



4th Meeting of Trainers

Training in Family Therapy: Integrating Content, Form and Relationship

19th – 21st September, 2008

Institut d'Études de la Famille

Toulouse, France

Scientific Program

**European Family Therapy Association
Training Institutes Chamber**

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Acknowledgements

The EFTA-TIC Board would like to thank the Institute d'Études de la Famille of
Toulouse and its Director, Eric Trappeniers, for the financial sponsorship of the
Book of Abstracts for the 4th EFTA-TIC Meeting of Trainers.

4th EFTA-TIC Meeting of Trainers Program at a Glance

Friday, September 19th 2008

- 12.30-14.00 Registration
- 14.00-15.00 Opening Session and Greetings
- 15.00-16.30 Systems Formation Process
- 16.30-17.00 Coffee Break
- 17.00-17.30 Presenters' Descriptions
- 17.30-19.00 Parallel Workshops
- 19.00-19.30 Inter-Workshop Exchange
- 20.30 Welcome Reception

Saturday, September 20th 2008

- 09.00-10.30 Parallel Workshops
- 10.30-11.00 Inter-Workshop Exchange
- 11.00-11.30 Coffee Break
- 11.30-13.00 Parallel Workshops
- 13.00-13.30 Inter-Workshop Exchange
- 13.30-15.00 Lunch Break
- 15.00-16.30 Round Table Discussion:
"Accommodating a Multi-Cultural Europe: Implications for
Therapy and Training"
(Incorporation of EFTA-TIC General Assembly)
- 16.30-17.00 Coffee Break
- 17.00-18.30 Parallel Workshops
- 18.30-19.00 Inter-Workshop Exchange
- 19.00- 20.00 "Experiencing Traditional French Music"
Hosted by Eric Trappeniers
- 21.00 Dinner

Sunday, September 21st 2008

- 09.00-10.30 Parallel Workshops
- 10.30-11.00 Inter-Workshop Exchange
- 11.00-11.30 Coffee Break
- 11.30-13.00 Round Table Discussion:
"Creating a European Program on Family Therapy and Systemic
Practice: New Possibilities"
- 13.00-14.00 Closing Session

Abstracts

Friday, September 19th 2008

17:30 – 19:00 Workshops

Institute: Institut Provincial de Formation Sociale (IPFS), Belgium
Title: «Processus de formation et objet flottant: Le blazon»
Presenter: Chantal Nève Hanquet

Abstract: L'atelier abordera la manière dont le blason, objet flottant développé par Yveline REY et Philippe CAILLE a été utilisé comme « média » dans le cadre du processus de formation d'étudiants en formation en thérapie familiale systémique. La réalisation d'un blason a été proposée à chacun des étudiants. Ceux-ci avaient le choix de se répartir pour une réalisation centrée soit sur l'histoire du groupe de formation, soit en s'identifiant à un patient et à sa problématique, soit à partir de son histoire personnelle. Les trois séries de blasons sont alors successivement exposées. Chaque blason est ensuite présenté par celui qui l'a conçu et analysé par le groupe en mettant en avant (pour les blasons sur l'histoire du groupe de formation) les similitudes, les différences, les originalités, ... Pour les blasons où l'étudiant s'est identifié à un de ses patients, l'analyse a porté sur les résonances de l'étudiant en lien avec son patient et le groupe de formation. Pour les blasons réalisés à partir de l'histoire personnelle, il leur a été proposé qu'un étudiant observe la façon dont le blason est présenté, pendant qu'un autre étudiant observe les interactions entre la formatrice, la personne présentant son blason et le groupe. La parole est ensuite donnée aux deux observateurs qui feront une relecture du travail. Cette utilisation du blason a pu permettre aux étudiants en formation de mieux évaluer comment différents niveaux s'entrecroisent dans un processus de formation lié aux pratiques professionnelles de chacun et aux trajectoires personnelles.

Institute: Institut Provincial de Formation Sociale (IPFS), Belgium
Title: "Use of a floating object – the *family blazon* – in training"
Presenter: Chantal Nève Hanquet

Abstract: The purpose of the workshop is to demonstrate the use of the *family blazon* in courses for students training to become family systems therapists. This training instrument is a 'floating object' that has been devised by Yveline Rey and Philippe Caille. Inspired by the idea of a coat-of-arms, the *blazon* incorporates a motto, a symbolic object and references to past, present and future.

In accordance with this technique, each student is asked to design a *blazon* on the basis of one of three options. It is stated that the object to be created should either focus on the history of the training group, or be based on identification with a patient and his/her problematic, or, finally, be inspired by the student's own personal history. The three sets of *blazons* are then exhibited one after the other. Each *blazon* will be presented by the person who designed it and analyzed by the group, with emphasis, in the case of *blazons* on the history of the training group, on similarities, differences, original features, etc.

In the case of *blazons* inspired by identification with a patient, the analysis will focus on how the student has achieved resonance with his patient and the training group.

In the case of *blazons* inspired by personal history, it is proposed that one student should observe the manner in which the *blazon* is presented while another observes

the interaction between the trainer, the person presenting his/her *blazon* and the group.

The floor will then be given to the two observers who will offer their own comments on the work.

This use of the *blazon* has helped students in training to better evaluate the ways in which different levels interlink and mingle in a training process that incorporates reference to each individual's working practices and personal trajectories.

The seminar will be presented in French with consecutive interpretation into English.

Institute: Yaletown Family Therapy and Toronto Narrative Therapy Project, Canada

Title: "A Social Location of Problems: Situating Theory in Narrative Therapy Practice"

Presenter: Stephen Madigan, Director

Abstract: Since narrative therapy practice is not informed by psychological theory, the workshop sets out to carefully explain the poststructural/theoretical ideas located within the six key concepts involved in narrative therapy practice. Discussed is the foundational work of Michael White and David Epston and the theoretical ideas philosopher-historian Michel Foucault.

The workshop outlines the six key concepts that form a practice map of narrative therapy and include a demonstration of therapeutic letter writing campaigns, subordinate story line development, cultural influences on identity/problems and re-remembering practices. Throughout the workshop participants are shown how the practice and theory fit together through a microanalysis of Stephen's DVD therapy work.

Title: "Mirrors, Binoculars and Spectacles, Facets of Enhancing Complexity in Training Therapists"

Presenters: Haviva Ayal and Sara Ivanir, Israel

Abstract: Mirrors, binoculars and spectacles are used here as metaphors for the therapy process with the purpose of illuminating the different elements that create its complexity and richness.

Therapeutic relationships are a space in which both therapist and clients simultaneously, can see and be seen, hear and be heard, touch and be touched.

The *Mirror* aspect of the therapy describes interactions in which client and therapist's perceptions are based on reflecting and being reflected by each other. Awareness of this mutual reflection creates a continuous transformation in the experience of self.

As a *Binocular* – the therapist focuses on a specific area, zooming in and out allowing for different views of the subject discussed. The interplay between details and the larger frame generates a new context and thus a new map for change.

One tends to automatically interpret different life events based on past experiences. Using the metaphor of *Spectacles*, therapists create a new arena to try on different lenses and frames **experimenting** with new perspectives allowing for emotional and behavioral changes.

The presentation will include both theoretical and experiential elements. Participants will work through group processes and personal tasks to explore the metaphors and their implementation in training.

Institute: Istituto Europeo di Formazione, Consulenza Sistemica e Terapia Relazionale (IEFCoSTRE), Italy
Title: "The systemic clinical record: a tool with therapeutic, formative and research potentialities"
Presenters: Anna Eugenia Squitieri, Maria Laura Vittori, Agostino Vietri

Abstract: Although audio-visual means have represented the essential technical-methodological novelty of the systemic therapy approach, catalyzing most attention of the world scientific, the importance of paper means remains unchanged and it is susceptible of improvement. Not everything, in fact, is translatable into images and sounds: Thinking I finds into writing the elective expression procedure. According to this point of view, a systemic clinical record well developed is a necessary tool to structure work, if we want to change a simply whole of data into a significant constellation information's. This will be useful on:

- A clinic side: because it is preliminary to the changing of the family.
- A training side: because it preserves the complexity of observation and helps the development of organized considerations about therapeutic dimension.
- A research side: because helps to gather significant data and their relation to specific categories (ex: composition of the family, family life cycle phase in which the problem began, time elapsed between the appearance of problem and the request of assistance, diagnosis, number of sessions, etc.).

So thinking that presides at the compilation of a systemic clinical record appears more elaborate than the writing of the therapeutic session reports, because it involves a further processing of the data in favor of the required essentiality. In this work we present a typology it is currently adopted by the most of trainers of IEFCoS and IEFCoSTRE. Some comments about the usefulness of this tool in a training context will be underlined.

Saturday, September 20th 2008

09:00 – 10:30 Workshops

Institute: Centre des Buttes-Chaumont, France
Title: "From general systemic approach to the systemic of maltreatment"
Presenter: Martine Nisse, Director

Abstract: Trained by Mony Elkaïm, founder of the first French centre of family therapy for maltreating families, I was faced in 1987 with a fundamental problem.

The word maltreatment didn't exist, French laws didn't know the Rights of the child, nor did the system.

Incest could be positively known inside therapy offices in defiance of the danger incurred by the child.

Thanks to both connections from Von Foerster and from Prigogine, we created the concept of amplification of the law crisis.

The ideas were to integrate within its penal dimension the law of therapy, paradoxical positive connotation, guarantee of a deep change opposed to the repetitive maltreatment generations.

That's why, since 1992, our trainees have been learning systematically how to articulate through these three logics: protection of the childhood, judicial information and therapeutic work.

In 4 years, raised with system theory contribution, following attentively the evolution of family therapy schools, they change their way to listen, look for precise vocabulary, and adjust their words to launch the communication. They go past agreed ideas, they dare to question about family tie, using humour and paradox to undo ascendancy link and dare to pass over the fear to be the one thanks to him each member of the family or of the institution will be able to exist in the respect of the rights of the human being. Paradoxical strategy teaches them to fight against maltreatment homeostasis, to develop their creativity. The training interacts within multi levels.

Institute: Centre des Buttes-Chaumont, France
Title: "Thesis or not, what will it provide?"
Presenter: Robert Meslé

Abstract: Training to family therapy consists in teaching knowledge and "know-how" and transforming trainees into reflexive and autonomous speakers. The aim of a thesis, at the end of studies, is to create a basis to transmit knowledge, it lightens on the contents of the training and favours exchange and communication thanks to publication and intervention during congress.

Systemic principles application towards maltreatments can be the subject of pragmatic studies, analyses of case, inquiries, elaboration of process or conceptual analyses.

This training, from research by research, compares models to reality. It constitutes training with a critical distance and enables the evolution of the training corpus. The public viva, facing a board made up of specialists of the three domains of intervention: therapeutic, social and judicial, is a ritual way for the future therapist.

The three first years, trainees used to attend viva, this enables them to project themselves in what will be their future at the end of their studies.

The training in the Centre des Buttes-Chaumont includes the teaching of the methodology of research in human sciences, techniques of inquiry, statistical analysis basis, and principles of scientific approach. Each trainee is accompanied by one or several trainers, to be helped in the achievement of his viva, the elaboration of the problematic, and the writing of his final document. This implies a great availability from the trainers and a specific "know-how".

This will be shown through selected examples picked from memories realized in the Centre des Buttes-Chaumont.

Institute: Centre des Buttes-Chaumont, France
Title: "Systemic approach of emotions linked with violence"
Presenter: Thérèse Bouche

Abstract: The child, victim of any form of violence, finds himself in a true systemic "crossroad" between his own family, institutions which take care of him (centre, reception family, social help for Childhood, justice, school and so on...) and social workers, having their own family too.

The originality of the Centre des Buttes-Chaumont was to consider that maltreating was a systemic drama in which each sub system generated its own homeostatic pole, sometimes violent.

The professional who operates next to those children and their families is therefore confronted to various feelings and emotions, sometimes violent, often insidious. He must be able to identify them and manage them if he wants to:

- help the child and his own family
- survive to his institution by trying to imprint his own track in order to develop it while avoiding what we call "burn-out"
- sort out from the tangle of his own construction, inheritance of his own original family

To help our students to better identify and manage their emotions and their feelings, often as the reflection of their own world construction, from the maltreating family and from the institutional network in which they intervene, is one of the aims of this training.

During 4 years, in particular during the last year, when different systemic schools are specifically approached, thanks to systemic tools we are going to inquire continuously violence, and analyze brakes, fears which paralyze each of the identified homeostatic poles.

Institute: Association of Systemic Therapists, Serbia and Institute for Mental Health, Department for Marriage and Family, Serbia
Title: "Reflective Practices in Training / Enhancing Trainees' Resilience"
Presenters: Nevena Calovska Hertzog, Desanka Nagulic, Directors

Abstract: Conceptualising therapeutic practice as culture bound, training focuses on developing awareness of how power and influence are perceived and acted within cultural matrix, being related to language, ethnicity and religion. Trainees personal and professional development being embedded in culture, is related to dominant cultural narrative and prevailing social discourses, therefore, it strongly shapes both "therapeutic and training stories".

Authors will report on how trainees, from two training groups, from Serbia and from Bosnia, in their final year of training wrote about personally selected systemic concept relating it to development of personal/professional resiliences enabling matching therapeutic style.

Authors will report on: trainees' themes, preferred therapeutic approach, selfreflective comments of understanding development of resiliences, use of language and metaphors and explicated dilemmas.

Authors will share their impression that in both groups preferred approach is collaborative one. Special focus will be on how same theme is chosen and elaborated in different cultures and how this similarity and difference is related to therapeutic practice.

and

Institute: Institute of Family Therapy and Systemic Practice Areopagus, Romania
Title: "Systemic Training and Practice in a Post-Communist Context"
Presenters: Ileana Radu, Director
Stefana-Ioana Racorean, Melania -Fabiola Murariu

Abstract: Eastern European Area, as a context of communism trauma is still un-researched and un-assumed as a phenomenon in these political, cultural and sociological dimensions.

The value gap and value shift dynamics due to dramatic and fast coming changes imposed a new reality reading, a new level of development and growth.

The whole spectrum of identity is challenged and the resonances are seen in the individual and community life. Identitary difficulties can be solved through consultancy and therapy (Giddens) – systemic practices as a result of systemic training can be as an intervention tool.

Learning while doing, practice, training and research are the main vision coordinates of the Institut of Family Therapy and Systemic Practice, Romania. Trainees from a variety of fields: medicine, psychology, social work, education, theology are enrolled in a creative process, knitting the complexity of their profession with the experience of their family life events: births, weddings, deaths. Experiential events are interlocking with concepts and ideas. Networking with structures like: Anthropos - Athena, Shinui – Tel Aviv, Bucsaki - Budapest, Institute of Psychiatry London, is rysomatic (Lynn Hoffman) on the gift-exchange principle; different cultures are meeting and better preparing for the constant challenge of post-modernity and globalization.

Institute: KETHEA, Greece
Title: "Family treatment in the field of drug addiction: good practice in training professionals"
Presenter: Eleni Anagnostou

Abstract: Three women were supervised in the context of a training program held by KETHEA. Two of them were experienced professionals in the field of drug addiction and the third one was specialized in psychiatric and trainee in drug addiction treatment. None of them were administratively connected with the supervisor. The training scheme comprised of thirty hours of individual supervision and one hundred hours of practice (including group sessions, family sessions, first contact interviews and seminars), that took place in the Family Support Centre of KETHEA PAREMVASI program.

The first goal was to develop a clear contract and a clear plan for the supervision's content and objectives. Supervision sessions were set in sequence and the belief process was built gradually. The content of the supervision was recorded cases from the supervisees' practice, for which the supervisees were uncertain whether they had handled them properly. The issues under supervision were connected with similar cases from their working field. The supervision sessions were initiated with the description of these cases and afterwards difficulties that the supervisees encountered were detailed discussed.

After the sessions' completion the supervisees felt connected with the supervisor, learnt to focus on personal issues and use them properly for clients and finally felt confident about their ability to deal with clients. The changes that I suggest in re-designing the above training program are related with the differentiation of practice according to the level of the supervisees' experience.

and

Institute: Finnish Association for Mental Health Education Center, Finland
Title: "Family Therapy at client's home – a challenge to therapy and education"
Presenter: Eira Tikkanen, Director

Abstract: The goal of the family therapy is to help the entire family, all its members. Focusing on the family – extension of the therapy from treating an individual to treating a family – has had a major impact on development of preventive measures and psychosocial assistance. For example the treatment of many severe psychic illnesses has become more human as the patient and his/her family have started to be seen as active actors of the treatment episode. Changes in the family life provide continuously new challenges to family therapy activities. One of these challenges is to take advantage of the natural environment and the social context of the families in the therapy. In the natural environment of the family – at home – familism becomes well materialized and "anchors" the changes directly to the home of the family in question and to its everyday activities.

Even as working at home is known to be informatic and beneficial to the therapeutic work, the therapy carried out at home has been "put in shadow" in research and education. Taking advantage of the possibilities provided by the home context in the therapy is a central research and development area of the Clinic for Psychotherapy of the Finnish Association for Mental Health. As part of the development work an educational programme "Therapeutic working at a client's home" was initiated in 2007. The educational programme was well received and is being further developed by customizing it to the needs of different NGOs as well as to the needs of children protection and child and youth psychiatry units. Another goal is to develop an educational module on working at home, completing family therapy educations.

11:30 – 13:00 Workshops

Institute: Elkaïm Formations, France
Title: «Intégrer Contenu, Forme et Relation: Le Processus d'Appropriation de l'Histoire Familiale du Thérapeute»
Presenter: Anne Chouhy

Abstract: Le thérapeute constitue son principal instrument thérapeutique. A fin de ne pas rester envahl par les émotions que le système thérapeutique évoque et/ou amplifie de son histoire familiale, le thérapeute doit réaliser un apprentissage cognitif et émotionnel, et cet apprentissage dépend nécessairement d'une connaissance de son histoire familiale. Ce travail explore ce processus d'appropriation de l'histoire familiale du thérapeute pendant la formation, et propose :

a) en ce qui concerne le thérapeute :

- une lecture du travail de supervision qui met en évidence comment, à partir des similarités structurelles (isomorphismes) entre la famille qui consulte et la famille d'origine du thérapeute, celui – ci récupère des éléments importants de son histoire familiale,
- une hypothèse neurobiologique qui décrit comment, dans la mesure que le thérapeute transforme ses souvenirs émotionnels implicites d'expériences passées en souvenirs explicites d'expériences émotionnelles, il acquiert une maîtrise de ses réponses émotionnelles; maîtrise qui lui permettra, au lieu de réagir, la liberté de décider comment agir,
- un suivi de parcours de formation qui montre comment, le processus d'appropriation de l'histoire familiale du thérapeute détermine une évolution qui peut être tracée en fonction des successives modifications qui ont lieu dans le genogramme de sa famille d'origine.

b) en ce qui concerne le groupe de thérapeutes en formation:

- une analyse comparative des différentes évolutions individuelles de ce processus d'appropriation de l'histoire familiale, à partir de laquelle considérer,
- les questions que soulèvent ces différences individuelles et donc, la fiabilité du processus d'appropriation de l'histoire familiale du thérapeute, en tant que paramètre de son développement personnel et professionnel.

Institute: Elkaïm Formations, France

Title: “Integrating Content, Form and Relationship: The Appropriation Process of the Therapist's Family History”

Presenter: Anne Chouhy

Abstract: The therapist is his own main therapeutic instrument. The encounter with the clinic usually evokes and amplifies in the therapist, emotions or perceptions that belong to his family history. In order to acquire an adequate regulation of the emotional activation aroused by the therapeutic system, the therapist must go through a cognitive and emotional learning, which necessarily depends on a recognition of his own family history.

The present work explores this process of appropriation of the therapist's family history during the training, and proposes:

a) concerning the therapist:

- a reading of the supervision work evidencing the structural similarities between the consulting family and the therapist's family of origin, allowing the latter to recognize, from the isomorphisms, significant contents of his family history,
- a neurobiological hypothesis describing how, as the therapist transforms his implicit emotional memories of past experiences in explicit memories of emotional experiences, he acquires an adequate regulation of his emotional resonances,
- an evaluation of the increasing cognitive complexity in the therapist, who experiences the recursive logic that organizes his emotional resonances, the contents pertaining to his family history and, the manner in which both shape the therapeutic relationship.

b) concerning the group of therapists:

- a comparative analysis of the different individual developments of this process of appropriation of the family history, in a group made up of 15 therapists in training,
- the questions arising from these individual differences and, specifically, the possibility to consider the process of appropriation of the therapist's family history as a parameter of his personal and professional development, in as much as it is a catalyst of correlations between history, resonances and therapeutic relationship.

and

Institute: Istituto EMMECI sc, Italy
Title: "L'utilisation du langage analogique dans la formation des psychotherapeutes familiaux"
Presenter: Pier Giuseppe Defilippi, Director

Abstract: Le point de départ de cette intervention définit le thérapeute comme l'outil par excellence de la psychothérapie. L'utilisation du langage analogique dans la formation du psychothérapeute regarde deux niveaux : 1. le savoir faire et 2. le savoir être. Le savoir faire vise la capacité d'exprimer, de transmettre et de faire surgir les émotions ; donc la gestion du corps, du langage, de l'espace, l'utilisation créatrice des objets thérapeutiques (tels que les objets flottants par exemple). Le savoir être vise surtout les problèmes de résonance, le travail sur son histoire, l'utilisation de ses capacités de résilience, la connaissance et la transformation en ressource de ses points critiques.

Institute: Center of Systemic Studies and Family Therapy "Iasis", Romania
Title: "Autonomy - conceptual aspects and therapeutic consequences"
Presenter: Roxana-Denise Tudorache, Director, Liana Dehelean, Ileana Stoica

Abstract: Ideological, sociological, economical, and cultural changing that happened in the last 17 years in Romania had a significant impact to structure, relationship and family resources.

Our current society organized by the liberal economical model imposes autonomy as primary value, being responsible of major psychological suffering.

These changing propose questions and considerations about different discourses and practices in the field of systemic therapy.

and

Institute: Romanian Association of Systemic and Family Therapy, Romania
Title: « La dynamique du group de formation. Le rôle du développement personnel »
Presenter: Alina Zamosteanu, Zeno Gozo

Abstract: Si on considère les autres orientations en psychothérapie, l'intervention systémique se rapporte à l'ensemble des relations dans lesquelles une personne est impliquée. Dans la période de formation, le group, comme entité révèle une série

des processus, commencement avec les processus individuels jusqu'à les processus collectifs, le final est de réaliser une cohésion du group.

Le développement personnel s'achève par l'apport du group, par l'interaction des membres du group. Dans le processus de formation peuvent apparaître différents pièges. L'entière évolution du group dépend de la modalité de dépasser toutes les difficultés.

Dans ce travail notre démarche est centrée sur l'analyse des situations problématiques qui peuvent perturber la dynamique du group, comme, par exemple, sont les personnes qui monopolisent la discussion, qui ne sont pas capables de faire une auto-distanciation à cause d'une faible différenciation du soi, aussi on fait références sur les modalités de dépasser cette situation en liaison directe avec le développement personnel en formation (charte du monde et.

Institute: Romanian Association of Systemic and Family Therapy, Romania

Title: "The dynamic of a group in formation. The role of personal development"

Presenter: Alina Zamosteanu, Zeno Gozo

Abstract: If we consider the other orientations in psychotherapy, the systemic intervention references to the set of relations in which a person is involved. In training, the group, like one unity and one entity, experiences different processes, starting with an individual process and arriving to a group process – the final target is to realize a cohesive unity.

The personal development is accomplished with group contribution, based on the interaction between the members of the group. During the training process different obstacles can appear. The entire evolution of the group is conditioned by the modalities that we use to overcome the obstacles.

In this paper we analyze the situations that can disturb the group dynamic, like, for example, the trainees who monopolize the discussion and who are not capable to achieve a self-distancing because of their weak self differentiation. We will discuss also about the modalities to overcome these situations and we will make a direct link to personal development in training.

Institute: Romanian Association of Systemic and Family Therapy, Romania

Title: « Les narrations en formations et thérapie »

Presenter: Zeno Gozo, Alina Zamosteanu

Abstract: Ce ne sont que les familles qui ont des problèmes, les thérapeutes et les formateurs peuvent eux aussi en avoir. Bien sûr, ils sont d'une autre nature et dimension mais ça n'empêche pas la difficulté de se détacher de leurs programmes ou de leurs propres narrations. Pendant les séances (de thérapie ou de formation) il peut arriver que le thérapeute ou surtout le formateur sorte de son rôle en redevenant ce qu'il ou elle est dans le quotidien (avec les affects, les frustrations, les idées fixes, les sympathies ou antipathies manifestes ouvertement). Cela advient parce qu'il n'y a pas une différenciation assez avancée avec la dimension émotionnelle décrite par M. Bowen. S'il faut en tant que thérapeute et formateur en

systémique, relativiser les narrations des clients, alors il s'agit, surtout pour les gens spécialisés, d'une obligation fondamentale.

Il faut décanter et filtrer la relation qui se mit en place avec les histoires de nos vies. Voilà quelques questions qui se posent: quel rapport on entretient avec son/sa propre histoire de vie? C'est nous qui les contenons ou sommes-nous contenus par nos narrations? Quelle trait ou dimension ont ces histoires? Peuvent-elles être caractérisées par le concept de "fable", c'est-à-dire une narration qui s'élabore progressivement ayant comme fondement des événements réels et vécus? Que reste d'un événement qui n'arrive pas à être raconté? Est-ce que la solidité ou la "réalité" d'un vécu s'instaure par lui-même ou par le fait qu'il a été raconté plusieurs fois? On pourra dire que l'action de narrer investit les vécus en les "réifiant" par chaque nouvelle narration? Ce sont les questions auxquelles nous voulons chercher quelques réponses possibles dans les pages de l'article.

Institute: Romanian Association of Systemic and Family Therapy, Romania

Title: "The Stories in the Family Therapy and Training"

Presenter: Zeno Gozo, Alina Zamosteanu

Abstract: There are not only the families who have problems but also the therapists and the trainers. Of course, those are of a different nature and dimension, but this doesn't make sure that they have escaped or detached themselves from their programs or own stories. During the family therapy sessions, or even more in training, it could happen that the therapist or the trainer is getting out from his/her role to become what he/her is in the daily life (packed with emotions, frustrations, fixed ideas, sympathies or antipathies that will be manifested openly) – insofar that he/her becomes oblivious of the therapeutically or training context. All this comes from an unfinished differentiation from his/hers own emotional dimensions as described by M. Bowen. If, as therapists and trainers in family therapy we have to relativise the clients' stories, than it is for the "specialist" a moral obligation to do at least the same regarding his own stories.

We have to question and filter the relation that we have with our own life stories. There are some questions that could be of interest: What kind of relation do we have with our own stories? Are we the containers of those stories or are we rather contained by them? Which direction or dimensions have our personal myths? Could they be understood as "saga" – a story that grows continuously (becoming more and more unrealistic) based on real and passed events? What happens with an event that hasn't been told? Is the "reality" that we lived so solid by itself or it becomes "real" by being told repeatedly? Could we presume that the story telling gives life and substance to our past? Are we not imprisoned in the stories we tell on and on? Those are some of the questions at which we will try to find an answer.

Institute: Center for Research and Family Support (CIAF), Portugal
Title: "Integrating Family Therapy Practice and Research: Implications for Training"
Presenter: Célia Sales

Abstract: Can we family therapists research our own practice? The panorama of psychotherapy research is changing. Over the last 50 years, the complexity of the experimental protocols and the lack of methods for rigorous non-experimental studies have hindered therapist's active involvement in the production of science (Pinsof & Wynne, 2000; Sales, 2005). As a result, "real therapy", i.e., as it is performed by clinicians in their routine practice has rarely been studied.

Recent methodological advances allow for naturalistic studies that feed-back therapists with information over the course of the treatment, which can be used for enhancing interventions' quality. There are evidences that therapists are open to such methods and that therapists consider it brings benefits to the therapy and to the patients (Sales et al, 2007). We present two lines of naturalistic research that have developed at our Centre in Lisbon (Centre for Research and Family Support, CIAF – Portuguese Association of Family and Community Therapy), in collaboration with the Universidad Autónoma de Lisboa, as part of our training program of family therapists:

1. Effectiveness studies using the Hermeneutic Single-Case Efficacy Design (HSCED, Elliott, 2002), adapted to family therapy
2. Outcome monitoring of treatments, based on the CORE (Clinical Outcome Routine Evaluation, Evans et al, 2000) and its upcoming Systemic version (SCORE).

It is aimed to promote a group discussion on the role of research in the family therapist profession, and the resulting implications on the training programs' curricula.

Institute: Centro de Terapia Familiar "Fase 2"
Title: "Three Circles and 4 Squares: A fractal structure for teaching and intervening"
Presenter: Annette Kreuz Smolinski

Abstract: Our Institute provides basic and advanced training for Family Therapists (mostly psychologists and medical doctors working in clinical settings) and a full program for Experts in systemic intervention (mostly non-clinical settings). The Phasic Family Therapy Model as an intervention technique was developed by Carole Gammer PhD. We also use the Phasic model as a framework for training in family therapy.

The first phase of training, resolution phase, centres around a "problem": does the professional recently enrolled really like systemic family therapy so much to get involved in a long standing training?

The second phase, extension phase, is organised around the personal style of the future expert or family therapist, once it is clear that s/he wants to become one.

The third phase, intimacy phase, is centred in continuous education and mindful practice around therapist-client relationship.

The 4 squares represent a progressive way of looking at “realities” in relationships.

We will present our model and the underlying theory of “mind” and “change”, using a PowerPoint presentation to open up a discussion with the participants.

17:00 – 18:30 Workshops

Institute: Clanwilliam Institute, Ireland

Title: “Looking Outwards: Some implications of the Bologna Process for a Systemic Psychotherapy Training Programme: The Clanwilliam Institute MSc. / Professional Training Programme”

Presenter: Aine O'Reilly

Abstract: Psychotherapy training requires both looking inwards to our own knowledges and looking outwards to understandings of Higher Education throughout Europe. In this paper we look outwards to the developing European Higher Education Area envisaged by the Bologna Process.

The Bologna Process is a wide ranging reform of higher education in Europe. The ultimate aim of the Process is to establish a European Higher Education Area by 2010 in which trainers and students can move with ease and have fair recognition of their qualifications. This is achieved through adopting a system of comparable degrees, establishing a system of credits and promoting mobility and a European dimension in higher education

These aims are shared by systemic psychotherapeutic bodies. Therefore the alignment of psychotherapeutic training with the Bologna Process can allow the psychotherapeutic community to share the knowledge, expertise and resources of the Higher Education Sector throughout Europe and share in the mutual understanding and recognition of Higher Education at government, employer and student level. We argue that engaging with this process is a requirement of the social recognition of psychotherapeutic education and qualifications, and failure to engage with this process risks our exclusion from the European Higher Education Area.

We describe the work of the Clanwilliam institute in aligning its training programmes policies and procedures with the Bologna Process, with particular reference to comparability of degrees, quality assurance and promoting life long learning. We reflect on, and invite reflections on the implications of these changes for trainers, learners and the profession.

Institute: Istituto di Medicina e Psicologia Sistemica (IMePS), Italy
Title: "The Systemic Therapist's Multiple Intelligences: Music, Images and... Imagination"
Presenter: Giuseppe Ruggiero, Director

Abstract: The latest discoveries of neuroscience (mirror neurons, implicit memory, affect attunement, and so on) have let to explore the biological dimension of intersubjectivity, laying the foundations to give life to new and more effective psychotherapy models.

In particular, the researches in this field have pointed out the importance of the implicit relational language use to encourage the harmony (alliance) between the therapist and the patient, as well as the flowing development of psychotherapeutic process, considering, at the same time, the importance of feelings, the personal and the most important emotional experiences, which make exclusive and unique "the present moment" (stern) of each session.

So, what is the way to stir up the learning of such languages during the training?

Clearly by favouring the "experimental" dimension that allows the young therapist to identify new "synapsis" between mind and heart, looking for a deeper harmony among thinking, feeling and acting.

Starting from the re-visiting Gardner's "multiple intelligences" concept, and with the help of multimedial products prepared by "SISTEMI-KA-MENT", the research group of IMePS, the speaker proposes a relational training model in order to test some original methods based on the use of sound, images, movements and guided visualizations which can make easier the creation of the training group allowing everyone to come in contact with the creativity of one's own self.

Institute: AGAPE Life Care Foundation, Romania
Title: "Visiting other schools of psychotherapy"
Presenter: Zoltán Kónya, Director
Ágnes Kónya, Co-director

Abstract: Compare and contrast" types of essays are widely used components of family therapy training programmes, the usual task given to trainees being the exploration of similarities and differences between two different approaches to family therapy.

Part of our intermediate course evaluation tasks is writing an essay which compares and contrasts systemic family therapy with another psychotherapeutic modality of the trainee's choice. Each trainee is then offered time and space to present to the group the results of their exploration and possibly organize an experiential event offering a taste of the respective psychotherapeutic modality.

We would like to present our experience with this task and outline some of the ways in which it can usefully contribute to the training process.

Institute: Society of Family Counselors and Psychotherapists, Russia
Title: "Teaching Heterosexual students how to work with same-sex couple"
Presenter: Anna Varga, Director
Grazhina Budinayte

Abstract: There are certain difficulties in teaching students how to work with same-sex couples.

1. Students perceive the homosexuality through dominant homophobic discourse which is kind of obstacle for effective psychotherapeutic process. There is need for deconstruction in teaching process.
2. It is difficult for students to give an emotional support to such couple. Students think that they may intensify confrontation with society, which could be dangerous and make the situation worse for their clients.
3. It is difficult for students to see common systemic dynamics of development of the couple relations.
4. Students tend to perceive communications and interactions in such pair in the light of heterosexual gender roles.
5. Students find it most difficult to discuss the ideas about raising children with homosexual pair because there is a strong prejudice that homosexuals are bringing up a child to be homosexual.

6 When students face the negative attribution to the opposite sex, which is common among homosexuals; their high value of heterosexual relationships is frustrated.

Some training exercises help to overcome these difficulties.

We will present these training exercises and be very great full for professional feedback.

Sunday, September 21st 2008

09:00 – 10:30 Workshops

Institute: Israeli Institute for Systemic Studies, Family, Personal and Organizational Change (SHINUI), Israel
Title: "Beyond Reflecting Teams: Techniques of working 'Behind the One-Way-Mirror' In Family Therapy and Systemic Training"
Presenter: Noga (Rubinstein) Nabarro, PhD, Director

Abstract: The one-way-mirror presents a variety of creative possibilities in the beginning, intermediate and advanced levels of training in systemic & family therapy, whether an observing group is present or not. Through the one-way-mirror trainees can learn to appraise situations not possible in regular practice, to dare to practice and experiment with new interventions, techniques and styles, to learn more about the utilization of their own Resourceful Self, to learn about the power of the observing-participant team as an adjunct and support mechanism for the therapist, family and therapy as a whole. In addition to the training, the one-way-mirror presents diverse possibilities for the family in therapy, particularly for families with symptomatic children, young adults or complex and multi-problem families.

In this workshop I will demonstrate an assortment of creative ways and techniques in which the mirror has been utilized through 23 years of practice at Shinui Institute. We will demonstrate the possibilities for the trainer, for the trainee, for the observing-participant team, for the family members and for the whole therapeutic system. We will look into direct and indirect therapeutic interventions, improvisation, confrontation, enhancing of the family story, supporting change in the therapeutic system, supporting creativity in the therapist and creating a wider therapeutic network.

The workshop will include a lecture, video demonstration vignettes and a sharing discussion with the participants.

Institute: Portuguese Family Therapy Society, Portugal
Title: « En Dehors Et Au Dedans Du Processus De Supervision: Apprentissages Multiples »
Presenter: Ana Paula Relvas, Director
Madalena Alarcão

Abstract: Comme tous les processus thérapeutiques, la supervision doit être aussi un processus partagé entre thérapeutes en formation et superviseurs : comme ça, il devient un apprentissage soit pour les étudiants soit pour les superviseurs.

Dans cette présentation, les auteurs commencent par détailler comment est-ce qu'elles organisent le processus de supervision, depuis le type et la quantité de l'information initiale que l'étudiant doit détailler à propos du cas qu'il va présenter jusqu'au processus de préparation de la séance, en passant par l'analyse des résonances de l'étudiant-thérapeute (ou du couple de co-thérapeutes). Elles réfléchissent aussi à propos de quand et comment le superviseur participe dans la séance, soit derrière la glace-sans-tain soit en conduisant la séance, et à propos de comment est-ce qu'il finalise les séances de supervision avec le groupe d'étudiants-thérapeutes.

Finalement, les auteurs partagent et discutent quelques narratives d'étudiants-thérapeutes à propos de ses apprentissages en contexte de supervision aussi bien qu'à propos des apprentissages qu'en tant que superviseurs elles font, sur elles mêmes, sur les processus thérapeutiques, sur les processus d'apprentissages en thérapie familiale systémique où pratiques de réseaux.

Institute: Portuguese Family Therapy Society, Portugal
Title: "Inside and Outside Supervision Process: Multiple Visions, Multiple Learning"
Presenter: Ana Paula Relvas, Director
Madalena Alarcão

Abstract: Training in family therapy promotes and creates a co-constructed learning process between trainers and trainees, as it happens in any therapeutic process. So, we believe that the learning processes involved touch the trainers as much the trainees. The authors will describe in detail how they organize the supervision process, beginning with the reference to the kind and amount of information they request that the trainees give the group concerning the clinical case they are going to present, the methods they use to prepare the session and to analyze the trainees

resonances. They continue reflecting about the participation of the trainer in conduction of the therapeutic session: *when* and *how* he should enter the room to have a direct involvement in the session, *how* he should conduct the session behind the one-way mirror, *how* he finalizes the supervision session, *how* he should evaluate the process and the personal and technical competences acquired by the trainees. They also present some methodologies they use to promote trainers and trainees self-reflection and personal-growing. Finally the authors share and discuss with the participants some narratives produced by some of their trainees about the learning process occurred in supervision sessions as well as their own narratives on the subject as trainers.

Institute: Laboratory for the Study of Human Relations, Greece
Title: "Exploring the trainees' viewpoint of family life"
Presenter: Christos Ziouvas

Abstract: At the Laboratory for the Study of Human Relations the trainees' personal development is of paramount importance. A short introduction to the theoretical notion of the "self-referential conceptual system" will be followed by an experiential exercise that encourages trainees to explore their own conflicting constructs about family life and how they interfere with their clinical work.

Institute: Family and Couple Psychotherapy Association – Iasi, Romania
Title: "Clear focus versus hidden agenda"
Presenter: Elena Ceuca

Abstract: The presentation aims to create a frame for an interactive reflection on a concrete aspect: choosing the training in family therapy as a substitute to therapy sessions in order to solve one's own family or own couple problems. Training in family therapy in Romania, with Romanian trainers has a very recent history that began in Iasi, in 2005. There is a very recent history of therapy itself in Romania. The first therapists, in different approaches, exist since late nineties, trained by west-European trainers.

We identified some characteristics of the suprasystems to which the trainees belong. The public opinion makes a confusion between psychiatrist, psychologist and psychotherapist. Therefore the representation that psychotherapy is only for mad people, so "Why should I go to therapist?! I am not insane!". Many of the trainees come in the therapy training with a background of negative school experiences, like "I seldom learned anything useful at the University".

We noticed that providing training in the form of experiential learning gives the trainees the hope that, "Yes, I came to the right place. Maybe I will get my problem solved". But, disillusionment, the trainer does not engage in a therapeutic relationship, and the focus is on the theoretical content. Henceforth just one step to frustration.

How to work with the above mentioned hidden agenda and how to preserve clear focus on training's content?

The method used in the presentation is exposition with digital support and key questions.

Institute: Université de Picardie Jules Verne (UPJV), France
Title: "About the creation of an European Master of Systemic Approaches in Psychology"
Presenter: Michel Wawrzyniak

Abstract: The University of Picardie Jules Verne develops the project to set up, in partnership with other European universities, an European Master of Systemic Approaches in Psychology.

The epistemologic aim of this European Master is to articulate the approaches centred on the dimension of the identity with those centred on the dimension of the membership, in fields varied by the psychology : clinical psychology, psychopathology, social psychology, developmental psychology, the psychology of the work...

Upstream to this project, the capacitation, for the contract 2008-2011, of our research team in psychology, the Laboratory of Applied Psychology, constituted a first stage of this process of creation (in March, 2008).

Then, always upstream to this project, the capacitation of Master of Psychology of the UPJV constituted the second stage founder (in April, 2008).

At the moment, it is a question of advancing more in the contractualisation with the partner universities of this project which concerns at first the students in psychology. The individual contacts with the European concerned colleagues were taken in the years previous and strengthened on the occasion of the last EFTA's congress in Glasgow.

Institute: Diakonhjemmet University College, Norway
Mater Misericordiae University Hospital, Ireland
Title: "Exploring and Making a European Masters Programme in Family Therapy"
Presenter: Per Jensen and Jim Sheehan

Abstract: This presentation will explore the concept of creating a European Masters Programme in Family Therapy. It will consider the potential benefits of such a development from the perspective of trainers, students of family therapy and the future clients of family therapy services throughout Europe. The presentation is designed to support the work already commenced on the project by a sub-committee of EFTA-TIC. Consideration will be given to the following:

- (a) The actual operation of such a Masters programme.
- (b) The potential curriculum of a European Masters programme.
- (c) The challenges posed for a multilingual European family therapy.
- (d) The designing of a Masters award and how this would relate to existing awards.
- (e) Financing of such a project
- (f) The construction of a Masters 'standard'.

Time and space will be made available for trainers from different parts of Europe to consider and give feedback on how such evolving ideas might either assist or need to be adapted for their own evolving training contexts. The main methods used in the presentation, therefore, will be formal presentation, small group discussion, and open dialogue about the theme.
