



Teaching Guide

| Identifying Data | | | | | 2022/23 |
|----------------------------|---|---------------|-----------------------------|----------------|---------|
| Subject (*) | Psychological Intervention in the Family | | Code | 652438025 | |
| Study programme | Mestrado Universitario en Psicoloxía Aplicada | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Official Master's Degree | 1st four-month period | First | Obligatory | 3 | |
| Language | SpanishEnglish | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Psicoloxía | | | | |
| Coordinador | López Larrosa, Silvia | E-mail | silvia.lopez.larrosa@udc.es | | |
| Lecturers | López Larrosa, Silvia | E-mail | silvia.lopez.larrosa@udc.es | | |
| Web | | | | | |
| General description | This subject intends to approach students to the systemic characterization of the family and its intervention. It also aims to combine the training in family research and family intervention. | | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|--|
| A1 | To recognize and respect human diversity and to understand that psychological explanations may vary across populations and contexts. |
| A3 | Being able to elaborate a scientific report which involves defining a research problem, the hypotheses and variables, and defining the design, the sample and its method of selection, the tools for collecting data and their subsequent analysis and discussion. |
| A4 | Being able to achieve an adequate level of understanding of the recipient's demand in every situation or application context. |
| A5 | Being able to perform a psychological evaluation in the context of a scientific investigation. |
| A6 | Knowing how to specify the demand and the objectives of the case, and to collect the information depending on them. |
| A13 | Knowing and being able to use the different models, theories, methods and assessment and intervention techniques that are specific of the different areas of research in Applied Psychology, and developing a critical attitude typical of the scientific spirit. |
| A19 | Knowing and complying with the deontologic obligations of Applied Psychology. |
| B1 | Capacity for analysis and synthesis. |
| B2 | Capacity for organization and planning. |
| B5 | Skills in interpersonal relations. |
| B6 | Critical thinking. |
| B7 | Ethical commitment. |
| B8 | Autonomous learning. |
| C1 | To express oneself, both orally and in writing, in the official languages of the autonomous region. |
| C2 | To dominate the expression and understanding of a spoken and written foreign language. |
| C4 | To develop for the exercise of an open, educated, critical, committed, democratic and supportive citizenship, capable of analyzing reality, diagnose problems, develop and deploy solutions based on knowledge and oriented to common good. |
| C7 | To assume as professionals and citizens the importance of lifelong learning. |
| C8 | Assessing the importance of research, innovation and technology development in the socio-economic and cultural progress of society. |

Learning outcomes

| Learning outcomes | Study programme competences / results | | |
|---|---------------------------------------|-----|--|
| Ser capaz de lograr un adecuado nivel de comprensión de la demanda del destinatario en cada situación o contexto de aplicación. | AR1 | | |
| | AR4 | | |
| Ser capaz de realizar una evaluación psicológica en el contexto de una investigación científica. | AR5 | | |
| Ser capaz de analizar críticamente las publicaciones científicas | | BR1 | |



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| Mostrar un compromiso ético y profesional con respeto a las responsabilidades cívicas, sociales y globales | AR19 | BR7 | CC4 |
| Ser capaz de comunicar los resultados de una investigación | AR3 AR6 AR13 | BR6 BR8 | CC1 |
| Habilidades en las relaciones interpersonales. | | BR5 | |
| Ser capaz de analizar la documentación bibliográfica necesaria para un trabajo de investigación. | | BR1 BR2 | CC2 CC8 |
| Resolución de problemas. | AR6 | | |
| Toma de decisiones. | AR1 | | |
| Capacidad de aplicar los conocimientos a la práctica. | AR3 AR4 AR5 AR6 | | |
| Capacidad de trabajar con un equipo interdisciplinario. | | BR2 | |
| Expresarse correctamente, tanto de forma oral como escrita, en las lenguas oficiales de la comunidad autónoma. | | | CC1 |
| Dominar la expresión y la comprensión de forma oral y escrita de un idioma extranjero. | | | CC2 |
| Asumir como profesional y ciudadano la importancia del aprendizaje a lo largo de la vida. | | | CC7 |
| Coñecer e ser capaz de utilizar os diferentes modelos, teorías, métodos e técnicas de avaliación e intervención que son específicos dos distintos ámbitos da investigación en Psicoloxía Aplicada e desenvolver unha actitude crítica propia do espírito científico | AR13 | | |
| Recoñecer e respectar a diversidade humana e comprender que as explicacións psicolóxicas poden variar a través de poboacións e contextos. | AR1 | | |
| Aprendizaxe autónoma. | | BR8 | |
| Ser capaz de elaborar un informe científico que implique definir un problema de investigación, as hipóteses e variables asociadas, así como definir o deseño, a mostra e o seu modo de selección, as ferramentas de recollida de datos e a súa consecuente análise e discusión. | AR3 | | |
| Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. | | | CC8 |
| Saber como especificar a demanda e os obxectivos do caso, e en función deles, recoller a información | AR6 | | |
| Ser capaz de diseñar instrumentos de recogida de información en programas de intervención psicológica. | AR5 | | |
| Compromiso ético. | | BR7 | |
| Motivación por la calidad. | | | CC8 |
| Coñecer e axustarse ás obrigacións deontolóxicas da Psicoloxía Aplicada. | AR19 | | |
| Capacidade de análise e síntese | | BR1 | |
| Capacidade de organización e planificación. | | BR2 | |
| Razoamento crítico. | | BR6 | |
| 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. | | | CC4 |

| Contents | |
|--------------------------------|--|
| Topic | Sub-topic |
| 1. Family and family diversity | 1.1. La familia: tipología y diversidad familiar 1.2. La familia como sistema 1.3. La carrera o ciclo familiar 1.3. La ecología de la familia |
| 2. Family dynamics | 2.1. Procesos familiares 2.2. Evaluación familiar |



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| 3. Interviews with families: family sessions | 3.1. Entrevista inicial: creando un marco de relación 3.2. Entrevistas sucesivas 3.3 El cierre. |
| 4. Therapy and psychoeducational interventions | 4.1. Escuelas de terapia familiar 4.2. La terapia familiar en la práctica 4.3. Intervenciones psicoeducativas: grupales e individuales |
| 5. Services that attend families | 5.1. Programas de intervención familiar 5.2. La ética en las intervenciones familiares 5.3. Investigación en el ámbito de las intervenciones familiares |

| Planning | | | | |
|--------------------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student's personal work hours | Total hours |
| Introductory activities | A5 C8 | 1 | 0 | 1 |
| Workbook | A13 A19 B1 C2 C4 C7 | 0 | 18 | 18 |
| Simulation | A1 A4 A6 B5 B7 C1 | 8 | 1 | 9 |
| Guest lecture / keynote speech | A13 A19 B1 | 9 | 0 | 9 |
| Document analysis | A3 A13 B1 B6 | 2 | 11 | 13 |
| Multiple-choice questions | A13 B2 B8 | 1 | 20 | 21 |
| Personalized attention | | 4 | 0 | 4 |

(*)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 | Información sobre a asignatura, os procedementos de traballo, avaliación e expectativas con respecto á asignatura. |
| Workbook | Deberán realizar lecturas obligatorias. |
| Simulation | Nos xogos de roles se realizan simulacións de situacións con familias, inventadas, reais con nomes inventados ou suxeridas polos alumnos. Os xogos de roles se centrarán en sesións individuais de intervención familiar e en sesións grupais. |
| Guest lecture / keynote speech | Exposición por parte da docente |
| Document analysis | Documentos centrados en investigacións que o alumnado deberá analizar según a documentación que se lle proporcione. |
| Multiple-choice questions | O exame é unha proba tipo test con tres alternativas de resposta e unha sola opción correcta. Restan erros (dous erros restan un acerto). |

| Personalized attention | |
|------------------------|---|
| Methodologies | Description |
| Workbook | Tutoring will try to guide students in their learning process, solve questions and guide future steps concerning this subject. It will happen in the classroom, in the teacher's office (P2A8), by phone (881014678), e-mail (silvia.lopez.larrosa@udc.es) or using Teams or any other system that the University offers. Attention will be individual or in group depending on the teacher's criteria or the suggestions of the students. |

| Assessment | | | |
|---------------------------|------------------------|--|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Multiple-choice questions | A13 B2 B8 | Examen tipo test con tres alternativas de resposta na que solo unha é correcta. Restan erros. | 35 |
| Document analysis | A3 A13 B1 B6 | Se analizarán diferentes documentos. Avaliación grupal. | 35 |



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|------------|-------------------|--|----|
| Simulation | A1 A4 A6 B5 B7 C1 | Realizarán xogos de roles nos que actuarán como profesionáis e como membros de unha familia en diferentes roles familiares. Se valorará a actuación como profesional e como membro de unha familia. A nota é individual. | 30 |
|------------|-------------------|--|----|

Assessment comments

This evaluation applies to attending students (attendance rate of 80% or higher) when teaching happens in the classroom.

Those students who are allowed not to attend, should make an exam (specific for them). In this case, their exam means 70% of their final mark. They should also attend one session in class, that should be agreed with the teacher. This session has to be a role-playing session. This attendance plus their performance in role-play will be 30% of their final mark. Even though they may pass the subject just taking the exam, in case they do not attend this role-play session, their final mark will be non-presented (NP).

In case of lockdown, the criteria for evaluating attending students will be the same but role-play will be changed by video analyses, case studies or either written or recorded work, depending on the circumstances.

Discussion will happen using Teams or Moodle.

Exam: will happen using Moodle.

In case of lockdown, non-attending students will take their exam using Moodle and it will mean the same percentage in the final mark as without lockdown. As for role-play, the requirement to attend a session is no longer operating and students will be required to either take part in a discussion using Teams or Moodle, or analyze a pre-recorded family intervention. This will be 30% of their final mark.

Sources of information

| | |
|----------------------|---|
| Basic | <ul style="list-style-type: none"> - Abad, M. (2001). La perspectiva ética de los códigos de conducta en terapia familiar. Cuadernos de terapia familiar, 48-49 - Bertrando, P. y Toffanetti, D. (2004). Historia de la terapia familiar. Barcelona: Paidós - Equipo EIF (2008). Manual de instrumentos de evaluación familiar. Madrid: CCS - Gee, E. y otros (2018). Children and families in the digital age. New York: Routledge - Goldenberg. I. y Goldernberg, H. (2004). Family therapy. Brooks/Cole - Kumpfer, K.L., Magalhaes, C. y Xie, J. (2012). Cultural adaptations of evidence-based family interventions to strengthen families and improve children's developmental outcomes. European Journal of Developmental Psychology, 9, 104-116. - López Larrosa, S. (2009). La relación familia-escuela. Madrid: CCS - López Larrosa, S. y Escudero, V. (2003). Familia, evaluación e intervención. Madrid: CCS - López Larrosa y González Seijas (2017). MUPO. Mentes Únicas. Programas para la mejora socioemocional de las dificultades de aprendizaje. Madrid: Pirámide - Mayfield, K.T & Fosco, C.M. (2020). Links Between School and Home: Associations Between Adolescent School Day Experiences and Maternal Perceptions of Family Relations. Journal of Child and Family Studies, 30,121?133 https://doi.org/10.1007/s10826-020-01865-4 - Mc Goldrick, M. y Gerson, R. (2008). Genogramas en evaluación familiar. Buenos Aires: Paidós - Rivett, M. & Buchmüller, J. (2018). Family therapy. Skills and techniques. Abingdon, Oxon, UK: Routledge. - Rodríguez-Arias, J.L. y Venero, M. (2005). Terapia familiar breve. Madrid: CCS - Rodrigo y otros (2008). Preservación familiar. Madrid: Pirámide <p>Ó comezar a asignatura se proporcionará bibliografía recomendada ademáis da indicada en este apartado. Sempre que o desexen, poden consultar coa docente acerca de outras fontes bibliográficas. Se recorda a importancia de consultar bases de datos como Web of Science, Pycinfo, Scopus, etc, esto é, bases de datos científicas, para obter información bibliográfica.</p> |
| Complementary | |

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

It is highly recommended that you plan ahead so you have time to present the different tasks that are required in this subject. You are warned that cheating and plagiarism mean a direct fail in this subject. Written tasks will be uploaded in Moodle in order to avoid paper waste and natural resource consumption.

(*)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.