

### Introduction

In 2011 K.Valbak, P. Carvalho, B. Fink<sup>1</sup> presented the result of a survey that had started in 2003 at the 15th European Symposium in Group Analysis. In this rich paper there was a lot of information about the members of EGATIN.

Prior to this effort, I knew that in 1989, the IGA Athens on behalf of the IWG made a research about the different institutes preparing the foundation of EGATIN, and in 1990 there was another paper by Rudy and Werner on Selection criteria. Unfortunately, I've lost the references of all these papers.

### Our process

In 2012, the committee of EGATIN<sup>1</sup> decided to make a new survey and propose Mick Fahy<sup>2</sup> and José Miguel Sunyer to carry it out. The first questionnaire was presented, reviewed and approved at the committee meeting held in Moscow in November 1912<sup>2</sup>. At the time, we were 34 Institutes.

We sent the questionnaire to all institutes with a letter asking them to return it with their answers at the end of January 1913. Then, we sent another letter near this date to remind them that we needed the questionnaires to organize our work. Finally, in April 1913 we sent the first results — from 10 participants — to all institutes and a letter asking for the collaboration of more institutes in order to be included, and to give us more data for the next study days in Belgrade. We encountered great difficulties. Probably, we should have strived some more in order to clarify answers or to ask institutes for more detailed information. The suspicious idea about the «secret intentions of the EGATIN committee» didn't allow us to give all the information. But our limited time, the differences between languages and other questions didn't allow us to make a greater effort.

Throughout 2013 we collected all the responses and made the report with the information we had at the end of the year. We presented our data in 2014 at the EGATIN Days in Belgrade<sup>3</sup>.

### Our results

We were 34 Institutes. At the beginning we received 12 answers (30%), but 2 said kindly that their institutes had closed their activities. We insisted and finally the number of Institutes that participated was 19 (55%):

Seminar für Gruppenanalyse Zürich (SGAZ)  
Instituto de Grupoanálisis de la Fundación OMIE (IGA-OMIE)  
Estonian Group Analyst Society (They have no program)  
Hellenic Organization of Psychotherapy & Education in Group Analysis (HOPE in GA)  
Turvey (They have no program at this moment)  
Group Analysis South West  
Institute of Group Analysis Athens  
Institut for gruppenanalyse IGA -Norway  
IGA-Copenhagen Assotiation of Group Analyst Vojvodina (Novi Sad)  
Instytut Analizy Grupowej "Rasztów"  
Institute of Group Analysis London  
GAS-IGAB Belgrade  
Group Analytic Society Belgrade  
Australian Association of Group Psychotherapists  
Gruppenanalyse e.V. (GRAS)  
Sociedade Portuguesa de Grupanálise e Psicoterapia Analítica de Grupo (SPGPAG)  
Moscow Group Analytic Society (MGAS)  
Institute Group Analysis Belgrade (IGAB)  
Society of Group Analysis (OGRA) St. Petersburg

---

<sup>1</sup> As far as I remember, the members of the Committee were, Z. Voyatzaki, A. Noack, H. Knott, P. Carvalho, V. Balabanova, M. Fahy and J.M. Sunyer

<sup>2</sup> I think that Mike leave the Committee in 2014

<sup>3</sup> For personal and professional reasons, I have not been able to present the final report until now. Please accept my apologies.

Here you will find the information we received from the institutes that kindly filled the questionnaire about them in 2013. The questionnaire was developed in our committee meeting in Moscow, and the results were presented at the EGATIN Study Days in Belgrade in 2014. As you know, this questionnaire consisted of 32 questions that correspond to three main areas:

- part I: concerning general data about our Institutes,
- part II: general information about the courses run, and three more groups of questions about your experiential training, your theoretical training and your supervision training.
- finally, part III: it deals with the evaluation of your training courses.

The results that we present to you come from the data each institute gave us. That means that we have not taken data from other sources (websites, etc.) to improve the information we have received from you.

Please, bear in mind that the institutes did not always give us the clear information we had asked for. This could be due to:

- a) Probably the main difficulty lies in the language. We think that the understanding of each one of the questions has been difficult. It was also hard for me to understand the data that some Institutes give us.
- b) Difficulties understanding our question. Sometimes the questions included two or maybe three ideas and this did not help people to fill them in correctly.
- c) Questions were answered too hastily, with some contradictions that are difficult to clarify.
- d) Sometimes, the person that filled in the questionnaire may not have had the information at hand and submitted the questionnaire without verifying the answers they sent to us.
- e) Not all the questions were answered, or were answered correctly. Very often there is no information in any direction.

In any case, we want to express our gratitude for the effort that 19 Institutes made for EGATIN.

### **The results:**

We received 19 questionnaires. If we consider that we are 34 members, these represent 55% —taking into account that two of them indicate that they can't give us any information because their activity had already stopped—. On the other hand, we suppose that it is not easy to find time to fill in the questionnaires, and probably there are some other questions that we need to clarify related to the reasons of the survey, the confidentiality of data or the use of this information among us, etc.

### **Part I**

#### **1. Your Institute:**

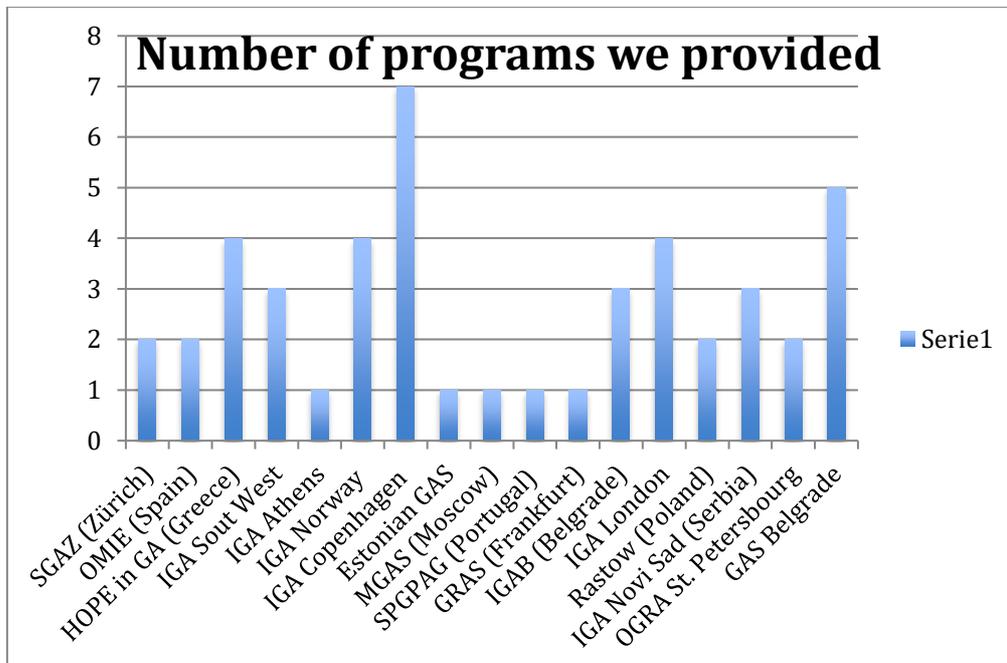
#### **List of Institutes that participated**

1. Seminar für Gruppenanalyse Zürich (SGAZ)
2. Instituto de Grupoanálisis. Fundación OMIE (Spain)
3. Hellenic Organization of Psychotherapy & Education in Group Analysis (HOPE in GA)
4. Group Analysis South West (United Kingdom)
5. Institute of Group Analysis Athens
6. Institutt for gruppeanalyse (IGA Norway)
7. IGA- Copenhagen
8. Estonian Group Analytic Society
9. Moscow Group Analytic Society (MGAS)
10. Sociedade Portuguesa de Grupoanálise e Psicoterapia Analítica de Grupo (SPGPAG). (Portuguese Society of Group Analysis and Analytic Group Psychotherapy)
11. Gruppenanalyse e.V. (GRAS)
12. Group Analytic Society Belgrade/ Institute Group Analysis Belgrade (IGAB)
13. Institute of Group Analysis London
14. Instytut Analizy Grupowej "Rasztów"
15. Association of Group Analyst Vojvodina
16. Society of Group Analysis (OGRA), St.-Petersburg
17. Turvey Institute of Group analysis

These institutes offered a great variety of programmes.

Name	Number of programmes
SGAZ (Zürich)	2
OMIE (Spain)	2
HOPE in GA (Greece)	4
IGA Sout West	3
IGA Athens	1
IGA Norway	4
IGA Copenhagen	7
Estonian GAS	1
MGAS (Moscow)	1
SPGPAG (Portugal)	1
GRAS (Frankfurt)	1
IGAB- GAS (Belgrade)	5
IGA London	4
Rastow (Poland)	2
IGA Novi Sad (Serbia)	3
OGRA St. Petersbourg	2
Australian	?
Total	43

Not all programmes give us clear information about them. In some cases, it only appears the name of the program or the kind of program they provide; but what kind of programmes do they provide? We needed more information about that.



**2.- Year of foundation of the Institute, and EGATIN member since:**

EGATIN came into being in 1986, but some of the Institutes were born several years before. Probably the first one dates back to 1972, the IGA of London, but there was some other institution that was a teaching organisation in Portugal, in 1963. Yet the date of foundation and the date each institution became a member of EGATIN are two different facts. For example, the foundation of Portugal's Institute appears three times: 1958, 1963 and 1981, and they became a member of EGATIN in 2006. It seems to be an association in transformation and the data from 1963 seem to refer to when the association first became an Institute for GA.

Name	Foundation	EGATIN member
SGAZ (Zürich)	1982	1988
OMIE (Spain)	1986	1988
HOPE in GA (Greece)	2005	2007
IGA South West	1996	2000
IGA Athens	1982	1986
IGA Norway	1992	1992
IGA Copenhagen	1982	No information
Estonian GAS	2004	2010
MGAS (Moscow)	2001	2003
SPGPAG (Portugal)	1963	2006
GRAS (Frankfurt)	1977	1988
IGAB (Belgrade)	2006	1997
IGA London	1972	1988
Rastow (Poland)	1992	1993
IGA Novi Sad (Serbia)	2006	2006
OGRA St. Petersburg	2004	2004
GAS Belgrade	1996	No information

### 3.- What kind of group analytic training program do you provide?

This is another kind of difficult question. In fact, the name of different programs appears on the first page of the questionnaire but, normally, the information that each institute gives us in other parts of the questionnaire does not refer to the programs they had mentioned at the beginning of the questionnaire.

<b>Name of programmes</b>
Training Course on Group Analysis
Group Analytic Program for applied groups
Máster en Psicoterapia Analítica Grupal (MA in Group Analytic Psychotherapy)
Introductory
Group Analysis
Group and Organizational Consultants
Group Analytic Family and Couple's therapy
Advanced
Diploma
Qualifying Course in Group Analysis
Applied GA / Group psychotherapy
Group dynamic based organisational analysis and leadership
Supplementary modules and seminars
Organisation
Mentalisation basic group therapy
Relational
Communication and leadership
Training Theoretical program on GA and PAG.
GRAS 73 Seminarstufe V.
Systems-Psychoanalytic (Socio-analytic) Training Introductory Course
Systems-Psychoanalytic (Socio-analytic) Training Median Course
Org Introd.1., Org. Introd. 2, Median, 1
No answer

It is interesting to note that we have a lot of different offers for training people and the large variety of names we give to our programmes. We offer three levels to become a member of EGATIN (introductory, advanced, qualify), and there are a total number of 43 different programmes distributed throughout those levels. For example, in the “introductory” level we found some “Introductory courses” and an interesting “Systems-Psychoanalytic (Socio-analytic) Training Introductory Course”.

According to that classification, in our “advanced level” I suppose that we can include the courses named “diploma” or “Systems-Psychoanalytic (socio-analytic) training Median course”. Likewise, in our “intermediate level” we can include the courses named “advanced” or “diploma” and an interesting “Systems-Psychoanalytic (Socio-analytic) Training Median Course”.

The Qualify level is the most demanded, and that is why it was clear what programmes were to be included in that level. However, it was confusing to classify the other programmes according to the previously mentioned levels.

There are some programs about the organisation (supplementary modules and seminars, or a three-level program: Group dynamic based organisational analysis and leadership)

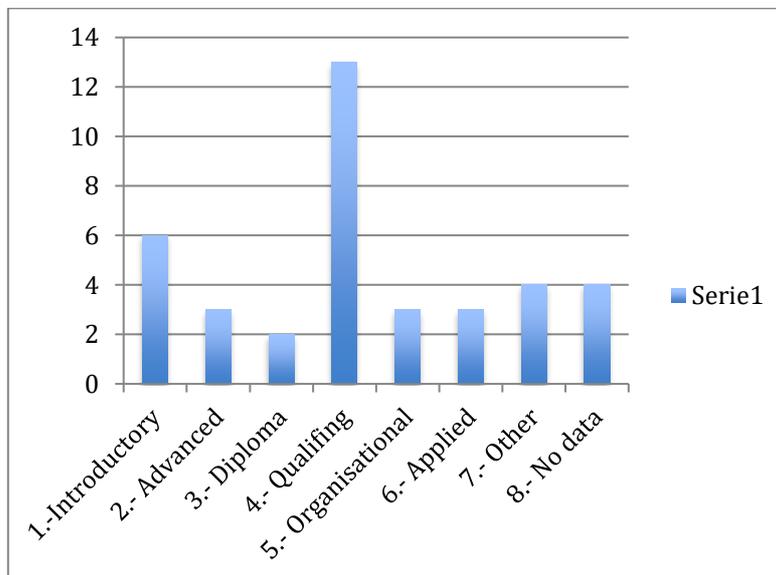
Furthermore, there are some institutes interested in applied programs with names such as group analytic programme for applied groups, or applied course (supervision).

And finally, some courses that I classified as “others” include the following: communication and leadership, mentalisation basic group therapy, relational, supplementary modules and seminars, group analytic family and couple's therapy.

Overall, we can say that there are seven types of programmes.

Because of the different course titles, we inferred that there are about seven categories. Following these criteria, the types of analytic training programs are:

Introductory course	1.-Introductory	5
Intermediate level	2.- Advanced	2
	3.- Diploma	3
Qualify course	4.- Qualify	15
Other levels	5.- Organisational	3
	6.- Applied	3
No data	7.- Other	6
	8.- No data	4



The question is that we assume that in fact we have a list of 17 Institutes with Qualify courses.

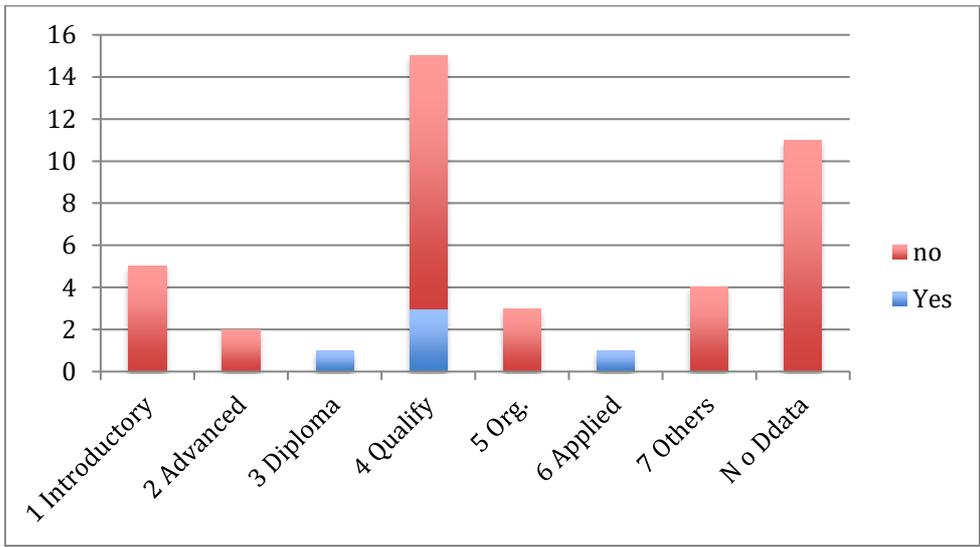
Only three of these programmes are in collaboration with the University, unlike the rest -eleven programmes-, which do not indicate whether they are accredited by a university or not.

There is some collaboration with Psychiatric services, and three are embedded in a Psychiatric Hospital or Mental health service.

In relation to financial help for training, all students must pay for the training process, except in three programmes that are offered by the Norway institute.

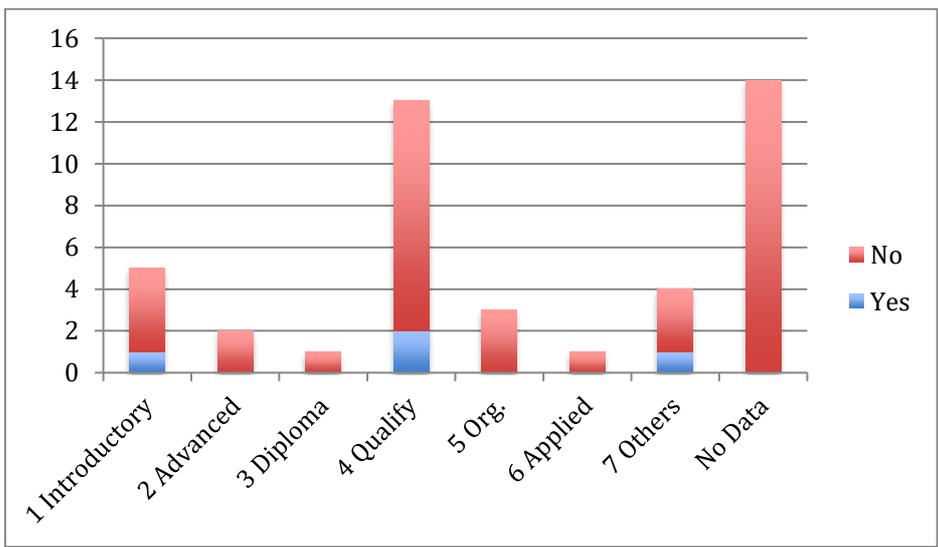
**Part II - General Information:**

*Is this course in collaboration with a University, or embedded in a University?*



None of these programs is embedded in a University

*Is the course in collaboration with Psych. Hospital, embedded in a Psych. Hospital or a Mental Health Service?*



Only three programs are embedded in a Psych. Hospital or Mental Health Service: Athens, and three programs in Norway.

*Does the course have income/grants from sources other than the trainees?*

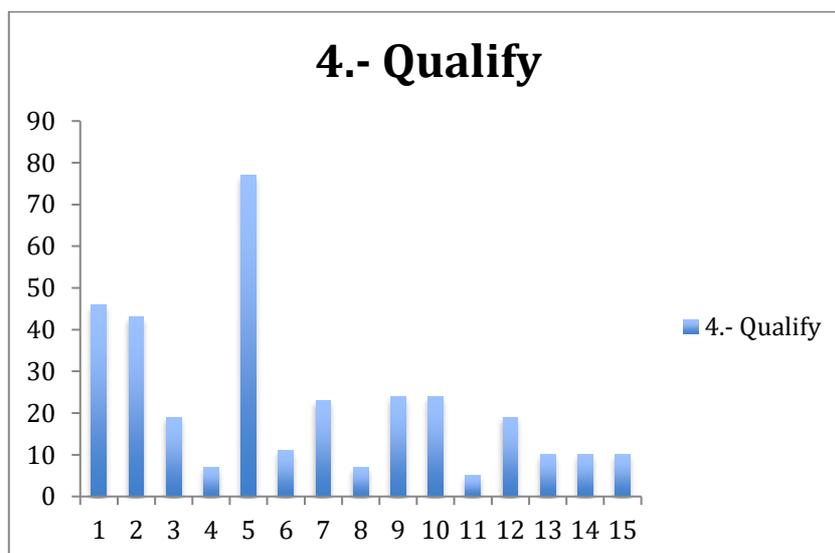
Only Norway has three programmes with such support. They are financed through the Norwegian Directorate for Health and Social Affairs.

**How many candidates participated in this course in the last academic year?**

It has been a little bit complicated to analyse this information due to the different names of each course. The range of each kind of course is:

Introductory	1.-Introductory	11 to 54
Intermediate	2.- Advanced	-----
	3.- Diploma	1 to 12
Qualify	4.- Qualifying	7 to 101
Other	5.- Organisational	6 to 37
	6.- Applied	90
	7.- Other	7 to 18

In this case the classification follows the same criteria we have taken to organize the terminology of the programs.



The average is 22

**How many candidates finished this course last (academic) year?**

1.-Introductory	4 to17
2.- Advanced	2 to20
3.- Diploma	6
4.- Qualifying	1 to 42
5.- Organisational	2 to15
6.- Applied	16 to 23
7.- Other	3 to 24

It is interesting to note that following the information given by the Institutes, there is a variety of the number of candidates that finished last academic year. Also, there are some institutes that did not answer this question. We wondered why.

### How many candidates qualify each academic year on average?

1.-Introductory	5 to10
2.- Advanced	2
3.- Diploma	3 to18
4.- Qualifying	1 to 50
5.- Organisational	6
6.- Applied	18 to 30
7.- Other	-----

### How many trainees (%) finished this course, but did not get formally qualified?

The percentage varies between “almost everyone finished but did not qualify” to “40% finished but did not get formally qualified”.

There are a variety of answers.

### In your opinion, what are the factors that hinder the trainees to formally qualify?

- Do not need it.
- The main factor is that some trainees do not submit final theses.
- Lack of confidence in or unwillingness to undertake the written component. Normally the experiential, clinical and supervision components are completed, occasionally not the written paper, but some will go on to the Qualifying Course, so it is not so necessary for them.
- Of those who have not qualified, health reasons and changing employment priorities have been the reasons – 2 individuals.
- None.
- Personal motivation, interest etc.
- Poor financial support.
- Structural and organizational factors in their working places.
- Difficulties in establishing or maintaining a group analytic group.
- Academic difficulties.
- They do not have therapeutic groups.
- Difficulty to gather their own group.
- Difficulty in organizing groups since our Mental Health Service is very resistant to psychoanalytic psychotherapy including group psychotherapy.
- Duties in their work roles hindered them from being regular at the course.
- Not regular at courses due to work overload, one pregnancy.
- Problems of motivation due to the difficulties to keep on working with groups, lack of motivation to continue working as psychotherapists, personal problems with completing tasks, lack of organized support in process of writing and finishing qualifying paper.
- Time and financial considerations limit the number of students to go on to apply for the qualifying course.
- Most students complete the course; some may need to submit their clinical paper more than once.
- The absence in the theoretical blocks or leaving the small group.
- They wanted to learn only theory and they could not pay for the group.

These reasons given by the different institutes are very interesting to discuss. Two or maybe three of them are related to financial problems; another two or three are the result of not submitting the final theses; some others are due to issues at work, but some of them were their difficulties when it came to organise a group, or because they lost interest or difficulties arose at their work place.

**What is the professional educational background of trainees at the time of application (approximate %)?**

Type of programme	% Psych.	% Psychol	% Social W	% Nurses	% Other
1.-Introductory	80	80	10	10	
2.- Advanced	----	----	----	----	----
3.- Diploma	---	----	----	----	----
4.- Qualify	25 to 80	30 to 80	3 to 15	1 to 20	0 to 16
5.- Organisational	15 to 42	20 to 47	0 to 15	1 to 50	0 to 5
6.- Applied	5 to 25	30 to 40	5	30	10 to 20
7.- Other	14 to 25	16 to 28	25 to 28	25	28

There is a great variability that makes it difficult to define a more frequent team for each type of course. In one case there is a condition for the accreditation of the programme, which is to have completed the 80% of the psychiatrist and psychologist components, but in general no answer is provided, or how many professionals there are in between those numbers.

We can say that the background of trainees in all the programmes are psychiatrists or psychologists. These are clear in introductory and qualify courses. In organizational and applied courses, it depends on the Host institute because in some institutes, nurses are important.

***Does the course require an assessment interview?***

	Yes	No	No answer
Introductory	4	1	2
Advanced	1	1	2
Diploma	-----		2
Qualifying	11	2	2
Organisational	-----		4
Applied	-----		3
Other	-----		3

The Qualify course normally has an assessment interview, so why not the other courses?

**Does the course require any pre-course training?**

	yes	No	no answer
Introductory	-----	3	4
Advanced	-----	2	2
Diploma	-----	1	2
Qualifying	9	4	2
Organisational	1	3	3
Applied	-----	2	2
Other	2	3	1

The Qualify course normally requires an introductory course or to have clinical practice (minimum one year), or medical or psychological higher education, Experience in Psychiatry and Mental Health,

All institutes offer an introductory course and ask for clinical practice or medical or psychological higher education for qualifying courses. For other kind of courses such accreditation is not required.

**Indicate the required clock hours for...**

This is a complicated question to analyse. First, **ten** institutes indicate that they offer a block training programme, but **only three** report the numbers of blocks per year they organize. **In these instances, the number of blocks is from 3 to 12 a year.** In the case of block training, the clock hours required are:

<b>BLOCK TRAINING</b>						
	Theory	Supervision	Personal therapy	Clinical paper	Theoretical paper	Both
Introductory	18 to 60	18 to 69	60	(only one, yes)	No	No
Advanced	15	30	45	5000 w.	-----	-----
Diploma	-----	-----	-----	-----	-----	-----
Qualify	40 to 260	40 to 162	60 to 315 (and five years therapy)	No or between 3500w to 10000w	No, or 5000w.	No clear information
Organisational	-----	-----	Three days workshop	No	No	no
Applied	20	26	60	No	No	Optional
Other	28	38	60	No	No	No

Other Institutes organize the training in a continuous form. These are the results.

<b>Training in a continuous form</b>						
	Theory	Supervision	Personal therapy	Clinical paper	Theoretical paper	Both
Introductory	28 to 400	37 to 330	45 to 560	No answer or 50000w	-----	-----
Advanced	10	30	-----	-----	-----	-----
Diploma	75	29	Optional	-----	-----	-----
Qualifying	10 to 144	30 to 288	53 to 450	-----	-----	<b>Either no answer is provided, or the answer is unclear</b>
Organisational	48 to 90	48 to 180	48 to 300	-----	-----	-----
Applied	-----	-----	-----	-----	-----	-----
Other	3 to 11	2 to 11	1,5h to 19	-----	-----	-----

It is surprising the variety of criteria. It seems that in a continuous form the training is longer than in block form. There is also a discrepancy in the number of hours and formats among the different levels.

If we revise previous survey (Valbak and col.), it seems that the results are rather similar to the ones we have obtained with our questionnaire.

Structure	Frequency	Percent
Cont. Training <input checked="" type="checkbox"/> 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%

## Part II

### B: Therapy

*Trainees have their personal therapy in*

	Trainees only	Mixed with patients	Individual and group
Introductory	2 and no answer	2 and no answer	-----
Advanced	1	1 and no answer	-----
Diploma	No answer	1	No answer
Qualifying	6 and no answer	7 and no answer	2
Organisational	1	1	1
Applied	2	1 and no answer	1 and no answer
Other	3 and no answer	-----	-----

We can see that our results are similar to the previous survey (Valbak and cols):

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%

## Part II

### C: Theory

*Describe the main theoretical form (Clock hours)*

	Main theoretical lecture form	Main theoretical seminars form
Introductory	8 to 60	40 to 90
Advanced	No answer	15 to 175
Diploma	No answer	75
Qualifying	6 to 80	12 to 320
Organisational	40	144
Applied	12	56
Other	No answer	11 to 84

#### Areas of theoretical emphasis (sociology, psychoanalysis, psychiatry, Gestalt, etc)

The main areas are:

Psychoanalysis, with 18 mentions

Group Analysis with 16 mentions

Sociology, with 10 mentions

Psychiatry, with 8 mentions

Group Dynamics, with 5 mentions

Complexity theory, with 3 mentions.

*The other emphasis is distributed in different areas:*

Social elements (unconscious phantasies, unconscious dynamics of organisations, theory of Organisations, social unconscious, social dreaming, psychosocial theories, sociotherapy)

Psychoanalytic development (object relation, attachment, mentalization, interpersonal theory)

Ethical issues

Psychology theory (communication, systems theory, Development psychology, Gestalt, group relation

Group relations (Median and Large Groups, Family therapy,

Group models (development of and contemporary group analysis, Tavistock consulting model, coaching role analysis)

Psychopathology (applied GA)

### Main theory books

*Unfortunately, the bibliographic information provided by the institutes does not conform to international standards. We tried to conform to them, but probably it is not always correct; some others were impossible to specify.)*

- A great deal of articles from GA and Group Psychotherapy, and a Danish Journal called Matrix.
- Book chapters of several groupanalysts and psychoanalyst (Fairbain; Kohut; Bion; Malcolm Pines; Morris Nitsun; Bateman and Fonagy; Bowlby; Zimerman and Portuguese groupanalysts).
- Gruppe analyst Psykoteraier, Foulkes, Bion, Gans, Billow, Karterud
- Intro to Group Work: a group analytic perspective, Barnes, Ernst, Hyde. A meeting of minds, Hearst and Behr, Foulkes.
- Organizational Psychology, The unconscious at work, Group relations reader, Bion, Klein and a lot of articles.
  
- Aagaard, S et al: *Gruppenanalytisk psykoterapi*.
- Alonso, A.; Swiller, H. (1995). *Psicoterapia de grupo en la práctica clínica*. México: Manual Moderno.
- Amado, G., & Vansina, L. (Eds.) (2005). *The Transitional Approach in Action*. London: Karnac.
- Armstrong, D. (2005). *Organization in the Mind: Psychoanalysis, Group Relations and Organizational Consultancy*. London; Routledge
- Anzieu, D. (1978). *El grupo y el inconsciente*. Madrid: Biblioteca Nueva.
- Behr, (**Two** mentions)
  - Behr, H. & Hearst, L. (2005). *Group-analytic Psychotherapy. A meeting of Minds*. Whurr Pub,
  - Behr, H., Hearst, L. (2009). *Gruppenanalytische Psychotherapie*. Dietmar Klotz, Eschborn.
- Bion, (**Four** mentions)
  - Bion, D. W. (1961). *Experiences in groups*. London. Routledge
  - Bion, W. R. (1980). *Experiencias en grupos*. Barcelona: Paidós
  - Bion, W. R. (1971): *Erfahrungen in Gruppen und andere Schriften*. Klett-Cotta, Stuttgart
- Bonnerup, B., & Hasselager, A. (2008). *Gruppen på arbejde: organisationspsykologi i praksis*. Hans Reitzels Forlag. Bonnerup, Birgitte ; Hasselager, Annemette.
- Brown, D.; Zinkin, L. (2000). *The Psyche and the Social World*. London: JKP
- Brunning (**three** mentions)
  - Brunning (2006). *Executive coaching*. London: Routledge
  - Brunning (2012). *Psychoanalytic Reflexions of a changing world*. London: Routledge
  - Brunning Perini (2010). *Psychoanalytic perspec to on a turbulent world*. London: Routledge
- Clarke, Hant, Hogget (2008). *Object Relations and Social Relations. The Implications of the Relational Turn in Psychoanalysis*. London: Routledge
- Cortesao (1989). *Grupanálise: Teoria e Técnica*. Sociedade Portuguesa de Grupanálise
- Dalal (**Three** mentions):
  - Dalal, Many papers
  - Dalal, F. (2002). *Taking the Group Seriously*, London, Constable.
  - Dalal. F. (2002). *Tomándonos en serio el grupo*. No publicado, Traducido por Sunyer
- De Maré (**Two** mentions)
- De Maré, P. ; Piper, R. ; Thomson, S. (1991). *Koinonia, from hate, through dialogue, to culture in the large group*, Londres: Karnac Books
- De Maré, P.; Piper, R.; Thomson, S. (1991). *Koinonia, del odio a la cultura en el grupo grande a través del diálogo*. Barcelona: Cegaop Press

- Fonagy, P.; Gyorgy Gergely (2005). *Affect regulation, mentalization and the development of the self*. New York: Other Press
- Forlag, C. Stacey, R.D. (2003). *Complexity and Group Processes. A radically social understanding of individuals*. London:Routledge.
- Foulkes (**ten** mentions),
  - Foulkes, S.H. (1975). *Group Analytic Psychotherapy. Method and principles*
  - Foulkes, S.H. (1964). *Therapeutic Group Analysis*. London: Karnak books
  - Foulkes texts.
  - Foulkes, S.H. (1985): *Gruppenanalytische Psychotherapie*. Fischer. Frankfurt/Main
  - Foulkes, S.H. (2007)[1964]. *Grupoanálisis terapéutico*. Barcelona: Cegaop press
  - Foulkes, S.H. & Anthony, E.J. (1965). *Group psychotherapy: The psychoanalytical approach*. 2nd ed. Karnac Books.
  - Foulkes, S.H.; Anthony, E.J. (2007)[1957]. *Psicoterapia de grupo., El enfoque psicoanalítico*. Barcelona: Cegaop press
- Freud (**Three** mentions)
  - Freud and Klein,
  - Complete works of Freud
- Gabriel, Y. (2004). *Organisations in depth: The Psychoanalysis of Organisations*. London: Sage
- García Badaracco, J (**Two** mentions)
  - García Badaracco, J. (1990). *Comunidad Terapéutica Psicoanalítica de Estructura Multifamiliar*. Madrid: Tecnipublicaciones.
  - García Badaracco, J. (2000). *Psicoanálisis Multifamiliar*. Barcelona: Paidós
- Guillem,P.; Loren, J.A. (1985). *Del divan al círculo*. Madrid: Tecnipublicaciones.
- Goldenberg,
- Gould (**Three** mentions)
  - Gould (2001) Introduction;
  - Gould, L. J., Stapley, L. F., & Stein, M. (Eds.). (2004). *Experiential Learning in Organizations: Applications of the Tavistock Group Relations Approach: Contributions in Honour of Eric J. Miller*. Karnac Books.
- Grotjahn, M. (1979). *El arte y la técnica de la terapia grupal analítica*. Barcelona: Paidós
- Gruppe analyst Psykoteraí, Time managed Group Psychotherapy Mac Kencie, 1996; Korttidsterapi i Gruppe A. Stokkebaek, 2012
- Guimón, J, (2001). *Manual de terapias de grupo. Tipos, modelos y programas*. Madrid: Biblioteca nueva
- Haubl, R. / Lamott, F.(Hrsg). (2007). *Handbuch Gruppenanalyse*. Dietmar Klotz, Eschborn
- Heinskou, T. & Visholm, S. (red). (2004). *Psykodynamisk organisationspsykologi – på arbejde under overfladen*. Hans Reitzels Forlag.
- Hinshelwood, (2002). *Organisations, anxietis and defences*,
- Hopper, E. (**two** mentions)
  - Hopper, E., & Weinberg, H. (Eds.). (2011). *New international library of group analysis.The social unconscious in persons, groups, and societies, Vol. 1. Mainly theory*. Karnac Books.
  - Hopper. E. (2012). *Trauma in Organisations*. London: Routledge
- Huffington, C. et al. *Working below the surface. The emotional life of contemporary organizations*. Karnac.
- Huffington, Amstrong (2005). *Working below the surface*;
- Rutan, J.S.; Stone, W.N. (2001). *Psychodynamic Group Psychotherapy*. NY: Guilford
- Judy Gammelgaard
- Karterud (**Four** mentions)
  - Karterud Manual for MBT
  - Karterud, Gruppeanalyse og Psykodynamisk gruppentherapy
  - Karterud, S. (1999). *Gruppeanalyse og psykodynamisk gruppepsykoterapi*. Pax forlag.
- Kennard (**Five** mentions)
  - Kennard D.; Roberts J.; Winter D.A. (2000). *A Workbook of Group-Analytic Interventions..* London: Routledge.
- Lawrence (2005) Intro, Social dreaming
- Long (2013) Socialanalytic methods,
- Menzies (1989) A psychoanalytic perspective on social institutions;
- Mitchell, S.A. (2004). *Más allá de Freud. Una historia del pensamiento psicoanalítico moderno*. Barcelona: Herder
- Nitsun, M. (1996). *The Anti-Group. Destructive forces in the group and their creative potential*. Routledge
- Nitsun, M. (1996). *El antigrupe. Las fuerzas destructivas del grupo y su potencial creative*. (Traducido por Sunyer, no publicado)
- Obhiltzer and Roberts (1994). *The unconscious work*;
- Peter Kutter (**Two** mentions)
  - Peter Kutter. - *Elemente der Gruppentherapie – Eine Einführung aus der psychoanalytischen Praxis*;
- Pines, M. (Ed.) (1983). *The evolution of Group Analysis*. London: Routledge

- Pritz A. Elizabeth Vykoukal. – Gruppen-psychoanalyse: Theorie – Technik - Anwendung
- Rayner
- Rutan, S.J., Stone, W.N. & Shay, J.J. (2007). *Psychodynamic group psychotherapy* (4th ed.).
- Sandler, J. (1992). *The Patient and the Analyst*. London: Routledge
- Scharff,
- Skynner (**Two** mentions)
  - Skinner, R. (1989). *Institutes and how to survive them*. London: Mathuen
- Sunyer, J.M. (2008). *Psicoterapia de grupoanalítica de grupo. La coconstrucción de un conductor de grupos*. Madrid: Biblioteca Nueva
- Tethani (2011). Meaning training in workplace
- Tsegos (The distinguises of the psychotherapist; The psychiatric communalism),
- Yalom (**Two** mentions)
  - Yalom. Theory and practice of group psychotherapy,
  - Yalom, I. (1986). *Teoría y práctica de la psicoterapia de grupo*. Mexico. Fondo de Cultura Económica

**Are applied GA groups part of the theory seminars taught on regular basis in the training programme?**

	Yes	No
Introductory	2 (and no answer)	----
Advanced	1	1
Diploma	1 (and no answer)	-----
Qualifying	13 (and no answer)	-----
Organisational	1 (and no answer)	1
Applied	2 (and no answer)	-----
Other	1 (and no answer)	4

This information is very interesting considering the importance to improve the GA in psychiatric hospitals and psychological services.

**Is study of research literature part of the theory lessons?**

	Yes	No
Introductory	3 (and no answer)	----
Advanced	1	1
Diploma	1 (and no answer)	-----
Qualifying	10 (and no answer)	3
Organisational	2 (and no answer)	-----
Applied	2 (and no answer)	-----
Other	5 (and no answer)	-----

But, interestingly, the presence of books about research doesn't say the same.

**Is teaching in research methodology part of the training?**

	Yes	No
Introductory	2 (and no answer)	2
Advanced	1	1
Diploma	-----	1 (and no answer)
Qualifying	9 (and no answer)	4
Organisational	1 (and no answer)	1
Applied	1 (and no answer)	1
Other	(and no answer)	4

**Probably we need to think about that. Are the training programs in GA the place to teach research methodology or not?**

**What are the formal requirements for the written part of the course and how is this evaluated?**

	Yes
Introductory	(and no answer)
Advanced	5,000 – 7,000 words integrating clinical group, supervision and experience in experiential group. 2 tutorials. Marked by two readers according to criteria given to student in advance
Diploma	2000 words reflective practice essay, 4000w theory essay //
Qualifying	20 pages; essays between 4000 to 12000 words. A report on collecting data about the training group Two essays: Theory Paper and (final) Clinical Paper Theory and Clinical Papers marked by external readers. The papers should be evaluated or censored by the group and finally from the trainee committee During the colloquium a trainee has to demonstrate his/her group analytic thinking and understanding the processes in the group. Training course: each seminar must include a written paper about what has been learned.
Organisational	12000 words theoretical or clinical paper under supervision
Applied	No requirements
Other	No requirements

**Part II**

**D supervision**

**Do trainees compose their own patient group for supervision in training?**

	Yes	No
Introductory	-----	2
Advanced	2	-----
Diploma	1	-----
Qualifying	12	-----
Organisational	2	-----
Applied	2	-----
Other	3	2

This question is connected to the difficulties that supervision encounters with the end of the training period and the type of health care institution (whether it is a hospital or a centre with psychiatric, psychological or social services).

**How many groups and for how long must these groups be run under supervision?**

	How many	How long
Introductory	Or no answer or 1 gr.	No answer or 30 weeks or an unspecific 2 years
Advanced	-----	----
Diploma	No answer or 1 gr.	No answer or 30 sessions
Qualifying	1 group (8 votes), 2 groups	80 or 90 sessions to 2 or 3 years
Organisational	1 group	2 years
Applied	No answer	50 hours (?)
Other	No answer or “varies”	No answer or “varies”

It is difficult to reach a conclusion because of lack of clear answers, or no answer at all. It seems to us that in the Qualify level there is a majority of answers (8 over 9) that talks of 1 group and 2 years.

**Can applied group analytic groups be approved for supervision in training?**

Practically all answers for all categories say that these groups should be approved (10 answers), two should not, and the others do not answer.

### Part III Evaluation

*Does your training programme as a whole have an external supervisor/examiner/mentor?*

Fourteen of the programs offer an external supervisor or examines or mentor and thirteen no. There is also a number of no answers. In the Qualify level, only four of the institutes offer an external supervision, and 7 do not.

**Are the trainees formally evaluated at specific times of the year?**

In twenty-one programs, trainees are evaluated at specific times of the year and seven are not. In the Qualify level, eight evaluate the program and four do not.

**Does the training programme have a code of ethics?**

Twenty-three programs have a code of ethics, and three do not. Also, there are some with no answers. In the Qualify level two do not have this code and ten do.

**Does the training programme have a code of practice?**

The same results as in the previous question: all institutes that have a code of ethics have a code of practice, and the institutes that do not have the code of ethics do not have the code of practice.

**Must the training follow regulations by an independent professional body?**

Ten Institutes follow regulations and fourteen do not. In the Qualify level seven of the answers indicate that they follow this requirement and six do not.

**Must the training follow regulations by a national body?**

In this question, eleven programs follow the regulations given by a national body and fifteen of them do not.

The EGATIN institution includes a variety of institutions from all countries in Europe and, in each one of them, their culture, legal regulations and objectives probably explain this point.

**Conclusion.** I think we have very interesting information about our Institutes and all the programmes we have. Probably, as Valbak, Carvalho and Fink said, all institutes should give and share periodically some kind of information to improve all training programs; and also, to learn from it. There is a great variability between Institutes and the kind of books we use in our training period.

Many thanks.

---

<sup>1</sup> Valbak, K.; Carvalho, P.; Fink, B. (2011). The Egatin Survey. Cultures of Training  
15th. European Symposium in Group Analysis, London Friday 2nd.

<sup>2</sup> Fahy, M. Sunyer, J.M. (2012). The questionnaire.