



## I<sup>st</sup> Meeting of Trainers

### “Experiencing Systemic Trainers’ Dialogues”

26<sup>th</sup> – 28<sup>th</sup> September, 2003

“Casa de Convalescència – Fundació Dr. Robert”  
Hospital de la Sta. Creu i St. Pau  
Universitat Autònoma de Barcelona  
**Barcelona, Spain**

## Book Of Abstracts

European Family Therapy Association  
Training Institutes Chamber

[www.efta-europeanfamilytherapy.com](http://www.efta-europeanfamilytherapy.com)

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### *Acknowledgment*

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## Abstracts

### Schedule of Events

#### Friday, September 26<sup>th</sup>, 2003

15:00-15:30.....	Registration
15:30-16:30.....	Opening Greetings
17:00-19:00.....	Workshops on Training Approaches
19:30-20:15.....	Inter-Workshop Exchange
21:00.....	Welcoming Dinner

#### Saturday, September 27<sup>th</sup>, 2003

9:00-11:00.....	Workshops on Training Approaches
11:00-11:15.....	Break
11:15-13:15.....	Workshops on Training Approaches
13:15-14:00.....	Inter-Workshop Exchange
14:00-16:00.....	Lunch Break
16:00-18:00.....	Workshops on Training Approaches
18:15-19:00.....	Inter-Workshop Exchange
19:30.....	Social Activity

#### Saturday, September 28<sup>th</sup>, 2003

9:00-10:00.....	Presentations of Training Approaches
10:00-11:00.....	Presentations of Training Approaches
11:00-11:15.....	Break
11:15-12:15.....	Hot Topics in Family Therapy Training
12:30-14:00.....	Closing Session

### Friday, September 26<sup>th</sup>, 2003

#### 17:00-19:00 Workshops on Training Approaches

<b>Institute:</b>	Institute de la Famille de Toulouse, France
<b>Title:</b>	"Formation à l'approche relationnelle et à la thérapie familiale" "Training in family therapy and the experiential approach"
<b>Presenters:</b>	- Eric Trapeniers, Director - Alain Boyer

**Résumé:** L'Institut de la famille de Toulouse a été fondé en 1985 ; en 1999, après treize ans de travail sous contrat avec l'Université Lille 1, a été fondé l'Institut d'études de la famille de Lille. Ce sont des instituts privés. La direction est assurée par Eric Trappeniers, qui est également le fondateur des deux instituts.

La formation dispensée s'adresse aux professionnels qui travaillent dans les domaines du soin et de l'éducation : assistants sociaux, psychologues, psychiatres, infirmiers, médiateurs familiaux, éducateurs divers, paramédicaux.

#### **Pré-requis**

Un entretien préalable est nécessaire pour toute admission. Il s'agit de vérifier : que le candidat a une pratique avérée ; que son propre projet est conciliable avec la formation envisagée ; et, autant que possible, que le parcours ne nuira pas au sujet. Est aussi précisé comment et par qui – le candidat lui-même ou un tiers institutionnel – seront remplies les obligations financières à l'égard de l'institut (I.F.T. ou I.E.F.L.).

#### **Dispositif**

Les groupes en formation comptent entre 20 et 25 personnes. Eric Trappeniers assure 60 % du temps, consacré à la formation proprement dite ; Jean-Jacques Beugniez initie aux différentes écoles, pour 15 % du temps ; Alain Boyer, dans la même proportion, introduit à une réflexion philosophique ; Christine Vander Borgh, à hauteur de 5 %, travaille sur les relations au sein du groupe lui-même ; enfin, le reste du temps est consacré aux formateurs invités et aux aspects juridiques.

Formation à la thérapie familiale : trois années à raison de deux journées consécutives par mois pendant dix mois, soit 120 heures par an, 420 heures au total.

Post-formation : deux années à raison d'une journée par mois (soit 120 heures).

### **Modèle**

Le modèle de référence est ce que nous appelons l'approche expérientielle et relationnelle (voir bibliographie). Il s'agit de transformer en expérience le vécu du professionnel. En l'amenant à vivre dans sa relation avec le formateur ce qu'il vit et fait vivre dans sa pratique, pour qu'il puisse non seulement en prendre conscience, ce qui reste souvent stérile, mais aussi éprouver qu'il existe d'autres possibilités que celles qu'il a apprises par sa vie et ses apprentissages précédents. C'est en quoi il s'agit d'une formation, avec ce que cela inclut de risque, au-delà d'un enseignement.

- Les apports théoriques sont assurés par Jean-Jacques Beugniez. Les principales écoles et leurs approches sont étudiées à partir des ouvrages de références et des auteurs qui ont balisé le champ de l'approche systémique.

Les apports sont également concrétisés par le visionnement de cassettes vidéo historiques mais aussi d'entretiens familiaux « live » ou simulés qui permettent de suivre pas à pas l'installation d'un protocole de thérapie familiale (1<sup>er</sup> contact, 1<sup>er</sup> séance) ou de mettre en évidence des notions fondamentales telles que le questionnement circulaire, la reformulation, le recadrage, la connotation positive, l'analyse de la communication non-verbale, etc.

- L'apport philosophique d'Alain Boyer a pour premier objet de permettre à chacun de mettre des mots sur sa pratique, tout en la situant dans notre héritage culturel et dans le contexte social, ce qui ouvre à une recherche de sens.

Les thèmes abordés le sont à la demande des participants, à partir de leur pratique et de ce qu'ils éprouvent au cours de la formation : la place, le don, l'émotion, le désir, la mort, la responsabilité, la médiation, etc.

- Les relations dans le groupe sont travaillées avec Christine Vander Borght, à partir d'une méthode créative qui implique chacun. Certains « objets flottants » (Caillé, Rey) sont utilisés, tels que le « parcours de formation » à travers lequel chaque étudiant identifie les étapes déterminantes pour lui dans un cheminement professionnel. La construction de ce parcours est un moment réflexif et narratif qui

entrecroise les fils des déterminants familiaux, subjectifs, sociaux, institutionnels avec les événements actuels.

- Chaque année, les étudiants assistent à un colloque organisé autour d'un thème – par exemple, en novembre 2002 : « Abus, violence et contexte » - de façon à ce que chacun puisse se rendre compte de ce qui se fait au-delà de son horizon.

**Abstract:** The Family Institute of Toulouse, France, was founded in 1985. In 1999, after thirteen years of collaboration with Lille University 1, the Lille Institute of Family Studies was founded. These two institutes are privately run by Eric Trappeniers who is both the founder and the director.

The training courses are designed for professionals working in the field of health and education : social workers, psychologists, psychiatrists, nurses, family mediators, youth workers, paramedics etc.

### **Requirements**

An interview is required prior to admission in order to establish: that the applicant has acquired previous professional experience; that his/her project is compatible with the proposed training; and, as far as possible, to determine whether this type of training is suitable to the applicant. The financial aspects of the training, and the terms of payment, are also negotiated during the interview.

### **Training overview**

The groups are made up of between 20 and 25 participants.

Eric Trappeniers is in charge of the core training, which accounts for 60% of the course. Jean-Jacques Beugniez focuses on the different schools of thought in Family Therapy (15% of the course). Alain Boyer invites the participants to take part in a philosophical reflection (15% of the course). Christine Vander Borght works on the relations within the group itself (5% of the course). The rest of the course is given over to external trainers who are invited to present their work and also to the study of the legal aspects of this field.

Training in family therapy: a three- year course consisting of blocks of two days a month over a period of ten months. This represents 120 hours per year, amounting to a total of 420 hours.

Follow-on training : a two –year course consisting of 1 day of training per month (120 hours in all).

### **Training Model**

The training is based on what is known as the experiential approach (see bibliography). The aim is for the participants to actually experience, through their relationship with the trainer, what they live (and make

others live) in their professional lives. In this way, the participants not only become aware of (often a sterile exercise) but actually experience the existence of alternative possibilities, other than those they have acquired throughout their lives. This is why it is a “training” and as such involves a certain amount of risk, which is always present when going beyond a “teaching”.

Jean-Jacques Beugniez focuses on the theoretical aspects of Family Therapy. The main schools of thought and their different approaches are covered, through the study of those authors and works which have proved to be landmarks in the field of systemic thought.

These aspects are further illustrated through the showing of historically important videos and also through “live” or simulated family interviews which allow the participants to follow, step-by-step, the putting-in-place of a family therapy protocol (initial contact, 1<sup>st</sup> session). They also allow certain fundamental notions to be highlighted, such as: circular questioning, reformulation, reframing, positive connotation, the analysis of non-verbal communication etc.

The aim of Alain Boyer’s philosophical contribution is to allow each participant to put into words what they experience in their professional life and to place these experiences within our cultural heritage and within the social context.

The themes covered depend on the participants’ wishes, their professional needs or what they experience during the training course. Some examples are : desire, death, self-sacrifice, responsibility, mediation, emotion...

Christine Vander Borgh works on the relationships within the group using a creative method which actively involves each participant. Certain “floating objects” (Caillé, Rey) are used, such as the “career path” through which each participant identifies the landmarks which have paved their path in life. The construction of this career path provides a moment of reflection and narration, allowing the different determining factors – family, social, subjective, institutional, - to intertwine with present events/experiences.

Every year, the participants attend a conference organized around a theme – for example, in November 2002 the theme was “ Abuse, Violence and Context” – this opens up horizons and gives the participants the opportunity to see what is happening outside their particular speciality.

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**Institute:** I.E.F.Co.S. -Istituto Europeo di Formazione e Consulenza Sistemica, Italy  
**Title:** "The I.E.F.Co.S. training model in the context of the Italian law on training regulation"  
**Presenters:** - Luigi Onnis, Training Director  
- Simona de Simone  
- Assunta Buzzelli

**Abstract:** The I.E.F.Co.S. training model will be presented in the frame of the Italian law which now regulates the professional practice of psychotherapy.

The different phases of the I.E.F.Co.S. training will be described as well as the most important issues of the training model. Particularly the spirit of the training model will be stressed: a spirit of “complexity” in the evaluation of human realities as well as in the elaboration of therapeutic strategies.

Some examples will be proposed through an interactive involvement of participants.

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**Institute:** Escola de Terapia Familiar - Hospital de San Pablo, Spain  
**Title:** "La Formación en Terapia Familiar como un Viaje Iniciático"  
"Training in Family Therapy as an Initiation Travel"  
**Presenter:** - Juan Luis Linares

**Resumen:** La Escuela de Terapia Familiar del Hospital de S. Pablo (Universitat Autònoma de Barcelona) desarrolla su modelo de formación mediante los siguientes programas

-Formación Básica en Terapia Familiar (2 años, 600 horas)

Master en Terapia Familiar (2 años, 600 horas)

-Diploma en Intervenciones Sistémicas en Contextos no Clínicos (1 año, 300 horas)

-Master en Mediación Familiar (2 años, 400 horas)

Se presentarán los principales contenidos de estos programas en breves secuencias sobre los siguientes temas: tutorías, espacio teórico y seminarios, espacio clínico y supervisión, espacio vivencial, intervenciones sistémicas, espacio organizacional, mediación, laboratorio de comunicación e investigación.

**Abstract:** The Family Therapy School of the Hospital de S.Pablo (Universidad Autónoma de Barcelona) develops its training model through several programs:

- Basic Training in Family Therapy (2 years, 600 hours)
- Master in Family Therapy (2 years, 600 hours);
- Dyplom in Non Clinical Systemic Interventions (1 year, 300 hours)
- Master in Family Mediation (2 years, 400 hours)

The main contents of these programs will be presented in brief sketches concerning the following issues: direct supervision, theoretical training, experiential training, work in organizations, laboratory of human communication, research, monographic seminars, tutorage, work in non clinical contexts, mediation.

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**Institute:** Escuela Vasco Navarra de Terapia Familiar (EVNTF), Spain  
**Title:** "Formación On-line de Expertos en Intervenciones Sistémicas"  
"On Line Training for Systemic Interventors"  
**Presenters:** - Roberto Pereira, Director  
- Jose Soriano

**Resumen:** La introducción de las Nuevas Tecnologías de la Información y Comunicación a través de Redes Digitales ha revolucionado los sistemas de Formación. La mejora en las comunicaciones y el acceso casi instantáneo a enormes cantidades de información ha creado un nuevo espacio formativo, a medio camino entre la formación a distancia y la formación presencial.

La Escuela Vasco Navarra de Terapia Familiar junto con la Escuela de Terapia Familiar del Hosp. S. Pablo han puesto en marcha un Programa de Formación de Experto en Intervenciones Sistémicas de 2 años de duración, exclusivamente on-line, que ha tenido una buena acogida. Durante la presentación se mostrará el Programa, y las bases de la formación a través de NTIC.

**Abstract:** The introduction of the New Technologies of Information and Communication through Digital Networks has revolutionised Learning

Systems. Communication improvements and almost instantaneous access to huge amount of information has created a new training space, half way between the distance training and the eyewitness training.

The Escuela Vasco Navarra de Terapia Familiar with the Escuela de Terapia Familiar del Hospital de San Pablo have started a 2 year Training Programme of Skilled in Systemic Interventions, exclusively on-line, that has had a good acceptance.

The on-line Programme will be showed during the presentation, with the NTIC training basis.

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Saturday, September 27<sup>th</sup>, 2003

9:00-11:00 Workshops on Training Approaches

**Institute:** Leeds Family Therapy and Research Centre, School of Psychology, University of Leeds, U.K.

**Title:** "Cultivating Creativity: in the trainer so they can produce a context in which the trainee can work creatively to foster increased creativity in the family"

**Presenters:**  
- Peter Stratton, Director  
- Helga Hanks  
- Paula Boston

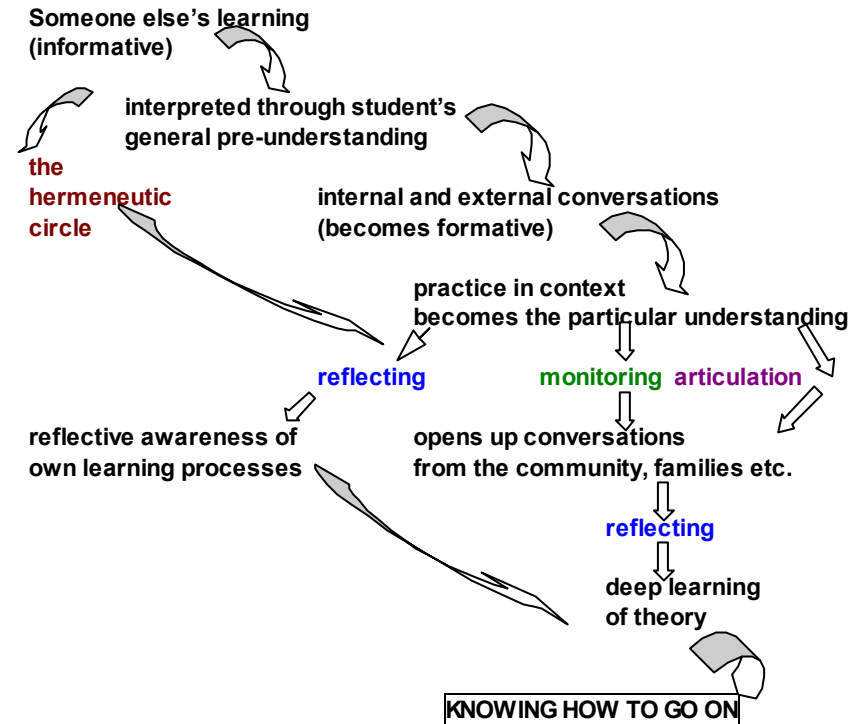
**Abstract:** A broad theoretical framework of the Coordinated Management of Meaning (Cronen and Pearce) will be offered to the audience as a framework from which they can discuss the processes they are observing. They are invited to explore the downwards *contextual* influence of the three levels of training while considering the *implicative* influence that the experience of the three levels of consumer exerts upwards on the higher contexts.

The use of CMM will continue with a brief account of *The LFTRC Learning Spiral* (Figure 1)

- Drawing on Kolb's (1984) learning spiral,
- Thompson's (1994) elaboration,
- Andersen's (1998) extension of (Gadamer's) hermeneutic circle,
- and Schön's (1987) theory of the reflective practitioner,
- with Walker and Harris's (1998) addition of 'articulation'.

The spiral will be the framework for a final consideration, in groups, of the *strange loop* posed by continually needing to cycle between creativity and rigour.

(refer to figure on following page)



**Institute:** Centro de Terapia Familiar Fásica, Fase 2: La formación avanzada en Terapia Familiar Sistémica Valencia, Spain

**Title:** "I can get no....., satisfacción en la formación en terapia familiar. La perspectiva de alumnos y formadores"

**Presenters:**  
- Annette Kreuz Smolinski, Director  
- Carmela Pérez de León y Reig, Director

**Resumen:** Pensamos que un programa avanzado en Terapia Familiar tiene sobre todo dos metas, que están relacionadas de manera complementaria: por un lado, aumentar y profundizar en los

conocimientos teóricos y las habilidades prácticas de la Terapia Familiar en general, por el otro lado, ayudar a elaborar y construir el estilo propio de cada uno de los participantes en su trabajo con familias y parejas. Este intercambio dinámico entre acomodación y diferenciación es uno de los aspectos más fructíferos del trabajo en grupo en general, y se propone una especial concienciación en nuestra formación sobre ello.

Formato programa: El programa abarca 400 horas que se dividen en una tarde quincenal y un seminario de fin de semana cada mes. Las tardes siempre cuentan con las 2 directoras como docentes, 3/4 de los fines de semana adicionalmente con docentes externos invitados.

Las directoras presentarán brevemente el programa & algunos resultados de la retroalimentación y se invitará reflexionar sobre los siguientes aspectos complejos de la formación:

Técnicas "satisfactorias": ¿la práctica del equipo reflexivo aumenta la satisfacción de todos?

Elaboración del cuestionario de feedback de eficacia de la enseñanza: Nuestro ordenador nos cuenta "la otra" historia.

Trabajos personalizados: ¿que y cuando y para qué?

Qué hacer con las diferencias que hacen diferencias: Historias de motivaciones y conocimientos iniciales.

**Abstract:** We think that an advanced program in Family Therapy has to fulfil mainly two goals. We consider that these goals are complementary and interrelated. On one side, the training has to increase the global knowledge and general skills in family therapy, and on the other side, it is supposed to help construct the personal style of each and every trainee in his or her work with the families and couples. The dynamics between accommodation and differentiation is one of the most fruitful aspects of group work in general. The authors propose special attention to this part of interactional process in the training program.

General aspects: the program includes 400 h of practical and theoretical training, part time, during 2 years. The distribution is: one weekend/month, one afternoon every fortnight. All afternoon sessions are presented by both of the directors, 3/4 of the weekends have invited speakers on special themes.

The directors will present shortly the program & some of the results of the feedback and invite the participants to reflect and discuss the following aspects of training pitfalls:

"Satisfying "techniques: ¿ does the practise of the reflecting team increase the overall satisfaction?

The feedback questionnaire about trainee satisfaction: our computer tells us the "other" story

Individual work: ¿ what, when and what for?

What to do about the differences that makes the difference: Stories about (initial) motivation & knowledge.

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**Institute:** Istituto di Terapia Familiare di Firenze

**Title:** "The image of the inner family"

"L'immagine della famiglia"

**Presenters:** - Rodolfo de Bernart, Director

- Cristina Dobrowolski, Director of Training

**Abstract:** Coherently with our clinic in which we use to work not only with the real family but also with the inner family of our clients in our training too we do that with our students. Some of the tools we use are techniques connected with the images and with non verbal language. Other tools are more related to a psychodynamic approach.

In our presentation we will try to expose briefly some theoretical elements of our approach and of how we use some instruments in training in order to teach this approach. As the time is limited we will offer a group experience to the participants in order to experiment directly two non verbal techniques, possibly collage and photographic genogram.

According to the number of participants we will divide the audience in three –five groups which will be conducted by our trainers. A general discussion will follow.

The languages of our presentation will be English and Italian. If needed we can provide a French and possibly a Spanish translation.

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## 11:15-13:15 Workshops on Training Approaches

**Institute:** Athenian Institute of Anthropos (A.I.A.), Greece  
**Title:** "Inner Voices and the Group Process in Family Therapy Training: actualizing Sequence and Diversity"  
**Presenters:** - Kyriaki Polychroni  
- Georgos Gournas  
- Dionyssi Sakkas  
- Petros Polychronis, Director

**Abstract:** In the quest for what has been described as "designing a life of our own"<sup>1</sup> – autopoiesis – the process of inner dialogue is of crucial importance. The discovery and actualisation of many and diverse inner voices, the recognition of the intergenerational patterns they represent and the connections expressed through their interaction, are considered **metaskills** necessary to the development of Anthropos (in Greek refers to the 'whole human being') and his or her group/family within the context of complex sociocultural and global change. Consequently, these skills are also essential to the development of the therapist.

The training program in family and systemic practice of the Athenian Institute of Anthropos, as developed by its founders, George and Vasso Vassiliou, constitutes an experiential approach which facilitates the recognition of the inner voices of the trainee and the actualisation of the trainees' group process experience. Within this approach, therapy and training are viewed as **one undivided process** in accordance with the principle of **coevolution** – of the family, the therapist and the trainer.

The purpose of this workshop is to give participants the opportunity to experience an application of the A.I.A. approach to training. By way of active participation in specifically devised tasks, workshop members will embark on a **group journey** illustrating various conceptualisations of the functioning of today's family while focusing on the importance of inner voices which echo information crucial for the **cognitive – emotional growth** of the therapist.

**Note:** the workshop shall be conducted in English with consecutive translation into the other language(s) of the participants.

<sup>1</sup>Ulrich Beck and Ulf Erdmann Ziegler (1999)  
Patrick Bateson and Paul Martin (1999)

**Institute:** DISPUK, Denmark  
**Title:** "DISPUK's training programme and its basic ideas and practices"  
**Presenter:** - Dorte Lund-jacobsen  
- Thorkild Olsen  
- Dorte Nissen  
- Lene Rohde

**Abstract:** To question or not to question, - that is to be.

The presenters represent an institute that - among other activities - offers training programmes for therapy, consultancy, supervision and management. We will talk about some of our key ideas concerning teaching and learning processes and we will introduce exercises that capture these ideas. There will be time for the audience to ask questions and discuss issues.

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**Institute:** Centre de Recherches Familiales et Systemiques (CERFASY), Switzerland  
**Title:** "Présupposés théoriques à la formation systémique au CERFASY"  
**Presenters:** - O. Real, President  
- M. Vannotti, Director of Training

**Résumé:** Dans notre formation, nous proposons un cadre théorique transversal et intégrateur qui vise à permettre à l'étudiant, dans la phase d'acquisition et d'application des connaissances et des pratiques, de ne pas être limité à un seul modèle ou à une seule école. Ce cadre pourrait se résumer en une centration théorique et pragmatique sur les échanges intersubjectifs. La thérapie systémique serait ainsi davantage une thérapie des échanges intersubjectifs qu'une thérapie avec la famille ou de famille.

Dans la mesure où il n'y a pas d'échanges sans qu'il y ait un intérêt mutuel à échanger, cette centration sur les échanges implique une focalisation sur les systèmes de valeurs qui les dirigent, les activent, les gouvernent. Si nous appliquons cette perspective au système de formation, la question centrale devient: sur quels axes évaluatifs les



différents acteurs du système – professionnels en formation et formateurs – cherchent-ils à majorer leurs échanges?

Dans une perspective piagétienne et évolutionniste cette majoration peut s'opérationnaliser en termes d'articulation fin / moyens et en termes d'autonomisation des modes de production de ces finalités et de ces moyens. L'évolution du système de formation se traduira dès lors – sous la forme d'accroissement des champs de l'équilibre de l'échange (acquisition et application des connaissances sur des domaines nouveaux) – en capacité de modifier ses propres méthodes de production de ces champs d'équilibre (émergence de la coopération comme nouvelle méthode d'acquisition et d'application des connaissances).

Plus précisément, dans le cadre de notre formation, cette centration se traduira par l'émergence d'un système de coopération entre les formateurs et les étudiants et entre les étudiants eux-mêmes. Au cours de cette rencontre nous entendons partager plus particulièrement notre méthode "d'encadrement coopératif des compétences" de l'étudiant dans le contexte des activités de supervision.

S'ouvrir à des champs d'équilibre nouveaux et générer des méthodes de production de ces champs d'équilibre implique une décentration mutuelle des acteurs du système de formation. Au niveau des étudiants comme des formateurs il s'agira "de réactiver l'esprit critique, de stimuler la comparaison entre points de vue multiples, de favoriser l'interdisciplinarité et, en ce sens, de reconstruire, au travers des divers actions de formation, la complexité de la "fonction soignante" (L. Onnis in "Malades et Familles")

Cette perspective nous paraît essentielle afin que les représentations que l'étudiant va se construire au sein du système de formation ne se réduise pas à ses "fixités fonctionnelles" (habitudes acquises et automatisées dans ses différents contextes d'apprentissage qui ont précédé la formation).

Il s'agirait dans ce cas de figure d'une confirmation stérile et abusive du point de vue propre de l'étudiant qu'il imposerait à ses partenaires du groupe de formation (position du "blâmant" de V. Satir). L'autre écueil serait une soumission a-critique et tout aussi stérile au point de vue d'autrui (position du "soumis" de V. Satir).

La décentration coopérative apparaît comme une position où l'intérêt des échangeurs est majoré par rapport à ces deux positions extrêmes qui balisent la trajectoire de tout processus de formation.

## 16:00-18:00 Workshops on Training Approaches

**Institute:** ATENEA -Centro de Terapia y Formacion en Sistemas Humanos, Spain

**Title:** "La Tutotia en la Formaci3n de Terapeutas Sistémicos"  
"Use of the seminar in the training of systemic therapists"

**Presenters:** - Susana Baer Mieses  
- Alicia Linán Poyán  
- Danilo Ubri Acevedo

**Abstract:** The teaching staff of ATENEA is made up of health professionals, psychiatrists and psychologists with a systemic and psychodramatic orientation. In the training courses we promote the creation of a space for

exchange and reflection, which through the active participation of the students, favors their personal and professional growth. The teaching staff which coordinates the courses is made up of the following members:  
Susana Baer Mieses

M.D., Psychiatrist, Psychotherapist, Psychodramatist, Family Therapist. Supervisor of Family Therapy certified by the Spanish Federation of Family Therapy Associations.

Alicia Lipan Poyan

Psychologist, Psychotherapist, Family Therapist, Teacher of Family Therapy certified by the Spanish Federation of Family Therapy Associations.

Danilo Ubri Acevedo

M.D., Psychiatrist, Psychotherapist, Psychodramatist, Family Therapist. Supervisor of Family Therapy certified by the Spanish Federation of Family Therapy Associations.

Our experience as trainers has shown us that the SEEMINAR that we offer our students constitutes an important factor in learning their professional role.

We believe that said role is acquired through a complex process that comprises theoretical and clinical training as well as personal development with its multiple facets.

The SEMINAR constitutes a space in which the student has direct access to the trainer he has chosen as his mentor, who is able to get a close-hand look at the evolution of his training, as well as providing a space for group work in which the trainee is offered the opportunity to

recognize and develop his resources and also to work through his emotional and relational difficulties in exercising his professional role.

The SEMINAR makes the integration of the theoretical content and the clinical practice of training possible; it facilitates personal growth and the development of self-esteem and of an original and satisfactory professional identity. The methodology of the SEMINAR is varied: it includes the selection of the mentor by the student, followed by an individual interview, participatory work sessions in group - in which psychodramatic techniques are used - and a written report by each student on the entire process. The content of each session is adapted to the training level of the group.

The SEMINAR constitutes a valuable training tool, which provides continual feedback on the customary aspects of systemic training.

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**Institute:** Institute of Family Therapy of the Open Psychotherapy Centre, Greece  
**Title:** "The Group-Analytic Method of Supervision in Family and Couples' Therapy"  
**Presenters:** - Thalys Papadakis  
- Ersi Kouneli

**Abstract:** The workshop will refer to the Tsegos or the «Greek» group-analytic method of supervision (Tsegos, I.K.1986,1995) which was developed and is practised at the Institute of Group Analysis (Athens) and the Institute of Family Therapy of the Open Psychotherapy Centre. This model focuses on the relationship between a therapeutic group or a family in therapy and its' supervising group. This relation includes the interaction between various persons such as the participating students, the presenter, the description of the therapeutic group being presented, the experienced observer and the mutual relations of all. This network of interactions promotes the reflection of multiple mirror phenomena between the two groups (supervising and supervised) and facilitates their exploration, understanding and studying as well as their developmental and therapeutic effect at many levels of inter-relations. In this workshop we will present a session of a therapeutic couples' group which will be followed by the above procedure of supervision. The

participants will have the opportunity to understand this specific method through an emotional and interactive group procedure which facilitates, besides the understanding of the presented group-session, knowledge, skills and the opportunity for personal growth, which we consider as essential for the professional identity and function for the students as persons and specialists.

This model has been extensively used for almost 20 years in supervising several kinds of groups. As there was a lack of estimating data through this period, we will present the preliminary results of an ongoing research study which is based on the quantitative and qualitative analysis of the Supervision Protocols of multiple supervised activities (group analytic, sociotherapeutic, psychodramatic, family or couple therapy sessions, dyadic psychotherapies), based on 250 Supervision Protocols.

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**Institute:** Université de Genève- Formation Continue en Thérapie de Famille, Switzerland  
**Title:** "A double (life+video) supervision model of training in Family Therapy"  
**Presenter:** - Pedro Gonçalves, Director

**Resumé :** Ce programme, créé en 1985 comme une formation en cours d'emploi dans le cadre d'une unité psychiatrique ambulatoire (Hôpital de Jour et Centre de Crise), a gardé la même structure de base depuis lors (à l'exception de l'augmentation des formateurs de 4 à 6 et de la diminution de la taille des groupes de supervision à 4-5 participants, changement prévu pour le prochain cycle 2003/06):  
-Cycles de Formation de 3 ans- Supervision en direct (miroir sans tain) en 4 petits groupes de 6 à 7 participants, une fois par semaine- Supervision différée sur support vidéo en grand groupe une fois par mois, avec intégration théorie-technique-pratique-expérience de soi - Evaluation annuelle des connaissances, savoir-faire et savoir-être  
Cependant, le cadre théorique et la méthodologie ont évolué, d'une inspiration initiale des superviseurs en fonction de leurs écoles de formation (Minuchin pour les uns, Selvini revue par l'Ackerman Institute pour les autres) vers une intégration progressive d'autres concepts et modèles (école d'Heidelberg, résonances, Imago), avec un accent

particulier, dernièrement, sur la perspective post-moderne, l'approche narrative et l'utilisation, des équipes réfléchissantes.

**Abstract:** The representatives of this Institute will first present the prevailing structure of their training since 1985:

-Organization of training and supervision by periods of 3 years  
-Direct supervision (one way mirror) in small groups, once a week  
-Video supervision review with all the small groups together, in sessions integrating theory, techniques and self experience learning, once a month, during a 2 days long workshop.

Later, they will debate, among themselves and with the audience, of the evolution of their frame and teaching methodology, from a initial structural (Minuchin) + Strategic (Milano inspired) approach to the present post modern perspective, Involving a narrative approach and the use of reflective teams.

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**Institute:** Centre de Thérapie Familiale, Monceau, France

**Title:** "20 ans de formation à la thérapie familiale au Centre Monceau-Bilan et perspectives"

**Presenter:** - Anne Almosnino

## Sunday, September 28<sup>th</sup>, 2003

### 9:00-10:00 Presentations of Training Approaches

**Institute:** Institut d' Etudes de la Famille et des Systèmes Humains, Belgium

**Title:**

**Presenters:** - Edith Golbeter  
- Jacques Pluymaekers

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**Institute:** Institute of Family Therapy, London, U.K

**Title:** "Training in Institutes, Practice in Therapeutic Contexts: Creating an Effective Partnership "

**Presenters:** - Barry Mason, Director  
- Desa Markovic  
- Linda McCann  
- Jim Wilson

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**Institute:** SHINUI: Israël Institute for Systemic Studies, Family and Personal Organization Change, Israël

**Title:** "Special issues of advanced training in Family Therapy"

**Presenters:** - Noga (Rubinstein) Nabarro, Executive and Professional Director  
- Haviva Ayal, Director of Training

*This presentation is dedicated to the memory of Prof. Carl Whitaker*

**Abstract:** Becoming an advanced professional therapist and reaching higher levels of mastery is not a required task. It is more a matter of personal choice, a graduated, **mindful and intentional progression**. **It requires not only experience but a clear and conscious decision and ambition** to become a masterful family therapist.

As the professional know-how increases in complexity, and more successful experiences accumulate, reaching higher levels of therapeutic ability require a special quality of advanced training, separate from supervision, that facilitate the development of more masterful qualities. This presentation points to “**12 Basic**” and **interrelated qualities** that distinguish and characterize masterful family therapists. Qualities that make them “power-users” of therapeutic “know-how” and “power-users” of their own resourceful Self as an effective and unique tool in relations to this “know-how.” Direct implications and suggestions for training will be discussed.

### 10:00-11:00 Presentations of Training Approaches

**Institute:** Institution for Psychotherapeutic Relations and Reflections, (I.P.R.R.) Belgium  
**Title:** "Inspector frost: the use of films, contemporary art and poems in the training of systemic therapists"  
**Presenters:** - Peter Leaerts, Director  
- Els Van Daele

**Abstract:** "Inspector Frost will visit some of you, systemic trainers, and ask you to reflect on what he will present. He is in trouble and needs some systemic reflections on his relationship."  
We think we have selected some fragments of films, poetry and silly objects that will show our way of training our trainees.  
This interactive presentation demands from the participants an active contribution and self-disclosure.

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**Institute:** Franciscan Family Institute, Ljubljana, Slovenia  
**Title:** Practicum in relational-systemic family therapy  
**Presenters:** - Tomaz Erzar, Director  
- Christian Gostecnik  
- Katarina Kompan Erzar

**Abstract:** Rationale: In the last decades the field of psychoanalysis underwent a radical shift of paradigm: mind and psyche are no longer considered in terms of ego's inner conflicts, but are conceived in relational terms. Relational structures of mind can be traced on all levels and in all aspects of human life: intrapsychically, interpersonally, developmentally, in real life and in fantasy. Relational paradigm also radically changed the ways therapists understand their practice.  
Presentation: In our training the analytical situation is addressed as an open space of unconscious mutuality in which systemic dynamics of the whole family interacts with interpersonal (marital) conflict and intrapsychical patterns of behavior of every family member. With the help of videotaped didactic sessions of marital therapies we will try to show how this interaction can be understood through the concept of mutual affect which describes how the power of family system affects the marital relationship and causes intrapsychical blockades, which reappear on systemic level as symptoms. There will be, during presentation, ample time not only for classical audience participation, but also for therapeutical interventions, suggestions and reflections.

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**Institute:** Laboratory for the Study of Human Relations, Greece  
**Title:** "Theoretical conceptualizations and practical applications of an integrative, process oriented approach to therapy and training"  
**Presenters:** - Charis Katakis, Director  
- Maria Pirounaki-Lioni

**Abstract:** The expanding programs and services of the Laboratory (clinical, training, community, preventive, research, publications) are grounded on two central dimensions, a) broadening the spectrum both at the theoretical and practical level and b) enhancing differentiation, growth, integration and meaningfulness.  
Over the years, we keep on diversifying and reorganizing our

educational programs in order to meet the diversified needs of different professional groups who seek training, supervision and consultation. The four year training program for systemic psychotherapy offered by the Laboratory aims at offering trainees theoretical knowledge, experiential activities and clinical experience in the integrative approach to psychotherapy which has been developed and is being practiced by a large number of systemically oriented therapists in Greece over the last forty years. The presenters will attempt to follow a dialogical, process-oriented approach, which will hopefully involve participants in a meaningful exchange of ideas and experiences.

### 11:15-12:15 Hot Topics in Family Therapy Training

**Title:** "The Use of Resonance in Supervision"  
**Presenter:** Mony Elkaïm, Chair EFTA -TIC  
**Institute:** Institut d' Etudes de la Famille et des Systéms Humains, Belgium

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**Title:** "Tossicodipendenza e Terapia Familiare: Dalla pratica clinica alla creazione di un programma di istruzione per professionisti"  
**Presenters:** - Martha Foster, Deputy Director  
- Anna Tsiboukli  
- Elias Likoudis  
**Institute:** KETHEA-Therapy Center for Dependent Individuals, Greece

**Abstract:** I dati che emergono dalle ricerche vengono a rinforzare il ruolo importante svolto dalla famiglia sia all'uso sia alla prevenzione, alla disintossicazione e alla prevenzione della ricaduta. In relazione alle cause della dipendenza e il ruolo svolto dalla famiglia in questa. Come è noto a tutti, il problema della tossicodipendenza è un problema multifattoriale. La famiglia costituisce uno di questi fattori. In uno studio effettuato dal KETHEA nel 1995 per le Caratteristiche Sociodemografiche delle persone dipendenti, si è accertato che 7 sui 10

consumatori che chiedono aiuto dai Centri Consultori del KETHEA vivono con la famiglia. La percentuale di convivenza con la famiglia supera l'ottanta per cento per il gruppo di età sotto i 19 anni, mentre è interessante che anche nel gruppo sopra i 30 anni tale percentuale arriva al 68,8% per gli uomini e al 57,6% per le donne. La famiglia dunque può svolgere un ruolo sostanziale all'orientamento del dipendente verso la terapia.

La complessità del problema, la diversità delle persone tossicodipendenti e la politica praticata in ogni paese per le droghe, ha condotto alla creazione di diversi tipi di programma e di interventi che riguardano tale problema. In relazione dunque all'approccio esistono programmi che si occupano esclusivamente e solamente con la persona tossicodipendente, ma che coinvolgono indirettamente l'ambiente familiare, altri che lavorano solo con la famiglia ed altri nei quali il coinvolgimento della famiglia nel quadro terapeutico costituisce condizione indispensabile per l'accettazione del tossicodipendente al programma. Per alcuni anni se è creata una certa diffidenza e certe volte anche contrapposizione tra i fautori del modello della Comunità Terapeutica e del modello della terapia familiare. Alcune Comunità Terapeutiche non ritenevano indispensabile, e alcune continuano a non ritenerla fino ad oggi, la partecipazione della famiglia al processo terapeutico.

Ci sono molti esempi che indicano chiaramente la necessità dell'istruzione nella terapia familiare nel settore della tossicodipendenza. Questa istruzione non può essere solamente teorica, ma deve essere anche vissuta e deve comprendere l'esercitazione pratica e l'applicazione clinica come pure il monitoraggio sistematico e la ricerca. A fronte di questa necessità abbiamo creato un programma di istruzione rivolto ai professionisti che lavorano nella terapia o nella prevenzione della dipendenza.

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## NOTES

**Title:** “The challenges for systemic training within the context of a divided society”

**Presenters:** - Isobel Reilly, Director  
- Moira Davren

**Institute:** Queen's University of Belfast - School of Social Work, Northern Ireland, U.K.

**Abstract:** Northern Ireland is emerging from a protracted period of civil conflict. While issues of national identity, contested loyalties and cultural ambiguity permeate social discourse this is usually unspoken and often denied.

This presentation explores the challenges for systemic family therapy trainers in a context where the opportunities created by politically legitimated equal opportunities and anti-oppressive agendas interface with less openly shared and acknowledged personal experience.

Creative ways of accessing and harnessing ‘lessons from life’ have been developed and integrated in both the classroom and clinical practice setting, with the goal of the creating a new learning context that is enabling and transformative.



12:30-14:00 Closing Session

“Implications for Applications in Creating Futures For Training in Family Therapy and Systemic Practice”