

Childhood and Families in Difficult Circumstances

Code: 102582
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: Yes

Teachers

Maria Belen Albizu Soriano
Remedios Rubio Garcia

Prerequisites

No prerequisites and / or knowledge required to follow the subject correctly.
The students are asked for a minimum knowledge of the language to facilitate the monitoring of the classes.

Objectives and Contextualisation

The family structures of the contemporary world have a great complexity and diversity (single parent families, homoparentals, reconstituted, transnational ...), as well as in the context of difficulties (social exclusion, breakage of community ties, unemployment, precariousness ...). In this subject, the theoretical bases will be addressed, from an ecosystemic perspective, which will allow us to analyze and make proposals for intervention, with a special emphasis on situations of intrafamilial abuse.

The training objectives are as follows:

- a) Analyze the social contexts of difficulty for human development.
- b) Introduce the analysis of family dynamics from an ecosystemic perspective.
- c) Knowing the communicative processes and their main difficulties.
- d) Apply the knowledge acquired to analyze situations of abuse or neglect inside the family
- e) Announce the role of the psychologist in psycho-socio-educational intervention

Competences

- Analyse and interpret the results of the evaluation.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Communicate efficiently, using the appropriate media (oral, written or audio-visual) taking into account diversity and all elements that may ease communication or make it more difficult.
- Distinguish and relate the principles of psychosocial functioning of groups and organizations.
- Identify and describe the processes and stages in psychological development through the life cycle.
- Interact through effective teamwork with the other professionals involved.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- Recognise the deontological code and act ethically.
- Recognise the social dimension of human beings, considering historical and sociocultural factors involved in shaping human psychology.
- Use adequate tools for communication.
- Work in a team.

Learning Outcomes

1. Analyse the interactions within the family groups considering the generational, gender and culture perspective.
2. Analyse the relationship between the family system and other related systems.
3. Apply knowledge, skills and acquired values critically, reflexively and creatively.
4. Apply theoretical concepts in the analysis cases.
5. Assess the possible impact that evaluations have on the people evaluated.
6. Assess the results of an evaluation process.
7. Describe the processes and stages of individual development and family groups.
8. Identify elements of functional and dysfunctional communication.
9. Identify the elements that influence communication and organization of work.
10. Link the data to the theoretical approach adopted to articulate the data obtained with the intervention to be performed.
11. Make proposals for improving communication processes.
12. Make proposals for improving teamwork
13. Pay special attention to age and cultural identification of the persons to whom the reports are addressed.
14. Propose suggestions for improvement of those assessments.
15. Recognise and analyse the psychological and social mechanisms for addressing the vital tasks according to the stages and processes of development.
16. Recognise the deontological code and act ethically.
17. Relate the different socio-historical and cultural factors that enable development in general, of emotional nature and of gender.
18. Show an open disposition and a favourable attitude to cooperation.
19. Use adequate tools for communication.
20. Use appropriate language and expression to facilitate understanding of the reports by the recipients.
21. Work in a team.

Content

Block Thematic I: Introduction

1. Needs of childhood.
 - 1.1 Concepts of childhood.
 - 1.2 Needs of childhood.
 - 1.3 Rights of the childhood.

Thematic Block II:

2. Ecological framework.
 - 2.1 Ecological approach: risk factors and protection.
 - 2.2 Vulnerability and resilience.

- 3. The family as a system.
- 3.1 Structural and functional aspects.
- 3.2 Conjugality.
- 3.3 Parentality.
- 3.4 The attachment.

Block III:

- 4. Family games.
- 4.1 Dysfunctional dynamics in abused and neglected families.
- 4.2 The abuse as a relationship.

- 5. The abuse and neglect
- 5.1 Typologies.
- 5.2 Characteristics.
- 5.3 Possible explanations.
- 5.4 Consequences.
- 5.5 Child protection systems and professional coordination.

Methodology

This subject has a basic structure focused on different directed activities. These are structured in three modalities:

- 1 • Master classes with a whole group where the key concepts are exposed.
- 2 • Seminars in the classroom: where from cases the interview will be worked from the systemic perspective. They will consist in the learning and implementation of the systemic interview.

Topics to talk about:

- Communication skills: Verbal and non-verbal language
- Interviewer Feelings
- The Systemic Circular Interview as intervention

- 3. • Clinical practices (1/12) where students will participate in a clinical case outside the UAB campus.

Monday: Psychiatry Service of the Hospital of Santa Creu i Sant Pau, Barcelona. (Pavilion 18). You have to sign up for the Moodle calendar!

The supervised activities will consist in the supervision of group and individual work. It implies a follow-up of the entire training process and will be done in small groups.

The autonomous activities include the readings, the personal study and deepening in the content of the subject, for the elaboration of the evaluation works.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
1/12 group: participated in a clinical session	24	0.96	1, 2, 4, 8, 9, 16, 7, 17

Participated in a clinical session (1/12	4	0.16	1, 3, 4, 8, 9, 18, 13, 16, 7, 15, 17, 10, 21, 19
Seminars, small groups	8	0.32	1, 2, 3, 4, 8, 9, 18, 16, 7, 15, 17, 10, 20, 19
Type: Supervised			
small group tutorials	21	0.84	1, 2, 3, 4, 12, 8, 9, 18, 13, 7, 17, 21, 20, 19, 6
Type: Autonomous			
readings, preparation and presentation of works	93	3.72	1, 2, 3, 4, 5, 8, 18, 13, 16, 7, 15, 17, 10, 21, 20, 6

Assessment

The competences of this subject will be evaluated through individual and group activities.

The evaluation system is organized into 5 evidences, each of which will be assigned a specific weight in the final grade:

Evidence 1 (30%): Group work where students must apply the theoretical concepts of topics 1 and 2 in the analysis of a case.

Evidence 2 (30%): Group work where students should apply the theoretical concepts of topics 3, 4 and 5 in the analysis of a case.

Evidence 3 (20%): Group delivery (or individual in specific cases): presentation of a systemic circular interview script, or a reflection on the field (Work depending on the modality chosen by the student).

Evidence 4 (10%): Group work with individual contribution about the clinical session.

Evidence 5 (10%) Individual work . Analysis of a text

Evidence Code	Name	Weight	Format	Authors/timing
EV 1	Analysis of a case (Themes and 2)	30%	Written	Group / week 11
EV 2	Analysis of a case (Themes 3,4. 5)	30%	Written	Group / week 21
EV 3	Scripture Systemic Circular Interview	20%	Written	Group / end of course
EV4	Clinical session report	10%	Written	Individual/ end of course
EV5	Text analysis	10%	Written	Individual /week (12-15)

Rules of the evaluation system

Evaluable student It will be considered "non-assessable" the student who attends: Have delivered evaluative evidence with a total weight of less than 40% of the grade.

The student is considered APPROVED if presents receives a weighted final grade \Rightarrow 5 and has obtained at least the 50% of the grade for evidences 1, 2, 3, and 4. In case of not meeting these requirements, the maximum grade to consign in the academic transcript will be 4.9 points.

Recovery system:

Students that throughout the continuous assessment has made evidence with a weight equal to or greater than 2/3 of the total score and has obtained a score lower than 5 points and greater than or equal to 3.5 points can do reassessment of evidences 1 and/or 2. The grade awarded for the re-assessed evidence will replace that obtained previously in the respective evidence and the final mark will be recalculated following the same rules than that for the continuous assessment.

The treatment of individual cases will be attended by the teaching team that imparts the subject during student attention hours.

No unique final synthesis test for students who enrol for the second time or more is anticipated.

For more information about the evaluation criteria of the Faculty of Psychology:

(<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>),

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evidence 1: group work where students will have to apply the theoretical concepts of blocks 1 and 2 to the analysis of a case.	30%	0	0	1, 2, 3, 5, 13, 16, 15, 17, 10, 21, 20, 6
Evidence 2: group work where students will have to apply the theoretical concepts of blocks 3 and 4 to the analysis of a case.	30%	0	0	1, 2, 3, 4, 5, 11, 8, 9, 13, 14, 16, 7, 15, 17, 10, 20, 19, 6
Evidence 3: individual delivery: presentation of a reflection on the work done in the classroom or on field work (depending on the mode chosen by the student).	20%	0	0	3, 4, 12, 18, 14, 16, 10, 19
Evidence 4: individual work on the clinical session	10%	0	0	3, 5, 11, 14, 10
Evidence 5: text analysis	10%	0	0	2, 3, 16

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