Module Title | The Family: Theory & Practice
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Module Code | HEA00031H
Module Level* | 6

Assessment Type(s) | [1] Report/Presentation [2] Essay

Marking Criteria
Guidelines should be read in conjunction with the marking criteria guidance for the module level* noted above: http://www.york.ac.uk/healthsciences/student-intranet/exam-assess/markgrid/

Confidentiality
It is a breach of confidentiality to disclose any personal information about a patient, service user, colleague, staff or any other person or place that could in principle enable them to be identified. For further guidance please refer to the departmental policy on Confidentiality at the following link: www.york.ac.uk/healthsciences/student-intranet/exam-assess/conduct/confidentiality/

Assessment Timing
The deadline for correctly presenting a submission is 4.30pm on the published submission date. The submission deadline is published on the Programme Assessment Schedule available on the following link: http://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-schedules/

Referencing
You must reference your work in accordance with departmental referencing guidelines which you can access via the following link: http://www.york.ac.uk/integrity/harvard.html

Assessment Guidance

Part 1– Report/Presentation

Formative Assessment for this component is provided by the session in week 7 which prepares students for the family assessment in practice looking at the assignment requirements, the model to be used and the skills required.

The family assessment component is summative and must be completed by all students. Failure to do so will lead to failure of the module.

You are required to complete at least TWO family assessments [including genograms and ecomaps for the subject families].

Students must record ONLY ONE of their family assessment findings in writing and submit the report to the module leader for scrutiny. The module leader will provide feedback on content. In addition, students will present their findings to the rest of the group at an agreed time.

The focus of your assessments is likely to be families to which you have access outside your work situation. For reasons of ethics and manageability and since one of the purposes of the module is to explore the notion of normality in the family context, it is recommended that you do not choose a family displaying any kind of obvious pathology. However if this presents difficulties, please discuss alternatives with the module leader.

In conducting the family assessments the student must
- Use the Calgary Family Assessment Model (CFAM). This enables evaluation of its effectiveness and gives an indication of its potential usefulness in future practice;
- Negotiate entry to the families including an explanation of the purpose of the visit;
- Act in accordance with the NMC Code of professional conduct or equivalent professional code;
- Effectively use listening and attending skills;
- Show respect and sensitivity to the family environment, taking account of cultural considerations;
- Address issues of confidentiality and professional boundaries;
- Sensitively terminate the interaction.

Prior to students conducting the assessments there will be opportunity within the module to discuss the process and address any areas seen as problematic.

The written report will include:
- A genogram;
- An ecomap;
• An assessment of the family in each of the categories identified within the CFAM.

The presentation:
• Should be of no more than 10 minutes duration;
• Might usefully incorporate responses to the following questions:
  - How did your experience of assessing ‘normal’ families differ from experience you might have had assessing ‘pathological’ families?
  - What were the differences experienced in assessing your separate families and what might account for those differences?
  - Was it equally straightforward to assess the structural, functional and developmental aspects of the family?
  - How useful did you find the CFAM – what were its strengths and limitations?
  - What skills did you find yourself using in particular?
  - What skills did you experience difficulty in using, if any?
  - Did anything about the process of your family assessments surprise you?
  - Any other reflections to report?

Part 2 – Essay

Formative Assessment: The group feedback on the family assessment presentation provided in weeks 9 and 10 is likely to inform the essay assignment. Additional support for the essay is offered through personal supervision.

Summative Assessment: Assessment of theory is provided by the completion of a written assignment. Students choose an essay title from an approved list of questions although they may also agree an alternative title with the module leader provided it allows grasp of module content to be tested. The focus of the essay tends to be the relevance of family theory and working with families to the student and their practice.

1. The Report/Presentation assessment element is marked on a Pass/Fail basis
2. The essay assessment element is given an academic mark

Each component is assessed separately. If you are unsuccessful in one element it will not affect success in the other and only the failed element will require reassessment.

Due to the nature of the assessment for this module the University’s anonymous marking policy does not apply to the report/presentation assessment as students can be identified through the content or delivery of the assessment. Therefore assessments submitted should be identified with the student’s name only and not the student’s examination candidate number.

However the essay is anonymously marked and therefore should be submitted with the student’s examination candidate number only.

Date last reviewed: September 2014
Date last updated: September 2014
Date last reviewed by External Examiner: