

Subject card

Subject name and code	Working with Dysfunctional Families - strategies, PG_00150136						
Field of study	Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		Polish		
Semester of study	2		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of Social Pathology and Social Rehabilitation -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Marta Pięta-Chrystofiak				
	Teachers		mgr Marta Pięta-Chrystofiak				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	20.0	0.0	0.0	0.0	20
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	20		0.0		30.0	50
Subject objectives	Familiarizing students with the specific functioning of dysfunctional families, the conditions of their functioning and working methods of psychocorrection, assistance and therapy.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDMU2_K04] The graduate is willing to design, plan, implement and critically evaluate pedagogical activities	[K_K04] The student is ready to design, plan, implement and critical assessment of pedagogical activities in the field of work with families dysfunctional.	[SK2] presentation/project/paper/report
	[PEDMU2_U08] The graduate is able to efficiently use selected theoretical approaches to analyse the undertaken practical activities	[K_U08] The student can efficiently use selected shots theoretical in order to analyze the practical activities undertaken in in terms of strategies for working with dysfunctional families.	[SU2] presentation/project/paper/report
	[PEDMU2_W15] The graduate has in-depth knowledge and understanding of subjects of educational, upbringing, caring, cultural, aid and therapeutic activities	[K_W15] The student knows in-depth the entities of activity educational, upbringing, caring, cultural, assistance and therapeutic in in terms of strategies for working with dysfunctional families.	[SW2] presentation/project/paper/report
	[PEDMU2_K03] The graduate is willing to building a teacher's skills and tools	[K_K03] The student is ready to build a pedagogical workshop necessary in the design of strategies for activities aimed at families dysfunctional.	[SK2] presentation/project/paper/report
	[PEDMU2_U04] The graduate is able to in a clear, express himself/herself accurately in Polish in speaking and in writing in a consistent manner, can construct extensive oral and written justifications on topics related to various pedagogical issues with the use of various theoretical approaches, using both the achievements of pedagogy and other scientific disciplines	[K_U04] The student is able to express himself clearly, coherently and precisely in speech and writing, can construct complex oral and written texts justifications on topics related to strategies for working with dysfunctional families, z using various theoretical approaches, drawing on both achievements pedagogy and other scientific disciplines.	[SU2] presentation/project/paper/report
	[PEDMU2_U09] The graduate is able to generate original solutions to complex pedagogical problems and forecast the course of their solution as well as predict the effects of planned activities in specific practical areas	[K_U09] The student is able to generate original solutions to complex problems pedagogical problems and predict the course of their solution, and predict the effects of planned activities in specific areas of work with families dysfunctional.	[SU2] presentation/project/paper/report
	[PEDMU2_K07] The graduate is willing to recognise the specifics of the local environment, communicate with it and undertake cooperation for the benefit of the pupil and his/her environment, as well as communicate with the pupil and his/her environment in a dialogical way that fosters conflict resolution	[K_K07] The student is ready to communicate and cooperate with the environment, including with people who are not specialists in a given field, and to active participation in groups and organizations implementing pedagogical activities in scope of work with dysfunctional families.	[SK2] presentation/project/paper/report
Subject contents	1. Dysfunctional family terminological issues 2. Models of family adaptation to difficult situations 3. Methods of working with a family with an alcohol problem 4. ACA issues - working methods 5. Methods of working with a co-dependent family 6. A minor addicted to psychoactive substances in the family 7. Constructing an educational project covering the basics of knowledge about domestic violence		
Prerequisites and co-requisites	None		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	project	51.0%	60.0%
	presentation	51.0%	40.0%

Recommended reading	Basic literature	- Ackerman R.J. (2020), Wyrosnąć z DDA, Łódź. - Bradshaw J. (1994), Zrozumieć rodzinę, Warszawa. - Dodziuk van Kooten A., Spaczyńska E. (2020) Rodzina alkoholowa. Cz. 1, Jak lepiej ją rozumieć? : tajniki pracy socjalnej i Cz. 2, Jak skutecznie pomagać? : warsztat pracownika socjalnego, Warszawa. - Krasiejko I. (2019), Rodzina z dziećmi, rodzina dysfunkcyjna : pedagogika, praca socjalna, terapia, Warszawa. - Margasiński A. (2010), Rodzina alkoholowa z uzależnionym w leczeniu, Kraków. - Margasiński A. (2015), Rodzina w ujęciu systemowym : teoria i badania, Warszawa. - Robinson B.E., Rhoden J.L. (2017), Pomoc psychologiczna dzieciom z rodzin alkoholowych : praktyczny przewodnik, Warszawa. - Schier K. (2016), Dorosłe dzieci : psychologiczna problematyka odwrócenia ról w rodzinie, Warszawa.
	Supplementary literature	- Comito T. (2021), Przemoc, której nie widać : jak rozpoznać i przerwać cykl przemocy psychicznej, Sopot. - Ganczarska M. (2017), Praca wychowawcza nauczyciela z uczniami pochodzącymi z rodzin dysfunkcyjnych : co nauczyciel może zaczerpnąć z pracy terapeuty, Opole. - Friel L., Friel J. (2021), Jak uwolnić się od ciężaru dysfunkcyjnej rodziny : wsparcie dla dorosłych dzieci z trudnych domów, Łódź.
	eResources addresses	
Example issues/ example questions/ tasks being completed	family, family system, dysfunctions, family structure, family hierarchy, internal boundaries, external boundaries, pathological triads, children's roles, codependency, ACOA	
Work placement	Not applicable	

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