



# Clanwilliam Institute

## TRAINING PROGRAMME IN FAMILY THERAPY

MSc in Systemic Psychotherapy (NFQ Level 9)

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| <b>Schedule:</b>                              | Part-Time                                     |
| <b>Duration:</b>                              | Four years                                    |
| <b>Starting:</b>                              | October 2018                                  |
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| <b>Application Due Date for Direct Entry:</b> | 30 <sup>th</sup> June 2018                    |
| <b>Application Due Date for RPL:</b>          | 15 <sup>th</sup> June 2018                    |
| <b>Open Information Evening:</b>              |   |
| <b>Application Procedure:</b>                 | Please see the application procedure document |

### PROGRAMME DESCRIPTION

This comprehensive programme in Systemic Psychotherapy/Family Therapy has particular relevance for professionals in the health, social services, education, and related disciplines. This programme, which is recognised as one of the foremost psychotherapy training courses in Ireland has been running, subject to review and revision, for twenty-five years. This programme has recently been modified to fit with academic and professional training requirements emerging from both Irish and European Academic and Professional bodies.

| Year One  | Year Two   | Year Three                                   | Year Four   |
|---|--|--|---|
| Postgraduate Diploma in Systemic Psychotherapy Part 1<br>Foundation Level Professional Training Programme in Systemic Psychotherapy | Postgraduate Diploma in Systemic Psychotherapy Part 2 / Intermediate Level Professional Training Programme in Systemic Psychotherapy (exit award at end of Year 2) | Masters in Science in Systemic Psychotherapy | Professional Level Training Programme in Systemic Psychotherapy |

The programme is comprised of 5 interweaving strands:

1. Theory
2. Clinical Practice
3. Ethics & Inclusivity
4. Research
5. Personal Professional Development (PPD)

The curriculum comprises 4 modules/subjects which are: Theory, Clinical Practice, Ethics and Inclusivity, and Research. Reflexivity is a core component of all of these modules.

The learning environments for these five strands include academic seminars, supervised (live) clinical practice in teams; retrospective supervision (in fourth year) and personal group experience. A high degree of student participation and self-directed learning is expected.

The Clanwilliam Institute is accredited by EAPTI (European Accredited Psychotherapy Training Institutes), which is an accredited Training Institute with EAP (European Association for Psychotherapy). The Clanwilliam Institute is also accredited through FTAI (Family Therapy Association of Ireland). The first three years are accredited by Quality and Qualifications Ireland (QQI). The Four Year Programme is accredited by EAP and FTAI as leading to an award of European Certificate in Psychotherapy.

*Progression through the programme is dependent on successful completion of all of the programme requirements*

## OBJECTIVES OF THE PROGRAMME

The main objective of the programme is to provide the fundamentals of good practice as a systemic family therapist. The core learning outcomes associated with this objective are the demonstration of the following:

- The skills, knowledge and competence to practice as a systemic family therapist;
- an ethical positioning that allows them to scrutinise and reflect on their practice;
- A familiarity with theory and research that allows them to review and update their clinical work;
- A reflexivity that allows them to review and manage the place of their own self in their clinical and research and professional practice
- An awareness of the importance of the therapeutic relationship in psychotherapy.

## PHILOSOPHY OF THE PROGRAMME

The Clanwilliam Institute approach to therapeutic practice and training has been constructed from three principal theoretical and philosophical influences - systems theory, social constructionism and professional ethics.

### **A. Systems Theory**

The systemic view emphasises the contextual and relational aspects of human experience. It sees the person as embedded in a social and emotional world which s/he is constantly being influenced by and influencing. This approach enables the practitioner to take account of the multi-layered complexity of the many systems within which we live. This focus on context and relationship distinguishes Systemic (Family) Psychotherapy from other forms of psychotherapy. This relational contextual approach emphasises the centrality of the therapeutic relationship.

### **B. Social Constructionism**

The Clanwilliam approach identifies with a social constructionist perspective which regards all meaning (and thus identity and problem descriptions) as generated in language between people. Thus it is through the medium of language that new meanings and resources may be accessed and new relationship configurations achieved.

### **C. Professional Ethics**

Within the philosophical positioning of the Clanwilliam Institute professional ethics are an integral part of professional thinking and practice and a part of personal and professional growth. The Clanwilliam Institute ethos is grounded in ethical principles drawn from professional codes of practice, a duty of care towards all involved – clients, students, colleagues and the public – and a commitment to the development of non-discriminatory practice and service delivery.

The Clanwilliam approach seeks to hold and work with the continuing tension between these philosophical influences, achieving an appropriate professional stance and maintain an ethical position in particular when dealing with issues of inequality, disadvantage and abuse. This approach emphasises that there are no neutral stances and all participants are challenged to reflect on their biases and cultural conditioning. Therapy and training are viewed as co-operative, explorative, mutually respectful processes.

## PROGRAMME STRUCTURE

The academic programme is structured around over-arching themes which provide continuity and integration. These include:

- Viewing meaning, interactional patterns, structure and communication as inter-related dimensions of human experience and behaviour;
- Attending to both the person and the context so that neither is invalidated;
- Giving particular attention to an anti-discriminatory position in relation to gender, race, religion, ability, age, culture, class, ethnicity and sexual orientation.

Guided by these considerations, a curriculum has been developed which attends to the person of the client and also to that of the student therapist. The curriculum comprises 4 modules that are developed and integrated throughout the four years of the programme. Reflexivity is a core component of all of these modules.

The learning environments for these five strands include academic seminars, supervised (live) clinical practice in teams; retrospective supervision (in fourth year) and personal group experience.

A high degree of student participation and self-directed learning is expected.

| Year | Programme  | Accreditation  |
|------|--|--|
| 1    | Psychotherapy Part 1 / Foundation Level Professional Training Programme in Systemic Psychotherapy  | Foundation Training Programme in Systemic Psychotherapy by FTAI  |
| 2    | Postgraduate Diploma in Systemic Psychotherapy Exit Award / Intermediate Level Professional Training Programme in Systemic Psychotherapy | Postgraduate Diploma in Systemic Psychotherapy - Exit award End of Year 2<br>Intermediate Training Programme in Systemic Psychotherapy by FTAI |
| 3    | Masters in Science in Systemic Psychotherapy   | MSc in Systemic Psychotherapy by QQI<br>Professional Level Training Programme in Systemic Psychotherapy (Part 1) by FTAI                       |
| 4    | Professional Level Training Programme in Systemic Psychotherapy  | Professional Level Training Programme in Systemic Psychotherapy (Part 2) by FTAI   |

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| Year  | Subjects                          | ACCS Credits* | Total Credits |
|-------|-----------------------------------|---------------|---------------|
| One   | Clinical Practice 1               | 10            | 30            |
|       | Theory 1                          | 10            |               |
|       | Ethics and Inclusivity 1          | 5             |               |
|       | Research 1                        | 5             |               |
| Two   | Clinical Practice 2               | 10            | 30            |
|       | Theory 2                          | 10            |               |
|       | Ethics and Inclusivity 2          | 5             |               |
|       | Research 2                        | 5             |               |
| Three | Clinical Practice                 | 20            | 60            |
|       | Theory                            | 10            |               |
|       | Ethics and Inclusivity            | 10            |               |
|       | Research Production: Dissertation | 20            |               |
| Four  | Clinical Practice                 | -             | 25            |
|       | Theory and Practice Integration   | -             |               |
|       | Clinical Consultation             | -             |               |

## PROGRAMME DETAILS

### SUBJECT: CLINICAL PRACTICE

These modules are composed of two parts, live supervision in clinical teams and work based clinical practice.

#### Live Clinical Supervision

Students work as members of a team with a Registered Supervisor. Family Therapy training has evolved a distinctive method known as "live supervision". By this is meant that the student is guided, as he or she is conducting therapy, by a supervisor who is observing using a one-way mirror and/or video system. This provides an intensive learning experience with the opportunity for detailed feedback and commentary afterwards. Students are gradually introduced to this format during the first year and begin clinical practice under direct supervision during the second year. In the third year the students move towards more autonomous practice although all sessions continue to be 'live' supervised, and in the fourth year there is a shift to retrospectively supervised team work. Live supervision clinical practice in year 2 and 3 takes place both in Clanwilliam Institute and in off-site venues. Students remain with their assigned groups throughout the programme. While one student works with the client(s) face-to-face, the other members of the group observe with the supervisor. Students are also involved in case discussion, planning, reviewing the session and feedback to the student therapist. In some cases the whole group may work as a team with more active participation in the therapy process.

Cases are selected and assigned in so far as is practicable to give the students a range of clinical experience. Where clients give permission, sessions are recorded. The recordings are subsequently reviewed by the student and discussed with the supervisor and group. Attention is given to theoretical issues, the development of therapeutic techniques and the individual skills and style of the student. Students are encouraged to address their personal and emotional resonances to the stories of the clients both in the supervision group and the Personal and Professional Development group.

In the first year the students consider the influences of relationships and personal history on their development as a therapist. Students present and explore their own family genogram and its impact in the therapeutic domain. Students

develop a better understanding of and compassion for issues and problems in families together with reflexivity in relation to their own positioning, if they have undertaken an exploration of their own family of origin. In the fourth year, student's move from live supervision (in the presence of the supervisor) to individual practice with retrospective supervision and group seminars/group consultations.

### Work Based Clinical Practice

In years 1, 2, and 3 students are expected to have clinical practice outside of the course. Some students work full time in clinical settings and do not require additional practice. For students who do not work fulltime in clinical settings they will be required to work a minimum of 3 hours a week in a clinical practice (ideally 6 hours).

In Year One, clinical placements may be on telephone helplines and other counselling support settings. In Year 2 and 3 students are encouraged to work more face to face with clients and should have done so before beginning Year 3. In Year 3 and Four all students must be working in clinical settings outside course clinical hours for a minimum of 3 hours per week.

Year Four students are required to complete a minimum of 200 hours of external systemic practice. This will usually be in a student's workplace but, occasionally, it may be necessary for students to complete additional work on a placement basis. Students bring to the facilitated supervision sessions audio & videotapes of therapy consultations in which they are engaged so as to allow them the opportunity to reflect on their practice and to benefit from the reflections and input of others in the supervision group.

In Year Four Clinical supervisor for 200 hours clinical work is provided by one of the faculty clinical supervisors and is covered by fees paid. Clinical supervision is not clinical line management but offers the students an opportunity to reflect on their clinical work and link theory to practice.

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## **SUBJECT: THEORY**

These modules attend to the interconnections between theory and practice.

The theoretical modules provide students with a detailed and critical overview of the principal philosophical and theoretical underpinnings of systemic practice as well as the postmodern influences on systemic therapy:

- Systemic thinking
- Constructivism
- Social constructionism
- Postmodernism and psychotherapy

These modules link theoretical perspectives with the practice of therapy. Models of Family Therapy are explored in relation to (a) theoretical descriptions of the model (b) descriptions of practice (c) explorations of the links between theory and practice (d) critiques of the model and (e) an experiential component where participants experiment with utilising the model.

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## SUBJECT: ETHICS AND INCLUSIVITY

This module highlights ethics as a central aspect of therapeutic practice, and explores links between ethics, justice and professional practice. Emphasis is placed on incorporating ethical principles within everyday practice and on understanding and utilizing ethical codes and principles. Different frameworks of understanding ethics – in particular legal, spiritual and social justice frameworks – are presented and explored.

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## SUBJECT: RESEARCH

Particular emphasis is placed within on understanding the place of research in therapy. Introductory components provide the opportunity for students to explore the relationship between research and practice, to read research papers critically, and explore different epistemological foundations of research methods. The practice component focuses on carrying out research projects, with particular emphasis on research methods, research design, data collection, data analysis and presentation of results. The research subject is integrated into the program and encourages the student to reflect on themselves as a research and is influenced by reflexive research approaches.

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## REFLEXIVITY

Reflexivity is a continuing process through the four year training programme. Reflexive engagement with the practice of psychotherapy is both an ethical requirement and a guiding principle of competent, effective psychotherapeutic practice. Students are given the opportunity to reflect on their theoretical, clinical, organisational and personal positionings in ways that enhance and promote critical self-reflexivity.

Reflexivity in CWI training programmes is composed of two parts, a theoretical/practice component in each module and Personal and Professional Development groups.

### Theoretical/Practice Component

The theoretical/practice component aims to

- equip students with the necessary skills to assess personal value, knowledge, skills and competencies;
- identify strategies for professional and personal development;
- balance personal and professional commitments;
- develop personally appropriate coping strategies;
- develop reflexive engagement in multiple relationships at a therapeutic, research, professional and organisational level.

Reflexivity supports theoretical and clinical learning through its emphasis on self-awareness of personal, professional, institutional and organisational limits, strengths, weaknesses, and vulnerabilities, and its focus on fostering the ability to respond to such awareness in ways that address these strengths and limitations. This includes awareness of the limits of personal and professional knowledge and a respectful positioning towards other models and frameworks of knowledge, as well as an awareness of the place of the self in therapeutic processes.

## Personal and Professional Development (PPD)

The PPD groups occur in each of the four years of the programme. These groups promote participation in a group process and, through the use of exercises and tasks, greater self- reflexivity. Participation in these groups facilitates the development of increased perception of the complexity of the process of change in oneself and in others, and thereby makes a difference to competence in practice.

A strong emphasis on the personal story and emerging professional identity of the student therapist is a major focus of these groups. This follows from the theoretical perspectives of the programme where the therapist is seen as a co-creator of the therapeutic story or 'reality' and as in a relationship with the client(s). In this regard it is considered as essential that the student therapist develop an ability to reflect on their own history and current experience and a willingness to examine how these may be influencing their practice.

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## ASSESSMENT

The objectives of the programme and the learning outcomes are assessed through a combination of continuous assessment, project work and examinations. The specific forms of assessments are as follows:

### **CONTINUOUS ASSESSMENT: PRACTICE EVALUATION**

This formal evaluation is provided at the end of each year. Practice Evaluations for Year 2, 3 and 4 assess the specific learning outcomes achieved in the specified subjects for that year. This evaluation process is supported by a mid-year process where the Clinical Supervisor co-engages in an evaluation discussion with each student. This assists students to identify strengths as well as any potential weakness that might impact on their progress throughout the course. The midyear evaluation is not graded and acts only as a guide to the Supervisor and student.

### **WRITTEN ASSIGNMENTS**

Written assignments are used to assess the achievement of learning outcomes on specified subjects. The topic of the various Written Assignments are closely linked to the teaching inputs and learning outcomes for that subject. Written assignments may include a requirement for presentation of written work. This assessment method also examines and enhances student competence in writing in a manner consistent with professional publication.

### **EXAMINATION**

This takes the form of a written and oral case presentation. In all four years these examinations are designed to assess the knowledge, skills and competencies of the student through presentation and discussion of a piece of recorded clinical work. The examination modules are assessed in terms of the specific learning outcomes for that module.

### **DISSERTATION**

As part of this programme all students are required to complete a research dissertation. Students are expected to submit a detailed research proposal on their chosen topic. Formal instructions are provided to students on the requirements for their dissertation.

The Institute reserves the right to alter course components and modify assessment procedures as deemed necessary.

It is expected that students will attend for all sessions of each of the three following activities i.e. *clinical team practice, academic seminars, and PPD group*. If a student must or does miss more than 15% of any one of these activities, the Head of Training and the student will determine, in consultation with other teaching team members, whether work is needed to be done to fulfill the requirements of the course.

## ADDITIONAL INFORMATION

*Progression through the programme is dependent on successful completion of all of the programme requirements*

## FEES FOR 2018/2019

Please refer to the Fees and Payments Policy

| Year | Registration Fee | Semester 1 | Semester 2 | Total Tuition Fees |
|------|------------------|------------|------------|--------------------|
| 1    | €500             | €2,500     | €2,500     | €5,500             |
| 2    | €500             | €4,000     | €3,500     | €8,000             |
| 3    | €500             | €4,000     | €3,500     | €8,000             |
| 4    | €500             | €4,000     | €3,250     | €7,500             |

*Progression through the programme will not occur if fees are not paid.*

