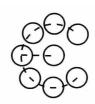**EGATIN e.V.**
European Group Analytic Training Institutions Network

Essential Training Standards
in Group-Analytic Psychotherapy*

Item 1.
Essential general aims for training institutions

1.1: The study, experience, promotion and research of group-analytic theory and method as set out and developed by Foulkes and his followers.
1.2: The acquisition of a group-analytic attitude and a professional group-analytic identity.
1.3: The maintenance of high standards of professional practice and ethical conduct.

Item 2.
Essential underlying assumptions and philosophy of group-analytic training

2.1: Emphasis on communication and the social nature of human beings and the defining features of the socio-cultural environment (social origins).
2.2: The assumption of the primacy of the relational matrix (the individual acquires definition in relation to the group) (Gestalt origins).
2.3: The assumption of a personal and collective (social) unconscious (psycho-analytic origins).
2.4: The assumption of open systems (persons, groups, organisations) in dynamic equilibrium, constantly adapting (systemic origins).

Item 3.
Essential theory and core concepts in group analysis

History and development of Group Analysis:
Place in the field of group therapies; Relationship to other theories.

Core theoretical concepts:
Figuration; Witnessing; Horizontality; Parallel process; Include personal as well as dynamic & foundation matrix; Social unconscious; Structure-content-process; Network; Communication; Translation; Mirroring; Resonance; Location; Polarisation; Transference; Counter-transference; Projective processes; Transpersonal processes; Anxiety and defence; Resistance; Creative and destructive processes; Working through.

Core concepts underlying method:
The setting; Group boundary; Conductor (group analyst) as dynamic administrator / container / translator of communications / facilitator of the process; The therapeutic action of group analysis (therapy by the group); Selection; Group composition; Phases of development; Indications; Groups in special settings with special populations; Small groups; Median and large groups; Organisations.

Other Relevant Theories:
Psychoanalytic theories; Sociological theories (especially Norbert Elias' figurational sociology); Gestalt psychology (figure/ground; whole as different to the sum of the parts); Phenomenology;

Systems and communication theory; Lifespan and developmental psychology; Attachment theory; Other relevant theories (eq neurobiology, contemporary theories of gender etc) and sources of knowledge.

Item 4.
Core skills essential to the practice of group analysis

Developing a group-analytic attitude
Capacity to form and sustain relationships based on concern and respect for others, including working with power dynamics; to tolerate not knowing and promote the group as the agent of change; to respect the terms of an agreed treatment contract (aims, confidentiality); to avoid using patients for gratification of needs or relief of anxiety.
Relevant personal qualities: empathy, self-awareness, ego-strength, reliability and ethical conduct.

Dynamic Administration
Capacity to establish and maintain boundaries (the frame of the group); to organise and manage the setting, negotiate treatment contracts and liaise between institutions and relevant external networks.

Holding and Containing function
Capacity to tolerate anxiety, frustration and affects (one's own and those projected onto one); to work with counter-transference to therapeutic effect; to hold a group analytic stance.

Analysing and Translating function:
a) highly developed observational skills and reflective capacities;
b) capacity to occupy with authority the role of the therapist and tolerate not knowing;
c) skill of translation between manifest and latent content;
d) linking and moving between different forms of communication (translation) – conscious and unconscious (including social unconscious), verbal and non-verbal;
e) recognising and highlighting different levels of communication – current, transference, projective and primordial.

Facilitating function:
a) capacity to facilitate the group process, the building of a therapeutic culture and the transfer of therapeutic agency from conductor to group;
b) capacity to move between engaging in the process (identifying) and reflecting and observing;
c) capacity to link group, subgroup and individual, as well as structure, process and content and to locate meaning in context;
d) skills and intervention strategies to deal with blockages in communication and destructive processes in groups;
e) capacity to make therapeutic judgements based on a response to the needs of the group in the language of the group;
f) inhabit one's group analytic identity.

Item 5.
Training structures and requirements

5.1: Training is best accomplished in the tripartite structure of personal therapy in a group, theory seminars and supervised practice, which may take place in a continuous or block structure or a combination of the two.

5.2: Therapy, theory seminars and supervised practice should overlap at least for a minimum duration during the qualifying training, with possibilities of extended therapy, theory seminars or supervision before or after this minimum training period.

5.3: It is essential for trainees to have different trainers for therapy and supervision.

5.4: In the case of therapists also teaching, this should be limited in such a way as to fully take into account the need to protect therapeutic boundaries.

5.5: A median or large group experience is essential to the training

5.6: Therapy may take place in a mixed patient/trainee or a trainee-only group.

5.7: Therapy should take place exclusively in a group, which meets in person, at least for a substantial part of the group-analytic training. (Issue under EGATIN research)

5.8: The trainees are required to conduct a once-weekly group that extends over the duration of at least two years. This group should take place at a minimum frequency of one session (90 minutes) per week.

5.9: The presentation of a clinical paper, theoretically informed, is an essential requirement for completion of the training.

5.10: The trainees are required to complete at least 240 hours (160 x 90 minute sessions) of personal group-analytic therapy in a small therapy group. In addition, large/median group sessions may contribute towards the total group therapeutic experience. In block training, there should be a careful consideration given to the frequency of the blocks in order to take account of the context and to maintain continuity: 5 is optimal, but not less than 3 per year.

5.11: The trainees are required to participate in a supervisory process for at least 120 hours during training and that this should extend over the period of setting up and conducting their two-year training group. Supervision of training groups should take place exclusively in a group, which meets in person and with no more than more than 8 members and at an average frequency of not less that fortnightly. In block training models, approved local supervisors and peer supervision may be used. Under certain circumstances supervision can be conducted partly online.

5.12: The trainees are required to complete at least 160 hours of theory seminars covering the curriculum outlined in Item 3.

5.13: The training programmes should extend over a minimum period of three years (post-introductory) during which the required minimum hours of therapy, theory seminars and supervision take place simultaneously.

Item 6.
Essential structures and procedures for delivery of training and maintenance of standards

6.1: There should be a reliable constitutional framework and an ethical code.

6.2: It should be clear where the authority is held for decision-making and there should be an appeals procedure.

6.3: Training organisations should include structures for selecting and admitting students to training.

6.4: Admission requirements should include completion of a degree or relevant professional qualification, completion of an introductory course and some clinical and/or psychiatric experience prior to or during the training.

6.5: There should be procedures for assessing progress during training and for qualification.

6.6: There should be procedures for selecting trainers.

6.7: Students should have a voice regarding training matters.

6.8: There should be a constant development of organisational structures and standards.

Essential Training Standards will be reviewed at least every five years.
(Please note: 1 hour = 60 minutes)
Revised by EGATIN Committee, November 2024
A more detailed revision is currently under way.