MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Family Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>66-7535-00N</td>
</tr>
<tr>
<td>CREDITS</td>
<td>15</td>
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<tr>
<td>LEVEL</td>
<td>7</td>
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<td>JACS CODE</td>
<td>B990</td>
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<tr>
<td>SUBJECT GROUP</td>
<td>Nursing</td>
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<tr>
<td>DEPARTMENT</td>
<td>Health &amp; Wellbeing</td>
</tr>
<tr>
<td>MODULE LEADER</td>
<td>Emma Highfield</td>
</tr>
<tr>
<td>NOTIONAL STUDY HOURS BY TYPE</td>
<td>Tutor-led</td>
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MODULE AIM(S)

This module aims to equip mental health practitioners with the knowledge, skills and attitudes to deliver effective family interventions.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- Explain in depth, recognise and critically debate the distress issues associated with families and psychosis.
- Thoroughly explain, undertake and critically evaluate, case formulation for families.
- Extensively explore and critically evaluate models and principles underpinning family therapies and interventions, and the evidence base that exists to support these approaches.
- Be able to deliver effective and evidence based family interventions in practice.
- Critically appraise family interventions within a recovery framework.

INDICATIVE CONTENT

- Knowledge and understanding of the specific family interventions which have proved effective with psychosis. (Psycho-education, goal setting, communication skills training and problem solving, stress reduction)
- Case formulation for and with families.
- Strengths and change opportunities, self efficacy.
- Family interventions within a recovery framework.
- Models of family work, historical and current, expressed emotion.
- Early warning signs, crisis management.
- Distress, guilt and burden.

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

Students will be supported throughout by expert practitioners and clinical educators.

Interactive teaching/learning methods will capitalise on the diversity within the group and the learners' previous and ongoing clinical learning experiences throughout the module/course. A range of group and individual teaching/learning methods will be employed including:

- Summary of the topic, its place in the overall programme and an outline of the next part of the course.
- Summary of the course to date (emphasising core themes).
• Case presentations, providing a clinical up-date to the whole or part of the group.
• Overview of the subject matter with coverage of participants’ current practice and/or experience emphasising information sharing and vicarious learning.
• Discussion and feedback (emphasising strengths and change opportunities).
• Trouble-shooting sessions at the end of each taught part of the programme to predict potential areas of difficulty.
• Blended learning utilising a Virtual Learning Environment and electronic sharing of resources and ideas.

ASSESSMENT STRATEGY AND METHODS

<table>
<thead>
<tr>
<th>Task No.</th>
<th>TASK DESCRIPTION</th>
<th>SI Code</th>
<th>Task Weighting %</th>
<th>Word Count / Duration</th>
<th>In-module retrieval available</th>
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<tbody>
<tr>
<td>1</td>
<td>Essay</td>
<td>CW RT</td>
<td>80</td>
<td>3000</td>
<td>N</td>
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<tr>
<td>2</td>
<td>Supervision Log</td>
<td>JO RT</td>
<td>20</td>
<td>4 hours</td>
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</table>

ASSESSMENT CRITERIA

Written Piece and Supervision Log

Written Piece (80% pass).
Students will be required to construct a family intervention plan (3000 words). In the written piece the following should be included:

• Rationale for the session.
• Collaborative Formulation.
• Family intervention approaches utilised.
• Critical reflection of principle skills displayed in the session pertaining to family interventions.
• Outcome to date, and implications for future work with your family

The student should refer to research and the literature, which supports all these elements.

The supervision log: (20% pass/fail)

• Submit a supervision log detailing the amount, content and process of clinical supervision received with regard to Family This will provide evidence of receipt of 2 hourly sessions of specific practice supervision relating to a family.
• The first session of supervision will take place at the start of the module and result in an intervention plan for the individual. This plan will feed forward to the second session which will take place mid way through the module.
• The supervision log must provide evidence of how you have applied the learning outcomes for this module to an identified family.
• A supervision template for this module will be made available when it commences.

To gain a pass, students must achieve a minimum overall grade of 50%.

FEEDBACK

Students will receive feedback on their performance in the following ways
Students will be offered individual tutorials throughout the academic year to receive individual feedback on their progress.

Students will be required to attend individual clinical supervision as provided by PSI unit where feedback on clinical and academic performance will be provided.

Students will be offered guidance in selecting suitable topics or material, where needed.

Summative feedback will be given in written form after work has been assessed and marked, usually within four weeks of submission.

**LEARNING RESOURCES (INCLUDING READING LISTS)**
**Available on-line, via SHU Library or (journal articles) from PSI Unit.**


reduction in psychosis: a randomised controlled trial. The British Journal of Psychiatry, 192, 412-423


SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

<table>
<thead>
<tr>
<th>Module Status</th>
<th>Y</th>
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<tbody>
<tr>
<td>NEW MODULE</td>
<td>N</td>
</tr>
<tr>
<td>EXISTING MODULE - NO CHANGE</td>
<td>Y</td>
</tr>
<tr>
<td>Title Change</td>
<td>N</td>
</tr>
<tr>
<td>Level Change</td>
<td>N</td>
</tr>
<tr>
<td>Credit Change</td>
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<tr>
<td>Assessment Pattern Change</td>
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<tr>
<td>Change to Delivery Pattern</td>
<td>N</td>
</tr>
<tr>
<td>Date the changes (or new module) will be implemented</td>
<td>09/2012</td>
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MODULE DELIVERY PATTERN - Give details of the module delivery pattern. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

<table>
<thead>
<tr>
<th>Course Intake</th>
<th>Module Begins</th>
<th>Module Ends</th>
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<tbody>
<tr>
<td>1</td>
<td>09/2012</td>
<td>12/2012</td>
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<tr>
<td>2</td>
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<td>DD/MM/YYYY</td>
</tr>
<tr>
<td>3</td>
<td>DD/MM/YYYY</td>
<td>DD/MM/YYYY</td>
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Is timetabled contact time required for this module? Y

Are any staff teaching on this module non-SHU employees? Y

If yes, please give details of the employer institution(s) below

Sheffield Health and Social Care NHS Trust

What proportion of the module is taught by these non-SHU staff, expressed as a percentage? 100%

MODULE ASSESSMENT INFORMATION

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>Overall Percentage Mark of 50%</td>
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<tr>
<td>Overall Pass / Fail Grade</td>
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*NB: Choose one of the above – Model A module cannot include both percentage mark and pass/fail graded tasks

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)

Task No. 1

MODULE REFERRAL STRATEGY

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Y</th>
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<tbody>
<tr>
<td>Task for Task (as shown for initial assessment strategy)</td>
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<tr>
<td>Single Referral Package for All Referred Students</td>
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*if YES complete table below

CHECKED

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
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<tr>
<td>Aug 2012</td>
<td>Checked Against SI</td>
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