

*Abstract****Does the Danish Society for Psychoanalytic Psychotherapy with Children and Adolescents' (DSPBU's) training program provide possibilities for psychotherapists' development and change?***

Becoming a psychotherapist includes being involved in comprehensive processes of change. The Danish Society for Psychoanalytic Psychotherapy with Children and Adolescents is occupied with the manner in which we organize these processes of change, in our training program. This presentation deals with a number of preconditions for a training program to facilitate each candidate's process of change. The presentation intends to raise issues concerning training in psychoanalytic psychotherapy focusing on what makes people change as psychotherapists, and how to work with leadership and organisational issues in the training organisations. The responsible organization's manner of dealing with issues such as criteria for admittance, candidate evaluation, balance between support and control, and leadership is significant for the candidate's possibilities for development. Group supervision is a central sphere. The author states that essentially, when working with dynamic processes in human relationships, the way an organization deals (consciously and unconsciously) with relationships, clashes of interests, and conflicts, and is ultimately an issue of leadership. It is also an issue of organizational culture, and finally, a reflection of the training organization's capability for containment, provision of space for thinking, and management of processes of change.

On a stone commemorating the Danish philosopher Søren Kierkegaard, it is written:
"Everyone wants development, no one wants change."

Becoming a psychotherapist includes being involved in comprehensive processes of change. On a fundamental level, all people, including psychotherapists, develop and change through facilitating psychodynamic processes. This raises the issue of how to organize processes of change in a training program.

Winnicott (1) was attentive to the paradox that via psychoanalysis and psychotherapy one works toward goals concerning the patient's or client's development. But, at the same time, external pressure on the patient to change is often a hindrance for these same processes one wants to facilitate.

Winnicott showed in this manner, that no one can develop other people; instead all must work on their own processes of change and development.

The Danish training committee is engaged with, that the training gives candidates the possibility for working on their own processes of development and change. We are therefore engaged in sustaining the training organisation in a manner that is facilitating for the individual candidate's processes of change.

History

I would like to present a short introduction to the history of the training program as to understand the context in which we function.

In Denmark there is no government regulation of the education of psychotherapists, there is only regulation incurred by professional organisations. At the same time the life of child and adolescent psychotherapy in Denmark has a tradition for impoverishment except for a few persistent souls. The founding of EFPP in 1991 was therefore the starting point for our training program. In 1992 the Danish Society for Psychoanalytic Psychotherapy with Children and Adolescents was founded to generate interest for psychoanalytic psychotherapy with children and adolescents, and to create an organisational force and container for a training program. Five years later, after many discussions and hard work, the first group of candidates started training, seven candidates in all, and one has completed the program set at EFPP standards, while the others are approaching completion of their work. In 2001 nine more started and we are in the process of starting a new group.

Organisationally it is the Society that appoints the chairman and the members of the training committee. I was appointed a member, and shortly after I was appointed chairman, four years ago. It was the intension of the Society and the training committee to try and avoid certain difficulties that other psychotherapy training programs dealt with. Two of the important difficulties we tried to avoid were isolation and the tendency to lack legitimacy.

We therefore worked for two things:

- 1- A connection with the Institute of Psychology at the University of Copenhagen. We thought that a connection between postgraduate educational program and the university environment could be a gain for both the training program and the university.
- 2- Financial support, nationally and at the European Union level – public as well as private funds. It was our intention to, of course, receive money, and also legitimise the project by becoming a part of a larger context with built-in support and control functions.

None of these initiatives succeeded, and we are left with a self-financed training program. Therefore the program is quite dependent on extensive amounts of work contributed without pay from the whole organisation, including the training committee.

The Organisation

In these circumstances there are a number of dangers that threaten the organisation's ability to solve it's primary task, and there are also threats that endanger the organisation's existence. And as Bion (2) pointed out in "Experiences with Groups", these types of threats and the anxiety about survival that goes along with them, are associated with lack of curiosity about effectiveness, and the inability to think, inability to learn from experience and the inability to change in an organisation. I will return to this in a moment.

The specific curriculum for the program is varied, (infant observation, theory, group and individual supervision, writing two papers, personal psychotherapy and 4 child and adolescent psychotherapies) but the goal for the educational activities can be summarized under the heading "facilitating psychodynamic processes".

Creating "facilitating psychodynamic processes" is in our view, to create meaning and maintain meaningful relationships that allow for development and change between the candidates and the members of the educational organisation; the educational organisation consists of the teachers, the group supervisors and the training committee.

The organisation has focus on creating and continuously developing both a framework and an environment that functions as containing of the candidates needs. We place special concern for maintaining "space for thinking" in Bion's words. An example of this is in teaching of theory, the form is such that teachers try to present their engagement, their own experiences and at the same time maintain a reflective approach to theory. In this respect the candidates are expected to "take very much in" – both in quantity and quality.

Another example of how we strive to create a containing environment is though evaluation processes.

Evaluation processes in the training program take place in several different settings with varied goals.

- 1- The teachers of theory who are responsible for a subject, and teachers of infant observation have regular evaluations with feedback from the students concerning their experiences with participation and learning.
- 2- The group supervisors evaluate each candidate with a written evaluation that is presented in the supervision group, reflected upon, and afterwards sent to the training committee.
- 3- Each candidate has one individual discussion with a member of the training committee at the half way point, for the purpose of:
 - forming an over-all view of each candidates progress in meeting the required elements,
 - discuss each candidate's development as a child and adolescent psychotherapist
 - evaluate each candidate's participation in the program, and
 - discuss each candidate's gains as a result of the educational program.

- 4- Every half-year the candidates and the training committee meet to evaluate the whole educational program. The purpose of these evaluations is to give the training committee and the candidates' the possibility of dialogue concerning the candidates' own experience of their development as child psychotherapists and to discuss any issue concerning the elements of the educational program, or the organisation, that the candidates wish to discuss. This gives the training committee the opportunity to adjust the program on the basis of this dialogue, when it is relevant to do so.

In these ways the whole organisation has the opportunity to learn from the experience.

The candidates' personal psychotherapy or analysis is consciously kept outside the boundaries of the educational organisation. The training psychotherapists meet the training committee's requirements and the training committee must receive documentation for completion of the candidate's personal psychotherapy. Beyond that, the training committee hears nothing of the candidates' personal psychotherapy.

The relationship between support and control

It is a clear and conscious expression of trust to the candidates' development and a choice made by the training committee, linked to our approach to the relationships that we want to build, between the candidates and the training committee, that the training committee so to speak "makes do" with requirements made on the training psychotherapists' qualifications, and "makes do" with requirements for frequency and length. "Makes do" – having trust in evaluation of the process of becoming a psychotherapist in the other ways mentioned, without knowledge of the content of the candidates' personal psychotherapy.

Knaus (3) describes in group-analytic training how a non-reporting system supports differentiation between real and fantasized power and between real and fantasized infantile dependence. This is seen as an important advantage. I would say that the regression intended in the personal psychotherapy and the maturation expected when learning to become a qualified child psychotherapist depends on a differentiation process. The structure in DSPBU's educational program, non-reporting, supports this differentiation process.

Also Kernberg (4) emphasizes the difficulties that arise in using a reporting system in psychoanalytic training, in that it contributes to an authoritarian atmosphere in the institutes. He also emphasizes that reporting involves a radical deviation from the necessary technical neutrality in analysis (5).

Liselotte Grünbaum has stressed that anchoring the therapeutic relationship in a mentally and physically well-defined environment is a prerequisite for the development of a therapeutic process. (6).

This I would say is also true of therapists' development in an educational setting. Content, structure, time boundaries and proportions are important aspects when organizing educational programs for psychotherapists. The mentally defined environment includes the relationships with the candidates, conduct, attitudes, approaches to theory and supervision, relationships between teachers and the relationships between teachers and the training committee. The mental environment is at least as important as the content and structure. Relationships most likely mean more than much of what is discussed, when training programs are debated, planned and evaluated.

Some of the obstacles to discussing these relationships are the opposing interests that exist within the organisation and in relations between the organisation and the candidates. These opposing interests seem often to deal with the discrepancy between ideals and resources.

Criteria for admission, and development and completion of the program – all having to do with the need for qualified child and adolescent psychotherapists. Candidates are only accepted if they are psychologists with a minimum of two years of clinical psychological experience or medical doctors who are in training for child and adolescent psychiatry.

And now – to return to the threats on survival of the organisation: the organisation has the need of qualified candidates that want to participate and pay for the program. If the admission standards or

the program is too demanding, it will frighten people away and the organisation will not survive. If the standards of admission are too low, or the standards of the program are too low, the quality of the candidates' will be undermined and eventually also the quality of child and adolescent psychotherapy in Denmark. It is therefore important that the training committee continuously and consciously thinks about and debates whether the organisation maintains criteria, values and demands to maintain the quality of the program or if the organisation's own resistance to change is at work.

Some of the same types of dilemmas exist when compiling the organisation: When is one qualified to be a teacher or supervisor or member of the training committee, and who evaluates the relational qualifications of the teachers, supervisors, and members of the training committee? An additional survival issue is that of containing and managing the narcissistic blows candidates receive by participating in the learning of psychotherapy. As mentioned earlier the candidates in Denmark are qualified and experienced professionals. Mollon (7) discusses some narcissistic perils for clinical psychologists in learning psychotherapy. Briefly I would like to stress his views on the candidate's danger of injury to self-esteem and self-image. This concerns two aspects; first the fact that they must place themselves in the position of the novice, dependent on colleagues who are more experienced to teach and supervise them and secondly the fact that the children and adolescents often create powerful pressures in the transference relationship, such as hostile rejection of what is offered and attacks on the therapist's professional identity; intolerable anxiety, anger and guilt are often experienced by the candidates. Mollon argues, and I agree, that appropriate supervision can help address these problems by creating a 'space for thinking', which diminishes the narcissistic injuries inherent in learning to become a psychotherapist. This is one of the reasons our program sees group supervision as a central sphere. Also all of the evaluation processes throughout the program, specifically the candidate's evaluation of the program, is to manage and contain the narcissistic blows that training can deal the candidates. This is exceptionally important when seen in light of the fact that our candidates are experienced professionals.

As I view all of this in general: the bottom line is, the manner an organisation consciously and unconsciously deals with these issues, relationships, dilemmas and conflicts is ultimately an issue of leadership. It is also an issue of organizational culture, and finally, a reflection of the training organization's capability for containment, provision of space for thinking, and management of processes of change.

I would like to return to some issues concerning the group supervision, and afterwards issues concerning leadership.

Group supervision

It is our experience that group supervision is a central sphere because it is here that the organisational culture shows itself. Group supervision is of vital importance for whether or not / or in what ways the organisation is facilitating for the candidate's development and change. Again we are in the field of tension between support and control.

Sometimes the control aspects of supervision are denied, when the candidates all seem to look forward to supervision, and sometimes complain that there isn't enough supervision to satisfy their needs. This can be understood as wishful thinking, when we well know that group supervision also causes several forms of anxiety and resistance. Group supervision is thus the space in which motivation for learning and receiving help meets with anxiety about presenting what is thought to be poor performance in therapeutic work.

Support and control are inseparable in every supervision process, and both are implicit in the word 'super-vision'.

Clulow describes in the book, *The Unconscious at Work* (8) work-related anxiety. The anxiety linked to the therapeutic task refers to the specific aspect of the professional having responsibility for a relationship. He describes how the relationship between supervisor and supervisee makes it possible to work with this anxiety. This includes the individual defences, group defences and organisational defences prevalent to manage the anxiety, more or less appropriately. Group

supervision is therefore an important structure within the organisation for understanding, containing and managing the work-related anxiety, and thus contributes to insight, learning and improved work as a therapist.

Our experiences with child and adolescent psychotherapists are that the anxiety arises early on, where it is difficult to obtain clients, or where the work being done is in an institution with no tradition for psychotherapy. One example is that the children who are referred to psychotherapy are the children other professionals cannot manage because they are violent, invading, devaluating or frightening in other ways. These children may or may not be in need of psychotherapy. In the group supervision there is the opportunity to share experiences with this anxiety, reap from other's experiences, so that the anxiety to be alone with the responsibility and anxiety concerning own performance, is reduced.

In the semi-annual evaluation in group supervision, both the supervisor and the supervisees give and receive feedback concerning their participation in the group. It is the explicit intention of the evaluation to facilitate the flow of clear information, and present reflections so that it is possible to discuss mutual expectations and reality test any anxiety concerning expectations.

Leadership

The leadership consists of the training committee and the chairman who are appointed by and answer to the Society and it's board. An important issue is; what possibilities to create space for change and development, and create space to manage conflicts – conscious and unconscious conflict – exist in the organisation?

The Erika Foundation, here in Stockholm, is a public financed educational institution for psychotherapy, a clinic for psychotherapy and a research institution for psychotherapy and for research concerning training of psychotherapists. In 1999 (9) the Erika Foundation finished a research project concerning the roll of the leader of training programs for psychotherapists. The research included four areas:

- 1- how the leader's roll is perceived and defined,
- 2- how the educational organisation can be viewed as a social system with a primary task
- 3- the leader's roll between the candidates, the organisation's teachers and supervisors, and the leaders of the Foundation.
- 4- The leader's containing function and view of projections and introjections in the organisation.

One very import find is that it is an important leadership task to contain the training programs different aspects and elements with integration as the goal. This implies that there must be possibilities for long-term planning, personal contact with all involved, and a great deal of psychological understanding of the processes that take place in and around the organisation. This could be about candidate's personal difficulties that affect their training or conflicts among the teachers and supervisors; professional or personal conflicts. Finally the leader must manage the outside world's demands. Some of the concluding thoughts from the research project are that there will always be difficulties and conflicts, sometimes of a destructive nature, that depend on the leader's involvement and his or her capability of containing and managing complex conditions. They also conclude that these leaders must be identified with predictability and continuity.

These thoughts in mind, there are many obstacles to overcome when there are no funds available to facilitate organisational and leadership work. It is an exceptional challenge that the training committee is placed under an open society. It is exciting and rewarding to work with the training program especially because of the enthusiasm and commitment of the members of the organisation to child and adolescent psychotherapy.

Unfortunately one of the fears concerning survival is whether the psychoanalysts and psychoanalytic psychotherapists will be able to continue to work together, because there is a risk of competition causing both to be unsuccessful. It is my strong wish that we would continue to be able to work together within the open society to ensure a fruitful life for psychoanalytic psychotherapy with children and adolescents in Denmark.

Litterature.

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