

## From the Director

We have opened a new gate of clinical psychology training for graduate students and young scholars. Clinical psychology has been believed to be bound to the culture, which is hard to cross over. But it has also been insisted that a clinical psychologist is a Scientist-Practitioner. If we are happy to be so, we would be also happy to challenge this difficulty. Cultural problems are surely crucial for us to understand human behaviors and minds. There must be culturally bound psychodynamic psychologies but also a universal one.

Culture contains people's common and traditional emotions which are experienced in the regions where they live. It also binds people to its disciplines. Culture in such a way affects the minds and behavior of people. We are focusing our research and clinical studies on adolescents and young adults who carry the future of the world on their shoulders. They live in between the cultures of the adult and of the child, that is, in the culture of adolescent. Adolescents often become the "marginal man" who travels between both cultures, and further, beyond global cultures. It is easy to understand that they carry many unknown burdens from which we can extract psychodynamic meanings of human behaviors.

International studies and clinical training for psychotherapy have the potential to bring us tremendous fruit. We work and collaborate to study internationally the psychodynamics of human minds, behaviors, and cultures. Let us study and learn together.

*Hidefumi Kotani, Professor, Director of IASCP*



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## International Networking and Cross-Cultural Research in IASCP

IASCP, which was founded with the aim of global-quality research and practice in clinical psychology, especially psychotherapy, has made great efforts in exchanging knowledge with leading scholars and practitioners. Through the three sessions of the "International Congress of Counseling and Psychotherapy," which started in celebration of IASCP's foundation in June 2002, we have conducted dialogues with leading psychotherapists from around the world (forgive me for omitting their names because of the limited space). Since 2003, IASCP, on governmental sponsorship, has been engaged in a research project: "Creating Safe Space in Individuals and Groups." In 2004, an Experimental Group Workshop was run in Tokyo in collaboration with those scholars, and in 2005, another workshop, "Safe Space beyond Culture" was held in Taipei. This endeavor will be continued in Hawaii. In the meantime, a number of overseas study tours have been conducted. IASCP has launched an annual publication, the International Journal of Counseling and Psychotherapy as a forum of global discussion from Asia, where the most up-to-date issues from the world are included, as well as a part of our research outcomes as well.

Furthermore, on another governmental grant since 2005, IASCP has been involved in "International Networking for Education in Clinical Psychology." Our cross-cultural research through experimental groups have focused on multicultural matrices observed in the psychotherapeutic group settings. We sometimes conduct combined programs of small groups of each culture and a large group including different cultures (for more information, please see IASCP Newsletter Vol.2). The quality of culture as group matrix and the significance of safe space beyond culture – this is what we at IASCP are and will be pursuing and what we believe as needed most in the current world.

*Kaoru Nishimura, Associate Professor of IASCP, Department Head of  
Clinical Psychology, Graduate School. knishimura@icu.ac.jp*



House of L. A.

## 1st International Training Workshop for Psychotherapy (ITWP) “Basics of Psychodynamic Understanding” in Honolulu, Hawaii

On 11th-12th March 2006, ICU IASCP held the 1st International Training Workshop for Psychotherapy (ITWP) entitled “Basics of Psychodynamic Understanding” in Honolulu, Hawaii. The purpose of this workshop was to discuss how to refine new approaches in psychotherapy that will create safe space in human minds in our modern highly technological and rapidly changing world. Leading clinicians from the U.S.A., Taiwan R.O.C., and Japan gathered as trainers. Hidefumi Kotani, Morton Kissen, Judith Davis, and Seth Aronson joined as core faculties. The program was constructed based on systems theory, including both Self Experience for Self-Understanding (1st day) and Learning from Case Studies through Systems Discussion (2nd day). In addition, Self Experience consisted of a large group experience and small group experiences, and Case Studies consisted of a whole group discussion and small group discussions. Participants were expected to accumulate knowledge of the basics of psychodynamic understanding not only intellectually but also physically through boundary crossing experiences. About 50 participants gathered from the three countries.

In this volume, we feature comments from some of the participants. It is interesting that, as intended, participants learned much through not only each program, but also through the combination of the programs. Also note that this project was sponsored by the Initiatives for Attractive Education in Graduate Schools Grant of the Japanese Ministry of Education and Science.

*Ichiro Kawasaki, Resarch Assistant of IASCP, 4th year at IASCP*



### Learning from Group Training

This Spring in Hawaii, I had an important group experience. In my group, the leader was Dr. Morton Kissen and my role was co-leader. It was nice for me to have group sessions with Dr. Morton Kissen, but I think I didn't do well. Honestly, it was a little bit hard experience for me. When the session began, one group member started to talk to me like I was her mother because I always kept on asking Dr. Kissen for his opinion. I was very surprised because the group had just started. In the first session, whenever I talked, she said something to me. At that time I said to her that I had asked questions to another member not to her. She became silent. But after the second session, she started to talk again and I became sad again. My expression was dark and I continued to feel anger and sadness during the session. Male members started to talk how to collaborate among members who came from different cultures; however, I was not interested in that topic. When the session ended, one Taiwanese female mentioned to me that my expression was dark and I seemed sad. So I said that I was not the member's mother and I wasn't being dependant on Dr. Kissen. And that female member said that I contained the group. But I couldn't believe what she said. The session was over.

Through that experience, now I can recognize my anger clearly. I got angry because I was told that I was being dependent on Dr. Kissen, and I wished to do well as co-leader but my fantasy was broken. There was countertransference at that time and I couldn't control my anger during the session. Furthermore I felt angry for Dr. Kissen because he didn't help me even though I asked him to help me verbally. I am not sure why I couldn't ask him to help me during the sessions, but now I think it was what I was. In conclusion my anger prevented me from taking part in the group experience of “here and now”. It was a short experience for me, but it was hard. But I can accept my feeling now because time has passed and I can see myself now. Thank you for giving me a good chance and I am really grateful to all the members and Organizer, Prof. Kotani.

*Shiori Usami RN, CNS, PhD, School of Health Sciences, Kumamoto University*



### Learning from Group Experience in ITWP

In the group experience, I learned that there are sources inside oneself that could be used as a clinician, and the training to be able to use those sources is what is important, especially for myself as a therapist. In my case, I had always thought of my vulnerability as a weak point, but I was able to realize that it could also become my strength as a therapist, first, by recognizing this vulnerability as one of my sources, and second, by transforming my vulnerability to sensitivity towards my own feelings and others. Through the group experience I experienced that the emotions that just welled up inside me could be separated and by doing so, I do not have to be so overwhelmed by my emotions and be so vulnerable. I was able to differentiate the emotions that filled up with feelings of what others felt from the surge of emotions within myself from my own history that were stimulated by others in the group. Being able to put into words what I feel at the moment can help to make this differentiation and therefore I do not have to be overwhelmed. Thus I was able to understand that recognizing and using one's sources become possible by approaching it actively. Whether I use the sensitivity as a source or just be vulnerable is my choice. In the course of my future training, I wish to explore my sources, brush them up and to be able to access them proactively.

*Maya Nakamura, Counselor, 3rd year at IASCP*

## Case Studies Report

“Learning from Case Studies through Systems Discussion” was held to enhance participants’ understandings of the psychodynamics and developmental tasks in cases. It consisted of two case seminars. In case seminar I, Tomoko James presented a female adolescent case and co-chairs were Judith Davis and Seth Aronson. Seth Aronson lectured on the developmental tasks of adolescents as an introduction. Kazunori Hashimoto also presented a case of male adolescent and Morton Kissen and Hidefumi Kotani led case seminar II as co-chairs. In each session, participants joined small group which was supervised by faculty members to discuss about the cases. Then, they took part in a whole group discussion to integrate and develop the understandings about the adolescent cases.

*Kaori Murata, Counselor, 4th year at IASCP*

### Learning From Case Studies

Several months have already passed since I participated in the first International Training Workshop for Psychotherapy. Various vivid memories have faded, but I keep thinking a few things that I have got from this workshop while taking clinical practice. I would like to write a few thoughts that I have now.

First, I learned that it is important to understand the predecessors’ findings based on the psychodynamic point of view. I was surprised that many participants observed the cases sharply. Especially, references to the intra-psychic field made me excited. Catching the cases from intra-psychic structural viewpoint, I could think and associate more freely. Second, I learned that “I” could participate in case studies more freely and energetically. I think that the structure of the workshop influenced me strongly. The structure which affected me consisted of self-experience on the 1<sup>st</sup> day and the case studies with small and large group discussion. Owing to that structure, my association was more stimulated by cases presented, and I could express my own understandings. I also realised that I felt myself very weak, wishing to avoid the anxiety and worried by relationships to others. I learned that I could do nothing but start my clinical practice from this point.

After writing above, I noticed that my first point and second one contradicts each other superficially. However, clinical thinkings always include illogical and paradoxical aspects, I think. I would like to keep on thinking from now on.

Finally, I want to say thank you to all of the participants.

*Kazunori Nohara,  
Doctoral Course Student, Konan University*

### What I Have Learned through the Case Studies

The Case Seminar in ITWP2006 was quite an enjoyable experience to me, especially the Small Group Discussions, having been able to talk and discuss in a frank atmosphere. While listening to the case summary, I tried to picture the visual image from the information. Discussions in the Small Group, however, taught me that there is so much more that can be done in order to listen actively; recall your own experience and relate to or compare with the case, have questions when you felt unfamiliar, and be aware of your experience right at the moment you hear the information. As we discussed, I felt myself become more open to my own actual experiences, which helped me imagine what kind of person the client is, and that we are talking about a real living human. And also, the interactions with Professor Hage and the participants, with share the same purpose but with whom I have seldom talked with before, to understand the basics of psychodynamics as clinical psychologists, was very incentivising, exciting, and enjoyable. Such experience-near images and understandings gained from the Small Group Discussion became a bridge to the theoretical understanding of the case, through more academic discussion in the Large Group.



*Toshimi Tamai, 2nd  
year  
in Masters Course  
at IASCP*

## Study Tour Report : University of Hawaii Department of Psychology

On March 13, I visited the University of Hawaii’s department of psychology. There were two lectures. One was “bridging the gap between research and practice: The role of the psychologist in public mental health” by professor Deborah Altschul. The other was “Bridging Science and Children’s Mental Health Services in Hawaii” by professor Charles Mueller. At the University of Hawaii, many programs are conducted outside the university. Researchers construct community mental health programs. Those programs are updated through actual intervention and the assessment of the programs. The University of Hawaii provides those programs by making contracts with schools. As an example, the program for children in elementary school was introduced. The program is mainly conducted by psychologists, and if needed, they work in partnership with other agencies. Psychologists intervene with children from a preventive point of view. Before the problem gets serious, psychologists must deal with it. Therefore, it is important to build a good relationship with school officials.

In a sense, these points for mental health programs to function well are the same for the school setting in Japan. Thus, learning the programs for mental health services was a very beneficial experience for me.

*Eiji Saito, 2nd year in Masters Course at IASCP*





## Report on American Group Psychotherapy Association (AGPA) Annual Meeting

Some of the IASCP members participated in the American Group Psychotherapy Association's (AGPA) 63<sup>rd</sup> Annual Meeting in San Francisco, Feb.20-25. Here are reports from the meeting.

### A report from the Institute Program of AGPA

The workshop I participated in was "Group Psychotherapy for Adolescents: Creating a Group Culture" conducted by Dr. Connie Concannon and Dr. John Rochios. In the workshop, each member set up an individual goal for a group session and was committed to a role play in a group therapy setting as a member, taking a role of his own adolescent self. After that, members went back to their professional selves and discussed the process of the session.

What I strongly feel every time I go to AGPA is its members' high motivations, and I feel really great from it. In addition to their strong interests toward United States' serious issues including adolescents' crime, acting out, and a lot of trauma, participants are also interested in anything new to their own experiences and discoveries, which they are willing to verbalize and share. They enjoy their experiencing and cooperate to make up a meaningful group. I keenly feel that people of the United States always value being "adolescent", and also feel like freshening up my "adolescence" in participating AGPA.

*Tomoko James, Ph. D, IASCP Assistant*



### AGPA Report

I attended the workshop titled "The Impact of Self Psychology on Group Development". The instructor was Dr. Walter Stone who was a Professor of Psychiatry, specializing in Group Psychotherapy and Past President of the American Group Psychotherapy Association. The group consisted of 2 parts. One was experimental group, and the other was feedback group. There were 5 experimental groups and every after session, we wrote our feeling process on the paper, and after that, there were feedback sessions in which we discussed what happened in the group.

My interest was how self-psychological interventions created a safe space in the groups. The leader used the members as a self object, which was helpful to widen our inner worlds. Also the leader intervened to divide our feeling into explaining. The interventions created a dynamic process; however, I questioned why the leader did not treat our emotions directly in the group. What I experienced was that my emotion was flowing out and faded out. All in all, I could not understand the self-psychological view of anger, aggression, and assertion. I noticed that the leader's interpretative stance was not treating emotions but "understanding" and "explaining" them. I felt the stance was different from ours.

Sometimes in treating adolescents, it is difficult for the therapist to manage their emotions because of their developmental issues. I think the difference in stance comes from the subject clients.

*Yuki Nakamura, IASCP Assistant*

## Information

### 1st International Conference of Psychotherapy Education and Training

—Towards Validation of Training Standards for Psychotherapy Issues of Epistemology and Pedagogy—

**Date:** November 3-5, 2006

**Place:** International House of Japan (5-11-16, Roppongi Minato-ku, Tokyo, Japan)

**Participants:** 80 participants

**Fee:** Free (\* Payment for air fare, hotel, and food is needed)

**Organizer:** Norihiko Suzuki (President, International Christian University)

**Program Co-Directors:** Hidefumi Kotani (International Christian University)

Morton Kissen (Adelphi University)

Felix de Mendelssohn (Sigmund Freud University)

#### Supporting Organizations:

Gordon F. Derner Institute of Advanced Psychological Studies, Adelphi University (New York)

Sigmund Freud University (Vienna)

World Council for Psychotherapy

The Association of Japanese Clinical Psychology

Japanese Certification Board for Clinical Psychologists

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*Come and join us!*

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