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Editorial

There must be something in the air. This quarter we have attended the Autumn workshop in Sunderland where there was much discussion about adaptations of group Analytic Practice somewhat away from the ‘gold standard’ of analytic rigour. As you can judge from the pieces published here, the event was a great success, and conversations about power in groups and institutions, not having a voice in a foreign culture, forming constructive alliances, and creatively adapting practice to fit the context to the benefit of all, occurred. One underlying theme was that of questioning received practice, of not being tied to an Old Testament version, and the anxiety and resistance this might create (which might be entirely reasonable of course!). We looked forward in terms of new techniques and applications, ‘applied group analysis’, whilst wondering about the boundaries beyond which it is not possible to call something group analytic practice, as well as looking to the past, disinterring the last shavings of Foulkes and looking to the old man to give direction. Such discussions naturally encompassed the Society we are part of and we learned much about our past history and old animosities that might still be active Large Group dialogue, I hope, served to increase understanding and decrease dissonance.

We are indebted to Lauren Storck who has provided the following quotation: ‘All forms of totalitarianism try to avoid the strange, the problematic, the critical, the rational. To do so, they must deny the metropolitan spirit, equalise everything in city and country, and retain a centre which is not the centre of anything because everything else is swallowed up by it.’ *Paul Tillich, American Theologian, 1886–1965*. ‘Having a voice’ is problematic in a context that is characteristic of many of the publicly managed services currently. As a recent Reith Lecturer, talking about trust said, centralised planning failed in the USSR but it is alive and well in the UK. How will Group Analysis fare in this new world? How can we adapt and negotiate in order to prosper?

If we are, as a Society, to adapt to a fast changing world and have a relatively clear view of the future we must connect with

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what is occurring in the world around us as well as with our past. ‘The past is a foreign country; they do things differently there.’ wrote L P Hartley, and in ever-quickening times of change the past becomes foreign increasingly quickly. There is a problem in holding on, both to past history and to the significance of change in the present. And memory, or history, is part of what we are, and part of what makes sense of who we are now, as an essential part of creating a future.

There is something in the air indeed. Giovanna Bosco has submitted an article that also examines and questions our assumptions about boundaries and setting and both questions and supports the idea of flexibility of practice. A useful addition to the Sunderland discussions.

Jason Maratos, in his film review states that ‘the film could be an illustration of the complex dynamics between the individual and its social context’, a theme that runs through all pieces published here, from the ones discussed above, to Teresa Bastos Rodrigues’s article where she states that she has come to understand that ‘Brazilians live in a perfect state of terror’.

Jacob Gershoni’s article about his experience of leading a psychodrama workshop in Istanbul is one connection with the world around us, that seems both familiar and unfamiliar and perhaps raises the issue, in another form, of what is Group Analytic and what is not, and how the boundaries of practice might usefully be adapted.

We also have a new Research section starting from this issue in which we shall place brief summaries of relevant research. We would also welcome the submission of longer articles on any aspect of research into psychotherapeutic practice. We expect that, as the joint IGA/GAS Research Project progresses, we will be publishing news and updates in this section.

In this edition we also have two outlines of the format of training in Poland and Novi Sad & Vojvodina.

Terry Birchmore and Paula Carvalho

President's Page

We are now well into the new year and time is approaching for the celebration of the 60th jubilee of Foulkes' first book 'Introduction to Group Analytic Psychotherapy'. An important event will be the 32th Annual Foulkes Lecture and Study-Day Friday 16th and Saturday 17th May 2008. As mentioned earlier Dieter Nitzgen from Germany will give the Lecture 'The Group Analytic Moment Sixty Years On: Revisiting Foulkes' Introduction to Group Analytic Psychotherapy' and Liesel Hearst, from the UK will be the respondent. On the following day, the Study Day, representatives of different generations will present their conception of Foulkes and Group Analysis in discussion with the audience. The jubilee is to be followed up with a seminar/workshop – Foulkes Revisited, at the 14th European Symposium in Group Analysis 'Despair, Dialogue and Desire' in Dublin 18th-22nd August 2008.

The most important event of the year, however, is the Dublin Symposium with its focus on a variety of group analytic themes; clinical and applied practice, social cultural and political phenomena and further developments, in the context of the theme Despair Dialogue and Desire with the subtitle *The transformative power of analytic groups in the movement from despair to desire through dialogue*. How do we handle despair and transform it into desire which leads to renewed hope? The theme is central to our work as group analysts and to us as citizens in a broader social and cultural context. We will together explore the way from despair through dialogue to desire.

What is absolutely unique about the European Symposia is the possibility for all participants to experience theory in vivo by taking part in small groups, median and large groups as well as learning about and teaching theory. This time there will furthermore be possibility for taking part in supervision groups.

You will have the opportunity to meet like-minded colleagues from practically all over the world and to exchange ideas and thoughts with them and at the same time stay in very stimulating surroundings at Trinity College, Dublin. Dublin in itself is really worth a visit. It breathes an atmosphere that is very stimulating

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to experience. We are looking very much forward to see a great gathering of colleagues from many different countries.

The Autumn Workshop 2007 was held in Sunderland in the north of England, on 2nd to 4th November, chaired by Sally Mitchison with the theme '*Group Analytic Praxis. Adaptation and Applications of Group Analysis in Public Health Services: What a group can accomplish for its members*'. Some 35 people turned up, not as many as we had hoped for. The theme was absolutely in the centre of today's problems in applying the classic group analytic model in the Public Health Services whose current focus is on short term treatment and homogeneous groups. The conclusion was to put much more weight on and to hold applied groups in higher esteem in our teaching of candidates in order to make them better prepared for what they will meet in their daily practice in clinics and psychiatric departments and to further the application of Group Analysis in these settings.

It was a very pleasant experience to visit the North of England and Sunderlands beautiful coast made a lasting impression with its long white beaches and shifting tide.

At the following AGM Paula Carvalho, Portugal, Isaura Neto, Portugal, Terry Birchmore, UK, Liz McLure, UK and Dieter Nitzgen, Germany were elected on to the Management Committee. Congratulations to all of them. They are all well known to the MC as they have been hard working and dedicated co-opted members for some time.

As a result of talks in recent years between the Chairs and officers from the Institute of Group Analysis (IGA) and the Society, the IGA has entered into an agreement with GAS to commission a Systematic review of Group Analysis and Analytic/Dynamic Group Psychotherapy. The review will cover the efficacy of Group Analysis and A/D Group Psychotherapy, the evidence of the clientele who use Group Analysis and A/D Group Psychotherapy and the evidence on the numbers of clients using GA and A/D groups, i.e. size of groups, numbers of patients/clients and duration of therapy. The purpose of this venture is to provide a comprehensive summary of the evidence base for group therapy and help to point the way forward for further research.

The Management Committee has supported the Research Project with a sum of money and involvement in planning meetings to launch the project. We also have representatives in the

Commissioning Group and the Expert Reference Panel that follow the project closely.

This is a great step forward in more than one respect. In respect of a long wanted and needed research into Group Analysis and in respect of a fertile co-operation between the IGA and GAS.

The re-establishing of a closer connection with the IGA was made official by an IGA Council decision in October last year. We shall in the near future be developing structures for this co-operation to ensure clear accountability. As is well known, it has from the beginning of my presidency been a wish of mine to establish better relations with the IGA. Group Analysis cannot afford to use resources on internal conflicts and competition if we are going to make a difference to those who decide where the money goes. Apart from this realistic aspect it is also a great pleasure to do something together.

It is with great regret I have to announce that the assistant editor of *The Journal of Group Analysis* Maureen Spurgeon died in the autumn last year after having been ill for some time. At some point she seemed to have conquered the illness, but suddenly it went very fast. Her contribution to the *Journal* is outstanding and we all feel grateful for her unrelenting dedication to making the *Journal* still better. It is a great loss that she is no longer among us, professionally and personally. She was a remarkable woman and a lovely person we will hold dear in our memory.

Gerda Winther
President, GAS

Welcome to New Members

We are pleased to welcome the following new members to the Society. We hope that you will actively contribute to the Society and that we will hear more from you in this publication and on our Internet Forum, and participate in our events and other

activities. Our Society depends on your participation and sharing of expertise and experience.

Mr Antonio A. Surrador Full Member Portugal

Dr Kostadinka Grossmith Associate Member Cambridge, UK

Be a Contexts Writer!

Contexts welcomes contributions from members on a variety of topics:

- Have you run or attended a group-analytic workshop?
- Are you involved in a group-analytic project that others might want to learn about?
- Would you like to share your ideas or professional concerns with a wide range of colleagues?

If so, send us an article for publication by post, e-mail, or fax. Articles submitted for publication should be between 500 and 2,500 words long, or between one and five pages.

Writing for Contexts is an ideal opportunity to begin your professional writing career with something that is informal, even witty or funny, a short piece that is a report of an event, a report about practice, a review of a book or film, or stray thoughts that you have managed to capture on paper. Give it a go!

The deadline for each issue of Contexts is about three months before the publication of a specific issue. The deadline for publication in the June issue, for example, will therefore be early March.

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How do Setting, Process and Project Interact?

Giovanna Bosco

A research in progress

The title of this paper was also the title of a panel discussion (tavola rotonda) that took place in Milan on May 18th 2007. I look at this event as an intermediate step of a research that started years ago and is proceeding through various means which are connected to each other: a written dialogue through articles and commentaries, to articles and meetings in which people can exchange ideas about this topic. The Panel discussion that took place in May was organised by Associazione E-spèiral and was an opportunity to widen communication and to exchange ideas among members of various Institutions, at first around the table at which the speakers/discussants were sitting, then in the larger group including those who had been attending in the first part of the meeting (their chairs had been arranged in semicircles in order to favour participation in the second part of the discussion). The speakers were: Franco Merlini, scientific Chair of the training school of Ruolo Terapeutico, and member of the Regional Board of Directors of the Ordine degli Psicologi; Velia Ranci, a supervising member of APG (Associazione di psicoterapia di gruppo) and a teacher of the Milanese Training Institute of COIRAG and Vice-President of EATGA; and myself. Colleagues belonging to different organisations attended (some of them came from other regions of northern

Italy and from Switzerland). One of them was Franco Natili, President of Ariele, who gave an interesting contribution in the second part of the discussion.

Before reporting on the Panel discussion, I will outline the reasons that led me to focus on this subject in recent years, and some thoughts I developed along the way, through personal research and various opportunities, to exchange ideas and experiences with other colleagues. I am especially thankful to Pierluigi Sommaruga, who encouraged me in my first steps, besides giving a significant contribution to this research.

1. Ideological and functional points of view about the setting

Establishing a preliminary agreement about setting and then keeping boundaries is an important function of the conductor. However, thinking back about my early experiences as a psychotherapist and group conductor, and later as a trainer and supervisor I realised that we usually turn our attention to this fundamental function mainly when something happens that threatens those safe boundaries that were taken for granted. The point at which this feeling arises is quite subjective: one therapist may think that the setting is at serious risk while another one may not even pay attention to the same occurrence. In fact, we usually think and write a lot about group processes, but when it comes to setting, we rarely go beyond listing a number of rules or pre-conditions. There is little discussion, even in scientific meetings and in the literature, about the interactions between the establishment of a specific setting and group processes. With some significant, and therefore precious, exceptions. It sometimes happens to find illuminating thoughts on the relationship between the therapist's theories and the type of setting deriving from his or her theories; or deep considerations on the way a certain setting influences a certain group process, and therefore can account for the development of some aspects of theory and technique. Some authors pointed out that people belonging to a certain scientific community tend to regard some setting rules as if they were sacred, and go on sticking to them for 'ideological' reasons. Setting the patient lying on a couch, where he is seen but cannot see, favours a dependant, nursery-like relationship, which is suitable if one follows a theory that requires regression so that the patient's

unconscious can emerge and be analysed. Group-analysis introduced a major change: instead of the asymmetry characterising the psychoanalytical setting, the circle of chairs, in which every member is seen but can also see any other member, and the conductor sits in the circle, too: a quite different but equally powerful device. Some authors enquired about the unconscious significance of this setting, and pointed out that the circle favours particular unconscious representations in a group. I think the circle favoured the manifestation of specific group phenomena that could not be experienced in the dual setting with the patient on the couch, and therefore enhanced changes in technique and new theoretical ideas (here-and-now interpretation, horizontal transference, etc.)

2. Making conflicting professional matrices communicate with each other

Another reason that brought me to focus my attention on this matter is rooted in my personal history and training experiences. Many years ago, thinking about some difficulties I was experiencing in my therapeutic work, I realised I had to re-elaborate conflicting professional matrices deriving from experiences in different contexts, and to build a bridge between them in my inner world. In the beginning of my training as a therapist the focus had been mainly on the prescriptive character of setting, regarded as a number of rules received through inheritance which just had to be followed. If a patient disregarded some of these rules, there was a standard interpretation at hand: a defence or an attack to the analyst or to the analytical process. Later on, during my training in one of the various Italian group-analytic institutes, I acquired a different point of view. The desire to develop a radical criticism of the psychoanalytical establishment had led some of my trainers to cloud the function of a stable context with safe boundaries; as a result in some of the training groups I attended at that time the value of flexibility was stressed at the most not only with regard to group-processes but also when it came to contract-setting. I partly felt the fascination of that 'flexible' model, but I soon realised that my compliance with some patients' demands to change what we had previously agreed upon turned out to be dangerous for the process: it was like trying to create a garden on a stripe of land that was exposed

to high tide. I also recognised the counter-transference reasons of my compliance. As I was trying to create a bridge (first of all in my inner world) so that different professional matrices could communicate giving birth to a more complex view, I found encouragement and support by generous and open-minded people belonging to both fields. Looking back, I realise that I contributed to the founding of a new group-analytic institution, E-spèira, not only in order to develop research in a specific field (the relationship between verbal and non-verbal communication), but also in order to create an intermediate space in which various experiences and ideas could communicate and fertilise each other.

With regard to setting, this process allowed me to recognise again the importance and value of maintaining safe and stable boundaries, and to be able to give sense to transgressions or demands to change setting rules; but it also made me aware of the fact that this sense had to be looked for each time, it could not be taken for granted in advance. A delay is not just an ‘attack’ to setting and to the analytical process but it is often a way to express – and at the same time cover – an embryonic emotion one is not yet aware of, or feelings one does not allow himself or herself to show to others. It’s the capability to function on the symbolic level which allows to give sense to such an occurrence. If a patient who is so worried of being late that she usually comes with large advance once happens to be five minutes late and apologises profusely, it’s important to recognise the specific meaning of that communication: she may feel guilty for being unable to live up to other people’s expectations, or feel she is damaging the group, etc. In other cases a demand to change some aspect of setting has an omnipotent sense, and it’s important to be quite firm about setting and at the same time maintain the capacity to understand feelings of delusion or rage aroused by our denial.

3. From imitation to internalisation of the boundary-keeping function

Supervising colleagues who conduct various kinds of groups in psychiatric institutions and in other public services, I became aware of one fact: if the conductor has not internalised the meaning and the value of setting, but simply tries to reproduce certain

procedures by a process of imitation of his or her therapists or trainers, things can become very critical. Certain rules as for example ‘not meeting outside the group’ can’t be observed in Institutions; spaces are often inadequate, the door can be opened at any time by intruders; etc. Where physical boundaries are not so strong and defined as they should be, symbolic boundaries are needed. A carpet and some other marks can delimit the space if the group is held in a large room where some members take part, at other times, in different activities and so many objects remind of them. But first of all it’s really important for people working in such contexts to have internalised the value of setting, in order to be able to re-create safe boundaries under those challenging conditions.

4. How do various types of group-setting effect group processes?

Besides working in the traditional ‘verbal’ setting (with single patients and with groups) I developed experiences and research about non-verbal communication in psychoanalysis and group-analysis. I conducted training groups of psychologists, psychotherapists and other professionals in which verbal and non-verbal sessions would alternate, and supervised art-therapists and other professionals dealing with non-verbal practises. When one enlarges one’s practise to non-verbal communication, many questions about setting – and about the interactions among group processes and the choices we previously made about setting – arise. Most constituent elements of a group analytic setting are maintained in group analytic art-therapy, including the fact that there are no pre-set themes. Some elements of setting, however -such as the position members are going to take in the room and the ways of communication – which are usually implicit and given for granted in the traditional setting – now change. In group analytic practice it is implicit that we are going to sit in a circle of chairs. In the group analytic art-therapy group members no longer sit in chairs: even in verbal sessions they usually sit in a circle on the floor, on a carpet or on cushions, and this setting brings up, along with verbal communication, a lot of bodily communication, revealing from the very beginning how each member feels in the group. If a group member sitting on the floor slides back, the conductor and the other members of the group perceive

right away that he is not feeling connected with the group, while the same feelings can be much more covered if people are sitting in chairs. When people are going to express themselves by drawing or painting important preliminary choices are to be made: are we going to have a circle of easels or tables? Is the group going to draw and manipulate various materials on the floor? Each of these contexts has a different and yet powerful, though unconscious, meaning: artist's studio, school, play-room, etc. These experiences in the field of non-verbal communication led me to pay more attention – not only in non verbal practises, but more generally in psychoanalytical or group-analytical practice – to the interactions between a certain type of setting and the group processes which a specific setting favours or inhibits. Many aspects of setting have a significant influence on group processes. Just to mention one: how will the presence of a recorder who observes what happens but does not take part in the process of reciprocal recognition effect the group?.

The panel discussion that took place in May 2007 in Milan

Coming to the Panel discussion that took place in May, I shall resume my contribution. As to the other discussants, Franco Merlini and Velia Ranci, I am not in the position to make an objective and 'faithful' summary of what they said, but I'll do my best to report what I felt as an interesting contribution to the debate, sometimes in accordance with my ideas, sometimes expressing different and interesting points of view, or making new connections which enlarged the field.

In my introductory contribution I pointed out that there are various ways to re-present the setting: we may refer to 'setting' mainly as a number of rules (the prescriptive point of view); or as a set of conditions or pre-conditions that are needed so that the therapeutic process can develop (the functional point of view); or we may underline the constant, predictable and invariant qualities of 'setting' compared to the variability, transformations, even 'chaos', characterising the 'process'. No matter how we represent setting, it is generally agreed upon that no therapeutic process can start and develop without that stable frame named 'setting'; and once agreed upon, setting is no longer subject to discussion or negotiation.

Some elements of setting are usually implicit (among them, style of communication and the position participants are going to take in the room). Some others are explicit: a) duration, frequency, venue of sessions, etc.; b) certain principles of conduct, such as ‘discretion about what is disclosed in the therapy’, c) the form of group (maximum number of members, whether it is open or close, and in this second case it’s duration, etc.) Some people consider this preliminary agreement a ‘contract’, others a ‘pact’. I prefer the second representation of setting, since it conveys the idea that things have to be agreed upon, can’t be imposed by a party and just signed by the others.

I then pointed out that as we have progressed there has been a tendency to develop variations of some aspects of setting, so that there is not just one group-setting. There are different ways, for example, to look at one of the so-called ‘fundamental rules’ about ‘not having outside contacts’.

A particular shape of setting acquired through personal analytical or group-analytical experience, or training, or a professional experience taking place in a specific context often becomes ‘sacred’. I suggested that, in order to avoid sticking to a shape of setting which may be functional in one context but not in another one, we should turn our attention to the specific therapeutic or training project. Project goals, and ways to reach them (including choices about setting) depend on the interaction of three fundamental elements: the context (private practice or public service or some other organisation having its own culture, goals and limits), and the characteristics of the potential group members and of the conductor.

Before the Panel discussion took place, an article published on *Bollettino E-spèira* referred to the thoughts developed about setting by D. W. Winnicott and by contemporary authors, such as J. Bleger and G. Lo Verso. This stimulated me to end with a few comments and some questions. It is well known that Winnicott considered ‘holding’ a basic function, and therefore developed the idea that the analyst’s empathic attitude is an important constituent of the analytical setting. Though I consider empathy a fundamental therapeutic factor, it’s hard for me to image a therapist being able to keep the same empathic temperature during the whole process. We can ‘feel’ empathic but we cannot force ourselves to be so all the time, as feelings can’t be pre-set.

G. Lo Verso has enlarged the concept of setting enormously: he introduced a neologism, ‘set(ting)’, in order to distinguish and combine two elements: contract-setting, which includes all that is explicit (he calls this ‘set’) and the implicit ‘setting’, which is based on the therapist’s theories, methods and personality. I realise that each therapist has a specific relational style deriving not only from his theories and theory of technique, but also from his or her personality, his way to cope with problems, etc., and that this tends to be constant. Yet, how can the group conductor become the ‘instrument’ of the group, in the Foulkesian sense, if he considers himself the invariant element of the relational group-net? If group analysis is a form of psychotherapy ‘by the group, of the group, including its conductor’, how can a group-analytical process develop if we think of the therapist as the totally invariant part of the project?

Another author who overlaps the concepts of process and setting to a certain extent is J. Bleger, who is a point of reference especially for colleagues working in institutions with psychiatric patients. Bleger describes setting as a ‘silent’ basis contributing to the process, as it contains (contains, holds) the psychotic part of personality. His thoughts stimulated me to focus on the fact that this ‘silent’ base allows rhythmic experiences of presence and absence to take place in a safe context: we can leave the others (the therapist or the group) and feel sure we are going to find them again in the same place. The constant quality of setting contributes to the building of the Self as it allows one to experience the absence, without negating our feelings in an omnipotent way, nor breaking into fragments or turning into depression. In some way, setting and process are inter-weaved as, in music, rhythm and melody.

Franco Merlini expressed interest and warm appreciation for the research that had been developed so far about the setting. He pointed out that most literature deals with processes and with psychopathology, while very little has been written on setting, although it has a strategic importance.

Referring to his experience as a trainer and supervisor, he observed that colleagues taking their first steps in therapeutic work tend to consider setting as if it were a prison or a cage, something one would like to escape from. Many trainees have a difficulty in internalising setting, and in regarding it as their

best ally. He also reported that his main job as a supervisor has to do with the tendency to disregard boundaries.

Connecting with some thoughts and images I had communicated, he developed them. He said that ‘setting is the same as silence in a concert hall: there must be silence so that music can be heard’. He also compared setting to the darkness which allows one to see the images of a film on the screen.

Franco Merlini then described the scene of a film in which the protagonists, chased by a train, get out of the screen and drop among the audience followed by the train, and lights turn on, and spectators run screaming towards the exit door. Everything becomes frantic and confusing since roles mix up, fiction invades reality, figure and background invert. The scene of the film can be considered a metaphor for what happens if we do not maintain the boundaries of setting and drop into reality: it becomes impossible to give sense to what happens in the relational field, and we mix up reality and fantasy. As a result of this confusion the relation itself is at risk of becoming psychotic.

He concluded by adding some new issues:

1. Setting is the expression of the ethical principles of the therapist. Patients tends to sabotage the setting from the very beginning to the end and when they stop doing so it means that they have really acquired a psychoanalytical attitude, but at the same time analysis has come to the end.
2. Referring to his experience with psychiatric patients, he said that he relies very much on setting: the more severe is the pathology, the more one has to let setting work, instead of focussing on processes, at least until the patient is ready for that.

Velia Ranci pointed out that every human event takes place in a particular context, which gives a specific meaning to that event. She referred to Guilleron’s example of the man with a knife: seeing a man holding a knife has a quite different meaning if we are in a butcher’s shop or in a dark and small lane.

She also observed that usually we tend to think that a context is just a set of rules, since in social events (a journey, a lesson, a race) it’s mainly the rules that are mentioned. Yet, all social contexts have ‘both’ ‘accoglienti’ (understanding? Holding? Accepting?) and restrictive qualities, and it is the proportion in

which these two elements combine that may be quite different: at the one end an informal dinner with friends, in which there are very few limitations and *accoglienza* (understanding?) prevails, at the opposite end a prison.

After this premise, Velia Ranci focused on the therapeutic context and its functions. She mentioned Décobert, who thinks that setting has three fundamental functions: holding and containing (the mother's womb, containing primitive feelings), ruling (limiting omnipotence), and symbolising (allowing to give sense, to discover new meanings in a certain event). She pointed out that in spite of this, what happens in practice is that in only rules/limitations are mentioned, all the rest is supposed to be known and agreed upon but it is not mentioned and lies in the background. Velia Ranci observed that it is not the contract as such, or the set of established rules that allows the process to take place, but the way we use it in the relational context. Referring to the case of a patient coming late, Velia Ranci said that *accoglienza* (holding? acceptance?, understanding?) can be communicated through the benevolent attitude of the therapist, the ruling function by ending the session at the usual time, the symbolic function by giving sense to the action, according to the mental process taking place in the patient or group at the moment. She also said that this sense can be more or less clear, can be put into words or not, but we must know there is a sense.

She also expressed her opinion that mental representations of setting are characterised by 'ambiguity'. Using this word in a quite positive sense (as Racamier does), she said that setting is 'ambiguous', as it belongs at the same time to the social context and to the interior context. She connected the rebellion against setting to the drive to get out of this ambiguity. Resistance to change induces patients to deny the interior meaning of what happens, in order to bring up just one side: the social context (dinner party conversation, gossip, etc.). The therapist has therefore the duty to bring the relationships back into their 'ambiguous' context, so that therapeutic goals can be pursued.

Looking at the future

I am not going to report on the discussion in the large group, because we all felt it represented the beginning of a process that

has to be further developed. In fact very few participants took an active part in the discussion, besides the official speakers, and almost all of them were men, although there was a large majority of women. Therefore all participants, including those who did not speak during the event, were invited by the host organisation to write commentaries not only on the subject of the round table but also about the Panel as a communication experience. This invitation and the decision to publish these writings on *Bollettino E-speira* is one of ways the host association has thought about in order to develop the process.

At the end of the Panel we felt that when the discussion had come to a significant point, and we would have liked very much to go on, it was time to end. At the same time we left with the desire to create new opportunities to exchange ideas. Maybe another round table in 2008.

I also hope this article is going to stimulate other colleagues to give a contribution, enlarging this debate.

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Important Note to Authors who have published in the Journal ‘Group-Analysis’ since 2004

I have recently spoken with Gaynor Cooles at **The Authors’ Licensing & Collecting Society Ltd**, and am pleased to let contributing authors know that since 2004 (inclusive) all authors who publish papers in the Journal (and other academic journals published in the UK) are able to claim royalties via the ALCS. I do not know what the actual amounts may be and they will vary according to each author and each paper; royalties may be waiting for them. They will originate from the photocopying etc. of articles in schools, colleges, universities, and similar institutions.

The process is as follows:

1. Join the Society for life for a single payment of £25, tax-deductible, by writing to:
2. Membership, The Writers' House, 13 Haydon Street, London EC3N 1DB, or
3. E-mail: alcs@alcs.co.uk. Tel. 44-(0)20-7264-5700; fax: 44-(0)-20-7264-5755.
4. Complete and return the application form, enclosing fee.
5. You will then be contacted and have the process of claiming explained, which I was told is not complicated.

This ability to claim royalties covers all published books, chapters in published books, and papers in regular Journals of many varieties, as well as documentary scripts. The royalties from Journal papers can be claimed only back to 2004, but royalties on books etc. go back to their publishing dates. It does not include formal responses to papers published in the Journal, nor book reviews. I believe that members living in the UK. can apply online, while those elsewhere may have to complete a paper copy which can probably be downloaded from a PC.

Kevin Power
Honorary Treasurer

**Group Analytic Society Autumn Workshop:
Group Analytic Praxis
Sunderland 2–4 November 2007**

Adaptations and applications of group analysis in public health services: What a group can accomplish for its members

Having recently returned to working within the health services in Ireland I was keen to attend the GAS workshop hoping particularly to learn more about the application of group analysis in medical settings.

The venue was at Seaburn near Sunderland and many of us stayed in accommodation just by the sea. It was beautiful to be able to walk on the beach and quite a contrast to spending a long day of reflection and discussion within the setting of a psychiatric hospital.

The programme was full, the breaks sparse and the food simple – were we receiving an experience of being inmates of the NHS? Participants from several countries were present: Hungary, Poland, Denmark, Portugal, and Germany yet there was a continuing concern with the NHS in particular and British culture and tradition. I became conscious of the shared British/Irish cultural heritage in the large group when I realised I was the only non-national who knew my way around A. A. Milne's 100 Acre Wood; tales of a group of animals learning to manage their environment with an often absent minder. I think the Irish stereotype would have been to have been the donkey in the past, but there has been adaptation: now the Irish are embodied as the tigers.

The issue was captured in Dieter Nitzgen's plenary address: Development by Adaptation: notes on Foulkes' development of Group. Do we dare to make adaptations to Group Analysis or will this mean the loss of the 'Gold Standard'? Explorations of the 'Gold Standard' seemed to reveal fantasies that this has to do with 'London' and the slow open analytic group. This theme was explored in small and large group settings and whilst avowals of interest in plurality, and cultural diversity were made, it still seemed there was anxiety within participants about discussing their actual practice, perhaps due to fears that they would not be perceived as operating within the 'Gold Standard' yet it was clear that golden work was being done in applied work in many settings, not necessarily 'London'.

The problem of adaptation was exemplified in the organisation of the workshops. The workshops offered a traditional model of group analytic space to discuss the practice of applied time limited groups, rather than offering formal presentations or reviews of the efficacy for these approaches or guidelines for practice. Perhaps this shows us that we are in a difficult transitional space: the applied work is being done, but there is, as yet, inadequate reference to a scientific culture to explore for whom, at what point, for how long various forms of groups might or might not be useful. Nevertheless, the discussions

were rich and showed a diversity of experience: the pearls that I gleaned were that even in very short term groups the life cycle has an impact on the therapist in terms of attachment and mourning. Also it seemed that a practice of a review session some weeks after the closing of a group might be useful to help patients process their experience and enhance post-therapeutic gains. It appeared that alternative forms of groups such as open median groups may have differential potential as holding environments or therapeutic spaces for different clients.

It seems in the current political and economic climate, we do need to learn to adapt, but our discussions did focus on how to adapt whilst still holding to the core of group analysis and it was interesting in this regard that referring back and rereading Foulkes was mentioned and other more recent textbooks of Group Analysis. It also became evident that we need to take cultural diversity more seriously and to be more prepared to engage in a selective and scientific adaptation of our practice bearing in mind ongoing theoretical developments. There are also implications for training: should this be re-balanced to put a greater weight on applied groups in the future?

This was perhaps a less comfortable and more ‘work’ like workshop than previous group-analytic workshops I have attended. There was an excitement about doing group analytic work in the public sector and paradoxically, it reminded me of the importance of play, and the peril of becoming concretised and diminished in therapeutic depth and breath.

Jacinta Kennedy

Group Analysis in Practice Workshop Sunderland, 2–4 November 2007

The workshop began with Dieter Nitzgen’s lecture entitled ‘Development by Adaptation; Notes on Foulkes’s Development of Group Analysis’. It reminded us of the roots of group analysis and was a valuable link to discussions in small groups. What are

the golden rules? Do we always work to Foulkes's standards? And if we change something (in the setting, for instance) is this still group analysis? Small groups give us good opportunities to exchange our experiences and to see how things look in other countries. For me, an interesting point was that during our exchange of group analysis experiences (particularly with regard to public health services in each country) I found many similarities. The NHS is always the third party in psychotherapy and this is something which analysts and patients have to take into account. In each country the local NHS gives out lots of forms to fill in, giving little time for psychotherapy while expecting quick improvements in patients. Is short-term group analysis as good as long-term? The answers we find lead us to think that group analysis even with 'the third element', which becomes a part of the setting, works, helps patients and helps psychotherapist's with other approaches (i.e. cognitive) to understand the process.

Don Montgomery's workshop 'Can applied group analysis help with NHS assessment and therapy targets?' gave us the opportunity to work together in finding the solution to how to help patients which have been waiting for a very long time for their own psychotherapy in a group. Every participant's experience was very helpful in this case.

The large group is always my favourite. I always find new elements of the history of the society of group analysis and I really feel part of a large network which has the same roots. When I hear about arguments between analysts and about who and which society has power and who accepts something and who does not it reminds me of the Monty Python film *The Life of Brian* in which members of Judean People's Front and Campaign for a Free Galilee fight each other but it also makes me think that this special kind of humour (not often understood in other nations) is part of the British soul and therefore part of all the societies connected by this network, which helps us to cooperate across national and cultural boundaries.

It was very important for me to hear in the large group that my older colleagues with great experience in group analysis and with high positions in EGATIN and GAS or other societies were coming from the same position feeling like small child at the beginning and growing up to feel more and more confident.

Perhaps this is very banal but I am always surprised when I consciously discover that the group analysis phases and rules work in all groups even if we frequently forget about it.

I would like to thank the organizers of this workshop for providing the opportunity to exchange experiences on how it is to conduct groups under the National Health Service especially since this workshop was held at Monkwearmouth Hospital in Sunderland.

Magorzata Bajor

A view of the Sunderland autumn workshop ‘Group-analytic praxis: what can a group accomplish for its members?’

Sunderland was my first experience of a GAS workshop. It was a bold choice of venue the first such event outside London, I understand – that drew a small but well-engaged group of clinicians, including some from the hospital in which we met. We were enormously fortunate with weather so warm as to allow us to sit outside in shirt-sleeves, giving a particularly rosy impression of northern climes to our southern European colleagues. Sally Mitchison had put together a full and varied programme and attended with vigour to the dynamic administration, so I left feeling nourished by both the work and the continuous supplies of coffee and cakes!

The rumbling eruption in a large group of an old wound within the body politic of GAS at first surprised and then intrigued me. The protagonists put forward their views about what had happened several years ago. Had GAS (London) been the subject of a coup d’etat by those determined to see the emerging European group-analytic societies at the wheel? Or had the children to wrestle it from unduly reluctant British parents? Of course, these are over-simplifications. Both the group analysts involved are senior practitioners who have been closely and passionately involved in training group analysts. However, the familiar

question ‘Whose group is it, anyway?’ – popped into my head, prompted also by having recently completed my clinical paper on the subject of authority in groups. Perhaps Andrew Powell’s reminder that ‘the matrix belongs to nobody and yet to everybody’ applies equally to group analysis as a whole. Sitting in groups with colleagues from across Europe brought it home to me that there is no one keeper of the true flame!

The workshop had started with Dieter Nitzgen taking us back to Foulkes’ original ideas about group analysis, in which application to the given situation was central. In other words, the ‘traditional’ analytic group of eight members was but one manifestation of how group analysis could be applied. In a series of workshops, participants heard about and discussed how group-analytic thinking and practice could be applied in acute settings, in working with addictions and the terminally ill, in a culture of targets and assessment and in co-therapy work. Some participants found these workshops too experiential in nature, reflecting a hunger for ‘working applications’ in an increasingly demanding work environment. For me, this has spurred me on to start writing with my colleague the paper on co-therapy relationships that has been beckoning for some time.

The survival and flourishing of group analysis in public health-care settings is a concern to us all. In the workshop, we heard about its varying degrees of support in different countries. A DVD shown to us of the Henderson Hospital therapeutic community that had been made several years ago made intriguing viewing at the time, but as I write this 60 year-old centre of excellence in creative group psychotherapy is under notice of closure. Thus in England, at least, there has never been a more urgent need to show that group-analytic ‘praxis’ is a relevant and developing approach that can accomplish things of value to patients, organisations and society alike.

Christopher Davies

NHS Adult Psychotherapist & Group Analyst

Powell, A. ‘Towards a unifying concept of the group matrix’, from *The Psyche and the Social World: Developments in Group Analytic Theory* (Routledge 1994).

Memories of Two Congresses

From the 9th Congress organised by the Group Analysis Portuguese Society, entitled 'The Creative Power of Emptiness' on October of this year and from the 13th Brazilian Congress on Group Psychotherapy and 9th Lusitanian-Brazilian Group Analysis and Group Analytical Psychotherapy, called 'Fundamentalisms, Organised Crime and Terrorism: Psychosocial, Legal and Political aspects' which took place in November of this year, I have retained some significant memories to write about.

The Group as a system of subjects on a dynamic interaction is a concept shared both by the Portuguese and the Brazilians. Groups with a therapeutic and/or with a psychotherapeutic purpose, employing the group's strength, are an acknowledged practice in both countries.

Group analysis is a strictly European concept, unlike Group Analytical Psychotherapy. The interplay of transference and counter-transference, the definition of matrix and pattern, are highly esteemed notions in the Group Analysis Portuguese School.

The current social context, in which consumption, immediate gratification, and the fear of difference have an upper hand, influences and concerns psychotherapists, analysts, group analysts, and psychoanalysts, that is, the psys from both countries. Some assert that the best answer to such anguishes is by means of decreasing its suffering, and a few others put in perspective a strengthening (this is where the Portuguese group stands): of group analysis; of psy's accountability regarding mental health; of a concern on (re)constructing personality.

Globalisation, and its low standards, has been approached firmly by César Vieira Dinis, and in accordance to what has been discussed previously:

People are to be treated by directing them into an adult stage!

I have come to understand how Brazilians live in a perfect state of terror, as shown by Mauro Bilharinho Naves, and suffer from a fear of being mugged, from being battered and killed.

The anguish of death overcomes. On several reports, they tried to understand, even comprehend these aspects of terrorism both as a social phenomenon and as a call from the bleeding, oppressed minorities claiming their rights. Death, in its ultimate meaning, takes place daily as the result of violence in this country, which is related to primal aggressiveness, as José Ottoni Outeiral stated.

This society must act on its libido!

In Portugal, violence is yet to reach such proportions, we can wait for the traffic sign to flash green and confidently cross the street, cars will stop.

Our congress progressed differently from the Lusitanian-Brazilian one. We formed a large-group, and then promoted group analysis and group analytical psychotherapy.

In some way I feel we are rigorous towards the practice we have devoted ourselves to.

Teresa Bastos Rodrigues

Full Member of the Portuguese Society of Group-Analyses

Full Member of the Group-Analytic Society

Traidic System Workshop in Istanbul, 7 & 8 December, 2007

The Istanbul Psychodrama Institute (IPI) organised a training workshop in December 2007. This workshop focused on the work of J. L. Moreno and the theoretical underpinnings of Sociometry. The workshop also focused on experiential and didactic work demonstrating how sociometry is used to warm up the group, and then how it is woven into action and sharing aimed at working with large and small groups in dealing with personal and interpersonal issues.

The following article is the report of one contributor to this workshop.

On Friday December 7th and Saturday the 8th December 2007, I led a series of experiential and action-oriented workshops at

The Istanbul Psychodrama Institute (IPI). These were training workshops entitled 'The Triadic System: Integrating Sociometry, Psychodrama and Group Psychotherapy'. The purpose of these workshops was to highlight the importance of integrating all three elements of this method and demonstrate in action how it is used in all three phases of warm-up, action and closure.

Jacob Levi Moreno, MD (1889-1974) is better known as the pioneer of psychodrama, although he considered Sociometry his most important theoretical creation with its potential to reach all of humanity. To some it remains a theoretical framework which is not applied as part of the psychodramatic process.

Adam Blatner, the most prolific writer in the psychodrama field describes the value of sociometry in giving people in groups 'feedback as to their collective patterns of interpersonal preferences. By facilitating systematic disclosures, Sociometry opens the way for groups to deal directly with its dynamics, to work out conflicts, shift group norms or structure, and/or renegotiate roles to maximize inclusion or group cohesion.' Robert Siroka, who was trained by Moreno, has been the director of the Sociometric Institute in New York and for the past forty years developed this unique way of integrating sociometry and psychodrama. In 2002 I teamed up with Dr. Siroka, his wife (and the institute's co-director) and another colleague, Louise Lipman to give a week-long training course at the Istanbul Psychodrama Institute (IPI). The present workshops were essentially a follow-up on the previous session.

There were about sixty participants during that weekend, trainees at IPI. Some of them were beginners whose knowledge base was primarily psychoanalytic and others who were about to graduate after a six-year training course. Almost all of them work with groups in various agencies. In terms of familiarity this group was a mix: some knew attendees while others did not know anyone. Because of the nature of experiential teaching of action methods, I used sociometric techniques to create group safety and cohesion. Sociometric criteria such as 'who do you know the longest?' or whom would you consult with difficult cases or with difficulties to express feelings?' were posed in the form of action sociograms, thus making these connections visible to all and allowing the entire group to express thoughts and feelings and feel closer to each other. Such criteria were then followed by others whose aim it was to deepen the effect and

also helped trainees create their own sociometric criteria as if they were leading the group. Commonalities and differences were highlighted, and this group took very little time before they delved into issues related to personal losses and even traumatic events. This led to a great deal of revelations already during the first evening, demonstrating the power of sociometry to go for deep material, even though I did not direct a drama then. In a way this was only a warm-up that continued the next day.

The second part (Saturday) consisted of experiential and didactic work demonstrating how sociometry is used to warm up the group, and then how it is woven into the action and the sharing segments. Some participants who did not attend the previous night were integrated into the larger group by using sociometric group building techniques skills. In gradual process members identified issues of concern to them, both interpersonal and intrapsychic. Of those who wanted to ‘work,’ the group chose a protagonist for each session, again via action sociograms, which reflected group identification and support – both essential in doing action work. Directing this segment I demonstrated how we transform the protagonist’s narrative into an enactment. This is a co-creative process using group members as auxiliaries in ways that deepen emotional expression and allows for insights and well as opportunities to experiment with new roles. It is interesting to note that group members were eager to participate and overall effect was overwhelmingly positive and supportive. Adhering to the rule of confidentiality I choose not to describe details of the dramas enacted. The sharing and closure helped to re-connect the protagonist to the present group and to the ‘here and now.’

The workshop was conducted in English with skilful simultaneous Turkish translation by IPI director Deniz Altınay. Both Mr. Altınay and Nese Karabekir-Erman have invited many psychodrama experts from all over the world to teach their trainees. It was an honour and a pleasure for me to lead these workshops as I saw the power of sociometry in bringing the groups together and to transcend cultural differences and trainees’ theoretical orientations. Their motivation and eagerness to learn were supported, in my opinion, by their curiosity as well as by a cultural tendency that encourages social closeness and emotional expression, both therapeutic and artistic.

Jacob Gershoni, LCSW, CGP, TEP
www.GrouPsychodrama.com

Jacob is a psychotherapist in private practice at the Sociometric Institute and a staff member of Columbia Presbyterian Medical Centre in New York City. He is a trainer, educator and practitioner certified by the American Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy. He has presented many workshops in the United States, Canada, South America, Europe, Israel and Turkey. Jacob is a fellow of the American Society of Group Psychotherapy and Psychodrama, and the editor of: *Psychodrama in the 21st Century: Clinical and Educational Applications* (Springer Publishing Co. 2003).

RESEARCH

This new section will focus on contemporary work on research methodology, research activities, and research findings that are of relevance to Group Analytic Practice.

This quarter:

A recent article *A method for the study of therapeutic factors in group psychotherapy*, published by the British Journal of Psychiatry, is available on the internet at the following address:

<http://bjp.rcpsych.org/cgi/content/abstract/134/3/257>

Abstract: A method is described for the study of therapeutic factors in group therapy in which patients and their therapists prepare brief reports at regular intervals about those events in treatment which they regard as important; these reports are then assigned by independent judges to a classification of therapeutic factors which has been specifically devised for this purpose. The feasibility, validity and reliability of the method

are discussed and its potential application to group therapy research and training briefly mentioned.

A number of related articles are linked to the web page.

CULTURE

The Lives of Others

Thoughts in response to the film. Presented at IGA Film Club

This is a great film and thank you Roberta Green and Peter Mark for showing it and for inviting me to comment on it. It is reassuring for one to find that their own view of a film is shared by critics and viewers in general. This film has been both a box office success and the recipient of critical acclaim.

Those of us who like to think analytically try to understand the reason for this general appeal. The most prominent feature is that it portrays the survival of the better aspects of humanity (respect for freedom of thought, value for art in this case in the form of theatre disdain of hypocrisy and of double standards and the love of sacrifice for the sake of higher values and the common good) and all this in the face of extreme adversity.

The actions of a middle ranking STASI official, in the second phase of his film existence, warm peoples' hearts. There is a 'feel good' factor in this film. If we saw it only as a feel good film we would be doing it a great injustice and we would be damning it by faint praise; this film is a lot more than that.

To group-analysts, the film could be an illustration of the complex dynamics between the individual and its social context. The particular social context of the film is one of destructiveness of the human soul and creativity, of polarisation and of hypocrisy. Immorality starts from the party officials and spreads to corrupt many. The tragedy of the main heroine is her conflict between her natural wish to continue expressing her talent as an actress and her wish (equally natural) primarily not to be abused and not to be sexually exploited by the minister and be

allowed to remain faithful to her lover. When she comes face to face with what she thinks are the consequences of her betrayal of others, she kills herself. This is one example of the destructiveness of the system. The second example of how destructive a system can be of human creativity is given when the party official describes with pride how authors simply stop writing after a period in prison. They die as authors before they die as biological entities, just as a theatre director (Albert Jerska) who commits suicide as he is no longer allowed to direct plays. A third example is the way the Party uses the heroine's drug habit to blackmail her and establish its hold on her.

Paradoxically, Party immorality does not succeed to corrupt one of its 'executives' the STASI operative Wiesler. He is portrayed as having joined the communist Party from idealistic motives and as having remained faithful to his idealism until he discovers the hypocrisy of the Party officials and ministers. This hypocrisy is highlighted for him when he is reminded that he is not allowed to trace or spy on high-ranking officials or ministers.

He may have been tempted to justify that double standard on the basis that the party is the agent of a higher objective (of Communism), as it was put to him but then a number of events force him to change his position. The most obvious event is that he loves or feels compassion for the heroine of the film and is incensed by her abuse, exploitation and imprisonment. The dynamics are obviously complex but there is also an event which attracts little attention but which impressed me: he reads Brecht.

The story of Eugen Berthold Friedrich Brecht or Bertolt Brecht is in itself very interesting. He fled the Nazi regime upon Hitler's ascent to power in 1933 to Denmark, Sweden, Finland and the USA a communist to the most capitalist of nations. He worked in Hollywood but after testifying to the Un-American Activities Committee (he did not refuse to testify as other artists did) he flew to Switzerland and from there was enticed back to East Germany with the promise of his own theatre. I have been told that that theatre played continuously plays written only by Brecht! He retained foreign bank accounts and his copyrights were held in a Swiss company. There are, as you see, some internal contradictions between his ideas and his actions but

our focus today is not the life of Brecht but the role his work is given in the film.

Agent HGW is portrayed as being influenced by reading Brecht; he is transformed by the whole experience of ‘the lives of others’ but also by the writings of Brecht and by music; he cries upon listening to ‘The Sonata for a Good Man’. He then decides to risk his status, his freedom and possibly his life for the sake of protecting the work of some intellectuals who were activist and opponents of the regime. Indeed, the character represented by the successful author who is accepted by the regime undergoes some transformation after the suicide of the theatre director; he becomes an activist and writes an article about suicide in the DDR which is published in the West Germany.

His transformation raises the question of the power of Art. I would like to distinguish here the power of ideas themselves from the power of art that is the power of aesthetics, the power of the beautiful the power of the way in which ideas are portrayed or conveyed.

My impression is that therapists generally cringe at the mention of the word power though it is possible that I am unfairly critical of my own clan. I use the word power meaning the force, the agent that brings about change. A film is powerful because it moves us it causes a change in the way we feel. One question that this film poses is: ‘Is Brecht so powerful that he can move one to make a dramatic change in his life like the change of Agent HGW?’

My own personal experience with Brecht has some similarities though of a much milder form. When Greece was under a military dictatorship a brave actor staged Brecht’s ‘The Life of Galileo’. I was a medical student then, and like many Athenians, a lover of theatre. The purpose of staging this play there and then is obvious. It portrayed the battle of a single individual against a dictatorship of ideas in Galileo’s case, the ideas of established religion. The play was also a powerful influence for me personally. One of its messages was: ideas expectations and perceptions contained in books, even when they seem obvious and self-evident, may be seriously, essentially and thoroughly wrong. The sun simply does not go round the earth even if the Bible says so.

Brecht puts in the mouth of Galileo the most powerful exposition of the scientific method (and of the null hypothesis) that I am aware of; he was, after all a medic to start with.

GALILEO: Somewhat convinced that we shall establish the rotation of the sun. My object is not to establish that I was right but to find out if I am. Abandon hope, I say, all ye who enter on observation. They may be vapours, they spots, but before we assume that they are spots – which is what would suit us best – we should assume that they are fried fish. In fact we shall question everything all over again. And we shall go forward not in seven-league boots but at a snail's pace. And what we discover today we shall wipe off the slate tomorrow and only write it up again once we have again discovered it. And whatever we wish to find we shall regard, once found, with particular mistrust. So we shall approach the observation of the sun with an irrevocable determination to establish that the earth does not move. Only when we have failed, have been utterly and hopelessly beaten and are licking our wounds in the profoundest depression, shall we start asking if we weren't right after all, and the earth does go round. With a twinkle: But once every other hypothesis has crumbled in our hands then there will be no mercy for those who failed to research, and who go on talking all the same. Take the cloth off the telescope and point it at the sun! He adjusts the brass reflector (p 81)

What is the relevance of all this to us as psychotherapists? I believe that far too many of us use the psychotherapeutic literature and particularly the texts of the founders as religious texts. 'If Freud or Klein wrote it, it must be true'. All of you are prepared to accept that the theories of Newton have been corrected and have been enriched by nuclear physics but I wonder if there is one amongst you who is prepared to admit that Freud or Klein made one error. Would one of you be able to say that the aspect of 19th or early 20th century psychoanalysis has been proven to be erroneous and needs to be exchanged with a newer and more evidence based theory? If you are not able to do that, it is either that you believe that psychoanalysis is the only scientific body of knowledge that was completely right from the start or that you are using the texts as religious expressions of absolute doctrine.

It was not only the Popes and the Cardinals who believed that the Bible was absolutely and literally true but also every foot soldier of the church and virtually the whole Christian world. Yet, all of them were wrong as only two people knew at the time: Copernicus and Galileo.

The ideas expressed by Brecht were probably not new to agent Wiesler; after all Brecht was not a forbidden author – there was no danger in reading Brecht. So, what is the function of Brecht in the film? One way of explaining the introduction of the scene where agent HGW reads Brecht is to illustrate the power

of literature. The ideas were already known but agent HGW had not read them in Brecht. What gave the ideas added impetus was the literary talent of the author, it is the way Brecht wove them into his plays that made them so powerful. When truth is bound with beauty and emotion, it forms an irresistible force. Unfortunately, beauty sometimes is more powerful than truth. Aesthetics are used daily to influence our emotions and our actions. Advertising is based on this principle and we all know its effectiveness. What the vast majority of the western world 'is loving' is a Big Mac in Marlboro Country. Great images awful truth.

So, was Brecht's influence on Agent HGW cathartic? Perhaps we should re-visit the concept of catharsis as it is a concept relevant to theatre and to therapy. Before catharsis was used in psychoanalysis, it was part of religion and of medicine. Many ancient religions have an element of cleansing as part of their rituals. Washing or rinsing with water before entering the church, temple or mosque are well known practices as is baptism. In Medicine, we use a cathartic even today.

Aristotle incorporated the term in his Poetic *Ποιητικὴ*. According to Aristotle, the Greek tragedy does not end at the climax of the suffering of the main characters at the time that a crime is committed. The classical drama continues and gives the audience time to experience grief, sorrow and sympathy for all the characters. This experience of the deep feelings which mirror the various feelings felt by the different characters, and the process of thinking through the process of crime and suffering, is experienced as cleansing as cathartic.

A frequently used component of catharsis is some sacrifice, and it is a sacrifice to the Gods. In the film, we see a number of cathartic sacrifices. The sacrifice of Agent HGW of his status, security and future- and the ultimate sacrifice of the heroine. The film concludes with the cathartic act of the author Dreyman who publishes a novel 'Sonata for a Good Man' and dedicates it to 'HGW XX/7 with gratitude'.

Thankfully, not everyone comes clean from this catharsis not even society us who allow the powerful Party officials to maintain influential posts in the post-fall-of-Berlin-wall period (just as powerful Nazis obtained government posts in post-war west Germany the reason that Brecht gave for not returning to West Germany after the fall of the Nazi regime).

Another issue that has been raised is whether catharsis can be brought about in the audience by the spectacle (play or film). Are any of us today, cleaner, different as a result of coming into contact with this work of art? Does the experience of a Greek tragedy, a Shakespearean play or the *Lives of Others* make us different people in any way? Does Art really have the power to cleanse? Art does have the power to move in the sense of stirring up emotions but does art in itself change or cleanse people? Is art in itself therapeutic?

It seems to me that Art can be therapeutic to a degree in some people in certain circumstances. A great play can improve our understanding of ourselves to some degree. Like therapy, it can make some unconscious feelings/ thoughts conscious. At other times, art is used by us in order to confirm our pre-conceptions. In this sense, art may be supportive (if the pre-conceptions are accurate and real) or destructive, if the pre-conceptions are erroneous prejudice.

Art is different from Art Therapy. Watching films, going to the theatre, listening to music may inspire you or depress you but it is unlikely to cure you. An additional element is needed and this is the contribution of the various Art Therapies. Music moves but treatment is more likely to come through music therapy and the same, I believe, is true for drama dance and painting.

A hallmark of a good film is that it stimulates not only feelings but also thoughts. We were moved by the plight of the people in an oppressive regime, by their internal and inter-personal conflicts, by their struggle for self-realisation, their interaction and the creation of art, their catharsis and their accommodation to an imperfect reality. It remains to be seen if the film had the power to change us in any way.

Reference

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Jason Maratos
The Group-Analytic Practice

OBITUARY

**Personal Memory of Sharon Hallard,
Member of the Institute of Group Analysis
Born 13th November 1957 – died 18th June 2007, aged 49**

I would like to write about Sharon as I remember her.

I met Sharon for the first time in 1989, in our training group on the IGA Qualifying Course in Manchester. Our Training Group Analyst was Harold Behr and we had also found ourselves going through the Course Supervision with the same supervisor Stephen Cogill.

Sharon was the youngest member of our nursing contingent as well as of our year group. We started our training in a pioneering spirit – we were among the first candidates of the freshly opened IGA Manchester Block Training. The process of establishing our Training and having its validity recognised required staying on stamina, a great deal of personal determination and commitment. In spite of that, we felt very much a part of something creative, we wanted to do well and we wished to prove to the IGA that their new ‘baby’ was something to be proud of.

At that time, Sharon’s life outside the Course was also going through a transition and, indeed, she needed plenty of energy to adjust and to hold everything together. It was not long since she had moved from London up to North Staffordshire, where she and her husband Adrian bought a farm. She had to adjust to a country living, far away from her family in Kent, find a new job and manage the demands of our training. Some of her adjustments gave her a lot of pleasure, such as having the farm and the domestic animals. She loved her animals and, at one time, Sharon had a herd of goats, two dogs, three cats, one horse and three parrots!

Originally, Sharon’s roots were in Kent, in a village near Maidstone. She did her basic General and Psychiatric Nursing training in Maidstone and later qualified as a Nurse Tutor in London. In order to move up the North, Sharon gave up her employment with Maudsley Hospital, London, where she had

worked for many years as a Senior Nurse Tutor in the Nursing Training School. It was there where she first experienced group analytic psychotherapy. To find another NHS employment in Staffordshire proved difficult, so, in 1990, Sharon decided to start working as free-lance psychotherapy and nursing practitioner. She worked as a self-employed external psychotherapist and clinical supervisor for the North Staffordshire Psychotherapy Department for years and stopped only a few months before her death. Additionally, she developed her private psychotherapy practice in and around rural town of Leek, Staffordshire. As she never let go of her nursing and educational identity, she called her practice the Counselling, Psychotherapy and Educational Services. For a long time, Sharon was the only group analyst working in that geographical area.

During her time in our training group, there seemed to have been a parallel process going on between her life outside the group and her life inside our group which connected with the rest of us. Just as we were becoming an established 'growing up child' to the IGA, Sharon had become a mother to her daughter Natasha, now grown into a 17 years old young woman. It was a powerful experience for me to have, on one level, a group as my transference mother and, at the same time on another level, to go through the training with Sharon who was going visibly through the stages of her pregnancy. However, this experience also adds powerfully to my sadness and the loss I feel about Sharon's death.

The mutual bond we have developed during the training had survived and, throughout the years, had grown into a deeply appreciated friendship. We helped each other with writing our final Clinical Papers and, as our relationship grew, we served each other as sounding boards for our professional, and at times personal, lives.

Until a few months before her death I used to see Sharon in peer supervision, with Sharon bringing in regularly her NHS group which she first collected as her training group in 1990 and which survived until a few months before her death. I will always remember with gratitude Sharon's encouragement with starting my own private psychotherapy practice, referring a few patients and supervisees to me. She invited me to share a room with her, both in her therapy practice setting in Leek and, in

2003, in the Everley Cottage, her own place in the village of Ipstones near her home. By the time she settled into her own cottage, her professional reputation was established and the patients used to travel from various parts of Staffordshire to see her. On many occasions we sat in her cottage in the midst of various preparations for her local community events, including fund raising activities for the local church.

Sharon always felt grateful to the IGA for her group analytic training. She hoped that her voluntary work as the IGA Tutor Co-ordinator for the Manchester Course would, at least partially, reflect her gratitude. She fulfilled this function for well over 10 years and she used to worry endlessly when she could not attend regular meetings of the Manchester Course Committee. For some reason, in the past these meetings used to be held in London on Fridays which, for Sharon, would have meant a whole day of travel as well as the whole day out of her private practice! However, she was a good communicator and, judging from masses of cards and messages sent to her Memorial Service she, nevertheless, managed to develop a working relationship with many IGA members, both students and staff.

Sharon's illness surprised all of us who knew her with its quick progress. In harmony with her optimistic and feisty personality, Sharon convinced herself and those around her that she was going to survive all the medical interventions and then return to live her life in full. It was not to be and she succumbed to the physical complications of the treatment which was meant to help her. She will remain in my mind for as long as I live. I am glad for the time we spent together.

Dascha Boronat

TRAINING

Centre for Group Analysis Education (Novi Sad) & Association of Group Analysts of Vojvodina

OBJECTIVES, ORGANIZATION AND ACTIVITIES

GROUP ANALYSIS

Group analysis is a psychotherapeutic treatment method whose founder was S. H. Foulkes, who established the foundations for a synthesis of studying society through sociology, and studying the individual through psychoanalysis, which led to a new form of psychotherapy group analysis.

S. H. Foulkes, psychoanalyst, began with his work in group as early as 1940, and through the period of a few next years he intensively worked on research in group, and finally, at the beginning of the 1950s he, together with his colleagues, formulated group analysis as a therapy method. Since that time group therapy began, as well as education in group analysis. The Group Analytic Society was established in London in 1952, and twenty years later the Institute for Group Analysis was established in London (1972). Today, group analysis has found its place as a therapy method in many countries.

Technique of work in group analysis involves seven to eight members sitting with a therapist in a circle, where the therapist encourages spontaneity so that thoughts could be expressed freely, as well as developing the culture where all contributions are allowed at any time and where members are free from common social censorship over their own thoughts and feelings. The focus in group analysis is on the dynamics between the group as a whole and the members of the group, including the therapist.

In our country group analysis has had its place for thirty years; however, it was not until 1987, when education in group analysis was organised by the Institute of Group Analysis from London began, that there were group analysts educated according to

the standards of education. That year the education of a group of psychiatrists began, and it lasted for five years. Eleven participants of this education in Belgrade, organized by London Institute, completed the education and achieved the status of a group analyst. In 1994 the first Introductory Course began in Belgrade, and after that there was block training in Novi Sad. The following year the Belgrade institution of group analysts achieved the status in the EGATIN, and thus verified its education within the framework of the European institution of group analyst training.

CENTRE FOR GROUP ANALYSIS

The Centre for Group Analysis was founded in Novi Sad, first as the Centre where group therapy was implemented as a treatment technique, and then at the beginning of 2006 the idea of establishing the Centre for Education in Group Analysis within the same Centre was born.

CENTRE FOR EDUCATION IN GROUP ANALYSIS

Activities

The Centre for Education organises education in group analysis during which professionals will be educated for the qualification of a group analyst.

The Centre organises Seminars, as well as Workshops in group analysis, for group therapists and for those interested in group work, as well as for people of different occupations who would through group work develop their knowledge and awareness of themselves and others.

The Centre has an initiative to connect with similar Centres, both domestic and in other countries in Europe and the whole world, through institutions promoting education in group analysis, the EGATIN, and with the Institute for Group Analysis in London, through membership in that institutions.

The Centre for Education in Group Analysis will, through education, promote group analysis as a treatment method in Vojvodina, where until a few years ago there were no group analysts.

Group analysts from Vojvodina, sixteen of them, began their organised education in block training in Novi Sad in 1994. The first group ended its education in 1999, so the two participants achieved the status of a group analyst in 2002. With this status they achieved also the status of a psychotherapist in the Association of Psychotherapists of Serbia and Montenegro. Education in group analysis in Novi Sad was completed, so the group analysts and candidates organised their own Association so that they could continue their work on spreading group analysis thoughts.

The conductors of the first education in group analysis in Novi Sad were the group analysts and psychoanalysts from Belgrade, holders of group analysis diplomas acquired during the education organised by the London Institute of Group Analysis for overseas students in Belgrade, as well as the holders of psychoanalysis diploma of the International Association of Psychoanalysts.

ORGANIZATION OF CENTRE FOR EDUCATION IN GROUP ANALYSIS

Founders of the Centre for Education are:

Ljiljana Milivojevic MD, PhD, neuropsychiatrist, psychoanalyst and group analyst, ass. member of IPA, full member of IGA London, member of IAGP;

Aleksandra Novakovic, psychologist, group analyst, London, full member of the Association of Group Analysts, London

Marija Vezmar, MD, psychiatrist, psychoanalyst and trainer psychoanalyst, member of IPA, group analyst.

Jasna Bjanko, MD, psychiatrist and group analyst, full member of the Association of Group Analysts of Vojvodina, ass. member of IGA London;

Associates of the Centre for Education in Group Analysis are:

Prof. Ivan Urlic, MD, PhD, neuropsychiatrist, group analyst and psychotherapist of analytic orientation, Split, R. Croatia, member of Association of Group Analysts, London

Mirela Vlastelica, MD, PhD, psychiatrist, group analyst and psychotherapist of analytic orientation, Split, R. Croatia, member of the Association of Group Analysts, London

THE ROLE OF ASSOCIATES IS:

PARTICIPATING IN SCREENING FOR A CLINICAL COURSE

PARTICIPATING AS A CONDUCTOR OF SEMINARS AND WORKSHOPS

PARTICIPATING AS A MEMBER OF COMMITTEE FOR ASSESSMENT OF CLINICAL WORK OF CANDIDATES TAKING PART IN THE PROCESS OF APPOINTING A GROUP ANALYST IN THE STATUS OF A TRAINER GROUP ANALYST

APPOINTMENT IN THE STATUS OF A TRAINER GROUP ANALYST, IN THE CENTRE FOR EDUCATION, IS PERFORMED IN LINE WITH THE FOLLOWING PROCEDURE:

- group analyst shows his group to the two associates group analysts, each group in the duration of an hour and a half
- group analyst participates in a workshop as participant
- committee of trainer group analysts of the Centre for Education in psychoanalysis in the joint meeting with associates discuss the candidate applying for the status of trainer group analyst

STATEMENT OF ETHICAL PRINCIPLES

Group Analysts respect the dignity and worth of the individual and strive for the preservation and protection of fundamental human rights. They are committed to increasing knowledge of human behaviour and of people's understanding of themselves and others and the utilisation of such knowledge for the promotion of human welfare.

Group Analysts respect other members of their profession and of related professions and make every effort, in so far as they are able and where that does not conflict with the interests of their clients, to provide full information and give mutual respect.

Group Analysts subscribe to ethical principles in the following areas:

1. Responsibility
2. Competence
3. Moral & Legal Standards
4. Confidentiality
5. Welfare of the Consumer
6. Professional Relationships
7. Public Statements
8. Assessment Techniques
9. Research

Administrative Director of the Centre for Education in Group Analysis

Jasna Bjanko, MD
Coordinator for Education

Ljiljana Milivojevic, MD, PhD
Secretary of the Centre for Education

Address of the Centre for Education
Branislava Borote 21/8
21000 Novi Sad
Vojvodina
Serbia

**ACTIVITIES OF THE CENTRE FOR EDUCATION
EDUCATION IN GROUP ANALYSIS ACCORDING TO
ESSENTIAL STANDARDS ADOPTED BY THE EGATIN**

**SEMINARS IN GROUP ANALYSIS FOR GROUP
ANALYSTS, CANDIDATES FOR GROUP ANALYSTS
AND OTHER INTERESTED PARTIES**

WORKSHOP IN GROUP ANALYSIS

INTRODUCTORY COURSE IN GROUP ANALYSIS, in the duration of one academic year (ten months) for psychiatrists, psychologists, social workers, special needs learning specialists, nurses and all professionals working in intensive communication with other people.

INTRODUCTORY COURSE

The group of trainees has therapy once a week in a small group, in the duration of 90 minutes, conducted by a group analyst during one school year.

Theory in group analysis once a week, in the duration of 75 minutes, conducted by a group analyst, and in psychoanalysis, conducted by psychoanalyst and group analyst, once a month in the duration of two and a half hours.

ADVANCED COURSE

For all those having completed the Introductory Course and not continuing education in a clinical course for the status of a group analyst.

Clinical supervision once a week, in the duration of 90 minutes.

Seminars with different topics, of interest for the candidates of the Advanced Course, five in one academic year (every two months). The conductors of the Seminars are group analysts of the Centre for Education, psychoanalysts and group analysts associates.

Workshop once a year, at the end of the academic year. The conductors are associates of the Centre for Group Analysis.

CLINICAL COURSE in duration of four academic years

Course Outline

Application should include a professional CV, as well as personal history, explanation why the candidate wants to enrol in the Clinical Course in Group Analysis, and letters of recommendation from two persons with whom the candidate cooperates, or had professional cooperation.

Screening of each candidate who applied, and who has completed the Introductory Course, would be performed by group analysts – associates and group analysts from the Centre for Education Novi Sad. Each candidate would have an interview with two group analysts from the Centre for Education, and would participate in the workshop screening in the duration of four groups, during one day, which would be conducted by group analyst – associate.

Personal Therapy in Group

Candidates who are accepted would have a possibility to choose one of the trainer group analysts from the Centre for Education in Group Analysis, even if they were not in his/her screening group, and would be accepted into a group with patients whose group is conducted by a trainer group analyst once a week in the duration of 90 minutes

Supervision

Each candidate has supervision once a week, which is conducted by a trainer group analyst. The candidate is obliged to organize a group of his/her patients during the first semester of the first year of the Clinical Course. The supervision is carried out in a group with up to three candidates. The candidate has a possibility to take individual supervision for his/her group. The duration of the supervision is four years, 90 minutes' sessions.

Theory in Group Analysis

Seminars in theory of group analysis once a week, 75 minutes, in the duration of four years, and the conductor is a group analyst. At the end of every academic year, the candidate will write a seminar paper with the topic of his/her choice, which is related to the material studied in the seminars of previous year. The paper should have 3,000 words. The absence rate is up to 10% a year.

Theory in Psychoanalysis

Seminars in psychoanalysis, once in two months in the duration of three hours, conducted by a trainer group analyst, in the duration of two academic years. At the end of the academic year each candidate writes a paper with the subject matter chosen from previous seminars. The number of words is 3,000. The absence rate is up to 10% a year.

Final Paper in Group Analysis is written by each candidate on completing his group therapy and a sufficient number of theoretical seminars and supervisions. The paper should be from 6,000 to 10,000 words long, and the writing technique for the paper should include the outline of the theory along with the

descriptions of the work group relevant for the selected subject matter. The paper is to contain the CV of the candidate in both Serbian and English, the summary of the paper in Serbian and English, as well as the conclusion, also written in both Serbian and English.

Qualification paper is to be read by the supervision conductor, the conductor of the small group where the candidate was undergoing therapy, and one of the associates of the Centre for Education in Group Analysis.

OTHER ACTIVITIES OF THE CENTRE FOR EDUCATION IN GROUP ANALYSIS

Organization of seminars and workshops for group analysts from Vojvodina, for the members of the Association of Group Analysts of Vojvodina, Serbia, with the participation of other countries, as well as the organisation of seminars and workshops for those who are not members of the Association of Group Analysts.

ACTIVITIES OF ASSOCIATION OF THE GROUP ANALYST OF VOJVODINA

Background

The Association of Group Analysts of Vojvodina was founded in 2005 with the aim to gather group analysts from Vojvodina. The Association was registered in Novi Sad.

Objectives of the Association

To spread the thought of group analysis as technique in psychotherapy through its activities, but also to provide the possibility for engagement in research in group analysis by way of organizing seminars and lectures.

The Association has a Presidency led by the President and other members of the Presidency.

The Presidency meets twice a year to hold an administrative meeting where current issues and activities of the Association are discussed.

Associate organise once a month meetings for members of Associate in which different issues related to work of group analyst are discussed.

The President convenes an annual Conference of the Association where the plan and program of the activities of the Association and the manner of funding (so far the funding has been obtained from the membership fee) are discussed.

Members of the Association may be:

- full members fully qualified
- ass. member to be qualified
- guest members all who wish to participate in the work of the Association
- students students for the status of a group analyst

ACTIVITIES OF THE ASSOCIATION

Scientific meetings organised four times a year

Seminars dedicated to group analysis once a year

Workshops in duration of two days, twice a year

Education and research through connecting with similar institutions or with the ones engaged in psychotherapy, but also with others needing cooperation

A Bulletin which is printed once a year, which would inform all the members and wider public as well about the work of the Association.

Overall Character of Training: Poland

The Institute of Group Analysis is holding a training course in cooperation with the Psychotherapy Centre RASZTOW, where Institute students can undergo a clinical practice. The background of the training is the theory and practice of group analytic

psychotherapy and to some extent – individual psychotherapy from a psychoanalytical perspective.

The Institute of Group Analysis is a Qualifying Member of EGATIN and its training program fulfil the requirements of the Essential Training Standards. The Institute's training program is accepted as a complete program leading to the 'Certificate in Psychotherapy' of the Scientific Department of Psychotherapy of the Polish Psychiatric Association and holds a recommendation from the Polish Psychological Association. The representative of IGA RASZTÓW is a member of the Polish Cancel for Psychotherapy which works on the preparation of a new regulations concerning psychotherapy as a profession. Work is performed with close cooperation with the Ministry of Health and Welfare.

The persons attending the training session/certified by the Institute are obliged to comply with the Ethical Code of the Institute of Group Analysis RASZTÓW.

Qualification procedure

The training sessions are intended for:

- psychologists,
- medical doctors,
- other persons with master's degrees who wish to work in the psychotherapy profession.

It is expected that at the moment of beginning the training participants possess some professional experience in medical institutions, institutions focusing on social care, social welfare and health protection, or they planning to start work (or a clinical practice) in an institution of this type.

The qualification process is held throughout the year. Candidates fill in a questionnaire and have a qualification discussion with one of the members of the Training Committee. The course of the discussion is recorded and minutes are taken. The interviewer considers the criteria of usefulness in terms of training, which are worked out by a Sub-Committee. The interview and opinions are discussed by the Training Committee.

Qualification is finished by giving to the candidate a list of group analysts, from whom the candidate can seek self experience group therapy. The analyst performs separate qualifications for their own group.

Both procedures are paid. The fee for training qualification is paid into the Institute bank account, and the fee for qualification and subsequent fees for participation in self experience therapy group are settled with the training analyst.

Characteristics of the training programme

The training last 4 years and is composed of introductory, basic and advance (2 years) courses.

Activities are in progress in two modules:

- blocks (10 meetings per year during weekends)
- ongoing (once a week in the afternoon)

Actually, three classes participate in the training course in which they follow contemporary rules.

From 2008 a modified program will be operated, which will increase the hours of seminar work (clinical and theoretical), which in turn will give greater possibilities of work with individual participants of training courses and the opportunity to evaluate them later.

Training goals

Achievement of the ability of an independent diagnosis and conducting individual and group psychotherapy with a psychoanalytic approach.

Achievement of ability to identify and more deeply understand group phenomena and the processes affecting the functioning of the treatment team and the institution as a whole.

Achievement of qualification leading to the license needed to be awarded the certificate of psychotherapists and group analysts.

Training program

- Self experience in small analytic group (320 hours)
- Theory (lectures, workshops and theoretical seminars (250 hours)
- Large group (16 hours)
- Group supervision – III and IV year (100 hours)
- Individual supervision (50 hours)
- Clinical Practice (360 hours)
- Professional practice (340 hours):
- Group conduct (200 hours)
- Individual patient conduct (100 hours)
- Clinical seminar during first and second year of training (40 hours)

Description of particular elements of training

Personal analysis training in a small analytic group (4 year). The aim of this experience is to obtain insight into ones own possibilities of emotional functioning, therapy of unconscious emotional problems, and to obtain the introspection necessary to work with unconscious processes.

- Lectures and theoretical seminars (4 years – 250 hours).
- 100 hours of lectures and seminars about theory and technique in analytical psychotherapy with special consideration given to the group analytical approach.
- 90 hours of lectures on the psychoanalytical concept of human growth, concepts of personality, neurosis and psychotic psychopathology
- 60 hours of theoretical seminars about other therapeutic approaches: behavioural, cognitive, system therapy
- Trainees own work with literature discussed in seminars and at Institute open meetings
- Training of practical abilities.

a) Participation in workshops provides education in basic therapeutic abilities:

- First contact with patient (techniques of diagnostic interviewing, recommendations to individual and group treatment)

- Formation and development of the group
 - Psychotherapy techniques (interpretation)
 - Psychotherapy techniques (psychodrama and non-verbal techniques therapeutic and diagnostic functions)
 - Use of dreams in individual and group psychotherapy.
 - Specific of crisis intervention and short-term psychotherapy
 - Processes and phenomena connected with ending the treatment
- b) *Conducting patients group psychotherapy and other forms of individual psychotherapy:*
- Individually or in co-therapy system conducting of a therapeutic group under supervision (at least two years and 100 ninety-minute sessions).
 - Conducting one short-term (25 hours) and one long-term (around 75hours) individual psychotherapy course under supervision.
- c) *Participation in clinical seminar on working with individual patients and with groups (40 hours)*
- d) *Clinical practice in Psychotherapy Centre Raszów:*
- Participation in diagnostic consultations and group psychotherapy conducted in the centre.

4. Supervision – (2 years – 150 hours)

- Group supervision of two years in small analytic groups (5–6 therapists conducted by one supervisor in a training course period) 100 hours
- Individual supervision of trainees conducting individual psychotherapy (50 hours) the Institute accepts supervision outside the Institute on condition that it is conducted by qualified analytic supervisors.
- The training course finishes with the obtaining of a ‘Certificate of Group – Analytic Psychotherapist’ as a result of presenting a clinical report showing a description of therapeutic work with an analytic patients group conducted by the applicant and defended in front of an examination commission from the Institute of Group Analysis Raszów.

Further professional enhancement for certified members of the Institute.

- Clinical seminars
- Annual scientific conference
- Participation in workshops and conferences of foreign analytic societies (additional financing from Institute funds)
- Training for persons who are seeking training group analyst and supervisor status in preparation

Wiesława Łodej-Sobańska and Wojciech Sobański

IGA/GAS Library Update

Library work in hand has included providing an induction to the Library for new students, and attending the inauguration: it was very helpful to put names to faces, and I hope to be able to attend more such events [there's no such thing as a free canapé!]

I am continuing to work on stock analysis, to identify what the Library holds, and how much of it is used, and how regularly, an enterprise which will be greatly assisted by a comprehensive database. I have essayed a rough valuation of the library with interesting results!

The Library Committee has met in May and September 2007, and at its most recent meeting, agreed to seek new members for the Committee. We have in hand the finding of a student member, but I would like to ask, through the medium of Contexts for a 'distant' member: i.e. a member not regularly able to visit the IGA or the Library: perhaps an overseas member? I hasten to add that we would not expect attendance at Library Committee meetings: the purpose is to acquire a 'corresponding' member, with whom we can liaise and communicate via e-mail, and who can represent the viewpoint of the more distant membership.

I would also welcome volunteers from among the membership who are experts in particular areas and aspects of group analysis,

and who could keep a watching brief for new material in their speciality, alerting me to it books, papers, journals/journal articles – with a view to improving the stock selection policy of the Library. [Actually, I haven't identified a formal stock selection/acquisition policy, but am trying to develop one: suggestions and comments on areas that should be represented would be most welcome].

Finally, as a reminder, a basic outline of library services and how they operate was included in my Library report in the last but one issue of *Context*.

Please do contact me by telephone [Wednesday] or by email: elizabeth@igalondon.org.uk at any time, if you have any queries.

Elizabeth M Nokes
IGA/GAS Library
1 Daleham Gardens
London NW3 5BY
Tel 020 7431 2693
Fax 020 7431 7246

Librarian available at the following times:

Tuesday 9.30 a.m. to 5.30 p.m.

Wednesday 8.00 a.m. to 5.30 p.m.

NOTICES

IGA/GAS Film Group

14th December 2008: Pan's Labyrinth

It is 1944, after the Spanish Civil War, and the fascists under dictator Francisco Franco are fighting the insurgents (or rebel 'freedom fighters', as the film portrays them). A little girl named Ofelia is taken by her pregnant mother to live with her evil fascist stepfather, Captain Vidal, at a military installation

in an old mill in the forest, next to an ancient stone labyrinth. It portrays a child's experience of terror and this film deepens our emotional understanding of fascism, and of rigid ideology's dire consequences.

Received a total of 6 Academy Award nominations. Nominated, Golden Palm, 2006 Cannes Film Festival; Nominated Best Cinematography and Best Feature, 2007 Independent Spirit Awards.

Discussion led by Dr Morris Nitsun, group analyst, consultant clinical psychologist, author and artist.

8th April 2008: Double Life of Veronique.

A tale of two young women – one Polish, the other French – who are physically and emotionally identical. Jacob plays the dual lead roles, the Polish Weronika and the French Véronique. Each goes about her life unaware – other than in some vague, mystical sense – of the other's existence. Yet they are doppelgängers, somehow profoundly linked to one another. They were born on the same day in 1966, they are both talented singers, they have the same heart condition. Their lives briefly intersect and then, after a sudden death and the intervention of a puppeteer, the story and their twin lives reach a kind of resolution. The puppeteer, the maker of marionettes, raises questions that are central to the film: is there such a thing as free will, or is it up to a creator of some kind, or is it just a matter of chance that one acts and thinks as one does?

9th May 2008: This is England

Meadows boldly attempts to reclaim the skinhead from the traditional neo-Nazi image, explicitly distinguishing his characters from a separate racist influence, and presenting them as an anarchic youth tribe that idolised West Indian music. He sees their susceptibility to the extremist right as a poignant and even tragic part of their fatherless culture, literally and figuratively orphaned by the times. Meadows appears to want to find emotional truths behind the bravado, to find reasons for male rage. It is also about the joy that can come with finding your tribe, of discovering and being accepted by those with whom you can

find and be yourself. In this sense, both ‘The Double Life of Veronique’ and ‘This is England’ raise questions about personal identity and the ways in which human relationships and group identities may both limit and expand possibilities.

18th July 2008: Jindabyne

An outstanding Australian film from director Ray Lawrence (who made *Lantana*) and screenwriter Beatrix Christian. It is based on Raymond Carver’s short story *So Much Water So Close to Home*, transposed to the vast landscape of New South Wales. On an annual fishing trip, in isolated high country, Stewart, Carl, Rocco and Billy (‘the Kid’) find a girl’s body in the river. It’s too late in the day for them to hike back to the road and report their tragic find. Next morning, instead of making the long trek back, they spend the day fishing. Their decision to stay on at the river is a little mysterious almost as if the place itself is exerting some kind of magic over them. When the men finally return home to Jindabyne, and report finding the body, all hell breaks loose. Their wives can’t understand how they could have gone fishing with the dead girl right there in the watershe needed their help. The men are confusedthe girl was already dead, there was nothing they could do for her. Stewart’s wife Claire is the last to know. As details filter out, and Stewart resists talking about what has happened, she is unnerved. There is a callousness about all of this which disturbs her deeply. Stewart is not convinced that he has done anything wrong. Claire’s faith in her relationship with her husband is shaken to the core. The fishermen, their wives and their children are suddenly haunted by their own bad spirits. As public opinion builds against the actions of the men, their certainty about themselves and the decision they made at the river is challenged. They cannot undo what they have done. Only Claire understands that something fundamental is not being addressed. She wants to understand and tries to make things right. In her determination Claire sets herself not only against her own family and friends but also those of the dead girl. Her marriage is taken to the brink and her peaceful life with Stewart and their young son hangs in the balance.

Jindabyne addresses a gulf between articulate women and moody silent males, between the whites and the patronised Aborigines, and between scared humanity and the vast and frightening landscape of Australia itself, a landscape in which one may so easily lose one's bearings of Anglo-Saxon normality, and in which violence or loss are terrifyingly possible.

To book for the above events contact:

**Lucy Messer, General Administrator, Institute of Group Analysis,
020 7431 2693.**

Request for Foulkes Letters and Documents for Society Archives

We are appealing for letters, notes, and correspondence from Foulkes that Society members may possess. This will add to our already valuable society archive that contains much interesting material, papers and minutes and that is a significant source of information on our history and development.

Please contact Julia in the GAS office if you would like to donate any original or copied documents:

Group Analytic Society
102 Belsize Road
London NW3 5BB
Tel: +44 (0)20 7435 6611
Fax: +44 (0)20 7443 9576
e-mail: admin@groupanalyticsociety.co.uk

THE GROUP-ANALYTIC SOCIETY (LONDON)

The Jane Abercrombie Prize 2008

This award was established in 1984 following Jane Abercrombie's death. At that time donations were made to establish a Fund to award a monetary prize every three years at the Triennial European Symposium to an individual or a number of individuals who had undertaken noteworthy work together in applying group-analysis in education, which was Jane's Abercrombie's speciality. For the purposes of the award the term 'education' is broadly interpreted.

All Society members and others who work in group-analysis are encouraged to submit details of work which they consider suitable for the award of the prize.

It may be presented on paper, video, DVD, art form or a combination of all of these media. Interested persons should apply directly to the President at the Society's address. Entries for consideration should be with the President by Friday 16th May, 2008. The Prize will be a cheque to the value of £1000 Sterling. It will be announced and awarded at the Dublin Symposium August 2008.

Please contact me if you wish to discuss a potential entry, or to recommend that the work of another person should be considered.

Kevin Power, Honorary Treasurer
(contact details on inside front cover of this publication)

32nd S.H. Foulkes Annual Lecture

Friday 16th May 2008

Commencing 8.00 p.m.

The Group Analytic Moment Sixty Years On: Revisiting Introduction to Group Analytic Psychotherapy by S.H. Foulkes

Lecture delivered by Dieter Nitzgen MA

Sixty year after its publication and more than thirty after the author's death, the 32nd Foulkes Lecture seeks to reconsider Introduction to Group Analytic Psychotherapy (1948). Most of Foulkes' ideas on group analysis are contained in this book. Written in only three weeks, it covers his early experiments of group psychotherapy in Exeter, and most notably his experience of wartime psychiatry in the so called Northfield experiment 1943–1945. Appearing at a time when Britain had finally won the war and was about to create a National Health Service, the first in any western country to provide free health care to the entire population, the book captures not only the advent of Group Analysis as a coherent theory and valid clinical practice, but also its *Zeitgeist*, the spirit of its time. Foulkes' claim that 'Group Analysis deserves a central place in Psychotherapy' transcends the limits of psychotherapeutic professionalism and marks a crucial moment in its post-war history. This moment has passed but is not yet finished: we are still debating the place and the prospect of Group Analysis in a withering welfare state. Beyond the textual level, Introduction to Group Analytic Psychotherapy reveals both a meeting and a clashing of minds. In this book, Foulkes established himself as an author, a unique voice in the field of group psychotherapy, and yet as a figure within a much larger, much more complex figuration.

Dieter Nitzgen, M.A.

Group Analyst, Training Group Analyst and Supervisor of the IGA Heidelberg and the German Association of Group Psychotherapy and Group Dynamics (DAGG), and Organisational Consultant. Working in the public sector as well as in private practice, his main clinical interests are in the psychodynamic understanding of the addictions and personality disorders, and the intergenerational transmission of trauma and trauma specific processes in groups and organisations.

Venue

THE BRUNEI GALLERY, UNIVERSITY OF LONDON
Thornhaugh Street, Russell Square
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Autumn Workshop 2008

Organisation:

**Group Analytic Society – London
and**

Institute of Group Analysis ‘Rasztów’ – Warsaw

Trauma: Individual and Group Experiences

*An exploration of the consequences of trauma in the experiences of
individuals, groups, societies and generations*

Friday 14th to Sunday 16th November 2008

Venue: Krakow, Poland

The workshop is intended as a space to reflect on how traumatic experiences, in terms of both traumatic events and traumatic relationships, carve a psychological landscape and how we work with their consequences.

It will be conducted in Krakow which for centuries was the capital of Poland and the seat of kings, drawing great scholars and artists from the around world. This contributed to the multi-cultural character of the city which is a treasury of unique historical relics, and which reflects the most important trends in European culture.

There are direct flights from London, Bristol, Liverpool and many European cities including Amsterdam, Barcelona, Brussels, Budapest, Frankfurt, Milan, Oslo, Paris and Prague, and train connections from Warsaw.

As we know that there are some people who are interested in visiting The Memory Place Museum: Former Holocaust Lager Auschwitz-Birkenau and who wish to take the opportunity that the workshop offers a space to discuss thoughts and impressions, we are ready to organise and assist at such a visit on Friday the 14th of November from 9:00 to 14:00 (the tour and travel taking around 5 hours).

For further information please contact Łukasz Dobromirski: dobromirski@gmail.com

Information about registration fee, recommended hotels and registration form is published at www.instytut.rasztow.pl

European Group Analytic Training Institutions Network EGATIN Study-Days

‘Transmitting Knowledge and Engendering Enthusiasm’

EGATIN in the Past, Present and Future

Among the presenters will be:

Brian Boswood, Werner Knauss and Rudy Olivieri

&

EGATIN Annual General Meeting

Gaustad in Oslo, Norway, April 25th–27th 2008

Information and full programme will follow. See the latest news on www.EGATIN.net

EATGA–AEATA
European Association of Trans-cultural
Group-analysis

WORKSHOP
THE TRANSCULTURAL GROUP
BEYOND BELONGING

Marsala (Sicily) 22–25 May 2008

Aim of the Workshop

EATGA–AEATG periodically organises international experiential workshops based on the idea that cultural similarities and differences are areas to research and investigate in the group setting.

People participating to these workshops usually come from different countries in the world, their aim is to make experience of a context in which the focal characteristic is to meet different cultural worlds, belongings and identities made of different languages, stories, values and faiths, costumes, education and religions.

The aim of EATGA–AEATG is to develop comprehension and research on the cultural origins (matrices) of identity and self,

Through dialogue, knowing and meeting which is offered by the groups' experience; this happens through the use of analysis by small and large groups.

Each workshop tries to capture specific aspects of these interesting themes and every workshop is organized in a different place with a particular geographic, historical and cultural character.

The workshop proposed for 2008 wants to explore the theme of the 'transcultural group' as experience that allows to reach a symbolic intersubjective space which goes beyond the characteristics of the groups to which one belongs and with which one identifies.

This will be done through the use of analytical groups accompanied by psychodramatic moments.

This potential space, following this proposal, develops toward two directions:

- on one side it is a place in which should be possible to recognize the conflictualities that sedimentated in the historical and ideological events which made so that the belonging groups could define themselves in contrast or open opposition to other groups (dominating/dominated, aggressors/victims, conflict between ideological and religious belonging, north/south, east/west, local/global, etc.) so to give the chance to start a process of reconciliation.
- on the other side, through the experimentation of a new space, potentially not part of a specific belonging or cultural identity, it could make possible to begin to use a language and a medium of communication which could be transversal to the personal belonging (like the artistic symbol poiesis). The workshop could so give birth to the possibility to know ourselves in a renewed cultural matrix which is born from the meeting and from the creative and rebirthing connection of belongings and previous identities.

The workshop will be organized alternating work with rather small groups (from 12 to 15 participants) with work with larger groups including all the participants. The staff of group analysts is international. The workshop is supposed to start in the afternoon of Thursday and finish in the morning of Sunday. The details of the program will be ready toward the end of 2007.

The choice of the town of Marsala is due to her geographical position and to the history which derives from its location. It is on the south-western coast of Sicily, in the centre of the Mediterranean sea, a place of landing and passage between South and North of this part of the world and between western world and Arab, African and Asiatic worlds. In front of Marsala there is the small island Mozia, which years ago could be reached walking on a path 50 cm under water and which observes the local Phoenician culture.

Few miles away there are the three big Egad islands. They were the historical scenery of the 'Punic' wars which decided the Romans' hegemony in the entire Mediterranean basin and the shores where happened the Saracen sea raids and which are still now strongly reminded by the local popular traditions.

Sicily has always been and still now is a space where dominations and cultures coming from many different parts: Greeks, Arabs, Normans, Spanish, Borbonic, etc. could in different times meet in a less or more conflictual way.

English people had too a strong and important role in Sicily, as many know, especially in Marsala own to the valorisation of the enological richness known with the same name of the town.

The name of Marsala is interesting: in Arab language ‘marsa’ (beach, shore) and Ali (name of an Arab conqueror, and not ‘Allah’ as would be easier to think). Last but not less important has been her role in the unification of Italy that started with the arrival in this town of the Thousands of Garibaldi so that in this town there is a museum dedicated to these events.

Another interesting aspect of the town is the fact that she has a small and very nice and peaceful historical centre. In her inside there are very beautiful buildings very well restored and in which there are public and cultural places and very good hotels with not expensive prices. These spaces are perfectly suitable to the workshop activity and to the development of the work.

There are also a very interesting beautiful surroundings.

Every person coming for the workshop should stay some time in order to enjoy it. It will probably be possible to organize some cultural or tourist event during the day of the workshop.

The fee is: €200.

In order to get more information you can write to:
Giuseppe Ruvolo: g.ruvolo@unipa.it

IX Summer Academy of the IAGP in Granada
Groups Between Worlds and Cultures
Mediation and Management of Conflicts:
The Inter-cultural Competence of Groups
Granada 2008 May 19–May 23

WEB PAGE: www.granada-academy.org (online registration)

The general idea

Between Worlds and Cultures The Management of Conflicts and the inter-cultural competence of groups

The Summer Academy establishes for the ninth time a space for learning intercultural competence. It offers theory and practice of the important approaches for group psychotherapy and group processes: group analysis, psychodrama and group dynamic. Group methods are centred upon an explicit social anthropology (interpersonal theory of human development) which embarks not only therapy itself but also applications in the educational, organizational, social and political field of modern societies. The possibility to work with different trainers and different models of each approach is hoped to expand the scope of professional competence as well as the exchange between colleagues from different countries and cultures reflecting concepts of identity, values and behaviour in transcultural settings. This year the Academy will especially focus on different models and strategies for mediating and resolving conflicts between and in groups and its consequences for communities, families and individuals.

The academy tries to foster a learning field for younger colleagues and students of our profession implementing a sensitive fee system and grants for participants from countries with economic hardship. This year we try to facilitate especially the participation for students from Israel, Palestina and Marrocco continuing the on-going dialogue for peace and mutual understanding initiated in the last years.

The academy is recognized under the auspices of the International Association of Group Psychotherapy and Group Processes

(IAGP), the umbrella organization for scientific and evidence based approaches in group psychotherapy and group work co-founded by J.L. Moreno and S. Foulkes in 1973. Italian (COIRAG), Spanish (AEP), Portuguese (SPP), German (DAGG) and Austrian (ÖAGG) group associations support the academy as well as the Institute for Peace and Conflict Resolution at the University of Granada.

The program overview and time schedule

International experiential workshops running daily offering different approaches of group psychotherapy and group work in general: Group analysis, Psychodrama and Group Dynamics in four different languages: Spanish, English, German and Italian (with translation) and run by an international staff of trainers.

One large group daily with all participants will be run by Marieluise Mitterer-Gehrke and Edwin Scholz/Germany with a group dynamic approach around the theme of the Academy.

Daily lectures on anthropological, sociological and therapeutic aspects of intercultural groups:

Different cultural afternoon (lunch break) and evening activities: Flamenco (including training), guided trips around the historic Granada, Alhambra by night, farewell dinner.

Plenary lecture 9.00–9.45

Workshop time I 10.00–13.30 (small and median group)

Lunch break 13.30–16.30

Workshop time II 16.30–18.00 (small group)

Plenary/large group 18.15–19.45

The daily lectures

MONDAY MORNING – Intercultural Competence:

Conflict mediation: The concept of the Group Dynamic Large Group

Marieluise Mitterer-Gehrke and Edwin Scholz, Germany

TUESDAY MORNING – Intercultural Competence:

Conflict Mediation: the impact of collective trauma on groups

Pedro Godoy, University of Santiago de Chile, Chile

WEDNESDAY MORNING – Intercultural Competence:
Conflict Mediation: clash of projections – women in Iran and in Germany

Regine Scholz, Group Analyst, Germany

THURSDAY MORNING – Intercultural Competence:
Conflict Mediation: Bridges between Orient and Occident

Prof. Khadija Saidi, University of Tetuan/Marocco

FRIDAY MORNING – Intercultural Competence:
Conflict Mediation: Sociatry – who shall survive? A working model for global conflicts

Dr. Ed Schreiber, TEP, United States of America

FRIDAY AFTERNOON – Intercultural Competence:
Conflict Mediation: Conflicts on International Level

Dr. Alfredo Witschi-Cesari, Venezuela, High Commissioner of the UN for Humanitarian Development

The international workshops offer

Workshop Time I and II (morning):

Three International Median Size Groups with rotating leadership on the topic of the conference

Psychodrama: Marcia Karp/GB, Jose Fonseca/Brazil, Maurizio Gasseau/Italy, Marisol Filgueira/Spain, Ursula Hauser/Costa Rica, Wilma Scategni/Italy, Jose Antonio Espina Barrios and Gracia Saez Bustos/Spain

Group Analysis: Malcolm Pines/GB, Haim Weinberg/US, Catharina Mela/Greece, Elisabeth Rohr/Germany, Maite Pi/Spain

Group Dynamic: Celia Riskin/Argentine, Ingrid Stahmer/Germany, Eva Fahlstroem/Sweden, Jorge Bolaños/Spain and Tatjana Dronzina/Bulgaria

Psychodrama Small Group: Barbara Legeler/Germany

Group Analytic Small Group: R. Scholz and S. Heyne/Germany

Jungian Small Group (Hamam): Maurizio Peciccia/Italy

Workshop Time III (afternoon) Monday–Wednesday

Ed Schreiber/US: Sociatry applied- interventions on society level

Pedro Godoy/Chile: Collective Trauma and Group Therapy

Liliana Fasano/Argentine: Migrant Groups – state of the art

Irene Henche/Spain: Working with Symbols in Groups

Cristina Oliveira and Antonio Roma-Torres/Portugal: Cinema-

Drama applied to conflict management

Uri Levin/Israel: the drama of role taking in groups, organizations, society and culture

Maurizio Peciccia/Italy: Reflection Group on the Hamam experience

Workshop Time III (afternoon) Thursday

Maurizio Gasseau/Italy: Social Dreaming (jungian large group technique) in English, Spanish, Italian and German

Travel and Accommodation:

Hotel-List and help for booking available on request (Hotel room from €20/night).

Lodging in apartments in the Albayzin can be provided.

Conference Venue:

A Moresque Palace in the Albaicin (historic district under protection of the UNESCO)

It is a Cultural Centre with restaurant and Flamenco school reserved for the conference

Information, organization and registration:

Dr. Jorge Burmeister President Elect IAGP

Dr. Natacha Navarro Roldan AEP

C/Horno de San Agustín, 3 E 18010 Granada/Spain

Tel: + 34 958 293439 – Fax: + 34 958 290337

e-mail: bulmonte21@bluewin.ch nanavarro@telefonica.net

página web: www.granada-academy.org (inscripción on-line)

Notice: There are only a restricted number of participants admissible. Registrations will be handled according to their date of receipt. Inscription is valid only after the transfer of the inscription fee on the indicated bank account.

If inscription is cancelled the following dues will be charged:

Until 2008 3-1: 20%

Until 2008 4-1: 50%

After 2008 4-1: no refund is possible.

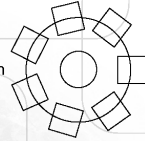
14th European Symposium in Group Analysis



University of Dublin, Trinity College.
18th - 22nd August 2008
www.dublin-gas-symposium.com

Last date for early registration fee April 7th 2008

Group Analytic Society, London



Despair, Dialogue and Desire:

the transformative power of the analytic group in the movement from despair to desire through dialogue.

This symposium will explore the efficacy of group analysis in rekindling personal engagement in therapeutic work and in the broader context of the social, cultural and political life of the community and its foundation matrix. This will include reference to literature, music and the visual and performing arts. Despair and desire will be addressed theoretically and experientially with opportunities for learning through dialogue in a variety of group settings.

Last date for early registration fee April 7th 2008

For further information please contact:

Symposium Chairperson

Liz O' Connor
lizocon@gmail.com

Scientific Committee Chairperson

Jacinta Kennedy
jkennedyscicomm@gmail.com

Symposium Website

www.dublin-gas-symposium.com

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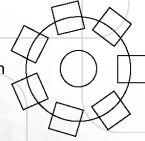
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Second and Final Call for Abstracts January 15th 2008

Group Analytic Society, London



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Closing date for Abstract Submission February 22nd 2008

For further information please contact:

Symposium Chairperson

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lizocon@gmail.com

Scientific Committee Chairperson

Jacinta Kennedy
jkennedyscicomm@gmail.com

Symposium Website

www.dublin-gas-symposium.com

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