

STUDENT GUIDE

Family Psychology

**ACADEMIC YEAR:
2016-2017**

DEGREE: PSYCHOLOGY

CENTRE: PSYCHOLOGY FACULTY
ACADEMIC YEAR: 2016-17

STUDENT GUIDE

1. SUBJECT BASIC DATA

TITLE: Family Psychology (family context and child development)

CÓDE: **25058**

ACADÉMIC YEAR: **2016-2017**

TIPO DE MATERIA= **Elective Subject**

(D=Básica de Rama; S=Básica otras Ramas; Y=Proyecto fin de grado;
O=Obligatoria o P=Optativa)

ECTS credits : **4,5**

Course: **3º / 4º**

TERM: **1º**

Prerrequisitos:

RECOMENDATIONS: Within the framework of the Psychology Degree it's highly recommended to have previously studied and passed all the basic subjects of the Developmental Psychology Area.

2. TEACHING TEAM DATA

NOMBRE: Enrique B. Arranz Freijo

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ÁREA: Developmental and Educational Psychology

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NOMBRE: Clara Smith Echeverría

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Nº DESPACHO:

T

URL WEB

3. SUBJECT SPECIFIC AND CROSS CUTTING SKILLS

Skill Number	Skills
1	To know the relationship between the family context and children's psychological development.
2	To be able to detect and analyze the feed-back and self-regulation processes that occurs inside the family system.
3	To be able to identify the intervention demands in the family context.
4	To be able to use specific family assessment instruments
5	To be able to design, implement and assess intervention strategies aimed at improving the family context as a rich context to enhance psychological development.
6	To be able to work in collaboration within a multidisciplinary group
7	To be able to prepare and deliver oral and written reports.
8	To have a proper knowledge of the ethical requirements of psychological intervention with families.
9	To be able to manage find out the relevant scientific information on the field of family context and child development.

4. PROGRAM

4.1. Detailed program:

This program consists of three main thematic blocks. The first is the presentation of the theoretical background; the second one is about the presentation of research data and the third one is focused on the assessment, intervention and research strategies.

Block I: Introduction to the study of family context and child development.

Issue.1: Object of study, Anthropology, Sociology and History of the family (2 h T)

Issue 2: Family context and child development: theoretical framework. (2 h T)

Block II: Family context and psychological development.

Issue 3: Cognitive and Linguistic Development (4 h T)

Issue 4: Socio-Emotional Development (4 h T)

Issue 5: Social Context and Physical Environment (4 h T)

Issue 6: Positive Parenting Optimum Curriculum PPOC (2 h T)

Issue 7: New families and Psychological Development (2 h T)

Issue 8: Dysfunctional Parenting: maltreatment, abuse and neglect (1 h T)

Block III: research, assessment and intervention in the family context.

Issue 9: Research and Assessment in the Family Context (2 h. T)

Issue 10: Intervention in the Family Context: Positive Parenting (1 h T)

4.2. PRACTICAL ACTIVITIES PROGRAM (*)

PA 1: Anthropological foundations.

PA 2: Main concepts interiorization (Workshop 1)

PA 3: Cognitive and linguistic development I (Workshop 2)

PA 4: Cognitive and linguistic development II (Workshop 3)

PA 5: Socio emotional development (Workshop 4)

PA 6: Sibling relationships and psychological development (Workshop 5)

PA 7: Father involvement.

PA 8: Family diversity and psychological development (Workshop 8)

W 6: Organization of social context and physical space.

W 7: Quality of substitute care.

W 9: Maltreatment, abuse and neglect.

Seminars 1 y 2: Instructions for Etxadi-Gangoiti scale.

Seminars 3 y 4: presentations of Etxadi-Gangoiti scale.

Contents of practical activities, workshops and seminars:

- Seminars: use of a family assessment instrument.
- Videos
- Use of research and assessment instruments
- The program consists of 8 practical activities (PA), 9 workshops (W) and 4 seminars (S) for which materials are delivered at the beginning of the course.

Content of the supervised group activity:

- Family context assessment using Etxadi- Gangoití scale (Arranz, Olabarrieta, Martín. Manzano y Galende, 2102).
- Seminar 1: instructions to apply the scale are given to the students.
- Professor will be available during tutorials in order to supervise the scale's application process.
- Instructions will be also available in <http://moodle.ehu.es>

5.-SCHEDULE (COPY FROM PSIKOPLAN)

Semana	D.L.	Fechas	EM/CM (24 h.)	IP/PA (8 h.)	TA (9 h.)	Min/Sem (4 h.)	Horas no p. (45 h.)	Parcial	Entregable	Total
1	4	05/09-09/09	[---]	[---]	[---]	[---]	0			0
2	5	12/09-16/09	EM/CM1=2	IP/PA1=1	TA1=1	[---]	0			4
3	5	19/09-23/09	EM/CM1=2	IP/PA1=1	TA1=1	[---]	0			4
4	5	26/09-30/09	EM/CM1=2	IP/PA1=1	[---]	Min/Sem1=2	0			5
5	4	03/10-07/10	EM/CM1=2	[---]	TA1=1	[---]	0			3
6	4	10/10-14/10	EM/CM1=2	[---]	TA1=1	[---]	0			3
7	5	17/10-21/10	EM/CM1=2	IP/PA1=1	[---]	[---]	0			3
8	5	24/10-28/10	EM/CM1=2	[---]	TA1=1	[---]	0			3
9	4	31/10-04/11	EM/CM1=2	[---]	TA1=1	[---]	0			3
10	5	07/11-11/11	EM/CM1=2	IP/PA1=1	[---]	[---]	0			3
11	5	14/11-18/11	EM/CM1=2	[---]	TA1=1	[---]	0			3
12	5	21/11-25/11	EM/CM1=2	IP/PA1=1	[---]	[---]	0			3
13	5	28/11-02/12	EM/CM1=2	IP/PA1=1	[---]	[---]	0			3
14	0	05/12-09/12	---	---	---	---	0			0
15	5	12/12-16/12	[---]	IP/PA1=1	TA1=2	[---]	0			3
16	4	19/12-23/12	[---]	[---]	[---]	Min/Sem1=2	0			2

6. ASSESSMENT PROCEDURE (THEORY AND PRACTICE)

Assessment in Family Psychology is threefold. First assesses skills of knowledge that constitute knowledge of scientific data and the internalization of the systemic, ecological, interactive and educational approach. Executive skills are also assessed, in order to test the acquisition of practical skills focused on the use of assessment and intervention strategies in familiar contexts.

- Knowledge: skills are assessed through 20 objective questions with 4 options, the hits are scored with 1 point and errors are penalized with 0.25. The result of this test constitutes 40% of the final score.
- Internalization of the approach: the assessment of the internalization of the systemic ecological, genetic, educational and interactive approach is carried out through 10 objective questions, exploring the accuracy and use of new concepts learned. (20%)
- The practical activities contents are explored through 10 objective questions (20%)
- The remaining 20% is obtained from the evaluation of the group report. The completion of the group report is required to be reviewed and its score is only incorporated to the final score from a passing grade obtained in the two previous parts of the test. The number of students per group range between 4 and 6.
- Those students who want to voluntarily improve their qualification may submit a summary of the practical activities of each agenda item.
- Those students, who wish to apply for the qualification through a single final exam, are due to make the same choice test described above, weighted with 80% of the final mark, and answer two short essay questions of limited space, weighted with the 20% of the final score.

RESIGNATION: not attending to the exam will be enough to waive the official convening.

7 References

BASIC:

- Arranz, E.; Olabarrieta, F.; Acha, J. & Smith, K. (2015). Family Psychology. Family context and child development Tutorial. Donostia. Facultad de Psicología
- [Arranz, E. \(2005\). Family Context and Psychological Development in Early Childhood. In Saracho, O. & Spodek, B. Contemporary Perspectives on Families, Communities, and Schools for Young Children \(pp. 59-82\). Greenwich, Connecticut: Information Age Publishing.](#)
- [Arranz, E.; Oliva, A.; Sánchez de Miguel, M.; Olabarrieta, F. y Richards, M. \(2010\) Quality of family context and cognitive development: a cross sectional and longitudinal study. Journal of Family Studies, 16, 2, 130 - 142.](#)

COMPLEMENTARIA:

- Sánchez de Miguél, M.; Galende y Arranz, E. Assessment of Theory of Mind During Early Childhood and its Educational Implications. En O. Saracho y B. Spodeck, Contemporary Perspectives on Research in Theories of Mind in Early Childhood Education. Series: *Contemporary perspectives in early childhood education*. Greenwich USA: Information Age Publishing Inc. (En prensa)
- Galende, N.; Sánchez de Miguél, M. y Arranz, E.. Family context and theory of mind development. En O. Saracho y B. Spodeck, Contemporary Perspectives on Research in Theories of Mind in Early Childhood Education. Series: *Contemporary perspectives in early childhood education*. Greenwich USA: Information Age Publishing Inc. (En prensa)
- Arranz, E. (2004). Familia y Desarrollo Psicológico. Madrid: Pearson.
- Arranz, E. y Oliva, A. (Coords.) (2010). *Desarrollo psicológico en las nuevas estructuras familiares*. Madrid: Pirámide.
- Oliva, A. y Arranz, E. (Coords.) (2011). *Nuevas familias y bienestar infantil*. Secretariado de publicaciones de la Universidad de Sevilla/ Servicio Editorial de la Universidad del País Vasco.

INTERNET RESOURCES:

- www.haezi.org: teaching group page. It shows the path of research and publications of the group and their transfer of knowledge activities.
- In the above page there is a link to www.etxadi.org: which has a collaboration agreement with the Basque Country University.
- www.bilbao.net/ "Educating and growing in the family": on this page, which the group HAEZI/ETXADI runs for the education area of the City of Bilbao, different materials are prepared to be used by families in their educational work, from early childhood to adolescence. These contents highlight the group approach based on primary prevention and family context optimization.

- www.ejgv.euskadi.net/ access the space **gurasotasuna**. In which there is a bank of resources related to the field of positive parenting.

8. TUTORIAL SCHEDULE

The tutorial schedule will be accessible through www.ehu.es (Campus de Guipúzcoa/Facultad de Psicología)