

Session: 2023/24

Last modified: May 24

Status: Published

Title of Module: Supporting Families

Code: MIDW10011	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Eileen Harkess-Murphy		

Summary of Module

The Scottish Government (2012) is promoting a supportive and integrated way of working with all families. This means working across boundaries and putting families at the heart of decision making.

This module seeks to explore the role and function of the practitioner working with families in the health, social and education settings, utilising the concept of the family as the key focus of the care delivery. The student will appraise the role of the family within the decision making process, through exploring aspects of applied theoretical frameworks.

Exploration of the family role within contemporary society and the policy drivers which guide and inform practice will also be reviewed. A range of family assessment strategies will be explored which will also enhance practitioners' skills of working with families' (Scottish Government, 2010).

Throughout the module the role of the practitioner working with families will be explored focusing on the family, inter-agency working and working in partnership with the families.

This module will allow students through group working explore and discuss in detail the role families play in contemporary society considering the implications of this provision across the sector along with informing their own practices.

As a result, the module will support students to develop a number of characteristics which contribute to the UWS Graduate Attributes of 'UNIVERSAL'-critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research minded and socially responsible; 'WORK-READY'-knowledgeable, digitally literate, effective communicator, motivated, potential leader; AND 'SUCCESSFUL'-autonomous, incisive, creative and resilient.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
✓		

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Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to:
L1. Critically examine the concept of the family in contemporary society.
L2. Systematically review and evaluate the effectiveness of family assessment tools.
L3. Demonstrate a critical understanding of policy drivers which underpin professional practice.
L4. Critically reflect on their own learning from the the module in relation to the nature and value if interprofessional practice within the context of the family and integrated service delivery.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10. Critically examine the concept of the family and family assessment tools
Practice: Applied Knowledge and Understanding	SCQF Level 10. Critically examining the application of knowledge of family to inform professional practice Working within professional / legal framework
Generic Cognitive skills	SCQF Level 10. Analysing links between policy and strategy and implementation of local, national and/or international initiatives.
Communication, ICT and Numeracy Skills	SCQF Level 10. Using a range of specialised communication skills to support family care strategies
Autonomy, Accountability and Working with others	SCQF Level 10. Reflecting analytically on own role and those of health and social care providers across statutory and third sector services. Commenting critically on the need to develop partnership working between families and professional practitioners Using detailed knowledge of culture, professional and ethical frameworks to identify and address the needs of families.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

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Learning and Teaching

This module will be delivered using a blended approach to learning and teaching; it will include independent and group research and investigation, (collecting, presenting and analysing data), problem solving; presentations by staff, presentations to peers and seminars. Elements of the course will be delivered as e-learning and developed in conjunction with E-learning development team. The e-learning will consist of reading materials, interactive discussion boards along with a number of other relevant online resources on line which will include focussed reading and online tasks and discussion. Students will undertake group work tasks and will receive feedback and support from peers.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Asynchronous Class Activity	35
Personal Development Plan	10
Independent Study	131
Tutorial/Synchronous Support Activity	12
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

There are no essential core reading materials for this module. the following reading list is recommended to support the content of this module and it learning outcomes.

Braine, M.E and Wray, J. (2016) Supporting Families and Carers. CRC Press: Boca Raton.

Cherlin, A. (2012) Public and Private Families. 7th ed. McGraw-Hill: Maidenhead

Scottish Government (2012) A Guide to Getting it Right for children and Families. Scottish Government: Edinburgh,

Scottish Government (2016) Carers (Scotland) Act. The Stationary Office: Norwich.

There are a number of other relevant text and sources available to support this module

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L9-11
Moderator	Helen Rainey
External Examiner	A Prendergast
Accreditation Details	
Changes/Version Number	1.10 Updated E&D section

Assessment: (also refer to Assessment Outcomes Grids below)
<p>Assessment Component 1 - Assessed discussion forum (30% of overall module mark) If a student is unable to participate in the discussion forum they will provide a reflective report at the next diet.</p>
<p>Assessment Component 2 - Essay (70% of overall module mark) Formative assessment Students will participate in the eLearning and attend an essay writing workshop for Category 2 which will feed forward to the summative assessment.</p> <p>Essay</p> <p>Essay exploring of family assessment tools and government policy drivers will influence their work with families and enhance their professional practice. The essay will also allow the student to critically reflect on their own learning from the module in relation to inter-professional practice within the context of integrated service delivery</p>
<p>(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>

Assessment Outcome Grids (Footnote A.)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper	✓				30	0

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay		✓	✓	✓	70	0
Combined Total For All Components					100%	0 hours

Footnotes

- A. Referred to within Assessment Section above
- B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Equality and diversity is at the heart of the module – recognising that this is key to the student experience within the module.

Through the hybrid approach taken the module is inclusive and supports the belief of fairness and equal opportunities across the teaching and learning, assessment, and evaluation processes within the module. This is further supported by any anticipatory adjustments and additional flexibility that is required to ensure accessibility of the module.

All students are encouraged to disclose disability and any specific individual needs is given consideration by the module team.

To ensure the module is responsive to the demand for equality and diversity UWS Equality and Diversity Policy is a key driver in the ethos of teaching and learning processes within the module

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)