

Camden Model of Social Work Systemic Training Pack

The pack should include:

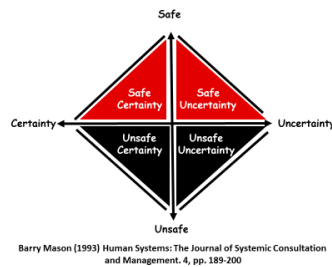
- Tools and Techniques Cards: A6 multi-coloured cards (8):
 - Thinking Systemically
 - Circularity
 - The Family Life Cycle
 - Systemic techniques
 - Stories and Storytelling
 - Risk and Uncertainty
 - An appreciative stance
 - The Self of the Professional

- Role Cards and Domain Cards: A5 cards (7):
 - Domain of Aesthetics
 - Domain of Production
 - Domain of Explanation
 - Supervisor/Mentor
 - Consultant
 - Presenter
 - Observer

- Systemic Concept Cards: A4 Picture Cards (22):
 - Genogram
 - Curiosity
 - Perspectives
 - Positioning
 - Boundaries
 - Circularity
 - Beliefs
 - Connections
 - Irreverence
 - Meaning
 - Lenses
 - Context
 - Life cycle
 - Pattern
 - Scripts
 - Prejudices
 - Graces
 - Subsystems
 - Roles
 - Rules

- Structure
- Stories
- Study Pack: A4 cards (4):
 - Reading List
 - A copy of 'the Bells that Ring'
- The Camden Systemic Supervision Model: A4 cards (11):

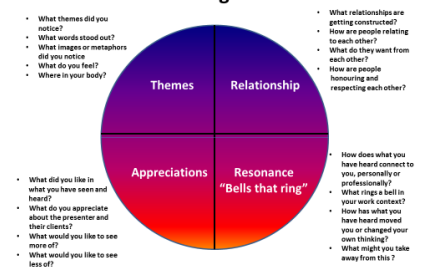
Towards Positions of Safe Uncertainty



Camden Systemic Supervision Model

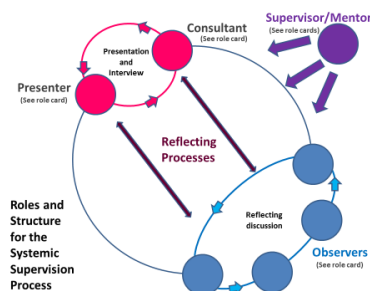


The Reflecting Discussion



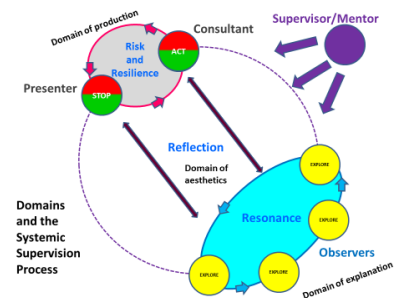
The Systemic Supervision Process

1. **Supervisor/Mentor** assigns roles and timings
2. **Presenter** presents case
3. **Consultant** questions using curiosity
4. **Observers** hold a reflecting conversation
5. **Consultant** asks for feedback from presenter
6. Whole group reflects on process

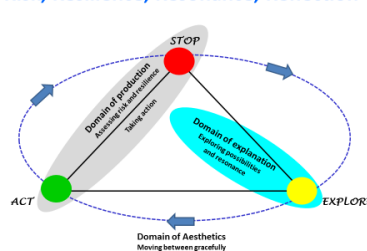


Approach, Method, Technique

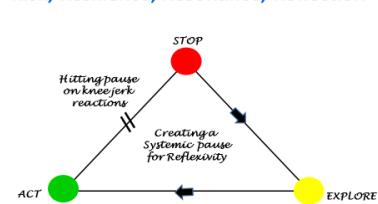
- Approach**
Your philosophical, aesthetic and moral stance
A systemic approach
An appreciative stance
Focus on strengths and resilience
Value based, Respectful
Honouring the uniqueness of the individual
Rigorous approach to risk
- Method**
Frameworks, structures and models
The Camden Supervision Model
- Technique**
Tools, strategies and techniques
Systemic questions
A reflexive use of self
Cultural genogram
Domains and risk
The "Graces"



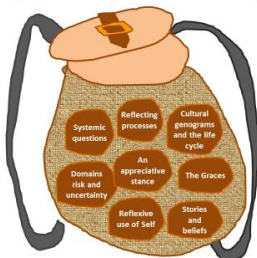
Risk, Resilience, Resonance, Reflection



Risk, Resilience, Resonance, Reflection



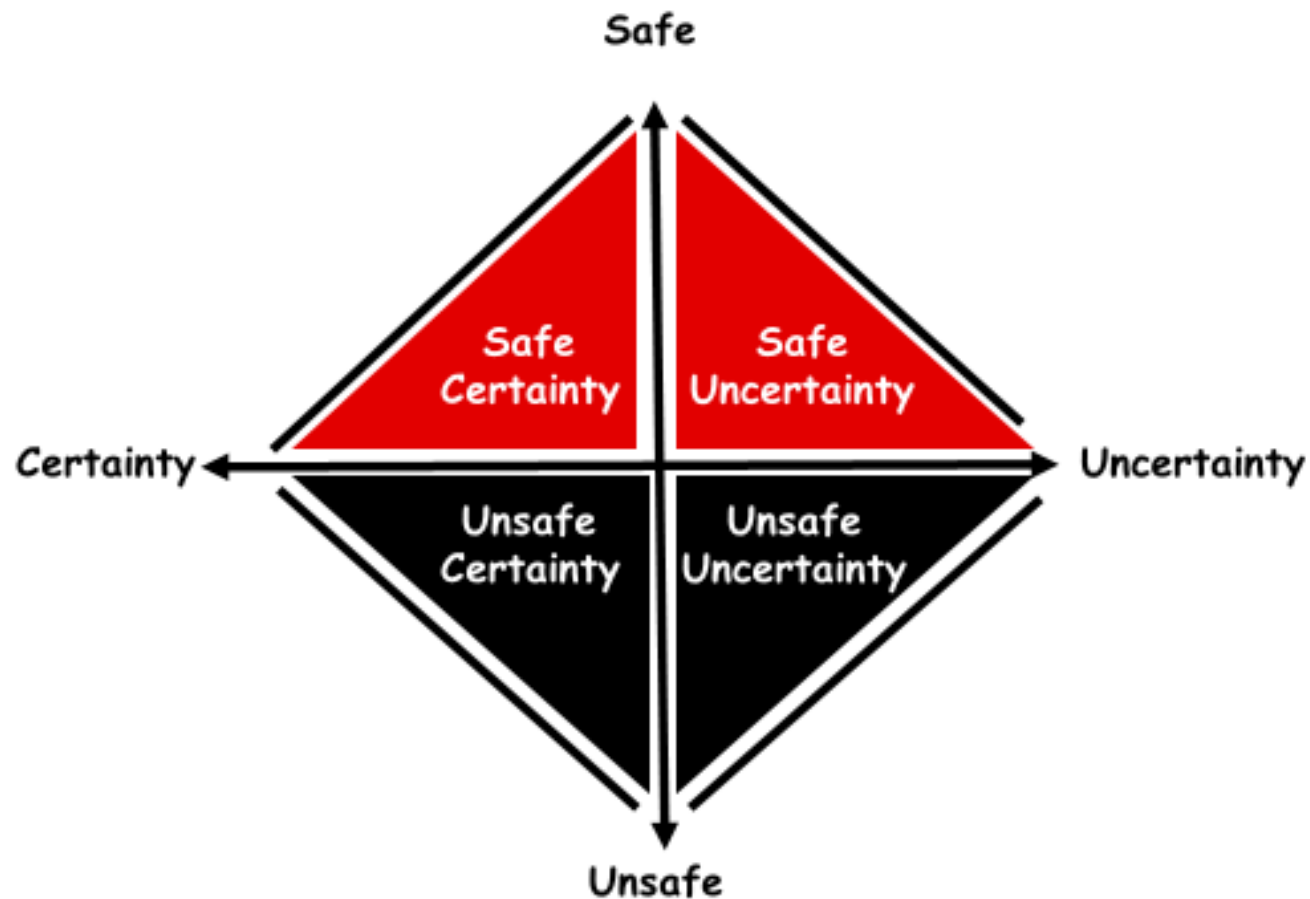
Thinking Systemically: Tools and Techniques



The "Social Graces" and differential power

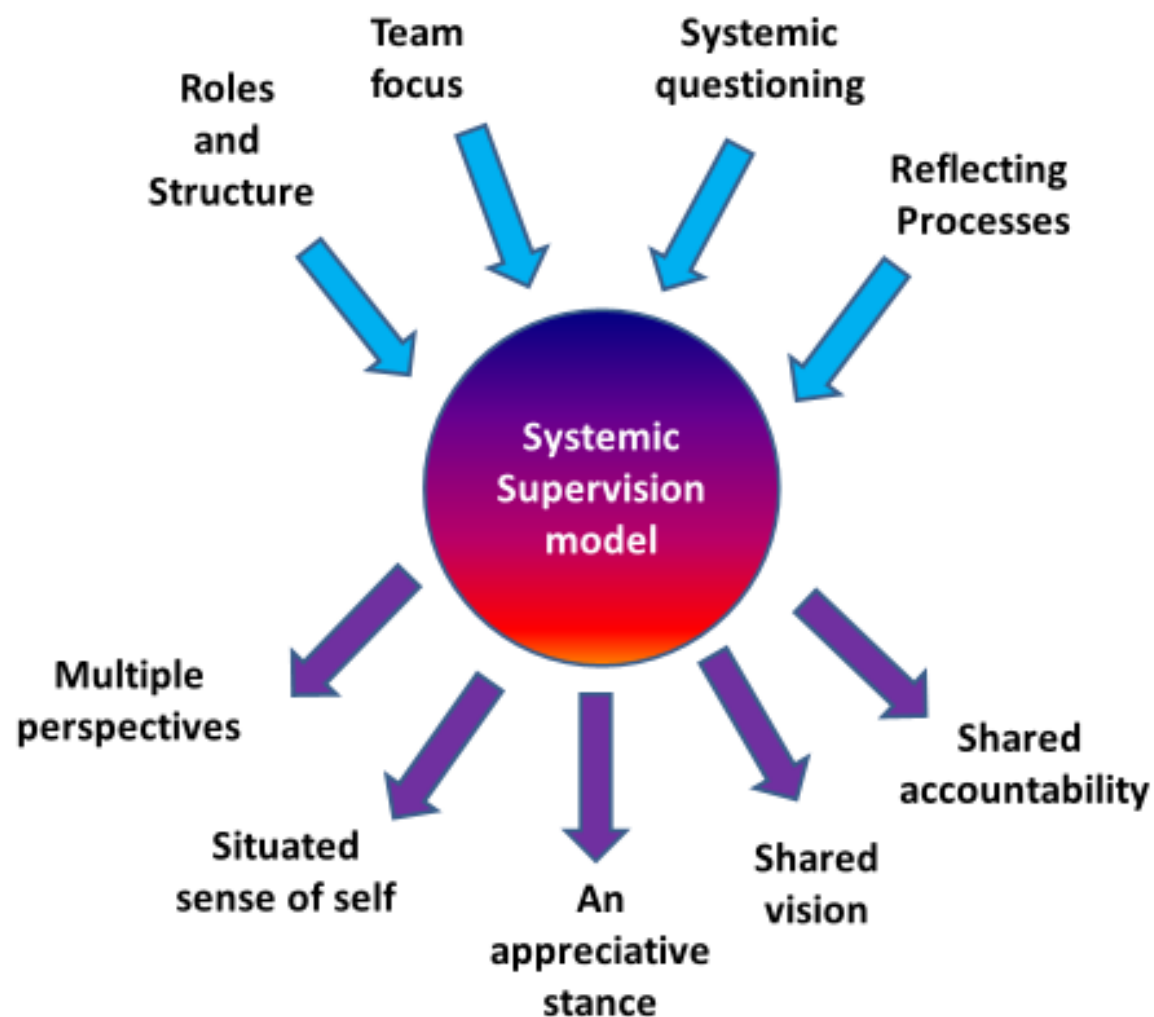
- Gender, Geography, Gender identity
- Race, Religion
- Age, Ability, Appearance
- Culture, Class, Colour
- Education, Economics, Employment
- Sexuality, Spirituality, Sexual orientation

Towards Positions of Safe Uncertainty



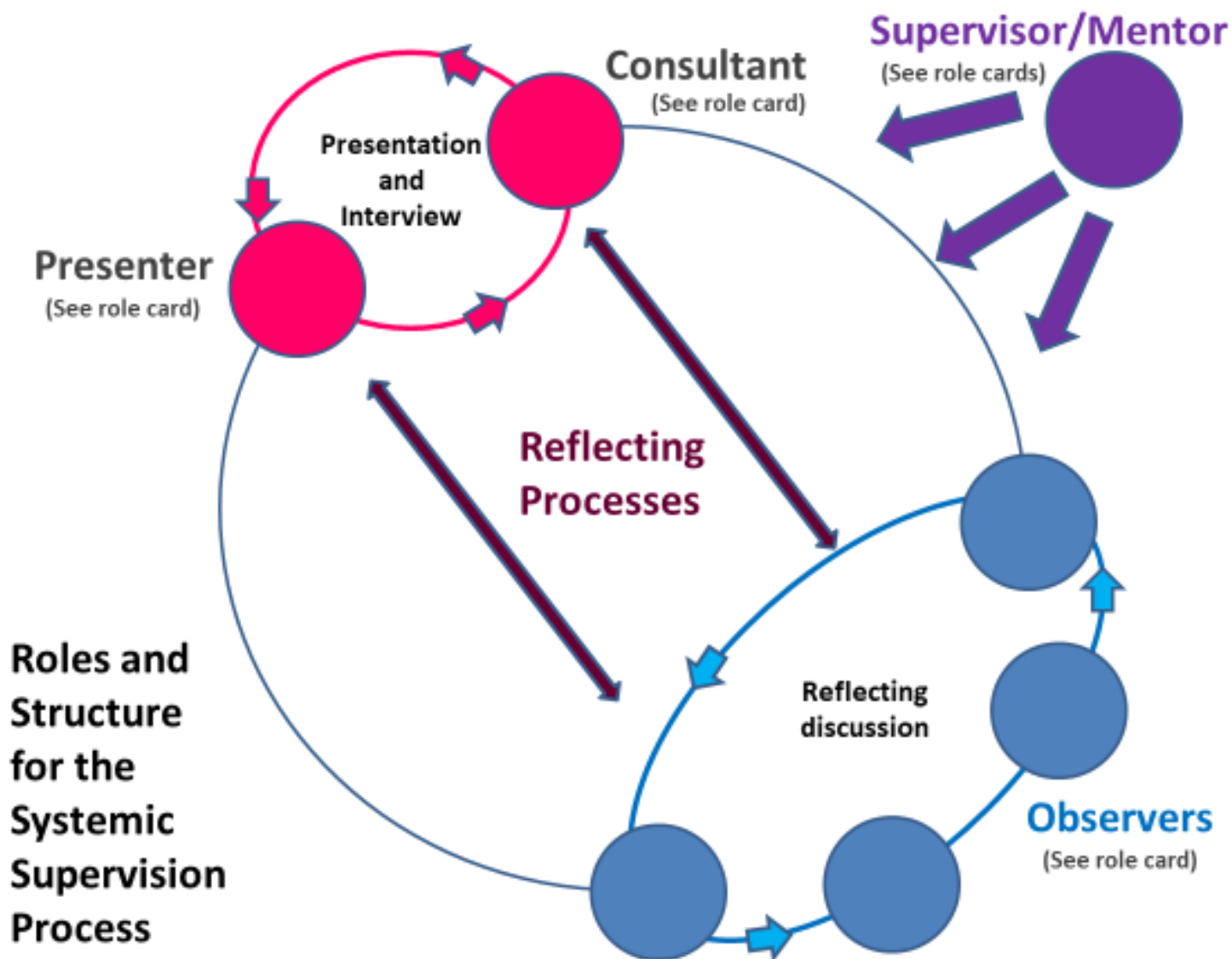
Barry Mason (1993) Human Systems: The Journal of Systemic Consultation
and Management. 4, pp. 189-200

Camden Systemic Supervision Model



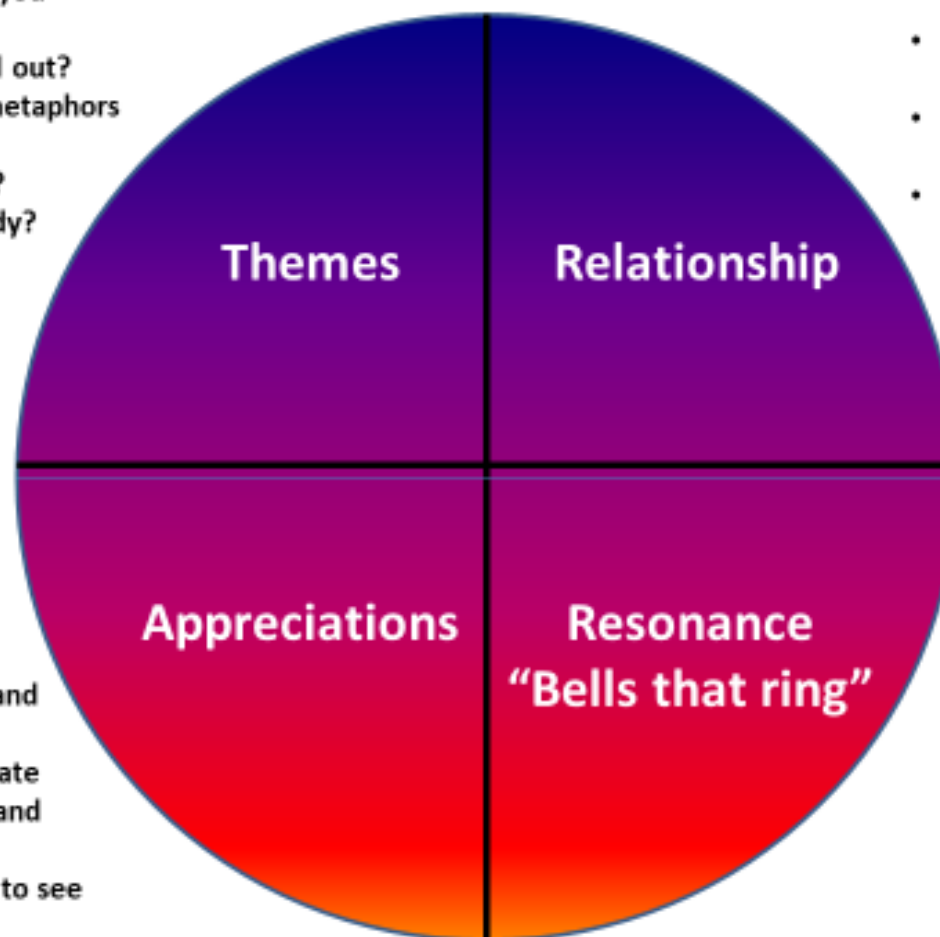
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The Reflecting Discussion

- What themes did you notice?
- What words stood out?
- What images or metaphors did you notice
- What do you feel?
- Where in your body?



- What relationships are getting constructed?
- How are people relating to each other?
- What do they want from each other?
- How are people honouring and respecting each other?

- What did you like in what you have seen and heard?
- What do you appreciate about the presenter and their clients?
- What would you like to see more of?
- What would you like to see less of?

- How does what you have heard connect to you, personally or professionally?
- What rings a bell in your work context?
- How has what you have heard moved you or changed your own thinking?
- What might you take away from this ?

Approach, Method, Technique

Approach

Your philosophical, aesthetic and moral stance

A Systemic approach

An appreciative stance

Focus on strengths and resilience

Value based, Respectful

Honouring the uniqueness of the individual

Rigorous approach to risk

Method

Frameworks, structures and models

The Camden Supervision Model

Technique

Tools, strategies and techniques

Systemic questions

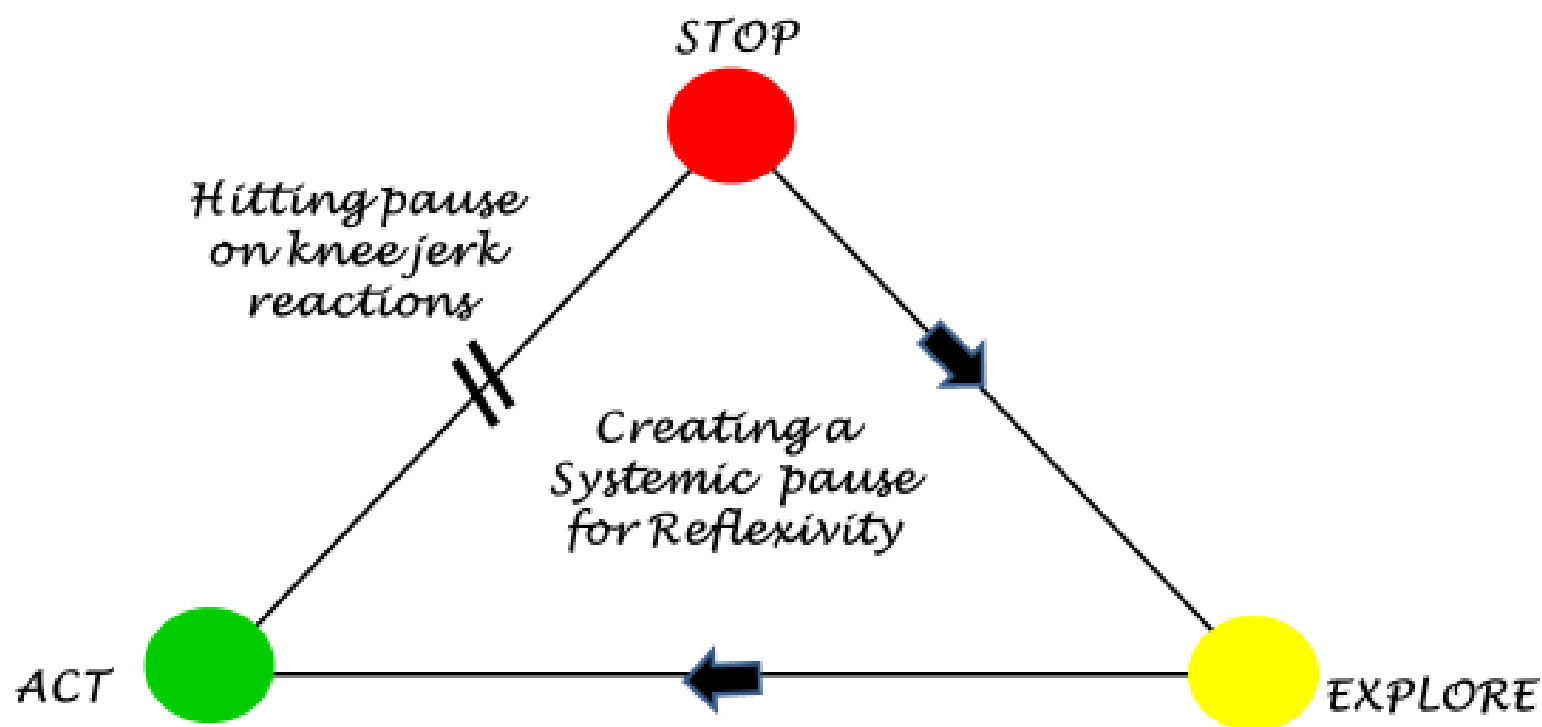
A reflexive use of self

Cultural genogram

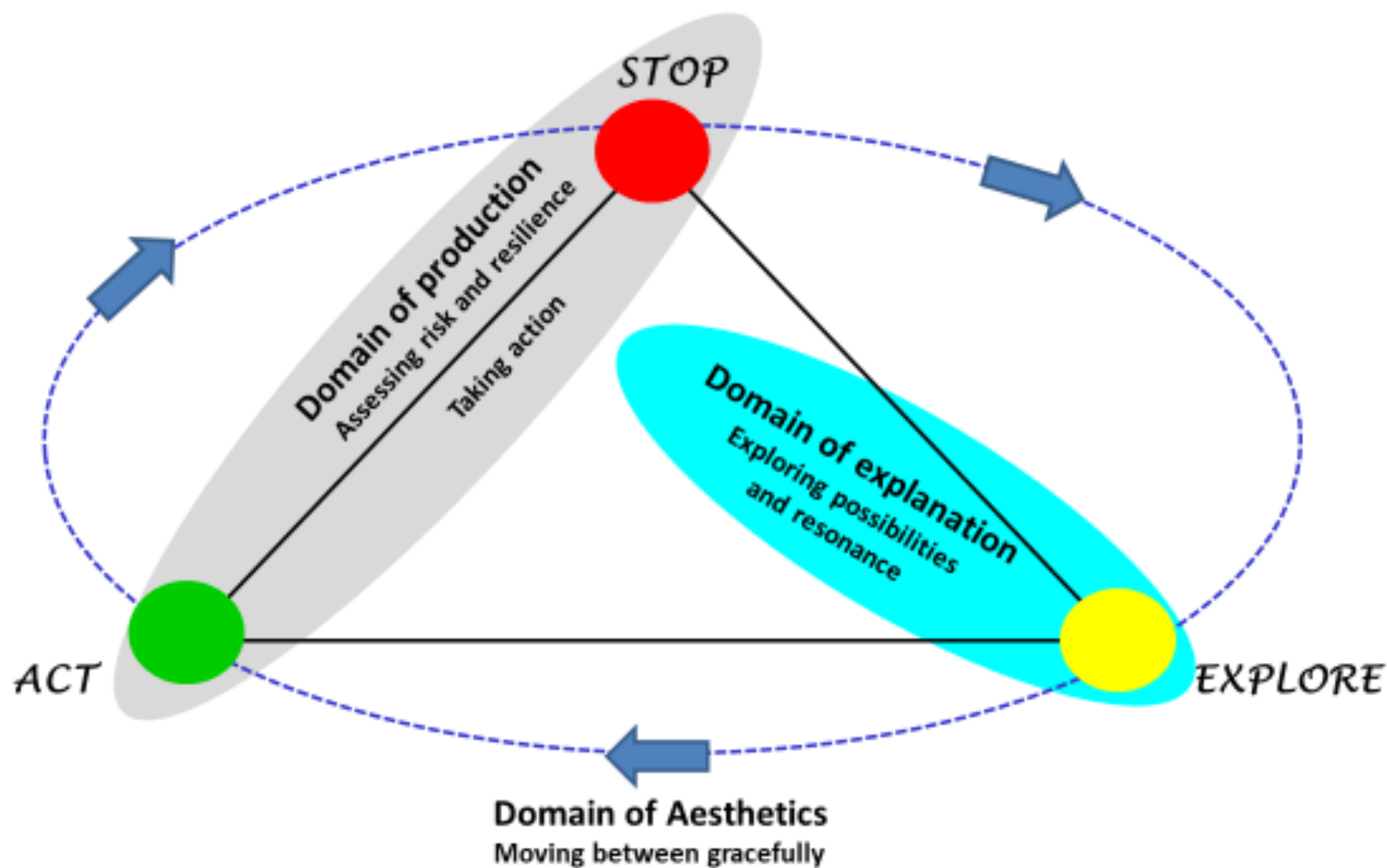
Domains and risk

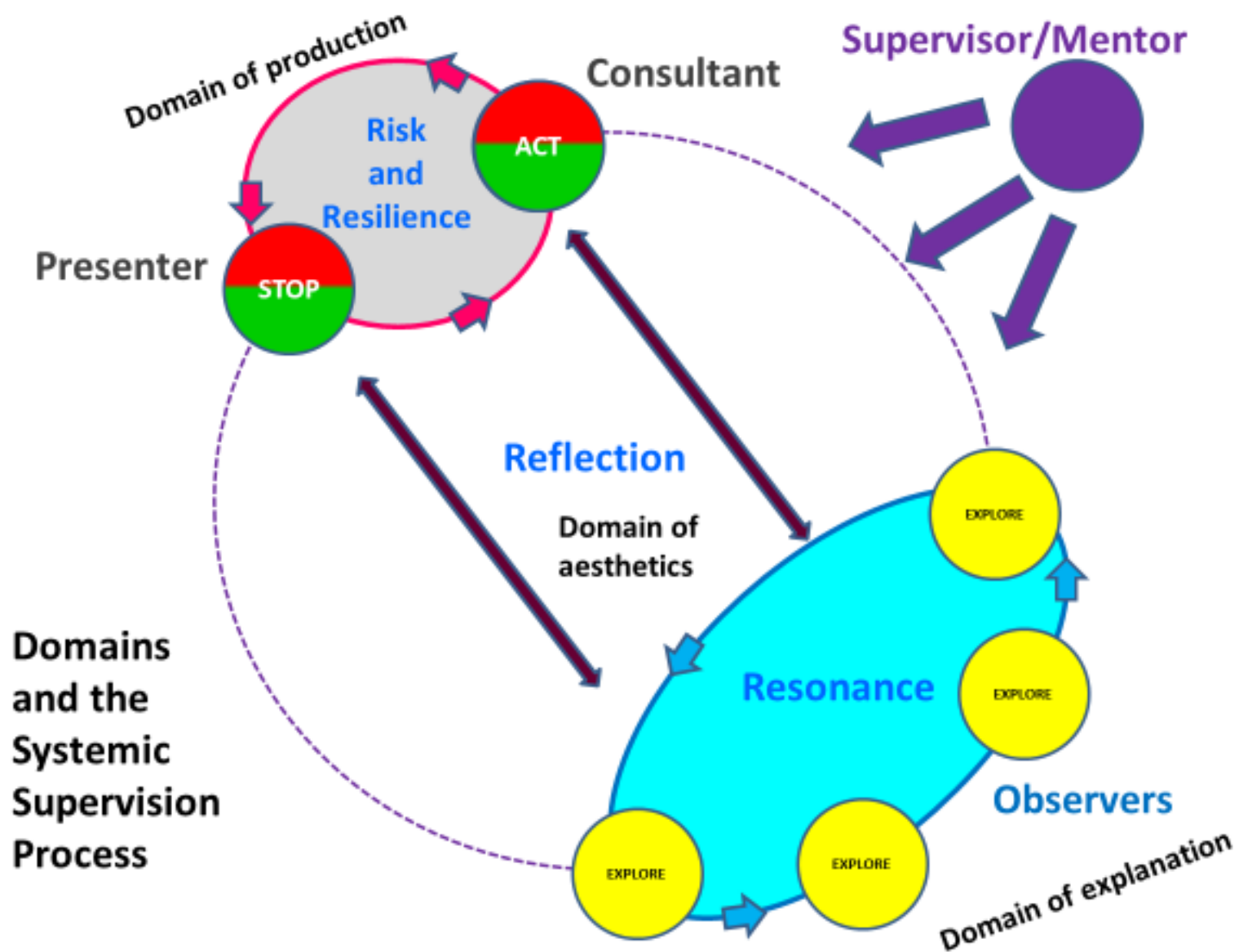
The "Graces"

Risk, Resilience, Resonance, Reflection

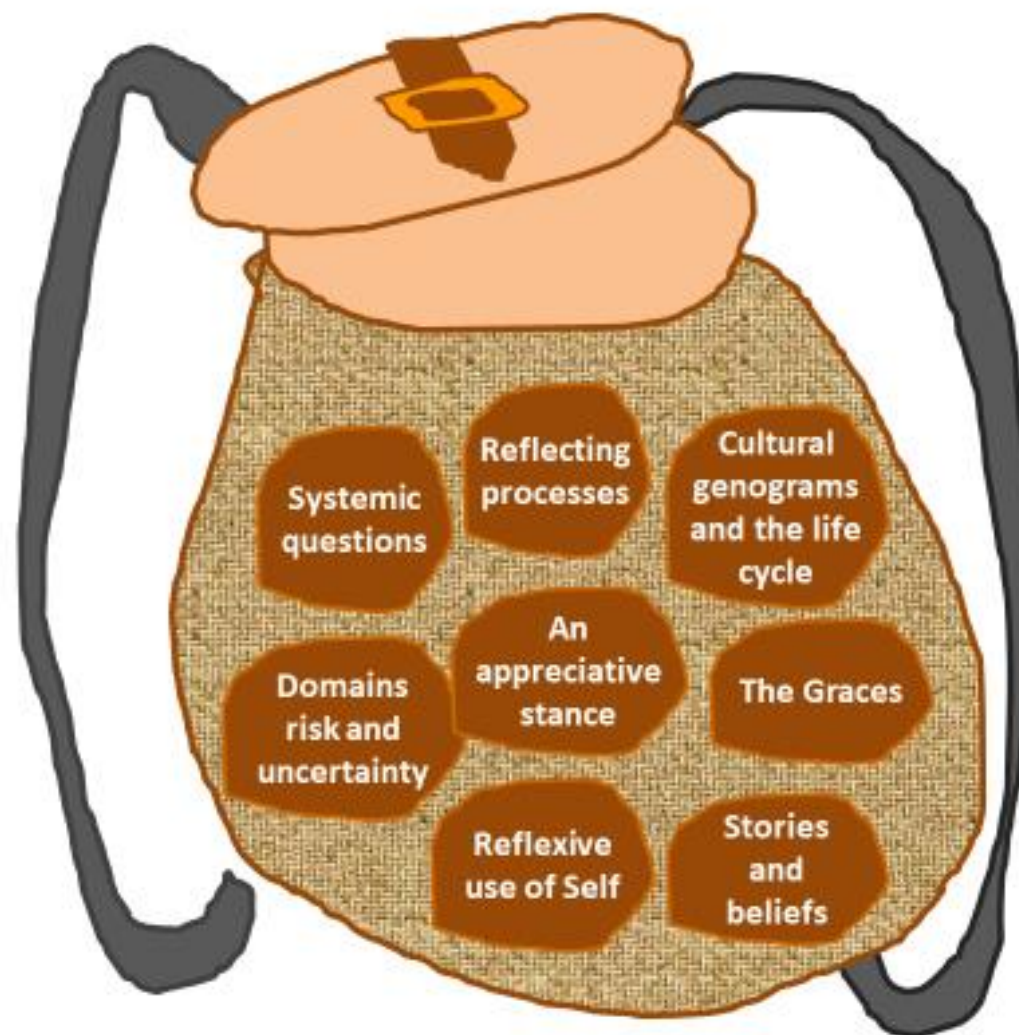


Risk, Resilience, Resonance, Reflection





Thinking Systemically: Tools and Techniques



The "Social Graces" and differential power

- Gender, Geography, Gender identity
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- Age, Ability, Appearance
- Culture, Class, Colour
- Education, Economics, Employment
- Sexuality, Spirituality,
Sexual orientation

SUPERVISOR/MENTOR

As a Supervisor/Mentor, your role is to assign the roles of Presenter, Consultant and Observers to the group.

1. To keep the *TIME* boundaries and adhere to the systemic supervision process for the duration of the session.
2. To agree what *SYSTEMIC CONCEPT(S)* the group will focus on today referring to the laminated cards.
3. To allocate which observer completes the supervision template.
4. To *PROMPT* the Consultant to ask systemic questions of the Presenter.
5. To *FACILITATE* the Observers reflections adding any relevant observations.
6. To *LEAD* the group reflections on learning at the end of the process making practice theory links with the identified systemic concept(s).

CONSULTANT

As the Consultant you interview the Presenter about the case or work dilemma they are presenting.

1. EXPLORE what would be helpful for the Presenter.
2. *Help to CLARIFY AND DECONSTRUCT the presenting issue(s).*
3. *ASK SYSTEMIC QUESTIONS* from a stance of appreciation and curiosity.
4. *Use the following themes to inform your questioning:*
 - a. *How 'Social Graces' inform the work.*
 - b. *Self of the therapist*
 - c. *Risk and uncertainty*
 - d. *Beliefs and stories.*

PRESENTER

When presenting your case to the group, include the following:

1. *AIM* of presenting this case ... what you want from the group and why are you presenting now. How can the group help out?
2. *GENOGRAM* of the family members that we need to know about. Of the clients you have met, write down three words to describe them.
3. *OUTLINE* your work so far, including a description of what has worked for you with this case. i.e. include practice wisdom: strategies, techniques, approaches that you feel have been useful.
4. *WHERE TO FROM HERE?*
Hypothesis?
Goals?
Ideas that have been floating around?

OBSERVER

As an Observer, your role is to *note down comments* in the following areas as you are listening to the conversation between the Presenter and Consultant.

1. *THEMES AND ISSUES*: that have arisen out of the presentation and processing of the case.
2. *ROLE OF THE SOCIAL WORKER*: What you think the role of the Social Worker is in relation to the client work being presented.
3. *WHAT YOU LIKED ABOUT*: the Social Worker's presentation and the work with the client(s). What would you like to see more or less of in the future?
4. *BELLS THAT RING*: What bells ring for you, either from your personal or your professional life that you would like to share with the Presenter, (and the group).

Domain of Production

- universe, one reality
- judgements can be made
- blame can be apportioned
- you can be a policeman
- curiosity is the curiosity of the investigator
- consent is not needed to move into this domain
- requests for help arrive in this domain
- issues or risk and safety need to be dealt with in this domain

Domain of Explanation

- multiverse, many different realities
- all are equally valid though not necessarily equally useful
- no blame
- curiosity is about pattern and fit
- therapy takes place in this domain
- in order to transform a request for help into a therapeutic one you need to move into the domain of explanation
- consent is needed from the client to shift domains

Domain of Aesthetics

- the way in which you manage, elegantly or not the shift between domains
- if you need to be a policeman you can do it elegantly
- by becoming reflexive to the request, the relationship and the context
- i.e. "because you have said that... I need to do x in my role as x...I wonder what that is like for you?"

Thinking Systemically

- The significance of context in understanding situations and relationships
- Changing part of a system will change the whole system
- Shifting from problems to relationships
- The practitioner and professional networks as part of the system

Circularity

- Systemic hypotheses and lenses
- Circularity and neutrality
- Curiosity and circular questions

An appreciative stance

- Every problem is a frustrated dream
- Referrals as "gracious invitations"
- Exploring resilience and strengths
- Resilience and neuroscience, creating thick stories

The Family Life Cycle

- Different family structures
- Boundaries and hierarchy
- Systems and subsystems
- Lifecycle transitions

Systemic techniques

- Tracking an episode
- Asking systemic questions, circular, reflexive and narrative
- Drawing a Cultural Genograms
- Reflecting processes

Stories and Storytelling

- Multiple views of reality, from universe to multiverse,
- Reflecting processes
- Dominant and subjugated stories
- Levels of meaning
- Externalising and unique outcomes

The Self of the Professional

- Irreverence and "prejudices"
- Personal and professional stories
- The "Social Graces" and differential power
- Positioning in systems

Risk and Uncertainty

- Domains of production, explanation and aesthetics
- Safe Uncertainty
- Authoritative Doubt

Beliefs



Boundaries



Circularity



Connections & Relationships



Context



Curiosity



Genogram



Irreverance



Lenses



Life Cycle



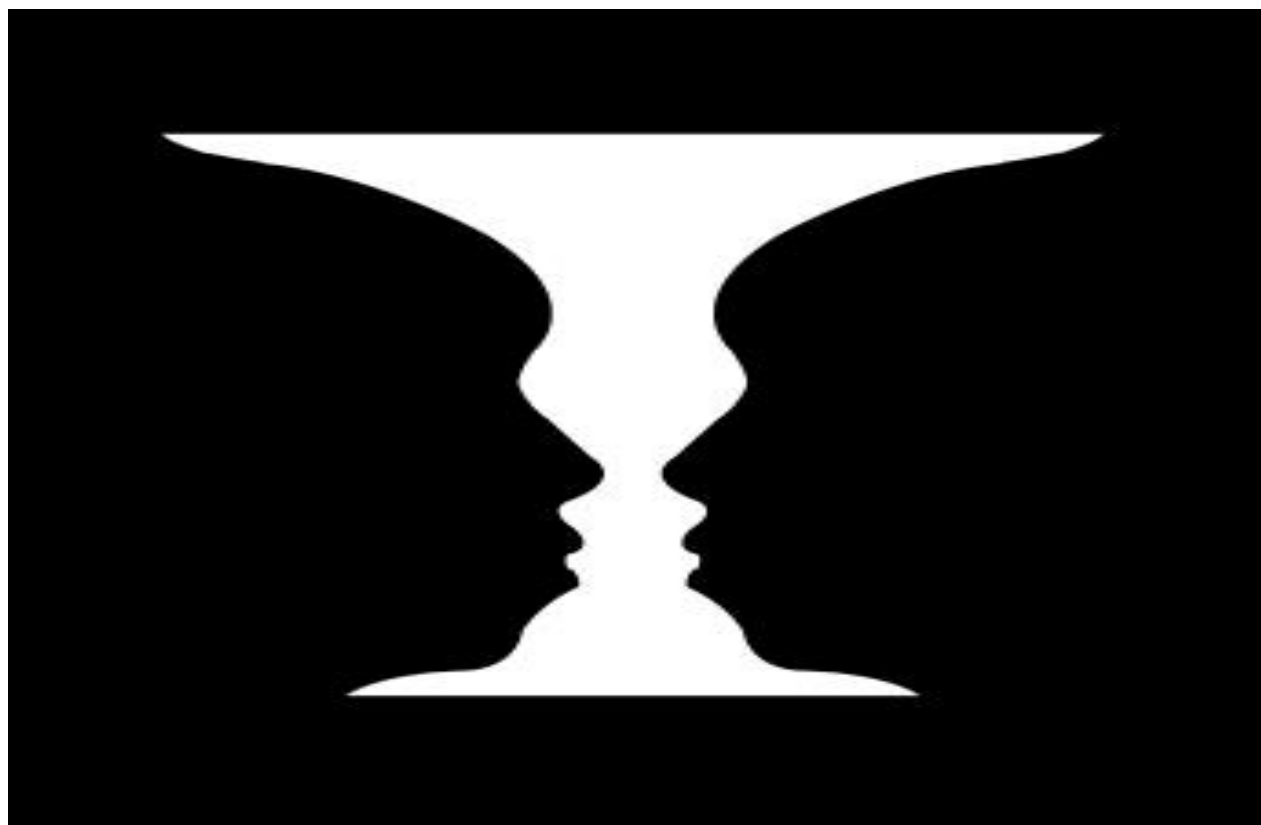
Meaning



Pattern in Relationships



Perspectives



Positioning



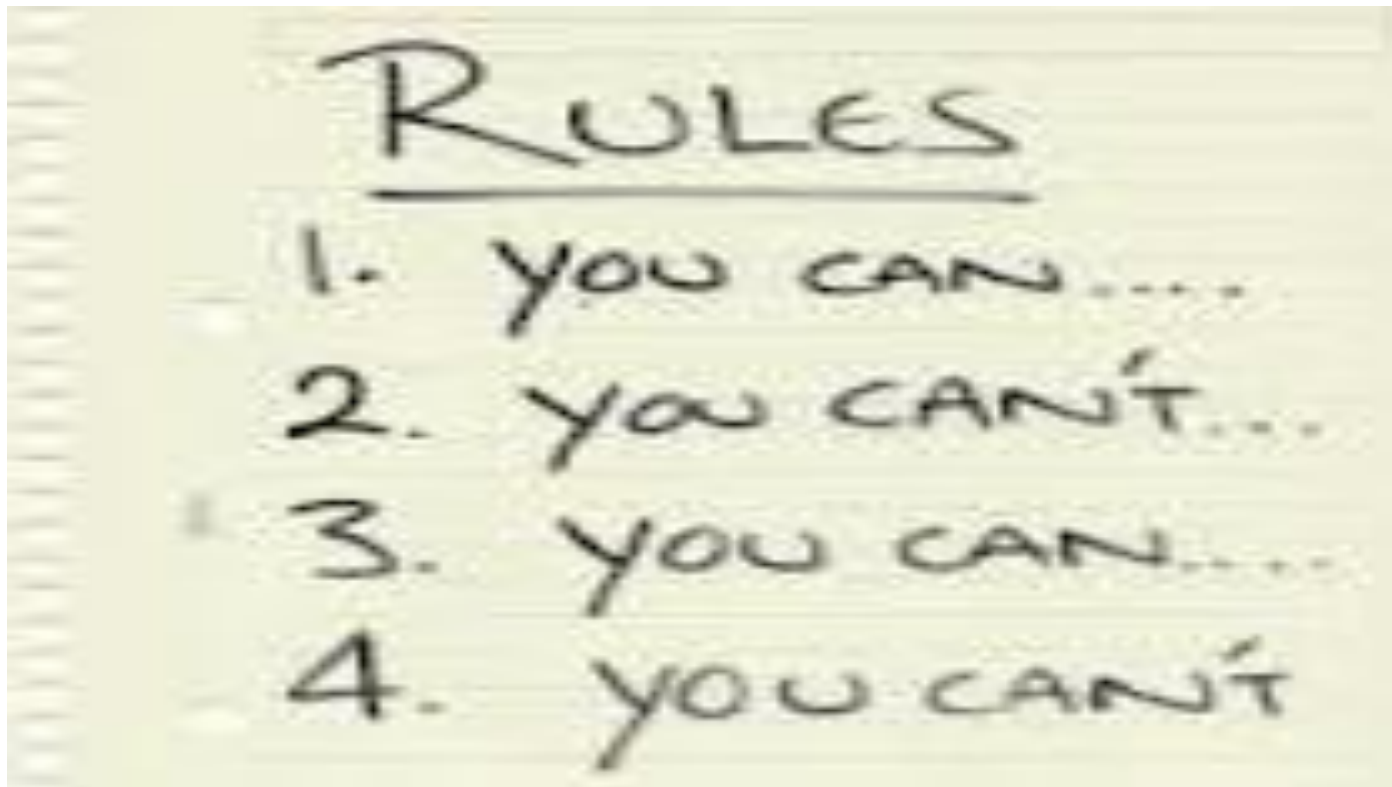
Prejudices



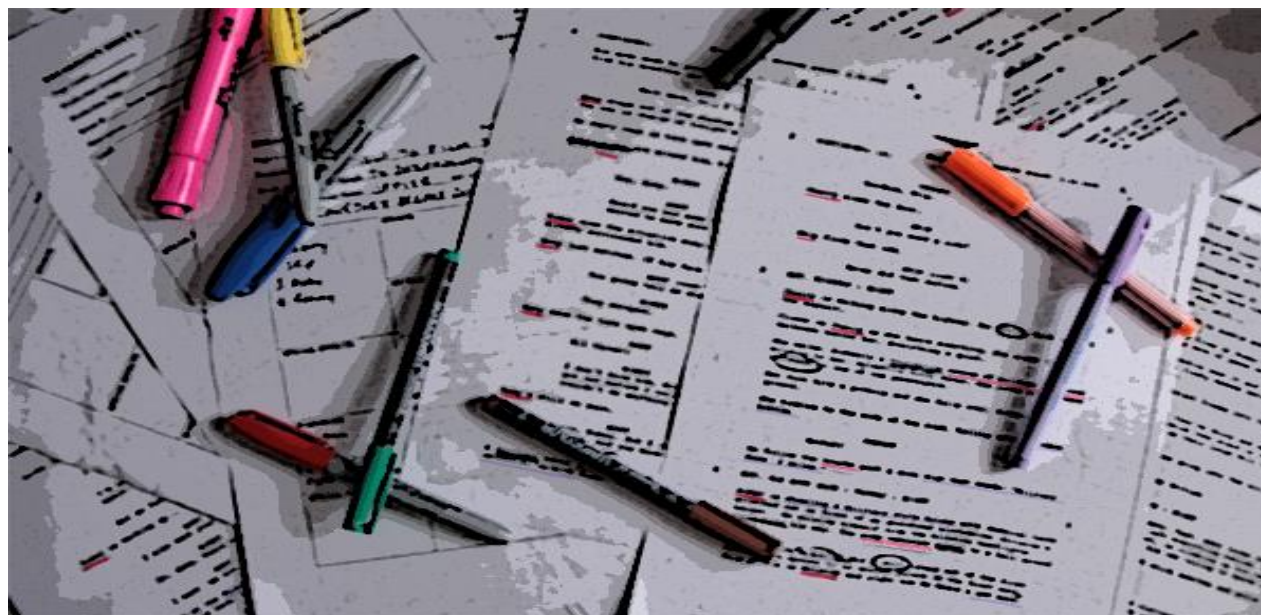
Roles



Rules



Scripts



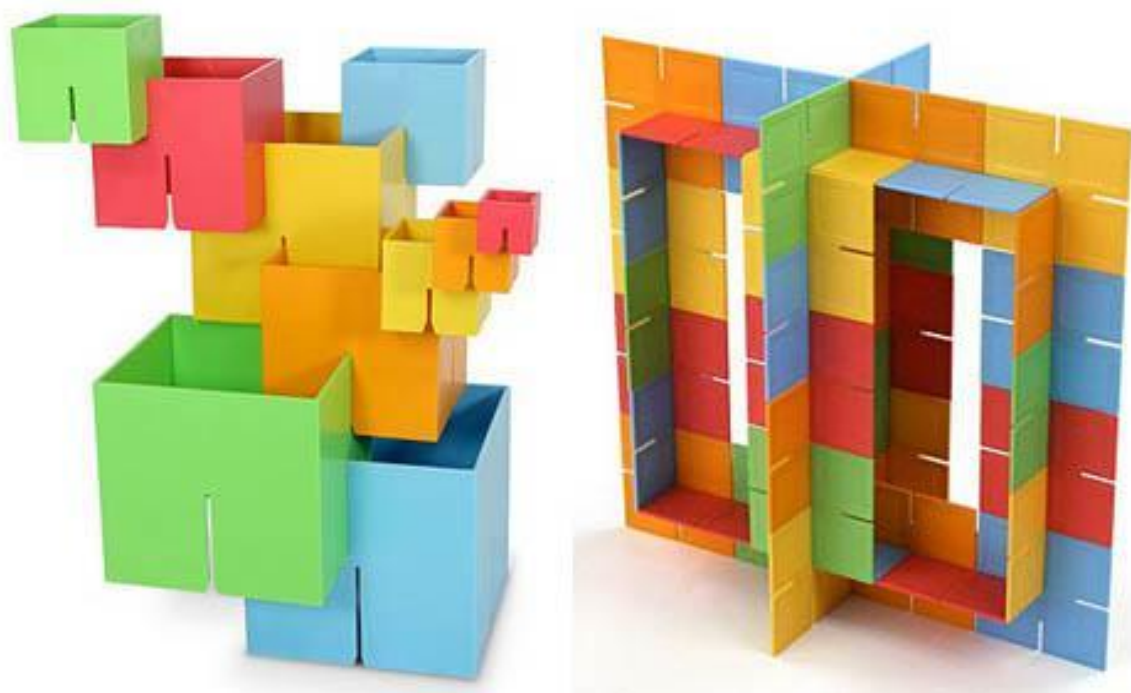
Social GRRRAACCEESSS



Stories



Structure



Sub systems

