



The Family Therapy Training Project
Continuous Professional Development Workshops
Foundation Training in Systemic Psychotherapy
Working with Couples & Families

A one-year training programme designed to help practitioners develop the fundamental skills in working with individuals, couples, and families from a systemic perspective. It is aimed at practitioners who already successfully work from within other clinical paradigms, or those who are qualified in another human science and want to move into clinical psychotherapy. A first degree in psychology, nursing, medicine, social work, or any other human science is a requirement.

Participants will have 30 two-hourly sessions divided between theoretical sessions and discussion, live clinical consultation sessions, paper and research review, and reflective practice. The aims remain to introduce participants to the field of systemic theory, practice, and research and to introduce participants to the most basic systemic practice skills which they can apply to their own work setting. Participants are expected to dedicate at least 120 hours of independent study between sessions.

The training will provide participants basic theoretical grounding, an opportunity to relate theoretical ideas with their work, a range of practical skills, the possibility of taking a critical stance to personal ideas and account for their personal learning process over time, beliefs, an opportunity to take a critical stance to one's values, a possibility to critique various concepts and perspectives with particular focus on the family life cycle, a familiarity with a wide range of key literature, a basic familiarity with aspects of research in family therapy, an appreciation of one's personal family and cultural experiences, and an historical understanding of the development of systemic therapy.

The assessment of learning takes place via log book documenting one's learning, three essays, and one final presentation.

Number of participants will be limited to six persons. The course will commence on the 6th March 2010.

To apply please send a one-page CV and a brief personal statement giving reasons why you wish to participate to Marika Azzopardi, on email info@family-life-works.com. Enquire on 79663265 or 79663266.

Fee – €900 - Payment or deposit upon acceptance. Instalments can be arranged.

Foundation Level Training in Systemic Psychotherapy

AIMS:

- To introduce the student to the field of systemic theory, practice, research, and historical development of debates in the field.
- To introduce the student to the most basic practice skills, which can be applied to the work setting, including self-reflexivity
- To provide a basis from which the student may proceed toward the intermediate level of training to working systemically with individuals, couples, families, and groups.
- To enable participants to apply systemic ideas to their current place of work.

This training does not focus on a particular client group or approach and offers a widespread overview of the field of family therapy and its widespread applicability.

COURSE COMPONENTS

Reflecting the current understanding of what constitutes good training practice and in line with European criteria for good training, this training programme contains three core components: 1. Personal & Professional Development, 2. Theoretical Knowledge, 3. An opportunity to link theory with practice and practice of skills.

1. The Personal & Professional Development component helps participants to develop the capacity for reflexivity in relation to others in all components of the course. The Personal and Professional Development Group (PPDG) will provide an opportunity that enables participants to make links between their personal and professional self and to increase their understanding of the influences of their personal self on their professional self and vice versa.
2. The Theoretical Knowledge component involves several taught units, covering a wide range of relevant schools, theoretical approaches, and techniques within the systemic paradigm along a timeline developmental continuum from its inception to-date. These theories and ideas will be applied to issues which couples and families often present in therapy.
3. The Skills & Practice component involves practice of skills using various learning modalities. This is an important component that links theory with practice.

LEARNING OUTCOMES:

- A basic understanding of the systemic approach to family and other relationships
- An ability to describe a range of systemic models and approaches and give examples of their application to practice
- An ability to take a critical stance to ideas and their value

- An ability to demonstrate a range of practice skills (e.g. through role play)
- An ability to describe and critique the concept of the family life cycle perspective and its application to different family forms
- An ability to explore the implications of adherence to EFTA's Code of Ethics and Practice for both individuals and organisations
- An awareness of the impact of the wider social context especially in respect of race, class, religion, culture, gender, sexual orientation, age and disability
- A commitment to anti-discriminatory practice
- A familiarity with a range of key literature relating to systemic practice
- A basic familiarity with some aspects of research in the field, which should include an appreciation of the need for client feedback and service evaluation
- An ability to begin to consider their own personal family and cultural experiences from a systemic perspective
- An ability to place the development of systemic therapy into a historical context
- An ability to explore and give an account of their personal learning process over time.

ENTRY REQUIREMENTS

The foundation level course aims to meet the needs of a broad range of participants with relevant professional backgrounds such as nursing, social work, psychology, psychiatry, teaching, counseling, etc. In order to maximize access to training in systemic practice, entry requirements for foundation level training are kept to a minimum. They are:

- A relevant professional training, or equivalent.
- An opportunity to apply systemic ideas to a current work setting (students may need to find other opportunities, perhaps on a placement basis, assistance will be given to find alternative placements if needed).
- Two years post graduate / post qualifying work experience
- A reference letter

If your intention is to pursue your training to Masters level, you must be aware of the professional qualifications required for entry. For this training, however, no previous training in systemic work is required for this training.

LENGTH AND STRUCTURE OF COURSE

A total of 180 study hours spread over one calendar year, to include:

- 60/64 hours of study in direct contact with course staff*
- 16 hours of Personal & Professional Development Groups
- 120 hours of independent study.

Although this level of training has the central aim of providing a basic theoretical grounding, courses should provide good opportunity for students to relate theory to

* 30+ hours of Theoretical Seminars and 30+ hours of Practice exercises

practice and some opportunity for discussion of how the theoretical ideas relate to your work.

TEACHING MODALITIES

Didactic / Theoretical Seminars
Role Plays
Practice Exercises
Case Presentation
Peer Consultation
Self Reflexivity & Log Book Keeping
Video Recording

SESSION STRUCTURE

Each session will be two hours long and consists of a first hour of Theoretical Seminar followed by another hour of practice exercises. The exercises make use of experiential methods and will rotate between Role Play of cases participants bring along from their case load, Self Reflexivity Group, Specific Skills Practice, or Personal & Professional Development Group. Exercises facilitate the exploration of family patterns, dynamics and interactions, and different methods of intervention. Audiovisual material will be used.

The focus of teaching remains the ways of observing and understanding the interaction between people in couple, family, and professional relationships, methods of intervention, and the different applications of systemic perspective.

TIME COMMITMENT

A two hour theoretical presentation and practice session will take place on Saturdays morning or afternoon over a period of one year. This is flexible to accommodate the needs of the group and will be decided after enrollment. Other 120 hours are needed for independent study to cover course material.

COURSE WORK & ASSESSMENT

Course participants will complete a number of course projects including a personal/professional development project (Log-Book) highlighting their personal journey during the course a theoretical project, a Skills/technique project and a research-based project (See Below). Participants are also expected to prepare a small case presentation as part of the final assessment. Students will be given written feedback for each project by respective tutor.

The Projects are the following:

Essay 2500 words on any completed theoretical component – Deadline 22nd May 2010
Essay 2500 words on any learned skill, tool, or technique – Deadline 14th August 2010

Essay 2500 words reflecting on any research paper – Deadline Last Meeting
Log Book 2500 words

All topics chosen to be consulted with tutor or supervisor.

Sample assignments will be selected at random and reviewed by consultant

There is also an 80% attendance requirement on this course.

Your course grade will be based on the total points received from Assignments & Log Book Presentation. Grades will be calculated as follows:

A (90% to 100%)
B (80% to 89%)
C (70% to 79%)
D (60% to 69%)
F (50% to 59%)

STAFF STRUCTURE

Tutors:

Mrs. Elaine Grech B.Psy. (Hons.), Dip. Gest. Psych (GPTIM), M.Sc. (Lond.).

Mr. Joe Mangion Dip. (Social Studies), Dip (Special Educ.), B.A. (Hons.)
B.Educ. (Hons.), M.Sc. (UEL).

Mrs. Carmen Delicata

Mrs. Karen Bishop B.Psy. (Hons.), M.Sc. (UEL)

Supervisor & Tutor:

Dr. Charlie Azzopardi B.psy.(Hons.) M.Sc. (UOL) Doct. Sys. Psych. (UEL)

Consultant: Mrs. Judith Lask (Institute of Psychiatry, London)

BIBLIOGRAPHY

Each theoretical seminar will present its own bibliography.

General Bibliography: On first day you will be given a general bibliography for referencing.

THEORETICAL SEMINARS

Seminar F1:	06/03	Introduction to course and working with families
Seminar F2:	13/03	Working with families in different organisational contexts
Seminar F3:	20/03	Introduction to Systems Theory and its application to family therapy
Seminar F4:	27/03	Systemic family therapy within a historical context 1
	03/04	Personal & Professional Development - Evaluation – Reflexive Practice – Case Presentation – Ethical Considerations.
Seminar F5:	10/04	Systemic family therapy within a historical context 2
Seminar F6:	17/04	Systemic theory and therapy today
Seminar F7:	24/04	Hypothesising, Circularity, & Neutrality
Seminar F8:	01/05	Healthy Families and their development - The family life cycle
	08/05	Personal & Professional Development - Evaluation – Reflexive Practice – Case Presentation – Ethical Considerations.
Seminar F9:	15/05	The genogram & its clinical application
Seminar F10:	22/05	Strategic Family Therapy
Seminar F11:	29/05	Structural Family Therapy
Seminar F12:	05/06	The Milan Systemic Approach
	08/06	Personal & Professional Development - Evaluation – Reflexive Practice – Case Presentation – Ethical Considerations.
Seminar F13:	19/06	Contextual Family Therapy
Seminar F14:	26/06	Experiential Approaches
Seminar F15:	03/07	Communications Theory and Cybernetics
Seminar F16:	10/07	Solution Focused Therapy
	17/07	Personal & Professional Development - Evaluation – Reflexive Practice – Case Presentation – Ethical Considerations.
Seminar F17:	24/07	Narrative Therapy
Seminar F18:	31/07	Structuring Sessions in Family Therapy
Seminar F19:	07/08	Secrets & Loyalties in Couple and Family Therapy
Seminar F20:	14/08	Family Scripts
	21/08	Personal & Professional Development - Evaluation – Reflexive Practice – Case Presentation – Ethical Considerations.
Seminar F21:	28/08	Attachment in Adult Relationships
Seminar F22:	04/09	Family Therapy with Drug & Alcohol Misusers
Seminar F23:	11/09	Family Therapy with Eating Disorders
Seminar F24:	18/09	Family Therapy with Childhood Sexual Abuse
	25/09	Personal & Professional Development - Evaluation – Reflexive Practice – Case Presentation – Ethical Considerations.
Seminar F25:	02/10	Family Therapy with Marital Problems
Seminar F26:	09/10	Family Therapy with Children's Behavioural Problems

Seminar F27:	16/10	Family Therapy with Illness & Disability
Seminar F28:	23/10	Cultural Differences in Perspective
	30/10	Personal & Professional Development - Evaluation – Reflexive Practice – Case Presentation – Ethical Considerations.
Seminar F29:	06/11	Gender, Race, Class & Power Issues
Seminar F30:	13/11	The Changing Role of the Therapist
Optional: F41		Multi-Family Therapy
Optional: F42		Curative Factors in Couple and Family Therapy
Optional: F43		The Problem Solving Method – The Arezzo Model
	03/12 or 15/01	Final Evaluation/Final Presentation of Personal Experience