

<b>NAME HEALTHY WORK AND LIVING ENVIRONMENT</b>	
Course volume ECVET	5
Assessment form	Non-distinctive
Methods of learning	Discussion, analysis, lecture, study trip, idea chart
Approximate amount of contact lessons	30
Lecturer	-
Pre-requirements	None
<b>Course aims</b>	The aim of the course is to make student understand their role in the development of healthy environments both at workplace and living environments, enabling this through their own informed behaviour, by influencing the health behaviour of their colleagues and/or clients, and through skilled designing of environments.
<b>Topics and subtopics</b>	<ol style="list-style-type: none"> <li>1. Health awareness in everyday choices and behaviour.               <ol style="list-style-type: none"> <li>1.1 Health and health awareness - concepts, components.</li> <li>1.2 Everyday health behaviour.</li> <li>1.3 Ability to see and recognize the risks in one's work and daily activities.</li> <li>1.4 Developing health culture at workplace: finding allies, cooperation.</li> </ol> </li> <li>2. Concept of the life cycle, different stages of life.               <ol style="list-style-type: none"> <li>2.1 Health awareness and life cycle: health awareness, concept of health, risk assessment and changing health needs in different life stages.</li> <li>2.2 Meaning and preservation of health in different life stages.</li> <li>2.3 Managing health risks and needs in different life stages.</li> </ol> </li> <li>3. Health and addictive behaviour: awareness of the risks related to one's choices, ability to recognize and to stand for the health of oneself and others. Stages of addiction, understanding the different stages.</li> <li>4. Balanced nutrition and its importance to health. Importance of physical activity. Ability to make informed choices in daily nutrition and physical activity.</li> <li>5. Mental health preservation: maintaining balance. Principles and possibilities of sparing the mental health of oneself and others, written and unwritten rules. Principles of maintaining good psychosocial microclimate. Recognizing and fighting abuse at workplace.</li> <li>6. Principles and methods of designing healthy living and work environment, considering the physical, physiological, chemical, biological and psychosocial risk factors.</li> </ol>
<b>Learning outcomes</b>	Students: <ul style="list-style-type: none"> <li>- understands his/her role in the development of healthy environments both at workplace and living environments, enabling this through their informed behaviour and skilled designing of environments;</li> <li>- is aware of different factors that influence health in different stages of the life cycle;</li> <li>- can differentiate and assess health risks at workplace and in daily situations.</li> </ul>
<b>Assessment criteria</b>	Students: <ul style="list-style-type: none"> <li>- analyses their own health behaviour and choices that support and/or damage health;</li> <li>- understands the effect of everyday choices on health and the importance of personal decisions in the long term;</li> <li>- understands their own role in developing the health culture at workplace and promotes health awareness through cooperation;</li> <li>- observes and analyses different health risks and factors in different life stages;</li> <li>- understands the meaning of health, the importance of preserving health and the changing health needs though different life stages;</li> <li>- acknowledges the importance of health competence in different life stages;</li> <li>- lists and explains the main requirements and trends in developing occupational health;</li> <li>- recognizes self-harming health behaviours at work and in everyday situations;</li> <li>- understands the nature of addiction and deviance;</li> <li>- notices and analyses unhealthy behaviours at work and in everyday situations;</li> <li>- makes recommendations for improving the health situation and behaviour at work.</li> </ul>
<b>Independent work</b>	Independent written self-analysis (assessment task): assessing one's health behaviour, using

	<p>the questionnaire provided.</p> <p>Independent assignment (assessment task): evaluation of the health risks at workplace and presenting health promotion implementation measures according to the specifics of the organisation.</p>
Assessment methods	<p>Non-distinctive assessment (passed/not passed). Module is passed if the student has completed all 5 assessment tasks and passed the threshold.</p>
Study literature and materials	<p>Relevant legislation, see <a href="http://www.terviseinfo.ee/et/tervise-edendamine/tookohal/seadusandlus">http://www.terviseinfo.ee/et/tervise-edendamine/tookohal/seadusandlus</a></p> <p>Study materials and instructions for health promotion at workplace, see <a href="http://www.terviseinfo.ee/et/tervise-edendamine/tookohal/tervise-edendamine-tookohal">http://www.terviseinfo.ee/et/tervise-edendamine/tookohal/tervise-edendamine-tookohal</a></p> <p>Occupational life portal, see <a href="http://www.tööelu.ee">www.tööelu.ee</a></p> <p>Occupational wellbeing portal, see <a href="http://www.tööheaolu.ee">www.tööheaolu.ee</a></p>