

Course Unit	Emotional Education and Promotion/Health education		Field of study	Health	
	Postgraduate Course in Emotional Education in Health		School	School of Health	
Academic Year	2019/2020	Year of study	1	Level	ECTS credits 4.0
Type	Semestral	Semester	2	Code	5034-680-1202-00-19
Workload (hours)	108	Contact hours	T - TP 10 PL - TC - S - E - OT 50 O 15		

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) Maria Augusta Romão da Veiga Branco

Learning outcomes and competences

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

1. - Recognize the concepts of Health and Disease, in the different aspects of Education and Health Promotion and Disease Prevention;
2. - Recognize the importance and differences of intervention between Education and Health Promotion and Disease Prevention, at the primary, secondary and tertiary levels;
3. - Recognize theoretical conceptual frameworks of Emotional Intelligence, Emotional Education and Emotional Competence, as health promoting strategies, at a personal, social, family and community level
4. - Develop Emotional Education interventions in Promotion and Education Health contexts, and Disease Primary Prevention.

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable

Course contents

The concepts of Health and Disease; Education and Health Promotion and Disease Prevention, at primary, secondary and tertiary levels; Emotional Intelligence, Emotional Education and Emotional Competence as health-promoting strategies at several levels; Emotional Education interventions in terms of Education and Health Promotion and Disease Prevention.

Course contents (extended version)

1. - The concepts of Health and Disease
 - Aspects of differentiation between Health Promotion and Disease Prevention;
2. - Health Promotion and Disease Prevention, at primary, secondary and tertiary levels
 - Relevance, differences in intervention, actors, target populations and purposes.
3. - Emotional Intelligence, Emotional Education and Emotional Competence
 - Health-promoting strategies, at the personal, social, family and community levels.
4. - Emotional Education interventions in Education/ Health Promotion and Primary Disease Prevention:
 - Emotional Health Promotion Schools - Grand parents schools
 - Calouste Gulbenkian Foundation Knowledge Academies - youthful emotional competence;
 - SEL Programs - development of socio-emotional skills - Basic and secondary education, ME
 - Parent Schools - Development of socio-emotional skills in parenting and conjugality.
 - «A coffee break with emotion» - Socio-emotional skills training in the Company
 - «In the Pub with emotion» - Training in socio-emotional skills in a public place, in the community.
 - «Pitch emotional training» - Socio-emotional training motivation, through a video in the community.

Recommended reading

1. Coelho, Lénea Verde Martins. (2012). Competência Emocional em Professores: Contributos da Psicoeducação. Revista Portuguesa de Enfermagem de Saúde Mental, (8), 16-24
2. Martins, M.; Melo, J.(2004). Emoção... Emoções... que Implicações para a saúde e Qualidade de Vida. Spectrum. P125-138
3. Silva LS, Cotta RMM, Rosa COB. (2013). Estratégias de promoção da saúde e prevenção primária para enfrentamento das doenças crônicas: revisão sistemática. Rev Panam Salud Publica. 2013;34(5):343-50
4. Veiga-Branco, Augusta; Antão, Celeste; Ribeiro, M.I. (2012) - A autoconsciência dos comportamentos dos professores – na escola não há inocentes. VII Simpósio de Organização Gestão Escolar. Aveiro
5. Veiga-Branco, M. A. R. (2018). Sebenta de Competência Emocional e Promoção da Saúde – PGEE – DCSG, ESSa, IPB

Teaching and learning methods

Videoconference classes - active methodology through Group Dynamics and discussion based on thematic projections.

Assessment methods

- Written test - Thematic Development - (Student Worker) (Final, Supplementary, Special)
- Work Discussion - 50%
- Development Topics - 50%

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation

Maria Augusta Romão da Veiga Branco	Maria Augusta Romão da Veiga Branco	Ana Maria Nunes Português Galvão	Adília Maria Pires da Silva Fernandes
26-04-2020	26-04-2020	26-04-2020	26-04-2020