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University
of Exeter

Foundation in Systemic Practice

Trainee Handbook

UNIVERSITY OF EXETER | Doctorate in Clinical Psychology – Foundation in Systemic Practice handbook

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Welcome to the Foundation in Systemic Practice

We are very excited to welcome you to the accredited Foundation in Systemic Practice taught within the Doctorate in Clinical Psychology. This training complements our highly successful and expanding portfolio of Systemic programmes within CEDAR and contributes to our wider clinical training portfolio within the DClinPsych. We also have a firm commitment to evidence based clinical practice and as such we endeavor to ensure all of our training programmes are firmly embedded within current research.

It is likely that you will find the training intensive and challenging, but hopefully enjoyable and especially practice enhancing. We aim to support you to think not only about how to work systemically with families and couples, but also to apply systemic ideas to work with individuals and with teams.

1. Introduction to the Foundation in Systemic Practice

At Exeter we are delighted to offer an embedded Foundation in Systemic Practice which is accredited by the Association for Family Therapy (AFT). The programme is designed to increase each participant's knowledge and understanding of systemic clinical theory and practice. The successful completion of the systemic training will result in the award 'Foundation in Systemic Practice' via The Association for Family Therapy and Systemic Practice (AFT) at the end of Year 1. We hope that graduates will be able to act as champions for systemic practice and to be available as teachers and consultants in the various settings in which they work.

Rationale

Working effectively in teams and with families, as well as being able to work effectively with individuals the systems around them are key aspects of working as a clinical psychologist within the health and social care system. There is a robust and growing evidence base for the positive outcomes that systemic interventions have in improving mental health difficulties: see [PS-cover.indd \(ymaws.com\)](#) for an AFT summary of this evidence base. In addition, having the skills to conceptualise and adopt a systems level approach can help support the provision of other interventions. The curriculum for the Foundation in Systemic Practice provides the basic knowledge, evidence base and clinical skills in working systemically with children, young people, families and couples.

Course Philosophy

A major contributing resource to the programme is the knowledge and experience that programme members bring with them. We will draw upon and honour this knowledge and experience in order to develop clinical skills and increase awareness and theoretical understanding. It is important, however, that understanding and use of theory is integrated with clinical application in a rigorous and constructively critical manner. The course seeks to actively promote anti-oppressive practice throughout the teaching and organisation of the course, together with the implementation of an

equal opportunities policy. All staff and trainees must abide by the AFT Code of Ethics and Practice [code of ethics practice fin.pdf \(ymaws.com\)](#). The Foundation in Systemic Practice is embedded within the Doctorate of Clinical Psychology (DClinPsy), which is accredited the Health and Care Professions Council (HCPC) and the British Psychological Society (BPS) and is strongly committed to up-holding the [HCPC Standards of Education and Training](#), [HCPC Standards of Conduct Performance and Ethics](#) and the [BPS Code of Ethics and Conduct](#).

This systemic series provides participants with a grounding in the theory and practice of family/systemic therapy. Throughout the teaching, participants are exposed to research into this psychological approach in order to promote both a constructively critical and questioning attitude to one's own therapeutic approach, whilst at the same time promoting an awareness of other approaches.

Programme Aims

The aim of this course is to help course participants draw upon and utilize a systemic approach to support the development of their knowledge and skills in their training as clinical psychologist. The foundation training aims to:

- Provide an introduction to the underlying theory and principles of systemic practice with families, couples and other systems
- Provide an overview and framework of different approaches and models of systemic family therapy
- Enable trainees to develop basic practice skills and apply these in their practice, including convening, engaging and working with families, couples and other systems. We pay particular attention to ways of working in practice and in supervision that serve to meet the needs of the most marginalized client groups. Attention to issues of power and difference and the promotion and development of anti-discriminatory practice are central the course philosophy and permeate all aspects of the teaching.
- To facilitate critical reading of practice and research texts
- Provide an opportunity for students to become familiar with research into systemic practice
- Enable and support the development of students' self-reflective practice

The course draw upon the fourth edition of the AFT Blue Book, which outlines the requirements for Foundation level training and adheres to the [AFT Code of Ethics and Practice](#).

2. Meet the team



Jenny Cove
Systemic Convenor, DClinPsy
Clinical Lead, MSc Systemic Therapy
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Tom Reid
Visiting Lecturer and Marker, DClinPsy
Academic Tutor, CEDAR
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External Examiner
Clinical Psychologist
Systemic Psychotherapist
Oxford DClinPsy

3. Learning Outcomes

On completion of the Foundation course, you will have:

1. A basic understanding of **systemic theories and principles** underpinning systemic practice with families and organisations
2. A knowledge of a range of **systemic approaches and applications** to practice with different client groups
3. Familiarity with the **evidence base**, particularly key pieces of research on family and couple therapy especially in current areas of practice, including client feedback and service evaluation
4. Some basic understanding of systemic approaches and an ability to **critique their application** in the light of research
5. A knowledge and awareness of the **influence of the wider social context** (including gender, race, age, ability, culture, education, sexuality) on self and clients, with an ability to consider how inequalities and power differentials impact on people's lives and systemic practices
6. A knowledge of the **AFT code of ethics** and an ability to use ethical decision making, especially in relation to safeguarding, confidentiality and consent
7. Confidence to apply a systemic perspective to an **assessment** of the problem
8. An understanding of the practice skills and knowledge required to convene a systemic interview, and to make a good **therapeutic relationship**
9. Confidence to effectively interview more than one person in the room using a **range of systemic questions and techniques** (such as hypothesising and circular questioning) to clarify goals and gather systemic information.
10. Capacity to make use of systemic theory to draw together a **systemically informed intervention plan based on a systemic hypothesis/formulation**
11. The skills to **construct a genogram** in a way that leads to better understanding the complexities of family relationships, strengths and vulnerabilities
12. An ability to describe and critique the concept of the family life cycle perspective and its application to different family forms
13. An ability to identify and work with individual and family strengths
14. An ability to begin to **consider your own personal family and cultural experiences** from a systemic perspective, and to explore how these influence their professional practice
15. An ability to **reflect** on your own learning and your positioning in a professional system.

4. OVERVIEW OF FOUNDATION COURSE COMPONENTS

An AFT accredited foundation training equips trainees with the systemic knowledge and skills to be able to work with clients and their families in health service settings. The foundation course is delivered in the first year of the Clinical Psychology training. More information on the accreditation pathway can be found in <https://www.aft.org.uk/training/view/aft-course-accreditation.html>

Teaching takes place in seminars, workshops and lectures. Assessment leading to the award of the foundation will be based on written assignments and completion of a reflective portfolio.

In summary the foundation is comprised of:

- Minimum of 60 hours teaching
- Minimum of 120 hours of independent study
- Systemic reflective learning portfolio
- Systemic Essay

There is no clinical component necessary for the Foundation in Systemic Practice, however, the programme draws on clinical work both in terms of applying the learning, and developing reflective practice.

4.1 Teaching and learning

As trainees you will be expected to adopt an adult approach to learning, contributing from your existing knowledge and skills and acquiring new knowledge and skills through attendance at University lectures, the Problem Based Learning activity and private study, which includes completion of the essay and portfolio. You will also be encouraged to reflect and draw on your own family of origin experiences and explore personal resonances to increase self-reflexivity. A variety of teaching/learning opportunities will be offered including, lectures, small group working, and experiential learning exercises. Trainees will also be expected to undertake preparatory reading and complete learning projects for some teaching sessions. Core references are provided in this handbook and additional references and handouts may be given for specific sessions.

Attendance: Whilst we very much hope you will be able and keen to participate in all elements of the course you are required to have 85% attendance on all training days to meet the required hours. If you need to miss teaching for any reason, you must discuss this with the Systemic Convenor and Academic Director and alternative arrangements will be made.

Participation: You need to have demonstrated active participation in the different course components as identified in feedback from trainers and clinical supervisors.

Feedback: You are required to use the processes in place on the DClin Psych programme to give feedback on teaching. This will be used to quality assure the teaching that is provided, and for us to be able to tailor the course to your learning needs as a cohort.

Some additional systemic teaching sessions are delivered across the three years of the DClin Psych. You will also have the option of continuing your systemic training in more depth in Years 2 and 3 by opting to do the **Intermediate Systemic Course**.

Below is a summary of the teaching during year 1 that covers the foundation level learning outcomes.

Teaching sessions:

The content of each teaching session is available to trainees on ELE. The series currently consists of 12 x 6 hour days in year 1, a total of 72 hours of direct teaching with course staff over Year 1.

YEAR 1 (2022 cohort)		
Date	Title	Trainer
26/09/23 0	Introduction to Secondary Accreditation: Introduction to the Systemic teaching strand	Jenny Cove
02/10/23 1	How do we think systemically?	Jenny Cove
07/11/23 2	Key Concepts 1	Lorna Robbins
28/11/23 3	Key Concepts 2	Tom Reid
05/12/23 4	Key Concepts 3	Tom Reid
02/01/24 5	LD and Systemic Practice & Working Systemically with Teams	Lorna Robbins
08/01/24 6	Diversity 1	Catherine Butler and Denise Joseph
20/02/24	Problem-Based Learning Presentations	Jenny Cove and Lorna Robbins
11/03/24 7	Genograms and diversity 2	Catherine Butler and Denise Joseph
19/03/24 8	Systemic self-awareness	Hannah Sherbersky
25/03/24 9	Systemic skills and Techniques	Tom Reid
07/05/24 Cross-modality day	Use of Self in Therapy Workshop (Systemic, CAT and CBT)	Jenny Cove, Yvonne Stevens & Jess Davis
18/06/24 10	Systemic Approaches to attachment	Jenny Cove
25/06/24 11	Working Systemically with Individuals & Endings	Jenny Cove
08/07/24 12	Functional Family Therapy	Abi Brown
09/07/24 Cross-modality Day	Formulations Workshop (Systemic, CAT and CBT)	Jenny Cove, Yvonne Stevens & Jess Davis

Additional and relevant teaching that informs the Foundation in Systemic Practice

Topic	Days
CLINICAL SKILLS - Therapeutic Relationship	1
CLINICAL SKILLS - Assessment (including risk, and safe guarding)	1
CHILD - Engagement, Family & CYP	0.5
Reflective Organisational Practice - Teams 2 (Working in Systems)	0.5
CHILD - Looked after children	1
Reflective Organisational Practice- System's Resilience	0.5
Reflective Organisational Practice Ethics	0.5
Formulation in CBT, Systemic Therapy and CAT	1
Use of Self in Psychotherapy	1

4.2 Study / reading

Over the duration of the Foundation course it is expected that trainees will do a minimum of 120 hours of independent study. This will include any systemically informed case reports and learning done on placement. It may also include:

- *Any time spent on relevant reading.*
- *Any conversations with colleagues or others about any systemic related themes.*
- *Listening to podcasts/radio programmes or YouTube videos or films etc that are relevant.*
- *Time spent completing certain items within your Practice Portfolio*
- *Study related to the preparation for systemic clinical work and/or study related to any reflection time afterwards.*
- *Time spent preparing for supervision (where systemic discussions are planned).*

See Appendix 1 for list of key reading.

These study packs are available on ELE – you may wish to use them as a way of consolidating your learning, and to support your self-reflection. You can add them into your portfolio if you chose.
Introduction to systemic thinking and practice – Study Pack 1 – Systemic case write up and SCORE 15
Introduction to systemic thinking and practice – Study Pack 2 – Life cycles and family scripts
Introduction to systemic thinking and practice – Study Pack 3 – Attachment ideas and systemic working
Introduction to systemic thinking and practice – Study Pack 4 – Systemic self-awareness

4.3 Clinical Practice

While there is no assessed clinical practice component of the Foundation in Systemic Practice, clinical skills may be evaluated through role-play and case presentation. Trainees will be invited to bring clinical material to the teaching seminars to reflect on, and there is an expectation that systemic teaching and skills will be integrated back into the trainee clinical placement.

Trainees are also encouraged to actively seek out systemic practice opportunities while on placement, and for these to be logged in your Log of Clinical Activity

<http://cedar.exeter.ac.uk/handbook/clinical/clinicalassessment/>. In addition, trainees may have the opportunity to get feedback from their supervisors using the Systemic Competence Scale, which can also be used as one of the clinical observation submissions for their clinical assessment on the DClIn.

5. OVERVIEW OF ASSESSMENT

To graduate successfully trainees must pass all aspects of the course summarized in the table below.

ASSESSMENT COMPONENT		
ATTENDANCE AT TEACHING	All teaching must be attended. While the AFT requirement of 60 hours teaching (85%) of sessions is essential to pass the course, any sessions that are missed must be caught-up on by watching a session-recording (if available), followed by a conversation with the lecturer to cover key learning.	
SYSTEMIC ESSAY	4000 words	22/04/24
REFLECTIVE PORTFOLIO	Minimum 6,000 words – Maximum 10,000 words	01/07/24

5.2 Systemic Essay

This essay, which is timetabled for the end of the first year, offers you the opportunity to focus in on a particular systemic skill or concept, apply it critically to clinical practice, and reflect on this in the context of your own development as a systemic practitioner. The assignment must adhere to programme guidelines [submission of academic work](#) including [confidentiality and consent](#), and be written to APA format. The DClIn [assessment procedures and conventions](#) should be adhered to for submission.

Trainees will need to choose a title for their essay based on the following scope: Choose one of the *core* concepts or skills used in family therapy/ systemic practice. Write a review of the origins of this concept/ skill and describe its value to your systemic practice, taking into account issues of diversity and any ethical considerations. Please use a case illustration within your description and attend to critiques of the concept/ skill, while commenting on how other models of family therapy may interpret this concept/ skill differently. For example ‘The use of genograms with families’ or ‘A critical view of the use of circular questions’ or ‘Managing multiple alliances in a systemic session’ or ‘Working with power and diversity, when supporting a family member with an eating disorder’.

The marking criteria (based on AFT learning outcomes) for this essay are looking for you to demonstrate your knowledge of the material and your critical ability to apply it. An excellent essay is well argued, demonstrates original thinking; displays a sophisticated knowledge of the area; makes excellent use of appropriate evidence; establishes productive links between different areas of psychology/systemic work and is well structured and follows APA guidance.

The following are some guidelines for the Systemic Practice essay:

- The essay should be no more than **4000 words in length**. See [Guidelines on Written Assessments](#) for details of word count rules.

- The essay should be well structured to include an introduction, which identifies the key issues to be addressed in the essay and provides the reader with a guide for the arguments, which will follow. The main arguments of the essay should be ordered logically and an emphasis should be placed on a clear and critical analysis, and application to the case example. The essay should be brought to a close with a well-argued conclusion.
- Please write in the first person as this supports deeper levels of self-reflexivity in your writing.

It is recommended that before submission the essay be exchanged with a peer for feedback. This form of proof reading can be very helpful in spotting typos and getting sense of the flow of your essay. Encourage your peer to adopt a 'critical friend' position to support you in your writing. You may also discuss your proposed essay during your academic tutorials.

Please note that you should use anonymized and composite case material so will not need a consent form.

5.2.1 Structure

Title

A title is given which clearly sets out the core systemic skill / concept addressed in this assignment.

Introduction

The introduction makes explicit the subject matter of the essay and convincingly addresses the issues raised or implied by the title. It provides a clear and compelling rationale for the choice of topic. Key concepts and terms are defined in an informed and useful way.

Route map - The introduction should provide a clear and useful guide that fully enables the reader to make sense of what follows.

Development of the Essay

In the main body of the essay you will need to describe a systemic skill or concept, followed by outlining how this would be applied and finally end by critically reviewing the skill or concept.

Systemic skill / concept

Describe the core systemic skill or concept that is the focus of the essay. Examples of concepts/ skills you might choose: Social GRACES/ second order cybernetics/ family life cycle/ self-reflexivity / systems theory/ hypothesising/ circularity/ questions/ enactment/ interviewing the internalised other etc.

Describe some of the historical and contextual background for the development of this skill / concept. This may include a consideration of how this skill / concept relates to a particular systemic model (e.g. the Maudsley approach/ABFT etc), research and evidence base.

Application of skill / concept

In this section you will need to show how you can apply this skill / concept clinically, and should include the following:

- A brief over-view of your current clinical context.

- A clear and succinct outline of a clinical case that you will be using to illustrate this skill. The presenting problem(s) need to be defined systemically. The clinical case could be based upon a case study from your teaching sessions, or a fictional case that draws on your clinical experience. The outline should include a brief overview of the family's background, history and reason for referral as well as any relevant information about their involvement with services (max 500 words). Please include a genogram in text or appendix.
- A description of how this skill / concept would be applied in working with the case example, including the potential impact on the family system. You may wish to use the approach/method/technique framework (Burnham, 1992) in this section. However, there is no expectation that you do so.
- Consideration of how you would take account of aspects of cultural diversity and ethical practice (for example the impact of power, difference and discrimination).

Critical Reflections

In this section you are encouraged to offer both reflective and reflexive comments on your practice, and link it to areas of your personal and professional development as a trainee clinical psychologist. Developing the skill to write reflective and reflexively is often an area for development in academic writing – please see further guidance or raise at an academic tutorial.

Please highlight areas of new learning and further questions to explore.

- Critically evaluate the application of this skill, using the case illustration to also attend to critiques of the concept. Consider any alternative skill/ concept that may have been helpful, and /or how other models of family therapy may interpret this concept/ skill differently.
- Reflect on the application of this skill / concept in relation to cultural diversity and ethical practice.
- Evaluate your own development both professionally and personally, identifying any key aspirations for your future learning.

Conclusion

A concise yet inclusive synthesis of all the main arguments in the report, ending with a clear concluding statement.

5.2.2 Presentation

The essay should have a clear and coherent overall structure, with good linkage between elements. It should comply fully with APA guidelines in terms of content and formatting style. Contents page should be included, and the essay proof read to ensure spelling, grammar and punctuation are all well-attended to.

You should use the guidelines and marking criteria (see appendix) to help you structure your reports.

5.2.3 Feedback / Marking

The assignment will be marked by qualified Family Therapists who are part of the course team, and moderated by the Systemic Convenor (Jenny Cove). The marking procedure is outlined in the [DCLin assessment procedures and conventions](#).

5.3 Systemic Portfolio

There is a broad word-count for this piece of work (6000- 10,000 words). The portfolio not only demonstrates to the Association of Family Therapy that you have completed the requirements of the course – it is more importantly a *tool* to aid your learning through the process. The portfolio must include:

- Portfolio Front Sheet (see Appendix 2)
- A **reflective commentary** evidencing your learning over the course of the systemic foundation. This should take the form of a learning log reflecting **every month** on any aspect of the systemic teaching/reading/self-study/systemic experience in practice. You should also include reflections on your ethical position. Trainees will be expected to draw on their own family of origin stories and are invited to reflect on their own systemic self-awareness. This should involve a monthly (or more frequent if opportunities arise) reflexive entry of approximately 400-500 words, creating a total of **4500 – 6000 words**.
 - You may choose to use the Study Packs as a way of consolidating your learning and aiding your self-reflection.
 - We would also encourage you to use your final entry to reflect on the process of completing this learning log.
- You must include a copy of your own SCORE-15 rating from study pack (approx. 700 words), we recommend reflecting on this as part of your reflective commentary. It is up to you whether you focus this on your family as it is now or your childhood experience of family.
- AFT learning outcomes presented in a table format with comments demonstrating your learning against each outcome (**800 – 1500 words**).

Optional: you may also include feedback from your supervisors using the Systemic Competence Scale, evidence of any additional systemic CPD attended, additional relevant training.

5.3.1 Feedback / Marking

This portfolio is summative and will be marked as ‘extensive’, ‘satisfactory’ or ‘insufficient’. The ‘extensive’ and ‘sufficient’ equate to a pass, and insufficient to a ‘fail’ according to AFT standards. Any trainee that is marked as insufficient, will be provided with feedback outlining necessary amendments to bring it to a pass standard.

6. The Accreditation Process

Trainees who successfully pass all components of the Foundation in Systemic Practice will be informed and sent their certificate of completion within three months of submitting their portfolio.

7. Governance and Quality Assurance of the Foundation Programme

The Foundation in Systemic Practice is embedded within the Doctorate of Clinical Psychology (DClinPsy). As part of its accredited status by the Health and Care Professions Council (HCPC) the DClinPsy must abide by the [HCPC Standards of Education and Training](#) and [HCPC Standards of Conduct Performance and Ethics](#). In addition the programme is accredited by the British Psychological Society and it is committed to the [BPS Code of Ethics and Conduct](#).

The Foundation in Systemic Practice is accredited by:

The Association for Family Therapy and Systemic Practice in the UK (AFT)

7 Executive Suite, St James Court, Wilderspool Causeway, Warrington WA4 6PS

Tel: 01925 444414

[Association for Family Therapy and Systemic Practice \(aft.org.uk\)](http://aft.org.uk)

Each year the DClIn provide a paper review where AFT is informed of any changes

in the course. As part of this we have an external AFT accredited examiner who provides an annual report for which they will review a selection of the assignments, feedback and an over-view of trainees feedback on teaching.

8. Further Systemic Study

All trainees on the DClIn Psych training at Exeter are offered the opportunity to continue with their training in Systemic Therapy in years 2 and 3 of the course by opting for the Intermediate Systemic Practice course. This course is also run by a number of different training institutions nationally.

Appendix 1: Key reading for the Foundation in Systemic Practice

KEY BOOKS:
Dallos, R. and Draper, R. (2010) <i>An introduction to family therapy</i> . Maidenhead: Open University Press.
Rivett, M and Buchmüller, J. (2017) <i>Family Therapy Skills and Techniques in Action</i> . London: Routledge.
Rivett, M and Street, E. (2009) <i>Family therapy: 100 key ideas and techniques</i> . London: Routledge.
Wampler, K. S. (2020). <i>The Handbook of Systemic Family Therapy, Systemic Family Therapy and Global Health Issues</i> , John Wiley & Sons. (see particular chapter recommendations below).

OTHER BOOKS:
B Carter and M McGoldrick (1998 (eds) <i>The expanded family life cycle</i> . Needham Heights, Mass: Allyn and Bacon. Chapters 1 and 2.
Burnham, J. (1985) <i>Family Therapy</i> . London: Tavistock. Chapters 1 and 2
Carr, A. (2012) <i>Family therapy: Concepts, process and practice</i> . London: Wiley.
Hoffman, L. and K. Clark (2002). <i>Family therapy: An intimate history</i> , WW Norton & Company.
Jones, E and Asen, E (2000). <i>Systemic couple therapy and depression</i> . London: Karnac Books.
Leeds Family Therapy Manual, published by the Leeds Family Therapy Research Centre.
Rivett, M and Street, E. (2003) <i>Family therapy in focus</i> . London: Sage.
Sexton, T. (2011) <i>Functional family therapy in clinical practice</i> . London: Routledge.
Vetere, A and Dallos, R (2003). <i>Working systemically with families: Formulation, intervention and evaluation</i> . London: Karnac Books.
Walsh, F. (2012). <i>Normal family processes: Growing diversity and complexity</i> , Guilford press.

Andersen, (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. <i>Family Process</i> , 26, 415-42. Anderson, H. and H. A. Goolishian (1988). "Human systems as linguistic systems: Preliminary and evolving ideas about the implications for clinical theory." <i>Family process</i> 27(4): 371-393.
Asen, E. (2002) Outcome in research in family therapy. <i>Advances in Psychiatric Treatment</i> , 8: 230 – 238.
Baima, T. and M. E. Sude (2020). "What White Mental Health Professionals Need to Understand About Whiteness: A Delphi Study." <i>Journal of Marital and Family Therapy</i> 46(1): 62-80.
Boyd, E. (2018). "Voice entitlement" narratives in supervision: Cultural and gendered influences on speaking and dilemmas in practice. <i>Mirrors and Reflections</i> , Routledge: 203-224.
Byng-Hall, J. (1985) The family script: A useful bridge between theory and practice. <i>J of Family Therapy</i> , 7, 301-305.
Carberry, K. (2020). <i>The International Handbook of Black Community Mental Health</i> : Richard Majors, Karen Carberry, Dr Theodore Ransaw: Amazon.co.uk: Books

Cecchin, G. (1987) Hypothesizing, circularity and neutrality revisited: An invitation to curiosity. <i>Family Process</i> , 26, 4, 405-413.
Cecchin, G. (1987). "Hypothesizing, circularity, and neutrality revisited: An invitation to curiosity." <i>Family process</i> 26(4): 405-413.
Chenail, R. J., et al. (2020). "Postmodern family therapy." <i>The Handbook of Systemic Family Therapy</i> 1: 417-442.
Hardy, K. V. and T. A. Laszloffy (1995). "The cultural genogram: Key to training culturally competent family therapists." <i>Journal of Marital and Family Therapy</i> 21(3): 227-237
Knudson-Martin, C., et al. (2019). "From knowing to doing: Guidelines for socioculturally attuned family therapy." <i>Journal of Marital and Family Therapy</i> 45(1): 47-60.
Knudson-Martin, C., et al. (2020). "Sociocultural attunement in systemic family therapy." <i>The Handbook of Systemic Family Therapy</i> 1: 619-637.
McGoldrick, M. and K. V. Hardy (2019). <i>Re-visioning family therapy</i> , Guilford Publications.
Reder, P. and G. Fredman (1996). "The relationship to help: Interacting beliefs about the treatment process." <i>Clinical Child Psychology and Psychiatry</i> 1(3): 457-467.
Reibstein, J. and R. Singh (2020). <i>The Intercultural Exeter Couples Model: Making Connections for a Divided World Through Systemic-Behavioral Therapy</i> , John Wiley & Sons.
Reibstein, J. and Sherbersky, H. (2012) Behavioural and empathic elements of systemic couple therapy: the Exeter Model and a case study of depression. <i>Journal of Family Therapy</i> , 34: 271–283.
Schlenkman, N. & Fishbane, M. (2004) "The Vulnerability Cycle: Working with Impasses in Couple Therapy." <i>Family Process</i> 43, 3: 279-299.
Selvini, M. P., et al. (1980). "Hypothesizing—circularity—neutrality: Three guidelines for the conductor of the session." <i>Family process</i> 19(1): 3-12.
Sluzki, C (1981) Process of symptom production and patterns of symptom maintenance. <i>J of Marital and Family Therapy</i> , 273-280.
Sprengle, D. H. and A. J. Blow (2004). "Common factors and our sacred models." <i>Journal of Marital and Family Therapy</i> 30(2): 113-129.
Wampler, K. S. and J. E. Patterson (2020). "The importance of family and the role of systemic family therapy." <i>The Handbook of Systemic Family Therapy</i> 1: 1-32.

AFT: [Association for Family Therapy and Systemic Practice \(aft.org.uk\)](http://aft.org.uk) BY JOINING AFT YOU WILL RECEIVE THE JOURNAL OF FAMILY THERAPY AND CONTEXT MAGAZINE ON A REGULAR BASIS. MEMBERSHIP IS CURRENTLY FREE TO STUDENTS.

Peter Senge: "Systems Thinking for a Better World" - Aalto Systems Forum
2014 <https://www.youtube.com/watch?v=0QtQgZ6Q5-o>

TEDxDirigo - Eli Stefanski - Making Systems Thinking Sexy

<https://www.youtube.com/watch?v=N1fcYefOHN4>

[Systems Thinking – YouTube](#)

Appendix 2: Front Sheet for Systemic Portfolio

Doctorate in Clinical Psychology

Trainee Number:

Date:

Assignment/Assessment: **Systemic Clinical Portfolio**

Total Word Count:

Item	Confirm
AFT learning Outcomes Document in table form	
Reflective Journal (4500-6000 words)	
SCORE 15 and other self-ratings	
Any additional documents such as CPD completed during the year.	

Statement of academic probity and professional practice:

For individual work: “I certify that all material in this assignment / assessment which is not my own work has been identified and properly attributed. I have conducted the work in line with the BPS DCP Professional Practice Guidelines.”

Statement of anonymity process:

“I can confirm that in this portfolio patients’ data has been anonymised and I have made every effort to remove any identifying information where possible.”

Signed:

Date:



University
of Exeter



Appendix 3: Matching Learning Outcomes pro-forma

Foundation Level - MATCHING AFT LEARNING OUTCOMES FOR THE SYSTEMIC PORTFOLIO

Foundation in Family Therapy within the Doctorate in Clinical Psychology

	AFT Learning Outcome	Evidence - Student ideas and comments
1	A basic understanding of systemic theories and principles underpinning systemic practice with families and organisations	
2	A knowledge of a range of systemic approaches and applications to practice with different client groups.	
3	Familiarity with key pieces of research on family and couple therapy especially in current areas of practice, including client feedback and service evaluation.	
4	Some basic understanding of systemic approaches and an ability to critique their application in the light of research.	
5	A knowledge and awareness of the influence of the wider social context (including gender, race, age, ability,	

	culture, education, sexuality) on self and clients, with an ability to consider how inequalities and power differentials impact on people's lives and systemic practices.	
6	A knowledge of the AFT code of ethics and an ability to use ethical decision making, especially in relation to safeguarding, confidentiality and consent.	
7	An understanding of the practice skills and knowledge required to convene a systemic interview, and to make a good therapeutic relationship.	
8	Confidence to effectively interview more than one person in the room using a range of questioning techniques	
9	Capacity to make use of systemic theory to draw together a systemically informed intervention plan based on a systemic hypothesis/formulation.	

10	The skills to construct a genogram in a way that leads to better understanding the complexities of family relationships, strengths and vulnerabilities.	
11	An ability to describe and critique the concept of the family life cycle perspective and its application to different family forms.	
12	An ability to identify and work with individual and family strengths.	
13	An ability to begin to consider their own personal family and cultural experiences from a systemic perspective, and to explore how these influence their professional practice.	
14	An ability to reflect on their own learning and their positioning in their professional system.	

Appendix 4: Marking Guidelines for Systemic Essay

Structure	Guidelines	Marking Criteria		
		Extensive	Sufficient	Insufficient
Introduction of the essay <ul style="list-style-type: none"> • Essay title • Scene setting • Route map 	<p>A title is given which clearly sets out the systemic concept which is addressed in this assignment. The title is brief, informative and engaging.</p> <p>The introduction makes explicit the subject matter of the essay and convincingly addresses the issues raised or implied by the title. The introduction provides a clear and compelling rationale for the choice of topic. Key concepts and terms are defined in an informed and useful way</p> <p>The introduction provides a clear and useful guide that fully enables the reader to make sense of what follows.</p>	<p>Strong and convincing evidence that the work is of professional doctoral standard. Demonstrates advanced and original scholarship of a quality to satisfy peer review.</p>	<p>Satisfactory or good evidence that the work is of professional doctoral standard. Demonstrates some scholarship of a quality to satisfy peer review.</p>	<p>Inadequate or no evidence that the work is of professional doctoral standard. Demonstrates little or no original scholarship of a quality to satisfy peer review.</p>
Development of the Essay <ul style="list-style-type: none"> • Description of systemic skill / concept 	<p>The essay demonstrates LO2¹; a thorough understanding of the application of systemic ideas in clinical practice. Accurate and relevant literature that demonstrates a knowledge of a range of systemic approaches and applications to practice with different client groups</p>			

¹ Marking guidelines draw on the AFT Learning Outcomes (LO) – see the AFT Blue Book here

<ul style="list-style-type: none"> • Use of sources • Grasp of theory & theory practice links • Description of clinical case example • Application of skill / concept 	<p>The essay demonstrates LO3; an excellent understanding of how to draw on a wide range of sources, identifying key systemic material that is central to the understanding and development of the argument. The essay demonstrates LO1; a familiarity with key pieces of research on family and couple therapy especially in current areas of practice, including client feedback and service evaluation.</p> <p>The essay includes an appropriately selection of the most salient current systemic material and important historical sources. The writer draws on high quality primary sources. Sources are cited appropriately. Research cited should be based on systemic family therapy and/or systemic practice, not family-focused or couple-focused therapy embedded within other therapeutic modalities.</p> <p>The essay shows evidence of a good knowledge of relevant systemic theory. Further, the essay demonstrates LO1; a basic understanding of systemic theories, principles and research relevant to this topic.</p> <p>The essay shows LO9; capacity to make use of systemic theory to draw together a systemically informed intervention plan based on a systemic hypothesis/formulation. It demonstrates a good systemic understanding of the family, providing essential detail in family composition and offers a</p>			
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	<p>clearly detailed genogram. The skills to construct a genogram; LO10, in a way that leads to better understanding the complexities of family relationships, strengths and vulnerabilities The presenting problem is described from a circular and systemic perspective.</p> <p>The essay demonstrates a good clinical understanding of theory to practice, upholds ethical standards and provides evidence of the ability to think critically about the application of ideas. The essays demonstrates LO4; a basic understanding of systemic approaches and an ability to critique their application in the light of research.</p> <p>The essay demonstrates LO5: the knowledge and awareness of the influence of the wider social context (including gender, race, age, ability, culture, education, sexuality) on self and clients, with an ability to consider how inequalities and power differentials impact on people's lives and systemic practices</p>			
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<p>Critical analysis and reflections</p>	<p>The essay critically evaluates theories, ideas and evidence in a focused, rigorous and balanced way to develop the arguments effectively. The material is well integrated.</p> <p>In this section, the trainee is encouraged to demonstrate LO13 and LO14: the ability to begin to consider their own personal family and cultural experiences from a systemic perspective, and to explore how these influence their professional practice. Offer both reflective and reflexive comments on the application of the skill / concept, and the links to personal development in systemic.</p> <p>Highlights new learning, further questions to explore and LO6: an ability to reflect on their own ethical position and learning in their professional system.</p>			
<p>Conclusion</p>	<p>A concise yet inclusive synthesis of all the main arguments in the report, ending with a clear concluding statement</p>			
<p>Presentation & Structure</p> <ul style="list-style-type: none"> • Structure & Development of argument and ideas 	<p>The essay has a clear and coherent overall structure, with good linkage between elements. Arguments and ideas are developed effectively. The essay is written in a logical, sequential and sophisticated manner.</p>			

<ul style="list-style-type: none"> • Focus • Style • Contents Page • APA • Grammar/Punctuation 	<p>The essay answers the question and keeps to the point. The essay contains only material that is highly relevant to the title.</p> <p>The essay is written in an academic writing style.</p> <p>The essay should comply fully with APA guidelines in terms of content and style.</p>			
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BPS Competency Framework (2014)

- 2.2.1 Generalisable Metacompetencies (including Relationships) = GM
- 2.2.2. Psychological assessment = PA
- 2.2.3. Psychological formulation = PF
- 2.2.4. Psychological intervention = PI
- 2.2.5. Evaluation = E
- 2.2.6. Research = R
- 2.2.7 Personal and professional skills and values = PPSV
- 2.2.8 Communicating and teaching = CT
- 2.2.9 Organisational and systemic influence and leadership = OSIL

Please note; the following AFT learning outcomes are not necessarily include in this assignment so please ensure that are demonstrated and expanded on within the reflective portfolio.

- AFT LO7: An understanding of the practice skills and knowledge required to convene a systemic interview, and to make a good therapeutic relationship
- AFT LO8: Confidence to effectively interview more than one person in the room using a range of questioning techniques
- AFT LO11: An ability to describe and critique the concept of the family life cycle perspective and its application to different family forms
- AFT LO12: An ability to identify and work with individual and family strengths