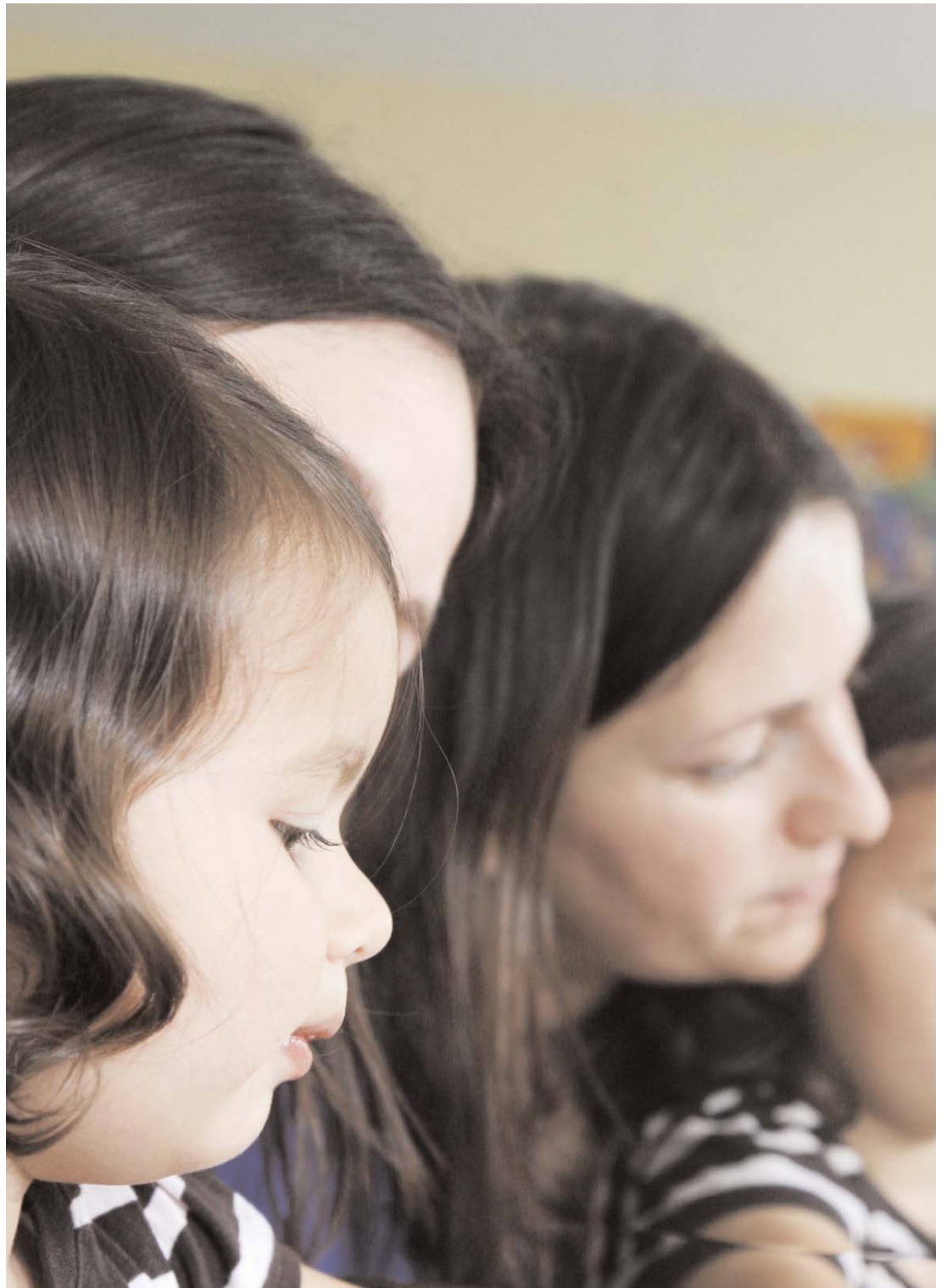


POSTGRADUATE CERTIFICATE/DIPLOMA IN  
**Applied Systemic Theory**  
The Kent Programme

**Training  
Programmes**

**October 2011**

Ref. D4K



The introductory and intermediate years of the Tavistock Systemic Training Programme offer a Postgraduate Certificate and Diploma in Applied Systemic Theory.

The programme is based on the course provided over many years at the Tavistock Clinic and is now available in Kent.

Currently, the Certificate and Diploma courses are now available in Kent.

## **Aims**

The aims of the introductory and intermediate trainings are to teach participants to develop a systemic theoretical framework. The curriculum is based on an examination of the development of systemic ideas including an introduction to current thinking and debates in the field. Students are enabled to develop an interactional perspective for working with individuals, couples, families, work groups and organisations and helped to apply systemic ideas to their current practice.

## **Course structure**

### **Year 1**

Leads to Postgraduate Certificate in Applied Systemic Theory. This course can be taken independently.

### **Years 1 and 2**

Combined lead to a Postgraduate Diploma in Applied Systemic Theory. Year 1 may also be taken separately as a Postgraduate Certificate. For entry into Year 2, internal students will need to have successfully completed Year 1, and external applicants who have taken an introductory course in family therapy or systems approaches in another institution will need to demonstrate the equivalence of their training.

## **Content and method**

### **For Year 1 and 2**

Both Year 1 and Year 2 will consist of theoretical seminars and lectures, application groups, whole course events, consulting partnerships and peer group projects. The philosophy of the course is based on systemic principles so that the structure and methods of teaching enable students to experience the application of systemic theory to the teaching-learning context. The course combines the opportunity to learn in theoretical and experiential ways, with an emphasis on interactional learning. Course members are expected to present their own work. Year 1 and Year 2 are part-time in Kent. All course members are required to be employed or arrange a work placement in a setting in which they can apply systemic ideas to their ongoing work.

## **Theoretical seminars**

The theory seminars will examine and critically evaluate the theoretical basis of the systems approaches and their development. Students will be expected to interlink their prior learning in examining how systems theory expands their understanding of human relationships and wider systems. The seminars will introduce the basic concepts of systems thinking, with a particular emphasis on interactional processes and the importance of context.

In Year 1 the curriculum is based on an examination of the development of systemic theory, and an analysis of the

central concepts to enable students to gain an overview of the systemic approaches. They will study different methods and levels of intervention through examination of the process of interaction for individuals, couples and families, as well as organisational groups.

In Year 2 newer theoretical developments in the field drawing on the use of narrative and social constructionism will be examined, as well as broader applications of systemic ideas. Wider social discourses, the diversity of human experience and different family patterns will also be explored, as well as the effect of discriminations on all areas of life.

### Application groups

The application groups are smaller groups led by teaching staff which enable students to apply the theoretical ideas to their current work experience in the following ways:

- Enable students to identify the relevant conceptual and executive skills of these approaches and explore their appropriate application in particular contexts.
- Allow participants to apply a more substantial use of systemic thinking to the particular responsibilities they face in their work context.
- Help students to develop an awareness of their position in their own system and the constraints and possibilities this entails.
- Use of a reflective approach to help students challenge their assumptions about how they can facilitate change, highlight the values which inform their work and work with value conflicts.
- Consideration of the impact of racism and other forms of inequity, the effect of disqualification of the self through different types of discrimination, and develop ways of working with difference which are enabling and anti-discriminatory.

### Whole course events

Two to three times a year a whole day or half day joint course event is held at the Tavistock Clinic. These events allow both years to generate ideas and work together, and for input of current theoretical and practice developments from nationally known systemic practitioners and family therapists

### Consulting partnerships

In the first term of each year students will form into consulting partnerships.

The purpose of these is to:

1. Facilitate self-reflection through questioning, and feedback from the partners.
2. Monitor self-learning and development during the course from this process.
3. Provide mutual support, for the application of new ideas and skills in the work setting.
4. Develop an awareness of the importance of interactive relationship and process in personal growth and learning.
5. Provide a point of personal reference on the course

The course tutors are available during the course for consultation to the partnerships.

### Projects and assessment

In Year 1 course members will complete a number of course projects including a personal-professional development project, an agency/organisation project, a difference project, a theory review and practice applications project. They will also take part in a small group course presentation. All written assignments are formally assessed.

In Year 2 course members continue work on their personal-professional development, prepare and carry out a family or organisation interview on film and present and critique key concepts of the systemic approaches. All written assignments are formally assessed.

### Support for students with disabilities

The Trust makes every reasonable effort to ensure that students with disabilities have the equality of opportunity when studying. They are encouraged to discuss any needs with the admissions tutor and students with dyslexia are encouraged to discuss the submission of their coursework with their personal tutors.

### Accreditation

The courses have been accredited by the University of East London. Year 1 may be taken as a Postgraduate Certificate. Successful completion of Year 1 and 2 leads to the award of Postgraduate Diploma. Year 2 has PGEA approval.

The course has also been accredited by the General Social Care Council and social workers successfully completing Year 2 also gain the Higher Specialist Award in Social Work.

Nurses can use the programme to present a portfolio for accreditation.

Professionals who have been awarded the Postgraduate Diploma in Applied Systemic Theory are eligible to apply for the advanced systemic psychotherapy training at the Tavistock Clinic, the Masters in Systemic Psychotherapy or the Doctorate in Systemic Psychotherapy.

### Membership and selection

There are up to 12 places on Year 1 in Kent. This is a multidisciplinary course and the prerequisites for applicants to the training in Year 1 are as follows:

- a. Candidates are normally expected to have a University degree or its equivalent through professional training.
- b. Candidates will usually need to have a professional qualification in the field of psychology, nursing, social work, psychiatry, teaching, occupational therapy, counselling or general practice. Under the Agenda for Change guidelines, trainees must be able to demonstrate equivalent knowledge and skills.
- c. Candidates should have a minimum of two years post-qualifying work experience.
- d. Candidates should be employed or find a work placement in a setting which enables them to apply systemic ideas to their ongoing work.
- e. Candidates need agreement from their line managers and agencies for permission to bring material from their work place for discussion.

### Entry to Year 2

To enter into Year 2, internal students will need to have successfully completed Year 1 at the Tavistock Clinic, or its regional sites.

External applicants who have taken an introductory course in family therapy or systems approaches in another institution will need to demonstrate the equivalence of their training. They are also required to be in, or have access to, a clinical setting in order to develop systemic skills.

### Methods of selection

Selection into Year 1 will normally be done by application form. Selection into Year 2 will be done by application and demonstration of equivalence. This includes the completion of an essay, a portfolio of work and an interview.

### Dates and times

The course runs on Fridays between 9.30am and 3.30pm and is based at Gatland House, Gatland Lane, Maidstone, Kent. ME16 8PF

### Organising tutors

Doreen Robinson and Yvonne Ayo

#### Kent Tutors

Michelle Newman and Carole Jolliffe  
newmanmichelle@hotmail.com, jollirich@aol.com

### Closing date

External applicants applying for either Year 1 or Year 2:  
31 July 2010

Internal applicants applying for Year 2:  
31 May 2010

Late applications will be considered.

#### FURTHER INFORMATION

Course Administrator,  
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