Syllabus

Humanity's Greatest Challenges

SDG 3 – Good Health and Well-being





Information about the course

- → Classes are schedule to start on September 7 and finish on November 24
- → Classes take place online on Monday and Tuesday, from 17h30 to 18h45
- → The link to the classes will be available on Moodle
- → Elective course
- → First semester of the academic year 2026/27
- → 5 ECTS
- → Taught by ten professors from eight different Schools
- → In English

Contents

Week 1– September 7th and 8th

Topic: Introduction and context

Professor: Filipa Pires de Almeida, Católica Lisbon School of Business & Economics

- → Historical perspective: The SDG Agenda and where it comes from
- → Why are the SDGs important? A Common Language for Prosperity
- → 2030 Agenda: SDG per SDG
- → Systemic perspective of the SDGs: multi-level, multi-sector, multidisciplinary
- → Why SDG 3 and why is it important?
- → Organization's role and citizens' role on the SDG Agenda

Objectives

- → Understand the importance of the SDG Agenda amidst the current geopolitical context
- → Understand the features of the Sustainable Development Agenda
- → Understand the importance of SDG 3, its targets, and potential impact on society
- → Understand the role of different stakeholders in the Sustainable Development Agenda

Week 2 – September 14th and 15th

Topic: Health communication

Professor: Patrícia Tavares, Faculty of Human Sciences

- → Health risk perception: from specialists to citizens
- → Strategic Health Communication stakeholders
- → Strategic Health Communication planning process, implementation and evaluation
- → Strategic Public and Private Health Communication campaigns for building awareness and behavior change
- → Strategic health communication good practices

Objectives

- → Understand the importance of health risk perceptions for effective health risk communication
- → Understand the role of different stakeholders in strategic health communication
- → Understand the strategic health communication planning process, implementation and evaluation
- → Understand and debate public and private health communication campaigns

Week 3 – September 21st and 22nd

Topic: Health and work

Professor: Paulo Ribeiro e Célia Ribeiro

→ Work as a fundamental dimension of human life. Human work, mechanical work and "mechanical-intelligent" work: the new Robots
→ Work as a source of income and well-being/health
→ Work: Salary / Wages / Pay and Remuneration
→ Contributions of neoclassical theories of Management that draw attention to well-being and health at work
→ ISO and NP standards

Objectives:

→ Understand the role of work in the various dimensions of human life.
→ Analyze the new ways of working. (Human labor and intelligent machine/robot labor)
→ Understand the contribution of the various business schools that focus on the human dimension of productivity.
→ To understand the role of quality standards, particularly those related to the theme under study, and to analyze their relationship with the promotion of health and health at work.

Week 4 – September 28th and 29th
Topic: Communicable Diseases and Global Epidemics
Professor: Helga Martins

Objectives

→ Understand the basic concepts of communicable diseases and epidemics.
→ Identify major global infectious diseases and their characteristics.
→ Explain how diseases spread and how outbreaks occur.
→ Analyze the social, economic, and environmental factors influencing epidemics.
→ Evaluate global strategies used to prevent and control diseases.
→ Develop awareness of personal and community-level disease prevention.

Week 5 – October 6th and 12th
Topic: Digital Health for Healthy Ageing: Empowering Older Adults, Caregivers and Communities
Professor: Paulo Alves e Tânia Costa

→ Healthy ageing, longevity and quality of life within the framework of Sustainable Development Goal 3.
→ The changing needs of ageing populations in different global and social contexts.
→ The role of informal and family caregivers in supporting health, autonomy and continuity of care.

→ Digital health, telehealth, mobile applications, wearable devices, remote monitoring and artificial intelligence.
→ Digital technologies supporting independent living, medication management, mobility, nutrition, social connection and safety.
→ Digital inclusion, accessibility and health literacy among older adults and caregivers.
→ Prevention of falls, frailty, functional decline and avoidable hospital admissions.
→ Basic Life Support and emergency preparedness as essential competencies for caregivers and communities.
→ Digital tools supporting emergency response, including alert systems, geolocation, automated external defibrillator mapping and remote guidance.
→ Ethical challenges related to privacy, autonomy, consent, surveillance and responsible use of health data.
→ Supporting caregiver well-being, competence, confidence and resilience.

Objectives

→ Explain the concepts of healthy ageing, healthy longevity, functional ability and quality of life.
→ Analyse the contribution of digital health to autonomy, safety, participation and well-being among older adults.
→ Recognise the essential role of informal and family caregivers in health promotion, prevention and continuity of care.
→ Identify how telehealth, wearable devices, remote monitoring, mobile applications and artificial intelligence can support older adults and caregivers.
→ Discuss the potential of digital technologies to prevent falls, functional decline, medication errors, social isolation and avoidable hospital admissions.
→ Recognise Basic Life Support and emergency preparedness as relevant competencies for caregivers and communities.
→ Analyse how digital tools may support the early recognition of emergencies, activation of emergency services and access to automated external defibrillation.
→ Critically examine barriers related to digital exclusion, accessibility, health literacy, socioeconomic inequalities and cultural differences.
→ Discuss ethical issues related to autonomy, privacy, informed consent, digital surveillance and the use of personal health data.
→ Evaluate the physical, emotional and social impact of caregiving and identify strategies that support caregiver well-being and resilience.
→ Propose an inclusive, feasible and evidence-informed digital solution that improves the safety, autonomy or quality of life of older adults and their caregivers.

Week 6 – October 26th and 27th

Topic: Prevention First: Building Healthier Societies Through Health Promotion
Professor: Nélio Jorge Veiga – Faculty of Dental Medicine – Universidade Católica Portuguesa

Objectives

- → Explain the role of health promotion and disease prevention in achieving Sustainable Development Goal 3 (Good Health and Well-being).
- → Identify the major behavioural, social, environmental, and commercial determinants that influence health outcomes across populations.
- → Discuss the contribution of preventive strategies to reducing the burden of non-communicable diseases and improving population health.
- → Analyse how health promotion interventions can address health inequalities and contribute to more sustainable and equitable societies.
- → Evaluate real-world examples of community-based and public health initiatives designed to improve health and well-being.
- → Propose evidence-based actions and policies that support healthier lifestyles and strengthen prevention-oriented health systems.

Week 7 – November 2nd and 3rd
Topic: Non-communicable diseases, Rare diseases
Professors: Paula Ravasco, Lígia Mendes e Salomé Almeida, Faculty of Medicine – Universidade Católica Portuguesa

Objectives:

- → Understand the meaning of SDG target 3.4 – reduce by one third premature mortality from non-communicable diseases
- → SDG target 3.4 achievements – NCDs disproportionately affect people in low- and middle-income countries
- → Using metabolic and cardiovascular diseases as model, to understand the actions and ongoing initiatives
- → Analyze health data to understand how countries are dealing with the burden of non-communicable diseases
  - local and global approaches
  - Initiatives addressing modifiable risk factors such as obesity, unhealthy diets, physical inactivity, smoking, and alcohol consumption.
  - Effectiveness of community-based and population-level interventions.
  - How healthcare systems support early detection, diagnosis, treatment, and long-term disease management.
  - Universal Health Coverage (UHC) under SDG 3.
  - Telemedicine, digital monitoring, artificial intelligence, and precision medicine support disease prevention and management.
  - Explore their contribution to more sustainable and efficient healthcare systems.

- Collaborations among governments, healthcare providers, academia, industry, patient organizations, and international institutions.

→ The Rare Disease paradigm
– challenges in the context of SDG3
- Identify the targets and goals, from the pediatric burden to the Diagnostic Odyssey

Week 8 – November 9th and 10th

Topic: Healthcare Systems and Policies

Professor: Sofia Nogueira da Silva - Católica Porto School of Business and Economics

Objectives

→ Understand health production beyond healthcare provision, recognising the role of social, economic and environmental determinants of health

→ Discuss the role of public policies in achieving SDG 3

→ Analyse different healthcare system models and public insurance schemes across the world

→ Discuss the impact of demographic ageing on healthcare systems and the sustainability of the welfare state

Week 9 – November 16th and 17th

Topic: Invited guests on the topics covered by SDG 3

Week 10 – November 23rd and 24th

Topic: Final Evaluation

→ Oral Evaluation: November 23rd (online)

→ Exam: November 24th (in-person, via moodle)

Methodology

→ Interactive lectures with student participation
→ Group and individual research work
→ Participation of external guests
→ Case discussions
→ Video watching

Grading

The individual assessment has three distinct components:

1. **Group work (30%)**

The main objective of the group project is to develop students' ability to propose concrete and well-founded solutions to challenges associated with SDG 3 – Good Health and Well-being. Working in teams of four to five members, students must select a relevant topic directly linked to a specific target of SDG 3, identifying a concrete problem related to that target.

Based on the content explored throughout the course, each group must propose public or private policy solutions that contribute to achieving the selected target, demonstrating critical thinking, innovative spirit, and an awareness of the feasibility of their proposals. The goal is for each group to present a concrete solution to an identified problem. For more detailed instructions, see *Group Work Reference Guide*.

The written report (portfolio) must be submitted by November 18th at 11:59 PM (Lisbon time) via the Moodle platform.

All groups are required to attend at least **two mandatory mentoring sessions** with their assigned mentor, a faculty member from the course unit, to receive guidance on defining their topic, approach, and project structure.

The project will be assessed as follows:

- **60% of the final grade** will be based on an oral evaluation taking place on December 14th during which groups will respond to questions posed by the faculty.
- **30% of the final grade** will be based on the submitted written report.
- **10% of the final grade** will be based on scheduling and attending the two sessions with mentors.

All faculty members will participate in the evaluation of the projects. The group mentor will assign 40% of the oral evaluation grade, and the remaining 60% will be equally distributed among the other faculty members.

There will also be peer evaluation conducted in two rounds: at the end of the fifth week and after the final submission. In each round, students will distribute 100 points among

their group members, evaluating individual contributions. This peer assessment may adjust the final individual grade by up to 3 points (positive or negative).

At the end of the course unit, the two best projects from each class will be invited to participate in a final intercampus session scheduled for the end of June. From these, two groups will be selected to present their proposals to a company or governmental entity and may also be invited to participate in a visit to the European Parliament in Brussels (to be confirmed).

2. **Individual response to quizzes during class (20%)**

At the end of the second class of the week, quizzes will be given on the subject taught. Answering these quizzes accounts for 20% of the final assessment. Failure to attend class will result in a score of zero on the quiz. The quiz can only be answered during the respective class. Students must be present during class to respond to the quiz.

3. **Individual Exam (50%)**

Students must complete a Final Exam on November 24th, at 17h30, in person in Lisbon or Porto or online/with special support if abroad. The exam is equivalent to 50% of the final assessment. The Exam contains eight questions, from which the student can choose five to answer, and will be conducted with the possibility of consulting a double-sided A4 sheet with handwritten notes.

Passing the Course Unit requires a minimum score of 8 (out of 20) in all assessment components and a final average not lower than 10. Approval in the course units is granted with a minimum final grade of 10.

If the student does not achieve a passing grade in the Course Unit but has attended at least 80% of the classes and participated in the group work, a Final Exam will be available three weeks after the regular exam period. This exam will consist of eight questions (one per topic). Students are allowed to consult one A4 sheet (front and back) with handwritten notes during the exam. This exam can be used either to pass the course or to improve the student's final grade. In this case, continuous assessment is always considered, and the student will keep the higher of the two grades.

Academic Integrity

The academic conduct expected of students is aligned with the University's values of integrity and ethics, which should be clear throughout the course. Students are expected to conduct themselves in a manner that expresses respect for their peers and professors, integrity in the development of their work, and honesty in the preparation of their work.

Plagiarism is the misuse by any subject, as his or her own, of work, intellectual work, etc., produced by another (https://www.b-on.pt/boas-praticas/plagio/). Plagiarism can be

direct, when it is the citation or part of an unmentioned work, or accidental, when it is a work of several authors not properly mentioned.

Failure to comply with the rules of the Curricular Unit on the topics of intellectual honesty and plagiarism implies failure in the Curricular Unit.

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Week 2

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Week 3

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Week 4

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Week 7

- https://www.who.int/data/gho/data/themes/topics/sdg-target-3_4-noncommunicable-diseases-and-mental-health
- https://www.who.int/news-room/fact-sheets/detail/noncommunicable-diseases
- https://vizhub.healthdata.org/gbd-results/
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