



COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

Study Program: Master's Degree in Educational Psychology and Counseling

Name Promotion of Skills and Risk Prevention
Teaching staff (Also indicate the Professor in charge) Maria João Alvarez (coordinator) and Alexandra Marques Pinto
ECTS 6
Functioning Compulsory UC for the Master's Degree in Psychology of Education and Counseling; optional for other master's degrees.
Learning goals 1. to acquire and develop knowledge about the design, planning, implementation, and evaluation of intervention programs in the field of health and well-being promotion and; 2. to further theoretical and practical knowledge on areas of skill promotion and risk prevention.
Skills to be developed The student should acquire competencies for: <ul style="list-style-type: none">. researching, selecting and critically evaluating scientific information on preventive and promotional adaptation and risk processes of interventions in multiple educational and population settings;. critically reflecting on intervention processes in the field of skill promotion and risk prevention;. being able to prepare both individual and group interventions in health and well-being promotion in educational settings, grounded in the design, planning, implementation,



and evaluation of programs;

- . communicating in both oral and written form on such themes and procedures;
- . organizing and managing scientific meetings and;
- . working in a team.

Prerequisites (precedences) *

Not applicable.

Contents

1. Skill Promotion and Risk Prevention

1.1 Glossary

3.1 Criteria of program efficacy

1.3 Characteristics of succeeded programs

2. Promotion/Prevention programs of skills in natural environment

2.1 Psychoactive substance consumption prevention

2.2 Sleep health

2.3 Promotion of skills in the educational community

2.4 Promotion of positive mental health

3. Conceptual Model of Individual Intervention

4. Program Design and Evaluation

4.1 Needs evaluation, problem definition, target behaviors and population and aims setting

4.2 The role of theories in the identification of the contents of the program

4.3 Program design, methods of intervention, strategies of change and implementation

4.4 Program evaluation: diversity of approaches; typologies and models of evaluation

4.5 Maintenance of change and program sustainability



5. New perspectives in theory and research on health and well-being promotion

5.1 E-health interventions

5.2 Holistic and experiential approaches

Bibliography

Bartholemew, L., Parcel, G., Kok, G., Gottlieb, N., & Fernández, M. (2011). *Planning health promotion programs: An intervention mapping approach* (3^a ed.). John Wiley.

Bornstein, M., Davidson, L., Keyes, C., & Moore, K. (Eds.) (2003). *Well-Being: Positive development across the life course*. Lawrence Erlbaum Associates.

Marques Pinto, A. & R. Raimundo (Eds.) (2016). *Avaliação e promoção de competências sócio-emocionais em Portugal*. Coisas de Ler.

Michie, S., West, R., Campbell, R., Brown, J., & Gainforth, H. (2014). *ABC of behaviour change theories*. Silverback Publishing.

Wholey, S., Hatry, H., & Newcomer, K. (2015). *Handbook of practical program evaluation*. John Wiley.

Van Gemert-Pijnen, L., Kelders, S., Kip, H., & Sanderman, R. (2018). *Ehealth research, theory and development: A multidisciplinary approach*. Routledge.

Teaching methods

Theoretical and practical classes based on reflection of conceptualization and practice in promotional and preventive areas of health promotion and risk prevention, supported by audio-visual methods. Autonomous research and group work; group debate and presentation of individual and group reflections in class. Development of practical work.

Evaluation Regimes (General and/or Alternative)

General or alternative.

Evaluation Elements

(Dates due, weights, minimum required grades)

General regime evaluation involves:

1. dynamic group work to prepare a day seminar on a theme related to health promotion and risk prevention (25% of the final mark);



2. individual preparation of three questions presented in writing for three themes of the subject (50% of the final mark) and;

3. a written group work of evaluation of the conception, design, and evaluation of a program on skill promotion or risk prevention in educational settings (25% of the final mark).

The UC requires the completion of all the elements for evaluation and approval (minimum of 9.5 values, on a scale of 0-20), in the set of the evaluation elements (2) and (3).

Evaluation under the alternative regime implies:

. A final individual exam (100% of the final mark).

The exam involves choosing 4 questions from a set of five, in a development response format (maximum of one test sheet for the four answers), without consultation.

Criteria for evaluation on the exam: value is given to the relevance of the explanation/justification, its clarity, and its conceptual and written accuracy.

Rules for grade improvement

Grade improvement can be obtained by students in the general or in the alternative system by conducting an individual exam in the 2nd season of exams.

Rules for students having previously failed the course unit *

Not applicable.

Requirements on attendance and punctuality

Students in the general system must attend 2/3 of the classes. Students in the alternative system have no mandatory attendance.

Rules for special students

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

Language of instruction

Portuguese.



Some of the reading recommended can be in English or Spanish.

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