

# Case and Group

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# Goals of Group Supervision

- Deepening the Work of the Presenter
  - Development of the professional self (Cwik, 2006)
  - Providing Containment
  - Mirroring (if appropriate)
  - Illuminating Blind Spots
- Furthering Development of the Group
  - Relationship to other group members
  - Relationship to the leader
- Learn How to Supervise (Kalsched, 1995)
- Evaluation
  - If required in training situation

# Models of Group Supervision

- Fish Bowl
  - Supervisor works one to one with presenter
  - Group input secondary to supervisor's
  - Learning primarily vicarious
- Group Process
  - Group-as-a-whole dynamics
  - Group members' interactions as matrix out of which supervision occurs
  - Supervisor's role to point out group dynamics

# Problems with Traditional Approach

(Altfeld, 1999)

- Group members offer critical responses (feeding frenzy (Kalsched, 1995), competitive comments) which elicit shame, embarrassment and anxiety
- Amount of feedback overwhelming
- Ripe for disagreement as members advance their own closely held viewpoints, i.e., clinical versus archetypal
- Learning takes place at a cognitive level

# Experiential Model

- Central Thesis
  - Material presented in group supervisory setting stimulates conscious and unconscious reverie processes in group members
- Action of the Group
  - Through here-and-now responses, reveries, associations and interactions among members, the countertransference issues that have eluded the presenter make themselves known
  - Presenter will feel heard and held by the group

# Theoretical Rationale

- Parallel Process
- Projective Identification
- Mundus Imaginalis
  - Beta Elements
  - Alpha Elements
  - Role of Reverie
- From Analytic Third to the Group Analytic Fourth

# Parallel/Reflection Process

- What happens with Therapist and Patient repeated with Therapist and Group

$$P < > T = T < > G$$

- What happens between Group and Therapist repeated in relationship of Therapist and Patient

$$G < > T = T < > P$$

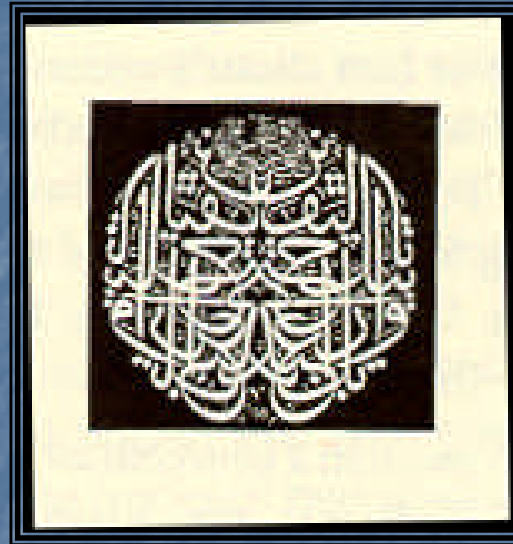
- Leads to chain reaction and reciprocity

$$G < > T < > T < > P$$

- Modality of operation is Projective Identification

# Mundus Imaginalis

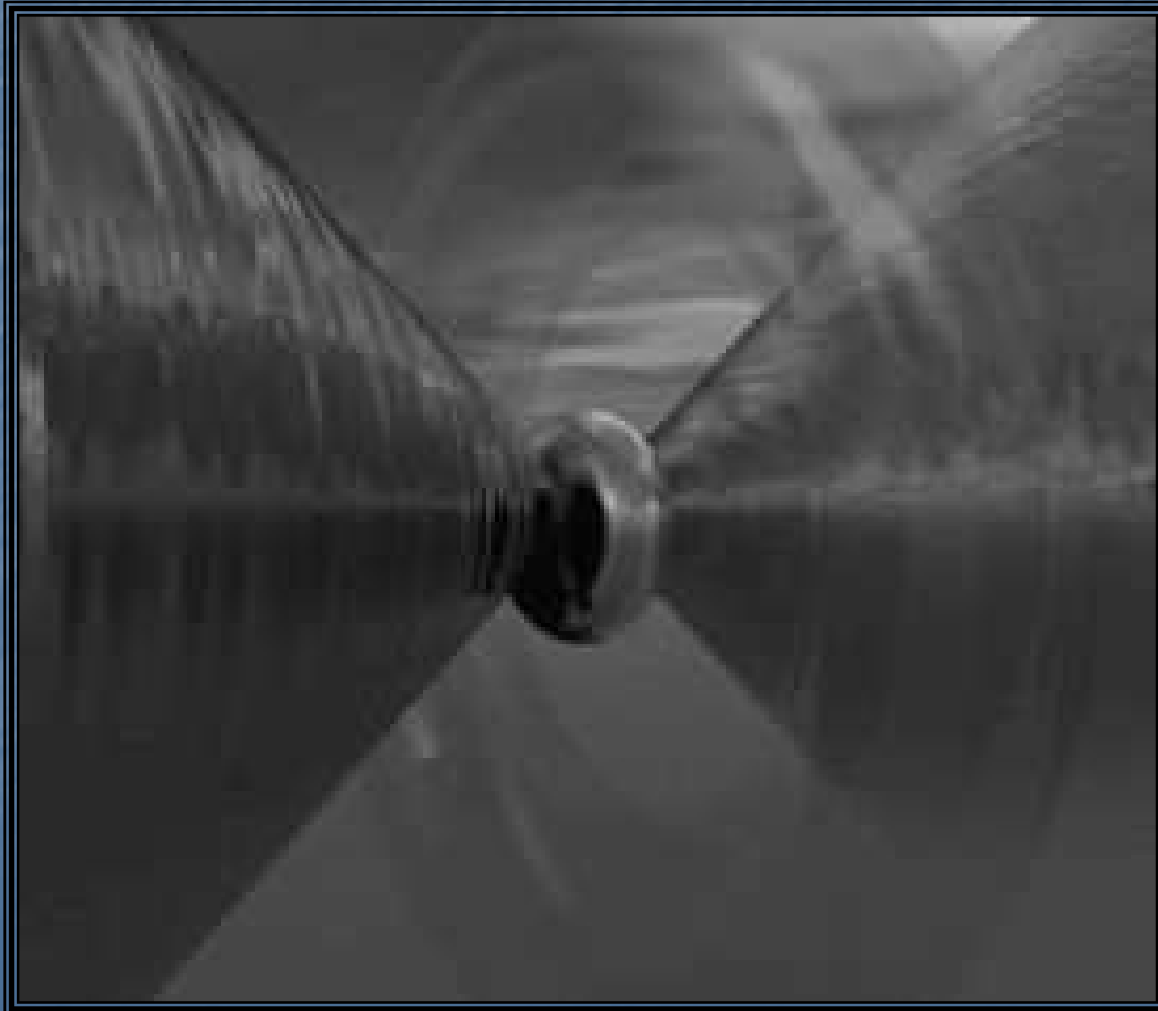
(Corbin, 2000)



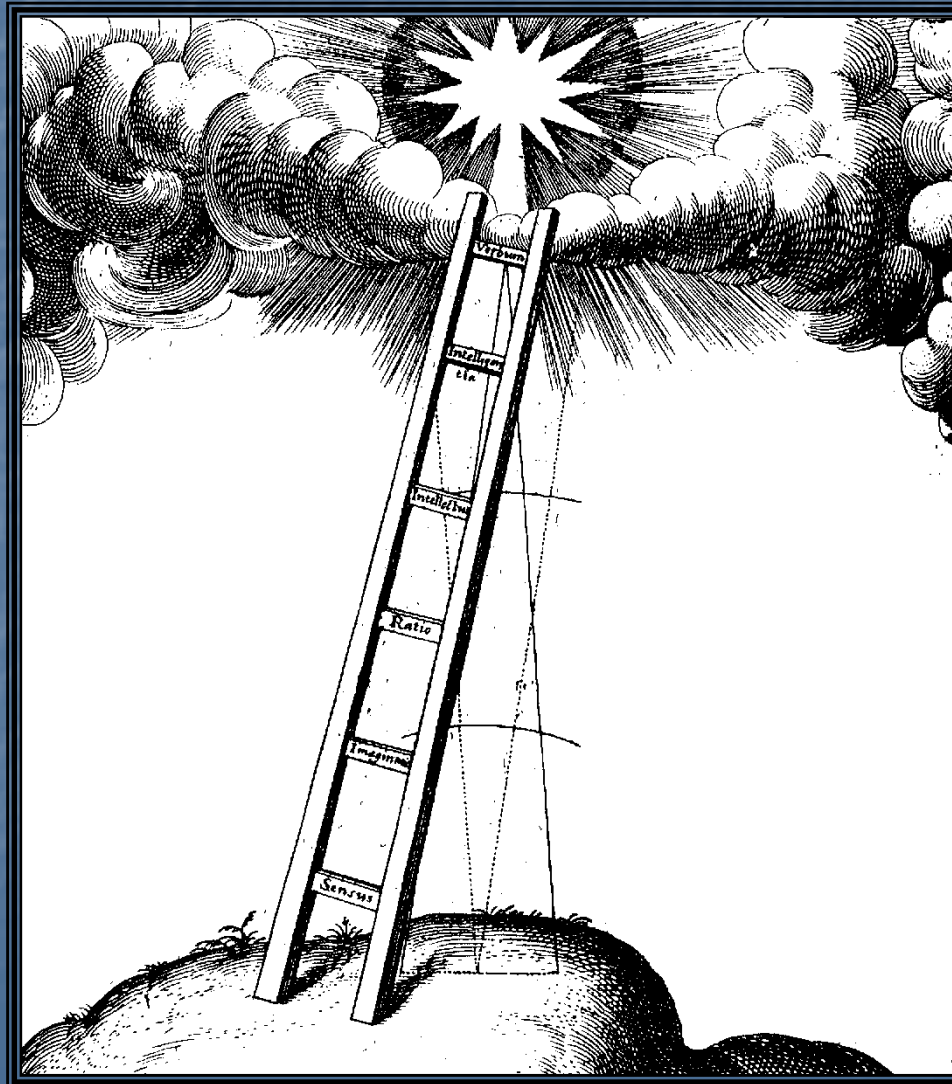
- Ether of the analytic field – unconscious connection
- Level of reality between primary sense impressions and more developed cognition, intellect or spirituality



# Ether Medium of Transmission



# Linking Element of Mundus Imaginalis



# The Importance of Reverie

(Bion 1962a, 1962b)

- Beta elements raw sense impressions
- Alpha function a set of as yet unknown mental functions which transform raw sense impressions into alpha-elements
- Reverie and dreaming are considered to be alpha function
- **This capacity equated with the ability to do psychological work**

# Area of the Mundus Imaginalis

(Samuels, 1985)

- Pre-existent – ready to facilitate psychological processes – pre-existent primary mutuality
- An in-between state
- All share a common imaginal world
- Concrete and imagistic are intermingled – subtle body
- Poetic and empirical – images and interpersonal communication are not separate

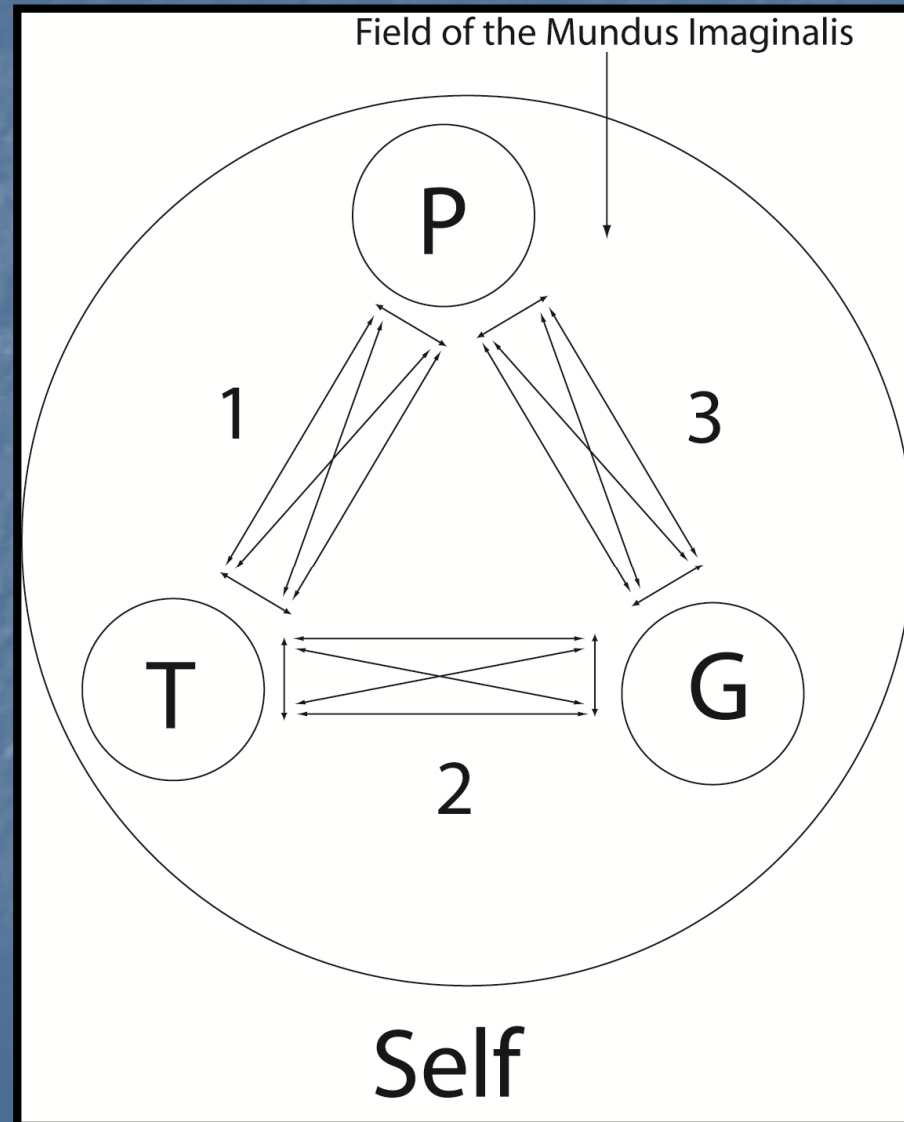
# Area of the Mundus Imaginalis

(Samuels, 1985)

- For the patient the therapist is an in-between – a real person and transference projection
- For the group the presentation of the patient is an in-between – the analytic third and groups associative dreaming
- The organ of perception can be categorized as imaginative consciousness – associative dreaming

**The Group Becomes a Creation of a Space for Imagining (Associative Dreaming)**

# Triadic Mundus Imaginalis



# The Third

- The functioning of the group is predicated on the dynamics of the Analytic Third (Cwik, 2009)
- The group provides a pool of reveries and associations creating the Group Analytic Fourth

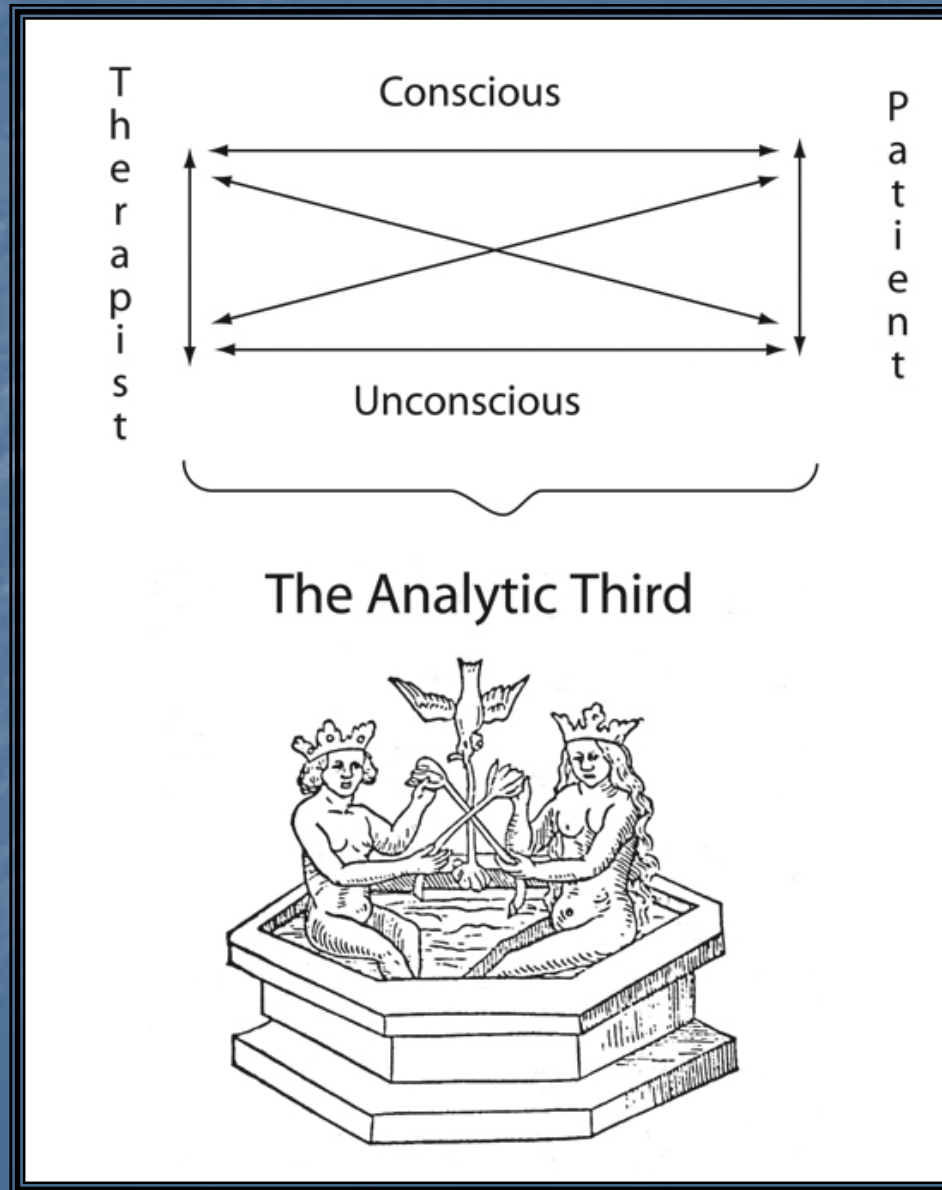
# Analytic Third

(Ogden, 1997)

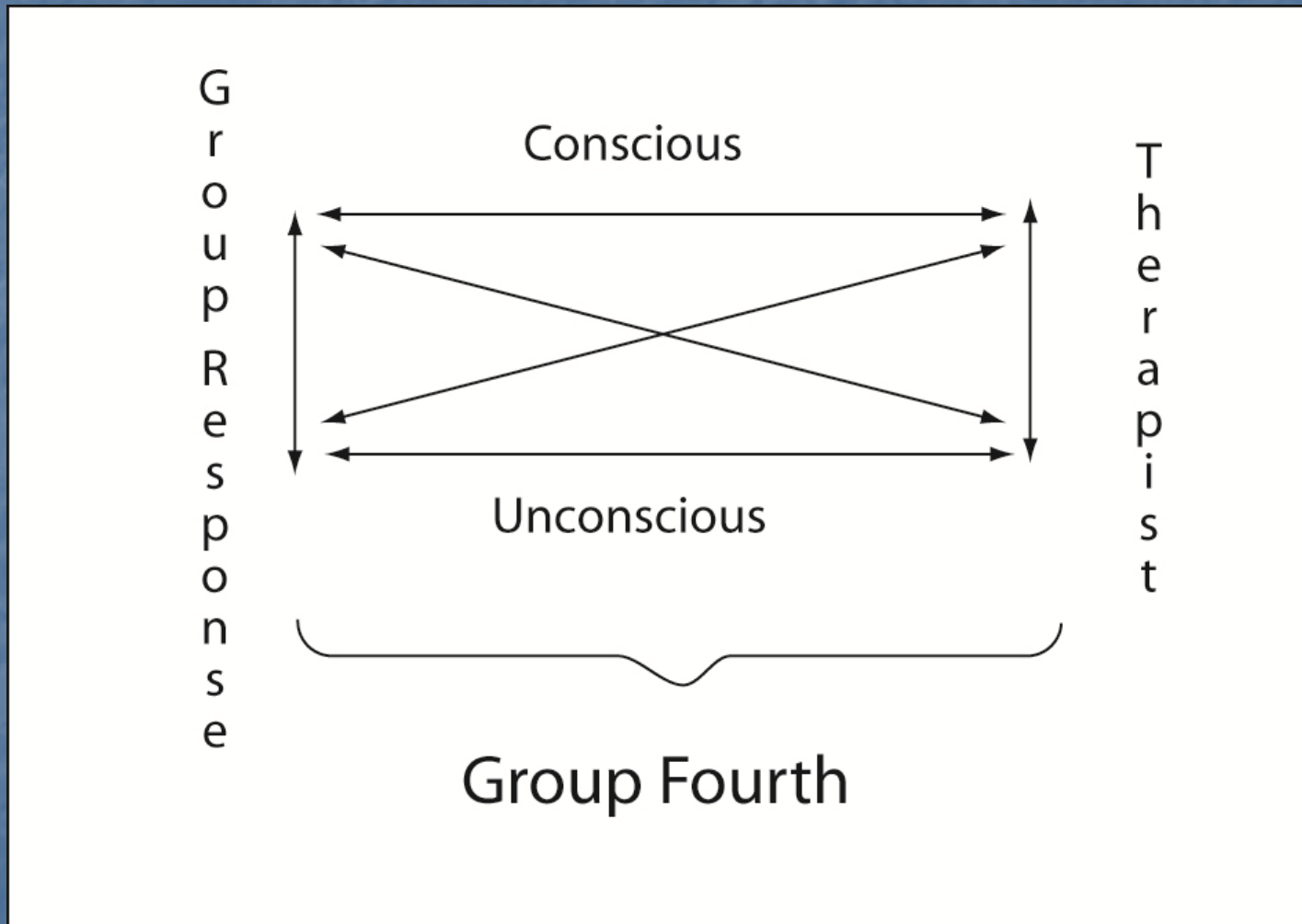
- **...my experience of each analytic situation is to a very large degree a reflection of the specific type of unconscious intersubjective construction that the patient and I are in the midst of creating. The sort of unconscious engagement with the analysand to which I am referring results in the creation of a third subject, the 'intersubjective analytic third'. The experience of analyst and analysand in (and of) the analytic third represents an experiential base, a pool of unconscious experience to which analyst and analysand contribute and from which they individually draw in the process of generating their own experience of the analytic relationship.**



# Theoretical Rationale



# Theoretical Rationale

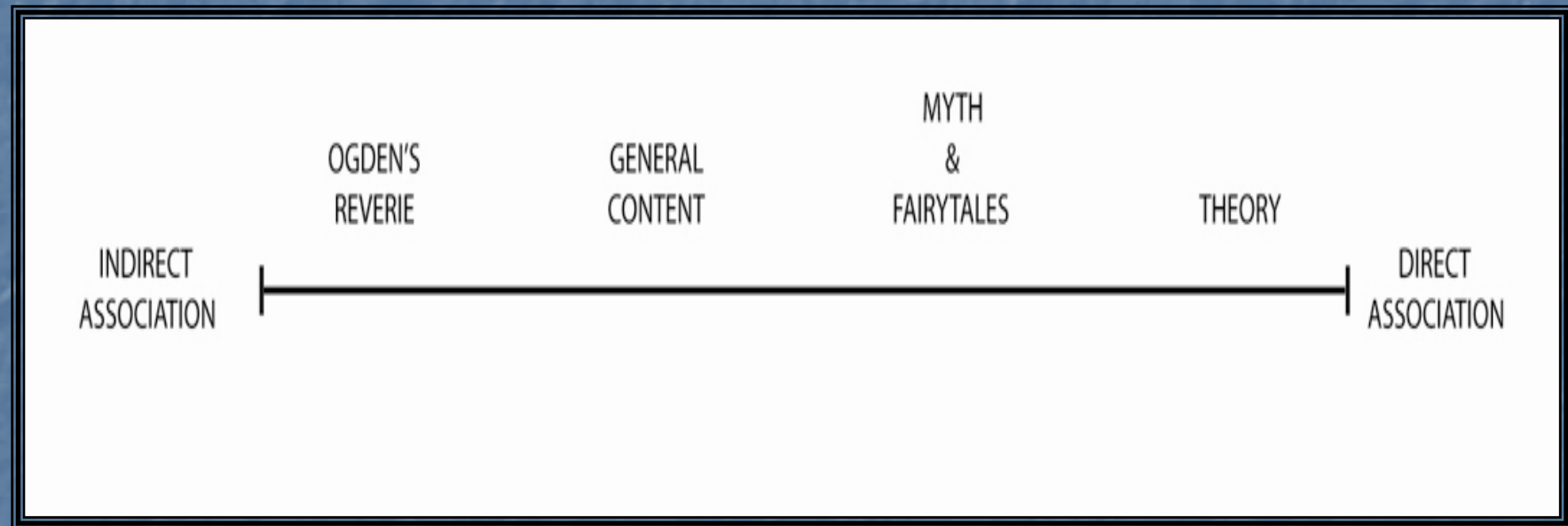


# The Importance of Reverie

(Ogden, 1997)

Bion's notion is that reverie includes the most mundane, quotidian, unobtrusive thoughts, feelings, fantasies, ruminations, daydreams and bodily sensations and so on that usually feel utterly disconnected from what the presenter is saying and doing at the moment.

# Nature of Associative Dreaming



From Associative Dreaming to Cognition

# The Importance of Reverie in Infancy

- The mother's capacity for reverie is the receptor organ for the infant's **harvest of self sensation** gained by its consciousness. (Bion 1962a, p.116)
- ...when the mother loves the infant what does she do it with? Leaving aside the physical channels of communication my impression is that her **love is expressed by reverie.** (Bion 1962b, pp. 34-35)

# The Importance of Reverie in Infancy

- Bion describes the state of mind of a **receptive mother** as a state of reverie which allows her to contain the infant's projective identification.
- Bion postulated that the baby's projective identification **enlists** his sympathetic mother to experience for him and later **feed** him metabolized material.

# The Importance of Reverie in Infancy

- She then **metabolizes** these contents and returns them to the infant.
- If she fails, contents are 'evacuated' by the infant and left in the mother to **haunt** her or evoke **retaliation**.
- That capacity for reverie is the mother's **psychic nourishing of the baby's mind**, and plays as important a function in Bion's psychoanalytic world as physical nurturance.

# The Importance of Reverie in Group

- The group with a capacity for reverie assumes and metabolizes the presenter's projections and returns them through timely imaginal activity.
- The capacity of another to intuit and imagine one's state of mind gives life to the mind and restores life to minds gone dead. (Bollas 1978, pp. 165-166)



# Facilitating Factors

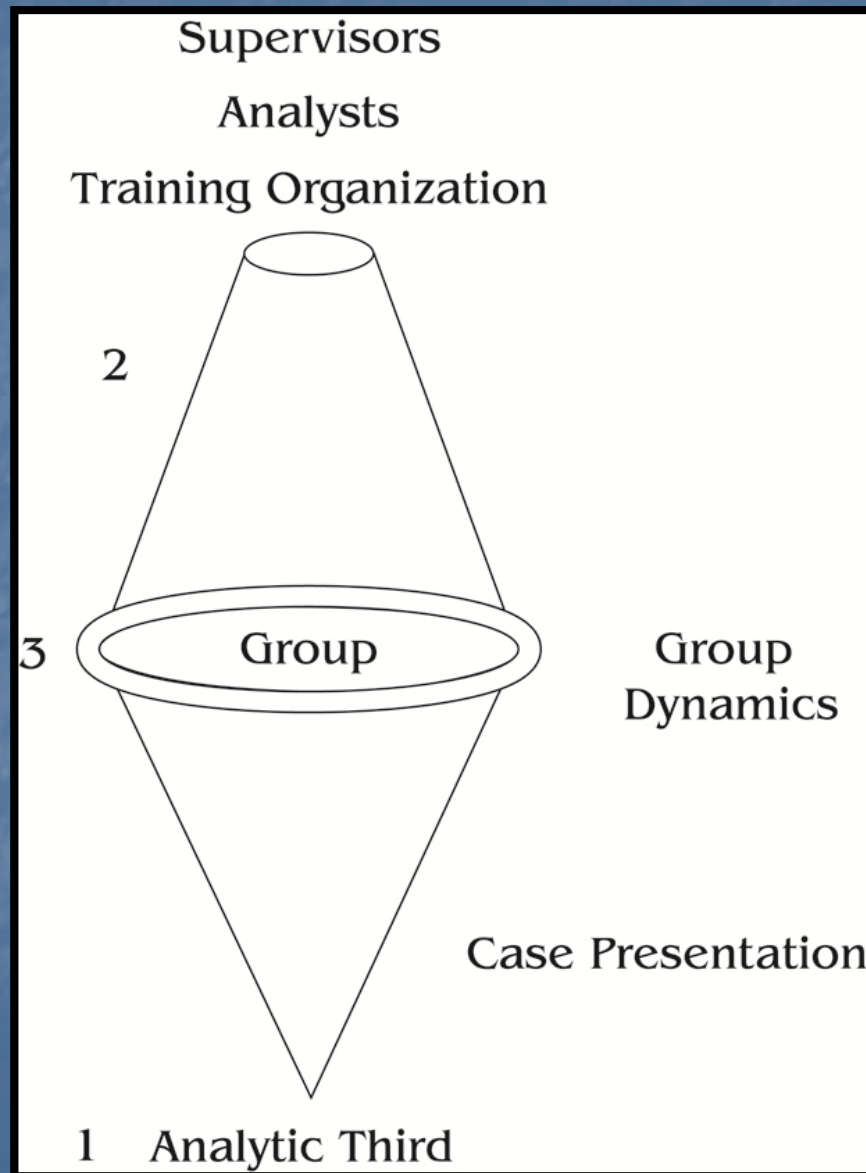
- Willingness of leader to be direct, share psychic contents, and feelings
- Presenter not reading case material
- Collecting of other unconscious material
  - Encouraging members to share their reveries
  - Dreams of members related to group
  - Beginning and ending group with time for processing of group dynamics

# Facilitating Creativity

(Marshall, 1999)

- Mutual acceptance and support
- Play
- Tolerance and enjoyment of primary process (reverie)
- Resolution of intragroup conflicts
- Gained competence

# Influences on Group



# Disrupting Factors

## Triangulation with Outer Influences

(Kalsched, 1995, p. 117)

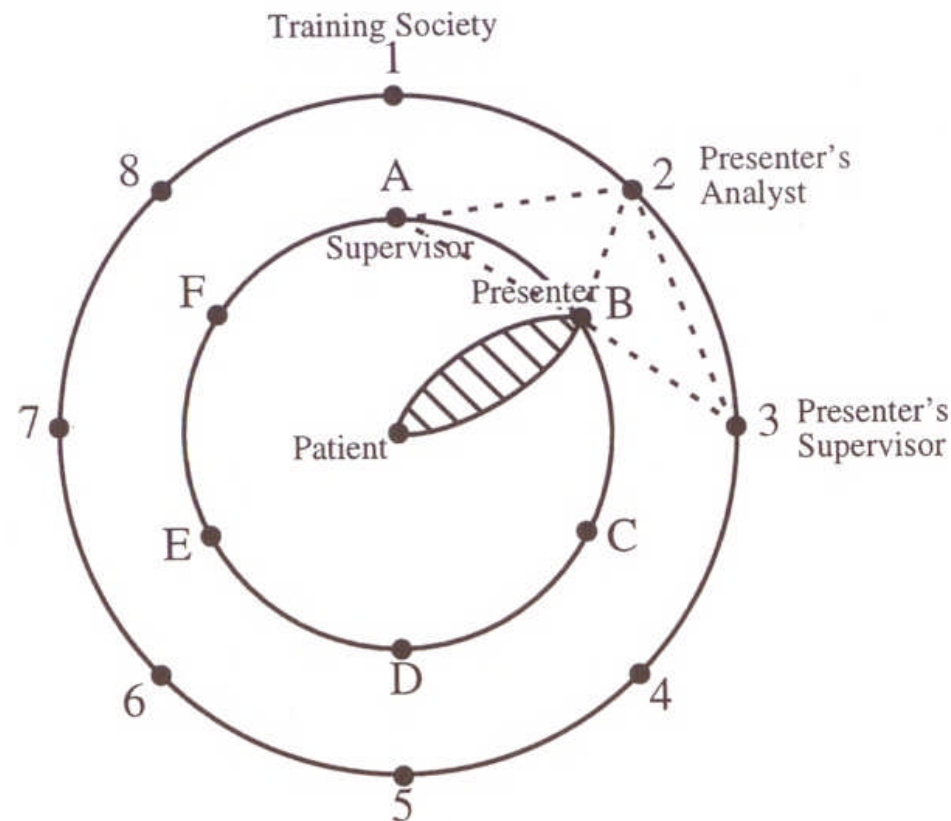


Diagram III

1.1. displacement of analyst and supervisor was directed at me

# Disrupting Factors

- Group Enactments
  - Towards
    - Feeding Frenzy, Over emotional responses
  - Away From
    - Extra analytic suggestions, i.e., medication, EMDR
    - Inability to enter reverie; Intellectual or Rational
- Basic Assumption Shadow Group (Bion, 1952)
  - Dependent
  - Fight/Flight
  - Pairings
    - Triangular relationships with training society, group facilitator, supervisor, control analyst, other group member

Reference List for  
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