

From IASCP Faculty

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Dr. Douglas Kong, a child psychiatrist, contributed to this volume. Dr. Kong was invited to the International Association of Dynamic Psychotherapy in Japan headed by professor Kotani who presided over this conference and is the director of the International Association for Group Psychotherapy and Group Processes (IAGP). Dr. Kong concretely and inclusively explains the meaning of psychological treatment that uses Sand Play with children who show autistic states, and this is based on his experience of the supervision he conducted at the Psychological Counseling Services at International Christian University. Sand Play, "The World Technique," was developed by British pediatrician Lowenfeld, M., who studied under D. W. Winnicott, as a child's treatment technique. Dr. Kong received training of this "World Technique" at Tavistock in the UK, and he has actively used it in his clinical practice.

In the supervision and this contribution article, Dr. Kong carefully talks about both the meaning of and caution in the participation of the adult in this valuable approach in which the child creates the subjective self that exists in the world while the child grows up. Mr. Tsukamoto, the therapist who received the supervision, reflects: "I'm always caught up with what's in front of me, and Dr. Kong's question, 'Where are you, as the therapist,

located?' helped me to refresh my perspective."

This point is the most essential, along with "playing together."

Therefore, it can be said that the doctor's supervision succeeded.



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It is expected that Mr. Tsukamoto, the therapist, will keep asking himself this question while getting the doctor's help as the leader. I want to dedicate my deep gratitude to the doctor again.



Moreover, Mr. Ogimoto, a student in the doctoral course, also contributed his studies to this volume. His studies are about Socio-Energetic Training (SET)—developed by Dr. Nakamura and Mr. Kawasaki under professor Kotani and was presented at the Association of Japanese Clinical Psychology—and its effects from the viewpoint of the "activation of inner objects."

Mr. Ogimoto's article and Dr. Kong both address an essential subject of modern clinical psychology, and that is, the inside of "the world" is enhanced, while "playing" SET, through the internal and external exchange of physical and mental energy between a person and another person.

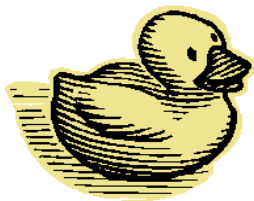
Special Topics Dr. Douglas Kong Supervision

Notes on the Session

Douglas Kong

I was asked to do an advanced supervisory session during my visit to Japan in September 2010, at the conference of the International Association for Dynamic Psychotherapy. The case presented was that, of a prepubertal Autistic boy, who had supportive parents and school environment but not on medical treatment, and the presenter did therapy using the Sandtray technique. A series of slides showing 13 or more different sandtray arrangements was presented as well, each from a particular session sequentially. As requested, my comments shall cover general observations of child psychotherapy and techniques, as well as child psychotherapy training.

Child psychotherapy, and I am here talking of the psychoanalytic or psychodynamic variety, is still of value even though for a variety of conditions, it is no longer considered “evidence-based”. It is particularly useful in the various forms of abuse, and where behavioural problems arose as a result of family dysfunction. In anxiety, unless the meaning to the child is essential to its resolution, it may be less useful. In some developmental disorders, such as Autistic Spectrum Disorders,



anxiety is an essential part of the syndrome, hence in the past, psychoanalysis has been used a lot in its treatment. In the light of current research into Autism and psychotherapy, it is likely that the good results obtained in the past is due to a trusting relationship between the child and the therapist as well as a particular meaning(s) given to the anxiety which allowed it to be worked through. Today with medication available to reduce such anxiety, less intensive psychotherapeutic work may well be needed, but cannot be dispensed with totally. Hence the refusal of the mother, in the case presented, to consider medical treatment certainly means that we are depriving the child of one effective way of reducing anxiety, and thus burden the child with psychological difficulties into his adolescent years. The use of Sandtray for work with children is fascinating to most therapists, because sand as a

medium for play and expression lends itself easily to manipulation by the child, and interpretation by the therapist. However, it is my opinion that the proper use and hence the power of this technique can only be realised if one is trained in the World Technique, invented first by Margaret Lowenfeld for the psychoanalysis of children. A series of sandtray from different sessions may point to the flow of intrapsychic change, however, in reality within a single session, what we actually observe is a sequence of activities on the sandtray. Hence, the very process of play with the sandtray carries symbolic meaning and yields a whole lot of data for us to tap into the psychic unconscious. We should remind ourselves that the very essence of child psychotherapy is play. The use of the sandtray here with its sand, whether wet or dry, is only incidental to the process of play and its interpretation and resolution!



Lastly, a word on child psychotherapy training on which I was asked to comment upon. I think it essential that a child psychotherapist should spend some time in infant observation as part of his training. In the UK where I was trained, a child psychotherapist is required to observe an infant, preferably from birth to 2 years or so, intensively documenting the child's play, non-verbal expression and the child's interaction with the family and mother in particular. A period of such training will help a trainee to attune himself/herself to the child's world and the child's experience of it. Such an experience will prepare the therapist to get into the ebb and flow of a child's world and prepare him to work with any child empathically with a deeper understanding of the meaning and process going on in the child's mind. That to me is surely a pre-requisite if one is to work effectively with the child from a psychoanalytic or psychodynamic perspective.



Report of Dr. Douglas Kong's Supervision -Seeking Subjectivity-

Yohei Tsukamoto

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Recently, I presented a case in Dr. Douglas Kong's supervision. Here I would like to report my valuable experience. For me as a novice psychotherapist, supervision by Dr. Douglas Kong who is very noted and from foreign country was a great chance and a challenging situation. Despite my poor case presentation, comments from Dr. Kong covered a broad range of topics such as actions of cranial nerves, validity of assessment and suggestions for intervention which I felt that each of them were very stimulating. Although I could not introduce all his comments here, I would like to tell one of the most impressive experiences. That was from the following comment on sand play, one of the discussion points this time.

"Making sand play means that a client expresses his or her inner world as a stage from director's prospective. When I use sand play, I ask the client where you are in the work, which means where you are standing on the stage".

This comment somehow stuck out in my mind. As I reconsidered this case again, the reason why I cared so much about the comment became clear gradually. Simply speaking, something that I always worried about in the presented case was the

question how I could encounter the client itself. At the same time, this question suggests the problem that I as a therapist often disappear in the therapy. Also, Dr. Kong commented on whether sand play was effective for this case. I suppose if the client has the ability to form symbols, to create a story, which is needed to create sand play is called into question. To create the story, the subject has to exist as the basic assumption. As I have thought in this way, I remembered that there were moments when I encountered the client surely and I felt a surge of pleasure at that moment even though such moments would be a few and short. Moreover, I found that the client expressed many motifs related to the birth in sand play. Then I recognized that what all I want to do in this case was to participate the process of the of client as principal, and I believe that this process would be able to occur gradually.

Considering this case again with the great stimulus of Dr. Kong's supervision, I could notice that there was a core question related to building subjectivity. I would like to close by thanking Dr. Douglas Kong for various comments on my case.

Dr. Douglas Kong Supervision

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When we try to understand the case, the affect of our biased viewpoint could not be avoided and to see it as itself is not an easy task. Thus, supervision is necessary. Kotani (2010) says "supervision exist for the therapist to ensure wide and deep super view which exceeds the view of both therapist and client in order to progress the psychotherapy effectively." Dr. Kong's supervisions were beyond the view of the treatment team and this deepened the understanding of the case.



In the supervision, Dr. Kong repeatedly said, "psychotherapy is science. It is necessary for us to enumerate all the thinkable possibilities, to collect necessary information and to examine

what is dismissed and what is appropriate in the assessment and the diagnosis." At the supervision, all the possibilities such as psychogenesis, underachievement of developmental task, developmental disorder, PTSD, and family issues were enumerated and examined from the appearance of the client in the psychotherapy session. Through the supervision, I acknowledged my tendency when I do assessment, and realized the necessity and the difficulty to keep neutrality toward all the possibilities. It seems that this neutrality becomes possible when I could co-exist both with my view and the view which exceeds that of mine. Personally, I felt it is significant for me to study the developmental disorder and the discrimination of psychogenetic and organic problems.

A Report of the Presentation at the 29th Conference of Association of Japanese Clinical Psychology Activation of Object Relationships by Socio Energetic Training (SET)

Kai Ogimoto International Christian University, Institute for Advanced Studies of Clinical Psychology

Sendai is described as a city of sacred trees. A friend of mine who lives in the downtown area says that it's very rare for Sendai to have sweltering nights. This year was the year. The morning of the presentation was in the blaze of the sun.

I made an oral presentation on a basic study in the 29th conference of the Association of Japanese Clinical Psychology at Tohoku University. The presenter was Kai Ogimoto, and the members of the research team were Kai Ogimoto, Yuki Nakamura, Ichiro Kawasaki and Hidefumi Kotani. Professor Masayoshi Morioka was the chairperson.

The title of the presentation was "Activation of Object Relationships by Socio Energetic Training (SET)." This study aimed to investigate the activation of object relationships following the arousal, awareness and command of energy, such as libido and aggression, employing a quasi-experimental situation called SET.

Socio-Energetic Training (SET) is defined as "a psycho-educational training based on psychoanalytic systems theory to carry the energy within the self to an active dialogue expression" (Kawasaki, 2009). In SET, trainees make pairs and do role-plays based on given scenarios. Trainees try to convey the energy they feel in themselves. The trainer instructs and repeats, "just do it," "focus on your physical senses," and "try to convey the energy." The basic theory is "The rebooting of the system's function, which leads to the disengagement from a state of malfunction, can help to recover the system's exchange function of energy and information when a route towards an object is established for the aggressive energy (Kawasaki, 2009)." This study was intended to investigate the effects of SET from the aspect of the activation of object relationships and the gnosis of energy. The participants were nine graduate students. They attended 16 sessions of SET and completed the feedback sheet to describe their awareness of energy and object relationships.

As a result, all the participants reported various emotions and affects when they were involved in the scenario role plays. From a case study of a female participant who



showed a specific activation of object relationships, she described her gnosis of energy in the following order: "Not really sure" and "I don't feel

anything" for four sessions, and then she got the energy of "anger," and later, she recalled the specific object of "mother." That is to say, when an emotion was differentially caught, she recalled episodes with a specific object. Therefore, it might be that the differentiation from emotion to feeling is the condition variable for the activation of specific object relationships. To investigate condition variables for the activation of internal object relationships would be the basic study for therapeutic object relationships.

In the oral presentation, I did a demonstration using a script depicting a traffic accident. Perhaps the energy in my body reached the audience, because it seemed that the temperature of the room increased. I believe that the audience saw that phenomena in clinical psychology and the body are inseparable.

I received active questions and fruitful comments from Professor Morioka. In the discussion with professor Kotani, various significant themes were discussed based on general systems theory such as the methodology to measure psychological energy as body temperature and how we can capture the moment of change. Most of the studies given in conferences of the Association of Japanese Clinical Psychology relied on case descriptions. However, I believe that this presentation indicated the importance of experimental and quasi-experimental studies. There is a tendency for the studies of object relationships to focus on aspects of images and cognition, but the basis of personality change is in the experiencing processes. I felt that I received an enthusiastic response to continue my research in object relationships and energy.

After I finished the presentation, when I stepped out of the building, it suddenly rained. It seemed that the parched air was a bit more humid.

Ogimoto, K. Nakamura, Y. Kawasaki, I. and Kotani, H. (2010) Activation of Object Relationships by Socio Energetic Training (SET). 29th Congress of the Association of Japanese Clinical Psychology. Oral Presentation.

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