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**From Caterpillar to Butterfly:  
Action Research Study of a  
Satir-Based Women's Program in Taiwan**

**從蠶到蝴蝶：一個關於運用沙維雅模式治療台灣女性的行動研究**

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## **Abstract**

For Chinese women in Taiwan, the impact of modernization has created an unavoidable learning process on the way toward autonomy and individuality. They have struggled between conformity and rebellion with their traditional Chinese culture for more than half a century. The Satir Model was characterized as an experiential and growing approach to change through the field of family therapy. The objective of this research project has been to look at the process of how the 24 Taiwanese women experienced an educational program based on the Satir Model, and what they have learned about themselves and the group process.

This project has been designed as participant action research. The participants, as co-researchers, offered their journal and oral feedback during each session of the group process to adjust the development of the program. They were interviewed about their learning and changes after the program.

By analyzing the journal of the participants and the researcher, the audiotapes of group process, and the transcripts of post-group interviews, several main themes were identified. First, the causes for the “urge” to change towards self-growth come from group interaction and personal commitment. Secondly, non-defensive acceptance of those in one's family of origin can be the turning point for generating an urge towards self-growth. Thirdly, in the process toward self-growth, awareness and reflection are critical factors. Findings included a) ways of learning for Taiwanese women, b) the process of changing one's mind, and c) dealing with the authority issue.

對台灣女性來說，現代化提供了一個不可避免的學習自主和個性解放的過程。

在傳統中國文化影響下，過去五十年台灣婦女都在順從與反叛中掙扎。沙維雅模式作為一種家庭治療模式，以注重經驗式的、成長式的改變而聞名。本研究的目的是探討 24 位婦女經驗一個教育治療小組的過程，以及她們在過程中對自我的認識和小組發展過程的學習。

這是一個行動研究計劃，參與者是協同研究者，她們透過寫日記、口頭報告等方法在每一節小組中提供反饋，使小組的發展得到不斷地調節。在小組結束後，也訪問了她們的收獲和學習心得。

透過分析參與者和研究者的日記、小組過程的

錄音帶、小組後訪談的敘述，作者發現了以下幾個主題。首先，想透過改變來實現自我發展的動機來源於小組的互動和個人的承諾。其次，無條件地、非防禦性地接受自己的原生家庭可以轉化為追求自我成長的動力。第三，醒覺和反思是自我成長過程的關鍵因素。最後作者討論了改變發生的內在機制 - 思想改變、關於權威的議題和台灣婦女的學習模式。

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