HS 132
Personal Health

Course Description
A survey course covering various aspects of physical, mental, and social well being. Attempts to create
greater appreciation and understanding of individual health principles that should be reflected in more
intelligent self-directed health behavior.

Objectives
The student will be able to:
1. identify and describe the six dimensions of wellness. (CK)
2. describe how the mind and body communicate to enhance physical and mental well-being. (CK)
3. understand and describe the methods of dealing with stress productively. (CK)
4. develop a personal plan for nutritional behavior that provides the basis for healthy living. (SM)
5. describe the health benefits of regular exercise. (CK)
6. discuss the concept of proper body weight. (CK)
7. describe the connection between smoking and cardiovascular disease, cancer, and other health
   problems. (CK)
8. identify the major risk factors of heart disease. (CK)
9. recognize the warning signs of cancer, explain risk factors of cancer, and describe ways to prevent
   cancer. (CK)
10. describe the main differences between modern medical care and alternative medicines. (CK)
11. identify and describe the essential components of good communication. (CK)
12. engage in interdisciplinary learning experiences (via projects) allowing application and integration
    of content to other subjects. (PS)
13. apply health practices to various settings where health promotion takes place. (SM)

Abbreviations refer to components of the Conceptual Framework for Teacher Education at Southeastern
Louisiana University: Setting the Standard for Excellence through Best Practice: KL – Knowledge of
Learner, CK – Content Knowledge, PS – Professional Standards, SM – Strategy/Methods

PASS-PORT
Candidates are responsible for entering hours for field experiences (observation and teaching at approved
sites) and professional development into PASS-PORT. Artifacts to be used in portfolios must also be
entered. If an artifact requires instructor evaluation, it is the candidate’s responsibility to request that
evaluation after the artifact is loaded into PASS-PORT.

Evaluation
Written exams
Projects
What is a Conceptual Framework?
A conceptual framework provides coherence and direction and serves as a means by which professionals describe important aspects of their work. The conceptual framework provides direction for the development of effective professionals, and is a living document that continuously evolves as opportunities and challenges emerge.

Components of the Conceptual Framework
Knowledge of the learner: an understanding of the learner is critical to providing effective and equitable instruction.
Strategies and methods: an understanding of a variety of teaching methods & strategies, as well as a sense of inquiry, creativity, and reflective thinking are goal characteristics of effective teachers.
Content knowledge: teachers should strive to gain a thorough understanding of their content areas of specialization.
Professional standards: standards that guide effective education, both generally and in each discipline area, are used to design our programs, and teachers should know and incorporate professional standards in everyday practice.
Diversity: The unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. The effective professional can help all students learn and can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds.
Technology: Technology is emphasized throughout all programs and is used to support and improve student learning.