



Editorial

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I continue to be intrigued and delighted with the submissions we are receiving for the journal. You will also see that I have been impressed by the way that authors are providing us with resources that are more than prompts for future researchers – much of the material can be used to enhance our self-reflection, supervision and professional practice.

This time, we have two new papers from Roland Johnsson, who, with a co-author, appeared in the first ever IJTAR issue back in July last year. He has evidently been very busy! He continues to research various aspects of therapy within Sweden.

We also have a further paper from Biljana van Rijn and Ciara Wild, both of whom also appeared in a previous issue with some co-authors – in their case the January issue this year. The current paper is co-authored with another of Biljana and Ciara's colleagues at Metanoia Institute in the UK, Patricia Moran.

Our fourth article in this issue comes from a new author, Traian Bossenmayer, a Romanian who reports on research done as part of his master's thesis undertaken at Tilburg University in the Netherlands.

So Sweden, UK and the Netherlands. And the topics are just as varied, including discourse analysis of TA psychotherapy, client assessment using a script questionnaire and checklist, the outcomes of TA (and integrative counselling psychology) therapy within primary care settings, and exploring whether attendance at TA '101' introductory courses leads to changes in self perceptions of which ego state are exhibited. There is much statistical material in this issue, and with the co-operation of the authors we have sought to maintain a balance between showing all statistical tables and showing enough to make the

papers meaningful. Those of you considering replicating their work can contact the author for more information if necessary.

We begin this issue with Johnsson's work on TA as a psychotherapy method. Building on categorisations first proposed by McNeel (1975), this study involved two assessors preparing discourse analysis of many hours of TA group therapy. Key TA components were identified and the author provides full details of the seven main and 42 sub-categories that were defined and operationalised. In addition to being the basis for further research, the list, together with Johnsson's comments about which categories seem to be rarely used, will be a great resource for reflective practice and supervision.

The second of Johnsson's articles is again a thorough piece of research, in which he and two colleagues independently assessed ten clients of a year-long therapy group, using written material from therapy termination six years ago and videotaped evidence produced six years later. To assess they used a Script Questionnaire/Checklist (Ohlsson, Björk & Johnsson 1992) and again the author has provided details, so it can be used by future researchers as well as being an invaluable resource for therapists and supervisors looking to analyse process.

Van Rijn, Wild and Moran have repeated the research methodology used as part of the UK IAPT (Improving Access to Psychological Therapies) (NHS 2011), with some additional measures. They have applied this to two groups of therapists, and demonstrated that those with a TA orientation, and those with an Integrative Counselling Psychology approach, obtain similar outcomes to those attained by CBT (Cognitive Behavioural Therapy) when working one to one over an average of nine sessions with clients referred

within primary care settings for anxiety and depression. In addition to utilising several well-known measures, the authors provide details of newly-designed adherence questionnaires relating to the two approaches under study – so yet another resource for reflective practice and supervision as well as for future researchers.

Our final paper in this issue reports on an investigation into self perceptions of ego states by participants who had attended one of three TA 101 Introductory Courses. Bossenmayer used the Adjective Check List (Gough & Heilbrun 1980) to compare participant perceptions of their own ego state behaviours at start and end of training plus one month later. Although the study suffered from falling subject numbers, there were still enough involved to produce a statistically significant change in self perceptions of Critical Parent ego state, which decreased after the training. The author has identified various limitations of the study but provides valuable information and ideas for future research. He also reminds us that we need simple models of ego states if we want clients to self-identify rather than being assessed by us as 'experts'. I am reminded of Ian Stewart's (2001) keynote speech when he used the metaphor of a filing cabinet to explain why we need different ego state models to suit different purposes.

In summary then, a pan-European suite of authors this time, with investigations into the outcomes of our work whether that be long term therapy, short term therapy, or TA introductory courses. Lots of useful ideas for future research alongside plenty of resources that we can all use to analyse our own professional processes.

I hope you will enjoy reading this issue as much as I have enjoyed choosing the articles for publication.

References

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