



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name

Systemic Psychology, Family and Community

Teaching staff

Professora Doutora Maria Teresa Ribeiro (Professor in charge)

Professora Doutora Isabel Narciso

Professora Doutora Carla Crespo

Professora Doutora Maria Minas

ECTS 6

Functioning

Theoretical and practical lessons

The distribution of lessons by teachers is made by themes, each faculty member gives their theoretical and practical lessons

THE FIRST LESSON IS ONLINE FOR ALL STUDENTS

In the event that there are more than 30 students enrolled with continued attendance, in a room whose capacity is less than double the number of pupils:

The classes are theoretical-practical (4h) with the following operation:

- Class divided into two sub-groups (A and B)
- Lessons 6,7, 8 and 9 will be online for all students
- Remaining classes: alternately, one sub-group will be in a face-to-face system and the other sub-group in an online system.

In the event that there are fewer than 30 students enrolled/with continued attendance, in a room whose capacity is more than double the number of pupils



The classes are theoretical-practical (4h) with the following operation:

- Lessons 6,7, 8 and 9 will be online for all students
- Remaining classes: face-to-face

Contingency plan

In case of aggravation of the Situation Covid-19 with interruption of face-to-face classes, the classes will all be online.

Learning goals and skills to be developed

- 1) Know the historical path, theory and practice of Family Psychology and Community Psychology and reflect critically on the systemic epistemology and practical implications.
- 2) Reflect critically and apply to different family realities and family structures several models of family functioning, whereas the concepts of life cycle and the normative and non-normative transitions.
- 3) Know, recognize and analyze the structure and functioning of community systems and their connection with the family systems.
- 4) Analyze and apply different evaluation strategies, and family and community intervention.
- 5) Reflect on the importance of preventive work with families, knowing to apply such knowledge in the characterisation of different family and community realities

Prerequisites (precedences) *

Does not exist

Contents

- I – Epistemological, theoretical and practical foundations of Family Psychology
- II - Epistemological, theoretical and practical foundations of Community Psychology
- III – The paradigm of healthy family
- 1. Models of family functioning



2. Life-cycle concepts, step, normative and non-normative transitions

3. Ecological model of human development (Bronfenbrenner)

4. Assessment models of the impact of stress in the family

IV – Family Processes

1. The normative life-1.1. the couplehood as nodal point 1.2. the transition to parenting

2. Non-normative situations

2.1. Separation, divorce and step-families - single-parenthood

2.2. Chronic diseases and death

2.3. Infertility and adoption

V – Family and Community Psychology – evaluation and intervention strategies

1. Systemic diagnosis as a process - guiding principles; objectives

The interview – types of questioning

Classic, temporal and colored genogram

Maps

Bibliography

Alarcão, M. (2000). *(des)Equilíbrios Familiares*. Coimbra: Quarteto.

Bray, J. & Stanton, M. (2009). *Wiley-Blackwell Handbook of Family Psychology*. London: The Wiley-Blackwell.

Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: [Harvard University Press](http://www.harvard.edu/press/). ISBN 0-674-22457-4

Carter, B., McGoldrick, M. (1989). *The Changing Family Life Cycle – a framework for Family Therapy*. Boston: Allyn and Bacon.

Cierpka, M., Thomas, V., & Sprenkle, D. (Eds.) (2005). *Family Assessment*. Cambridge: Hogrefe & Huber Publishers.

Fuster, E. & Ochoa, G. (2000). *Psicologia Social de La Familia*. Barcelona: Paidós.



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 - family interview 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

Rules for group work

1) Each group should carry out a work on the theme of family life Story based on an interview with a family are, which should enable:

▢ the collection of information on the life of the family;

▢ family genogram construction;

▢ the construction of family map and/or map of social network

2) the topic requires a final report with theoretical framework, description and justification of the summary evaluation strategies used, analysis and presentation of the collected data, and critical reflection on the data.

3) final report has a limit of 30 pages (letter 12; and a half space), not including annexes and appendices.

4) the report shall be delivered by 6/01/20 day (first time) or until the day 27/01/20 (2nd time) (do not accept work after



that day).

Rules for grade improvement

In general, the improvement of grades implies necessarily written examination.

The improvement of the work implies, necessarily, a new one, even though under the same theme.

In the alternative scheme, the improvement of grades implies the completion of the written examination.

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