

Liverpool John Moores University

Title: Working Systemically In Practice With Complex Individuals And Families
Status: Definitive
Code: **7123HMADV** (124821)
Version Start Date: 01-08-2021
Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Paula Kennedy	Y

Academic Level: FHEQ7
Credit Value: 20
Total Delivered Hours: 40
Total Learning Hours: 200
Private Study: 160

Delivery Options

Course typically offered: S1 & S2 & Summer

Component	Contact Hours
Online	4
Seminar	6
Workshop	30

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	Portfolio	This is a one part 2500 word Patchwork ePortfolio providing a systemic self reflexive account of learning	50	
Essay	Case Study	This is a 2000 words reflective case study applying systemic theory in the practice context	50	

Aims

To develop a critical understanding of the underlying theory and principles of

systemic practice with complex individuals, families and related systems.

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

Learning Outcomes

After completing the module the student should be able to:

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

Learning Outcomes of Assessments

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

Patchwork ePortfolio	2	3	
Reflective Case Study	1	2	4

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

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 7 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 two written assessment submission.
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 7, ideally candidates will have a minimum of a degree (level 6).
4. The final award is a Continuing Professional Development – Working systemically in clinical practice with complex individuals and families 20 credits at Level 7.
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 124821. Module code is 7123HMADV. SIS code: self-funding 36218 CPD Apply 36215. This CPD also forms part of the MA Nursing and MA Nursing Mental health (36130; 36131; 36136; 36138) and the MA Mental Health (36128; 36129)