(See Index for a complete list of abbreviations used)

The TA101 is the official introductory course on transactional analysis theory and application. It is a pre-requisite for anyone wishing to train for Certified Transactional Analyst (CTA), which requires a written and oral exam. CTAs who have been certified for over a year and are interested in teaching and/or supervising others in TA may apply to attend a training endorsement workshop (TEW) (for details, see Section 10.2). On completion of the TEW and official endorsement of their training contract, the successful candidates may describe themselves as a Provisional Teaching and Supervising Transactional Analyst (PTSTA). After further training and successful completion of the TSTA exam, the PTSTA becomes certified as a Teaching and Supervising Transactional Analyst (TSTA). Individuals may also choose to be certified as a Teaching Transactional Analyst (TTA) only, or a Supervising Transactional Analyst (STA) only. This implies that they can provide accredited training and/or supervision but they cannot hold CTA contracts.

Throughout the training process and after certification, the individual is expected to remain a member of ITAA.

ITAA manages the Transactional Analysis Journal (TAJ), which is published by Routledge Publishers (2022). The TAJ replaced the Transactional Analysis Bulletin (TAB) in 1970. ITAA also manages and publishes *The Script*.

### 1.5 The four fields

Anyone who trains in transactional analysis can specialize in one or more of four fields: psychotherapy, counselling, education, or organizations. Further details are given in Section 5 of this handbook. Whenever possible, regulations in this handbook apply equally to each field, but where necessary, there are specific regulations for each field.

### **1.6 Contact details**

See the ITAA website ([www.itaaworld.org](http://www.itaaworld.org)) for contact addresses. The US dollar is the official currency of IBOC. The website gives contact details for regional and national TA associations.