



SOCIAL-EMOTIONAL AND HEALTH BEHAVIOR LEARNING

2023/2024

Study Program: Master Course in Educational Psychology and Counseling

Name Social-Emotional and Health Behavior Learning
Teaching staff Maria João Alvarez (Professor in charge)
6 ECTS
Functioning This Course Unit (CU) is compulsory for the Master Course in Educational Psychology and Counseling's students and elective for other master courses' students. Classes are theoretical and practical. The tutoring hours of Professor Maria João Alvarez (D-311 cabinet) will be set annually.
Learning goals <ol style="list-style-type: none">1. Reflect on the relevance of social-emotional and health behavior development and learning for children and youth's well-being and lifelong success.2. Acquire / develop knowledge of the conceptual frameworks of Psychology associated with Social and Emotional Learning and Health Behavior promotion.3. Examine the role of Educational Psychologists at different levels of intervention and with different audiences: learners, educational agents, and institutions.4. Develop knowledge of and analyze instruments for the assessment of social-emotional and cognitive competencies and health behavior in children and youth.5. Develop knowledge of and analyze intervention programs for the promotion of Portuguese children and youth's social-emotional competences and health behavior in educational contexts.
Skills to be developed Students are expected to acquire and develop: <ul style="list-style-type: none">• knowledge about main concepts and theoretical models in the Social and Emotional Learning and Health Behavior Promotion domains;



- skills to search for and critically analyze information on empirical research, assessment and intervention procedures in these domains, as well as in the cognitive assessment domain;
- skills to develop assessment and intervention procedures in the Social and Emotional Learning and Health Behavior Promotion domains;
- skills to identify, analyze and critically reflect about the application of these procedures at different levels of intervention (e.g., individual and group) and with different audiences (e.g., learners, educational agents);
- oral and written scientific communication skills about research, assessment and intervention in the domains covered in the CU.

Prerequisites (precedences) *

Not applicable

Contents

I. Social and Emotional Learning and Well-Being

1. Conceptual frameworks and guidelines for intervention.

1.1 Cognitive-behavioural approach

1.2 (Social)emotional intelligence

1.3 Contemplative education

2. Processes of adaptation throughout the life cycle

2.1 Adaptation, stress / coping and well-being

3. Assessment and intervention resources to promote social and emotional learning for children and youth

3.1 Assessment instruments

3.2 Intervention programs

3.3 Impacts on academic success and well-being

4. Social and emotional learning interventions for teachers and parents

4.1 Teacher stress management and well-being promotion

4.2 Parent education

II. Health Behavior Promotion

1. Conceptual frameworks and guidelines for intervention

2. Eating behavior and food education

3. Sex education

4. Sleep health

III. Cognitive Assessment in Education



Bibliography

Aldwin, C. M., & Werner, E. E. (2007). *Stress, coping, and development: An integrative perspective*. The Guilford Press.

Durlak, J., Domitrovich, C., Weissberg, R., & Gullotta, T. (Eds.) (2015). *Handbook of social and emotional learning*. Guilford Press.

Epstein, J., Sanders, M., Simon, B., Salinas, K., Janson, N., & Van Voorhis, F. (2002). *School, family and community partnerships. Your handbook for action*. Corwin Press.

López, F. (2005). *La educación sexual*. Biblioteca Nova.

Marques Pinto, A., & Raimundo, R. (Org.) (2016). *Avaliação e promoção de competências socioemocionais em Portugal*. Coisas de ler.

Mennuti, R. B., Freeman, A., & Christner, R. W. (Eds.) (2006). *Cognitive-behavioral interventions in educational settings. Handbook for practice*. Routledge.

Ogden, J. (2003). *The psychology of eating: From healthy to disordered behavior*. Blakwell Pub.

Wright, J., & Macdonald, D. (Eds.) (2010). *Young people physical activity and the everyday*. Routledge.

Teaching methods

Classes are theoretical and practical and involve thematic presentation and critical reflection about the main concepts and theoretical models in the Social and Emotional Learning and Health Behavior Promotion domains.

Presentation, characterization and discussion of assessment methods and instruments, programs, interventions or guidelines for the development of interventions in each domain are used.

Case studies and other practical exercises are proposed, stimulating individual and group reflection and debate in class.

Evaluation Regimes

General or Alternative

Evaluation Elements

The evaluation of students according to the **general system** consists of:

- (1) A final written exam (50% of the final grade),
- (2) A group written assignment involving the organization of a portfolio of assessment tools and intervention programs and a critical reflection, in the light of the relevant



literature, on those assessment and intervention procedures (30% of the final grade), and

- (3) An oral group presentation of ideas for a research project in one of the domains addressed in the CU (20% of the final grade).

To be successful in this course, approval is required (minimum of 9,5 values, on a scale of 0-20) in evaluation elements (1) and (2).

The evaluation elements (1) and (2) must be completed in the same examination period.

The evaluation of students according to the **alternative system** consists of an individual final exam (100% of the final grade).

Rules for grade improvement

The grade improvement can be obtained in the second examination period through a final written exam by the general system's students (2nd evaluation element, 50% of the final grade), and by the alternative system's students (100% of the final grade).

Rules for students having previously failed the course unit *

Not applicable

Requirements on attendance and punctuality

Students according to the general system must attend 2/3 of the classes.

Students according to the alternative system have no mandatory attendance.

Rules for special students

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

Not applicable

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

Note: Students should consult the new *General Regulation for the Assessment of Student Knowledge and Skills* available on the FPUL website, in order to become aware of any changes to the rules established therein.