



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Prevention and Promotion
Teaching staff (Also indicate the Professor in charge) Maria Manuela Calheiros
ECTS 6
Functioning 2nd semester; 2 theoretical-practical classes; 3 Lab classes
Learning goals 1. Know the epistemological, theoretical and applied foundations of prevention and promotion of health and well-being; 2. Know and understand the process of preventive intervention taking into account the life cycle of a project / program; 3. Apply the theoretical knowledge learned, in the process of design and evaluation of a project / program to different real situations, fictionalized or simulated; 4. Identify opportunities and define problems for the design of programs for prevention and promotion of health and well-being; 5. Appropriately use tools in the design, planning, implementation, management and evaluation of different types of projects / programs of preventive intervention and promotion in the social, health, education and organizational settings; 6. To develop research competences, through theoretical perspectives and analysis of empirical studies, considering research questions in the scope of project / program design;



7. Develop skills in teamwork and communication, cooperation, flexibility, accountability, compliance with rules, acceptance of individual, social and cultural differences and ethical principles in the area of project / program evaluation and design.

Skills to be developed

1. Demonstrate knowledge of theoretical models of prevention;
2. know to identify opportunities and problems for the design and evaluation of health and well-being prevention and promotion programs;
3. Demonstrate knowledge of the main concepts and steps in program design;
4. Know the behavior-oriented and context-oriented theories used to promote health and well-being;
5. Know how to apply the theoretical knowledge acquired in the development of a theoretical process model of a project / program;
6. Know how to use the main tools in the project design and planning;
7. Know how to define the objectives, hypotheses, resources needed and the channels, methods and strategies of an intervention project;
8. Know how to plan and manage a project / program;
9. Know how to use different methodologies and processes in the evaluation of projects;
10. Disclose skills that allow teamwork, with other disciplines, and the communication of information, ideas, problems and solutions in the area of program design;
11. Develop skills that allow the application and generalization of knowledge throughout life in the design and evaluation of different types of projects and programs, with a high degree of autonomy.

Prerequisites (precedences) *

None

Contents

1. Historical, epistemological, theoretical and pragmatic foundations of the prevention and promotion of health and well-being
2. Basic notions in program/project planning and evaluation.



- 2.1. Glossary
- 2.2. Phases in program planning
- 3. Project opportunity and problem definition
 - 3.1 Identification of opportunities
 - 3.2 Strategies for problem definition, problem definition by the client, analysis of social indicators, assessment of needs
- 4. Theory and research in problem definition
 - 4.1 Conceptualization of the problem and theoretical rationale
 - 4.2 Result variable
- 5. Behavior-oriented theories and context-oriented theories to promote health and well-being
 - 5.1. Development of theoretical process models: literature review
 - 5.2 Balance table: alterability and impact
 - 5.3 Goal-change matrices
- 6. Program production: Components and materials
 - 6.1 Definition and components of the Logical Model (ML): Types of logical model
 - 6.2 ML Construction Approaches
 - 6.3 Phases of ML
 - 6.4 Tools: Channels, methods and techniques
- 7. Intervention activities
 - 7.1 Objectives and hypotheses
 - 7.2 Selection of intervention methods based on theory and its practical application: Channels, methods, strategies
- 8. Planning, implementation and sustainability of a project / program
- 9. Planning for Evaluation
 - 9.1 Types of program evaluation: results evaluation (impact) and implementation evaluation (process)



9.2 Efficacy, efficiency and cost-effectiveness of a program

9.3 Design and assessment tools

9.4 Reporting and return of results

10. Using Intervention mapping to adapt evidence based programs to new settings and populations

Bibliography

Bartholemew, L., Parcel, G., Kok, G., Gottlieb, N., & Fernandez, M. (2011). Planning Health Promotion Programs: An Intervention Mapping Approach. San Francisco: Jossey-Bass.

Buunk, A., & Van Vugt, M. (2007). Applying Social Psychology: From Problems to Solutions. London: SAGE Publications Ltd.

Israelashvili, M., & Romano, J. L. (2017) The Cambridge Handbook of International Prevention Science. Cambridge Handbooks in Psychology. Cambridge University Press.

Roberto, C., A. & Kawachi, I. (2016). Behavioral Economics and Public Health. Oxford University Press. New York.

Wholey, S., Hatry, H., & Newcomer, K. (2010). Handbook of Practical Program Evaluation. New York: John Wiley & Sons Ltd.

Teaching methods

Given the applied nature of this unit, there are three different types of contact between the students and Professor:

Theoretical-practical (30h contact) – Presentation of concepts and theories balanced with the discussion of applied group exercises.

Practical laboratory classes (30h contact) - Exercises in small groups, oral presentations of group work, analysis of scientific articles. Practical exercises and application of the knowledge obtained for program development and design, as well as the planning of the program evaluation in one of the areas selected by the students (education, health, social and organizational).

Tutorial classes - discussion of the practical work conducted by students in the workgroups.

The 108 hours of autonomous ensures reading of the main bibliography and completion of the exercises and the practical assignments required for evaluation.



Evaluation Regimes (General and/or Alternative)

In this course, there is only the General Evaluation Regime

Evaluation Elements

(Dates due, weights, minimum required grades)

MANDATORY ASSESSMENT ELEMENTS

Individual written exam (40% of the final grade)

Group work (Oral presentation with discussions + Written report) with a weighting of 60% of the final grade

Students are approved if they reach at least 9.5 both in the exam and in the work-group.

In General Evaluation Regime students have to attend 2/3 of classes.

Rules for grade improvement

- Grade improvement can only be made if the students have evaluation in the 1st stage.
- Improvement of grade of group work cannot be done.

Rules for students having previously failed the course unit *

Requirements on attendance and punctuality

Class attendance is compulsory for General Regime students.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

All evaluation elements are required. Only attendance in class is not compulsory.

Language of instruction

Portuguese



Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable