

UEA Doctorate in Clinical Psychology

SYSTEMIC THERAPY 2 (SYS 2)

Module Lead: Kiki Mastroyannopoulou
2018 Cohort

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 couples, with young people with eating disorders and with organisations.
- Multisystemic therapy (with an emphasis feedback and service evaluation) will also be provided.

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

SYS2 Teaching Sessions

TIME ALLOCATED (HOURS)	TEACHING SESSION TITLE	LEARNING OBJECTIVES
6	Introduction to systemic therapy <ul style="list-style-type: none"> • The family as a system • Family genograms as a therapeutic intervention • Family scripts and the family life cycle 	<ul style="list-style-type: none"> - A brief introduction to the 2nd year systemic teaching. - Introducing the importance of the therapists' self and self reflexivity. - Genograms and their use in both assessment and intervention. - To understand the concept of the family scripts and life cycle and its application to different family forms. 3.00pm-5pm: Reflective groups
6	An introduction to systemic thinking using a developmental timeline	<ul style="list-style-type: none"> - To gain an understanding of the relational, systemic approach to family and other relationships. - To develop an understanding of the main models of systemic therapy (Structural, Strategic, Milan and Narrative). - Developing an understanding of systemic concepts. - Use of mapping techniques to identify current, historical and transgenerational patterns (including use eco- maps, lifelines and use of sculpting). - Therapist's self and therapist self-reflexivity. - Reflecting on personal values and prejudices and the effects on the therapeutic process 3.00pm-5pm: Reflective groups
3	Structural and strategic family therapy	<ul style="list-style-type: none"> - To develop an understanding of the structural and strategic family therapy approaches and their relevance to clinical practice. - To explore ways of helping families with boundary issues.

TIME ALLOCATED (HOURS)	TEACHING SESSION TITLE	LEARNING OBJECTIVES
6	Milan Systemic family therapy. <ul style="list-style-type: none"> • The Milan interview • Reflecting teams 	<ul style="list-style-type: none"> - To develop an understanding of the Milan Systemic approach and its application to clinical practice. - To observe a demonstration of the Milan systemic interview and have an opportunity to role play using the approach. - To gain an understanding of the concept of a reflecting team and experience being part of one through role play. <p>3.00pm-5pm:Reflective groups</p>
3	Systemic Case discussion	<ul style="list-style-type: none"> - 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 focus on undertaking a systemic assessment and generating systemic hypotheses. - Emphasis on holding a non-pathologising view of the system and maintaining a relational approach
3	Power and difference	<ul style="list-style-type: none"> - Exploring the wider social context on both individuals and families, in respect to religion, culture, race, class, gender, sexual orientation, age and disability.
3	Working with reconstituted families.	<ul style="list-style-type: none"> - 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. <p>Reflective group.</p>

TIME ALLOCATED (HOURS)	TEACHING SESSION TITLE	LEARNING OBJECTIVES
6	<p>Working with Children in Systemic Practice</p> <p>PM: smaller group systemic case discussion and reflective practice</p>	<ul style="list-style-type: none"> - Use of systemic techniques to promote change when working with children. - Child focussed questioning - Hearing the child's voice in the family story - Making use of the child (and therapist's) creativity - Use of stories and metaphors - Working systemically with individual children - An opportunity to work in smaller group giving trainees the opportunity to bringing case material for role play and discussion. - Specific focus on hypothesising and developing systemically informed 'formulations'. - Using systemic concepts within a case formulation <p>3.30pm-5pm:Reflective groups</p>
6	Applying systemic ideas to organisations	<ul style="list-style-type: none"> - Review of basic concepts, the role of the consultant, consultation strategies and eco-maps. Experiential workshop based on trainees' material. - Understanding the application of systemic models to working with organisations - Developing practical skills in systemic consultation through role play.
6	Working systemically with children, families and young people suffering with an eating disorder.	<ul style="list-style-type: none"> - To gain an understanding of ways of thinking and working systemically in the context of eating disorders. - To explore creative ways of working with young people in an inpatient unit and in the community.

TIME ALLOCATED (HOURS)	TEACHING SESSION TITLE	LEARNING OBJECTIVES
6	Working systemically with couples	<ul style="list-style-type: none"> - 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. <p>3.00pm-5pm: Reflective group at the end of the day with a focus on working with couples</p>
3	Multi systemic therapy and other evidence based Interventions	<ul style="list-style-type: none"> - To gain an overview of Multi Systemic Therapy development - An understanding of EBDIs 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
3	Working systemically with looked after children	<ul style="list-style-type: none"> - To gain an overview of using systemic ideas when working with looked after children.

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:

- Carr, A. (2012). *Family therapy Concepts, Process and Practice*, (3rd ed.). Chichester, UK: John Wiley and Sons.
- Carr, A. (2014). The evidence base for family therapy and systemic interventions for child-focused problems. *Journal of Family Therapy*, 36(2), 107-157.
- Dallos, R. & Draper, R. (2010). *An introduction to family therapy; Systemic theory and practice* (3rd ed.) Maidenhead, UK: Open University Press.
- Dallos, R. & Vetere A. (2003). *Working Systemically with Families: Formulation, Intervention and Evaluation*. London, UK: Karnac Books,
- Goldenberg, H. & Goldenberg, I. (2013). *Family Therapy: An Overview* (8th ed.). Belmont, CA: Brooks Cole, Cengage Learning.
- Hedges, F. (2005). *An introduction to Systemic therapy with individuals: A Social Constructionist Approach*. Palgrave Macmillan NY.
- Mitchell, P., Rhodes, P., Wallis, A., & Wilson, V. (2014). A comparison of two systemic family therapy reflecting team interventions. *Journal of Family Therapy*, 36(3), 237-254.
- Pilling, S.; Roth, A. and Stratton, P. (2010) The competencies required to deliver effective systemic therapies. http://www.ucl.ac.uk/clinical-psychology/CORE/systemic_framework.htm
- Rivett, M. & Street, E. (2009). *Family therapy: 100 Key Points and Techniques*. UK, Routledge
- Vetere, A. & Dowling E. (2005). *Narrative therapies with Children and Families: A practitioner's guide to concepts and approaches*. Hove, UK: Routledge.