

NURS 7038 PARTNERSHIP IN PRACTICE

Credit Points 10

Legacy Code 400832

Coordinator Kim Psaila ([https://directory.westernsydney.edu.au/search/name/Kim Psaila/](https://directory.westernsydney.edu.au/search/name/Kim%20Psaila/))

Description Health services across Australia have demonstrated commitment to the roll-out of Family Partnership Training to all health professionals who support families with young children. This subject will provide an overview of the Family Partnership Model. Participants will examine the theoretical framework underlying the model which emphasises the need for highly skilled professional communication to develop supportive and effective relationships with families. Students will participate in 5 interactive webinars to embed the fundamental concepts and skills associated with the model. Facilitating groups for parents is a key skill of the child and family health professional. In this subject participants will also study how adults learn, and the key skills in understanding and promoting the group process. Working in partnership extends to other professional and agencies, enabling students to develop skills in professional collaboration.

School Nursing & Midwifery

Discipline Mothercraft Nursing and Family and Child Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise and implement strategies based on the helping process.
2. Critically discuss the difference between the expert led model and the partnership model in relation to practice.
3. Analyse the interactive processes between the parent and the helper.
4. Judge the characteristics of an effective partnership between helpers and families and the inherent qualities and skills required by the helper.
5. Identify and apply the key qualities and skills for effective communication with children and families to enable effective teaching for wellbeing.
6. Analyse group process and dynamics and use principles of adult learning and group facilitation to promote effectiveness.
7. Synthesise the characteristics of working effectively in multidisciplinary teams and apply strategies to facilitate interagency collaboration promoting positive outcomes for families.
8. Apply communication and other technologies effectively in personal and professional learning.
9. Prioritise and select appropriate skills as a self-reliant learner to effectively work in groups and teams.

Subject Content

Module 1 Family Partnership Model

- education for empowerment and health of families
- principles of effective health Teaching
- learner characteristics - The difference between children and adults
- needs of parents and The outcome of helping

- process of helping parents
 - The parent helper relationship
 - conducting A first meeting
 - helper qualities and skills
 - exploring The Problem
 - exploring The notion of personal construing
 - helping parents change challenging skills
 - Problem solving
- Module 2 Group Processes
- Understanding The behaviour of people in groups
 - communication in groups
 - influence and Balance in groups
 - Conflict Resolution within A group
 - Measuring group effectiveness
- Module 3 Team work
- Characteristics of effective collaboration
 - Working in teams
 - being A team leader

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task
Essay - Family Partnership Model	2,000 words	50	N	Individual
Report - Observation and Critical Evaluation of Group Process	1,750 words	40	N	Individual
Completion of a minimum of 10 weeks online learning activities	Minimum of 10 weeks online learning activities	10	Y	Individual

Prescribed Texts

- Davis, H. & Day, C. (2010). Working in partnership: The family partnership model. London: Pearson.
- There is no essential textbook.

Teaching Periods