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particularly, university life challenges. These situations might be perceived by the students as a crisis and/or a developmental opportunity.
Objectives: To characterize the global mental health of higher education students, in terms of emotional distress, stress and depression.
Methods: This is a quantitative descriptive and cross-sectional study with a sample of 220 University students attending, and not attending, professional psychological support. The evaluation protocol includes a sociodemographic questionnaire, the University Student Stress Inventory (ISEU; Pereira et al, 2004), the Mental Health Inventory (MHI5; Berwick et al, 1991), the Emotional Thermometers (ET-5; Mitchell, 2007), and the Patient Health Questionnaire (PHQ9; Kroenke, Spitzer, & Williams, 2001).
Results: We found the existence of high levels of depression, stress and distress in higher education students. In particular, students attending psychological counseling revealed more difficulties. All the variables involved are significantly correlated. This study shows evidence that less distress, less symptoms of depression and stress, and a lower need of help perception, all of them representing less need of professional psychological support, constitute the fundamental promoters of mental health.
Conclusions: The results enhance the need to consider psychological and sociodemograhic variables in the study of the predicting factors of the students' mental health. We consider that these findings have implications in the prevention policies for the promotion of mental health in higher education institutions.

8. EDUCATION FOR HEALTH EATING BEHAVIORS

INFLUENCE OF FOOD EDUCATION IN EATING HABITS IN STUDENTS FROM 2ND AND 3RD CYCLES IN VISEU SCHOOLS

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Introduction: Food Education as a means of promoting a healthy diet is very important nowadays, given the problems identified in the eating habits of the young's, resulting in public health problems. The intervention strategies haven't proved to be very effective and therefore children and young students still reveal inadequate diets and sedentary lifestyles.
Objectives: Verify the level of knowledge about food and habits of the students; Analyze how the information provided by educators is sufficient to promote a healthy diet; Understand if physical activity is being neglected at the expense of the use of new technologies in relation to the maintenance of healthy habits.
Methods: This is an investigation of descriptive-correlational nature based on a questionnaire. The target population of this study was the students in Viseu schools. The sample consisted of students aged between 10 and 15 years from the 5th to the 9th levels. It was randomly selected among classes belonging to each level of education. The data collected was analyzed by SPSS, using the Descriptive and Inferential Statistics.
Results: The majority of students revealed a deficient knowledge about the concept of healthy diet, and the recommended dosages for the main groups of foods. Furthermore, the evaluation of the eating habits of the students showed that sometimes they prefer foods that please, like chocolate or chips, for example in disfavor of foods that promote health, such as fruits, milk or soup.
Conclusions: The food education is still a challenge and a major investment must be made on this area so as to promote health and minimize the important public health problems in future generations.

EATING BEHAVIORS OF STUDENTS IN A GUARDA (PORTUGAL) ELEMENTARY SCHOOL: A CASE OF STUDY

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Introduction: Obesity has been considered a major public health problem worldwide and its prevalence has increased in children and youth. Family and school have an important role in the formation of healthy children and youth and in health promotion and disease prevention.
Objectives: To examine the prevalence of obesity in a sample of students and describe the eating habits associated.
Methods: This is a quantitative descriptive study with a sample of 172 students attending elementary school (middle age: 11+/0,9). The evaluation protocol includes sociodemographic questionnaire and a part with multiple items that claimed to be evaluated assessing eating behaviors.
Results: Through the IMC we found that 56.4% of students had a weight below normal and 39.5% normal weight; 4.1% were over weighted. It was found that most meals are taken at home, however, 65.7% have lunch at school. Most students always drink water (55.2%) and milk (61%) during the day, and consumption of alcoholic drinks are scarce, however, 9,9% consumed energy drinks (most males). Making a comparison between groups, water and vegetables consumptions more occurs in females. Most students practice physical activity (97.7%), football a sport mostly done by males and dance by females ($p < 0.05$).
Conclusions: The results suggest that healthy eating behaviors are prevalent in this sample. Students perform the four main meals, eat some food between meals and before bed. These students have a varied diet, consuming fish and meat alternately, soup most days, fresh vegetables and fruits, and the consumption of sugars is bit worrying. In terms of drinks, water is regularly drunk, but also soft drinks. Regularly practice of physical activity and good performance in school was also found.

ASSOCIATION BETWEEN GENERAL SELF-EFFICACY AND EATING HABITS AMONG ADOLESCENTS

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Introduction: Food choices are the result of several factors. Individual predispositions and resiliency are responsible for regulating against alternative food challenges. Bandura (1982) describes self-efficacy as a sense of self-esteem, feelings of adequacy, efficiency and competence to tackle the problems. Self-efficacy also underlies the choices and effort spent in activities or accomplishments.
Objectives: To investigate associations between self-efficacy and eating habits.
Methods: This is a cross-sectional survey, with data collected through self-administered questionnaires. Two schools participated

in the survey (convenience sample). For each school, students were invited to participate, reaching a sample size of 358 students, aged 14 to 18. Students were asked to complete the Eating Habits Scale (EHA) as well as the General Self-efficacy Questionnaire (GSQ), (EHA/GSQ: 0-200/15-105), both validated for Portugal.
Results: Significant positive correlation ($r = .26$; $p < .001$) was found between eating behaviors and self-efficacy (EHA: 86-172; mean = 137.4; GSQ: 29-105; mean = 78). The correlation was stronger for the self-efficacy's component of resistance to adversity (.32), followed by the initiative and persistence(.18) and by social effectiveness (.16).A higher coefficient of correlation was found among boys (.34) than among girls (.25), among overall scores of GSQ and scores of EHA.
Conclusions: Higher self-efficacy may be associated with appropriate eating behaviors in adolescents. Control and resistance perception may play an important role, motivating youngsters to adopt healthy lifestyles. Thus, promoting self-efficacy can boost up healthy eating habits. Moreover, it may be appropriate to adopt health promotion strategies differentiated by gender.

EATING DISORDERS IN YOUNG FEMALE GYMNASTICS

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Introduction: Young female gymnastics are faced with an increased pressure for thinness, due to its influence on performance.
Objectives: To determinate the presence of eating disorders in rhythmic gymnastics (RG) and artistic gymnastics, (AG) and compare the nutritional intake in the competitive period in both disciplines.
Methods: Seventy-two Portuguese females from RG ($n = 36$, 11.6 ± 3.0 years, BMI = 17.1 ± 2.2 Kg/m^2), and AG ($n = 36$, 9.7 ± 2.1 years, BMI = 16.9 ± 2.4 Kg/m^2) were evaluated by the Eating Attitudes Test-26 (EAT-26) self-report questionnaire. The pairwise comparisons were tested by one-way ANOVA.
Results: Within 72 responses from EAT-26 nearly 11% and 10% intakes different food in the competitive period (for RG and AG respectively, $p = 0.70$), and nearly 6% and 11% intakes different quantities of food (for RG and AG respectively, $p = 0.40$), in the same period. In the previous day to competition nearly 14% intakes different food (both groups, $p = 1.00$) and nearly 8% and 17% intakes different quantities of food (for RG and AG respectively, $p = 0.43$). We also found significant differences between total EAT-26 score in the different disciplines ($p < 0.001$).
Conclusions: Young female gymnastics has a predisposition to develop eating disorders and they do not change their diet in the competitive period neither at the previous day to the competition. There are different eating disorders between RG and AG, and therefore suboptimal nutrition status may affect gymnastic performance and physiological growth and development in young pre-adolescents females.

RELATIONSHIP BETWEEN GENERALIZED CONTROL EXPECTATIONS AND PARENTAL FEEDING STYLE, IN A PORTUGUESE SAMPLE

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Introduction: The global increase of childhood obesity demands an extensive research which should include a broad range of factors that might be associated with this increase. Given the influence that parents may have on their children feeding, parental feeding style and control expectations should be studied.
Objectives: The aim of this study is to explore how the parental feeding style correlates with generalized control expectations in a sample of Portuguese parents.
Methods: Overall, 314 Portuguese parents filled in the Parental Feeding Questionnaire (Wardle et al, 2002), the Generalized Control Expectations Scale (Silva, 2010) and a socio-demographic questionnaire. The sample was mostly collected in schools. A correlational analysis was performed.
Results: Weak correlations (although significant) were found between parental feeding style (PFS) and generalized control expectancies (GCE). For example, emotional feeding (PFS) was related with five dimensions of GCE: non-contingency ($r = .256$; $p < .001$), luck ($r = .206$; $p < .001$), self-efficacy ($r = -.196$; $p < .001$), success expectations ($r = -.201$; $p < .001$) and contingency ($r = -.240$; $p < .001$). Regarding the PFS questionnaire's subscale of encouragement, it was associated with several subscales of generalized control expectancies scale, namely, contingency ($r = .246$; $p < .001$) and non-contingency ($r = -.213$; $p < .001$).
Conclusions: This study emphasizes that there is a significant association between parents' feeding style and their control expectations, although it is a weak one. Research focusing the factors related with the way parents feed their children should be assessed in order to have a deeper understanding of childhood obesity.

9. HEALTH EDUCATION AND TEACHER TRAINING

INTERPERSONAL DEVELOPMENT IN COLLEGE STUDENTS

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Introduction: One of the aims of our schools is to promote the development of interpersonal skills which will enable students to adjust to the different stages of life. The significant interpersonal experiences are essential to the students' social and psychological development.
Objectives: Assess the students' social and interpersonal dimensions and identify lacking areas in socialization.
Methods: Exploring - descriptive study in college students in Viseu. The psychometric test used for this purpose was the Socialization Battery (BAS-3), in a sample of 192 students.
Results: the average age was 19.24; 29.7% boys and 70.3% girls. In the subscale anxiety/shyness we have observed higher numbers in girls ($p < 0.001$) and in the leadership subscale we have observed higher numbers in boys ($p < 0.05$). Anxiety/shyness shows a negative correlation with age. We have found that high levels of anxiety/shyness and social withdrawal/inhibition interfere both with the consideration for the others and with leadership in a negative way. The correlations of the consideration for the others with leadership are positive and significant. The higher is the students' self-esteem, the higher are the numbers in the BAS-3 subscales that assess aspects which facilitate the interaction: consideration for the others; self-control in social relationships; leadership.
Conclusions: The results show that school objectives should be not only to promote the acquisition of knowledge, but also to promote high quality areas of interpersonal relationship focused on teaching practice which promote the personal development and the autonomous self-fulfillment of the student.