

<b>Updated On</b>	2019/02/28																														
<b>Curricular Year / Period</b>	2018/19 / S1																														
<b>Course</b>	Educação Especial																														
<b>Curricular Unit</b>	Família e Necessidades Especiais																														
<b>Language(s) of Instruction</b>	Português English																														
<b>ECTS/tempo de trabalho (horas)</b>	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th></th><th></th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral										T	TP	PL	S	TC	E	O	OT										
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<b>Prerequisites</b> <small>[Curricular Units that must precede and specific entry competences]</small>	Not applicable																														
<b>Learning outcomes</b> <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>Intending to lead the student to;</p> <ul style="list-style-type: none"> <li>- Acquire theoretical knowledge on the issue family, emphasizing its importance for understanding the social, cultural, economic and political changes that go through it and which are reflected in various systems and educational and social institutions.</li> <li>- Understand the professionals role in a systemic approach and to analyze processes of family adaptation when taking care of a child with disability.</li> <li>- Acquire know-how and understand and prevent problems in special needs and care processes.</li> <li>- Understand the diversity in action, emphasizing different values and social representations, so as to establish and retain positive, cooperative relationships with families.</li> <li>- Integrate knowledge about families and special needs, and to be aware of the responsibility and implications of ethical and social issues.</li> </ul>																														
<b>Syllabus</b>	<p>1. Family System</p> <p>1.1. Apply family system theory</p> <p>1.2. Dynamics, roles and relationships within families.</p> <p>1.3. Life cycle, crisis and change.</p> <p>2. Family and Society</p> <p>2.1. Family changes in contemporary society.</p> <p>2.2. Plurality of family forms.</p> <p>2.3. Family, work and social mobility: relationships, dependencies and support to special needs.</p> <p>3. Family Development</p> <p>3.1. Routes on family development and problems.</p> <p>3.2. Impact of disability inside the family.</p> <p>3.3. Preventing risk of abuse towards people with disabilities.</p> <p>4. Family and Professional Roles</p> <p>4.1. Change in the role of professionals in a family centered approach.</p> <p>4.2. Working with families, co-responsibility and empowerment.</p> <p>4.3. Intervention based on community educational, health and social services resources.</p>																														
<b>Teaching methodologies (including assessment)</b> <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p><b>1 - Teaching methodologies</b></p> <p>The contents of the program will be taught through a combination of different methods including the lecture method, the inductive-deductive method, the targeted research, analysis and discussion of documents (texts, websites, images, and segments of movies), to be worked out in small groups.</p> <p><b>2 - Period assessment</b></p> <p>The evaluation will include a research paper worked out in small group to be presented and discussed at class (40%) and an individual essay (60%) that should work out a critical reflection about the topics of the curricular unit. Both works will be accompanied by the teacher, from initial conception to final draft,</p>																														

	<p>always aiming an interaction between the programmatic topics of the curricular unit and the interests of students in regard to the subjects to study.</p> <p><b>3 - Examination assesement</b></p> <p>Yes</p>
<b>Bibliography</b>	<p><b>1 - Main Bibliography</b></p> <p>Alarcão, M. (2000) (Des)Equilíbrios Familiares. Coimbra: Quarteto Ed.          Ausloos, G. (2003). A Competência das Famílias. Lisboa: Climepsi Ed.          Gimeno, A. (2001) A Família - O Desafio da Diversidade. Lx: I.Piaget          McWilliam, R. (org) (2012) Trabalhar com famílias de crianças com necessidades especiais. Porto: Porto Ed.          Pimentel, J. (2005) Intervenção focada na família: desejo ou realidade. Lx: INR          Porter, L. (2002) Educating Young Children with Special Needs. London: Paul Chapman Pub.          Relvas, A. (2000) O ciclo vital da família - perspectiva sistémica. Porto: Afrontamento          Relvas, A., Alarcão, M. (2007) Novas Formas de Família. Coimbra: Quarteto          Sampaio, D., Cruz, H., Carvalho, M. (2011) Crianças e jovens em risco - a família no centro da intervenção. Cascais: Principia          Wall, K. (coord) (2005) Famílias em Portugal. Percursos, Interações, Redes Sociais. Lx: I. C. Sociais          Williams, F. (2010) Repensar as Famílias. Cascais: Principia</p> <p><b>2 - Complementary Bibliography</b></p>
<b>Special Situations</b> [Students with special status]	<p><b>1 - Period assessment - Students with special status</b></p> <p>Students with Special Needs</p> <p><b>2 - Examination assesement - Students with special status</b></p> <p>Students with Special Needs</p>