



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2021/2022

Study Programme: Undergraduate Degree in Psychology

Name Family and Community Crisis and Resilience
Teaching staff Professora Doutora Isabel Narciso (Regent) Professora Doutora Maria Teresa Ribeiro Professora Doutora Maria Minas
ECTS 6 Ects
Functioning TP (4h)
Aims <ul style="list-style-type: none">• 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 diferent family and community contexts of adversity.• To develop skills of analysis and assessment of family and community needs in diferent 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: <ul style="list-style-type: none">• 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
 - 5.4. Immigrants and refugees families
 - 5.5. Family and community poverty
 - 5.5. Family and community violence
 - 5.6. Parental Alienation
 - 5.7. Disasters and natural calamities

Bibliography

- Arditti, J. A. (2015). *Family problems – Stress, risk and resilience*. Wiley Blackwell.
- Crane, D. (2008). *Handbook of families & poverty*. Sage.
- Peters, R. D. & Leadbeater, B. (Eds) (2005). *Resilience in children, families, and communities - Linking Context to Practice and Policy*. Kluwer Academic / Plenum Publishers.
- Price, C. A., Bush, K. R., & Price, S. J. (2017). *Families & change - Coping with stressful events and Transitions*. Sage.
- Shelton, L. G. (2019). *The Bronfenbrenner primer - A guide to develecology*. Routledge.
- Walsh, F. (2006). *Strengthening family resilience*. The Guilford Press.

Teaching methods

Discussions, individual and group exercises, video viewing and theoretical exposition.

Evaluation Regimes (General and/or Alternative)

A General Regime

B Alternative Regime (only for special students)

Evaluation Elements



General Regime:

1 Continuous Evaluation System

- a) Short individual questions (answered in class) about some of the thematic classes (20%)
- b) Individual report on one of the thematic classes (30%).
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%) + Individual or work group corresponding to the element 1b) of continuous evaluation (40%)

Rules for grade improvement

General Regime: Classification of continuous evaluation (50%) + final exam (50%)

Alternative Regime: New Individual or work group corresponding to the element 1b) of continuous evaluation (40%) + Final Exam (60%)

Rules for students having previously failed the course unit *

Requirements on attendance and punctuality

Attendance is recorded and controlled.

Rules for special students

Rules for special students

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

In accordance with the Regulamento Geral de Avaliação de Conhecimentos e Competências dos Alunos.

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