

## Liverpool John Moores University

Title: Working Systemically In Practice With Individuals And Families  
Status: Definitive  
Code: **6123HEAL** (124822)  
Version Start Date: 01-08-2020

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Paula Kennedy	Y

**Academic Level:** FHEQ6  
**Credit Value:** 20  
**Total Delivered Hours:** 40

**Total Learning Hours:** 200  
**Private Study:** 160

### Delivery Options

Course typically offered: Year Long & NS Year Long

Component	Contact Hours
Online	4
Seminar	6
Workshop	30

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	This is a 3 part 4500 word Patchwork ePortfolio providing a systemic self reflexive account of learning	100	

### Aims

*To develop an understanding of the underlying theory and principles of systemic practice with individuals, families and related systems.*

*To demonstrate the ability to synthesis theory within the context of practice and offer a reflexive approach to this, the literature and the self.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse evidence based systemic theories, principles and models underpinning practice with individuals, families and organisations.
- 2 Demonstrate a critical awareness of the influence of the wider social context on individuals, families and the self.
- 3 Critically examine the self of the practitioner and influence of systemic theories, principles and models underpinning systemic practice.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Patchwork ePortfolio	1	2	3
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## Outline Syllabus

*Systemic theories and principles underpinning systemic practice with families and organisations*

*Systemic theory and its application to self, child, couple, family and the therapeutic relationship*

*Research on systemic practice especially in current areas of practice*

*Systemic approaches*

*Wider social context (including professional, political and legal) on self and families*

*Use of the genogram in practice*

*Understanding the complexities of family relationships, strengths and vulnerabilities*

*Identification of individual and family strengths*

*Awareness and consideration of own personal, family and cultural experiences from a systemic perspective*

*Reflecting on self, others and influence on professional practice*

## Learning Activities

Workshops

Videos

Role play

Presentations

Debates

Seminars

Group working

Critical reading sessions

## Notes

The assessment has one element:

- Development of a three part 4500 word reflective portfolio using the 'Patchwork' process to consider the impact of systemic ideas on the self and on the students work with others. This will include the use of reflective models and a critical approach to the theory throughout.

1. The programme has taken account of the appropriate levels of the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) and is aligned to level 6 descriptors. This is reflected in the module learning outcomes. The programme has been informed by the most recent QAA Subject Benchmark Statement: Health care Programmes (Nursing) (QAA, 2001; 2015).

2. The module involves classroom attendance, which is further supported by a range of learning support tools. The module is part time and will run for 6 taught session followed by one written assessment submission of ePortfolio.

3. The criteria for admission to the module require that candidates are currently working/engaging with individuals and families. Candidates will have evidence of ability to study at academic level 6, ideally candidates will have a minimum of a diploma (level 5).

4. The final award is a Continuing Professional Development – Working systemically in clinical practice with individuals and families 20 credits at Level 6.

5. The students will have access to a VLE site and the University's other range of electronic support such as access to the electronic library facilities. The module VLE site reflects contemporary reading lists and links to journal articles. The module VLE site also includes a number of presentations for students to access on areas such as critical writing and library support. The students also have access to the module leader through phone contact, emails and face to face meetings. A module guide is also provided, which guides students to the wider range of support available. Students will have an identified a mentor who will offer tutorial support and guidance in the production of their poster presentation. An Off-Campus Support Gateway is available for students and staff who wish to access LJMU computing and information resources while off-campus. This service is aimed particularly at distance learners, part-time, placement and learning at work students

6. The programme is assessed and run in line with the Academic Framework

7. Attendance is required throughout the module; although some learning material will be available through the VLE site.

8. Validated 2016/17

9. The methods for improving the quality and standards of learning are as follows:

- Annual Monitoring Review
- Liaison and feedback from the students
- Reports from the External Examiner
- Programme team ensuring the module reflects the values of the current teaching and learning strategy
- Module leader updating knowledge and skills to ensure these remain current and relevant

10. This is a standalone CPD. A specific external examiner will be identified for the module.

11. The approved intake month(s) is Flexible.

12. The catalogue code is 124822. Module code is 6123HEAL. SIS code: self-funding 36217 CPD Apply 36216

