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## Autonomy and imagination training - basis of imaginative behavior therapy

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### Outline:

- 1- General introduction
- 2- Execution
- 3- Studies and results
- 4- Conducting courses and training
- 5- Diplomas and job opportunities

### 1-General Introduction

A general information text is presented from the philosophical field of absolute idealism. Problems, goals and results are presented that still largely appear unsolvable and unattainable in modern research, e.g. mental metastasis prophylaxis, the preventive program to reduce radicalism and the death drive. There are also instructions for participation and training in imaginative behavior therapy with the possibility of training in courses and seminars.

In this work the autonomous imagination training is described, e.g. the theoretical basics and the implementation together with information about training seminars and training courses. Particular emphasis is placed on the results of randomized studies from different areas.

Two studies were conducted in the field of preventive intervention oncology. The first study was able to show that multicausal research and preventive imagination training are suitable for metastasis prophylaxis in women with breast cancer and people with bronchial Ca.

The second study looked at causes and prevention of radicalism and a third study looked at mental factors behind winning football teams.

In the last work an attempt was made to explain through multicausal speculations and hypotheses how and why the material world and life on earth came into being.

In the autonomy and imagination training, the individually unique motivation structure is recorded. A training method suitable for the individual is then designed. New, creative behaviors and ideas are activated. The pleasurable, sense-driven and humane redesign of behavior plays a major role.

Autonomous imagination training is an effective form of modern, interactive, cognitive behavioral therapy. It was developed in close collaboration with Prof. Helm Stierlin, one of the founders of systemic psychotherapy, Prof. Hans-Jürgen Eysenck, the founder of behavioral therapy, Prof. Jan Bastiaans, and the former president of the International Association for Psychosomatic Medicine, Prof. Hans Schäfer, the founder of German social medicine, Priv. Dr. Hermann Vetter, one of the leading philosophers of science at the Universities of Mannheim and Heidelberg, and the epidemiologist Prof. Rainer Frentzel-Beyme. The empirical results of the autonomous imagination training were from the above-mentioned cooperationpartners extremely appreciated. In this brief description, the central method and the most important results are to be presented.

In autonomy training, an autonomous object relationship is striven for and the reduction of dependencies with negatively experienced consequences. In imagination training, assumptions, beliefs and ideas are defined, the activation of which is expected to have positive consequences. We speak of a believed imagination. Ideas that cause negative experiences are also reduced.

## 2- execution

In autonomy training, object autonomy that emphasizes pleasure and provides security is achieved by activating problem-solving imaginations. We are talking about autonomous imagination training. First, the person reports about their problems and attractive goals. A detailed briefing follows. The trainer then reports on his hypotheses. The positive point is reached when the trainer's opinion largely coincides with the person's self-observation. The trainer then develops behavioral methods from the area of autonomy and imagination training. Again the person is asked whether they agree with the trainer's assumptions and in which areas they take different positions. Then creative solutions are sought. If broad agreement is found, then we talk about the training point.

Imagination training involves communicating an imagination with positive expectations. Then the person imagines an anticipation of the expected positive consequences. After the training, the person reports on the positive or negative consequences that have occurred. The third step is to observe the long-term consequences.

The person is asked to continue observing the training effects and - if necessary - to correct them creatively.

## 3- studies and results

Studies were conducted in three areas:

### a- Preventive intervention oncology

prevention of metastases

Metastases develop in cancer patients after severe shock experiences with sustained depressive blockage of life motivation. In this state, unicellular functions are activated. These separate themselves from the complex cellular interactions (e.g. by migrating through blood vessels and depositing as metastases in different organs).

In the autonomy training, the reduction of the traumatic shock experiences and the pleasurable life motivation are activated in the hope that the complex cellular interaction will be activated and the individual, metastasizing activity will be blocked.

The empirical and experimental results confirm the hypothesis.

Table A The effectiveness of autonomous imagery training for metastasis prophylaxis: Heidelberg prospective intervention study: 1973 to 1980.

Autonomous imagination training and control group	N =	Average survival time (from diagnosis to death)
Autonomous + imagination training in metastatic breast cancer		
training group	64	4.7 years
control group	63	2.1 years
Autonomous Imagination Training in Cancer Patients with Non-Small Cell Bronchial Ca		Occurrence of metastases two years after cancer diagnosis
training group	73	6 persons
control group	75	29 people

The results show that the autonomous imagery training achieved a significant reduction in metastasis in bronchial CA and a prolongation of life in metastatic breast cancer.

Carcinogenesis and Prevention  
 Cancer development is a multicausal phenomenon. A prediction was made possible in our studies by the interaction of four pooled variables:

- 1-30 Psychophysical Risk Factors (A)
- 2- High intensity in the expression of the 30 psychophysical variables (A1)
- 3- 15 additional risk factors for 15 individual types of cancer (A2)
- 4- 3 psychosomatic variables (A3).

Table B shows the results:

cancer mortality	Cancer	Cardiovascula r	Durable and healthy	All in all N =
A all 30 variables of the cancer questionnaire positive	53 (44,9%)	40 (33,9%)	25 (21,2%)	118
A1 (all 30 variables intensely pronounced)	66 (55,9%)	33 (27,9%)	19 (16,1%)	118
A2 (At least one additional variable positive)	72 (64,8%)	25 (22,7%)	14 (12,7%)	111
A3 All psychosomatic variables positive	78 (61,9%)	36 (21,6%)	12 (9,5%)	126
A+A1+A2+A3	92 (83,6%)	13 (14,1%)	5 (4,5%)	110
No A+A1+A2+A3 applicable	18 (12,8%)	72 (48,6%)	58 (39,2%)	148

The results show that the best predictions of cancer have the combination of A+A1+A2+A3.  
 Table C: Randomized experiment on the prevention of cancer and bronchial carcinoma (additional variable K1). Heidelberg prospective intervention study 1977 to 2007.

Randomized Experiment	N =	Ca	Br.C a	cardio - vascular diagnosis	Long-alive	Other reason	Not to investigate	Refused	All in all randomized N =
autonomy training (A1+A2/K1+A3)	563	102 18,1%	407,1%	73	177 31,4%	46	59	66	700
control group (A1+A2/K1+A3)	628	261 41,6%	13922,1%	69	31 4,9%	82	26	20	700

The results show that autonomous imagery training achieves significant cancer reduction in individuals at highest risk for cancer and for bronchial cavities.

b- Victories in football teams in imagination training  
First, an inventory is made of the main problems in the team over the past 12 months (e.g. high insecurity, poor self-confidence).

This is followed by detailed discussions with the individual players and the coach. Then specific imaginative steps are defined and trained (e.g. intensifying the idea that a goal will be scored after every shot). The positive consequences are anticipated. After training, the effects will be registered in the upcoming games. The certainty of victory is also trained imaginarily (e.g. the idea: If the opponent becomes strong, we are even stronger). Four national league teams, 3 second division teams and two regional league teams aged between one and one and a half years were trained and observed. The following table shows the results:

	N =player	victories	draw	Lost
Autonomous imagination training	127	81 (64,7 %)	30 (23,6 %)	16 (14,8 %)
control group	128	47 (36,7 %)	61 (47,6 %)	20 (15,6%)

The results show that autonomous imagination training increases the number of victories. The control groups were selected by being one position higher or lower on the table compared to the previous season.

c- Radicalism - causes and prevention

All forms of political and religious radicalism have the following characteristics:

- 1) Strong polarization in the interpersonal area as love and hate, like and dislike,
- 2) urge to destroy the opponent

3) Completed act of annihilation. In the process, one's own hate-oriented death wish will arise as an urge to self-destruction. This is followed by an urge to self-destruct. A hate-oriented death tendency towards oneself develops. Consciously or unconsciously, one's own death for the destruction of the opponent is accepted or tolerated, e.g. as ignorance of the dangers of nuclear war. The motivation for this death tendency is independent of the justification or unjustification of the arguments. In any case, the death drive (Sigmund Freud) of the radicals posed a serious threat to civilization. If the radical becomes aware of the urge to self-destruction, then about 80% of radical behavior ends in a weakened form, e.g. radical liberalism.

4) There is a tendency to annex e.g. his territories or possessions to the political opponent. Results: From 365 radical minded people from different countries

(e.g. Federal Republic of Germany, Yugoslavia at war, radical supporters of the attack on Ukraine), 312 (85.5%) showed all variables of radicalism. Of 382 Democrats, 22 people (5.7%) showed all variables of radicalism. Radical people give up their radicalism if, as an alternative behavior after distancing themselves based on the research results, they also develop a central imaginative behavior (e.g. through meditation, joining a democratic group, etc.). This is an ideal form of radicalism prevention, in the:

a) the research results are communicated (see above),

b) an alternative behavior of the highest emotional importance is activated.

Two years after the first survey, 180 of 312 radically inclined people experienced a strong urge to self-destruction and negative consequences from radicalism. In the follow-up examination after 3 years, 161 people (89.6%) from this group stated that they had given up their radical political activities. In the remaining group of 132 radicals without negative consequences and without the urge to destroy themselves, only 9 people (6.8%) gave up their radical activity at the follow-up examination after 3 years. The connection between negatively experienced consequences of radicalism and the reduction in radical activity is obvious.

An important method of preventing radicalism is the dialectical registration of radical theses and antitheses, so that radicals feel that they are taken seriously and that answers are expected of them. By being willing to provide answers, the radicals reduce their radicality. When radicals are aggressively negated, radicalism is amplified to the point of being ready to use atomic bombs.

Database n= radicals: Former Yugoslavia= Serbia 305 people, Croatia 102 people, Federal Republic of Germany 405 people, Russia+ Hungary+ Israel= 123 people. Radical Putin supporters 39 people. Control groups of democrats Total radicals (former Yugoslavia: Serbia 299 people, Croatia 122 people, Federal Republic of Germany 406 people and democratic opponents of Putin 48 people). A total of 935 radicals (93.6%) of which 866 (92.6%) radicals answered all criteria of the radical measurement instruments.

Antiradical Democrats 875 people answer all the criteria of radicalism 21 people (2.4%).

The question arises how long after the training did the radicals change their political behavior towards democracy?

A first evaluation of 12 people shows that 11 people gave up their radical behavior for more than 10 years. A further 306 evaluations of radical people are still pending. In the case of persons who have already died, the relatives should be interviewed (e.g. the children).

How did the material world and life come about?

Grossarth describes the philosophical trend presented here as absolute idealism. Priority is given to the spiritual effects, while material existence appears as a consequence of the absolute spirit, spirit and matter interact meaningfully. Thus appears the emergence of matter through transmutation of the universal energy of the Absolute Spirit.

The materialistic explanation refers to the big bang, in which the entire cosmos was infinitely small at the beginning and which expanded endlessly in the big bang. This theory contradicts logical reason.

Grossarth's theory assumes the transformation of the universal energy of absolute spirit into programmed matter and programmed life. In this context we speak of the spiritual big bang. A retransformation from the material world to spiritual existence is also assumed. Matter is programmed in the spiritual big bang in order to realize the programs in the future. The transformation of absolute spiritual potency into material life is sense-driven in order to give space to the divine, human and satanic effects. The different behaviors become visible. The Absolute Spirit appears as an attribute of God oriented toward a loving relationship with the material and living world. The material and living world is inclined to the loving Absolute Spirit and receptive to its imaginations.

Satan is the absolute anti-godly negation and the absolute negation of human attachment to the Absolute Spirit. Satan himself wants to become God. This is absolutely impossible. Because of this, Satan's self-destruction is inevitable. Humanity has two options:

- a- To submit to the satanic seduction and to orientate oneself completely to material needs, ignoring the powers of the Absolute Spirit.
- b- Lovingly orienting oneself to the Absolute Spirit and lovingly recognizing it.

A close, loving relationship between God and man is assumed, which has a happiness-generating effect both for the individual (? Kirsten) and for God.

A God-centered person is happy and feels more vital energy than an atheist-leaning person. It is assumed that the backward development of the material world in spiritual existences can also be the basis for eternal life.

Summary: The following elements play a role in Grossarth's theory of the origin of the material and living world (the absolute idealistic philosophy):

- 1- The Absolute Spirit (God) is conceived as the integration of Absolute Love, Absolute Information and Absolute Effect.
- 2- The Universal Cosmic Energy is the energy of the Absolute Spirit.
- 3- The Absolute Spirit effects the programmed transformation of spiritual energy into material and living existences.
- 4- The energy of the Absolute Mind is receptive to the Imaginations of the Absolute Mind, e.g. towards transformation.
- 5- The material and living world came into being in the Spiritual Big Bang, in which all programs for different functions are designed objects and developments.
- 6- The material and living beings are given a space on the habitable earth for the realization of the spiritual attributes of God, man and Satan.
- 7- After a spiritual clarification has taken place between God, man and Satan, there is a reverse transformation in which the material existences are transformed into the spiritual dimensions.

8- When there is great, loving agreement between God and man, the basis for eternal spiritual life arises.

Further topics and research results:

- 1- Studies on addiction reduction (cigarettes, alcohol, binge eating, drugs)
    - 2- After selecting the types of addiction, individual or group training follows
    - 3- Training methods: Pleasure-focused abstinence, pleasure-focused autonomy through redesigning communication, alternative imaginations (also under hypnosis).
    - 4- Recording of short- and long-term effects of the training.
- The results show that after one year all forms of addiction have been significantly reduced and that the training is well suited for use in the general population.

Reduction of a personal problem and achievement of attractive goals.

- 1- People report their main problem that they have not been able to solve for more than 5 years.
- 2- People report the attractive goals that they have not been able to achieve for more than 5 years.
- 3- The autonomy-imagination training is used in two-week seminars.

In the one-year follow-up, the results show that the trained group reported achieving their attractive goals and solving their problem significantly more often than the control group.

Further, publicly controlled studies to verify the effectiveness of autonomous imagery training

New replication studies should be controlled by scientists or mass media, e.g. in the mental training of football teams that are in last place on the table or the control of the effects of achieving attractive goals with blocked problem solving or multiple addiction reduction (cigarette alcohol, binge eating). The control can also be carried out on television. First the training system is presented and then the practical implementation. The effects are publicly published three months after the training.

4-Conduct courses and training

Courses in autonomy training, planned for 20 participants, can be booked for one, two or three weekends (each from Friday afternoon to Sunday). People who are either pursuing a professional goal, e.g. For example, football teams and coaches, carers and therapists of cancer patients, professionals interested in the origins and prevention of radicalism, and interested laypeople motivated to solve a personal problem.

The fees serve to continue and evaluate the studies that have not yet been completed. A weekend course costs €500 per participant.

In the courses, the procedure and the practical application of autonomous imagination training are demonstrated. Likewise the theoretical basis of the method.

In the training seminars (maximum 15 participants):

- a) The theoretical and methodological foundations presented as multicausal research and randomized studies to prove causal relationships.
- b) Presentation of the previous results from multicausal, prospective cause research and prevention.
  - c) Demonstration of the autonomous imagination method on voluntary participants.
  - d) Mutual supervision of two participants.
  - e) Discussion of open questions of the participants, e.g. theoretical basics, practical procedure.
  - f) Final examination and handing over of the diploma.

Registration for participation in courses:

- a) at a weekend seminar (Fri. 4 p.m., Sat. 10 a.m. to 6 p.m., Sun. 10 a.m. to 4 p.m.)
- b) in training courses for autonomy trainers: 3 weekend seminars

#### 5- Diplomas and job opportunities

The training in autonomy requires at least six weekend courses, including personal supervision, and costs a total of = 5,000 €. After the training, each person receives a diploma as an autonomy trainer. The trained autonomy trainers can determine their own field of work, e.g. B. in the care of football teams or cancer patients.

The self-selected field of work is communicated to the trainer and included in the examination.

Introductory literature:

Grossarth-Maticek, R.: "Autonomy Training", de Gruyter, Berlin, 2000

Grossarth-Maticek, R.: "Self-regulation, autonomy and health", de Gruyter, Berlin, 2003

Grossarth-Maticek, R.: "Synergetic preventive medicine - research strategies for health, Springer-Verlag, Heidelberg, 2008

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## APPENDIX

Creative problem solving and goal achievement with a focus on pleasure through redesigning communication - in autonomy and imagination training.

R. Grossarth-Maticek offers training courses in scientific autonomy training.

If you have the feeling that humanity is increasingly dependent on external influences, if you believe that problems can be solved with pleasure and you would like to make it your task to help those around you to solve such problems, you should consider training as a scientific autonomy trainer according to R. Grossarth-Maticek. Of course, in the course of the training you will also learn how to solve your own problems creatively and with pleasure. In the training to become an autonomy trainer, you will learn how you can use scientific findings to help your fellow human beings to solve their problems by redesigning communication or by creating and activating sentences that control behavior. As an autonomy trainer, you help your students to feel good, stimulate their own competence and show them ways to actively and creatively influence their environment.

Your areas of work are:

- Coping with family and professional distress,
  - The prevention of diseases by stimulating self-regulation,
  - The elimination of ambivalence in the case of problems in the family of origin,
  - The stimulation of personality development through the integration of reason and feelings,
- Assistance with a pleasure-oriented addiction reduction,
  - The teaching of the ability to solve problems in professional life creatively and
  - Increasing success in competitive sports through a redesign of communication.

As an autonomy trainer, you provide assistance by showing your students alternative ways of communicating with themselves and their environment and supporting them in developing their own skills. You are a personal communication consultant and communication trainer.

,Many people have the need to develop their healthy and creative potential, so there is an enormous social need for trainers who can competently help them with this. Due to your salutogenetic orientation, you can integrate yourself into many areas of work as an autonomy trainer and have the opportunity to combine your skills with other professional skills.

What happens in autonomy training?

First, your student describes to you a problem that is of central emotional and cognitive importance to him and for which he cannot find a solution. Other problems from different areas of life will probably crystallize during your conversation.

Together you discuss the psychodynamic origins of the central problem until you find an explanation that your student can fully agree with. After analyzing the problem, you will develop an alternative form of communication and later discuss different options for implementing it. It takes about one to three hours from the description of the problem to the finished drafting of a new communication. You will meet your student at longer intervals to convince yourself of the effectiveness of the measures developed.

In autonomy training, several measures work together interactively and lead to psychosomatic stabilization of health and creative problem solving. Scientific results are combined with the practical intervention so that information and emotional reactions are integrated in a targeted manner.

Solving the central problem in autonomy training can, in a way, trigger a problem-solving chain reaction.

For example, if you can help a student who is suffering from extreme anxiety overcome their fears, they no longer need to try to compensate for their fears with addiction. For example, he starts eating healthier, suffers less from digestive disorders as a result, his quality of sleep improves, there is a significant drop in blood pressure, a reduction in cigarette and alcohol consumption and a reduction in various stress factors.

How is the training going?

Training takes place in weekend seminars. The lessons are structured in such a way that successful participation in a weekend seminar does not require attendance of the previous seminar.

Each weekend seminar consists of a theoretical and a practical part. In the theoretical part, the participants get to know the scientific background of the autonomy training, in the practical part they are analyzed and trained themselves. There is also flexible time available for supervision and discussions.

After each weekend seminar, the participants receive a written summary of the main topics and a questionnaire with an evaluation key from the training manager, which they can answer themselves at home. For their part, they write a report of 2 to 5 pages about their experiences in the seminar.

Three different diplomas can be obtained:

1. After attending four weekend seminars, an exam to become an autonomy advisor can be taken. This consists of a written part and a supervision. As an autonomy consultant, you are able to integrate elements of autonomy training into your own job.
2. After participating in eight weekend seminars, an exam to become an autonomy trainer can be taken. This consists of a written and an oral part. In addition, at least one supervision and one analysis by the autonomy trainer is required. As an autonomy trainer, you are able to carry out pure autonomy training independently.
3. After attending 12 weekend seminars, an exam to become a trainer in autonomy training can be taken. The exam consists of a written and an oral part. Furthermore, at least two supervisions, two times support and comments on supervisions of other participants and an analysis by the trainer are required. As a trainer in autonomy training, you are qualified to train experts in autonomy training.

After the training, the self-employed trainers are integrated into the RGM network for scientific autonomy training. You will be regularly informed about new research results. The trainers are obliged to attend the postgraduate seminar at least every two years over a weekend.

After successfully completing the final exam to become an autonomy trainer, you will receive a diploma from both the ZMF (Center for Multidisciplinary Research) and the ECPD (European Center for Peace and Development).

If you would like to get to know the autonomy training for personal reasons, but are not or not yet interested in training, you can of course also register for individual weekend seminars.