

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name
Family and Community Crisis and Resilience
Teaching staff
Professora Doutora Isabel Narciso (Responsável)
Professora Doutora Maria Teresa Ribeiro
ECTS
6 Ects
Functioning
THE FIRST CLASS IS ONLINE FOR ALL STUDENTS
- Class divided in two sub-groups (A and B). - 2nd and 3rd weeks: alternately, one sub-group will be in face-to-face system and the other sub-group will be online. These classes are focused on the issues 1-5 of the syllabus - 4th-11th weeks: these 8 thematic classes (issue 5 of the syllabus) will be taught in collaboration with invited professional experts. These classes with invited experts will always be online. The first part of these 8 thematic classes will be focused on: a) feedback on the previous thematic class; b) individual short exercise on the previous thematic class; c) preparation for the theme and participation of the invited specialist. The second part of these 8 thematic classes will be taught in collaboration with the invited specialist. - 12th and 13th classes: alternately, a sub-group will be in face-to-face system and another sub-group in online system. These two classes will mainly be focused on the presentation of the final works of the different working groups.
Contingency plan
In the event of a worsening Covid-19 situation and ordered interruption of face-to-face classes, all classes will be taught online.
Aims
• To understand and develop critical thinking on: family complexity and diversity; main constructs in the context of individual, family and community risk and resilience. • To develop knowledges on stress and resilience theories and models. • To know, understand and develop ethical thinking about influential factors on crisis and resilience trajectories, considering the bio-eco-systemic perspective of Bronfenbrenner. • To know and develop critical thinking on resilience processes in different family and community contexts of adversity. • To develop skills of analysis and assessment of family and community needs in different contexts of adversity. • To further knowledge on empirical studies on family and community crisis and resilience. • To develop oral and written communication skills.
Skills to be developed
Considering the stated objectives: • Mastery of theoretical and practical knowledge • Ability to analyze different contexts of family and community adversity

• Critical and ethical reflexivity
Prerequisites (precedences) *

Contents 1. Family complexity and diversity 2. Conceptualization of vulnerability, risk, crisis, adaptation and resilience 3. Stress and resilience theories and models 4. Influential factors in risk, crisis and resilience – The bio-eco-systemic perspective (5. Main adaptive and resilient factors and processes in family and community contexts of adversity 5.1. Relational break up 5.2. Chronic disease and death 5.3. Disabilities and dementias 5.5. Immigrants and refugees families 5.4. Family and community poverty 5.5. Family and community violence 5.6. Disappearances and rape 5.7. Disasters and natural calamities
Bibliography Arditti, J. A. (2015). <i>Family problems – Stress, risk and resilience</i> . UK: Wiley Blackwell Crane, D. (2008). <i>Handbook of families & poverty</i> . Los Angeles: Sage Publ. Peters, R. D. & Leadbeater, B. (Eds) (2005). <i>Resilience in children, families, and communities - Linking Context to Practice and Policy</i> . N. Y.: Kluwer Academic / Plenum Publishers. Price, C. A., Bush, K. R., & Price, S. J. (2017). <i>Families & change - Coping with stressful events and Transitions</i> . London: Sage. Shelton, L. G. (2019). <i>The Bronfenbrenner primer - A guide to develecology</i> . N.Y.: Routledge. Walsh, F. (2006). <i>Strengthening family resilience</i> . N.Y.: The Guilford Press.
Teaching methods Discussions, individual and group exercises, vídeo viewing and theoretical exposition.
Evaluation Regimes (General and/or Alternative) A General Regime B Alternative Regime
Evaluation Elements



General Regime

1 Continuous Evaluation System

a) Short individual question (answered in class) in each of 7 thematic classes (there is no question about the last thematic class): each question is worth 0.5 values (0.2 for having answered + 0.1 if poor quality or 0.2 if sufficient quality or 0.3 if high quality). Thus, the total classification varies between 1.4 and 3.5 values, which means that this element has a weight of 17.5%.

b) Individual report on a thematic class (the classification varies between 0 and 6.5 values). This element has a weight of 32.5%).

Summary of thematic classes (1.5 points) + Reflective reasoning through study references given on the theme of the class and 2 current articles for each theme - autonomous research at EBSCO (5 points)

c) Final group work: Elaboration of a documentary-video on Risk, Crisis and Family and Community Resilience (the classification varies between 0 and 10 values, which means that this element has a weight of 50%).

2 Final Exam (only for a classification below 9.5 in the continuous evaluation or improvement of the continuous evaluation)

For negative classification in continuous assessment: classification of continuous evaluation (50%) + final exam (50%)

For improvement of continuous evaluation: classification of continuous evaluation (50%) + final exam (50%)

Alternative Regime (optional for students on special regime)

Final Exam (60%)

Element 1b) of continuous evaluation (40%)

Rules for grade improvement

- Classification improvement can only be made if there is an official publication of final classification in the 1st phase.
- Classification Improvement mandatorily implies the written exam and the element 1b) of the continuous evaluation (which cannot be about the same thematic class).
- The improvement of elements 1a) and 1c) cannot be realized in the same academic year.

Rules for students having previously failed the course unit *

Requirements on attendance and punctuality

In view of the situation arising from the Covid-19 pandemic, there is no control over attendance.

Rules for special students

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

Optional Alternative Evaluation Regime.

There is no control over 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:

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