

Appendix C

Family assessment Form / Home Visit

1- Student name, ID

2- Schedule content of family members: (10 marks total)

name	age	Level of education	Occupation

3- Genogram (10 marks)

- Instructions:
 - Draw a genogram representing family relationships and significant health history.
 - Include at least three generations if possible.



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4- Ecomap (10 marks)

Instructions:

Create an ecomap illustrating environmental, social, and community influences on the family.
Identify key relationships with community institutions (e.g., schools, workplaces, healthcare centers).

5- Family Structure and Development (10 marks)

- Type of family.....

- Developmental stages description. (Provide a detailed narrative of the family's developmental stages, roles, and interactions.)

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6- Environment description: (10 marks)

– House: rented/owned:.....

– No. of rooms.....

– Kitchen (describe):

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– Toilet (describe):

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– Electricity (describe):

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– Ventilation:

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– Water: tap/pumped /other:

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– Light (describe) :

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– Cleanliness (describe) :

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– Sewage:

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7- Health assessment: (15 marks)

Family member Name/ age /sex	Health problem or needs	Objectives

8. Nursing Process Documentation (30 marks)

For one selected community diagnosis, document the following steps:

- Assessment:

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- Diagnoses:

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- planning:

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- Implementation:

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- Evaluation:

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9- Student recommendations: (5 marks) Provide actionable, evidence-based recommendations addressing the identified problems.

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Mapping for Appendix C: Family Assessment Form / Home Visit

Section	Marks	Linked CLO(s)	Alignment Rationale
2. Schedule content of family members	10	CLO 1	Gathers baseline demographic and educational data required to effectively assess the family's foundational health risks and literacy levels.
3. Genogram	10	CLO 1	Utilizes visual mapping to assess intergenerational health history and identify genetic/familial risk factors.
4. Ecomap	10	CLO 1	Assesses external environmental and social influences and requires analyzing the family's communication and collaboration pathways with community stakeholders.
5. Family Structure and Development	10	CLO 1	Assesses psychosocial dynamics and roles while requiring the student to navigate complex family structures with professional accountability and ethical boundaries.
6. Environment description	10	CLO 1	Evaluates physical living conditions, sanitation, and safety hazards tying into ethical frameworks of safe human habitats.
7. Health assessment	15	CLO 2	Directly identifies specific health problems/needs to establish clear objectives for future preventive and curative interventions.
8. Nursing Process Documentation	30	CLO 2, CLO 3	The core clinical competency test. Requires students to design interventions, adapt health education during implementation, and defend their clinical decisions throughout the evaluation phase.
9. Student recommendations	5	CLO 6	Requires students to synthesize their findings to recommend targeted education, coordinate with broader healthcare teams, and act as a community advocate to propose change initiatives for the family.
Total	100		



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