

# Family/Individual Health Student Learning Objectives

Linked to the  
National Standards for Family and Consumer Sciences Education

**Program Type: 0704**

**Course Code: 096840**

**CIP Code: 19.0000**

**Course Rationale:**

To improve the health of Missouri citizens, performance competencies in the family/individual health course taught in Family and Consumer Sciences Education programs enable students to:

- a. construct meaning pertinent to health care knowledge;
- b. communicate effectively with family members and health care providers;
- c. solve problems impacting health and wellness; and
- d. make responsible health care decisions involving individuals, families, and communities

**Course Description:**

This course meets the needs of today's students and focuses on the promotion of personal and family health throughout the life span. It includes concepts in communicable diseases, family relations, substance abuse, nutrition, sports nutrition, fitness and other concerns pertaining to the development of personal and family health. Career opportunities in health-related fields are investigated. Family/Individual standards are aligned to the National Health Education Standards. Meets 0.5 health credit graduation requirement.

**Objectives/Categories:**

- A. Assume Leadership Roles as Responsible Family Members and Citizens
- B. Promote Individual Wellness
- C. Explore Functions and Interrelationships of Body, Social and Communication Systems
- D. Enhance Human Growth and Development
- E. Promote Health and Prevention Concepts
- F. Promote Nutritional Health
- G. Maintain a Safe Environment
- H. Access Health-Related Information, Products and Services
- I. Influence Change in Environments
- J. Research Key Careers

Student Learning Objectives	NASAFACS (National Standards)
<b>A. Assuming Leadership Roles as Responsible Family Members and Citizens</b>	
Utilize FCCLA program(s) to address family/consumer resource issues	1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.7, 2.1.1, 2.1.6
Utilize leadership qualities and skills for problem solving	1.2.6

<b>B. Promote Individual Wellness</b>	
Define wellness	12.1.1, 12.2.2, 14.1.1
Describe lifetime fitness principles and techniques	2.1.7, 10.6.7, 13.1.6
Assess personal health practices and risks	13.1.6, 14.1.1, 14.3.1
Create a personal wellness plan	13.1.6, 14.1.1, 14.3.1
Analyze how the family, peers, community and global issues influence the health of individuals	14.2.3, 14.4.5

<b>C. Explore Functions and Interrelationships of Body, Social and Communication Systems</b>	
Describe functions of body systems including circulatory, digestive, reproductive and skeletal	14.2.1, 15.4.1
Identify demographic changes that influence family health systems	14.1.2, 14.2.2
Analyze how family and cultural diversity impact health	14.1.2, 14.2.2
Defend a position on ethical, legal and environmental issues impacting health systems	14.1.5, 14.4.4, 14.4.6

<b>D. Enhance Human Growth and Development</b>	
Describe developmental processes which occur during the life cycle	4.5.5, 12.1.1
Identify diseases, illnesses and disorders affecting growth and development	4.4.5, 14.2.1
Describe behaviors for preventing and controlling communicable diseases	4.4.6
Develop coping strategies to deal with health deviations and changes in the life cycle	2.1.6

<b>E. Promote Health and Prevention Concepts</b>	
Describe the changing relationships of mental, emotional, social and physical health throughout life	13.1.1, 13.1.2, 13.1.4, 13.2.4, 14.1.1
Explain the effects of substance use and abuse on the individual, family and community	14.2.2
Evaluate how lifestyle choices impact health	14.2.1, 14.2.2
Distinguish between appropriate and inappropriate behavior in relationships as they affect health	14.2.2, 14.2.3
Identify standards of personal hygiene and health	4.4.3, 9.2.5, 14.4.1

<b>F. Promote Nutritional Health</b>	
Explain relationships between dietary guidelines and wellness	14.2.4, 14.3.1, 14.3.2
Compare nutritional needs at different stages of the life cycle	2.1.3, 14.2.1, 14.2.2
Identify nutritional needs of individuals with special health deviations	2.1.3, 9.3.7, 14.3.2

<b>G. Maintain a Safe Environment</b>	
Describe health emergency procedures	
Develop accident/injury prevention strategies for personal, home, family and community health	
Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitive situations	13.4.3, 13.4.4, 13.4.5
Demonstrate strategies for solving interpersonal conflicts without harming self or others	13.6.1, 13.6.2
Demonstrate methods of avoiding threatening situations	

<b>H. Access Health-Related Information, Products and Services</b>	
Discriminate between reliable and unreliable health information, products and services	
Analyze data from multiple sources to make informed decisions about health information, products and services	2.6.1
Describe factors that influence personal selection of health-care resources, products and services	2.6.1
Demonstrate the ability to access individuals and agencies that provide support and protection	
Compare costs and benefits of available health-care coverages	

<b>I. Influence Change in Environments</b>	
Develop skills to affect public policy related to family/individual health	
Analyze the impact of technology on individual and family lifestyles as related to family/individual health	2.4.3
Utilize technology and other resources to influence change in family/individual health environments	2.5.1

<b>J. Research Key Careers</b>	
Identify career clusters and careers related to family/individual health	
Assess personal characteristics and professional requirements for occupations related to family/individual health	
Investigate working conditions and income of specific careers	
Use effective communication techniques for multiple workplace situations	
Examine ethical and professional issues and responsibilities	
Evaluate entrepreneurial options related to family/individual health	

Krystle Gremaud, Debra Price

Updated 12/2019