

ISKUSTVA IZ SUPERVIZIJE PUTEM INTERNETA U TRANSKULTURALNOM KONTEKSTU

/ EXPERIENCES FROM A DISTANCE SUPERVISION IN THE TRANSCULTURAL CONTEXT

Ana Lončar Knutsen

SAŽETAK/SUMMARY

Članak opisuje tijek supervizije grupno analitičke psihoterapije u ranoj fazi razvoja grupe. Supervizija se odvijala putem interneta i kroz redovite sastanke uživo. Supervizija se odvijala u transkulturalnom okruženju - psihoterapijska grupa s voditeljem/supervizantom se nalazila u Danskoj, a supervizijska grupa sa supervizorom u Hrvatskoj. U članku se razmatraju neka od pitanja specifičnih za internet superviziju i transkulturalni kontekst. Članak se temelji na doživljaju i opservacijama supervizijskog procesa iz perspektive supervizanta.

/ The article presents a group-supervision course in group analytic psychotherapy. The supervision course was performed via web-based supervision and regular personal meetings. The supervision took place in a transcultural context, since the psychotherapeutic group with the conductor/supervisee was in Denmark and the supervision group with the supervisor was in Croatia. The article explores some of the issues that are specific to web-based supervisions and transcultural encounters. The article is based on the supervisee's experiences and observations of the process.

KLJUČNE RIJEČI / KEY WORDS

grupna analiza / *group analysis*, supervizija / *supervision*, web-supervizija / *web-based supervision*, internet supervizija / *distance supervision*, transkulturalna psihoterapija / *transcultural psychotherapy*

Ana Lončar Knutsen, psihijatar, grupni analitičar, Sveučilišna Bolnica „Risskov“, Aarhus, Q odjel za afektivne poremećaje, Skovagervej 2, Aarhus, Danska, e-mail: aneloncar@yahoo.com

Ana Lončar Knutsen, psychiatrist, group analyst, Aarhus University Hospital "Risskov", Department for affective disorders Q, Skovagervej 2, Aarhus, Denmark, e-mail: aneloncar@yahoo.com



UVOD

Edukacija iz grupne analize je tradicionalno organizirana prema tripartitnom modelu i obuhvaća vlastitu analizu u grupi, teorijski dio i superviziju. Tri sastavnice edukacije tipično su sinhronizirane unutar određenog vremena i prostora, što osigurava interakciju među različitim načinima učenja. Ovaj proces omogućava edukantu usvajanje grupno-analitičkih znanja, vještina i stavova i stjecanje statusa grupnog analitičara unutar razumnog vremenskog perioda (1). U praksi smo svjedoci kako različite unutarnje i vanjske životne okolnosti utječu i na edukante i na trening institute. Edukanti ponekad sele unutar ili izvan granica države ili imaju kraće ili duže pauze u edukaciji. Možda bi preciznije bilo govoriti o mnogim edukacijama, koje su individualne i različite u svom trajanju, intenzitetu, kvaliteti i koje nužno ne završavaju formalnim stjecanjem statusa grupnog analitičara.

Globalizacija i povećana mobilnost izraženi su fenomeni suvremenog društva. Pojedinci i grupe preseljavaju izvan granica vlastitih država, a povremeno se i vraćaju u domovinu da bi je doživjeli stranom (2, 3). Europska unija (EU) aktivno promovira mobilnost unutar svojih granica. U Hrvatskoj je, kao i u većini zemalja novih članica EU, zabilježeno pojačano iseljavanje nakon

INTRODUCTION

The group-analytic training is traditionally organised in a tripartite model, which consists of personal analysis in the group, learning theory and supervision. The three components of the training would typically overlap and be performed within a certain frame of time and space, to secure the interaction between the different learning modalities. This process enables the trainee to incorporate group analytic knowledge, skills and attitudes and to qualify as a group analyst within a reasonable period of time (1). In reality, we see that a variety of internal and external life circumstances influence both trainees and training institutes. Trainees relocate within or in-between countries and make shorter or longer pauses in their training. It might be more precise to talk about many training courses that are individual, different in their duration, intensity, and quality and do not necessarily result in a formal qualification.

Globalisation and mobility are dominant phenomena in contemporary society. Diverse individuals and groups move abroad and on occasions return to their "home-land" to sometimes experience it as a "foreign" place (2, 3). Mobility is actively promoted within the European Union (EU), and Croatia, like the other new EU member countries, has experienced increased emigration since joining the EU. It is reasonable to assume that these processes lead to a growing group of clients who will seek psychotherapy in the non-native language and culture, as well as a

pridruživanja EU. Razumno je pretpostaviti da procesi iseljavanja dovode do rastućeg broja osoba koje traže psihoterapijsku pomoć na ne-materinjem jeziku i u stranoj kulturi, kao i rastućeg broja psihoterapeuta koji se bave psihoterapijom u transkulturalnom okruženju.

Kulturna različitost među europskim zemljama i njihovim psihoterapijskim tradicijama je po svojoj prilici manje izražena nego među zemljama s različitim kontinenta. Ipak ne bi ih bilo konstruktivno zanemariti, jer neprepoznata različitost može imati destruktivan učinak (4). U grupnoj analizi je posljednjih desetljeća prisutan velik interes za pitanja socijalnog i kulturnog konteksta (5, 6, 7, 8, 9, 10, 11, 12). U psihoanalizi je rastući interes za koncepte kontra-transfera i intersubjektivnosti doveo do razmišljanja koja naglašavaju važnost konteksta i međuprostora. Takav je razvoj omogućio radove koji se bave pitanjima kulture, etniciteta i fenomenom imigracije. (13, 14, 15, 16, 17, 18).

Ubrzan tehnološki razvoj tijekom posljednja dva desetljeća omogućio je široku primjenu video-konferencijskih poziva putem interneta u svrhu edukacije, supervizije i stručne suradnje na području psihoterapije (19). Upotreba video konferencijskih poziva omogućava susret, učenje i razmjenu među velikim brojem stručnjaka. Na

growing group of psychotherapists who will engage in psychotherapy and supervision in a trans-cultural context. Cultural differences between the European countries and their psychotherapeutic traditions are presumably smaller in comparison with countries from other continents. Nevertheless, it would not be constructive to ignore them, because unrecognised differences may be the cause of disruptive or distressing experiences (4). Over the last several decades, there has been a greater degree of interest in exploring the influence of the social and cultural contexts in group analytic psychotherapy (5-12). In the field of psychoanalysis, the growing interest for the concepts of countertransference and intersubjectivity has led to discussion which stresses the importance of contexts and spaces in-between. This enabled focus on issues of culture, ethnicity and the phenomenon of immigration (13-18).

Extensive technical development over the last decades enabled the broad use of web-based video conferencing for purposes of education, supervision and professional collaboration within the field of psychotherapy (19). The use of video conferencing gives opportunity for meeting, learning and exchange with a broad spectrum of professionals. It can bypass the isolation caused by geographical distances or economic issues. At the same time, video-conferencing brings some specific challenges, mainly related to altered communication – such as interferences and interruptions of the



taj je način moguće zaobići izolaciju uzokrovanu geografskom udaljenošću ili ekonomskim problemima. Istovremeno su video-konferencijski pozivi povezani sa specifičnim izazovima - poput smetnji i prekida internetske veze (19, 20). Pretraživanje literature upućuje kako se video konferencijski pozivi koriste u gotovo svim modalitetima psihoterapijskog rada, uključujući grupnu analizu i psihoanalizu (21). Do sada je dostupan ograničen broj radova koji se bave kvalitetom i učinkovitošću supervizije putem interneta (19, 22, 23).

U članku su predstavljena vlastita iskustva iz edukacije iz grupne analize u Institutu za grupnu analizu Zagreb (IGA Zagreb). Nakon dovršene prve 4 godine edukacije preselila sam iz Hrvatske u Dansku. U tom sam trenutku bila dovršila vlastitu analizu u grupi, teorijske seminare i dio supervizije psihoterapijskog rada. Nakon dvije godine u Danskoj je proces početne prilagodbe priveden kraju. Moje znanje Danskog jezika i profesionalna situacija su postali dovoljno dobri za bavljenje grupnom analizom. U dogovoru s IGA Zagreb odlučeno je da posljednji dio edukacije iz grupne analize provedem supervizijom putem Interneta. Članak se bavi supervizijskim procesom, koji je bio vrlo korisno iskustvo, kako zbog svog specifičnog tijeka, tako i zbog toga što se odvijao s odgodom u odnosu na ostatak edukacije.

connection (19, 20). A literature search implies that internet-based videoconference is being used in virtually all major psychotherapeutic modalities, including group analysis and psychoanalysis (21). To date, there is still limited information on the quality and effectiveness of distance-supervision (19, 22, 23).

In this article, I would like to present experiences from my own group analytic training at the Institute of Group Analysis Zagreb (IGA Zagreb), Croatia. After 4 years of training I moved from Croatia to Denmark. At that point I had completed personal analysis in the group, both the theoretical part and the main part of the supervision of clinical practice. After two years, I initially adapted to the new life circumstances, sufficiently learned the language and established a work situation where it was possible to start an analytic psychotherapeutic group. In dialogue with IGA Zagreb, the decision was made that the last part of my training could be organised through a distance-supervision course. The present article focuses on this supervision course, which was an important learning experience both because of its specific constellation and delayed occurrence – as a postlude of the training.

PRESENTATION OF THE CLINICAL MATERIAL

I have been participating in a slow-open supervision group from the autumn of

PRIKAZ KLINIČKOG MATERIJALA

Od jeseni 2015 do proljeća 2017 godine sudjelovala sam u slow-open supervizijskoj grupi, koja se sastajala jednom tjedno u Zagrebu. Supervizor i supervizanti složili su se s uvjetima moga sudjelovanja - putem internet konferencijskog poziva uz redovite osobne dolaske otprilike svaka 3 mjeseca. Supervizorica je bila iskusan trening grupni analitičar, a članovi supervizijske grupe bili su u završnom dijelu edukacije ili već kvalificirani grupni analitičari. Kratko nakon priključivanja supervizijskog grupi prikupila sam članove i započela vlastitu grupno-analitičku grupu. Terapijska grupa osnovana je u ambulantnom dijelu Odjela za afektivne poremećaje, Sveučilišne bolnice Risskov u Aarhusu gdje sam radila kao psihijatar. Grupa se sastojala od 6 članova, 3 muškarca i 3 žene, dobi između 25 i 50 godina sa smetnjama iz kruga anksioznih i depresivnih poremećaja te poremećaja ličnosti.

Od samog početka su članovi grupe dolazili redovito, pokušavali uspostaviti međusobni kontakt i bolje se upoznati. Vrijeme je prolazilo, ali grupni proces kao da se nije micao iz početne faze. Članovi grupe bili su obazrivi i podržavajući u svojoj međusobnoj komunikaciji. Opisivali su osjećaj odgovornosti za grupu već od prvih seansi i izražavali je redovitim dolascima na terapiju. Istovremeno

2015 to the spring of 2017, that has been meeting once weekly in Zagreb. The supervisor and the supervision group agreed to the conditions of my participation via the web-based conferencing in addition to regular personal meetings about once quarterly. The supervisor was an experienced training group analyst and the members of the supervision group were either in the advanced stage of the training or qualified group analysts. I established a group-analytic group shortly after I joined the supervision group. The therapeutic group was anchored in the Department for Affective Disorders at Aarhus University Hospital Risskov, Denmark, where I worked as a psychiatrist. The group consisted of 6 members, 3 women and 3 men, aged between 25 and 50 years with heterogeneous psychological problems – chronic anxiety, recurrent depressions and personality disorders.

In the initial phase of the group's life the group members came regularly, tried to meet and to learn about each other. However, it took a long time for the group process to begin. The members were gentle and supportive in their communication to each other. They expressed a feeling of responsibility for the group from the very beginning and followed this through with stable participation. However, they were still controlled, careful and withholding in their interactions several months after the group started. The main topics in the group were the psychological symptoms and advice-seeking and giving. Long



su bili oprezni, suzdržani i kontrolirani u svojoj međusobnoj interakciji i više mjeseci nakon početka grupe. Glavne teme bile su psihološki simptomi i pritužbe, traženje i davanje savjeta. U mnogim seansama su se pojavljivale duge i neproduktivne šutnje. Članovi su se postupno upoznavali, ali nisu iznosili niti pitali jedan drugoga o teškim obiteljskim pričama iz prošlosti, niti o poremećenim odnosima u sadašnjosti. Intervencije terapeuta bile su usmjerene na poticanje međusobne interakcije i stvaranje grupe kohezije. Članovi grupe bili su vrlo diskretni oko mog stranog porijekla i izraženog naglaska u danskom jeziku. Osim toga bili su vrlo suradljivi u odnosu na pravila i tradicije grupno analitičke terapije i rijetko su ih komentirali, iako takav oblik psihoterapijskog rada nisu bili susreli u ranijim liječenjima.

Supervizijska grupa je u svojoj početnoj fazi koristila velik dio vremena i energije na bavljenje tehničkim pitanjima i osiguravanje stabilne internet veze. U početku je bilo neizbježno komentirati brojne tehničke smetnje s kojima smo se susretali i koje su povremeno onemogućavale međusobnu komunikaciju. Druga vremenski zahtjevna tema bila je međusobno predstavljanje i upoznavanje terapijskih grupa. Sjećam se kako sam pokušavala predstaviti članove moje terapijske grupe na što precizniji i informativniji način, s brojnim detaljima o njihovom živo-

and non-productive silences manifested in many sessions. The group members were slowly learning about each other, but they were neither telling nor asking about the difficult family backgrounds or the disturbed relations in their lives. The therapist's interventions focused on stimulating the exchange and openness between the members and supporting the development of group cohesion. The group was very discrete about my foreign background and the clearly apparent accent while I spoke Danish. They also complied well with the group analytic rules and traditions and commented on them very seldom, even though it was a rather different form of psychotherapy than what they were used to from previous treatments.

In the initial phase of the supervision group, a significant part of the time and energy was used to ensure that the technical aspect of the conference video calls was functioning. In the beginning it was inevitable to comment on the many technical issues that occurred during the sessions and that periodically made it difficult to follow. Another prominent topic was asking and learning about our groups. I remember trying to be very precise and informative in introducing my group, with all the details of the members and how they lived and functioned in their families and the society. We discussed the psychiatric system in Denmark, the way it was organised in comparison with the one in Croatia. The discussion included the working con-

tu i načinu funkcioniranja u obitelji i općenito u društvu. Razgovarali smo o medicini i psihijatriji u Danskoj, o načinu na koji je organizirana te je uspoređivali s psihijatrijom u Hrvatskoj. Osim toga razgovarali smo i o položaju psihoterapije, uvjetima rada psihoterapeuta, učestalosti različitih psihoterapijskih pravaca, posebno grupne analize te općenito o stanju i klimi u danskom društvu. Konačno smo razgovarali i o tome kako je biti voditelj psihoterapijske grupe na nematerinjem jeziku i u novoj društvenoj sredini te o tjeskobi vezanoj uz potencijalnu nemogućnost razumijevanja i uspostavljanja kontakta. U supervizijskoj se grupi glasno razmišljalo o tome kakav mora biti osjećaj biti članom u mojoj terapijskoj grupi i o mogućim razlozima zbog kojih članovi ne postavljaju neka od mnogobrojnih pitanja jedan drugome ili voditelju.

Nakon nekoliko mjeseci najmlađa članica započela je seansu pitanjem voditelju: „Otkud dolazite i koliko dugo ste u Danskoj?“. Odgovorila sam na pitanje i dodala kako se pitam jesu li me i ranije htjeli pitati nešto slično i što ih je u tome spriječavalo? Članovi grupe su počeli govoriti o brojnim izbjeglicama koje su u to vrijeme bile na putu prema sjevernoj Europi te o podijeljenim pogledima i osjećajima na tu temu. Opisivali su osjećaje nesigurnosti i straha, ali i srama i krivnje što tako osjećaju. Nakon ove seanse je komunikacija u

ditions for psychotherapists, common therapeutic techniques and interventions and in general the social context in which the therapeutic group was embedded. Finally, we talked about how it was to be a group conductor in my specific position, about the challenges of working in a non-native language, having a similar but yet different educational background and about anxieties of not being able to meet and understand the others. The supervision group reflected on how it must feel for the group members to be in this specific group and the reasons why they did not ask any of the many possible questions they might have had for each other and the conductor.

After several months, the youngest member of the group started a group session asking me “Where do you originally come from and how long have you been in Denmark?”. I answered and added that I wondered if they had wanted to ask something similar earlier and if yes, what was it that made it difficult. The group associated about the ambivalent feelings in society about many refugees heading to the north of Europe. They talked about the feelings of insecurity and fear, but also shame and guilt about having these feelings. After this session, the communication in the group gradually shifted toward being more open and direct. Group members became more ready to ask and share about the experiences that were loaded with difficult feelings or which they saw as potentially disturbing for other group members (i.e. suicidal history, childhood



grupi postupno postajala otvorenija i izravnija. Članovi grupe su postali spremniji govoriti i pitati jedan drugoga o iskustvima koja su bila teška i potencijalno uznemirujuća za druge članove grupe (poput pokušaja suicida, traumatičnih događaja iz djetinjstva, neobičnih seksualnih preferenci). Grupni se proces počeo razvijati u življem tempu.

U prvoj godini postajanja grupe sam zatrudnjela i najavila dugačku ljetnu pauzu, povezanu s očekivanim porodom i roditeljskim dopustom. Članovi grupe nisu pokazivali značajniju osjećajnu reakciju na ovu najavu, niti su pitali ili komentirali trajanje ljetne pauze ili trudnoću. Kako se ljeto približavalo tako je grupni proces ponovno postao inhibiran, psihički simptomi poput nesаницe su postali prevladavajuće teme, a dugačke neproduktivne šutnje su ponovno postale česte. Dugačku ljetnu pauzu sam najavila i u supervizijskoj grupi. Toj odluci je prethodila dulja rasprava supervizijske grupe o različitim modelima i trajanjima roditeljskog dopusta iz psihoterapijskih grupa, o mogućnostima da drugi terapeut trajno preuzme vođenje grupe ili da zamjenski terapeut preuzme vođenje grupe tijekom dopusta. U ovoj je diskusiji postalo vidljivo koliko su različite tradicije u bavljenju grupnom analizom između različitih instituta. Članovi supervizijske grupe su glasno razmišljali o tome što se događalo u terapijskoj grupi u ovom periodu, pokušavajući pre-

trauma, unusual sexual affiliations). The group process started moving forward at a livelier tempo.

During the first year of the group's life I became pregnant and announced that the group will have a three-month-long summer break due to my maternity leave. Group members did not show any stronger emotional reactions to this, nor did they ask more details or comment the break or the pregnancy. As the summer break came closer the group process became more inhibited and the topic of psychological symptoms such as sleep problems and long silences again comprised the major parts of group sessions. The long summer break in the therapy group was followed by a similar leave of absence in the supervision group. Before leaving I discussed possible models of maternity leave with the supervision group several, as well as the duration of the leave, possibility of another therapist taking over the group permanently or a substitute group conductor taking over during the leave. The different traditions and group analytic practices at different institutes became apparent during this discussion. The supervision group discussed what might be happening in the group, trying to identify the possible feelings and phantasies behind a relatively neutral reaction.

After the summer break, the group continued with its work as planned. During the break the most regressive group member got hospitalised at a psychiatric ward, two members changed their

poznati osjećaje i fantazije skrivene iza suzdržane reakcije članova grupe.

Terapijska grupa je nakon ljetne pauze nastavila s radom, kako je i bilo planirano. Tijekom pauze je najregresivniji član grupe bio hospitaliziran na odjelu psihijatrijske bolnice, dva su člana grupe promijenila posao, a jedna je članica započela terapiju antidepressivom. Nakon pauze su izostanci u grupi postali znatno učestaliji, a način komunikacije je regresirao u prethodnu fazu. Članovi grupe su rijetko spominjali prekid u radu grupe te nikada nisu spomenuli porod ili majčinstvo voditeljice. Tema gubitaka u ranom djetinjstvu se počela pojavljivati u grupi, članovi su opisivali osjećaj izdanosti i napuštenosti. Ponudila sam interpretaciju kako duga pauza u ranoj fazi postojanja grupe može biti doživljena kao izdaja i napuštanje.

Supervizijska je grupa naprotiv bila stabilna u svojoj radnoj atmosferi. U toj smo se fazi bili naviknuli na povremene tehničke probleme s Internet vezom i mogli smo se usredotočiti na klinički sadržaj supervizije, čak i kada veza nije bila najbolja. Supervizijska je grupa predano radila na pokušaju razumijevanja i imenovanja prešućenih iskustava članova grupe i njihovih izostanaka. Nakon otprilike tri mjeseca se grupni proces počeo stabilizirati, članovi su redovito dolazili na seanse i počeli se aktivnije uključivati u rad. Najregresivniji član grupe nije mogao

jobs and one started with antidepressant medication. After the break, absenteeism from the group became much higher and the communication process regressed to the previous stage. Group members referred seldom to the summer break and never to the conductor's maternity. They associated about the losses in early childhood and betrayals from parental figures. I offered interpretations that a long pause early in the group's life could be felt as being abandoned and betrayed.

In contrast, the supervision group was constant in its working atmosphere. At that point we had gotten used to the occasional technical problems with video-conferencing and were able to focus and reflect on the clinical material even if the quality of the connection was not optimal. The supervision group was dedicated to understanding and naming the silent experiences and absences in the group. After about three months of continuous group-work, the group process stabilised, group members met regularly and started engaging more actively. That was except for the most regressive group member, who continued to be very absent and could not participate in the growing intimacy. He left the group prematurely, after one year in the group. The other members continued to work and develop in the group. Soon the group members started to show more interest in the rules and traditions of the group analytic therapy and to discuss its possible meanings and purpose. Finally, several group



pratiti rastući osjećaj zblizavanja među članovima grupe, nastavio je s brojnim izostancima i na kraju prijevremeno napustio grupu. Ostali su članovi nastavili raditi i razvijati se u grupi. Uskoro su počeli pokazivati više znatiželje za pravila i običaje grupno-analitičke terapije i razmatrati njihovu svrhu u psihoterapijskom procesu. Također su otvoreno dali do znanja kako bi željeli da se novi članovi pridruže grupi.

RASPRAVA

U raspravi prikazane supervizije bih se željela posebno osvrnuti na dva dijela: superviziju putem interneta i superviziju psihoterapijskog rada u transkulturalnom kontekstu.

Iz prikazanog materijala je vidljivo kako internet tehnologija može biti korisna u prevladavanju problema vezanih za geografsku udaljenost i osigurati kontinuitet u psihoterapijskog edukaciji. Opisano je u literaturi, a to potvrđuje i naše iskustvo, kako se je nužno pozabaviti određenim pitanjima dinamičke administracije, kako bismo osigurali željeni ishod internet supervizije (19, 21, 24). Radi se među ostalim o definiranju granica supervizije i komunikacije internetom, te o postavljanju realističnih ciljeva u supervizijskom procesu - često je potrebno uračunati dodatno vrijeme u odnosu na superviziju u osobnom

members said directly that they wished for new members to join the group.

DISCUSSION

I would like to focus on two aspects in the discussion of the presented supervision course: distance supervision through video conferencing and supervision of therapeutic work in the transcultural context.

The presented material shows how internet technology can be valuable in overcoming the challenges of geographical distance and ensuring the continuity of the group analytic training. It is described in the literature and the presented experience confirms, that there are a certain number of dynamic administration issues that need to be addressed to secure a good outcome of distance supervision (19, 21, 24). This includes defining the boundaries of the supervision and internet communication and setting clear expectations for the supervisory process – additional time may be needed compared with face-to-face supervision (19, 21, 25). Furthermore, it is helpful if both the organisation, the supervisor and the supervision group have a substantial level of openness and curiosity toward the new technologies (26).

At the beginning of the presented supervision course, the issue of the "responsibility" for the (non)functioning internet connection was negotiated. The original understanding where the responsibility for the supervision setting was allocat-

susretu (19, 21, 25). Nadalje je korisno za sve sudionike procesa organizaciju, supervizora i supervizanata ukoliko postoji određena razina otvorenosti i znažiteljje prema novim tehnologijama (26).

U početku prikazanog supervizijskog procesa bilo je potrebno pregovarati o „odgovornosti“ za (manjkavo) funkcioniranje internet veze. Bilo je nužno preispitati postojeći način razumijevanja, prema kojem su granice settinga isključiva odgovornost supervizora te ga prilagoditi u pravcu intersubjektivnog razumijevanja, koje bolje odgovara prirodi internet tehnologije. Bilo je potrebo određeno vrijeme kako bismo se navikli na specifičan ritam i atmosferu koja nastaje u komunikaciji putem video-konefencijskog poziva. Kao što je opisano u literaturi, korisnim se pokazala komunikacija koja je jasna i dosljedna, bez pretjerane upotrebe govora tijela i u kojoj se obraća pažnja na izmjenu uloga govornika i slušača među članovima grupe (27). Ovaj način komunikacije postavlja zahtjeve za većom fleksibilnosti i osjetljivosti pred sve sudionike u razgovoru, ali istovremeno omogućava više prostora i vremena za untarnji dijalog i razmišljanje. Načelno možemo reći kako je potrebno kontinuirano pratiti komunikacijski proces, jer ga se u ovim okolnostima ne može uzeti zdravo za gotovo (19).

Svi su sudionici supervizijske grupe trebali naučiti kako se nositi s izazovi-

ed to the supervisor was challenged and modified to a more intersubjective understanding, which is more appropriate to the nature of the internet technology. It took some time to get used to the specific rhythm and atmosphere when communicating via web-based videoconferencing. As described in literature, it proved helpful when we managed to communicate clearly, in a coherent manner, not relying too much on non-verbal communication and paying attention to turn-taking in conversation (27). This puts certain demands for flexibility and sensitivity on all participants in the conversation, but at the same time enables more time and space for inner reflection and dialogue. Generally speaking, it is necessary to pay continuous attention to the process of communication, since it cannot be taken for granted in internet conferencing (19).

All the participants of the supervision group needed to learn how to deal with the technical problems that are a natural part of using web-based conferencing. We often did not know the precise reason for the suboptimal connection. The interest for “explaining the reasons” and “placing the responsibility” for the bad connection gradually decreased. The less time was spent on technical issues, the more time we had for re-establishing the dialogue and working efficiently. There were a few attempts of analyzing the technical problems, which I did not find useful (20). In order to minimise distractions from the supervisory process, it is useful to formulate a plan on how to



ma tehničkih smetnji, koje su sastavni dio konferencijskih video poziva putem interneta. Često nismo uspjevali objasniti razloge loše kvalitete internet veze. S vremenom se smanjila potreba za objašnjavanjem razloga i preciziranjem čija internet veza je prouzrokovala problem. Sve smo se manje vremena bavili komentiranjem tehničkih aspekata, a sve više ponovnom uspostavom dijaloga i radom na supervizijskom materijalu. Interpretacije tehničkih problema nisu se pokazale osobito korisnima (20). Kako bi se gubitak vremena i energije sveo na minimum, korisno je unaprijed formulirati plan postupanja kod pojave tehničkih poteškoće. Loša kvaliteta internet veze se navodi u literaturi kao učestao problem, stoga ga je bitno predvidjeti i biti proaktivan u njegovu rješavanju (19, 28).

Najzanimljiviji i najučinkovitiji sastanci supervizijske grupe bili su oni u kojima su svi članovi bili prisutni uživo. Te su seanse bile presudne za stvaranje emocionalnih veza i razvoj intimnosti u supervizijskoj grupi, te su služili kao spremnici za periode u kojima je bila dostupna komunikacija isključivo putem Interneta. U literaturi postoji konsensus o potrebi za povremenim susretima uživo kao dopuni internet supervizije. (22, 23, 29, 30, 31). Jedna od intervencija koja je bila osobito korisna za razvoj supervizijskog procesa bila je otkrivanje kontratransfernih osjećaja

manage technical problems in advance. Poor reliability and connectivity are reported in the literature as a common problem, and it is essential to anticipate and manage it proactively (19, 28).

Supervision sessions where all the participants participated face-to-face were the most effective and inspiring ones. These meetings boosted development of the emotional contact and intimacy and served as a reservoir for the periods with solely internet-based communication. The recommendation that face-to-face meetings should complement distance supervision is generally supported in the literature (22, 23, 29, 30, 31). One of the interventions that was stimulating for the development of the supervision process was the supervisors' self-disclosure about how challenging it was to attend to the boundaries and the members of the supervision group when the internet connection went down and could not be re-established. That allowed us to explore our own expectations and reactions to the serious obstacles we meet in our therapy groups. It conveyed the message about the importance of being open as well as realistic in accepting adequate conditions and outcomes (26).

With time and maturing of the supervision group process, we became more relaxed and natural in using web-based videoconferencing. The short delays or breaks became a natural part of the given situation and did not disturb the communication process as a whole. We had a shared experience of being able to

supervizora - koje je podijelila s grupom koliko je bilo zahtjevno brinuti za granice i članove supervizijske grupe u trenucima prekida i nemogućnosti ponovne uspostave internet veze. Tom smo intervencijom dobili priliku istražiti vlastita očekivanja i reakcije na ozbiljnije zapreke psihoterapijskom radu, s kojima se povremeno susrećemo u svojim terapijskim grupama. Istovremeno je prenešena poruka o važnosti otvorenog stava i realističnog očekivanja u psihoterapijskom procesu (26).

S vremenom i sazrijevanjem supervizijske grupe postali smo opušteniji i prirodni u svom pristupu superviziji putem interneta. Kraće odgode ili prekidi veza postali su sastavnim dijelom supervizijskog procesa, i nisu ometali komunikacijski proces kao cjelinu. Zajedno smo stekli iskustvo da smo u stanju jedni drugima prenijeti stvarnost naših terapijskih grupa, da se možemo međusobno čuti i razumjeti te da će se drugi članovi konstruktivno odnositi prema prezentiranom materijalu. Internet supervizijska grupa bila je u stanju pružiti holding - prostor u kojem je bilo moguće metabolizirati nesvjesne želje i impulse supervizanta i vratiti ih u prihvatljivijem obliku (24, 32). To bismo mogli nazvati i procesom iskustvenog učenja kako prihvatiti ograničenja određene situacije i nositi se s njima na konstruktivan način (33).

U prikazanom materijalu pratimo rane faze ravoja grupnog procesa s krizom

convey the reality of one's groups, to be heard, understood and we felt that the supervision group members adequately associated on the presented material. The web-based supervision group was experienced as an environment that was safe enough. It provided a space where distress and unconscious enactments could be metabolised and returned to the supervisee in more digestible form (24, 32). This could also be understood as a part of a more general learning process of accepting the limitations of the actual situation and dealing with it constructively (33).

The presented clinical material followed the initial developmental phases of the group process, which was complicated by the crisis in the group work caused by the disruption during the conductor's maternity leave. Some of the presented phenomena can be understood as a part of group development, as products of a transcultural encounter or both.

The stable attendance and cautious way of engaging in the emotional topics during the first months of the group's life could be understood as part of the anxiety-laden initial phase of group development (34). However, the protracted duration of the formative phase could have been a consequence of having a conductor with a different cultural background, which could have amplified the newness and strangeness of the situation for the group members (35). The discretion and understated manner in which the group members handled the anxiety-laden



uzrokovanom prekidom kontinuiteta grupe zbog porodičnog dopusta voditeljice. Opisane događaje možemo razumjeti kao dio razvojnih faza grupe, kao posljedicu transkulturalnog susreta ili oboje.

Tijekom prvih mjeseci postojanja grupe članovi su bili redoviti i vrlo suzdržani u međusobnoj komunikaciji, što možemo shvatiti kao dio početne faze razvoja grupe u kojoj je razina anksioznosti visoka (34). S druge strane, produljeno trajanje početne faze moglo bi se objasniti i time što je grupa imala voditelja različitog kulturnog podrijetla, što je kod članova moglo pojačati doživljaj da se nalaze u nepoznatoj i čudnoj situaciji (35). Diskreciju članova grupe i nenametljiv stil komunikacije kojim su reagirali na napetost u grupi možemo shvatiti i kao kulturno specifičnu reakciju. Dalal opisuje kulturno specifične načine nošenja s psihološkom traumom: Terapeut bi trebao biti svjestan koji su prihvatljivi i smisleni načini šifriranja psihološkog stanja u pacijentovoj kulturi, jer iako je trauma šifrirana, pacijent se nada da će šifra biti odgonetnuta, da će ga netko čuti i razumjeti (34, 36). Voditeljčina rastuća svjesnost o vlastitom kulturnom porijeklu i otvorenost prema njegovom mogućem značenju za grupu, mogli su djelovati na članove grupe na način da je postalo lakše govoriti o vlastitim otuđenim dijelovima.

Rad supervizijske grupe je značajno doprinjeo dešifriranju socio-kulturnog

situation could also be understood as culturally coded. Dalal wrote about the cultural-specific way of dealing with psychological distress: The therapist needs to be conscious of what is an acceptable and meaningful way of coding in the patient's particular culture, because although the trauma is coded, the hope is that the code will be broken – that someone will hear and understand (34, 36). The conductor's increasing awareness and openness about her own cultural background and its possible meanings for the group could have invited the group members' more hidden feelings into the group.

In order to be able to decode the cultural aspect of what was being said and even more importantly what was left unsaid, substantial work was done in the supervision group. Cultural differences between the Danish/Scandinavian and Croatian/South-East European culture attracted a lot of interest from the supervision group. The differences in attitudes, ways of living, childrearing, showing emotions, relating to work and to one's own health and treatment were remarked and discussed with openness in the supervision group. That enabled me to become more aware of my own culturally anchored perspectives in the psychotherapeutic work and emotional challenges related to migration and settling in the new culture (14, 18).

The better the supervision group got to know each other and the group members, the more visible became the finer socio-cultural differences between the

aspekta onoga što je bilo rečeno, a još više onoga što je bilo prešućeno. U supervizijskoj smo se grupi dosta bavili razlikama između danske/skandinavske i hrvatske/jugoistočno europske kulture. Razgovaralo se sa znatizeljnom o razlikama u stavovima, načinu života, odgoju djece, pokazivanju osjećaja, odnosu prema poslu, vlastitom zdravlju i liječenju. Na taj sam način osvjestila i vlastita kulturno uvjetovana gledišta u psihoterapijskom radu, kao i koliko je emocionalno zahtjevan proces preseljenja i navikavanja na novu kulturu (14, 18).

Kako su članovi supervizijske grupe s vremenom bolje upoznali jedni druge te članove terapijske grupe, tako su postupno postale vidljivije socio-kulturne razlike među samim članovima grupe poput razlika u spolu, socijalnoj klasi, regiji, dobi i religiji. Nadalje, kako je supervizijska grupa postigla viši stupanj intimnosti i kreativnosti, tako je postalo lakše vidjeti kroz kulturno specifične načine nošenja s psihološkim problemima. Fokus rada se premjestio na prepoznavanje, imenovanje i raspavljanje o univerzalnim ljudskim osjećajima i stanjima, koji su uzrokom psihološke patnje (37, 38). Supervizijska je grupa poslužila kao kulturna podloga za razumijevanje i sadržavanje anksioznosti vezane uz vođenje grupe u transkulturalnom okruženju. Nadalje je u supervizijskoj grupi postalo moguće pratiti slične fenomene kao i u terapijskoj grupi - paralelni proces (39, 40, 41). Razlike u grupno anali-

group members connected to their sex, social class, region of origin, generation and religious background. Furthermore, the more the supervision group achieved a higher degree of intimacy and creativity, the better could we see through the culturally specific ways of dealing with psychological distress. It became easier to recognise, name and discuss universal human feelings and conditions that are the basis for the psychological suffering (37, 38). The supervision group provided the cultural background for my understanding and containing the anxiety of conducting a group in a transcultural context. Furthermore, it became possible to pay the careful attention to the similar phenomena in the therapeutic group – the parallel process (39, 40, 41). Another interesting topic that was illuminated was the difference in the group analytic culture across the European countries and institutes. This was a good opportunity to try to understand which of the rules we comply to have a clinical or a professional reason for existence and which are inherited automatically through the dominant group analytic culture (37).

After the first several months the group became more cohesive, which was visible in group members' stable presence and spontaneous and active way of communicating and relating to each other. The group entered the established phase, where survival anxiety decreased and group members settled down. The group begun to explore personal and interper-



tičkoj kulturi između europskih zemalja i instituta su se pojavile kao zanimljiva tema u supervizijskoj grupi. To je bila dobra prilika da pokušamo razumjeti kojih se pravila grupne analize pridržavamo jer poznajemo njihov klinički ili stručni smisao, a kojih se pridržavamo automatski, jer smo ih naslijedili kroz dominantnu grupno analitičku kulturu (37).

Terapijska grupa je nakon prvih nekoliko mjeseci postala kohezivnija, što je bilo vidljivo kroz redovite dolaske te brojne i spontane interakcije među članovima grupe. Grupa je izišla iz početne faze, razina anksioznosti se smanjila, a članovi su pronašli svoje mjesto u grupi. Grupa je počela dublje istraživati osobna i međusobna pitanja te se javljaju ambivalencija, sram, krivnja i želja za reparacijom, koje je povezana s uvidom u vlastite destruktivne impulse (35). Nova kriza u radu grupe pojavljuje se kao reakcija na dugačku ljetnu pauzu, vezanu za roditeljski dopust voditeljice. Promjene poslova i dodatni kontakti članova grupe s psihijatrijskom bolnicom mogu se razumjeti kao enactment prekida u kontinuitetu rada grupe. Učestali izostanci, dugačke neproduktivne šutnje i regresija na raniji, više obrambeni stil komunikacije, mogu se razumjeti kao kulturno šifrirani načini pokazivanja osjećaja ljutnje i tuge, zbog osjećaja izdanosti i napuštenosti tijekom duge ljetne pauze. Bilo je nepohodno prorađiti ove osjećaje kako bi grupa ponovno mogla postati stabilna i kreativna.

sonal issues more deeply, with issues of ambivalence, guilt, shame and reparative wishes arising from the recognition and owning of destructive impulses (35). A new crisis in the group manifested as a reaction to the long summer break as a result of the conductor's maternity. Job changes and additional contacts with the psychiatric hospital during the summer break can be understood as enactments of the break of constancy in the group. Increased absenteeism, protracted silences and regression to a more defensive communication style can be understood as culturally coded ways of showing anger and sadness because of the experience of betrayal and abandonment during the break. Working through these feelings was necessary before the group could regain its stability and creativity.

On the personal level I can say that participation in the supervision group promoted a sense of belonging to the group analytic milieu and enhanced the consolidation of my professional identity in the challenging transition between two life phases (33, 40).

CONCLUSION

The last part of my group analytic training was a distance supervision course, performed in the transcultural context. It provided a unique and valuable learning experience. The communication process with the supervision group was influenced by the technical issues typical for

Na osobnoj razini mogu reći kako je sudjelovanje u ovoj supervizijskoj grupi pojačalo osjećaj pripadnosti grupno analitičkoj zajednici te pomoglo konsolidaciji profesionalnog identiteta u zahtjevnom prijelazu između dvije životne faze (33, 40).

ZAKLJUČAK

Posljednji dio moje edukacije iz grupe analize bila je internet supervizija grupno-analitičke psihoterapije u transkulturalnom kontekstu. Bilo je to jedinstveno i vrlo korisno iskustvo. Komunikacijski proces u supervizijskoj grupi bio je obilježen tehničkim poteškoćama tipičnima za video-konferencijske pozive putem interneta. S razvojem i sazrijevanjem supervizijskog procesa se utjecaj tehničkih poteškoća bitno smanjio. Sličan razvoj je zabilježen vezano uz kulturno-specifične fenomene, koji su s vremenom postupno izbljegli iz fokusa supervizije. Istovremeno su univerzalne značajke ljudske prirode postajale centralna tema u supervizijskom procesu. Paralelni proces se odvijao u psihoterapijskoj grupi. Postoji nekoliko preduvjeta koje je potrebno ispuniti kako bi internet supervizija bila učinkovita, poput jasno definiranih granica, tehničke i institucionalne podrške. Poželjno je i da sudionici u procesu njeguju otvoren stav i znatiželju spram novih tehnologija.

web-based conferencing. As the supervision process progressed and matured, the influence of technical limitations decreased substantially. A similar process was observed regarding the culture-specific phenomena, which gradually faded away from the focus of the supervision. At the same time, the universal aspects of the human condition became more visible and important. A parallel process was observed in the therapy group. There are several preconditions that are necessary for a successful outcome of distance supervision, such as well-defined boundaries and technical and institutional support. It helps if the participants in the process have an openness and curiosity toward the new experiences.



LITERATURA/REFERENCES

1. Behr HL, Hearst EL, Føyn PA, Schwarzenbach F. Supervision in Trans-cultural Block Training Courses. U: Sharpe M, ur. *The Third Eye: Supervision of Analytic Groups*. London, New York: Routledge; 1995. Pp. 94-109.
2. Christodoulidi F. *The Therapist's Experience in a 'foreign country': a qualitative inquiry into the effect of mobility for counsellors and psychotherapists (doktorska disertacija)*. Manchester (UK): Manchester University; 2010.
3. Storti, C. *The Art of Coming Home*. Boston: Intercultural Press; 2003.
4. Uphoff A. *The Effects of a European Heritage: Between Two Chairs*. U: Lago C, ur. *Handbook of Trans-cultural Counselling and Psychotherapy*. Maidenhead: McGraw-Hill Education, 2011.
5. Foulkes SH. *The Group as Matrix of the Individual's Mental Life*. U: Wolberg LR i Schwartz ER, ur. *Group Therapy*. New York: Intercontinental Medical Book Corp, 1973.
6. Foulkes SH. *Problems of the large group (1975)*. U: Foulkes E, ed. *Selected Papers*. London: Karnac, 1990.
7. Mare P de, Piper R, Thompson S. *Koinonia: From hate through dialogue, to culture in the large group*. London: Karnac; 1991.
8. Turquet P. *Threats to Identity in the Large Group*. U: Kreeger L, ur. *The Large Group: Dynamics and Therapy*. London: Constable, 1975. Reizdanje Karnac Books, 1994.
9. Hopper E, Weinberg H. *The social unconscious in persons, groups and societies. Volume 1: Mainly Theory*. London: Karnac, 2011.
10. Hopper E, Weinberg H. *The social unconscious in persons, groups and societies. Volume 2: Mainly Foundation Matrices*. London: Karnac, 2016.
11. Nitzgen D. *The Group Analytic Movement Sixty Years On: Revisiting Introduction to Group Analytic Psychotherapy by SH Foulkes*. *Group Analysis*. 2008;41(4):319-340.
12. Dalal F. *The Social Unconscious and Ideology: In clinical Theory and Practice*. U: Hopper E, Weinberg H, ur. *The social unconscious in persons, groups and societies*. London: Karnac, 2011.
13. Grinberg L, Grinberg R. *Psychoanalytic Perspective on Migration and Exile*. New Haven, CT: Yale University Press; 1980.
14. Denford J. *Going Away*. *The International Review of Psycho-Analysis*. 1981;8:325-332.
15. Akhtar S. *The Third Individuation: Immigration, identity and the psychoanalytic process*. *Journal of American Psychoanalytic Association*. 1995;43:1051-81.
16. Akhtar S. *Immigration and Acculturation: Mourning, Adaptation and the Next Generation*. New York: Jason Aronson; 1999.
17. Kurillof E. *A two culture psychology: The role of national and ethnic origin in the therapeutic dyad*. *Contemporary Psychoanalysis*. 2001;37:673-82.
18. Czubinska G. *Migration as an Unconscious Search for Identity: Some Reflections on Language, Difference and Belonging*. *British Journal of Psychotherapy*. 2017;33:159-176.
19. Martin P, Kumar S, Lizarondo L. *Effective use of technology in clinical supervision*. *Internet Interventions*. 2017;8:35-39.
20. Gallop M. *This Rough Magic: Skype supervision and its drawbacks*. Rad prezentiran na: EGATIN Study Days; 2017 April 21 - 23, Zagreb, Croatia.
21. Rousmaniere T, Abbass A, Frederickson J, Henning I, Taubner S. *Videoconference for Psychotherapy Training and Supervision: Two Case Examples*. *American Journal of Psychotherapy*. 2014;68:231-250.

22. Manosevitz M. Supervision by telephone. An innovation in psychoanalytic training – a roundtable discussion. *Psychoanal. Psychol.* 2006;23(3):579–582.
23. Wood JAV, Miller TW, Hargrove DS. Clinical supervision in rural settings: a telehealth model. *Prof. Psychol. Res. Pract.* 2005;36(2):173–179.
24. Smith M. This Rough Magic: Using Group Skype in the Training of Supervisors. Rad prezentiran na: EGATIN Study Days; 2017 April 21 – 23, Zagreb, Croatia.
25. Cameron M, Ray R, Sabesan S. Remote supervision of medical training via videoconference in northern Australia: a qualitative study of the perspectives of supervisors and trainees *BMJ Open* 2015;5:e006444.
26. Lewis WC. Transference in Analysis and in Supervision. U: Gill S, ur. *The Supervisory Alliance: Facilitating the Psychotherapist's Learning Experiences.* Northvale, New Jersey, London: Jason Aronson Inc; 2001. Pp. 75.
27. Martin P, Copley J, Tyack Z. Twelve tips for effective clinical supervision based on a narrative literature review and expert opinion. *Med. Teach.* 2014;36:201–207.
28. Chou CL, Promes SB, Souza KH et al. Twelve tips for facilitating successful tele-conferences. *Med. Teach.* 2012;34(6):445–449.
29. Martin P, Kumar S, Lizarondo L. Enablers of and barriers to high quality supervision among occupational therapists across Queensland in Australia: findings from a qualitative study. *BMC Health Serv. Res.* 2015;15(1):413.
30. Reese RJ, Aldarondo F, Anderson CR i sur. Telehealth in clinical supervision: a comparison of supervision formats. *J. Telemed. Telecare.* 2009;15(7):356–361.
31. Sorlie T, Gammon D, Bergvik S et al. Psychotherapy supervision face-to-face and by videoconferencing: a comparative study. *Br. J. Psychother.* 1999;15(4):452–462.
32. Winnicott DW. *The maturational processes and the facilitating environment; studies in the theory of emotional development.* New York: International Universities Press; 1965.
33. Moro Lj. The Role of Supervision in Training Psychotherapists. *Group Analysis.* 2007;40(2):178-188.
34. Foulkes SH, Anthony EJ. *Group Psychotherapy.* Harmondsworth: Pelican. Reprinted London: Karnac; 1984.
35. Nitsun M. Early Development: Linking the Individual and the Group. *Group Analysis.* 1989;22(3): 249-260.
36. Dalal F. A Transcultural Perspective on Psychodynamic Psychotherapy: Addressing Internal and External Realities. *Group Analysis.* 1997;30(2):203-215.
37. Gruenbaum L. Supervision ved tværkulturelle problemstillinger. U: Jacobsen CH, Mortensen KV, ur. *Supervision af Psykoterapi.* København: Akademisk Forlag; 2007. Pp. 220-35.
38. Lorentzen S, Maar V, Sørlie T. A Training Program in Group Analysis in the Baltic States: Six Years' Experience. *Group Analysis.* 2006;39(4):494-516.
39. Searls HF. The Informational Value of the Supervisor's Emotional Experience. 1955;18(2):135-46.
40. Berman A, Berger M. Matrix and Reverie in Supervision Groups. *Group Analysis.* 2007;40(2):236-250.
41. Scanlon C. The Place of Clinical Supervision in The Training of Group-Analytic Psychotherapists: Towards a Group-Dynamic Model for Professional Education? *Group Analysis.* 2000;33(2)16:193-207.