

From the Director

Invitation

I welcome you to our Institute called a House of Love and Anger. You will see a new space for your anger, a new space for your love, and new people who searches for truth in his/her own world. Here is my poem where I work as a psychotherapist. This is your place whenever you gather and see new truth for human beings.

Psychodynamic way of being
 When you feel bad, you are happy.
 'cause you still have a lot of space you feel good.
 When you feel good, you are a little bit sad.
 'cause you are apt to forget when you feel bad.
 If you lose feeling bad, you lose exhilarating space.
 When you feel safely an empty space in your mind,
 you would enjoy bad and good in a quite exhilarated manner.

Hidefumi Kotani, Professor, Director of IASCP

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Video Conferencing Symposium —Japan in Analysis—

Video Conferencing Symposium was held on the theme of "Japan in Analysis" on April 2nd and 4th this year. This symposium was held as a part of the programs of 'Initiatives for "Attractive Education in Graduate Schools"' adopted by Japanese Ministry of Education, Culture, Sports, Science and Technology. There attended Professor Hidefumi Kotani, Director of ICU Institute for Advanced Studies of Clinical Psychology (IASCP) as Organizer, and Professor Ian Parker (Manchester Metropolitan University) as Co-Organizer, whose book titled "Japan in Analysis" is in preparation to be published. Four psychotherapists who have been involved in IASCP were invited as panelists, and three discussants, Professor Erica Burman (Manchester Metropolitan University), Professor Noriaki Tomabechei (ICU) and Dr. Tomoko James (IASCP) were joined. We had intense and heated discussions. Each of the panelists presented unique and stimulating presentations: Senior Associate Professor Kaoru Nishimura (IASCP) on school counseling based upon Psychoanalytic Systems Theory, Associate Professor Masahiro Nishikawa (IASCP) on a dynamism of safe space making in psychotherapy for an adult woman, Mr. Masamichi Adachi (IASCP) on the question of the variety of the first person in Japanese from the ground of Jungian analyst, and Mr. Kazunori Hashimoto (University of Tokyo) on psychoanalytic psychotherapy for difficult youths in Japan. In addition, Dr. Jean Lau Chin (Adelphi University) and Dr. Morton Kissen (Adelphi University), who have had received the recording of the symposium of April 2nd in advance, participated in the symposium of April 4th, and a real-time discussion was facilitated between Adelphi University in the U.S.A. and ICU in Japan through a video conferencing system. Although I cannot write the content sufficiently, owing to limited space, I would like to note here that I was deeply impressed by the issues whether psychoanalysis could survive, whether we could generate the meaning and possibility of psychoanalysis for ourselves who live in the present days. I wish I could pass a glimpse of the heated discussion with this short report and hope you to look forward to reading it on upcoming Journal of Counseling and Psychotherapy. If we continue such an action as this symposium, I feel confidence in the potential of psychoanalysis which has a 100-years history. I believe we could make a path to the future of psychoanalysis despite the current difficult situation which surrounds the psychoanalysis and the clinical psychology.

Yoshiya Ishikawa, Doctoral Course Student, 7th year in IASCP



Reports on Adolescent Creativity Project -Identity Group 2007-

IASCP has been accumulating researches on creativity of adolescents through “Adolescent Identity Group” for 7 years. This year, we held the 7th Identity Group on 18 to 20, August 2007 in Hachioji, Tokyo. The program was consisted of 5 large group sessions and 8 small group sessions. 15 members, including both adults and adolescents participated, and they searched and deepen their identity by verbally expressing their self. Below are some of the reflections on the program. (Editors)

On Adolescent Creativity Project

Recently, the problem of adolescents that suddenly “kireru”, or “snap” in rage though having been “good children” until then, has gathered widespread attention. On one hand, we might say that it is a natural phenomenon considering the turbulent, oscillating characteristics of adolescence. However, we cannot settle the problems such as murder or the self-destruction as a problem of merely personality development. Had they really not happened to “kire” before at all? One way to see it is that, the fluctuations are contained by the dynamics that maintain an “oscillating equilibrium” (Murakami, 2007) at the intrapsychic level, and are not visible at the macroscopic level. In other words, there may be large oscillations at the intrapsychic level, causing small “kire” episodes.

In modern times, it seems that more adolescents lack in psychological mindedness and have a recurrent pattern of extreme repression or denial of aggression. This characteristic is seen in not just clinical cases, but also increasingly in non-clinical subjects. Therefore, it is necessary to consider the problem of the regulatory functions of the personality system in dealing with emotions

The purpose of the project is to strengthen the ego function through their free association and to accelerate the expression of aggression and libido in the group experience. We have had short term psycho-educational group once a year for 7 years. 6th and 7th workshops were held by the subsidy from the Mazda foundation. On August 18-20, the 7th workshop was held in Tokyo, Hachioji. 30 people (including therapists and researchers) gathered and stayed together for 3 days. During the program, Main therapist and Co-therapist activate the Oedipal stimulus, and the member tried to express love and anger.

We had learned a lot from this workshop as always. In the group, although one member always has some feelings, he did not express his emotion. As the therapist told him how he looked like, he replied with anger that the therapist should not indicate such a subjective experience. After he shouted the therapist asked his feedback, and then he realized he had not been angry for a long time. He became interested in why he had stopped feeling this emotion. What I learned was the importance of expressing aggression, which expanded his ego function. And this was the most impressive thing of this workshop.

Through the struggle with their own drives in their mind, the adolescents begin to find their own identity.

*Yuki Nakamura, Assistant of IASCP
Researcher and Therapist of Identity Group 2007*



Regarding Participation in The Identity Group 2007

Although I participated this Identity Group as my training, I did not know what to do in the group at the beginning.

As time passed, I began to realize that I had to explore “myself” thoroughly, but this work was not easy at all for me. Although I often think about “myself” on a daily basis, I came to realize that it was difficult for me to talk about myself. For these days, I struggled whether or not wanting to express myself. I felt if I expressed myself, I would collapse but at the same time I felt it would be fine even if I expressed myself. I wanted to express myself but on the other hand I did not want to do that. Although I do not know whether or not I found some part of “myself”, at least I have learned how to explore myself after all.

I found it was amusing and interesting in talking with many people in the situation of outside the group sessions. Also I enjoyed playing games which the staff taught us. The game helped us to be aware of each other's presence.

It has been eighteen years since I became a teacher. As I have not had this kind of workshop experience before, I think it was very meaningful. I would like to apply what I have learned and what I have explored to my work place. Thank you very much for those three days.

*Hideo Oonishi, Junior High School Teacher, Honjo Junior High School, Aichi, Japan
Participant of Identity Group 2007*

Reports from Participants of the Workshop on New School Clinical Psychology

From the 1st to the 4th of August 2007, IASCP held a workshop titled "New School Clinical Psychology" at Hiroshima University. About 40 participants gathered, including teachers, school counselors, and graduate school students. The workshop had the role-play of team-constructing in a crisis situation as the key feature. Inviting incumbent workers such as consultant of local educational committee and family court probation officer, the participants experienced the role-play of making an effective team among different jobs in order to overcome a crisis in junior-high school. (Editors)

I have already participated the workshop on the educational dialogue ability and each time I could get various stimuli, learning and splendid friends. In addition, it makes me think I would like to create such lessons together with my pupils.

At this workshop, I could have got a lot of good stimuli which were different from the former ones. This time, there attended various positioned people such as, students, teachers, administrators and the people of the Educational Committee, whom I rarely see. As these various people learned the same subjects based on the different background, we could have an experience of linkage, respecting the position of each and their individuality. Having felt close to the people whom I considered to have had no relationship, I could reinforce my awareness that I was a member of big organization and that I was linked with many people through the organization. Moreover, I could make clear my task as a professional how I could express myself as a member of the organization. After the workshop I felt refreshed with satisfied enthusiasm and hope.

Now, the summer vacations were over and the pupils are back to the school. I would like to advance slowly and slowly, challenging to my own task which I have caught this time, in order to enable to do lessons where each pupil could have each learning as in this workshop.

Maki Ikimura, Primary Teacher, Minami Kanon Primary School, Hiroshima, Japan

I work as a school counselor in a public elementary school. In the school system, I sometimes try to fulfill the demands of teachers that cannot be fulfilled by school counselor alone, and then I get stressed, or side-step the issues by saying that they are unmanageable by school counselors. I think there are problems of dependency.

A number of professional teachers and graduate students to be teachers participated in this workshop, and I somehow felt like being in the workplace. In this workshop as well as in the workplace, I felt that I had difficulty in dealing with the problems of dependency.

After this workshop, I thought about the importance of ground rules. When many people of various positions come together and work as a team, the climate of cooperation would become the basis. Now, I think that my primary work as a school counselor is not trying to answer unsolvable problems, but to spread the ground matrix, including ground rules in the school system.

*Yuko Koide, Educational Counselor,
Setagaya Prefecture, Tokyo, Japan*

It was the first time that I joined in Professor Kotani's workshop, and it was amazing experience for me. At first, Professor Kotani said "Please tell me how you feel" but I could not say anything, because I had never expressed my feelings like that.

In the workshop, we talked about our feelings that we have "here and now", learned DER software, and thought about how we could overcome if some problems happen at school. While I joined in the workshop, I experienced a new approach of psychology that is different from what I had learned, therefore, I found a lot of things and I enjoyed the workshop very much. The enjoyment of talking about my feelings was as if I were opening a new box. Through the workshop, I continued finding and opening a new box. Also, through executing and observing role-plays, I was able to study the group dynamics.

Thus, the workshop was very valuable for me, but I missed one thing that I could not join the reception. If I joined it, I could have talked a lot of things and must have been more familiar with many people. Therefore, it was the only regrettable thing for me.

*Akane Yamazaki, Master Course Student,
Graduate School, Hiroshima University*

Letter from a Reader



We are very glad to receive a letter from a reader of "Psychologically Safe Space; Family, Community, School and Society" (edited by Hidefumi Kotani, Director of IASCP, published by Shibundo in Tokyo in 2005, written in Japanese). Here we introduce a part of the letter. (Editors)

First of all, what was revelation to me was the way of understanding a group as "Group changes and develops (group develop) by the constituent dynamics, and the group grows" and "Group exists, and it survives and functions through thoughts of people".

As I retrospect, although this was a pretty normal logic until 1970s, and I myself was brought up, trained and grew in various groups, however, I have a feeling that somehow the negative part of the group got emphasized since then, and we getting a lot of effect unconsciously.

I also would like to point out that the path diagram of the retreat from the group was very thoughtful. Moreover, it was a significantly important indication which said that "The sense of affiliation in group lead the achievement of the sense of group identity. And by this, the dynamism of safeness of the people in the group obtain the central axis."

Finally, the description which was said "We do not need to give up our hero in the new century yet. We still have plentiful possibilities to change our eternal theme in paradox of individual and group into symbiosis and dynamism of peace" which is the praise of the dynamism of safe space in the group was very impressive to me.

Wahei Yoshigi, Director, Matsue Convention Bureau Kunibiki Messe (Shimane Prefectural Convention Center)

8th Pacific Rim Regional Congress of International Association for Group Psychotherapy and Group Processes & 14th Conference of International Association of Dynamic Psychotherapy

-Creating new space beyond internal and external wars-

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Language: English
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★Congress Program

★Congress Host Program

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