From the Director

It is a great pleasure for IASCP fellows and network colleagues throughout the world to know that the Newsletter is read widely. A colleague from South Africa wrote us to connect to our network in studying clinical psychology. It is our aim to develop a tradition of working together as a global community in the search for an effective psychotherapy modality relevant to modern technological societies throughout the world. We have started an International Training Workshop for Psychotherapy, especially for younger professionals. We are going to have the 2nd workshop in March this year and we are planning to have the 3rd Workshop in October 2008. I hope this project will continue to develop with worldwide cooperation among international professionals.

The major task of the IASCP is to lead the psychotherapeutic study of difficult problems experienced by youth. The core study project is now set on the theme of *psychologically safe space* in the human mind. We are promoting research and clinical studies on this theme in the process of individual and group psychotherapy for difficult youth through an international network. We are developing a real time discussion system for ongoing studies via TV-conference systems. We will preside over the 8th Pacific Rim Regional Congress of the International Association for Group Psychotherapy and Group Processes and the 14th Conference of the International Dynamic Psychotherapy Association to be held October 7-11, 2008. I hope that as many active clinical psychologists in the world as possible will join us for this event and other activities.

Hidefumi Kotani, Professor, Director of IASCP

The Power of Aggression and Psychologically Safe Space

A trigger for my study of human aggression was an experience of having a fight with my friends. She said, "You always hurt the one you love". Surely, when I get angry with my friends, I felt safe somehow. Why did it happen to me and how can I understand psychodynamics there?

According to Konrad Lorenz, an ethologist in Austria, animals have a function of the defender instinct. There is an old saying, "Attack is the best form of defense." It means we might be able to give a space with people by expressing our anger. Also, Anthony Storr and some other psychologists pointed out that we could discuss and insist of our opinions by using our aggressive energy. What we find here is creative and productive meanings of the aggression. Bullying, however, has been expelled from schools in Japan. As a result, people especially adolescents cannot easily keep extra spaces to hold and meet their own aggression safely in their minds. We see difficult problems in that current adolescents have weakness or dysfunction of the ego for taming or managing the energy. In other words, they, adolescents, hardly learn how to hold their aggression in their inner world.

What is a key of effective management for our aggression in recent days of IT Global years? Let us imagine group psychotherapy processes in order to reconsider these problems.

"The fundamental, core, basis for all group psychotherapy work is the experience of a sense of freedom. Patients and clients can be viewed as people who have lost the freedom to be themselves in both their internal world and in relation to other people. If the group demonstrates that all differences and individualities will be totally accepted, the individual group member understands it is possible to be him or herself."(H. Kotani, 2006, Symposium in Malaysia.)

We see a point that expanding our Self is one of an effective key of taming and holding our aggression in a safe group and our own mind in an isomorphic way. If we have own space for aggression, we become able to strengthen and develop our ego-functions to manage flooding aggression, the same for adolescents.

Come to the international conference in Matsue, Japan. The theme is "Creating new space beyond internal and external wars". I would like to discuss the psychodynamic way of creating an inner space for taming our aggression.

If we accept and express our aggression, we know the ability to love for the first time.

Yuki Nakamura, Assistant of IASCP

Contents

Featuring articles on Researches on Psychologically Safe Space

Identity Group and Psychologically Safe Space

We set psychologically safe space as the key concept to grow out of the deadlock on the world-wide identity crisis and advocate the identity group as one of the effective measures to create such psychologically safe space. "Identity group" is a new group psychotherapy that is attracting attention as an approach to bridge psychoanalytic treatment and education. The method mainly aims at facilitating maturation of positive identity, and human creativity through activating the dialogue between intra-ego and self. It was developed in Japan based on the work of A. Rachman from the United States. It has been applied to various diagnostic populations including "normal" youth and adults in order to prevent psychological breakdown. I actively apply this method to difficult late-adolescents with strong self-destructive tendencies, such as variety of self-mutilations, suicidal threat, gestures, and attempts which can be seriously life threatening; eating or substance-abuse disorders; sexual promiscuity; shoplifting, etc. In working-through of their "negative identity," I always found that self-destructive acting-out/in mean not only a cry for love and help, but also a cry for safe space. The identity group has proved highly effective especially in regaining sense of object to whom they can throw strong need for being loved and its related aggression, recapturing their sense of valuing their body, experiencing group self with protecting each boundary, and confronting loneliness to stand by themselves. For them, these experiences are totally fresh and new. And sometimes the group's impacts on enhancing safe space functions and hoping to live own tough life exceed what I imagined! We, ICU IASCP researchers and clinicians hope to continue conveying its power and appeal by case study findings and researches.

Kazunori Hashimoto, MA, CGP, Institute of Psychoanalytic-Systems Psychotherapy

Responding-Process-Training and Mental Matrix Phenomena

"Responding-Process-Training" is a training method to brush up the trainee's own professional attitude and techniques required to construct the therapeutic or educational dialogues. Kotani (1981, 2006) generated this method based on the counseling theory, psychoanalytic theory and general systems theory. This method aims to learn how to construct and elaborate own dialogue construction processes, in both interpersonal and intrapsychic level, using themselves as mental tool and their own resources, for professionals such as a psychotherapist, a nurse and a teacher and so on. It is unique in using a small group method. It has selected incidents from a dialogue scene of client and therapist, teacher and pupil is prepared beforehand. Trainees are directed to place the scene as a situation of "here and now" and differentiate their experiences as a therapist of the client in the order as follows; ①immediate response, ②content theme, ③client feelings, and ④your own feelings. After that they make ⑤reconstructed and integrated response. In ⑥ and ⑦ (adventurous intervening remarks 1 and 2), they challenge to make responses which they do not use usually. 6 or 7 trainees discuss their results under trainer's lead and work on tasks to clarify their own resources and clinical issues. Kotani and his colleagues have been developing a research in dynamics of dialogue construction processes for refining the training method from the viewpoints of mental matrix theory (Pinney, 1994; Kotani, 2005) and interaction of ego identity and self identity (Kotani, 2006), aiming to explicate the dynamics of dialogue construction processes which is the basis of Responding-Process-Training method. The author also makes a hypothetical composition as follows (table 1).

Table 1. Basic hypothesis of Responding-Process based on psychoanalytic systems theory and mental matrix theory

Categories	Hypothesis
① Immediate response	The Therapist immediately responses to the Client in the physically close enough distance in which the therapist's activated body ego contacting with the client's own Individual Matrix on the therapist's large self, a Ground Matrix composed of his/her "me and not- me" in the "here and now" situation.
② Content theme	The Therapist describes the Client image that the Therapist percieved on his/her Ground Matrix.
③ Client feeling	The Therapist describes an Individual Mental Matrix of the Client perceived within the Interactive Mental Matrix on the Ground Matrix.
④ Your own feeling	The Therapist perceives his/her Individual Mental Matrix within the Interactive Mental Matrix on the Ground Matrix, and awares a feeling caused by the perception.
	The Therapist perceives the states of the Client's Individual Mental Matrix within the Interactive Mental Matrix on the Ground Matrix, and awares a feeling caused by the perception.
	The Therapist perceives their Interactive Mental Matrix on the Ground Matrix, and awares a feeling caused by the perception.
⑤ Reconstructed and Integrated response	The Therapist makes an intervention to expand the individual Mental Matrix of the Client within the Interactive Mental Matrix or/and their Interactive Mental Matrix itself on the Ground Matrix.

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Masahiro Nishikawa, Assistant Professor, Graduate School, Division of Education of ICU

Reflections on the Workshop on Educational Dialogue for Teachers

Our institute IASCP held a workshop for teachers and school counselors on October 28th and 29th 2006 in International Christian University, as one of COE programs, supported by Japanese Ministry of Education, Culture, Sports, Science and Technology. Its theme was "Current Educational dialogue workshop; Skill up based on real situation". Responding to the words by the organizer "Only education can change the direction full of violence in this world", 20 Teachers and school psychologists gathered and trained themselves with each other.

Program consisted of (1) training of team building skills among teachers, and (2) training of dialogue skills with children. As to the former, using as examples critical situations such as when a leading teacher had escaped from school or a student was died by an accident, participants played the roles of the school principal or a school psychologist and discussed to clarify the understandings of teacher group dynamics in critical situations and the roles the individuals take. As to the latter, participants played the roles repeatedly on how to question students, contain them, open and close a dialogue in crisis as a teacher.

What was interesting to me was that as program went through, participants ego-alienated their own difficulties and clarified heir own goals. Let's take some examples from feedback sheets written by participants; "I have a tendency to rush into finding and solving problems. I want to have space to look at problems from many perspectives without rushing into problem-solving", "I noticed that I have a tendency to pretend listening to children and evaluate what is OK and what is not in my head".

In For this volume, 2 of the participants have sent their voices.

Lastly, Dr. Sabar Rastomjee participated in the 2nd day of the workshop and gave us many useful comments. Here I appreciate her very much.

Ichiro Kawasaki, Research Assistant, 4th year at IASCP

Reflection on the workshop on educational dialogue

Reviewing the experience of this workshop, four points come to my mind; Colleagueness, capacity to work, capacity to love, and professionality. As in my forties, I found myself standing at the constellation where I required to establish professional identity and to work independently. In this workshop, I joined with 3 younger colleagues who work in same primary school with me, which stimulated my activeness and responsibility. In addition, problems of my colleagues revived my own conflicts. One of my colleagues said to me, "I have understood generally about works in the school, but I feel something is lacking." Another colleague seemed not to be able to use his own activeness because he was rigid to the frame as to how teachers should be. The last one reserved conflict around career choice. Touching with my own conflicts, I felt excited to love colleagues, to learn with them, and to develop each other. In the workshop, through case materials in schools including crisis intervention, I learned that it is needed to respect colleagues' independency and professionality, and to work in collaboration. In addition, I grasped the importance of showing my own presence as an individual when in crisis, since direct dialogues with others are essential in critical situation. I also realized that individuals and team develops in isomorphic way. I realized that I must keep efforts to brush up my professionality in order to increase my independence and trust in myself.

Motohiro Amemiya,
Primary Teacher, Shiotsu Primary School, Yamanashi, Japan

Feedback and Future Tasks

Having quite a fright over searching for a missing child and being troubled over dealing with school bullying, there is a day without a craw caws but no days without any trouble in our school with over 600 children.

As the principle of this school, I always draw the worst possible scenario and take an immediate action on facing a crisis. We have a task force consisting of the principle, the vice-principal, and the superintendent. The three of us decide on a solution and give out directions to each department. Our staff start taking actions according to directions.

In times when we can find no way out of the difficulty or require prompt actions, strategy meetings remain idle, get stuck, and we suffer despair out of an irritation, anxiety, and impatience. On these occasions, the words like "no big deal" or "it's O.K." seems to help. It is what is called ventilation. With just these words, it enables us to screw up our courage and thoughts like "we can do it" and "there is a way" many times. Every time we overcome a crisis, we feel the sense of unity and development of our organization. I was convinced that our strategy work well as I attended the workshop in the fall.

I have two tasks at present; 1) to appreciate the efforts of people, 2) to shorten the physical distance to begin with.

Chiduko Harima,
Principal, Fuchu Primary School, Hiroshima, Japan

Toward Understanding Suicide over Bullying in Japan and Beyond

Last year, Japan experienced a terrible chain reaction of children's and adolescents' suicides over bullying. Ministry of Education, Culture, Sports, Science, and Technology (MEXT) released an urgent proposal against bullying in school. However, there have been so many criticisms to this measure, because it seems MEXT disregard this situation and they don't have any concrete interventions. It is not the first time we faced this kind of tragedy; bullying, especially underhand "ignorance" (Ostracism by use of silence), is widespread although severe cases driving them to their death are extremely unusual. Most people are enraged at the schools having intended to conceal the facts.

Japanese educational system used to be highly reliable and have been famous for its high academic performance. However, problems and troubles in schools came to be bluntly criticized after World War II, and "peace-at-any-price principle" in schools has been spread. Why? The power of Board of Education in each district is so strong that administrators in school have been fearful of the evaluation from them. On the other hand, our society criticized authoritarianism of school and weakened its authority. Moreover, personal and familial values came to be regarded, and many parents tend to blame schools for their faults in justifying their poor rearing ability when advised from teacher. These incidents consequently lowered the educating ability of the society as a whole.

As a result of such "peace-at-any-price principle," it became more difficult to have a good relationship between teacher and student which may be frank in a tense atmosphere. Especially the weakness of frank relationship between teacher and victimized student is conspicuous. Besides them, several factors seem to be common in school refusal, leaving school, and "classroom collapse." Anyway, they lost common values to maintain the morale in classroom.

These issues may show some characteristics in Japanese culture, called "TATE-SHAKAI (hierarchical relationship in society)" or "HONNE (real intention or feeling) and TATEMAE (polite fiction or socially desired comment)." However, you should note that hierarchical system in a good sense is disappearing as well as "AMAE" in a good sense. Furthermore, bullying is not from "HONNE"; rather it is brought about chiefly by projections derived from developmental struggles in children and adolescents and the pathological group dynamics in classroom. However, you can read their thoughts through them.

We are also losing the ethics unifying individuals, and children tend to turn their narcissism to their personal achievements. Since such narcissism is relatively fragile, they are willing to feel injured by a trifle event. Also if children and adolescents cannot develop their narcissism in group, they tend to feel threatened by those who look like diverging their defenseless narcissism and to make them the victim of derision. Not infrequently, victimizers feel the victims are doing wrong things, and so they don't feel guilty of their own deeds. What matters is the absence of adults who can lead them to psychological maturation.

In such a situation, besides urgent crisis intervention, the construction of human environment and connections where they can solve "small" problems they face in their daily life. Our project for creating safe space, such as educational dialogue by teachers and counselors, and cross-cultural identity group, is a challenge to this critical situation.

Kaoru Nishimura, Associate Professor of IASCP, Department Head of Clinical Psychology, Graduate School)

Information

Creating New Space beyond Internal and External Wars

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

Date: 7-11 October 2008
Venue: Kunibiki Messe Matsue city, Shimane Prefecture, Japan
Language: English
Program: Lectures, Symposiums, Workshops, Paper and Poster Presentations
Special Issue: Training and ethics, Creating Psychologically Safe Space, Preventing Bullying and Treating Victims, Support for Disaster Victims and Treating PTSD, Depressive problems in the business field and in the family
Section: Training and Education, Psychoanalytic and Dynamic Approach, Psychodrama, Family, Person-centered Approach, Cognitive-Behavioral Approach, Transactional Analysis, Adolescence, Schizophrenic , Eating Disorder, Organizational and Group Process.

Congress website: http://www.prrc-iadp2008.org (Additional information will be announced at this website)
Contact; Secretary General: Tomoko James, Ph.D. Office: International Christian University (See below)

"House of Love & Anger"
Counseling Service of IASCP