

Course Unit	Option 1 - Health Education		Field of study	Educational Sciences	
Master in	Science Education		School	School of Education	
Academic Year	2020/2021	Year of study	1	Level	2-1
Type	Semestral	Semester	1	ECTS credits	4.0
Code	5016-627-1102-02-20				
Workload (hours)	108	Contact hours	T -	TP 27	PL -
			TC -	S -	E -
			OT 9	O -	

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 Mafra Gonçalves

### Learning outcomes and competences

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

1. Interpret concepts of health and wellness for a critical and systematic reflection on current issues.
2. Relate health and wellness with eating behaviors and physical activity.
3. Recognize the adoption of healthy lifestyles as salutogenic factor of great importance.
4. Recognizing the importance of education for sexuality and affections.
5. Discuss Current Issues of Public Health.
6. Reflect on Public Policy Health Education.
7. Justify the importance of active participation of teachers and other community members, to create conditions that allow enjoy better levels of health and quality of life.
8. Using methodologies to build, implement and evaluate projects in health promotion/health education in formal and informal context.

### Prerequisites

Not applicable

### Course contents

1. Health and wellness; 2. Behaviour and Health; 3. Public Policy Health Education.

### Course contents (extended version)

1. Health and wellness
  - Evolution of concepts of health and well-being
  - Health promotion and disease prevention
2. Behaviour and Health
  - Nutrition education and physical activity
  - Prevention behaviors additives and dependencies
  - Education for sexuality and the affections
3. Public Policy Health Education
  - Citizenship, development and health promotion
  - Estratégias resolution of the major public health problems
  - The educational and health policy and health promotion in Portuguese and European schools
  - Research in education and health promotion

### Recommended reading

1. Benett, P. & Muphy, S. (2000). Psicologia e Promoção da Saúde. Manuais universitários, Ljsoa: Climepsi Editores.
2. Bonito, J. (2008). Educação para a Saúde no Século XXI. Teorias, Modelos e Práticas. Évora: Universidade de Évora, Centro de Investigação em Educação e Psicologia.
3. Carvalho, A. & Carvalho G. (2006). Educação para a Saúde: conceitos, práticas e necessidades de formação. Lusociência: Edições Técnicas e Científicas
4. Direção Geral de Saúde (2010). É tempo de agir! Declaração para uma vida melhor. Lisboa: Direção Geral de Saúde.
5. Loureiro, I. & Miranda, N. (2010). Promover a saúde: dos fundamentos à acção. Coimbra: Edições Almedina.

### Teaching and learning methods

The discipline has a reflective, interactive and practical component. There will be some theoretical / illustrative moments in the presentation of contents. We prevailed the analysis and reflection of articles in group, followed by debate. It is intended to involve students in practical activities that promote health education in a school context, enabling them to act in this context.

### Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
  - Practical Work - 50% (Group work)
  - Practical Work - 50% (Individual work)
2. Examination evaluation - (Regular, Student Worker) (Final, Supplementary, Special)

### Language of instruction

1. Portuguese
2. Portuguese, with additional English support for foreign students.

### Electronic validation

Paulo Miguel Mafra Gonçalves	Paulo Miguel Mafra Gonçalves	Delmina Maria Pires	António Francisco Ribeiro Alves
18-12-2020	18-12-2020	18-12-2020	18-12-2020