

EFT Advanced Core Skills Training 3 & 4 Manual

情緒取向治療 核心技巧培訓手冊 3 & 4

July 2016



International Centre for Excellence in Emotionally Focused Therapy
情緒取向治療追求卓越國際中心

Table of Contents 目錄

Preamble 前言.....	p. 5
Introduction 介紹.....	p. 6
Learning Emotionally Focused Therapy 如何學習情緒取向治	p. 9
Preparing for Training 培訓之前的準備	p. 11
Video Demonstration and Review 影像示範和溫習	p. 14
Homework 作業	p. 15
Trainee Presentations 參加者個案分享	p. 16
Role Play Exercises 角色扮演練習	p. 18
Consolidation of EFT Learning 情緒取向治療學習的鞏固	p. 23
Core Skills Training 3 核心技巧培訓三	p. 24
Suggested Agenda 建議議程	p. 25
Training Objectives 培訓目的	p. 26
Suggested Exercises 建議練習	p. 27
Video Review Exercise 觀看影像個案的練習	p. 28
Expanding Emotion Exercise 拓展情緒練習	p. 33
Expanding Emotion Transcript Exercise 拓展情緒的逐字報告練習	p. 36
Withdrawer Re-engagement Exercise 逃避退縮者重新連結的練習	p. 49
Core Skills Training 3 Tools 核心技巧培訓三 工具	p. 51
情緒取向治療的手舞	p. 52
EFT KNOWLEDGE AND COMPETENCY SCALE (EFT-KACS)	
情緒取向治療知識和能力量表 (EFT-KACS)	p. 54

EFT Group Presentation Form 小組個案討論表格	p. 56
現場演練及錄影同意書	p. 59
黃醫生課程-EQ 步步升 關係成長系列課程: 建立美滿不能破裂的婚姻	p. 60
黃醫生課程-EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣	p. 61
練習一: 從過去的依附關係認識依附需求和恐懼	p. 62
練習二: 分享現在依附關係中的依附恐懼和需求	p. 63
練習三: 認識我的依附恐懼和需求 (Recognizing my attachment fears and needs)	p. 64
練習四: 接觸和分享我們的依附恐懼 (抱緊我, 第 157-158 頁)	p. 65
練習五: 認識和分享崎嶇處中的恐懼 (抱緊我, 第 158-159 頁)	p. 66
練習六: 分享過去關係中的依附需求 (抱緊我, 第 168-169 頁)	p. 67
練習七: 分享現在關係中的依附需求 (抱緊我, 第 168-169 頁)	p. 68
練習八: 如何加強鏡像神經元	p. 69
練習九: 你希望人怎樣對待你, 就要怎樣對待人	p. 70
練習十: 坦誠的自我反省	p. 71
練習十一: 找出和經歷我們與依附對象的共同之處	p. 72
Core Skills Training 4 核心技巧培四	p. 73
Suggested Agenda 建議議程	p. 74
Training Objectives 培訓的目的	p. 75
Suggested Exercises 建議練習	p. 77
Blamer Softening Transcript Exercise	p. 77
Blamer Softening Exercise	p. 90
Blamer Softening Drill Exercise	p. 92
Core Skills Training 4 Tools 核心技巧培訓四 工具	p. 96
練習一: 重寫我們過去在崎嶇處的舊劇本	p. 97
練習二: 重寫現在我們在崎嶇處的劇本	p. 98
練習三: 應用減輕衝突的步驟	p. 99

練習四: 重返不太困難的崎嶇處	p. 101
練習五: 重返比較困難的崎嶇處	p. 103
練習六: 引領愛情邁向未來的指南	p. 105
練習七: 如何建立歷久彌新的愛情	p. 106
練習八: 以變通的方法處理危機 (抱緊我, 第 212 頁)	p. 107
練習九: 紀念心靈相通的時刻 (抱緊我, 第 213 頁)	p. 108
練習十: 運用慣例來重視分離與重聚的時刻 (抱緊我, 第 214-217 頁)	p. 109
練習十一: 保持安全第一 (抱緊我, 第 219-220 頁)	p. 110
練習十二: 創造一個絕處逢生的愛情故事 (抱緊我, 第 221-225 頁)	p. 111
練習十三: 創造一個未來的愛情故事 (抱緊我, 第 226 頁)	p. 112
練習十四: 歷久彌新的愛情 (抱緊我, 第 213-232 頁)	p. 113
Closing training group exercises 培訓小組結束的練習.....	p. 115
1. Giving each other feedback 彼此給予回饋.....	p. 116
2. Giving and receiving Gifts 贈送和接受禮物.....	p.116
3. Hope and Appreciation List 希望和欣賞的清單.....	p. 117
4. Drawing a symbolic gift 畫一個象徵性的禮物.....	p. 118
5. Note cards with wishes, memories or feedback 記錄祝福,回憶或回饋的卡片	p. 118
6. Thank you note 謝謝你的便條.....	p. 119
7. One last word 最後一句話.....	p. 120
8. Reflecting and sharing in stations 每站的反省和分享.....	p. 120

Preamble 前言

Confidentiality 保密

The *EFT Advanced Core Skills Training Manual* is for use by ICEEFT-Certified EFT Trainers only. 這套《情緒取向治療追求卓越國際中心認證的培訓師專用的情緒取向治療核心技巧培訓手冊》只供訓練師專用。

Background 背景

The *EFT Advanced Core Skills Training Manual* was developed in 2005 by Gail Palmer and Dr. Alison Lee in response to follow up training requests subsequent to therapists participating in an EFT Externship. 《情緒取向治療核心技巧培訓手冊》由 Gail Palmer 和 Dr. Alison Lee 於 2005 年發展而來,該手冊的閱讀群體是已完成初階課程、並需要更深入培訓的治療師。

This manual is the result of input from numerous EFT Trainers under the guidance of Gail Palmer. 該手冊由 Gail Palmer 所引領的培訓師共同完成。

This version of this manual was translated into Chinese by EFT Trainer, Dr. Tat-Ying Wong. 該版本是由黃達瑩醫生,情緒取向治療的培訓師,翻譯成中文的。

Purpose 目的

This manual is intended to be a resource and guide for all Certified EFT Trainers as they lead Advanced Core Skills Training. 該手冊是對情緒取向治療核心技巧培訓的培訓師的資源和指引。The overarching objective is to provide all Training with a consistent structured framework. The ICEEFT Board of Directors wishes to acknowledge and thank all those who contributed to this manual. 手冊最終的目標是為所有培訓提供一致的結構。情緒取向治療追求卓越國際中心董事會謹此承認並感謝所有對本手冊做出貢獻的人士。

Copyright 版權

© 2016 ICEEFT – International Centre for Excellence in Emotionally Focused Therapy
© 2016 情緒取向治療追求卓越國際中心。

Introduction 介紹

Introduction 介紹

Advanced Core Skills Training comprises four two-day workshops focusing on the core skills of each of the EFT Steps. Each two-day workshop provides 12 hours of training for a total of 48 hours. The training will contain instruction and experiential practice of EFT skills and interventions according to the guidelines set out in this *EFT Advanced Core Skills Training Manual* as developed by the International Centre for Excellence in Emotionally Focused Therapy (ICEEFT).

核心技巧培訓是為期兩天、四次的工作坊,它針對情緒取向治療中每個步驟的基本技巧。每次兩天的工作坊提供 12 小時培訓,共計 48 小時。培訓包括教學和情緒取向治療的技巧及所介入的練習經驗,所根據的是情緒取向治療追求卓越國際中心(ICEEFT)發展的情緒取向治療核心技巧培訓手冊指南。

Core Skills Training can be applied towards EFT Certification. Attendance for all four weekends provides participants with 24 hours of group supervision that can be applied to EFT certification. Participants can also receive credit for an Advanced Externship designation if they present their own work through videotape or audiotape (accompanied by a transcript) ONCE through the four weekends. Participant presentations are a component of Core Skills Training. However, if the individual trainer does not have time to complete these presentations they can be completed at a later date by either a Certified EFT Trainer or a Supervisor in a group setting. The final decision regarding readiness for certification is determined by ICEEFT.

核心技巧培訓可用於申請情緒取向治療的認證。參加者滿足出席兩天四次的培訓,即可擁有認證所需的 24 小時的小組督導。參加者在四次的培訓中通過影像來分享他們的個案,即可獲得完成高級培訓的制定要求。參加者分享自己的影像個案是核心技巧培訓的重要部分。如果培訓師沒有時間完成這些影像個案的分享,可以之後跟認證的情緒取向治療的督導或培訓師在小組裡完成。有關認證的準備,最終取決於情緒取向治療追求卓越國際中心(ICEEFT)。

Eligibility 資格

Participants are REQUIRED to have completed an EFT Externship, be willing to participate in role plays and be open to feedback from the trainer and the group. The expectation is that everyone will have read *Creating Connection: The Practice of Emotionally Focused Couple Therapy* (2004).

參加者必須已經完成了情緒取向治療的初階課程,願意參與角色扮演和接受從培訓師和小組而來的反饋。每位參加者也必須讀完蘇珊 強森博士著,劉婷博士翻譯的“情緒取向 VS 婚姻治療(二版)”,台北:張老師文化事業出版,2011 (344 頁)。

Learning Goals 學習目的

The overall goal of Core Skills Training is to take the overview knowledge gained in reading EFT literature and in an EFT Externship and turn it into a procedural map for intervention for the therapist. Additionally Core Skills Training provides EFT immersion in a small group with a maximum of 12 participants; although, a maximum of 16 participants can be accommodated if there are 2 Trainers or a Trainer and a Certified EFT Supervisor. Training occurs on the following levels:

核心技巧培訓總體的目標是把從閱讀有關 EFT 的課本和文章以及初階課程而來的知識,變成一個治療師採用 EFT 技術的程序藍圖. 核心技巧培訓也提供深入接觸 EFT 的小組,每組最多是 12 人;如果有兩位培訓師或一位培訓師和認證的督導帶領,每組就可以容納 16 名學員. 培訓的幾個層次包括:

1. Instruction and review of the EFT model. 教導和重溫 EFT 模式.
2. Demonstration of skills through video recording, role play and/or live session.
通過影像,角色扮演和/或現場唔談來示範 EFT 技巧.
3. Practice of skills through exercises and role plays. 通過練習和角色扮演來操練技巧.
4. Individual feedback on EFT skills development through case presentation.
通過分享個案而得到有關發展 EFT 技巧的個別反饋意見.
5. Discussion of cases as relevant to the content material of the workshop.
討論跟培訓內容有關的個案.

Structure 結構

Core Skills Training #1 - Assessment: Steps 1 & 2

核心技巧培訓一—評估：第一和第二步

Core Skills Training #2 - Cycle De-escalation: Steps 3 & 4

核心技巧培訓二—減緩惡性互動循環：第三和第四步

Core Skills Training #3 - Withdrawer Re-engagement: Steps 5, 6 & 7

核心技巧培訓三—逃避退縮者的重新投入：第五,第六和第七步

Core Skills Training #4 - Blamer Softening: Steps 5, 6 & 7 Consolidation: Steps 8 & 9

核心技巧培訓四：一指責批評者的態度軟化：第五,第六和第七步 鞏固：第八和九步

Learning Emotionally Focused Therapy 學習情緒取向治療

The following content from Susan Johnson, *Creating Connection* (2004), can be useful in conceptualizing the training. These descriptions and tasks provide a framework for developing the sequence of training over the four workshops and help guide the leader in addressing what tasks will be focused on in each training workshop. Also, the leader can use this as a guideline for assessing where the trainee currently is in his/her developmental process.

以下的內容取自蘇珊·強森博士著, 劉婷博士翻譯的“情緒取向 VS 婚姻治療(二版)”, 台北:張老師文化事業出版, 2011. 它有助於理解培訓背後的概念. 以下這些描述和任務提供了一個實用的架構, 用以發展四次培訓之後的輔導工作, 以及幫助培訓師在工作坊中針對的任務. 當然培訓師也可以用來作為指導, 以便評估學員目前的發展階段.

1. Theoretical Frames 理論架構

1-1 Attachment Focus 以依附為焦點

Couple and family relationships are conceptualized through attachment theory. Relationship distress is understood and **reframed** in therapy as the lack of emotional accessibility and responsiveness. Negative behaviour and emotion is understood, **reframed and validated** as a predictable response to separation distress. The EFT therapist models secure attachment through **empathic responsiveness** and building and maintaining strong therapeutic alliances with each partner or family member.

依附理論為夫妻和家庭關係提供理論概念. 關係遇險被理解並重新界定為失去情感上的可親和回應. 負向的行為和情緒被理解、確定、及重新界定為對於分離焦慮的正常反應. 情緒取向治療師要對每位配偶及家庭成員有同理的回應, 並建立和維持穩固的治療聯盟, 這樣就可以更有效地向他們演示安全的依附模式.

1-2 Experiential, Humanistic Frame 經驗學派和人文主義構架

EFT is a de-pathologizing perspective on couple / family distress that focuses on health. “Human beings are naturally oriented toward growth and development and generally have healthy needs and desires.” Couple / family problems are **reframed** and **validated** as arising out of being stuck – not sick – and growth is seen as attainable as a result of new corrective experience.

情緒取向治療專注於健康的關係, 它不將夫婦或家庭遇險視為問題. “人的自然傾向是成長和發展, 並擁有健康的需求和願望.” 夫婦或家庭的問題被重新界定為“卡住”, 而不是“弊病”. 成長被認為是可以實現的, 糾正後的新的情緒經驗就會帶來成長.

1-3 Systemic Frame 系統理論的角度

The EFT therapist **tracks** and **reflects** interactional patterns and positions in the couple/family and **reframes** the presenting problem as the negative cycle. The goal is to foster more flexible positions and positive interactions.

情緒取向治療師追蹤和反映夫婦或家庭成員之間的互動模式和角色, 並把問題界定為“負向互動循環”, 目的是培養更靈活的角色和更正向的互動模式.

2. Interventions 介入

2.1 Focus on Emotion 專注於情緒

The EFT therapist privileges and follows emotion as it is seen as a high level information processing system that involves physiological responses, meaning schemas, action tendencies and self-awareness of this experience. The EFT therapist **empathically reflects** emotion, slowing the process to allow for new meanings and experiences to develop.

情緒取向治療師特別注意和追蹤情緒,因為情緒被視為涉及較高層次的信息處理系統,包括生理反應,意義模式,行為傾向以及對這些體驗的自我意識. 情緒取向治療師同理地反映情緒,放慢處理情緒的過程,以此啟發賦予新的意義和經歷.

2-2 Empathic Reflection 同理的反映

The EFT therapist is empathically absorbed in a client's experience and can accurately and sensitively reflect present poignant emotion so that the client feels seen and acknowledged. Reflection helps to deepen experience, develop new meaning and directs and focuses the session.

情緒取向治療師同理獲取案主的體驗,並且能夠準確、敏銳地反映此時此刻最生動的情緒,讓案主感覺他/她的體驗是被看到和承認. "反映"有助於加深體驗,啟發新的意義,並引導和集中於晤談.

2-3 Validation 肯定

The EFT therapist explicitly conveys to both partners and all family members that they are entitled to their experience and their emotional responses. **Normalization** and **self-disclosure** are more intense means of validation.

情緒取向治療師不斷明確地傳達給每個配偶和家庭成員這樣的信息: 他們有權擁有自己的獨特體驗和情緒反應. 將體驗正常化並做自我揭露是更加強烈的肯定.

2-4 Heightening 強調

The EFT therapist highlights and intensifies particular responses and interactions. Heightening is staying with the experience, through **RISSSC (Repeat; Images; Simple; Slow; Soft; Client words)**.

情緒取向治療師注重並強調一些特定的反應和互動. 通過 **RISSSC (重複,圖像,簡化,放慢速度,溫柔,採用案主的詞彙等)** 而來的強化,幫助投入此時此刻的體驗,

2-5 Structuring Enactments 構建現場演練

The EFT therapist directs one partner to respond to the other in a particular way, processing this experience with each partner and then summarizes the new interaction. Enactments are used to crystallize present positions, turn new emotional experience into new responses, heighten new or rarely occurring responses and choreograph change events.

情緒取向治療師引導配偶以特定的方式來回應對方,並處理當中每一位配偶的體驗,然後歸納這種新的互動. 現場演練能夠將此時此刻的互動位置具體化,將新的情緒經歷轉變成新的回應方式,強調新的或很少發生的反應並以此編排改變事件.

Preparing for Training 培訓之前的準備

Group Selection 選擇組員

Advanced Core Skills groups generally follow a local externship and members are gathered from the externship participants. Other members from other geographical areas can be added to this core group. Members are usually assembled arbitrarily, by self-selection. If the numbers exceed

12-16 members, then more than one group should be created. Participants can be grouped according to skill level, maintaining more homogeneous groups. For example, cohort one, could be composed of less experienced therapists, students and interns, whereas cohort two would be the more experienced therapists, keeping the skill level relatively consistent amongst the group members, creating greater safety and optimal learning for both groups.

核心技巧培訓小組與當地舉辦的初階課程相銜接,其組員是來自初階課程的參加者。來自其他地區的成員也可以加入這個核心小組。小組成員通常是通過自我選擇任意結合的。如果人數超過 12-16 位成員,便要考慮多加一組。可以根據參加者的技巧水平來分組,讓相同階段的學員同在一組。例如,一組成員可能是經驗比較少的治療師,學生和實習生;另一組可能是經驗比較多的治療師。若能保持小組成員的技術水平差不多一致,便會增加安全感和創造更佳的學習環境。

Advanced Core Skills groups are generally closed groups and participants commit to all four weekends. Members are required to pay a deposit for each weekend and drop outs are charged a penalty for administration costs. Occasionally, participants need to miss a weekend due to unforeseen circumstances, for example, illness. Exceptions can be made for these members and entry into another group to make up for a missed workshop is generally accommodated.

核心技巧培訓的小組通常是封閉的組,其參加者委身投入四次的小組培訓。學員必須先付每次培訓的學費。中途退出的學員要實施罰款作為行政的費用。參加者偶爾會因為不可預測的情況(如疾病等)不能參加一兩天的培訓。行政的人員會盡量安排這些學員參加其他小組的培訓來彌補所錯過的學習。

Group Leaders 培訓小組的領導

Advanced Core Skill groups are led by a Certified EFT Trainer. The EFT Trainer is often assisted by Certified EFT Supervisor(s), or Certified EFT Therapist(s) for assistance with role plays. If the group number exceeds 12, then the addition of another Certified EFT Trainer or Certified EFT Supervisor is required.

核心技巧培訓的小組是由認證的 EFT 培訓師帶領。該 EFT 培訓師通常有認證的 EFT 督導協助或認證的 EFT 治療師協助培訓中的角色扮演。如果小組的人數超過 12 位學員,便需要增加一位 EFT 培訓師或督導。

Group Logistics 小組運作

Practical matters of time, location, A/V, breaks, food, handouts, certificates, etc., are typically outlined by the EFT Trainer and the logistics are shared with the local EFT Supervisor or local organizer.

培訓小組聚集的時間和地點,影音器材,安排休息,飲品食物,講義,證書等實際問題,通常由情緒取向治療的培訓師計劃,並由當地的情緒取向治療的督導和治療師或組織者承擔和協助。

Group Structure 小組架構

Group leaders need to decide on the degree of didactic content, vis a vis, experiential work. It is fairly clear that most people do not develop the ability to competently practice EFT by hearing about it or watching video recordings or live sessions. EFT is a complex set of skills, and development of proficiency involves experiential learning through exercises and supervised role play. Coaching and feedback based on observed practice of trainees' own work is also an essential component. There is no substitute for watching or listening to recordings of the trainees' own actual practice. It should be noted that there is often initial resistance to making and sharing tapes of one's own performance. Sometimes this takes the form of asserting that one's clients would not allow or be comfortable with taping, or issues around the purchasing and operating of the technical equipment. This difficulty can be eased through the use of a video review exercise (see example: *Bank of Suggested Exercises – Core Skills Training 1*, pg. 34).

小組的領導人需要決定教學內容以及實際操作的比例。儘通過幾天的聽,看影像資料或現場唔談,大多數人還不能有效地掌握實踐情緒取向治療,這是相當明顯的。情緒取向治療是一套複雜的技巧,其熟練程度需要體驗式學習,通過演習和督導下的角色扮演來學習。培訓及基於觀察自己的影像個案而來的反饋是不可缺少的部分。沒有其他的途徑可以替代學員觀看自己和其他學員與案主進行治療的影像。同時應當指出,在開始時,學員通常會抗拒製作和分享自己在唔談中如何表現的影像。有時候學員會預先聲明自己的案主不會允許或是對錄影感的不舒服,或有關購買和使用影音器材的困難。可以採用溫習個案的影像的練習來減少這個困難(參:所提議的練習,核心技巧培訓一,第34頁)。

Group leaders also need to determine the amount of discussion and cross-talk allowed. In order to meet the learning goals of Advanced Core Skills, it is important that the trainer not allow the group to become case focused and turn the training into group supervision or the Advanced Externship format.

小組的領導人還需要決定容許多少討論和問問題的時間。為了達到核心技巧培訓的學習目標,培訓師不能容許小組單專注於個案,將培訓變成小組督導或進階課程的形式。

Trainees differ in their need for structure. Some would like a detailed outline of what will happen. Others are happy to go with the flow. Providing some structure is quite helpful to those who desire it. Prior to the training, it is useful to provide an agenda, letting trainees know what to expect. Also, it is helpful to offer a brief summary of the plan at the beginning of each workshop and of each day. There is no value in spending a lot of time describing structure but providing a rationale for the plan can be helpful. For example, "This morning we are going to be talking about Step 1: Alliance and Assessment. We will be looking at a first session tape and looking at the essential EFT tasks in the beginning of therapy. As empathic reflection and validation are essential skills in building alliance, we will be looking at those interventions specifically and be having a chance to practice them in an exercise. Are there any questions before we begin?"

學員對培訓中的結構會有不同的需求。有些人希望得到詳細的大綱,知道每天會發生什麼。有些人會高興地隨大流。提供一些培訓中的大綱會對有這需要的學員相當有幫助。在培訓之前提供培訓的議程非常有用,讓學員提前知道每天的安排。每天每個環節開始以前提供簡短的計劃安排很有幫助。不需要花費大量時間描述培訓結構,但必須提供培訓計劃背後的理由。例如,"今天早上我們將要談論第一步,聯盟和評估。我們將觀看第一次唔談的影像,並找出在治療初期的基本情緒取向治療的任務。由於同理的反映和肯定是創

建治療聯盟的基本技巧,我們會特別專住於這些技術,並提供機會來練習. 我們開始之前有沒有任何的問題?"

Pre-Training Homework 訓練之前的作業

Trainees can be asked to fill out the *EFT Fidelity Scale* (see *Bank of Suggested Exercises – Core Skills Training I*, pg. 32) as a way to prepare and set learning objectives. Also prior to the first weekend, participants can be asked to work on a 60 second elevator speech description of EFT. The emphasis is on being clear, concise and concrete. The goal is to track how their description shifts over the course of the 4 weekends and how the more proficient trainees get with the model, the easier it is to describe it in a down-to-earth way.

可以邀請學員填寫情緒取向治療知識力量表,作為培訓之前的自我評估(參:核心技巧培訓一,所建議的練習,第 32 頁),準備並定下培訓學習的目標. 在核心技巧培訓一之前,參加者可以預備一個介紹描述情緒取向治療的 60 秒的發言. 描述的重點要盡量清晰,簡明和具體. 這個作業的目標是追蹤參加者在四次培訓中會如何轉變對情緒取向治療的描述,當學員越來越熟識這學派的後,會如何更容易提供一個更實際的描述.

Ongoing Exercise 堅持練習

The experiential exercise of the EFT Hand Dance is suggested at the beginning and end of each weekend and allows participants to ground and contextualize the process over and over and brings learning into the kinaesthetic dimension. For examples of the EFT Hand Dance, please visit YouTube (<https://www.youtube.com/watch?v=5nnhLEtGbeY>).

情緒取向治療手舞是學習情緒取向治療體驗式的鍛煉. 建議在每次培訓的開始和結束時練習,讓參加者不斷重溫情緒取向治療的階段和步驟,對治療過程的概念有更深刻的體驗,並採用動覺來加強學習效果. 有關情緒取向治療手舞的例子,請參看 YouTube.

EFT hand dance by Gail Palmer (1'33): <https://www.youtube.com/watch?v=5nnhLEtGbeY>

EFT hand dance by Marlene Best (3'42): <https://www.youtube.com/watch?v=6Bs40UIE9J0>

EFT hand dance by Yolanda von Hockauf (2'29): https://www.youtube.com/watch?v=8gS9_biWGCg

EFT hand dance by Scott Woolley (1'05): <https://www.youtube.com/watch?v=2rmpfNWtM1Y>

粵語的 EFT 手舞 (2'19): <https://www.youtube.com/watch?v=fys7WLn0Lds>

粵語的 EFT 手舞 (2'19):

http://www.reconnect.hk/event_video_detail.php?pkey=3&pg=1&sermon_cat=&sermon_year=&sermon_month=

Video Demonstration and Review 影像示範和溫習

The EFT trainer uses expert video recordings to demonstrate skills and increase understanding of the model. These recordings can be ICEEFT training DVDs or videos by the trainer or another ICEEFT-Certified Trainer, Supervisor or Therapist.

EFT 培訓師採用專家的個案影像展示情緒取向治療的技術並提高對這個學派的理解。這些影像可以由情緒取向治療追求卓越國際中心製作的培訓影像或其他 ICEEFT 認證的培訓師、督導或治療師自己製作的培訓影像。

Guidelines: A video recording demonstration typically follows a didactic presentation and is used to demonstrate a particular step(s) and/or EFT interventions. It is very easy for observers to get caught in the story or the content of the video, so trainer guidance in watching is needed. Participants may be given specific oral or written instructions to guide the observation of a taped segment, for example, “In this tape, I would like you to notice the moments when the therapist slowed down the process and moved in to work with the emotion”. The trainer could also use a play-pause-discuss sequence to guide trainees to a greater appreciation of the process of the therapy, including therapist interventions and client interactions. Pointing out times that the trainer could have done something differently or would have liked to have done something differently in the video, also helps create safety and levels the ground for trainees’ presentations.

採用影像指南: 個案的影像示範通常跟著教學,是用來演示一些特定步驟和/或情緒取向治療的技術。觀察者會很容易專注於個案的故事或影像的內容,所以培訓師必須指導要留意的是什麼。參加者需要做具體的口頭或書面說明,指導如何觀察影像的片段,例如“在這片段,我希望你們能注意治療師放慢互動過程的時刻,並進入處理情緒的工作”。培訓師也可以使用播放、暫停、討論的序列來引導學員增加對治療過程的體驗和理解,包括治療師所採用的技術以及案主的互動模式。若能指出什麼時候培訓師可以採用一些不同的技術或策略,或者希望如何改善,對創建安全的氣氛和幫助學員分享自己的個案會有幫助。

Homework 作業

Trainees can complete an assignment between training sessions. This is particularly useful when you have a training task that requires some personal time to complete. Also, homework can help sustain and maintain the learning, prepare for the next session and/or provide further opportunities for growth.

學員可以在培訓課程之間完成一個作業。當你有一個培訓的任務需要花個人時間完成,做作業會特別有用。作業能幫助承擔和維持此次學習,為下一次的培訓做準備和/或提供更多成長的機會。

Guidelines: Give clear instructions as to what the trainees are to do between sessions and provide the material needed. Some examples:

功課指南: 給學員明確的指示,使之明確什麼是在培訓之間所需要完成的功課以及提供當中所需要的資源。功課的例子包括:

Assign viewing of a demonstration video recording between sessions – perhaps with completion of a specific task. 在培訓之間,佈置觀看示範情緒取向治療的影像,並完成一個特定的任務。

Assign trainees to listen to and code (using the *EFT Fidelity Scale*) one of their own therapy sessions. (See *Bank of Suggested Exercises – Core Skills Training 1*, pg. 32.) 指示學員觀看和使用情緒取向治療知識和能力量表來評估自己個案的影像 (參: 核心技巧培訓一, 所提供的練習, 第 32 頁)

Assign the *EFT Fidelity Scale* (see *Bank of Suggested Exercises – Core Skills Training 1*, pg. 32) before *Core Skills* begins and before the last weekend to assess trainee’s learning. 指示學員使用情緒取向治療知識和能力量表來評估自己在培訓之前和之後的學習。(參: 核心技巧培訓一, 所提供的練習, 第 32 頁)

Assign the last chapter of the *Creating Connection* (2004) text regarding withdrawer reengagement and encourage participants to read for homework as it shows how to go back again and again to deepen emotion and shape a more vivid enactment. 採用蘇珊 強森博士著, 劉婷博士翻譯的“情緒取向 VS 婚姻治療(二版)”(2011)有關逃避退縮者如何重新連結的最後一章,鼓勵參加者當功課去閱讀,並留意怎樣重複地深化情緒投入和構建一個更生動的現場演練。

Assign relevant exercises from *Becoming an Emotionally Focused Therapist: The Workbook* (2005). 指示“成為一個情緒取向治療師的工作簿(2005年)”中與培訓有關的練習。

Trainee Presentations 學員的個案的影像分享

Outline for Presentations 個案的影像分享的大綱

In order to receive credit for an Advanced Core Skills Training, participants need to present their own work on one occasion. The presentation can be in video or audio form. Audiotapes must be accompanied by a transcript of 15 minutes of the session. Each presentation will be a maximum of one hour long. During this presentation, the therapist will briefly present the case (outline to follow), show 15-20 minutes of the session and allow 20 minutes for discussion and questions. It is not required that the case is specific to the Steps being discussed but the case must be a session that is EFT in orientation.

為了獲得核心技巧培訓的學分,學員必須有一次分享自己的個案的影像. 分享最好是影像. 如果是錄音,必須附有唔談的逐字記錄. 每位學員的個案分享最長一小時. 在分享中,治療師精簡地介紹個案(請採用以下的大綱),播放唔談 15-20 分鐘的片段,並容許 20 分鐘作討論和問問題時間. 個案的影像不需要符合所討論的步驟,但必須是一次採用情緒取向治療的唔談.

For the case presentation, the following can be covered 有關個案的分享,請列出:

1. Background data (ages, work, marital status, children, previous marriages) 個案的背景 (年齡,工作,婚姻狀況,子女,之前的婚姻)
2. Presenting problem, the history behind the presenting problem, and previous therapy experience 所呈現的問題,問題背後的歷史,過去的治療經歷
3. Relationship history (when they met, early history, previous attachment injuries) 關係歷史 (他們怎樣相識,他們早期的歷史,過去的依附創傷)
4. Attachment history (family of origin, sense of secure attachment, previous trauma or significant life events) 依附歷史 (原生家庭,安全依附的經歷,過去的創傷或人生中重要的事件)
5. Where is this session in the EFT process? (# of sessions to date, what Stage and Steps are the couple working on, cycle definition, change events) 這次唔談在情緒取向治療過程中的位置? (第幾次唔談,情緒取向治療的什麼階段和步驟,如何描述他們的互動模式,改變事件)
6. What are your questions for this session? For example: Where are the stuck places? What needs to happen next? What interventions do you find difficult? 你有什麼關於這次唔談的問題? 例如: 在哪裡有卡住的地方? 下一步需要做什麼? 對你而言,什麼技術比較困難?

Creating Safety 創建安全

Showing one's own work can be highly anxiety provoking and many trainees will be preoccupied with this task and spend a lot of energy anticipating how their presentation will be perceived by the leader and the group. In order to create safety and learning, the trainer will give feedback to the trainee that is supportive and geared to the developmental stage of the therapist. Generally, feedback is given periodically as the tape is played and either the trainer or the trainee can pause the tape. Keeping corrections and redirections sandwiched between positive, supportive comments can help build safety as well as transparency and genuineness on the part of the trainer. Feedback needs to be specific and accompanied by modelled EFT interventions.

分享自己的個案的影像可能會產生焦慮,因此許多學員都會擔心這項任務,並花大量的精力預測培訓師和其他的組員對他們分享的反應和看法. 為了創造安全有效的學習環境,培訓師會給學員支持並給予適合治療師的發展階段的回饋. 一般來說,在播放影像時,培訓師或學員都可以暫停影像來給予或要求回饋. 培訓師會盡量持有正確和重定方向性的提議,培訓師的提議會在積極和支持性的意見之間,以此幫助建立培訓中的安全,透明和真誠的環境. 回饋必須是具體並且適合 EFT 技術的示範.

Feedback from the group can also be elicited and group members can be instructed to write down their comments as the tape progresses so that this written feedback can be given to the presenter at the end of their presentation. Occasionally, especially if the case material is provocative, one or more of the group members may become emotionally triggered and the feedback for the presenter could become overwhelming. The trainer needs to contain and regulate the group anxiety and potentially use these moments for self-of-the-therapist learning opportunities. The trainer can check in with the presenter at the end of the presentation to ensure whether this experience has been helpful.

可以邀請小組提供回饋,給組員指示,寫下他們在播放影像時的觀察和意見,在學員分享之後把寫下來的回饋交給他/她. 有時候,個案的內容會激起組員的情緒反應,如果一個或多個組員的情緒被觸動,這種情況下的回饋會使分享的學員有不安和被壓倒的感覺. 培訓師需要限制和調節整個小組的焦慮並使用這些學習機會讓學員接觸和認識治療師的自我. 培訓師在結束分享之後,詢問學員這方面的經驗是否有幫助.

Role Play Exercises 角色扮演練習

Role play exercises are a useful method for demonstrating and practicing EFT and consequently one of the most frequently used means of experiential learning in EFT.

角色扮演練習是用於演示和練習情緒取向治療的一個有用的方法,所以它成為通過體驗學習 EFT 最常用的途徑之一。

Creating a Successful Role Play 創造成功的角色扮演

Before people break up into role play groups, make sure the instructions are specific and clear. The Trainer can start with a clear statement of the learning objectives of the exercise and tailor the role play to fit with the learning objectives. Content for role play can come from a participant's presentation or video or transcript example or case scenario. For example, if the case is clearly in Stage One and the group is working on Stage Two skills, the trainer can alter and make explicit how this case would be presenting differently in the role play. Make sure everyone knows (1) how many people should be in each group, (2) the specific tasks that each person has, (3) how long you anticipate the exercise will take. If you are going to give signals (e.g., to switch roles or to move on to the next task), make it clear what the signal is and what it means. Check for questions and make sure that everyone knows what to do before breaking up.

將學員按照角色扮演分成小組,在此之前,他們需要具體明確的指示. 培訓師可以先明確地聲明練習的學習目標,並定制角色扮演來配合這個學習目標. 角色扮演的內容可以來自參加者的分享,影像,個案逐字記錄的例子或個案中的情況. 例如,如果個案明顯是在第一階段,但小組正在學習第二階段的技術,培訓師可以解釋這個案在角色扮演中會怎樣與第一階段不同. 要確保每個人都知道: (1) 每組應該有多少人, (2) 每個人在角色扮演中的具體任務, (3) 你預計這個練習需要的時間. 如果你想給小組信號,(例如轉換角色或繼續下一個任務)要說清楚什麼信號代表什麼. 看看有沒有問題,並保證每個人在分組之前,都知道要做什麼.

Occasionally there is a temptation in role plays for the person role playing the client to present their most difficult case thereby making it impossible for learning goals to be achieved. Addressing this tendency directly before the role play begins, helps to mitigate this problem.

有時候在角色扮演中會面對一些誘惑,即扮演案主角色的學員會使用他們最困難的個案,導致沒有辦法達到練習的學習目標. 如果能夠在角色扮演開始之前就處理這種傾向,對預防這問題必定會有幫助.

An important segment in the role play exercise is the debriefing of the exercise where the learning can be articulated, organized and consolidated. Learning occurs on multiple levels, that of being the therapist, the client and the observer. It is often helpful to debrief one role at a time as there can be multiple roles in the exercise. As a rule of thumb, start by debriefing the most vulnerable role first.

在角色扮演練習中,一個重要的環節是練習之後的分享,它能夠衡量,組織和鞏固當中的學習. 角色扮演提供許多個層面的學習,無論是從治療師的角度,還是助手,案主或觀察者的角度. 因練習中有許多個不同的角色,若能分享每個角色中的經歷,學習和困難,就會更有幫助. 分享通常是從最困難和最冒險的角色開始,例如治療師的角色.

Types of Role Play 角色扮演的種類

1. Demonstration Role Play 培訓師示範的角色扮演

As trainees often like to see a role play happen in front of them, trainers often set up demonstration role plays which involve having trainees play the couple or family, with the trainer playing the part of the therapist.

由於學員往往喜歡看在他們面前的角色扮演,所以經常會安排由培訓師示範的角色扮演,學員扮演夫妻或家庭成員,培訓師扮演治療師。

Live role play usually starts with the same situation or script the group will be using and lasts

15 to 20 minutes, concentrating on demonstrating the specific interventions they will be practicing together. The leader can stop a time or two to comment on what they are doing, or stay in role for the whole time. The live role play is processed for 10-15 minutes afterward. This type of role play is most helpful in modeling interventions.

現場角色扮演通常採用小組將會扮演的情况或劇本,時間在 15 至 20 分鐘之間,目的是示範學員他們將要一起練習的具體技巧。領導者可以暫停一兩次,解釋他們要做什麼,或者中間不停。現場角色扮演之後,需要 10 至 15 分鐘來處理當中的學習。這種角色扮演對示範技巧是最有幫助的。

2. Small Group Role Play 小組裡的角色扮演

Role play exercises work best when each small group is accompanied by a Certified EFT Trainer, Supervisor or Therapist who provides coaching and feedback on the trainees' work. If this is not possible, the EFT trainer circulates amongst the small groups. It is important that feedback is given in the moment as the therapist is working and is given in a supportive, validating way and as non-intrusive as possible. The trainer focuses primarily on positive reinforcement of good practice, rather than pointing out errors. Look for things to reinforce. Suggest alternative ways of responding that would be more consistent with EFT. The feedback can begin with a positive comment followed with the corrective feedback that can be modeled for the trainee. For example, "You are doing a great job reflecting here, but I am wondering if you could also validate, like, "this is really hard what you are saying here, and I can understand, of course this is difficult – she is so important to you" Do you want to try that?"

如果每個小組都有認證的情緒取向治療培訓師、督導或治療師,他們提供指導和回饋,這樣的角色扮演練習效果最佳。如果這個不能做到,情緒取向治療的培訓師必須輪流幫助每個小組。重要的是,當治療師正在工作中提供回饋、支持及肯定時,盡量避免打擾治療過程。培訓師要做的是強化有效的做法,而不是指出錯誤或尋找可以加強的東西。建議更符合情緒取向治療的回應。回饋可以用積極的評論作為開始,隨後才提出要糾正的地方,並示範如何去做。例如"你反映得很好,但我想知道你能否可以多點肯定,譬如"你在這裡所說的確實很難,我能理解這是怎樣困難,因她對你是如此的重要",你可以試試類似的肯定嗎?"

What should be avoided is the EFT helper becoming a teacher instead of a facilitator and allowing the small group to avoid the experiential work. It is equally important that the EFT facilitator is involved enough in the process to provide timely and corrective feedback. The EFT trainer may need to help EFT supervisors and therapists with providing the appropriate level of feedback to the trainees.

要盡量避免的是,協助學習情緒取向治療的助手變成教師,避免他容許小組逃避實踐工作。但同樣重要的是情緒取向治療的助手,他們可以完全投入這個過程中,提供及時糾正性的回饋。情緒取向治療的培訓師可能需要幫助情緒取向治療的督導和治療師給學員提供適當的回饋。

Small group role plays are often tailor made to fit the learning objective. For example:
小組中的角色扮演經常會被調整,導致符合學習的目標. 例如:

Core Skills Training 1 核心技巧培訓一:

- Focus on Alliance and relationship history/assessment 針對治療聯盟,關係歷史和評估
- Tracking the negative cycle 追蹤負向的互動模式
- Increase focus on openings into primary emotion 注重進入原發情緒的時機
- Focus on the use of the attachment lens 針對如何採用依附的角度

Core Skills Training 2 核心技巧培訓二:

- Help each partner access their underlying emotional experience, distill it through the attachment frame, and engage them with it. 幫助每個配偶接觸他們當中的情緒經驗,採用依附的架構來提煉這情緒經驗,並幫助他們投入.
- Once deeply in the experience, help them connect it with their moves in the cycle. 當他們深深地經歷這種情緒經驗,就可以幫助他們連接於他們在互動模式中的舞步.
- Enactments 現場演練

Core Skills Training 3 核心技巧培訓三:

- Expanding and heightening emotion 拓展和強化情緒
- Promoting acknowledgement and acceptance 促進對情緒經歷的認識和接納
- Choreographing a withdrawer's reach 設計使逃避退縮者投入

Core Skills Training 4 核心技巧培訓四:

- Working with the 6 themes of blamer softening 採用使指責批評者態度逐步軟化的六個主題

3. Round Robin / Tag Team Role Plays 輪流做治療師的角色扮演

The trainer can start with a clinical vignette, maybe someone's case or perhaps just a particular skill, such as tracking cycles. Participants take on the roles of clients and therapist, but the focus here is on everyone working together to guide the therapist. After a few people have had a turn to speak, the trainer stops the role play and asks where folks would want to go next, what they heard that they want to follow up on, etc. We may get 3 or 4 different answers and the trainer asks the person with the answer closest to ideal to try that intervention or direction. No one person remains in the therapist role for more than a few turns, so in 20 minutes, at least 5 or 6 participants have a chance to step into the therapist role. Remember that the exercise is not about demonstrating expertise but about thinking differentially about interventions, focal points, etc. Rarely is there just one correct way to go. This exercise also helps to increase participation and working together as a group.

培訓師可以採用個案當中的一個情況來作開始,可以是學員的個案,也可以是一個特定的技巧,例如追蹤互動模式. 參加者扮演夫婦和治療師的角色,但這裡的重點是大家共同努力來指導治療師. 當幾個人有機會輪流分享之後,培訓師使角色扮演暫停,並詢問學員下一步想做什麼,他們要跟進哪一個提議或隨哪一個方向. 可能會得到三四個不同的提議,培訓師邀請提議比較好的學員嘗試他的技巧或方向. 治療師的角色不能只是一個人做,20分鐘內,至少五六位學員都有機會嘗試治療師的角色. 要記得這個練習的目的不是演示專業知識,而是從不同的角度找出不同的介入,重點,方向等. 很少情況下是只有一個正確方法或方向. 這個練習也有助於增加學員的參與,投入及在小組裡的共同努力.

4. Client-Assisted Role Plays 由案主協助的角色扮演

In order to work with evoking and deepening emotion, the trainee that is in the role of the client, can give feedback to the therapist as the role play progresses. As the therapist works with the client, the client goes out of role and lets the therapist know what is working or not working in engaging them with their emotional experience. For example, the client might suggest that the client stay with an image that was just offered rather than move away to another thread.

為了喚起和加深情緒經驗,扮演夫婦的學員,可以在角色扮演進行時,給治療師回饋. 當治療師與案主一起工作時,案主可以暫時離開夫婦的角色,讓治療師知道什麼對幫助他們投入情緒經驗有效什麼沒有效. 例如扮演夫婦的學員可能會建議治療師採用他/她剛剛提出的圖像,不轉離到另一個方向.

Another version of this is when the trainer acts as the client. The trainer or supervisor sits in a small group and is the client. They say something or are asked something about their feelings related to the role they are in. In relay form, the participants in the group take turns trying to access, expand and deepen the emotion the trainer is holding. The group as a whole is working together and learning what works and what doesn't. There is no time wasted on the "partner" reaction. The focus is just on deepening with one person. The pressure is off the participant to do it "right" and to handle a role play well. Slowly, you go round and round and the trainer allows herself/himself to authentically be moved or not by the intervention. If you want, you say something and give feedback. If you don't, then they learn by your response whether it's working or not. You can then have someone else in the group play the client role and the others work together as a group to deepen and evoke emotions and to practice reflecting, evocative responses, validation, heightening, etc. In the role of client, they will feel the difference that comes with each intervention offered.

這種角色扮演的另一種方式是讓培訓師扮演案主. 培訓師或督導參與小組,並扮演案主. 學員們分享或被問及在所角色中的情緒. 小組裡的學員可以輪流嘗試明白這種情緒,拓展和加深這種情緒經驗. 在小組一起工作和學習中什麼有效什麼沒有效. 這種練習不會浪費時間與處理配偶的反應. 重點只是幫助一個人深化他/她的情緒經驗. 也減少學員要在角色扮演中做得好或有最佳的表現這樣的壓力. 學員慢慢地輪流嘗試加深案主(即培訓師)的情緒經驗,而培訓師也看看自己會不會被學員的介入感動. 培訓師可以給學員回饋. 也可以讓他們通過培訓師的回應來學習他們的介入是否有效. 然後可以讓一個學員在組中扮演案主的角色,而其他學員一起合作來深化和喚起情緒,並練習反映,喚起回應,肯定,強調等技巧. 在扮演案主的角色的時候,學員會感覺到每種介入不同之處.

The goal might be to learn to process the present emotion, to deepen it as far as they can go and to learn when it is deep enough for an enactment.

目標可能是學會處理此時此刻的情緒,盡量深化這種情緒,直到有足夠的強力來做現場演練,把情緒的能力轉化成連結的能力.

Consolidation of EFT Learning 鞏固情緒取向治療的學習

At the end of Core Skills, the trainer can work with group members to consolidate their gains and help them identify and celebrate the learning goals attained. The *EFT Fidelity Scale (Bank of Suggested Exercises – Core Skills Training 1, pg. 32)* can be redone to help make specific and concrete achievements in learning and to highlight the progress made.

在核心技巧培訓結束前,培訓師可以幫助小組成員鞏固他們的學習和收穫,並幫助他們辨認和慶祝所達到的學習目標. 可以重做情緒取向治療知識和能力量表(所建議的練習,核心技巧培訓一,第32頁),並指出當中具體和實際的學習成果,強調當中的進展.

Advanced Core Skills Training allows for a further integration and consolidation of EFT skills. However, trainees often need and want further training. Specific follow-up training methods can be helpful in maintaining and consolidating the learning of EFT skills.

核心技巧培訓讓學員進一步地整合和鞏固情緒取向治療的技術. 通常學員需要和想要進一步的培訓. 培訓之後具體的練習方法,可以幫助學員保持和鞏固情緒取向治療的技術的學習.

From the very beginning of training, it is important to emphasize that learning EFT is an ongoing process for all of us. Emphasize that changes in practice behavior are often small but cumulative, and specific steps can be taken to continue the change process. Have a variety of possible strategies by which trainees can continue to acquire, generalize and maintain skills in EFT. Also elicit such ideas from the trainees themselves and construct a menu. Then elicit from trainees (verbally, in writing, in small groups, etc.) specific plans for how they will continue to develop their skills in EFT.

從培訓最開始,我們就強調說情緒取向治療對所有人都是一個持續的學習過程,這一點非常重要. 同時我們也強調在實際行為上的改變通常是小的,但會累積起來,並且可以採取特定的步驟來繼續這個改變的過程. 需要有多種不同的策略來幫助學員繼續掌握. 培訓師可以讓學員提供他們的想法,並構建一個繼續學習情緒取向治療的方案. 然後邀請學員(無論是口頭上,寫下來,或在小組裡)決定將如何繼續發展情緒取向治療的技術的具體計劃.

Particularly emphasize that the best teachers of EFT are one's own clients. Some possible strategies to use after training 特別強調教導他們情緒取向治療最好的老師是他們自己的案主. 在培訓之後可以採用的策略包括:

- Further reading, for example, *Becoming an Emotionally Focused Couples Therapist: The Workbook* (2005) 進一步閱讀,例如"成為一個情緒取向夫婦治療師: 工作簿" (2005年出版)
- Observing and discussing professional training DVDs or video recordings 觀看和討論專業的培訓影像或錄像
- Recording (audio or video) their own practice and watching the tapes 將自己的個案錄影或錄音,並觀看這錄像
- Working with an EFT Supervisor 與情緒取向治療的督導一起工作
- Forming a peer discussion/supervision group to support mutual skill acquisition 組織一個同輩的討論或督導小組來互相支持,一起學習技巧.

Core Skills Training 3

核心技巧培訓三

Core Skills Training 3: Agenda 核心技巧培訓三: 議程

Day 1 第一天

- 9:00 - 9:30 Overview, Agenda, Objectives 概述, 議程, 目標
- 9:30 - 10:30 Step 5 and 6: Goals and Interventions; View Steps 5 & 6 video and discussion
第五步和第六步: 目標和技術; 觀看第五步和第六步的影像和討論
- 10:30 - 10:45 Break 小息
- 10:45 - 11:45 Expanding Emotion exercise 拓展情緒的練習
- 11:45 - 12:00 Debrief 匯報
- 12:00 - 13:00 Lunch (EFT support group sharing) 午餐 (學習情緒取向治療的支持小組分享)
- 13:00 - 14:00 Case Presentation #1: Intro to couple; review video and feedback
個案分享一: 介紹夫婦的背景; 觀看影像和回饋
- 14:00 - 14:45 Role play 角色扮演
- 14:45 - 15:00 Break 小息
- 15:00 - 16:00 Case Presentation #2: Intro to couple; review video and feedback
個案分享二: 介紹夫婦的背景; 觀看影像和回饋
- 16:00 - 16:45 Role play 角色扮演
- 16:45 - 17:00 Debrief 匯報

Day 2 第二天

- 9:00 - 9:15 Check-in 報到
- 9:15 - 10:15 Case Presentation #3: Intro to couple; review video and feedback
個案分享三: 介紹夫婦的背景; 觀看影像和回饋
- 10:15 - 10:30 Break 小息
- 10:30 - 11:30 Case Presentation #4: Intro to couple; review video and feedback
個案分享四: 介紹夫婦的背景; 觀看影像和回饋
- 11:30 - 12:30 Practice role play 角色扮演練習
- 12:30 - 13:15 Lunch (EFT support groups) 午餐 (學習情緒取向治療的支持小組分享)
- 13:15 - 14:15 Review of Step 7 介紹第七步
- 14:15 - 15:15 Case Presentation #5: Intro to couple; review video and feedback
個案分享五: 介紹夫婦的背景; 觀看影像和回饋
- 15:15 - 15:30 Break 小息
- 15:30 - 16:30 Practice role play 角色扮演練習
- 16:30 - 16:45 Role play debrief 角色扮演之後的匯報
- 16:45 - 17:00 Review 溫習

Core Skills Training 3: Objectives 核心技巧培訓三: 目標

Focus 焦點:

Withdrawer Re-engagement – Step 5, 6 and 7 逃避退縮者的重新投入 - 第五,第六和第七步

Video Demonstration: for example, Sue's *Training DVD # 5: Re-engaging Withdrawers* (2009)

影像示範: 例如 蘇珊的第五個培訓影像: 幫助逃避退縮者的重新投入

Transcript Example: James and Shannon 逐字報告的例子: 詹姆斯和香農

Process Goals 過程的目標

1. Maintaining Safety and Cohesion in the Group 維持小組中的安全感和凝聚力

Method: Accepting and validating fears around processing strong emotion

方法: 接納並肯定關於處理強烈情感的恐懼

Practice: Group or paired discussion around therapist's fears

練習: 整個小組或每兩個人討論關於治療師的恐懼

2. Maintaining the Learning Environment 維持良好的學習環境

Method: Supporting and encouraging therapists to take emotional risks in order to learn

方法: 支持和鼓勵治療師情緒上的冒險,以達到學習的目的

Practice: Assisted role plays including therapist's internal process

練習: 幫助投入角色扮演,處理治療師自己的內心的過程

Skills Training 技術的培訓:

1. Evocative responses to expand emotion 通過喚起回應來拓展情緒

Method: Didactic, video demonstration 方法: 教授,影像演示

Practice: Expanding emotion role play, for example, *Expanding Emotion Transcript Exercise* by Gail Palmer (*Bank of Suggested Exercises – Core Skills Training 3*, pg. 66)

練習: 拓展情緒的角色扮演, 例如,蓋爾的逐字報告拓展情緒練習 (所建議的練習 - 核心技巧培訓三, 第 66 頁)

2. Promoting acknowledgement and acceptance 促進對依附渴望和恐懼的承認和接納

Method: Didactic, video demonstration 方法: 教授,影像演示

Practice: Role play working with parts of self, the longing and the fear

練習: 角色扮演處理的是自我的不同部分中的依附渴望和恐懼

3. Choreographing a withdrawer's reach 編排逃避退縮者的重新投入

Method: Didactic, video demonstration, live role play 方法: 教授,影像演示,現場角色扮演

Practice: Role play, for example, Lorrie Brubacher's *Withdrawer Re-engagement Exercise* (*Bank of Suggested Exercises – Core Skills Training 3*, pg. 77)

練習: 角色扮演, 例如採用洛麗的逃避退縮者重新投入的練習 (所建議的練習 - 核心技巧培訓三, 第 77 頁.)

Core Skills Training 3: Suggested Exercises

核心技巧培訓三: 所提議的練習

1. Video Review Exercise 觀看影像個案的練習
2. Expanding Emotion Exercise 拓展情緒的練習
3. Expanding Emotion Transcript Exercise 採用逐字報告的拓展情緒的練習
4. Withdrawer Re-engagement Exercise 逃避退縮者重新投入的練習

Video Review Exercise 觀看影像個案的練習

Rebecca Jorgensen & Lillian Buchanan, ICEEFT ©2015

In this exercise, you will take turns sharing a video clip from 2 to 5 minutes long. You are to show a part of a session where your own responses and behavior trouble or perplex you to another participant who will facilitate the exploration of your emotional experience both during the session and during the review.

在這個練習中,學員將輪流分享 2 - 5 分鐘長的影像個案的片段. 你要選唔談中你對自己的反應或行為感到不安或困擾的部分,並跟另一個參加者分享,對方將會幫助你探索你在唔談中和現在觀看時的情緒經驗.

If either or both of you do not have a clip to share, try doing the exercise from memory. Remember watching a video of a session or being in the session, then tell your partner about your own remembered emotional response.

如果其中有學員沒有帶影像個案的片段來作分享,可以嘗試從記憶來做這練習. 回想你在這唔談中或之後觀看影像時的情緒反應,並跟組員分享.

You will have 15 minutes each to explore, followed by 5 minutes each of feedback discussion. When time is called, please shift quickly so that both of you get equal time.

每人將會有 15 分鐘來完成探索,然後每人有 5 分鐘來討論反饋. 當到了時間,請盡快轉換角色,使大家都擁有一樣長的時間.

Guidelines for the Presenting Partner (PP) 給分享的組員的指南:

Begin to play the clip and pause it every time you notice an emotional response, either remembered from the session or now as you review it, and describe that response to your viewing partner (VP). If you know that what you really want to get to is yet to come, then you may want to simply note a response and go on or you may want to explore a response in more depth with your VP's help. What you focus on and for how long is up to you. You do not need to play your entire clip, just enough to promote a useful exploration.

當開始播放你的片段,你注意到自己有情緒反應的時候,無論是在唔談中或是現在再次觀看時,要暫停,並向觀看的組員(VP)描述這反應. 如果你知道你真正想要分享的片段還沒有播放到,那麼你可以簡單地指出你的反應然後繼續,或者你可能想要通過觀察的組員(VP)的幫助,更深入地探索你的反應. 你專注於什麼和用多少時間都取決於於你. 你並不需要播放整個片段,只播放一段,能幫助你有足夠的啟發就可以.

Respond to your VP's comments genuinely (working to be genuine). After all, you are the "client" here and don't have to hold back. Partly, this exercise is meant to give you an experience of actually receiving EFT interventions. Let yourself notice what it is like – you might even enjoy it.

盡量坦誠地回應觀看組員(VP)的意見. 你現在好像做案主一般,不需要有保留. 這練習其中的目標是給你機會體驗並接受情緒取向治療介入的經驗. 讓你自己留意這個過程是怎麼樣的,你甚至可能會享受它.

Notice your attitude toward your work as shown on this clip and notice how your attitude might change from moment to moment as you go through the exercise.

請注意這片段顯示你對你的治療工作的態度,並注意你的態度會怎樣隨著這練習不同的時刻有所改變.

Description of session on video 形容唔談的影像:

Time of clip 片段 (時間)	What happened in the video clip (focus on 1 partner) 影像片段中發生了什麼(專注於一個配偶)	Your emotional response to the client/your behavior 你對案主/自己的表現的情緒反應	Viewing partner's comments/feedback 觀察的組員的意見/反饋	Your response to VP's comments 你對組員的意見/反饋的反應	Your attitude toward your work 你對自己的工作的態度
1.					
2.					
3.					
4.					
5.					

Let your VP know 讓觀看的組員(VP)知道:

(1) your responses to the member of the couple who will be your focus for the exercise 在這個練習中,將焦點放在夫婦中一位的身上.

(2) and briefly, what it is that troubles or perplexes you about your own feelings and behavior in the clip that you're going to show 並精簡地分享,在這個片段中,你對自己的哪些感覺或行為感到不安或困擾.

Possibilities might include 你所分享的可能會包括:

1. your emotional response is getting in the way of emotional attunement with the partner 你自己的情緒反應怎樣攔阻你調入配偶的情緒

2. you see and hear yourself going into your head when this partner gets activated 當配偶被激動的時候,你看到並聽到自己進入左腦,離開了情緒體驗

3. you feel like you may be caught up in a cycle with this partner 你覺得你可能已經與配偶陷入某個互動循環中

4. you feel knocked off your own emotional balance 你覺得失去了自己的情緒平衡

5. for some reason you have trouble entering the experience of this partner 由於某種原因,你覺得進入這個配偶的情緒經驗有困難

6. you're surprised at how well it is going and you wonder what you're doing better 你驚訝唔談很順利,你想知道你在什麼地方有進步

7. somehow you find yourself "taking it personally" 不知何故,你發現自己已經失去客觀的角度

8. you realize you've left the model and wonder why 你發現自己已經離開了情緒取向治療的模式,並想知道其原因

9. you're locked up with self-criticism and can't think of anything useful to say or do 你因自我批評而被困住,想不出可以說或做什麼

10. you realize you're giving an explanation rather than facilitating an experience 你發現你是做解釋,而不是促進情緒的經驗

11. you are having to grit your teeth to even look at it 你觀看這片段時得咬緊牙關

Video Review Exercise 觀看影像個案的練習

Rebecca Jorgensen & Lillian Buchanan, ICEEFT ©2015

In this exercise, you will take turns sharing a video clip from 2 to 5 minutes long. You are to show a part of a session where your own responses and behavior trouble or perplex you to another participant who will facilitate the exploration of your emotional experience both during the session and during the review.

在這個練習中,學員將輪流分享 2 - 5 分鐘長的影像個案的片段. 你要選唔談中你對自己的反應或行為感到不安或困擾的部分,並跟另一個參加者分享,對方將會幫助你探索你在唔談中和現在觀看時的情緒經驗.

If either or both of you do not have a clip to share, try doing the exercise from memory. Remember watching a video of a session or being in the session, then tell your partner about your own remembered emotional response.

如果其中有學員沒有帶影像個案的片段來作分享,可以嘗試從記憶來做這練習. 回想你在這唔談中或之後觀看影像時的情緒反應,並跟組員分享.

You will have 15 minutes each to explore, followed by 5 minutes each of feedback discussion. When time is called, please shift quickly so that both of you get equal time.

每人將會有 15 分鐘來完成探索,然後每人有 5 分鐘來討論反饋. 當到了時間,請盡快轉換角色,使大家都擁有一樣長的時間.

Guidelines for the Viewing Partner (VP) 給觀看的組員的指南:

Your role is to facilitate your presenting partner (PP) in exploring and possibly expanding their own emotional experience during the interaction shown on the clip and during the review of that clip now. You are asked – during the exercise at any rate – NOT to offer consultation or advice about what to do in the work with this couple or in general. Instead...create safety:

你的角色是幫助分享的組員(PP)探索和拓展自己在當時或現在再次觀看影像片段時的情緒經驗. 在進行練習的時候,請你千萬不要提供關於怎樣治療這對夫妻的諮詢或建議. 而要盡量創造安全:

Initial validation, for example, "It is really hard to get into a vulnerable place like this and share your video and your feelings about it with me. I am really honored that you would trust me enough to even give this a try. And I want to thank you for giving me a chance to learn as well. I know it takes courage and you're showing your courage and your determination to find your growing edge and lean into it like this."

開始時肯定他,例如,"分享自己的軟弱之處實在很難,跟我分享你的個案的影像和你在當中的感受不容易. 我真的感到很榮幸,因為你信任我才願意嘗試. 我要多謝你,給我一個學習的機會. 我知道這是需要勇氣的,在這裡你展示了你的勇氣和要找出你想要進步的決心."

Empathically attune to your presenting partner (PP), step across into their world, enter their experience, be with them, track and attune to their emotion.

同理地調入分享組員(PP)的情緒經驗,暫時離開你自己的世界,跨一步進入他們的世界,進入他們的經驗,與他們在一起,追蹤和調入他們的情緒.

Show (or at least radiate) acceptance by understanding their response in light of their experience rather than judging or frowning on the way they respond. (This may mean being aware of your own emotional experience including what your own inner critic does to you when you respond the way your presenter does.)

通過了解他們因情緒經驗而了解他們的反應,不去論斷或拒絕他們回應的方法,以此表達對他們的接納.(需要意識到自己的情緒經驗,包括當你跟分享的組員有類似的反應的時候,你自己內在批評你的部分會做什麼.)

Be genuine, real, accessible and responsive and if you feel confronted, make an attempt to understand the interaction between you in light of your presenting partner's experience.

要盡量坦誠,真實,開放並敏銳地回應. 如果你覺得被對方對質的時候,要從分享的組員的情緒經驗和角度來了解你們之間的互動模式.

Reflect your presenting partner's words, the content (enough to show you understand), reactive/secondary emotion, primary emotion.

反映分享的組員所提出的話語,內容(足以表示你是了解的),表層,反應性的情緒和背後深層的原發情緒。Reflect also, your presenting partner's emotional experience, incongruence between verbal and non-verbal communication, interactions between your presenting partner and one of the partners in the couple on the video.

也反映分享的組員的情緒經歷,言語和非言語溝通之間的不一致,分享的組員跟這對夫婦其中一個配偶的互動模式。

Redirect beyond content to emotions. Using reflection and validation first, help the presenting partner (PP) to move beyond the content shown in the clip to their emotional experience.

引導對方越過內容而接觸當中的情緒。首先採用反映和肯定,幫助分享的配偶(PP)超越片段的內容,從而認識他們在當中的情緒經驗。

Validate. Convey that your presenting partner's emotions and responses are legitimate and understandable in the context of their experience. This includes secondary emotion, usually involving anger or the denial of any feelings. For example, "This is a new way – maybe – of looking at a video, by putting the focus on your own emotional experience. It makes sense that it might feel strange or even uncomfortable. That a part of you might even feel it would be better to focus on the couple." If you can and it's appropriate, put secondary emotion in the context of the cycle between your presenting partner (PP) and their client as you validate it.

肯定。做分享的組員在這種處境和經歷中的情緒和反應是合理且可以理解的。這包括表層的情緒,通常是憤怒,挫敗感或否認任何的感受。例如,"這是一種新的方式來觀看你的個案的影像,要把重點放在你自己的情緒經驗。所以在這個過程中你可能會感到奇怪,甚至不舒服,這些感受是有道理的。可能你有一部分,甚至會覺得專注於這對夫婦是會更好的。"如果你可以,並覺得是適合的,嘗試在肯定的時候,把表層的情感放入分享的組員和他們的案主的互動模式當中。

Careful (or double) validation. The other party to the couple you are working with here is not in the room but on the video (i.e. the designated partner); however, you can still practice validating your presenter and the client. You'll get practice and your presenting partner can experience receiving that kind of double validation. For example, "So for you, Presenting Partner, it feels like he/she is questioning your competence and that's hard. For the pursuer here, I guess he/she is in pain about not getting a response from his/her partner and he/she is trying to get you to change that."

小心(或雙重)的肯定。當分享的組員跟配偶一起工作的時候,另一方不在這裡,卻是在影像中。你仍然可以練習肯定分享的組員和案主。你有機會練習,而分享的組員也可以體驗接受這種雙層的肯定的經驗。例如,"所以對你來說,分享的組員,可能覺得他/她是質疑你治療的能力,當然這不是容易的。但對於這裡的指責批評者,我猜他/她是因沒有得到他/她的配偶的回應而感到痛苦,所以她/她嘗試要你幫助他/她改變這種讓人難受的狀況。"

At the end of your allotted time, please share your experience with this exercise.

在所指定的時間結束時,請分享你在這個練習中的經歷。

Worksheet for the Viewing Partner 給觀看的組員的工作表

Timing of video clip 影像片段的時間	Clip 片段 1:	Clip 片段 2:	Clip 片段 3:
Presenting partner's words/content 分享的組員的說話/內容			
Presenting partner's reactive/secondary emotions 分享的組員的反應性/表層情緒			
Presenting partner's vulnerable/primary emotions 分享的組員的脆弱/原發情緒			
Reflect presenting partner's experience 反映分享的組員的經歷			
Reflect presenting partner's incongruence (between verbal and non-verbal) 反應分享的組員語言及非語言的不一致			
Reflect interaction between presenting partner and one member of the couple in the video 反映分享的組員與其中一個配偶的互動			
Validate presenting partner's emotions and responses 肯定分享的組員的情緒和反應			
Put the emotions in the context of the cycle between the presenting partner and one member of the couple in the video 將情緒放在分享的組員與配偶的互動模式中			
Validate both the presenting partner and the client (double validation) 肯定分享的組員和案主(雙重的肯定)			

Expanding Emotion Exercise 拓展情緒的練習

Goal 目的

The goal of this exercise is to help trainees familiarize themselves with the process of expanding emotion. The following transcript has evocative reflections to expand emotion labeled. The trainer reads through the transcript with the group, describing the interventions and process. The group is then divided into smaller groups who first read through the transcript and then use it as a jumping off point to role playing the rest of the expanding process. The small groups work with the transcripts 15-30 minutes and then this experience is processed within the whole group.

這個練習的目標是幫助學員熟悉拓展情緒的過程。下面的逐字報告通過喚起回應來拓展所指定的情緒。培訓師與全組一起閱讀逐字報告，並描述當中的治療技術和過程。然後分成小組再次閱讀逐字報告，並以此為起點，採用角色扮演繼續拓展情緒過程。小組用 15-30 分鐘做角色扮演，然後整組一起分享並處理當中的經驗。

Evocative Cue of Partner 通過配偶的表現來喚起回應

Jane: (weeping) I am so hurt. I really don't feel like I matter at all to him.

簡: (哭泣) 我很受傷。我真的覺得我對他不重要。

John: You do matter. Look at everything I do for you. You don't see how hard I am trying or everything that I do do. Look at what happened just yesterday...

約翰: 你對我確實是重要的。看看我為你所做的一切事情。你沒有看到我如何努力地嘗試以及我所做的一切。你看到昨天剛剛發生了什麼嗎?

Therapist: (softly) So John, can I slow you down, can we pause here. Can you look at your partner's face, can you do that? What is it that you see? Can you see her hurt?

治療師: (輕聲) 因此,約翰,我可以幫你放慢你的速度,我們可以在這裡暫停嗎? 你能否看看你配偶的臉,你可以嗎? 你看到了什麼? 你可以看到她受了傷嗎?

Physical Evocative Cue 通過生理狀態來喚起回應

John: (looks down and heavy sigh) Yeah... but I don't know what to do.

約翰: (往下看,嘆一口長氣) 是啊... 但我不知道該怎麼辦。

Therapist: So you look down and I hear the heaviness of your sigh...(therapist sighs) Can you tell me what that feels like? What is in the sigh?

治療師: 所以你往下看,我聽到你沉重的嘆息... (治療師嘆氣), 你能告訴我裡頭的感覺是什麼? 嘆息是表達什麼?

John: It's just hopeless.

約翰: 是絕望。

Therapist: Hopeless to see her pain and when you just sit with that sigh, what happens for you?

治療師: 你看到她的痛苦,就感到絕望。當你只是坐在這裡嘆息時,你是怎麼樣的?

John: I don't know really.

約翰: 我真的不知道。

Therapist: I see you look down and sigh and then you say "It's just hopeless."

治療師: 我看見你往下看,嘆了一口氣,然後你說:"這是絕望的。"

John: Like I am defeated, I will never get it right, I will never be able to make the mark.

約翰: 就像我失敗了,我永遠都不會做得夠好,我永遠都無法達到她的標準。

Therapist: And then? What happens? You're defeated, hopeless, what happens next? Can you help me understand?

治療師: 然後呢? 跟著發生什麼? 你感到失敗,絕望,接下來會發生什麼呢? 你能幫助我理解嗎?

John: I'm gone. I am in the black hole.

約翰: 我離開了. 我在黑洞裡.

Evocative Cue of the Image 通過圖像來喚起回應

Therapist: A black hole, whoa, it's dark, yes?

治療師: 一個黑洞,哇,這是黑暗的,是嗎?

John: It's black.

約翰: 這是黑色的.

Therapist: And deep, like you can't get out or you disappear there?

治療師: 並且很深,好像你無法脫身,或者你只會在當中消失?

John: It sucks me in, it's like that's all there is, this black hole.

約翰: 它將我吸進去,好像這就是一切,這個黑洞.

Therapist: So you are in this black place that you can't get out of and you are all alone there?

治療師: 所以你在這個黑暗的地方,你不能擺脫,你獨自一人在那裡?

John: It is automatic...it just comes and gets me. And I can't get out, I am stuck.

約翰: 這是自動的... 它只會來到,並將我抓住. 我不能逃命,我被卡住.

Putting Emotion into Cycle 將情緒放回互動循環

Therapist: So this makes sense – when you see Jane's pain, you get sucked into this black hole, and what takes you there is this sense that you cannot do anything, you're helpless, you've lost your legs, you're gone. And for you Jane, this is what you see, it's like your husband is gone just at that moment, when you are so hurt.

治療師: 所以這是有道理的 - 當你看到簡的痛苦,你就會被吸入這個黑洞,你覺得任何事情你都不能做,你感到無奈,你好像失去了你的腿,你突然失蹤了. 簡,對你而言,這是你所看到的,就像你這麼痛的時候,你的丈夫在那一刻,突然離開了.

John: That's what I mean, she would be better without me.

約翰: 這正是我的意思,她沒有我還更好.

Evocative Cue of Attachment Frame 採用依附架構來喚起回應

Therapist: That is so hard, not to know what to do, when this lady is so important to you, you want so much to be there for her, this is so painful for you, it's almost like you think you being gone, would be the better solution for this woman you love.

治療師: 這是那麼辛苦的,不知道該怎麼辦,其實這個女人對你是非常重要的,你渴望可以時常支持她,這對你而言,是這麼痛苦,好像你覺得你失蹤了,對於你所愛的這個女人,好像是更好的解決方法.

John: (eyes fill) I try my best.

約翰: (開始流眼淚) 我已經盡我所能.

Therapist: And trying your best and not being able to make it or make a difference for her and for the two of you, saddens you?

治療師: 當你已經盡你所能,而不能夠滿足她,或幫助她和你們的關係,這使你感到傷心?

John: (nodding) Mmm.

約翰: (點頭) 嗯.

Evocative Cue of Attachment History 採用依附歷史來喚起回應

Therapist: This sadness is painful I can see that, you feels like it runs so deep for you, yes?

治療師: 我可以看到這種悲傷是痛苦的,你感覺這種傷心是極深的,是嗎?

John: I can remember feeling this way as a kid, you know, sad and alone, when I couldn't get it right.

約翰: 我記得童年期有過這種感覺,你知道嗎,當我做得不好的時候就是這種悲傷和孤獨的感覺,

Therapist: I see that you are moved by this, and that it so painful when you try your best and still end up missing the mark, and I see your sadness John, the picture I get right now, and tell me if I am off here but I see your younger self when you tried so hard with your Mom, too, yes? You tried so hard, when she was so depressed.

This is so hard for you, John.

治療師: 我看到你因為這件事被感動,當你盡了力,仍然達不到標準,這是非常痛苦的,約翰,我看到你的悲傷,我現在所看到的圖像,你可以告訴我這是對的嗎,我看到你小的時候,用同樣的努力地討好你的母親,是嗎? 當她非常的憂鬱,你極努力地要幫助她. 約翰,這對你而言,是如此辛苦.

John: (weeping) I do love her, I want so much for her to be happy. It crushes me that I can't do that.

約翰: (哭泣) 我真的愛她,我那麼希望她能開心. 當我不能讓她快樂,我好像被壓碎了.

Summarizing the Withdrawers Emotional Experience 總結逃避退縮者的情緒經驗

Therapist: You love her, she is so important to you, this message gets lost in the black hole, but right now, you are very aware of how you feel...that the pain of disappointing her sucks you into that black hole and right now you are sharing how sad and lonely this is for you. Do you think you could look at your wife and you can share your sadness with her now?

治療師: 你愛她,她對你是如此重要,可惜這個信息被丟在黑洞裡,但現在,你很清楚你的感受... 令她失望而帶來的痛苦將你吸入黑洞裡,你現在正在分享這種悲傷和孤獨. 你現在可以看著你的妻子,並跟她分享你的悲傷嗎?

Expanding Emotion Transcript Exercise

通過逐字報告來拓展情緒的練習

Gail Palmer, 2012

Introduction 介紹

The following is an actual session transcript example of withdrawer re-engagement including processing vulnerability in Step 5, through the blamer's acceptance in Step 6, to the beginning of Step 7. This can be used by the leader to illustrate these steps in this change event and to highlight how difficult it is for the withdrawer to reach to their partner for their needs to be met. The client in this transcript is a highly articulate withdrawer who is able to verbalize the blocks most withdrawers, particularly male withdrawers, face. The therapeutic tasks of emotional processing and shaping enactments can be highlighted as well as the significance of the acceptance and acknowledgement of the pursuer to withdrawer's growing sense of safety around acknowledging his own needs.

下面是逃避退縮者重新投入唔談的逐字報告,當中包括第五步處理彼此脆弱的一面,第六步幫助比較指責批評的配偶去接受,直到第七步的開始. 這可用於說明在此改變事件中的步驟,並強調對於逃避退縮的配偶,要接觸對方並滿足他們的需求,實在是困難的. 這份逐字報告中的案主能說出一般的逃避退縮者,特別是男的逃避退縮者會面對的障礙。可以強調當中的治療任務,包括處理情緒和塑造現場演練,以及指責批評的配偶能接受和承認逃避退縮者因越來越感到安全而能承認自己的感受和需求。

Therapist: So we can go back? Is that okay? James, just in terms of what you were saying, "I feel so guilty."

James, can you... what would you like to say to Shannon about that?

治療師: 我們可以回到那裡嗎? 可以嗎? 詹姆斯,你剛才說,"我感到很內疚." 詹姆斯,你能否... 有關這內疚,你想對香農說什麼呢?

James: About feeling guilty or actually failing?

詹姆斯: 關於感到內疚或實際上的失敗?

Therapist: Yeah, about both those things.

治療師: 是的,有關這兩樣東西.

James: About feeling guilty, that's my own insecurities I would imagine, I can't make an excuse about that, I don't want to make an excuse about that. About failing her, I want to tell her I am sorry.

詹姆斯: 關於感到內疚,我覺得這來自我自己的不安全感,我不能為此找藉口,也不想找藉口. 關於我們關係的失敗,我想告訴她,我很抱歉.

Therapist: Can you share with her what it is like for you that you have failed her? Can you tell her what that is like for you? Can you tell her how hard that is for you?

治療師: 你能與她分享,你與她的關係裡感到失敗是什麼樣的? 你可以告訴她,那對你來說是怎樣的嗎? 你可以告訴她,這對你有多難?

James: I have told her this in the past and I usually (sigh) get mixed results. I am not looking for results but I see the results. I told Shannon that I don't feel very much of a man. I don't feel very much like much of a husband or a Father ummm you know I... and its, its...

詹姆斯: 我過去已經嘗試告訴她,我通常(嘆氣)得到不一樣的結果. 我不是尋找結果,但我確實看到一些結果. 我曾經告訴香農,我覺得我不像個男人. 我覺得我不是一個合格的丈夫或父親,嗯,你知道我... 並這,這...

Therapist: So It hurts.

治療師: 所以這是痛苦的.

James: It is very defeatist.

詹姆斯: 這是一種極端的失敗.

Therapist: It hurts you then? That's a hurt for you then?

治療師: 那麼這使你受傷? 對你而言,這是一個創傷,是嗎?

James: It hurts a lot. It hurts a lot. But I mean it is something I feel that I shouldn't have to feel.

詹姆斯: 這是極痛的,極痛的. 但我覺得這不是我應得的.

Therapist: Okay

治療師: 好

James: It's a very 'old school' way of thinking. I am the man. I am the one supposed to be strong, supposed to be stern, I am supposed to be able to stand on my own two feet, you know. Regardless of the circumstances. You have heard of heros that have gone through wars, they've stormed the beaches of Normandy, they've gone through hell and back.

詹姆斯: 這是一種很'老派'的思維方式. 我是男人. 我應該強壯,應該嚴厲,我應該能夠自己站起來,無論是在什麼情況下. 你聽過經歷戰爭的英雄,他們已經衝攻諾曼底的海灘,他們去過地獄,並回來了.

Therapist: So you are not supposed to feel vulnerable, to feel these kinds of...

治療師: 所以你不應該感到脆弱,不應該感到這種...

James: And I wish I didn't.

詹姆斯: 我希望我沒有這些感覺.

Therapist: Feelings, so it's kind of like this, James, (therapist puts arms across chest) right? I don't know, James

治療師: 詹姆斯,對你而言,情緒有點像這樣, (治療師把雙臂交叉在胸前), 是嗎? 詹姆斯,我不知道是不是這樣?

James: (Sighs, looks away) A closed door, yeh.

詹姆斯: (嘆氣,看著遠處) 一扇關閉的門,是啊.

Therapist: Like I feel this way but I shouldn't feel this way and I am kind of mad that I do.

治療師: 像我有這樣的感覺,但同時我不應該有這種感覺,而且因為有這感覺,我感到生氣.

James: And I wished I didn't.

詹姆斯: 我期望我沒有這些感覺.

Therapist: And I am sort of frustrated about even feeling this way. Is that kind of it?

治療師: 我覺得好像因有這種感覺而更煩躁. 是這樣嗎?

James: I don't know if frustrated is the right word.

詹姆斯: 我不知道煩躁是不是最好的形容這種感覺的詞.

Therapist: What is it?

治療師: 這是什麼感覺?

James: Agitated, angry at myself, pissed off.

詹姆斯: 激動,向自己生氣,失望.

Therapist: Angry at yourself? Okay, well that is fine.

治療師: 對自己憤怒? 好,沒關係.

James: I am constantly reflecting and this is where... and it is usually not a very optimistic way of dealing with things but I am always trying to look back and see where does this start? Where does this begin? And where did I go wrong?

詹姆斯: 我經常自我反省,這就是... 這通常不是一個很樂觀的處理事情的方式,但我總是嘗試回想,看看這是從哪裡開始的? 這是從哪裡開始的? 而我在哪裡走錯了?

Therapist: You try to figure it out, you try to fix it yourself.

治療師: 你嘗試找出其原因,你嘗試自己去修正它.

James: I am the kind of guy who wants to fix things. If you break something, don't worry, Daddy will fix it. I want to be that guy that can fix things. For my wife, for my friends, for my home, for my son. Sometimes I do and that feels good. I am on top of the world.

詹姆斯: 我是想要修理東西的人. 如果你破壞了一些東西,不要擔心,爸爸會把它修好. 我想成為一個能夠修理東西的人. 為了我的妻子,我的朋友,我的家庭,我的兒子. 有時我能做到,那種感覺很好,好像我站在世界之顛.

Therapist: That is where you want to be. So this place where you end up feeling with Shannon, when you feel like you have failed her and how hard that is.. you are saying, I shouldn't even feel this kind of hurt, right?

治療師: 這就是你所想要的. 所以在這個地方,你因香農而來的感覺,你覺得你是失敗的. 這很難... 你是說,我甚至不應該感到這種創傷,對嗎?

James: I can feel it, it's just, (looking down, looking sad) I just don't want her to see that.

詹姆斯: 我能感覺到,只是, (低頭,好像傷心) 我只是不想讓她看到.

Therapist: You don't want her to see it?

治療師: 你不想讓她看到?

James: Yeah. She shouldn't have to.

詹姆斯: 是的. 她不該看到.

Therapist: She shouldn't have to see it?

治療師: 她不該看到?

James: There is my pride getting in the way again.

詹姆斯: 我的驕傲又再次攔阻我.

Therapist: Help me understand that, James. I am not sure what that means, that Shannon really shouldn't have to see it?

治療師: 詹姆斯,請你幫助我明白. 我不知道你的意思是什麼,香農不該看到?

James: (Silent) For the past number of years, I don't know how many, I have been under the impression that my wife wishes she had married a real man.

詹姆斯: (沉默) 在這幾年中,我不知道有多少年,我一直都覺得我的妻子希望她嫁給一個真正的男人.

Therapist: Oh, ok.

治療師: 哦,好.

James: And it does come up. I know she doesn't want to hurt me, she doesn't.

詹姆斯: 這種感覺會冒出來. 我知道她並不想傷害我,她真的不想.

Therapist: So the biggest pain in this, is that maybe Shannon wished that she had married a real man? Someone who would always be a rock, who would always be there for her?

治療師: 所以在這裡最大的痛楚,是或許香農希望她嫁給一個真正的男人? 這男人永遠都是堅固的磐石,永遠都支持和保護著她?

James: Yep, and that is what I want to be and who I want to be.

詹姆斯: 是的,這就是我想做到的和可以變成的.

Therapist: And she is disappointed in you? (James reaches for Shannon)

治療師: 你覺得她對你失望嗎? (詹姆斯向香農伸出手來)

James: And once upon a time I probably was that guy (Shannon places her hand over James's hand)

Once upon a time I was that guy, at least I think I was and somewhere along the way, something happened. I got soft.

詹姆斯: 而我也曾經是那種男人 (香農將她的手放在詹姆斯的手上)

我曾經是那種男人,至少我覺得我是,但在當中發生了一些事情,我變得柔軟了.

Therapist: You want to be the hero to Shannon. You want to take care of her, you want to protect her, you want to be the guy that is there for her always and the fact that you haven't been... crushes you.

治療師: 你想成為香農的英雄. 你想要照顧她,你想要保護她,你想成為可以時常了解和支持她的男人,但事實上,你沒有... 所以你就被壓碎.

James: I speak on behalf of most men, it is one of the harshest realities we have to face.

詹姆斯: 我代表大多數的男人,這是我們必須面對最嚴峻的現實.

Therapist: Yeah.

治療師: 是的。

James: I have got other friends, I don't know if they would admit it or not. I am pretty sure they feel the same way as I do in their relationships. I see it, I mean, but it hurts, man does it hurt.

詹姆斯: 我有其他的朋友,我不知道他們是否會承認。但我敢肯定,他們在他們的關係裡,都有同樣的感覺。我看到這對男人隱藏了的期望,其實這是痛苦的,非常痛苦的。

Therapist: It hurts you so badly. I can see that James. (Shannon hands Kleenex to James)

治療師: 這無形的期望傷害了你,使你感到很慘。詹姆斯,這是我可以看到的。(香農給詹姆斯紙巾)

James: Yeah, I get a lot of that from my dad, my dad was that guy, he was a no nonsense, don't push me around kind of guy. He was always like that, I never saw the other side.

詹姆斯: 是的,我從我爸得到了很多東西,我爸就是這樣的,他是不講廢話,不讓人家壓迫他的人。他總是這樣,我從來沒有見過他比較柔軟的那一面。

Therapist: He wouldn't let you see the other softer side?

治療師: 他不會讓你看到比較溫柔的那一面?

James: I think, I mean I am 41 now, I mean, God, I love him to death, I probably ever saw that side, maybe twice. He doesn't get emotional about anything (crying).

詹姆斯: 我想,我的意思是我現在已經 41 歲,天啊,我非常愛他,我可能見過他比較溫柔的那一面,或許兩次。無論任何事情,他都不會表達自己的情緒(開始哭)。

Therapist: Yeah, so the hardest part is that Shannon is disappointed in you and that hurts you.

治療師: 是的,所以最困難的部分是香農對你的失望,而這是令你最痛苦的部分。

James: (Crying) For the longest time it was a combination of my folks and my wife and I have felt it a lot recently and Shannon has been very good saying you have no idea how proud your Dad is of you. Yeah and I feel that more and more every day.

詹姆斯:(繼續哭)很長的時間是我的家人和妻子,最近,我自己也感覺到;香農很好,她告訴我,你不知道你的爸爸是多麼為你自豪。是的,我覺得每一天越來越多這個感覺。

Therapist: You want that from Shannon? That she would be proud of you?

治療師: 你想從香農得到同樣的感覺嗎? 她會為你自豪?

James: But I have got to earn that. (Sigh) I know she is proud of me on some fronts, but on other fronts, it is just...

詹姆斯: 但這是我要賺回來的,(嘆氣)我知道她是在某些方面為我驕傲,但在其他方面,只是...

Therapist: You are shaking your head. Like that would be too much?

治療師: 你是在搖頭。像這是太多的要求?

James: No, no, it is not too much.

詹姆斯: 不,不,這不是太多的要求。

Therapist: To ask for it?

治療師: 不可以去要問?

James: Too much to ask for it? Yes, I have to earn it. It's something I have to work for and I haven't done it. I can't ask her to be proud of me for something I haven't done. I have not lived up to my end of the deal.

詹姆斯: 過分的要求? 是的,這是我要賺來的。我要努力工作,而我卻還沒有做到。我不能要求她為我還沒有做好的東西感到驕傲。我沒有完成我在這裡的責任。

Therapist: But that is what you want?

治療師: 但這卻是你想要的?

James: Yes, yes, and the only way that I am going to get that is if I... It is reciprocal, I mean, the only way that I am going to do it is someone has to go first and in this case it is not lady's first.

詹姆斯: 是的,是的,唯一能得到是,如果我... 這是相互的,我的意思是,唯一能做到這一點的辦法是有人先做,而在這種情況下,不是女人先做。

Therapist: Before we go there James, I wonder if you can share this what you are talking about with me with Shannon. Right, in terms of your hurt. I know it is hard. I know it is hard. But I am hearing Shannon say that she wants to know. Can you turn to her and tell her?

治療師: 詹姆斯,在我們去那裡之前,你能否跟香農分享你與我現在所談論的感受. 對,就是你的創傷. 我知道這對你很難. 我知道這是很難的. 但我同時聽到香農說,她想知道. 你可以轉向她,並告訴她嗎?

James: (Looking at Shannon) I have always known I can talk to her, that's never been a doubt. I wonder if... sometimes she tells me to get lost...ha ha...but that's usually when we have been through the wringer a few times. That's not you, that's me. I want desperately to be, for the lack of a better term, I want to be your hero, you're go to guy, I want to be the guy you come to when you don't know what to do and the problem will be taken care of. I want to be the guy you can come and ask to do something and know that it's going to get done. You can walk away, saying, "It's all good."

詹姆斯: (看著香農) 其實我一直都知道,我可以和她談話,我從來都沒有疑惑. 我想...有時她會告訴我離開她... 哈哈... 但這通常是當我們已經有過幾次吵架. 這不是你的問題,是我的問題. 我拼命地要成為你的英雄,成為為你解決所有問題的男人,當你不知道怎樣處理問題的時候,我想做一個你可以依靠的男人,會照顧你和解決你的問題. 我希望你能來到我這裡,要求我去做一些事情,而你確實知道,我能完成這事情. 你可以放心地走開,說:"這一切都會做得很好."

Therapist: Right, and what hurts you James?

治療師: 對, 詹姆斯,這裡有什麼使你感到痛苦?

James: Ummm... knowing that I am not that guy.

詹姆斯: 嗯... 我知道我不是那種男人.

Therapist: That hurts you. Can you tell her?

治療師: 這傷害了你. 你可以告訴她嗎?

James:(Looking at Shannon) I am not being the confident, self-assured man that you need me to be, crushes me. But, see, it's fine, it is all fine for me to tell her that this is not her fault.

詹姆斯: (看著香農) 我不是你所需要的那種男人,我不是自信有把握的人,這種想法把我壓碎. 但是,看看,沒關係,我可以告訴她這不是她的錯.

Therapist: Okay, okay, okay, you are wondering how she feels? By listening to this, is that what is happening?

治療師: 好好好, 你想知道她感覺如何? 當她聆聽這對話時的感覺,是這樣嗎?

James: Well I don't want her to get hurt by me. Because this is not her fault. You know, and I just... (sigh).

詹姆斯: 嗯, 我不想讓她因我而受傷. 因為這不是她的錯. 你知道嗎,只是我... (嘆氣).

Therapist: It's ok, lets go slow, you are taking a big chance here James.

治療師: 這沒關係,讓我們慢下來, 詹姆斯,你正在冒險, 冒一個很大的險.

James: Not really, Shannon and I have always been able to do this, she has seen my vulnerable side, she knows I have a soft side, she knows I am very emotional, she knows this, she knows this intimately, we have had these conversations before, we have drawn these things out before.

詹姆斯: 這不是冒險,香農和我一直都能夠這樣做,她已經看到我比較脆弱的一面,她知道我軟弱的一面,她知道我是很感性的,她知道這一點,她很貼切地知道,我們之前已經有過這些對話,我們之前都分享過這些東西.

Therapist: What doesn't she know?

治療師: 那麼她還不知道什麼?

James: (Looking confused) I don't, what doesn't she know?

詹姆斯: (好像有點疑惑) 我不明白,有什麼是她不知道的?

Therapist: About all of this then... in terms of what you need from her.

治療師: 關於這一切... 你需要她的是什麼.

James: What I need from her?

詹姆斯: 我需要她的是什麼?

Therapist: Yes.

治療師: 是的.

James: I have asked her before. I have said... I don't know, I am sorry.

詹姆斯: 我曾經問過她,我已經說過... 我不知道,我很抱歉.

Therapist: She knows that you feel disappointed, that what hurts you is that Shannon is disappointed in you.

治療師: 她知道你感到失望嗎,當香農對你感到失望,這會傷害你.

James: Yes.

詹姆斯: 是的.

Therapist: Right, and when you feel that, you're saying this is what I need to do?

治療師: 對,當你有這種感覺,你說,這是我所需要做的?

James: Yes, that is right.

詹姆斯: 是的,這是正確的.

Therapist: And you put it on yourself.

治療師: 你把這種失望,放在自己的身上.

James: That is right.

詹姆斯: 正是這樣.

Therapist: And what I am asking – have you ever asked your wife for what you need with that?

Rather than fixing it yourself. I am wondering if you have ever asked Shannon for help, for something from her that she can do for you?

治療師: 那我要問你 - 你有沒有問過你的妻子來回應你所需要的,而不是自己嘗試去修理好?我想知道,如果你邀請香農來幫助你,告訴她,她能為你做什麼?

James: She is very encouraging.

詹姆斯: 她會鼓勵我.

Therapist: Have you asked her?

治療師: 你有沒有問過她嗎?

James: Have I...?

詹姆斯: 我有沒有...?

Shannon: And I have asked you...

香農: 我曾經問過你...

James: What have you asked me?

詹姆斯: 你問我什麼?

Shannon: Tell me how I can help you.

香農: 告訴我,我可以如何來幫助你.

James: (Looking away)

詹姆斯: (遠望)

Shannon: Tell me what I need to do to help us.

香農: 告訴我,我需要做什麼來幫助我們.

James: Why, should this be.. this should be so easy.

詹姆斯: 為什麼會這樣難... 這應該是容易的.

Therapist: This is the hardest part... do you see her there, do you see her holding your hand?

治療師: 這正是最難的部分... 你看到她在這裡,你看到她牽著你的手嗎?

James: Oh yeah, you know, she reached out and grabbed my hand and she handed me the Kleenex.

詹姆斯: 哦,是的,你知道,她伸手抓住我的手,她把紙巾遞給我.

Therapist: So you feel that Shannon is there?

治療師: 所以你覺得香農是與你一起在這裡?

James: Yes, (looking at Shannon) I know she is there. I have always known that.

詹姆斯: 是的, (看著香農) 我知道她是與我一起在這裡的. 我一直都是知道的.

Therapist: And for you, James, to ask for what you need.

治療師: 詹姆斯, 對你而言, 去要求你所需要的。

James: I don't know what to ask for (crying).

詹姆斯: 我不知道要求什麼 (開始哭)

Therapist: It is so foreign, having to know what to ask for...

治療師: 這對你非常陌生, 知道要求什麼……

James: I don't even know what to ask for, but I try. I get mad at myself, I give myself a kick in the pants, I go in the corner, I build a wall, I try to fix it myself, right, I don't know what it is actually like to ask... actually know that I can ask for me... it's like... foreign?

詹姆斯: 我不知道要要求什麼, 但我會嘗試。我惱怒我自己, 我踢自己一腳, 我走到角落裡, 我築起牆壁, 我嘗試自己去解決, 對, 實際上我是不知道我是可以問的... 可以為提要求... 這就像... 是陌生的?

Therapist: (Therapist leans in) What's happening? Is it scary?

治療師: (治療師傾向他) 在這裡發生了什麼? 是否可怕?

James: (With Kleenex rubbing his eyes) Yeah. It's scary, it's awkward.

詹姆斯: (用紙巾擦眼睛) 是的。這很可怕, 很尷尬。

Therapist: It's scary, its awkward, its uncomfortable, I don't know how to do this.

治療師: 這是可怕的, 這是尷尬的, 這是不舒服的, 我不知道如何做到。

James: It just seems ridiculous.

詹姆斯: 這似乎是可笑的。

Therapist: It seems ridiculous. That is good you can say what's going on.

治療師: 看來好像是可笑的。你可以分享裡頭所發生的, 這很好。

James: Well, it's just that I shouldn't (silence).

詹姆斯: 嗯, 只是我不應該 (沉默)。

Therapist: It feels ridiculous.

治療師: 覺得這是可笑的。

James: I am not the one... that should be... asking for help... I am supposed to be the one providing the help.

詹姆斯: 我不應該是那一個... 不應該是... 求助的那一個... 我應該是提供幫助的那一個。

Therapist: It seems ridiculous to you to be asking for help. I should be providing help. And if I do that...

治療師: 當你要尋求幫助時, 這似乎是可笑的。我應該提供幫助。如果我去做...

James: You don't see how, you don't see how strange this is though, Gail, and Shannon will tell you this too, I can call my father in a heartbeat, and ask him for something, "Dad can you help me out with this, Dad can you help me out with that." But I can't ask my own wife.

詹姆斯: 你看不出這是如何, 蓋爾, 你沒有看到這很奇怪, 香農也會告訴你這一點, 我可以隨時叫爸爸, 並對他要求, "爸爸, 你能不能幫助我做這事, 爸爸, 你能不能幫助我做那事。" 但我卻不能問我的妻子。

Shannon: That's practical stuff though.

香農: 這都是實際的東西。

James: (Laughing) I need practical stuff too, "honey fetch me the milk," that's stupid I know, but I guess I never have asked my Dad for this stuff, either. I couldn't ask my Dad. I would be so ashamed to ask my Dad.

詹姆斯: (笑) 我需要實際的東西, "給我拿牛奶", 我知道這是愚蠢的, 但我想我從來沒有為這些東西問過我的爸爸。我不會要求我的爸爸。如果要問我的爸爸, 我會感到很慚愧的。

Therapist: This is the hard part.

治療師: 這是最困難的部分。

James: This is the first time that I have been confronted with this.... consciously.

詹姆斯: 這是第一次我面對這事... 有意識地。

Therapist: Un hmmm... and you are saying, Shannon, that actually, you have asked him?

治療師: 嗯... 香農,你剛才說,實際上,你已經問過他?

Shannon: (Laughing) I was just thinking of that myself in my head. (more laughing)

香農: (笑) 我正在想這一點. (更多的笑)

James: What's that?

詹姆斯: 這是什麼?

Shannon: (Laughing) That it's not the first time

香農: (笑) 這也不是第一次.

Therapist: You wanted him to tell you that, right?

治療師: 你想告訴他,對嗎?

Shannon: Oh yeah, it has come up several times, and you know, I am asking a lot and I feel extremely selfish. I want him to reciprocate tell me what he needs from me. What I can do to make things better, how I can help us.

香農: 哦,是的,這已經發生好幾次了,你知道嗎,我對他很多要求,我覺得自己非常自私. 我希望他可以來告訴我他對我有什麼需求. 我能做些什麼來改善這種情況,我怎麼樣能幫助我們.

James: Have I ever given you an answer?

詹姆斯: 我有沒有給你一個答案?

Shannon: No, no, you go into this...

香農: 沒有,沒有,你進入這個...

Therapist: So James, can you just share that bit, that little bit about how this just feels ridiculous to ask Shannon for help. Can you just talk to her about that?

治療師: 那麼詹姆斯,你可以分享一下,當你要邀請香農來幫助你的時候,這個可笑的感覺.你可以將這種感覺告訴她嗎?

James: (Looking at Shannon) I don't want to have to ask you for help. I am supposed to be the one who helps you, helps our son, the one who looks after things, that is my job, that is what I do. (pause) If I do come to you, I don't want to burden you with that, I mean, you have got so much on your plate as it is.

詹姆斯: (看著香農) 我不希望不得不邀請你來幫助我. 我應該是幫助你,幫助我們的兒子,照顧所有的事情的那一個,這正是我的責任,是我應該做的. (暫停) 如果我來找你,我不想給你添麻煩,我的意思是,你已經有這麼多事情要處理.

Shannon: Yeah that's what we are: We are a couple. I don't know the exact words but we were joined and then we were separate and then we became one. So when you don't ask me for help, I actually feel like you are putting it all on me. I am always the one asking for help.

香農: 是的,我們就是這樣: 我們是一對夫婦. 我不知道正確的字句,但我們是連結在一起,我們原本是分開的,然後我們成為一體. 所以,當你不找我幫忙,我其實覺得只有我需要你. 我總是尋求幫助的那一個.

James: (Sigh)

詹姆斯: (嘆氣)

Shannon: And then I end up feeling bad too because I feel like I am being overly selfish.

香農: 然後我最終的感覺,也是很糟糕,因為我覺得自己太自私了.

James: So that...

詹姆斯: 所以這導致...

Shannon: And it is a two way street.

香農: 這是一個雙行道.

James: The thing is, for me, is that I don't know what to ask for. And when I say, "I don't know, I don't know." I don't know what to ask for.

詹姆斯: 對我來說,事情是這樣的,我確實不知道要要求什麼. 所以當我說,"我不知道,我不知道." 我真的不知道要要求什麼.

Shannon: Emotionally.

香農: 情感上的需要.

James: Yeah but...

詹姆斯: 是的,但...

Therapist: But right now, James, you are sharing with Shannon how hard this is and even that in itself is saying this isn't something I am used to, this feels kind of ridiculous and if I were to do this, something I have never ever really done before with anybody, never, right, it's kind of like, I know you are there but am I going to be too much for you, am I going to burden you?

治療師: 但現在,詹姆斯,你跟香農分享這很困難,就是說這不是我所習慣的,如果我要做,我會有種荒謬的感覺,這是我有從來沒有真正與任何人做過的,從來都沒有,對嗎,這有點像,我知道你是會支持我的,但我會否對你太多要求,我會否給你添麻煩?

James: I already feel like I am too much.

詹姆斯: 我已經覺得我給你太多的麻煩.

Therapist: (Using proxy voice) Am I just going to, you know, I am supposed to be make up, prove myself and do better stuff and be more of a hero and how can I actually lean on you? Right, maybe I will just make you fall over or squish you or something.

治療師: (使用代替詹姆斯的聲音) 我是不是要這樣做呢,你知道嗎,我應該可以彌補,證明自己是有用的,做得更好,更多做英雄,我怎樣能依靠你呢? 好吧,或也許我只會讓你跌倒,或壓扁你或什麼.

James: Shannon has got a lot on her plate right now including me, the last thing she needs is another helping of me.

詹姆斯: 香農現在已經有很多事情要去處理,包括我在內,她絕對不需要我給她多點麻煩.

Shannon: When you don't ask, it's a "I don't know." When you ask you are actually lifting stuff off my plate, when you give me answers. If I am given an answer, then I know what is going on and I can help. I need to...

香農: 當你問我的時候,總是一個"我不知道." 當你問我的時候,你實際上是減輕我的負擔,因你給我答案. 如果你給我答案,那麼我就知道這是怎麼回事,我也可以提供幫助. 我需要...

James: Is this the difference between the male and the female brain?

詹姆斯: 這是男性和女性大腦之間的分別?

Therapist: This is a new thing, this is a new thing, James. This is very, very new. It's like it does not compute almost.

治療師: 詹姆斯,這對你而言,是一個很新的東西,這是一個新的東西. 這是非常,非常得新. 這就像是無法計算.

James: Yeah, because the logic doesn't work for me. The equation doesn't work.

詹姆斯: 是的,因為我不理解當中的邏輯. 這等式不起作用.

Therapist: Uh huh, un huh. Right.

治療師: 嗯,對.

James: You have got 10 rocks on Shannon's plate, ten rocks on mine, if I take 5 off mine and put them on hers, then she should have 15 and I should have 5. But what she is telling me is when I take 5 off mine, it takes...

詹姆斯: 香農的碟上已經有十塊石頭,我的碟上也有十塊石頭,如果我從我的碟中拿起五塊石頭,放在她的碟上,之後,她應該有十五塊石頭,而我應該有五塊石頭. 但是她卻告訴我,當我把五塊石頭拿起來,這會....

Shannon: It takes 5 off mine.

香農: 這會同時將五塊石頭從我的碟拿去.

James: It takes 5 off yours too, to me that doesn't add up. (wipes eyes with Kleenex)

詹姆斯: 這同時把五塊石頭從你的碟上拿去,這不是符合數學的道理. (用紙巾擦眼睛)

Therapist: Because you become more visible to her. She can see you when you are not guess work.

治療師: 因為你成為她可見的. 當她可以看見你的時候,就不用猜測.

James: (Shannon nodding in agreement) I have to trust that and do it.

詹姆斯: (香農點頭表示同意) 我只需要信任這事實,並去做.

Therapist: This is the connection part.

治療師: 這就是你們連接的部分。

James: But at this particular point, right here, right now, I am not prepared to ask for anything because I just don't know what to ask for. (Shaking his head) It is something that I have to reflect on. I am thinking, now what do I need? Emotionally.

詹姆斯: 但在這裡,此時此刻,我不準備要求任何的東西,因為我仍然不知道要要求什麼。(搖頭) 這是我需要自己去反思的。我正想,現在我是需要什麼的呢? 情感上的需要。

Therapist: Un hmm.

治療師: 嗯。

Shannon: You say it when you are pissed off.

香農: 當你生氣時,你會說出你所需要的。

James: What is that?

詹姆斯: 那是什麼?

Shannon: You say it when you are pissed off.

香農: 當你生氣時,你會說出你所需要的是什麼。

James: Out of anger.

詹姆斯: 出於憤怒。

Shannon: Un hmmm, so that you can get more respect, you need me to stop telling you things and let you...

香農: 嗯,這樣你可以得到更多的尊重,你需要我不要告訴你什麼,要讓你自己...

James: Fall on my face. I will make my own bloody mistakes and I will get better next time is that it? (Looking to therapist)

詹姆斯: 跌倒,跌在我自己的臉上。我會做錯,我下一次會做得更好,是嗎?(看著治療師)

Therapist: Yes, that's it. When you are angry, James, you are more in touch with it because you get moved into it. But Shannon is saying if you show her more often what is underneath it, the more hurt places, and how you need Shannon, right, just generally to be that husband that you want to be. You can't do it alone. This is a twosome. You can't be the best husband all on your own, just as Shannon can't be the best wife in the world all on her own. You guys need to help each other here.

治療師: 是的,就是這樣。詹姆斯,當你生氣的時候,你更容易接觸你的情緒,因為你被情緒激動。但香農說的是,如果你更多向她表示憤怒背後的情緒,就是比較受傷的地方,以及你如何需要香農,是的,如何要做符合你理想的丈夫。這不是你能獨自做到的。這是一個二人組。你不可以單靠自己而能成為最好的丈夫,就像香農也不能單靠自己而成為最好的妻子。在這裡,你們要互相幫助。

James: This is new but it shouldn't be... It is funny, how can anyone get married, and this is just, I mean this kind of stuff should be mandatory before anybody gets married.

詹姆斯: 這是新的,但不應該是新的... 這是有趣的,怎麼會有人結婚,而這是,我的意思是這種學習應該是人家結婚之前一定要有的。

Therapist: Right.

治療師: 對。

James: There should be a course, I know there is a marriage-planning course, but this should be taught. You guys (pointing to camera) You folks ever listening to this... teach this.

詹姆斯: 應該有一個課程,我知道有一個計劃婚姻的課程,但應該教這些。你們(指著錄影機)你們正在聆聽的每一位... 要教導這些。

Therapist: So Shannon...

治療師: 香農,那麼...

James: ... Marriages would survive...

詹姆斯: ...這樣,婚姻就能夠生存下去...

Therapist: You are right...

治療師: 你是對的...

James: We don't understand it. Most guys are about as thick as I am and we just don't get it.

詹姆斯: 我們不理解它。大多數的男人都像我一樣固執,我們總是不明白這一點。

Therapist: Women too, we all learn. Some of us take a long time.

治療師: 女性也是一樣的,我們大家都需要學習。有些人需要很長的時間。

James: This is heavy, heavy stuff.

詹姆斯: 這是沉重的,沉重的東西。

Therapist: A long time to get there.

治療師: 需要很長的時間,才來到這裡。

James: You hear people citing irreconcilable differences, well you know what? This is it right here... (pointing to himself and his wife) yeah, I mean we have irreconcilable differences but that doesn't mean we don't understand each other. If you understand each other, everything makes sense.

詹姆斯: 你聽到有人談及不可調和的分歧,你知道嗎? 這真是在這裡所發生的... (指著自己和妻子) 是啊,我的意思是我們已經有不可調和的分歧,但是,這並是我們不了解對方。如果你了解對方,一切都是有道理的。

Therapist: Exactly, so this is kind of like there is a new piece...

治療師: 沒錯,所以這裡好像有一個新的片段...

James: Like a light bulb that has gone on.

詹姆斯: 就像一個開了的燈泡。

Therapist: And for you Shannon, that James has explored and shared this with you, what's that like?

治療師: 香農,當詹姆斯探索並與你分享他內心這部分,那對你來說,是什麼樣的呢?

Shannon: Good, good.

香農: 這很好,很好。

Therapist: Yes, can you tell him?

治療師: 是的,你可以告訴他嗎?

Shannon: (Turning to James and smiling) Thank you for sharing.

香農: (帶著笑容,轉向詹姆斯) 謝謝你的分享。

Therapist: But the feel good part, what does it do for you?

治療師: 但那感覺很好的部分,對你有什麼影響呢?

James: I know what it does for me.

詹姆斯: 我知道這對我有什麼影響。

Shannon: Makes us more connected, opens things up more, helps me feel lighter.

香農: 這讓我們更多連接,更多將內心打開,幫我感覺到輕鬆。

James: One word... hopeful.

詹姆斯: 一個字...再次有希望。

Shannon: Yeah.

香農: 是啊。

James: I feel armed, a little more empowered.

詹姆斯: 我覺得有更好的裝備,被賦權。

Therapist: Okay. That is good.

治療師: 好。這是好的。

James: I didn't unload on Shannon but I mean at the same time I do feel a little bit of a weight has been lifted and it's kind of like "oh, that is normal."

詹姆斯: 我沒有增加香農的膽子,但我的意思是在同一時間,我覺得我的重擔輕了一點,有點像"哦,這是正常的。"

Therapist: Yes, that is what happens when you have the connection. It is like a cushion... it kinda carries us... it's that bond, right there... what is happening between the two of you. It's not like either one of you is doing it on your own, you are creating it together. I have seen the two of you work your butt off. I have seen you work really hard, harder than any couple I know and you know, it is this energy between the two of you that is going to help you and that is what we are doing here. We are getting that going.

治療師: 是的,當你們有連接的時候,這是會發生的. 好像緩衝... 支持我們... 就是在這裡的連結... 在你們兩個人之間所發生的. 不像你們自己個別所做的,這是你們共同創造的. 我看到你們兩個的努力. 我已經看到你們工作得很辛苦,比任何夫妻都辛苦,我知道你們也知道,這是你們兩個人之間的能量,是會幫助你們的,這就是我們在這裡所做,所開始的.

Shannon: I love you.

香農: 我愛你.

James: (Laughing) You want to tell her about last night?

詹姆斯: (笑) 你要告訴她昨晚發生了什麼?

Shannon: (Laughing) Sorry, our time is up.

香農: (笑) 很抱歉,我們的時間到了.

Therapist: (Laughing) Yes, we are going to take a break.

治療師: (笑) 是的,我們要休息一下.

Withdrawer Re-engagement Exercise

Lorrie Brubacher, 2010

Goal 目標:

To role play Stage Two – Withdrawer Re-engagement
角色扮演第二階段 - 逃避退縮者的重新投入

Activity 活動:

Facilitate withdrawer re-engagement with case example or continue from earlier role play or live session just seen. 採用逃避退縮者重新連結的例子,或繼續剛才的角色扮演或現場示範.

Set up Role Play 建立角色扮演:

Review couple's cycle. For the purposes of this role play, assume the couple has de-escalated.
溫習夫婦的互動循環. 在這個角色扮演中,假設夫婦已經減緩了他們之間的惡性互動循環.

Discuss potential examples of how their de-escalation is seen and experienced. Assume the more withdrawn partner has begun to access disowned parts of self and to express fears, pain and sadness expressed and accessed in Step 3.

討論他們如何看到並經歷減緩惡性互動循環的例子. 假設逃避退縮的一方已經開始進入過去沒有承認的部分,並開始表達第三步所接觸的恐懼,痛苦和悲傷.

This may include: "When I feel unappreciated I never tell her about it – makes me too nervous – she might get angry and I am scared to express my feelings – I don't know what's going to happen. I feel very nervous, afraid to tell her I am in a 'constant bind' to make her and everyone happy, and I often do not feel appreciated or supported by her. It's just too scary to share that with her. It just kills me to see her upset... When she is upset – I don't know what will happen. It's way too scary for me to share my feelings with her."

這可能包括: "當我感到不被欣賞的時候,我從來沒有告訴她 - 這讓我太緊張了 - 她可能會生氣,我很害怕表達我的感受 - 我不知道會發生什麼. 我覺得很緊張,我想要讓她和大家開心卻不敢告訴她我被此捆綁,我經常都感覺不到她的欣賞或支持. 要跟她分享這感受,實在太可怕了. 當我看到她心煩意亂的時候,我好像要被殺掉一樣... 當她生氣的時候 - 我不知道會發生什麼. 與她分享我的感受,這太可怕了."

Review with group, in particular the primary emotions and attachment fears of the more withdrawn partner. 與小組溫習,比較逃避退縮的配偶的原發情緒和背後的依附恐懼.

Divide into groups of 5: couple, therapist, back up therapist and observer.
分為五人組: 夫婦,治療師,治療師的助手和觀察者.

Option: Back-up therapist steps in as therapist half way through.
選項: 治療師的助手在治療中途成為治療師.

Goals for the Therapist 治療師的目的:

1. Style and presence: Use soft, slow, simple presence, being conscious of the evocative and heightening effect of this manner and of using repetition, imagery and clients' words (RISSSC).
1. 風格和感應：使用軟，慢，簡單的感應，有意識地喚起並強化效果且使用重複，圖像和案主的詞彙（RISSSC）。
2. Interventions: Use evocative responding, heightening, empathic conjectures, choreographing enactments.
2. 技術：使用喚起回應，強調，同理推測，編排現場演練。
3. Take the first steps of withdrawer re-engagement, expanding the more withdrawn partner's attachment-related affect (e.g. pain, hurt, sadness, fear, shame/guilt for letting her down). Attempt to evoke and heighten their deepest fear in the moment. (e.g. rejection).
3. 取逃避退縮者重新投入的第一步，拓展更多逃避退縮者與依附相關的情緒（如使她失望而來的痛楚，創傷，悲傷，恐懼，羞愧 / 內疚感）。試圖喚起和強調他們最深的恐懼的時刻。（例如懼怕被拒絕）。
4. Choreograph an enactment for the withdrawer to share his/her newly accessed fears while being engaged in experiencing that emotion.
4. 編排一個現場演練，使逃避退縮者分享他/她新接觸的恐懼，以及這種情緒中的經歷。
5. Step 6: Following disclosure, promote acceptance in the other partner. (Asking, "What happens for you when...?") Validate non-acceptance. Direct an enactment back to the partner.
5. 第 6 步：在逃避退縮者揭露自己的情緒之後，幫助另一方接納這經歷。（可問，“在... 的時候，你裡頭會發生什麼？”）肯定表示不接納的回應，採用現場演練來回應配偶。

Goals for More Withdrawn Partner: 對逃避退縮者的目標：

1. To get a sense of what it is like to have your fears unpacked: to deepen your connection with your internal experience and to allow that emotional experience to unfold.
1. 明白化解裡面的恐懼感是怎樣的：深化與內部經驗的連接，並允許情感體驗展開。
2. To get a sense of what it is like to share newly accessed fears while actually feeling those emotions in the moment.
2. 明白分享這種恐懼的感覺，尤其是在當下分享的時刻正有這張感覺的時候。

Goals for More Pursuing Partner: 對指責批評者的目標：

1. To get a sense of what it is like to be the observer while your partner unpacks his/her attachment fears and what it is like to be the receiver of an engaged withdrawer sharing this directly with you.
1. 明白作為一個觀察者的體驗，當你的配偶揭露他 / 她的依附恐懼，當你接收一個原本比較逃避退縮的配偶跟你直接的分享，這對於你來說是怎樣的。
2. To experience what it is like to be asked to respond to your partner whom you have just experienced in a new way.
2. 處理對重新投入的配偶而來的新經歷和被邀請回應配偶的經歷。

Goals for the Observer: 作為觀察者的目標：

1. Note the interventions used.
1. 請注意治療師所使用的技術。
2. Note examples of RISSSC manner.
2. 注意採用 RISSSC 的例子。
3. Note the clients' emotional engagement in the process.
3. 注意案主在這過程中的情緒投入。
4. Other observations?
4. 其他觀察？

5. Report back to small or large group.

5. 跟小組或大組報導。

Discuss following the role play: how the further themes of withdrawer re-engagement and the Step 7 assertion could emerge from this process. For example:

討論下面的角色扮演：逃避退縮者重新投入的下一個主題以及在第七步可以出現的過程，就是逃避退縮者直接邀請配偶來回應他 / 她的依附需求，如

1. Unpack and disclose attachment longings and sense of entitlement/worthiness to desire acceptance, appreciation and importance. (E.g.: “I want your acceptance / appreciation / support. I need to know you need me.”)

1. 處理和揭露逃避退縮者的依附需求，是否感覺是應得或配得對方的接納、欣賞和重視的渴望。（例如：“我需要你的接納 / 欣賞 / 支持，我需要知道你需要我。”）

2. Support the more withdrawn partner to disclose needs and ask for needs to be met. E.g.: “Even if I have let you down, disappointed you, etc., I need your acceptance and support. I need you to keep talking with me and show me how I am enough for you...will you? Can you accept me? Can you stop blaming me?”). Support that partner for disclosing.

2. 支持比較逃避退縮的配偶敞開他 / 她的需要並邀請對方來滿足這需要。例如：“即使我已經讓你失望了，但我仍然需要你的接納和支持。我需要你保持與我談話，告訴我我是能夠滿足你的... 你可以嗎？你能接受我嗎？你可以停止指責我嗎？”）。支持逃避退縮者敞開自己。

3. Step 6: Support the observing partner to process his/her experience and support him/her to respond

3. 第 6 步：支持觀察的配偶體會他 / 她在這一過程中的經歷並支持他 / 她做出回應。

Core Skills Training 3 Tools 核心技巧培訓三 工具:

情緒取向治療的手舞	p. 52
EFT KNOWLEDGE AND COMPETENCY SCALE (EFT-KACS)	
情緒取向治療知識和能力量表 (EFT-KACS)	p. 54
EFT Group Presentation Form 小組個案討論表格	p. 56
現場演練及錄影同意書	p. 59
黃醫生課程-EQ 步步升 關係成長系列課程: 建立美滿不能破裂的婚姻	p. 60
黃醫生課程-EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣	p. 61
練習一: 從過去的依附關係認識依附需求和恐懼	p. 62
練習二: 分享現在依附關係中的依附恐懼和需求	p. 63
練習三: 認識我的依附恐懼和需求 (Recognizing my attachment fears and needs).....	p. 64
練習四: 接觸和分享我們的依附恐懼 (抱緊我, 第 157-158 頁)	p. 65
練習五: 認識和分享崎嶇處中的恐懼 (抱緊我, 第 158-159 頁)	p. 66
練習六: 分享過去關係中的依附需求 (抱緊我, 第 168-169 頁)	p. 67
練習七: 分享現在關係中的依附需求 (抱緊我, 第 168-169 頁)	p. 68
練習八: 如何加強鏡像神經元	p. 69
練習九: 你希望人怎樣對待你,就要怎樣對待人	p. 70
練習十: 坦誠的自我反省	p. 71
練習十一: 找出和經歷我們與依附對象的共同之處	p. 72

情緒取向治療的手舞:

EFT Hand Dance (created by EFT trainer, Lisa Palmer Olsen, demonstrated by EFT trainer, Gail Palmer) (http://www.youtube.com/watch?v=5nnhLEtGbeY)	情緒取向治療的手舞 (由 EFT 培訓師 Lisa Palmer Olsen 創造,由 EFT 培訓師 Gail Palmer 示範) (取自: http://www.youtube.com/watch?v=5nnhLEtGbeY)
0:00 Every body, let's do the EFT hand dance We are going to start at step one and step one is assessment, right We assess what is going on, what their problems are And we establish a safe and secure place, and create a strong therapeutic alliance	0:00 讓我們一起做情緒取向治療的手舞 我們從第一步開始 而第一步,就是評估,對嗎? 我們評估是怎麼回事,他們的問題是什麼 我們建立一個安全的地方 創造堅固的治療聯盟
0:19 In step two, we are starting to track the negative cycle Right, we are trying to track the dance between the couple And then in step three, we are accessing the underlying emotions for one, And putting it back into the cycle	0:19 在第二步,我們開始追蹤負面的互動模式 好,我們嘗試追蹤夫妻之間的舞蹈 跟著是第三步,我們展開配偶的深層情緒 並把它放回互動循環中
0:31 And then we are accessing the underlying emotion for the other partner, And putting it back into the cycle	0:31 然後我們展開另一方的深層情緒 並把它放回互動循環中
0:39 And then we are reframing in step four the problem as the cycle And we get cycle de-escalation, everything starts to calm down So that we can move into stage two	0:39 在第四步,我們重新界定問題是互動循環 結果我們減緩惡性的互動循環,一切都開始冷靜下來 因此,我們可以開始第二階段
0:52 And in stage two, we start with our withdrawer, We hold our pursuer and we help the withdrawer walk around their internal emotional experience Share that with their partner, and there is a bonding moment	0:52 在第二階段,我們從逃避退縮者開始 我們先穩定指責攻擊者 然後我們幫助逃避退縮者探索他們的內在情緒經驗 並與配偶分享,造成情感連結的經驗
1:05 And then, we shift to the pursuer, and we hold the withdrawer And help the pursuer walk around in their internal emotional experience And share that with their partner and there is a bonding moment	1:05 然後我們轉向指責攻擊者,我們先穩定逃避退縮者 我們幫助指責攻擊者探索他們的內在情緒經驗 並與配偶分享,造成情感連結的經驗
1:19 And now we are in stage three, we've got consolidation And they are in a new positive cycle of interaction And sometimes they let go and they break off and they get back together again and it's time then to say bye bye 1:33	1:19 現在我們進入第三階段,我們得到鞏固與整合 他們擁有新的正向互動模式 有時候他們會放開和失去連結 但他們可以重新連結 我們便向他們告別,再見 1:33

情緒取向治療的手舞(粵語): <https://www.youtube.com/watch?v=fys7WLn0Lds&t=7s> (2'19)

1	00:00:00,923 --> 00:00:04,214	我們一起來做情緒取向治療的手舞	
2	00:00:04,432 --> 00:00:06,866	我們從第一步來開始	
3	00:00:06,866 --> 00:00:09,520	第一步就是評估	
4	00:00:09,520 --> 00:00:12,529	我們評估是什麼事	
5	00:00:12,529 --> 00:00:15,009	他們的問題是什麼	
6	00:00:15,009 --> 00:00:18,444	我們建立一個安全的地方	
7	00:00:18,444 --> 00:00:22,823	我們創造一個堅固的治療聯盟	
8	00:00:22,823 --> 00:00:29,190	在第二步,我們開始追蹤那個負面的互動模式	
9	00:00:29,190 --> 00:00:34,166	我們嘗試追蹤夫妻之間的那個舞蹈	
10	00:00:34,166 --> 00:00:36,447	跟著就是第三步	
11	00:00:36,447 --> 00:00:40,111	我們展開配偶的深層情緒	
12	00:00:40,111 --> 00:00:45,320	將這些放在那個互動循環當中	
13	00:00:45,320 --> 00:00:50,340	然後我們展開另一方的深層情緒	
14	00:00:50,340 --> 00:00:55,614	將這些放在那個互動循環當中	
15	00:00:55,614 --> 00:00:57,035	在第四步	
16	00:00:57,035 --> 00:01:02,961	我們重新來界定問題就是這個互動循環	
17	00:01:02,961 --> 00:01:07,940	結果我們可以減緩那個惡性的互動循環	
18	00:01:07,940 --> 00:01:12,761	一切都開始冷靜下來	
19	00:01:12,761 --> 00:01:16,737	因此,我們可以開始第二個階段	
20	00:01:16,737 --> 00:01:19,300	在第二個階段	
21	00:01:19,300 --> 00:01:22,013	我們從那個逃避退縮者來作開始	
22	00:01:22,013 --> 00:01:26,209	我們先要穩定那個指責攻擊者	
23	00:01:26,209 --> 00:01:29,420	我們幫助逃避退縮者	
24	00:01:29,420 --> 00:01:32,672	探索他們的內在情緒經驗	
25	00:01:32,672 --> 00:01:35,055	並且與配偶分享	
26	00:01:35,055 --> 00:01:38,083	造成情感連結的經驗	
27	00:01:38,083 --> 00:01:41,651	然後我們轉向那個指責攻擊者	
28	00:01:41,651 --> 00:01:45,397	我們首先穩定逃避退縮者	
29	00:01:45,397 --> 00:01:48,609	我們幫助指責攻擊者	
30	00:01:48,842 --> 00:01:51,461	探索他們的內在情緒經驗	
31	00:01:51,680 --> 00:01:54,225	並且與配偶分享	
32	00:01:54,225 --> 00:01:57,623	造成情感連結的經驗	
33	00:01:57,623 --> 00:02:00,714	現在我們進入第三個階段	
34	00:02:00,714 --> 00:02:02,960	我們得到鞏固以及整合	
35	00:02:02,960 --> 00:02:06,915	他們擁有新的正向的互動模式	
36	00:02:07,117 --> 00:02:11,495	有時他們會放開,失去連結	
37	00:02:11,495 --> 00:02:14,035	但他們可以重新連結	
38	00:02:14,035 --> 00:02:17,128	我們就可以跟他們告別	
39	00:02:17,128 --> 00:02:18,779	Bye Bye	

EFT KNOWLEDGE AND COMPETENCY SCALE (EFT-KACS) Hanna Levenson & Mira Svatovic

情緒取向治療知識和能力量表 Name 姓名: _____ (英) _____ (中) Date 日期: _____

職業: _____ 所屬的教會/機構/組織: _____ 輔導夫婦的經驗: _____ 年 _____ 對夫婦

電郵: _____ 每月觀看自己的 EFT 影帶的次數: _____ 接受 EFT 督導的次數: _____ 參加

EFT 支持/學習組的次數: _____ 完成 EFT 培訓的日期(月/年): Externship 初階課程(月/年): _____/____

Core Skills 核心技巧培訓(月/年) 1: _____/____ 2: _____/____ 3: _____/____ 4: _____/____

Directions: For each item please indicate (1) how **knowledgeable** you are with what is required to execute the skill, and (2) how **competent** you think you are in executing that skill on a scale from:

1 (*not at all*) 2 3 4 5 6 7 (*quite a lot*) 請每題用 1 至 7 來表示你對這技巧的認識程度及運用這技巧的能力程度: 1 (沒有) 2 3 4 5 6 7 (相當多)

EFT Skill 情緒取向治療技巧:	Knowledge 知識							Competence 能力						
	Not at all 沒有		Quite a lot 相當多					Not at all 沒有		Quite a lot 相當多				
1. Creating safety in the session and maintain a positive alliance. 創建晤談中的安全,並保持正向的積極治療聯盟。	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2. Validating partner's emotions without invalidating the other partner's emotions. 肯定配偶的情緒,而不否定另一配偶的情緒。	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3. Continually reframing the problem in terms of the cycle (e.g., track and reflect). 不斷用互動循環來重新界定問題(例如: 追蹤和反映)。	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4. Managing the couple's interaction (e.g., conflict) and redirecting the focus when necessary. 管理夫婦之間的互動(如:衝突),並在必要時重定方向。	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5. Using EFT emotion-focused interventions (e.g., heightening, reflection, etc.) to explore and expand emotions and place them in the cycle (Step 3). 使用 EFT 的技術(如: 強調及拓展覺察度,反映等)來探索和拓展情緒,並結合於互動循環(第三步)。	1	2	3	4	5	6	7	1	2	3	4	5	6	7
6. Working with primary emotion, especially with RISSSC (Steps 5 & 6). 採用 RISSSC 來接觸深層的原發情緒(第五和六步)。	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7. Placing emerging emotions into the cycle. 將新接觸的情緒結合於互動循環。	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8. Using enactments therapeutically. 有效地採用現場演練來啟動治療。	1	2	3	4	5	6	7	1	2	3	4	5	6	7
9. Managing defensive responses (secondary emotions). 處理防衛的反應(表層的次級情感)。	1	2	3	4	5	6	7	1	2	3	4	5	6	7

EFT KNOWLEDGE AND COMPETENCY SCALE (EFT-KACS) Hanna Levenson & Mira Svatovic

情緒取向治療知識和能力量表

EFT Skill 情緒取向治療技巧:	Knowledge 知識							Competence 能力						
	Not at all 沒有			Quite a lot 相當多				Not at all 沒有			Quite a lot 相當多			
10. Maintaining session focus (especially on emotion, the cycle, and attachment issues). 保持晤談的焦點(特別集中於情緒,互動模式和依附需求)。	1	2	3	4	5	6	7	1	2	3	4	5	6	7
11. Framing the cycle, problems, and emotions in terms of attachment needs and fears. 採用依附需求和恐懼來界定互動模式,問題和情緒。	1	2	3	4	5	6	7	1	2	3	4	5	6	7
12. Following the steps and stages of EFT. 隨從情緒取向治療的步驟和階段。	1	2	3	4	5	6	7	1	2	3	4	5	6	7
13. Consolidation of change and development of new narratives. 鞏固改變和發展新的敘述。	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Content of scale items based on work of Denton, W.H., Johnson, S.M., & Burleson, B.R. (2009). Emotion-focused therapy-Therapist Fidelity Scale: Conceptual development and content validity. *Journal of Couple and Relationship Therapy*, 8, 226-246.

Please use the above evaluation to set learning goals for this core skills training 請用以上的自我評估來定下核心技巧培訓的學習目的:

My learning goals 我的學習目的:	Post training assessment 培訓後的評估:
1.	1.
2.	2.
3.	3.
How I will know when these goals have been reached 我怎樣知道已經達到這些目的:	Degree to which these goals have been reached 達到這些目的的程度:
What will I notice 我會看到什麼?	What I noticed 我看到什麼?
1.	1.
2.	2.
3.	3.
What will my clients notice 我的個案會看到什麼?	What my clients noticed 我的個案看到什麼?
1.	1.
2.	2.
3.	3.
What will my colleagues notice 我的同事會看到什麼?	What my colleagues noticed 我的同事看到什麼?
1.	1.
2.	2.
3.	3.
What will my supervisor notice 我的督導會看到什麼?	What my supervisor noticed 我的督導看到什麼?
1.	1.
2.	2.
3.	3.

EFT Group Presentation Form 小組個案討論表格: Name of Therapist: 治療師姓名: _____

Presentation Date 分享日期: _____ Session Date 晤談日期: _____

<p>EFT: Nine Steps 九個步驟 EFT Stage/三個階段: Stage 1: De-escalation of negative cycles of interaction 減緩惡性的互動循環 Step 1. Creating an alliance and delineating conflict issues in core struggles 評估診斷,和個案建立關係並描繪主要爭端的衝突點 Step 2. Identify the negative interaction cycle 界定衝突事件中負向的互動模式 Step 3. Accessing the unacknowledged emotions underlying the interactional positions 找出隱藏在互動立場下未覺察到的深層情緒 Step 4. Reframing the problem in terms of underlying emotions and attachment needs 從深層情緒和依附需求的角度重新界定問題 Stage 2: Changing interactional positions 改變互動位置/連結 Step 5. Promoting identification with disowned needs and aspects of self; integrating these into relationship interactions 增進個案對於一直被否認的個人需求和特性的了解,並將這些新資訊應用於互動關係中 Step 6. Promoting acceptance of the partner's experience & creating new interaction patterns 增進個案對配偶經驗及新的互動模式的了解及接受度 Step 7. Facilitating the expression of needs and wants; creating emotional engagement. 鼓勵個案表達其需求和渴望,並建立情感連結 Stage 3: Consolidation and integration 鞏固與整合正向改變 Step 8. Facilitating the emergence of new solutions to old relationship patterns. 應用新的互動模式去解決舊有的關係問題 Step 9. Consolidating new positions/cycles of attachment behaviors 鞏固新的互動模式和依附行為</p>	<p>A. List three questions or areas where you need assistance from the group today. 請列出從小組需要幫助的三個問題或範圍: 1. 2. 3.</p> <p>B. Significant Couple-Family Demographics: Presenting Problem from the couples' perspective 夫婦,家庭背景: 從夫婦的角度來看問題 Length of treatment: 治療的長久: _____ Session # Presenting 這次治療的次數: _____ Previous treatment history 過去的治療歷史: Family Genogram/Map 家庭結構圖表: C. Significant Individual History 重要的個人歷史: Partner #1 配偶一 Name 姓名: _____ Partner # 2 配偶二 Name 姓名: _____</p>
---	--

EFT Group Presentation Form 小組個案討論表格: Name of Therapist: 治療師姓名: _____

Presentation Date 分享日期: _____ Session Date 晤談日期: _____

EFT Interventions 技術:

1. Empathic reflection 同理的反映
2. Validation of emotions and realities
肯定個案的現實以及情緒反應
3. Evocative responding 喚起回應(反映/問句)整理疑問以及回憶
4. Heighten & EXPAND 強調及拓展覺察度—
重複, 重演, 重新聚焦, 使用想像力
5. Empathic Interpretation 同理的解析與介入,
Disquisition 說故事時間
6. Track & Reflect Process
追蹤和反映互動過程,
清晰地呈現依附角色及互動循環
7. Reframe Negative Interaction patterns
用依附的脈絡與互動循環來重新界定情緒經驗
與互動
8. Restructuring & Shaping Emotional Interactions
重新建構兩人間的互動; Enactment 現場演練
9. Diagnostic Pictures 診斷的圖畫 Explicate Impasse
外化困擾
10. Individual Tx 個人治療
11. Address Attachment Injuries 處理依附創傷!

Attachment Injury Resolution Model:

1. In stage 2, when risking connection, injured partner describes incident, feeling abandoned, helpless, violation of trust; injuring partner discounts, denies, minimizes or defends
2. Injured partner articulates impact, attachment significance, primary emotions, connect to present cycle
3. Injuring partner understands significance of injury, as reflection of his importance to injured partner, acknowledges partner's pain, elaborate how event evolved for him
4. Injured partner: more integrated, complete articulation of injury, express grief, fear, vulnerability
5. Injuring partner more emotionally engaged, acknowledges responsibility, expresses empathy, regret/remorse
6. Injured partner risks asking for comfort and caring
7. Injuring partner responds in caring manner, antidote to trauma, both construct new narrative of event

Unfolding and working with absorbing emotions
開展和處理深刻的情緒:

RISSSC: Repeat 重複, Image 比喻/圖像, Simple 簡單, Slow 放慢速度, Soft 柔軟, Client's words 案主所使用的話語

D. Reported Cycle Characteristics and exceptions to the rigid patterns or strengths of the relationship. 夫婦的互動模式, 僵化模式的例外, 關係的優點

E. Significant attachment injuries in relationship. Identify whether or not these injuries have been discussed in session(s) 關係中的重要依附創傷, 晤談中
有否去討論:

F. Reframe(s) and Metaphor(s) used in session(s) 晤談中所用的重新界定
及比喻:

G. Group Feedback Summary 小組的回饋:

丈夫的姓名 Husband's name:	妻子的姓名 Wife's name:
丈夫的行為傾向 Action tendencies 丈夫會作什麼,如何應付:	Action tendencies 妻子的行為傾向 妻子會作什麼,如何應付
丈夫這表現背後的歸因/信念 Underlying perceptions and attributions 行為的歸因: 當中有關自己的信念 當中有關對方的信念:	妻子表現背後的歸因/信念 Underlying perceptions and attributions 行為的歸因: 當中有關自己的信念: 當中有關對方的信念:
丈夫的表層,次級情緒 Secondary emotions 攻擊的情緒: 自衛的情緒:	Secondary emotions 妻子的表層,次級情緒 攻擊的情緒: 自衛的情緒
丈夫的深層,原發情緒 Primary emotions 較脆弱的情緒:	Primary emotions 妻子的深層,原發情緒 較脆弱的情緒:
丈夫未滿足到的依附需要和恐懼 Unmet attachment needs and fears	妻子未滿足到的依附需要和恐懼 Unmet attachment needs and fears

表層次級情緒的例子: 不贊成/不允許, 輕蔑, 仇恨, 冷漠, 敵意, 不信任, 迫害感, 固執或偏見狂, 麻木, 嫉妒, 擔憂, 焦慮, 不安全, 自卑, 怨恨自己, 抑鬱, 憤怒或暴怒, 挫敗感, 其他:

深層原始情緒的例子: 愉快, 快樂, 滿意, 滿足, 知足, 平安, 恐懼, 羞辱, 悲傷, 傷痛, 罪疚, 無助, 無能, 孤單, 不滿, 失望, 其他:

常見的依附需要: 1. 需要被接納, 被尊重, 面子 2. 需要親密, 聯系, 連結 3. 需要被了解, 支持, 關懷 4. 需要感到重要, 被重視 5. 需要感到被愛, 被珍惜 6. 需要被肯定, 反映好的素質 7. 需要被欣賞, 得到注意 8. 需要覺得有用, 成功, 有影響力 9. 需要得到保證, 寬恕 10. 需要被需要, 被戀慕, 有吸引力 11. 需要無條件的愛, 從正面來被看 12. 需要感到特別, 獨特 13. 需要能自主, 有自由, 有空間, 能掌握自己的生命 14. 需要安全, 能揭露自己 15. 其他:

常見的依附恐懼: 1. 懼怕被拒絕, 被貶低, 被輕視, 失去面子 2. 懼怕被遺棄, 孤獨, 失去連結 3. 懼怕不被了解, 單獨作戰, 沒有人關心 4. 懼怕自己並不重要, 被視為理所當然的 5. 懼怕失去愛, 不被珍惜 6. 懼怕被否定, 被批評 7. 懼怕不被欣賞, 被忽視 8. 懼怕沒有用, 達不到標準, 失敗, 不足 9. 懼怕得不到保證, 寬恕 10. 懼怕不被需要, 不被戀慕, 失去吸引力 11. 懼怕失去愛, 自己是不可愛的 12. 懼怕被視為平凡, 普普通通 13. 懼怕被控制, 失去自我, 空間, 自主權, 自由 14. 懼怕情緒被揭露, 脆弱, 冒險 15. 其他:

EFT督導會議暨專業工作坊 現場演練及錄影同意書

現場演練及錄影同意書

EFT是一個由Sue Johnson 及 Les Greenberg於80年代早期創立的短期(8-20次的療程)取向的婚姻及伴侶治療，這個技術同樣運用於家族治療中。目前已有研究支持EFT的治療成效，在一個兩年的追蹤研究中，證實伴侶們在經過一個完整的治療過程之後，關係的改善仍會繼續持續著。

EFT的目標為:

1. 擴展並且重新組織重要的情感回應
2. 創造伴侶之間的正向互動模式
3. 促進產生伴侶之間的安全連結

為了能夠更有效率的培訓EFT治療師，並提供最好的治療品質，目前常見的方法是讓EFT督導及其他的治療師(或訓練中的治療師)透過單面鏡、錄影裝置或錄音設備觀看或聽一段療程，此時督導亦有可能會視情況與正在進行治療的治療師聯繫，使得這個療程能夠達到更好的效果。為了讓督導、治療師或正在訓練中的治療師能夠觀察此療程，必須請個案簽署這份同意書。

以下簽名代表我(簽名者)同意將我的治療以錄音 / 錄影 / 單面鏡 / 網路連線播放 等方式，在EFT督導會議或專業訓練工作坊中提供督導、治療師、訓練中的治療師觀看，所有觀看這份錄音/錄影的督導、治療師、訓練中的治療師皆同樣必須遵守保密協定。同時我了解，假若這些督導、治療師、訓練中的治療師在與我是相互認識的，他/她將會立刻離開觀察的現場並且不再詢問及獲得任何關於我做治療的內容。我也了解這個觀察治療的過程是為了協助我的治療師以及其他參與EFT課程及工作坊的治療師的訓練過程，讓我的療程能夠以更有效率的方式進行。我也了解，任何時刻我都可以表達想退出的意願。

個案姓名: _____ 個案簽名: _____ 日期: ____年 ____月 ____日

個案姓名: _____ 個案簽名: _____ 日期: ____年 ____月 ____日

治療師姓名: _____ 治療師簽名: _____ 日期: ____年 ____月 ____日

(取自: 劉婷教授, 情緒取向治療追求卓越國際中心註冊的治療師, 監督及培訓師)

EQ 步步升 關係成長系列課程: 建立美滿不能破裂的婚姻

幫助預備結婚, 已婚, 再婚的夫婦成長最有效的資源

講師: 黃達瑩醫生 (加拿大安大略省註冊婚姻家庭治療師和檢定監督)

課程特色: 1. 基於聖經原則 2. 綜合最新的科學研究 3. 已證明有效

共六期課程, 每期十一課, 每課約一小時

適合用於: 給訂婚, 已婚, 再婚夫婦最有意義的禮物, 社區關懷, 探訪, 夫婦講座
婚前預備, 教會成人主日學, 研經班, 夫婦團契, 成長小組, 令會, 主日講道, 同儕輔助, 教牧輔導
社區中心的成長小組, 支持夫婦的計劃, 自助的資源及專業輔導

課程(一): 夫妻的責任和角色	課程(二): 丈夫和妻子的責任和角色	課程(三): 關係技巧: 溝通
1. 課程簡介, 參加者的承諾	1. 課程簡介, 參加者的承諾	1. 課程簡介, 婚姻十字路
2. 關係評估: 認識婚姻狀況	2. 丈夫的角色: 一家之主的意思	2. 溝通的重要和困難
3. 夫妻的角色: 離開父母的意思	3. 丈夫的角色: 一家之主的個案	3. 聆聽的技巧: 反映(原則)
4. 夫妻的角色: 離開父母的評估	4. 丈夫的責任: 彰顯主愛的意思	4. 聆聽的技巧: 反映(實習)
5. 夫妻的角色: 離開父母的原則	5. 丈夫的責任: 彰顯主愛的個案	5. 聆聽的技巧: 肯定(原則)
6. 夫妻的角色: 離開父母的個案	6. 丈夫的挑戰, 問題解答, 分享	6. 聆聽的技巧: 肯定(實習)
7. 夫妻的責任: 成為一體的意思	7. 妻子的角色: 隨時幫助的意思	7. 聆聽的技巧: 認同(原則)
8. 夫妻的責任: 成為一體的評估	8. 妻子的角色: 隨時幫助的個案	8. 聆聽的技巧: 認同(實習)
9. 夫妻的責任: 成為一體的原則	9. 妻子的責任: 全心順服的意思	9. 說話的技巧: "我"的口吻(原則)
10. 夫妻的責任: 成為一體的個案	10. 妻子的責任: 全心順服的個案	10. 說話的技巧: "我"的口吻(實習)
11. 總結, 溫習, 問題解答, 分享	11. 妻子的挑戰, 問題解答, 總結	11. 總結, 溫習, 問題解答, 分享
課程(四): 關係技巧: 處理衝突	課程(五): 不同的性格親友關係	課程(六): 理財和性生活
1. 課程簡介, 新的研究	1. 課程簡介, 知己知彼	1. 課程簡介, 參加者的承諾
2. 衝突的來源	2. 性格不同	2. 理財: 價值觀 (見證: 錢銀夫婦)
3. 衝突背後成長之契機	3. 男女有別	3. 理財: 原則
4. 化解衝突的策略	4. 彼此接納	4. 理財: 目標 (理財個案一)
5. 解決衝突十步曲	5. 互相搭配	5. 理財: 預算 (理財個案二)
6. 預防和避免衝突的技巧	6. 父母關係	6. 理財: 投資 (理財個案三)
7. 饒恕的重要和困難	7. 父母關係	7. 古時對性的寫照與科學(個案四)
8. 饒恕七步曲	8. 姻親關係	8. 對性正確的態度和觀念 (見證)
9. 饒恕的典範	9. 姻親關係	9. 婚姻性生活原則 (婚外情見證)
10. 饒恕的應用	10. 親戚朋友	10. 男女有別 (小組分享)
11. 總結, 溫習, 問題解答, 分享	11. 溫習, 總結, 分享, 問題解答	11. 愛情之歌, 總結, 溫習, 分享

課程資源: (可從 www.reconnect.hk 下載所有資源的 mp3, 講義或課本)

第一至六期課程的 mp3 DVD (粵語或國語): 適合個人使用, mp3 player

每期課程的課本: 適合個人或小組使用

每期課程的 DVD (雙語, Set of 11): 適合教會, 社區中心, 機構

EQ 步步升 關係成長系列課程

親密美滿關係的秘訣

Secret to Building Intimate Relationships

這課程是配合腦部神經,心理學,醫學,社會學,家庭治療專家的研究,情緒取向治療(emotionally focused therapy, www.iceeft.com)的架構,原則,步驟,工具及技巧,幫助學員認識及應用親密美滿關係的秘訣. 藉講座幫助學員改變自己的信念,觀念和心態; 藉每週的作業,小組的鼓勵和支持,克服改變的障礙, 找出和處理關係互動模式背後的信念,情緒,依附需求及恐懼,增加對自己,對對方會對關係的認識, 邀請對方滿足自己內心的依附需求及學習滿足對方的依附需求.

講師: 黃達瑩醫生 (安省註冊婚姻家庭治療師和檢定監督)

課程特色: 1. 基於聖經原則 2. 綜合最新的科學研究 3. 已證明有效
共三期課程, 每期十課, 每課約一小時

適合用於: 給夫婦, 家庭最有意義的禮物, 社區關懷, 探訪, 夫婦, 親子講座
婚前預備, 教會成人主日學, 研經班, 夫婦團契, 成長小組, 令會, 主日講道, 同儕輔助, 教牧輔導
社區中心的成長小組, 支持夫婦/家庭的計劃, 自助的資源及專業輔導

基於: "抱緊我: 扭轉夫妻關係的七種對話"

課程一: 依附連結的重要	課程二: 依附連結的攔阻	課程三: 依附連結的重建
1. 關係之謎被解開	1. 辨認破壞性的互動循環	1. 情感的投入與連結
2. 依附與成人關係	2. 魔鬼對話一: 揪出壞蛋	2. 我最害怕什麼?
3. 依附對健康的影響	3. 魔鬼對話二: 抗議之舞	3. 我最需要得到什麼?
4. 依附對情緒調節的影響	4. 魔鬼對話三: 凍結與遁逃	4. 從神經科學的角度探討和諧的關係
5. 為何失去連結?	5. 找出你的痛處	5. 創傷與寬恕: 小事件, 大麻煩
6. 依附的需求及恐懼	6. 如何知道痛處受刺激?	6. 寬恕的六個步驟
7. 破壞性的互動模式	7. 讓對方看到你的痛處	7. 夫婦如何藉性愛與撫觸連結
8. 情感連結與脫節的關鍵時機	8. 用依附的地圖重返崎嶇處	8. 夫婦如何解決性問題
9. 情感回應是鍾愛一生之鑰	9. 認識對對方的影響	9. 歷久彌新的愛情(上)
10. 情感回應的三要素	10. 了解駕馭對方的情緒	10. 歷久彌新的愛情(下)

課程資源: (可從 www.reconnect.hk 下載所有資源的 mp3, 講義或課本)

第一至三期課程的 mp3 DVD (粵語或國語): 適合個人使用, mp3 player

每期課程的課本: 適合個人或小組使用

每期課程的 DVD (雙語, Set of 10): 適合教會, 社區中心, 機構

練習一: 從過去的依附關係認識依附需求和恐懼 (與依附對象一起完成的作業)

(取自:黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建", 第一課: 情感的投入與連結)

1. 請選出一個過去的依附關係,並向依附對象描述這依附關係的特色.
2. 讓依附對象幫助你找出這依附關係裡表層和深層的感受.
3. 然後找出當中有關被遺棄或被拒絕的依附恐懼.
4. 請嘗試說出當時從依附對象所需要的是什麼. 當時你渴望依附對象可以給你怎樣的回應以致關係中的痛處可以得到處理和安撫?
5. 請互相分享以上的經驗.
6. 聆聽的那方可以分享當依附對象坦誠地揭露自己的依附恐懼和需求的時候,你有什麼經驗?
 - 6.1 你能否理解對方的依附恐懼和需求嗎? 有什麼是不容易理解的?
 - 6.2 情感上有什麼反應? 有什麼是不容易的? 有什麼會令你擔心?
 - 6.3 請聆聽的那方分享聆聽時的反應或希望自己可以有什麼的反應.
7. 請一起探討對對方坦誠的分享最積極的回應是什麼.
 - 7.1 在關係中會如何顯現這些回應?
 - 7.2 什麼的保證可以直接安撫對方的依附恐懼?
 - 7.3 如果覺得給對方保證時會有困難,請坦誠地分享這困難. 可能部分的你聽到對方的需求和期望能滿足到這需求,但另一部分懼怕當你冒險給予對方這種保證的時候,對方可能會放鬆,不會繼續為關係去努力或會忽略你的需求.

練習二: 分享現在依附關係中的依附恐懼和需求 (與依附對象一起完成的作業)

(取自:黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建", 第一課: 情感的投入與連結)

對很多人來說,要直接說出自己的依附恐懼和需求是新的嘗試,是絕對不容易的. 如果你覺得第一次進入這領域是太過困難和冒險,請先與依附對象分享這些感受和困難.

1. 請分享現在依附關係中的感受,包括深層,脆弱的情緒. (可溫習對話二中所接觸到的痛處)
2. 這比較脆弱的情緒背後隱藏了什麼依附恐懼? 什麼依附需求?
3. 當這些依附恐懼和需求出現的時候,你需要依附對象怎樣的保證,關心和安慰? (可參考"抱緊我",第 168-169 頁的例子)
4. 聆聽的那方可以分享當依附對象坦誠地揭露自己的依附恐懼和需求的時候,你有什麼經驗?
 - 4.1 你能否理解對方的依附恐懼和需求嗎? 有什麼是不容易理解的?
 - 4.2 情感上有什麼反應? 有什麼是不容易的? 有什麼會令你擔心?
 - 4.3 請聆聽的那方分享聆聽時的反應或希望自己可以有什麼的反應.
5. 請一起探討對對方坦誠的分享最積極的回應是什麼.
 - 5.1 在關係中會如何顯現這些回應?
 - 5.2 什麼的保證可以直接安撫對方的依附恐懼?
 - 5.3 如果覺得給對方保證時會有困難,請坦誠地分享這困難. 可能部分的你聽到對方的需求和期望能滿足到這需求,但另一部分懼怕當你冒險給予對方這種保證的時候,對方可能會放鬆,不會繼續為關係去努力或會忽略你的需求.

練習三: 認識我的依附恐懼和需求 Recognizing my attachment fears and needs

(取自:黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建"第一課: 情感的投入與連結)

1. 請圈出你的依附恐懼和需求
2. 請與依附對象分享你的依附恐懼什麼時候被啟動
3. 請與依附對象分享你的依附需求什麼時候被滿足

常見的依附需求 Common attachment needs	常見的依附恐懼 Common attachment fears
1. 需要被接納,被尊重,面子 Need for acceptance, respect, face	1. 懼怕被拒絕,被貶低,被輕視,失去面子 Fear of being rejected, put down, losing face
2. 需要親密,聯繫,連結 Need for closeness, intimacy, connection, bond	2. 懼怕被遺棄,孤獨,失去連結 Fear of being abandoned, alone, losing connection
3. 需要被了解,支持,關懷 Need for understanding, support, caring	3. 懼怕不被了解,單獨作戰,沒有人關心 Fear of not being understood, coping alone, lack of caring
4. 需要感到重要,被重視 Need to feel important, valued	4. 懼怕自己並不重要,被視為理所當然的 Fear of not being important, being taken for granted
5. 需要感到被愛,被珍惜 Need to feel loved, cherished	5. 懼怕失去愛,不被珍惜 Fear of being unloved, not cherished
6. 需要被肯定,反映好的素質 Need for affirmation, validation, reflection of good qualities	6. 懼怕被否定,被批評 Fear of invalidation, criticism
7. 需要被欣賞,得到注意 Need for appreciation, attention	7. 懼怕不被欣賞,被忽視 Fear of lack of appreciation, neglect
8. 需要覺得有用,成功,有影響力 Need to feel useful, successful, influential	8. 懼怕沒有用,達不到標準,失敗,不足 Fear of being useless, not measuring up, being a failure, inadequate
9. 需要得到保證,寬恕 Need for reassurance, forgiveness	9. 懼怕得不到保證,寬恕 Fear of lack of reassurance, forgiveness
10. 需要被需要,被戀慕,有吸引力 Need to feel needed, wanted, desired, attractive	10. 懼怕不被需要,不被戀慕,失去吸引力, Fear of being unneeded, unwanted, unattractive
11. 需要無條件的愛,從正面來看待 Need for unconditional love, positive regard	11. 懼怕失去愛,自己是不可愛的 Fear of losing love, being unlovable
12. 需要感到特別,獨特 Need to feel special, unique	12. 懼怕被視為平凡,普普通通 Fear of not being special, unique
13. 需要能自主,有自由,有空間,能掌握自己的生命 Need for autonomy, freedom, space, control of own life	13. 懼怕被控制,失去自我,空間,自主權,自由 Fear of being controlled, manipulated, loss of self, space, autonomy, freedom
14. 需要安全,能揭露自己 Need for safety, opening up,	14. 懼怕情緒被揭露,脆弱,冒險 Fear of emotional exposure, being vulnerable, taking risk
其他 Others:	其他 Others:
其他 Others:	其他 Others:

練習四: 接觸和分享我們的依附恐懼 (抱緊我, 第 157-158 頁) (與依附對象一起完成的作業)
(取自:黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建", 第二課: 我最害怕什麼?)

1. 請描述最近與依附對象情感脫節的經驗 (會藉這練習學習尋找與分享你內在的情緒).
2. 當你開始檢視當時的情況和嘗試明白認識自己的感受,有什麼對你是困難的? 有什麼原因阻擋你表達自己的情緒?
3. 請找出及攤開過去對話中的畫面,字句及感受. 當你去仔細觀察時,發現當中有什麼恐懼,羞恥, 悲傷或失落的感覺?
4. 嘗試找出你的假設中最可怕的情況. 當中可能發生什麼最壞的狀況或嚴重的後果? 你發現當中有什麼深層的恐懼? (這是對話四的大重點之一)
5. 請向你的依附對象坦承你的恐懼. 並仔細思考與對方分享這些內在情緒時的感受.
6. 請找出這經驗中,最令對方難過的是什麼事情.
7. 嘗試了解對方所下什麼嚴重的結論.
8. 當對方傷心害怕的時候,請承認你做了什麼事情導致對方的依附恐懼加深.
9. 請嘗試認識和肯定對方的主要情緒.
10. 請分享完成以上練習時的感受.
11. 有什麼是不容易完成的? 有什麼是不容易分享的?

練習五: 認識和分享崎嶇處中的恐懼 (抱緊我, 第 158-159 頁) (與依附對象一起完成的作業)
(取自:黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建", 第二課: 我最害怕什麼?)

1. 請回到你目前關係的某個崎嶇處,找出並寫下你自己的施力點,啟動你的情緒及依附恐懼的地方.
2. 請要求你的依附對象同樣做,然後兩人一起坐下來分享.
3. 你們兩位誰比較退縮? 請由這位先開始談話. 這是因為積極提出抗議的那位依附對象,通常對自己的創傷與恐懼較為敏感,所以不容易放下心防,除非那位較內斂的依附對象表現出某種程度上的關注.
4. 如果你是那位比較內斂的依附對象,請按照練習一的方法,去認識你最主要的恐懼,分享你的害怕,並且說出它們給你的感受,使它們不再隱藏.
5. 如果你是那位傾聽的依附對象,請告訴對方你聽到後的感受.
6. 對方所表達的內容有什麼是容易了解的? 有什麼是難以了解? 如果很難了解,請問從哪部分開始變得難以傾聽? 當中的感受是什麼? 請共同檢視這些感受.
7. 現在請原來的傾聽者開始分享你最主要的恐懼,你的害怕,並且說出它們給你的感受,使它們不再隱藏.
8. 如果你是那位傾聽的依附對象,請告訴對方你聽到後的感受.
9. 對方所表達的內容有什麼是容易了解的? 有什麼是難以了解? 如果很難了解,請問從哪部分開始變得難以傾聽? 當中的感受是什麼? 請共同檢視這些感受.

這個對話特別有助於關係陷入痛苦的夫妻,但對感情穩固的夫妻也相當有益,因為每個人都有情感依附的恐懼,即使當下尚無威脅感與急迫性. 最重要的是,請記住這是一種敏感的對話;你們兩人都在坦誠自己最脆弱的一面,請務必尊重彼此所承擔的風險. 請記得:你們之所以跨出這一步,是因為你們在彼此心中的獨特地位,也是為了建立一種獨特的連結.

練習六: 分享過去關係中的依附需求 (抱緊我, 第 168-169 頁) (與依附對象一起完成的作業)

(取自:黃達瑩醫生於 2012 年著的“EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建”, 第二課: 我最害怕什麼?)

1. 請獨自專心回想過去的一段穩定感情,對象也許是昔日的情人,父母或知心好友,想像他/她就在你眼前; 如果要你告訴對方你最深的情感需求,你會怎樣說?

2. 你認為對方會如何回答?

3. 現在請回想昔日一段讓你沒有安全感的關係,當時你真正需要從對方身上得到什麼? 請用簡單兩句話表達出來.

4. 你覺得對方會如何回答?

5. 以上有什麼對你來說是不容易的? 當中有什麼感受?

練習七: 分享現在關係中的依附需求 (抱緊我, 第 168-169 頁) (與依附對象一起完成的作業)
(取自:黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建" 第二課: 我最害怕什麼?)

1. 請思考你和現在的依附對象的關係,以及你最需要什麼才能獲得安全感與被愛的感覺? 請寫下來,然後和依附對象真正開始討論這件事.

2. 以下是依附對象在此對話中使用的一些說法,如果你覺得有用,可以直接在最適合你的句子旁邊打勾,然後給你的依附對象看. 我需要感到:

我在你心中擁有特殊的地位,你真的看重我們的關係.

我需要你向我保證,我在你心中是排在最優先的位置,對你而言,沒有任何事比你我的關係更重要.
--

你要的人是我,我的快樂,對你而言很重要.

我是被愛與被接納的,包含我的弱點與不完美在內,我無法因為你而變得完美無瑕.

我是被需要的,你需要我的陪伴.

我很安全,因為你在乎我的情緒,傷痛與需求.

我可以指望你的支持,可以確定你不會在我最需要你的時候丟下我.

我說的話有人聽而且是尊重.請不要隨便打發我,或把我想得很糟糕;給我機會學習與你相處.
--

我知道你會聽我說話,而且會把其他所有事情暫放一旁.

我可以要求你擁抱我,還要你知道,提出這樣的要求,對我而言,非常不容易.

3. 如果你覺得這麼做太難,請跨出小小的一步,談談要你明確表達並說明自己的需求,為何那麼困難.

4. 請告訴你的依附對象,他/她能夠用什麼方式協助你.

5. 這個對話包含我們生命中關鍵的情感歷程,所以有時需要從旁慢慢接近主題. 如果你是傾聽的那一方,而你發覺自己不太確定或者太緊張,而不知如何回應,請直接說出你的感覺;留在當下就是其中的秘訣,請不要用任何既定的方式回應. 正向的開始,就是告訴對方: 你已經聽到他/她的訊息,也感謝他/她的分享,並且會給予回應;然後你就可以開始探索自己如何能滿足對方的需求.

練習八: 如何加強鏡像神經元 (與依附對象一起完成的作業)

(取自:黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建" 第四課: 從神經科學的角度探討和諧的關係)

1. 請回顧最近你喜歡你的依附對象和覺得跟他/她有安全連結的時刻.
2. 請形容這正向經驗中的依附對象是怎樣的.
3. 請回顧最近你不喜歡你的依附對象和覺得跟他/她失去安全連結的時刻.
4. 請形容這負向經驗中的依附對象是怎樣的.
5. 如果我邀請你的依附對象來形容你,你希望他/她怎樣形容你?
6. 你的依附對象會怎樣形容你? 他/她所用的形容詞,跟你所盼望的,有什麼差別?
7. 你認為你可以作什麼導致依附對象對你的形容,可以更接近你所希望得到的形容?
8. 請與依附對象分享做以上的練習時的感受.

練習九: 你希望人怎樣對待你,就要怎樣對待人 (與依附對象一起完成的作業)

請完成以下的句子,並與依附對象分享

1. 當我感到受傷時,我希望我的依附對象會:	1. 當我的依附對象感到受傷時,我希望我會:
2. 當我感到失望時,我希望我的依附對象會:	2. 當我的依附對象感到失望時,我希望我會:
3. 當我感到無助時,我希望我的依附對象會:	3. 當我的依附對象感到無助時,我希望我會:
4. 當我感到不足時,我希望我的依附對象會:	4. 當我的依附對象感到不足時,我希望我會:
5. 當我感到沮喪時,我希望我的依附對象會:	5. 當我的依附對象感到沮喪時,我希望我會:
6. 當我感到憤怒時,我希望我的依附對象會:	6. 當我的依附對象感到憤怒時,我希望我會:
7. 當我感到懼怕時,我希望我的依附對象會:	7. 當我的依附對象感到懼怕時,我希望我會:
8. 當我感到傷心時,我希望我的依附對象會:	8. 當我的依附對象感到傷心時,我希望我會:
9. 當我感到羞愧時,我希望我的依附對象會:	9. 當我的依附對象感到羞愧時,我希望我會:
10. 當我感到孤單時,我希望我的依附對象會:	10. 當我的依附對象感到孤單時,我希望我會:
11. 當我感到難過時,我希望我的依附對象會:	11. 當我的依附對象感到難過時,我希望我會:
12. 當我感到內疚時,我希望我的依附對象會:	12. 當我的依附對象感到內疚時,我希望我會:
13. 當我感到脆弱時,我希望我的依附對象會:	13. 當我的依附對象感到脆弱時,我希望我會:
14. 當我感到不可愛時,我希望我的依附對象會:	14. 當我的依附對象感到不可愛時,我希望我會:
15. 當我感到被拒絕時,我希望我的依附對象會:	15. 當我的依附對象感到被拒絕時,我希望我會:
16. 當我感到被遺棄時,我希望我的依附對象會:	16. 當我的依附對象感到被遺棄時,我希望我會:
17. 當我感到不重要時,我希望我的依附對象會:	17. 當我的依附對象感到不重要時,我希望我會:
18. 當我感到沒有用時,我希望我的依附對象會:	18. 當我的依附對象感到沒有用時,我希望我會:
19. 當我感到被批評時,我希望我的依附對象會:	19. 當我的依附對象感到被批評時,我希望我會:
20. 當我感到疲乏時,我希望我的依附對象會:	20. 當我的依附對象感到疲乏時,我希望我會:
21. 當我感到_____時,我希望我的依附對象會:	21. 當我的依附對象感到_____時,我希望我會:
20. 當我感到_____時,我希望我的依附對象會:	22. 當我的依附對象感到_____時,我希望我會:

練習十: 坦誠的自我反省 (與依附對象一起完成的作業)

(取自:黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建" 第四課: 從神經科學的角度探討和諧的關係)

1. 請回顧最近你覺得與依附對象失去連結的時刻.
2. 請反省你在當中的情緒,說話,行為和非口語的表達(眼神,表情,姿勢,動作).
3. 如果對方用同樣的情緒,說話,行為和非口語的表達(眼神,表情,姿勢,動作)來對待你,你會有什麼感受?
4. 這感受如何幫助你增加對對方的同理心?
5. 請與依附對象分享這經驗.

Core Skills Training 4

核心技巧培訓四

Core Skills Training 4: Agenda 核心技巧培訓四: 議程

Day 1 第一天

- 9:00 - 9:30 Overview, Agenda, Weekend Objectives, Hand Dance and Brief Review
概述, 議程, 核心技巧培訓四的目標, 情緒取向治療手舞, 精簡的溫習
- 9:30 - 10:15 Steps 5-7: Pursuer Softening: Goals and Interventions
第五、六步: 指責批評者態度軟化: 目的和技術
- 10:15 - 10:30 Break 小息
- 10:30 - 11:45 View Pursuer Softening video and discussion
觀看指責批評者態度軟化的影像並討論
- 11:45 - 12:30 Pursuer Softening Role play exercise & Debrief
指責批評者態度軟化的角色扮演和匯報
- 12:30 - 1:30 Lunch (EFT support group sharing) 午餐 (學習EFT的支持小組分享)
- 1:30 - 2:30 Case Presentation #6: Intro to couple; View video and feedback
個案分享六: 介紹夫婦的背景; 觀看個案的影像和回饋
- 2:30 - 2:45 Break 小息
- 2:45 - 3:45 Case Presentation #7: Intro to couple; View video and feedback
個案分享七: 介紹夫婦的背景; 觀看個案的影像和回饋
- 3:45 - 4:45 Role Plays 角色扮演
- 4:45 - 5:00 Role play debrief 角色扮演匯報

Day 2 第二天

- 9:00 - 9:15 Check 報到
- 9:15 - 10:15 Case Presentation #8: Intro to couple; View video and feedback
個案分享八: 介紹夫婦的背景; 觀看個案的影像和回饋
- 10:15 - 10:30 Break 小息
- 10:30 - 11:30 Consolidation: Stage 3 Video and Discussion 鞏固: 第三階段的影像和討論
- 11:30 - 12:00 Group Consolidation; Graduation 鞏固小組學習; 畢業

Core Skills Training 4: Objectives 核心技巧培訓四: 目標

Focus 焦點:

Blamer softening – Steps 5, 6, 7 指責批評者態度軟化 - 第五、六、七步

Consolidation – Steps 8, 9 鞏固 - 第八、九步

Blamer softening video: Mark and Prue, *Training DVD #1: Healing Broken Bonds* (1993) or the new *Shaping Secure Connection: Stages 1 & 2 of Emotionally Focused Couple Therapy* (2015) with Sue Johnson and Marlene Best

指責批評者態度軟化的影像: 馬克和普魯, 情緒取向治療培訓 DVD #1: "醫治破碎的連結" (1993) 或新的"塑造安全的連結: 情緒取向夫婦治療的第一和第二階段" (2015)

Consolidation: *Shaping Secure Connection: Stages 1 & 2 of Emotionally Focused Couple Therapy* (2015) with Sue Johnson and Marlene Best

鞏固: "塑造安全的連結: 情緒取向夫婦治療的第一和第二階段" (2015)

Process Goals 過程的目標:

1. Maintaining Safety and Cohesion for the Group 維護小組裡的安全和凝聚

Method: Tuning into therapist's emotions around ending and closure

方法: 接觸治療師在結束和調整中的情緒

Practice: Group discussion, review of personal goals

練習: 小組討論, 溫習個人目標

2. Maintaining a Learning Environment 維護良好的學習環境

Method: Review of goals attained and identifying areas of growth and future development

方法: 溫習已經達到的目標, 並確定已經有成長和還需要發展的領域

Practice: Group or paired discussion

練習: 小組或兩人組的討論

Skills Training 技巧的培訓:

1. Understanding and integrating Bradley's themes of blamer softening

了解和整合布拉德利指責批評者態度軟化過程中的主題

Method: Didactic, video demonstration

方法: 教導, 影像示範

Practice: Identifying themes in video or transcript, see transcript of Shannon and James (*Suggested Exercises – Core Skills Training 4*, pg. 85)

練習: 採用影像或逐字報告來找出指責批評者態度軟化過程中的主題, 看香農和詹姆斯的治療的逐字報告 (建議練習 - 核心技巧培訓四 第 85 頁)

2. Processing and distilling blamer fears and longings

處理和提煉指責批評者的依附恐懼和渴望

Method: Didactic, video demonstration

方法: 教導, 影像示範

Practice: Assisted role play. For role play example, see Lorrie Brubacher's *Blamer Softening Exercise* (*Suggested Exercises – Core Skills Training 4*, pg. 96)

練習: 協助角色扮演. 有關角色扮演的例子, 可參指責批評者態度軟化的練習 (提議練習 - 核心技巧培訓四, 第 96 頁)

3. Consolidation steps in Stage Three

第三階段的鞏固步驟

Method: Didactic, video demonstration, review of Steps 8 & 9, including discussion of attachment rituals (see *Becoming an Emotionally Focused Therapist: The Workbook* (2005))

方法: 教導, 影像示範, 溫習第八和第九步, 包括討論依附的儀式 (參: 成為情緒取向治療師: 工作簿 (2005))

Practice: Consolidating therapist's goals and progress, utilizing the *EFT Fidelity Scale* (*Suggested Exercises – Core Skills Training 3*, pg. 56) as an instrument to assess progress

練習: 鞏固治療師的目標和進度, 採用情緒取向治療知識和能力量表 (建議練習 - 核心技巧培訓三, 第 25 頁) 作為一個評估進展的工具

Core Skills Training 4 核心技巧培訓四

Suggested Exercises 提議練習

1. Blamer Softening Transcript Exercise 指責批評者態度軟化逐字報告練習
2. Blamer Softening Exercise 指責批評者態度軟化練習
3. Blamer Softening Drill Exercise 指責批評者態度軟化操練

Blamer Softening Transcript Exercise

指責批評者態度軟化逐字報告練習

Gail Palmer, 2012

Introduction 介紹:

The following is a transcript of an actual session illustrating the Blamer Softening Process. The female client in the transcript works in Step 5, acknowledging her fears of losing control and being abandoned, and her partner is able to hear her with help and shoring up from the therapist, and the female partner is then able to ask for comfort from a vulnerable position. The transcript can be used to identify Brent Bradley's six themes of blamer softening and also to illustrate how the therapist uses heightening to help the pursuer face her catastrophic fears and holds the withdrawer by shoring up and supporting his engagement.

以下是一個演示指責批評者態度軟化的過程的真實的治療晤談。逐字報告中的女案主開始第五步,承認她對失去控制和被遺棄的恐懼,她的配偶,通過治療師的幫助和鼓勵,能夠聽到她的恐懼。而最後,女案主能夠從比較脆弱的位置來要求對方的安慰。該逐字報告可以用來識別布倫特布拉德利的指責批評者態度軟化的過程中的六個主題,並演示治療師如何採用強調來幫助指責批評者面對她的恐懼,並同時鼓勵和支持逃避退縮者情感上的投入。

Therapist: So Shannon, do you think that James knows how much you need him?

治療師: 那麼香農,你認為詹姆斯知道你是多麼需要他嗎?

Shannon: Yes he does.

香農: 是的,他的確知道。

Therapist: Okay, but...

治療師: 好,但是...

Shannon: Yes he does...

香農: 是的,他確實知道...

Therapist: We are talking about the instrumental functional kind of way that you need him.

治療師: 我們正在談論的是你在完成不同的事情時需要他。

James: Can you define that?

詹姆斯: 你能解釋嗎?

Therapist: I mean, this is what you can do and how you can perform and the tasks that you can do.

治療師: 我的意思是,這是你可以做的事情,你所執行的,以及你能完成的任務。

James: Okay.

詹姆斯: 好.

Therapist: But there is also another level isn't there Shannon?

治療師: 但香農,這裡也有另一個層面,是嗎?

Shannon: Yeah, we talk about it. It does affect my mental health. I would love to be closer to him. You know like when Adrian goes to bed late it interferes with our time together and I have said to him that if you are not going to... I mean we have half an hour on the couch...

香農: 是的,我們也談論過. 這會影響我的精神健康. 我很想接近他. 你知道當阿德里安晚睡覺,就干擾了我們同在一起的時間,我已經對他說,如果你不打算... 我的意思是,我們有一個半小時在沙發上...

Therapist: Can you help me? Can we just go slow, Shannon?

治療師: 你能幫助我嗎? 香農,我們可以放慢一點嗎?

Shannon: Un hmmm.

香農: 嗯.

Therapist: It is just so that I can get a sense of this. I know that you said that you talked to James about it, but when you think about needing James, your husband, can you tell me what that feels like for you?

治療師: 讓我可以更多理解這件事. 我知道你說,你已經跟詹姆斯談論這件事,但是當你想到你是需要詹姆斯,你的丈夫的時候,你能告訴我這感覺是怎麼樣的嗎?

Shannon: I am not really sure how to...

香農: 我真的不知道怎樣...

Therapist: Do you know what it feels like when you don't have him?

治療師: 當你沒有得到他的時候,你知道這感覺是怎麼樣的嗎?

James: Is it possible that you have gotten something that you are not used to having... (therapist motions for James to stop) ...sorry.

詹姆斯: 可能你已經得到一些東西,是你過去不習慣得到的... (治療師指示詹姆斯停止)... 對不起.

Shannon: It is a bit tough these days, I don't know how to explain it.

香農: 這是有點困難的,我不知道該如何解釋.

Therapist: I have a sense that James sees you a lot of times as very strong and I think that there is another part of you that doesn't feel that way at all.

治療師: 我認為詹姆斯時常看你是非常剛強的,但我知道你有另一部分不覺得自己剛強.

Shannon: Un hmmm.

香農: 嗯.

Therapist: Right, and that's the part you need to focus on. Can we bring that part a little more forward? Would you mind just showing me a little bit about the part that doesn't feel so strong.

治療師: 對,這就是你現在需要接觸的部分. 我們可以讓這部分出來嗎? 你可以向我們顯示覺得自己不剛強的那部分嗎?

Shannon: I don't know what to say about it really.

香農: 我不知道該說些什麼.

Therapist: Okay, it is hard to put some words around it. It makes you feel sad though? That part that feels alone.

治療師: 好,這很難描述. 它卻使你感到難過? 這感覺到孤單的部分.

Shannon: (Crying, reaching for tissue)

香農: (哭,伸手拿紙巾)

Therapist: Is that how you are feeling?

治療師: 這就是你的感覺嗎?

Shannon: I do feel like I have to... (crying) I have to take care of myself.

香農: 我覺得我必須... (哭) 我必須照顧好自己.

Therapist: Okay. That you are on your own. It is up to you to take care of you.

治療師: 對,是沒有人會照顧你的. 是要你自己來照顧自己.

Shannon: (Nodding in agreement)

香農: (點頭表示同意)

Therapist: And that is all you really have is you to take care of you.

治療師: 這是你所面對的,就是你要照顧你自己.

Shannon: (Wiping tears away) Ummm.

香農: (擦眼淚) 嗯.

Therapist: It is up to me to take care of me?

治療師: 總是由我自己來照顧我?

Shannon: (Nodding in agreement) Umm hmmm.

香農: (點頭表示同意) 嗯,嗯.

Therapist: Can you say a little bit more about that?

治療師: 你能說多一點嗎?

Shannon: (Sighing)

香農: (嘆氣)

Therapist: When did you learn that it is up to you?

治療師: 你什麼時候知道你要照顧自己?

Shannon: (Sighing) A long time ago.

香農: (嘆氣) 很久,很久以前.

Therapist: Okay. So this feels like it has been around for a long time. These feelings of needing to take care of you.

治療師: 好. 因此這感覺已經存在了很長的一段時間. 就是感覺到你需要照顧你自己.

Shannon: (Nodding in agreement)

香農: (點頭表示同意)

Therapist: And what is that like for you to feel that?

治療師: 這感覺是什麼樣的呢?

Shannon: (Long pause) Tiring...

香農: (長時間的沉默) 很累...

Therapist: It is tiring.

治療師: 這是使你覺得很累的.

Shannon: Yes.

香農: 是的.

Therapist: Exhausting.

治療師: 非常累.

Shannon: (Nodding in agreement)

香農: (點頭表示同意)

Therapist: Okay, because you are constantly... I mean, you work at things to figure things out and to make sure your needs are taken care of.

治療師: 好,因為你是不斷地... 我的意思是,你不斷地努力要理解事情,並保證你自己的需要得到滿足.

Shannon: (Crying) Yes.

香農: (哭) 是.

Therapist: So when you think of how tiring it is, just to go to that place. What is that like inside?

治療師: 所以當你認為這是很累的,要去那個孤獨的地方. 你裡頭是什麼樣的呢?

Shannon: Kind of empty.

香農: 好像虛空.

Therapist: There is just nothing there.

治療師: 在哪裡什麼都沒有。

Shannon: When I am in motion, there is just lots of chaos.

香農: 當我在這個循環中,只有很多的混亂。

Therapist: Right, I understand that, it is a bit of a distraction, the chaos and the busyness but when you slow down and when you stop, it feels like there is just this empty space and you are all alone?

治療師: 對,我的理解是,這混亂和忙碌讓人有點分心,但是當你慢下來,當你停下來,就只會感覺到這種虛空,你是單獨一人,是嗎?

Shannon: Un hmm.

香農: 嗯。

Therapist: Does it feel like it is dark?

治療師: 會否覺得這是黑暗的?

Shannon: It is kind of grey.

香農: 這是一種灰色。

Therapist: Kind of grey.

治療: 一種灰色。

Shannon: Yeah.

香農: 是啊。

Therapist: Yeah and if you were just to stay there, what does that feel like?

治療師: 是啊,如果你只是停留在那裡,這感覺是怎麼樣的?

Shannon: Well, I can't.

香農: 嗯,我不能留在那裡。

Therapist: Okay.

治療師: 是的。

Shannon: So I have to keep busy.

香農: 所以我必須保持忙碌。

Therapist: Okay, you can't stay there?

治療師: 是的,你不能停留在那裡?

Shannon: Well, I wouldn't, I would, I mean, that is the progress that I have made for myself.

香農: 嗯,我曾經是不會的,我的意思是我現在是會的,這就是我自己的進步。

Therapist: Okay. It is kind of scary?

治療師: 是的. 這是一種可怕的感覺?

Shannon: Yes.

香農: 是的。

Therapist: It is too scary to stay there?

治療師: 如果要停留這在那裡,實在是太可怕?

Shannon: Yes.

香農: 是的。

Therapist: Is that what you mean, "Yeah. I am not going to stay there because that means..."?

治療師: 那是你的意思嗎? 你說"是啊,我不打算停留在那裡,因為這會導致..."?

Shannon: It would probably mean the end of me.

香農: 這會導致我完了。

Therapist: So you don't stay there. Right, I keep busy and look after myself. I keep in motion because if I stop, if I let myself... just be in this empty place, that is way too scary, way too scary because that would mean the end, there is nobody there, Shannon, there is nobody there. That is why it is way too scary, right, I mean, does that make sense to you?

治療師: 所以你不會留在那裡. 對,我保持忙碌,自己照顧自己. 我要不停地做東西,因為如果我停下來,如果我讓我自己... 陷入這個虛空的地方,那太可怕,實在太可怕,因為這好像完了,沒有人在那裡,香農,沒有人在那裡. 這就是為什麼這太恐怖了,是的,我的意思是,這是否符合你的經歷?

Shannon: Yeah that is part of it.

香農: 是啊,這是其中的一部分.

Therapist: What is the other part?

治療師: 還有什麼的其他部分?

Shannon: I don't know, I guess, just disappointed in myself.

香農: 我不知道,我猜,只是對我自己失望.

Therapist: Oh, okay.

治療師: 哦,是的.

Shannon: For getting me there in the first place. It must be something I am doing wrong.

香農: 當我要去到那裡,首先一定是我做錯了.

Therapist: Oh, so then there is this awful feeling about you; somehow you have done something wrong. Right? (Shannon nodding) There is no way you are going to stay there, right, because not only is there nobody there, and you are in this place that is so empty, right? But you also feel terribly awful about you because you are there because you did something wrong, right? So you are not going to go there, it is too bleak.

治療師: 哦,所以在那裡你對自己有一種可怕的感覺;不知為何,你總是覺得你做錯了. 對嗎? (香農點頭) 你沒有辦法留在那裡,因為這不僅是沒有人的地方,而且你在這個地方也會感覺如此虛空,對嗎? 但是,你也覺得自己不好,因為做錯了才會去到那裡,對嗎? 所以,你不會去那裡,實在是太慘了.

Shannon: Right, right.

香農: 對,是的.

Therapist: Right, it is amazing that you can share this, Shannon, that you are letting us in a little bit to see that because I would expect that this is something that James never sees. For you, that is part of why you are running so fast because you have to stay away from that.

治療師: 對,你可以分享這些感受,實在不容易,香農,你讓我們開始看到一點點,因為我想這部分是詹姆斯從來沒有見過的. 對你來說,這就是你不斷地快跑的原因,因為你必須遠離這痛苦的地方.

Shannon: (Nodding)

香農: (點頭)

Therapist: And to imagine that James could come in and sit beside you in that place and put his arm around you and you can put your head down on his shoulder and he would just hold you and tell you everything is going to be okay. You are okay.

治療師: 所以當你想像詹姆斯可以進入這個地方,坐在你旁邊,用他的手來擁抱你,使你可以把你的頭放在他的肩膀上,而他只是抱著你,告訴你這一切都會渡過. 你沒事.

Shannon: (Nodding and crying)

香農: (點頭,並開始哭)

Therapist: That is what you need Shannon?

治療師: 香農,這就是你所需要的嗎?

Shannon: (Nodding) Yep.

香農: (點頭) 是的.

James: Can I butt in for a second? You make a very good point. I am very used to seeing this strong side of Shannon. I know she has a soft side. I know she does but I usually try to put my arm around her.

詹姆斯: 我能用一秒鐘來插嘴嗎? 這點你說得很好. 我習慣看到香農剛強的部分. 我也知道她是有柔軟的部分. 我是知道的,我通常會盡量用手去擁抱她.

Therapist: I am just going to hold you, James, because you are doing exactly the right thing. You are right here, you are tuning into Shannon. I see you watching her and feeling some of her feelings. I know that is hard because you feel bad that she feels bad.

治療師: 詹姆斯,我想暫停一下,因為你正在做你需要做的事情. 你就在這裡,你留意到香農的感受. 我看見你看著她,嘗試去感覺她的感受. 我知道這對你是很難的,因為你看見她難過,你自己的心情也不好.

James: This...

詹姆斯: 這...

Therapist: Yes, yes, and it stirs up this need for you to kind of reach for her, right? That is why you are interrupting. You want to say to her "I am here", right?

治療師: 是的,是的,這會激起你希望可以親近她的願望,對嗎? 這就是你打斷她的原因. 你想對她說,"我在這裡",是嗎?

James: I just catch her at the wrong time.

詹姆斯: 我只是在錯誤的時間接觸她.

Therapist: And you feel bad that she doesn't see or that somehow you have let her down.

治療師: 你覺得很遭,因她沒有看到,或者你覺得自己讓她失望.

James: Probably the latter.

詹姆斯: 可能是後者.

Therapist: But right in this moment, James, you are here with her and I saw you looking at her and taking in what she was saying. Right, because all of this, Shannon, all of this, he is wanting to come and sit beside you.

治療師: 但在這一刻,詹姆斯,你與她一同在這裡,我看見你在看她,並嘗試接受和理解她所分享的. 是的,因為這一切,香農,他是想來到你這裡,並坐在你身邊.

James: Is that? Am I?

詹姆斯: 是嗎? 真的是需要我?

Shannon: That is a big part of it.

香農: 這是一個重要的部分.

Therapist: A big part of it.

治療師: 是很重要的部分.

James: That is huge.

詹姆斯: 這是巨大的.

Shannon: And it was getting better. It just doesn't seem to last.

香農: 而我的感覺是越來越好. 只是似乎沒有持續太久.

James: It is inconsistent.

詹姆斯: 這是不持續的.

Therapist: It is hard right, for changing a pattern that has a life of its own between the two of you, right? It is the thing that comes in and takes over your relationship and robs you of these tender times. It's the enemy but I mean, Shannon, can we just go back? Just in terms of being able to share with James. I am just wondering if you could share a little bit about what it feels like for you inside. Can you just look at him and tell him directly what you are longing for?

治療師: 改變你們兩個人之間的互動模式這是很難的,對嗎? 這互動模式進來,並接管了你們的關係,剝奪了你們親密的時刻. 但我的意思是這才是你們的敵人,香農,我們可以回到你剛才的感覺嗎? 我只是想知道,你能否與詹姆斯分享一些關於你內心裡的感觉. 你可以看著他,並直接告訴他,你所渴望的是什麼?

Shannon: (Looking at James) I like us to do the dance together. I feel very heavy inside and I am very tired and I think that if we can...

香農: (看著詹姆斯) 我喜歡我們一起來跳舞. 我覺得裡面很沉重,我很累,而且我認為,如果我們能...

Therapist: Can you just stay? Don't, I know you are going to go into fix it mode a little bit there Shannon.

治療師: 你能否只是留下來,跟我一起? 不要好像過去,我知道你會有一點進入要修理的模式. 香農.

James: (Laughing)

詹姆斯: (笑)

Shannon: (Smiling)

香農: (微笑)

Therapist: You are very good at taking care of you and everybody else. You are very good at that, right, it is an automatic thing for you to do.

治療師: 你很善於照顧你和其他人. 你做得很好,是的,這是你自動會去做的事情.

James: What do you want me to do?

詹姆斯: 你想要我做什麼?

James: Aside from doing all the right things, what do you want me to do for you?

詹姆斯: 除了做所有正確的事情,你還有什麼要我幫忙?

Shannon: I just want to be considered.

香農: 我只想考慮到我.

James: In everything. I get that.

詹姆斯: 在一切的事情上. 我明白了.

Therapist: Let's go slow. Okay James? Just stay with Shannon. So this part, Shannon, that wants to be considered. Can you say a little bit more about that? Is it kind of like there is a part of you that wants to be considered by James, this other part that he does not see very often? Can you tell what it is like to show him that part?

治療師: 讓我們慢下來. 詹姆斯,好嗎? 只留在香農這裡. 香農,所以這種期望人家考慮到你的部分. 你能說多一些有關這部分嗎? 好像你有部分是希望詹姆斯能夠考慮到你,這一部分是他經常沒有看到的? 你能告訴他向他表明這部分是怎麼樣的呢?

Therapist: Is that what you want to know?

治療師: 這就是你想知道的嗎?

Shannon: Ummmm, it is hard because I am so used to taking care.

香農: 嗯,這是很難的,因為我習慣了照顧人.

James: That is obvious.

詹姆斯: 這很明顯.

Shannon: If I try to do something for myself, I feel like I am being selfish. So I need someone to help me with that.

香農: 如果我嘗試為自己做一些事情,我便覺得我是自私的. 所以我需要有人來幫助我.

James: You need me to help with you with that.

詹姆斯: 你需要我來幫助你.

Therapist: It is hard for you to show that part that needs help.

治療師: 你是很難顯示你需要幫助的那部分.

Shannon: Yeah.

香農: 是啊.

Therapist: Because if you show that part to him, Shannon, what makes it so hard?

治療師: 香農,當你向他顯示這部分,有什麼是困難的呢?

Shannon: Ahhhh I don't know, maybe I would lose everything, I don't know (shakes her head confused) That is what I do.

香農: 啊,我不知道,或許我會失去一切,我不知道 (她搖搖頭,好像有點混亂) 這是我自然去做的.

James: I love this side of her.

詹姆斯: 我喜歡她這一部分.

Therapist: This draws you in closer. (James, nodding head) But you are saying Shannon, for you to show this part, right, there is something about that that feels scary, or like, "oh oh, I am going to lose everything. I am going to..."

治療師: 這吸引你去接近她. (詹姆斯點頭) 但香農,你剛才說,要你向他展現這一部分,有一些可怕的感覺,好像,"哦,哦,我將會失去一切. 我要..."

Therapist: Ah haa, ah haa.

治療師: 是的,是的.

Shannon: I don't know. I don't even know how to show that. I don't know. It just seems so foreign. I just feel like I would be selfish and...

香農: 我不知道是什麼. 我甚至不知道怎樣向他展現這一部分. 我不知道. 這對我而言似乎是陌生的. 我只是覺得我是自私的,並...

Therapist: Ok, ok, if you show that part, somehow, that would be selfish. James would think you are selfish or he would judge that part.

治療師: 好, 好吧, 如果你表現出那一部分,不知為甚麼,會覺得這是自私的. 詹姆斯會認為你是自私的或他會判斷那一部分.

Shannon: I guess.

香農: 我想是這樣.

Therapist: He would say, "Who do you think you are?" I don't know.

治療師: 他會說,"你認為你是誰?" 我不知道.

Shannon: Yeah, I..

香農: 是啊,我...

Therapist: It just seems selfish. He wouldn't want to see that part.

治療師: 這似乎是自私的. 他也不希望看到那一部分.

Shannon: (Nodding head) Unn hmmm.

香農: (點頭) 嗯.

Therapist: He wouldn't want to see that part that feels alone and scared and feels bad about herself.

治療師: 他不希望看到那感覺孤獨和害怕,覺得自己不好的那部分.

Shannon: I wouldn't have control.

香農: 我會失去控制.

Therapist: It would feel like stepping out on a limb. Somehow I would be letting go and I might be in free fall. Is he going to catch me? Is he going to be there?

治療師: 這感覺就像無路可退. 好像我自己要放手,我就會一直的跌下去. 他會來抓著我嗎? 他會否在那裡支持我呢?

Shannon: (Nodding)

香農: (點頭)

Therapist: I would be taking a leap of faith, somehow. What is that like for you, James, to know how hard it is for Shannon?

治療師: 我好像要憑信心去冒險,不知為甚麼. 詹姆斯,當你知道這對香農是如此困難,你是怎麼樣的呢?

James: It hurts me as well, but I am looking at it from a different perspective. When I hurt, I let her know. And, for some reason, and I am not trying to belittle what she is doing here, but I wish I saw this side of her so much more.

詹姆斯: 這也是傷害我的,雖然我從不同的角度來看. 當我受傷時,我會讓她知道. 而且,由於某些原因,我不是貶低她在這裡所做的.但我想更多的看到她這一部分.

Therapist: Okay, you want to see that side of her.

治療師: 好,你想看到她的那一部分.

James: Yes, I do.

詹姆斯: 是的,我是想看到的.

Therapist: You are not going to disappear or judge her or say that it is selfish.

治療師: 你不會消失或判斷她或說這是自私.

James: It makes me feel needed more than just a tool in the house. Like a hammer or a screwdriver, I am her husband.

詹姆斯: 這反而讓我覺得自己被需要,我會覺得我不單是一個工具,像錘子或螺絲刀,我卻是她的丈夫.

Therapist: That you can be there for her as her husband.

治療師: 你可以在那裡支持她,當她的丈夫.

James: Absolutely. You know, as a hammer and screwdriver, I am not always there, but as a husband I would answer that call.

詹姆斯: 當然是這樣. 你要知道,作為一個錘子和螺絲刀,我不是時常都在這裡,但作為一個丈夫,我會回應她的呼求.

Therapist: Do you want to tell her that?

治療師: 你想告訴她嗎?

James: (Turning to Shannon) I love your soft side. It's just... I just love it. For some reason, it's like magnetic poles, I am drawn to your soft side as the opposite poles attract, for some reason, when ... you know the analogy I am getting at.

詹姆斯: (轉向香農) 我喜歡你柔軟的部分. 只是... 我只是喜歡它. 因某種原因,好像磁石一般,你柔軟的部分吸引我,好像磁石的兩極互相吸引,由於某些原因,當... 你知道這個比喻的意思.

Therapist: It draws you in.

治療師: 這是吸引你進去的.

James: It draws me in. And then, sometimes when I see her strong side, I feel pushed away.

And it's not her fault. It's who she is and I love her, no matter what, unconditionally. That doesn't change the way I feel about her. I understand her wanting control. I see it every single day.

詹姆斯: 這吸引我進去. 然後,有時候,當我看到她堅強的部分,我就覺得被推開. 而且這不是她的錯. 她是這樣的,我是愛她的,無論發生什麼,這是無條件的. 這不會改變我對她的感覺. 我明白她是想要控制的. 我每一天都看到.

Therapist: But you are wanting her to give you a chance.

治療師: 但你是想她給你一個機會.

James: She has given me lots of chances.

詹姆斯: 她已經給了我很多機會.

Therapist: Right, you said you would answer the call.

治療師: 對,你說你會回應她的呼求.

James: I would be more likely to answer the call to the softer side of Shannon. The side of Shannon, where you are willing to relinquish some control. Not of me, or anything around you, but yourself.

詹姆斯: 我會更容易回應香農溫柔的部分的呼求. 就是香農願意放棄一些控制. 不是要控制我或你身邊的任何東西,而是要控制你自己.

Therapist: When she lets you see this part of her.

治療師: 當她讓你看到她的這一部分。

James: Yep.

詹姆斯: 是的。

Therapist: It draws you in. It makes you feel closer.

治療師: 這會吸引你進來。這會讓你感覺跟她更接近。

James: I have seen that side of her before. In my mindset, for some reason I have been elsewhere, but in this environment and the way it's being presented to me, it's new, it's different. I am understanding it. I have seen Shannon cry before, I have seen her heart broken, I have seen her upset and I haven't been up to the task.

詹姆斯: 我以前見過她的這一部分。由於某種原因,我的心好像去了其他地方,但在這裡的環境中,並香農怎樣向我展現這一部分,這是新的,是不同的。我開始理解這部分。我之前也看到香農哭,我已經看見她的心破碎了,我看到她的不安,但我並沒有給她所需要的。

Therapist: Right, but right now, when you speak you see her scared and that it's hard for her to show. That draws you in and makes you feel close.

治療師: 對,但現在當你說話時,你看到她的害怕,並她展現這部分的困難。這吸引你進來,讓你感到跟她親近。

James: Yes, very much so.

詹姆斯: 是的,絕對是這樣。

Therapist: And you want to be her husband that will be there for her.

治療師: 你想做她的丈夫,在那裡支持她。

James: I want to be everything to her.

詹姆斯: 我要成為她一切所需要的。

Therapist: And what is that like for you Shannon? To see James reaching for you.

治療師: 香農,這對你而言是什麼樣的呢? 當你看到詹姆斯向你伸出他的手,要給你支持。

Shannon: (Nodding head)

香農: (點頭)

Therapist: What comes up when you hear him?

治療師: 當你聽到他這種回應,在你裡面會出現什麼?

Shannon: I don't know how to go about that.

香農: 我不知道如何說。

Therapist: You try to figure it out?

治療師: 你嘗試想想怎好嗎?

James: There is a lack of trust.

詹姆斯: 這裡缺乏信任。

Therapist: Okay, let's just... (holding hand up) For you Shannon, you are trying to figure it out in your head, but I am wondering about your heart. I hear James saying he loves this part of you. It makes him feel closer to you. He wants to be your husband that is going to be there for you. What happens inside?

治療師: 好,讓我們... (將手舉起來) 香農,對你而言,你正嘗試用頭腦來明白這事,但我想知道你的心是怎麼樣的。我聽到詹姆斯說他喜歡你這部分。這讓他感覺跟你更接近。他想成為你的丈夫,在那裡支持你。當你得到他這樣的回應,在你裡面發生什麼?

Shannon: That's nice to hear that.

香農: 我很高興聽到他有這種反應。

Therapist: Does it hit here? (point to heart)

治療師: 這有否感動你呢? (指指心)

Shannon: No.

香農: 沒有.

Therapist: Okay, because there is something going on up here. (pointing to her head)

治療師: 好,因為有一些事情發生在這裡。(指著她的頭)

Shannon: I don't know how to get there.

香農: 我不知道怎麼去到那裡.

Therapist: Okay, I don't know how to really let that into my heart. It's hard for me. I find myself trying to figure it out and make sense of it, analyze it a bit. It is really hard for me to open my heart and let that in.

治療師: 好,我不知道如何讓他的回應進入我的心. 這對我來說是很難的. 我發現我想明白這回應,看看是如何合理的,並有點分析. 若要我打開我的心,讓他的回應進去,這對我實在是很難的.

Shannon: Because I feel like there has been times when I do let myself do that and I try to express things to him and I know I get nothing back, so I flip off again.

香農: 因為我覺得有時候我讓自己做到這一點,我嘗試向他表達這些感受,我知道我得不到任何的回應,所以我再次關閉自己.

Therapist: So, all the past things come flooding in. Is that what is happening right now? Those past memories when you have taken a chance with him.

治療師: 那麼過去的經歷像洪水湧出來. 這是現在所發生的嗎? 那些過往的回憶,就是你曾經向他冒險,但卻得不到任何的回應.

Shannon: Well, I don't... no, honestly, there is just me trying to figure out how to do that. No past memories, but if I think about it more, then I just think that while I have had many of those moments and then I just haven't got the response that I thought.

香農: 嗯,我不... 不,這是實話,只是我嘗試找出如何做到這一點. 沒有過往的回憶,但如果我更多的思想,我只是覺得,雖然我有過很多這樣的時刻,但我卻是沒有得到我所期望的回應.

Therapist: You are going up into your head and I am asking you to go back down to that place that you don't like to go to. Because that is where I see James trying to reach you, in that empty, scary place. Right, you have gone back up here and you are not feeling it anymore. Right, when he's talking to you, he is talking about coming in and sitting beside you in that place. That place you don't show anybody, that you are all alone. Right, like, when you go there, you end up feeling like this is the end.

治療師: 你又進到你的頭腦,我邀請你去那你不喜歡去的地方. 因為我看到詹姆斯在那裡尋找你,就是在那虛空,可怕的地方. 沒錯,你已經回到你的頭腦中,所以你不再有這種感覺. 是的,當他剛才跟你說話,他談論到他會進來,並在那個地方坐在你身邊. 就是你不曾展示給任何人的那個地方,你只是獨自一人在那裡. 是的,當你去到那裡的時候,你就會覺得一切都完了.

Shannon: I think it has been so long. That is why I have been asking for him to come around a bit more with dates and things like that. Cause ah.

香農: 我認為這已經維持了這麼久. 這就是我邀請他來安排多一些約會和類似的東西的原因. 這就是原因.

Therapist: It has been so long, so long Shannon.

治療師: 這已經維持了這麼久,香農,這是很長的時間.

James: Since I answered the call.

詹姆斯: 自從我回應了她的呼求.

Shannon: It has been so long since I have felt softness or any chance to open up. I mean... times are so busy, focused on other things, when the moments come along, when I would like to open up more, then he's distracted. He is not catching on, so...

香農: 這是過去很長的時間,很久以前,我曾經感覺到柔軟,或有開放自己的任何機會. 我的意思是... 時間這麼忙碌,專注於其他的事情,當這些時刻來到,我想更多的開放自己,但他卻分了心. 他沒有留意到,所以...

Therapist: So, it's a miss.

治療師: 所以大家都錯過機會.

James: Remember the last time?

詹姆斯: 還記得上一次是什麼時候?

Therapist: I am going to stop you, again, sorry James. I know I am interrupting you a lot today.

治療師: 詹姆斯,我要再次停止你,對不起. 我知道我今天打擾你很多次.

James: That's okay.

詹姆斯: 這沒關係.

Therapist: Right, I mean, you are saying, kind of like, that is how you deal with things, is to keep busy, right, and the more busy you are, the more chaos and distraction and all that, that keeps you away from that other place, but when you are in that place, right, and it is part of the cycle, right, he gets distracted, he goes somewhere else and then maybe you might open to him and then he is not there. Which is further confirmation I have got to look after myself. But right now, I mean, you opened up a lot there, right. You let us into that place that nobody goes to. It has only been you there and you let James and I in there to see a little bit of what that's like. That takes a lot of guts to do that, Shannon, and the way James responded, was "that makes me feel close to you". Right now he said that, in this moment. And to imagine...

治療師: 對,我的意思是,你現在說的,有點像,這是你處理事情的方式,就是保持忙碌,對嗎,當你越忙碌,越混亂,越分心,並這所有的一切,這讓你逃避那痛苦的地方,但當你在那個地方的時候,這是你們的互動循環的一部分,是的,他就分心,他去了別的地方,那麼或許你可以向他開放自己,但他卻不是在你身邊. 這再次確認了我要自己照顧自己的信念. 但是現在,我的意思是,你開放了自己,對嗎. 你讓我們進入那個沒有人能去的地方. 過去只有你一人在那裡,現在你讓詹姆斯和我進到那裡,並看到那裡是什麼樣的. 香農,這樣做是需要很大的勇氣,而詹姆斯的回應是"這讓我感覺跟你更接近." 這是他現在說的,在這一剎. 並想像...

Shannon: It feels very foreign.

香農: 這是非常陌生的感覺.

Therapist: It feels very foreign. It's impossible to actually imagine in some ways that I don't have to be alone in that place. That there could be somebody sitting beside me. It is impossible for me even to fathom that.

治療師: 這感覺非常陌生. 這是不可能想像的,我不需要單獨一人在那個虛空和可怕的地方. 可以有人坐在我旁邊. 這是不可能的,是我甚至不能捉摸的.

Shannon: (Crying)

香農: (哭)

Therapist: You have been alone for so long Shannon and it has been hard and exhausting and tiring. Do you see James there? Do you see him?

治療師: 香農,你一直孤單了這麼久,這是困難的,辛苦的和累的. 你現在看到詹姆斯在這裡嗎? 你看到他嗎?

Shannon: Yeah.

香農: 是啊.

Therapist: What would you like him to do?

治療師: 你希望他做什麼?

Shannon: I think I would like a hug. BIG HUG.

香農: 我想我會喜歡一個擁抱. 一個大大的擁抱.

James: Can I just say something? Do you remember the time I got back from Whistler and I said it was the same? (crying) She needed me.

詹姆斯: 我可以說幾句話嗎? 你還記得我從惠斯勒回來的時候,我說,這是一樣的感覺嗎? (哭) 她是需要我的.

Therapist: Yep, yep, yep.

治療師: 是的, 是的, 是的.

James: I felt it. I was so far away and I found a way home. That was one of the most incredible feelings.

詹姆斯: 我感覺到了. 我原本是那麼遙遠, 我發現了一個回家的路. 這是最令人難以置信的感覺之一.

Therapist: You have that kind of love, that kind of connection. That bond is there. You want to feel it more and more. You want to experience it more and more outside of the negative cycle.

治療師: 你有這種愛, 這種連接. 這連結是存在的. 你想越來越多感受它. 你想在負向的互動循環之外越來越多的體驗這連結.

James: Outside of this room.

詹姆斯: 在這個房間之外.

Therapist: Yep, yep, yep. Because when you hold each other you feel it, you get it, you are there. You are there for one another. And your touch soothes each other, it soothes, it comforts, it holds you.

治療師: 是的, 是的, 是的. 因為當你抱住對方的時候, 你是感覺到這連結的, 你是得到它的, 你在那裡. 你們在那裡互相支持. 你的觸摸撫慰對方, 它安撫, 它安慰, 它維持著你.

James: I feel loved, I feel needed, I feel important, I feel relevant.

詹姆斯: 我覺得被愛, 我覺得被需要, 我覺得自己是重要的, 我覺得可以符合她.

Therapist: Yeah, all those positive things.

治療師: 是啊, 這些積極的感受.

James: I feel like you need me.

詹姆斯: 我覺得你是需要我的.

Shannon: I do.

香農: 我是需要你的.

Therapist: Yes, yes.

治療師: 是的, 是的.

James: I haven't been there.

詹姆斯: 我還沒有去過那裡.

Therapist: The cycle, guys...

治療師: 你們負向的互動循環...

Shannon: Neither have I.

香農: 我也沒有.

Therapist: ...Stole you away. That is what took over your relationship. That is what robbed all of these moments, right, because the love has been there. I appreciate your courage, your faith and openness, that is what allows some healing to come in.

治療師: 這互動循環把你們偷走了. 這循環佔領了你們的關係. 你們親密的時刻就是被它搶奪, 是的, 因為你們的愛一直都是存在的. 我很欣賞你們的勇氣, 你們的信心和你們這樣開放自己, 這就讓醫治進來.

Shannon: Maybe we need to go back to a queen size bed. (Laughter)

香農: 也許我們需要回到一個大號床. (笑聲)

Blamer Softening Exercise 指責批評者態度軟化的練習

Lorrie Brubacher, 2010

Goal 目的:

To role play at least the first two themes of blamer softening 用角色扮演來練習指責批評者態度軟化的前兩個主題

Activity 活動:

Facilitate the first few themes of blamer softening with the same case and in the same groups as the withdrawer re-engagement role play
促進指責批評者能逐漸軟化的前幾個主題，採用逃避退縮者重新投入的角色扮演中的同一案例以及同一組別

Set up Role Play 安排角色扮演:

Discuss possible fears of the more blaming partner that were identified in their cycle.
討論比較指責批評的配偶在他們的互動循環中可能會有的恐懼。

Discuss View of self: “How could you really love me when I am so...?” and View of other: “How could you really love me when no one has ever been there for me?”
討論指責批評者對自己的看法: “當我這樣... 你怎能真的愛我?” 和對他人的看法: “從來沒有人在我需要的時候在那裡支持我,你怎麼可能真的愛我呢?”

Describe examples of seeding attachment (possible blamer reaching) within the case example. E.g. “You wouldn’t dare reach out to him and ask if he could accept this frightened, vulnerable little self? You could never let yourself tell him how much you need him?”
在個案的情況中描述播種依附的例子 (若指責批評者開始接觸對方). 例如“你敢不敢伸手給他,並問他能不能接受這個懼怕,脆弱,自我的部分? 你永遠都不能讓自己告訴他你是多麼需要他嗎?”

Goals for the Therapist 治療師的目標:

1. Style and presence: Use soft, slow, simple presence, being conscious of the evocative and heightening effect of this manner and of using repetition, imagery and clients’ words (RISSSC).
風格和感應: 用溫柔,緩慢,簡單的感應,意識到這種方式喚起和強調的作用,並採用重複,圖像和案主的詞彙 (RISSSC: Repeat, Images, Soft, Simple, Slow, Client words).
2. Step 5 – Focus on the more blaming partner’s possible risking and reaching and process the fears of reaching. Use evocative responding, heightening, empathic conjectures, validation and empathic reflection to explore views of self (e.g. “as sniveling, pathetic”) and view of other (e.g. “you will turn away”).
第五步 - 專注於比較指責批評的配偶的冒險和要接觸對方時的感受,並處理當中的恐懼. 採用喚起回應,強調,同理推測,肯定和同理的反映來探索對自我的看法 (如:看自己是哭哭啼啼,可憐的) 以及對他人的看法 (如:你一定會離開我的).
3. Support this partner to be emotionally engaged and to share with spouse. (Choreograph an enactment).
支持這個配偶維持情緒上的投入,並與對方分享這些感受. (編排一個現場演練).

4. (Step 6) Facilitate the observing partner's acceptance and response, using evocative responding, validation, reflecting and choreographing interactions.

(第六步) 幫助觀察的配偶接受和回應指責批評者的態度軟化,採用喚起回應,肯定,反映,和編排新的互動。

If time permits 如果時間允許:

5. Support the reach. (Step 7)

支持指責批評者的接觸。(第七步)

6. Process re-engaged withdrawer's reach back. (Step 6)

處理重新情感上投入的逃避退縮者對指責批評者態度軟化後的回應。(第六步)

Blamer Softening Drill Exercise 指責批評者態度軟化的操練

Gail Palmer, 2014

Goal 目的:

The goal of this exercise is to help trainees familiarize themselves with Brent Bradley's six themes of blamer softening. The following transcript has themes of a softening labeled. The trainer reads through the transcript with the group, describing the elements. The group is then divided into smaller groups who first read through the transcript and then use it as a jumping off point to role playing the rest of the softening process. The small groups work with the transcripts 15-30 minutes and then this experience is processed within the whole group.

這個練習的目的是幫助學員熟悉布倫特布拉德利 (Brent Bradley) 關於指責批評者態度軟化過程中的六個主題。下面的逐字報告有指責批評者態度軟化過程中的主題的標註。培訓師與組員閱讀逐字報告,描述當中指責批評者態度軟化過程中的元素。然後分成小組,採用逐字報告為起點,對指責批評者態度軟化過程做角色扮演。小組採用逐字報告來做 15-30 分鐘的角色扮演。最後一起處理在角色扮演中的經歷。

Possible Blamer Reach 指責批評者嘗試接觸對方

Wife: (With regret) He is just too busy. I am alone, with just everything left up to me.

That's just the way it is.

妻子: (遺憾的語氣) 他就是太忙。我總是獨自一人,所有的事情都留給我處理。事情就是這樣。

Therapist: (To wife) So imagine that he could be there beside you, there for you to lean on, to share with, that's way too hard, to even imagine.

治療師: (對妻子) 所以如果要你想像一下,他可以怎樣在你身邊,讓你依靠,一起分享,這是非常困難的,即使是想像一下,都不可以。

Wife: It's the same. It's the whiteout again. He is nowhere to be found.

妻子: 每次都是相同的情況。再次失蹤。找不到他。

Therapist: (To wife) So, to consider that the skies would clear and he would be right there, right there beside you, reaching for you, that's beyond belief, yes?

治療師: (對太太) 所以,想想天空會晴起來,他會在那裡,在你身邊,向你伸出他的手,這是難以置信的,是嗎?

Wife: It's a good feeling, to feel him beside me. I like it.

妻子: 這種感覺很好,覺得他在我身邊。我喜歡這樣。

Therapist: (To wife) So that good feeling, that feeling you feel right now, to imagine that feeling as the feeling that you could come to count on, that you could reach and he would be there, to imagine that, that's hard?

治療師: (對太太) 這美好的感覺,就是你現在的感覺,想像一下這是你可以依靠的感覺,你可以向他伸出手,而他會在這裡,想像一下,很難是嗎?

Wife: I am convinced that it's impossible. Who wants a gorilla?

妻子: 我深信這是不可能的。誰想跟大猩猩一起?

Therapist: (To wife) It's impossible, way too hard to even think he may want to be beside you to hold you, to love you, that's not at all how you see yourself?

治療師: (對妻子) 這是不可能的,太難了,你不能想像他願意在你身邊抱著你,愛你,這完全不是你對自己的看法?

Processing Fears of Reaching 處理接觸對方時的恐懼

Wife: (With softness, trembling voice) He's on the computer. Its work or its play, he's not there. Isn't that right, George?

妻子: (溫柔,顫抖的聲音) 他的注意力在電腦上. 無論是工作或玩耍,他總是不在我這裡. 喬治,是這樣嗎?

Therapist: (To wife softly) Sue, I hear the tremble. That tremble, its kinda of like fear? I am so scared you're not there? I see you asking him.

治療師: (對妻溫柔地說) 蘇珊,我聽到你聲中的顫抖. 這顫抖,有點像恐懼? 我懼怕你不是在我這裡? 我看見你在問他.

Wife: I have been asking him, asking him for help, but he's like the invisible man. I look and I can't find him.

妻子: 我一直都在問他,邀請他來幫我,但他就像隱形人. 我去尋找,卻找不到他.

Therapist: (To wife, softly) That's hard, to look and not be able to find him. I get a picture of you all alone in this big white room and there is no one there and that's scary. Mmm? Does that fit?

治療師: (對妻子,溫柔的聲) 這很難,去尋找,卻找不到他. 我看到的圖像是你獨自一人在這個白色的大房間,沒有其他人在這裡,這實在很可怕. 嗯? 對嗎?

Wife: (Looking down) He wouldn't want to see me weak and needy. He wants me to be strong and independent.

妻子: (向下看) 他不會想看到我軟弱和有需要的部分. 他需要的我是堅強和獨立的.

Therapist: Yes, that's way too much, yes? Way too scary, to let him see that weak, needy part of you?

What comes up right, now, when you feel that?

治療師: 是的,那太恐怖了,是嗎? 太可怕了,讓他看到你軟弱和有需要的那一部分? 現在當你感覺到這部分的時候,會發生什麼?

Wife: It's something I am doing wrong. It must be. I am asking too much.

妻子: 我做錯了什麼事. 一定是這樣的. 我要求太多.

Actual Blamer Reach 指責批評者實際的接觸

Wife: It's too scary.

妻子: 這太可怕了.

Therapist: Yes, it's scary. Can you tell him its just too scary to let myself need you?

治療師: 是的,這是可怕的. 你可不可以告訴他 “要容許我自己需要你太可怕了” ?

Wife: It's a big risk. I would be taking a big chance.

妻子: 這很冒險.我會冒一個很大的風險.

Therapist: Yeh, I can see how scary that is. Can you tell him this is a big risk for me?

治療師: 是啊,我可以看到這是多麼可怕. 你可以告訴他,這對我而言,是一個很大的冒險嗎?

Wife: I can't let him see me.

妻子: 我不能讓他看見我這部分.

Therapist: Can you tell him its too hard to let you see me?

治療師: 你能告訴他,讓你看到我這部分太難了嗎?

Wife: I feel small, it feels disgusting.

妻子: 我覺得自己很渺小,這是我討厭的感覺.

Therapist: This is really hard. It's so hard to show this small part of you. Can you take a chance and just tell him that? It's so hard to let you see this small part of me?

治療師: 這真的很難. 要向他展現你這渺小的部分這麼困難. 你可以冒險,你能告訴他這種感受嗎?

要讓你看到我這渺小的部分是很難的?

Supporting Softening Blamer 支持指責批評者的態度軟化

Wife: (Exiting) It's fine. I think he knows that.

妻子: (退出) 沒事. 我想這是他知道的.

Therapist: You took a big chance. You told him it was too scary. Can we stay there? When you told him that, what was that like for you?

治療師: 你冒了一個很大的險. 你告訴他這太可怕了. 我們可以留在這裡一會兒嗎? 當你告訴他這種感受時,對你是怎麼樣的呢?

Wife: (Exiting) I have told him that before.

妻子: (退出) 我以前也告訴過他.

Therapist: Yes, but this time, you looked at him and told him how scary it was for you to take a chance and he reached out and held your hand. What does that feel like?

治療師: 是的,但這一次,當你看著他,並告訴他你要冒險,是多麼害怕的時候,他就伸手來牽著你的手. 你有什麼感覺?

Wife: (Hands covering face) Yes, it's hard.

妻子: (手遮住臉) 是的,這很難的.

Therapist: (Gently) Yes, it is hard and you are showing a lot of courage. You are peeking through, can I really let you see me?

治療師: (溫柔地) 是的,這確實很難,你表現出很大的勇氣. 但你試著偷看,我真的能讓你看到我這部分嗎?

Wife: (Exiting) I can fix it. I have a lot of personal work to do.

妻子: (退出) 我可以修好這部分. 有很多我個人的問題需要處理.

Therapist: It takes a lot of strength to do what you just did, to show him that small side of you and he is right here. Can you see him?

治療師: 剛才你所做的,需要很大的力量,向他表明你渺小的部分,而他就在此. 你能看到他嗎?

Processing with Engaged Withdrawer 與重新投入的逃避退縮者處理這經歷

Husband: (Interrupting) She's right. I am very busy at work.

丈夫: (打斷) 她是對的. 我是忙於工作.

Therapist: (To husband) I see you acknowledging your part but you can stay with Sue, right now, I see you listening, can you stay there?

治療師: (對丈夫) 我看到你承認你的部分,但你現在可以停留在蘇珊這裡,我看到你在聆聽,你可以跟她留在這裡嗎?

Husband: I love this side of you.

丈夫: 我喜歡你這部分.

Therapist: (Speaks first to Husband) What's that like for you? I see you holding her hand.

治療師: (先向丈夫講) 這對你來說是怎樣的? 我看見你牽著她的手.

Husband: I have made it too hard for her. I can be impatient and irritable.

丈夫: 我過去太為難她了. 我會煩躁也容易發脾氣.

Therapist: (To Husband) You feel bad that she feels so scared. But right now, you're here and you're looking right at her and I see softness in your face. What's happening for you as you see Sue open up?

治療師: (對丈夫) 當她感到很害怕,你也會難過. 但現在你在這兒,你直接的看著她,我看到你臉上的溫柔. 當你看到蘇珊向你敞開她害怕的部分時,在你裡面發生了什麼?

Husband: (Exiting) Her mother is to blame for this. What a woman, anyone would be terrified for her.

丈夫: (退出) 她的母親應該為此負責. 像她這樣的女人,任何人都會怕她.

Therapist: I can see you coming to Sue's defence right now but I am wondering if you can stay right here, right now, what's it like for you that Sue is taking this chance with you, letting you in, to the more scared, vulnerable side of her?

治療師: 我看見你現在為蘇珊辯護,但我想知道,你是否能留在這兒,現在所發生的,當蘇珊正在這裡為了你而冒險,讓你進到她害怕和脆弱的部分,這對你是怎樣的呢?

Withdrawer Reaches Back to Support Blamer 逃避退縮者回應,並支持指責批評者的態度軟化

Therapist: What would you like her to know right now?

治療師: 你現在希望她知道什麼?

Husband: I am here. You can count on me. It means everything to me that you need me.

丈夫: 我在這裡. 你可以依靠我. 當你這樣需要我的時候,對我而言,是最有意義的.

Therapist: Can you tell her that? What it is like for you right now?

治療師: 你能告訴她嗎? 你現在的感受?

Husband: We are in this together, you and me. We can do anything together and I can't do it without you.

丈夫: 我們在一起,你與我. 我們一起可以做任何事情,沒有你,我做不到.

Therapist: How do you feel about that?

治療師: 你對這種體驗有什麼感覺?

Husband: I love this side of you. It's been so long since I've see this side of you. That's what I feel in love with, that softer side of you.

丈夫: 我愛你這一部分. 很久沒有看到你這一部分了. 這就是我愛上你的部分,你溫柔的部分.

Therapist: Can you tell her again so she can hear you?

治療師: 你能再次告訴她嗎? 讓她能聽到.

Husband: (Reaching for wife) I love you, all of you, there is never any question. You're my 911 call and I want to be yours, forever.

丈夫: (伸手接觸妻子) 我愛你,你所有的部分,毫無疑問. 你是我的求救熱線,我想屬於你,直到永遠.

Core Skills Training 4 Tools 核心技巧培訓四 工具:

練習一: 重寫我們過去在崎嶇處的舊劇本	p. 97
練習二: 重寫現在我們在崎嶇處的劇本	p. 98
練習三: 應用減輕衝突的步驟	p. 99
練習四: 重返不太困難的崎嶇處	p. 101
練習五: 重返比較困難的崎嶇處	p. 103
練習六: 引領愛情邁向未來的指南	p. 105
練習七: 如何建立歷久彌新的愛情	p. 106
練習八: 以變通的方法處理危機 (抱緊我, 第 212 頁)	p. 107
練習九: 紀念心靈相通的時刻 (抱緊我, 第 213 頁)	p. 108
練習十: 運用慣例來重視分離與重聚的時刻 (抱緊我, 第 214-217 頁)	p. 109
練習十一: 保持安全第一 (抱緊我, 第 219-220 頁)	p. 110
練習十二: 創造一個絕處逢生的愛情故事 (抱緊我, 第 221-225 頁)	p. 111
練習十三: 創造一個未來的愛情故事 (抱緊我, 第 226 頁)	p. 112
練習十四: 歷久彌新的愛情 (抱緊我, 第 213-232 頁)	p. 113

練習一: 重寫我們過去在崎嶇處的舊劇本 (與依附對象一起完成的作業)

(取自:黃達瑩醫生於 2012 年著的“EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程二: 依附連結的攔阻 第八課: 用依附的地圖重返崎嶇處)

選出你與依附對象關係中的一個事件,避免選擇太過激烈的經驗. 與依附對象一起寫下你們在這崎嶇處的劇本,包括發生了什麼,你們說了什麼,及你們非口語的表達(眼神,語氣,表情,姿勢,手勢). 嘗試一起合作寫下新的劇本,嘗試想像你如何可以敏銳地彼此回應.

講者:	舊劇本:發生了什麼,說了什麼,表達了什麼 (包括重要的非口語的訊息)	新劇本:你期望發生什麼,說什麼,表達什麼
我自己:		
依附對象:		
我自己:		
依附對象:		
我自己:		
依附對象:		
我自己:		
依附對象:		
我自己:		
依附對象:		
我自己:		
依附對象:		
我自己:		
依附對象:		

當你們一起做這練習時,有什麼經驗?

有什麼是困難的?

這經驗如何對你們有幫助?

練習二: 重寫現在我們在崎嶇處的劇本 (與依附對象一起完成的作業)

(取自:黃達瑩醫生於 2012 年著的“EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程二: 依附連結的攔阻 第八課: 用依附的地圖重返崎嶇處)

請選出最近一個彼此感到脫節和陷入魔鬼對話的事件. 一起合作來寫下你們現在的劇本,包括發生了什麼,說了什麼和表達了什麼(非口語的訊息:眼神,語氣,表情,手勢,姿勢). 請嘗試寫下當中你可以做的新的回應,幫助你們能夠放慢這對話,並容許你們重新掌控它. 請詢問你的依附對象這些回應是否會有幫助.

講者:	現在的劇本:發生了什麼,說了什麼和表達了什麼 (包括重要的非口語的表達)	新的劇本:你希望可以發生什麼,說什麼和表達什麼,來放慢這對話並重新掌控它
我自己:		
依附對象:		
我自己:		
依附對象:		
我自己:		
依附對象:		
我自己:		
依附對象:		
我自己:		
依附對象:		
我自己:		
依附對象:		
我自己:		
依附對象:		

當你們一起做這練習時,有什麼經驗?

有什麼是困難的?

這經驗如何對你們有幫助?

練習三: 應用減輕衝突的步驟 (與依附對象一起完成的作業)

(取自:黃達瑩醫生於 2012 年著的“EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程二: 依附連結的攔阻 第八課: 用依附的地圖重返崎嶇處)

1. 請回顧最近你和依附對象之間的衝突,先形容在這衝突中發生了什麼,你和依附對象說了什麼和做了什麼來觸動對方.

2. 嘗試採用以下的步驟來創造一種全新的互動模式,讓你們可以走向更和諧的關係.

步驟	詳細解釋	如何應用於我們的衝突
1. 停止爭鬥	<ul style="list-style-type: none"> -在爭吵過程中,我們可能已經完全陷入攻擊與防衛的模式: 誰對,誰錯,誰是受害者,誰是加害者 -我們彼此對立,所使用的代名詞幾乎全是我和你 -當我們用我們來代替我和你,便可以合作停止爭吵 -如果我們繼續在這互動中,我們雙方都是輸家 -我們察覺到我們又走回同樣的問題,困在那裡 -我們要證明自己的立場,所以堅持到兩人筋疲力盡 	<p>我可以作什麼:</p> <p>依附對象可以作什麼:</p>
2. 承認自己的舉動	<ul style="list-style-type: none"> -當對方拒絕聽我們,我們就會不滿,會激烈爭吵,以攻擊來抗議 -我們可以指出自己的舉動,一開始是我在抱怨,而且變得很生氣 -然後,我們可以問對方,你呢? 你當時在做什麼? -對方可能看到自己開始保護自己,或做出反擊 -這會令我們情緒失控,越罵越起勁,這是為了抗議對方怎樣疏遠我們 -接著可以看到我們情怎樣因為緒失控,使對方感到威脅,要逃離 -我們開始看到對方自我防衛的舉動是來自我們的憤怒與語氣,導致爭吵之後,仍然保持距離 	<p>我可以作什麼:</p> <p>依附對象可以作什麼:</p>
3. 承認自己的感受	<ul style="list-style-type: none"> -我們學會談論自己的感受,不把注意力集中在對方身上,不用指責來掩蓋我們的感覺 -若要對方了解我們,我們先清楚地坦承我們外在的激烈情緒,包括憤怒與困惑 -當我們使用部分(part of me...)這個詞來形容不同的感覺,有時會對坦誠很有幫助 -我們這麼做會幫助我們承認自己的缺點,而且有助於我們表達不明確的感受 -我們可以承認我們有一部分覺得麻木,因找不到出路,但另外有一部分,我們可能同樣很受刺激 	<p>我可以作什麼:</p> <p>依附對象可以作什麼:</p>

2. 嘗試採用以下的步驟來創造一種全新的互動模式,讓你們可以走向更和諧的關係.

4. 承認你能塑造依附對象的感受	<ul style="list-style-type: none">-我們必須認清自己慣於處理情緒的方式,以及這如何擾亂對方的心境,並引發對方較深層的依附恐懼-如果我們心靈相通,我們的感受自然會互相影響-但當我們受困於自己的情緒時,我們很難看見自己對依附對象所造成的影響-尤其是當我們的觀點被恐懼窄化的時候-當我們爭吵時,事情發生的速度實在太快-當我們生氣時,根本不曉得自己的語氣及所用的字眼如何打擊對方的痛處,引發對方的自我防衛-若要確實掌握魔鬼對話,並互相撫慰痛處,我們必須承認自己如何把對方拉進惡性的互動-並且看見我們如何不停地彼此製造痛苦	我可以作什麼: 依附對象可以作什麼:
5. 詢問依附對象的內在情緒	<ul style="list-style-type: none">-在爭吵及事後通常會出現冷戰,不會聆聽彼此內在的感受,也不會看到如何觸碰彼此的痛處-但如果我們能以大局為重,並稍微放慢腳步,就能開始對對方較柔和,並留意深層的情緒-我們不單要注意自己的傷痛與恐懼,我們也要不把對方想得糟糕透頂-我們要在對話中坦誠自己的痛處,看到自己對對方具有極大的影響力,同時積極地關注對方較脆弱的地方	我可以作什麼: 依附對象可以作什麼:
6. 分享自己內在較為脆弱的情緒	<ul style="list-style-type: none">-雖然說出自己最深層的感受,有時是悲傷和羞愧的,但多數時候是和情感依附有關的恐懼-這是最難的一步,但也是收獲最大的一步-它會在我們爭吵時,讓對方看見我們所害怕失去的東西,隱藏在爭吵背後的情感需求與恐懼-我們說出我們失去感情連結的情況,我們探索自己的感覺,並鼓起勇氣與對方分享-我們告訴對方自己的傷處,最害怕的東西,就讓對方更容易來親近和安慰我們	我可以作什麼: 依附對象可以作什麼:
7. 站在同一陣線	<ul style="list-style-type: none">-採取以上的步驟能夠為我們打造一個全新,真實的依附關係-使我們擁有相同的立場與目標,不再視對方為敵人,而是盟友,一起掌控緊張,不安的負面對話-我們學習共同面對不安,停止爭吵,放低聲量-我們彼此同意這個魔鬼對話令人難以承受,而且已經失控得令我們害怕-我們能夠一起決定我們不再讓彼此受困於其中-雖然我們不確定下一步該怎樣走,但現在的情況,已經比之前的好得多	我可以作什麼: 依附對象可以作什麼:

當我們採用這些減輕衝突的步驟的時候,雖然我們還未必能夠互相理解,建立穩固的連結,但我們已經知道如何修補裂痕,避免裂痕變成一條無法跨越的鴻溝,我們知道降低衝突的關鍵要素.

練習四: 重返不太困難的崎嶇處 (參: 抱緊我: 扭轉夫妻關係的七種對話, 第127-135頁, Hold Me Tight: Seven Conversations for a Lifetime of Love, p.145-146) (與依附對象一起完成的作業)

(取自: 黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程二: 依附連結的攔阻 第十課: 了解駕馭對方的情緒)

1. 和你的依附對象一起, 找出這幾個禮拜中的一個簡短, 尚未解決(但不是太難解決)的事件

1.1 從旁觀者的角度寫下一個簡單的描述, 最好你們都同意這描述的內容.

2. 接著按照先後順序將你在那個事件中採取的舉動一一列出來.

2.1 你的舉動如何與依附對象的舉動連接起來?

2.2 你的舉動, 如何引發依附對象的反應?

2.3 請互相參考筆記, 提出一份兩人都認同的合併版本. 請簡單並清楚地描述.

3. 寫下你的感受.

3.1 你們各自做了什麼導致對方有那樣的情緒反應?

3.2 請共同分享你們的反應,並提出一份共同的版本.

3.3 詢問你的依附對象,在他身上曾經出現哪些更深層,更柔軟的情緒?

3.4 請保持好奇心,它能夠為你帶來寶貴的資訊. 如果你的依附對象說不出他較柔軟的情緒,試著根據你對他痛處的了解提出猜測. 和你的依附對象一起確認或修正你對他較柔軟或較深層感受的猜測.

4. 使用上述資料,試著一起描述或寫下你們在事件末了可能對彼此說的話;是否能夠站在同一陣線,並用兩人都能獲得安全感的方式為此事件畫下句點?

4.1 如此你們會有什麼感覺?

4.2 你們會對彼此及你們的關係產生何種感受?

練習五: 重返比較困難的崎嶇處 (與依附對象一起完成的作業)

(參: 抱緊我: 扭轉夫妻關係的七種對話, 第127-135頁, Hold Me Tight: Seven Conversations for a Lifetime of Love, p.145-146)

(取自: 黃達瑩醫生於 2012 年著的“EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程二: 依附連結的攔阻 第十課: 了解駕馭對方的情緒)

1. 嘗試將前四個問題運用在一個難以解決的事件上. 和你的依附對象一起, 找出這幾個禮拜中的一個簡短, 尚未解決(但比較難解決)的事件

1.1 從旁觀者的角度寫下一個簡單的描述; 最好你們都同意這描述的內容.

2. 接著按照先後順序將你在那個事件中採取的舉動一一列出來.

2.1 你的舉動如何與依附對象的舉動連接起來?

2.2 你的舉動, 如何引發依附對象的反應?

2.3 請互相參考筆記, 提出一份兩人都認同的合併版本. 請簡單並清楚地描述.

3. 寫下你的感受.

3.1 你們各自做了什麼導致對方有那樣的情緒反應?

3.2 請共同分享你們的反應, 並提出一份共同的版本.

3.3 詢問你的依附對象,在他身上曾經出現哪些更深層,更柔軟的情緒?

3.4 請保持好奇心,它能夠為你帶來寶貴的資訊. 如果你的依附對象說不出他較柔軟的情緒,試著根據你對他痛處的了解提出猜測. 和你的依附對象一起確認或修正你對他較柔軟或較深層感受的猜測.

4. 使用上述資料,試著一起描述或寫下你們在事件末了可能對彼此說的話;是否能夠站在同一陣線,並用兩人都能獲得安全感的方式為此事件畫下句點?

4.1 如此你們會有什麼感覺?

4.2 你們會對彼此及你們的關係產生何種感受?

5. 如果進行到一半無法繼續,請直接說出題目的哪個部分對你而言很難. 如果你的依附對象決定題目困難,請詢問對方有沒有你能提供協助的地方? 有時對方只是需要些鼓勵,保證或安慰,就能繼續進行這項練習.

6. 如果你知道自己能將彼此的衝突或失去連結的狀況,用這種方式平息或重新檢視,會對你們的關係產生什麼樣的整體影響? 請和你的依附對象分享.

從對話一到對話三所學到的東西,已經使你有能力減輕衝突,這是很大的收獲,但要真正擁有堅固,親愛及健康的關係,你不僅要減少負面的互動模式,避免不安全感的產生,還要看見,且接受彼此對情感依附的抗議,創造有力,正面的對話,以培養彼此的可親性,回應性及投入性. 你們會從下一個對話學到這些.

練習六: 引領愛情邁向未來的指南 (參: “抱緊我”, 第 209-211 頁) (與依附對象一起完成的作業)
 (取自: 黃達瑩醫生於 2012 年著的“EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建” 第九課: 歷久彌新的愛情(上))

引領愛情邁向未來的步驟	解釋, 例子	我們如何應用, 需要作什麼
1. 重點式回顧並思考我們兩人曾經遭遇的危險(Recapping and reflecting on the danger points in your relationship where you slide into insecurity and get stuck in Demon Dialogues)	-回顧及思考我們容易缺乏安全感及陷入魔鬼對話的情況 -一起找出捷徑與改道的方法, 帶領我們重新找回安全感和連結	
2. 紀念我們兩人間的正面互動, 無論其大小(Celebrating the positive moments, big and small)	需要做的事情包括: -仔細回想日常生活中有哪些互動促進兩人敞開心房, 互相回應, 並且更加明白彼此在對方身上的正面影響 -明確說出近日使愛情加溫的轉捩點	
3. 在日常生活中為離別或重聚的時刻安排一些慣例(Planning rituals around the moments of separation and re-union in your daily lives to mark recognition of your bond, support, and responsiveness)	-這些慣例有助於見證和鞏固我們彼此的情感連結, 支持與回應 -可以靠著這些慣例, 在擾人與混亂的世界中, 緊緊維繫我們的感情	
4. 在分歧與爭執重複發生處, 幫助對方找出有關情感依附的問題(Helping each other identify the attachment issues in recurring differences and arguments and deciding together how to defuse these issues up front to deliberately create emotional safety and trust)	-以創造安全感與信任感為目標 -合作, 共同決定如何開放和坦誠地解決這些問題 -讓我們在解決問題時, 不會因為棘手的情感依附問題而受到干擾 -採取“安全第一”的策略 -在建立安全感後, 其中一方能用較柔軟及溫和的方式來提出問題 -而另一方, 即使不同意對方的觀點, 也能專注和情感上投入於兩人的對話之中	
5. 創造一個絕處逢生的愛情故事(Creating a resilient relationship story describe how the two of you have built and are continuing to build a loving bond)	-這故事描述我們如何建立, 且持續愛的連結 -內容包括我們如何陷入衝突與疏遠, 如何學會修補裂痕, 重新連結, 寬恕創傷 -是我們不斷墜入愛河的故事	
6. 創造一個未來的愛情故事(Creating a future love story, outlining what you want your bond to look like 5 or 10 years down the road)	-這個故事描繪我們對我們的情感連結, 在未來的五年或十年, 有何期待 -我們說出我們希望對方做什麼來幫助實現這個理想	

練習七: 如何建立歷久彌新的愛情 (參: Sue Johnson, The Hold Me Tight Program: Conversations for Connection – Facilitators Guide For Small Groups, International Centre for Excellence in Emotionally Focused Therapy, 2009, p.39)

(取自:黃達瑩醫生於 2012 年著的“EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建” 第九課: 歷久彌新的愛情(上))

與依附對象一起完成的作業: 請選出兩項:

1. 請計劃一個你可以每天擁有的慣例時刻,來讓你的依附對象感到他/她對你的重要. 請與依附對象分享.
2. 請與依附對象分享在你們的關係歷史中,你感到擁有特別連結和珍惜的時刻. 每當你想起這特別的時刻,你就充滿安全歸屬和連結的感覺.
3. 請安排獨特的時間,同在一起,例如固定的約會時間,當中的焦點是個人深層情感的分享. 不容許談論孩子,家務和錢財.
4. 請一起共創一個絕處逢生的愛情故事,描述你們怎樣合作解決困難的問題或改善了你們連結的安全感. 請彼此肯定對方在當中的努力.
5. 請一起共創一個未來的愛情故事,描述你們期望你們的關係在未來的五年及未來的十年會怎樣. 你自己需要做什麼來實現這愛情故事? 你期望依附對象做什麼?

完成練習後與依附對象分享的問題:

1. 請與依附對象分享完成練習時的感受.
2. 有什麼是不容易完成的?
3. 有什麼是不容易分享的?
4. 以上坦誠的分享如何幫助你們建立歷久彌新的愛情?

練習八: 以變通的方法處理危機 (參: “抱緊我”, 第 212 頁) (與依附對象一起完成的作業)

(取自: 黃達瑩醫生於 2012 年著的“EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建” 第十課: 歷久彌新的愛情(下))

1. 請找出何時會因危機而陷入魔鬼對話,抗議之舞.
2. 請嘗試告訴對方,每當對方停止可親,回應和投入你的時候,你內心有什麼反應,有什麼恐懼.
3. 請嘗試表達你內心想告訴對方的訊息,你希望對方可以如何再次變得可親,回應和投入? 然後邀請對方用具體的方法來回應你的依附需求,幫助你安撫你的依附恐懼. 嘗試問問對方是否能接受你的要求. 解釋這要求怎樣會對你我有幫助.
- 4 你也可以邀請對方分享他/她的感受和所面對的困難,導致不能成為可親,回應和投入的依附對象.
5. 一起談論如何採用這些變通的方式,彼此幫助保持情緒上的平衡,並且避免負面的互動循環.
6. 比較退縮的那方可以分享當你想到自己好像永遠都不能滿足對方時,會有什麼感受,什麼的恐懼,導致你想逃避和躲起來. 然後嘗試分享當這些恐懼浮現時,你從對方需要什麼. 是否需要聽到對方對你滿意,並和你一起的時候會快樂?

練習九: 紀念心靈相通的時刻 (抱緊我, 第 213 頁) (與依附對象一起完成的作業)

(取自:黃達瑩醫生於 2012 年著的“EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建” 第十課: 歷久彌新的愛情(下))

1. 請寫下自己如何被對方某些明確的細微言行所感動,可能是對方一句即興的話或一個無心的動作,創造出一種彼此相屬的感受,使你的心融化,覺得自己對對方是重要的.
2. 回顧愛突然清楚地呈現在眼前的時刻和這些可親,回應和投入(Accessible, Responsive, Engaged)的瞬間如何一直停留在你心中。
3. 請開始告訴對方,對方怎樣給你被看重的感覺. 這會開始癒合你們之間的裂痕. 讓對方發現自己是需要的.
4. 請分享當你們在努力重整關係的過程中,怎樣可以抓住這些時刻,就像在黑暗中抓住光一樣. 當對方覺得自己被看見與被了解,雖然看到你的不滿或憤怒,但仍然會記得你還是愛他/她的.
5. 請計劃怎樣肯定這些心連心的關鍵時刻,並且常常提起,就像把有美好時光的家庭照片,放在明顯之處一樣,會具有提醒的作用,讓你們知道你們的關係有多麼珍貴,以及親密感是怎麼一回事,同時提醒你們,藉著關懷的力量,只要一些簡單的方式,就能改變對方的世界.

練習十: 運用慣例來重視分離與重聚的時刻 (抱緊我, 第 214-217 頁)

(與依附對象一起完成的作業) (取自:黃達瑩醫生於 2012 年著的“EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建” 第十課: 歷久彌新的愛情(下))

1. 請討論你們可以如何藉刻意安排的儀式,來重視和重複一段特別時光或感情. 這些慣例會占據你們的時間與情感,使你們以正面的方式專注於當下.

2. 請特別留意相聚於分離的時候,這都是情感連結的關鍵時刻. 我們要設計慣例來培養感情,尤其看重相聚,分離或相親相屬的重要時刻. 請圈出你認為可以幫助你們的建議,然後討論如何去應用:

1. 固定且慎重地在起床,睡前,離家與返家時互相擁抱與親吻.
2. 寫信或留紙條給對方,尤其是有人即將遠行,兩人吵架和好或經過一段時間的疏遠之後.
3. 一起參加心靈或其他方面的例行活動,例如正式地參與特殊家庭聚餐,在家族的花園種下初春的花朵,一起祈禱或參與宗教活動.
4. 在白天固定給彼此問候的電話.
5. 創造一個專屬的分享時間,也就是一段專為分享個人事情及培養兩人感情的時間,而不是為了解決問題或討論公事,每天可以有人問:“你還好嗎?”或“你和我之間還可以吧?”,並放下其他的議題不談. 可以設定好每週的固定時間,在晚餐之後,有分享的時間.
6. 安排一段兩人相處的專屬時間,例如:禮拜六早晨在床上用餐,不要有小孩子在身邊;或者挪出時間每天一起吃早餐.
7. 固定在特定的晚上約會,即使一個月一次也行.
8. 每年都一起去修讀一門課,學一些新的東西,甚至一起執行一項計畫.
9. 用非常私人的方式慶祝特別的日子,結婚紀念日及生日,我們要提醒自己,這些方式,是一種具體的象徵,代表我們心中確實存在著這些心意,而建立感情的意義也在於此.
10. 下定決心去關注對方每天的奮鬥及勝利,並且時時給予肯定,“那件事情的難度很高,但你還是勇敢去做了”或“你為那案子付出那麼多,沒有人比你更努力”或“我們真的看見你盡心盡力想成為一個好父親/母親. 類似這樣的小評語,幾乎每次都比具體的建議效果更好. 我們通常都會給予兒女這種肯定,但卻忘了給我們的依附對象.
11. 抓住機會公開肯定你的依附對象或你們的關係. 可以利用特殊的儀式,例如重新許下結婚誓言,或在朋友面前簡單地向對方說聲謝謝,感謝他/她做了美好的晚餐,幫助你達成一項個人目標.
12. 其他:
13. 其他:
14. 其他:

有些夫妻,會需要這類經過正式設計的安排,才能擺脫那種幾乎不可能建立親密關係的生活習慣. 可能我們會發現兩人的生活已經被工作的需求,長時間的通勤及孩子的活動所占據,即使週末,也難得共處一室超過十分鐘. 長期過度投入工作及身心透支的現象,已經成為我們文化中的一部分,大家都覺得那很正常

我們要決定將兩人的關係擺在第一位,減少孩子的活動,每個月約會一次,空出時間在週日早晨做愛,每週有幾次共進早餐,打電話彼此問候,重新找回我們的時間,並且用心找到可以培養感情的方法,使我們的關係得以成長與加深.

練習十一: 保持安全第一 (抱緊我, 第 219-220 頁) (與依附對象一起完成的作業)

(取自:黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建" 第十課: 歷久彌新的愛情(下))

1. 嘗試從最近所面對的實際問題中找出背後的情感依附問題 (這是保持愛情歷久彌新的重要方法).

2. 請分享你們平常的日常問題,什麼時候變成不單是日常問題. 你們會怎樣利用這些問題做為管道,藉以宣洩情感方面的恐懼及未被滿足的需求?

3. 這些日常的問題,如何危害了你們兩人的關係? 有什麼攔阻了你們合作,開放及有彈性?

4. 你們的對話,如何陷入絕望地放任憤怒或無可救藥地逃避,導致你們不可能找出可行的解決之道?

5. 安全感能夠促進合作的精神,並刺激你們運用創意來解決問題. 請分享你們可以怎樣增加彼此的安全感. 有無數的研究將安全感與穩固的情感連結,和表達個人需求,同理心,容忍模稜兩可及清晰有條理的思考能力連接在一起. 所以先照顧隱藏在現實問題中棘手的連結問題,再尋找可行的解決方法,其實很有道理.

練習十二: 創造一個絕處逢生的愛情故事 (抱緊我, 第 221-225 頁) (與依附對象一起完成的作業)
(取自:黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建" 第十課: 歷久彌新的愛情(下))

我們用故事來理解自己的人生,也以故事為範本,帶領我們進入未來. 我們創造故事,而故事也塑造完美.

只要我們兩人之間有安全感,就能針對彼此的關係,描繪出一個條理清晰的故事,並且找出恢復我們感情的方法,使我們兩人的關係更加緊密. 這不僅是用清楚明白的方式概述我們兩人的過去,同時也提供我們未來關係的一份藍圖. 在這個"絕處逢生"的愛情故事裡,我們應該回顧兩人如何困在不安全感之中,然後又如何找到方法一起擺脫那些困境. 如果你們需要協助,可以互相幫忙回答下列問題:

1. 請用三個形容詞或三種畫面,描述你們的關係陷入不安全感與負面漩渦時的狀況,例如:死路一條,筋疲力竭,地雷區等

2. 請用兩個動詞形容你們分別用什麼方法開始進入負面的互動,以及你們如何改變那個互動模式. 例如:只要我逼你,你就會轉身走開. 但我們已經學會表達恐懼,也學會伸手尋求對方

3. 你們是否曾以不同的眼光看待對方,感受到不一樣的情緒,並且能夠彼此敞開心房? 請舉一例. 例如:我記得那個週六下午我憤而出走,當我回到屋子裡時,發現你在哭泣,你臉上的表情真的刺痛了我的心. 我感受到我們共同的傷痛,於是走到你身邊告訴你,我希望我們再像以前那樣親密,但我需要你的幫助. 我們必須互相幫助才能恢復從前的感情.

4. 請用三個形容詞,情緒或畫面來描述你目前這段感情. 例如:活潑的,滿足的,愉快的,幸福的,手牽手

5. 你們現在會做什麼事來保持彼此心靈相通,並使關係繼續成長? 請舉一例. 例如:睡前先依偎在彼此的懷裡,睡醒時互相親吻等

練習十三: 創造一個未來的愛情故事 (抱緊我, 第 226 頁) (與依附對象一起完成的作業)

(取自:黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建" 第十課: 歷久彌新的愛情(下))

1. 嘗試為自己編織一個未來的愛情故事,談談你們個人對未來五年至十年有什麼夢想.

2. 當我們和自己所愛的人在一起,越有安全感,就會越有自信,決斷力及願意冒險的心. 依附對象在身邊時,我們會比較有自信,也比較能夠用創新與寬廣的方式去做夢. 在這個故事中,請敘述彼此對未來關係的願景.

3. 然後討論你們如何可以互相尋求支持,並如何一起將理想付諸實現.

4. 請談論你們兩人對未來的關係有何展望,如何在彼此身上找到親密感,維護兩人共處時光的方法,而且如何持續運用這些方法.

練習十四: 歷久彌新的愛情 (抱緊我, 第 213-232 頁) (與依附對象一起完成的作業)

(取自:黃達瑩醫生於 2012 年著的"EQ 步步升 關係成長系列課程: 親密美滿關係的秘訣 課程三: 依附連結的重建" 第十課: 歷久彌新的愛情(下))

1.1 目前兩人的關係中,是否有任何危機浮現? 例如,即將再度發作的痛處或焦慮感?

1.2 能否明確指出最後一次有這種感覺是在何時? 你的身體會給你訊息: "嗯,這種感覺不好" 然後突然充滿某種情緒,你能說出是哪種情緒嗎?

1.3 你的依附對象能夠怎麼幫助你? 如何才能使你平靜,安心,並且停止即將展開的負面漩渦?

1.4 能否與依附對象分享這些事情?

2.1 能否從目前關係中,找出一些正面的小事件? 儘管非常小,只要能夠攪動你的心,並牽動唇角上揚的事件都行.

2.2 你的依附對象是否知道這些事件? 請告訴對方.

3.1 你能從兩人的關係中,挑選出一次重要時刻嗎? 當下你們關係提升到另一個層次;或者你的依附對象鼓起勇氣更敞開心房,且更懂得回應你.

3.2 你或你的依附對象做了什麼,以致出現當時的效果? 有時我們想到的是初吻,大吵一架之後的和好,或對方靠近並滿足我們的需要時.

4.1 你們目前是否有一些會在相親相屬,離別或重聚時做的慣例?

4.2 你們會認真地互相問候或道別嗎?

4.3 試著與你的依附對象列出這些習慣事項.

4.4 你們能否創造一套日常生活中用來培養感情的新慣例,以幫助你們對彼此更加敞開心房,並且更懂得回應,關注對方?

5.1 請想出一個每次討論都讓你們覺得很挫敗的問題.

5.2 有哪些情感依附需求與恐懼的相關因素隱藏在這個話題底下? 請將它們寫下來.

5.3 你如何將這些需求與恐懼告訴你的依附對象?

5.4 對方能夠如何協助你?

5.5 如果你真的獲得協助,你認為你們之間的討論會出現什麼變化?

6. 請和你的依附對象共同撰寫一個絕處逢生的愛情故事,內容包括你們如何陷入魔鬼對話,如何擺脫它,如何創造一個可親,回應和投入(Accessible, Responsive, Engaged)的對話,以及如何重新建立兩人之間安全感的過程. 你們從這個經驗裡學到什麼? 如果你不太知道如何編寫這個故事,請和你的依附對象討論,並運用之前在此項對話中提到的元素,例如,三個用來描述你們關係的形容詞;討論本章所舉的例子也會有所幫助.

7. 請共同創造一個未來愛情的故事,描述在未來五年或十年之間你所期望擁有的關係. 請選擇一項你個人當下就能做,且能使你更接近這個理想的事情,並且告訴你的依附對象. 你的依附對象能夠如何協助你達成這個理想?

8.1 有哪一件小事情是你每天可以做,又可讓你的依附對象感覺你希望和他/她在一起?

8.2 詢問你的依附對象,做這件事會對你們的關係有何影響?

你已經完成了一趟新愛情科學觀之旅. 這項科學告訴我們,愛情甚至比動人情歌所主張的更為重要. 然而,愛情並不像那些情歌所暗示的那麼神秘不可捉摸,令人飄飄欲仙,它是我們生存的本能,包含著一組目前我們已經能夠理解的精密邏輯. 這表示具有彈性,能夠令人深深滿足的愛情關係並遙不可及,而是一項人人都可達成的目標.

Closing training group exercises: 培訓小組結束的練習

Select three questions from the following to reflect on and share 從下面選擇三個問題來反思和分享:

1. Personal Reactions / Experiences of the Core Skills Group 個人反應/對培訓小組的體驗:

1.1 What has it been like being a member of this Core Skills Group 作為這培訓小組的成員有什麼感受?

1.2 What has been the most helpful (and least helpful) about being in this Core Skills Group 培訓小組裡對你最有幫助的(最沒有幫助的)是什麼?

1.3 What have you learned about yourself and your interactions with your clients 關於你自己和你與案主的互動,你學了什麼?

1.4 Take a moment and reflect on the sessions in this series of Core Skills, what were some of the most significant / memorable moments for you? What are some of the moments that had the most meaning for you? 反思本期的核心技巧培訓,對你來說,什麼是最重要/最值得紀念的時刻? 什麼是對你最有意義的時刻?

1.5 Is there anything you have not said that you might regret leaving unsaid 你有什麼未說的話,如果不說將來可能會感到遺憾?

2. Feelings Regarding the Core Skills Training Ending 關於核心技巧培訓結束的感受

2.1 What are some of the different feelings you are having about this training ending 你對培訓結束有什麼不同的感受?

2.2 What kind of feelings are you having about your group members as this training ends 培訓結束時,你對組員有什麼感受?

2.3 What are some of the reactions you may have to starting a new EFT training or new supervision group in the future 對未來開始新的培訓或新的督導小組有什麼反應?

Closing training group exercises: 培訓小組結束的練習

3. Choose a closing exercise to complete as a training group 選擇一個培訓小組結束的練習來完成.

3.1 Giving each other feedback 彼此給予回饋:

On a piece of paper, write down your name on the top and the following prompts. Pass the paper around and have group members complete the prompts with respect to your EFT learning journey, writing down their fear for you, their hope for you and what they would like you to remember. Return the paper to the person whose name is on top and share your experience in receiving this feedback from your group members. 在一張紙上面寫下你的名字和下面寫下三個提示. 把紙張在小組裡傳,讓每位組員完成提示,寫下在你學習情緒取向治療的旅程中,他們對你的恐懼,他們對你的希望以及他們希望你記住的事情. 將紙交回所屬的組員,並分享你的組員獲得此回饋的經歷.

Your Name 你的名字:
With respect to your EFT learning journey 關於你學習情緒取向治療的旅程:
My fear for you is that 我對你的恐懼是...
My hope for you is that 我對你的希望是...
What I'd like for you to remember most is 我希望你記住的事情是...

My experience in receiving this feedback from my training group members 我從培訓組員獲得此回饋的經歷:

3.2 Giving and receiving Gifts 贈送和接受禮物:

On a piece of paper, write your name on the top of both sides. Write "gifts received from you" on one side and "gifts given to you" on the other side. Think of a gift that you have received from each member of the group, including the leaders (for example: hope, courage, laughter, smile, understanding, prayer, encouragement, validation, empathy, pat on the shoulder, hug, care, concern, comfort, reminder, etc). Think of a gift that you would like to give to each member of the group (for examples: words to instill hope, courage, joy, understanding, empathy, words of encouragement, validation, comfort, care, an action such as giving a pat on shoulder, hug, smile, etc.). Pass the paper with each group member's name around the group and other group members can write on the sheet a gift that they have received from that person and a gift that they would like to give to that person. When finished, return the paper to the owner and share about the gifts that you have received from each other. 在一張紙上,在兩面的頂部寫上你的名字. 在一面寫下"從你收到的禮物",在另一面寫下"送給你的禮物". 思想你從每位組員(包括組長在內)所得到的禮物(例如: 希望,勇氣,笑聲,微笑,理解,祈禱,鼓勵,肯定,同理心,肩膀上的輕拍,擁抱,關懷,關心,安慰,提醒等). 思想你希望送給每個組員的禮物(例如: 灌輸希望,勇氣,喜樂的話語; 表示理解,同情,鼓勵,肯定,安慰,關心的話語; 以及行動如拍拍肩膀,擁抱,微笑等). 將紙張在組裡傳開,讓其他組員可以在紙張上寫下他們從該人所收到的禮物以及他們希望送給該人的禮物. 完成後,將紙張交回所屬的組員,並分享你們從彼此所收到的禮物.

Group member's Name 組員名字:
Gifts received from you during this Core Skills training 核心培訓中從你收到的禮物:
Gifts given to you during this Core Skills Training 核心培訓中送給你的禮物:

Share about the gifts that you have received from each other 分享你們從彼此所收到的禮物

3. Hope and Appreciation List 希望和欣賞的清單:

On a piece of paper, write your name on the top of both sides. Write "Hope" on one side and "Appreciation" on the other side. Pass the paper around the group and have group members write one hope and one appreciation for the group member whose name is on the paper. When finished, return the paper to the owner and each person adds one hope and one appreciation for themselves. End by sharing what touched you the most from your list with your group. 在一張紙上,在兩面的頂部寫上你的名字. 一面寫"希望",另一面寫"欣賞". 將紙張在組裡傳開,讓其他組員為你寫下一個對你的希望和一個對你的欣賞. 完成後,將紙張交還給所屬的組員,每人寫一個對自己的希望和一個對自己的讚賞. 通過分享你的清單中最感動你的希望和欣賞來結束.

Group member's Name 組員名字:
Our <u>HOPE</u> for you after this Core Skills Training 我們對你在核心技巧培訓後的 <u>希望</u> :
Our <u>APPRECIATION</u> for you during this Core Skills Training 我們對你在核心技巧培訓中的 <u>欣賞</u> :

What touched you the most from your list of hopes and appreciations 你的清單中最感動你的希望和欣賞:

Closing training group exercises: 培訓小組結束的練習**4. Drawing a symbolic gift 畫一個像徵性的禮物:**

Each person writes their name on the top of a piece of paper. As the paper is circulated, draw a symbolic gift that you want to give to the person whose name is on the paper. This symbolic gift helps the person remember what they have learned in the Core Skills training and their work with their couples or families 每人將他們的名字寫在一張紙的頂部. 把紙張在組裡傳開,請畫出一個像徵性的禮物送給這組員. 這象徵性的禮物幫助這組員記住他們在核心技巧培訓中的學習以及他們在改善情緒取向夫婦或家庭治療中的努力.

Examples include: a badge of courage, a magic mirror to see inside and get in touch with their emotions, a megaphone to speak so that others can hear their struggles as a new EFT therapist clearly, a letter of encouragement from the group, a heart expressing love, a thumbs up expressing encouragement, a handshake expressing appreciation and friendship, praying hands to express praying for them, a sign with ARE to help attune with clients, ears to show that you are there to listen to their successes and growth areas, a friendly smile to express your support and acceptance, a binocular to see other people's feelings, rainbow to remain hopeful, notebook to remember the feelings of their couples or family members, etc. Return the paper to the owner and each person selects a symbolic gift that they have received to share with the group 例子包括: 勇敢的徽章, 看到內心並接觸他們的情緒的魔鏡, 擴音器, 以便其他人可以清楚地聽到他們做新的情緒取向治療師的掙扎, 表達鼓勵的信, 表達愛的心, 代表做得好的手勢來表達鼓勵, 表示欣賞和友誼的握手, 為他們祈禱的手, 幫助感應案主的 ARE 標誌, 表示你傾聽他們的成功或需要成長之處的耳朵, 表達支持和接納友善的微笑, 看到別人的感受的望遠鏡, 帶來希望的彩虹, 記下他們的夫婦或家庭成員感受的筆記簿等. 將紙張歸還所屬的組員. 每人選擇他們收到的一個象徵性的禮物與小組分享.

Group member's Name 組員名字:
My SYMBOLIC GIFT for you 我送給你像徵性的禮物:

Selects a symbolic gift that you have received to share with the group 選擇你收到的一個象徵性的禮物與小組分享:

5. Note cards with wishes, memories or feedback 記錄祝福、回憶或回饋的卡片:

Each group member write for every other group member either a memory from the group, a positive feedback or a wish for that group member on slips of paper or a note card. Write the person's name on the other side. Give the slip or card to the group member. Each group member should have their own collection of slips or cards from the other group members. Each person reads these silently to themselves and share their experience in receiving the memory, feedback or wish.

每位組員為其他組員在紙條或卡片寫上一個來自該小組的一個回憶,一個正面的回饋或祝福. 在另一面寫上該人的名字. 將紙條或卡片交給該組員. 每位組員都應該有其他組員寫給他們的紙條或卡片. 每人自己靜靜地閱讀這些紙條或卡片,並分享他們得到這回憶,回饋或祝福時的經驗.

Group member's Name 組員名字:

My MEMORY of you / My POSITIVE FEEDBACK / WISH for you 我對你的回憶 / 正面的回饋 / 祝福:

Reads these silently to yourself and share your experience in receiving these memories, feedback or wish 靜靜地閱讀這些紙條或卡片,並分享你得到這回憶,回饋或祝福時的經驗.

6. Thank you note 謝謝你的便條:

It is important to express appreciation for each group member and also a joy to receive expressions of appreciation. Have everyone in the group to write thank you notes to each other, one note for each member of the group. You can decorate these notes if you like. Examples of appreciation include: thank you for being my friend, for listening, for understanding, for accepting, for validating, for encouraging, for supporting, for being here, for sharing..., etc. Give the thank you note to each group member. Share your experience in writing and receiving the thank you notes.

What did you learn? 對每位組員表示感激並欣然接受讚賞是非常重要的. 讓每位組員寫下給其他組員的感謝便條. 給每個組員一張紙條. 如果你喜歡,你可以裝飾這紙條. 感激的例子包括: 多謝你做我的朋友, 多謝你給我的傾聽, 理解, 接納, 肯定, 鼓勵, 支持, 同行, 分享, 提醒...等. 將感謝的便條交給每位組員. 分享你寫感謝便條並收到感謝便條的感受. 你學到了什麼?

Group member's Name 組員名字:

Thank you note 謝謝你的便條:

Share your experience in writing and receiving the thank you notes 分享你寫感謝便條並收到感謝便條的感受.

What did you learn 你學到了什麼?

Closing training group exercises: 培訓小組結束的練習**7. One last word 最後一句話:**

Form a circle as a group holding hands. Each group member think of a word that describes how they are feeling at the end of the training. Each person shares his or her last word. Ask members to share what kinds of feelings that they heard that they can identify with. 通過與組員手牽手來組織一個圓圈. 每位組員想一個詞句來描述他們在培訓結束時的感受. 每人分享他們最後一句話. 最後讓組員分享他們聽到並可以認同的感受.

Words that describing our feelings at the end of the training 描述我們在培訓結束時的感受的詞句:

Feelings that I heard that I can identify with 我聽到並可以認同的感受:

8. Reflecting and sharing in stations 每站的反省和分享:

Set up 7 stations each with a large piece of newsprint paper and the stem for group members to complete. Group members rotate through each station or pass the large newsprint around and add their answers to each stem. 設置 7 個站, 每站有一張大紙和組員要完成的問題. 組員輪流經過每站或將大紙傳遞, 並加上自己的答案.

Station 站 #1: I learned that 我了解到...

Station 站 #2: I was surprised that 我很驚訝...

Station 站 #3: I was reminded 我被提醒...

Station 站 #4: I especially enjoyed 我特別喜歡...

Station 站 #5: Some things I wish had been different were 我希望不同之處是...

Station 站 #6: I never knew 我從來不知道...

Station 站 #7: I plan to change 我打算改變...

Participant Evaluation 參加者的評估表 (for ICEEFT)

8-Day Emotionally Focused Therapy Advanced Core Skills Training 1-4 情緒取向治療八天的核心技巧培訓1-4
Please take a few minutes to fill out this feedback form. 請用幾分鐘來填寫這回應表。

Name 姓名 (optional 可不填):		Degree 學歷:	
Professional Affiliation 所屬的專業組織:			
Area of Interest 有興趣的範圍:			
Where are you from 你是從哪裡來的:			
Please circle one 請圈出一個答案 (1=low 低, 5=high 高)		低	高
1. How would you rate the usefulness of the Core Skills Training for meeting the stated educational objectives? 你如何評估這核心技巧培訓達到其教育目標的程度?		1 2 3 4 5	意見,解釋,例子
2. How would you rate the quality of instruction and teaching ability? 你如何評估課程當中教學的素質及教師的教學能力?		1 2 3 4 5	
3. Did the instructor present the material in a clear and orderly fashion? 教師有否採用清楚及有秩序的方式來教導當中的資料?		1 2 3 4 5	
4. Did the instructor respond to questions and needs of the audience, maintain interest? 教師有否回應參加者的問題和需求,並保持他們的興趣?		1 2 3 4 5	
5. How would you rate the instructor's level of knowledge and expertise? 你如何評估教師的知識和專業的水平?		1 2 3 4 5	

6. How would you rate the value of the following course components? 你如何評估課程下面的部分的價值?

Workshop components 課程不同的部分	Rating 評估 低 高	Comments, explanations, examples 意見,解釋,例子
Presentations 教導	1 2 3 4 5	
Discussions 討論	1 2 3 4 5	
Live Demonstrations 現場的示範	1 2 3 4 5	
Videos 錄影	1 2 3 4 5	
Transcripts / Case Studies 晤談內容的逐字稿 / 個案分析	1 2 3 4 5	

7. Do you have any comments or suggestions regarding the format? 你對培訓的模式有什麼意見或建議?

8. Would you recommend this training to your colleagues? YES / NO 你會不會推薦這培訓給你的同事? 會 / 不會

9. Do you have any suggestions for improving the training? 你有什麼建議來改善培訓?

10. What do you see as the strengths/weaknesses of the training? 你認為培訓的優點 / 缺點是什麼?

11. Were the facilities adequate? (comfort, accessibility, space, visual and auditory supports....etc.)
設備是否足夠? (舒服,交通方便,空間,視覺和聽覺上的支持...等)

12. Any other comments or suggestions? 任何其他的意見或建議?

Dates 日期: 年: ____ 月: ____ 日: ____ Venue Location 地點: _____



You are invited to join and grow with us.

The Board and Trainers Committee want to expand ICEEFT, to facilitate greater communication and sharing within the EFT therapy community.

Benefits of membership include:

- Periodic electronic/printable newsletters
- Discounts for purchase of training DVD's (15%)
- Opportunities for volunteer involvement and/or to submit questions, EFT tips or items for publication in the Newsletter
- Be part of the EFT Listserv (optional)
- Listing on the website Directory (optional)
- Be part of the ICEEFT Forum (optional)

Membership Fee: First year Regular membership fee \$65.00 (for onsite registration only)
 First year Student membership fee \$50.00 (for onsite registration only)
 Lifetime membership \$825.00 (for onsite registration only)
 All subsequent years, full membership fee will apply on Regular membership.

Regular Membership: \$96.05 Student: \$73.45

Lifetime Membership: \$925.00

I am a Student Yes No I am a licensed therapist Yes No

** a "Student" here means a person registered in a post graduate program such as: psychology or marriage and family studies and will not be listed on the directory

Name: _____
(Mandatory)

Email address: _____
(Mandatory)

Professional/Licensure Affiliation: _____
(Mandatory, must be a licensed therapist to be listed on Directory)

An email will be sent to you with instructions on how to complete your registration on line. **Please do not register online if submitting this form.-**

Payment Options: Cash, Cheque, Visa or Mastercard only. If paying by cash or cheque please attach to form. If paying by Visa or Mastercard, (our system is set up to manually send receipts for the regular price, however your card will only be charged the discounted amount in CAD) please provide the following information:

Visa/MC _____ CVC _____ Expiry Date: _____

Name on Card: _____

Cardholders Signature: _____

Please choose one option:

Onsite Fee: First year membership fee \$65.00 First year student fee \$50.00

Lifetime membership \$825.00