



COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

Study Programme Master in Child and Adolescent Developmental Psychopathology – Prevention and Intervention

Name Health Psychology
Teaching staff (Also indicate the Professor in charge) Ana Isabel Fernandes Gomes (ana.fernandes.gomes@psicologia.ulisboa.pt)
ECTS 6
Functioning Theoretical-practical classes (3 hours per week)
Learning goals <i>To know and apply</i> different concepts of health, the main determinants of health, and their implication for the intervention of psychology in the health field. <i>To understand</i> the specific contribution of psychology to health promotion and the prevention and treatment of illness during childhood and adolescence and <i>to recognize</i> the contribution of psychology to the organization of health care. <i>To identify</i> the roles of the health psychologist in different contexts and institutions and how to articulate these functions with other pediatric specialty professions and domains. <i>To know and apply</i> the main explanatory models of child and adolescent health behaviors, valuing the role of parents and the socio-ecological context. <i>To analyze</i> different intervention models for health promotion and disease prevention: individual, group, and population interventions. <i>To know and apply</i> specific and empirically validated methodologies of change in health with children and



adolescents.

Skills to be developed

To know the main concepts and theoretical models, relate them, and critically analyze the scientific literature in this field.

To identify, systematize, and critically analyze the main explanatory models of health behaviors and health change.

To select, plan and evaluate interventions to promote health and prevent disease in children and adolescents.

To compare different methodologies, considering their level of theoretical foundation and empirical validation.

Prerequisites (precedence) *

Do not apply.

Contents

1. Introduction to Health Psychology.

2. Health concepts and roles attributed to behavior in these models. Health promotion, disease prevention, and quality of life in childhood and adolescence.

3. Contribution of Health Psychology to different health contexts and institutions. Areas of intervention and functions of the health psychologist. Relationship with other domains and professions in pediatric health.

4. Main causes of mortality and morbidity in childhood and adolescence. Main determinants of health: health-promoting behaviors and risk behaviors.

5. Models of change in health. Socio-cognitive models and Socio-ecological models.

6. Methodologies and intervention strategies for behavioral change in health with children, adolescents, and parents.

Bibliography

Connen, M. & Norman, P. (2005). *Predicting Health: Behaviour Research and Practice with Social Cognition Models*. (2nd Ed.). Open University Press.

Glanz, K., Rimer, B. & Viswanath, K. (2008). *Health Behavior and Health Education Theory, Research, and Practice*. (4th Ed.). Wiley.

Wilson, D., Coulon, S. & Huffman, L. (2018). Health promotion in children and adolescents. In Roberts, M & Steele, R. *Handbook of Pediatric Psychology*. (5th Ed). APA.

Sarafino, E. (2014). *Health Psychology: Biopsychosocial Interactions* (6th edition). Wiley.

Prestwich, A., Kenworthy, J. & Conner, M. (2018). *Health Behavior Change: Theories, Methods, and Interventions*. Routledge.



Teaching methods

Theoretical-practical classes. Expository and interrogative methodology. Small group discussion based on reflection questions. Written and oral exercises to apply the main concepts discussed. Critical analysis of intervention studies.

Evaluation Regimes (General and/or Alternative)

Course with continuous evaluation. No alternative regimen. Active participation in the classes is a fundamental component of the learning process.

Evaluation Elements

(Dates due, weights, minimum required grades)

1. Individual exercises in the classroom to apply the concepts worked on (20%)
2. Group work for evaluation and critical analysis of an intervention program (health promotion and disease prevention with children and adolescents) (50%)
3. Test for systematization of fundamental concepts lectured throughout the semester (30%)

Rules for grade improvement

Continuous assessment does not imply a grade improvement. However, in special and duly justified cases, a final written assessment may be carried out.

Rules for students having previously failed the course unit *

No not apply.

Requirements on attendance and punctuality

Attendance and active participation in classes are a fundamental element of the student's learning process, so attendance in classes is mandatory.

Students must be present for a minimum of 80% of classes, arrive with a maximum delay of 15 minutes and do not leave before the end of the class.

Rules for special students

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

Attendance and active participation in classes are a fundamental element of the student's learning process, so it is not possible to carry out this Course Unit on a non-face-to-face basis.



Language of instruction

Portuguese. English is required for reading the main texts.

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