

SVLADAVANJE TEŠKOĆA TIJEKOM EDUKACIJE IZ GRUPNE ANALIZE

/ OVERCOMING DIFFICULTIES DURING GROUP ANALYSIS EDUCATION

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SAŽETAK/SUMMARY

Edukacija za grupnog analitičara sastoji se od teorijskog dijela, vlastitog iskustva grupne analize i supervizije. U ovom sam članku opisao vlastito iskustvo i viđenje edukacije s posebnim osvrtom na superviziju, poteškoće s kojima sam se tijekom procesa edukacije susretao i načine kako sam se s njima nosio. Naglasak je stavljen na sam početak psihoterapijskog rada, preuzimanje uloge voditelja grupe, teškoće prilikom formiranja grupe, kao i na završetak supervizije i daljnji samostalan rad.

/ Education of a group analyst consists of the theoretical part, the personal experience of group analysis and supervision. This article contains a description of my own experience and perspective on the education, including a special emphasis on supervision, the difficulties I encountered during supervision and the way I solved them. The emphasis is on the very beginning of group psychotherapy, the assumption of the role of a group leader, difficulties in forming a group, as well as the end of supervision and further independent work.

KLJUČNE RIJEČI/KEYWORDS

grupna analiza/ *group analysis*, edukacija/ *education*, supervizija/ *supervision*, grupni procesi/ *group processes*

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UVOD

Jedna od najvećih teškoća tijekom edukacije iz grupne analize bila je formiranje vlastite grupe. Tijekom čitave psihijatrijske edukacije i svakodnevnog kliničkog rada dio smo određenih

INTRODUCTION

One of the greatest difficulties during education in group analysis was the forming of a group. During our entire education in psychiatry and in our everyday clinical work, we are part of certain teams, and we



timova i u svakom se trenutku možemo osloniti i konzultirati s ostalim kolegama. Odgovornost za pacijenta u psihijatrijskim ustanovama često preuzimaju čitavi timovi, a ne isključivo sam terapeut (1). Prvi sam puta bio suočen s činjenicom da u grupi neću moći tražiti ničiju pomoć, a što je u meni budilo osjećaj tjeskobe i nesigurnosti. Poteškoće s preuzimanjem potpune odgovornosti za članove grupe prije svega sam shvaćao kao dio vlastitog procesa odrastanja. Osim osobne povijesti odrastanja u zaštićenoj sredini, čini mi se da je i naše društvo sklono hraniti ovisnost svojih članova. Možda je to bio dominantan obrazac u bivšoj državi, no mislim da se još uvijek odražava u svim porama društva, pa tako i u školovanju, a što uvelike otežava proces odrastanja pojedinca. Upravo u teškoći preuzimanja potpune odgovornosti za grupu nalazim jedan od glavnih razloga zbog čega pojedini edukanti odgađaju i imaju poteškoća tijekom sastavljanja grupe, a nerijetko i ne oforme vlastitu grupu. U tom je pogledu ključan bio utjecaj moje terapeutice i cijele iskustvene grupe koji su prepoznali moj problem i od kojih sam dobio poticaj za formiranje grupe i poruku da ja to mogu, a što je bilo ključno u nastavku moje edukacije.

IZBOR ČLANOVA GRUPE

Sljedeća poteškoća s kojom sam se susreo bila je tijekom formiranja grupe. Iz

can always rely on and consult other colleagues. The responsibility for a patient is often assumed by entire teams in psychiatric institutions, and not exclusively by the therapist (1). For the first time, I faced the fact that I would not be able to seek anyone's help in a group, which made me feel anxious and insecure. I considered the difficulties with assuming complete responsibility for group members primarily a part of my personal process of becoming an adult. Apart from the personal history of growing up in a protected environment, it seems to me that our society also tends to feed the dependency of its members. This may have been the dominant pattern in the former country, but I think it is still maintained in all aspects of the society, including education, which makes the process of growing up very difficult for the individual. I believe that the difficulties with assuming complete responsibility for a group constitute some of the main reasons why certain students postpone and have difficulties with forming a group, which often leads to them not forming a group at all. In this respect, the influence of my therapist and the entire experiential group, who recognized my problem, motivated me to form a group and sent me the message that I could do it, was crucial for the continuation of my education.

GROUP MEMBERS SELECTION

The next difficulty I encountered occurred during group formation. Due to a

straha od neuspjeha dugo sam pokušavao naći savršene članove za grupu. Savršeni su najčešće bili prezdravi pa nisu htjeli u grupu, a i većina pacijenata sklonija je individualnoj terapiji (2). Razlog tome vjerojatno leži u činjenici da je većina pacijenata koji traže pomoć regresivnija te im je dijadni odnos ugodniji. Ubrzo sam se morao pomiriti s činjenicom da članovi iz knjiga ne postoje i da ću morati napraviti kompromis, kao i da ću morati uložiti dodatni napor kako bi kod kandidata ublažio početnu averziju prema grupi. Kandidate sam odabirao prije početka supervizije. Vjerojatno bi mi bilo lakše da sam superviziju započeo prije formiranja grupe te shodno tom iskustvu mišljenja sam kako bi supervizija trebala početi u određenom trenutku edukacije prije samog formiranja grupe, a što bi pomoglo u samom poticaju za formiranje grupe i odabiru članova za grupu. Sada vidim da mi je pomoć tada trebala, a što tada dijelom zbog neznanja, a dijelom zbog potrebe da se pokažem kompetentnim i da mogu sam, nisam uviđao. Još se uvijek dobro sjećam komentara supervizijske grupe kada sam prvi puta prezentirao članove grupe. Tada nisam razumio zašto su zabrinuti i zašto misle da neki članovi možda i nisu najbolji odabir i da ću se dobro namučiti. Kasnije se to i obistinilo. Iz sadašnje bih perspektive svakako opreznije postupio s pacijentom koja je već odustala od dviju psi-

fear of failure, I spent a long time trying to find the perfect members for the group. The perfect ones were usually too healthy and did not want to join the group, and most patients tend to prefer individual therapy anyway (2). The reason for this is probably the fact that most patients who seek help are more regressive, and the dyadic relationship is more comfortable for them. I soon had to accept the fact that group members from literature did not exist and that I would have to compromise, as well as make more effort in order to reduce the candidates' initial aversion towards the group. I chose the candidates before the beginning of supervision. It would probably have been easier if I had initiated supervision before forming the group and am therefore of the opinion that supervision should begin before group formation, which would help in encouraging group formation and the selection of group members. I now see that I needed the help at that time, which I then failed to notice in part due to a lack of knowledge and in part due to a need to appear competent and independent. I still remember the comments of my supervisory group when I first introduced the group members. At the time, I did not understand why they were worried and why they thought certain members may not have been the best choice and why I would struggle greatly. Later it all came true. Knowing all this, nowadays I would certainly be much more cautious with the patient who had by then already given up on two psychotherapies, as well as the patient who insisted on group thera-



hoterapija kao i s pacijenticom koja je inzistirala na grupnoj terapiji, a što je, kako se kasnije ispostavilo, bilo motivirano željom da se sakrije u grupi. Ubrzo su obje pacijentice odustale od terapije.

BITI ČLAN GRUPE-BITI VODITELJ GRUPE

Vođenjem vlastite grupe započeo je i proces dviju grupa; jedne u kojoj sam bio pacijent i druge u kojoj sam bio voditelj. Posebna je poteškoća bila što sam dan za danom morao mijenjati ugodnu ulogu pacijenta za ne tako ugodnu ulogu voditelja. Regresivna pozicija člana grupe bila je lišena odgovornosti koju nosi uloga voditelja. Planirani proces separacije od vlastite terapijske grupe bio je zbog toga otežan, no potaknuo ga je osjećaj da sam većinu poteškoća s kojima sam došao u grupu riješio. Izlazak iz grupe doživljavao sam kao bolan, ali nužan daljnji korak osobnog i profesionalnog sazrijevanja.

POČETAK RADA GRUPE

U početku sam pristajao na sve kako bi grupa počela s radom, pa sam grupu počeo voditi u svoje slobodno vrijeme, što mi tada nije predstavljalo problem. Kasnije sam to ispravio tako što sam taj dan počeo raditi poslijepodne. Početkom grupe osjećao sam se nesigur-

py, which, as it turned out, was motivated by the wish to hide in a group. Soon both patients gave up on the therapy.

BEING A GROUP MEMBER – BEING A GROUP LEADER

Leading my own group also initiated the process of two groups; one in which I was a patient and one in which I was the leader. One special difficulty was the fact that I had to switch roles every day, from the comfortable role of the patient to the not so comfortable role of the leader. The regressive position of the group member was devoid of the responsibility that the role of the group leader implied. The planned process of separation from my own therapy group was therefore difficult but instigated by the feeling that I had solved most of the problems I had brought to the group. Leaving the group felt like a painful but necessary step in personal and professional maturation.

BEGINNING GROUP WORK

In the beginning, I agreed to anything so that the group could begin, so I started leading the group in my free time, which at the time posed no problem. Later I remedied this by starting work in the afternoon on that day. At the beginning of the group, I felt insecure, the group was unstable, and several members gave up. One of my main fears was the fear of the group breaking up, which is a common

no, grupa je bila nestabilna, nekoliko članova je odustalo. Jedan od glavnih strahova bio je strah od raspada grupe, a što je čest fenomen u početku vođenja grupe (3). To je uveliko obilježilo moj stil vođenja koji je bio krut, formalan, „štreberski“. Što sam se više trudio imao sam osjećaj da manje shvaćam što se u grupi događa. Dvije su članice ubrzo odustale od terapije, pa sam ih nadomjestio novim članovima. Iako sam vrlo redovito pohađao superviziju, slušao, razmišljao, puno mi je u tom trenutku pomogao jedan san koji je sanjala članica nekoliko mjeseci nakon ulaska u grupu, a koju sam doživljavao vrlo intuitivnom. San je podijelila nakon novogodišnjih blagdana, nakon što tri tjedna nije bilo grupe: „Bilo mi je jako teško preko blagdana, to mi se uvijek dogodi kada se s nekim emocionalno povežem. Sanjala sam ovaj put samo vas, za razliku od prošlog sna u kojoj je bila čitava grupa. Bila sam u prostoriji gdje se vrše ispitivanja i kada sam se pogledala u ogledalo s lijeve strane glave otpala mi je skroz kosa. Preplašila sam se zbog toga. Nisam znala da je to nuspojava terapije. Kada sam ušla u tu prostoriju u njoj ste bili vi i još jedan stariji liječnik. Kada sam upitala što mi je s kosom taj me stariji liječnik pitao je li mi netko rekao da je to nuspojava koja se dogodi, na što sam ja odgovorila da mi nitko ništa ne govori. Bila sam ljuta, ali najviše me ljutilo to što vi kao da stalno tražite odobrenje od tog liječnika što bi rekli. Osjećala sam

occurrence when beginning to lead a group (3). This affected my leading style significantly, which was rigid, formal, “nerdy”. The more effort I put in, the less I felt I understood what was happening in the group. Two members soon gave up on the therapy, so I replaced them with new members. Although I frequently attended supervision, listened and pondered, I was greatly aided by a dream dreamt by one of the members, who I considered very intuitive, several months after joining the group. She shared the dream after the winter holidays, during which period the group didn’t meet for three weeks: “It was very difficult for me over the holidays, it always happens to me when I connect with someone emotionally. I dreamt only about you, not like the last time when I dreamt about the entire group. I was in a room where questioning takes place, and when I looked at myself in a mirror, all the hair on the left side of my head fell off. This frightened me. I didn’t know this was a side-effect of the therapy. When I entered this room, you and another older doctor were there. When I asked about my hair, the older doctor asked me if anyone had told me that this was a side-effect, to which I replied that no one told me anything. I was angry, and the thing that angered me the most was the feeling that you seemed to be seeking that doctor’s approval about what to say. I also felt like there were two parts inside me that I couldn’t fuse together.” At the beginning, I told the group that it was being supervised, but they knew nothing more than that. Apart from the fact that this dream



i kao da postoje dva dijela u meni koja nikako ne mogu spojiti." Grupu sam na početku obavijestio da je supervizirana, no nisu znali ništa više od toga. Osim što ovaj san daje lijep uvid u graničnu strukturu pacijentice, jako dobro opisuje moj tadašnji stil vođenja grupe. Često sam bio pasivan u grupi, bojao sam se intervenirati i stalno sam razmišljao što bi mi supervizor ili, ipak rjeđe, članovi supervizijske grupe predložili. Od tog sam trenutka prestao razmišljati o supervizijskoj grupi, već sam spontano i slobodnije počeo voditi grupu. Bio sam u mislima s njima pa vjerujem da su me i počeli doživljavati bliskijim. Grupa se uspješno održala. Strah od supervizije u početku je također bio izražen. Najviše sam se bojao da će moje intervencije biti prepoznate kao totalno promašene. Ugodnom i dobronamjernom klimom i komentarima u supervizijskoj grupi strah je postepeno blijedio. Bar dijelom poteškoće u zapisivanju i prisjećanju sadržaja grupe mogu pripisati strahu od supervizije. Jedan od iskustva početkom rada grupe bio je i izdržati dijadne potrebe članova grupe i ljutnju što one nisu zadovoljene, a što je u početku grupne terapije uobičajen fenomen (4). Sjećam se kako bi se ostali članovi grupe ljutili kada bi se netko isključivo meni obraćao. Pacijentica, čiji sam san opisao, znala bi reći da je u grupu i došla zbog mene, a ne zbog ostalih članova grupe i da ne vidi kako bi joj oni mogli

gives us a good insight into the patient's boundary structure, it is also a good description of my style of group leadership at the time. I was often passive in the group, I was afraid to intervene and often wondered what my supervisors or, less often, the members of the supervisory group would suggest. From that moment, I stopped thinking about the supervisory group and started leading the group with more spontaneity and freedom. I was with them in my thoughts, so I believe that they began to feel I was closer to them. The group was successfully maintained. In the beginning, the fear of supervision was also more pronounced. I was mostly afraid that my interventions would be considered complete failures. With a comfortable and well-intentioned atmosphere and comments of the supervisory group, the fear gradually faded away. At least some of the difficulties with taking notes and memorising the group content that I experienced can be ascribed to the fear of supervision. One of the problems that occurred at the beginning of group therapy was enduring the dyadic needs of group members and the anger because those needs were not being met, which is a common phenomenon at the beginning of group therapy (4). I remember that the rest of the group members would be angry if one of the members addressed me exclusively. The patient whose dream I described used to say that she joined the group because of me, and not the other group members, and that she did not see how they could help her. It took her a long time to accept

pomoći. Dugo je vremena trebalo proći da prihvati grupu kao cjelinu i prestane druge doživljavati kao smetnju.

ULOGA SUPERVIZIJE

Prva mi je supervizija pomogla u fazi formiranja grupe, prevladavanju straha od raspada grupe, straha od supervizije, prevladavanju dijadnih potreba članova grupe, svladavanju tehnike i intervencija tijekom vođenja grupe te poticanju vlastitog stila vođenja grupe, a imala je i bitnu ulogu u radu na vlastitom kontratransferu. Tijekom druge supervizije postepeno sam stjecao sve bolji uvid u događanja u grupi, u grupne procese, u grupu kao cjelinu, a s čime sam u početku imao više problema. I nadalje sam razvijao vlastiti stil u vođenju grupe i lakše se nosio s konfrontacijama. Od početne faze nerazumijevanja događaja u grupi počeo sam postepeno sve više prepoznavati, poticati i usmjeravati dinamska zbivanja u grupi. Susreo sam se i s fenomenom paralelnog procesa kojeg su brojni teoretičari i pioniri supervizije opisali kao zrcalnu sliku procesa koji ima svoje podrijetlo u odnosima u grupi, a biva ožvijen kroz odnose u supervizijskoj grupi (5,6). Pojedini su autori smatrali kako se radi o kontratransfernom materijalu prezentiranom od supervizanda (5), dok su drugi govorili o nesvjesnoj iden-

the group as a unit and to cease seeing other members as obstacles.

THE ROLE OF SUPERVISION

The first supervision helped me with group formation, overcoming the fear of the group breaking up, the fear of supervision, overcoming the dyadic needs of group members, acquiring methods and interventions during group leadership and encouraging one's own style of group leadership, while also playing an important role in working on my own countertransference. During the second supervision, I gradually gained an increasingly better insight into group events, group processes, the group as a unit, with which I had more problems in the beginning. I continued to develop my own style of group leadership and managed confrontations more easily. From the initial stage of not understanding group events, I gradually began to recognize, encourage and direct the dynamic events in the group. I also encountered the phenomenon of parallel process, which numerous authors and pioneers of supervision have described as a mirror image of a process which has its origin in group relations, and which is revitalized through relations in the supervisory group (5,6). Some authors believe that this is countertransference material presented by the supervisee (5) while others speak of unconscious identification of the supervisee with the patient (6). As if the patient-therapist re-



tifikaciji supervizanda s pacijentom (6). Kao da je odnos pacijent-terapeut transferiran iz tamo i tada terapijske seanse u ovdje i sada odnosa terapeut-supervizor (7). Razmišljajući o fenomenu paralelnog procesa doživio sam ga kao zakon spojenih posuda tijekom kojeg su se emocije i grupna zbivanja prikazana i prorađena tijekom supervizije prelijevala natrag i utjecala na daljnji rad grupe. Sjećam se kada mi je na superviziji nakon prikaza jedne seanse postavljeno pitanje mog odnosa sa muškim članovima grupe, kako ih ja doživljam i koliko ih osjećam bliskima. Otvorio sam to pitanje na grupi i iako sam u prvi tren imao dojam da grupa nije reagirala, kasnije su muški članovi puno lakše govorili o odnosu sa svojim očevima i bliskosti koja im je ili bila strana ili uvijek razočaravajuća. Ponekad bez obzira što nisam u potpunosti uspijevaao shvatiti intervencije supervizijske grupe one su se odražavale u radu grupe i utjecale na daljnji razvoj grupnog procesa, najčešće kao u gornjem primjeru, djelujući poput katalizatora koji te procese olakšava. Pogotovo je to bilo izraženo u početku kada sam ponekad imao dojam kao da su mi poruke upućene na nekom drugom jeziku, no i samo kontejniranje moje tjeskobe i vjera supervizijske grupe u pozitivan ishod, djelovali su tako da sam se osjećao sigurnije i opuštenije, a što je u konačnici vjerujem i grupa osjećala i što je imalo za rezultat da se

relationship was transferred from the then and there of the therapy session into the here and now of the therapist-supervisor relationship (7). Thinking about the phenomenon of parallel process, I saw it as the principle of connected vessels, in which the emotions and group events presented and worked through during supervision spilled back into and affected further work of the group. I remember how, during supervision and after the presentation of one session, I was asked a question regarding my relationship with the male members of the group, my perception of them and the level of closeness I feel with them. I asked that question in the group, and although I initially felt as though the group hadn't reacted, later the male members spoke much more easily about their relationship with their fathers and the closeness that was foreign to them or always disappointing. Although I sometimes failed to completely understand the interventions of the supervisory group, they were reflected on the work of the group and influenced the further development of the group process, most commonly in the way that is visible from the example above, by acting as a catalyst that made those processes easier. This was especially pronounced at the beginning, when I sometimes had the impression that messages were being directed at me in another language, but containing my anxiety and the faith of my supervisory group in a positive outcome helped me feel more secure and relaxed, which I believe the group ultimately sensed. This led to the grad-

početna nestabilnost u radu grupe, a kojoj sam sigurno vlastitom nesigurnošću pridonio, a dijelom i projicirao u grupu, postepeno izgubila. Pitao sam se koliko je pojedini sadržaj koji bi iznio na superviziji zaista grupni, a koliko su pojedine fantazije i impresije dio mojih nerazriješenih konflikta. O tom je fenomenu, učestalom kod novih superviziona, pisao još Foulkes (8).

ZAVRŠETAK SUPERVIZIJE

Na kraju bih napomenuo i strah od separacije od supervizijske grupe te od samostalnog vođenja grupe, intenzitet kojeg je postupno ipak slabio s vremenom proteklim od završetka supervizije. Osjećaj bazičnog samopouzdanja stečenog tijekom procesa supervizije, stečeno znanje i vještine, osjećaj slobode koji sam osjetio po završetku supervizije pomogli su mi u tome da strah izbljedi kao i osjećaj da vrata supervizijskih grupa ipak nisu u potpunosti zatvorena i da u slučaju potrebe uvijek mogu potražiti pomoć. Završni rad, kao vid kojim zaokružujemo osobno iskustvo, stečeno znanje i naučene vještine i koji nam omogućuje dašak osobne kreativnosti, doživljavam kao zadnji korak formalnog dijela edukacije za grupnog analitičara. Teško mi je govoriti o razlozima i načinima kako to promijeniti, no činjenica je da prilično veliki broj edukanata ima poteškoće u

ual dispersal of the initial instability in the work of the group, which my insecurity certainly contributed to and which I partially projected onto the group. I wondered to what extent certain information I shared during supervision actually came from the group, and to what extent particular fantasies and impressions were a part of my unresolved conflicts. Foulkes has written about this phenomenon, which is common in new supervisees (8).

THE END OF SUPERVISION

At the end, I would also like to mention the fear of separation from the supervisory group and of independent group leadership, the intensity of which gradually decreased as time passed from the end of supervision. The feeling of confidence gained during the process of supervision, the knowledge and skills I gained and the sense of freedom I felt after supervision ended have helped dissolve the fear, and the feeling that the doors of supervisory groups are not closed after all and that I can always ask for help if I need it has also helped in this process. The final thesis, as a way of completing our personal experience, the knowledge we gained and the skills we acquired, which gives us an element of personal creativity, is something I consider the final step in the formal part of the education for a group analyst. It is difficult for me to discuss the reasons for and ways of changing this, but it is a fact that numerous stu-



pisanju završnog eseja (9). Dojma sam da se tom problemu do sada nije posvetilo dovoljno pozornosti i vjerojatno bi bilo najbolje da se tijekom završnih sati supervizije prorađuje odabrana tema za završni esej ili da se po završetku druge supervizije organizira još nekoliko sastanaka posvećenih isključivo pisanju eseja.

ULOGA SUPERVIZORA

Vjerujem kako je pozitivno iskustvo supervizije jako bitno tijekom edukacije. Supervizand će radni odnos sa supervizorom doživjeti povoljnijim i ugodnijima, ako je supervizor sklon tijekom supervizijskih seansi eksploriranju emocija, ako je fokusiran na terapijski proces, ako razmišlja o paralelnom procesu, ako je fokusiran na kontratransferne emocije i na radni savez (10). Pozicija edukanta naspram supervizoru slična je poziciji pacijenta naspram edukantu. Vjerujem stoga da bi supervizor prvenstveno trebao pomoći edukantu razviti sposobnost slušanja, sposobnost eksploriranja emocija, pomoći mu stvoriti atmosferu u grupi u kojoj je moguće slobodno se izraziti i pokazati sve vrste emocija bez osude, jednako tako pomoći mu prepoznati procese u grupi i biti svjestan vlastitih kontratransfernih emocija. Ovdje bih svakako naglasio ulogu moje supervizorice i supervizijske gru-

pe face difficulties while writing the final thesis (9). It is my impression that this problem has received insufficient attention and it would probably be best if the final few hours of supervision were dedicated to working on the topic of the final essay or if several additional meetings were organized at the end of the second supervision and dedicated entirely to writing the essay.

THE ROLE OF THE SUPERVISOR

I believe a positive experience with supervision is a very important part of education. The supervisee will experience working with the supervisor as more pleasant if the supervisor is willing to explore emotions during supervisory sessions, is focused on the therapy process, thinks about the parallel process and if the supervisor is focused on countertransference emotions and the work alliance (10). The student's position in relation to the supervisor is similar to the patient's position in relation to the student. Therefore, I believe the supervisor should primarily help the student develop the skill of listening and exploring emotions, help them create a group atmosphere that encourages members to express themselves freely and display all kinds of emotions without judgement and also help them recognize group processes and be aware of their own countertransference emotions. I would certainly like to emphasise the role of my supervisor and the supervisory group at

pe početkom vođenja grupe. Sada sam svjestan da je možda jedna od najtežih zadaća, a u kojoj mi je uvelike supervizijska grupa pomogla, bila naučiti slušati grupu. Jednako su me tako potakli otvorenije eksplorirati emocije u grupi, a što sam tada zbog vlastite nesigurnosti, neiskustva, tjeskobe i straha od pogreške radije izbjegavao. Možda i najvažnije je da sam se tijekom supervizije osjećao ugodno, osjećao sam da su kritike dobronamjerne te sam mogao otvoreno iznositi emocije i sadržaje pa i one intervencije za koje sam vjerovao da su bile neprimjerene.

NAKON ZAVRŠENE SUPERVIZIJE

Na kraju bih iznio jedan primjer iz grupe koji se dogodio nakon završetka supervizije, a koji me podsjetio na događanja tijekom našeg study day-a kada sam na superviziji vlastite grupe ostao iznenađen kako su se moji neriješeni konflikti odrazili na događanja u grupi i kada sam postao svjestan da vlastiti konflikti imaju snažnije manifestacije u grupi nego što sam do tada vjerovao. Mjesec dana po završetku supervizije na jednoj seansi bile su prisutne samo ženske članice. Muški članovi nisu došli. Cijelu su seansu pričale o očevima alkoholičarima. Dvije su pacijentice doživjele fizičko nasilje od svojih očeva. To je bilo prvi puta da su o tome u grupi otvoreno govorile. Kada

the beginning of leading the group. I am now aware that one of the most difficult tasks, which was made considerably easier by the supervisory group, is learning to listen to the group. They also encouraged me to explore emotions in the group openly, which I preferred to avoid until then due to my own insecurity, lack of experience, anxiety and fear of making mistakes. And, perhaps most importantly, during supervision I felt comfortable and believed all the criticism was well-intentioned, while also being able to express my emotions openly, even regarding those interventions I considered inappropriate.

AFTER THE END OF SUPERVISION

Finally, I would like to present an example from the group that happened after the end of supervision, which reminded me of events during our study day. On that occasion, I was surprised by how my unresolved conflicts reflected on the events in the group and I became aware that my own conflicts had stronger manifestations in the group than I had previously thought. One month after the end of supervision, only female members were present during one session. The male members hadn't come. They spent the entire session talking about alcoholic fathers. Two of the patients had experienced physical violence from their fathers. That was the first time they had spoken about it openly in the group.



su ulazile u grupu ja nisam znao da su njihovi očevi alkoholičari. Nakon te seanse dugo sam razmišljao o mogućim vlastitim motivima zbog kojih sam ih izabrao za grupu. Moj prvi dojam bio je da nemam problema s alkoholizmom u obitelji, no nisam vjerovao u slučajnost odabira. Ubrzo sam se sjetio da je moj djed bio alkoholičar. Umro je deset godina prije mog rođenja, pa u mojim sjećanjima nije ostao kao dio moje obitelji. Moja je majka bila dijete alkoholičara. Moje je nesvjesno kroz odabir pacijentica pokušalo ponoviti i razriješiti taj transgeneracijski konflikt. Mislim da je ovo najbolji primjer kako naše nesvjesne potrebe i konflikti utječu na sastav i razvoj naših grupa, a naša je uloga da ih pokušamo osvijestiti kako bi nam slijepe pjege bile što manje, a što će u konačnici i članovima grupe omogućiti da lakše progledaju.

When they joined the group, I did not know their fathers were alcoholics. After the session, I spent a long time thinking about my own motives for choosing them for this group. My first impression was that I had no problems with alcoholism in my family, but I did not believe the choice of members was accidental. Soon I remembered my grandfather had been an alcoholic. He died ten years before my birth and was not part of my family in my memories. My mother was a child of an alcoholic. My unconscious choice of patients had attempted to repeat and resolve this transgenerational conflict. I think this is the best example of how our unconscious needs and conflicts affect the composition and development of our groups, and it is our task to attempt to become conscious of them in order to remove as many blind spots as possible, which ultimately helps group members see things more clearly.

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