

<b>POLI</b> ESCOLA SUPERIOR EDUCAÇÃO COMUNICAÇÃO DESPORTO  <b>TÉCNICO</b> <b>GUARDA</b>	<b>SUBJECT DESCRIPTION</b>	<b>MODELO</b> PED.012.03
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<i>Course</i>	<b>Sports</b>					
<i>Subject</i>	<b>Health Promotion</b>					
<i>Academic year</i>	2023/2024	<i>Curricular year</i>	2nd	<i>Study period</i>	1st semester	
<i>Type of subject</i>	Elective	<i>Student workload (H)</i>	Total: 81	Contact: 37.5	<i>ECTS</i>	3
<i>Professor(s)</i>	Rosa Branca Cameira Tracana Pereira					
<input checked="" type="checkbox"/> <i>Area/Group Coordinator</i> <input type="checkbox"/> <i>Head of Department</i>		(select)	Maria Eduarda Ferreira			

## PLANNED SUBJECT DESCRIPTION

### 1. LEARNING OBJECTIVES

- Review and discuss concepts underlying health education;
- Understand that health is the result of a biological balance and that prevention is the best means for their maintenance;
- Know risk factors;
- Raising awareness of health promotion;
- Discuss educational interventions for health in different contexts, with reference to the scientific and interdisciplinary knowledge.

### 2. CONTENT PROGRAMME

1. Health Promotion Issues

1.1 Health Concept

1.2 Health Dimensions

1.3 Determinants of Health

1.4 Health promotion

1.5 Literacy for Health

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2- Microorganisms and childhood diseases

3- Sexuality: evolution lifelong

3.1 Concept of sex, sexuality, sex education and sexuality education

4. Health problems linked to addictive behaviors.

5. Health and safety

6. The hygiene of your body

7. Chronic diseases

### 3. STATEMENT OF CONSISTENCY OF CONTENTS PROGRAMME WITH THE OBJECTIVES OF UC

It is from the defined goals that the contents of the course of Health Education are organized. It is considered that the theoretical knowledge, which is not immediately applicable, is, however, which suggests the interventional practice, question it, formulate problems and build a set of assumptions that seek to solve them. Equip students with expertise in this area in order to better understand the behaviors related to health, and at the same time developing these skills in the intervening area, the school and community level.

### 4. REFERENCES

- Antunes, M.C.P. (2008). *Educação, Saúde e Desenvolvimento*. Almedina.
- Bonito, J. (2008). *Educação para a Saúde no Século XXI. Teorias, Modelos e Práticas*. Universidade de Évora, Centro de Investigação em Educação e Psicologia
- Carvalho, A. & Carvalho, G.S. (2006) *Educação para a Saúde: Conceitos, práticas e necessidades de formação*. Lusociência.
- 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.
- Ewles, L. & Simnett, I. (1999). *Promoting health - A practical guide*. Baillière Tindall.
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- Katz, J. e Peberdy, A. (1998) *Promoting Health: Knowledge and Practice*. MacMillan.
- Miranda N. & Loureiro, I. (2018). *Promover a Saúde - dos fundamentos à acção*. Edições Almedina.
- Pereira, B. & Carvalho, G.S. (2006) *Actividade Física, Saúde e Lazer: A Infância e Estilos de Vida Saudáveis*. Lidel.
- Silva, A. J. (2011) *Substâncias Psicoativas-Interações, Começo, evolução e consequências*. Editora NELPA

## 5. TEACHING METHODS (VALUATION RULES)

Are put in place diverse methodologies being privileged active learner-centered methodologies. The practical sessions are secured using small moments of expository synthesis, discussion moments and exploration of texts. In the tutorial session is to monitor the development of a project / action of Health Education. The assessment in this UC, agreed with the students, focuses on the realization of a test – 30% (minimum grade 6 values) and a project / action Health Education (70%) , as a group, to present and discuss at the end of the activities of the UC.

## 6. STATEMENT OF CONSISTENCY OF TEACHING METHODS WITH THE OBJECTIVES OF THE COURSE UNIT

The teaching methodologies were defined according to their potential to provide the achievement of the objectives of the course. In particular, it relies on interactivity in the debate in group work and research to stimulate the dynamics required to achieve the proposed objectives. On the other hand, the development of a project with the presentation and discussion is expected to raise the interest and motivation necessary.

## 7. ATTENDANCE SYSTEM

If the student opts for continuous assessment will have to attend 2/3 of the classes

## 8. CONTACTS AND OFFICE HOURS

Rosa Branca Tracana

<b>POLI</b> <b>ESCOLA SUPERIOR</b> <b>EDUCAÇÃO</b> <b>COMUNICAÇÃO</b> <b>DESPORTO</b> <b>TÉCNICO</b> <b>GUARDA</b>	<b>SUBJECT DESCRIPTION</b>	<b>MODELO</b> PED.012.03
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**Contactos:**

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**DATE**

**20 de setembro de 2023**

**SIGNATURES**

Assinatura na qualidade de (clicar)

(signature)