

# Curricular Unit Form

(Document waiting approval  
from Course Commission)

<b>Updated On</b>	2018/10/03																																							
<b>Curricular Year / Period</b>	2018/19 / S2																																							
<b>Course</b>	Educação e Protecção de Crianças e Jovens em Risco																																							
<b>Curricular Unit</b>	Estilos de vida saudáveis e prevenção das dependências																																							
<b>Language(s) of Instruction</b>	Português Inglês																																							
<b>ECTS/tempo de trabalho (horas)</b>	<table border="1"> <thead> <tr> <th>ECTS</th> <th>Total</th> <th colspan="8">Horas de contacto semestral</th> </tr> <tr> <th></th> <th></th> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>										ECTS	Total	Horas de contacto semestral										T	TP	PL	S	TC	E	O	OT										
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<b>Prerequisites</b> <small>[Curricular Units that must precede and specific entry competences]</small>																																								
<b>Learning outcomes</b> <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<ul style="list-style-type: none"> <li>- To understand the multifactorial nature of conceptions of quality of life.</li> <li>- To develop knowledge of the dependent and deviant behavior.</li> <li>- To characterize different trajectories "deviant" in particular the use and abuse of drugs.</li> <li>- To identify different risk factors and protective factors within the premises.</li> <li>- To characterize different intervention approaches in deviant behavior.</li> </ul>																																							
<b>Syllabus</b>	<p>1. Healthy lifestyles</p> <p>1.1. Individual adjustment: emotional well-being and perception of quality of life;</p> <p>1.2. Strategies to a healthy lifestyle;</p> <p>1.3. Alimentation;</p> <p>1.4. Sleep and rest;</p> <p>1.5. Activity physics.</p> <p>2. Sexuality and risk behaviors</p> <p>2.1. Physical development: physical maturation, the impact of changes in the body;</p> <p>2.2. Guidelines for education sexual in schools;</p> <p>2.3. Risk and predictive factors for teenage pregnancy models.</p> <p>3. Introduction to deviant behavior</p> <p>3.1. The normality and pathology;</p> <p>3.2. The deviance and marginality;</p> <p>3.3. Perspectives on behavior deviant.</p> <p>4. Addictions</p> <p>4.1. Origin, history and characterization of drugs;</p> <p>4.2. Signs and symptoms of alcoholism and other drugs;</p> <p>4.3. Factors of risk / protective factors in childhood and adolescence;</p> <p>4.4. Family(s) addiction(s), Prevention of drug;</p> <p>4.5. Implementation of prevention programs</p>																																							
<b>Teaching methodologies (including assessment)</b> <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p><b>1 - Teaching methodologies</b></p> <p>The methodology to be adopted shall include the approach of the various theoretical themes through exposure on the part of the curriculum, teaching and drive development of group work on the part of students who will consist mainly in analysis of texts, videos and other materials, analysis and discussion of case studies, as well as reflections on practice.</p> <p><b>2 - Period assessment</b></p> <p>For the evaluation of the students the following components will be considered, with respective weights in the final standings:</p> <ul style="list-style-type: none"> <li>- Two individual written work that will cover a theme of the topics 1 and 2 and a theme of the topics 3 and 4 of the course content (70%).</li> <li>- Reports of theoretical and practical activities conducted in groups during the lessons (30%).</li> </ul>																																							

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	<p>The final grade will be weighted with the participation and contributions of students during the planned activities.</p> <p><b>3 - Examination assesement</b></p>
<b>Bibliography</b>	<p><b>1 - Main Bibliography</b></p> <p><b>2 - Complementary Bibliography</b></p>
<p><b>Special Situations</b></p> <p>[Students with special status]</p>	<p><b>1 - Period assessment - Students with special status</b></p> <p><b>2 - Examination assesement - Students with special status</b></p>