COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

Study Programme - Child and Adolescent Developmental Psychopathology - Prevention and Intervention

Name
Prevention and Promotion of Health and Well-Being in Children and Adolescents

Teaching staff
(Also indicate the Professor in charge)
Maria Manuela Calheiros

ECTS
6

Functioning
TP - 45; T – 15
2nd semester; 1 theoretical-practical classes; 1 Lab classes

Learning goals
1. Know the theoretical and applied frameworks in the area of prevention and promotion;
2. Know the main theories of behavior and context change in the area of health and well-being in children and adolescents;
3. Know the process of design, implementation and evaluation considering the life cycle of a program;
4. Identify opportunities and define problems for the design of prevention and promotion programs;
5. Apply translational research through critical literature review, formulate and reflect on methodological and technical issues in the area of design and evaluation of programs in different contexts;
6. Know and use tools and techniques in the design, planning, implementation and management of programs;
7. Know and use methods of program evaluation;
8. Develop skills in teamwork, communication, cooperation, flexibility, responsibility, acceptance of individual, social and cultural differences and ethical principles in the area of program design.

Skills to be developed

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: Chanels, 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

10 Reporting and return of results

Bibliography

Bartholemew, L., Parcel, G., Kok, G., Gottlieb, N., & Fernandez, M. (2011). *Planning Health Promotion Programs: An Intervention Mapping Approach (2nd ed.)*. Jossey-Bass.

Buunk, A., & Van Vugt, M. (2008). *Applying Social Psychology: From Problems to Solutions*. SAGE Publications Ltd.

Israelashvili, M., & Romano, J. L. (2017) *The Cambridge Handbook of International Prevention Science. Cambridge Handbooks in Psychology (1st Ed).* Cambridge University Press.

Lerner, R., Jacobs, F., & Wertlieb, D. (2002). *Handbook of Applied Developmental Science: Promoting Positive Child, Adolescent and Family Development through Research, Policies and Programs*. SAGE Publications Ltd.

Wholey, S., Hatry, H., & Newcomer, K. (2010). *Handbook of Practical Program Evaluation (3rd ed.).* John Wiley

& Sons Ltd.

Teaching methods

  Theoretical-practical class - Presentation of theory and research on the subjects, in an expositive way, and their application through participatory, active and self-study methodologies. These methodologies presuppose the accomplishment and discussion of practical exercises in the class, the previous preparation and autonomous work of the students, through reading the specific bibliography and developing, in stages, a design and evaluation of an intervention program, by groups, during the semester. It is based on this preparation and autonomous work that the teacher encourages the active and collaborative participation of the students.

Tutorial - Problem solving, clarification of doubts and orientation of group work.

The teaching methodologies in contact hours and the autonomous work of the students are aligned with the learning objectives articulating knowledge, skills and competences in all the topics of the CU. Therefore, different methodologies will be synchronously used to support students' learning and to promote integration skills and application of the programmatic contents.

Having a learning component of theoretical and practical contents, this CU, in the theoretical-practical classes, despite using an expositive teaching methodology promotes, above all, the application of theory to practice through a methodology of active student participation. Thus, the contents are presented through a debate between the teacher and the students about the specific theme of the class, posing questions that stimulate participation, creating in students a predisposition to learn.

The proposed exercises and practical activities (discussion of the work in different stages of the life cycle of a program) are intended to elicit students' knowledge about the topics, allowing them to assess their evolution, depth and capacity to apply the learning objectives. As they incorporate new information and appropriate knowledge, both from the content taught, from the debates raised in the classroom, from the bibliographical research and consequent reading, and from the interaction provided in a group context, topics applied to different areas of intervention, develop cognitive and practical skills, as well as skills of critical analysis, problem solving, personal, professional and ethical skills.

The teaching perspective of this CU also emphasizes the active and guided discussion of the contents addressed through the accomplishment of a group work. Thus, it also encourages bibliographical research, reading texts and their application in the elaboration of works (design a program whose theme is selected by the students) as a form of active learning. This work aims not only to develop an analysis of how the contents can be applied to various contexts, but also to allow the enrichment of the class with the different contributions of the students during the evolution in the accomplishment of the same. Group work will be accompanied by classroom support (eg, presentation, discussion, practical examples) and tutorials. The work will be the object of feedback from teachers and peers, with peer feedback as relevant.

In the e-learning platform will be made available the teaching materials used in class and in the works.

The assessment system, with multiple moments and formats, allows students to define their own learning objectives, plan the tasks involved and monitor their performance through feedback from the teacher.

Evaluation Regimes (General and/or Alternative)

  In this course, there is only the General Evaluation Regime

Evaluation Elements

(Dates due, weights, minimum required grades)

The evaluation consists of two mandatory elements: 1) Group work (design and evaluation of a program) that includes 4 presentations, one for each phase of the program design and evaluation (20% individual), and a final written report - 50% of the final grade; 2) Exam - 30% 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 of evaluation.

• 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) *****

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