

# 02\_Mind-Body Communications Maintain Wellness- Managing Stress: Restoring Mind-Body Harmony

Content Area: **Science**  
Course(s):  
Time Period: **Full Year**  
Length: **2-3 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This course is a university level course which tests student's knowledge of the impact of lifestyle on one's overall health and well-being including on their physical, mental, and emotional status. It examines interventions to improve health in the areas of nutrition, physical fitness, stress management, disease prevention, and addiction use disorders . An examination by Rutgers University is required to obtain 3 college credits and an official transcript from the university.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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- 3 ways the mind and body communicate biologically
- define psychosomatic illness
- placebo and nocebo effects
- effects of faith, religion, and spirituality on health
- hypnotherapy
- meditation and image visualization

## **CONTENT AREA STANDARDS**

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SCI.HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
VHEL.9-12.9.4.12.H.(1).4	Demonstrate knowledge of the process for assessing, monitoring, and reporting patient/client health status to the treatment team within scope of practice.
VHEL.9-12.9.4.12.H.(2).6	Demonstrate knowledge of how to assess and report patient/client health status information to monitor and document patient progress.
VHEL.9-12.9.4.12.H.57	Research professional development opportunities needed to keep current on relevant trends and information within the cluster.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand:

- Healthy behavior changes in their own lives and synthesize a behavior change plan.
- Dimensions of psychosocial health and their impact on overall health and wellness.

### **Procedural Knowledge**

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Students will be able to:

- Recognize opportunities for healthy behavior changes in their own lives and synthesize a behavior change plan.
- Explain the dimensions of psychosocial health and their impact on overall health and wellness.

## **EVIDENCE OF LEARNING**

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## **Formative Assessments**

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- POGIL
- Worksheets
- End of Chapter Assessments

## **Summative Assessments**

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- - Benchmarks – departmental benchmark given at the end of MP1, MP2, or MP3 & MP4 b(Semester Based Course)
  - Alternative Assessments
    - Lab inquiries and investigations
    - Lab Practicals
    - Exploratory activities based on phenomenon
    - Gallery walks of student work
    - Creative Extension Projects
    - Build a model of a proposed solution
    - Let students design their own flashcards to test each other
    - Keynote presentations made by students on a topic
    - Portfolio

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Health and Wellness, 11th Edition

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## **INTERDISCIPLINARY CONNECTIONS**

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- Information writing
- Ethics

- Data Analysis

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.