



Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 280405 **Name:** Promotion and Programs of Healthy Lifestyles

Credits: 6,00 **ECTS Year:** 4 **Semester:** 1

Module: 6-9) Professional itinerary module

Subject Matter: Physical Activity and Quality of Life **Type:** Compulsory

Field of knowledge: Health and functional assessment

Department: Physical Preparation and Conditioning

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

6-9) Professional itinerary module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Education of the physical activity and the sport	12,00	Design, assessment and intervention of educational programs	6,00	4/1
		Pedagogy in Educational Values in Physical and Sports Activity	6,00	4/1
Sports training	12,00	Assessment of Biological Condition	6,00	4/1
		Planning and Methodology of Sports Training	6,00	4/1
Physical Activity and Quality of Life	12,00	Prescription and Assessment of Physical Exercise in Different Populations	6,00	4/1
		Promotion and Programs of Healthy Lifestyles	6,00	4/1
Management and sportive/sport recreation.	12,00	Sports Facilities	6,00	4/1
		Structure and Legislation in Sports Management	6,00	4/1



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Acquisition of theoretical basic knowledge.
- R2 To learn how to carry out a search and an effective selection of information to enlarge and to personalize the theoretical content of the subject.
- R3 To learn how to design programs of promotion of healthy lifestyles.
- R4 Acquisition of education resources for the health.
- R5 Demonstrate the ability to express orally and in writing knowledge and insights raised.
- R6 To learn how to synthesize and to organize the information.
- R7 To learn how to express the acquired knowledge in writing.
- R8 To learn how to work in team and to make decisions.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Understanding scientific literature in English and other important languages widely used in the scientific field achieving a good management of information			X	
CG2	Ability to apply information technology and communication (ICT)			X	
CG4	Transmit any information regarding the contents of body expression both in writing and orally				X
CG5	Plan and organize any activity efficiently				X
CG6	Develop interpersonal skills and teamwork, both international and domestic contexts and in interdisciplinary teams and non-interdisciplinary		X		
CG7	Be capable of critical reasoning using the knowledge gained			X	
CG10	Develop skills to adapt to new situations and autonomous learning			X	
CG13	Being able to apply theoretical knowledge in practice				X
CG14	Use Internet well as communication and as a source of information			X	
CG15	Conveying the acquired knowledge both to specialists in the subject and to people who are not experts on it				X
CG19	Developing habits aiming at obtaining excellence and quality at work				X
SPECIFIC		Weighting			
		1	2	3	4
CE11	Promote and evaluate various expressive forms				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R4, R6	40,00%	Written/oral and/or practical tests.
R2, R3, R4, R5, R6, R7, R8	60,00%	Completion of a project.

Observations

- In order to passing the subject, it is necessary to have a minimum mark of 5 of each part of the subject (assessment tools), obtaining an average mark of 5.
- Partial marks obtained will be kept for the second enrolment.
- Students with a failing grade in some of the assessment tools, but an average mark higher than 5, will be graded with a mark of 4.5.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Exhibition of contents by the teacher.
- M2 Dynamics and group activities.
- M3 Resolution of problems and cases.
- M5 Discussion in small groups.
- M6 Practical lesson.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
PRACTICAL /SEMINAR CLASS: Dynamics and group activities. Resolution of problems and cases. Laboratory practices. Data search in a computer room, library... Meaningful construction of knowledge through the interaction and activity of the student M2, M3, M5, M6	R2, R3, R4, R5, R6, R7, R8	24,00	0,96
TUTORY: Learning supervision, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of schemes and indexes of the proposed works. M5	R1, R2, R8	2,00	0,08
EVALUATION: Set of oral and / or written tests used in the evaluation of the student, including the oral presentation of the final project. M2, M3	R1, R5, R6, R7	4,00	0,16
THEORETICAL CLASS: Presentation of content by the teacher. Competency analysis. Demonstration of skills, abilities and knowledge in the classroom. M1, M2, M5	R1, R3, R4, R7	30,00	1,20
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, works, memories, to exhibit or deliver in classes and / or in tutoring. M2, M3	R3, R5, R6, R7, R8	45,00	1,80
AUTONOMOUS WORK: Study, Individual preparation of exercises, works, memories, to exhibit or deliver in classes and / or in tutoring. Platform activities or other virtual spaces. M3	R2, R3, R6	45,00	1,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
DIDACTIC UNIT I: Conceptual INTRODUCTION to the Styles OF Life and Health. HISTORICAL EVOLUTION OF THE CONCEPT OF STYLE OF LIFE	<ul style="list-style-type: none">·Concept of EVS (behaviors of health. Behaviors of risk)·Historical evolution of the concept of health (conceptual classic contributions: Marx, Veblen, Weber, Adler). Concept of EV starting from s. XX..
DIDACTIC UNIT II: EXPLANATORY MODELS OF THE STYLE OF HEALTHY LIFE	<ul style="list-style-type: none">·Theories on the socialization (Ecological Theory of the Development of Bronfenbrenner, Mendoza, Theory of field of Kurt Lewin, symbolic Interaccionismo, George Herbert Urinates, Theory of the Social Learning of Bandura)·Model sociocognitivos (Theory of the reasoned action, theory of the autoeficacia, theory of control of the health, crrencias model about the health, theory of the protection motivation, model of promotion of the health, theory of the behavior problem).
DIDACTIC UNIT III: STRATEGIES OF INTERVENTION: EDUCATION FOR THE HEALTH	Experiences in the Spanish territoria inside the environment of the physical exercise and the health (The experience of Euskadi: COMMUNITY IRUNSASOI PROGRAMS..., The experience of Extremadura: THE EXERCISE TAKES CARE, The experience of Balearic, The experience of Catalonia (PAFES): Nereo Programs, It Programs You "Climb", "Caminem" Programs).
DIDACTIC UNIT IV: BEHAVIORS RELATED WITH THE HEALTH. EPIDEMIC, DECISIVE DATA AND INTERVENTION	<ul style="list-style-type: none">·Consumption of alcohol·Consumption of tobacco·Consumption of other drugs·Behaviors of risk and security vial·Nutritious habits·Physical activity·Others (security vial, habits of rest)



Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I: Conceptual INTRODUCTION to the Styles OF Life and Health. HISTORICAL EVOLUTION OF THE CONCEPT OF STYLE OF LIFE	4,00	8,00
DIDACTIC UNIT II: EXPLANATORY MODELS OF THE STYLE OF HEALTHY LIFE	9,00	18,00
DIDACTIC UNIT III: STRATEGIES OF INTERVENTION: EDUCATION FOR THE HEALTH	8,00	16,00
DIDACTIC UNIT IV: BEHAVIORS RELATED WITH THE HEALTH. EPIDEMIC, DECISIVE DATA AND INTERVENTION	9,00	18,00



References

GENERAL BIBLIOGRAPHY:

Balaguer, I. (2002). *Estilos de vida en la adolescencia*. Valencia: Promolibro.

Blasco, T. (1994). *Actividad física y salud*. Barcelona: Martínez Roca.

Pastor, Y., Balaguer, I., & García Merita, M.L. (1999). *Estilo de vida y salud*. Valencia: Albatros.

Rodríguez Marín, J. (1995). *Psicología social de la salud*. Madrid: Editorial Síntesis

SPECIFIC BIBLIOGRAPHY:

Costa, M., & López, E. (1996). *Educación para la salud. Una estrategia para cambiar los estilos de vida*. Madrid: Ediciones Pirámide.

Bandura, A. (1997). *Self efficacy: the exercise of control*. New York: Freeman

Sheeran, P. & Abraham, C. (1995). *The Health Belief Model*. En M. Conner y P. Norman (Eds), *Predicting health behavior* (pp. 23-61). Brckingham: Open University Press.

Van den Putte, H. (1993). *On the theory of reasoned action. Unpublished doctoral disetation*, University of Amsterdam.