

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2019/2020

<p>Name</p> <p>Systemic Intervention with individuals and families</p>
<p>Teaching staff (Also indicate the Professor in charge)</p> <p>Professora Doutora Carla Crespo (Regente) Professora Doutora Isabel Narciso Professora Doutora Luana Cunha Ferreira Professora Doutora Maria Minas Professora Doutora Maria Teresa Ribeiro</p>
<p>ECTS</p> <p>6 ECTS</p>
<p>Functioning</p> <p>Classes with theoretical and practical components</p>
<p>Learning goals</p> <p>To understand and critically reflect on the ethical principles, theoretical roots and models of systemic intervention with families and communities in both normative and risk contexts.</p> <p>To know and understand different frames of multisystemic prevention and intervention with families and communities in normative and risk contexts associated with abuse.</p>
<p>Skills to be developed</p> <p>To develop skills of analysis and needs' assessment in normative and risk contexts.</p> <p>To develop skills of conceptualization, design, and implementation of prevention and therapeutic interventions in normative and risk contexts.</p> <p>To develop oral and written communication skills through the analysis of intervention projects and case studies.</p>
<p>Prerequisites (precedences) *</p> <p>NA</p>

Contents

1. Ethical principles in systemic intervention with families and communities.
2. Strategies for analysis and assessment of needs and resources in community contexts.
3. Prevention and intervention systemic models in normative family and community contexts: couple relationships, parenting; families with children and adolescents.
 - 3.1. Couples' counseling
 - 3.2. Parental counseling: individual and group intervention with parents
 - 3.3. Couple Therapy: Case studies
 - 3.4. Family Therapy: Case studies
4. Prevention and intervention models in systemic intervention with families and communities in risk contexts: domestic violence; maltreatment, sexual abuse and parental neglect.

Bibliography

- Carr, A. (2006). Family Therapy – concepts, process and practice. NY: Wiley & Sons, Ltd.
- Cierpka, M., Thomas, V., & Sprenkle, D. (Eds.) (2005). Family assessment: Integrating multiple perspectives. Cambridge: Hogrefe & Huber Publishers.
- Crane, D. (2008). Handbook of families & poverty. Los Angeles: Sage Publ.
- Diclement, R., Hansen, W., & Ponton, L. (2011). Handbook of adolescent health risk behaviour. N.Y. :Kluwer Academic.
- Tracy D, E. (2007). Handbook of psychotherapy case formulation. N.Y.: The Guilford Press.

Teaching methods

Role-play; clinical case studies; individual and group exercises and discussion; theoretical exposition.

Evaluation Regimes (General and/or Alternative)

There is only one assessment regimen composed by two elements: written group assignment and written final exam.

Evaluation Elements

(Dates due, weights, minimum required grades)

- a) Written group assignment (Case study): 50% of the final mark, with a minimum grade of 9,5.
- b) Final written exam with four questions: 50% of the final mark, with a minimum grade of 9,5.

Dates for a) will be defined according to the Faculty of Psychology's annual calendar for exams and for b) in due time during the semester.

Rules for grade improvement

- Grade improvement can only take place if the mark has been officially assigned in the 1st phase of assessment.
- Grade improvement necessarily implies performing the written exam.
- Grade improvement for the group assignment cannot be performed during the academic year when first mark was assigned.
- The grade obtained in group assignment is valid during the subsequent academic year only.

Rules for students having previously failed the course unit *

The grade obtained in group assignment during the year when the student failed the course unit is valid during the subsequent academic year only.

The written exam is compulsory.

Requirements on attendance and punctuality

In this course unit, attendance is mandatory.

A maximum number of 4 classes non-attended is allowed. If the number of classes non-attended surpassed, the student will not be eligible for being evaluated in this unit.

Rules for special students

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

These students, after providing evidence to both the Academic Services and the Professors in this unit about their status, may follow the general legislation guidelines regarding attendance.

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