

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Schools and Models of Systemic Intervention
Teaching staff Professora Doutora Isabel Narciso Davide (Responsável) Professora Doutora Carla Crespo Professora Doutora Luana Cunha Ferreira
ECTS 6 Ects
Functioning THE FIRST CLASS IS ONLINE FOR ALL STUDENTS If there are MORE than 25 students enrolled and with regular attendance Classes are theoretical-practical (4h) with the following functioning: - Class divided in two sub-groups (A and B) - Weeks 5, 6 and 8: classes will be online for all students - Remaining classes: one sub-group will be in face-to-face system and the other sub-group will be online. - Weeks 3, 4, 6, 10 and 11: classes will include evaluation exercises (individual or group). If there are LESS than 26 students enrolled / with continued attendance Classes are theoretical-practical (4h) with the following functioning: - Weeks 5, 6 and 8: classes will be online for all students - Remaining classes: face-to-face system - Weeks 3, 4, 6, 10 and 11: classes will include evaluation exercises (individual or group). 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 • Reflect critically on the evolution of family therapy and on clinical implications. • Understand, analyze and differentiate some of Systemic Family Therapy Models and Schools • Learn to apply different methods of intervention in family systems. • Understand, analyze, differentiate, and learn to apply different methods of intervention in community settings
Skills to be developed

Considering the stated objectives:

- Mastery of theoretical and practical knowledge
- Evaluation and intervention skills according to different schools and models and in different family contexts
- Critical and ethical reflexivity

Prerequisites (precedences) *

Contents

I - The evolution of Systemic Family Therapy - General Systems Theory; the 1st and 2nd cybernetic movements

II – Systemic assessment

III - The therapeutic alliance in a systemic perspective

IV - Family and Marital Therapy Schools

1. The Strategic School of Mental Research Institut (MRI)
2. The Structural School (e.g., Salvador Minuchin)
3. The Milan School (e.g., Mara Selvini Palazzoli)
4. Brief Solution Oriented Therapy (TBOS) (e.g., Steve de Shazer)
5. Narrative Therapies (e.g., Michael White)
6. Multisystemic therapy

Bibliography

Carr, A. (2006). *Family Therapy – Concepts, Process and Practice*. San-Francisco: John Wiley and Sons.
Minuchin, S., & Fishman, H. C. (1981) *Family Therapy Techniques*. Cambridge: Harvard University Press.
Nichols, M. (2008). *Family Therapy*. N.Y.: Allyn and Bacon.
White, M. (2007). *Maps of narrative practice*. N.Y.: Norton & Company.

Teaching methods

Case studies, discussions, group exercises, role-play, theoretical exposure.

Evaluation Regimes (General and/or Alternative)

A General Regime

B Alternative Regime

Evaluation Elements

A General Regime

I Continuous Evaluation System

- a) Two individual exercises (Sep 29; Dec 15) - **weighting of 30%**
- b) Three group works with presentation in classes (***Elaboration of Videos about Schools with case illustration(s)***) - 13 Oct-MRI; 27 Oct-Minuchin; 24 Nov-Narratives) - **50% weighting**
- c) Individual written report on 3 Nov-Palazzol class **OR** 10 Nov-TBOS class - **weighting 20%**

II 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%)

B Alternative Regime (optional for students on special regime)

Final Exam (100%)

Rules for grade improvement

- Classification improvement can only be made if there is an official information about evaluation.
- Classification improvement mandatorily implies the written exam and the element C of the continuous evaluation (which cannot be on the same School of Systemic Intervention).
- Classification improvement of A and B elements of the continuous evaluation cannot be realized in the same academic year.

Rules for students having previously failed the course unit *

- The students can choose either the General Regime or the Alternative Regime.
- In case of opting for the Alternative Regime and if the the group work in 2019/20 has been approved, both the classification of the group work 2019/20 and the final exam will have a weighting of 50%.

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

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