Module Co-ordinator: Kiki Mastyannopoulou
2016 Cohort
2017/18
Module: SYSTEMIC THERAPY 2

Module co-ordinator: Kiki Mastroyannopoulou

Aims and Learning Objectives of the Module

The systemic module aims to enable trainees

- To be familiar with the history and philosophy of some of the different schools of systemic therapy.
- To become familiar with a range of literature relating to systemic practice.
- To be able to incorporate systemic ideas in clinical work even if working predominantly from a different orientation.
- To be able to integrate systemic ideas within the role of the clinical psychologist.
- To be able to apply systemic ideas across developmental and ability levels with individuals, couples, families, carers, and organisations.
- To develop an awareness of the impact of wider social context on individuals and families (for example religion, race, class, gender).
- To consider their own personal family and cultural experiences from a systemic perspective and to be reflect on the impact of this on their work with clients
- To develop skills in presenting (oral and written) clinical work drawing on systemic ideas.

To achieve the objectives of the module, teaching will be provided on the following:

- The main schools of systemic therapy
- Basic systemic concepts including the role of self in therapy, and the concept of the reflecting team
- Genograms and their use in both assessment and reflective practice
- The application of systemic ideas to clinical assessment
- Systemic formulation
- A range of skills based sessions providing opportunities for role play and for trainees to bring case material and discuss work from a systemic perspective.
- Working systemically with a range of groups and organisations including working with children, with reconstituted families, with domestic violence, with couples, and with organisations.
- Multisystemic therapy (with an emphasis feedback and service evaluation) will also be provided.

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<tr>
<th>TIME ALLOCATED (HOURS)</th>
<th>TEACHING SESSION TITLE</th>
<th>LEARNING OBJECTIVES</th>
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<tbody>
<tr>
<td>3</td>
<td>Introduction to systemic theory and schools of systemic therapy</td>
<td>An introduction to the main schools of systemic therapy (Structural, Strategic, Milan systemic, Post-modern) Introduction to systemic concepts such as hypothesising, circularity, neutrality and curiosity.</td>
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<tr>
<td>6</td>
<td>Systemic concepts</td>
<td>Developing an understanding of systemic concepts. Therapist’s self and therapist self-reflexivity. Understand the concept of a reflecting team and experience being part of one through role play.</td>
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<tr>
<td>3</td>
<td>Genograms and the</td>
<td>The use of genograms in systemic practice.</td>
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|                       | use of self in systemic practice | Constructing personal genograms in small groups.  
Introduction of the concept of the family life cycle and explore cross generational factors and patterns.  
Reflecting on personal values and prejudices and the effects on the therapeutic process. |
| 3                     | Application of systemic ideas to clinical assessment | Undertaking a systemic assessment. Skills based session building on systemic concepts previously introduced.  
Emphasis on engagement, ability to map systems, use of systemic hypotheses, curiosity and the use of circular interviewing. |
| 6                     | Systemic practice Formulation 1 | Demonstrating clinical applications of systemic ideas through case examples from various contexts  
Specific focus on hypothesising and developing ‘formulations’ within a systemic framework.  
Using systemic concepts within a case formulation. |
| 3                     | Working with Children in Systemic Practice | Use of systemic techniques to promote change.  
Making a connection – power and authenticity  
Child focussed questioning  
Hearing the child’s voice in the family story |
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|                        | Making use of the child (and therapist’s) creativity  
Use of stories and metaphors  
Working systemically with individual children |
| 3                      | Working with reconstituted families.  
Exploration of generational and reconstituted family issues using systemic ideas.  
Using systemic ideas across generations within families.  
Application of systemic ideas (previously introduced) such as family scripts, family life cycle. |
| 6                      | Advanced systemic theory and practice  
Introduction to more complex ideas in systemic theory and practice, using different systemic “lenses” to explore clinical material.  
Introduction to ideas of power and reflexivity  
Introduction to Cronen & Pierce model  
Using the self as part of the system (2nd order) and applying this to case conceptualisation and formulation  
Integrating ideas of power and diversity into systemic approaches |
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| 6                     | Systemic Formulation 2                     | Trainees given the opportunity to take part in role play and bring their own case examples in order to put systemic ideas into practice with a particular emphasis on formulation from a systemic perspective. 
Emphasis on holding a non pathologising view of the system and maintaining a relational approach. |
| 3                     | Applying systemic ideas to organisations   | Review of basic concepts, the role of the consultant, consultation strategies and eco-maps. Experiential workshop based on trainees’ clinical material 
Understanding the application of systemic models to working with organisations 
Developing practical skills in systemic consultation through role play. |
| 3                     | Multi systemic therapy and other evidence based Interventions | To gain an overview of Multi Systemic Therapy development 
An understanding of EBCIs and how they fit into the overall development of Family & Systemic Psychotherapy within the UK. 
The role and value of collecting evidence as a way of developing multiagency services |
| 6                     | Working with domestic violence in families | Familiarity with key issues involved in domestic violence and consideration of systemic ways of working with this client group. 
The effects of domestic violence on children and implications for attachment relationships. 
Questions to ask if domestic violence is suspected |
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<td>3</td>
<td>Systemic Practice 3</td>
<td>Trainees given the opportunity bring their own case examples in order to put systemic ideas into practice</td>
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| 3                     | Working systemically with couples | Technical and process issues in systemic couples therapy.  
Using systemic concepts when working with couples.  
Exploration of concepts of ending, joining, engagement, enactment and family life-space techniques. Issues of gender. |
| 3                     | Narrative family therapy | An introduction to narrative family therapy and its application to clinical practice. |

Total HOURS in year 2 = 60

In addition, all trainees in Year 1 receive 6 hours teaching in “An Introduction to systemic therapy” and 3 hours “Working systemically with older adults”.

References:


The teaching on this module will contribute to trainees learning the following standards of proficiency in line with the HCPC (2015) standards:

1. Be able to practice safely and effectively within their scope of practice
2. Be able to practice within the legal and ethical boundaries of their profession
3. Be able to maintain fitness to practice
4. Be able to practise as an autonomous professional, exercising their own professional judgement
5. Be aware of the impact of culture, equality and diversity on practice
6. Be able to practice in a non-discriminatory manner
7. Understand the importance of and be able to maintain confidentiality
8. Be able to communicate effectively
9. Be able to work appropriately with others
10. Be able to reflect on and review practice
11. Be able to assure the quality of their practice
12. Be able to draw on appropriate knowledge and skills to inform practice

The teaching on this module will contribute to trainees learning the following standards of proficiency in line with the BPS Competencies:

1. Generalizable meta-competencies
2. Psychological Assessment
3. Psychological Formulation
4. Psychological Intervention
5. Evaluation
6. Personal and professional skills and values
7. Communication and teaching
8. Organisational and systemic influence and leadership