



Teaching Guide

Identifying Data					2024/25
Subject (*)	Psychological Intervention in Family Situations	Code	652G01017		
Study programme	Grao en Educación Infantil				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	Second	Basic training	6	
Language	SpanishEnglish				
Teaching method	Face-to-face				
Prerequisites					
Department	Psicología				
Coordinador	López Larrosa, Silvia	E-mail	silvia.lopez.larrosa@udc.es		
Lecturers	Hermo Rebolledo, Laura López Larrosa, Silvia	E-mail	l.hermo@udc.es silvia.lopez.larrosa@udc.es		
Web					
General description	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 assuming that family and school are balanced in power, that family is not under the lead of the school and that they listen to each other. This is an English-friendly subject. Foreign students are welcomed. This subject is taught in Spanish but international students will receive tutoring in English. Learning materials in English will be available. Students will be able to be assessed and do classroom presentations in English. International students can take this subject coming from any Degree o postgraduate.				

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 novidosas.
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	A1 A11 A13 A14 B3 B10 B11 B20 C6	19	0	19
Workbook	B1 B21 C1 C2	0	35	35
Multiple-choice questions	A11 A14 B20 C1 C2	2	42	44
Simulation	A10 A12 B19 B18 B17 B16 B8 B7 B6 B2	19	9	28
Case study	A11 A32 B2 B6 B15 B19 B22 C1	4	16	20
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 several documents.
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 formats and through interviews.
Case study	Students will have to analyze at least one case study according to the guidelines given by the teacher. This information will be in Moodle.

Personalized attention	
Methodologies	Description
Introductory activities Case study Simulation	Students can talk to the teacher in person either in the classroom or at the teacher's office (P2A9). They can also phone (881014678) or e-mail (silvia.lopez.larrosa@udc.es) in order to ask questions or schedule an appointment. Teams may also be used to communicate about the subject. We may use English to communicate. It is necessary to schedule an appointment to meet in person at the teacher's office.



Assessment

Methodologies	Competencies / Results	Description	Qualification
Multiple-choice questions	A11 A14 B20 C1 C2	Multiple-choice exam comprises questions with three options and just one right answer. The examen will be in English	45
Case study	A11 A32 B2 B6 B15 B19 B22 C1	Students will have to analyze at least one intervention according to the guidelines given by the teacher. This information will be in Moodle.	25
Simulation	A10 A12 B19 B18 B17 B16 B8 B7 B6 B2	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 formats and through interviews.	30

Assessment comments

This is an English friendly subject. Exams will be in English as well as documents and other productions of the students.

STUDENTS WHO REGULARLY ATTEND CLASS.

Those are students who attend lectures and interactive sessions in the classroom. Their attendance rate should be 80% or higher. The criteria for them to be evaluated are the criteria already stated in this syllabus. These criteria apply to all the evaluation opportunities in this academic year.

STUDENTS WHO HAVE A SPECIAL PERMISSION TO NOT ATTEND CLASS

Those students have an official recognition that indicates that they do not have to attend class, for instance, because they have a job. The evaluation criteria in their case are: exam (50%), role-playing (25%) and compulsory readings (25%), about which they must hand a report to the teacher. The list of documents to be read will be indicated in advance.

These are the evaluation criteria for all the evaluation opportunities in this academic year.

STUDENTS WITH AN AVERAGE MARK OF 9 OR HIGHER

Those students are eligible to get honours. They should send a letter addressed to the teacher or teachers justifying why they think that they should get honours.

All issues related to special permission to not attend class, study adication, permanence, and plagiarism will be evaluated according to the current UDC' academic regulation.

Sources of information



<p>Basic</p>	<ul style="list-style-type: none">- Amatea, E. S. (2009). Building Culturally Responsive Family School Relationships. Boston, MA: Pearson- Ceballos, E. Triana, B. & Rodríguez Hernández, J.A. (2019). Expectativas del futuro profesorado de Educación Infantil y Primaria sobre el desarrollo infantil en distintas estructuras familiares1. <i>Aula Abierta</i>, 48(1), 67-76- De Sáinz Ferrer, N., Martínez Ferrer, J. y Ruiz Salguero, J.M. (2011). Entrevista familiar en la escuela. Pautas concretas.. Madrid: Pirámide.- Deslandes, R. (2019). A framework for school-family collaboration integrating some relevant factors and processes. <i>Aula Abierta</i>, 48(1), 11-18- Freeman, J., Epston, D. y Lobovits, D. (2001). Terapia narrativa con niños. Barcelona: Paidós- 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.- 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),- 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.- Glasgow, N.A. y Whitney, P.J (2009). What successful schools do to involve families. California: Cowing Press- Henderson, A.T., Mapp, K.L., Johnson, V.R. Y Davies, D. (2007). Beyond the bake sale. The essential guide to Family-school partnerships. The New Press- 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- 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, S., Richards, A., Morao Rodríguez, S.A., & Gómez Soriano, L (2019). Teachers and trainee teachers? beliefs about family-school relationships. . <i>Aula Abierta</i>, 48(1), 59-66.- 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- 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.- Ríos, J.A. (2005). Los ciclos vitales de la familia y la pareja. Madrid. CCS- 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>- Rothe, A., Urban, M. & 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- Sheridan, S-M. y Kratochwill, T.R. (2008). Conjoint behavioural consultation, Promoting family-school connections and interventions. Nueva York: Springer- Vázquez Huertas, C. & 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- 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. <p>O alumnado contará con bibliografía ordenada por temas que se proporcionará ó comezo do cuatrimestre</p>
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Complementary	<p>- Boit, R. (2020). Navigating the process of building parent-teacher partnerships: Experiences of early childhood pre-service teachers. . Journal of Childhood, Education & Society, 1(2), 167-181. https://doi.org/10.37291/2717638X.2020</p> <p>- Garreta, J. (2015). La comunicación familia-escuela en educación infantil y primaria. Revista de la asociación de Sociología de la educación, 8, 71-85</p>
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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 written work electronically in order to save natural resources and avoid plastics and 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. Students of any gender and those with physical, sensorial, psychological or sociocultural difficulties will be offered an equalitarian access to the University life.

(*)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.