

NAME	HEALTH AWARENESS IN DIFFERENT LIFE STAGES
Course volume ECVET	5
Assessment form	Non-distinctive
Methods of learning	Independent work, group work, case analysis, oral presentation, lecture, film, Internet search
Approximate amount of contact lessons	
Lecturer	
Pre-requirements	Basic education
Course aims (Learning outcomes of the course)	<p>By the end of the course, the learner's health awareness has increased at different stages of the person's life, and his attitudes towards mental health, addiction behaviour, healthy eating and active lifestyles has changed. Uses the knowledge gained in everyday life.</p>
Topics and subtopics	<ol style="list-style-type: none"> 1. Mental health and life cycle <ol style="list-style-type: none"> 1.1 Health as state of wellbeing 1.2 Relation between physical, mental, emotional and social health 1.3 Mental health through different life stages: children and the youth, working population (men and women), the elderly 1.4 Different sources on mental health 2. Psychological defence and coping with stress <ol style="list-style-type: none"> 2.1 Stress, distress and eustress 2.2 Conflicts, emotions and coping strategies in different life stages 2.3 Burn-out and occupational mental health 2.4 Personality traits 3. Nature of addictive behaviour <ol style="list-style-type: none"> 3.1 Factors of addictive behaviour and their joint effect in the development of addiction, considering the life stages. 3.2 Different national sources on addiction and possibilities for treatment and rehabilitation. 4. Physical activity through life <ol style="list-style-type: none"> 4.1 Exercise physiology in different life stages: posture, physical shape and how to assess it 4.2. Testing different exercise options (walking, jogging, ball games, group sessions etc.) and selecting a suitable activity 5. Composing a healthy menu <ol style="list-style-type: none"> 5.1 Human metabolism and its specifics in different life stages 5.2. Estonian recommendations on food and nutrition and other reliable sources 5.3 Basics of composing family menu
Learning outcomes	<p>Students:</p> <ul style="list-style-type: none"> - analyses the mental health factors in different stages of the life cycle, based on the mental health strategy; - understands the nature of stress in different life stages and the coping mechanisms; - understands the factors in different life stages that can lead to an addiction; - has the skills to be independently physically active and values active lifestyle through different stages of the life cycle; - analyses menus from the point of view of healthy nutrition and independently prepares a menu based on provided recommendations and restrictions.
Assessment criteria	<p>Students:</p> <ul style="list-style-type: none"> - understands the nature of mental health in different stages of the life cycles; - finds where to get help, using different reliable info sources; - describes the nature, signs and consequences of stress in different life stages; - explains ways of coping with stress through self-analysis; - explains the differences between biological, psychological, social and spiritual factors; - describes the factors of addictive behaviour and their joint effect in the development of

	<p>addiction, considering the life stages, and knows the main characteristics of addiction;</p> <ul style="list-style-type: none"> - monitors their own physical shape, based on exercise physiology through life stages; - chooses a feasible and pleasant form of physical activity for themselves; - understands Estonian food and nutrition recommendations for different stages of the life cycle and independently compiles a menu for oneself/family member (3-day menu).
<p>Independent work</p>	<p>Group assignments:</p> <ol style="list-style-type: none"> 1. Mapping the risks to mental health in different stages of the life cycle. 2. Recognizing the factors of addictive behaviour through case analysis. <p>Independent assignments:</p> <ol style="list-style-type: none"> 1. Self-analysis in order to understand the nature of stress. 2. Keeping a 7-day activity journal, either personal or for a family member, the analysis of the journal and presentation of results. Selecting a type of exercise to one's liking, testing it for 10 times and presenting it to others. 3. Preparing a menu for oneself and one family member, using the NutriData programme.
<p>Assessment methods and criteria</p>	<p>Module is assessed non-distinctively (passed/not passed). Requirements for passing: handing in the written independent assignment on time and presenting the practical assignment on threshold level.</p>
<p>Study literature and materials</p>	<p>Eesti vaimse tervise ja heaolu koalitsioon (VATEK) Vaimse tervise strateegia 2016-2025 http://vatek.ee/wp-content/uploads/2016/04/Vaimse_tervise_heaolu_strateegia_2016-2025_2016.pdf</p> <p>Harro, J. (2006). Uimastite ajastu. Tartu Ülikooli kirjastus</p> <p>Eesti Arstide Liidu kirjastus Medicina (2010). Alkoholisõltuvus. Toimetajad: K.Seppä, H.Alho, K.Kiiänmaa Kustannus Oy Duodecim. http://raulpage.org/koolitus/alkoholisoltuvus.pdf</p> <p>Tervise Arengu Instituut. Eesti toitumis- ja liikumissoovitused, 2015. www.terviseinfo.ee</p> <p>Tervise Arengu Instituut. Eesti toitumis- ja liikumissoovitused 2015. Tallinn, 2017. www.terviseinfo.ee/et/toitumissoovitused</p>