

AN  
ANTHROPOSOPHICAL PERSPECTIVE  
ON MENTAL HEALTH

HEART — KIDNEY — LIVER — LUNGS

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Martha Koelman

Resource  
Guide

# Welcome to this Resource Guide

## Why this Resource Guide?

During the Master Class with Martha Koelman in June 2023, more than 30 participants gained a deeper understanding of the functional constitution of the human being, their 4 bodies as identified and understood by Rudolf Steiner, and the interaction between these different aspects on the health and ill-health of the human being. Physical, emotional, and mental health were considered, including an understanding of the 4 main organs in the body, and the nature of our resiliency.

As the 4-day Master Class unfolded, it became clear that these perspectives were helpful not only in a therapeutic context, but also for biography workers.

Therefore, we have created this *Resource Guide* to make the content of the workshop more readily available. It gives you:

- 7 Chapters that structure all the content of the Master Class, so that you can work through it in a systematic way.
- 10 Lectures by Martha Koelman - 2 presented at the 2023 Biography Gathering, and 8 presented during this Master Class.
- Copies of all the Visuals created by Martha Koelman to illustrate her Lectures, and translated from the original German into English by Karl-Heinz Finke.

The result is a *Resource Pack* that enables understanding of Mental Health from an anthroposophical perspective.

Links are included within this *Resource Guide* to the Lectures. Copies of the Visuals illustrating these Lectures are included within this *Resource Guide*.

We recommend opening the bookmarks for this PDF file. The *Resource Guide* has been formatted to make it easy to navigate between the different sections.

Enjoy!

## Self-care

We recommend that you practice self-care whilst working through this *Resource Guide*. Stop and take a break if you feel overwhelmed, personally challenged, or over-tired – don't push yourself. Have a rest or go for a walk or do something else that you know will relax and rejuvenate you. We know that learning is more effective when our "I" can understand and integrate new learning material.

Here is a powerful meditation from Rudolf Steiner which may be helpful in caring for your emotional and mental well-being. It comes from his *Notebook (1924, GA268)*.

*In you lives essential human nature  
which comes face to face with God; it is eternal,  
and in the round of the seven great spirits.  
It is beyond all that is angry or fearful in you.  
It rules with the powers of the higher world  
and the powers of the lower world serve it.  
It controls its own life and its own health  
and can do this also for others.  
Nothing will surprise it, nor can misfortune befall it;  
It cannot be thrown into confusion, nor will it be overcome.  
It knows the spirit of all that is past, present and future.  
It has the secret of raising from death, and of immortality in its possession.*

Take care and with warm regards from Canberra in 2023,

Karl-Heinz Finke & Laura Summerfield

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## Martha Koelman

### Lecturer



The human being as a unity of body, soul and spirit is so intuitively perceptible and yet, as I was made to realize during my medical studies, initially at the *Charité Berlin*, so little has been incorporated into conventional medicine. Although Uexküll paved the way for the joint conception of both psyche and soma with the introduction of psychosomatic medicine, the two still fall completely apart in everyday medical practice. The body-soul "problem" still seems to me to be the central theme of medicine and especially of psychiatry. I found my deep conviction reflected and described in Steiner's approaches in a way that seems to me unique in its diversity of perspectives and clarity. Anthroposophical medicine understands itself as a complementary medical direction, which on the one side uses the current scientific standard and at the same time draws on deep knowledge of the ancient Vedas, Ayurveda, Traditional Chinese Medicine and Four Elements teachings. The third element, the spirit of the human being, is revealed in their biography! In my work as a psychiatrist, biographical exploration was part of the daily patient intake, which I always felt was a great gift. I soon realised that a person's biography can be asked merely as a string of dead, past facts, or as a living, unfolding being, which then presents itself in a completely different way in its formation. Learning and deepening this way of asking questions differently, of listening and feeling and looking differently, led me to the decision to train in biography work. I now work as a biography consultant in my own practice at the *Therapeutikum Cologne*, in addition to teaching at the *Alanus University* in Alfter and the *University of Witten/Herdecke*.

## Karl-Heinz Finke

### Translator and Co-contributor



Was born in Germany in 1955, with many years of work internationally whilst based in Berlin. Is an active Trainer and Consultant in Holistic Biography Work for over 30 years. Has completed nearly thirty 3-year cycles of Training world-wide, with current work Online.

His teachers in Biography Work and Adult Education have included Gudrun Burkhard (1992-1997), Coenraad van Houten (1989-2005) and Helmuth ten Siethoff (1994-1995).

Is widely read in Philosophy (including Anthroposophy), Humanistic Psychology and the Social Sciences. Was licensed by Health Department, Berlin as a (Non-medical) Practitioner Psychotherapy, 2008.

Travelled regularly for 16 years training Consultants in Biography Work – including in Germany, Hungary, UK, Australia, New Zealand, India, Thailand, and Taiwan.

Now works with Laura Summerfield, his partner in life and work, to make their *Holistic Biography Work* practical and accessible world-wide. This includes creating books, Resource Guides and courses, and collaborating with colleagues on Gatherings and master Classes.

Mentors graduates of Training Programs to be able to run their own courses and trainings.

Is now based in Australia but maintains his links to Germany.

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Spoiler Warning: Please don't read these before you have explored the Cases.

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# Chapter 1 – Anthroposophic Psychiatry of Body, Soul and Spirit

## Quote – I Seek Within ...

*I seek within*

*The working of creative forces,*

*The life of creative powers.*

*Earth's gravity is telling me*

*Through the word of my feet,*

*Airs' wafting forms are telling me*

*Through the singing of my hands,*

*And Heaven's light is telling me*

*Through the thinking of my head,*

*How the great world in the human being*

*Speaks, sings and thinks.*

Source        Rudolf Steiner  
GA40, *Verses and Meditations*  
For Eurythmy, 11 July 1924

## Video 1.1: A Psychology of Body, Soul and Spirit

Click on the link above or find the Lecture online in your **Study Resource Folder**.

### 1. Anthroposophical Psychology Of Body, Soul And Spirit

### 2. The Soul - Its Relationships and Activities

- \* Soul abilities
- \* Soul qualities
- \* Sensory activities
- \* Relationship between World, Body, Soul, and "I"

- You will find the related **Slides** on the following pages. Their sequence follows the Lecture sequence.

## Video 1.2: An Anthroposophical Understanding of Disease including Mental Disorders

Click on the link above or find the Lecture online in your **Study Resource Folder**.

### 3. Anthroposophical Understanding of Disease

- \* Health, illness, mental disorder
- \* Disturbance models
- \* The Biopsychosocial Model of Disease
- \* Mental illnesses from an Anthroposophical Perspective
- \* Ailments from the world
- \* Ailments from the soul
- \* Ailments from the body
- \* Psychology of the four main organs: Lungs, Liver, Kidney, and Heart
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## Video 1.3: Question and Answer

Click on the link above or find this Video online in your **Study Resource Folder**.

## Reminder

Activate **Bookmarks** to open a navigation bar on the left side of your screen. This makes it easy to navigation between different parts of this *Resource Guide*.

## S1.1 Slides related to Lecture 1.1 – A Psychology of Body, Soul and Spirit

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# ANTHROPOSOPHICAL PSYCHIATRY OF BODY, SOUL AND SPIRIT

Martha Koelman

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- \* Ailments from the body
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- \* Resilience and Salutogenesis
- \* Disturbance of the soul faculties



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## S1.2 Slides related to Lecture 1.2 – An Anthroposophical Understanding of Disease

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## FUNCTIONAL CONSTITUTION

## FUNCTIONAL THREE-FOLDNESS

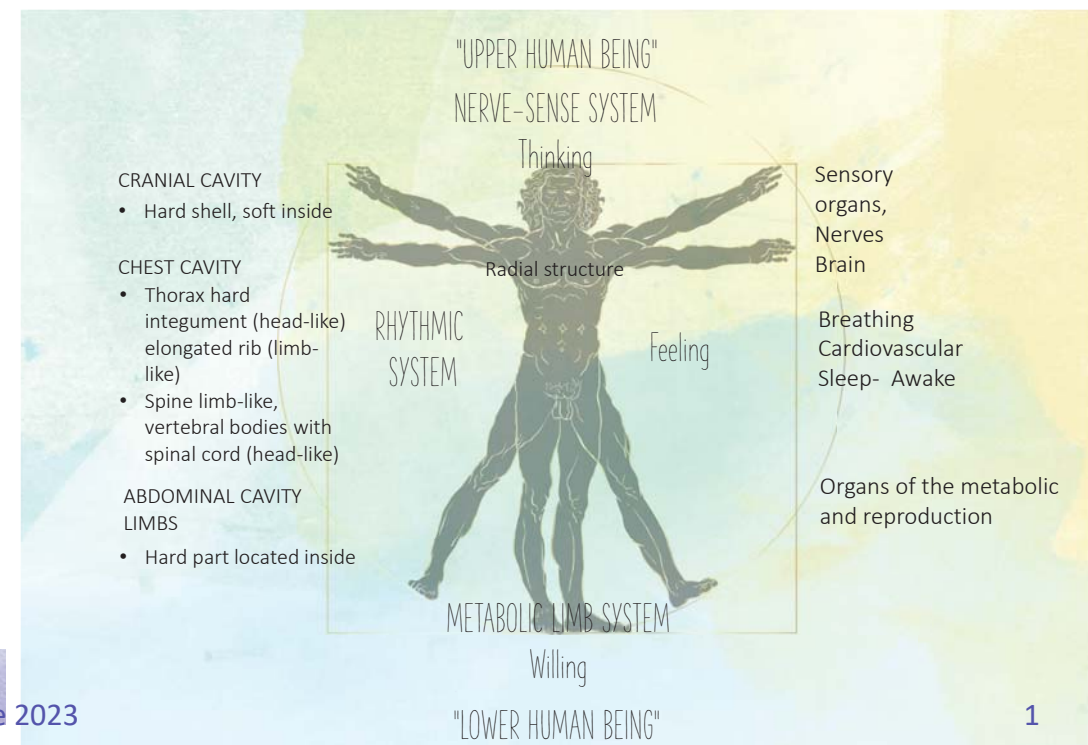
- Fields of activity/function of non-morphological systems
- Explanatory model for understanding diseases
- Pathological processes are displaced, they are over- or underdynamic, unbalanced normal processes
- Are effective in every part of the body, only in different equilibrium ratios
- Metabolic activity is not perceptible as an etheric life process, if apparently perceptible → activity of the nerve-sense system
- Rhythmic system eludes the immediate grasp of recognition

## THE BODY-SOUL-SPIRIT CONSTITUTION

- The overall constitution determines how the "I" realises itself in the three further dimensions of being, in the soul, the etheric and the physical.
- Whether a disease develops, how it progresses and whether healing can occur is determined by the interaction of the four dimensions of being in the human being, their constitution.
- The constitution acts as a modifying factor in how the challenging influences can be dealt with, whether they can be overcome or are overwhelming and remain unresolved.

CONSTITUTION ↔ ATTITUDE ↔ EXPERIENCE ↔ BEHAVIOUR  
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June 2023



## Chapter 2 – 4 Main Organs & Functional 3-fold Constitution to understand Disorders

### Quote – Twofold are the forces

*Twofold are the forces in Human beings.*

*One stream of forces goes inward:*

*This gives you form and inner root of being.*

*One stream of forces goes outward:*

*This gives well-being, fills you with light of life.*

*When the heavy body's forming forces weigh you down,*

*Picture yourself all-buoyant, human-of-light.*

Source        Rudolf Steiner  
GA40, *Verses and Meditations*  
Edited for gender inclusive wording.

### Video 2.1      Introduction – Ailments from the Body (Four-fold, Four Main Organs) – Q&A

Click on the link above or find the Lecture online in your **Study Resource Folder**.

#### 1. Introduction

#### 2. Ailments From The Body

- \* The Four Elements
- \* Psychology of the Organs
- \* The Lungs - The Earth Element
- \* The liver - The Water element
- \* The Kidney - The Air Element
- \* The Heart - The Warmth Element
- \* The Four Main Organs at a Glance
  - Imprinting vs. Projecting

- You will find the related **Slides** on the following pages. Their sequence follows the Lecture sequence.

### Video 2.2      Neurasthenic vs. Hysteric – Functional Constitution (Three-fold) – Q&A

Click on the link above or find the Lecture online in your **Study Resource Folder**.

#### 3. Functional Constitution

- \* Neurasthenic type vs. Hysterical type

#### 4. Affective Disorders

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- \* Bipolar disorder
- \* Understanding the nature of the human being
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### Video 2.3      Q&A – Introduction of Case Study 1

- You will find the Case description with the presenting phenomena on the next page. The resolve is given in the Q&A below, with the related Visuals included in Chapter 6.

### Video 2.4      Discussion of Case Study and Q&A

Click on the link above or find this Video online in your **Study Resource Folder**. This Video includes the resolve of Case Study 1.

### Reminder

Activate **Bookmarks** to open a navigation bar on the left side, for easy navigation between different parts of this Resource Guide.

## **S2.1 Slides related to Lecture 2.1 – Introduction – Ailments from the Body (Four-fold)**

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# AN ANTHROPOSOPHICAL PERSPECTIVE ON MENTAL HEALTH

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### 3. FUNCTIONAL CONSTITUTION

- \* Neurasthenic type vs. hysterical type

### 4. AFFECTIVE DISORDERS

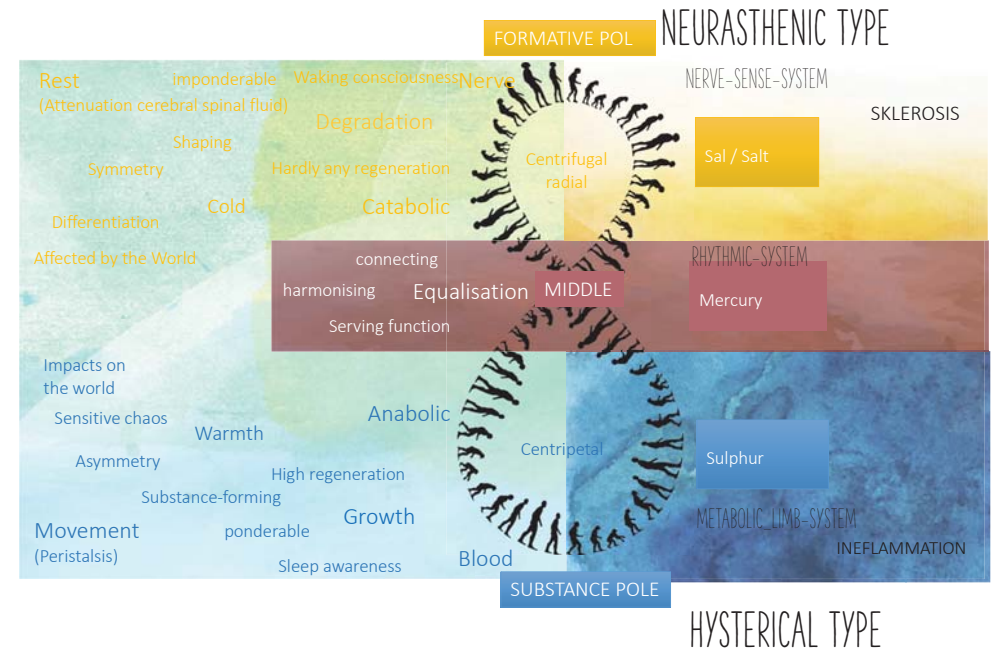
- \* Depressive disorder
- \* Manic episode
- \* Bipolar disorder
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## S2.2 Slides related to Lecture 2.2 – Neurasthenic vs. Hysteric – Functional 3-fold

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## An Anthroposophical Perspective on Mental Health

### FUNCTIONAL CONSTITUTION Functional Three-Foldness



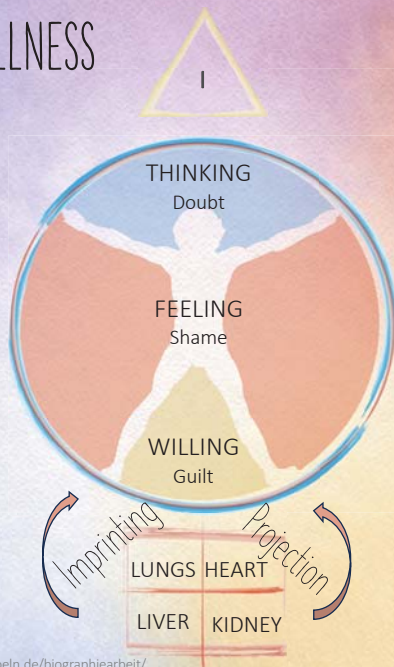
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### UNDERSTANDING ILLNESS

SPirit WORLD

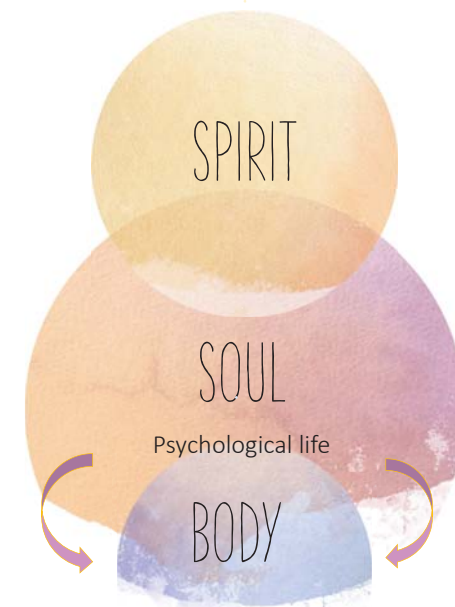
ENVIRONMENT

CONTEMPORARY WORLD



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NEURASTHENIC TENDENCY

June 2023

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## Chapter 3 – Eating and Personality Disorders

### Quote – Quiet I bear within me

<i>Quiet I bear within me.</i>	<i>The quiet pouring</i>
<i>I bear within my soul,</i>	<i>Through all my being,</i>
<i>Forces to make me strong.</i>	<i>When, strengthened by steadfast</i>
<i>Now will I be imbued</i>	<i>striving,</i>
<i>With their glowing warmth;</i>	<i>I become strong,</i>
<i>Now will I fill myself</i>	<i>To feel within myself</i>
<i>With my own will's resolve;</i>	<i>My source of strength,</i>
<i>And I will feel</i>	<i>The strength of inner quiet.</i>

Source      Rudolf Steiner GA268, given to Miriam Ege, undated.

### Video 3.1      Eating Disorders – Q&A

Click on the link above or find the Lecture online in your **Study Resource Folder**.

#### 1. Eating Disorders

- \* Anorexia Nervosa
- \* Bulimia Nervosa
- \* Binge Eating Disorder

- You will find the related **Slides** on the following pages. Their sequence follows the lecture sequence.

### Video 3.2      Personality Disorders – Q&A Intro groupwork

Click on the link above or find the Lecture online in your **Study Resource Folder**.

#### 2. Personality Disorders

- \* Personality and Personality Disorder
- \* Histrionic Personality Disorder
- \* Narcissistic Personality Disorder
- \* Borderline Personality Disorder
- \* Obsessive-Compulsive **Personality** Disorder (OCPD)

#### 3. Obsessive-Compulsive Disorder (OCD)

### Groupwork – Seven Step Learning Process

To deepen their learning experiences and digest the content participants did a Learning to Learn Process on a lecture.

You will find the **Guidelines** for this process on the next page.

### Video 3.3      Question and Answer

Click on the link above or find this Video online in your **Study Resource Folder**.

### Reminder

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## Guidelines for a *Learning Group Process* – Based on Coenraad van Houten's 7 - Step Learning Process

- You will work in a small group of 4 to 8 people (not less than 4).
- You have been listening to a lecture as a shared experience.
- The aim for the group-work is to work with the experience in such a way that it is taken to ever deeper levels of comprehension, so that it can eventually become "*individualised*" by each person in the group.
- The process of this exercise takes a group through the first four steps of a seven-step learning, exploration, and deepening process, based on the Seven Life Processes. According to indications given by Rudolf Steiner, the Seven Life Processes are active in the *Etheric* or *Life-Body* of every Human Being to develop and maintain the Physical Body.

### Step 1: Breathing – Perceiving, Observing 10-15 min

- What has been said? What have we heard?
- The group rebuilds **from memory** the **structure** and the **main content** of the lecture without adding any of their own reactions, feelings or ideas.
- *Guiding image*: The image of breathing out something after breathing it in.
- **Please note: don't spend too much time here by going into a lot of detail!**

### Step 2: Warming – Relating, Connecting 5-10 min

- In looking back on the shared experience, viewing the lecture, ask yourself:
  - Where in the talk was I touched or found myself engaging?
  - Where did I find myself rejecting, distancing and losing my inner connection?
- Group members share individual learning elements and experiences **without any discussion**. Clarifying questions can be asked if necessary.
- *Guiding image*: How do I relate/resonate? What warmed or cooled me in relation to the talk or text?

### Step 3: Nourishing – Digesting 20-30 min

- Now the group goes into a digesting and "mulling it over" process. The essential points of the talk are dissected (analysed), related to other concepts

(synthesised) and discussed. The group aims to distinguish the essential from the less essential and may enter into a vivid debate.

- *Guiding image*: A quite "aggressive process" which in the metabolic system has its rightful place in breaking down substances
- **Please note: use a third or a half of the total available time here.**

### Step 4: Secretion, Assimilation – Individualising 5+10 min

- Which new ideas, insights, feelings or impulses arise in me as a result of the talk and of working through it in the previous three steps?

**Individual Preparation** (within the group-work time)

- Allow 5 minutes quiet time at the beginning of this step. Everybody jots down their individual discoveries, results or new questions.
- Share your results, questions or discoveries with your group, again without any discussion or judgements. Allow only clarifying questions.
- *Guiding image*: Secretion as the archetype for genuine individualisation.

### Some practical hints

- Step 1* Do step 1 briefly, only rebuilding the structure and main thoughts, issues, observations or ideas. Stick to the facts: No conclusions, hunches, interpretations, justifications, judgements, etc.
- Step 2* You are allowed to be subjective, but don't get too fired up or bored and don't argue. You cannot know how somebody else relates to something!
- Step 3* Share by allowing different points of view. Have little debates, but don't get swept away arguing about rights or wrongs. Become aware of different valid perspectives.
- Step 4* Sharing. Only clarifying questions allowed.

**Steps 5, 6, 7 can usually only be practised in daily life**

## S3.1 Slides related to Lecture 3.1 – Eating Disorders

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# AN ANTHROPOSOPHIC PERSPECTIVE ON MENTAL HEALTH

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## EATING DISORDERS

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- \* Histrionic personality disorder
- \* Obsessive-Compulsive Personality Disorder (OCPD)

### 3. OBSESSIVE-COMPULSIVE DISORDER (OCD)

## NOURISHMENT AS THE WILL OF THE "I" TO INCARNATE

- Nutrition the basis of life and the formation of the body
  - More than just material supplies
- Food  $\triangleq$  "strangers" → broken down into smallest building blocks, individualised, built up into human substance (mediated by "I")
  - Highly complex process controlled by:
    - Digestive enzymes
      - Oral cavity, stomach, duodenum, pancreas, liver and gall bladder, small intestine
    - Multiple hormones
      - Hypothalamus, pineal gland, pituitary gland, thyroid gland, adrenal gland

## S3.2 Slides related to Lecture 2.2 – Personality Disorders

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# PERSONALITY DISORDERS

- Psychiatrist Ernst Kretschmer (1888-1964)

→ Constitution Theory:

- Pyknic type: broad, stocky build, "cyclothymic" temperament, tendency to affective complaints.
  - Leptosome type: narrow, tendency to "schizothymia" (introversion with tendency to schizophrenia)
  - Athletic type: broad-shouldered, muscular, tendency to epilepsy
- Kurt Schneider (1887-1967)
    - Abnormal personalities: Extreme variants of a certain type of beingness
      - Types according to psychopathy: Hyperthymic, depressive, self-confident, fanatical, egotistical, moody, explosive, comfortless, wilful and asthenic.
    - "Psychopathy"/"Psychopath" is synonymous with "Character neuroses",
    - "Weakness of character" or "Psycho-sociopathic personality".
  - Negative connotation → Sociopathy → Personality disorder

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## HISTORICAL

- Hippocrates (ca. 400 BC)
  - "juices doctrine"
  - Sanguine: light-blooded, changeable moods
  - Melancholic: heavy-blooded, melancholic
  - Choleric: fierce, easily excited
  - Phlegmatic: cold-blooded, difficult to excite
- C.H. Wolff: "Personality" is "that which preserves a memory of itself and remembers to be one and the same before and now."
- Philippe Pinel (1745-1826) "Manie sans délire" (Mania without delusion) as a precursor of Personality Disorders

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## PERSONALITY



- The individual personality is characterised by different personality traits
- Personality trait: Pattern of characteristic thoughts, feelings, behaviours → usually stable over time and situation
- Extensive personality research to understand the dimensions of personality → not completely successful, but showing up again and again 5 factors:
- Big-five model (five-factor model)

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## Chapter 4 – Anxiety, Stress and Trauma-related Disorders

### Quote – Against Fear

*May the events that seek me come unto me.*

*May I receive them with a quiet mind,*

*Through the Father's ground of peace on which we walk.*

*May the people who seek me come unto me.*

*May I receive them with an understanding heart,*

*Through the Christ's/Sun Spirit's stream of love in which we live*

*May the spirits who seek me come unto me.*

*May I receive them with a clear soul.*

*Through the healing Spirit's Light by which we see.*

Source          Adam Bittleston (1911-1989)

### Video 4.1      Anxiety Disorders & Phobias – Q&A

Click on the link above or find the Lecture online in your **Study Resource Folder**.

#### 1. Anxiety Disorders and Phobias

- \* Fear
- \* Anxiety Disorders
- \* Phobic Disorders
- \* Panic Attacks

- You will find the related **Slides** on the following pages. Their sequence follows the Lecture sequence.

### Video 4.2      Trauma and Stress related Disorders – Q&A – Introduction to Groupwork

Click on the link above or find the Lecture online in your **Study Resource Folder**.

#### 2. Trauma and Stress Related Disorders

- \* Trauma Sequelae
- \* Physical Injury vs Soul/Psychological Trauma
- \* Acute Stress Reaction

#### 3. Study Of The Human Being – Widening The View On Trauma

- \* The "I" and the World
- \* Stages of Memory Development
- \* Stages of Will Development
- \* Trauma and Memory
- \* Dissociation

### Groupwork – Seven Step Learning Process

To deepen their learning experiences and digest the content participants did a Learning to Learn Process on a lecture.

You will find the **Guidelines** for this process on the next page.

### Video 4.3      Question and Answer

Click on the link above or find this Video online in your **Study Resource Folder**.

### Reminder

Activate **Bookmarks** to open a navigation bar on the left side, for easy navigation between different parts of this Resource Guide.

## Guidelines for a *Learning Group Process* – Based on Coenraad van Houten's 7 Step Learning Process

- You will work in a small group of 4 to 8 people (not less than 4).
- You have been listening to a lecture as a shared experience.
- The aim for the group-work is to work with the experience in such a way that it is taken to ever deeper levels of comprehension, so that it can eventually become "*individualised*" by each person in the group.
- The process of this exercise takes a group through the first four steps of a seven-step learning, exploration, and deepening process, based on the Seven Life Processes. According to indications given by Rudolf Steiner, the Seven Life Processes are active in the *Etheric* or *Life-Body* of every Human Being to develop and maintain the Physical Body.

### Step 1: Breathing – Perceiving, Observing 10-15 min

- What has been said? What have we heard?
- The group rebuilds **from memory** the **structure** and the **main content** of the lecture without adding any of their own reactions, feelings or ideas.
- *Guiding image*: The image of breathing out something after breathing it in.
- **Please note: don't spend too much time here by going into a lot of detail!**

### Step 2: Warming – Relating, Connecting 5-10 min

- In looking back on the shared experience, viewing the lecture, ask yourself:
  - Where in the talk was I touched or found myself engaging?
  - Where did I find myself rejecting, distancing and losing my inner connection?
- Group members share individual learning elements and experiences **without any discussion**. Clarifying questions can be asked if necessary.
- *Guiding image*: How do I relate/resonate? What warmed or cooled me in relation to the talk or text?

### Step 3: Nourishing – Digesting 20-30 min

- Now the group goes into a digesting and "mulling it over" process. The essential points of the talk are dissected (analysed), related to other concepts

(synthesised) and discussed. The group aims to distinguish the essential from the less essential and may enter into a vivid debate.

- *Guiding image*: A quite "aggressive process" which in the metabolic system has its rightful place in breaking down substances
- **Please note: use a third or a half of the total available time here.**

### Step 4: Secretion, Assimilation – Individualising 5+10 min

- Which new ideas, insights, feelings or impulses arise in me as a result of the talk and of working through it in the previous three steps?

**Individual Preparation** (within the group-work time)

- Allow 5 minutes quiet time at the beginning of this step. Everybody jots down their individual discoveries, results or new questions.
- Share your results, questions or discoveries with your group, again without any discussion or judgements. Allow only clarifying questions.
- *Guiding image*: Secretion as the archetype for genuine individualisation.

### Some practical hints

- Step 1* Do step 1 briefly, only rebuilding the structure and main thoughts, issues, observations or ideas. Stick to the facts: No conclusions, hunches, interpretations, justifications, judgements, etc.
- Step 2* You are allowed to be subjective, but don't get too fired up or bored and don't argue. You cannot know how somebody else relates to something!
- Step 3* Share by allowing different points of view. Have little debates, but don't get swept away arguing about rights or wrongs. Become aware of different valid perspectives.
- Step 4* Sharing. Only clarifying questions allowed.

**Steps 5, 6, 7 can usually only be practised in daily life**

## S4.1 Slides related to Lecture 4.1 – Anxiety Disorders & Phobias

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# AN ANTHROPOSOPHIC PERSPECTIVE ON MENTAL HEALTH

HEART - KIDNEY - LIVER - LUNGS

Martha Koelman

# ANXIETY DISORDERS

## TABLE OF CONTENTS

### 1. ANXIETY DISORDERS

- \* Fear vs. Anxiety
- \* Generally Human Understanding
- \* Anxiety Disorders

### 2. TRAUMA- AND STRESS-RELATED DISORDERS

- \* Physical injury and Soul/Psychological Trauma
- \* Acute stress reaction
- \* Post-traumatic stress disorder
- \* A generally human understanding
- \* Memory formation and will formation

## FEELING OF ANXIETY

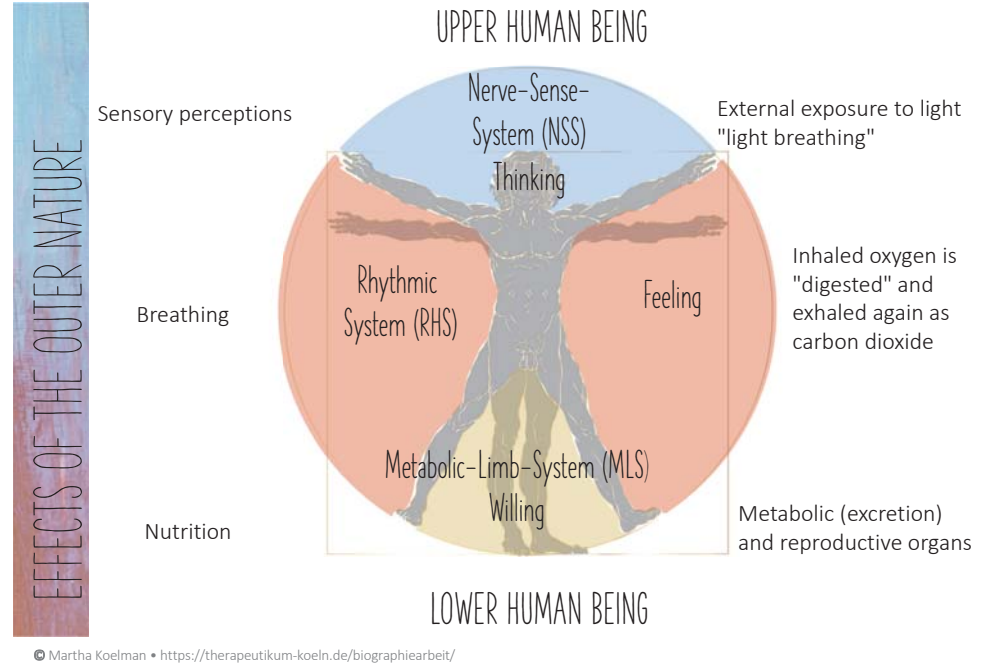
What do you perceive in your body when you are afraid? How does your body feel different?



## S4.2 Slides related to Lecture 4.2 – Trauma and Stress related Disorders

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# GENERALLY HUMAN UNDERSTANDING



## BEING HUMAN VIS-À-VIS THE EXTERNAL WORLD

- The "I", as the core of human being, creates an individual body by absorbing substances and processes from external nature, destroying them directly in the process of absorption and rebuilding them individually:
  - Feeding process, breathing, sensory perception → counter-process to external nature
- The "I" only becomes active in a healthy way in a counter-movement towards the external material world
  - "I"-activity is counter-movement and self-assertion
- If external stimulation is too weak the "I" cannot develop enough strength of its own
- If external stimulation is too strong, "I" becomes overwhelmed
  - a kind of poisoning and injury takes place

## OVERWHELMING THE "I" FROM OUTSIDE

- In order to develop "I"-strength, we need sensual impressions and sensory experiences
- They must have a natural, human scale in order to be processed, integrated and incorporated
- In the case of soul traumatising, the "I" is overwhelmed and can no longer develop freely
- The "I" cannot become ill, is not directly affected, but its shells: soul and body can
  - Functional condensations, hardenings, inclusions and cramps in body and soul occur.

## Chapter 5 – Delusion and Reality – Ways to Strengthen the "I"

### Quote – Twofold are the forces

*In you lives essential human nature which comes face to face with God;  
It is eternal, and in the round of the seven great spirits.  
It is beyond all that is angry or fearful in you.  
It rules with the powers of the higher world  
and the powers of the lower world serve it.  
It controls its own life and its own health and can do this also for others.  
Nothing will surprise it, nor can misfortune befall it;  
It cannot be thrown into confusion, nor will it be overcome.  
It knows the spirit of all that is past, present, and future.  
It has the secret of raising from death and of immortality in its possession.*

Source      From Rudolf Steiner's *Notebook* 1924, GA268.

### Video 5.1      Schizophrenia – Q&A

Click on the link above or find the Lecture online in your **Study Resource Folder**.

#### 1. Schizophrenia

- \* Psychosis
- \* An Anthroposophical Perspective
- \* Life Phases and Illnesses
- \* Schizophrenia as an "I"-disorder
- \* Schizophrenia and the main Organs

- You will find the related **Slides** on the following pages. Their sequence follows the lecture sequence.

### Video 5.2      Delusion and Reality – Q&A

Click on the link above or find the Lecture online in your **Study Resource Folder**.

#### 2. Delusion and Reality

- \* Psychosis vs Spiritual Crisis
- \* Judgement Formation
- \* Cognition and Freedom
- \* A Call to Strengthening the "I"
- \* Practices for Inner/Spiritual Growth

### Case Study 2

- You will find the Case description with the presenting phenomena on the next page. The resolve is given in the Q&A part of this day, with the related Visuals included in Chapter 6.

### Video 5.3      Introduction & Resolve Case Study 2 Question and Answer

Click on the link above or find it online in your **Study Resource Folder**.

This Video includes the resolve for Case Study 2.

### Reminder

Activate **Bookmarks** to open a navigation bar on the left side, for easy navigation between different parts of this Resource Guide.

## S5.1 Slides related to Lecture 5.1 – Schizophrenia

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# AN ANTHROPOSOPHIC PERSPECTIVE ON MENTAL HEALTH

HEART - KIDNEY - LIVER - LUNGS

Martha Koelman

# SCHIZOPHRENIA

## TABLE OF CONTENTS

### 1. SCHIZOPHRENIA

- \* Psychosis
- \* Diagnosis and symptoms
- \* Anthroposophical viewpoints on Schizophrenia

### 2. DELUSION AND REALITY

- \* Delusion and/ or spiritual experience
- \* Formation of judgement
- \* Karmic backgrounds

## SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS - Definition

Schizophrenia is a complex, chronic mental health disorder characterized by an array of symptoms, including delusions, hallucinations, disorganized speech or behavior, and impaired cognitive ability. The early onset of the disease, along with its chronic course, make it a disabling disorder for many patients and their families. Disability often results from both negative symptoms (characterized by loss or deficits) and cognitive symptoms, such as impairments in attention, working memory, or executive function.

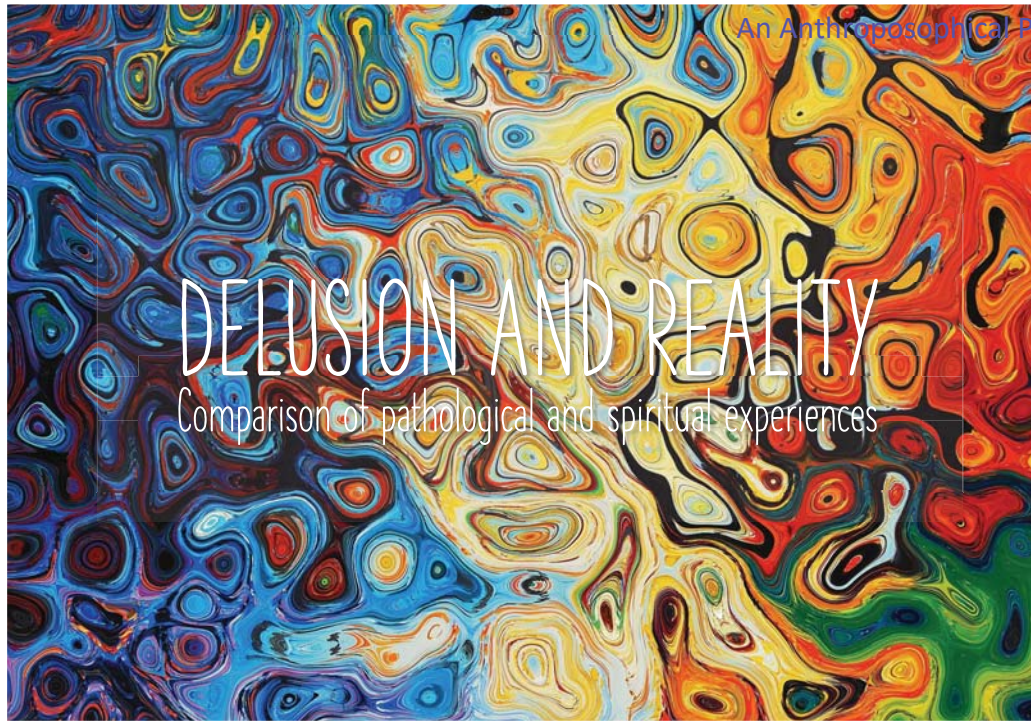
In addition, relapse may occur because of positive symptoms, such as suspiciousness, delusions, and hallucinations.

The inherent heterogeneity of schizophrenia has resulted in a lack of consensus regarding the disorder's diagnostic criteria, etiology, and pathophysiology.

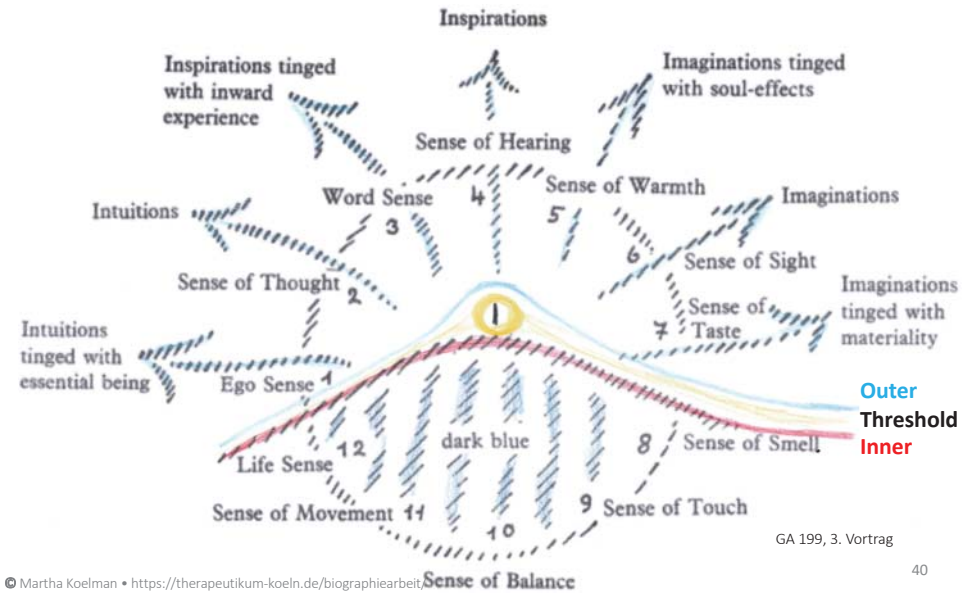
Source: Schizophrenia: Overview and Treatment Options, in: P&T, 2014, Sep; 39(9): 638-645

## S5.2 Slides related to Lecture 5.2 – Delusion and Reality

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## 12 SENSES AND IMAGINATION, INSPIRATION, INTUITION



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## DELUSION AND SPIRITUAL EXPERIENCE

(Common Ground – Similarities – Interconnections)

- Both are borderline experiences of ordinary consciousness
- Both have sense like experiences which can be related to Steiner's 12 senses
  - Hearing: voices,
  - Seeing: colours more vibrant than real, shades in layers of movement
  - Touch: being touched
  - Movement: being moved
  - Smell: strong reactions, smelling the devil

## 12 SENSES – DOORWAYS TO THE SPIRIT

*"It goes without saying that when our soul and spirit leave the bodily sheath, they go through the senses. We go through the external <outer> senses therefore in an outward direction, through the sense of taste, sight, warmth, hearing, speech, thinking and ego. Later we shall see whither we go when we penetrate the other boundary where the senses open themselves to what is within <inner>, press inwards. Thus we penetrate through the senses to the outside, with our soul and spirit, by leaving to some extent the boundary of our body. Here, towards the outside, we pass by our sense of sight for example; in other words we press outwards with our soul and spirit by leaving behind our instrument of sight. When leaving behind our physical eyes and start seeing with our eye of the soul, we move into the world, we come into that region where Imagination holds sway"*

Rudolf Steiner: *Man's Twelve Senses in their Relation to Imagination, Inspiration and Intuition*, GA 199 – 3rd Lecture, 8th Aug 1920

## Chapter 6 – Slides Related to the Case Studies – Resolve

### Meditation on the Powers of Radiance and Gravity (Spirit/Soul and Body)

Source      Rudolf Steiner, Meditation given to physicians in the cycle: *Course for Young Doctors*, GA316, Lec. 8, right after Christmas Conference, Jan 1924

See within your **Soul**

Power of Radiance

Feel within your **Body**

Power of Gravity.

In Power of Radiance

Rays the Spirit-I

In Power of Gravity

God's-Spirit dwells.

Yet let not

Power of Radiance

Grasp

Power of Gravity,

Nor should

Power of Gravity

Permeate

Power of Radiance

For should Power of Radiance seize

Power of Gravity,

And Power of Gravity push into

Power of Radiance,

Then in World-confusion

Soul and Body

Bind each other into Perdition.

### Comment on this Meditation

Coenraad van Houten saw the main mistake in some modern approaches to Psychology and Psychotherapy as perceiving the Soul like a 'Body', a mechanism, an entity in the realm of heaviness, not as an entity in the realm of light.

In other words: Although the states of Body and Soul influence each other, we cannot treat the Soul as though it were a mechanism.

Such a mechanistic approach also neglects the Soul's connection to the Spirit. Coenraad van Houten introduced this Meditation as an integral part of his training in **Encounter Conversation**. He hoped that **Encounter Conversation** could become a tool for Psychotherapy based on Spiritual Science.

*Karl-Heinz Finke*

# CASE STUDIES

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## CASE STUDY 1: 32-years-old woman

The wife of a senior civil servant, 32 years old but appearing older, comes to the consultation. She is of stocky, obese, but formed stature (pyknic physique) and has slow, laboured-looking movements. The facial expressions of her rounded, slack face are sparse and have an expression of heavy sadness. Her gaze rises with difficulty, her voice comes softly and powerlessly. Her train of thought is as sluggish as her gait. Sometimes she falls silent while speaking, sinks into herself and then continues by omitting intermediate links in her thinking. Sometimes a warmth in her eyes, a warmth in her words shines through the darkness of her soul, for example when she remarks that it would not be easy to have to listen to so much suffering all day.

The patient claims to have come to see a doctor because of pressure on her heart. The heart had been examined several times and she was told that it was organically healthy and that she should see a neurologist. She probably had a neurosis of the heart, which came from the soul. Asked what was bothering her emotionally, she answered even more quietly than before that she had not been able to fulfil her duties as a housewife, wife and mother for about half a year.

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It is especially bad in the morning, she is so afraid of the day and can hardly get out of bed. During the day, she has to pull herself together for every little action. In the process, more and more things are left undone that she can no longer manage. She can no longer be what her husband needs, nor can she be what her children need. She feels more and more useless. There is certainly no housewife who is as bad as she is. Not even when her husband became energetic did she try hard enough to cope with her laziness. On the contrary, she never got up again.

The patient is asked whether she has already had thoughts of suicide, which is admitted. The question as to whether she had thought of doing something to herself was answered in the affirmative only after some hesitation. A concrete intent is denied, however, because that would be wrong towards her family. But then she adds: "In the long run, it might be a relief for the family if she were no longer there. She was a failure, she had always failed in life, but she was only now becoming aware of that. And that is also bad that she is only now realising it!

We learn that the grandmother had been depressed and had to be admitted to a mental hospital several times. However, in polarity to her, the grandmother was really ill.

## PATIENT CASE 1

# CASE STUDIES

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## PATIENT CASE 2

## CASE STUDY 2: Student in his mid-20s

A student, in his mid-20s, comes to the doctor's office stating that he is down with his nerves. He has a slender and weak (asthenic) build and makes a nervously restless impression. When he becomes calmer, his movements are somewhat stiff. Mentally he appears disturbed, at times agitated. He reports with hasty, somewhat monotonous speech, while a twitch goes through his face again and again like a weather light, especially in the area of his forehead. His gaze wanders, if you behold him in the eyes, he looks away.

Asked what makes him so uneasy, he hesitantly remarks that something sinister is going on with him. People were following him wherever he was. At the university, in the street, people watch him, smile meaningfully, make remarks about him. When he was alone, he heard the voices of his persecutors, known and unknown, talking about him, insulting him, giving him orders. Sometimes, however, he received such orders in a different way. He then suddenly has the thoughts of the human beings he encounters in his head and has to move as these thoughts tell him to. His existence would then always be very stiff, he would have to move jerkily and pay attention to every movement. When he had carried out the orders, the other human beings sometimes made "satisfied faces".

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When asked what all these people were interested in, what they wanted to do with him, he said he didn't know exactly. Probably they had all heard about his life; he himself had heard sentences about him on television a few times. The whole existence started after his divorce. He had married a fellow student two years ago. They had common interests in their studies and also physically. But then they discovered that they did not have the same lifestyle. She was very sociable and he was very unsociable. She always wanted to go out, he didn't. So they broke up again a quarter of a year ago. Then she had probably told mutual acquaintances about their marriage, that would be logical. But the fact that, over time, all human beings had found out everything about him was probably exaggerated.

The patient, who has reported very coolly, almost indifferently, about his marriage and its consequences, is then asked whether he loved his wife. Then it bursts out of him - he is trembling with excitement: it is funny, but she was everything to him, he always wanted to have her around, had to have her, he needed her tenderness. That had become too much for her. And now everything is back to the way it used to be, he is alone again and spends hours thinking about everything, he has to be able to cope psychologically. But it's not like before, he feels completely different, "like a different person". He was completely finished with the disappointment. They probably wanted to bring that out of him through the experiments. But that was already known, he had already said it several times: "I am done with it! The patient uttered this sentence in great agitation."

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## Chapter 7 – Resources and Reading List

Assembled by Martha Koelman

Please note For GA publications by Rudolf Steiner the link to the Rudolf Steiner Archive has been inserted.

For other publications there are German titles with added English titles if there are translations. For some readers the German sources may be helpful for further studies, since some publications - seen to be of interest only for a small professional audience - are not translated. *K-H Finke*

### Psychiatry – General Reading

- **Psychiatrie und Psychotherapie**
- **Psychiatry and Psychotherapy / No translation found.**  
Hans-Jürgen Möller, Gerd Laux, Arno Deister, u.a. (2005): *Psychiatrie und Psychotherapie* (Duale Reihe), Stuttgart: Thieme Verlag.
- **Das AMDP-System**  
Arbeitsgemeinschaft für Methodik und Dokumentation in der Psychiatrie (Hrsg.) (2007): *Das AMDP-System: Manual zur Dokumentation psychiatrischer Befund*
- **The AMDP System**  
Manual for Assessment and Documentation of Psychopathology in Psychiatry  
Göttingen: Hogrefe.
- **DSM-5**  
American Psychiatric Association (2013): *Diagnostic and Statistical Manual of Mental Disorders*, 5th Edition, Arlington: American Psychiatric Association.
- **MSD Manual**  
MSD Manual: Ausgabe für medizinische Fachkreise  
Contains all DSM-5 Criteria  
<https://www.msdmanuals.com/de-de/profi> (German)  
<https://www.msdmanuals.com/professional> (English)  
<https://www.msdmanuals.cn/professional?ruleredirectid=14>  
Also in Mandarin and other languages.

- **Einleitung zu: Psychologische Typen**  
C. G. Jung (2003): *Einleitung zu: Psychologische Typen*. In: C. G. Jung (Hrsg.). Taschenbuchausgabe in 11 Bänden. Band Typologie. München: dtv.
- **Psychological Types**  
Jung's Collected Works #6 (different publisher)  
<https://archive.org/details/Vol06PsychologicalTypes/page/n7/mode/2up>
- **Therapie psychischer Erkrankungen**
- **Therapy of Mental Illnesses / No translation found.**  
Ulrich Voderholzer, Fritz Hohagen (2013): *Therapie psychischer Erkrankungen*, München: Urban & Fischer Verlag.

### Rudolf Steiner Books and Lectures

- **Wahrheit und Wissenschaft (GA 3)**
- **Truth and Knowledge (GA 3)**  
<https://rsarchive.org/Books/GA003/>  
Rudolf Steiner (1892): *Wahrheit und Wissenschaft. Vorspiel einer "Philosophie der Freiheit"* (GA 3), Dornach: Rudolf Steiner Verlag.
- **Metamorphosen des Seelenlebens: Pfade der Seelenerlebnisse (GA 59)**
- **Metamorphoses of the Soul: Paths of Experience (GA 59)**  
*Error and Mental Disorder, Lecture: 28 April 1910*  
*Vortrag: 28. April 1910* in: Rudolf Steiner (1984): *Metamorphosen des Seelenlebens: Pfade der Seelenerlebnisse*. Achtzehn öffentliche Vorträge. Berlin 1909/1910. Zweiter Teil: Neun Vorträge, gehalten zwischen dem 20. Januar und 12. Mai 1910 im Architektenhaus zu Berlin (GA 59), Dornach: Rudolf Steiner Verlag.

- **Anthroposophie – Psychosophie – Pneumatosophie (GA 115)**
- **Wisdom of Man, of the Soul, and of the Spirit (GA 115)**  
*Consciousness and the Soul Life, [Lecture 4, 4 Nov. 1910](#)*  
4. Vortrag, 04. November 1910 in: Rudolf Steiner (2001): Anthroposophie – Psychosophie – Pneumatosophie. Zwölf Vorträge gehalten in Berlin vom 23. bis 27. Oktober 1909, 1. bis 4. November 1910 und 12. bis 16. Dezember 1911 (GA 115), Dornach: Rudolf Steiner Verlag
- **Die Offenbarungen des Karma (GA 120)**
- **Manifestations of Karma (GA 120)**  
*Karma of the Higher Beings, [Lecture: 25 Mai 1910](#)*  
Vortrag: 25. Mai 1910 in: Rudolf Steiner (1992): Die Offenbarungen des Karma. Ein Zyklus von elf Vorträgen gehalten in Hamburg zwischen dem 16. und 28. Mai 1910 (GA 120), Dornach: Rudolf Steiner Verlag
- **Erfahrungen des Übersinnlichen – 3 Wege der Seele zu Christus (GA 143)**
- **Ancient Wisdom and the Heralding of the Christ Impulse (GA 143)**  
*Overcoming Nervousness, [Lecture: 11 Jan 1912](#)*  
Vortrag: *Nervosität und Ichheit*, 11. Januar 1912 in: Rudolf Steiner (1994): Erfahrungen des Übersinnlichen – Die drei Wege der Seele zu Christus. Vierzehn Vorträge gehalten zwischen Januar und Dezember 1912 in verschiedenen Städten (GA 143), Dornach: Rudolf Steiner Verlag.
- **Der innere Aspekt des sozialen Rätsels. Luziferische Vergangenheit und ahrimanische Zukunft (GA 193)**
- **The Inner Aspect of the Social Question (GA 193)**  
*The Problems of our Time, [Lecture: 12 Sep 1919](#)*  
Vortrag: 12. September 1919 in: Rudolf Steiner (1989): Der innere Aspekt des sozialen Rätsels. Luziferische Vergangenheit und ahrimanische Zukunft. Zehn Vorträge gehalten in Zürich, Bern, Heidenheim und Berlin zwischen dem 4. Februar und 4. November 1919 (GA 193), Dornach: Rudolf Steiner Verlag.
- **Geisteswissenschaft als Erkenntnis der Grundimpulse sozialer Gestaltung (GA 199)**
- **Spiritual Science as a Foundation for Social Forms (GA 199)**  
*The Twelve Senses, [Lecture: 8 Aug 1920](#)*  
Vortrag: 8. August 1920 in: Rudolf Steiner (1985): Geisteswissenschaft als Erkenntnis der Grundimpulse sozialer Gestaltung. Sechzehn Vorträge gehalten in Dornach vom 6. August bis 11. September 1920 und eine Ansprache und ein Vortrag in Berlin am 17. und 18. September 1920 (GA 199), Dornach: Rudolf Steiner Verlag.
- **Menschenwerden, Weltenseele und Weltengeist – Erster Teil (GA 205)**
- **Therapeutic Insights: Earthly and Cosmic Laws (GA 205)**  
*The nature of hallucination, fantasy, and imagination, [Lecture: 1 July 1921](#)*  
*Spiritual knowledge of the organs and their working over into the next earthly life; memories, compulsive thoughts, raving madness, hallucination; rational therapy, [Lecture 2 July 1921](#)*  
Vorträge: 1. & 2. Juli 1921 in: Rudolf Steiner (1987): Menschenwerden, Weltenseele und Weltengeist. Erster Teil: Der Mensch als leiblich-seelische Wesenheit in seinem Verhältnis zur Welt. dreizehn Vorträge, gehalten in Stuttgart, Bern und Dornach vom 16. Juni bis 17. Juli 1921. Der Mensch in seinem Zusammenhang mit dem Kosmos (GA 205), Dornach: Rudolf Steiner Verlag.
- **Menschenwerden, Weltenseele und Weltengeist – Zweiter Teil (GA 206)**
- **Man as a Being of Sense and Perception (GA 206)**  
*Lecture: 12 Aug 1921, Not translated.*  
Vortrag: 12. August 1921 / in: Rudolf Steiner (1991): Menschenwerden, Weltenseele und Weltengeist. Zweiter Teil: Der Mensch als geistiges Wesen im historischen Werdegang. Elf Vorträge gehalten in Dornach vom 22. Juli bis 20. August 1921 (GA 206), Dornach: Rudolf Steiner Verlag.
- **Geistige Zusammenhänge in der Gestaltung des menschlichen Organismus (GA 218)**
- **Spiritual Relation in the Configuration of the Human Organism (218), also known as: Aspects of the Human Organism.**  
Rudolf Steiner (1992): Geistige Zusammenhänge in der Gestaltung des menschlichen Organismus. Sechzehn Vorträge, darunter drei halböffentliche und ein öffentlicher, gehalten in Stuttgart, Dornach, Den Haag, London