

## SFHPT35

# Monitor and review progress in family and systemic therapy



### Overview

This standard shows how the therapist involves the client in monitoring or measuring the progress of the work. Between them, therapist and client highlight progress and backward steps, impasses and the moments when goals, direction or methods of working may need to change. They may identify that alternative models of therapy may be more useful or that there needs to be referral to other services. A therapist is also expected to draw on the process of review for the development of their own practice.

This standard describes therapeutic practice that has been shown to benefit families and other clients engaged in family and systemic therapy (see reference in the additional information section on page 5). To apply this standard, practitioners also need to take account of the multiple problems and complex co-morbidities that clients may bring to therapy. Family and systemic therapy should be offered as part of an explicit and structured approach agreed within the treatment team and with the client and the system.

Users of this standard will need to ensure that practice reflects up to date information and policies. This standard should be understood in the context of the Digest of National Occupational Standards for Psychological Therapies.

## SFHPT35

### Monitor and review progress in family and systemic therapy

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#### Performance criteria

*You must be able to:*

- P1 identify with the client and significant others whether the client finds the changing patterns of beliefs, emotions, relationships, narratives, behaviours and perceptions beneficial
- P2 enable relationally reflexive processes through which you and the client comment on the process and outcomes of the work through
- P3 measure changes with standardised instruments where this reduces uncertainty about progress and is acceptable to the client
- P4 explore how change is being sustained outside the therapeutic setting
- P5 evaluate the effects of the work in progress for the client and you by using supervision and your team self reflexively
- P6 evaluate any impulse to align with any one member of the system for its effects on the work, therapeutic alliance and family relationships
- P7 explore the possible meanings of any decrease in progress and potential limitation in therapy
- P8 identify the need for other explanatory models, interventions, onward referral or alternative or additional therapy
- P9 reformulate goals through discussion with the client and colleagues
- P10 monitor your own performance in relation to the client's goals for therapy with team, colleagues and via ongoing clinical audit
- P11 identify what you may learn or contribute to research or evaluation from the process of review

# SFHPT35

## Monitor and review progress in family and systemic therapy

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### Knowledge and understanding

*You need to know and understand:*

#### Progress review and measurement

- K1 formal methods of evaluation of progress
- K2 reflexive processes for evaluating progress
- K3 interpretation of the meanings and implications of client progress

#### Risk

*You need to know and understand:*

- K4 the assessment of risks to individuals and the risks they pose to others in a range of settings
- K5 current legislation and local guidelines and procedures about child and vulnerable adult safeguarding
- K6 the relevant professional systems of health care, social care, local authority and education applicable to safeguarding
- K7 how to balance the risk or safety and opportunity in therapeutic interventions
- K8 ethical issues of valid consent for all members of a system

#### Systemic principles that inform the therapeutic approach

*You need to know and understand:*

- K9 the range of contexts in which the client needs to be viewed
- K10 how the contexts manifest and constitute the system of significance
- K11 the personal, family and cultural factors and interactions between those factors that shape the individual
- K12 ways in which people understand themselves and the world around them through a process of personal and social construction
- K13 the influence of power relationships and different socio-cultural contexts on the development of meaning, relationships and behaviour for the client and the therapist
- K14 the influence of varied individual accounts of the same event on relationships and understanding in the system
- K15 the influence of recursive cycles of feedback on systems and individuals' narratives, beliefs, emotions, feelings, actions, interactions and relationships

#### Systemic approaches that enable therapeutic change

*You need to know and understand:*

- K16 explanations of how changes in any part of the system may have an impact on the rest of the system
- K17 how members of the system make use of resources that promote resilience and maintain change

## SFHPT35

### Monitor and review progress in family and systemic therapy

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- K18 psychological, social, relational and cultural problems that arise from lack of fit between attempted solutions and the current contexts
- K19 how to use the members of the system and the system as a whole as a resource for the promotion and maintenance of change
- K20 how the therapist, colleagues and the broader professional system interact with, and form part of, the system with which they are working
- K21 the role of historical and trans-generational factors, stressful life events and their impact on family functioning in the development and maintenance of psychological disturbance, health and recovery

#### **Basic principles and rationale of systemic approaches**

*You need to know and understand:*

- K22 the various systemic models and other related concepts and their limitations
- K23 theories of systemic change and clients' theories of change
- K24 the assumptions contained in the various systemic models
- K25 how to develop an account of patterns in relationships in families and wider systems
- K26 family based attachment theories across the life cycle from a systemic perspective

## SFHPT35

### Monitor and review progress in family and systemic therapy

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#### Additional Information

##### External links

This standard is derived from research reported in Roth, A., Pilling, S. and Stratton, P (2009) *The competences required to deliver effective Systemic Therapies* Centre for Outcomes Research & Effectiveness (CORE) University College London.

This standard has indicative links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

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## SFHPT35

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