



Instituto de Ciências Integradas™

Family Constellations Professional
Training for Classical Psychotherapists:
Structure and Regulation

2nd Edition

26 editions in Portuguese

2024-25 Class

LIVE DISTANCE LEARNING



17-04-2024 to 09-01-2025

© Sandra Ramos and Jorge A. Ramos, Instituto de Ciências Integradas™

CONTENTS

1. INTRODUCTION 4

 1.1. FAMILY CONSTELLATIONS 4

 1.2. FAMILY CONSTELLATIONS AS A CLASSICAL PSYCHOTHERAPY 4

2. STRUCTURE..... 5

 2.1. GENERAL OBJECTIVES 5

 2.2. RECIPIENTS 5

 2.3. COURSE CURRICULUM..... 5

 2.4. PLACE..... 8

 2.5. DATES..... 8

 2.6. SCHEDULE AND QUANTITY OF TRAINING HOURS..... 8

 2.7. THE TEACHER..... 9

 2.8. MORE INFORMATION 9

3. REGULATION..... 10

 3.1. APPLICATIONS 10

 3.2. ENROLMENT 10

 3.3. INVESTMENT..... 11

 3.4. POSTPONES, RE-APPLICATIONS AND REFUNDS..... 12

 3.5. ASSESSMENT..... 12

 3.6. PSYCHOTHERAPEUTIC PROCESS TRAINING 13

 3.7. CERTIFICATION 13

 3.8. ABSENCES 14

 3.9. THEORETICAL CLASSES' SLIDES 15

4. FACTORS TO PONDER..... 16

 4.1. PERSONAL AND TECHNICAL DEVELOPMENT OF STUDENTS 16

4.2. COURSE CONTENTS	16
4.3. INSTRUMENTAL SUPPORT OF THE COURSE.....	17
4.4. POST-COURSE TECHNICAL FOLLOW-UP.....	17
4.5. THE COURSE CREATORS.....	17
5. ETHICS AND INTELLECTUAL PROPERTY	21
6. FREQUENTLY ASKED QUESTIONS	22
6.1. PREREQUISITES.....	22
6.2. FC AS CLASSICAL PSYCHOTHERAPY	22
6.3. FC AS A PROFESSION.....	23
6.4. ASSESSMENT TESTS	23
6.5. OTHER QUESTIONS.....	25
7. SOME REFERENCES ON FAMILY CONSTELLATIONS.....	26

1. INTRODUCTION



This document contains the **structure** and **regulation** of the **2nd edition** of Family Constellations Professional Training for Classical Psychotherapists developed by [Sandra Ramos](#) and [Jorge A. Ramos](#), and taught by Jorge A. Ramos, with **live distance learning**, theoretical and practical, between **17/04/2024** and **09/01/2025**.

1.1. FAMILY CONSTELLATIONS

Everyone inherits, internalises and bequeaths family, socio-cultural and historical images (in the [Damasian](#) sense) that are expressed in everyday life in a variety of ways. Some of these images favour dynamics of success and existential fluidity, others foment failure and anguish. Family Constellations (FC) aim to clarify and change these last images.

Based on the psychotherapeutic approach of Bert Hellinger (1925-2019), FC has developed surprisingly (since 1985). Originally a systemic-phenomenological group psychotherapy, FC increasingly takes the form of an ever-expanding leaf tree.

In addition to the traditional FC (which takes place in a group context), private FC (face-to-face and via videoconference) as well as oneiric, business, ethno-political, veterinary, object-related, legal, pedagogical, and existential constellations are now addressed. Although the focus is primarily on FC as a classical psychotherapy, this course encompasses all these modalities.

1.2. FAMILY CONSTELLATIONS AS A CLASSICAL PSYCHOTHERAPY

This course is based on the psychotherapeutic model developed by Bert Hellinger in the 1980s. The original model was called Family Constellations, then by Movements of the Soul, and the latest developments were embodied in the concept of *Hellinger Scientia*. Hellinger reintroduced the consideration of the soul into psychotherapy, as well as the concept of “family soul”.

In this sequence, Sandra and Jorge use the term “classical psychotherapy”, to differentiate FC from clinical psychology and contemporary instituted psychotherapies. Instead of personality, the theoretical rationale (and procedural protocols) of this course considers that attitudinal and behavioural changes should be stimulated in the depth of the *being* of each human *being*.

And in *being* there are two major dimensions: the **soul**, more connected with feeling, and the **spirit**, part of the *being* more linked to knowledge. Thus, FC is a genuine classical psychotherapy – a term that refers to classical Greek philosophy and literature, where the name psychotherapy (*ψυχοθεραπεία*) etymologically refers to the treatment (*θεραπεία*) of the soul/spirit (*ψυχή*).

2. STRUCTURE



2.1. GENERAL OBJECTIVES

To acquire knowledge and develop skills for professional work with FC in face-to-face and videoconference settings, in private sessions and in psycho-evolutionary groups.

2.2. RECIPIENTS

This course is aimed at mature, growth-oriented and flexible individuals who meet at least one of the following options:

- Health professionals (e.g., alternative therapists, complementary therapists, medical doctors, nurses, psychiatrists, psychologists, psychotherapists, social workers, speech therapists) who wish to broaden their range of intervention skills and/or strengthen their basic theoretical model with an approach that facilitates the expression of latent and epigenetic contents underlying frames of psychological, emotional, physical and/or spiritual suffering.
- Professionals who wish to use the systemic and epigenetic perspective of FC to promote the sustainable success of organisations (e.g., businessman, directors, educators, entrepreneurs, human resource managers, sports managers) or other economic and social activities (e.g., anthropologists, bank managers, insurance managers, judges, lawyers).
- Students and others who wish to broaden their perspective on human biopsychodynamics and sociocultural aspects, and enhance their quality of life by benefiting from this course as a psychoeducational psychotherapy and/or diversify their job options.

2.3. COURSE CURRICULUM

The modular structure of this course is original and was conceived by [Sandra Ramos](#) and [Jorge A. Ramos](#) in 2008. The first edition of this course (in Portuguese) was launched in February 2009.

Given Sandra and Jorge's academic and professional background, this course also includes elements of linguistics and clinical psychology (among other sciences, e.g., anthropology, biology, philosophy and psychiatry) as a qualitative complement to the theoretical-practical FC's rationale, as well as technical procedural protocols (created by Sandra and Jorge) whose effectiveness has been scientifically proven and which are subject to a continuous improvement process.

The course consists of 11 modules, one of which is **optional**. The first 10 modules are taught over two consecutive days, usually on weekends, where the aim is mainly to learn by doing.

On one of the days (which can be open to anyone), students learn through modelling and experientially: they observe the work with FC led by the teacher and - optionally - work through their own FC (with 5 sessions already included in the course cost).

On the other day, the theoretical content is taught (see description below) and, also optionally, individual and inter-student carefully designed exercises are carried out to encourage students to deepen their self-knowledge.

Below is a summary of some of the content included in each module. So, there are many other theoretical and practical contents of great interest that are not included here.

MODULE I – Systems theory models. Family Constellations. The orders of love.

FC roots. Systemic thinking and models. Systemic structures and family subsystems. The genogram: practical examples. The orders of love in general and between parents and children, according to Bert Hellinger and from the teachers' perspectives. Love disorders: perspectives on the dynamics of incest and empirical observations on the psychodynamics of adoption. Reflexivity.

MODULE II – Psychotherapy. Human being. Consciences. Orders of love. Psycholinguistics.

FC as classical psychotherapy. Introduction to human intrasystemics: being, soul, spirit, mind and dimensions of consciousness. Systemic entanglements and disentanglements. The orders of love between couples. Existential cycles in marriage. Training of psychotherapeutic interventions within couple psychotherapy. Psychoanalytic concepts essential to systemic psychotherapy.

MODULE III – Integrative thinking. Phenomenology. The expression of morphic fields.

Theoretical and empirical integration between FC, the hypothesis of formative causation, and the phenomenological method. Interdynamics and subdimensions of the Ulsamer Triangle. Paralinguistics and expressiveness of the human being in the information field of FC. Psychoanalytic concepts essential to the professional practise of systemic and classical psychotherapy. 1st Test.

MODULE IV – Human intrasystemics. Transtheoretical psychotherapeutic pillars. Images.

Clinical implications inherent to personality development and organisations. General Theory of Psychic Traits. Psychotherapeutic interventions and technical management of resistances inherent to classical psychotherapeutic processes. Human biological systemic and its psychic connections. The Damasian concept of *image* applied to FC. Phase I of psychotherapeutic process training.

MODULE V – The psychotherapeutic process. Defence mechanisms. The first consultation.

The psychodynamics inherent to the stages of change and the phases of a psychotherapeutic process. Technical care in working with involuntary psycho-emotional adaptations and states of cognitive dissonance. Technical and procedural protocol of the first FC consultation for starting a psychotherapeutic process in a private context (face-to-face and video call).

MODULE VI – Psychotherapy with representatives. Scientific method in psychotherapy.

Models of psychotherapeutic intervention with representatives. The integrated scientific method applied to the five phases of FC consultations: theory and practice. Trans-theoretical psychotherapeutic interventions and typology of psychoemotional biases. Possibilities of setting FC (or another type, e.g., business) in the private context in person and by video call. 2nd Test.

MODULE VII – Homeostatically oriented sentences. Orders of help. Neuroplasticity.

Linguistics applied to FC: typology of homeostatically oriented sentences as psychotherapeutic interventions. Training of sentence types for each phase of placing a FC. Procedural protocol of FC in a group context. Group and individual intragroup psychodynamics. The orders of help and management of the therapeutic relationship. Neural plasticity and FC. Reflexivity.

MODULE VIII – Psychic traumatology. Interrupted movements. Types of feelings.

Typology and symptomatology of psycho-emotional trauma. Epigenetics and transgenerational transmission of trauma. Intervention for unresolved psychological trauma and post-traumatic stress disorder. Post-traumatic growth. Attachment in general and in couples: psychotherapeutic interventions for interrupted movements. Feelings: typology, identification and intervention.

MODULE IX – Extension of FC I. Epistemic integration and group management. Final session.

Working with existential, symptomatic and objectal constellations. Assimilative deepening of psychodynamics that potentially hinder the success of a classical psychotherapeutic process. Technical management of common complex psychodynamics inherent to psychotherapy in a group context. Closing protocol of a classical psychotherapeutic process in a private context.

MODULE X – Extension of FC II. Ethics and deontology. Emerging FC. Research.

Working with ethnopolitical, pedagogical, legal, thematic, business, and dreams' constellations. Music as technical intervention. Technology-constellations-cyberculture integration. Deontological and ethical principles in psychotherapy. The importance of scientific research in FC: the psychotherapist-researcher. Supervision. Perspectives for future work with FC. 3rd Test.

MODULE XI (OPTIONAL) – Supervision. In-depth continuous training.

This module is optional and therefore requires an additional investment. It includes 6 supervision sessions in a group and/or in private for those cases where *alumni* feel the need to continue to be accompanied and professionally advised by the teacher in order to feel more secure and confident in their professional performance. Deadline for completion: one year.

In addition to the 20 days of live training online (and the possible Module XI), the course extends over the several months with practical work and reading of scientific articles, with clarification of doubts about the support texts (and on the topics of each module) through the [ICI Academy](#) digital platform (among others).

From the 5th module onwards (inclusive), a psychotherapeutic process training (PPT) will start, where students will (expectably) carry out 7 FC consultations – supervised by the teacher – with volunteers. Each student must conduct at least 5 sessions to receive the course certificate (see below, **3.6** and **3.7**). Each student may be able to publish his/her PPT in a scientific journal.

2.4. PLACE

This course will be held via **videoconference** in the private virtual room of ICI™ on Zoom (digital platform).

2.5. DATES

The **second edition** of this training will take place on the following days:

2024

Module I: April, 17-18.

Module II: May, 8-9.

Module III: June, 5-6.

Module IV: July, 10 and 11.

Module V: August, 1-2.

Module VI: September, 4-5.

Module VII: October, 2-3.

Module VIII: November, 5-6.

Module IX: December, 4-5.

2025

Module X: January, 8-9.

2.6. SCHEDULE AND QUANTITY OF TRAINING HOURS

This course is offered from **09:00 to 18:30** (with one hour break for lunch). It is possible that some teleclasses extend beyond 18:30. Portugal time zones (GMT): Summer: UTC +1; Winter: UTC +0.

Total training time should be approximately **700 hours**, which includes:

- 180 hours of live training;
- 235 hours of autonomous work (exercises, reading of supporting texts and scientific articles);
- 285 hours of training in a psychotherapeutic process with volunteers.

2.7. THE TEACHER



[Jorge A. Ramos](#) was born in Lisbon in 1964. He has a degree in General Psychology (ISCTE-IUL) and in Linguistics (UNL-FCSH). He has a Master's degree in Clinical Psychology (ISPA-IU) and is co-owner and co-director of [ICI - Instituto de Ciências Integradas™](#). Since 1998, he has dedicated himself professionally to human development and empowerment through training, consultancy, scientific research, and audio-cds production.

He is co-author of the bestseller «[Reiki – As Raízes Japonesas](#)», as well as «[O Segredo do Reiki](#)», «[Karuna – Um dos Mais Belos Ramos da Árvore do Reiki](#)», and «[In Utero I. Psicodinâmicas Intrauterinas: a PIS – Projeção Idealizada de Sexo](#)». In English he has co-published two books: «[Karuna – One of the Most Beautiful Branches of Reiki](#)» and «[In Utero I. Intrauterine Psychodynamics: The ISP – Idealized Sex Projection](#)». He is also the co-author of [17 self-help audio-cds](#) (through self-hypnosis), an independent researcher, and a member of the American Psychological Association.

He has two publications in American scientific journals that are subject to blind peer review (i.e., by psychotherapy experts). In August 2019 he published in [The Family Journal](#) (from SAGE) and in August 2021 in [The Humanistic Psychologist](#) (a journal of the American Psychological Association, Division 32: Society for Humanistic Psychology). These are the first scientific articles on FC, using the scientific method with triangulation of data and mixed methods. He continues to be involved in several research projects on the effectiveness, efficacy, and efficiency of FC as a classical-systemic-integrative psychotherapy.

Together with his wife [Sandra Ramos](#), he has co-created new concepts and theories such as the stages of the psychotherapeutic process, idealized sex projection, homeostatically oriented sentences, meditagination, healing triangle, general theory of psychic traits, phantom systemic limb, linguistic decryption, fictive attachment, archaic failure, and psychic proto-schema, among others. Jorge A. Ramos loves science and new paths of inner knowledge. He is passionate about football! Like Sandra Ramos, he loves to dance, sing and enjoy what life has to offer in every moment.

2.8. MORE INFORMATION

There is a frequently asked questions section at the end of this document. Any other questions about this course can be directed to one of the following contacts: +351-966780033 or +351-217647419 or +351-962356344 or to the email info@ici.org.pt

In addition, you can consult the [teacher's website](#), where you will find a wealth of information about FC. Also keep up to date with the latest news on FC on the [Facebook-Metta page](#) that Sandra and Jorge dedicate to this classical-systemic-integrative psychotherapy.

3. REGULATION



3.1. APPLICATIONS

A) To register for this course, a [questionnaire must be completed](#). Applications will be assessed on the basis of the answers to this questionnaire. In some cases, it may be necessary to make a short interview (via Skype, WhatsApp or Zoom).

A1) The digital platform for applications sometimes has technical incompatibilities with the use of Google Chrome (GC). If you are using GC and receive an error message (e.g., cookies or inaccessibility), we recommend that you use Microsoft Edge, Firefox or another internet browser. Alternatively, you can also contact us by [e-mail](#).

B) After receipt of all answers to the [questionnaire](#), the result of the application will be communicated within a maximum of **three working days** (to the e-mail address indicated in the application). If, after submitting the application, the result is not sent within the aforementioned period, the applicant is advised to check the spam folder of his/her e-mail; if the notification of the result cannot be found there, the applicant must contact [ICI - Instituto de Ciências Integradas™](#).

C) Applications will be accepted until the Wednesday of the week preceding the week of the first day of the **first module** of the course (i.e., if the course starts on a Saturday, said Wednesday will not be the one preceding that Saturday, but the Wednesday of the week preceding that Saturday).

3.2. ENROLMENT

3.2.1 FIRST PHASE

A) If the application is accepted, the **enrolment fee** of **55 €** must be paid, which guarantees the student's place in the course (if, of course, the course is paid for).

B) The enrolment fee must be paid within the specific period established for each applicant (when the application is accepted).

C) The enrolment fee is **70 €** if paid within one week after the established deadline (when the application is accepted). And rise to **90 €** if paid between: the herein specified deadline and the Monday before the first day of the first course module.

D) After payment of the first course module, access will be granted to the [ICI Academy](#), where each student can begin to familiarise themselves with a modern digital platform to support this training and access preliminary theoretical content (e.g., scientific articles).

3.2.2 SECOND PHASE

A) Applications will continue to be accepted until the Wednesday of the week before the week of the first day of the **second module** of the course, subject to the conditions set out in **3.2.1** (as a specific payment deadline will be set for each applicant).

B) In this second phase, the date of the **first module** of the course is not predetermined, as it depends on the availability of the teacher at that time. Therefore, this first module can be offered on working days, on a weekend or even on mixed days.

B1) Depending on the number of students who enter this second phase, the **practical class** (where students learn through modelling and experientially, observing the FC's work directed by the teacher and, optionally, by setting their own FC) can be done in a psychoevolutionary group, extra-training (i.e., outside the pre-established dates for this training).

C) By entering this second phase, each student commits to dedicate the necessary **time** studying the materials of the first module so that the contents of the second module (which follows a few days later) can be built on a minimally consolidated basis.

3.3. INVESTMENT

A) The investment for this course is 1,990 € (199 € in each of the ten modules of the course). The first payment must be made by **7 April 2024** and the remaining payments at least **10 days** before the start of each of the remaining nine modules.

A1) The optional investment of 199 € for Module XI, has to be made within one month after the end of the course. Deadline for completion of this module: **one year** after purchase.

B) Benefits for other payment options:

B1) Payment in **three instalments**: 1,899 € (633 € until **7 April 2024**, plus 633 € until **30 June 2024**, plus 633 € until **22 September 2024**).

B2) Payment in **two instalments**: 1,818 € (€ 909 until **7 April 2024**, plus € 909 until **22 July 2024**).

B3) Total payment prior to the first module of the course (until **7 April 2024**): 1,649 €.

C) Payments **after** the specified dates require a surcharge of 5 % (on the amount in question).

C1) Payments after the starting dates of the individual modules will not be accepted; hence, failure to settle the missing amount makes it impossible to attend the module in question.

D) The enrolment fee must be added to these total amounts (i.e., 55 €, 70 € or 90 €; see **3.2** above).

E) All prices **include VAT** at the applicable statutory rate (**23%**).

F) The procedural technical protocols (whose effectiveness is scientifically validated) for working with FC in private (in face-to-face and video call contexts) require the use of a set of figures specifically designed for such work in these contexts.

F1) From the third module (inclusive) onwards, each student must already be in possession of the said set of figures, which can be purchased on [this website](#).

F2) Other sets of figures are not accepted, as the aforementioned protocols have been created (and continue to be improved) based on said set of figures.

3.4. POSTPONES, RE-APPLICATIONS AND REFUNDS

A) This training is continuous. Students who miss a module may attend it in an extra teleclass (see section 3.8) **or** continue to attend the course in a later edition. In this second case, a new application is required, as well as the same commitment of the other candidates corresponding to the payment of the **enrolment fee**. If the overdue modules were not paid when the first course was taken, payment is obviously also required, but at the values applicable to the edition of the course for which the student is reapplying.

A1) The enrolment fee inherent to the re-application is that set for the other candidates (see 3.2) to the edition of the course for which the student is re-applying;

A2) the missing module(s) can be completed in one of the **two editions following** the first attendance of the course, otherwise it is necessary to attend the course from the beginning, with the same conditions as for the students attending for the first time.

B) The amounts paid **will not be refunded** unless the request for reimbursement is justified by the occurrence of a natural disaster **or** by a document certifying force majeure (e.g., illness, death or hospital care for a direct family member) **and considering** the following (B1 and B2, including B2.1, if applicable):

B1) Reimbursement of **enrolment** fee is requested **before the course start date**; in this case, 25 € will be deducted from the said fee for office expenses. This means that for a value of 55 €, 30 € will be refunded, for a value of 70 €, 45 € and for a value of 90 €, 65 €.

B2) The refund for **a module** is requested **before the start date** of that module;

B2.1) In the case of payments with benefits (3.3.B), the refund of **part** (or **total**) of the course fee is requested **before the start date** of the first module corresponding to that part or the total course fee (otherwise what is said in 3.4.A2 applies).

3.5. ASSESSMENT

A) In the third, sixth, and tenth module of the training, a test (multiple choice) is taken on a digital platform of the *Instituto de Ciências Integradas*[™].

A1) The tests are scored on a scale between **zero** (minimum score) and **twenty** values (maximum score); wrong answers will not be discounted;

A2) Upon completion of the test, each student will **immediately** know his/her score;

A3) In case of a score of **nine or less**, a repetition of the test (on another day) is required, with a fee of 25 € (which also applies to all further repetitions);

A4) The same fee (25 €) applies to **grade improvements** (only one per test).

B) The grade average of the three tests is weighted at **50%**. The remaining 50% of the final grade will be determined by the evaluation of **qualitative parameters** communicated to the students in the first module (e.g., punctuality, quality of work between modules).

C) The **assessment process is not compulsory**, i.e., those who wish to attend this course (e.g., to broaden their range of intervention skills, as a psychoeducational experience, and/or as a means of psychosocial development) but do not wish to become a classical psychotherapist of FC, may not take the three tests mentioned above. However, they will not receive a certificate.

3.6. PSYCHOTHERAPEUTIC PROCESS TRAINING

A) From the 5th module onwards (inclusive) the course includes a **psychotherapeutic process training** (PPT), with an expected seven sessions.

B) In order to obtain the final certification, each student must carry out **at least** five consultations (with a volunteer).

B1) The above sessions must be carried out with the same volunteer (who underwent the PPT) and not with other possible volunteers.

B1.1) This means that, for example, three consultations with one volunteer and two consultations with another volunteer are **not** taken into account when calculating the minimum number of five consultations;

B1.2) If a volunteer stop attending the consultations, the PPT must be restarted with another volunteer with whom the student completes (at least) the **five consultations** of the PPT.

B2) The PPT is **not compulsory**; however, its non-execution, as well as its incompleteness, make the attribution of completion certificates unfeasible;

B3) The PPT, carried out in a realistic context with a volunteer, requires **human, ethical, and technical** diligence which, if not respected by students, may result in the termination of the PPT (and consequently the non-attribution of certification).

3.7. CERTIFICATION

A) A certificate of **Classical Psychotherapist of Family Constellations** will be issued (within seven days after the completion of the course) if the student has achieved an overall assessment average of at least 10 points (out of a maximum of 20 possible points).

A1) The certificate is **bilingual** (i.e., it is written in Portuguese and in British English) and contains: the identity of the student, his/her final grade (according to **3.5** of the Regulation) and the total number of training hours (according to **2.6** of the Structure).

A1.1) At the student's request, the certificate can be issued in British English only.

A2) The certificate will be sent by e-mail in **PDF** (Portable Document Format) and **JPEG** (Joint Photographic Experts Group) formats in high resolution so that each student can print it and/or publish it in the places/websites where they present their work.

A3) The issue of the certificate **printed on paper** is subject to an additional cost of 10 € (VAT included).

A4) Sending certificates **by post** also involves additional costs. These depend on the place of destination and [CTI](#)'s national and international postal rates.

B) Partial attendance of the course does **not** entitle the students to any kind of certification.

C) Certificates will only be awarded to students who have successfully completed the assessment process and meet the criteria (explained in section **3.8**) inherent to **absence** and **attendance**.

D) In short, to obtain the course certificate, the following is required: an overall assessment average (quantitative and qualitative) of at least 10 points, at least five consultations (with the volunteer who underwent the PPT) and, as set out in section **3.8**, 100% attendance at the theoretical classes, and more than 50% attendance at the practical classes.

3.8. ABSENCES

A) In order to receive the certification, each student must consider the following **attendance**:

A1) More than **50%** on the day where they watch (by videoconference) the work of the teacher with FC (placed by the students and, eventually, by other persons), which corresponds to at least six attendances (out of a possible total of ten).

A2) A total of **100%** on the day when the theories are taught (and some exercises are done). Hence, missing one (or more) theoretical class(s), implies losing the right to receive the certification. Yet, students can continue to attend the course until the end and, e.g., in the next edition, attend the missing module. Alternatively, see section **C** of this **3.8**, below.

A3) A **psychotherapeutic process training** (PPT) begins from the **5th module** (inclusive) and continues until the 10th module. Given that specific topics for the PPT are taught between the 5th and 9th module, missing one of these five modules has consequences:

A3.1) Failure to complete the 5th module **prevents the start** (and respective continuation) of the PPT;

A3.2) Missing modules 6, 7, 8 and/or 9 **makes it impossible to continue** with the PPT;

A3.3) Absence from modules 5, 6, 7, 8 and/or 9 requires attendance at the next edition of the course, and only then can the completion certificate be issued (if the PPT is also completed, with a **minimum** of five sessions with the same volunteer, and if the remaining evaluation criteria are met). Attention to Section **C** of this **3.8**.

B) Under the payment without benefits option, if a student misses a compulsory day (i.e., the day on which theories are taught and some exercises are carried out), attendance at the next module requires full payment for the missing module.

C) The conditions mentioned in sections **3.8.A2** and **3.8.A3** (and following: **3.8.A3.1**, **3.8.A3.2** and **3.8.A3.3**) can be resolved by paying an additional fee of 100 € (VAT included) for **each day** (or even

half a day) of missed training, so that the student receives this specific training on a working day to be agreed with the teacher.

3.9. THEORETICAL CLASSES' SLIDES

A) Students may ask the teacher to send the **Summaries of Teleclasses Slides (STS) on paper** (and not in digital format), which are registered with the *Sociedade Portuguesa de Autores* (Portuguese Society of Authors).

A1) In order to protect the intellectual property of the course creators, public disclosure and copying of the STS is **prohibited**.

A2) the STS are **registered** with the *Sociedade Portuguesa de Autores* (Portuguese Society of Authors) under Identifier No. 978, by the Authors IPI-406097469 (Sandra Ramos) and IPI-294059052 (Jorge A. Ramos).

B) STS will be sent by **land mail** at an additional cost, [depending on the destination](#).

B1) In the monthly payment option, STS will only be sent after payment of the respective module (see **3.3-A**) and the inherent shipping costs.

B2) For the other payment options (see **3.3-B1**, **3.3-B2** and **3.3-B3**), STS are sent phasedly.

4. FACTORS TO PONDER



There are several factors to be considered in weighting the frequency of this course. Some of these factors (which may also be relevant to the weighting of attendance at other similar courses) are presented below.

4.1. PERSONAL AND TECHNICAL DEVELOPMENT OF STUDENTS

- This is a course that also promotes **personal development**, as each student may place 5 FC led by the teacher (worth 250 € if they buy a package of 5 short-term sessions, or 490 € if they buy 5 isolated sessions) and participate in various exercises throughout the course (among the students, but under the technical supervision of the teacher).
- The course package also includes several **discounts** for consultations (during and after completion of the course), and discounts for participation in the FC psychoevolutionary groups of Sandra and Jorge (after completion of the course):
 - If there is a need for further FC sessions (in addition to the 5 above mentioned), students can make additional sessions during the course for the equivalent of one session included in a package of 10 sessions (short-term), that is, each additional session costs 45 €, **without having to purchase** a package of sessions;
 - Students can participate **for free** (instead of investing 49 €) as assistants in other FC groups (from other classes and service users grouped randomly) led by the Sandra and Jorge (during the course);
 - Faced with the need to continue working on their own biopsychosocial dynamics, they have a **10% discount** (also in session packages) on the value for clients in private FC (and/or others) consultations, for up to three months after the end of the course;
 - **Free** participation (instead of investing 49 €) with the status of Assistant in FC groups, during the period of three months after the end of the course.
 - Students who choose to attend Module XI can participate **free of charge** (instead of investing €49) with the status of Assistant, in six FC groups (in addition to the groups mentioned in the previous point) during the period of this optional module.

4.2. COURSE CONTENTS

- As far as we know, this is the first modularly structured course, first offered in February **2009**, which includes quantitative and qualitative assessment, supervision (during and after the course), and the scientific support of technical procedural protocols (which are subject to a continuous improvement process) with consolidated scientific evidence of their effectiveness.

- Quantitative **assessment** is an essential tool for promoting learning, accountability, and legitimacy, as the tests can help, for example, to identify (and correct) errors in memorising topics and to distinguish clearly between material from other courses and that from this course.
- It includes a well-established **theoretical-practical rationale** involving the *psyche* (or soul), and to which (rationale) were adapted to the intergenerational systemic framework of FC, elements of psychoanalytic, phenomenological, existential, humanistic, and cognitive-behavioural psychotherapy, as well as positive psychology, epigenetics, and linguistics, integrating this knowledge in a unique way and with several scientific proofs of its effectiveness.
- In addition to training new technicians – **Classical Psychotherapists of Family Constellations** – this course offers content for working with FC in the legal, economic, and ethno-political fields, as well as for working with object, symptom, and dream's constellations, in four contexts: face-to-face and group, private and online.
- It comprises around **700 hours of training**, which includes a supervised training of classical psychotherapists, using technical procedural protocols that have been scientifically tested and are increasingly consolidated.

4.3. INSTRUMENTAL SUPPORT OF THE COURSE

- The course is supported by two valuable **private digital work platforms**: the [ICI Academy](#) (where the course is monitored, and support materials are provided) and the *Zoom* application (where teleclasses and telepractices are conducted).
- Uses psychometric tests (and qualitative data) to assess the **impact of FC** on differences between psycho-emotional variables in two groups: (1) at the beginning and end of the course (in the case of students); and (2) in the training of a psychotherapeutic process (in the case of volunteers).
- Uses a set of carefully selected **support texts** (mainly scientific articles) to provide students with a systemic, integrative, and eclectic education.
- In continuation of the contractual conditions with a scientific journal, students will receive exclusively and **free of charge** our first scientific article, which costs around €34 plus VAT (if purchased from the [publisher](#)).

4.4. POST-COURSE TECHNICAL FOLLOW-UP

- Upon completion of the training, and up to three months after the last day of the course, each student is entitled to **three supervision sessions** of 60 minutes each (online).
- Students who choose to include Module XI in their training are entitled to the **three free sessions** for three months after the last day of Module XI (mentioned in the previous point).
- Access to **monthly group supervision** sessions (with a symbolic investment), which are considered essential in any psychotherapy and where everyone learns from the experiences (i.e., with difficulties and progress) of their colleagues.
- Students can also **participate in scientific studies** focused on FC (or others, e.g., legal, economic, pedagogical) within the Research Centre of [ICI - Instituto de Ciências Integradas™](#).

4.5. THE COURSE CREATORS

In August **2001**, inspired by a well-known phrase of Mikao Usui: "When Reiki does not heal, it is because there is something that needs to be recognized", they attended a lecture (by Frank Arjava

Petter) and a demonstration of work with FC, where they found the depth of this psychotherapeutic approach. In September 2001 they participated in their first therapeutic group of FC in Seville (with Rakasa Lucero and Vedanta Suravi), which stimulated their curiosity to experience the work of the founder of FC live. They fulfilled this wish in December of the same year when they travelled to Spain again (this time to Toledo) to attend a specific training with Bert Hellinger.

In **2002** they began to disseminate FC in Portugal. In March they organized a group with Frank Arjava Petter and in May another with Rakasa Lucero. In the same month, they attended their second training of FC therapists, with Rakasa Lucero, that took place in Spain (in Cáceres).

In July 2002 they started their first steps as FC therapists, but continued to receive training from Bert Hellinger (in Palma de Mallorca, December 2002), for the treatment of psychoses. By mid-**2003** they were running groups where the participants knew that Sandra and Jorge were consolidating their training and testing their skills. The results were encouraging and motivated them to continue working with FC.

In May 2003 they received more in-depth training in Germany (in Penzberg) (with several teachers, including Bert Hellinger) and from July began a phase of work with more professional parameters. Among other participations in groups, they returned to Germany (again to Penzberg) in May **2004** to receive even more specific and intensive training (with several teachers) which helped them to further consolidate their work.

In February **2005** they introduced into this classical psychotherapy the concept of Thematic Constellations – a new way of working synergistically in a group context with FC.

In **2007**, they introduced FC placement variants that make it much easier for everyone (classical psychotherapists, clients, representatives, and assistants) to work with FC in terms of the reliability of the sensations each person reports and thus the interpretations of the systemic psychodynamics expressed in the phenomenological field.

The year 2007 also marks the expansion of the name "Family Constellations" to "Family Constellations and others" to cover all possible collocations (e.g., ethnopolitical, dream, legal, homoeopathic, educational, object, business, existential).

Over the years of working with FC, they have observed (and acted upon) human intrasystemics. As a result, in **2008**, they created a new integrative theory of personality, which they called "General Theory of Psychic Traits", and a theoretical model on the stages of change associated with a psychotherapeutic process, which they initially called "Stages of Healing" and which they now call "Stages of the Psychotherapeutic Process."

Also in 2008, thanks to the positive results and their own way of working with this classical psychotherapy, they felt that their knowledge was sufficiently consolidated to start training Therapists of Family Constellations in February **2009**.

Faced with requests for support from clients living far from Lisbon, in **2012** they created an innovative technical protocol that allowed them to initiate FC consultations online, which also demonstrated the effectiveness of FC, as published in their [first scientific study](#).

Following their Degrees in General Psychology and Master's in Clinical Psychology, completed in **2017**, they teach training courses for Classical Psychotherapists of Family Constellations *et al.*, which include essential concepts from psychotraumatology, psychoanalysis, cognitive psychology, existential, phenomenological, systemic, positive, and behavioural psychology.

Together with their work with FC, their training in psychology, complemented by other courses in specific subfields (e.g., Positive Psychology, Data Science, Research Methods in the Social Sciences), were fundamental in the creation and continuous improvement of Procedural Technical Protocols for private and group sessions, as well as a specific protocol for working with people who are victims of severe trauma.

In **2018**, they pioneered the creation of protocols for supervision (individual and group) for classical psychotherapists of FC, which is essential for a legitimate, ethical, and professional psychotherapy practise.

Given the requests they have received over the years, in early **2019** they began structuring a Course for [Teachers of Classical Family Constellations Psychotherapists](#) (published on 16 September 2019), pioneering it worldwide and drawing on their experience of a decade of teaching. In August of the same year, they published their [first scientific article on Family Constellations](#), in an American journal subject to blind peer review: The Family Journal (published by SAGE). This article was the first case study published worldwide in English using the scientific method with a triangulation of data and mixed methods.

In **2020**, following contingencies related to public health that forced social isolation, they started their distance teaching of FC. In a first moment (in March) with classes with which they had already started face-to-face training, and in a second moment (in May) with the first class of exclusive distance training of classical psychotherapists of FC.

In August **2021**, they published their second scientific article on Family Constellations, in a blind peer reviewed American journal: The Humanistic Psychologist (a publication of the American Psychological Association, Division 32: Society for Humanistic Psychology). This article was the [second case study published worldwide in English](#) using the scientific method with data triangulation, mixed methods, and the Reliable Change Index.

With the aim of providing more time for the training of the psychotherapeutic process, and to consolidate the theoretical-practical internalization of deep psychodynamics, which are extremely important for classical psychotherapeutic work with FC, the **2022** course was extended by an additional module, bringing the total number of modules from nine to ten (with an optional eleventh supervision module).

The year 2022 also marks the publication of the book "[In Utero I](#)" (also [in English](#)), which illustrates 50 cases that have been inferentially processed with FC (as classical psychotherapy) in relation to parental psycho-emotional influences received in the intrauterine environment. These cases, subjected to hermeneutic phenomenological reflection, are a basis for making the public aware of new concepts (in the field of human psycho-emotional health approaches) developed by Sandra and Jorge, such as: Homeostatically Oriented Sentences, Psychic Proto-scheme, Fictive Attachment, Transgenerational Existential Anguish, Archaic Failure, Being-in-the-Uterus, Phantom Systemic Member, Feminine Secundarization, Specular Phantom, as well as the central theme of this work, the

Idealized Sex Projection (or ISP) – a new construct initially called Gender Projection in 2005, that evolved to ISP in 2012.

Already in **2023**, Sandra and Jorge have offered their Classical Psychotherapists of Family Constellations course in English for the first time, so that their accumulated experience is not only accessible to Portuguese speakers.

In terms of personalities, they highlight in alphabetical order their various FC teachers (some of whom they have also worked on their own issues): Albrecht Mahr, Bert Hellinger, Bertold Ulsamer, Dagmar Ingwersen, Eva Madelung, Guni Baxa, Gunthard Weber, Hunter Beaumont, Jacob Schneider, Rakasa Lucero, and Ursula Franke.

They are currently developing projects in the sense that the concept of **Classical Psychotherapist of Family Constellations** has a strong scientific basis, based on evidence, which may legitimize FC as a **new profession**. Some of these projects are:

- the continuous collection of [scientific studies](#) on FC in a database which already includes more than 300 publications and which is a support for the production of scientific articles by ICI™;
- their own [scientific studies on FC](#) (published in US scientific journals, where publications are subject to rigorous peer review);
- disclosures of [FC as a classical psychotherapy](#), that include preliminary results of other ongoing scientific studies at ICI™, such as:
 - in the pedagogical context (studying the effects of the training, exercises, and FC that students can do during the course);
 - in the supervised training of classical FC psychotherapists (where students put the theoretical content they have learned into practise with volunteers); and
 - in the post-course period, studying the results of graduates with their own clients (i.e., the FC sessions offered by former students).
- the establishment of a [Code of Ethical Conduct in Scientific Research](#);
- the creation of the ICI™ [Scientific Research Ethics Committee](#);
- the creation of a Code of Ethics for Classical Psychotherapists of FC; and
- the expansion of the [ICI™ Research Centre](#) (to which students and *alumni* can belong) to produce more high-quality scientific research on FC.

For Sandra and Jorge, the Orders of Love (central theoretical-philosophical principles in the rationale of FC) are not mere theoretical constructions, but attitudinal and behavioural structures of homeostatic orientation that they experience naturally and spontaneously.

5. ETHICS AND INTELLECTUAL PROPERTY

For reasons of ethics, which include confidentiality, privacy, civility, and respect for the human person, as well as to protect Sandra and Jorge's intellectual property, it is not permitted to film or record (either in part or in full) the teleclasses, nor the FC placements. It is also not permitted to take photos, snapshots, or screen printouts of the device used to attend the teleclasses. [More information about recordings and photos can be found here](#), where it is highlighted, for example, that:

"The right to one's own image is one of the rights, freedoms, and guarantees enshrined in the Constitution of the Portuguese Republic and is protected by criminal law. Two situations must be distinguished:

- when a person captures images of another person or their objects or intimate areas without their consent and with the intention of invading their private life – namely, the intimacy of their family or sexual life – they commit the crime of invasion of their private life, punishable by a prison sentence of up to one year or a fine of up to 240 days. This is not about protecting a person's image, but about protecting their private life, which requires a special investigative intent on the part of the perpetrator;
- if the photographing or filming of another person is committed without the intention of intruding into that person's private life, but against that person's will, a different offence is committed (although punished with the same penalties): the crime of unauthorised recording and photography, which specifically aims to protect people's image, even if their intimacy or private life is not at stake.

The offences of invasion of privacy and unauthorised photography do not require that the photographs or films be shown to third parties. That act is still a crime if the offender keeps the photos for himself, as the offence is completed when the images are taken. The minimum and maximum penalty is increased by one third if the offence is committed for the purpose of obtaining a reward or enrichment, for the purpose of harming another person or the State, or through the media."

This document is registered with the Portuguese Society of Authors (SPA).

SPA Statement ID: 978.

Sandra Maria Lapa Barroso Ramos - Author number / IPI: 406097469;

Jorge Manuel Amaral Ramos - Author number / IPI: 294059052.

Disclosure and reproduction of slide summaries of the theoretical teleclasses is prohibited.

© Sandra Ramos and Jorge A. Ramos.

For more information on intellectual property, [click here](#).



Instituto de Ciências Integradas[™] (Institute of Integrated Sciences) is a trademark registered on 12/09/2015 with the National Institute of Industrial Property under number 552923, which according to the Nice International Classification includes the following services: (41) organization and delivery of seminars, conferences, training, and educational courses; (42) scientific research via databases and the internet; and (44) therapy services; individual and group psychological services.

6. FREQUENTLY ASKED QUESTIONS

6.1. PREREQUISITES

6.1.1 “Do I need to have a Higher Secondary Certificate [UK] to attend this course?”

6.1.2 “Do I need to have a High School Diploma [USA] to attend this course?”

6.1.3 “Do I have to be a psychologist to attend this course?”

Answer: any adult person can attend the course as long as they do not have severe mental health problems (e.g., psychosis), severe addictions (e.g., drug addiction), memory and language problems (e.g., Alzheimer's disease, Wernicke's aphasia), as they would not benefit from this course in the same way as others who do not have these weaknesses. Therefore, you do not need a degree or other specific training to take this course. The academic qualifications of our graduates range from fourth grade to doctorate.

6.2. FC AS CLASSICAL PSYCHOTHERAPY

6.2.1 “What is a Classical Psychotherapist of FC?”

6.2.2 “Why do you use the term Classical Psychotherapist of FC?”

6.2.3 “Why do you call FC a classical psychotherapy?”

6.2.4 “What is the difference between FC and other psychotherapies?”

Answer: The founder of FC, Bert Hellinger, reintroduced the soul into psychotherapy, as well as the concept of the family soul. In this sequence, we use the term classical psychotherapy, distinguishing FC (which includes the soul and the spirit in its theoretical rationale) from clinical psychology and contemporary institutionalised psychotherapies, whose theoretical rationale includes neither the soul nor the spirit.

Moreover, the term classical refers not only to the consideration of the soul in the theoretical postulate of FC, but also of the philosophy and Greek literature, where the term psychotherapy (*ψυχοθεραπεία*) etymologically refers to the treatment (*θεραπεία*) of the soul/spirit (*ψυχή*).

Hence, advocating that the phenomenological-existential psychodynamics of FC provide a specific context in which the soul, the family soul, and the spirit can express themselves on the flows of love that need to be reestablished in the family system (or in others, e.g., business, educational), the term ‘classical psychotherapist’ seems to us appropriate to designate the person who has theoretical and practical skills to work with FC as classical psychotherapy.

6.2.5 “If you include the soul and the spirit, are FC a new Spiritism?”

Answer: We know nothing about Spiritism except that it is a religion that embraces concepts such as ‘incorporation’ (where the Spiritist person or medium consciously or unconsciously allows a spirit to manifest through his body) and ‘mediumship’ (the act whereby a medium and the spirit of a deceased person communicate, e.g., verbally, in writing, through clairvoyance).

FC, as well as philosophy (as a social and human science), which also takes into account the soul and spirit, are neither religions nor spiritism. In FC there are neither incorporations nor mediums. In the theoretical rationale of FC, we consider that the soul is the part of the human being that feels more than what the human personality perceives. On the other hand, the spirit is the part of the human being that knows more than what the personality knows it knows.

With FC we try to reach both the deep feelings of the soul, and the deep wisdom of the spirit, to find perspectives for resolving existential conflicts. In addition, FC also seeks to know and understand the being of the human being; and in this sense FC is not only a classical psychotherapy, but also a genuine ontological psychotherapy (i.e., one that studies the essence of being). We could also refer to the soul and the spirit in other ways, but we prefer to use these terms out of respect for the work of Bert Hellinger, and the great classical philosophers.

6.3. FC AS A PROFESSION

6.3.1 “Can I work as a psychotherapist with family constellations in Portugal if I am certified by the ICI?”

Answer: The certificate we issue to our students is that of Classical Psychotherapist of Family Constellations. The profession is not officially recognized and there are no specific regulations regulating it. Yet, there are general principles for these cases. As they are services, each student must register with the [Tax Authority](#) and open their professional activity (as a self-employed person) under code 86906. They must also pay their [Social Security](#) contributions (calculated quarterly depending on their income) in order to receive their social benefits (e.g., sickness allowance, parenting allowance, family allowance, retirement). For information on the correspondence of these parameters in your country, please contact the respective government offices.

6.3.2 “Does ICI qualify me to practise as a psychotherapist through which agency?”

Answer: The certificate we issue to our students is that of Classical Psychotherapist of FC. The profession is not officially recognized in Portugal, nor are there regulations or a specific body that regulates it. Nevertheless, at the ICI we are developing projects in the sense that the concept of Classical Psychotherapist of FC has a scientific basis that can legitimize it as a profession. Examples of these projects are: our [ongoing collection of scientific research](#) on FC; [our scientific studies on FC](#) (to be followed by others) published in scientific journals in the USA and subjected to blind peer review; our [Code of Ethical Conduct in Scientific Research](#); our [disclosures of FC as classical psychotherapy](#), which include preliminary results of other scientific studies we are carrying out (e.g., in the educational context and in the training of classical psychotherapists of FC; the establishment of the ICI’s Ethics Committee for Scientific Research (which already has an approved regulation); the creation of a Code of Ethics for FC Psychotherapists; and the expansion of the [ICI’s Research Centre](#) so that we can conduct more high-quality scientific research.

6.4. ASSESSMENT TESTS

6.4.1 “Why do you conduct assessment tests?”

Answer: Because they are an essential tool to promote learning, responsibility, and legitimacy of each student. On the other hand, the tests can help to reveal weaknesses in memorising the topics and to make a clear distinction between the topics of other courses and those of this course.

6.4.2 “The assessment tests remind me of some traumas. Can I attend your course and not take the tests?”

Answer: Yes, but you will not be awarded any certification. As far as trauma is concerned, we are used to dealing with traumatized people with school assessments and we try to minimize this anxiety at different points in time, e.g., through training and other preparations, automatic provision of the grade immediately after completion of the tests, and the use of relaxation elements within the tests.

6.4.3 “Are the assessment tests difficult?”

Answer: The knowledge assessment tests are easy for those who pay attention to the theoretical classes and ask questions about the content they do not understand (in class and/or later at the [ICI's Academy](#)). However, they can be difficult for students who neglect the theoretical classes.

6.4.4 “Are there many failed exams?”

Answer: Between February 2009 and the last edition of this course, the percentage of positive assessments (i.e., with a score of 10 or more) is 99%. Thus, for every 100 tests taken, there is on average only one failed test.

6.4.5 “How many answer options do your multiple-choice tests have?”

Answer: Each test consists of 20 questions. For each question there are only three possible answers: one is completely correct, one is partially correct and one is completely wrong.

6.4.6 “I am reluctant about tests because I tend to get very tired. Are your students like that after the exams?”

Answer: We are used to dealing with people who have already had negative experiences with school assessments and we try to minimize this anxiety at various times, e.g., through training and other preparations, by automatically providing the grade immediately after the tests are completed, and by using relaxation elements within the tests. In general, therefore, we have not noticed any additional fatigue among our students associated with taking the tests. On the contrary, they are satisfied.

6.4.7 “The stress of waiting for the test result is terrible. After how long are the scores published?”

Answer: We know from our own experience what it is like to wait for a test result to be announced. And indeed, it can be a very anxious and worrying time. That is why we have invested in a digital platform that automatically provides the scores immediately after the tests are completed.

6.4.8 “If I do not answer all the questions correctly, can I know what I have done wrong?”

Answer: Yes. If a review of the test is requested, a specific time will be scheduled for each student on a working day and via video call to clarify where the assessment could have been better.

6.4.9 “Where do you publish the test results?”

Answer: The marks of the tests conducted at ICI are not published. They are also not made public within each class so that no student feels psycho-emotionally affected. Each student knows his/her

grade immediately after completing the test and we do not encourage him/her to disclose it – especially if it is very high – out of respect for all colleagues.

6.5. OTHER QUESTIONS

6.5.1 “Why don’t you describe all the theoretical and practical contents in the description of the structure of your course?”

Answer: Because since 2009, when we offered the 1st edition of this course, there are people who copy (in some cases literally) the structure of the course and teach it as if it were their own creation.

6.5.2 “What is the difference between Family Constellations and Systematic Constellations?”

Answer: Perhaps there is a small semantic problem in this question, which we will try to clarify. The reason is that ‘Systematic Constellations’ is a new term for us! Let's assume that the term ‘systematics’ refers to a science that deals with the inventory and description of biological diversity and the understanding of phylogenetic relationships between organisms. Perhaps you wanted to use the term ‘Systemic Constellations.’ Yes, this is a term that we know is used in the context of FC. Nevertheless, it also seems to us to be a linguistically questionable term because it contains a semantic redundancy or tautology. Why?

Because all types of Constellations (e.g., family, business, ethno-political, organizational, educational) are systemic, that is, the name ‘Constellations’ already semantically implies a systemic attitude and perspective on the specific field in which it is applied (e.g., educational, family, professional). In other words, the term Systemic Constellations already has an implicit meaning (in the word ‘Constellations’) that is explicitly repeated (with the word ‘systemic’).

Finally, this clarification seems important to us because FC take important steps towards a dignified social image and framework. And, in this sense, taxonomic care, avoidance of tautologies, and clarity of definitions can also be important contributions to the social and scientific legitimization of FC.

7. SOME REFERENCES ON FAMILY CONSTELLATIONS

SOME PRELIMINARY CONSIDERATIONS: this publication list is not biased, not positively idealized, and does not intend to look at only part of the reality, as it contains scientific articles that contest (some of them in a blunt way) Family Constellations. With this, we want to make it clear that the work of the *Instituto de Ciências Integradas*[™] is neither sectarian nor divided or biased, but is rooted in reality and integrates the best of science and technology to **improve people's quality of life** (biological and psycho-emotional). In this sense, the ICI[™] Research Centre also obtain very important content for the continuous improvement of this classical-systemic-integrative psychotherapy through scientific articles (published in professional journals) that challenge FC. For [more information about FC](#), please visit the [ICI[™] website](#).

- Acosta, P. M. F. (2005). Tema libre en psicoterapia Constelaciones Familiares: sanar desde el alma familiar. *Revista Científica Ciencia Médica*, 8(1),48-49.
- Alonso, Y. (2005). Las Constelaciones Familiares de Bert Hellinger: un procedimiento psicoterapéutico en busca de identidad. *International Journal of Psychology and Psychological Therapy*, 5(1), 83-94.
- Araújo, E. (2015). *TJGO é premiado por mediação baseada na técnica de constelação familiar*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Asztalos, M., Angster, M., & Pusztai, I. (2011). Family Constellations in Therapy-Resistant Cases of Patients Suffering from Depression and a Wish to Die. *International Journal of Psychiatry in Clinical Practice*, 15(2), 15-42. <https://doi.org/10.3109/13651501.2011.626553>
- Bandeira, R. (2014). *Juiz consegue 100% de acordos usando técnica alemã antes das sessões de conciliação*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Bandeira, R. (2016). *“Constelação Familiar” ajuda a humanizar práticas de conciliação no Judiciário*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Bandeira, R. (2017). *Audiência judicial ajuda mulheres a vencer o medo de agressores*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Bandeira, R. (2017). *Justiça carioca cria centro de resolução de conflitos familiares*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Bandeira, R. (2019). *Projetos da Justiça visam prevenir violência que passa de pais para filhos*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Barro, N. (2019). Uma visão sistêmica sobre o assédio moral no âmbito do trabalho. *Revista do Tribunal Regional do Trabalho da 10ª Região*, 23(2), 105-110.
- Baur, V., Breed, M., & Visse, M. (2022). Embodying Moral Space: Exploring a Care Ethical Constellation Tool for Moral Deliberation. *SAGE Open*, 12(2), <https://doi.org/10.1177/21582440221094603>

- Birkenkrahe, M. (2009). System constellations as a tool supporting organisational learning and change processes. *International Journal of Learning and Change*, 3(2), 125-144.
<https://doi.org/10.1504/IJLC.2008.023179>
- Braga, A. L. A. (2009). Psicopedagogia e constelação familiar sistêmica: um estudo de caso. *Revista Psicopedagogia*, 26(80), 274-285.
- Broughton, V. (2011). Love's Illusions: Symbiotic Entanglement & The Trans-Generational Nature of Trauma (Based on the theoretical ideas of Professor Franz Ruppert). *Self & Society*, 38(3), 5-14. <https://doi.org/10.1080/03060497.2011.11084166>
- Carnabucci, K. (2018). The challenge and promise for psychodrama and family and systemic constellations. *The Journal of Psychodrama, Sociometry, and Group Psychotherapy*, 66(1), 81-91. <https://doi.org/10.12926/18-00018.1>
- Chen, F. (2017). The Nosological Psychology: How does Nosology Gain Breakthrough and Rebirth in the Field of Psychotherapy, *Airiti Library*, 30, 35-70.
<http://dx.doi.org/10.6308%2fJCPRC.2017.30.02>
- Centro Judiciário de Solução de Conflitos e Cidadania da Comarca de Sorriso. (2015). *Cejusc de Sorriso usa método da constelação familiar e evita divórcio*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Centro Judiciário de Solução de Conflitos e Cidadania da Comarca de Sorriso. (2016). *Cejusc de Sorriso atinge R\$ 55 milhões em acordos durante conciliações*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Cohen, D. B. (2006). "Family constellations": An innovative systemic phenomenological group process from Germany. *The Family Journal*, 14(3), 226-233.
<https://doi.org/10.1177/1066480706287279>
- Crawford, J. (2013). Sister of the Heart and Mind: Healing and Teaching with Family System Constellations. *Women & Therapy*, 36(1-2), 100-109.
<https://doi.org/10.1080/02703149.2012.720554>
- Conselho da Justiça Federal (2018). *Constelação familiar: juízes federais e servidores concluem curso*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Conselho Nacional de Justiça (2017). *Constelação Familiar é debatida no Foro Regional de Santo Amaro (SP)*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2019 de <https://www.cnj.jus.br>
- Cunha, R. R. (2020). O emaranhamento de destinos no tratamento de conflitos: a constelação familiar no judiciário brasileiro. (*Master's thesis, Universidade de Brasília*), Brasília: Brasil,
- Diel, T. O. (2017). A aplicação das constelações familiares de Bert Hellinger como método auxiliar a conciliação. *Revista Faz Ciência*, 19(30), 79-98.
- Duarte, G. (2017). *Juízes catarinenses usam técnica da constelação familiar sistêmica para resolver conflitos*. Redação NSC: Santa Catarina. Acedido em 14-01-2020 de

<https://www.nsctotal.com.br/noticias/juizes-catarinenses-usam-tecnica-da-constelacao-familiar-sistemica-para-resolver-conflitos>

Duarte, B. F. M., & Silva, R. C. D. S. (2018). A constelação sistêmica aplicada ao direito de família como método de resolução de conflitos no judiciário do estado do Pará. *Revista Eletrônica de Direito da Faculdade Estácio do Pará*, 5(8), 137-152.

Duncan, W. L. (2017). Dinâmicas Ocultas: Culture and Psy-Sociality in Mexican Family Constellations Therapy. *Ethos*, 45(4), 489-513.

Fariello, L. (2018). *A busca pela paz com a constelação familiar no Tribunal do DF*. Acedido em 14-01-2019 de <https://www.cnj.jus.br>

Fariello, L. (2018). "Constelação Familiar" no cárcere: semente para uma Justiça melhor. Acedido em 14-01-2019 de <https://www.cnj.jus.br>

Fariello, L. (2018). *Constelação Familiar: no firmamento da Justiça em 16 Estados e no DF*. Acedido em 14-01-2019 de <https://www.cnj.jus.br>

Fidyk, A. L. (2016). Unconscious ties that bind – attending to complexes in the classroom: part 1. *International Journal of Jungian Studies*, 8(3), 181-194. <https://doi.org/10.1080/19409052.2016.1195425>

Fidyk, A. L. (2016). Unconscious ties that bind – attending to complexes in the classroom: part 2. *International Journal of Jungian Studies*, 8(3), 195-210. <https://doi.org/10.1080/19409052.2016.1195426>

Fuchs, T. (2019). The Interactive Phenomenal Field and the Life Space: A Sketch of an Ecological Concept of Psychotherapy. *Psychopathology*, 52(2), 67-74. <https://doi.org/10.1159/000502098>

Fuchs, T., Messas, G. P., & Stanghellini, G. (2019). More than Just Description: *Phenomenology and Psychotherapy*. *Psychopathology*, 52(2), 63-66. <https://doi.org/10.1159/000502266>

Gehlert, T. (2020). Erklärungsansätze. In Gehlert, T. (Ed.). *System-Aufstellungen und ihre naturwissenschaftliche Begründung: Grundlage für eine innovative Methode zur Entscheidungsfindung in der Unternehmensführung*, (pp. 229-265). Wiesbaden: Springer Gabler. https://doi.org/10.1007/978-3-658-29167-9_5

Geils, C., & Edwards, S. D. (2018). Extended family constellations workshop efficacy on intuition measure and experience. *Journal of Psychology in Africa*, 28(3), 224-228, <https://doi.org/10.1080/14330237.2018.1475527>

Gómez, F. G., & Doñoro, A. M. P. (2005). Investigación sobre la aplicación del método de las Constelaciones Familiares de Bert Hellinger a la supervisión clínica. *Revista de Investigación en Psicología*, 8(1), 29-50. <https://doi.org/10.15381/rinvp.v8i1.4230>

Hellinger, B. (2009). El Inconsciente Colectivo y las Constelaciones Familiares. *CIC: Cuadernos de Información y Comunicación*, 14, 83-88.

- Hogeland, A. (2010). Family Constellation Therapy. *Homœopathic Links*, 23(1), 24-26.
<https://doi.org/10.1055/s-0029-1240878>
- Hrnčić, J. (2017). Family constellation as a treatment for overcoming the consequences of violence on victims. *Temida*, 20(2), 219-240. <https://doi.org/10.2298/TEM1702219H>
- Hunger, C., Bornhäuser, A., Link, L., Schweitzer, J., & Weinhold, J. (2014). Improving experience in personal social systems through family constellation seminars: Results of a randomized controlled trial. *Family Process*, 53(2), 288-306. <https://doi.org/10.1111/famp.12051>
- Hunger, C., Weinhold, J., Bornhäuser, A., Link, L., & Schweitzer, J. (2014). Mid-and Long-Term Effects of Family Constellation Seminars in a General Population Sample: 8-and 12-Month Follow-Up. *Family Process*, 54(2), 344-358. <https://doi.org/10.1111/famp.12102>
- Hunger, C., Bornhauser, A., Link, L., Giegges, J, Voss, A., Weinhold, J., & Schweitzer, J. (2017). The Experience in Personal Social Systems Questionnaire (EXISpers): Development and Psychometric Properties. *Family Process* 56(1),154–170. <https://doi.org/10.1111/famp.12205>
- Hurley, J., Koening, M., & Bray, A. (2018). Responding to intergenerational psychological trauma: a literature review paper on the place of Family Constellation Therapy. *PACJA: Psychotherapy and Counselling Journal of Australia*, 6(1).
- Jafferany, M., Capec, S., Yaremkevych, R., Andrashko, Y., Capec, G., & Petrek, M. (2019). Effects of family constellation seminars on itch in patients with atopic dermatitis and psoriasis: A patient preference controlled trial. *Dermatologic Therapy*, e13100.
<https://doi.org/10.1111/dth.13100>
- Jakobusic, A. (2022). Strategy predictions with Systemic Constellations Work–pilot study (Doctoral dissertation) RIT Croatia. <https://urn.nsk.hr/urn:nbn:hr:229:626948>
- Hrnčić, J. (2017). Family constellation as a treatment for overcoming the consequences of violence on victims. *Temida*, 20(2), 219-240. <https://doi.org/10.2298/TEM1702219H>
- Jurg, W., Bloemer, J., Doorewaard H., & Simons R. (2008). System Constellations: A better way to identify branding opportunities? *Journal of Brand Management*, 15(4), 239-257.
<https://doi.org/10.1057/palgrave.bm.2550116>
- Keupp, H. (2003). Gebrauchswertversprechen eines postmodernen Fundamentalisten. *Psychologie Heute*, 3, 31.
- Krüger, M., & Schmidt-Michel, P. O. (2003). Familienaufstellungen in der psychiatrischen tagesklinik. *Krankenhauspsychiatrie*, 14(3), 90–94. <https://doi.org/10.1055/s-2003-42672>
- Lisenaya, A., & Liseniy, E. (2020). Symbols and Images in the Modality of Systemic Family Psychotherapy. *Psychological Counseling and Psychotherapy*, 12, 6-12.
<https://doi.org/10.26565/2410-1249-2019-12-01>
- Longo-Lockspeiser L. (2018) Meaning Making Through Family Constellation Work. In: Trimble D. (Eds). *Engaging with Spirituality in Family Therapy* (pp. 89-106). Springer, Cham.
https://doi.org/10.1007/978-3-319-77410-7_7

- Lucachinski, C. S., & Lippmann, M. S. (2017). Constelações Sistêmicas como Técnica de Resolução de Conflitos Familiares. *Anais do Congresso Catarinense de Direito Processual Civil*, 1(3), 434-452.
- Marino, S., & Macedo, R. M. S. (2018). A Constelação Familiar é Sistêmica? *Nova Perspectiva Sistêmica*, 27(62), 24-33. <http://dx.doi.org/10.21452/2594-43632018v27n62a02>
- Mayer, C. H., & Viviers, R. (2015). Exploring cultural issues for constellation work in South Africa. *Australian and New Zealand Journal of Family Therapy*, 36(2), 289-306. <https://doi.org/10.1002/anzf.1103>
- Mayer, C. H., & Viviers, A. (2016). Constellation work principles, resonance phenomena, and shamanism in South Africa. *South African Journal of Psychology*, 46(1), 130-145. <https://doi.org/10.1177/0081246315591339>
- McQuillin, J., & Welford, E. (2013). How Many people are gathered here? Group work and family constellation theory. *Transactional Analysis Journal*, 43(4), 352-365. <https://doi.org/10.1177/0362153713519743>
- Morgan, B. (2006). Being a Representative in Family Constellations. *Self & Society*, 33(4), 27-31. <https://doi.org/10.1080/03060497.2006.11086257>
- Otoni, L. (2018). *Juízes empregam “constelação familiar” para tratar vícios e recuperar presos*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Otoni, L. (2018). *Sinta a emoção de uma Constelação Familiar em unidade socioeducativa*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Otoni, L., & Farielli, L. (2018). *Constelação pacífica conflitos de família no Judiciário*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Otoni, L. (2018). *Constelação familiar: solução para violência doméstica no Rio Grande do Sul*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Pérez, S. J. (2014). Las constelaciones familiares y la reinserción familiar de las adolescentes del programa Casa Familia Enrique Cuesta Holguín de la Fundación Jóvenes para el Futuro de la Ciudad de Ambato. (*Master's thesis, Universidade Técnica de Ambato*), Ambato: Ecuador.
- Petruzzella, R. M. S., & Socorro, T. C. (2019) A aplicabilidade da Constelação Familiar Sistêmica na Resolução dos Conflitos nas Varas de Família. *Revista Científica da FASETE*, 165-180.
- Primeira Vara Especializada de Violência Doméstica e Familiar contra a Mulher de Cuiabá. (2016). *Conhecimento do direito sistêmico ajuda vítimas de violência em MT*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Primeira Vara Especializada de Violência Doméstica e Familiar contra a Mulher de Cuiabá. (2017). *Casos de violência familiar aplicam constelação em MT*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>

- Pritzker, S. E., & Duncan, W. L. (2019). Technologies of the Social: Family Constellation Therapy and the Remodeling of Relational Selfhood in China and Mexico. *Culture, Medicine, and Psychiatry*, 43(3), pp 468–495. <https://doi.org/10.1007/s11013-019-09632-x>
- Ramos, S., & Ramos, J. A. (2019). Process of change and effectiveness of family constellations: A mixed methods single case study on depression. *The Family Journal*, 27(4), 418-428. <https://doi.org/10.1177/1066480719868706>
- Ramos, J. A., & Ramos, S. (2021). Process of Change and Effectiveness of Family Constellations: “On the verge of divorce, I glimpse my finitude.” A mixed methods single case study on suicidal ideation, anxiety, and depression. *The Humanistic Psychologist*, 49(4), 1-30. <https://doi.org/10.1037/hum0000242>
- Ramos, S., & Ramos, J. A. (2022). *In Utero I. Psicodinâmicas intrauterinas: a PIS – Projeção Idealizada de Sexo*. Autopublicação, Instituto de Ciências Integradas™, Lisboa.
- Retzlaff, R. (2013). Development of family therapy and systemic therapy in Germany. *Contemporary Family Therapy*, 35(2), 349-363. <https://doi.org/10.1007/s10591-013-9267-1>
- Riepl, R. Psychodramatische Aufstellungsarbeit. (2019). *Zeitschrift für Psychodrama und Soziometrie*, 18(1), 7-24. <https://doi.org/10.1007/s11620-019-00514-3>
- Rosolen, D. (2016). La méthode des constellations familiales en regard de jeunes en difficulté dans un processus d'insertion socioprofessionnelle (*Doctoral dissertation, Ecole Supérieure-Domaine Social Valais*), Sion: Suíça.
- Ruppert, F. (2006). Constellations under the Sign of Multi-generational Systemic Psychotraumatology. *Self & Society*, 33(4), 10-19. <https://doi.org/10.1080/03060497.2006.11086255>
- Rusu, E. C. (2014). On men and women in the Family Constellations method. *Journal of Research in Gender Studies*, 4(1), 1141-1152.
- Salters, D. (2013). Sandplay and family constellation. *Transactional Analysis Journal*, 43(3), 224-239. <https://doi.org/10.1177/0362153713509955>
- Scholtens, S., Petroll, C., Rivas, C., Fler, J., & Konkoly Thege, B. (2021). Systemic constellations applied in organisations: A systematic review. *Gruppe. Interaktion. Organisation. Zeitschrift für Angewandte Organisationspsychologie*, 52(3), 537-550. <https://doi.org/10.1007/s11612-021-00592-8>
- Scholtens, S., Boer, H., Kiltz, L., & Fler, J. (2023). A Systemic Perspective on Organizations: International Experience with the Systemic Constellation Method. *Systemic Practice and Action Research*, 1-18. <https://doi.org/10.1007/s11213-023-09642-2>
- Secco, A. C., & Provin, A. F. (2019). Direito Sistêmico: Constelação Sistêmica Jurídica Familiar. *Anuário Pesquisa e Extensão Unoesc São Miguel do Oeste*, 4(e23566).

- Segunda Vara da Infância e da Juventude de Cuiabá. (2016). *Phelps inspira uso da técnica da constelação familiar para infratores*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Séguin, L. (2019). *Développer une façon plus saine d'être en relation avec moi-même, puis avec l'autre: identifier les effets de la «parentification» sur ma manière d'être en relation (Doctoral dissertation, Université du Québec à Rimouski)*, Québec: Canadá.
- Sethi, Y. (2008). Coming full circle to systemic family constellations in personal therapy. *The Australian journal of clinical hypnotherapy and hypnosis*, 29(2), 5-11.
- Simon, F.B., & Retzer, A. (1998). Bert Hellinger und die Systemische Psychotherapie. *Psychologie Heute*, 7, 64-69.
- Stiefel, I., Harris, P., & Zollmann, A. W. (2013). Family Constellation—A Therapy Beyond Words. *Australian and New Zealand Journal of Family Therapy*, 23(1), 38-44. <https://doi.org/10.1002/j.1467-8438.2002.tb00484.x>
- Stones, B. (2006). A Brief History of Bert Hellinger's Family Constellations. *Self & Society*, 33(4), 5-9. <https://doi.org/10.1080/03060497.2006.11086254>
- Talarczyk, M. (2011). Family constellation method of Bert Hellinger in the context of the Code of Ethics for Psychotherapists. *Archives of Psychiatry and Psychotherapy*, 13(3), 65-74.
- Tribunal de Justiça de Alagoas. (2016). *Justiça alagoana aplica técnica da constelação familiar em audiências*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça de Alagoas. (2018). *Semana Justiça pela Paz em Casa: 66 sentenças proferidas em Alagoas*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça do Amapá. (2018). *Constelação no cárcere chega à 5.ª edição em prisão feminina no AP*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça da Bahia. (2015). *Campeão em conciliações, tribunal é destaque em premiação do CNJ*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça da Bahia. (2018). *Constelação familiar: Bahia aplica método contra violência doméstica*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça do Distrito Federal e Territórios. (2016). *Tribunal de Justiça do DF promove encontros de constelação familiar*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça do Distrito Federal e Territórios. (2016). *Projeto constelação familiar resolve conflitos por meio de conciliação*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>

- Tribunal de Justiça do Distrito Federal e Territórios. (2016). *Justiça do Distrito Federal promove 3 oficinas de constelação familiar*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça de Mato Grosso do Sul. (2017). *Justiça Restaurativa: encontro troca experiências no Mato Grosso do Sul*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça do Pará. (2016). *Projeto de constelação familiar chega em agosto à Justiça paraense*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça do Pará. (2016). *Com foco na solução de conflitos, Belém conhece constelação familiar*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça do Paraná. (2017). *Justiça restaurativa e constelações familiares avançam no Paraná*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça de Pernambuco. (2016). *Tribunal pernambucano utilizada Constelação Familiar em conciliação*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça do Rio de Janeiro. (2017). *Constelação familiar é aplicada a 300 casos no Rio*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça de Rondônia. (2018). *Constelações familiares chegam às varas de família de Porto Velho (RO)*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Tribunal de Justiça de Rondônia. (2018). *Constelação Familiar: 28 juízes de RO concluem 1.º curso sobre método*. Conselho Nacional de Justiça: Brasil. Acedido em 14-01-2020 de <https://www.cnj.jus.br>
- Vieira, A. C. (2020). «Constelar para Transformar»: um estudo de caso da constelação sistêmica em processos de violência doméstica contra as mulheres. (*Master's thesis, Universidade de Brasília*), Brasília: Brasil.
- Vignato, S. (2008). The Natural Ancestors. An Ethnography of Family Constellation Therapy. *Quaderns-e de l'Institut Català d'Antropologia*, 12, 1-29.
- Weber, K. (2003). Die Schuld der Eltern geht die Kinder nichts an. *Psychologie Heute*, 3, 28-33.
- Weinhold, J., Hunger, C., Bornhäuser, A., Link, L., Rochon, J., Wild, B., & Schweitzer, J. (2013). Family constellation seminars improve psychological functioning in a general population sample: Results of a randomized controlled trial. *Journal of Counseling Psychology*, 60(4), 1-9. <https://doi.org/10.1037/a0033539>

Welford, E. (2014). Giving the Dead Their Rightful Place: Grief Work with the Family System.

Transactional Analysis Journal, 44(4), 320–333. <https://doi.org/10.1177/0362153714559920>

Welford, E. (2019). Healing the Fallout from Transgenerational Trauma: Supporting Clients in Making Peace With Their History. *Transactional Analysis Journal*, 49(4), 324-338.

<https://doi.org/10.1080/03621537.2019.1650233>

Zseni, A., Varga S, K., Angster, M., Béleczi, N., Füzér, G., Néveri, E., Joó, M. N., Lórik, D., & Lórik, D. (2011). Első lépés a családállítás hatásainak nyomában: A családállítás utánkövetéses vizsgálata [First step of tracing the effects of family constellation: A follow-up study on family constellation]. *Magyar Pszichológiai Szemle [Hungarian Psychological Review]*, 66(2), 269-298. <https://doi.org/10.1556/mpszle.66.2011.2.2>

