



Editorial

Julie Hay

In the last issue I wrote about how I enjoy the international contacts that come as part of the role of Editor – and that I hope to have papers in this issue from Brazil and South Africa to add to the list of 14 countries already represented in our pages over the five years of issues. I am pleased to confirm that the Brazil and South Africa papers are indeed here, plus others from Russia, Ukraine (for the first time) and a contrast involving the UK and the USA (the latter also for the first time).

We start the issue with the paper from Brazil by Jane Maria Pancinha Costa. This was the first ever to be submitted to IJTAR when we launched and it has taken some time to go through the review process, not least because of the need to translate from Portuguese, and I am delighted that it has now reached publication status. The work was done many years ago but there was little doubt in my mind that the topic remained relevant, and this has been confirmed by a recent paper in the *Transactional Analysis Journal* by Bastianelli (2014) on TA activity in Brazil where the problems of oppression clearly continue to apply. The methodology also stands the test of time and I hope the paper will prompt others to repeat the study elsewhere.

We follow with a paper by Marina Solomonovna Sokovnina and Viktor Nikolayevich Aleshin on their work of combining the approaches of psychodrama and TA to produce interventions with 11-12 year olds in the Russian educational system. In addition to demonstrating how useful the interventions were, they include a copy of a contract drawn up by the children themselves when invited to role play being teachers and pupils, plus enough detail so that again the ideas can be copied elsewhere.

Cathy McQuaid provides our third paper, on her investigation into the perceptions of students of TA psychotherapy training. McQuaid has included interview findings from early TA students in the USA and contrasted these with more current UK students. McQuaid's paper provides the specific research

methodology and results based on 21 participants and supplements the book review that appeared on this topic in the previous issue of IJTAR (Hay 2014).

An interesting contrast is provided in the 4th paper, in which Ganna Golovan reports on research with hospitalised individuals in Ukraine who have been diagnosed as schizophrenia paranoid sub-type. Commenting that the schizophrenia diagnosis covers millions worldwide, Golovan proceeds to describe the use of several TA questionnaires/checklists to a group of 27 participants. Although the instruments have not been validated, Golovan provides English copies so that others can copy the methodology.

Finally, we extend IJTAR coverage to South Africa with a paper from Sharon Mary Johnson on interventions designed to reduce teacher stress and burnout in a very deprived area of the Western Cape. Johnson demonstrates the positive effects of a TA-based intervention in some extremely challenging circumstances, with a particular outcome of teachers taking more responsibility for discipline within the classroom.

Administrative Editor

Having announced in the previous issue that we now had a new Administrative Editor, regrettably she decided after one issue that she no longer wanted the job. So again we welcome enquiries from anyone who might like this role, which requires a high level of internet-based expertise. Enquiries to Editor@IJTAR.org please with a full CV and indication of hourly rate expected.

References

- Bastianelli, Laura (2014) An Italian Team uses Transactional Analysis to help Children in Brazil *Transactional Analysis Journal* 44:1 87-95
- Hay, Julie (2014) Book Review: What you really need to know about Counselling and Psychotherapy Training *IJTAR* 6:1 77-78