Family Therapy Graduate Certificate at King's College London

Course: Family Therapy Graduate Certificate
Awarding Body: King's College London
Dates: Oct 2025 – June 2026

Social Worker PGDip qualified; Child and Young Person Increasing Access to Psychological Therapies (CYP IAPT) PGDip. I completed the course while working in a Child and Adolescent Mental Health Service (CAMHS Clinical Specialist).

Summary of the training

I completed the Family Therapy Graduate Certificate at King's College London, which involved weekly half day lectures, which included a mix of theory-based tutorial groups, clinical skills lectures and guest speaker lectures. The course takes an integrative approach and introduced me to different systemic theories and approaches rather than focusing on one model of family therapy. It aims to help practitioners become more confident working with more than one person in the room, understanding difficulties relationally and identifying opportunities for meaningful change.

I am so grateful to the Foundation for Professionals in Services to Adolescents (FPSA) for the significant contribution to this training, without which I would not have been able to complete. My professional background has been rooted in social work and child and adolescent mental health. This Graduate Certificate has provided me with an opportunity to build on the systemic ideas and skills I had developed through my previous training and professional experience, in order to better support the people I work with, in a way that considers the wider contexts and family members around them.

Experience of the training

The course has strengthened my ability to think beyond an individual's presenting difficulties and consider the patterns of interaction, relationships, beliefs, developmental experiences and wider contexts that may contribute to or maintain distress. I have been able to join a family therapy clinic space in CAMHS while doing the course, and have observed other clinicians provide this support, as well as having the opportunity myself to work as part of the systemic reflecting team model. I have subsequently heard first-hand how useful families have found this model, in which there are multiple family members and clinicians in the room. I have found it hugely effective in promoting curiosity by bringing in multiple perspectives, which has in turn introduced difference into a family system and helped lead to positive outcomes. The course has been fundamental in giving me the theoretical foundation and clinical skills in order to engage in this model of working. I have also been able to share my learning from the course with colleagues in this space, around tools for systemic engagement, such as circular questioning, genograms and systemic endings.

Another particularly valuable aspect of the training has been developing my capacity for self-reflexivity. I have become increasingly aware of how my own experiences and position within a

professional system can influence my understanding of a family and the interventions I offer, as well as how I engage with mental health literature. I also have been encouraged to make meaningful reflections about my practice and skills which have increased my confidence when working with families. The course has provided many opportunities for self-reflection as a practitioner, which I believe is key to effective and ethical practice.

The training has particularly strengthened my ability to engage both children and parents as active participants in understanding and supporting a family member's mental health. Going forward, I am able to bring this type of systemic thinking and practice skills during all stages of assessment, formulation and intervention work, and with clients of any age. I would highly recommend it to anyone working in a mental health setting to promote a way of working that sees challenges as located less individually and instead more instead relationally.

Thank you again to FPSA, I am very grateful for the opportunity to complete this course for both my professional and personal development.