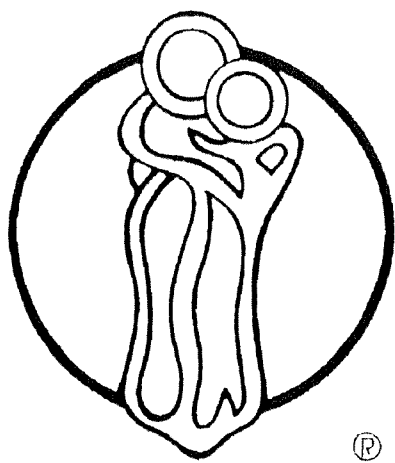


NEWSLETTER

ISNIP

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International Society
for the
New Identity Process

Daniel H. Casriel, M.D. - Founder

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The president ...

Dear friends,

This number contains the first papers of the 9th ISNIP conference in Washington. We have published as a priority the papers of Nimet Salem and myself on the International Casriel Institute (ICI). The society decided in a general members meeting to continue to support the ICI even if we make losses for the moment. In the two papers you can read about the place of the ICI in our society and the evolution of the first year of work. It is the right information for both trainers and trainees who want to participate to the ICI workshops in Bogève.

As we decided to go on we needed to take a decision on the financial level. The general meeting accepted the proposition of the ISNIP board to raise the membership fees for three reasons:

1. to cover up the costs of the ICI.
2. the membership fees didn't raise for a very long period

which is not realistic.

3. the dollar lost nearly 20 % of its value in European currencies, while most of the ISNIP costs are made in Europe. The ISNIP board is negotiating with the chapters, we have already an agreement of the American, the German, and the Swedish chapters.

A second action we took was activating the institute committee to work out a well structured training programme adapted to the circumstances in the ICI. The ICI-committee will work on this programme by written meetings of its members co-ordinated by the international office. The committee members are : Nimet Salem, Thomas Renz, Doris Agazzi-Störi, Peter Geerlings, Gunvor Gustafson, Marilyn Ellis and Johan Maertens.

Johan Maertens
President

THE INTERNATIONAL CASRIEL INSTITUTE (I.C.I.) : AN OVERVIEW OF A FIRST YEAR OF ACTIVITY

Johan Maertens, president I.S.N.I.P.

INTRODUCTION

If we want to talk about the International Casriel Institute (I.C.I.), we will first have to look at the history of both the New Identity Process as a method and the history of the association. We will then examine the most important needs of the association and the method and we will present the possible responses the I.C.I. can give to those needs.

In developing the method, Dan Casriel started AREBA (the Accelerated Re-education of Emotions, Behaviour and Attitudes) in 1970. In addition to its function as a residential treatment centre for drug addicts, this centre also served as an international training centre until 1984. During those years Dan Casriel was asked by many people in Europe to hold workshops. He frequently visited the Netherlands, Sweden, Germany and Switzerland. As a consequence of the training provided by those workshops, some people started their own NIP centres in their own countries. Dan Casriel also actively promoted his method in the US and had many contacts there. However, his premature death in 1984 left everyone without a well-organized structure. Here was no association for those using the method, AREBA was sold (as early as 1982), and it quickly lost its importance for the NIP. Especially in Europe, fellows and teaching fellows had little contact with each other.

In 10 years George Rynick transformed an association based primarily on personal relationships into a truly international organization in which the different chapters were equally represented on the international board. I continued to give the association more structure. We are now trying to give it a heart and a soul as well.

Conclusion:

At the early stages of this method in full growth, everything was closely led to Dan's actions. He was promoting the method in Europe and was working towards its approval in the States (1). For a long time people from all over the world came to AREBA to learn from him about NIP. There they worked together and kept in touch afterwards. He wrote articles and gave numerous lectures. NIP's dependency on Dan meant that the method reflected both his strengths and weaknesses. Some of his negative influence was his lack of emphasis on ethics, credentials and training standards. Today, especially in the US, NIP still suffers from the publicity he received instead of benefiting from it!

Both positively and negatively, Dan

was the backbone of the organization. He had the international training institute, he was the ambassador, he wrote about the method. What he did not initiate was scientific research on the method and high standards. He also failed to write enough about the method. To support the future of our association we have to keep in mind three pillars that will help us to grow and enhance to the method. These three pillar or basic needs of the association are:

- 1. high standards for training and credentialling fellows and teaching fellows ;**
- 2. promoting a positive image through conferences and international psychotherapy reviews ;**
- 3. in support of the first two points we have to write and research to gain approval for the method and improve its image.**

I will try to explain, how the I.C.I. can ensure that these basic needs are met, even if in part. Before dealing with this, it is necessary to look back to the history of the I.C.I.

THE HISTORY OF THE I.C.I.

The idea to start an international training centre for NIP in Europe, was a response to the problem of training

people in countries that have no NIP therapists or teachers. Teaching fellows from other countries could not travel far or for a long period of time to train only two or three people. Potential trainees could hardly travel to existing training centres in Europe or in the US. Because both of the expense and especially for people from southern Europe, the language barrier.

I was looking for a way to create an institute that could function independently of the existing private centres without competing with them. There had to be a common language - English. The cost of the training should be reasonable so that people from southern European countries could participate. The training should be long enough to justify travelling to the centre, and it should be conducted by teaching fellows. When we were brainstorming about this it seemed we were gathering impossible conditions.

Sometime in 1992 Nimet Salem told me that she knew somebody who could help us if we persisted with our crazy idea. She put me into contact with Gérard Willemin, who proposed to use his hotel in Bogève in France (on the border with Switzerland), which he was rebuilding at the time, for the seat of the institute. I visited the place in April 1993 and met there with Nimet and Gérard. The idea grew!! I introduced the idea at the teaching fellows meeting and a long fruitful discussions began. Those discussions raised an enormous number of problems that had to be solved before we could consider starting. We needed a training programme based on 5-day workshops, we needed the co-operation of 16 teaching fellows to be able to complete a first training. They had to agree

to work nearly for free to support the institute and the association. We had to find and to inform potential clients. We had to find a way to ensure co-ordination among the teaching fellows and to guarantee a follow-up for the trainees. We had to find a way to sponsor trainees by teaching fellows who would be able to follow them through their training. We had to develop an intake system adapted to very different situations. And last but not least, we had to convince the teaching fellows meeting and the board of directors of the value of this kind of training. To nearly all of those questions we found answers - some good ones, other provisional.

Nimet will tell you more about this.

At their meeting in April 1994 the teaching fellows recommended the board of directors give the idea a chance. As president one of my main goals was to establish an international meeting place.

I was convinced that the method not only needed an association but also a meeting place where the method could be taught, discussed, analysed, where meetings and conferences could be conducted, a place that could slowly become the heart of the society. Preparations were made, and thanks to the early pioneers we started the first training cycle in July 1994.

The pioneers were : Nimet Salem and Thomas Renz, who together did a lot of the groundwork and led one workshop together; Pat and Ron Kissick who started the first workshop; Martien Kooyman and Asa Löof; Peter Geerlings and Inger Johanson; Adelheid and Ingo Gerstenberg; and two weeks ago Gunvor Gustafsson and Ingemar Arn, who led the other workshops.

Thanks to their pioneering work, we

have already planned the training from September 1995 to June 1996.

The institute was started in a hurry and concentrated on building out the training programme while facing all of the beginners' problems. We can now focus on what the institute can mean to the association with respect to its three most important needs, mentioned earlier.

1. High standards for training and credentialling fellows and teaching fellows

1.1. Problems with following the criteria

Over the past years the teaching fellows did a lot of work during the international teaching fellow meetings rewriting the criteria for fellows and teaching fellows. We also developed a clear procedure to follow. From 1996 on these criteria and procedures will be published annually with the international membership list. The time that members could become fellows or even teaching fellows without meeting all the criteria is long past.

At present, there is one weak point in our criteria and in the follow-up of our members: our criteria state that every fellow attend a workshop every year for ongoing personal growth and training in the method. Teaching fellows are required to lead at least one workshop every year with another teaching fellow in order to enrich their work by working together with other colleagues.

I am convinced of the necessity and the value of these criteria not only for the therapists themselves but also for the method which can

only grow through the exchange of ideas between members.

At this conference I will propose to the board of directors certain criteria for the ICI include that a better follow-up by the board and the credential committee to these criteria met by all our members.

1.2. Potential ways the I.C.I. can solve those problems

Of course it is difficult to insist on the criteria if it is practically impossible for some of our members to meet them. Therefore we now have the I.C.I. where teaching fellows have already 5-day workshops with other colleagues. The same workshops were used by fellows or members in training to continue their training or to support their personal growth.

I will propose that the board considers asking members in training and fellows to do at least part of their training or of their ongoing training in the institute by participating in a 5-day workshop. We have already asked at each teaching fellows to participate in leading a workshop.

The board should look for ways to make this idea attractive instead of making rules.

For the fellows it is a bonus to have a place where they can do their personal work with :

- no clients or close colleagues in the group
- the opportunity to do personal work in a specialized group of trainees
- benefiting from the fact that those trainees have been trained by teaching fellows from the different chapters with a broad background in the different

nuances of the method

- the possibility to chose the teaching fellows with whom they want to work. Over the years each fellow can develop his own training by choosing every year, or every other year other teaching fellows to train with.
- the opportunity to organize everything yourself
- the opportunity to combine holidays with the training and even bring your family along.

For the teaching fellows it is even a wonderful opportunity because:

- you don't have to organize anything
- you can chose your partner and stipulate when you want to lead the workshop
- the group that you will train will have been trained by many other teaching fellows, you will contribute your own approach to the method in addition to the basics that are taught by everybody. You will have a group that reflects a lot of experience, different accents in the method.
- you will be putting your share in the melting pot and can take back to your country the result of this experience.
- your ticket and accommodation are paid for and you will receive a small fee for the training.

The trainees will find it a special and unique way of training, Nimet will describe more specifically on the advantages

and disadvantages of the training result to date.

So all you have to do now is to join our melting pot by calling or writing **Doris Agazzi-Störi** (practical coordinator ICI) at her fax/telephone + 41 21 887 88 89 in Switzerland. Ask her for information on participating in one of the workshops. The dates and names of the workshop leaders are listed in the leaflets.

2. Develop a positive publicity through conferences and international psychotherapy reviews

The method can only grow by involving a lot of new professionals in the training. Therefore the method must be known. Only then can we expect a lot of new people to sign up for the ICI, which will in turn give us the financial possibilities to run the centre. This could make the next step possible to invest in research and to write about the method. Then the circle will be closed!

I was talking about our marketing problem with Doris Agazzi-Störi, who volunteered to take over the secretariat of the ICI from the international office where Greet Coutuer was supporting the growing institute by running a long distance secretariat.

During our brainstorm on the internal and external publicity of the institute and the method we agreed that it was necessary to draw up a marketing plan that made promoting the method possible for all our members. During this conference

I will present the first draft of this plan to the board for further discussion.

3. For the first two points we need articles and research to get the method approved

3.1. Articles

Within the world of psychotherapy, we will have to highlight two main issues :

1. What is our method and in what way and for whom is it a better tool for growth and change ? To explain this we need to have articles our members have written about the method in general. The best of those articles can be translated and adapted to the country in which we want to use it for publicity. We will publish these articles in our newsletter and set up a system to encourage and support members in using these texts to promote the method in their country.

The best thing to do of course is to involve wellknown therapists in writing about NIP in their country.

2. Where and how can you learn about this method? How can you participate in the training in the private centres and/or the ICI ?

This information should be well developed and always available at important psychotherapy meetings on an international or a national level. Publication of this information in specialized magazines and also in the general press of your country is impor-

tant.

3.2. Research

Several people in ISNIP have tried to set up some registration and have developed plans for research. Most of there efforts ended because of lack of support from the members. Do we have to conclude that all our members are working so hard that they have no time to evaluate what we are doing ?

Because research is very time consuming, expensive and only effective in the long run, I believe it is not our priority at this moment, but I do hope that by building up our society we will also create future opportunities for studying the way we work and the results of our work in order to improve our method and to communicate this to others.

4. An international institute as an answer to the basic needs of the association

4.1. Meeting place

The institute will become the melting pot of the experience of trainers, trainees and members. This does not only create a great opportunity for the trainees to discover the richness of the nuances between the different teaching fellows but it also confronts the teaching fellows with a group that has been trained by a lot of other colleagues. This is not always an easy challenge but it will certainly be a rich experience for the trainers. For

I.S.N.I.P. it is a unique opportunity to enrich the method through a meltingpot of ideas, techniques and cultures represented by doctors, psychiatrists, psychologists, social workers and all kinds of professionals in human sciences. Most of them are trained in very different psychotherapy methods in addition to their N.I.P. training. This variety is present in both the trainers and in among trainees.

4.2. Meetings

Teaching fellow meetings used to be held at the centres of the European teaching fellows. This was very interesting and it provided us the opportunity to visit the different centres and to a taste of the environment created by our colleagues. Once the idea of starting an international institute grew, the teaching fellow meeting was held in La Soleillette (ICI) so that the future trainers would be able to evaluate it as a future training site. At that time Gérard was still building the place.

When the first training workshops began the idea was to connect the yearly teaching fellow meeting with the April workshop. When the teaching fellow meeting started the training workshop stopped and both groups had dinner together. To connect those two groups was an important next step in building a new bonded group with a connection to the institute. A first ICI

generation was born. During his life Dan Casriel served as the connection between the members and as he concentrated all the vital elements for the growing of the method in his own person. The I.C.I. could replace some of those functions which no longer can be incorporated in one person. The I.C.I. could become the tissue that connects all the cells of our living body and makes a well-integrated and bonded group.

4.3. International Office : the international office could have a permanent seat at the institute with : a library of books and articles, video- and audiotapes about the method information, the ISNIP secretariat, membership administration, bookkeeping, and the newsletter.

This paper is unfinished because the more people get involved in the work of the institute, the more good ideas comes up. Therefore I would like to look at the institute from another and

perhaps better point of view : The institute has an important and growing function within the organization. It represents the first common action taken by the society, and it can only continue the ongoing support and involvement of the teaching fellows.

(1) Corsini, R.J., "Handbook of innovative psychotherapies" Chapter 42: The new identity process, John Wiley & Sons, New-York

In Memory of **William Q. Wolfson**

We dedicate this issue of the ISNIP Newsletter to the celebration of the life of William Q. Wolfson, M.D. who died Sunday, November 19, 1995. He was 77 years old. Bill was a charter member of the Board of Directors. His involvement with ASNIP spanned the history of the organisation. He served continually on the ASNIP Board from 1978 until 1992, agreeing to another partial term during 1995. He was a Teaching Fellow of the International Society for the New Identity process.

Bill received an S.B. and M.A. in Psychology from Harvard. He received his M.D. from Middlesex University School of Medicine in 1943 and Wayne State University College of Medicine in 1957. He maintained medical licensure in Maine, New-York and Michigan. His credentials include board certification and society affiliation in Psychoanalysis, Pharmacology, Clinical Chemistry, Clinical Hypnosis, and Psychiatry. He was a Clinical Teaching Member of Transactional Analysis.

Bill was an exceptional man — open, loving and generous with his time and ideas. He continually provided stability and guidance to our Society. His vast knowledge of medicine allowed him to become a source of medical authority for many of our clinicians, who often turned to him for help. He always willing to share his wealth of knowledge with those who asked.

Bill enjoyed a long and loving marriage to Tracy, also beloved member of the Society, who passed away several year ago. They both hold a special place in the hearts of our membership. We celebrate their lives and remember them with profound respect and love.

Bill will be greatly missed. We believe he graduated life Summa Cum Laude!

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INTERNATIONAL CASRIEL INSTITUTE: ONE YEAR OF EXPERIENCE

By Nimet Salem

I would like to start by giving an historical overview of how the idea, then the creation of a training centre started.

Here are the main points :

- 1) Discussions among Teaching Fellows (TF): what we agreed from the start**
- 2) Our first questions**
- 3) Our need for coordination**
- 4) Decisions I made as clinical coordinator**
- 5) Practical and theoretical problems**
- 6) Feedback from trainees**
- 7) Feedback from TF**

At a teaching fellows meeting 3 years ago, we started talking about establishing an international training centre in Bogève, France, near Geneva. Many of us had a lot of doubts and questions about the idea.

A year later the question came back and most of us started taking the idea seriously. That day we started brainstorming. We knew that a proper training centre, as Johan said in his introduction, had to be created if we wanted Casriel's work to grow and expand. We also were aware of the need for a more standardized educational training. We had not yet elaborate on our ideas or thoughts about how centre would actually function.

1) Discussions among Teaching Fellows (TF): what we agreed what from the start

As far as I can remember the only things were more or less the following:

- a) a certain number of workshops would be hold over a two year training period.
- b) each workshop would be run by two Teaching Fellows (TF) from different countries with different backgrounds and experiences.
- c) under Johan's supervision a theoretical programme would be developed and each TF would than present part of it to the trainees.

2) Our first questions

Questions then began to arise from our TF group: to whom did we want to open that training programme? To people who already had Casriel experience or to those who had none whatsoever. To professionals? Would the training centre be used by those who had no opportunity for training in their own country's or would it serve as an international centre with a wider scope and purpose. Would it be meant for people from Europe and America? What would the costs be for both ISNIP and the participants? The TF's were at once receptive, reluctant and positive. We finally agreed to try it and we also agreed to work almost for free (the fees we would receive would not

in anyway cover the one week absence from our own practice!). Each workshop would last 5 days.

3) Our need for coordination

At that point in the discussion I started to have a lot of doubts.

Indeed I foresaw problems in terms of the follow-up of such a type of training.

I agreed that in this kind of setting we were completely lacking therapeutic follow-up: TF would come and go but what about the trainees? How could we provide continuity: to whom would the trainees turn for that? What about transference and supervision problems? In that kind of setting there would not be one TF who would know the trainees and their level of development.

It was not a question of coming in applying a method and then leaving. We needed to accompany our trainees in a more personal way, respecting their individually development.

What came out of that day was the need to have a "permanent teaching coordinator" who would know each trainee personally and serve as a link between the trainees, TF, the international office in Belgium as well the training centre. And this, needed to occur from one workshop to another. The second issue was the need to have a TF who would supervise trainees (do supervision work with their own clients, etc.).

Thomas Renz accepted that responsibility. One trainee already goes to him regularly. For the others, one afternoon of the workshop he went with me. We have a video for those who are interested.

Because of my geographical proximity (I live 40 minutes away from Bogève and la Soleillette) as well as perhaps my "critical" attitude it occurred to

some of my fellow friends that I could be that "teaching coordinator". Johan on one side, Inger and Ingo on the other, they managed to convince me "to at least try it".

I had some reluctance,... but I finally accepted and agreed to try it for a year.

I was on the boat: now I had to sail!

4) Decisions I made as clinical coordinator

Having no real instructions from my colleagues (only their blessings!) I decided to proceed as follows:

- A) Create a file for each trainee. That meant having the history and anamnesis for each participant.
- B) Make a summary that could easily be read by each TF coming to a workshop. I knew that most of them would arrive at the training centre without knowing the trainees and especially not knowing how advanced they were and what important material had come out in the previous workshop that needed to be continued or elaborated.
- C) Ask each TF after the workshop he was running to give me first an oral and if possibly a written feedback on each trainee so that I could prepare a summary for the next TF and update program file on each trainee.
- D) Conduct an initial interview with each new permanent trainee (a participant to committed the whole training cycle).
- E) Ask each permanent trainee for a written feedback on his own process in the workshop and his own impressions (we will see later that this became a surprisingly important part of the process for them).

F) Meet with each permanent trainee briefly as a group and if necessary one on one. This meeting grew to become an important time in the course of the workshop (the meeting took place on the Thursday night proceeding the last day of the workshop). It did help create a therapeutic continuity and answer questions from trainees (we will see in the general discussion how some were upset or astonished to find differences among the work of the different TF).

At first, the plan was for me to come to the international training centre at the beginning and end of each workshop talking to TF and trainees but because of practical difficulties, I now go up once during the workshop and spend 5-6 hours with TF and trainees.

Before I give you an idea of the practical experience and results we got that first year, I would like to thank Thomas Renz who came during summer '94 many times to Geneva to help me with setting up each file and reflect on the prognosis for each trainee. It was indeed a lot of work even though we started with only 8 trainees.

5) Practical and theoretical problems

Now that we have one year experience behind us I will talk about the problems we encountered that first year. Then I will try to explain how these problems have been or partially addressed. What actually secured was not always what we anticipated. This means we had to look at how we can adapt to existing realities. My purpose is not to give answers but to help us think about possible solutions.

We encountered both : practical and theoretical.

a) PRACTICAL PROBLEMS : coordination, communication, information

The international office was not - and will not be - able to absorb so much additional work.

Besides her own work Greet, Johan's secretary was working on a voluntary basis for ISNIP. This first year we wasted a lot of time and energy. It was never clear who was coming, who had paid, whether a workshop was cancelled or not, TF receiving the proper information, and missed communications. Gerard, the owner of La Soleillette, had a hard time trying to sort out what was what. Trainees got upset, finding the whole procedure "not serious". I must admit I almost gave up more than once.

In addition there was no coordination between Johan, his secretary, the TF, the trainees and myself.

Financial problems were also time consuming :

As far as trainees were concerned the rules were not set up clearly enough at the start. They were not compelled to pay for own training at the beginning of the year or on a regular basis. They just paid at the beginning of each workshop. So at the start some of them cancelled and did not pay. By not asking a real financial commitment from their part. We did not get a serious commitment from some of them. My suggestion at the time was that trainees pay half of their training

at the beginning of the year (special arrangements could always be made on an individual basis).

I also suggested limiting the number of missed workshops (no more than 2). These missed workshops would have to be made up by attending another workshop and after discussion with their responsible therapist.

Missed workshops had to be paid also. The trainee had to respect the setting and the TF that came for him some even from overseas.

As far as practical problems are concerned I think we are well on our way to solving them. At the last TF meeting in April 1995, it was suggested that Doris Agazzi-Störi (ex-Casriel participant with Dan and Claire Colliard) working current as a marketing planner be asked to take over great part of Greet's work. Living in Switzerland, she is going to be in charge of gathering information and diffuse them. She will come to the training centre, collect money from trainees and do the accounting. This is going to make our jobs much easier. She is helping Johan drawing up a marketing plan for ISNIP.

Other practical aspects : criteria for admission

Twice we were at risk of being manipulated (triangulation) by would-be participants in a training.

This is a serious issue for discussion. On this we need solidarity among TF. The problem is one of delegation of competence. If someone comes to a therapist, we have to know in advance who decides what.

We have to know from the start that the therapist who makes a decision is competent and that he has the support of the other TF. Someone responsible for training can do nothing if he does not know from the start that he has the support of his peers.

Without this, the client or trainee can play of one TF against another TF, and take advantage of power problems. In doing so, he also recreates old patterns from his past.

Opening the group to non-permanent trainees :

At the beginning we had a closed group which included only those in training. This provided a good atmosphere for participants started growing together as a group. Eventually TF brought with them some of their trainees or advanced people from their group. After adjusting to this change we were going along nicely.

But financially we were not breaking even and were sometimes losing money depending on the number of participants and travel expenses of the TF. It was suggested and agreed at the last TF meeting to open up the group to non-permanent trainees. They could be people coming with their therapists or those who were participating in a permanent group elsewhere and sent with the approval of their therapist. Or, they could be in training in another country and want to have a different, more "international experience". I do not enthusiastically support this decision, but money is a reality and we have to deal with it.

This is one way to do that.

- 1) One permanent group that goes through the entire training gets special attention such as supervision and didactical work. A file is prepared for each of them. They are part of that small group that meet's with me periodically. They can at any time get in touch with me for questions or specific problems.
- 2) A non-permanent group is made of people who come and go.

b) THEORETICAL PROBLEMS

This leads me now to the theoretical problems we encountered this year. This is the area in which we have not yet found solutions and we have to continue to look for them.

Differences in training and knowledge between permanent trainees :

The first important problem we still face is that we have 3 different types of trainees.

The first group (2 people): had a lot of professional (psychoanalysts, psychiatrists) background and little Casriel experiences. They had their own practice and had none or almost no Casriel experience, especially in bonding. Those 2 dropped out after the first workshop. We didn't get any feedback from that first group that might explain the real reason outside of the alledged lack of time and money or distance. A question to raise would be : were they satisfied with the combination of practical and theoretical ap-

proaches. My feeling is that their need for information could well be different than that of the other groups. Perhaps we have to focus our attention on that to better response the special needs of that group.

The solution I prefer but which, for many reasons, seems almost impossible to apply, would be for those people to participate not to be in the training programme but only in a peer group as patients. This way give them some emotional experience. Then they would attend a training programme (this point is open for discussion). Their understanding would then be based on experience and that experience could then be linked to their theoretical knowledge (which was also be more interesting for those of us promoting Casriel work throught them).

The second group had been exposed to the Casriel process but had poor or theoretical education (except for two trainees). They have been in therapy for many years and are therefore connected to emotions and feelings and know how to use bonding and attitude work as a method, even at a deep level.

The third group : had no experience whatsoever (Casriel analytical theoretical). This group or one person included is a psychologist but with no therapeutical experience. He is now starting analytical work at home to follow-up between Casriel workshops. The other, who left after 2 workshops, a social worker in a drug addict community. These people came for the first time either

because they had no possibility for training at home or because they could not be trained in their own center because their trainer would have been also their supervisor and therapist.

The people who dropped out did so after the first or second workshop. Because of the differences between the groups, frustration among participants appeared almost from the beginning. Professionals did not seem quite satisfied with the level of theory. At the same time people who had done a lot of Casriel work were frustrated at working with people who did not really know how to work with bonding. They complained that they talked too much or got bored during bonding.

They also felt that their partners in bonding could not help them enter more deeply in their own process.

One solution would be, I think, to have the more experienced Casriel trainees take charge of the newcomers ("sponsorship") and meet with TF who would explain them how to proceed just as they will have to do one day with new patients. Another problem is the competition and rivalry that started between those who had years of Casriel experience and those who had none and said they were going to be accepted as therapists in their community. Another source of conflict is psychiatrists starting to use bonding with their own clients when they obviously know very little about it.

I have no concrete proposal. It just confirms my fear : too many differences in training among

participants.

To continue on with 3 groups may require not an homogeneous type of training but one that is more personalized almost a training "à la carte". For myself I repeat my belief that a good training starts with good or individualized therapy. With our type of training there is confusion between training and therapy. It is difficult to be patient and student at the same time.

Closed groups and semi-closed groups

Initially we had a closed group one made up of people engaged in the whole training process. It is meant to last 2 years and include 8 workshops. After 2 years 2 TF sponsors will evaluate the training process and may suggest further training to their students. Those first 2 years are an absolute minimum. It is obvious that people who have no other previous experience other than those 8 workshops will have to undergo further training.

We originally wanted to include only people in training but, then mostly for financial reasons the group became semi-closed permanent that non-regular participants were allowed in the training programme for one or more workshops. Not only were more people needed for training to continue but some therapists who are used to big groups also questioned the efficiency of small groups.

Note : we experienced very effective teaching working with that small group with time and special attention given to each trainee or group member. From that experience we can conclude that it is possible to work well and

intensively with small groups. That does question the belief that the NIP dynamic works only with larger groups.

Times have changed from the seventies. We are heading towards more individual work with patients. It is not only the groups dynamic that is important but the individual as a part of a group. A new generation of Casriel therapists will have an analytical background and work less as group leaders and more as therapists. For these reasons there are no problems with small groups.

As soon as we started having a semi-closed group, a new dynamic started developing. We found ourselves with a "general group" and a stronger smaller nucleus of "permanent members". Those would meet with me at the training centre and talk about problems they encountered during that particular workshop. They talked about their individual work, what they liked or disliked. What they said, is that a feeling of steadiness existed through workshops because of the presence of a coordinator. The other therapists came and went. Sometimes the trainees did have not enough confidence to confront TF therapists giving a workshop whether because they did not know them, because of transference problems or because they did not always at first "trust them at gut level", sometimes just did not understand them.

My task was to help the trainees have the courage to confront the therapists, ask questions, talk about their transference... generally they did.

But they also knew that I would only report to Johan in writing what

they agreed to be communicated. They needed this for a feeling of trust to develop.

Now the permanent nucleus has its own identity, is well structured, well engaged in the process, and the feedback and comments of its members are very precious to us.

Adding too many new people would weaken the quality of the training.

6) Feedback from trainees

I'll talk now about some of the points made by the trainees.

- They still feel a lack of therapeutic "follow-up", what they call in French "un fil conducteur" (guiding theme).

- They also feel frustrated at not receiving feedback on work from TF.

This seems an important point for discussion. In fact they are right. They are not only in therapy but in a training programme, and they say they need didactical work. Most serious training programmes include this in the training process : TA, Freudian or Jungian analysis.

They were satisfied only with two workshops where, they said, the therapists always worked with training in mind. At each moment of the personal process the TF showed the trainee how a therapist handles certain situations and explained the emotional and psychological mechanism involved. The problem that it presents to us is, how to take into account the different levels of insight of each participant.

A newcomer will not be able to hear from a therapist the same feedback an advanced trainee would.

- The issue of how to teach without intruding in the trainees own process is a point open for discussion. I

know by experience that this can be difficult for the therapist and quite painful for a "trainee patient". The trainees appreciated the fact TF provided explanations, not based solely on theory but on theory applied to the particular case. They were explained all along the mechanism involved in their own process as the TF perceived it during that particular workshop.

- Often what they felt was really missing was bonding. Some TF wanted to bring something specific to their own work and therefore new to trainees. They did so, but without linking it with emotional work or bonding. Trainees felt frustrated and expressed this frustration at least once to my knowledge. When they did so they said they were heard.

Some trainees decided to bond among themselves to solve the problem, which was accepted by TF therapists. The lack of bonding did upset them a sense of insecurity grew and they wondered what Casriel's work was all about! It almost brought an identity crisis for one trainee. Luckily she is a therapist herself and we could discuss the problem together at length.

I told her that this was "school", and just as at school she had different teachers - theories - here she was exposed to different types of work. One day she would have to make a choice on her own way of working. So we had "a philosophical discussion" with the small group that evening.

It seems important that in a Casriel training workshop the bonding and attitude work remain the essential.

- A few said they did not want just a method applied to them but wanted a more subtle approach. Taking into consideration where they were at that point in time.

- The trainees are very sensitive to TF who had not read their files before or during the workshop. They said that sensing that fact they could not "trust" or "open up" - this happened twice. One person asked me if her file has been read. I suggested she ask the TF herself. The answer was no. At least she could express her feelings and be heard and accepted.

So it must be understood that when a TF comes to give a workshop a great part of the work is to prepare for it beforehand. This means not only preparing the theoretical part, but also taking the time to get acquainted with the people by reading their file. Preparation and evaluation are to essential TF training work

Let me read you some comments written by a trainee as a case in point:

The following are a few personal reflections on the year of training at Bogève. On the whole, I think that all the workshops provided us with positive inputs, and it was interesting to have an opportunity to get to know the different approaches used by the various therapists.

What struck me most was the use of bonding. Before starting the training I was convinced that bonding was the therapeutic process. Of course, I was also familiar with work on attitudes, but bonding was firmly at the top of my list. In working with the other therapists from the United States, Holland and Germany, I became aware that they did not focus solely on bonding, but used other approaches, some favouring work on chairs, others concentrating on attitudes and the "here and now", and yet others working with family reconstruction. And then I began to wonder : so just what is NIP? And how can all these different approaches be brought together within the same

NIP training?

I don't have the answers to these questions, but I do feel the training lacks the theoretical component. It was very good to learn different ways of working, but we did so only on the basis of practical experience, without the benefit of any real theory.

My own feeling is that the training should continue, but that more theory should accompany the emotional work, which, while fundamental, is not enough on its own.

While all of the new inputs we received are very interesting, I continued to feel that it is bonding which best enables us to go deep.

For some patients it may well be that bonding is not suitable, and this is why other approaches are used. But here again there is a lack of theory to justify the use of a given approach for a given case.

In conclusion, I can say that this year of training has been a very positive experience for me. The training should certainly continue, so that more and more people can have an opportunity to learn about NIP :

This is among the most complete feedback we got from trainees. This shows, that it is not only important for trainees to be exposed to different TF. It is also important for us to get trainees feedback on the different methods they have experienced. They are the main source of reflection for us on how to put together all those different approaches and get the best out of them.

It is essential for us to see that most TF have understood that the time and the contribution they are giving to the ISNIP Training Center is of the utmost importance.

As we know, this is still a young and vulnerable project.

Here, is a point for the general discussion which will follow this lecture. Some TF think it is enough to have trainees fill-out a standard questionnaire. Thomas and I do not agree. We are very adamant about the need for personal contact.

Almost all the important information that, we, therapists get is given during a first thorough interview. Specific questions that come from therapists intuition will be asked almost "by insight" and bring a huge amount of raw material that was not even conscious a few minutes ago in the patient's mind.

This was illustrated for Thomas and me at the training centre when we were giving an interview to a new trainee who was attending his first workshop. After one hour with us he was almost crying and, in amazement said "well! All my life I thought my problem came from my father and now I am starting to believe my mother is the problem...". Well mother is really the problem! But that hour also was a real working hour for him!

With good interviews we would be able to avoid serious problems that happened in other training groups, or in regular groups where no initial interview is required. Some examples could be discussed during the general

discussion that will follow.

Thomas and I do think we could not work in that training programme if those rules, that are basic in our practices, were not applied or accepted by our colleagues.

My belief is that Dan's time with big groups and no analytical background or follow-up is over. If we want serious work and if we want recognition and respect, this is one of the starting points.

7) Feedback from TF

Now in closing, here are the comments made to me by TF

- Some TF felt the need "for a better defined and elaborated programme"

- One TF suggested that more Casriel literature or complementary books be required reading for trainees. (we need more concrete information for discussion).

- Other TF said that the study committee in charge of training should start examining deeply and seriously training issue. They think that people who might be interested in our training (like professionals)

do not have a clear program who could interest them.

- Other TF said that the interview with coordinator is superfluous and will become impossible once we have many trainees. His solution is a standard form to be filled by future trainees. Another alternative to the interview is to ask each therapist responsible for a trainee to send in a thorough history on that trainee (of course with the trainee's knowledge and agreement).

- The last comment from a TF which is very interesting for us is that in each workshop, the transference problem has to be worked out for that reason the end of the workshop must be well prepared. Interestingly enough that same therapist, understood that transference from one TF to the next was going on when he was called by the name of the TF who had run the previous workshop.

There would be much more to say but time is for discussion. We have to find solutions and it is my belief we can find them.

If we do, I think that we will be proud to have faced challenges and resolved them. In doing so we will have contributed significantly to the blooming of ISNIP.

EDITORIAL

For the ISNIP Newsletter number 1 1996 all chapter information and articles can be send to the International Office before: Februar 15 th to: ISNIP - International Office

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**WORKSHOPS '96
AT THE INTERNATIONAL
CASRIEL INSTITUTE**

Dates

- | | |
|---|--|
| <input type="checkbox"/> 26 Febr. - 01 March 1996 | Magda Baukeland (B) & George Rynick (USA) |
| <input type="checkbox"/> 29 April - 03 May 1996 | Ron & Pat Kissick (USA)) |
| <input type="checkbox"/> 01 - 05 July 1996 | Janice Frank (USA) & Yetta E.-Modifica (USA) |
| <input type="checkbox"/> 16 - 20 September 1996 | Uwe Genkel (D) & Arlene Moore (D) |
| <input type="checkbox"/> 25 - 29 November 1996 | Nimet Salem (C I D) |

Cost price

- 1 workshop (5 days) all in : 810 CHF
8 workshops (5 days) all in : 1.620 CHF in **advance** and
610 CHF during each session

Location

International Casriel Institute
La Soleillette
Bogève, France

Language

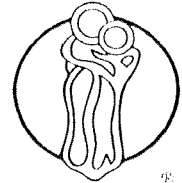
English

International Society for the New Identity Process (I.S.N.I.P)

Daniel H. Casriel, M.D.

International Casriel Institute

Training for Society Fellows in New Identity Process
(also called Casriel Therapy or Bonding Psychotherapy)



is a young organization in full development. Its most important objectives are:

- the qualification of the recognized N.I.P therapists and the quality of their therapy
- to work out the theoretical foundations of the New Identity Process and to organize research
- to spread the "new identity process" by publications, international congresses and workshops

Training for Society Fellows

Participants :

- reserved for professionals in Human Resources
- members in training in recognized ISNIP training programmes
- candidates from countries without ISNIP training sponsored by a ISNIP Teaching Fellow
- special authorization by the Institute Committee

Programme :

- personal experience in NIP for 250 hours in 8 workshops of five days
- theoretical background in NIP for 60 hours during those workshops
- contact with literature, audio and video material about the process

Certificate :

- Society Fellow, authorized to lead NIP groups

Trainers :

- Teaching Fellow and Fellows ISNIP

Background on the Method and the Society

The man who worked out and put into practice the ideas behind the bonding psychotherapy is **Daniel Casriel**, an American psychiatrist from New York. In 1953 Casriel started his career a psychoanalyst and worked exclusively with individual patients. Furthermore through his position as psychiatric consultant and later as psychiatrist of the court, he came in contact with the **drug addiction**. He was struck by the enormous misery on the one hand, and the very poor success of treatment by individual psychotherapy on the otherhand. In search of more effective methods of treatment Daniel Casriel visited **Synanon**, a community for treatment of alcohol and drug addicts at the West Coast in 1962. This visit was a turning point both in Casriel's vision on the treatment of the addicts and in his ideas on the complete applied psychiatry (Casriel 1963). In the following years he founded together with others a **therapeutic community** (TC) for drug addicts after the Synanon's model. Through trial and error Casriel developed his group process step by step based on an experimental project that combined certain confrontation techniques and talking, into a method that stresses the **expression of basic emotions** and **body contact**.

This "scream" oriented method creates release of **historical emotions** without the use of many words. It opens a person for new, healthy attitudes and integrates the therapeutic process in an atmosphere of acceptance and love.

After the clinical effectiveness of Casriel's group process became clear, he started investigating the theoretical basis of its success. The result was a practice-based theory on the emotional foundation of mental well-being, called by Casriel '**the New Identity Process**'.

Spread of the Bonding Psychotherapy ("New Identity Process")

In 1966, for the first time, Casriel wrote his process down and read it out at the annual meeting of the APA (American Psychiatry Association). In 1972 a more improved concept was published in his book "**A scream away from happiness.**".

In 1970 Casriel left "Daytop Village" to concentrate more on his private practice. The "Casriel Institute for Treatment, Training, Education & Research" in New York, founded by himself, was expanded. Next to the residential and ambulatory therapeutic programmes, the possibility to train for bonding psychotherapist was created. Next to his function as psychiatric director of the "**Casriel Institute**", Casriel travelled in 1970 for an average of 6 months a year through the United States of America and Europe in order to give workshops to train therapists. The **ASNIP** (American Society for the New Identity Process) was founded and centres based in different North American States started working on Casriel's ideas.

In 1975-1976 Casriel introduced his therapy in different **European** countries. European psychotherapists visited his centre in New York for training. The spread of the "new identity process" in Europe also got into stride. In Sweden a national society for "new identity process" was founded. Belgium, the Netherlands, Switzerland, Germany and Italy followed.

In the period 1980-1982 Casriel's health started to fail. Dan Casriel died of Amyotrophic Lateral Sclerosis. Because of his disease he was less able to perform his work adequately. He died on June 7th 1983 and in that same year **ISNIP** (the Daniel H. Casriel, M.D. International Society for the New Identity Process) was founded.