(Table 5.2) Course unit description

Study program: Master's Studies in Pedagogy
Type and level of studies: Master's Studies
Course unit: Prevention and Promotion in Educational Settings
Teacher in charge: Marina Semiz, Ph.D., Associate Professor
Language of instruction: English
ECTS: 6
Prerequisites: /
Semester: Winter Semester
Course unit objective The objective of the course is to familiarize students with contemporary theoretical and practical knowledge of prevention and promotion in educational settings, as well as with the fundamental assumptions and principles underlying effective prevention and health promotion activities and interventions. The course also aims to equip students with the skills necessary to apply research methods to the study of various socio-pedagogical phenomena and to develop their ability to critically analyze, design, implement, and evaluate preventive and promotional activities in preschools, schools, other educational institutions, and social welfare settings.
Learning outcomes of Course unit By the end of the course, students will be able to: explain the theoretical and empirical foundations of prevention and promotion in educational settings; describe the principles and ethical considerations underlying preventive and promotive educational practice; apply effective techniques and strategies to prevent behavioral problems among children and adolescents and promote their positive development; and critically analyze and evaluate existing prevention and promotion programs.
Course unit contents Theoretical Classes 1. Educational Prevention and Promotion: Concepts, principles, and ethical considerations 2. Theoretical, Empirical, and Practical Foundations of Contemporary Approaches to Prevention and Promotion 3. Risk and Protective Factors 4. Positive Youth Development 5. Levels of Prevention in Educational Settings 6. Prevention Programs in Preschool Settings 7. Prevention Programs in Schools 8. Family-Focused Prevention Programs 9. Social-Emotional Learning and Mental Health Promotion Programs in Preschool and School Settings 10. The Role of the Pedagogist in Designing, Implementing, and Evaluating Preventive Activities 11. Stages of Prevention Program Development 12. Prevention Program Evaluation: Methods, procedures, and preparation of evaluation reports. Practical Classes Comparative analysis of prevention programs, interventions, and health and well-being promotion programs in educational and social welfare settings, including those targeting families, preschools, schools, social work centers, and other relevant institutions.

References

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Wang, P., Wang, Z., & Qiu, S. (2024). Universal, school-based transdiagnostic interventions to promote mental health and emotional wellbeing: A systematic review. *Child and Adolescent Psychiatry and Mental Health*, *18*, Article 47. https://doi.org/10.1186/s13034-024-00735-x ž

Žunić-Pavlović, V., Popović-Ćitić, B. i Pavlović, M. (2010). *Programi prevencije poremećaja ponašanja u školi*. FASPER.

Number of active teaching hours				Other classes /
Lectures: 2	Practice: 2	Other forms of classes: /	Independent work /	

Teaching methods

Teacher-led presentations, discussion; method of practical activities, e-teaching, presentations and mentoring.

Examination methods (maximum 100 points)

Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
student's activity during lectures	**5**	oral examination	**50**
practical classes/tests	**25**	written examination	/
seminars/homework	**20**	.....	
project	/		
other	/		

Grading system

Grade	**No. of points**	**Description**
10	**91–100**	**Excellent**
9	**81–90**	**Exceptionally good**
8	**71–80**	**Very good**
7	**61–70**	**Good**
6	**51–60**	**Passing**
5	**Less than 51**	**Failing**