
ILLINOIS CERTIFICATION TESTING SYSTEM

FIELD 142: HEALTH EDUCATION TEST FRAMEWORK

November 2003

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Illinois Certification Testing System

FIELD 142: HEALTH EDUCATION

TEST FRAMEWORK

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Personal Health
Family and Interpersonal Relationships
Community Health and Disease Prevention
Health-Related Skills
School Health Education

SUBAREA I—PERSONAL HEALTH

0001 Understand the components and functions of human body systems as they impact health, growth, and development.

For example:

- Demonstrate knowledge of the functions, interactions, and disorders of the major systems of the human body (e.g., respiratory, digestive, musculoskeletal).
- Demonstrate an understanding of human growth and development, including physical, cognitive, and emotional processes, and the physical, mental, emotional, and social factors that affect health during each stage of life.
- Analyze changes in body system functions and health over the life cycle.
- Demonstrate an understanding of the effects of various factors (e.g., exercise, sleep, nutrition, disease, stress) on human body systems and on human growth and development.
- Identify and predict immediate and long-term effects of health behaviors on body systems.

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0002 Understand nutritional principles and the role of nutrition in maintaining health.

For example:

- Identify sources and functions of various nutrients (e.g., protein, vitamins, minerals).
- Apply principles of dietary planning in making food choices to address individual needs (e.g., reducing intake of saturated fat and empty calories, identifying low-cost sources of nutrients, strategies for weight management).
- Analyze social, psychological, cultural, familial, and other factors that affect dietary habits and nutritional status (e.g., lactose intolerance, religious prohibitions, food preferences, budget limitations, fast food availability, marketing strategies, media messages).
- Demonstrate an understanding of the relationship between nutrition and health (e.g., deficiency diseases, weight management, eating disorders, positive body image).
- Analyze changes in nutritional requirements throughout the life cycle.
- Demonstrate the ability to interpret food labels and evaluate market descriptions and claims about food (e.g., low sodium, low fat, healthy, organically grown).

0003 Understand the health consequences of substance use, misuse, and abuse.

For example:

- Recognize the different types of drugs (e.g., stimulants, depressants, narcotics, hallucinogens, steroids) and their effects on human body systems.
- Demonstrate knowledge of the proper use of drugs for medicinal purposes.
- Evaluate factors that contribute to the misuse and abuse of drugs, including alcohol and tobacco.
- Analyze the health risks of drug abuse and the direct and indirect costs of drug abuse to the individual, family, and society.
- Demonstrate an understanding of the nature, prevention, intervention in, and treatment of drug abuse and chemical dependency.

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0004 Understand mental and emotional health and their relationship to personal health.

For example:

- Identify elements of and factors that affect mental and emotional health.
- Analyze various prevention, intervention, and treatment strategies for maintaining and improving mental and emotional health.
- Demonstrate an understanding of the development of self-image and self-worth and their relationships to attitudes and behaviors.
- Identify the sources and signs of stress, stress-related illnesses, and techniques for preventing and managing stress.
- Demonstrate an understanding of the nature of common mental health disorders (e.g., depression, anxiety) and their diagnosis and treatment.
- Analyze risk factors for suicide and strategies for suicide prevention and intervention.

0005 Understand procedures for promoting personal safety and injury prevention.

For example:

- Identify behaviors that contribute to intentional and unintentional injuries (e.g., alcohol use, fatigue, poor judgment, peer pressure).
- Recognize ways to identify and avoid dangerous settings and situations.
- Demonstrate familiarity with routine safety precautions, risk management techniques, and methods of preventing various types of injuries.
- Identify the proper equipment for increasing safety and preventing injuries in various situations (e.g., life jackets, child car seats, bicycle helmets).

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0006 Understand the role of physical fitness in maintaining personal health.

For example:

- Identify the basic characteristics of physical fitness (e.g., strength, endurance, flexibility).
- Recognize the health benefits of maintaining a physically fit lifestyle throughout the life cycle.
- Identify strategies for assessing individual fitness levels and achieving and maintaining a desired level of physical fitness.
- Demonstrate an understanding of the short- and long-term effects of exercise on the cardiorespiratory, musculoskeletal, nervous, and endocrine systems.
- Recognize safe and unsafe exercises and identify potential health risks and injury prevention techniques associated with various types of exercise.

0007 Understand human sexuality and its relationship to health.

For example:

- Demonstrate an understanding of human sexual development and human reproduction (e.g., conception, gestation, birth).
- Demonstrate knowledge of family planning, methods of preventing pregnancy and sexually transmitted diseases, and the responsibilities associated with becoming a parent.
- Apply strategies for distinguishing between reliable information and misinformation about human sexuality.
- Analyze factors that influence decisions about sexual behavior (e.g., media messages, cultural norms, peer pressure) and strategies for making responsible decisions about sexual behavior.
- Analyze the relationship of communication and sexual behavior (e.g., body language, flirting, modes of dress) and strategies for promoting healthy communication skills (e.g., refusal skills, ways to communicate caring and affection nonsexually).

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SUBAREA II—FAMILY AND INTERPERSONAL RELATIONSHIPS

0008 Understand relationships within various family structures.

For example:

- Recognize different types of families and family structures.
- Identify healthy roles, relationships, and responsibilities among members of various family structures.
- Analyze ways to promote healthy communication among family members.
- Demonstrate an understanding of strategies that promote healthy relationships (e.g., expressing affection, listening, setting limits).

0009 Understand peer relationships, social support systems, group dynamics, and ways of promoting positive interpersonal relationships.

For example:

- Analyze the characteristics of social support systems and peer roles and relationships.
- Demonstrate knowledge of group dynamics.
- Analyze the effects of group membership (e.g., necessity to conform to group norms, increased security, enhanced self-image) and of not belonging to a group (e.g., alienation, individualism, nonconformity).
- Demonstrate an understanding of the causes and effects of peer pressure and of positive strategies for responding to peer pressure (e.g., refusal skills, resistance skills, positive social support).
- Identify strategies for building cooperative relationships and for developing and maintaining friendships.
- Apply strategies for promoting positive verbal and nonverbal communication skills (e.g., effective listening skills, good manners, ways to communicate respect for others).

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0010 Understand the nature of and strategies for avoiding negative social behaviors.

For example:

- Recognize behaviors that are disrespectful or hurtful to others (e.g., ridicule, bullying, abuse, exploitation, harassment) and strategies for addressing and discouraging these behaviors.
- Analyze the nature, sources, and effects of conflict and violence.
- Demonstrate awareness of methods for avoiding violence and resolving conflicts between individuals and groups (e.g., mediation, negotiation).
- Demonstrate an understanding of the effects of prejudice and discrimination and of strategies for confronting them.
- Apply skills for avoiding danger, dealing with dangerous individuals, and protecting oneself from crime and assault.

SUBAREA III—COMMUNITY HEALTH AND DISEASE PREVENTION

0011 Understand theories and principles of health promotion and disease prevention.

For example:

- Recognize major health behavior theories (e.g., stages of change, Health Belief Model) and analyze fundamental concepts in health (e.g., wellness, risk factors).
- Demonstrate an understanding of how individual and community actions and policies influence the health of the community and environment.
- Recognize how public health policies function to prevent illness and promote public health and well-being.
- Identify and analyze predisposing, reinforcing, and enabling factors that impact health behaviors.
- Select health promotion practices consistent with current theory and data.

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0012 Understand the epidemiology, diagnosis, prevention, and treatment of noncommunicable, chronic, and degenerative diseases.

For example:

- Demonstrate knowledge of the causes and characteristics of noncommunicable, chronic, and degenerative diseases (e.g., cardiovascular disease, cancer, diabetes, arthritis).
- Demonstrate an understanding of methods of diagnosing, preventing, managing, and treating noncommunicable, chronic, and degenerative diseases (e.g., primary, secondary, and tertiary prevention).
- Analyze controllable and noncontrollable epidemiological factors (e.g., heredity, diet, pollution) that influence patterns of noncommunicable, chronic, and degenerative diseases.
- Identify behaviors that contribute to or help prevent noncommunicable, chronic, and degenerative diseases (e.g., sedentary life style, high fat intake, stress reduction).
- Demonstrate knowledge of common health-screening techniques for noncommunicable, chronic, and degenerative diseases (e.g., self-examinations, scoliosis screening, genetic screening).

0013 Understand the epidemiology, prevention, and treatment of communicable diseases.

For example:

- Demonstrate knowledge of the causes and characteristics of communicable diseases (e.g., salmonella, flu, sexually transmitted diseases).
- Demonstrate an understanding of methods of diagnosing, preventing, managing, and treating communicable diseases (e.g., primary, secondary, and tertiary prevention).
- Identify individual and public health strategies for preventing the spread of communicable diseases (e.g., handwashing, quarantine, vaccinations).
- Demonstrate an understanding of how the body's immune system fights infections.
- Analyze environmental, demographic, socioeconomic, cultural, and behavioral factors that affect the spread of communicable diseases.

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0014 Understand how environmental, sociocultural, and economic factors affect community health.

For example:

- Identify the effects on community health of various environmental factors (e.g., hazardous wastes, air pollution, water pollution).
- Analyze strategies for reducing or coping with health risks due to environmental factors (e.g., radon testing, asbestos and lead paint testing and removal).
- Demonstrate an understanding of sociocultural and economic factors that affect the health of communities (e.g., population density, poverty, availability of health care, cultural beliefs about health).
- Analyze ways in which individuals can help promote the health and well-being of the workplace and the community (e.g., volunteerism, charitable contributions, political activities).
- Demonstrate an understanding of the value of diversity for society and of strategies for promoting respect and tolerance for individual differences.

0015 Understand public health initiatives, agencies, and current issues relating to community health.

For example:

- Demonstrate knowledge of the roles of local, state, and federal agencies in addressing community health needs (e.g., public health regulations, immunization programs, crisis counseling, inspection and licensing regulations).
- Demonstrate an understanding of the effects of health-related policies and laws on the health of individuals and communities (e.g., restrictions on tobacco use, workplace safety requirements, drunk driving initiatives, Healthy People initiative).
- Recognize current issues that affect community health (e.g., HIV testing, family planning, mandatory drug counseling).
- Demonstrate an awareness of ethical issues in community health (e.g., confidentiality, cost and access to advanced health technologies, issues related to life support and quality of life).
- Identify methods and processes used to analyze health issues and make decisions relating to community health.

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SUBAREA IV—HEALTH-RELATED SKILLS

0016 Understand how to use critical thinking, decision making, risk assessment, and health literacy to promote personal health.

For example:

- Demonstrate an understanding of how critical thinking, decision making, risk assessment, and health literacy can help promote personal and community health.
- Identify strategies for promoting a sense of personal responsibility for health and for applying decision-making and critical-thinking skills in health related contexts.
- Recognize ways to increase health literacy and personal knowledge about health issues.
- Analyze methods for appraising health risks and assessing the relationship of risk factors to personal health.
- Demonstrate an understanding of methods for reducing personal risk factors (e.g., stopping smoking, increasing exercise, losing excess weight).

0017 Understand methods for obtaining and evaluating health-related information.

For example:

- Identify various sources of health-related information (e.g., libraries, health practitioners, computerized databases, media) and their characteristics.
- Apply strategies for evaluating different sources of health information.
- Analyze methods for distinguishing health information that is scientifically based from health information that is not.
- Demonstrate an understanding of the roles of governmental and non-governmental agencies (e.g., CDC, American Cancer Society, AMA, local clinics and prevention centers) in providing reliable health information.
- Identify strategies for staying informed about medical and health-related advances.

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0018 Understand media messages and their impact on personal and community health.

For example:

- Recognize how various types of mass media (e.g., advertising, movies, videos, popular music) influence attitudes toward health-related issues and behavior (e.g., body image, violence, sexual behavior, alcohol and other drugs).
- Identify skills for critically analyzing media messages related to health (e.g., recognizing goals of advertising and advertising techniques, identifying media stereotypes and misinformation).
- Demonstrate an understanding of the effective use of media for public education about health issues.
- Analyze strategies for using the media to advocate for and promote individual and community health.

0019 Understand strategies for selecting and managing health care.

For example:

- Analyze characteristics of different health-care delivery systems (e.g., clinics, hospitals, private physicians) and health insurance (e.g., private insurance, membership in an HMO, Medicare, Medicaid).
- Identify the roles and credentials of various medical and allied health professionals (e.g., midwives, physicians, physical therapists, nurses).
- Apply strategies for selecting appropriate health-care providers and treatment to meet specific health needs.
- Demonstrate an awareness of individual rights and responsibilities related to health care and methods for creating and maintaining an active partnership with health-care providers (e.g., strategies for optimizing health insurance benefits, patients' bill of rights).

0020 Understand procedures used to provide care in medical emergency situations.

For example:

- Identify ways to recognize a medical emergency and steps to take when a medical emergency occurs.
- Demonstrate knowledge of the use of basic first-aid procedures in various situations.
- Demonstrate familiarity with the techniques of cardiopulmonary resuscitation (CPR) and the Heimlich maneuver.
- Identify precautions for protecting the health and safety of individuals responding to a medical emergency (e.g., wearing gloves and a mask, avoiding exposure to body fluids).

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SUBAREA V—SCHOOL HEALTH EDUCATION

0021 Understand the historical and social contexts of health education programs.

For example:

- Identify historical foundations, important individuals, and key events in the history of health education.
- Demonstrate knowledge of current philosophies, goals, and trends in health education.
- Analyze the role of health education in society (e.g., reducing health-care costs, improving quality of life).
- Recognize factors and issues that affect the health education curriculum (e.g., legislation, local community standards and needs, culturally diverse health practices).
- Identify career opportunities and job specialties in health and related fields.
- Demonstrate knowledge of educational and other prerequisites for careers in health and related fields.

0022 Understand the procedures for planning a comprehensive program of school health education.

For example:

- Evaluate strategies for involving key personnel and agencies in the planning of a comprehensive school health education program.
- Demonstrate knowledge of the structure and organization of a comprehensive school health education program.
- Identify procedures for conducting an effective health education needs assessment for a comprehensive school health education program.
- Demonstrate knowledge of how to develop a logical scope and sequence plan for a comprehensive school health education program.

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0023 Understand the procedures for implementing a comprehensive program of school health education.

For example:

- Demonstrate an understanding of instructional strategies and curricular models of health instruction that adhere to national, state, and professional standards.
- Identify strategies for incorporating technology and other educational media into the health education process.
- Demonstrate knowledge of various educational methods and techniques for addressing the needs and concerns of diverse learners.

0024 Understand the procedures for evaluating a comprehensive program of school health education.

For example:

- Demonstrate knowledge of how to design or select appropriate program evaluation techniques, including valid and reliable tests, survey instruments, and evaluation methods pertinent to school health instruction.
- Analyze and interpret results of instructional program evaluation.
- Use instructional program evaluation results to determine appropriate program improvements.

0025 Understand procedures for working with school staff, community members, and health professionals in developing and implementing coordinated school health programs.

For example:

- Demonstrate knowledge of models of coordinated school health programs.
- Demonstrate an understanding of how educators, community members, and health professionals can aid in the design, implementation, and evaluation of coordinated school health programs.
- Apply strategies for facilitating communication and collaboration in coordinated school health programs.
- Analyze financial and budgeting issues related to implementing a comprehensive school health education program.
- Recognize the importance of ethical behavior in working with others in developing and implementing school health programs.