UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Psychosocial Intervention for Well-Being Promotion

2526-2-F5106P014

Learning area

Social psychology, economic psychology and decision-making.

Learning objectives

Knowledge and Understanding – Become familiar with the main conceptualizations of illness, health, and well-being; develop knowledge of key theoretical models in the field of physical, psychological, and social well-being promotion; understand the contribution of the various branches of psychology involved in these areas.

Applying Knowledge and Understanding – Develop the ability to analyze and use methodologies and tools aimed at promoting psychosocial well-being, applying them to real-world contexts and problems. Design and carry out a research project independently, following all its phases.

Making judgements – Foster critical thinking about psychosocial processes by encouraging comparison between alternative theories and methods, and by critically evaluating possible interventions for the prevention and promotion of well-being, with attention to their limitations and potential.

Communication skills – Enhance the use of discipline-specific technical language, promoting clear and effective communication of both acquired knowledge and classwork outcomes.

Learning skills – Encourage a curious and open attitude towards the different theoretical and methodological approaches presented throughout the course.

Contents

The course aims to provide theoretical and methodological tools for understanding, investigating, and developing research and interventions focused on the prevention and promotion of psychosocial well-being across different contexts.

Detailed program

The course will cover the following topics:
• Concepts of illness, health, and well-being, and their evolution over time
• Overview of healthy and unhealthy behaviors, with a focus on the psychosocial processes that promote their adoption
• Theoretical models of behavior change
• The need to belong, social exclusion, and psychological well-being
• Digital well-being
• Methodological aspects of researching psychosocial well-being
• Intervention methods for the prevention and promotion of well-being

Prerequisites

No prerequisites are required.

Teaching methods

The teaching methods include lectures, in-class discussions, and both individual and group work.

Specifically, several classes will follow a blended format, combining a segment dedicated to the presentation of concepts, theories, methods, and studies (lecture-based mode) with a segment involving active student participation through discussions and individual or group activities in class (interactive mode).

For those interested, a group project will be proposed, aimed at developing a research and intervention project through all its phases: from the initial design to data collection and analysis, and finally to the presentation of results to the class. This group project will be closely supervised by the instructor, who will support students throughout the development and implementation process. Approximately 90% of the project work will be carried out during class time.

Overall, the course will be structured as follows:
• 14 two-hour lecture-based classes (in person)
• 14 two-hour interactive classes (in person)

All course materials (lecture slides and other classroom resources) will be made available on the course's e-learning platform to ensure access for all students.

Assessment methods

Student learning will be assessed through a written exam consisting of a multiple-choice test and two open-ended questions.
Students who choose to participate in the optional group project will benefit from a reduced individual study load for the final exam and will be required to answer only one open-ended question, as part of the course content will have already been explored and assessed through the development of the project.

Both the multiple-choice and open-ended questions will cover the entire course syllabus and are designed to assess the actual acquisition of theoretical and methodological knowledge. Open-ended responses will be evaluated based on the accuracy of the answer, argumentation skills, synthesis ability, capacity to connect different areas of the discipline, and critical analysis of the phenomena presented.

The group project—focused on the design and implementation of a research and intervention initiative—will be assessed based on the appropriateness of the theoretical framework, clarity of objectives and hypotheses, coherence between objectives and methodology, interpretation of results, and integration with the relevant literature. The project can contribute up to 8 points toward the final grade.

No midterm exams are scheduled.

Textbooks and Reading Materials

The study materials consist of the slides used in the lectures, handouts, and scientific articles provided during the course.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING