

## COURSE SYLLABUS

### (1) GENERAL

<b>SCHOOL</b>	Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Psychology		
<b>LEVEL OF STUDIES</b>	Postgraduate Program Clinical Interventions in Addictions		
<b>COURSE CODE</b>	KPE-02	<b>SEMESTER</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	Laboratory in Prevention and Health Promotion		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures & exercises		3	5.0
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Skills development		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	In Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=923">https://elearn.uoc.gr/course/view.php?id=923</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>The aim of this Laboratory course is to present the new developments and implementation strategies in the field of health promotion, at a theoretical and also practical level. Although emphasis will be placed on interventions that can be implemented in groups and small communities, the Laboratory will also cover a wider range of preventive efforts. Relevant theories of behaviour change as well as the ways of developing and implementing health promotion programs will be presented. Practice in specific skills related to the development of prevention programs will be emphasized. The goal of the Laboratory is for the postgraduate students to gain knowledge and understanding of the possibilities and the difficulties related to and the skills necessary for developing and implementing a health promotion programme. An additional goal of the Workshop is to prepare the postgraduate students to adequately apply the knowledge gained during the Workshop into practice.</p> <p>By the end of the Laboratory course, graduate students are expected to have:</p> <ul style="list-style-type: none"> <li>• comprehended the theories and key factors related to the modification of health behaviors,</li> <li>• developed skills in designing and evaluating basic health promotion programs,</li> <li>• applied theoretical knowledge to practice,</li> <li>• appreciated the importance of linking theory to practice,</li> <li>• understood the importance of interdisciplinary cooperation in health promotion,</li> </ul>
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- recognized the potential but also the limitations of health promotion.

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	.....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Team work
- Decision-making
- Production of new ideas
- Respect for differences
- Development of creative and inductive thinking
- Criticism and critical reflection
- Transfer of theoretical knowledge into practice

### (3) SYLLABUS

1. Basic concepts of health promotion. Low, medium, and high-level interventions.
2. Theories of health promotion. Methods of modifying health behaviors; relevant issues.
3. Good practice in health promotion (The National Institute for Health and Care Excellence, UK. National Institutes of Health, USA).
4. Intervention mapping – introduction, theory, and applications. Skills building and exercises for developing health promotion programs.
5. Design of short exemplar preventive intervention (in partnership with local health promotion agencies).
6. Exemplary implementation of the interventions developed (see point 5). Addressing difficulties; corrective actions; evaluation of the process and the outcome.
7. Challenges in developing and implementing health promotion programs. Future directions and digital technology (ehealth applications).

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of digital information sources (via elearn), use of ICT and AI techniques.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures & tutorials	39 hours (13 meetings x 3 hours) – 1.60 ECTS
	Individual and team learning, and project development	60 hours – 2.40 ECTS
	Writing an exemplary prevention programme and	

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	a final report / project development	20 hours – 0.80 ECTS
	Laboratory course total	<b>125 hours – 5 ECTS</b>
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		
<p>The student performance evaluation will include: (a) teamwork and a final written report on the design and implementation of an exemplary health promotion programme (70% of the evaluation). (b) Final examination on open-ended knowledge and judgement questions (30% of the evaluation).</p> <p>With regard to (a), the evaluation criteria will be as follows:</p> <p>(i) the competence in literature review and (ii) in developing the necessary steps in order to design and evaluate the health promotion program.</p> <p>(iii) The extent to which the exemplary health promotion program was implemented.</p> <p>(iv) The strategies used to address potential barriers and difficulties in the design and implementation of the program.</p> <p>(v) The clarity in the formulation of the final conclusions and the useful lessons learned from the whole effort, as well as of the students' self-evaluation.</p>		

## (5) BIBLIOGRAPHY

<p><i>Suggested key bibliography:</i></p> <p>Bartholomew, L.K., Parcel, G.S., Kok, G., &amp; Gottlieb, N.H. (2006). <i>Planning health promotion programs. An intervention mapping approach</i>. San Francisco: Jossey-Bass.</p> <p>Fertman, C.I., &amp; Allensworth, D.D. (2010). <i>Health promotion programs: From theory to practice</i>. San Francisco: Jossey-Bass.</p> <p>National Institute for Health and Care Excellence (2022). <i>Behavior change: General approaches. Public health guideline</i>. London: NICE.</p> <p>U.S. Department of Health and Human Services (2010). <i>Theory at a glance. A guide for health promotion practice</i>. Washington DC: U.S. Department of Health and Human Services.</p> <p>World Health Organization (2012). <i>Health education: theoretical concepts, effective strategies and core competencies</i>. Cairo: World Health Organization. Regional Office for the Eastern Mediterranean.</p> <p><i>Related academic journals:</i></p> <p>Translational Behavioral Medicine, Health Psychology Review, Addiction, Journal of Behavioral Addictions, Addictive Behaviors, International Journal of Health Promotion and Education, American Journal of Health Promotion.</p>
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