

Course description

Course name: Prevention, intervention and health promotion

Course code: PH18A0

Credits: 7.5 ECTS

Course content

The course provides knowledge about general methods on prevention, intervention and health promotion. The aim is to provide the student with knowledge and tools for motivational enhancement, attitude change, and behavioral change. After the course, the student should have basic theoretical and practical knowledge within the field.

Learning outcomes

In order to receive a passing grade on the course, the student should be able to:

- Describe and explain common concepts within the field of prevention, intervention, and health promotion.
- Reflect upon the potential effect of prevention, intervention, and health promotion.
- Describe and contrast common methods in the field of prevention, intervention, and health promotion.
- Demonstrate knowledge about and assess different areas for prevention, intervention, and health promotion.
- Reflect on the scientific process in relation to their own competence development in the field of Public Health Sciences.

Teaching

The teaching will be based on lectures and seminars, including some practical work. Participation in the seminars is mandatory. In case of absence, the student will be given compensatory assignments.

Forms of examination

The take-home exam will be graded on a scale of A to F. The active participation in the seminar will be graded as U (fail) or G (pass). The examination will be in English.

Referencing

The APA citation format should be used for all referencing. We recommend that you use a reference management tool.

Plagiarism

Plagiarism, cheating, or self-plagiarism is prohibited in all parts of the course. Suspicion of such cases is reported to the Disciplinary Board at Stockholm University.

Read more here: <https://www.su.se/english/education/2.211/guidelines-for-disciplinary-matters-at-stockholm-university-1.181>



Grading

The grade on the course will be given as follows:

A = Excellent
B = Very good
C = Good
D = Adequate
E = Sufficient

Fail grades

Fx = Inadequate
F = Wholly inadequate

Passing the course requires a pass grade on the written take-home examination and active participation in the seminars. The final grade for the course will be determined by the grade of the written take-home exam.

About the grade Fx

It is possible to complement Fx to a passing grade on the home exam if the student is close to passing.

The grades A-E may be received for passing complements that are related to formality errors.

The grade E may be received for passing complements that reflect problems related to the more basic understanding of the material presented in the course.

If the complement of the grade Fx does not meet the requirements for a passing grade, the grade F is received.

Complements of the grade U to G for the active participation in the seminar are possible if the student is close to passing.

Grading criteria

Grade	
A	The student can correctly, extensively and with significant reflections analyze the content, effect and relevance of different forms of prevention, intervention and health promotion in the public health domain. The student can also explain relevant concepts in the area of prevention, intervention and health promotion.
B	The student can correctly, extensively and with own reflections analyze the content, effect and relevance of different forms of prevention, intervention and health promotion in the public health domain. The student can also explain relevant concepts in the area of prevention, intervention and health promotion.
C	The student can correctly and with own reflections analyze the content, effect and relevance of different forms of prevention, intervention and health promotion in the public health domain. The student can also explain relevant concepts in the area of prevention, intervention and health promotion.
D	The student can correctly analyze the content, effect and relevance of different forms of prevention, intervention and health promotion in the public health domain. The student can also explain relevant concepts in the area of prevention, intervention and health promotion.
E	The student can overall correctly analyze the content, effect and relevance of different forms of prevention, intervention and health promotion in the public health domain. The student can also explain relevant concepts in the area of prevention, intervention and health promotion.
Fx	The student is close to fulfilling the learning objectives. The student partially misunderstands the literature; and/or partially misunderstands basic relevant concepts; and/or use some basic concepts incorrectly.
F	The student does not fulfil the learning objectives. The student totally misunderstands the literature; and/or misunderstands basic relevant concepts; and /or use basic concepts incorrectly.



Course content

Schedule

All sessions are obligatory except for the home exam feedback Nov 11 and Nov 12.

Date	Time	Location (Albano house 4)	Type	Topic
Session 1 - 2021-11-01	13-16	Room 22	Lecture	Introduction to the subject, course description (Peter Wennberg)
2021-11-01	16.00	Athena	Individual examination handed out	
Session 2 - 2021-11-03	13-16	Room 22	Lecture	Theories on motivation (Peter Wennberg)
Session 3 - 2021-11-05	13-16	Room 22	Lecture	Working with motivation and short interventions, MI; MET; BI (Peter Wennberg)
Session 4 - 2021-11-08	13-16	Room 22	Lecture	Universal prevention, health promotion positive psychology (Fabrizia Giannotta)
Session 5 - 2021-11-10	13-16	Room 22	Lecture	Alcohol Substance Use Intervention (Fabrizia Giannotta)
2021-11-11	10-12	Zoom	Optional feedback	Time with course assistant to discuss home exam (Clas Björklund)
2021-11-12	13-15	Zoom	Optional feedback	Time with course assistant to discuss home exam (Clas Björklund)
Session 6 - 2021-11-15	13-16	Room 22	Lecture/ seminar	Some practical examples of prevention/ intervention programs – (Peter Wennberg and others)
Session 7 - 2021-11-17	13-16	Room 22	Lecture	Developing an intervention programme (Fabrizia Giannotta)
Session 8 - 2021-11-22	13-16	Room 22	Group assignment	Group work (Peter Wennberg)
Session 9 - 2021-11-24	13-16	Room 32 (note!)	Group presentations	Group presentations and wrapping up of the course (Peter Wennberg)
2021-11-26	16.00	Athena	Deadline Individual examination	

--	--	--	--	--

Reading instructions (some optional reading might be added – see “plans” on Athena)

Lecture Date	Literature
1: 2021-11-01	Ogden, J. (2019). Health psychology: [a textbook] (sixth edition). Chapter 7. McGraw-Hill Education.
2: 2021-11-03	Ogden, J. (2019). Health psychology: [a textbook] (sixth edition). Chapter 2. McGraw-Hill Education. Schwarzer, R., Lippke, S., & Luszczynska, A. (2011). Mechanisms of health behavior change in persons with chronic illness or disability: the Health Action Process Approach (HAPA). <i>Rehabilitation psychology</i> , 56(3), 161–170.
3: 2021-11-05	Beyer, F. R., Campbell, F., Bertholet, N., Daeppen, J. B., Saunders, J. B., Pienaar, E. D., ... & Kaner, E. F. S. (2019). The Cochrane 2018 review on brief interventions in primary care for hazardous and harmful alcohol consumption: a distillation for clinicians and policy makers. <i>Alcohol and alcoholism</i> , 54(4), 417-427. Barbosa, C., McKnight-Eily, L. R., Grosse, S. D., & Bray, J. (2020). Alcohol screening and brief intervention in emergency departments: Review of the impact on healthcare costs and utilization. <i>Journal of substance abuse treatment</i> , 117, 108096.
4: 2021-11-08	Catalano, R. F., Berglund, M. L., Ryan, J. A., Lonczak, H. S., & Hawkins, J. D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. <i>The annals of the American academy of political and social science</i> , 591(1), 98-124. (optional) Weisz, J. R., Sandler, I. N., Durlak, J. A., & Anton, B. S. (2005). Promoting and protecting youth mental health through evidence-based prevention and treatment. <i>American psychologist</i> , 60(6), 628. (optional) Carr, A., Cullen, K., Keeney, C., Canning, C., Mooney, O., Chinsellaigh, E., & O’Dowd, A. (2020). Effectiveness of positive psychology interventions: a systematic review and meta-analysis. <i>The Journal of Positive Psychology</i> , 1-21.

	<p>Chakhssi, F., Kraiss, J. T., Sommers-Spijkerman, M., & Bohlmeijer, E. T. (2018). The effect of positive psychology interventions on well-being and distress in clinical samples with psychiatric or somatic disorders: A systematic review and meta-analysis. <i>BMC psychiatry</i>, 18(1), 211.</p> <p>O'Connor, C. A., Dyson, J., Cowdell, F., & Watson, R. (2018). Do universal school-based mental health promotion programmes improve the mental health and emotional wellbeing of young people? A literature review. <i>Journal of clinical nursing</i>, 27(3-4), e412-e426.</p>
5: 2021-11-10	<p>Botvin, G. J., & Griffin, K. W. (2015). Life Skills Training: A competence enhancement approach to tobacco, alcohol, and drug abuse prevention. In L.M. Scheier (ed). <i>Handbook of Adolescent Drug Use Prevention: Research, Intervention Strategies, and Practice</i>, American Psychological Association ISBN: 978-1-4338-1899-8. (optional)</p> <p>Kumpfer, K. L., Alvarado, R., & Whiteside, H. O. (2003). Family-based interventions for substance use and misuse prevention. <i>Substance use & misuse</i>, 38(11-13), 1759-1787. (optional)</p> <p>Nystrand, C., Gebreslassie, M., Ssegonja, R., Feldman, I., & Sampaio, F. (2021). A systematic review of economic evaluations of public health interventions targeting alcohol, tobacco, illicit drug use and problematic gambling: Using a case study to assess transferability. <i>Health Policy</i>, 125, 54-74.</p>
6: 2021-11-15	Ogden, J. (2019). <i>Health psychology: [a textbook] (sixth edition)</i> . Chapters 3-6 and chapters 8-9. McGraw-Hill Education.
7: 2021-11-17	<p>Fraser et al. (2009). <i>Intervention Research</i>. Oxford: university Press. ISBN:9780195325492 Chapters: 1, 2, and 3. (optional)</p> <p>Folkman, S., & Greer, S. (2000). Promoting psychological well-being in the face of serious illness: when theory, research and practice inform each other. <i>Psycho-Oncology: Journal of the Psychological, Social and Behavioral Dimensions of Cancer</i>, 9(1), 11-19.</p> <p>O'Reilly, M., Svirydzenka, N., Adams, S., & Dogra, N. (2018). Review of mental health promotion interventions in schools. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 53(7), 647-662.</p>
8: 2021-11-22	No reading prep required
9: 2021-11-24	No reading prep required
(reserve date 2021-11-29)	



Individual examination

The individual examination will be handed out at Athena. See the schedule for the times/dates.

Group work and presentations at the 22th and 24th

During these sessions there will be an assignment handed out on November 22. The groups will work on this assignment during the session and present the results of their effort on the session at November 24.

Compensatory assignments for missing lectures/seminars

Active participation on the course lectures and seminars is obligatory and absence needs to be compensated with an assignment for each missed session. For sessions 1-7 the assignment consists of a summary of the suggested reading related to the session (500-700 words). The assignment for missing session 8 or 9 (seminars) consists of a text that deals with the same questions that is discussed at the seminars (500-700) words.



Contact information

Course manager

Peter Wennberg, peter.wennberg@su.se

Course assistant

Clas Björklund, clas.bjorklund@su.se

Study administrator/student counsellor

Linda Rämö, studievagledare.publichealth@su.se

Director of studies, basic and advanced levels

Ylva B Almquist, studierektor.ga.publichealth@su.se