

ID	3148
Curricular Unit	Strategies to Promote Healthy Lifestyles
Regent	José Manuel Fragoso Alves Diniz
Learning Outcomes	<ul style="list-style-type: none"> - Know the main processes of social, psychological and biological interaction in the promotion of physical exercise. - Develop programs to promote physical activity considering: explanatory models adopting active lifestyles, the characterization of the target population and context. - Evaluate programs to promote physical activity and establishing the criteria most relevant indicators.
Syllabus	<p>The interactions between physical involvement, social involvement, behavior and biological adaptation in the context of the promotion of physical activity. The longitudinal stability of the financial year as a prerequisite for its promotion.</p> <p>Models associated with the adoption of an active lifestyle. Characterization of transtheoretical model and factors affecting the transition between different levels. Identification of different levels within the transtheoretical model of physical exercise. Segmentation of the target population. Characterization of a Portuguese and European sample relative to the change in physical activity levels.</p> <p>The determinants of an active lifestyle - the personal factors and involvement. Promoting an active lifestyle: enhancing motivation to avoid a sedentary lifestyle; promoting skills necessary to establish and maintain an active behavior; increased predisposition to ensure active lifestyle; promotion and creation of social support structures; creation and m</p>
Evaluation	<p>Individual written work that should correspond to a draft Programme for the Promotion of Physical Activity in a particular intervention context (school, local authority, health center, etc..).</p> <p>The work should include: a justification supported in the literature and empirical knowledge about the target population; methodology and planned activities; instruments provided to characterize the target population; devices for evaluating the process and product.</p> <p>The work may not exceed 20 pages.</p>

Bibliography

Calfas, K., Long, B., Sallis, J., Wooten, M., Pratt, M., & Patrick, K. (1996). A controlled trial of physician counseling to promote the adoption of physical activity. *Preventive Medicine*, 25, 225-233.

Currie, C., Hurrelmann, K., Settertobulte, W., Smith, R., & Todd, J. (Eds.). (2000). *Health and Health behaviour among young people*. HEPCA series: WHO, 1.

Diniz, J. (1998) Aptidão física e saúde-Desafios para a educação física. In Neil Armstrong et al (eds). *A Educação para a saúde*. Lisboa:Omniserviços.

Diniz, J., Onofre, M., Carvalho, L., Mira, J. & Carreiro da Costa, F. (2001). *A Educação Física no 1º Ciclo do Ensino Básico na Região Autónoma dos Açores*. Angra do Heroísmo: DREFD.

Dishman, R. (1994). *Advances in Exercise Adherence*. Human Kinetics Publishers.

Hickman, M., Roberts, C., & Matos, M. G. (2000). Exercise and leisure time activities. In C. Currie, K. Hurrelmann, W. Settertobulte, R. Smith & J. Todd (Eds.). *Health and Health behaviour among young people*. HEPCA series: WHO, 1.

Kap