



# **8<sup>th</sup> Meeting of Trainers**

***'Reconciliation of family and professional life in training:  
Experiences and directions'***

**Iasi, Romania  
September 26<sup>th</sup>-28<sup>th</sup>, 2014**

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## **Book of Abstracts**

**European Family Therapy Association  
Training Institutes Chamber**

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## **European Family Therapy Association Training Institutes Chamber**

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### *Acknowledgements*

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for hosting the 8<sup>th</sup> EFTA-TIC Meeting of Trainers.

## 8<sup>th</sup> Meeting of Trainers Programme at a Glance

### Friday September 26th, 2014

08.00-09.00	Registration
09.00-09.30	Opening Session - Greetings
09.30-10.30	System Formation Process - Warm-up
10.30-11.00	Coffee Break
11.00-12.30	Parallel Workshops / Written Presentations
12.30-14.00	Lunch Break
14.00-15.30	Parallel Workshops
15.30-16.00	Coffee Break
16.00-16.30	Inter - Workshop Exchange
16.30-18.00	Monica McGoldrick: <i>Using Genograms in Clinical Training</i>
18.00-19.00	EFTA General Assembly (Incorporation of EFTA-TIC Assembly)
20.00	Night-time Walking Tour of Iasi

### Saturday September 27th, 2014

09.00-10.00	Michel Maestre: <i>Argentine Tango as a metaphor for intimate relationships</i>
10.00-11.30	Parallel Workshops
11.30-12.00	Coffee Break
12.00-13.30	Parallel Workshops
13.30-15.00	Lunch Break
15.00-16.30	Parallel Workshops
16.30-17.00	Coffee Break
17.00-18.30	Parallel Workshops
18.30-19.00	Inter - Workshop Exchange
20.00	Dinner

### Sunday September 28th, 2014

09.00-10.30	Parallel Workshops
10.30-11.00	Inter - Workshop Exchange
11.00-11.30	Coffee Break
11.30-12.30	Closing of the Meeting
Post-Meeting	Trip to Vineyard

## ABSTRACTS

**Friday, September 26<sup>th</sup> 2014**

**Friday, 11:00-12:30 Parallel Workshops / Written Presentations**

### Workshops

**Institute:** Institute of Family Therapy – Malta, Malta

**Title:** *“Wearing Between Hats: Managing personal and professional roles in a small institute”*

**Presenters:** Charlie Azzopardi, Carmen Delicata, Karen Bishop & Joseph Mangion

**Abstract:** IFT-Malta is a small institute totaling around 30 students at any one time. This calls for staff to be multi-tasking and engaging in different roles, sometimes simultaneously. Tutor, business partner, chair, supervisor, and year coordinator, professional colleague, friend, are some of the roles we constantly negotiate with ourselves and with each other. We would like both to share our experience with and hear about the narratives of other institutes which negotiate multiple roles. We’ve designed an exercise to facilitate the sharing of these experiences and illustrate the complexities and challenges involved.

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**Institute:** Association of Family Therapists, Serbia & Institute for Marriage, Family and Systemic Practice – Alternativa, Former Yugoslav Republic of Macedonia

**Title:** *“Reconciling personal and professional processes in training for gay couples’ therapy”*

**Presenters:** Nevena Calovska Herzog & Slavica Gajdadzis Knezevik

**Abstract:** Authors will invite participants to interactively reflect from positions of a trainer/supervisor, trainee and gay couple client. Inquiries will be made on specific expectations from therapy, turning points and unpredictable moments in therapy, and useful / unuseful therapeutic experiences. Generated answers and different perspectives will be addressed and discussed through the following questions:

“Do we and how do we train for emphatic positioning in clients’ experience?”

“How are we aware of personal issues affecting professional practice and vice versa?”

“How do we enhance professional interest and how do we curtail private curiosity, in therapy session?”

Similarities and differences in working with heterosexual and gay couples will also be tabled for discussion. The workshop is focusing on the unpredictable as an opportunity for evolution, promoting imagination as a useful tool for disengagement.

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## Written Presentations

**Institute:** Community Paediatrics, St. James's University Hospital, Leeds, UK

**Title:** *"How can trainers, therapists and other professionals fulfill their duty to look after themselves?"*

**Presenter:** Helga Hanks

**Abstract:** The topic of compassion fatigue, burnout, trauma and secondary trauma have all been subjects of recent times. There has not been much written or talked about Therapists directly and this talk is an attempt to open the subject for discussion. The recognition that caring for others on a continuous basis has consequences, whether this is when caring for someone in their family or after a disaster, has been described. Here I have pulled together from the literature what is known, so far, about how therapists and clinicians can make sure that they protect themselves from secondary trauma, suffering compassion fatigue or even burnout.

Lamson et al 2014 points out that 'it is up to all professionals to further develop an understanding of these terms to ensure the greatest level of awareness (Figley 2002 Meadors et al 2010)', and thereby achieve best practice towards self-care and sustainability in one's profession. I have been certain that we, therapists and clinicians, actually have a duty to look after our selves.

Figley (1999) researched the area in detail and said: Those who experience trauma at second hand or indirectly can feel similar distress to those who have actually lived through the traumatic event(s)

We will examine the consequences and draw on extensive experience of providing systemic support to professionals working in child protection to consider what can be done by trainers and their students to recognise and prevent reaching such a state.

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**Institute:** Society of Family Counselors and Therapists, Russia

**Title:** *"Marital satisfaction of employed and non-employed young women"*

**Presenter:** Elena Chebotareva

**Abstract:** Family and work are the two most important spheres of modern life. Their relation is specific in different social and cultural circumstances. Modern psychology has accumulated not enough empirical data for identifying factors and interaction patterns of marital and work satisfaction at different stages of the life cycle.

The aim of our study was to assess differences in marital satisfaction of full-time working young women and housewives among recent University alumni in Russia. The study involved 70 women aged from 23 to 30 years old, being married for 1-3 years, without children. We assessed marital satisfaction and strategies of marital conflicts solving of full-time working young women and those who had never worked a full day.

It was found that marital satisfaction among working women was significantly higher than that of not working. In families of working women more acute conflicts occur because of the spouses' attitudes toward money, and in housewives' families most conflictogenic spheres are relations with relatives and friends, spouses' personal autonomy and role expectations breaking. Among working women's marital satisfaction is inversely related to job satisfaction, primarily with the assessment of their work as a creative and interesting, promoting individual development. Perhaps women's self-actualization at work increases their aspiration levels in respect to family life.

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## Friday, 14:00-15:30 Parallel Workshops

**Institute:** ITFF - Istituto di Terapia Familiare di Firenze, Italy

**Title:** *"Reconciliation with one's own family: a therapeutic resource for family therapy trainees"*

**Presenters:** Rodolfo de Bernart, Donata Milloni, Gianpaolo Lombardi & Cristina Dobrowolski

**Abstract:** In our workshop we would like to show how we try to explore three dimensions (perceptive, narrative and implicit) of the family representation and of the internal family image of our trainees. We use two tools: the Historical-Geographical Genogram (HGG) and the Photographic Genogram (PhG). We do that in the context of the group of trainees which becomes a learning laboratory and another tool for personal growth.

We will show some data from a pilot study. We have examined the memories and the emotions before and after the Genogram experience, through the "Rose of Feelings" and the use of the "Images of Art". The aim was to evaluate the coherence between the cognitive level activated by the memory and the narration and the implicit level activated by the images. Concordance or incongruity between the two levels could indicate either a good or a bad prognosis, and therefore either a resource or a limit for the trainee's therapeutic work with families. We will focus then on the role of trainers (through resonance and/or identification with the student's parental image).

The trainer can stimulate either recursive circuits or evolving ones in the group of trainees. Genogram is an ideal instrument to enhance transformative elements taken from the family experience of the future family therapist. The workshop includes also an interactive exercise which should hopefully allow the participants to have an emotional experience of the above-mentioned process in the short time we have.

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**Institute:** Escuela de Terapia Familiar del Hospital de Sant Pau, Spain

**Title:** *"Trainer's and student's privacies: separate or together?"*

**Presenters:** Jose Soriano & Juan Luis Linares

**Abstract:** In other professions people try to keep their family life safe by separating it from work. As the trainers we are, however, working with our students allows us to discover a lot of things from their families: myths, traditions, rituals, roles, feelings of pain, happiness, sadness... By exploring with them such an intimate world, we incorporate it in our experience and we enrich our own personal and our family life.

But that is not all, because being trainers means for us giving back, together with our reflections, a part of our intimacy: coexistence of the real family and the “second” family like trainer is, in a certain way, unavoidable.

Is it legitimate to join them or should they be independent? Confusion and ambivalence may be present between these two parallel worlds, but they may also become a source of personal growth for both, trainers and students.

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**Institute:** Clanwilliam, Ireland

**Title:** *“The Bamboo Acrobat’: Experiential learning and the use of Mindfulness-based approaches with trainees in the personal & professional development component of systemic psychotherapy training”*

**Presenter:** Luminita Buzescu

**Abstract:** An invitation to take part in a conversation about ways of bringing together holistically experiences that students present to their PPD component of training is the proposed theme of the workshop. Being involved as learners in a PPD context elicits opportunities for trainees to reflect on their personal, family, team and professional roles and be part of conversational spaces as part of the training.

Awareness and reflexivity, as learning tools, may be utilized in the moment while an external or internal event takes place, and/or retrospectively, following particular encounters that students had with “otherness” as the teaching team, fellow students or clients.

For the purpose of this conversation, it is the active, experiential learning form of developing awareness of the here-and-now, that is suggested as one modality of involving students in a process of being present to and working with their questions, challenges and dilemmas.

Through interactive and practical exercises, the workshop will aim at introducing the concept of Mindfulness as a possible way of working with issues arising in PPD, as a separate unit from clinical supervision.

The aspects concerned with the student's multiple and changing selves throughout training, constitute a significant part of the journey of becoming a therapist.

The workshop attempts to generate ideas about integrating the above aspects within the systemic training from a mindfulness perspective and with the understanding that trainees might benefit from experiencing their own emotion and mind movements, at a personal, relational and team level before engaging with others in therapeutic processes.



## Friday, 16:30-18:00 Main Plenary (*presentation via Skype*)

**Institute:** Multicultural Family Institute, US  
**Title:** *"Using Genograms in Clinical Training"*

**Presenter:** Monica McGoldrick

**Abstract:** This presentation will focus on the use of genograms in clinical training with students to help them understand their own family process as they learn to help others. We will discuss the journey to understand oneself culturally and personally through learning about one's genogram or family tree, and the journey to learn about one's identity through a genogram journey of exploration. The approach will illustrate techniques to bridge cut-offs and overcome family conflicts which interfere with functioning and may contribute to depression, addiction, anxiety, behavioral problems and under-functioning.

Genograms are not just graphic illustrations of a family's cast of characters, but also the repository of an extraordinary amount of vital information and if used well, an invaluable tool for guiding family and cultural exploration, understanding, and identity development. We will discuss innovative ways to use this tool clinically to explore cultural, racial, familial and spiritual legacies. The approach offers a multi-contextual life cycle framework to address family patterns in context.

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## Saturday, September 27<sup>th</sup> 2014

### Saturday, 09:00-10:00 Plenary

**Institute:** Institut PSYCOM, France  
**Title:** *"Argentine Tango as a metaphor for intimate relationships"*

**Presenter:** Michel Maestre

**Abstract:** During this workshop Michel Maestre will present this sensual and special dance for couples. This dance is not only a dance but a form of culture built over the past century between two continents. Argentine Tango is a music, a style of dress, a form of relationship and of seduction between men and women.

During the milonga, which is a place or an event where the tango is danced, the dancers must respect informal rules that dictate how to invite or respond to invitations to dance.

After many hours of practice over many years, the dancers may experience a special feeling during the dance. It is a kind of analogical dialogue between them.

For Michel, this special feeling is a metaphorical model of the relationship between men and women and of course it is the same between gay and lesbian couples. It is also a metaphorical model



of the relationship between the therapist and his or her patients. During this workshop Michel will develop these ideas, will speak about Argentine Tango and will propose to experiment with the participants through introducing them to the tango.

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### **Saturday, 10:00-11:30 Parallel Workshops**

**Institute:** FOCUS Training Institute, Israel

**Title:** *"I feel it in my guts...The importance and relevance of "gut feelings" in therapy and in training"*

**Presenters:** Vivi Ayal & Sara Iwanir

**Abstract:** *"Between stimulus and response there is a space. In that space is our power to choose our response. In our response lie our growth and our freedom" (Viktor Frankl)*

How many times did we do "the right thing", use the "right" metaphor, improvised or created a "new intervention" not really knowing why or how we decided to do it?

As therapists and trainers we are challenged to use and trust the right hemisphere abandoning, sometimes, the rigorous requirement of scientific thinking. As trainers we have a commitment to teach our trainees the mastery of theory and research in family therapy. But we are also committed to train them "beyond techniques" to attend to their clients' and their own spaces where growth and freedom happen.

In this workshop we aim to reconcile between our academic "heads" and our "gut feelings". We will explore this aspect of the use of the therapist's self, and focus on the question of: "how do we know when to trust them (gut feelings) and how do we use this knowledge in training others?" The workshop is experiential and will include movement and connecting in the room.

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**Institute:** AGAPE Life Care Foundation, Romania

**Title:** *"Training as family therapy"*

**Presenters:** Zoltán Kónya & Ágnes Kónya

**Abstract:** In this workshop we will adopt a collaborative approach to explore the effects systemic training has on the interpersonal relationships, couple and family life of our trainees. According to systems theory a change in trainees' outlook on life will inevitably trigger changes in the relationship systems they are part of. Training can thus be viewed as an intervention in the personal life of the trainee. In some cases hope for an improvement of family relationships represents a major motivation for enrolling in the training. To facilitate group discussion about these themes and the sharing of trainers' experiences we will use a research metaphor.

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**Institute:** IS CRA, Italy  
**Title:** *“Socratic art of Maieutica and pupils supervision”*

**Presenters:** Giorgio Donini & Mauro Mariotti

**Abstract:** We will present the way in which we allow students to present their life cycle mirroring the way in which professors did it in their professional life. We can do this in an experiential way with the participants to the workshop divided in triads or (less good choice) we can present a paper on this method. This method has been developed starting from the work done for our revue titled Maieutica.

This method has 5 steps: **Mythos:** which Mythos has been fundamental during the childhood-  
**Epochè:** The **suspension of judgment** or *epoché* (transliteration of the ancient Greek "εποχή" or "sleep") is the avoidance of a particular judgment or evaluation, should not be available to sufficient information to make the judgment itself. It is a cognitive process, as well as a state of mind, particularly involved in the formation of judgments ethical and moral. The opposite of this notion is that of prejudice, i.e. a judgment formed in the absence of objective reasons which, however, is granted full conviction of validity. **Logos:** the way in which we transform our prejudices in suspension of judgement and then in narrative toward a better formed story. **Elenkos: a Socratic method** (also known as **method of elenchus, elenctic method, or Socratic debate**). It is a form of inquiry and discussion between individuals, based on asking and answering questions to stimulate critical thinking and to illuminate ideas. It is a dialectical method, often involving a discussion in which the defense of one point of view is questioned; one participant may lead another to contradict himself in some way, thus strengthening the inquirer's own point. **Aletheia:** (Ancient Greek: ἀλήθεια) is truth or disclosure in philosophy. It was used in Ancient Greek philosophy and revived in the 20<sup>th</sup> Century by Martin Heidegger. It is a Greek word variously translated as "unclosedness", "unconcealedness", "disclosure" or "truth". The literal meaning of the word ἀ-λήθεια is "the state of not being hidden; the state of being evident" and it also implies sincerity, as well as factuality or reality.

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## Saturday, 12:00-13:30 Parallel Workshops

**Institute:** Institutul pentru Cuple si Familie - Couples and Family Institute, Romania  
**Title:** *“Training in Divorce Therapy and the trainee's personal attitude”*

**Presenter:** Marcel Nedelcu

**Abstract:** The training process in Divorce Therapy challenges the trainee's attitude to marriage, couple, love, betrayal, failure, right or wrong etc. Many times this process of adjusting one's personal beliefs to the attitudes promoted by divorce therapy could be confusing for the trainees. In the Romanian context this confusion is amplified by the socio-cultural context where at least three kinds of cultural systems coexist: the traditional model/pattern, the communist model and the western society

model. Starting from this hypothesis I use some exercises in the training program to help the trainees explore their own attitude which could be challenged by the divorce therapy and invite them to clarify and assume the proper attitude promoted by the theory. The main goal of the workshop is to invite the participants to explore some exercises and to present the research result about the experience of Romanian trainees during the training program.

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**Institute:** Centre des Buttes -Chaumont Paris, France

**Title:** *"Incest and Resonance"*

**Presenter:** Martine Nisse

**Abstract:** How do you do systemic therapy training when trainees have no knowledge about their own family story of incest during childhood? How do you do when it is the contrary?

We will explain how we do the preliminary and individual interview to explore these issues and how we use resonance to manage these deep issues during sessions. Thus, we know before starting group session, if the candidate was mistreated and, in this case, if he (she) received enough support or not during childhood. If trainee has experienced or was witness of these traumas we also make sure that he (she) is doing personal therapy or did therapy before. We also take in account the possibility that trainee may get flash back memories during session. In this case, CdBC trainers see the trainee in individual systemic therapy. We do not accept candidates who have done nothing about these problems.

We give peer-system teaching; from the first to the third level, trainees learn in a main group (not the fourth level). As trainers teach systemic approach of incest (social care/court proceedings/therapy) – in spite of not using their personal genograms – the resonance on trauma appears. Trainers teach how to become systemic practitioner without telling candidly personal stories.

During supervision, trainees from each level experiment with how to confront fear and post-traumatic effects. In this way the trainees reinforce their capacities both in their personal lives and in their professional lives with or without a personal story of incest.

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**Institute:** Sociedade Portuguesa de Terapia Familiar, Portugal

**Title:** *"An educational program on family therapy: the family therapist"*

**Presenters:** Manuel Peixoto & Maria João Beja

**Abstract:** The authors have built an educational program for family therapists with a special focus on the person and family of the future family therapist: They intend to promote discussion, based on theoretical premises in order to build a strong model.

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## Saturday, 15:00-16:30 Parallel Workshops

**Institute:** Centro Milanese di Terapia della Famiglia – CMTF, Italy

**Title:** *“Active interconnected techniques in systemic training”*

**Presenter:** Umberta Telfener

**Abstract:** Three premises guide my dialogue with the attendees. 1. As Milan school we still chose the systemic framework and think that it is the broad structure to many possible interventions and processes. 2. In these so verbal and psychologically contaminated times words don't seem to be enough as a perturbing tool. 3. The trainer must be more and more transparent to favor a precious dialogue with the students and to do so must work with them in an explicit and participatory mode. To do and to make do becomes indispensable as way to elicit a reflection, to enhance the relationship and to favor transformations in each person who participates.

“To play together” allows to dialogue in a participated manner, to access to emotions, to further understanding and to enjoy the process. It allows to share life experiences and to actively favor a common dialogue. The process I will propose is a conversation which utilizes the fractalic relationship between life and what is brought in the session. Naturally the utilization of techniques must always be subordinated to a systemic interpretation of events and to the ongoing monitoring of the relationship.

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**Institute:** SHINUI, Israel

**Title:** *“The mutual feedback process between the therapist's own family and that of the therapy as a creative tool in the training of family therapists and in combining professional and personal life benefits”*

**Presenter:** Noga Nabarro-Rubinstein

**Abstract:** In this workshop we will experience and observe the great potential of the mutual feedback process between the two systems - that of the therapist's own family and that of the family or couple in therapy. The continuous and well designed utilization of both systems in the training of both young and advanced trainees, can provide as a gold-mine of opportunities not only for the process of the therapy but also for the growth and "use of self" of the therapist. The therapist's experiences and memories of his family, whether nuclear or present family, with its history, culture, ways of interacting, systemic dynamics and all positive as well as negative aspects can, in training, become a rich source for directly creating therapeutic intervention that, sometimes, can work better than any written in the books. Likewise, the therapy we do with families and couples presents us with incredible opportunities to "take home" important knowledge and insights while dealing with our spouses, children (young or adult) and parents. I will present and demonstrate techniques of training.

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**Institute:** Leeds Family Therapy and Research Centre, UK  
**Title:** *"Re-activating Systemic Thinking in training and practice"*

**Presenter:** Peter Stratton

**Abstract:** A position is offered that systemic family therapy has made extraordinary progress from its origins in using the basic ideas of General System Theory as taken up by the early pioneers, but has failed to gain any benefit from advances in systemic science ever since. The author's journey through different ways of developing systemic thinking and application will be described: From McCulloch's 1950 paper 'why the mind is in the head'; applications of cybernetic and systems thinking to development in infancy for the theory of eco-systemic transactional adaptations; the role of perception of contingency in attachment; applying contingency to research causal attributions during therapy; schema-based theory of anticipatory functioning; spiral model of autonomous reflexive learning; dialogically created multiple selves of trainees and therapists; comprehensive analysis of the competences of systemic therapists; developing a self-report measure of family functioning and wellbeing.

All of these developments have been achieved through a fundamental systemic approach. But leave some unanswered questions: Have we been consumers of systemics rather than contributors? Are there significant developments in systemic science that could be contributing to systemic family therapy? Should we see Systemics as a meta-theory; a metaphor; an umbrella or an underpinning? News of difference will be offered from the conference of the International Society for Systemic Science (Washington, August 2014) in which the current developments and applications of systemics across its whole range of applications offers new options for expanding and re-vitalising our systemic foundation.

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## Saturday, 17:00-18:30 Parallel Workshops

**Institute:** IEF COS & IEF COSTRE, Italy  
**Title:** *"The psychotherapist's ancient desire"*

**Presenters:** Maria Laura Vittori, Anna Eugenia Squitieri & Rita Accettura

**Abstract:** The decision to become a psychotherapist concerns his extraction's dynamics.

Much is said about the future psychotherapist's impossible attempt to answer to his family's request for cure. The result of this double blind is a scar, an origin of interior noise that has turned into a vocation (a calling). Gently we want to explore this vulnus in our training. The Genogram reconstructs the family's history and myth and helps the future psychotherapist to picture himself at home when he was a child. He is able to revive the closeness with his parents in the feel of the house as a seven year old child, small enough to be only closed within his family but adult enough to be able to act with awareness. So, we can explore the child's unanswered or unspoken desire. The trainee who carefully writes the diary (the "logbook") of this story, will lead the group to seek a symbolic gift to be returned. We will present an interactive workshop on this route.

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**Institute:** The Institute of Family Therapy and Systemic Practice DIANOIA, Romania  
**Title:** *“Complexity and personal/professional dynamic in systemic family”*

**Presenters:** Ileana Radu, Marius Radu, Nusa Gherzan, Stefana Racorean, Gabriela Breilean & Fabiola Murariu

**Abstract:** The growing body of research and clinical work present the connection between professional and personal, public and private, despite the advocacy of clear boundaries and separation.

Systemic family therapy training is still a pioneering field in Romania; in systemic epistemology the core competencies as system theories, human development, and family dynamics are studied with specific application to dysfunctional realities and pathologies within the family.

In our institutional setting we address the complexity of these realities with a team of professionals coming from areas of family medicine, pediatrics, psychiatry, social work, psychology, theology and pastoral care. We value the meta-position and the insight coming out from these areas of expertise.

The geographical proximity of family living space within institutional settings for therapy and training add the “home touch” to professional activities. This experiential reality will be presented and discussed in the workshop with the expectation of creative and corrective feed-back.

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**Institute:** Salix Institute for Family Therapy, Hungary  
**Title:** *“Sensual evidence and understanding. How to teach couple therapy theory with the help of creative techniques”*

**Presenters:** Julia Hardy, Klára Balogh & Katalin Barát

**Abstract:** Couple relationship is a very important emotionally fulfilled relationship in the family system. A lot of theories try to explain its features, development and changes, it’s dynamics of distancing.

We can teach theory by deduction: first we explain and let it understand and then we arrange simulation to make it evidence by trying, and feeling. We can teach it inductively, through self experience, beginning with perception and reflection of their own relationship, and from this experience we let to understand the general features of the theory, unfold their rules and possibilities of the therapy. This method makes it possible to reflect on the students’ own relational patterns and their own role in it. Plus, on the other hand it helps to ground their professional knowledge on emotionally more stable base.

In our workshop we plan after some warming up exercises to show different creative techniques e.g. relational drawing, dance etc. through which the participants can gain some visual, kinaesthetic experience about the couple relational attachment, about the couple’s differentiation, about the need of their closeness and distance. Then we talk briefly about the theory of object relational couple development theory inspired by Margaret Mahler’s developmental phases, and in the EFT used attachment needs as well.



**Sunday, September 28<sup>th</sup> 2014**

**Sunday, 09:00-10:00 Parallel Workshops**

**Institute:** University of Applied Sciences Nordhausen, Germany

**Title:** *"How to prevent burn-out?"*

**Presenter:** Maria Borcsa

**Abstract:** The seminar aims at giving insight into the phenomenon of burn-out, a concept much in discussion in the public sphere as well as in professional debates lately. Research in this area is still in its infancy, but it seems evident that we have to take into account biographically established personal patterns as well as context configurations of our society to understand what we name burn-out: an exhaustion related to work and to the social expectancies of being effective. Already in training we have to face this phenomenon as professionals in health and social services represent a risk group.

The seminar is a synthesis of exercises we can use in training courses and a presentation giving information about burn-out.

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**Institute:** ESA - EcoSysteme Association, France

**Title:** *"Residential seminar: Body, family and creativeness"*

**Presenter:** Alain Chabert

**Abstract:** The team of family therapy ESA, was born in 1986. Today ESA is composed by about twenty therapists, and has received more than twelve thousands families or couples. The consultation takes place in a public psychiatric hospital. ESA is also a training institute, actually associate member of EFTA-TIC.

We will show, with role-playing, the revealing elements of our pattern of residential seminar training. It takes a week. During that week, about fifteen therapists and students are working five days (ten settings), and have also free times which can associate family members.

The training consists in the therapy of a family, or a couple, based on a movie situation, and insist on the importance of the body in a systemic family therapy setting. It associates basic techniques (circular conversation, constructivist conversation, reflecting team...) and invention of floating objects, and interventions on body and psychism. Qi-Gong exercises are used at different moments of settings.

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

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**Institute:** Center for Family, Family therapists and Systemic Education / CEPTE, Serbia  
**Title:** *“Addressing gender in training as tools for reconciliation of family and professional life in training”*

**Presenter:** Jasminka Veselinovic

**Abstract:** One of basic stances of *Cepte* training program is that gender is a social construction, basic organizer of individual, family and professional life. Through my educational and experiential workshop with some exercises for identifying professional beliefs, gender observations, gender awareness, gender reflections I would like to share with my colleagues some thoughts and possible ways of making reconciliation of family and professional life in training. I see training in systemic therapy as involving learning about learning, both for trainees, trainers and supervisors. That is mutual process of teaching, learning and raising awareness on many levels which are in spiral connections.

One level is theoretical, another is practical, yet another is PPD and personal life. The sooner the differences can be talked about in training, on all levels, the richer the experience of the training will be. This involves inviting trainees to think about gender, culture, class, sexuality... (gracees), about themselves, differences and to hypothesize about how similarities and differences might affect their/our learning-teaching process in times of rapid change.

One of the main questions is how our own gender constructions determine and shape our private and professional life, how they determine our way of thinking and working with couples, families, individuals. What are the constraints that systemic therapists experience/construct for themselves in dealing with gender and sexual issues? How could we make some new distinctions, connections, reconciliations techniques and directions in training for 21<sup>st</sup> century?

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