



## **Section 6 The TA 101 Introductory Course**

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## **Section 6 The TA 101 Introductory Course**

### **6.1 The Official TA 101 Course**

#### **6.1.1. Purpose**

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 recognized by EATA.

#### **6.1.2 Requirements**

- The course content must include content as specified in paragraph 6.2.
- The course must be a minimum of 12 hours long.
- The TA 101 course must be led by either a:
  - a) TTA / STA / TSTA, or
  - b) CTA-TS
  - c) PTSTA or PCTA-TS
  - d) CTA who is endorsed as a TA101 Instructor by a TSTA see 6.1.3.

The first time an official TA 101 is offered by a PTSTA/PCTA TS (PTSC suggests running a supervised 101 within 3 years after the TEW), it must be:

- Led solely by the trainer throughout the course.
- Supervised live by a TSTA who must be present during the whole duration of the course. The supervisor provides detailed feedback on the teaching including, where appropriate, recommendations or requirements to be met before endorsement.



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- Endorsed by the TSTA who completes the “Endorsement form for TA 101 course” (see 13.6.1).
- For PTSTA and PCTA TS the endorsement is valid for the duration of TSTA/CTA TS contract. This completed form is necessary for the TSTA/CTA TS exam.

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

CTAs may become TA 101 Instructors if:

- They teach a TA 101 at which they are supervised live by a TSTA or a TTA.
- The TSTA or TTA 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, (Form 13.6.1), and send it to the EATA Executive Secretary.
- If the TSTA or TTA decides to impose extra requirements on the potential instructor, he/she/they should ensure that these are fulfilled before completing the TA101 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/EATA.

- The CTA TA 101 instructor endorsement is valid for three years; it must be re-endorsed every three years.
- A TA 101 Instructor needs to be in continuous supervision with a TTA/TSTA as



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part of his/her professional development for a minimum of two hours per year.

- The TSTA/TTA will need to agree that the CTA 101 instructor may continue for the next 12 months. This agreement will need to be submitted annually to PTSC. Form 13.6.2.
- A TA 101 Instructor does not have to repeat the live supervised 101 if signing a contract as PCTA TS or PTSTA within three years.

### **6.1.4 Certification**

Students who participate in the whole course are awarded the TA 101 Certificate. The 101 is awarded by the trainer who runs the 101 or by the national association authorized by EATA, or by both.

Recipients of the TA 101 Certificate can apply for the appropriate category of membership in EATA, via membership of an EATA affiliated organization.

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, (see para 6.3 below).

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### **6.2 The Transactional Analysis 101 Course Outline**

#### **A. STATEMENT OF THE PURPOSE OF THE TRANSACTIONAL ANALYSIS 101 COURSE.**

#### **B. PLANNED OUTCOMES.**

By the end of the 101 participants will be able to:

1. Describe basic theoretical concepts of transactional analysis.
2. Apply basic transactional analysis concepts to problem solving.
3. Classify a range of interpersonal behaviours and internal processes using basic transactional analysis concepts.

#### **C. DEFINITION AND UNDERLYING VALUES OF TRANSACTIONAL ANALYSIS AND ITS AREAS OF APPLICATION.**

1. **Definition of transactional analysis.**
2. **Value base (philosophical principles).**
3. **Definitions of autonomy.**
4. **Contractual method.**
5. **Areas of application - differences in process.**
  - a) Counselling
  - b) Educational
  - c) Organizational
  - d) Psychotherapy



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### **D. BRIEF OVERVIEW OF THE DEVELOPMENT OF TRANSACTIONAL ANALYSIS.**

#### **1. Eric Berne**

- o Who was Eric Berne.
- o Development of his ideas.
- o Literature list of Berne's most relevant works.

#### **2. Development of transactional analysis.**

- o Evolution of transactional analysis theory and methodology post Berne.
- o Eric Berne Memorial Awards.
- o Literature list of EBMA award winning publications.

#### **3. Transactional analysis organizations.**

- o TA-worldwide: national, regional, multi-national and international TA associations.

### **E. THEORY OF PERSONALITY – EGO STATES.**

#### **1. Definition of ego states.**

#### **2. Structural model of ego states.**

- o Recognition and 4 types of diagnosis of ego states.
- o Internal dialogue.

#### **3. Contamination.**

- o Exclusion.

#### **4. Behavioural descriptions of ego states.**

- o Egograms.

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### **F. THEORY OF COMMUNICATION – TRANSACTIONAL ANALYSIS PROPER.**

#### **1. Motivational theory** - structure, stimulus and recognition hungers.

#### **2. Transactions.**

- o Definition of a transaction.
- o Types of transactions.
- o Rules of communication.
- o Options.

#### **3. Strokes.**

- o Definition of strokes.
- o Types of strokes.
- o Stroke economy.

#### **4. Social time structuring.**

### **G. THEORY OF LIFE PATTERNS – SCRIPTS.**

#### **1. Script analysis.**

##### **a) Life positions.**

- o Definition of life positions, OK-ness.
- o Four life positions.
- o Relationship of life positions to games and script.

##### **b) Script.**

- o Definitions of script.
- o Origin of script in child's experiences.
- o Process of script development.
  - Injunctions.
  - Attributions.
  - Counter-injunctions.

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- Early decisions.
- Somatic component.
- Program.
- Script change.
- Script matrix and other script diagrams.

### **2. Game analysis.**

- a) Definitions of games.
  - o Reasons for playing games.
  - o Advantages of games.
  - o Examples of games.
  - o Degrees of games.
- b) Ways of describing the process of games.
  - o Drama triangle.
  - o Formula G.
  - o Transactional game diagram.

### **3. Racket analysis.**

- a) Definitions of rackets and their pay offs.
  - o Trading stamps.
- b) Significance of internal / intra-psychic processes.
- c) Relationship of rackets to transactions, games and script.
  - o Racket system and racket analysis.

## **H. TRANSACTIONAL ANALYSIS METHODOLOGY.**

TA as a Group and Individual methodology.





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### **Notes:**

1. SECTIONS (A, B, ...) and NUMBERED ITEMS (1,2,...a,b,...) are essential and mandatory.
2. BULLETED ITEMS are a guidance to the trainer.
3. The outline above can be taught in any order at trainer's discretion.

PTSC recommends that the TA 101 course reflects 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 paragraph 6.4.

### **6.3 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.

#### **6.3.1 Instructions for 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.



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- 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.
- Send your TA 101 written exam to any TSTA, CTA TS, PTSTA, PCTA TS of your choice. Before sending your 101 written exam to a trainer ask her/him/them the cost she/he/their practices for the evaluation and feedback included in the marking.

### **6.3.2 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. Using an example of your own, describe the various elements of the racket system.



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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, counter-injunction, 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 recognize the difference.

### **6.3.2.1 Evaluation and Marking and the TA 101 Written examination.**

#### **A. Instructions to evaluators of 101 written examination.**

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.

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- b. Understanding of the material and relevance of examples.
- c. The organization 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 organized but clear.

*2 points:*

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

*0 points:*

- ❖ The information given is inaccurate or insufficient.



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- ❖ 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 Form (13.6.3) and, if the candidate wishes (optional) he/she/they can send this form to the local TA association for registration.

### **6.4 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 (EBMA) in Transactional Analysis. The EBMA 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 EBMA.

The following is a chronological list of winners of the Award for the years 1971-2021 together with references to the works for which they received their awards.

## **Section 6 The TA 101 Introductory Course**

**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 redécisions"*. 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.



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- 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 Zalcman**, 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).



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*"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 Defense Mechanisms:*

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

*"Transference and Transactions: Critique from an Intrapsychic and Integrative*



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*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 Drego** (area: 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:



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European Transactional Analysis Association. Building Family Unity through Permission Rituals: Permissions and Ego State Models, Bombay: Alfreruby 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. Novey** *"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.
- 2007 Joint Award: 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)
- 2008 Gloria Noriega Gayol:** Contribution New Theory, Mechanisms for Transmitting Transgenerational Scripts.  
*"Codependence: A Transgenerational Script"*, TAJ, 34, 312-322 (2004),  
*"Construcción y Validación del Instrumento de Codependencia (ICOD) para Mujeres Mexicanas"* [Construction and Validation of the Codependency Instrument (ICOD) for Mexican Women], April 2002 Revista Salud Mental.

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- 2009 Dolores Munari Poda:** Contribution A Unique Approach in Child Therapy Using Transactional Analysis and an Innovative Method for Communicating with a Child-Patient's Different Ego States to Effect Positive Changes in Self-Image and Script  
*"Every Child is a Group: The Girl of the Snakes"* TAJ, 34, 52-68 (2004)
- 2010 William F. Cornell:** Contribution The Relational and Somatic Organization of the Child Ego State: Expanding Our Understanding of Script and Script Protocol  
*"Life Script Theory: A Critical Review from a Developmental Perspective"* TAJ, 18, 270-282 (1988); W. F. Cornell,  
*"Babies, Brains, and Bodies: Somatic Foundations of the Child Ego State"*, in C. Sills & H. Hargaden (Eds.), *Ego States*, pp. 28-54. London: Worth Publishing, 2003.  
W. F. Cornell & N. M. Landaiche III, *"Impasse and Intimacy: Applying Berne's Concept of Script Protocol"* TAJ, 36, 196-213 (2006)
- 2012 Rosa Krausz:** Contribution For the Use of Transactional Analysis Concepts to Understand the Dynamic Relationship Between the Use of Power and Leadership Styles; Organizational Script as a Tool for Diagnosis and Designing Change Interventions in Organizations. *"Power and Leadership in Organizations"* TAJ, 16, 85-94 (1986).  
*"Organizational Scripts"* TAJ, 23, 77-86 (1993)
- 2012 Marco Mazzetti:** Contribution For Advancement in the Theory and Practice of Transactional Analysis Supervision  
*"Supervision in Transactional Analysis: An Operational Model"* TAJ, 37, 93-103 (2007)
- 2013 Not awarded**
- 2014 Susanna Temple:** For the Functional Fluency Model of Human Social Behavior as the Basis for the Behavioral Diagnosis of Any Class of Ego State  
*"Functional Fluency for educational transactional analysts"*, TAJ, 29, 164-174, (1999).

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*"Update on the Functional Fluency Model in education"*, TAJ, 34, 197-204, (2004)

*"Bringing up the child"*, In K. Tudor, *The adult is parent to the child: Transactional analysis with children and young people*, Part 3, Chapter 17, (pp. 228-237). Russell House Publishing, 2008.

**2015 Servaas van Beekum:** Subject Area/Area of Contribution: Unconscious Processes and Dynamics as Vital Mechanisms for Increasing Awareness and Knowledge of Self, Clients, and Groups Across a Broad Variety of Contexts and Their Role in All Fields of Application in Transactional Analysis

*"The Therapist as a New Object"* TAJ, 37(2), 187-191 (2005).

*"The Relational Consultant"* TAJ, 36(4), 318-329 (2006).

*"Supervision as a Metamodality and Multiarea Activity"* TAJ, 37(2), 140-149 (2007).

### 2016-2017 – not awarded winners

**2018 Richard G. Erskine:** Subject Area/Area of Contribution: Unconscious Experience, Attachment Patterns, and Neuropsychological Research in the Psychotherapy of Life Scripts Works Cited: *"Psychotherapy of Unconscious Experience,"* TAJ, 38, 128-138 (2008); *"Life Scripts and Attachment Patterns: Theoretical Integration and Therapeutic Involvement "*. TAJ, 39, 207-218 (2009); *"Life Scripts: Unconscious Relational Patterns and Psychotherapeutic Involvement."* In R. G. Erskine (Ed.), *Life Scripts: A Transactional Analysis of Unconscious Relational Patterns* (pp. 1- 28). London: Karnac Books (2010).

**2019 Ray Little** For the development of Transactional Analysis in his work on ego state relational units in the transference-countertransference matrix. Ego State Relational Units and Resistance to Change.

Transactional Analysis Journal, Vol. 36, No. 1, pp. 7-19. Little, R. (2011). *"Impasse Clarification within the Transference- Countertransference Matrix"*. TAJ, Vol. 41, No. 1, pp. 23-38. Little, R. (2013). *"The New Emerges Out of the Old: An Integrated Relational Perspective on Psychological Development, Psychopathology, and Therapeutic Action"*. TAJ, Vol. 43, No. 2, pp. 106-121. International Transactional



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Analysis Association 2 THE SCRIPT JULY 2019 Little,  
R. (2016).” *Transference Countertransference Focused Transactional Analysis*”. In  
R. Erskine (Ed.), *Transactional Analysis in Contemporary Psychotherapy* (pp. 27-  
54). London: Karnac Books.

**2020 Graeme Summers and Keith Tudor** Reflections on co- creative Transactional  
Analysis Subject Area/Area of Contribution: TA metaperspective co-creative TA TAJ

**2021-2022 - No award**

**2023 Trudi Newton** for Establishing a Metaperspective That Reframes  
Transactional Analysis as a Positive Social Psychology  
*Work Cited:* “The Health System: Metaphor and Meaning.” *TAJ*, 37(3), pp. 195--  
205. (2007)

**2024 Zefiro Mellacqua** for his elaboration of a transactional analysis model for  
the conceptualization and treatment of schizophrenia in clinical practice. “Beyond  
Symbiosis: The Role of Primal Exclusions in Schizophrenic Psychosis,”  
*Transactional Analysis Journal*, 44(1), pp. 8–30, 2014. “The Transactional Ego in  
Contemporary Clinical Practice.” Chapter 1 in *Transactional Analysis of  
Schizophrenia: The Naked Self*, pp. 1–30, 2020.  
“Therapeutic Transactions. Chapter 8 in *Transactional Analysis of Schizophrenia:  
The Naked Self*, pp. 172–190, 2020.

### **6.5 Documentation (see Section 13)**

- 101 Instructor Endorsement Form (13.6.1)
- CTA101 Instructor Annual Summary Report Form (13.6.2)
- TA 101 Certificate Form (13.6.3)