

Cultures of Training

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The EGATIN Survey

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Dear colleagues

I am pleased to be able to present the latest update of the EGATIN survey 2008 for you.

The process of collecting the data from all the many contributors has been long.

The idea of this survey was conceived by me already in 2002, when I joined the EGATIN committee. A preliminary questionnaire was sent out in May 2003 and from the relatively few answers (about 30% returned the questionnaire) it became clear how important it was to explain the purpose and the mutual benefit of the survey to have as many institutes as possible included.

During my period as chairman an obligatory presentation in every study-day programme was one of research on group analytic treatment and training under the motto: 'Research in Training, Training in Research'.

This survey is a descriptive kind of research performed with the help and confident participation by most institutes in EGATIN.

The purpose of the survey was to collect facts on how training was done throughout Europe in the recognition that we had no overview of this field. We did for many years assume, we knew, how uniform or diverse the training could be.

A survey would give us valuable information on how local, social, cultural and economic conditions and history would influence training and in case of negative influences, how these challenges could be met and dealt with by the training institutes.

It would also show to what extent the different training programmes differed from the Essential Training Standards guideline for training worked out by EGATIN during Sylvia Hutchinson's chairmanship. Some institutes training was presented at the Study days and therefore well known, for other institutes it was less clear, how training was performed and diverting from a more orthodox training supposed to be given by the mother institute in London.

Deviation would not be surprising, because it is in the history and matrix of EGATIN to find alternative ways to build training programmes in the different countries in Europe.

We had in the committee also for a long time been aware, that differences were to be expected, when young institutes was compared with older and more established ones for example regarding duration

of programmes and recruitment of teachers.

Some distinct features and differences surely came out of the survey. I will get back to that later.

First, I will say a little about the validity and the presentation of the data.

The design is a survey, that is a method for collecting quantitative information about items in a population. It was meant to be a cross-sectional view on a specific time ('November 2008'), in the recognition that we were trying to record a phenomenon in development, in movement so to speak. But what is reported correctly one month could have changed completely half a year later. The data I present here, can unfortunately not be accurate in details, because time has passed since collection of the filled questionnaires. Moreover, some of the questions are not quite suitable for a cross-sectional survey, because some of the training data have an extension in time (are not time sensitive). We have allowed institutes to update some of their data, so we will not have an exact cut 2008 timeline

I imagine that many of the training programmes of the institutes are updated every year, not only - which would be expected - regarding the theory provided for the candidates, but regarding major structures like extension of the duration for a training or maybe a change from continuous training to block training. It also happens that training programmes run out of money or out of training candidates, so years have passed without training activities.

Therefore, it is truly that some of the information you will see in the tables is not up to date.

Other reasons for missing, incomplete or misleading data are, that although a fairly comprehensive instruction was sent out with the questionnaire, questions could still be differently interpreted or misunderstood.

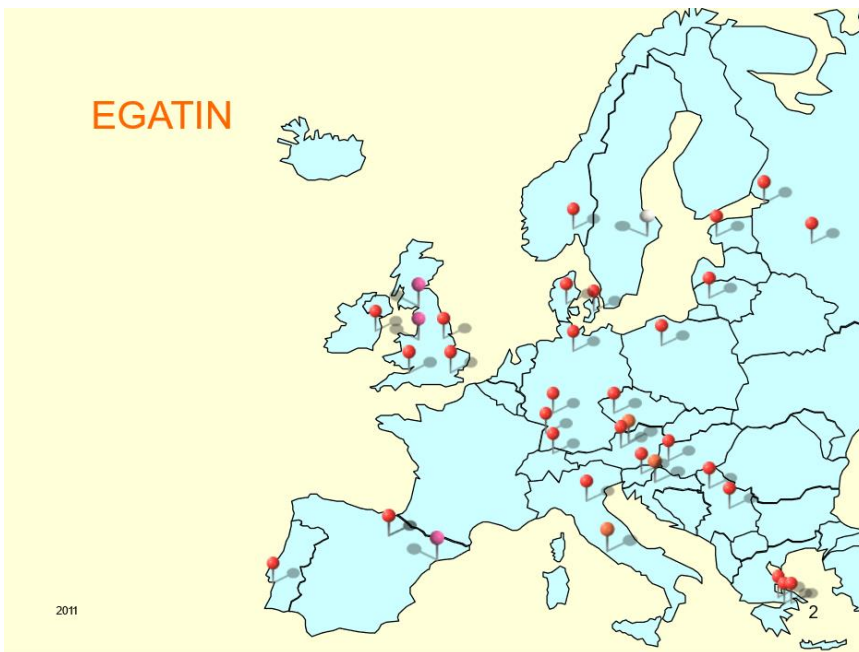
For example: What does 'qualifying' mean in Qualifying courses? St. Petersburg has many qualifying candidates, because they 'qualify' after one year. Bilbao has also many, their qualifying course is three years (with a possible additional two years supplement).

Some report to the question of how many candidates they have, that 'it varies', - and it does indeed. Others have answered for example to the question of how the candidates pre-training education was, that "data are not available"!

Finally, I can have made mistakes in reading or analysing the data, for that I apologize.

Although it has not been possible for us to make the data collection and processing as fast and complete as we could have wanted, I hope that we can look at the results and still be informed, maybe even surprised and that it will serve as a base for discussion.

I will just say that if some of you in the audience can see, that your institute's data is incorrect, we would like to know. And remember, that in some cases the data from one institute is incomparable with data from others. The circumstances can make the data difficult to understand and interpret.



EGATIN's members are mainly European and here is a map of those institutes. The red and violet-red pins signify institutes participating in the survey. The white pin is the Swedish institute that just left EGATIN (Stockholm). Their story is not uninteresting and we can surely learn from that!



The two non-European members of IGATIN (E->I) are The Israeli Institute in Tel Aviv and the training programme in Melbourne, Australia.

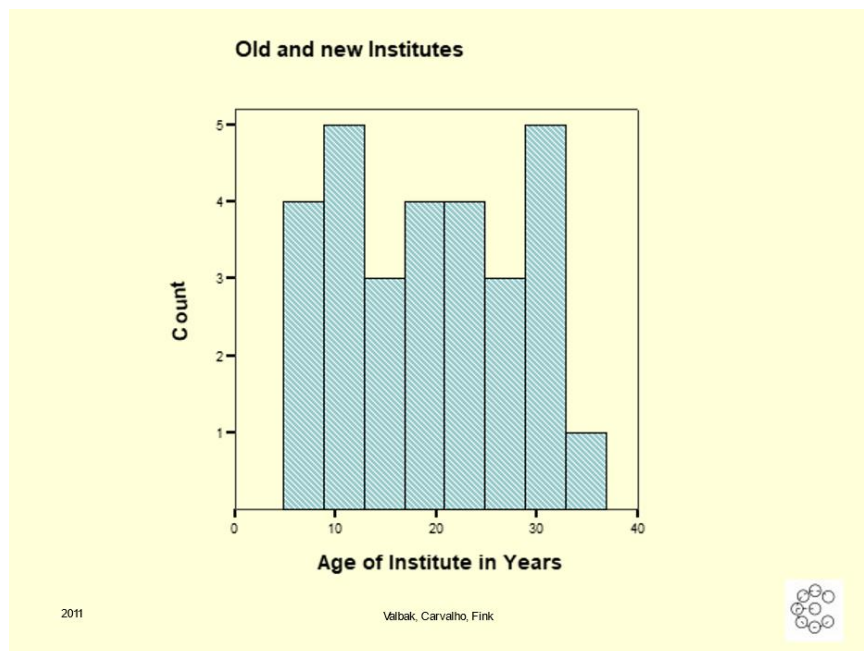
The 32 institutes in the survey

City	Country	Foundation Year
Aarhus	Denmark	1990
Athens IGA	Greece	1982
Athens HAGAP	Greece	1992
Belgrade	Serbia	1996
Bilbao*	Spain	1985
Bologna	Italy	1999
Bristol	UK	1996
Budapest	Hungary	1990
Butzbach GRAS	Germany	1977
Copenhagen	Denmark	1984
Dublin	Ireland	2001
Glasgow	UK	1983
Heidelberg	Germany	1980
Kiffisia HOPE	Greece	2005
Lisbon	Portugal	1964
Ljubljana	Slovenia	1989
London	UK	1972
Manchester	UK	1989
Melbourne	Australia	1973
Moscow CEEP	Russia	2001
Münster	Germany	1980
Novi Sad	Serbia	2006
Oslo	Norway	1992
Prague	Czech Rep	2004
Sct. Petersburg*	Russia	1994
Tallin	Estonia	2004
Tel Aviv	Israel	2001
Turvey	UK	2000
Vienna	Austria	1980
Vilnius	Lithuania	1995
Warsaw	Poland	1992
Zürich SGAZ	Switzerland	1982

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On this slide you can see all the 32 participants of the survey listed after the city in which they are located. The institute in London was founded in 1972. The one in Lisbon was already founded in 1964.



Here are the ages of the Institutes. There were some small hills - thirty, twenty and ten years ago. None of our institutes are brand new!

Now, what was the purpose of the survey? Well, we wanted to have more facts about the actual and contemporary training in Group analysis. Another aim was to find out more about our identity. Who are we? We would look after trends and development of training. We thought of the possibility of sharing modalities and literature and finally we liked to know of possible interest areas for the members ('needs'). In the past the Essential Training Standards (ETS) and the practical code has been examples of standards to be adopted and used locally.

Purpose of Survey

- Facts about training
- Identity, - who are we?
- Trends in development
- Sharing of modalities
- Sharing of Literature
- Identification of 'needs'

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The 34 questions in the survey are about structure and training and number of candidates. I have concentrated on the data concerning the qualifying programmes, that is the most extensive courses of the Institutes training. Therefore, the following analyses and descriptions are, I think, mainly about the qualifying course to become a Group Analyst.

We have asked for numbers of hours, composition of groups, requirements for qualifications, literature (books) used in seminars and the training programmes relationships with hospitals and universities.

34 Questions about:

1. Structure of training and number of candidates
2. Volume of Programme: Number of hours
3. Compositions of groups
4. Requirements for qualification
5. Teaching of applied GA and research
6. Literature used in seminars
7. Relations with University and Hospital

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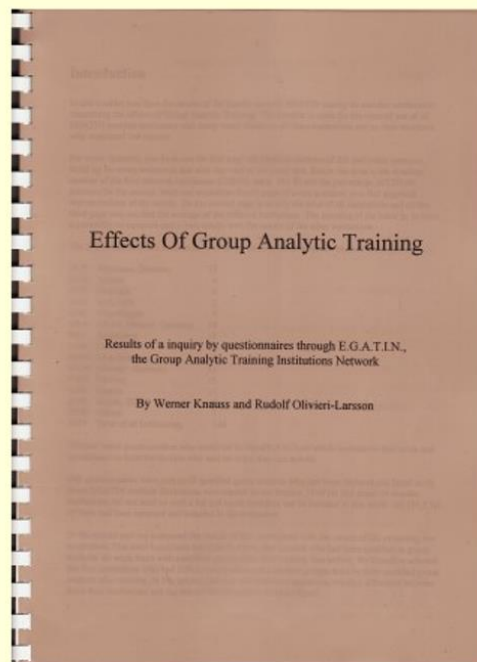
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The response rate was extraordinarily high:

32/34 = **94,1%**

The timeless
report done by
Knauss & Olivieri
on whether block
or continuous
training was best



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It is not the first time EGATIN has conducted an investigation about training. In the middle of the 90'es Werner Knauss and Rudy Olivieri made this report: 'Effect of Group Analytic Training'.

They asked many of the same questions, but to individual candidates. 166 responded, two thirds was from Germany and London. They expected to find 'good' training (among other factors signified by 'a high number of lessons and candidate's high satisfaction with the training) differently correlated to a subsample of post-training candidates, who did work with analytic groups after the training, and a sample, who did not. They found no differences.

One of the burning questions at that time was, whether a training could be considered 'good enough', if it was done as a block training. Werner and Rudy found, that there was no difference in how many block-trained candidates continued to conduct group after their training, compared to candidates, who had been in programmes with continuous training!

Today - I think - it will not be such an issue.

How is it today, you could want to know?

Overall structure of training programmes

Structure	Frequency	Percent
Cont. Training ☑ once / week	7	21.9%
Combined cont. and blocks	9	28.1%
Blocks 2-4 / year	2	6.3%
Blocks 5-10 / year	14	43.7%
N	32	100%

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Today more than half of the training programmes deliver their training in blocks.

Structure of training groups

Personal therapy in	Frequency	Percent
Heterogeneous groups (with outside patients)	15	46.9%
Homogeneous groups (all candidates)	14	43.8%
Alternating	3	9.4%
N	32	100%

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And half of the candidates get their personal therapy in homogeneous groups (with only candidates).

The tendency is from patient groups to all candidate groups.

Candidates education pre-training **in Percent**

Education of candidate	N	Min	Max	Mean percent
Psychiatrist	31	0	80	21.2
Psychologist	31	0	100	43.0
Other Academics	31	0	75	24.9
Non-academics	31	0	70	10.8

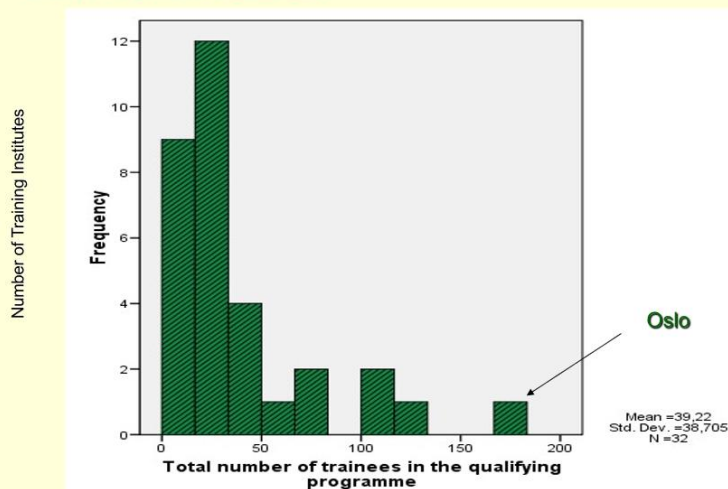
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This slide shows the professional education of the candidates before entering training. In average only 20% of the seats in the training programmes are now occupied by psychiatrists, and this proportion is shrinking. Notice, that the fractions deviate from 'zero' to 'seventy up to one hundred'! Some programmes have many non-academics. It could be interesting to know more about how that has influenced the programmes structure and content.

Number of training candidates

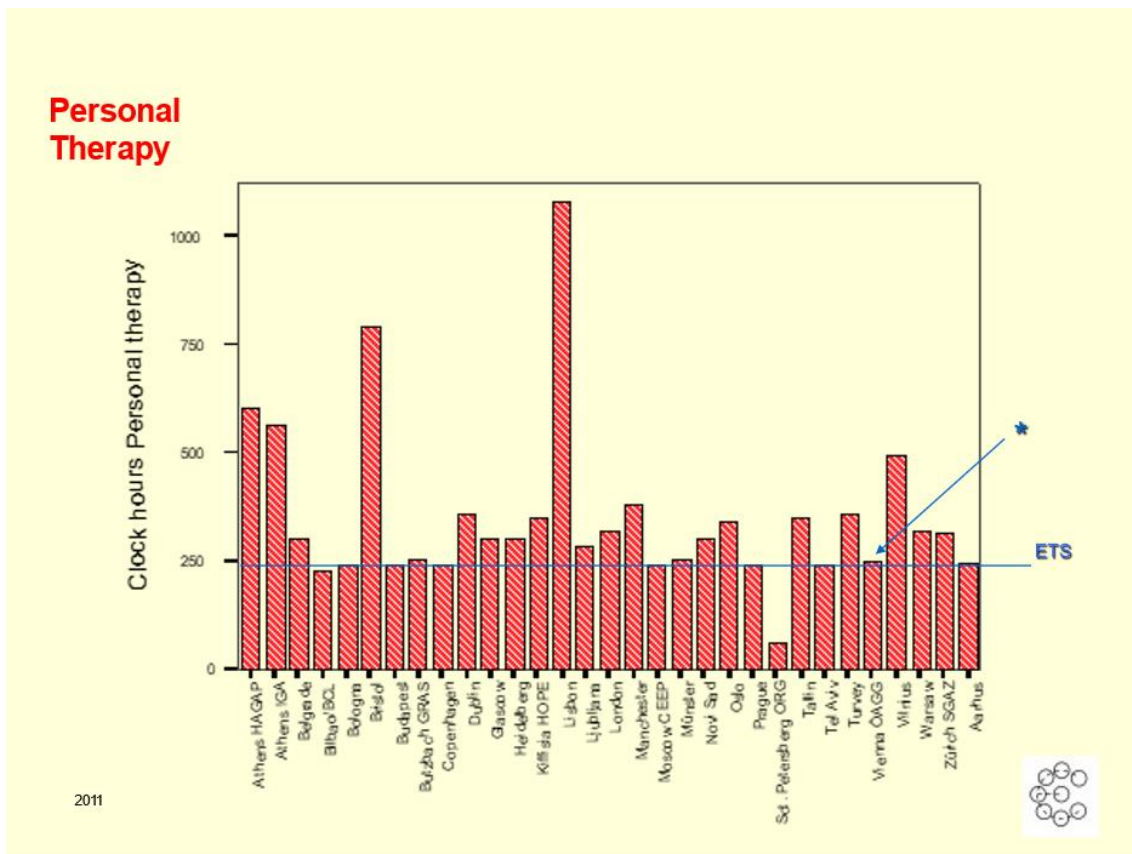


How many candidates are in the programmes in total? These numbers include all training candidates reported (and I must state that these numbers in general are uncertain). As you can see it varies from

below ten (10) to ninety (90). Although Bilbao and Warsaw has quite large programmes, Oslo has the largest training programme in EGATIN.



The scheduled duration of training ranges from 3 years to 7 years, but in reality, the personal training could be longer. Some of the programmes have a fixed number of years, others - where personal therapy are acquired outside, it is typically longer (Austria, Portugal, Bristol). The programme in Sct. Petersburg has no qualifying training at the moment.

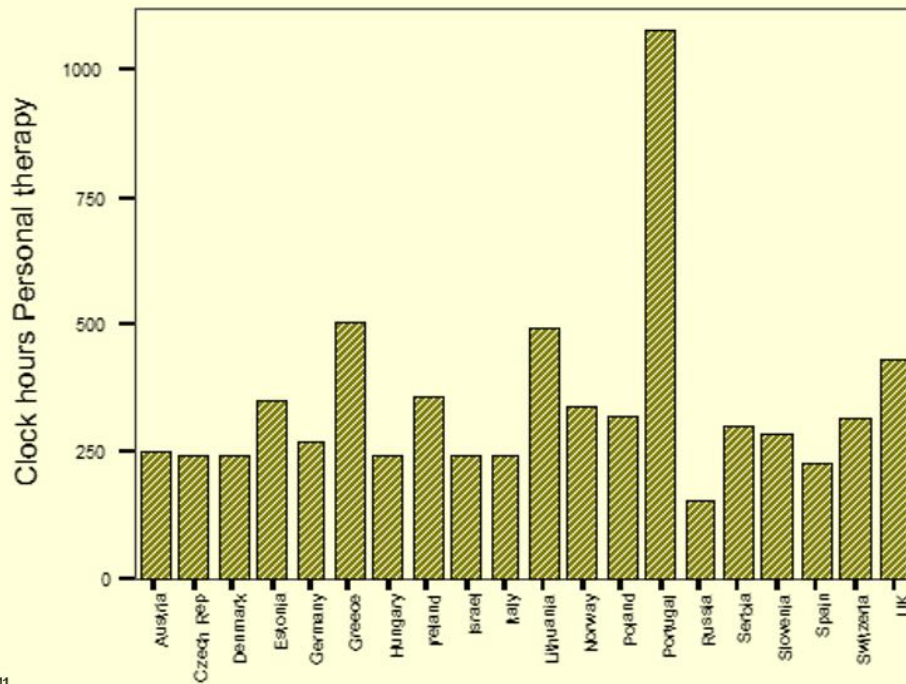


This slide shows the number of clock hours of personal therapy reported. As you can see there is quite a variation, although most lies at the level of the essential training standards or slightly over. High Outliners here are Bristol, Vilnius, Athens and Lisbon, who have by far the longest personal therapy.

Vienna has a tradition for a long personal analysis. To the number of hours in groups you can add 300 hours of individual psychoanalysis. I guess it is also the case for some of the German institutes, but I have not been able to decide it further.

If we look to the culture of countries, we can see that the Portuguese and the Greek institutes have the longest personal therapies along with Lithuania.

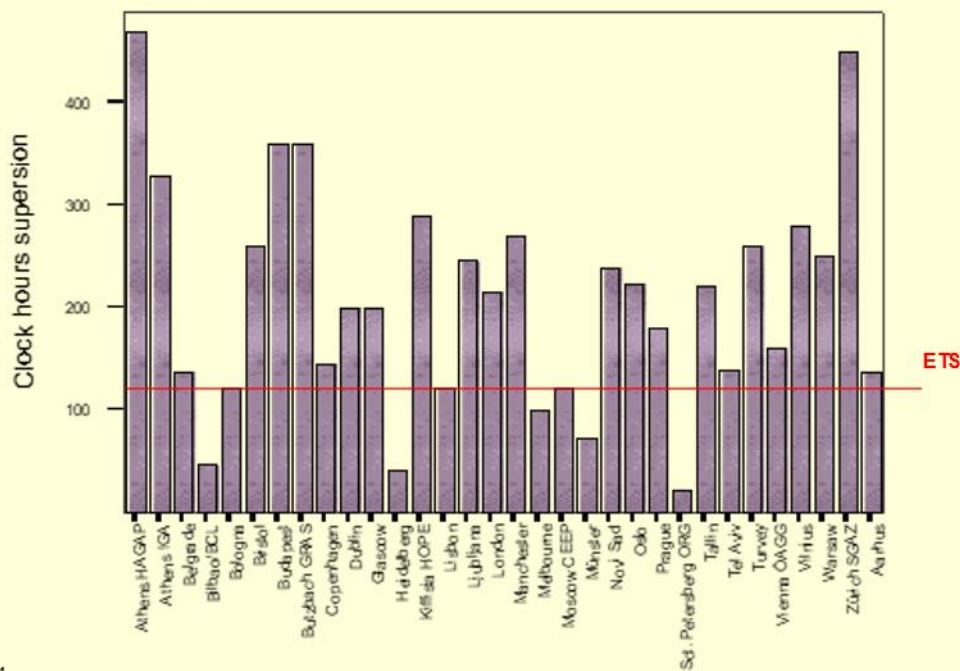
Personal Therapy & Country



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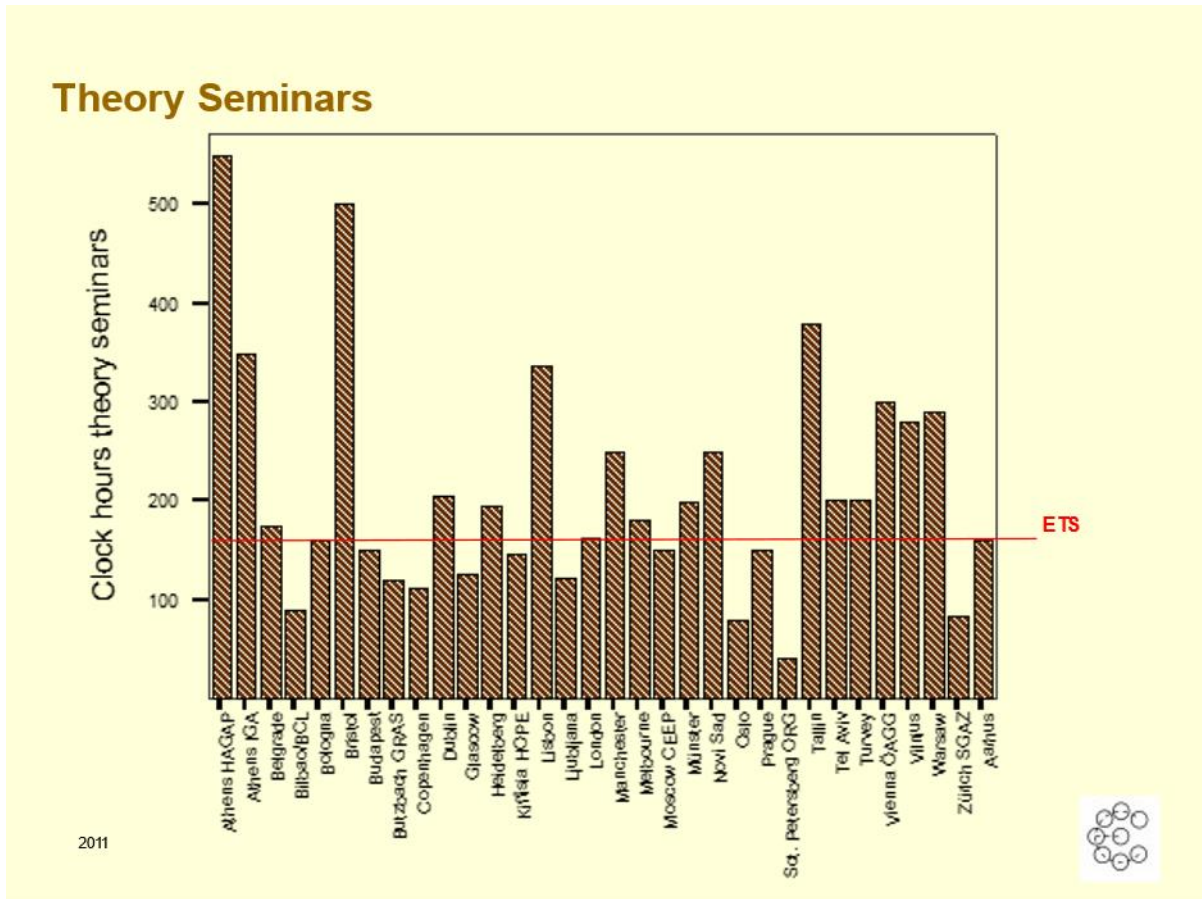
Supervision



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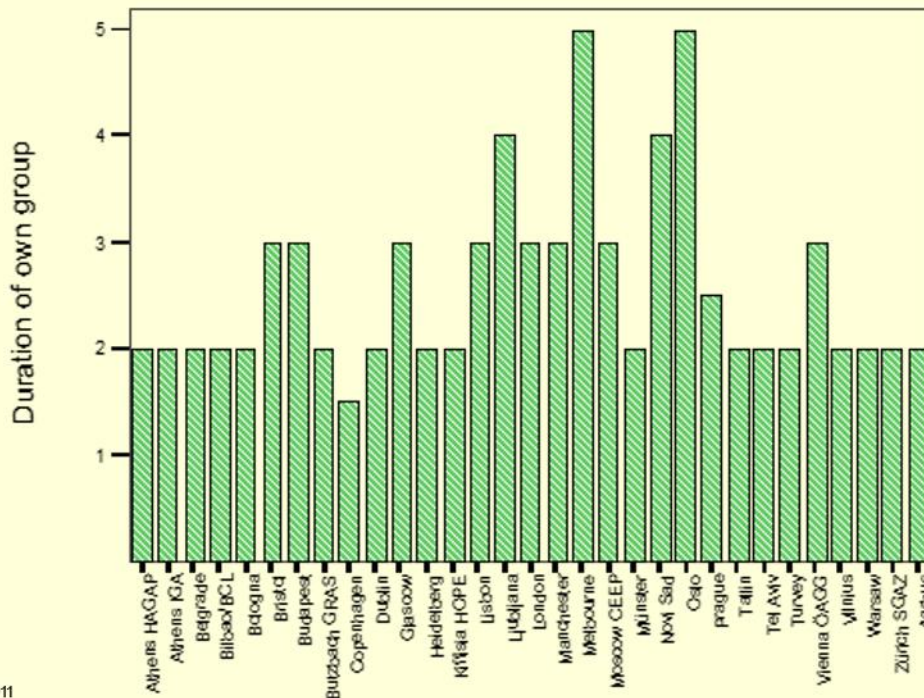


This slide shows clock hours of supervision. For some of the institutes with smaller numbers, we suppose, that supervision is given outside the institute. Again, the Greek institutes, Zurich, Budapest and GRAS provide their candidates with the largest amount of supervision. However, the differences here are difficult to interpret.



Here are the numbers for hours of theoretical seminars. Again, it is probably higher for some institutes. Some theory is given outside the Institutes.

Duration of supervised Group in Training Programmes

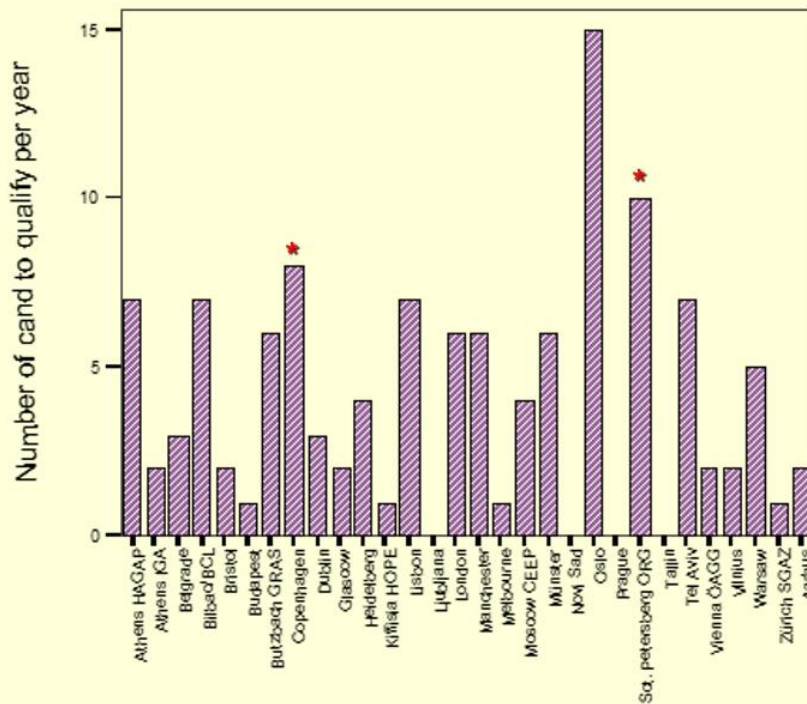


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Duration of supervised groups required for training ranged from 2 years to 5 years.

Number of candidates to qualify 'last' year



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In response to the question of how many candidates qualify each year the answers are from zero to 14. Two Institutes answered that they for the moment were not running a qualifying course, so this figure has only 30 institutes. NB: Copenhagen had reported from a three years course and Sct. Petersburg from a one year's course.

Why candidates don't formally qualify

Causes	Frequency	Percent
Paper	8	32%
Group comp.	7	28%
No need	4	16%
No problems	7	28%
Unknown	3	12%
Other	3	12%

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To qualify means, that the candidates have finishes the training with a diploma or certificate, usually involving writing a paper. We know that many candidates go through the course, but don't do the final paper and don't get the diploma. Steps have been taken in EGATIN to discuss and change this fact. The Study days in Copenhagen in 2006 – with the theme 'Putting group Analytic work into Writing' - did address this training problem or irregularity, if you like.

We can see, that it is difficult for some to write a paper, other don't need the diploma to get access to the therapy marked.

Composition of own group for supervision

	Freq.	Percent
1 GA heterogenous. slow-open, long-term with patients	21	65,6
2 Less so	2	6,3
3 No requirements	5	15,6
4 Both GA group and Applied Group	3	9,4
Total	31	96,9
Missing 9	1	3,1
Total	32	100,0

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Another important task for the candidates is if they in their training shall conduct an orthodox group analytic group, which for many candidates - at least where I come from - is a huge accomplishment. That means a heterogeneous, slow-open, long term, mixed groups of patients with significant psychopathology. In my opinion this is a very important requirement to meet for the person to become a group analyst.

Some training programmes accept 'applied groups' as the only group for supervision.

Applied Group Analytic Psychotherapy taught

	Frequency	Percent
0 No teaching of applied GAP	3	9.4
1 Yes in programme	23	71.9
2 Outside programme	5	15.6
Total	31	96.9
Missing 9	1	3.1
Total	32	100.

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It is now common to teach how to conduct homogeneous group with special problems (that is applied groups). And there is a growing interest from health service professionals in learning how to give group therapy to these patients.

Applied groups accepted for training

	Frequency	Percent
1 Yes, as only group	11	34,4
2 Yes, as second group	17	53,1
3 Not accepted	4	12,5
Total	32	100,0

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Many bring those groups for supervision as second groups.

Research taught in training

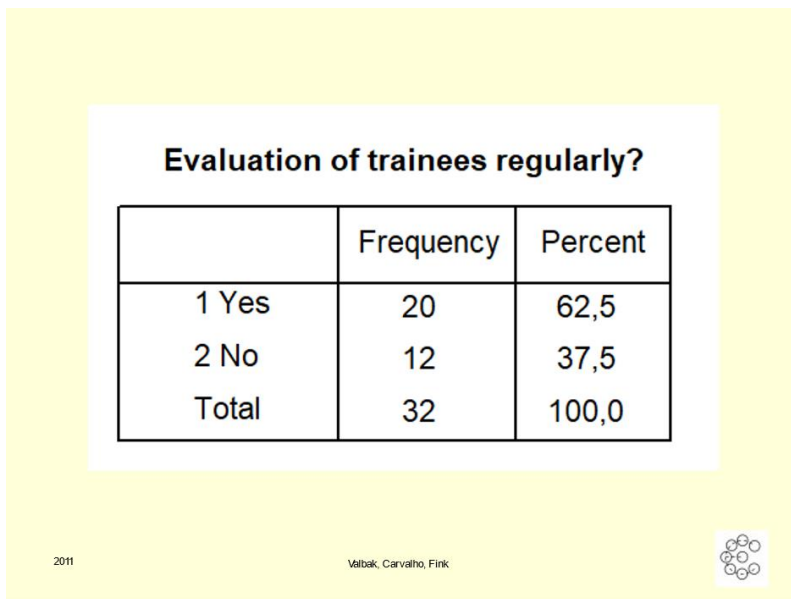
	Frequency	Percent
0 Research not part of theory	6	18,8
1 Research papers in theory	13	40,6
2 Research papers in theory and research methodology taught	13	40,6
Total	32	100

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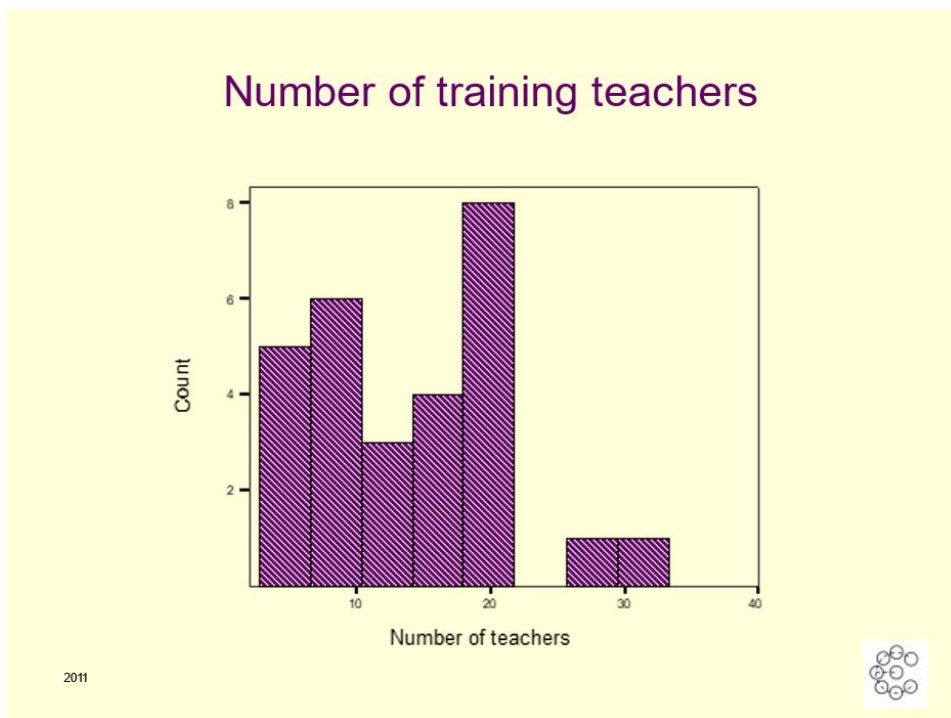


We asked if research was part of the theory learned, and if research methodology was taught also.



Still more often we see national or professional bodies require, that the candidates shall be evaluated in an extensive way.

And 2/3 of the training programmes gives their candidates the opportunity to evaluate the programmes and the teachers.



.... The number of which varies from five to more than thirty.

Codes of Ethics and Code of practice

	n	Percent
0 No codes	1	3,1
1 Yes, code of ethics and code of practice	25	78,1
2 Code of Ethics	3	9,4
3 Code of Practice	2	6,3
Total	31	96,9
Missing	9	3,1
Total	32	100,0

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Almost all Institutes have rules and regulations on conduct.

Programmes relation with Hospital

	Frequency	Percent
0 No relations	18	56,3
1 In collaboration with Hospital	9	28,1
2 Embedded in Hospital	5	15,6
Total	32	100,0

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44% of the training programmes have relations with a hospital. I believe it has been beneficial for some institutes to collaborate with the psychiatric service. This has been the case in Aarhus.

Programmes relation with University

	Frequency	Percent
0 No relations	16	50,0
1 In Collaboration with University	15	46,9
2 Embedded in University	1	3,1
Total	32	100,0

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While 50% have relations with a University.

Substituted programme - Grants from outside

	Frequency	Percent
Yes	2	6,3
No	30	93,8
Total	32	100,0

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Only two programmes receive grants from the state: Oslo and Vienna

External supervisor?

	Frequency	Percent
Yes	15	46,9
No	17	53,1
Total	32	100,0

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Half of the Institutes have an external supervisor.

Literature

- Some common book authors:
 - Foulkes SH
 - Foulkes & Anthony
 - Behr H & Hearst L
 - Brown & Zinkin
 - Freud S
 - Pines M
 - Nitsun M
 - Dalal F
 - Yalom I
 - Whitaker DS

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There are not many surprises regarding the authors of the books.

Literature II

- Not so common book authors:
 - Karterud S
 - Symington J & N
 - Fairbairn
 - Cortesão
 - Elias N
 - Kadis
 - Karuse-Girth C

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The German programmes have almost only German or to German translated literature.

Literature

Applied GA Groups in Training

- Themes in programmes:
 - Addiction (alcoholism)
 - Adolescents
 - Psychotic Patients
 - Children
 - Borderline patients
 - Inpatients
 - Therapeutic Communities
 - Bulimia

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Many programmes, as I mentioned earlier, try to teach the candidates how to conduct specialized Groups.

Summary

There are a variety of different ways to arrange training in group analytic psychotherapy

The volume of a training depends not only on age of the institutes, but also to a great extent on the culture (for example the influence of a firmly established psychoanalytic tradition)

Tradition influence training, but so does the art of pragmatism: Making possible, what can be possible.

France, Netherlands, and Finland have no relations with EGATIN

Many institutes have developed other lines of training than the traditional education to become a Group Analyst, because there are fewer applicants for this training.

Futher work perspectives

We are interested in refining the information and correcting misunderstandings.

A report / paper with the survey data is planned

Reports on literature are very different in volumes. Some only reported four authors (which was requested); others have sent in extensive lists with literature, both English and local texts. We still think it would be valuable, if local articles, written in the native language, could be reviewed and translated.

We would like to have a short description of all the institutes' history.

At the Heidelberg Study-days in 2009, it was suggested to include the survey data and the histories in a book.

Acknowledgment

Thanks to all the local colleagues, who have delivered the data.

We have much appreciated you interest in the study and your work on collecting the data.

Thanks for your attention!

Correspondents can write to me on this mail address: krisvalb@rm.dk

