Development of Mentalizing Education
心智化教育的发展

Initial Education Group: "Mentalizing as a Compass for Treatment"

最初的教育团体："心智化作为治疗的指南针"

Intended to promote therapeutic alliance with patients in therapies

旨在促进与病人在治疗中的治疗联盟

1）Concept of mentalizing

　心智化的概念

2）Mentalizing impairments in psychiatric disorders (substance abuse, depression, trauma, personality disorders)

　精神科疾病（药物滥用，抑郁，创伤，人格障碍）中的心智化受损

3）Mentalizing in treatment (individual, group, family therapy, medication)

　治疗中的心智化（个体，团体，家庭治疗，药物治疗）

Incorporated group mentalizing activities

合并团体中的心智化活动

Bateman & Fonagy included "Introduction to Mentalizing" in MBT

贝特曼与福纳吉在MBT中包含了"心智化入门"的环节

Added education about attachment into mentalizing education

在心智化教育中增加关于依恋的教育内容

Simple Concept of Mentalizing

心智化的简单概念

	Thoughts 思考	Feelings 感受
Self **自己**		
Others **他人**		Empathy 共情

Mentalizing Activities
心智化活动

Incorporated activities to demonstrate and practice mentalizing along with understanding concepts.

结合活动来展示和实践心智化，并且理解概念。

No standard activities; depends on creativity of the group leaders.

没有标准的活动；取决于团体带领者的创造力。

Examples
示例

Understanding self through other (patient selects a group member and then mentalizes how the other person views him; then the other person states how she views the patient)

通过他人了解自己（病人选择一个团体成员，然后心智化另一个人会如何看待自己；然后另一个人陈述她是如何看待病人的）

Role playing a conflict, taking the other person's perspective

冲突情景的角色扮演，从另一个人的视角出发

Identifying "90-10" reactions: 90% from past, 10% from present (remember events, keep a record, give examples of mentalizing)

识别"90-10"反应：90%来自过去，10%来自现在（记住事件，进行记录，给出心智化的例子）

"Just the facts" (describe scenario factually and invite group members to mentalize how the patient felt and what he thought, for example, when riding in a car with father when the patient was 12 years old, father stopped the car, insisted the patient get out of the car, and then drove away).

"只说事实"（描述实际发生的情景，并邀请小组成员心智化病人的感受和他的想法，例如，当病人12岁时坐在父亲的车上，父亲停下车，坚持让病人下车，然后开车离开）。

Mentalizing Activity: Who Am I?

心智化活动：我是谁？

Patient

病人

Long history of depression, anxiety, problems in relationships. "Everyone has given up on me because I'm such a "bitch." I've given up on myself. I can't stick with anything. What good is this group? I've been through all this before.

长期抑郁，焦虑，关系问题的历史。"每个人都放弃了我，因为我是个'婊子'。我也已经放弃了自己。我不能坚持任何事情。这个团体有什么用？这一切我以前都参加过。"

Exercise: "Who Am I?"

练习：我是谁？

1) List objective facts (e.g., 31, female, attorney, tall, mother).

列出客观事实（例如，31岁，女性，律师，高个子，母亲）。

2) Describe self in terms of mental states and personality characteristics.

用心理状态和人格特征来描述自己

Description of self:

描述自己

bitchy, angry, frustrated, hard to like, but really a baby, needy, dependent, scared, fragile, spoiled, a real mess. I need help!

婊子，生气，沮丧，很难喜欢上什么，但真的是一个婴儿，有需要，依赖，害怕，脆弱，被宠坏，一个真正的烂摊子。我需要帮助！

Group response:

团体反应：

Recognized her conflict: desire for help but fear of rejection and "bitchy" behavior pushed others away. Group members better able to mentalize the patient, and she became more emotionally authentic and engaged.

认识到她的冲突：渴望得到帮助，但害怕被拒绝，"婊子"的行为将其他人赶走。团体成员能够更好地心智化病人，并且她也变得在情感上更加真实，更加参与。

Mentalizing Activity: Identify with Object
心智化活动：对客体（对象、物体）的认同

Exercise: Bring in an object that represents the self

练习：带来一件代表自己的物体

Alice brought in a large empty tin of chocolates. She chose the tin because it looked colorful and lively on the outside but was empty inside (this choice of object was excellent mentalizing by Alice). The group gave her feedback that she looked nice and always was well-dressed. They did not know that she felt so empty inside. Alice was surprised that others did not realize how empty she felt. She learned that her cover-up—the cheerful outside—was more effective than she realized. It was too effective in preventing others from empathizing with her pain and sadness. Prior to the group, she resented the fact that others were not more sympathetic. The group activity helped her to understand that her disappointment in other people was not due to their lack of caring but rather to her self-protective way of relating to others (acting happy, telling jokes, looking pretty). The group activity helped her begin to feel more understood and supported.

爱丽丝带来了一个装巧克力的大空罐子。她选择了这个罐子，因为它外表看起来色彩鲜艳，但内部是空的（爱丽丝很好地心智化了选择的这一客体的理由）。团体给她的反馈是，她看起来很漂亮，一直穿着得体。他们不知道她在内心感到空虚。爱丽丝很惊讶其他人并没有意识到她感到多么空虚。她了解到，她的掩饰－开朗的外表－比她意识到的更有效。它太有效地阻止了他人共情她的痛苦和悲伤。在参加团体之前，她对其他人没什么同情心这一点感到怨恨。团体活动帮助她了解到，她对他人的失望不是因为他们缺乏关心，而是因为她与他人打交道时的自我保护方式（表现得很开心，讲笑话，看起来很漂亮）。团体活动帮助她开始感受到更多的理解和支持。

Educating Patients about Attachment
教育病人依恋的内容

FOUR ATTACHMENT STRATEGIES

四个依恋策略

1) Secure: confident in seeking comfort when distressed

安全型：有信心在遇到困难时寻求安慰

2) Avoidant: do not seek comfort, rely on self

回避型：不寻求安慰，依靠自己

3) Ambivalent: protest, make a fuss when distressed

矛盾型：抗议，在痛苦时大发脾气

Organized
有组织的

4) Fearful: no effective way of relating to caregiver; alone in pain

害怕的：没有有效的方式与养育者建立关联；独自在痛苦中

GENERAL PRINCIPLES

一般原则

1) Children learn strategies by 1 year old, before they can talk

孩子们会在1岁之前学到策略，在他们学会说话之前

2) Different strategies with different caregivers

与不同的养育者有不同的策略

3) All three organized strategies are adaptive; flexibility is crucial

这三种有组织的策略都是具备适应性的；灵活性至关重要

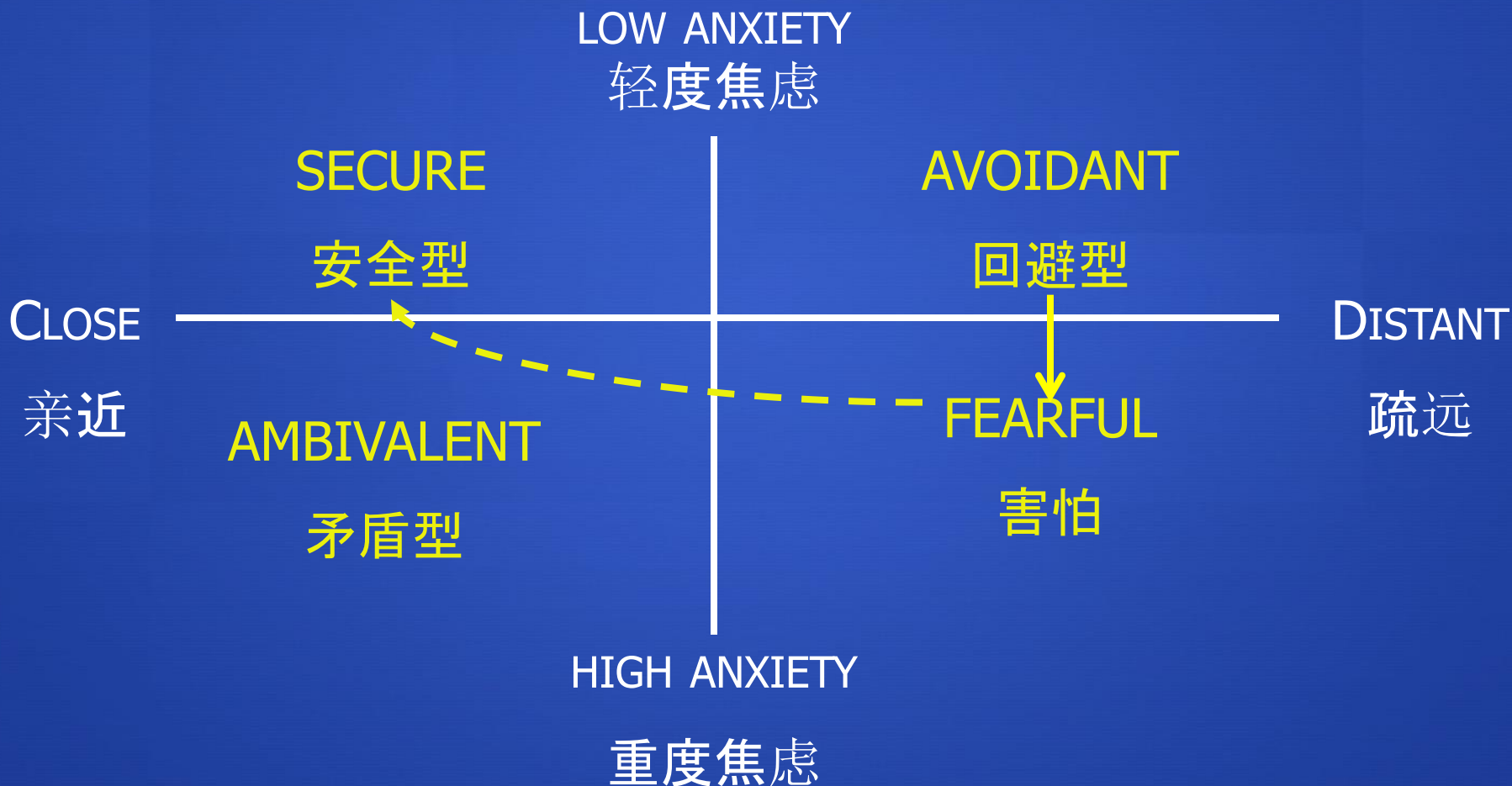4) Strategies change over the lifetime in meaningful ways

策略以有意义的方式在一生中发生变化

Adult Attachment from a Dimensional Perspective
从维度的视角看成人依恋

Attachment as a model for relationship with self
依恋作为与自我关系的模式

Group Process
团体历程

1)Review qualities of an ideal relationship
回顾一下理想关系的品质

2)Imagine having this kind of relationship with self
想象一下，与自己有着这样的关系

3)Discuss traumatic relationships with self (abuse and neglect)
讨论与自己的创伤性质的关系（虐待和忽视）

4)Discuss how patients are working on this relationship
讨论病人如何处理这种关系

I view cognitive therapy (changing distorted thoughts about self) as improving the relationship with self.
我把认知疗法（改变与自己有关的扭曲思维）视为改善与自己的关系。

Group Schedule
团体日程

1）RELATING TO OTHERS
    与他人的关联
Review of the basic patterns of secure and insecure attachment.
回顾安全和不安全依恋的基本模式

2) RELATING TO YOURSELF
    与你自己的关联
Secure attachment provides a model of relating to yourself as well as relating to others.
安全依恋提供了你与你自己关联的模型，亦如你与他人的关联。

3) UNDERSTANDING MENTALIZING AND MINDFULNESS OF MIND
    了解心灵的心智化和正念
Three aspects of mentalizing: non-verbal, reflective, and ethical.
心智化的三个方面：非言语，反思性质，和伦理标准。

4) DISRUPTION AND REPAIR IN ATTACHMENT RELATIONSHIPS
    依恋关系中的中断和修复
Giving examples of security along with disruption and repair of security.
提供安全型的示例，以及安全的中断和修复

Group Schedule
团体日程

5) APPRECIATING DIFFERENT PERSPECTIVES
欣赏不同的观点
Create a story for ambiguous picture followed by group interpretation.
为模糊的图景创造一个故事，然后团体进行解释。

6) IMAGING CORE PROBLEMS FOR TREATMENT
可视化治疗的核心问题
Create a visual image representing a core problem followed by group mentalizing.
创建一个表示核心问题的可视化图像，然后团体进行心智化。

7) AUTHORING YOUR LIFE
署名你的生活
Create a title for the novel of your life followed by group mentalizing
为你生活的小说创作一个标题，然后是团体的心智化

8) MAINTAINING HOPE
维持希望
Group discussion of hope followed by examples.

团体讨论希望，然后是举例子。

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