

CALL

Post-graduation in lifestyles, literacy for health and sustainability

1st Edition

Following the Decree-Law n^o 42/2005, February 22th, the Decree-Law N^o 74/2006, March 24th, and successive amendments, and other applicable legislation; in compliance with the Regulation for Non-Degree Programmes of the Polytechnic Institute of Coimbra - Order n^o 5051/2017, June 6th; we herein publish the call for applications for the Post-Graduation in Lifestyles, Literacy for Health and Sustainability (PG-LLHS), which will be held in the 2022/2023 school year, and is governed by the following provisions:

1. The programme is the result of a consortium involving several institutions (national and international), designated HEalthy Lifestyles & Health Literacy Chair Academy (HeLiCA), designed to contribute to a sustainable life in the midst of an ecosystem crisis, and consisting of 13 courses, corresponding to 60 ECTS. The predominant scientific area for the course is Health, CNAEF classification 720, and Social and Behavioral Sciences, CNAEF classification 310.
2. The curricular structure, study plan, ECTS and syllabus are contained in Annex I of this call.
3. Eligibility criteria: candidates with bachelor's degree, licentiate degree or legal equivalent in the areas of knowledge that integrate health, social sciences, social protection, education, humanities and related areas.
4. Candidates who meet the conditions expressed in the previous number are admitted, ranked and selected taking into account the following criteria:
 - a) Best classification of the highest academic degree in health, social or behavioural sciences:
 - i) Doctorate - 200 points
 - ii) Master - 6 x Master's final grade
 - iii) Licenciante/Bachelor – 4 x final grade of the degreeor
 - b) Best classification of the highest academic degree in programmes outside the scope of health sciences and similar:
 - i) Doctorate - 50 points
 - ii) Master - 2 x Master's final grade
 - iii) Licenciante/Bachelor - Final grade of the degreeMG = maximum grade obtained in the previous points.
 - b) Academic and scientific curriculum (ASC)
 - c) Professional curriculum (PC)
 - d) Optional interview, in cases where the jury deems it necessary.

Candidates holding equivalence to a bachelor's degree awarded without classification, as well as holders of recognition of a bachelor's degree, will be assigned a classification of 10 (ten) points for ranking purposes.

Candidates must demonstrate oral and written English language skills.

Admitted candidates will be ranked, on a scale from 0 to 20 points, rounded to the nearest hundredth, taking into account the classification obtained by applying the following formula:

$$CF=0.3 (MG/10) + 0.4 ASC + 0.3 PC$$

considering:

ASC - classification on a scale from 0 to 20 points attributed to the academic and scientific curriculum

PC - classification on the scale from 0 to 20 points assigned to the professional curriculum

5. Applications must be made exclusively online at <https://inforestudante.ipc.pt/>, in Portuguese or English, accompanied by the following documents (pdf format):

- a) Identification card, VAT or Passport (you will have to write on the document that the delivery is only intended for confirmation of information at ESTeSC; if you do not wish to attach the information, you must contact the academic services of ESTeSC);
- b) Document proving the academic degrees, with information on the final classification (candidates with academic degrees obtained at ESTeSC are exempted from delivering the certifying documents (issued by the ESTeSC academic services), and for this purpose, should attach a declaration, duly signed, stating that the requirements for candidacy are met);
- c) Curriculum vitae in accordance with the Europass model, and respective evidence;
- d) Other documents relevant to the application process.

At the end of the application process, the candidate must print/view the payment of the fees associated with his application and the proof of his application. The application will only be valid after payment of the applicable fee within the call deadline.

6. The deadlines are as follows:

- Application: until September 12th, 2022;
- Posting of the admission list and the provisional ranking list: until September 19th, 2022;
- Complaints: until September 20th, 2022;
- Decision on complaints/final ranking list: until September 26th, 2022;
- Enrolment and registration (only online): September 28th and 29th, 2022.

If the *numerus clausus* for the programme is not fully met in first call, a second call may be opened, ordained by the President of ESTeSC and with a schedule to be announced.

7. Admitted candidates must register (only online) at <https://inforestudante.ipc.pt/>, within the deadline established in this call.

In case of express cancellation or of non-attendance for registration, ESTeSC convenes, within 5 days after the end of the registration period, the candidates according to the

ranking list, in the order indicated therein. The convened candidates will have a non-extendable period of 5 days, after receiving the notification, to proceed with the registration process.

The cancellation of registration implies the payment of the tuition fee in full.

8. The *numerus clausus* for the programme is 50 students.

9. The programme will run with a minimum of 15 students. In case the minimum number of students is not met, students will be refunded of all fees.

10. The programme is scheduled to start on October 3rd, 2022, and to end on June 2023, two semesters long, and lessons will be taught in English, at Mondays and Tuesdays from 16:00 to 22:00, in a distance and/or blended-learning configuration, in accordance with the School Calendar to be approved by the President of the ESTeSC, and published prior to the beginning of the courses.

11. The following fees are due:

Application fee: €75

Registration fee: €75

Tuition: €1500.00 (Payment in 10 instalments of €150.00)

12. Attendance to the courses is mandatory, and absences cannot exceed 10% of the respective contact hours. If the limit of absences in a particular course is exceeded, the student will fail the respective course. The evaluation is individual and will be carried out in accordance with the rules communicated to the students by the teachers in the first class of the course. A student who, having been admitted to the evaluation, has obtained a final grade equal to or greater than ten points is considered to have passed the course.

13. The final grade of the course is the weighted arithmetic average of the grades obtained in the courses foreseen in the study plan, and is calculated to the nearest hundredth and rounded to the nearest units.

14. The programme diploma or certificate will be awarded by the ESTeSC, Polytechnic Institute of Coimbra, upon approval of all courses, containing the final grade obtained in the programme.

15. The non-completion of all the courses will grant the student with a curricular certificate, discriminating all the courses that the student attended and successfully completed.

16. Jury:

President: Luís Ângelo Saboga Nunes (Programme Coordinator)

Member: Ana Paula Monteiro Amaral (Programme Coordinator)

Member: Hélder José da Silva Simões

17. The doubts in interpretation and the omitted cases will be decided by the President of ESTeSC, consulting the programme Coordination.

Coimbra, May 17th, 2022

The Vice-President of the Coimbra Health School

Attachment I

Study plan and syllabus, indicating the duration of the programme, total hours and contact hours, respective ECTS and Scientific Areas

Scientific Areas: Health Sciences and Social Sciences (HSc/SSc); Health Sciences (HSc); Social Sciences (SSc); Education Sciences (Esc)

Courses	Type	Contact hours	Total working hours	ECTS	Scientific area
Healthy Lifestyles Chair Academy Society, Health and Lifestyles: from Theory to Practice	1 st Semester	15	249	10	HSc/SSc
Health Promotion, Health Paradigms and Salutogenesis	1 st Semester	25	85	4	HSc
Health Literacy and Capacity Building	1 st Semester	20	117	5	SSc
Healthy Public Policies & Health Policies	1 st Semester	30	80	4	SSc
Evidence & Ethics to Support Decision Making & Public Health in context of Life Styles	1 st Semester	15	60	3	HSc
Innovation and Health Product Development	1 st Semester	20	148	4	SSc
Health Promoting Settings	2 nd Semester	15	150	5	HSc
Health Education and Culture	2 nd Semester	15	150	4	ESc
Mental health and healthy lifestyles	2 nd Semester	20	170	5	HSc
Tobacco use, its Prevention and Cessation	2 nd Semester	25	160	5	HSc
Sexuality, Health, Culture and Media	2 nd Semester	15	140	4	HSc
Biodiversity & Sustainable Food Security	2 nd Semester	20	110	4	HSc
Healthy I-learning	2 nd Semester	15	110	3	ESc

TOTAL		250	1729	60	
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Table 1 – Study plan for the post-graduation in Lifestyles, Literacy for Health and Sustainability.

Syllabus

Healthy Lifestyles and Health Literacy Chair Academy: from theory to practice

"Lifestyle and health" (HLS) concepts and theoretical development (e.g. from pathogenesis to salutogenesis)

Integration of comprehensive approaches for HLS (e.g. "renasceres®");

Environment, sustainability, causal and contributory factors: (e.g. Resilience and health determinants; Exercise and physical activity; Nutrition; Water profile and hydration; Sun and vitamin D; Confidence; Equilibrium/Balance Chronobiology; Rest; Empowerment and health literacy; Susceptibility, the Sense of Coherence and General Resources of Resistance

Community health and HLS: Lifestyle interventions adapted to the life course

Social geography and epidemiological distribution of lifestyles trends

Health Promotion, Health Paradigms and Salutogenesis

Health promotion values, principles and strategies.

Health promotion conceptualization and epistemology (e.g. the pathogenic and the salutogenic perspectives)

Theories, models and strategies for health promotion, health education and health literacy (e.g. the sense of coherence)

Complexity and health behaviour: the individual, the community, the milieu, the setting and conscientização

Capacity building, needs assessment, governance, negotiation, advocacy & participatory planning

Health Literacy and capacity building

"Health literacy" (HL) concept evolution, framework, social geography and epidemiological distribution of HL trends

Explanatory models for the origin and maintenance of health (eg socio-ecological model) and integration of comprehensive approaches for HL (e.g. "HLS-EU")

HL, resilience and health determinants (e.g. health policy, advocacy, support environments, personalized & tailored information, health systems and decision support) HL, social learning, health self-management and health communication in chronic conditions

Empowerment and capacity building for HL decision sharing: Salutogenesis, Sense of Coherence, General Resistance Resources and implementation of HL

Healthy Public Policies & Health Policies

Public Health Policies (PPS): stewardship or provision (e.g. the agenda, environment, governance processes and results)

PPS Implementation: evolution of health care and of primary health care systems - The PPS foundations in context

Models and statements of WHO in PPS: political argument, healthy lifestyles and health promotion

PPS formulation and decision-making: concepts, practices, goals, performance, processes, theoretical models in the health field for PPS

Development and knowledge translation into health decision

Evidence & Ethics to Support Decision Making in Public Health in context of Life Styles

The importance of high quality evidence to support decision making in health

How to localize and critical appraise relevant public health, healthy lifestyles, health literacy studies

The design of a personal information system

Values, ethics, bioethics, professional codes conceptualization: from tradition to technocracy

Research ethics, business ethics, bioethical challenges in healthcare systems and social responsibility

Ethics of disease prevention, of infectious disease control and of health promotion (e.g. : STDs, smoking cessation prevention)

Environmental and occupational health and public health genetics ethics

Health system reform: resources management, access and priority setting

Innovation and health product development (ING)

Concept of innovation (Marketing & Communication in health)

Innovation process and stages

Innovation planning

Organizational characteristics

Consumer behaviour and neuroscience

Health Promoting Settings

Introduction to health promotion settings conducive to healthy lifestyles

Types of health promotion settings and increment of health literacy for healthy choices

Determinants of health and wellbeing in a setting

Health in All Policies (HiAP)

Political determinants of health and wellbeing and healthy public policy

Policy process, public health advocacy, media advocacy and stakeholders role.

Study cases: (e.g. RIUPS, RACS, RETS, EcoSchools, Patient & medication safety)

Health Education and culture

The Basics of Education, Personal Health and Gender Specific perspectives

Community Health, Community Environmental Health Initiatives

Mental and Emotional Health: Hormones and Neurotransmitters;

Conceptual Approaches to Cross-Cultural Education: Awareness/Sensitivity Approach

Primary focus on provider attitudes awareness of impact of sociocultural factors on individual patients' health values, beliefs, behaviors, and ultimately quality of care and outcomes

Exploration and reflection on culture (e.g. racism, classism, sexism) Patient culture and impact on clinical decision

Mental health and healthy lifestyles

What does it get to have mental health?

Mental and emotional impact of life stress

Healthy sleep and mental health

Personality, differences in stress processing and mental health The role of personality traits (altruism, confidence, conscientiousness, openness to experience, agreeableness, neuroticism, perfectionism) in lifestyles choices and in mental health

Stress management and healthy lifestyles: impact on mental health

Tobacco use, its Prevention and Cessation

Tobacco prevention; epidemiology; social representations; health policy and legislation; Tobacco components and neurobiology; pathologies and detoxification processes (renasceres® method);

Smoking cessation as a public health strategy and structured interventions; paradigms for action (pathogenic and salutogenic paradigms) and theories of human behavior

Smoking habits, cultural change, best practices, education, learning and capacity building for health, evidence base and clinical standards as criteria of quality assurance (pharmacotherapy and other therapies); Lifestyle and fundamental rights of citizens and health literacy increment;

Relapse prevention: social network support and intervention strategies: i) comprehensibility, ii) manageability and iii) meaningfulness; www.parar.net community of practice & skills development

Sexuality, Health, Culture and Media

Sexuality, Health and Human Rights

Expressions of Sexuality

Sexuality, Society and Culture

Sexuality, Health, Gender and Media

Sexuality, Health and Education

Biodiversity & Sustainable Food Security

Sustainable food systems – a health perspective

Organic Agriculture: a sustainable food system

Nutrition for health: sustainable diets

Education for food sustainability in schools

Nutrition for health - Mediterranean stylish or gourmet fast-food

Education on reduce, reuse and recycle of food waste

Health-y Learning

Strategies and technologies for Learning in the new modus operandi of pedagogical innovation and social change.

Historical, current, and predictive views of active learning in the context of Healthy Life Styles

Curriculum planning that enhances structured and unstructured healthy learning environments and activities.

Identification of new opportunities and implement effective strategies based on insights that can provide advantage and long-term stability in learning on Healthy Life Styles: active student-centered practices.

Common functions of pedagogical intelligence technologies: reporting, analytical processing, pedagogical dashboard development, predictive and prescriptive tutorial analytics and student assessment.