



## Teaching Guide

Identifying Data					2019/20
<b>Subject (*)</b>	Psychological Intervention in Family Situations	<b>Code</b>	652G01017		
<b>Study programme</b>	Grao en Educación Infantil				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Graduate	2nd four-month period	Second	Basic training	6	
<b>Language</b>	SpanishEnglish				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Psicoloxía				
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<b>Web</b>					
<b>General description</b>	Pre-service infant teachers and in-service teachers need to learn how to relate with their students' families in a collaborative way . They also need to identify the dimensions that should be taken into account in order to collaborate with families. The aim is to create a reciprocally supportive climate that leads to children's and teachers' improvements.				

## Study programme competences / results

Code	Study programme competences / results
A1	Comprender os procesos educativos e de aprendizaxe no período de 0-6, no contexto familiar, social e escolar.
A10	Crear e manter lazos de comunicación coas familias para incidir eficazmente no proceso educativo.
A11	Coñecer e saber exercer as funcións de titor e orientador en relación coa educación familiar.
A12	Promover e colaborar en accións dentro e fóra da escola, organizadas por familias, concellos e outras institucións con incidencia na formación cidadá.
A13	Analizar e incorporar de forma crítica as cuestións máis relevantes da sociedade actual que afectan á educación familiar e escolar: impacto social e educativo das linguaxes audiovisuais e das pantallas; cambios nas relacións de xénero e interxeracionais; multiculturalidade e interculturalista; discriminación e inclusión social e desenvolvemento sustentable.
A14	Coñecer a evolución histórica da familia, os diferentes tipos de familias, de estilos de vida e educación no contexto familiar.
A32	Valorar a relación persoal con cada estudante e a súa familia como factor de calidade da educación.
B1	Aprender a aprender.
B2	Resolver problemas e tomar decisións de forma efectiva.
B3	Aplicar un pensamento crítico, autocrítico, lóxico e creativo.
B6	Comportarse con ética e responsabilidade social como cidadán e como profesional.
B7	Comunicarse de maneira efectiva nun contorno de traballo.
B8	Capacidade de adaptación a situacións novidasas.
B10	Capacidade de análise e síntese.
B11	Capacidade de busca e manexo de información.
B15	Capacidade para asumir a necesidade dun desenvolvemento profesional continuo, a través da reflexión sobre a propia práctica.
B16	Capacidade para integrarse e comunicarse con expertos noutras áreas e en contextos diferentes.
B17	Capacidade para presentar, defender e debater ideas utilizando argumentos sólidos.
B18	Capacidade para relacionarse positivamente con outras persoas.
B19	Comunicación oral e escrita na lingua materna.
B20	Coñecemento de outras culturas e de outras costumes.
B21	Coñecemento e comunicación en linguas estranxeiras.
B22	Creatividade ou capacidade para pensar as cousas desde diferentes perspectivas, ofrecendo novas solucións aos problemas.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.



C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.

Learning outcomes		
Learning outcomes	Study programme competences / results	
Create and maintain communication with families in order to effectively affect educational processes	A10	
Know how to counsell families	A11	
Favour and collaborate in actions being organized by families, councils and other institutions that take place inside and outside the school and that have an impact in the future citizens education	A12	
Critically analyse the most relevant issues about family education in nowadays society: social and educational impact of new audiovisual languages, changes in gender roles and relationships, multi cultural and intercultural issues, social inclusion and sustainable development.	A13	
Know how family has changed through time, different family forms and different life styles and different education in the family.	A14	
Solve problems and make effective decisions		B2
Behave ethically and become a social responsible citizen and professional		B6
Effectively communicate at work		B7
Capacity to adapt to novelty		B8
Capacity to relate with other people in a positive way		B18
Know other cultures and traditions		B20
Talk and write in a foreign language		C2
Be an open, cultivated, critic and compromised citizen, able to analyze reality, diagnose problems and create and take action in solving those problems for the general well-being.		C4
Understand educational processes and learning in years 0-6 in the family, social and school contexts.	A1	
Value personal relationships with each student and his family as an indicator of education quality	A32	
Learn to learn		B1
Use critic, self-critic, logic and creative thinking		B3
Capacity to analyze and synthesize		B10
Capacity to search and manage information		B11
Capacity to integrate in and communicate with experts in other fields and in different contexts		B16
Knowledge about and communication using a foreign language		B21
Creativity and capacity to think differently offering new solutions to problems		B22
Capacity to present, defend and debate ideas using a solid argumentation		B17
Value knowledge, technology and information in order to solve problems.		C6
Capacity to accept the need for continuing professional development through the reflection in one's own practice		B15
Oral and written communication in own's mother tongue		B19
Correct oral and written communication in the community's official languages		C1

Contents	
Topic	Sub-topic
1. Concepts and theories	1.1.Family and family diversity 1.2.Family cycle 1.3.Family as a system: theory and concepts 1.4.Family ecology
2. Family processes	2.1. Family processes 2.2. The family as a learning environment for parents and children and family involvement



3. Effective techniques for psychological family intervention	3.1. Connecting with families 3.2. Group meetings 3.3. Individual interviews 3.3.1. First interview: setting the relational climate, identifying strengths and setting shared objectives 3.3.2. Following interviews
4. Families in special situations	4.1. Families and special needs 4.2. Families and socio-cultural diversity 4.3. Families and divorce

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Introductory activities	A1 A12 C4	2	0	2
Guest lecture / keynote speech	A11 A13 A14 B3 B10 B11 B20 C6	20	0	20
Workbook	B1 B21 C1 C2	0	50	50
Multiple-choice questions	A11 A14 B20 C1 C2	2	36	38
Simulation	A10 A12 B2 B6 B7 B8 B16 B18	12	0	12
Case study	A11 A32 B2 B6 B15 B22	4	8	12
Oral presentation	B17 B19 C1 C2	2	12	14
Personalized attention		2	0	2

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Introductory activities	Syllabus and previous knowledge.
Guest lecture / keynote speech	The teacher will lecture paying attention to complex concepts and ideas that need a detailed explanation.
Workbook	Students will have to read. Those readings will be discussed in class or presented to others.
Multiple-choice questions	This multiple choice exam is intended to check students' learning
Simulation	Students will role play different situations either problematic or not. These situations will involve bi-directional relationships between the family and the teachers through letters or other written medias and through interviews.
Case study	Students will have to analyze at least one intervention according to the guidelines given by the teacher. This information will be in Moodle.
Oral presentation	Students may present either a whole lesson or a part of it to their classmates

Personalized attention	
Methodologies	Description
Oral presentation	Students can talk to the teacher personally either in the classroom or at the teacher's office (P2A8). They can also use Moodle, phone or e-mail in order to ask questions or schedule an appointment.

Assessment			
Methodologies	Competencies / Results	Description	Qualification



Multiple-choice questions	A11 A14 B20 C1 C2	Multiple-choice exam comprises 30 questions with a,b, c options for those students who have attended 80% or more classes. Those students who attend less than 80% of the classes, will have to pass a different exam comprised of 40 questions with a,b, c options	40
Oral presentation	B17 B19 C1 C2	Students may present either a whole lesson or a part of it to their classmates	20
Case study	A11 A32 B2 B6 B15 B22	Students will have to analyze at least one intervention according to the guidelines given by the teacher. This information will be in Moodle.	15
Simulation	A10 A12 B2 B6 B7 B8 B16 B18	Students will role play different situations either problematic or not. These situations will involve bi-directional relationships between the family and the teachers through letters or other written media and through interviews.	25

### Assessment comments

**STUDENTS REGULARLY ATTENDING CLASSES:** These students attend 80% or more lectures and interactive classes.

For students who attend 80% or more classes, the final mark will be calculated from simulations, case study, multiple-choice test and oral presentation. In order to pass this subject, students must get 5, and they need to have a mark in all the dimensions (exam, simulation, case study and oral presentation).

("Matrícula de honor") Honours will be considered for those students achieving a final mark of 9.5 or higher. Those students who think that they are entitled to ask for honours will have to write down the reasons

why they think they should get honours. They may either leave that written document in the teacher's pigeonbox or send this by email

**Non-attending students:** these are students who either have a written permission from the University to be included in this modality or have attended less than 80% of the classes (lectures and interactive classes). Their final mark will depend on the exam (multiple choice). This exam is a special exam for them as the questions will cover the whole subject (theory and documents for interactive classes). In order to pass the subject, students need a minimum of 5.

### Sources of information



<b>Basic</b>	<ul style="list-style-type: none"><li>- Amatea, E. S. (2009). Building Culturally Responsive Family School Relationships. Boston, MA: Pearson</li><li>- Ceballos, E. Triana, B. &amp; Rodríguez Hernández, J.A. (2019). Expectativas del futuro profesorado de Educación Infantil y Primaria sobre el desarrollo infantil en distintas estructuras familiares<sup>1</sup>. <i>Aula Abierta</i>, 48(1), 67-76</li><li>- De Sáinz Ferrer, N., Martínez Ferrer, J. y Ruiz Salguero, J.M. (2011). Entrevista familiar en la escuela. Pautas concretas.. Madrid: Pirámide.</li><li>- Deslandes, R. (2019). A framework for school-family collaboration integrating some relevant factors and processes. <i>Aula Abierta</i>, 48(1), 11-18</li><li>- Dowling, E. y Osborne, E (1996). Familia y escuela. Una aproximación conjunta y sistémica a los problemas infantiles. Barcelona. Paidós.</li><li>- Freeman, J. Epston, D. y Lobovits, D. (2001). Terapia narrativa con niños. Barcelona: Paidós</li><li>- García-Bacete, F.J. (2006). Guía de recursos para promover las relaciones entre escuelas y familias.. <i>Cultura y Educación</i>, 18(3), 311-328.</li><li>- García-Bacete, F.J. (2006). Cómo son y cómo podrían ser las relaciones entre escuelas y familias en opinión del profesorado. <i>Cultura y Educación</i>, 18(3-4),</li><li>- García-Bacete, F.J. y Martínez-González, R.A. (2006). La relación entre los centros escolares, las familias y los entornos comunitarios como factor de calidad de la educación de menores y adultos. . <i>Cultura y Educación</i>, 18(3-4), 213-218.</li><li>- Glasgow, N.A. y Whitney, P.J (2009). What successful schools do to involve families. California: Cowing Press</li><li>- López Larrosa, S. (2009). El sistema familiar ante el divorcio: procesos y cambios estructurales, y su relación con la escuela y otros contextos. <i>Cultura y Educación</i>, , 21(4), 391-402</li><li>- López Larrosa (2009). La relación familia-escuela. Madrid. CCS</li><li>- López Larrosa y Escudero (2003). Familia, evaluación e intervención. Madrid. CCS</li><li>- López-Larrosa, S., Richards, A., Morao Rodríguez, S.A., &amp; Gómez Soriano, L (2019). Teachers and trainee teachers? beliefs about family-school relationships. . <i>Aula Abierta</i>, 48(1), 59-66.</li><li>- Martínez González, R.A. Pérez Herrero, M.H. ; Peña del Agua, B.M., Garcia González, M.P y Martínez (2004). Fomento de las relaciones de colaboración entre las familias y el profesorado a través de un programa de desarrollo de habilidades para el uso del lenguaje en niños de edad infantil. <i>Infancia y Aprendizaje</i>, 27 (4), 425-435</li><li>- Martínez-González, R.A y Pérez-Herrero, M.H. (2006). Propuestas metodológicas para una educación de calidad a través de las relaciones entre centros docentes, familias y entidades comunitarias. <i>Cultura y Educación</i>, 18(3-4), 231-246.</li><li>- Ríos, J.A. (2005). Los ciclos vitales de la familia y la pareja. Madrid. CCS</li><li>- Robledo, P. y García, J.N. (2007). El entorno parental en la intervención de personas con dificultades del desarrollo. . <i>Dificultades del desarrollo. Evaluación e intervención</i></li><li>- Rothe, A., Urban, M. &amp; Werning; R. (2014). Inclusive transition processes ? considering socio-economically disadvantaged parents? views and actions for their child?s successful school start. <i>Early Years: An International Research Journal</i>, 34(4), 364-376</li><li>- Sheridan, S-M. y Kratochwill, T.R. (2008). Conjoint behavioural consultation, Promoting family-school connections and interventions. Nueva York: Springer</li><li>- Vázquez Huertas, C. &amp; López-Larrosa, S. (2014). Creencias sobre la relación familia-escuela. Cambios en el futuro profesorado tras recibir formación específica. <i>Revista de estudios e investigación en psicología y educación</i>, 1, 111-121</li><li>- Walker, J.M.T., Wilkins, A.S., Dallaire, J.R., Sandler, H.M., Hoover-Dempsey, K.V. (2006). Parental involvement: model revision through scale development. <i>The Elementary School Journal</i>, 106(2), 85-104.</li></ul> <p>O alumnado contará con bibliografía ordenada por temas que se proporcionará ó comezo do cuatrimestre</p>
<b>Complementary</b>	

## Recommendations



Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

Learning in English is a challenge but our world is becoming more demanding for pre-service teachers or teachers in training. English proficiency will help them become more competitive in their professional world. Classes in English are more international as foreign students are welcomed to enroll in this course and share with local students their knowledge and cultural experiences. Students are encouraged to send any draft of their written work by e-mail in order to save natural resources and avoid plastics. Final versions of their written work will be sent according to the instructions settled in Moodle. It is crucial that they commit to ethical principles related to their professionalism and their responsibility as change agents.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.