FAMILY PARTNERSHIP MODEL
6KNIA323

Level: 6
Credits: 15

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This handbook must be read in conjunction with module information provided on KEATS, the King’s E-Learning And Teaching Service. You will be given access to KEATS on enrolment. Important information relating to assessment and related regulations can be found in the Undergraduate Programme Handbook, available on KEATS and via the Student Services Centre.

This handbook can also be provided in alternative formats (such as large print) upon request to asc@kcl.ac.uk.
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Module overview
This module forms part of the BSc Specialist Community Public Health Nursing: Health Visiting. The module contributes to your programme of study by advancing your skills working in partnership with parents and children.

The module can also be taken as a freestanding module.

Module aims
The general aim of the module is to enable the participants to develop supportive and effective relationships with parents who have a variety of needs that may interfere with their ability to parent. The Family Partnership Model involves the development of a respectful partnership with parents, the use of skilled communication to help exploration of difficulties from the parents’ viewpoints, the clarification of situations, and the design of long term strategies to enable them to adapt effectively and thereby optimise the psychosocial development of their children.

The module includes assignments of reading and observational tasks to be carried out between the sessions. It is designed to take account of the skills and expertise of those attending but also to challenge and explore their views, so as to facilitate the development of their knowledge and abilities. It is interactive throughout, requiring the involvement of all participants in thinking about and developing ways of relating and being helpful to parents.

Parenting as an activity is explored and strategies to modify childhood behaviour patterns are developed. The teaching style is active, requiring the involvement of all members of the group in discussion and providing them with the means of practising their skills safely and with constructive feedback. Access to key texts is essential. The course is carefully constructed to build session by session; successful completion is dependent upon attending all sessions. Being absent for a day will significantly reduce the understanding and value of subsequent sessions.

Learning outcomes
1. To expertly appraise the Family Partnership Model as a guide to communicating with families
2. To demonstrate an advanced understanding of the Family Partnership Model both in theory and practice
3. To critically analyse, examine and synthesise the theory supporting the Family Partnership Model
4. To demonstrate the ability to work with the Family Partnership Model at an advanced level
5. To provide an expert analysis of the benefits and challenges of using the Family Partnership Model

Teaching arrangements
The course consists of seminars and skills practice sessions. The course is interactive throughout requiring the involvement of all participants in thinking about and developing ways of facilitating the knowledge and skills of the parents they will be working with. It is assumed that members of the group learn best by active discussion, not passive listening and by actual practising of their skills in a secure environment with constructive feedback. The course is designed to take account and develop the skills and expertise of those attending but also to challenge and explore their views.
Timetable
Timetable for the module.

<table>
<thead>
<tr>
<th>Date</th>
<th>Start - Finish</th>
<th>Room, Building, Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 14(^{th}) April 2016</td>
<td>10.00 – 16.00hrs</td>
<td>2.41, FWB, Waterloo</td>
</tr>
<tr>
<td>Thursday 21(^{st}) April 2016</td>
<td>10.00 – 16.00hrs</td>
<td>2.41, FWB, Waterloo</td>
</tr>
<tr>
<td>Thursday 12(^{th}) May 2016</td>
<td>10.00 – 16.00hrs</td>
<td>2.41, FWB, Waterloo</td>
</tr>
<tr>
<td>Friday 3(^{rd}) June 2016</td>
<td>10.00 – 16.00hrs</td>
<td>2.41, FWB, Waterloo</td>
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</tbody>
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Submit coursework
For this module you are assessed by Sheryl Gettings & Patricia Burrows

Assessment criteria
This is a practical and skills based module of study and so participant formative self-assessment and peer group assessment during skills practice is a key form of assessment for this module of study. Participants undertake this assessment as part of their learning on the module and in order to develop their skills as a helper. The summative assessment is a portfolio of achievement with a maximum word allowance of 3000 words.

Formative assessment
Participant formative self-assessment and peer group assessment is on-going through skills practice.

Summative assessment
Portfolio

This 3000 word document contains two elements:

1. A reflective diary supported by relevant references, containing brief accounts of significant learning achieved during the Family Partnership Model module

2. An in depth reflective discussion exploring one key quality and one key skill used within the family partnership relationship.
Course work submission are provided on the KEATS module page.

It is essential that you use your candidate number on all assignments/examinations. Your candidate number, which will begin with W for the academic year 2015/16, will be available via Student Records on the King’s Intranet approximately one month after you enrol.

If you are unable to submit your work by the deadline please refer to the information in your programme handbook on “mitigating circumstances”.

**Submission date for course work:**
23.59hrs Thursday 19 July 2016

Late submissions will be accepted for 24 hours following the submission date. All work submitted late will be marked as normal but will be capped at the pass mark for the module. If your assignment is hard copy please ensure you date stamp it and submit it to the submission room G15 JCMB. If your assignment is submitted electronically through TurnItIn, information about how to submit late will be provided on KEATS module sites under assessment information.

The external examiner for this module is Eleri Mills. **Students are not to make direct contact with external examiners, in particular regarding their individual performance in assessments**

**Results and re-submissions for course work**
Students will receive a provisional (unratified) mark for their coursework 4 weeks following submission. According to the method of submission as detailed on your KEATS site, if your work was submitted online you will be able to download marked coursework from KEATS; alternatively, if you completed a hard-copy submission you can collect your coursework and feedback from the Student Services Centre.

To collect a hard copy assignment, you must provide your candidate number. Alternatively, you may send a stamped addressed envelope to the Student Services Centre ensuring that this is large enough to accommodate your assignments and that you have applied sufficient postage. Hard copy assignments will be retained for four weeks; if you have not collected your assignment by then, it will be destroyed.

Feedback will include the award of a numerical grade which remains provisional until ratified by the examination boards. The dates for the examination boards are available on KEATS. Ratified marks can be viewed via Student Records on the King’s Intranet, the Monday following the relevant examination board.

The marking criteria by which your work is judged are provided in full in your programme handbook. Please also refer to the section in your programme handbook on plagiarism and how to avoid it. If you have a query about how to refer to a specific piece of work please ask your module leader, your group leader or a member of library staff for guidance.

The feedback you receive on your assignment will guide you towards how to do better next time or how to maintain your existing high standard!

If you do not understand your mark or the feedback you receive please contact Sheryl Gettings.

If you are unsuccessful, it is recommended that you contact the module leader before submitting your second attempt. This will enable the module leader to provide you with an appropriate level of support as you prepare to re-submit your work.
Re-submission date:
23.59hrs Tuesday 18 October 2016

Resubmitted work available for download:
Four weeks following submission.
Learning resources

Day 1 Sessions 1, 2 & 3 - Learning outcomes & indicative reading

Session 1
*Introductory*: Facilitators and Participants.
*Overview*: Participant Expectations and Course Description.
*Seminar*: Family Problems and Strengths and Helper Outcomes.
*Practice Exercise*: Listening.
*Plenary*: Feedback on skills practice.

Session 2
*Seminar*: The Process of Helping.
*Practice Exercise*: Listening and the Helping Process.
*Plenary*: Feedback on skills practice.

Session 3
*Seminar*: The Parent-Helper Relationship.
*Seminar*: The First Meeting.
*Plenary*: Session conclusion.

*Indicative reading & assignments:*
1) Read text on Family Problems, Helper Outcomes, The Helping Process, the Parent-Helper Relationship and The First Meeting
2) Observe and practice *listening*
3) Develop Portfolio

Day 2 – Sessions 4, 5 & 6 - Learning outcomes & indicative reading

Session 4
*Assignments*: Feedback & discussion (reading & listening).
*Seminar*: Helper Qualities and Skills.
*Practice exercise*: Helper Qualities and Skills, Including Empathy.
*Plenary*: Feedback on skills practice

Session 5
*Seminar*: Exploring Problems.
*Practice exercise*: Exploration skills.
*Plenary*: Feedback on skills practice.

Session 6
*Seminar*: Personal Construing.
*Skills Practice*: Exploring Construing.
*Plenary*: Feedback on skills practice.

*Indicative reading & assignment:*
1) Read text on Helper Qualities and Skills, Exploring Problems and Personal Construing.
2) Conduct a child characterisation sketch.
2) Develop Portfolio
Day 3 – Sessions 7 & 8 Learning outcomes & indicative reading

**Sessions 7**
*Assignments:* Feedback and discussion (reading & child characterisation sketch).
*Seminar:* Helping Parents Change Ideas.
*Practice exercise:* Helping People Change Their Ideas.
*Plenary:* Practice Feedback.

**Session 8**
*Seminar:* Problem Management.
*Seminar:* Problem Management (continued).
Plenary: Feedback on skills practice.

Portfolio development tutorial

*Indicative reading & assignment:*
1) Read text on Helping to Change Constructions and Problem Management
2) Become familiar with the Reflective Handbook (see KEATS)
3) Develop Portfolio

Day 4 – Sessions 9 & 10 Learning outcomes & indicative reading

**Session 9**
*Assignments:* Feedback & discussion (reading).
*Practice Exercise:* The Whole Helping Process.
*Practice Exercise:* the Whole Helping Process.
*Plenary:* Feedback practice.

**Session 10**
Seminar: Putting It All Together.
Seminar: Implementation.
Seminar: Course feedback & evaluation

Tutorials: Portfolio development

*Indicative reading & assignment:*
1) Remainder of course text & additional reading
2) Complete Portfolio
Indicative reading


**Module evaluation**

At the end of the module you are requested to complete the short online evaluation which will be available on your module KEATS site. Student evaluations are very important to us and are required by Health Education England and the regional London Local Education and Training Boards.

**Action from previous evaluations**

1. The module evaluated very well - no changes were suggested by the student group.