



DEUTSCH-CHINESISCHE AKADEMIE FÜR PSYCHOTHERAPIE

Rundbrief Dezember 2016

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1. "Inheriting the lost knowledge by all my heart"

Report on the campaigns for memorizing 20 years of GCAP ,Wuhan China

Yu Ping , Xiong Yuqian , Shi Qijia

The academic exchanges of psychological therapy between Chinese and Germany started in 1980s, during this period, German therapists acted as psychotherapy training teachers respectively in different Chinese city intermittently and fragmented, such as Kunming, Qingdao and Hangzhou. These series' trainings inspired etched feelings towards psychological treatment in China which aroused eager for systematic knowledge and skills training on psychotherapy among Chinese practitioners of modern psychotherapy. For this sake, in 1997, the German Chinese Academy for Psychotherapy (an non-profit organization registered in Germany, the first chairwoman was Madam Margarete Haass-Wiesegart,) sponsored the program with several China universities. Teachers on Germany side were experienced practitioners, some of them were very famous with life-size sculpture. The program included humanism, cognitive behaviour, family therapy and psychoanalysis of different school at the same time which showed the prosperity at the same time eliminated the gap between schools.

In the late 20 years, harmony got the main position in Chinese psychotherapy , which thanks to the foundation settled by the program. As 2017 will be the 20th anniversary, the Institute of mental therapy decided to hold series academic activities for celebrate from 2016 to 2017, in several selected cities in China.

The first station was in Wuhan, the central city in the central region of China. The conference kicked off on March 18th to 20th, 2016. The theme was: the ethics of psychotherapy and scientific research. All academic activities were organized by GCAP with the assist by Hubei Province Mental Health Association. Various masters in different schools of psychoanalysis, cognitive behaviour and family therapy got together in the conference. With great honour, the GCAP – founder of German class's first president Ms. Margarete Haas-Wiesegart presented in the conference. The leader of Chinese-Germany psychotherapy program on Germany side, Alf Gerlach, Kurt Fritzsche from German and Professor Lauret Monique from France brought wonderful speeches and lectures into the conference. There were also various domestic experts participating in the conference: Yang Huayu, Xiao Zeping, Qian Mingyi, Zhao Xudong, Liu Tiebang, Yang Yunping, Zhang Haiyin, Ceng Qifeng, Tong Jun, Jia Xiaoming, Shi Qijia, Qiu Jianying, Li Xiaosi, Zhang Tianbu, Bruce Lee, Xu Yong, Qin Wei, Xiong Wei, Li Mengchao, Chen Jue, Jiang Guangrong, Chen Xiangyi, Li Zixun, Lei Wuming, Liu Dan, Meng Fu, Chen Yixin, Zhang Ning, Sang Zhiqin, Fang Xin, Ma Xiangzhen, Wang Jianping, Liu Tianjun. Those names are well known by everyone among the profession, and they are all trainees of Chinese-Germany psychotherapy program at beginning. They are the beneficiaries of this program, at the same time the heirs of it. Wang Haowei from Taiwan, Zhang Daren, Li Weilun, Wang Lifei, Zhou Lizhi, Lai Qifeng were invited for this activity, which made the conference the most magnificent activity in the beginning of year 2016 for Chinese psychology. Participants on the spot were more than 700 people and more than 50 thousand participants though Internet which were unprecedented. In the three consecutive days, intensive workshops presented the development of Chinese psychological treatment in 20 years thoroughly and vividly. From basic ethics, speeches in the conference involved all aspects of the practice of psychotherapy. Except for psychodynamic orientation, "the art and

science of cognitive behavioural therapy (Professor Wang Jianping)" and "experience of family therapy (Professor Lai Qifeng)" and "two groups -- a comparison of Gestalt and shock group (Professor Shi Qijia)" and other workshops also involved the relevant content of cognitive behavioural therapy, family therapy and the treatment group. Senior experts imparted knowledge vividly through clinical cases. Intercultural communication among foreign and domestic masters also reflected the dilemma that psychotherapy faced as a Western import into China and hard-won current state of psychotherapy in China. "China medical humanistic spirit (Professor Zhao Xudong) ", " Chinese and Germany on functional and syndrome of patients with somatoform disorders psychosomatic therapy (Professor Kurt Fritzsche, Luo Yongli)" "From ethical healing to hypnotherapy: foundation construction of Chinese indigenous psychotherapy pattern based on the phenomenon of (Professor Li Weilun)", "psychological treatment from Buddhism can learn from what (Professor Zhang Tianbu)" and other workshops on Chinese and foreign differences, with some local interpretation, the psychological treatment in the development of Chinese is indispensable. For negative voices towards psychoanalysis, there were other workshops such as "side effects of psychological treatment "(Professor Zhang Ning), "ethical dilemma in the family therapy" (Li Zixun, chief physician) and so on to respond. The development of the times has given psychotherapy responsibility and more thinking space, such as "new media in psychological counselling and treatment using ethical issues (Professor Qian Mingyi)" and "response to the rapidly changing society: the system for the treatment of ideas and Technology (Professor Liu Dan)" had paid attentions to the era filled with rapid changes in psychotherapy and made wake-up calls for psychotherapy in the future. There were many experts presented wonderful reports in their respective areas of expertise for everyone, but most importantly, in the very conference, no matter who you are, and the "family" arms were all around which inviting everyone to become a member of our team. 20 years later, we can memorize our past spent in the Chinese-Germany psychotherapy program together.

Though this activity, comrades got accessed to knowledge and the latest developments of psychotherapy, the vivid history of Chinese - German program also be presented. There are a lot so-called "story" by Mr Wan Wenpeng: it is an important part of the development of China modern psychotherapy, which can be regarded as disruptive changes among the idea and practice of psychotherapy. The professional direction of many practitioners was guided by the program which benefited patients and their families a lot. Besides, knowledge about human which is presented through convenient media such as books and video is penetrating deeper and deeper into the layers of society. This is quite helpful in the recovering trauma lays in our cultural and history which was immeasurable by now. At the same time, speeches and lectures presented by experts from each academic school made more importance in colliding thoughts, getting together and occurring professional identity as a psychotherapist without losing the direction in this difficult road alone or confused. Just as the slogan of this campaign-- "Inheriting the lost knowledge by all my heart", the future of Chinese psychotherapy will be much better through communication.

DCAP



▲ 2008年协助安排并参加卫生部代表团在德国考察访问，在巴登符腾堡州政府合影。



▲ 2008年世界心理治疗委员会（WCP）主席Pritz教授代表奥地利维也纳市向“德中发展中国心理治疗合作项目”颁发“西格蒙德·弗洛伊德国际心理治疗奖”



▲ 2010年DCAP加拿大瓦萨岛常务理事会



▲ 2014年德方老师为中德家庭班的中方教员和助教进行培训



▲ 2015年北京德中心治疗研究院召开常务理事会



-4-







2. Systemic Training, Activities 2016

April:

30.03. - 6.04.

2nd Seminar of the Continuous Training in Systemic Family Therapy

May:

07. -11.

Workshop Systemic Thinking and Skills in Mental Health Service

Report: Martin Roser

16. - 23.

4th seminar of the VII. Continuous Training in Systemic Supervision

Report: Andreas Fryszner

25. - 30.

Workshop for Families with Children and Adolescents in Conflicts and Crisis

September.

01. -05.

3rd Seminar of the VII. Continuous Training in Systemic Family Therapy –

New modul: Group-Selfexperience

Report: Liz Nicolai

Appendix:

October 2015

Workshop Couple Therapy

Report: Jan Bleckwedel

Outlook 2017

4th + 5th Seminar (completion) of the VII Continuous Training in Systemic Family Therapy

projected:

II. Workshop for Families with Children and Adolescents in Conflicts and Crisis:

II. Continuous Training in Systemic Supervision

I. Continuous Training in Systemic Thinking and Working in Mental Health Service.

Doris Biedermann, 15.10.2016

2.1. First Chinese-German Advanced Workshop for Couple Therapy, Beijing 6.-10.11.2015

Background

This idea turned up in the context of the „5th Continuous Advanced Training for Systemic Family Therapy (2012-2013) in Shanghai and Beijing.

During that training we detected the need of deepened education and training in couple therapy (relationship counselling) - both concepts and practice.

In supervision sessions participants often presented parents with problems in their relationship, and we were told many times that Chinese couple's relationships were judged as: high stability – low quality.

On one side partner relationships in China are still regarded strongly integrated in the traditional Confucian family system regime: this view focus on the family as a whole (puts the family in the foreground as the important system), whereas the partner relationship stays in the background or is cut down (reduced) to parenthood.

On the other side accelerated social change and modernisation moves partner relationships definitely into the focus of attention (concerning well known Chinese characteristics: grandparents claim their rights on grandchildren, „little prince meets little princess“ etc.).

In modern societies the essential stability of families (healthy relationships) cannot be anymore only produced (guaranteed) by vertical loyalties, categorical hierarchies and traditional precast models/ role patterns of partner relationships.

Stability and power of bonding are rather more determined by the couple's abilities of developing their relationship's quality in a sustainable way.

In former times external structures cared for stability. Today partner have to produce this stability by themselves negotiating (again and again) models, concepts, structures and roles, designing their relationship in a creative way fitting to the current situation.

In the context of the global modernization of the society this development (which started in Europe in the middle of the 20th century) now captures China too .

With some imagination and a sober view to Chinese realities you can imagine a huge demand for qualified couple therapy and counselling in the future.

Against this background we could realise „The First Chinese-German Advanced Workshop for Couple Therapy“ in Beijing from 6.-10.11.2015 with 45 participants (Sixth University Hospital/ Institute of Mental Health/Clinical Psychological Center of Beijing University) under the aegis of DCAP - thanks to Doris Biedermann's never tiring commitment and the Chinese colleague's wonderful engagement (thanks to Prof. Dr. Tan Deng Hua and Dr. Lin Hong and their team, and the outstanding organisation by Qian Yin).

Planning

While planning we found it important – despite of time restriction - to create a lot of practical units for the Chinese colleagues but also to inform them about the high standards of couple therapy established over the years in German counselling centres.

Germany is equipped with a unique and dense net of counselling centres for education and families, but also – beyond clinics and private practice - a net of counselling centres, where teams of highly qualified colleagues (especially trained for couple therapy) offer couple therapy and counselling (without payment or for low costs).

Built up after world war 2 this net plays a sustaining role in the education system but also in the common health system which cannot be underestimated - although it doesn't emerge in official calculations which facts are based on the medical system only.

Learning targets to work on in this one week workshop

1. The Quality of partner relationship (means satisfaction or not with couple's relationship) is crucial for development of psychic, physic and intellectual health
2. In modern societies given social structures increasingly are detached by processes of negotiation between equal partners. Couples negotiate freely and shape creatively their partner relationships (models, concepts, roles). There is a wide variation of models and possibilities.
3. Couple therapy and counselling accompanies couples in these processes. It supports the development of abilities to deal suitably with challenges (passion and burden) connected with this process.
4. Couple Counselling / Couple Therapy needs special training (including framing, concepts, methods, techniques, dealing with this special setting).
5. In Germany special programs (differentiated Curricula) are established, which proved themselves in practice. Typical training programs for couple therapy integrate humanistic, systemic and psychoanalytical concepts combined with creative methods and techniques.
6. We present a modern systemic and developmental orientated approach as a foundation for the integration of different concepts and a combination of methods (Bleckwedel, J. (2014): Entwicklungsdimensionen der Liebe. Wie Paarbeziehungen sich entfalten können. V&R, Göttingen)
7. In this framework the training imparts and demonstrates the important meaning of lively and creative methods for couple therapy both dealing with setting and designing the process. (Bleckwedel, J. (2008, 2014): Systemische Therapie in Aktion. Kreative Methoden in der Arbeit mit Familien und Paaren. V&R, Göttingen)

On this basis we developed a highly structured and ambitious though flexible curriculum for 6 days in Beijing. Presentations, lectures and materials (exercise worksheets) were translated from English to Chinese by Chinese colleagues and handed out to the participants at the beginning of the course.

Process

Of course we wondered what would happen in reality.

Teaching in China is always an adventure, you get a rush of adrenaline even at the airport which lasts till you be back home, so on this occasion as well.

We find the biggest privilege that you can't learn more than during such an intense encounter with colleagues from a foreign culture.

You become better acquainted with yourself and your professional concepts extend on this tough test room.

Actually, we returned with a lot of new questions and insights.

Chinese teachers were Prof. Dr. Tan Denghua, Dr. Lin Hong and Dr. Liu from Beijing, Prof. Dr. Sheng Xiaochun (Harbin), and Dr. Liu Dan (chairwoman of DCAP China). German team consisted of Doris Biedermann (Hamburg), Prof. Eva Frank-Bleckwedel (Hochschule für Musik und Theater Hamburg) und Jan Bleckwedel (Bremen).

Cooperation with the colleagues was very friendly, appreciative and fruitful as always.

This was very moving for us. We are knowing and appreciating one another for quite a time now and meet openly, easy-going and on an equal footing in spite of language problems (our colleague Ulrich Sollmann calls this "language triangulation")

Participants were very interested and involved, exchange was vivid (even sometimes controversial) and fertile.

Those typical irritations in the beginning (in intercultural encounter misunderstanding fit rule) dissolve during the process.

Certainly, we experienced again that questions and confusion increase (because of complexity) the more we enter Chinese worlds. This counts of course as well for the couple relationship worlds. But this we had expected and exactly because of these experiences we come to China.

At the very beginning one of the teachers explained that being married and being in love (sexually) traditionally don't go together in China.

Against this our systemic-developmental orientated concept of partner relationship opens the possibility, that loving relationships (love affairs with romantic attachment and sexual contact) can be stable for a long time – if there is a development of the partners and the relationship and fit runs well (we have to admit that this is still a kind provocation (for some people with deep anchored patriarchal prejudices) even in Germany)

All the more the very positive feedback we got in the end for the workshop's process and contents made us very happy.

Feedback and Outlook

During a ninety minutes' time at the end of the workshop the participants could reflect their impressions and experiences and present their own projects for the future.

These feedbacks and presentations were a real gift for us teachers

A small example:

- Especially the experienced and competent Chinese trainers recognised that couple therapy is a separate working field which needs special training (this wasn't known before)
- Many participants expressed (in different concrete terms) their desire and intention to deal more and better with their own partner relationship and gain more pleasure and joy.
- Almost everybody expressed the desire to try out parts of their new skills in practice.
- Many participants expressed their desire to do further studies in couple therapy. One student intends to learn German for becoming able studying in Germany
- A considerable number of participants plans to become active in the field of couple therapy with different projects

We will keep especially in mind one member coming from a rural region.

It started with his remark about the big difference between life in the big cities and the countryside. But the experience in this week motivated him to establish a couple's counselling service in his region.

Certainly, there would be a considerable need in his region.

Surely this would be a path of trial and tribulation, and it would last for many years, but he wanted to try it nevertheless.

Taken as a whole our experiences approved that it would make a lot of sense to offer a qualified training in couple therapy and couple counselling in China.

DCAP / Zhong de Ban seems especially appropriate because of the big field of grown contacts, but also because of grown mutual respect.

Not least because of tireless coordinator and bridge builder Doris Biedermann these projects can be realized. Thank you very much!

We are really happy about the first Training in Couple Therapy in Beijing, we learned such lot, and of course it was, like ever, a challenge, but much more a pleasure and fun.

Beste Grüße aus Bremen

Jan Bleckwedel

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2.2.

VII. Continuous Training in Systemic Therapy

In the context of our ongoing training in Systemic Therapy we have carried out the first Selfexperience Seminar this summer.

Since we have adapted most of the training to the requirements of the German Associations of Systemic Therapy (DGSF and SG) we have evolved a one week seminar of selfexperience for a group of about 75 participants.

Following a concept that we have developed before in the Heidelberg Helm Stierlin Institute we offered the seminar along different subjects. We worked alternately in smaller and larger groups with six trainers. The work of each day gave attention to a special biographical topic such as “my family of origin”, “my current family”, “my partnership”, “dealing with questions of health”, “my professional carrier”. It was a pleasant surprise to find the participants excited and motivated about the chance to talk frankly about their life experiences.

After the announcement of the seminar there was a great response also of participants of earlier training groups. We plan possibilities to expand the training program either to provide selfexperience for the former training courses and also regularly for all future participants.

Liz Nicolai

2.3. Workshop Systemic Thinking and Skills in Mental Health Service

A Seminar dealing with „Community Mental Health“ aspects was being held in Beijing May 7th until 11th 2016. By invitation of the Beijing Institute of Mental Health and Center of Clinical Psychology and the German-Chinese Academy of Psychotherapy (DCAP), a team from Germany (Prof. Jürgen Armbruster, Sylvie Fahr-. Armbruster and Dr. Martin Roser, all from Stuttgart) gave an introduction into social psychiatry in Germany. The seminar was perfectly organized by Doris Biedermann (DCAP), who also offered single sessions in self-experience, and by Dr. Lin Hong and Dr. Qian Ying, from Center of Clinical Psychology.

How is the German social psychiatric system organized and how is systemic thinking present within this system? In which ways has the German psychiatric system developed within the last 40 years? How can psychotherapeutic aspects and the systemic view be implemented into the daily psychiatric work in the community and in the hospital?

The referents from Germany, who had experienced and still experience the changes in Germany in their own professional lives, tried to answer these questions. Focusing around the major psychiatric illnesses and also the current developments in the psychopharmacological field the systemic-

psychotherapeutic approach was not only presented in lectures, but also elaborated in small groups, in which the participants (more than 70, from all over the country and from all clinical professions) could deepen their knowledge by practicing and discussing the newly learned tools and methods. Due to the welcoming and warm atmosphere, that the Chinese hosts created, a perfect atmosphere for learning from each other could quickly develop. In the small groups different tools of the systemic work were presented and then practised and this elicited a good learning culture. For the Germans it was also very interesting to learn a lot about the Chinese view and standards in this field, so that a real transcultural and reciprocal communication and mutual understanding was being created. Since the German speakers had different professional backgrounds they could also address and reach the quite heterogeneous group of participants in China, and the dialogue about everyday practice and how to implement more of psychotherapeutic-systemic thinking into daily work routines was satisfactorily realistic and practical and not only determined by academic standards. Both sides expressed in conclusion their interest in future workshops together and would be looking forward very much to a closer collaboration in this field. A continuous training, 3-4 seminars within 2 years is projected. Dr Lin Hong is in negotiations with the Ministry of Mental Health for support.

16.10.16 M. Roser

2.4. Conflict and crisis with children and adolescents in families

From May 26th to 31st the Institute of mental health and the Clinical Psychology Center of Peking University organized a workshop with Petra Girolstein and Rainer Schwing. Both work in Germany as systemic therapists with families in crisis, and both are teachers in various universities and institutes, teaching therapists and counselors in systemic and family therapy. Theoretical framework was the concept of "Parental and educational presence" and "authority through relationship", as worked out by Haim Omer and Arist von Schlippe, both university professors in Israel and Germany. Additionally, the workshop referred to the concepts of attachment and resilience to shed light into the dynamics of crisis and the possibilities of effective change intervention. For further scientific foundations the new concepts of neurobiology were taught to better understand, what facilitates change in high escalated crisis.

In many case examples we dealt with Children and adolescents that behave very aggressive and destructive, or withdraw completely and refuse to go to school for months or years, don't leave their room, or are involved in drugs or other self-endangering behaviour. All that will usually leave the parents utterly helpless, triggering a vicious cycle of escalation, where there are only losers on both sides

To end these revolving destructive cycles we will need to renew the attachment between parents and child. This demands giving guidance, setting boundaries, resisting against destructive behaviour without jumping into violence and in the same time signalling presence and offering gestures of interest and attachment.

Helpful therapeutic strategies to deal with these demanding dynamics were presented, discussed and demonstrated by means of numerous case examples. Possible therapeutic interventions were also demonstrated in a live session with a family, that had to deal with a two year school denial of their daughter. Two evening lectures presented the concepts of parental presence and neurobiological foundations of therapeutic change to a wider audience of university students and practitioners. In the afternoon, we practiced the intervention strategies in two groups in reference to cases the participants presented. We were impressed by the profound systemic knowledge, many participants showed, who had been trained in former courses. The work and support of the Chinese teachers, which all had extensive systemic training, was extremely helpful to facilitate cultural transfer. And throughout we enjoyed professional translation that enabled communication and understanding.

It was a wonderful conference for mutual learning. The Chinese participants were intrigued by new possibilities to treat families in very demanding situations. And the German teachers immersed into Chinese culture and family life, which is somehow similar and yet so different to German family culture. Both came out with an abundance of new ideas and impressions, which we will follow on and deepen in seminars to come next year. We feel thankful for all the precious things we were able to learn. And we bow with great respect and admiration to the decades work of the DCAP that made possible a workshop on a high professional level.

Petra Girolstein, Rainer Schwing

3. Training in psychoanalytic oriented psychotherapy at Shanghai Mental Health Centre in 2016

The trainings in psychoanalytic oriented psychotherapy at Shanghai Mental Health Centre started in 2000 and include basic and advanced training as well as supervision groups for Chinese psychotherapists who successfully finished their basic and advanced training. The teachers are experienced Chinese colleagues and German psychoanalysts who offer 4 parts of 8 days, altogether 32 days of training during 2 years. The training follows a curriculum including lectures, seminars, supervision of case reports and self-experience sessions for the participants (individual self-experience in basic training, 56 sessions group self-experience in advanced training). In 2016 altogether 12 basic groups and 5 advanced groups (à 15 participants) finished their training.

In 2017 a Chinese-English version of the basic textbook "Psychoanalytic Psychotherapy" (ed. M. Elzer. A. Gerlach) will be published by *People's Medical Publishing House*, Beijing.



Opening ceremony May 2016



Supervision groups



Party



German teachers receiving their certificates

4. Report of Chinese-German Psychosomatic Medicine Training Program

Jue Chen, Shanghai Mental Health Center, Shanghai

Wolfgang Merkle, Hospital zum heiligen Geist, Frankfurt

From May 31, 2016 to June 4, 2016, the second Chinese-German Psychosomatic Medicine Training Program was held in the Shanghai Mental Health Center. The project was jointly organized by Shanghai Mental Health Center, the German-Chinese Academy for Psychotherapy(GCAP) and the Chinese Mental Health Association. We invited a famous German psychosomatic treatment team of Hospital zum heiligen Geist, a teaching Hospital of Frankfurt University in Germany, to be the faculty of the program, including director Professor Wolfgang Merkle, Nurse-in-chief Miss Gudrun Schopf, CMT psychotherapist Miss Andrea Wolf-Aslan and art therapist Mr. Helge Ostertag.

There were 85 participants in all, including psychiatrists, physicians, nurses, psychotherapists, art therapists and social workers, who work in psychosomatic/psychological department of mental health centers and general hospitals in 24 different areas of national China. On the first morning, we held an opening ceremony, a bunch of specialists in psychology attended the ceremony. Xu Yifeng, dean of the Shanghai Mental Health Center said: "The DCAP is taking root and sprouting in China. As we know, Germany is particularly influential in these areas, so Professor Wolfgang Merkle and his team will give us a good demonstration." The honorary (also the first) President of DCAP-Professor Zhao Xudong said: "There are five brands in the German-Chinese Psychotherapy program. The first is psychoanalytic classes, the second is family therapy classes, the third is cognitive behavior therapy classes, the fourth is hypnosis classes. So we hope the fifth brand – German-Chinese psychosomatic medicine class may also embark on a very academic and influential path." Professor Meng Fu, chairman of Psychosomatic Medicine and Clinical Psychology Committee in Chinese Women's Medical Association said: "Very luckily, last year, I have been to Germany with Zhao Xudong, what impressed me most is that Germany has the best psychosomatic medicine program. I would like to congratulate the opening of the program and hope it will be able to promote the development of psychosomatic medicine in China." "This program will be delivered by Professor Wolfgang Merkle and his team which is very well-known and long-established psychosomatic medicine in Frankfurt (Germany)" said Chinese President of DCAP-Professor Shi Qijia, "I believe we can learn quite a lot

from the class, not only the knowledge, but also the style.” Professor Zhang Haiyin, the Director of Clinical Psychology ward in SMHC, said: “it is very important to make different section to work together. So we are constantly exploring an integrate method. Fortunately, we met Professor Wolfgang Merkle, who has a lot of experience in this area.” Professor Wolfgang Merkle, German President of DCAP said: “There are thousands of psychosomatic treatments in Germany, not only because that we have more patients with pain disorder or eating disorder, but more importantly is that psychology is making a greater impact on the other clinical departments, such as gynecology, internal medicine, dermatology. So in the future, we still have a long way to go! ” All the students are inspired by the great pioneers.

After the ceremony, the students are divided into 4 groups: doctor group, nurse group, CMT therapist group, art therapist group. The daily training is divided into three parts: morning lecture - group discussion - Balint group discussion. In the morning lecture, we learned the basic theory of psychosomatic medicine and the common diseases in psychosomatic ward, e.g. depression, pain disorder, eating disorder, PTSD, etc. Then we formed different groups, i.e. doctor group, nurse group, CMT group and art therapy group, which have different focus, to talk more about the theoretical issues and then have the specific related skill training of the day. At the end of the day, we came back together to have a case discussion in the form of Balint Group led by Prof. Wolfgang Merkle. All of the participants joined it very actively, which made the whole group integrate the pieces of the patient and form the complete picture of the patient. The participants were surprised by such beautiful and effective way to understand the patient.

Most students showed up very early every day so they can exchange the learning content of the previous day and looking for opportunities to talk and learn from German experts. In the small group, all the students participated in the discussion actively. Most of the participants said: “We saw the Germany's strict and exquisite work attitude through the program; I am looking forward to developing the similar psychosomatic treatment team in my hospital; I hope that the Chinese-German psychosomatic training program can be held continuously and form a systematic continuous training course. ” On the last day, there was a dinner party, attended by almost all the teachers and students. At the party, we took the last chance to take photos and expressed the unwilling to be apart. At the moment there is no difference between teachers and students, we are all fellow travelers who walk in the road of psychosomatic and encourage each other. 99% of the participants thought that the content of this project has involved the latest development, achievements or the problems need to be solved urgently in the field, 100% of the students thought it was very rewarding, 100% of the students satisfied with the content. All of the participants appealed strongly expressed that they are looking forward to seeing all of the German teachers in Shanghai next year.



Photos of art therapist group







Photos of nurse group



Photos of CMT therapist group



Photos of doctor group



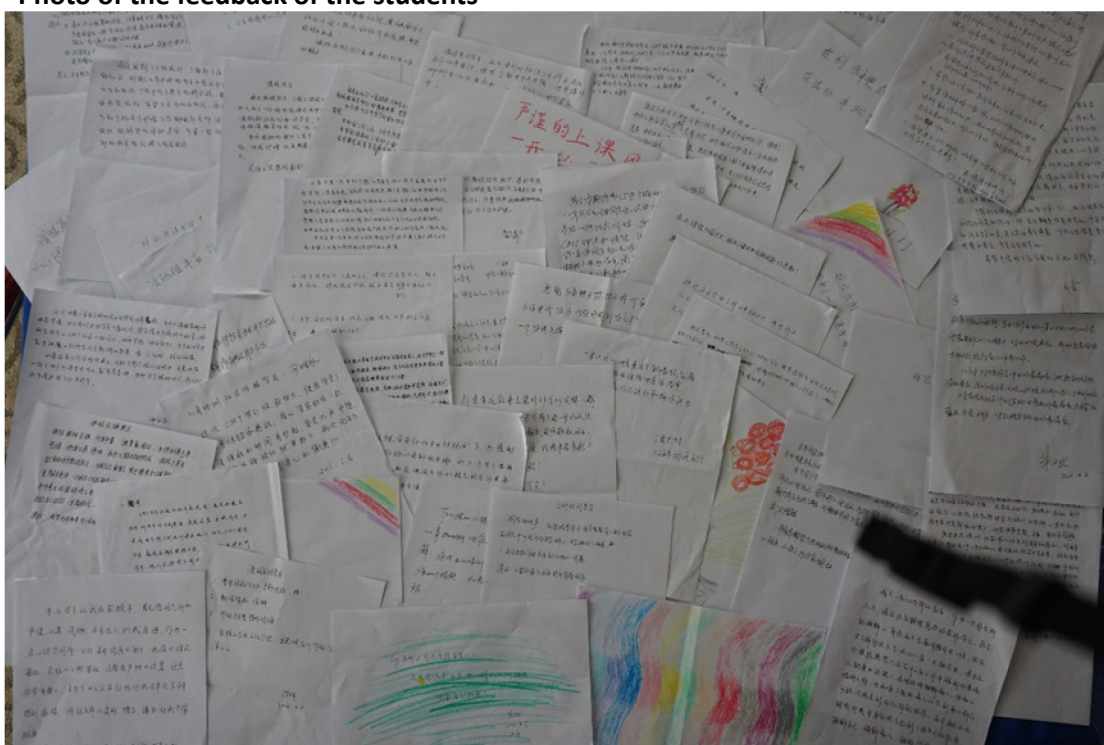
Photos of Balint group



Photo of the end ceremony



Photo of the feedback of the students



5. Training in group therapy of Somatic Syndrome Disorder SSD

A team of therapists from the Dept. of Psychosomatic Medicine and Psychotherapy at Aalen General Hospital was invited by Prof Zhou Bo, Director of the Psychosomatic Medical Centre, Sichuan Provincial People's Hospital in Chengdu, to arrange a training in group therapy of Somatic Syndrome Disorder SSD (i.e. Somatoform Disorder ICD 10, F 45). Our Chief Resident Dr. Enderle, our head nurse and I will perform the training from Nov.14 until Nov. 18.

Details of the SSD training and other topics you will find on the schedule as attached.

We are looking for our visit at Chengdu and will report our experiences later.

Best regards – Askan Hendrichske

Chengdu 14.11. – 18.11.2016 Training Schedule Sichuan Provincial People's Hospital, Psychosomatic Medicine Center

ion Oct. 23	Mon	Tue	Wed	Thur	Fri	Sat
00-12:00	Introduction (Lecture) <i>Principles of inpatient psychosomatic care</i>	Group Therapy Group A Group B Group C nurse	Group Therapy Group A Group B Group C nurse	Group Therapy Group A Group B Group C nurse	Group Therapy Group A Group B Group C nurse	???
	Dr. Hendrichske Dr. Enderle Mr. Frank	Dr. Hendrichske Dr. Enderle Mr. Frank	Dr. Hendrichske Dr. Enderle Mr. Frank	Dr. Hendrichske Dr. Enderle Mr. Frank	Dr. Hendrichske Dr. Enderle Mr. Frank	
00-14:00	Lunch and Break	Lunch and Break	Lunch and Break	Lunch and Break	Lunch and Break	
00-15:15 14:00-16:45	Group Therapy Group A Group B Group C nurse	Discussion and Questions about GT	Discussion and Questions about GT	Discussion and Questions about GT	Discussion and Questions about GT	
15-15:30		Break	Break	Break	Break	
30-16:45	Dr. Hendrichske Dr. Enderle Mr. Frank	Seminar Supervision of Group Therapy as conducted in Chengdu	Lecture <i>Trauma and Body Memory</i> Dr. Enderle	Lecture <i>Ressources in Psychotherapy</i> Dr. Hendrichske	Come together Lessons to be learned Conclusions, Feedback	
45-16:55	Break		Break	Break	Break	
55-17:45 16:55-18:30	Lecture <i>Integrative Psychosomatic Medicine for SSD Patients</i> Dr. Hendrichske Dr. Enderle Mr. Frank		Discussion about Lecture	Discussion about Lecture	Future Plans	

6. China Activities of the Department for Psychosomatic Medicine and Psychotherapy, University Hospital Freiburg China

Professor Dr. Michael Wirsching, Professor Dr. Kurt Fritzsche

Training in Psychosomatic Medicine and Psychotherapy, Shanghai

1. Training in Psychosomatic Medicine (ToT) for general practitioners (GP) in the community health center. Shanghai Mental Health Center (Cooperation Partner He Yanling), October 22 to 25, 2016
2. Psycho-cardiology: Psychosomatic Basic Care training for cardiologists. (Coordinator and cooperation partner Ma Wen Lin) Tongji Hospital, Shanghai. November 4 and 5, 2016

Beijing

3. Psychosomatic Basis Care Training (BMBF), for postgraduate doctors of all medical specialties. Peking Union Medical College Hospital PUMCH (Cooperation partner Wei Jing) May 21 and 22, 2016
4. Advanced Training in psychosomatic medicine and psychotherapy-(DAAD-Pagel) for psychiatrists and medical doctors of all medical specialties and psychologists. Peking Union Medical College Hospital PUMCH (Cooperation partner Wei Jing) October 5 to 9, 2016
5. Balint group and Balint group leader training in context of the international Balint Conferences in Beijing. Peking Union Medical College Hospital PUMCH (Cooperation partner Wei Jing), Chinese Balint Society. June 16 to 18, 2016

Chengdu

6. Advanced Training in psychosomatic medicine and psychotherapy for postgraduate doctors of all medical specialties and nurses. West China Hospital, Chengdu, Sichuan (Cooperation partner Zhang Lan), May 26 to 28 and October 27 to 29, 2016

Research in Psychosomatic Medicine and Psychotherapy

Validation study: DSM-5 Somatic Symptom Disorder (SSD) and ICD-11 Bodily Distress Disorder (BDD) in China: Do these diagnoses exist and how can we diagnose them? Coordinator: Peking Union Medical College Hospital PUMCH (Wei Jing)

Group therapy intervention study: Specific cognitive-interpersonal group therapy for patients with distressing bodily complaints/ functional syndromes in China. Coordinator: West China Mental Health Center, Chengdu (Zhang Lan)

Psycho-cardiology: Cross-sectional study and intervention study about the pre-hospital delay in myocardial infarction. Cooperation between Karlheinz Ladwig, Helmholtz Centrum München and Ma Wen Lin, Tongji Hospital, Department of Cardiology, Shanghai

Sino-German doctor degree program (Dr. med.) Coordinator: Zhang Ying

Balint groups: Evaluation of Chinese Balint groups by questionnaire. A comparison between Chinese and German Balint groups. Chinese and German Balint society. Coordinator: Shi Lili

Grants

2016-2019 Agency: German Academic Exchange Service (DAAD)

Title: Advanced training in Psychosomatic Medicine and Psychotherapy in China.

Publications in international peer reviewed journals

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Book

Fritzsche K, MacDaniel S, Wirsching M. Psychosomatic Medicine – An International Primer for the Primary Care Setting. Springer, New York 2014

Translated in Chinese by Wei jing and Cao Jinya, May 2016

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**7. Integration of psychotherapy (schools) in China
(Retrospect to the panel at the annual meeting of the
Chinese Association of Mental Health, Beijing, August 2016)
Ulrich Sollmann**

The Chinese Association of Mental Health had its annual meeting 2016 in Beijing. Hundreds of colleagues from all over China met to talk about specific aspects and issues which are relevant for their daily work. They also discussed political aspects of professionalism in general and occupationalisation. They also offered a panel “new perspectives and development of psychotherapy” presented by five speakers. All of them were engaged in psychology and/or psychotherapy and could look back on herewith connected practical experience for more than twenty years. All of them were engaged in training of psychotherapy in China. They represented the academic perspective from university and science. They also related to a specific project installed by the government which was engaged in answering the question of professionalism, occupationalisation and policy. The following countries were represented: Mainland China, Hong Kong, Australia, Italy and Germany.

Relevance of humanistic values and integration

I didn't have any other information about the other colleagues on the panel before as well as about their professional background and experience.

I myself decided to address two perspectives of development in the field of psychotherapy:

- Basic concepts and values of humanistic psychology/humanistic psychotherapy (like Gestalt-Therapy, Body-psychotherapy and others) as well as the relevance of this dimension for psychotherapy.
- Secondly I referred to the political framework of psychotherapy in Germany and the aspect of occupationalisation.
- This of course was connected with the emphasis of integrating psychotherapy (schools, methods and training programs).

Furthermore I was astonished that all of us referred to the value system of humanistic psychology and humanistic psychotherapy though we hadn't talked about this before the discussion. Insofar I experienced the panel as well-grounded on a solid value-base. This value-base seemed to be connected with an underlying commitment of all of us.

All panel-speakers referred to the necessity of integrating psychotherapy schools and psychotherapy methods. It was pointed out that there is a big variety of therapy schools and therapy methods being offered in China, offered by representatives of different countries and societies. It was also said that Chinese colleagues would be “eager” to follow these training programs one after the other. If I remember well, there was an unspoken conviction that many of the Chinese colleagues follow these training programs one after the other, a kind of additive. So to say they follow the two-years-training-program in method A, a two-year-training-program in method B and so on. The Chinese colleagues are probably quite engaged and highly motivated in the training and learning process, trying to adept as much as they can for their own understanding of clients, motivation for therapy and for the sake of diagnosis and therapy. So they are well informed and also practically experienced in the method A, the method B and so on.

After the presentation of our statements we had a panel discussion in two steps. First we talked with each other, then the discussion was opened to the public. I was glad and thankful for the very competent questions and comments made by the speakers as well as by the colleagues and the public. Competent means the following:

- The questions and answers were very concrete, practical and reasonable to professionalism.
- The questions picked up important perspectives of psychotherapy which usually are not discussed so often in the space of a psychotherapy-training.
- Almost all questions and answers referred to the perspective of integration and the necessity of integration
- There was consensus that the additive way of learning methods had to be looked at very critically. Same consensus about the development of psychotherapy in China has come to a point that

one has to think about digesting what one has learned, one has been trained and one practices when being familiar with method A, method B and so on.

To become a “better person” vs. (self-) experience

By offering so many therapy-methods at the same time in the way how it's trained or taught, Prof Yue Xiaodong stated that the academic field or the training societies would impose the students something to be a “better person”.

To be a “better person” would mean to know many concepts, to know about the big variety of therapy methods. Insofar he also stated that there is an embarrassing dilemma for students by teaching this way. The best instead of this which could come out as result is that psychotherapists will become very special specialists. This also could mean that the psychotherapists would be perfect in specific techniques and in practicing of different tools.

All this, and this was consensus, has to be put into contrast by discussion and (self-) reflection to an understanding which is based on humanistic values. Insofar we all stated that:

- It's important to grow, to experience oneself in a process of personal development and self-growth instead of becoming a “better person”.
- Instead of being a special specialist it is important especially for psychotherapists to look at the client as a person, as a human being, as a holistic being.
- Instead of practicing and using techniques and tools only, psychotherapists have to understand their client, have to understand the client as a person, not being fixed to symptoms only or specific diagnosis.
- This also means that psychotherapy has to relate to the client-therapist-relationship. All this is “the real essence of psychotherapy”.
- Last but not least it is ever so important to integrate the different approaches. And integration also means of course (self-) integration. Self-integration of course is based on self-experience, self-reflection and self-development.

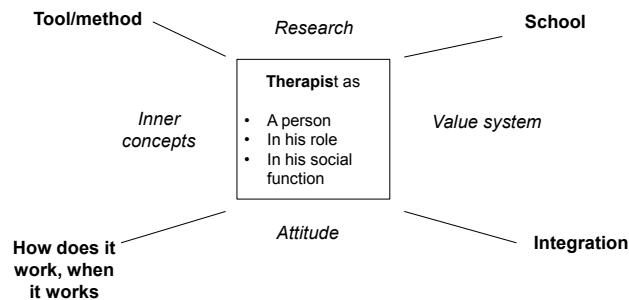
Referring to the importance of policy and the politics of psychotherapy Lin Hong stated that it is so important to minimize the gap between research and therapy.

The colleague from Australia pointed out the necessity of evidence-based (randomized control-groups) psychotherapy. But he also pointed out that science always has to be connected with and integrated as art. Insofar he emphasized the importance of evidence-supported instead of evidence-based psychotherapy. Both is necessary. He is therefore convinced about the importance and relevance of Guanxi in the field of psychotherapy. Psychotherapists and representatives of therapy schools have to relate to each other, have to talk about integration and have to rely on the relevance of professional Guanxi.

The Italian colleague is convinced when you follow all those training-programs that you learn a lot. But psychotherapy, especially based on humanistic values, also means not to do so much in psychotherapy (“we learn a lot, but have to do little”). She stated this position in order to encourage the colleagues to live more consciously the client-therapy-relationship instead of relying too much on the use of techniques.

The discussion between panel and audience soon showed that quite a lot of colleagues feel lost in all these different programs. They follow and hope to do it good (to be a “better person” and “a good psychotherapist”) but it also seems that they follow because it's familiar in China to follow the expectations of others and to be not so familiar with (self-)experiencing and self-integration and self-development, reflecting and following one's own orientation too. This of course is a big challenge for the political system and the development of general policy. Li Hong from Beijing is convinced about the importance of integration, backed up and structured by politics and policy.

Dimensions of psychotherapy-integration



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Psychotherapy and social change

Time was too short to discuss more intensively the reasons why students and colleagues in China can be “seduced” by all those programs, “seduced” to follow one program after the other. Another big question is how far this (unconscious more or less culturally based) motivation is connected or related to social and cultural change which happens so rapidly right now in China.

There was consensus that one consequence or result out of this social and economic change is that relating to people in general, to society, to daily life seems to be somehow “chaotic”. Part of the audience therefore feared that this “chaos” also would be mirrored in therapy-relationship.

Relationship and being related to another person therefore is one of the main focus in psychotherapy, in live-psychotherapy as well as in internet-psychotherapy. Parts of the audience worried about the growth of internet-psychotherapy. On the one hand it was clear that internet-psychotherapy is part of an important development in society but on the other hand it was also clear that practicing internet-psychotherapy provokes an enormous impact on relationship and the definition of relationship. So to say: internet-psychotherapy is a fact but it’s often still lacking enough relational competence.

Listening to these aspects which are brought up by the Chinese colleagues I more and more remember the close codependence of relationship in China characterized by “person-to-person-relationship” on the one hand and “money-relationship” on the other hand.

The interplay of “person-to-person-relationship” and “money-relationship” of course has a big impact on the development of self-esteem of psychotherapists. In China there is no existing pricing-system in the field of psychotherapy. So every psychotherapist can charge whatever he wants to and/or what the client can pay. Insofar part of the process of integration of psychotherapy also means for therapist that they have to become familiar with the question: What’s the worth of my work (what’s the worth of me as therapist) in terms of money? And in how far influences this the client-therapist-relationship. Perhaps students and colleagues try to adept as many therapy methods as they can do and are not so conscious yet about the relevance of integrating this way of training and learning. Perhaps they are also not so familiar yet with the fact that integration has at least two perspectives:

- First it is necessary to find a way to understand and to handle differences and similarities between the different schools. Integration also means then to conceptualize what therapy in general could be, how it could function and how it could be understood in relation to the specific social and cultural conditions in China right now.
- Secondly integration is part of self-experience, self-exploring and self-development of the therapist himself. To bring it in picture: The various therapy-schools are meals / dishes which are nicely prepared and which are good-looking, healthy and well-presented whereas it’s very important that these meals can be digested by the therapist too. Digestion means that the interplay of therapy-training and the therapist as a person must be balanced enough. Balancing this interplay is based on

the experience that finding one's own position and attitude towards therapy in general and towards the various schools is an indispensable ingredient of being trained and experienced in psychotherapy.

Challenge for politics and the occupationalisation of psychotherapy

We also discussed some aspects referring to the politics and policy:

- How can you differentiate "psychotherapy" and "counselling"?
- What are the main similarities and / or differences?
- How to understand differences and which (kind of) difference is so different that it is relevant and important to be specially regarded? If you don't know this aspect, if you're not so familiar with understanding the "difference of differences" you can get lost the more you dive into the big variety of therapy schools and therapy methods (this also can be observed in western countries of course)
- Which department is responsible for the politics of psychotherapy and developing the policy?
- Which professions have to present or represented in the project-group run by the government, which develops criteria and concept of policy?
- In which setting does psychotherapy and/or counselling functions well? With what effect?
- Teamwork in psychotherapy as a profession is lacking. People or occupational groups often work and function on their own.
- Various social institutions like police, forensic and so on are not familiar with the necessity of psychological issues and psychotherapy. But it seems that they have to be in the future. They also have to cooperate in the future.

Psychotherapy in China now is facing a new phase of development. One could say that in the beginning some professionals had experience in training in psychotherapy and try to develop psychotherapy in China by offering training programs together with psychotherapy-societies from abroad. After some time there was a big variety of psychotherapy approaches being offered. The government has already established a certain psychotherapy law but psychotherapy as an occupation is not yet really known as being important, nor is it developed and institutionalized. But this of course is very important. Insofar integration of psychotherapy touches the interplay of:

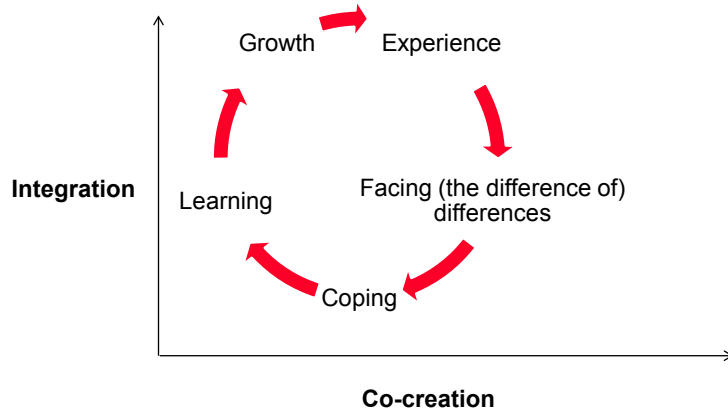
- The new holistic view on the client as a human being
- (Self-) experience, reflection and self-development of the psychotherapist
- Occupationalisation of psychotherapy in general and defining the role and function of psychotherapy and counselling in society.
- Integration of psychotherapy as an interplay of therapy-schools, methods and concepts on the one hand and self-experience and self-development on the other hand is crucially based on the fact that this also is a process of (self-) experience. Stating this I guess that it could be helpful to have a specific look on. It's easy to ask for (self-) experience as part of the integration-process but it is no longer as easy when you look at how experience functions, how the dependency of learning and teaching is.

The more traditional the system of teaching, learning and experiencing in China is, the more the teacher-student-model is favored. Transcultural integration of psychotherapy therefor faces the challenge of becoming familiar with new modalities of experience.

Modalities of experience

While working in China I face a really growing interest in reflecting intensively the importance and relevance of experience (Erlebnis und Erfahrung).

(Self-) Experience as integration



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Of course this is quite new for most of the colleagues and yet they were quite engaged and eager to get to know and to experience more about it. Academically seen trying to find out more in this perspective leads to one of the most important questions in psychotherapy: To understand how it works when it works. Together with my colleagues and by experiencing myself in China we could identify three dimensions or modalities of experience:

- o There is some guideline, specification or structure / hierarchy which induces or starts the process of experience. This functions as a specification or demand. This seems to be more familiar to Chinese. I call this “post-experience-model”. This means: the demand or specification mobilizes or supports or induces herewith connected experience.
- o We in western countries in addition to the “post-experience-model” also have a “pre-experience-model”. This means that we are faced with a process of experience and come to some conclusion, to some assumptions, to some structure or something like this. So to say the process of experience is an open process in/by which aspects which are not yet conscious or relevant can come into consciousness and can be related to oneself as the one who is part of the process of becoming conscious. This modality of experience seems to be not so familiar to Chinese.
- o Finally there is, I call it the “in-situ-experience-model”, which means that you are engaged in a process of experience in the group, related to a subject of discussion or development. This offers the chance to have both modalities of experience in the group at the same time and to explore together with the group how this is handled by the group. And which modality of experience you face or choose in the here-and-now. This is more or less an inductive procedure. This also refers to the aspect of working with ambivalence / ambiguity. This of course is a very important aspect of psychotherapy in general and specifically for the Chinese society.

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8. Perspective of body-approach in psychotherapy, counselling and in daily life in China

(Activities in 2016: DCAP, Ulrich Sollmann and Chinese partners)

The activities in 2016 were characterized by three aspects:

- o On the one hand we were busy in continuing and consolidating some projects: The two-years-training-course in Body Psychotherapy at Shanghai Mental Health Center, the cooperation with Shanghai happy-family-helper health-counseling Co. Ltd at Tongji-University, with Chunsheng Fu (PhD) of Zhong Ke Bo Ai (Beijing) Consultation Limited Company
 - o ... and of course the Chinese colleagues of the DCAP
 - o Finding new ways of communicating the body-perspective in China, also in relation to daily life
 - o Creating new tools and projects to open new perspectives to the body-approach and to initiate relevant connections and practical steps
- In April and August we had the second and third workshop of the body-orientated training program which started in August 2015 and is organized and promoted by Qiu Jianyin MD & PhD. The topics were:
 - o Body-language, (non-) verbal communication and body-diagnosis



Emotional expression of the body and integration into personality, relationship and personal life (praxeology)



The size of the group was a bit more than 30 participants. Most of them had joined the first workshop in 2015. Besides the official topics(see above) we focused on the group process in a

specific way in the second workshop in April. Each day there was a fishbowl-setting at the end of the workshop so that the group could reflect what happened in the group and how they lived the group process. The next morning I gave some feedback from my perspective on the last day and the fishbowl. In the beginning the participants were clearly leader-orientated whereas on the third day they took over the lead by themselves. During the week there was a growing understanding of the group-process in the workshop and about some aspects of group-process in general.



In August besides following the official topic, we reflected intensively the importance and relevance of experience (Erlebnis und Erfahrung). This was quite new for the group and yet they were very engaged and quite eager to get to know and experience more about it. This helped us to crystallized out specific inner concepts of body-psychotherapy which helped to understand the practical work, to understand how it works when it works. Together we found out that there are three dimensions of experience regarded from the transcultural perspective:

There is some guideline, specification or structure / hierarchy which induces the process of experience. This seems to be more familiar to Chinese. I call this “post-experience-model”.

- o We in western countries in addition to the “post-experience-model” also have a “pre-experience-model”. This means that we are faced with the process of experience and come to some conclusion, to some assumptions, to some structure or something like this. This modality of experience seems to be not so familiar to Chinese.

- o Finally there is, I call it the “in-situ-experience-model”, which means that you make the process of experience in the group to a subject of discussion or development. This offers the chance to have both modalities of experience in the group at the same time and to explore together with the group how this is handled by the group. This is more or less an inductive procedure. This also refers to the aspect of working with ambivalence / ambiguity.

Next spring we'll have the last workshop.

In winter we will discuss how to go on when the first training course has finished. Dr. Qiu and Dr. Pan think about establishing some kind of body-psychotherapy institute at the SMHC. They also think that it would be interesting to publish my book on Bioenergetics in China also. This book will be (re-

)published in German in the beginning of 2017 in a revised edition. I added a new chapter on mindfulness and Buddhism.

- The colleagues at Tongji-University (Shanghai happy-family-helper health-counseling Co. Ltd.) communicate the body-perspective practically and thoroughly in a different way than the SMHC. Liu Cuilian is convinced that a more practical approach could be helpful for professionals. So we had a two-days-workshop on body-language, nonverbal communication and diagnostics in April and a three-days-workshop on sexuality, relationship and personal growth in August.



There were more than 30 participants in each workshop. I really was astonished about the resonance and reaction in the workshop on sexuality. When I was asked to offer this workshop with this topic, I was very unsecure how to refer to sexuality in an open workshop in China. So I picked this as a challenge and a chance, asked Chinese colleagues for support and finally was really astonished how personal, professional and intimate the group process was. This experience encourages me to offer more of topic-specific workshops and of course offer workshops on sexuality.

- As my book “Introduction in body-language and nonverbal communication” is now published in China in Chinese I was asked by New Health to do a two-days-workshop on this issue in April in Beijing. The participants were professionals. Interesting for me was to see how new this perspective is for the Chinese colleagues. Of course there are many general aspects and concepts referring to body-language which are quite familiar, culturally seen, by Chinese. And yet, I was very curious to get to know more of the cultural differences in nonverbal expression and communication. I was also curious to see how the participants tried to integrate this perspective into their understanding of practical work. Some participants asked me i.e. how to integrate the body approach into the work with homeless children and shared their experience later. This gives an impression of how the transfer can work.

- In April 2016 I met the historians of the central committee of the Communist Party of China again, which I've already met in Berlin in September 2015. They invited me to continue the dialogue under the topic of social memory and working through history in Germany. Of course I was glad that we could establish our contact and of course I was glad that they invited me by themselves. To have a dialogue with politicians or representatives of the political system is a very precious and of course important endeavor. On the one hand it is very necessary to build up the net of communication and of course one has to be very careful by handling one's own comment on political questions, affairs and topics. The political situation becomes more complicated for about a year already. I think it's important to find ways how to follow the (political) dialogue so that the gentle relationship isn't in danger.



When I met the historians I was astonished about the issue which they wanted to discuss and about the fact that they were convinced how important it is to address the public emotionally also. I hope that we can follow this dialogue next year.

- Contact and communication between the Social Democratic Party (those who are responsible for the official political dialogue), the head of Friedrich – Ebert-Stiftung in Beijing is very important. So we are in a good continuing contact especially on the issue of how to relate and to refer to the political system in more or less critical times. I see my part in this communication like this:
 - o To join and follow the bilateral communication between the delegates of China and Germany, to mirror my impression and develop relevant questions on the current communication as well as communication strategy
 - o Of course this is a transcultural process. Transcultural is different to multi-cultural and intercultural. To bring it in a metaphor one could say that intercultural means learning the vocabulary of the different cultural languages, that multi-cultural means to learn the grammar of the different cultural languages whereas transcultural approach is the competence to speak and to communicate in the two languages so that comprehension on both sides is possible. This transcultural approach is,

as I think, a very important perspective in practical relating and communicating with China. It could be an interesting for us and the DCAP to be engaged in this.

- I'm glad about the continuing process of the running programs which are organized by the University of Freiburg (Prof. Wirsching/Prof. Fritzsche). On the one hand we finished the conceptualizing of manualising of the research-projekt ("Group psychotherapy for patients with SSD symptoms in China"). If I remember well, concept and manual are in the process of translation so that the official application of approval can be filed.

Meanwhile there are quite a lot of workshops being run in China already to make the Chinese doctors familiar with this concept. Kurt Fritzsche and I had one workshop at the Xi'an conference. Kurt Fritzsche will tell you more about the psychosomatic projects.

- There were some lectures like one at the Beijing Normal University on body-language and nonverbal communication, another at the 20th anniversary of the DCAP conference in Xian in July and a workshop "Introduction to body-psychotherapy" (meanwhile online in the internet available)



In August I was invited by the National Association of Mental Health to give a lecture on body-language and nonverbal communication at the annual conference. There I was also invited for a panel discussion on the "Integration of Psychotherapy in China, national and international views". This was very interesting insofar as there were a colleague from Mainland-China, Hong Kong, Italy, Australia and me from Germany. On the one hand it was really interesting that all of us though we didn't communicate before the conference referred the necessity of integration of principals and values of

the humanistic psychology approach. If I remember well it seemed to be clear that integration can't be seen as a trial to put tools, concepts and instruments of different therapy-schools in order to find "the best way" how to work. If I remember well, integration was discussed as: what is written about and presented in training-programs also has to be integrated by the experience of the professional. The better one is aware of his own experience and personal growth which is connected with the training in one or two therapy concepts the better one can understand and live what integration could be for him and/or his practical work.

- In the beginning of 2016 Chunsheng Fu, PhD, of Zhong Ke Bo Ai (Beijing) Consultation Limited Company added nine videos to their online-platform. I was asked to demonstrate practically in these videos how to work with body-language and the patterns. We produced these nine videos on body-language and the patterns of behavior of six Chinese celebrities just like Ma Jun from Alibaba and three politicians like Obama, Merkel and Putin. We also produced three videos about general aspects of body language and nonverbal communication. All videos are in English with Chinese subtitles.

Chunsheng Fu, PhD, also invited me for a three-days-workshop with the focus: "The application of body-language in personal growth and professional relationship". The 35 participants of the group were professionals. Some of them had already visited some of my workshops, some of them were told by friends and colleagues to join a body-workshop. This shows that colleagues talk about their experience related to the body-approach and think that it is helpful and necessary to be experienced in this way. In addition I was glad that we could work on the application of this approach. They made a professional video of this workshop and I guess that this video will be online available somehow in November 2016. Others asked me about the transfer to their practical work and later shared their experiences. This is quite helpful as a kind of indirect feedback about that the body approach corresponds practically to the work of at least some of the participants.

- I also worked with some managers in China and Chinese managers in Germany. The main focus is the transcultural understanding of communication and practical and strategic support. Two aspects were especially interesting: The relevance and importance of transcultural approach (in contrast to multicultural and intercultural) and the big difference of the images about China in Germany (mostly produced by media) and the experience and therefore established pictures of Germans in China.
- In cooperation with Li Wentian from Wuhan we published articles together. In the beginning of 2016 I was invited to become member of the editorial board of CAET (Creative Arts in Education and Therapy – eastern and western perspectives). CAET is an international journal for artist, educators and therapists. Now and then I write about my experiences in China in my column at the Focus-online (<http://www.focus.de/wissen/experten/sollmann/>)
- Two companies who offer trainings in psychology and psychotherapy (Zhong Ke Bo Ai and HRI) want to start online training-programs in 2017. They want to respond to the fact that professionals live all over China. Therefore it's very difficult for the professionals to meet for a weekend at one specific place. The two companies therefore start to conceptualize specific important and relevant issues and concepts of psychology and psychotherapy. I was invited to join and we will see how it works. My part will be to develop a bunch of lectures, to offer a forum for questions and answers and to support peer-supervision in whatever way this can be developed. Then we'll produce the videos and establish some platform for questions and answers as well as for decentralized peer-supervision.

I thank all of you whom I met and could spend such an interesting and inspiring time together and hope to meet you again in 2017. If you in advance have questions please let me know.

3 Approaches for Working with Cultures*

Perspectives	Intercultural	Multicultural	Transcultural
Culture appears as...	Challenge for intercultural learning	Part-system, interference in the expectations	Undetected prerequisites for interaction and identity
Culture concept	Essentialist: Countries, nation states	Systemic: Game rules, patterns	Cohesive: Differences and diversity
Methods	Teaching, advising, training ► Apply and adopt	Use of models for the reflection and detection of values ► Reflect and test	Deconstruction of all preconceptions, images of normality and power asymmetries ► Consider cultural and diversity factors on all levels of activity
Intercultural competence encompasses	Knowledge and techniques	Ability to reflect and flexibility	Competences and personality development
Advantages	Recognition of cultural factors	Multiple perspectives	Essentially difference and equality oriented
Role and particular competences of the expert	Promotes intercultural competence as cultural expert; trains and recommends	Broadens perspectives, choices and options for actions, provokes and intervenes	Assesses collaboratively which identity factors and boundaries are relevant
Challenges	Overestimation of cultural factors	Lack of (inter) cultural expertise	Limited reach of individual influence

*Source: Nazarkiewicz/Krämer (2012): Handbuch Interkulturelles Coaching, V&R.

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9. Psychoanalysis and attachment theory

Article in the *New York Times* about a seminar of Alf Gerlach and Liu Liying at Beijing “Seed Project”, Sept. 27.-29., 2016

<http://www.nytimes.com/2016/10/06/world/asia/china-kindergarten-boarding-children.html?ref=asia>

Recognizing Boarding Schools’ Psychic Toll in China

BEIJING — The emotional disintegration of a 17-month-old boy named John as he sought and failed to find comfort from caregivers in a British boarding nursery, captured in a 1969 documentary film, deeply distressed the Chinese women at a seminar last week on early childhood separation. It showed in hard-to-watch detail the damage that can be inflicted when young children lose their primary caregivers. John’s anguish was extreme. He cried for days, refused food and withdrew. One woman at the seminar, which was offered at a Beijing university and attended mostly by mothers and professional caregivers, took off her glasses and hid her face in her hands for a long time. Another stared straight ahead, tearing up.

A third asked, somewhat frantically, whether John had healed later. The answer — that he had not, entirely — from the teacher, Alf Gerlach, a psychoanalyst at the Sigmund Freud Institute in Frankfurt, was met with quiet consternation.

Millions of Chinese who attended boarding nurseries and preschools after the Communist revolution in 1949, when large-scale systems of institutional care were established to free parents to pursue revolution or to labor, experienced John’s plight to some degree.

The generation most deeply affected may be those born in the early decades after 1949, as the boarding system spread unquestioned — those in their 50s and 60s who run the country today. But the women at the seminar, who ranged from young adults to middle age, all had stories of losing primary caregivers, or of being forced to separate from their own children because of rules barring parents from staying with their hospitalized children.

Boarding school is less common now for those under 6 but is still considered a respectable option. Even Chinese millennials may have been sent as toddlers. It is widespread among children 6 and older. Today’s Headlines: Asia Edition

Hoping to understand more about the development of the system in China, I visited the Beijing municipal archives on Archive Road.

There, documents showed that, at top institutions in the city after the revolution, the caregiver-to-child ratios — John’s problem had been a lack of attention — were initially high. Mostly, the children of the elite were sent away. The children of ordinary citizens were cared for at home.

A 1958 State Council document recorded a 1-to-2 ratio in 1956 at a nursery run by the Ministry of Agriculture. But colder times began with the 1958 “double-anti” campaign against “waste and conservatism.”

Spending on food and board was cut everywhere, the document showed. The caregiver ratio at the ministry nursery went to 1-to-5.5 that year. The authorities promised to get it to 1-to-5.9, in line with “rectification.”

Conditions in less privileged preschools grew grim as the authorities pushed to institutionalize large numbers of children to free parents to meet higher production quotas during the Great Leap Forward of 1958 to 1961.

Another document, dated 1960, noted: “The problem now is that the development of boarding nurseries isn’t keeping up with the development of the needs of production.” Facilities were built quickly but were “small and cramped.” Only 26 percent were “good.” In Beijing, 400,000 children needed preschool places immediately, the document said. With the able-bodied working in fields or factories, the caregivers were often old or sick. At one preschool, the document said, six children drowned in one summer and three got food poisoning, with one dying.

Conditions have improved drastically since then, but loyalty to the system remains. An article published one week before school began on Sept. 1, by Shilehui, a website for preschool educators, addressed the issue.

Hardly any parent likes to send a young child to be boarded, it said. But in the interests of “objectivity,”

it listed three advantages: Boarding helps children become more independent and less finicky and make more friends.

Little John's experience shows it also can have negative emotional outcomes. And the reactions of the women attending the course suggest that many Chinese parents know it.

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