

SUMMARIES

Jan Nielsen: A good beginning – a minimalistic supervision model for novice psychotherapists

The article focuses on the supervision of novice therapists, since the foundation for future training and supervision is established in the early phases of professional development. Only a few guidelines exist on how to organize supervision with novice therapists and this issue is the point of departure of the article.

The lack of guidelines is caused result of several unclarified issues, e.g. how supervision is related to the outcome of psychotherapy, insufficient knowledge about adequate skills to help clients most efficiently, and how expertise is defined in relation to psychotherapeutic work.

The article offers three answers to these challenges. Selection of themes and arguments are primarily based on newer research literature. Firstly, the need for a competence development system is addressed, providing *direction* to the supervision of novice therapists. Secondly, therapist factors (specific alliance and relational skills) are proposed as the primary *content* in the supervision of novices, and related to treatment efficacy. Thirdly, group supervision is introduced as a training *method* with several relational potentials for the benefit of both novice therapists and their clients. Finally, these ideas are discussed, and perspectives are suggested.

Keywords: training, novice, competence, therapist factors, group supervision.

Birgitte Petersen: The many supervisory roles when supervising the neophyte psychologists

The subject of this article is the supervision within the “Trainee Assistant Candidate Arrangement” introduced by the “Danish Association of Psychologist”. This arrangement was a possibility for neophyte candidates to obtain educational experience in private practice within the formal arrangement with the public health insurance system. This was also a way to obtain a part of their authorization as a clinical psychologist. The motivation for conducting this study was the fact that there were certain dilemmas within Candidate arrangement. The Data of this study is based on qualitative, explorative semi-structured interviews. The results of the data show that there are some issues of the supervision that needs to be addressed before the candidates find the supervision educational. The present article will primarily focus on the supervisors’ substantial number of different roles towards the neophyte psychologist, since this requires a high level of professional qualifications of the supervisor.

Anne Engholm Hedegaard: Repair of the supervisory alliance

The present article is based upon a Danish study of repair of the supervisory alliance in psychotherapy supervision. A mixed method design was applied, in which all supervisory sessions of a supervision group at the University Clinic in Aalborg were video recorded, and the Brief Supervisory Alliance Scale was answered by the participants after

each session. Furthermore, Interpersonal Process Recall interviews were conducted with supervisor and supervisee concerning selected sessions. The study shows that repair of the supervisory alliance is a process, to which, amongst others, the supervisor, the supervisee or evaluation procedures can contribute. Furthermore, the participants thoughts on what could have contributed to the repair of their experiences alliance ruptures is described, as well as the outcome of the repair processes. Finally, the results of the study are discussed in light of the methods used and earlier research in the area.

Krista Straarup: Cognitive behavioural group supervision – benefits and challenges

Cognitive behavioural group supervision (CBT-GS) is a widely used supervision format, that is practiced in different settings (e.g. in private cognitive and outpatient clinics, in manual based research projects, as well as formalized education of cognitive behavioural therapists). Compared to one-to-one cognitive behavioural supervision, (CBT-S) CBT-GS has certain benefits and challenges. As a starting point, a single supervision group contains a lot of cases, theoretical and clinical observations and reflections, as well as group interactions, just as it is characterized by the organizational setting, in which it is imbedded. In this article it is illustrated, how CBT-GS can be practiced in a way, that reflects efficient learning methods combined with classical CBT principles and key methods such as Socratic dialogue, case conceptualization, role-play, homework, etc. Ideas as to how the supervisor can organize and structure the supervision session in order to maximize the benefits and facilitate learning and generate experience in the group and the individual supervisee are presented. The last part of the article is focused on some of the particular challenges that can prevent the creation of a stimulating and creative learning environment.

Anne Birgitte Døssing: Psychotherapy with psychotic patients, Countertransference and the Need of Supervision

When working therapeutically with psychotic patients who are characterized by a psychic retreat into a pathological organization, the therapist may encounter certain challenges in the therapeutic relationship. Not only is the patient (partly) withdrawn from contact with the therapist, but the surroundings may similarly react to the patient in ways that may reinforce the patient's withdrawal.

From a theoretical perspective and within a psychodynamic framework, aspects of countertransference and projective identification will be described in order to illuminate some of the challenges the therapist may encounter in this therapeutic context. These concepts may provide a way of understanding aspects of the emotional communication between therapist and patient that could be particularly important when the therapeutic relationship is threatened by ruptures and risks of ending the therapeutic work with psychotic patients prematurely.

Focusing on establishing contact and reflection on the meaning of countertransference and projective identification in relation to the patient's communication, it is argued that supervision may be much needed in order to create meaning, contain difficult emotions

and cope with certain challenges. Supervision holds many functions, but in the context of this article, working with projective identification and countertransference as part of the supervisory process could be a way of creating an analytic space that helps the therapist - with the main purpose of understanding the patient better and create a good-enough balance between identification and separation.

Eva Just & Else Marie Skadborg: Clinical Supervision – A Room for Conversation

This article is about clinical supervision, which is an education that started 25 years ago and has resulted in many offers of supervision within healthcare. The main purpose of the article is to describe how the clinical supervisors work today, illustrated by 4 group interviews with 14 supervisors, as well as by literature related to the themes that emerged through the interviews. The study shows that good dialogue is important in all forms of meetings, enabled through, e.g. framing, positioning, curiosity, and empathy, awareness about perspective, active listening and questioning. Furthermore, the supervisors use the competences achieved through the education in diverse settings, such as supervision, education, team reflection, management of meetings, debriefing and dialogue with patients and relatives.

Keywords: Conversation, clinical supervision, education, team reflection, management of meetings, debriefing, dialogue with patients and relatives.

Casper Feilberg: Unknown assumptions and processes in the supervision room. Bildung perspectives on higher learning project work and project supervision

Professors teach the curriculum, students must read it and learn it, and subsequently the examiners question them in the material. This classic distribution of roles is, however, challenged by the project work at the universities, where the students must independently identify and examine a complex issue, while the professor acts as professional supervisor. During this process, the supervisor hopefully and often engages them self in the project and in the students' professional development. In the same way, the students hopefully and often engage themselves in the project, because of the possibility of impacting on the choice of issue, theory and method. Along this process the complex issue, the group organization and the time pressure may bring unknown forces and processes into play. However, the supervisor may also contribute to bringing unknown processes into play, so both the student and teacher can promote and derail the scientific examination of the issue and the students' outcome of the project process, depending on the handling of these processes. This kind of professional/personal processes is often underexposed in university pedagogical research. In the article, a model is presented that sheds light on the potentially unknown assumptions and processes. At the same time, the author argues for a Bildung perspective that may contribute to a wondering approach, and an understanding and appreciation of the potential Bildung processes that the project work may release. The article draws on existential-phenomenological and psychoanalytic theory, as well as on case studies of supervision and project work.

Louise Hjørngaard & Chalotte Glintborg: From We to I. Finding Your Way Through Grief
When senior citizens lose their spouse, they often lose a lifelong companionship. This loss can lead to psychological consequences (e.g. depression, anxiety) and can have an impact on identity.

However, less than 10% of Danish nursing homes have an action plan when a senior citizen loses a spouse. In contrast, almost all day care centres and schools have an action plan for children who lose a parent.

This paper describes Preben, Lone and Bodil who have lost their spouse. These case studies have been developed based on semi structured interviews. Discourse analysis drawing on the concepts of positioning, agency and identity are used to analyse self-constructions after a loss.

The analysis reveals that 1) senior citizens lack meaningful positions in society to reconstruct their identity, 2) the identity reconstruction process from “we” to “I” is difficult and 3) their ongoing grief is not recognized or understood, which creates a gap between their own emotional experience and discourses in society on older citizens’ grief.

Key words: grief, senior citizens, identity (re)construction

Marie Troelsgaard & Chalotte Glintborg: Self-medication hypothesis in clients with a borderline personality disorder revisited. A systematic review

According to the Danish Health Authority, 38% of personality disorders co-occur with substance abuse. However, the relationship between personality disorders and alcohol are not yet fully understood. The most common explanation for this relationship is that alcohol serves as a means to regulate negative emotions. That is the self-medication hypothesis (SMH). The SMH has two core aspects, namely that substances of abuse relieve human psychological and that there is a considerable degree of psychopharmacologic specificity in an individual’s preferred drug.

However, we wish to further explore this relationship and thereby challenge this hypothesis. We conducted a systematic review, identifying 22 studies. Results demonstrate that clients do not only use alcohol to alleviate negative emotions, but also use it as a means to positive emotions. We conclude that the self-medication hypothesis cannot stand alone and the relationship between personality disorders and alcohol abuse is much more complex.

Key words: Personality disorder, Self-medication hypothesis, Affective instability, Negative affect, Emotion regulation, Emotion dysregulation, Psychiatry

Camilla Jørgensen, Maria N. R. Thomassen & Chalotte Glintborg: I am not brain dead; I just have a brain injury. The role of peer support groups in identity (re)construction

Multiple Sclerosis (MS) and Acquired Brain Injuries (ABI) occur suddenly and can result in psychosocial consequences and a changed self-image over time. Therefore, people with MS or ABI are often encouraged to participate in peer support groups. This article presents the findings from a focus group interview study in Denmark. The aim of this

study was to explore identity (re)construction for adults with either MS or ABI in peer groups.

Data were transcribed and analysed using discourse psychology analysis, drawing on Bamberg's positioning theory and narrative identity theory (Bamberg, 2008; 2011). Findings reveal that individuals with ABI and MS are subjected to different dominant discursive practices within and outside the group that influence their self-narratives.

Peer support groups are in some degree capable of constructing agency and strategic use of narratives that might enhance the identity reconstruction process. Given this, interventions within peer support should target the terms of agency and focus on valuable identities in relation to identity reconstruction.

Key words: Identity (re) construction, brain injury, peer support groups

Tia G. B. Hansen & Camilla Frilund Torpe: Dog Assisted Pedagogy?

According to the media, using dogs in schools is an excellent idea, but what is the evidence, if any? The article estimates the extent of using dogs in Danish schools, summarises international research and guidelines regarding animal assisted learning/pedagogy, and suggests recommendations for Danish practice. We also define and contextualise animal assisted and learning/pedagogy as a new field of research and practice and provide specific examples. The empirical investigation suggests that about one in ten Danish schools have used dogs in one or more classes. The research review shows reasonably good empirical support for reading dogs and for a few specific intervention programmes, but limited support for other kinds of use. International experience and guidelines nominate several areas that need to be addressed: explicit pedagogical aims of introducing a dog, well-being of both dogs and people involved, competencies of teacher and dog handler, and standards for good practice. In conclusion, dog assisted pedagogy has potential, and there are a number of relevant ways to improve and expand its use in Danish schools.

Key words: Animal Assisted Intervention; human animal bond; well-being interventions