



10th Meeting of Trainers

*‘The times, they are a-changing’:
Creativity in Systemic Training Today*

Book of Abstracts

October 6th-8th, 2017
Valletta, Malta

European Family Therapy Association
Training Institutes Chamber

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European Family Therapy Association Training Institutes Chamber

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Acknowledgements

The EFTA-TIC Board wishes to thank
the Institute of Family Therapy - Malta
for hosting the 10th EFTA-TIC Meeting of Trainers.

10th Meeting of Trainers Programme at a Glance

Friday October 6th, 2017

10.00-12.00	Registration
12.30-13.00	Greetings
13.00-14.00	Warm-up
14.00-15.30	Workshops
15.30-16.00	Coffee Break
16.00-17.30	Workshops
17.30-18.30	Inter - Workshop Exchange
18.30-19.30	<i>EFTA-TIC General Assembly</i>
20.00-	Dinner

Saturday October 7th, 2017

09.00-09.30	Warm-up
09.30-11.00	Workshops
11.00-11.30	Coffee Break
11.30-13.00	Workshops
13.00-14.30	Lunch Break
14.30-16.00	Workshops
16.00-17.00	Inter - Workshop Exchange
17.00-17.30	Coffee Break
17.30-18.30	<i>EFTA General Assembly</i>
20.00	Social Activity

Sunday October 8th, 2017

09.00-10.30	Workshops
10.30-11.00	Coffee Break
11.00-12.30	Workshops / Parallel Presentations
12.30-13.00	Inter – Workshop Exchange
13.00-14.00	Closing of the Meeting

ABSTRACTS

FRIDAY, OCTOBER 6TH 2017

Friday, 14:00-15:30 Workshops

Institute: University of Leeds - UK

Title: “Equipping our trainees to have an impact at community level: Using research creatively.” **WS 22**

Presenters: Peter Stratton, Angela Abela & Mauro Mariotti

Abstract: This workshop builds on the experience of a major project of the EFTA Research Committee. We propose that training might take a lead from Urie Bronfenbrenner and equip our trainees to intervene at wider systemic levels such as the community. We will explore the practicalities of such interventions through the vehicle of a research proposal. We hope for a consensus on how the capacity for wider systemic interventions could be achieved within the research component of a training course. The workshop will include a series of small group tasks. First to share ideas and then make proposals about which of the existing systemic approaches would most readily be of value in enhancing well-being in under-resourced communities. Different groups could choose different contexts: migrant communities, schools, perinatal psychiatric clinics; or child care services etc. Once these ideas have been shared and refined, the groups will be provided with headings from EU Grant application forms that will indicate the kinds of information that would need to be presented to achieve funding. Once they have shared ideas about how our field is equipped to answer such questions we will present examples from our previous applications including the kinds of intervention that could be offered by family therapists in different European countries. We will propose that widening the horizons of training so that newly qualified family therapists are aware of the possibilities for systemic community intervention and feel equipped to make the political case for such interventions will be a creative addition to training.

Institute: Institute of Family Therapy - Malta – Malta

Title: “Where do we go from here? The mapped journey in discovering new territory.”
WS 23

Presenter: Charlie Azzopardi, Karen Bishop & Carmen Delicata

Abstract: There are institutes, which offer their students the training of one particular modality. Others instead, offer a wide range of therapeutic modalities within the systemic framework. The journey we are currently undertaking is an epistemological

one. We at IFT-Malta are meandering through the diversity of concepts, approaches, and modalities we teach our students over the 4 years program to hopefully arrive at deciding between multiplicity, or as McNamee put it, promiscuity (2010), and focusing our teaching on a single method of therapy, for example a dialogical approach or strategic approach. This is a necessary step towards a clearer identity both for trainers and for the Institute. As each and every trainer brings in diverse personal and professional baggage, we learned that students were at times confused and took a long time to assimilate all the ideas we present them with during their training. According to the life cycle of institutes (Herz & Carter, 1988) this is ripe time for us to undergo this reflexive journey that will hopefully lead us and our students to a coherent destination. Our collaborative presentation will widen its context to offer us and participants the opportunity to reflect and contribute to our process.

Institute: The Society of Family Counselors and Therapists of Moscow - Russia
Title: *“Therapy as the discovery of new worlds. Family therapist's intercultural competence development.”* **WS 18**
Presenter: Elena Chebotareva

Abstract: Our world is becoming increasingly multicultural, family therapists are also increasingly facing cultural problems, with cultural-specific family values and attitudes of migrants, with the difficulties of spouses in intercultural families, growing out of blending of cultures. The challenges of a changing world make it imperative for family therapy training programs to devote greater attention to developing intercultural competence of the therapists.

To date, a large amount of knowledge and practical tools in the field of intercultural interaction have been accumulated in social and cross-cultural psychology. Unfortunately, in family psychology and therapy can often be observed ignoring of this knowledge, attempts to "reinvent the wheel" again. On the other hand, many programs for improving intercultural competence are mainly aimed at promoting cultural "awareness", underestimating the importance of cultural "sensitivity".

We offer discussing integral representations of intercultural competence of family therapists.

As a methodological base can be accepted M.J. Bennett's (1986, 1993) developmental model of intercultural sensitivity. The model constitutes a progression of worldview "orientations toward cultural difference" that comprise the potential for increasingly more sophisticated intercultural experiences.

During the role-playing game, participants will be able to gain experience that allows them to better understand their perceptions of and feelings toward their respective cultural backgrounds and the influence of these attitudes on understanding and interaction with both similar and dissimilar cultures.

The main aim is to discuss the creative ways to develop intercultural competence of family therapists through increasing their cultural sensitivity and conceptualization ability.

Institute: Institutul pentru Cuplu si Familie - Romania
Title: "The training, the mirror and the therapy." **WS 17**
Presenter: Elena Ceuca

Abstract: This workshop is based on ideas inspired by a social constructionist perspective, fairness and relational responsibility. The workshop aims to open up group discussion around systems, which seem to be often unacknowledged and unseen: the training systems, such as trainer and trainee or supervisor and supervisee. We will look closely at how training as a process fits into the theoretical framework of the therapeutic school which the training is teaching about.

Moreover, a special space will be assigned to collaborativity within the training systems.

Here, collaborativity is understood both as a stance and a practice in training, one to mirror that collaborativity requested, or suggested, when delivering social-constructionist therapies. This collaborative stance of the trainer/ supervisor can help the trainee/ supervisee to learn from within the collaborative stance he/ she has to perform with the client in therapy.

Furthermore, the workshop will invite participants into questions such as, what is like to be a trainer with the aim in mind of helping trainees to come to experience with you the kind of interaction you expect them to have with their clients. Other possible questions to reflect might be how does the use of collaborativity in training/ supervision may create constraints, or what are the challenges to practice collaborativity while in the training process. And, more, what is that a trainer would need to work with oneself in order to allow such an isomorphic process happen?

Friday, 16:00-17:30 Workshops

Institute: FOCUS Institute - Israel
Title: "A Master Class in becoming an artist in therapy and training." **WS 05**
Presenters: Sara Iwanir & Haviva Ayal

Abstract: *A Master Class is an art class in front of an audience that a renowned artist conveys. It is usually in the field of music, but the artist's workshops are also common in the field of painting, theater sculpture and more. In such events, each student receives a limited amount of time in which the artist tries to bring the student to improve his performance, mainly by changing perceptions, stories, anecdotes and other entertaining means and sometimes didactic teachings, referring to the technical and strenuous work.*

The Drama of the therapy and the training is about change and cure in which both clients and trainees go through transformative process. Therapist and trainers must know how to communicate and visit in the multiplied realms of the mind in a way that will "rewire their brain" to create change.

Training is also a systemic challenge, as we must attend to a number of systems at the same time. Sometimes we need to be very creative, "think out of the box", and bring "crazy ideas" to rise to this challenge.

This workshop offers a Master Class, which integrates learning, playing and inventing. This can be fun...

Participants will be invited to perform clinical episodes through which they will experience concepts such as 'opening the nervous system to enlarge receptivity', 'enhancing the range of expression', 'move between focus and ambiguity', 'empathic confrontations and confrontative empathy', and creating a morphological space.

Institute: Faculty of Psychology and Education Sciences at the University of Porto (FPCEUP) - Portugal

Title: *"The new family therapists training program at the FPCEUP: The legacy of Pina Prata."* **WS 15**

Presenter: Célia Sales

Abstract: F. X. Pina Prata has been one of the pioneers of Family Therapy in Europe. Over the course of his long career, he has developed a particular training model, which has been transposed to the training program of the Portuguese Association of Family and Community Therapy (APTEFC) and also as the training framework for the first Master in Family and Community Therapy in Mozambique (University Eduardo Mondlane). In this workshop we present Pina Prata's legacy, describing how his teaching has been applied to create the new training program of Family Therapists at the Faculty of Psychology and Education Sciences at the University of Porto (FCPEUP).

Institute: Center for Family, Family Therapists and Systemic Education - CEPTE – Serbia

Title: *"Sexuality and sex should not be a marginalised Issue in systemic training of the 21st century."* **WS 20**

Presenter: Jasminka Veselinovic

Abstract: We see training in systemic therapy as involving learning about learning, both for ourselves as trainers and for trainees, supervisor and supervisees. This involves inviting trainers/trainee to think about professional, class, race, culture, gender, sexuality, ages (gracees) differences and to hypothesize about how similarities and differences might affect their learning and practice. After my further specialized learning of sexology and systemic sexual therapy as a trainer I decided to create new, systemic, gender-sensitive sexual training after training for systemic therapists who prefer to learn more of sex issues and have intention to include that in work with couples

Institute: Accademia di Psicoterapia della Famiglia – Italy
Title: “*The personal and clinical training for family therapist. The Accademia Multigenerational Approach.*” **WS 07**
Presenter: Anna Mascellani

Abstract: In this presentation the development of the training in family therapy elaborated by the Accademia di Psicoterapia della Famiglia in the last 25 years will be described. The training is based on the following main aspects, that need to be integrated: (One year) personal training and use of the self of the trainee through the presentation in group of the family genogram, the construction of family sculpture and group evaluation and feedback; Live family supervision in the training group. Participants are expected to learn how to build a shared motivation, a therapeutic alliance and to develop a therapeutic relationship with families and couples with the guide of a senior supervisor. The training group becomes a lab of personal/professional growth, during the four-year training program. The trainees learn how to use the problematic child as a guide in entering within the family history and family emotional system. Moreover, they learn to do couple therapy by engaging three generations in therapy, inviting either families of origin and children. Finally, trainees learn how to build a therapeutic experience with families using themselves fully at cognitive and emotional levels.

SATURDAY, SEPTEMBER 7TH 2017

Saturday, 09:30-11:00 Workshops

Institute: SHINUI: Israel Institute for Systemic Studies, Family, Personal & Organizational Change – Israel
Title: “*Stretching our minds and professional boundaries: Training for creative thinking and acting in systemic training and therapy.*” **WS 06**
Presenter: Noga (Rubinstein) Nabarro

Abstract: This experiential workshop is about how to turn Creative Thinking into useful, change producing action in systemic work. Creativity is more than merely improvising or acting on intuition. It refers to the courage and ability to think differently; to step out of models and expand contrived concepts and boundaries; to be able to quickly change sets of mind; to be inventive and innovative. Creativity has to do with the ability to invent something new and useful from what is there. It is not just a matter of learning a set of “creative techniques”. System/family therapy presents unique and complex challenges. Training to be creative in therapy is a must for solving problems, getting out of stuck situations, and creating experiences for change.

Years of training for Creativity with the great Masters like Whitaker, Watzlawick, Sluzky, Andolfi and Zeig and decades of training family therapists taught me that training for creativity in therapy must involve work on all 3 levels: 1. Exercises from the field of creative and innovative thinking which present special challenge to our personal blocks and handicaps and push us beyond our regular frames 2. Creating experiences which demand full use of our Resourceful Self. 3. Recognize moments in therapy where creative interventions are necessary and support the courage to do so. The use of the group behind a one-way mirror offers wonderful opportunities for advanced training for creativity.

Institute: I.E.F.Co.S. - Italy

Title: *“Where does the pleasure of being a psychotherapist come from? Tracing the source.”* **WS 10**

Presenters: Maria Laura Vittori, Rita Accettura & Sara Gentilezza

Abstract: What would happen - Adam Phillips wonders - if someone’s older Self addressed their younger Self? “That is, from the point of view of the desires and ideals of the younger self, more or less satisfied, more or less realized. The older self always knows more of the younger self about the consequences of the younger’s self desiring”(2010). When we approach the trainee’s desire to become a psychotherapist, we suppose that a more ancient desire, which belongs to his younger self, is likely to surface. We know we have to deal with his younger self and its desiring, because the “therapeutic self” whose development we are pursuing, improves when the younger self comes into the picture.

We summon the younger self asking the trainee what his little desire was as a seven-year-old. His little untold or ignored desire. We focus on it for being connected to the fundamental relationships.

In our workshop we will set a “lost desires’ box” similar to the “lost treasures’ box” shown in “Le fabuleux destin d’Amelie Poulen”. In this film the activity of recollecting those lost infantile objects represents, for the characters, a doorway to a new modality of reconsidering themselves and their destiny.

We think that welcoming the little infantile trainees’ desires is a walkable path to get to their “vocational engine”. This way we take care of their creativity tracing the source of their taking pleasure in caring for.

Institute: The Family Institute, University of South Wales - UK

Title: *“Systemic positions of coherence – a focus on NOW.”* **WS 21**

Presenters: Kieran Vivian-Byrne & Billy Hardy

Abstract: We have become ever more aware in our practice as therapists, supervisors and of course educators or trainers, that our own ‘immediacy-with-others’ is crucial in co-creation and co-generativity. We believe that this immediacy becomes in jeopardy

through being pulled into wasteful reductionist and structuralistic agendas which are irrelevant to the moment, unless we find ways to see the world of which we are a part, at each particular moment, from the most systemic—positions-of-coherence. Change in the worlds in which we are living, pick up Bob Dylan’s prophetic line. Instead of moving from one set of realities to another as perhaps might be expected e.g. lineal to systemic ways of seeing – we are in a constant procession of moving with others through multiples ways of seeing and experiencing – change ‘is’. In this procession how we engage each other will influence what is real and how we experience it – whether it liberates and encourages us or whether it enslaves and ‘pathologises’ or demeans us. This demands negotiation of our own meta-narrative shifts (the stories we tell ourselves about what reality is). This workshop seeks to share some of our attempts to engage with our students (and indeed supervisors) in this endeavor and to engage participants with us in the same process – towards making make-shift and shape-shift models towards systemic-positions-of-coherence.

Institute: AGAPE Life Care Foundation - Romania

Title: “*The Narrative Volleyball Exercise: co-creating responses to professional dilemmas by resonance and story-telling.*” **WS 16**

Presenters: Agnes Kónya & Zoltán Kónya

Abstract: The aim of the workshop is twofold. First, we would like to organize a context where family therapy trainers can voice and discuss some of the successes, worries and dilemmas they experience during their work. Second, a format will be demonstrated as a useful context for such discussion. In a “Narrative Volleyball” session professional experiences are exemplified by stories describing specific events and feedback is generated from other participants around the circle through personal resonance and storytelling. In our experience this has proven useful in mobilizing creativity and preventing the unhelpful spirals and repetitions that can develop in ordinary conversations. In addition to experiencing and discussing the volleyball format, we will present ideas on the genealogy of the approach and suggest other possibilities of employing it.

Saturday, 11:30-13:00 Workshops

Institute: Centro Milanese di Terapia della Famiglia – Italy

Title: “*New creative procedures of the Milan Center.*” **WS 08**

Presenters: Umberta Telfener & Marilena Tettamanzi

Abstract: Time and space constitute the cornerstones for psychic wellness and represent the starting points for the training journey of the student in systemic

practices. Both therapists and clients move among these coordinates to find a recursive equilibrium between present, future and past.

“What do you like, how do you feel now” are some questions that regard the present time; “what do you wish to accomplish, what do you aim, which new professional goals do you pose yourself for the future” allow to project oneself from the present to the future through the line of time and allow oneself to dare. “Where do you come from” is another curiosity we share in training and in therapy.

The seminar will make the participants experience these questions in their professional life by following a certain process and doing exercises around these time and space dimensions. We will propose the professional genogram and use other devices to reflect on “where” each of us stands and which other possibilities one wants to open up for her/him self. Creativity in one’s professional life is the capacity to consider unusual perspectives and produce possibilities, organizing familiar elements into a new frame, something that did not exist before.

Institute: Department of Family Studies, Faculty for Social Wellbeing,
University of Malta– Malta

Title: *“Addressing qualitative research in systemic psychotherapy in our times: Implications for training, high quality practice and policy.”* [WS 13](#)

Presenters: Angela Abela

Abstract: This workshop will explore the value of qualitative research in systemic psychotherapy in the 21st century and how as trainers across Europe, we can make the best use of our training institutes by considering them as incubation centres for our research.

Family therapy trainees are a valuable resource for us. However, not all training centres expect their trainees to carry out any research as part of their training. This task is also not indicated in the Minimum Training Standards of EFTA. During the workshop, trainers will be invited to discuss whether they see clear advantages in such an endeavor, what are the challenges they face to make this happen and how can we help each other in this regard.

We will also consider different types of research, which our trainees might be supported to undertake, in order that students, the institute itself and the family therapy field, can reap maximum value from such endeavours. Lessons learnt from eminent clinicians and academic scholars who have made a contribution in the systemic field will be considered as a source of inspiration. Qualitative methodologies including innovative research methods, which have the potential to make a contribution to the gap of knowledge and inform systemic practice and policy will be highlighted. During the workshop, trainers from the various training institutes will

be invited to share their experiences in this area. Examples of the way we work as a Department of Family Studies at the University of Malta, and how this contributes towards systemic practice and policy will be provided.

Institute: The Satir Institute Society of the Yukon – Canada

Title: “Swimming lessons: Virginia Satir meets the Middle East and Turkey.” **WS 02**

Presenters: Patricia Bragg

Abstract: “Then you better start swimmin’ or you’ll sink like a stone, For the times they are a-changin’”. That’s what Bob Dylan told us in 1964 and nowhere is the changing of the times more visible than in the Middle East and Turkey. Women’s roles, the nature of work and marriage, how children relate to their parents, the prevalence of despair, apathy and cynicism regarding the present leadership and the future of the planet- everything is in flux. The Virginia Satir Model of Family Counselling presents a hopeful, energetic and spiritual way to connect with and help families to learn how to swim in these difficult waters. And, as family therapists, doctors, counsellors and mediators how we not only stay afloat ourselves, but how we learn to thrive in the ocean.

This workshop will give insight into the training program that I have been delivering to students in Dubai, Bahrain, and Istanbul since 2010. Participants will take part in practical learning exercises similar to those that our students/clients experience in order to make the changes they want to have in their lives. You will learn about the processes that Virginia Satir, often referred to as “The Mother of Family Therapy” used with individuals, couples and families. The focus of her work was always change in a positive direction rather than dealing with pathologies. In the Satir philosophy, swimming means travelling somewhere in the water as opposed to “not drowning”. Prepare to have fun as you take your “Swimming Lessons” in Malta.

Institute: Association of Systemic Therapists – Serbia

Title: “Professional Genogram: Creative training.” **WS 19**

Presenters: Nevena Čalovska, Desanka Nagulić, Jelena Manojlović,
Saveta Draganić Gajić, Radmila Vulić Bojović & Bojan Vuković

Abstract: Professional genogram is a mean of exploring various relational, theoretical, spiritual, social and other factors which form and shape family therapist’s practice. In the process of training in psychotherapy, personal, professional and social narratives are incorporated and intertwined. It is essential that both trainees and supervisors recognize important historical threads of dimensions of their professional

development, and identify messages received from teachers/mentors/supervisors, preferred theories and dominant socio-political discourse. There is a multitude of options in professional genogram's usage in training process. Also, various questions can emerge. Some of the questions are: How does the society I live in shape my practice? Which theorist I see as a "leader of change" in the large family of family therapists? What empowered me during the learning process and when I was at risk of giving up? Aim of this workshop is to reflect upon different levels in which professional genogram may be applied. For trainees, it can provide tool of acquiring self reflectivity while learning about reflexive process in systemic framework. For trainers and supervisors, it can be a means of questioning their practice, both in training and in therapy, but also a means of testing their influence in teaching and promoting family therapy. Professional genogram may also, be used in evaluation of training and cross-cultural comparative studies. Workshop participants will be asked to engage in interactive exercise offering immediate experience in constructing professional genogram.

Saturday, 14:30-16:00 Workshops

Institute: Centro Panta Rei – Italy

Title: *"Theory and techniques of work on recursion between therapist's professional self and personal self."* **WS 09**

Presenter: Antonio Caruso

Abstract: Author will invite participants to interactively reflect about the constantly working of stimulus to develop and increase the self-reflective of the student, in direct teaching and therapeutic work. The work done helps to make the therapist aware of the care relationship: with his emotions, his cognitive functions and feelings of his body.

During the workshop, direct participation will be encouraged and there will be the chance to test emerging techniques used by our students. To ensure a good understanding there will be also a possibility to videotape role-playing and review them on the same day.

A purpose is to develop creativeness, therapeutic and, perhaps, personal, of the participants.

Institute: Laboratory for the Study of Human Relations – Greece

Title: *“A bird’s eye view in the invisible world of therapists and mentors: Highlighting thirty three years of experience and practice as therapists, trainers and supervisors.”*

WS 04

Presenters: Charis Katakis, Maria Leto Katakis & Maria Pirounaki Lioni

Abstract: The workshop will be based on dialogues, narratives and images from therapy and training of mental health professionals in the context of an integrative theoretical model, which has cultivated multilevel and pluralistic practices that range from the creative expression to the application of the systemic approach in the workplace. Drawing from their own experiences, participants who will be involved in experiential dialogical interaction in small groups will have the opportunity to trace their own evolution as trainers and/or therapists.

Institute: Institute of Family Therapy of Florence (ITFF) – Italy

Title: *“Facing new couples, new families and new parenting structures: coherence and discrepancies in therapist’s emotions.”* **WS 11**

Presenters: Donata Milloni & Francesca Vanon

Abstract: The workshop will promote a discussion on the relevance of the term “change” in personal and professional life of the therapist facing the current transformation of couple, family and parenting structure. As Morin says, creativity is the ability to deal with uncertainty and implies flexibility leading to new meanings and new ways of adjustment to the context. Working with “new families”, (same-sex couples, single parent family, living apart together couples, assisted medical procreation, adoption and surrogacy) requires not only new theories and techniques but could also deeply affect our personal beliefs, values and stereotypes, challenging our identity as therapists. A brief theoretical introduction will be followed by a video and images presentation, which will stimulate a reflection on the coherence between the self-perception in terms of flexibility and openness to the “unfamiliar” and the emotional response elicited during the experiential work with images and video. As we know, the potential gap between “what I feel” and “what I think” influences the therapeutic relationship and could provoke negative therapeutic reactions like acting-out of the therapist and drop-out of the patients. The failure in recognizing the unsuccessful connections and discrepancies between the experiential worlds of the patient and the therapist’s one, has a high impact on the therapeutic process. The workshop will provide stimuli that could be used in systemic training to enhance the flexibility of students and their awareness of the correspondence between Self-representation and emotional response, which enables them to face a continuously

changing context in an effective manner.

Institute: The Family Psycho Social Institute (FPSI) – Bulgaria

Title: *“What kind of family is the present world? The creative answers of family therapy trainers.”* **WS 01**

Presenters: Jenia Georgieva & Roumen Georgiev

Abstract: "The Times They are A-Changing" has been valid for quite long now. At present more and more people are becoming not only confused, but just terrified by where this process might be heading to. Can family therapists and trainers use their knowledge and the senses they have developed to processes in human systems for arriving at and offering a bit more clarity about our present human world and may be some hope too?

This workshop uses painting, metaphor, as well as a powerful body exercise to stimulate and utilize our creative resources in this direction.

SUNDAY, SEPTEMBER 8TH 2017

Sunday, 09:00-10:30 Workshops

Institute: Centro Fase 2 – Spain

Title: *“THE THERAPIST? ALL OF US. A pilot study on shared responsibility and life supervision during advanced training in family therapy.”* **WS 24**

Presenters: Annette Kreuz & Carmen Casas

Abstract: It is not easy to start to see families for our trainees. Often the workplace does not allow it, often it is the reluctance of the trainee that creates even more difficulties. Trainees long for a safe environment to start experimenting techniques but as co-therapists with and expert therapist they often hide in passive by-standing. We developed a win-win situation for families and trainees that solves some of these dilemmas: it is the training group that assumes full responsibility of conducting the therapy with a family. Forming peer group co-therapist pairs that change from session to session, a family is offered on going free therapy every fortnight. Two trainees work directly, the rest of the group and two supervisors are observing behind the mirror. The standard format includes short breaks for reflective discussions. The sessions are taped and process and outcome data are gathered and included in the on-

going feedback loops. As far as we know, our way of promoting “learning by doing” has not been researched so far, is totally innovative and creative.

Institute: Ergastirion of Systemic Thinking and Training – Greece
Title: *“Changing the “static memory” into a “dynamic memory”: the use of creative writing in the emergence of complexity in narration.”* **WS 03**
Presenters: Pangiotis Chrysos, Efstratia Karagianni, Angeliki Maraki
& Terpsichori Tzouliadaki

Abstract: Time flies like an arrow. We can neither change the past nor predict the future in the course of any human system. So it is misleading to experience our lives as a repetition of a model that is transferred from the past into the future. History may be repeated, but this repetition is always done on “a helical staircase”, constantly going into an increased complexity. In this way the static memory of the past is transformed into a dynamic memory in the present and the experience of yesterday serves as a basic building block for the construction of new, more complex structures through the mechanism of self-similarity. Therefore the purpose of therapy and training is to unleash this complexity and the possibilities of disengagement without focusing on the awareness of recurring restrictive models/roles. In this workshop, using the method of ‘creative writing’ and the participants’ reflections, we are inviting participants to experiment with more complex scenarios by climbing the staircase of complexity over time.

Institute: Department of Family Studies, Faculty for Social Wellbeing,
University of Malta – Malta
Title: *“Key clinical themes when working with intergenerational legacies of childhood experiences of domestic violence.”* **WS 14**
Presenter: Clarissa Sammut-Scerri

Abstract: In Europe, 1 in 3 women experience physical and/or sexual violence by a current or previous partner (F.R.A, 2014). We also have long recognised that domestic violence not only seriously impacts women but it is also detrimental to the physical and mental health of children.

Although several quantitative studies have looked at the impact of domestic violence on children, few quantitative studies have focused on its continuing impact on adult children. Fewer qualitative studies have explored this topic from the perspective of adult women reflecting on their exposure to domestic violence over time. None to date have taken a systemic, relational perspective to illuminate the complex family

dynamics in a domestic violence context. This workshop will offer trainers and supervisors the opportunity to discuss the key findings of a ground theory study (Sammut Scerri, 2015) that has looked at the understanding of adult women's experiences of childhood domestic violence, using a systemic lens. Through the use of small group discussions, they will be invited to pay attention to some key clinical themes like: Living with contradictions, doubles and dilemmas of love and abuse; interpersonal processes such as family systems triangulation and parentification and looking at turning points and examples of agency and resilience. The workshop will also focus on implications for systemic practice, for teaching about domestic violence from a systemic perspective and supervision of trainees working with family members who have grown up in families where there was violence or where intimate partner violence has stopped.

Institute: Society of Family Counselors and Therapists of Moscow – Russia
Title: “*The transformation psychological games in system family therapy.*” **WS 25**
Presenter: Alla Chugueva

Abstract: In Russia, over the last few years, new psychotherapy methods have been actively developed. The main two methods are metaphorical-association cards and psychological board games. These methods are based on projective techniques. These are not your usual board games.

The players choose a particular life goal or problem, which they want to discuss in the session. The board comprises of squares, similar to a standard board game. The first player rolls the dice to move forward. Each square on the board represents a metaphor and a corresponding activity. For example, one activity is ‘message from the planets’. The participants randomly choose a card from the corresponding set and looks at the image on a card. They create their own associations with the image on the card and interpret these associations with the help of the psychologist. Then the second player takes their turn.

The author developed these games and used in the therapy with clients.

There will be the demonstration at the master-class; the participants can play the game “The parad of the planet” with their own goals.

Sunday, 11:00-12:30 Workshop & Parallel Presentations

Institute: Family Therapists commonpraxis - Latvia

Title: *“Interaction analysis as inspiring tool in family therapist educational and supervision praxis.”* **WS 12**

Presenter: Ilona Buša

Abstract: The name Marte Meo is derived from the latin “mars martis”. This expression can be translated as: “on ones own strength”. Marte Meo method is first to identify, and than to activate and develop these skills which enable constructive interaction and development. From 2003 Marte Meo opened development in my systemic family therapist daily work with clients and trainees. The trainees brings to the training program his/her own talents, personality, personal and professional knowledge, experience, culture, etc. This can be done because the Marte Meo method will ensure that each trainee gets the opportunity to integrate Marte Meo knowledge in his/her unique personal way, in different social professions. The Marte Meo method is an “open system” to existing programs and daily professional performances into a higher operational level without leaving behind their obtained information from the past. In presentation I will show some video moments where will be possible to make interaction analysis, to read developmental message behind behaviour and get ideas how to develop supportive communication and not fall in problem trans. People can get innovative ideas and concentrate on their own strengths.

Institute: Systemic Approach and Family Therapy Institute – Greece

Title: *“Resonance in training: construction of a context favorable to trainee’s creativity.”*

OP 01

Presenter: Elena Karkazi

Abstract: The aim of this presentation is to demonstrate the usefulness of the concept of resonance within the framework of training, especially regarding the trainee’s development in the area of the creativity. The use of resonance in training may be related to a clinical case, and it may be also related to the trainees’ everyday life.

The concept of resonance focuses particularly on the function of a person’s experience for the world constructions, and the deeper convictions of the human system’s members where this experience appears. The aim of proposed work in training is to help the trainees to become conscious of the way in which, in daily life, they are themselves engaged in resonances.

The trainees’ experience referred to in their family life is often colored by emotions more or less intense. How could the trainer help them to make their own world constructions more flexible so that a new space of liberty appears for them?

The situations that will be presented will illustrate this new context where, from emotion to emotion, the trainee can benefit from work on himself, which becomes a

source of creativity on several levels.

This work on himself, in various ways, includes the systemic model and the use of the function of resonance, and at the same time it turns out to be very useful for the trainee's fulfillment.

Institute: Istituto Italiano di Psicoterapia Relazionale (IIPR) – Italy

Title: “How, and Why, teach our students to be creative?” **OP 02**

Presenters: Maurizio Gallinari, Anna Maria Paulis & Luigi Schepisi

Abstract: ‘Master your instrument, master the music. Then forget all that shit and just play!’ (C.Parker)

Creativity in psychotherapy is often equated with whimsicality, eccentricity, or with the use of such techniques as art therapy, drama therapy or certain other experiential techniques. We prefer more the definition of a creative psychotherapist as someone who can follow unforeseen and original paths, when demanded by the situation, adapting his therapeutic style in order to meet his clients' needs, through a process that involves a shift in thoughts, feelings, behaviors and perspectives. The question is, now, how to manage and ‘teach’ creativity throughout the training. We start from the idea, suggested by Winnicott, that creative thinking leverages on those ways of thinking we all develop during childhood, within safe relationships. We assert that, also in the relationships between a teacher and the group of students, the forming of a ‘safe enough’ relationship cannot be left aside from the development of creativity. Within those relationships, teaching creativity, especially at the beginning, makes use of all the circumstances when teacher offers himself as a model. Later it will be, above all, to seek the best ways to foster the student's own creativity, and to allow him to be creative in the most efficient and authentic way. It should be avoided, this way, the paradox described by Cecchin, in his book on ‘irreverence’, that takes place when a teacher tells a student that he should be creative ‘more spontaneously’ (i.e., he should act just like him).

*The Book of Abstracts was prepared by EFTA-TIC Secretary, Slavica Gajladzis-Knezhevikj,
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