



From the Director

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Adolescents and young people should be a hope for future of the world. It is not creative world where young people are depressed and not interested in their future. We see many of such young people and hopeless regions of the world full of catastrophe. On the other hand what is the essential task for clinical psychologists and psychotherapists? We, psychological professionals, do research on how people break down and recover from it and explore treatment methods and techniques. But is it the essential of our work ?

As I repeatedly speaking, we are focusing our studies and practice on adolescent creativity. It is related to our university mission, that is, to contribute to creative and peaceful world.

Through studies and clinical practices for adolescents, we see many difficulties as well as big hope in the future of the adolescents. We see current adolescents and young adults losing their culture that is good enough, which cultivates their ego functions and identity being able to work enough at the difficult situation. Experiences in treating those difficult adolescents and their parents has made us learn how important cultural support for them is and also how they can be enthusiastic creators to produce new culture.

We are pleased and ready to share our ideas and techniques to develop new cultures for individuals, groups, organizations and community in difficult situation. We believe this kind of small steps at our professional position and each earnest endeavor to create mutually supportive culture will lead us to global peace of living-together.

Hidefumi Kotani, Professor, Director of IASCP



Training Aim and Summary in IASCP

Aims of training; Students in master course aim to acquire basic ability for the theragnosis (Back, 1957) diagnosis through interviews and theragnosis (Back) to in which diagnosis through the interviews and the therapeutic intervention are systematically related each other. Also they have a training task of pursuing psychological mindedness and clinical attitude through two years.

In our universityinstitute, all practices are carried out in an attached psychological clinic. The administration of the clinic is based on the psychoanalytic systems theory (Kotani, 1993). Therefore, trainees also aim to acquire therapeutic usefulness of three dimensional –individual, group and society– psychodynamic analysis, as a member of treatment team in the broad sense. Also, they will keep touching the whole process of treatment –the telephone reception, client's attendance, the intake, the trial interviews, the contracted interviews, and the termination of the therapy–.

The first year students take the regular specialized courses authorized by Japanese Certification Board for Clinical Psychologist and as clinical practices, they attend 1) the self-experience in the form of small group (30 hours), 2) role play practices to acquire the telephone reception skill and the application skill of the first half of the intake interview in the attached clinic (40 hours), 3) plenary conferences and case studies accompanying to the cases' main therapists (100 hours), 4) the group supervision for the junior faculty (80 hours), 5) assistance of the psycho-educational workshop in half-day community clinical service held once a month in the clinic (30 hours). As for the second year students, they 6) attend role play practices to acquire the application skill of the first half of the intake interview, and the trial interview (80 hours), 7) take charge of a case in the attached clinic, write a report on assessment, treatment plan, treatment result, get direction for the report, and submit the report every few interviews, 8) take supervision of the case by the faculty (twice 2 hours a week), 9) attend practices in two treatment facilities outside the university once a week, half a year at each facility, and approximately 10 days' lodging practice in another facility during the summer vacation. Practice facilities are the psychiatric department in hospitals attached to a university medical department, public and private mental hospitals, the facilities of short-term care for emotionally disturbed children, and the psychiatric clinic. Also, they attend 3), 4), 5) with the first year students. In addition, they work on their master's theses.

After graduating the master's course, some of them continue training as a clinic staff as well as being employed as a clinician outside the university, while others proceed to the doctoral's course. Students in the doctoral's course 1) take more charges of more difficult cases and be supervised by the faculty to improve their skill in individual and group psychotherapy, 2) assist the faculty in the practices for the master students, have opportune supervision, 3) participate as a lecturer or a trainer in clinical projects several of which always in progress, and have supervisions for the directing skill by the faculty, 4) work on their doctor's doctoral dissertation.

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World Survey for Psychotherapy Training

We have received a grant, named "Initiative for Attractive Education in Graduate Schools", for the Japanese Ministry of Education and Science 2005-2006, the only one among 135 graduate schools of clinical psychology. We are reconstructing Psychotherapy Training at our graduate school to present a model course for modern psychotherapy education. What should we teach and how should we train students of psychotherapy in graduate school MA and PhD programs? Why don't we exchange our training experiences and explore effective and appropriate programs?

We will share the results of this survey at our Discussion List "Advisory Board of International Network for Clinical and Research Education of Psychotherapy" and discuss further at the 1st International Conference of Psychotherapy Education and Training for November 3 - 5, 2006. We would appreciate it very much, if you would join us and work together.

*Hidefumi Kotani: Professor, Graduate School, Division of Education Director,
Institute for Advanced Studies of Clinical Psychology International Christian University, Tokyo*

Questionnaire for Psychotherapy Training Survey

Name _____
Country _____
Affiliation _____

Your own training received
Years: _____ Institution: _____
The Name of the Training Program: _____

Your Trainer Experience
Years: _____ Institution: _____
The Name of the Training Program: _____

I. What is psychotherapy? Please simply define it.

II. Goal of the Training

1. MA program of psychotherapy for two years
Current goal you practice:

Ideal goal you recommend:

2. PhD program of psychotherapy for ____ years.
Current goal you practice:

Ideal goal you recommend:

III. Major theoretical models you believe you should teach

1. MA program

2. PhD program

IV. What and how do you train students? Please check and add if you think it needed.

1. Theoretical Training

- + Major theoretical models of psychotherapy
- + Techniques
- + Personality, Pathology and Adaptive Theories
- + Assessment, Diagnosis
- + Legal, Liaison
- + Ethics
- +
- +

2. Practical Training

- + Supervision
- + Interview techniques
- + Testing techniques
- + Crisis intervention
- + Case Studies
- +

3. Self Experience

- + Psychotherapy experiences
- + Group experiences
- +

4. Other Trainings

- +
- +

V. Specific Training methods.

VI. Do you use the team-approach for training programs?

NO: The reason is...

YES: Could you describe your team-approach method?

What effects do you expect by those methods?

How do you evaluate your team approach now?

Current Issues on Research Program

Identity Group with Adolescents and Adults in 2006

An important task for IASCP is to understand and support adolescents. "Can't we develop a psycho-educational program to cultivate identity of adolescents by using group psychotherapy techniques?" was the initial question. Since the first "Identity Group with Adolescents" in 2001, we have been conducting this program and have accumulated data through various researches. Last year, we received a two-year grant from Mazda Foundation and have been engaging in further research, making a manual for standard techniques, and training practitioners.

The uniqueness of this program lies in such points as focus on drive, intensive retreat setting, and combination with research. Most important is that multidimensional structures are systematically set to handle acting-out behaviors and strengthen ego functions through experiences of boundary-opening (verbalization) and boundary-closing (self-feedback). Because it provides with many safe spaces, it is very helpful especially for anger expression.

On July 22-24, we conducted three small groups for adolescents and one group for adults, with four plenary sessions for the twenty participants in total. Twenty staff members (group leaders, research staff, and community staff) worked with them.

I was impressed by several members who had inhibited their anger gradually came to express honest feelings through confrontation of anger, some adults who were struggling to face adolescents' love and anger, and young staff members who worked very hard.

I believe developing this program that activated participants and instilled hope into them will be greatly significant.

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For Rebirth of Educational Dialogue in Teachers at Hiroshima University

From August 1, 2006 to 3rd, our institute IASCP held a workshop titled "For Rebirth of Educational Dialogue in Teachers" for incumbent teachers at Hiroshima University, Japan. Our institute has been accumulating researches on "Psychological Safe Space". In our study, "Creating Safe Spaces in the Schools" is an important theme, and we have been holding workshops for teachers since 2004. This workshop was also a part of the program. Its purpose was to improve ability of teachers to have educational dialogue with their students.

Students in crises would say, for example, "I wanna die", "I hate you", and so on. We, as teachers, should open up dialogue with them from such statements. How can we accept students? What can we tell them? How can we end dialogue educationally? These questions must be answered and executed so as to create safe space within students. Students can internalize safe space only after teachers can create safe space with students interpersonally. Our institute has been accumulating theory and training methods for educational dialogue (Kotani, 2000; Nishikawa, 2005).

24 teachers of elementary school, junior high school, and high school participated in this workshop. In the workshop, members clarified their own difficulties, which they aimed to overcome through repeated role play. As a result of the workshop, following points can be said.

- (A) Members deepened their images of ground of dialogue with students.
- (B) Members came to respect subjectivity of students. They minimized rushing into problem solving.
- (C) Members learned not to avoid but to receive affects of students.

Those are just a brief summary of the outcomes of our workshop. As for details, I will discuss them in another article.

We are planning to hold workshops for teachers this October and next March. Please see a website of our institute for further information.

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Report on International Association of Dynamic Psychotherapy (IADP) Annual Meeting

The 12th Annual Congress of International Association of Dynamic Psychotherapy (IADP) was held in this May at the University of Tokyo. The theme of the congress was "Identity and Adolescent Psychotherapy" and there were several programs related to this theme during the 3 days including the post-congress workshop. Though I was the chief of the secretariat, I enjoyed this congress very much as a member as well. I will look back on two programs of the congress briefly, a case workshop, and the special workshop by Prof. Kotani and Dr. Harold Stern.

In a case workshop, I presented a case of adolescent woman at a student counseling center of a university, where I work as a part-time staff. I put the discussion point on how the therapist-client relationship of the therapy contributed to the stalemate and progress of the therapy process. Through the discussion, my understandings of transference-countertransference that I hadn't fully understood before was deepened/enhanced, and I found it very interesting that how transference-countertransference played an important part of psychodynamic psychotherapy. The workshop carried out not as a one way presentation of the case, but by active interaction with the participation of each participant as a therapist.

Special workshop "Demonstrating Group Psychotherapy for

Modern Adolescents —2 approaches" was co-conducted by Dr. Harold Stern and Prof. Hidefumi Kotani, with each of them demonstrating a group from each of their theoretical backgrounds. Dr. Stern led the group from his modern analytic ground, mainly focusing on the joining technique, and Prof. Kotani, from his psychodynamics group psychotherapy ground, mainly focusing on the mosaic matrix assay which he had formulated. Being able to see the live groups by two seasoned group psychotherapists in different approaches, I was very excited and learned from this great opportunity.

The IADP is a conference, although, is small in size, one of the important features, is that the participants range from graduate students to experienced clinicians where we can see each others faces. There, not just intellectual discussions are held, but there is an atmosphere where each clinicians, regardless of the broadness of experience, use each of their experiences and learn from each other. The next conference is scheduled in Hawaii, and I am looking forward to it from now, for it will be the first time for the IADP annual congress to be hosted abroad.

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Information

International Conference

International Christian University The Graduate School Division of Education
Initiatives for Attractive Education in Graduate Schools

"1st International Conference of Psychotherapy Educational 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

For more Information: <http://subsite.icu.ac.jp/initiative/index.html>

Coming Soon!
3-5 November

Workshop in Hawaii 2007 Calendar

**March
2007**

19

A Project Sponsored by the "Initiatives for Attractive Education in Graduate Schools"
2nd International Training Workshop for Psychotherapy (ITWP)

Response-Constructing- Training in Case Seminar

Date: Mar.19,2007

Place: Hawaii, Honolulu

Organizer: Hidefumi Kotani

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International Association of Dynamic Psychotherapy (IADP) 13th Annual Conference

"Safe Space and Psychodynamics in the Individual and the Group"

21

Date and Place: Mar.20-21,2007;Hawaii, Honolulu

Conference President: Hidefumi Kotani

22

Guest Faculties: Sabar Rustomjee, Felix de Mendelssohn, Robi Friedman, Morton Kissen, Agnes Wu, Ta-jen Chang, Seth Aronson, Judith Davis Kissen

23

21 Century Center of Excellence Project for Safe Space in Human Minds (COE)

24

International Workshop of Safe Space in Living with Others **"Who and What am I in this World?"**

Date and Place: Mar 23-26,2007 in United Hawaii College, Hilo, Hawaii

25

Organizer: Hidefumi Kotani, Professor, Graduate school Division of Education, Director of ICU IASCP

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

Language: English or Japanese (with Interpreter)

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Therapists: Felix de Mendelssohn (Austria), Robi Friedman (Israel), Seth Aronson (U.S.A.), Sabar Rustomjee (Australia), Ta-jen Chang (Taiwan), Agnes Wu (Taiwan)

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Additional information will be announced at this website

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