

## CHAPTER SEVEN

### CONCLUSION

In linear, modernist terms, this chapter serves as a conclusion to this dissertation. However, from a social constructionist, ecosystemic perspective, this chapter can be seen as a punctuation, which does not necessarily mean the end. This text is not complete, since new meaning is constructed each time it is read. This chapter may therefore be the beginning of a new line of thinking and meaning for the reader, and may spark further reading and/or conversation. Different meanings may be attached to the text by the same reader each time it is read.

At one stage I had become so stuck and felt so powerless in training that I decided that I had to choose another way of responding to the double bind in which I found myself. I had two choices: to leave the field, or to comment on my experience of training. I chose to comment, and this dissertation is part of that comment. This comment has allowed me to move through my own powerlessness towards a sense of liberation.

The meanings and findings presented in this paper were affected by my constructions of what conversations I had with people, what texts I read, what questions I asked in the interviews, and what themes I extracted from the transcribed text. The process of this study is my own, and reflects only one view: my vision and how I was touched in the training process.

As a social constructionist and ecosystemic researcher, I must acknowledge that my interaction with this text, over time and different ways of being, has impacted on how this text has been constructed. In addition, the meaning created by this reading is

informed by the wider societal discourses which inform my perceptions and the position I take in relation to others. These discourses are not rigid, but shift and change from moment to moment. As meaning in life is informed by discourses, so discourses are informed by the meaning constructed by myself and others.

This text is my story of other trainees' stories. Their stories include others' stories. So the complex nature of training is being put into words. In some ways this text limits the experience of training, as it can give only one view. In other ways this text can function to deepen and enrich this experience, as it holds a magnifying glass to the lives of trainees in training.

This paper explored the idea that trainees experience an inconsistency between the explicit and implicit levels of training contexts, and that this contributes to an experience of a double bind. This exploration is one road, and possibilities for other avenues of research have sprung from it. These avenues may facilitate new constructions of meaning around the concept of double bind and other ideas. These constructions may reveal whether double bind situations are experienced in all training institutions by trainees and trainers alike. A consideration of double bind experiences in training may have implications for the supervision of trainee therapists. What would happen if trainers and trainees co-deconstructed their double bind experience? How does our experience of a double bind in training impact on our therapeutic positioning and constructions of power relations as therapists? Are experiences of a double bind, and the feelings of powerlessness that come with them, necessary precursors of our growth and liberation as therapists and human beings?

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