

Ability to assess the client's functioning within multiple systems

Assessment competencies are not a 'stand alone' description of competencies, and should be read as part of the competency framework for individuals with personality disorder.

Effective delivery of assessment competencies depends critically on their integration with the knowledge and skills set out in the core competency and generic therapeutic competency columns

The competences set out in this section describe the assessment of the multiple "systems" within which clients (and all of us) live and operate. An understanding of systems pertinent to the client is relevant to clinicians from all therapeutic backgrounds, not just those who are practising using a formal model of Systemic Therapy.

A substantial body of systemic theory and research informs the practice of more specialised family therapy assessments and interventions. These are described elsewhere in the framework for Systemic Psychotherapy (available at: www.ucl.ac.uk/clinical-psychology/CORE/competence_frameworks.htm).

Knowledge of the relevance of systems and the basic principles of social constructionism

An ability to draw on knowledge that it is important to take the "systems" in which the client is located into account in order to aid an understanding their psychological problems and emotional distress

An ability to draw on knowledge that the patterns of relationships within systems may play a significant role in shaping and maintaining psychological problems

An ability to draw on knowledge of the basic principles of social constructionism:

that people understand themselves and the world around them through a process of social construction

that meaning is generated through social interactions, and the language used in different social interactions

that power relationships (e.g. an individual's position in a system) and different cultural contexts (such as gender, religion, age, ethnicity) have an important influence of the development of meaning, relationships, feelings and behaviour

Assessment

An ability to draw on knowledge that the multiple contexts in which the client is located need to be considered taken in any assessment, and that these could include:	
	significant relationships (e.g. partner, family, close friends peer group)
	school or college
	place of employment
	social and community settings
	professional network(s) involved with the client
	the client's cultural setting
	the client's socio-political environment
	an ability to draw on knowledge that these different contexts are connected and are likely to interact
An ability to draw on knowledge of the contexts/environments of which the client is a part and which may be relevant to their presentation (e.g. the beliefs and practices of their family, or the beliefs associated with their faith community).	

An ability to engage with, and gather information from, significant members of the systems relevant to the client, including for example:	
	the client's partner and family
	non-professionals who have an active role in caring for the client
	other professionals (including other team members, referring agencies, and services involved with the client)
An ability (in conjunction with the client and members of relevant 'systems') to identify:	
	perceived problem areas and the beliefs concerning them
	the potential strengths of the client (and the wider system) which may support therapeutic change
	the solutions that have been tried or have been considered
	the achievements in the client's life
An ability to draw on knowledge that different members of the system will describe the client differently, as:	
	there are always multiple perspectives and descriptions of any interaction/relationship.
	the client's behaviour is influenced by the different set of contextual factors present in each setting.