

Course Unit	Health Education	Field of study	Educational Sciences		
Bachelor in	Social Education	School	School of Education		
Academic Year	2023/2024	Year of study	2	Level	1-2
Type	Semestral	Semester	2	ECTS credits	4.0
Workload (hours)	108	Contact hours	T -	TP 36	PL -
			TC -	S -	E -
			OT 9	O -	
			Code 9084-628-2201-00-23		

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Paulo Miguel Mafrá Gonçalves

### Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Critically examine the concept of health proposed by WHO;
2. Know basic concepts of health to enable a critical and systematic reflection on ill-health;
3. Recognize the adoption of healthy lifestyles in institutions and places of leisure as a health factor of great importance;
4. Diagnose-specific social problems the physical environment;
5. Know the importance of active participation of educators and other community members, the creation of conditions allowing enjoy better levels of health and quality of life;
6. Be acquainted with methodologies to build, implement and evaluate projects under the promotion / health education on various services.

### Prerequisites

Before the course unit the learner is expected to be able to:  
Prerequisites are not required.

### Course contents

1. Concept of health and illness; 2. Current problems of Public Health; 3. Behavior and health; 4. Institutions of the community as agents for health; 5. Methodology for Promotion / Education for Health.

### Course contents (extended version)

1. Concept of health and disease.
  - Analysis of the concept of health (WHO);
  - The evolution of the concept of health: A new approach outlined in the Charter of Ottawa;
  - Factors that influence the health status parameters of populations;
  - General considerations on Education for Health.
2. Current Problems of Public Health.
  - Natural history of disease;
  - Microorganisms and major human diseases;
  - General characteristics of some diseases with major impact on our day;
  - Mechanisms of resistance to infection by microorganisms;
  - Prevention and treatment of infectious diseases;
  - Notion of Immunity and vaccination.
3. Health and behaviors.
  - Nutrition;
  - Hygiene;
  - Risk behavior (smoking, alcoholism, drug addiction, STD's, etc. );
  - Importance of behavioral changes in the quality of life.
4. Institutions of the community as agents salutogénicos.
  - The role of health professionals, teachers, educators and other active members of society;
  - Institutional Programs in Health Education.
5. Methodology for Promotion/Education for Health.
  - Participatory methodologies in health education;
  - Projecto de intervenção em Educação para a Saúde;
  - Application of a model of intervention in Health Education.

### Recommended reading

1. Bonito, J. (2008). Educação para a Saúde no Século XXI. Teorias, Modelos e Práticas. Universidade de Évora, Centro de Investigação em Educação e Psicologia.
2. Miranda N. ; Loureiro, I. (2010). Promover a Saúde - dos fundamentos à acção. Edições Almedina.
3. Teixeira, P. J, Sardinha, L. B, & Barata, J. L. (2008). Nutrição, Exercício e Saúde. Lidel.
4. Carvalho, A. et al (2017). Referencial de Educação para a Saúde. (Coord. ) Filomena Pereira e Pedro Cunha. Ministério da Educação – Direção-Geral da Educação Direção-Geral da Saúde.
5. Mafrá, P. , Lima, N. & Carvalho, G. S. (2015) Experimental activities in primary school to learn about microbes in an oral health education context. Journal of Biological Education, 49 (2), 190-203

### Teaching and learning methods

Classes will be theoretical and practical. The presentation of content will be made whenever possible, with discussion of arguments reflecting different points of view. In some of these lessons themes for discussion will have to do with concrete situations in everyday life. A intervention will be planned in Health Education directed at a specific target audience.

### Assessment methods

1. Frequency evaluation - (Regular, Student Worker) (Final)
  - Intermediate Written Test - 50% (Theoretical contents of the curricular unit.)
  - Practical Work - 50% (Planning an activity in Health Education for an audience of a specific institution.)
2. Examination evaluation - (Regular, Student Worker) (Supplementary, Special)
  - Final Written Exam - 50% (Relate exclusively to theoretical part.)
  - Practical Work - 50% (Classification obtained in evaluation of the work by frequency mode.)

## Language of instruction

Portuguese

## Electronic validation

Paulo Miguel Mafra Gonçalves	Adorinda Maria Rodrigues Pereira S. Gonçalves	Maria do Céu Ribeiro	Carlos Manuel Costa Teixeira
14-02-2024	14-02-2024	18-02-2024	18-02-2024