

Subject card

Subject name and code	The Child in the Family in the Light of Systems Theory, PG_00206978						
Field of study	Pre-school and Early School Education						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2030/2031		
Education level	uniform Master's studies		Subject group		Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	5		Language of instruction		Polish		
Semester of study	10		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of the History of Science and Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Małgorzata Obrycka				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	15.0	15.0	0.0	0.0	0.0	30
	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	30		0.0		20.0	50
Subject objectives	1. To acquaint students with the systemic approach to working with the child's family, especially in the field of intra-family communication processes (including the regularities and disturbances occurring in it). 2. Formation of the following skills: work on improving family relations and the situation of the child in the family based on techniques and tools characteristic of the systemic approach to work with the family; use of knowledge in the field of family therapy to work with the child.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PPWJ5_U10] The graduate has the skills enabling them to 10. create educational and didactic situations that motivate children or learners to learn and work on themselves, analyse their effectiveness and modify activities in order to achieve the desired effects of upbringing and education	K_W17, K_U10, K_U11, K_U14, K_K03	[SU2] presentation/project/paper/report
	[PPWJ5_U11] The graduate has the skills enabling them to use the assessment and feedback process to stimulate children or learners in their own development	K_W17, K_U10, K_U11, K_U14, K_K03	[SU1] oral statement/conversation/discussion
	[PPWJ5_U14] The graduate has the skills enabling them to 14. effectively use the information obtained about the child or learner from specialists, including a psychologist, speech therapist, educator, doctor and parents or guardians of the child or learner, when working with a child or learner	K_W17, K_U10, K_U11, K_U14, K_K03	[SU5] implementation of a problem task
	[PPWJ5_K03] The graduate has social competences enabling them to build relationships of mutual trust between all entities in the upbringing and education process, including parents or guardians of a child or learner, and involve them in activities conducive to educational effectiveness	K_W17, K_U10, K_U11, K_U14, K_K03	[SK8] observation of student's independent or team work
	[PPWJ5_W17] The graduate knows and understands to an in-depth level-He/she has advanced, structured and theoretically based knowledge of social communication processes and their regularities and disruptions	K_W17, K_U10, K_U11, K_U14, K_K03	[SW4] test/exam - oral or written

Subject contents	Lecture		
	1 The family as a system. Developmental and blocked family systems and the psychosocial development of the child.		
	2. Family system structure (boundaries, subsystems, roles and positions of family members) and system processes (individuation, communication,homeostasis).		
	3. Indications for working with the family: models for working with the family in a systemic approach.		
	4. Intergenerational model: theoretical basis, characteristic concepts (differentiation of the Self, triangles, emotional system of the nuclear family,family projection, emotional cutoff, multigenerational transmission, position among siblings, social regression), mechanisms of intergenerational transmission (imitation, modeling, identification), intergenerational transmission in the family in the concept of Murray Bowen.		
	5. Milan model: origins and evolution of the model, theoretical concepts characteristic of the early model (paradoxes, counter-paradoxes,rituals and positive connotations), development of the concept.		
	6. Structural model: structural approach in working with the family, characteristic concepts (family subsystems, permeability of boundaries, alliances, power, coalitions, family dysfunction).		
	7. Strategic model: specifics of interpersonal communication in the family conceived as a system, models of interpersonal communication (unilateral, bilateral and relational), determinants of communication in the family (subjective and non-subjective).		
	8. Contemporary trends in the area of work with the family.		
	Exercises		
	1. Working with the family in the intergenerational model (interview-assessment, genogram, working techniques).		
	2. Working with the family in the Milan model (hypothesis setting, neutrality, circular questions, universal prescriptions, Tomm's reflective questions).		
	3. Working with the family in the structural model (goals, assessment of family interactions, monitoring of dysfunctional systems, restructuring of transcription patterns, case study).		
	4. Working with the family in a strategic model (MRI interactional family therapy, MRI short-term family therapy, development of therapeutic strategies, initial conversation, use of referrals, pretend techniques and family metaphors).		
	5. Working on cognitive distortions.		
	6. Mediating family issues, resolving conflicts in the family.		
	7. Practical tips.		
Prerequisites and co-requisites	Knowledge of human psychological concepts and psychopedagogical aspects of child development.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	test, presence, activity	51.0%	100.0%
Recommended reading	Basic literature	Barbaro B., <i>Wprowadzenie do systemowego rozumienia rodziny</i> , Kraków 1994.	
		Goldenberg H., Goldenberg I., <i>Terapia rodzin</i> , Kraków 2006.	
		Satir V., <i>Terapia rodzin: teorii i praktyka</i> , Gdańsk 2000.	
	Supplementary literature	Caselman T., <i>Praca terapeutyczna z rodzinami: kreatywne zajęcia dla różnorodnych struktur rodziny</i> , Warszawa 2014. Minuchin S., Reiter M.D., Borda C., <i>Kunst terapii rodzinnej</i> , Warszawa 2018.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Assessment of the problem situation of the child and family based on the knowledge of systemic work with the family. Theoretical and empirical analysis of the systemic approach to work with the child's family, especially in the area of intra-family communication processes, the regularities and disruptions occurring in it.		
Work placement	Not applicable		

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