

**COURSE DATA****Data Subject**

Code	33331
Name	Development and family education
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	4	Second term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	30 - Development and family education	Optional

Coordination

Name	Department
CHECA ESQUIVA, IRENE	305 - Developmental and Educational Psychology

SUMMARY

The family has been and continues to be nowadays a group and a phenomenon of key importance in the psychosocial development of people, constituting a risk for the development of children and adolescents, when it comes to a dysfunctional environment.

The changes experienced in the family have been numerous and have influenced its composition, organization and stages of the family life cycle, generating a diversity of family types and ways of living in the family.

This diversity is an unmissable opportunity, but over time it generates difficulties, by generating myths in the assessment of family functionality, assigning more value to the traditional family.



The selected contents are based on the different theoretical-applied approaches that have traditionally supported intervention in a family context: systemic therapy, cognitive-behavioral therapy and Adlerian therapy. They focus on the analysis, both synchronic and diachronic of the family. The dimensions to be taken into account are: environment, relationships, people and family culture, which will be the basis of the family assessment and the counseling proposals.

The specific skills that need to be acquired require reflection on one's own family of origin and the observation of other families.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

No se establecen requisitos previos, si bien es recomendable que se posean las competencias relacionadas con la Psicología del Desarrollo del Ciclo Vital y sobre Evaluación psicológica.

OUTCOMES

1319 - Degree in Psychology

- Know the processes and stages of psychological development throughout the life cycle.
- Know how to interpret family reality according to the theoretical models of family psychology.
- Understand the social and anthropological dimension of the family, considering the historical and sociocultural factors involved in its configuration.
- Observe families that are different from one's own and analyse their functioning from their own cultural context.
- Be able to perform synchronous and diachronic analyses of the family. Describe and assess relevant dimensions.
- Be able to analyse and assess family functionality and the situations of risk for personal development.
- Know how to analyse the needs and demands of family members in different family models.
- Be able to select and apply psychological assessment tools: genograms, interviews, scales and questionnaires.
- Establish the goals of psychological intervention in the family context in collaboration and agreement with those involved. Plan.



LEARNING OUTCOMES

- Describe and interpret the relevant dimensions in the family system.
- Assess the strengths and weaknesses of a real and/or fictitious family system.
- Use the genogram, the interview and the scales as instruments to know and value the family system.
- Plan family counseling and intervention based on the strengths and weaknesses detected in the family system and in its context.
- Describe and relate to specific cases the fundamental contributions of systemic, cognitive-behavioral and Adlerian theory and therapy.

DESCRIPTION OF CONTENTS

1. The family as a context of human development

- Definition of family
- Family functions
- Evolution of the family in Spanish society
- Types of family

2. The person. Skills and needs

- Maslow's model applied to the family system
- Model by Max Neef applied to the family system
- Bowen's model: Bonding vs. Autonomy and Differentiation of the Self

3. The family environment

- Beginnings and foundations of family relationship models
- Maccoby and Martin model
- Bronfenbrenner's contextual-ecological model from the family system
- Integrative model of Darling and Steinberg
- Approach from the systemic perspective

4. Family relations Communication, hierarchy and balance

- Relationships from a systemic perspective
- Verbal communication and non-verbal communication
- Family balance and theoretical models

**5. Subsystems. Couple and phratry**

- Phratry and couple
- The languages of love

6. Family culture

- Family culture
- Family values and beliefs
- Myths in the family system
- Rituals in the family system

7. Diagnosis of family dynamics. Interventions and strategies in family counseling

- Verbal communication techniques
- Systemic techniques: verbal and non-verbal

8. Types of families in different risk situations: families at risk, in crisis or conflict and in vulnerability

- The adoption
- Parent-child conflicts
- Reconstituted families

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	2,50	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	5,00	0
Resolution of online questionnaires	5,00	0
TOTAL	112,50	



TEACHING METHODOLOGY

The methodology aims to guarantee the meaningful learning, the structured acquisition of the scientific connections, the theory-practice relationship and the progressive progress of autonomous learning.

It includes: Llisons magistrals and / or Oral expositions, on the most complete contents of each topic, at different levels of depth. Realization of learning activities and applications of the theoretical continguts. Orientations for the realization of treballs, follow-up and formative and summative evaluation.

Teòric-practical training events exhibitions made for students.

EVALUATION

Evaluation systems

The evaluation of the subject will be carried out through three evaluation systems, both in the first and second calls:

ES1.- Assessment of theoretical and practical content through oral, written or skill development tests. The exam accounts for 70% of the final grade and includes open and closed answer questions. Recoverable at second call.

ES2.- Oral or written presentation of reports, individual or group work, clinical cases, problem solving and handling of diagnostic tests. Mandatory group report consisting of creating an educational program for families. It will involve an oral and written presentation. The report accounts for 20% of the final grade. Recoverable in the second call through the delivery of an individual work.

ES3.- Active participation in class activities, seminars and workshops and motivation for the quality of the learning results. Individual or group activities carried out by the student throughout the semester and proposed by the teacher in the classroom. The value of the activities is 10% of the final grade. Not recoverable at the second call due to the applied and face-to-face nature of these activities. The grade will be maintained at the second call.

Minimum requirements to pass the subject

In the first and second call:

- Get a 5 out of 10 in the final grade
- Get a 3.5 out of 7 points in SA1
- Get 1 out of 2 points in SA2



Rating system

The sections considered in the evaluation will only be added when the minimum requirements established for each evaluation section are exceeded.

If any of the sections are not passed on the first call, they will be saved for the second call the points obtained in the other sections passed.

The evaluation of the subject and the challenge of the grade obtained will be subject to the provisions of the Regulations for Evaluation and Qualification of the University of Valencia for Bachelor's and Master's degrees (ACGUV 108/2017 of May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf.

According to this, it is specified in numerical expression from 0 to 10 with one decimal, using the following rating scale:

- From 0 to 4.9: suspense
- From 5 to 6.9: approved
- From 7 to 8.9: remarkable
- From 9 to 10: excellent or excellent with Honors

The grade obtained in the first call will be included in the course report in accordance with the following rules:

- If there is no rating for the evaluation section with the highest weighting, the rating will be NOT SUBMITTED, regardless of the rest.
- If there is a qualification in the evaluation section with the highest weighting, and it does not meet the minimum requirements, FAIL and a numerical grade based on 10 of the qualification of this section will be recorded.
- If there is a rating in the evaluation section with the highest weighting, and it exceeds the established minimum requirements, but these requirements are not met in any of the other sections, FAIL and a numerical grade based on 10 of the section rating will be recorded. the one who does not pass the subject.

As indicated by the rules for assigning Honors, it will be in strict order of note. In the event of a tie, the Enrollment will be assigned to the student with the highest grade in SE1 and if the tie continues, the qualification of SE2 will be used. If all of them were the same, the teachers can give an additional test to the students involved.



The copying or manifest plagiarism of any task part of the evaluation will mean the impossibility of passing the subject, subjecting themselves to the appropriate disciplinary procedures.

Keep in mind that, in accordance with article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the duty of the student body to refrain from the use or cooperation in fraudulent procedures in the evaluation tests, in the work carried out or in official university documents.

In the event of fraudulent practices, the procedure determined by the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020) will be followed:
<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES

Basic

- Arranz, E. (2004). Familia y desarrollo psicológico. Pearson
- Gimeno, A. (1999). La familia. El desafío de la diversidad. Ariel
- Llavona L.M., y Méndez F.X. (2012). Manual del psicólogo de familia. Un nuevo perfil profesional. Pirámide.
- Rodrigo, M. J., y Palacios, J. (2004). Familia y desarrollo humano. Alianza Editorial

Additional

- Nardone, G. (2003). Modelos de familia. Conocer y resolver los problemas entre padres e hijos. Herder.
- Neuburger, R. (1997). La familia dolorosa. Herder.
- Ochoa de Alda (2004). Enfoques en terapia familiar sistémica. Herder
- Schlippe, A.V. y Schweitzar. J. (2003) Manual de terapia y asesoría sistémicas. Herder.
- Siegel (2005) Ser padres conscientes. Edit. La llave