

## COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2019/2020

<p><b>Name</b></p> <p>Mediation and Crisis Intervention</p>
<p><b>Teaching staff</b></p> <p>Professora Doutora Maria Teresa Ribeiro (Professor in charge)</p> <p>Professora Doutora Maria Minas</p>
<p><b>ECTS</b></p> <p>6</p>
<p><b>Functioning</b></p> <p>Theoretical and practical lessons</p> <p>The distribution of lessons by teachers is made by themes, each faculty member gives their theoretical and practical lessons</p>
<p><b>Learning goals and skills to be developed</b></p> <p>1) To deepen knowledge about:(a) the phenomenon of conflict, conflict reaction and conflict resolution processes, in different family and community contexts; (b) family and community mediation, mediation models, phases, strategies and contraindications;(c) stress, crisis, resilience and wellbeing in family and community contexts; (d) relational processes in specific groups (e.g.imigrantes; social exclusion groups and communities, ethnic minorities or religious);</p> <p>2) develop skills of assessment and intervention in conflict resolution and mediation in family and community contexts;</p> <p>3) know and apply assessment procedures and psycho-social intervention in specific crisis contexts;</p> <p>4) assessment and intervention skills of mediation for a wide range of vulnerabilities (e.g. poverty, exclusion, violence, mental illness) that reach people in complex societies and configure it as social subjects at risk in need of protection in the framework of prevention programmes and institutional action.</p>
<p><b>Prerequisites (precedences) *</b></p>

Does not exist

**Contents**

1. Historical and theoretical foundations of family mediation and community mediation
2. The perspective of systemic complexity and the ecosystemic model of Bronfenbrenner.
3. Perspectives on conflict and typologies
4. Communication and reaction to conflicts
5. The extra-judicial settlement of conflicts in different contexts: divorce, regulation of parental responsibilities, parents-children relations, intergenerational relationships and relationships to other contexts (eg: family-school - community).
6. Family and Community Mediation: principles and characteristics; mediation models; stages
7. Mediation strategies
8. Types of community mediation: colaborative, social advocacy and multicultural
9. Target populations of Community Mediation
10. Models of crisis and resilience: risk and protective factors that influence the development of trauma: pré-traumatic factors; peri-traumatic factors and post-traumatic factors
11. Research: risk factors and resilience; integration and social rehabilitation, social networks and social support; sense of community; community and family routines and rituals; cultural sensitivity.

**Bibliography**

- Calhoun, L. G., & Tedeschi, R. G. (Eds.) (2014). Handbook of posttraumatic growth. Research and practice. New York: Psychology Press.
- Menezes, I. (2007). Intervenção Comunitária: Uma Perspectiva Psicológica. Porto: Livpsic.
- Parkinson, L. (2008). Mediação Familiar. Gabinete para a Resolução Alternativa de Litígios, Lisboa.
- Nelson, G.. & Prilleltensky, I (2005). Community Psychology – A Pursuit of Liberation and Well-Being. N.Y.:Palgrave MacMillan.
- Ricci, I. (2004). Casa da Mãe, Casa do Pai – Construir dois lares para os seus filhos – Um guia para pais separados, divorciados ou que voltaram a casar. Trad.. Lisboa: Edições Sílabo.

**Teaching methods**

Simulations, case studies, movie previews, discussions, group exercises, role-play, theoretical exposure.

**Evaluation Regimes** (General and/or Alternative)

**General Scheme:**

Exercise in group - case study and report writing (50%).

Individual final written examination- (no query) (50%).

**Alternative Scheme** (option to students covered by the special scheme):

Individual final written examination - (no query) (100%).

The approval in curricular unit implies a note or above 9.5 in elements of assessment.

Students considered in exceptional situation, don't need attendance proof.

**Evaluation Elements**

Group work description

- a) Oral presentation, with simulations of a case (previously supplied) of mediation in different contexts:

Description of the case

Simulation of the first interview

Description of the planning/following the case on the basis of the data collected in the first interview

Simulation of subsequent sessions and conclusion

- b) Written report conducted in group about the case presented, with justification according to the systemic perspective (pages 10, 12 letter, space and a half). Delivery of the report until 15 days after the oral presentation of the work.

**Rules for grade improvement**

In the general scheme, the improvement of note implies necessarily written examination and, optionally, the improvement of group's note, which cannot be carried out in the same academic year.

In the alternative scheme, the improvement of note implies necessarily written examination.

The positive rating obtained in the group exercise is valid only during the subsequent school year.

**Rules for students having previously failed the course unit \***

Returning students have to opt for the general scheme or by the alternative scheme

The positive rating obtained in the work (carried out in the year in which have not obtained approval on the Curricular unit) is valid only during the subsequent school year.

The completion of the written examination is mandatory.

**Requirements on attendance and punctuality**

View modes and evaluation elements

**Rules for special students**

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) \*

View modes and evaluation elements

**Language of instruction**

Portuguese

**Disciplinary violations and penalties**

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document

relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

\* If applicable