
ILLINOIS CERTIFICATION TESTING SYSTEM

FIELD 173: HEALTH CAREERS

TEST FRAMEWORK

November 2003

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Health Concepts, Issues, and Skills
Human Biology, Growth and Development, and Interpersonal Relationships
Health Maintenance and Disease Prevention
Patient Care, Safety Precautions, and Health-Related Information
Career and Educational Skills

SUBAREA I—HEALTH CONCEPTS, ISSUES, AND SKILLS

0001 Understand important health concepts and issues.

For example:

- Demonstrate knowledge of concepts of wellness and illness and basic health-maintenance practices.
- Analyze how family, peers, and community influence the health of individuals.
- Recognize how environmental factors influence the health of the community.
- Analyze how public health policies, safety legislation, government regulations, socioeconomic factors, research, and medical advances influence health promotion and disease prevention.
- Recognize the structure and operation of the modern health-care industry (e.g., systems of reimbursement, health-care plans, organizational hierarchy).
- Analyze issues involving access to and availability of health care.
- Analyze ethical issues related to health care (e.g., Health Insurance Portability and Accountability Act [HIPAA], consumer rights, genetics).

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0002 Understand the use of goal-setting, problem-solving, and decision-making skills in developing, implementing, and evaluating health and wellness plans.

For example:

- Recognize principles and techniques for goal setting, problem solving, and decision making in relation to personal and family health and wellness.
- Apply procedures for creating, implementing, and maintaining a plan to attain health and wellness goals and lifelong fitness and health.
- Analyze health concerns that require collaborative decision making.
- Evaluate the immediate and long-term effects of health-related decisions and activities.
- Apply methods for evaluating progress toward achievement of health goals.

0003 Understand the development and use of risk-assessment skills in relation to individual and family health.

For example:

- Apply strategies that promote self-assessment of behavioral risk factors.
- Recognize the impact of biological, environmental, cultural, socio-economic, and technological factors on health and wellness.
- Recognize principles and techniques for reducing personal risk factors (e.g., cessation of smoking, stress management).
- Analyze consequences of risky behaviors throughout the life cycle and strategies for reducing risky behaviors.
- Apply strategies for making health-related decisions based on the assessment of the risks and benefits associated with various choices.

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0004 Understand the development and use of health advocacy and communication skills.

For example:

- Utilize effective oral and written communication.
- Apply basic math and measurement skills in health-related situations.
- Demonstrate the ability to use oral, written, graphic, and technological media to convey ideas and research findings about health-related issues.
- Demonstrate the ability to adapt health information and communication techniques to a particular audience.
- Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
- Recognize techniques for working cooperatively with others when advocating for healthy communities.

**SUBAREA II—HUMAN BIOLOGY, GROWTH AND DEVELOPMENT, AND
INTERPERSONAL RELATIONSHIPS**

0005 Understand the functions and interrelationships of the human body systems.

For example:

- Recognize characteristics and functions of the skeletal, muscular, circulatory, respiratory, cardiovascular, nervous, endocrine, digestive, reproductive, and immune systems.
- Analyze the relationships among the body systems.
- Recognize basic medical and scientific terms, abbreviations, and symbols.

0006 Understand human growth and development.

For example:

- Recognize characteristics and stages of human physical, cognitive, emotional, and social growth and development throughout the life span.
- Recognize characteristics and processes associated with aging.
- Analyze the effects of various factors (e.g., biological, lifestyle) on human growth and development.
- Recognize the interrelationships of mental, emotional, social, spiritual, cultural, and physical health throughout the life span.

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0007 Understand factors that affect relationships within families.

For example:

- Identify characteristics of family structures (e.g., diverse, traditional).
- Analyze ways in which families accommodate and care for family members in various stages of life.
- Recognize strategies for communicating effectively with family members.
- Identify strategies that promote healthy family relationships.
- Demonstrate understanding of parenting skills and responsibilities.

0008 Understand the value of diversity and healthy interpersonal relationships.

For example:

- Demonstrate knowledge of the nature and dynamics of healthy interpersonal relationships.
- Recognize healthy ways to express needs, wants, and feelings.
- Analyze how cultural diversity enriches and challenges health behaviors.
- Apply strategies for developing friendships and cooperative relationships.
- Recognize ways to promote respect and tolerance for diverse cultures and lifestyles (e.g., participation in group activities with individuals from diverse backgrounds).
- Recognize rights and responsibilities of employment (e.g., protection from discrimination, ethical behavior, confidentiality, fulfilling performance expectations).

0009 Understand types of conflict and conflict resolution strategies.

For example:

- Analyze possible causes of conflicts in schools, families, and communities.
- Recognize principles and techniques associated with conflict resolution strategies (e.g., refusal, negotiation, collaboration).
- Apply principles and skills for self-protection from potentially harmful situations.
- Apply strategies for solving interpersonal conflicts in a positive manner (e.g., communicating care, consideration, respect for others).
- Demonstrate knowledge of strategies for working effectively in teams and for managing stress and conflict in the workplace.

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SUBAREA III—HEALTH MAINTENANCE AND DISEASE PREVENTION

0010 Understand types of disease and the role of disease prevention in the promotion of personal health.

For example:

- Demonstrate knowledge of types and causes of communicable diseases and principles and techniques for preventing their transmission (e.g., immunizations, sexually transmitted diseases prevention, preventative health practices).
- Recognize types, causes, characteristics, and methods of detecting and treating noncommunicable diseases, hereditary diseases, chronic diseases, disabilities, and terminal illnesses.
- Analyze relationships among individuals, the environment, and disease.
- Recognize how primary and secondary prevention activities promote health.
- Recognize the role of the body's natural defense mechanisms and genetic factors in preventing or causing disease.

0011 Understand the role of nutrition in the promotion of health and wellness.

For example:

- Recognize nutritional requirements throughout the life span.
- Recognize the nature, importance, and sources of various nutrients (e.g., carbohydrates, vitamins, water, electrolytes).
- Demonstrate knowledge of principles and practices for proper food preparation and safe handling and storage techniques.
- Analyze the relationship between nutrition and the prevention of disease.
- Demonstrate understanding of issues related to eating patterns, body composition, and weight management (e.g., principles of weight control).
- Analyze health problems involving nutrition.

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0012 Understand the role of physical fitness in the promotion of health and wellness.

For example:

- Recognize how health-related physical fitness contributes to lifelong health and wellness.
- Recognize basic components of physical fitness (e.g., strength, endurance, flexibility) and apply principles of conditioning and training (e.g., overload, specificity).
- Demonstrate understanding of the need for rest, relaxation, and sleep in promoting physical fitness and health.
- Analyze the short- and long-term effects of physical activity on the cardiorespiratory, muscular, skeletal, nervous, and endocrine systems.
- Recognize potential health risks and injury prevention techniques associated with physical activity and exercise (e.g., using warm-up and cool-down exercises).

0013 Understand the natures of mental and emotional health and their relationship to personal health.

For example:

- Recognize factors that affect mental and emotional health.
- Recognize signs and symptoms of stress and apply techniques for managing stress.
- Recognize types, causes, and treatments of mental and emotional illnesses (e.g., depression, bulimia).
- Recognize the nature and effects of social and cognitive pathologies (e.g., violence, sexual and substance abuse, autism, and ADD/ADHD).
- Identify appropriate interventions that deal with mental and emotional problems.
- Recognize the impact of social pathologies on community and societal health (e.g., economic and social costs).

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**SUBAREA IV—PATIENT CARE, SAFETY PRECAUTIONS, AND HEALTH-RELATED
INFORMATION**

0014 Understand issues and procedures involved in the promotion of safety and accident prevention.

For example:

- Recognize common causes and effects of accidents.
- Apply procedures for reporting and reacting to fires, accidents, and natural disasters.
- Demonstrate knowledge of basic safety precautions and survival techniques for adverse environmental situations or threatening situations.
- Recognize methods for preventing accidents and standards for promoting safety (e.g., OSHA standards).
- Demonstrate knowledge of principles and techniques for developing injury prevention and management strategies for personal, family, and community health.

0015 Understand procedures used to provide care in emergency medical situations.

For example:

- Demonstrate knowledge of fundamental patient care procedures (e.g., assessing the situation; checking for an airway, breathing, circulation, signs of shock).
- Recognize precautionary standards and procedures for protecting the safety of caregivers in emergency situations (e.g., wearing gloves, avoiding contact with body fluids).
- Recognize steps and precautions to take in a medical emergency (e.g., CPR, basic first aid).

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0016 Understand consumer choices in relation to health-related practices, information, services, and products.

For example:

- Identify appropriate sources of health-related information (e.g., libraries, health agencies, Web sites).
- Apply strategies for evaluating the validity and reliability of health practices, information, products, and services, and identify those not founded on sound scientific research.
- Recognize the roles of various health agencies (e.g., American Cancer Society, American Medical Association, Centers for Disease Control and Prevention, local clinics) in providing information and services.
- Apply consumer principles and strategies in evaluating and making health-related purchases.
- Analyze factors that influence personal selection of health products and services (e.g., culture, socioeconomic status).

0017 Understand the influence of media and technology on personal, family, and community health.

For example:

- Recognize common advertising techniques used to promote health products and services and skills for critically analyzing health-related claims and messages.
- Analyze the effects of the media on personal, family, and community attitudes toward health-related issues (e.g., body image, self-perception).
- Analyze the impact of technology on personal, family, and community health.
- Analyze how information from the community influences health (e.g., population density and health issues, using community forums for health promotion).

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0018 Understand methods of selecting, accessing, and managing health care.

For example:

- Recognize characteristics, comparative costs, and accessibility factors related to various health-care delivery models.
- Analyze the roles of local, state, federal, and international agencies in providing health services and protecting and informing consumers.
- Recognize appropriate health-care resources for meeting specific health or medical needs.
- Demonstrate knowledge of the rights and responsibilities of individuals within health-care systems.
- Recognize methods for and benefits of creating and maintaining active partnerships with health-care providers and agencies (e.g., traditional and nontraditional health-care providers, HMO, Preferred Provider Organizations (PPO), Medicare/Medicaid).

SUBAREA V—CAREER AND EDUCATIONAL SKILLS

0019 Understand the career development process and career options related to health care.

For example:

- Demonstrate knowledge of career development concepts, the relationship between work and learning, and the career planning process.
- Recognize the impact of history and trends in the health-care industry (e.g., supply and demand of health-care workers).
- Apply procedures for establishing achievable career goals (e.g., identifying personal strengths and weaknesses, matching interests and abilities).
- Utilize resources and methods for exploring health career opportunities (e.g., using current technologies, volunteering, shadowing, interning, networking).
- Recognize principles and techniques for writing resumes, completing applications, preparing for job interviews, applying for jobs, and following up after interviews.

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0020 Understand career paths, requirements, behaviors, and responsibilities.

For example:

- Demonstrate knowledge of career paths, educational and training requirements, experience, skills, traits, and aptitudes necessary for health careers (e.g., clinical laboratory science, biotechnology, medical office, nursing, occupational and physical therapy, surgical technology).
- Recognize standards and required levels of training and education for obtaining a license, certificate, and registration in various health careers.
- Demonstrate knowledge of career ladders and occupational restrictions within health careers.
- Demonstrate an understanding of state and federal agencies (e.g., EEOC), laws (e.g., Americans with Disabilities Act), regulations, and policies that affect employment.

0021 Understand how to plan, deliver, and evaluate instruction based upon: knowledge of subject matter in the field; student, community, and health careers; curriculum goals; and educational research.

For example:

- Use information about student and community socioeconomic characteristics, changing labor and career opportunities, postsecondary admission standards, and relevant Illinois Occupational Skill Standards to design and evaluate health careers curriculum and instruction.
- Identify ways to integrate student organization activities, materials, and projects into the curriculum to promote student learning, career and leadership skills, and community involvement.
- Demonstrate knowledge of how to develop collaborative partnerships with students, colleagues, community organizations, business and industry leaders, and families to maximize resources.
- Identify and use educational research findings to create safe learning environments.
- Apply principles of instruction and educational measurement to design appropriate formal and informal assessment plans for students and to assess student progress.
- Recognize the benefits of participating in professional organizations.
- Develop a plan for continued professional growth (e.g., workshops, seminars, coursework in pedagogical and related subject matter).

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0022 Understand the process of reading and how to teach reading and study skills in the context of health careers education.

For example:

- Recognize how the reading process is affected by the reader's background knowledge and experiences, the text information, and the reading purpose.
- Demonstrate literal and inferential comprehension of written materials related to health careers education and use critical reasoning skills to evaluate written material.
- Apply principles and techniques for planning instruction that integrates the language arts (reading, writing, listening, speaking) and encourages students to carry out research or inquiry using multiple resources, including electronic and technological resources.
- Recognize the role of subject-area vocabulary in developing reading comprehension and demonstrate how to provide opportunities for students to develop content-area vocabulary by recognizing connections and relationships among words, using context clues, and understanding the connotative and denotative meaning of words.
- Apply techniques for helping students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- Identify types and characteristics of health careers educational materials, and evaluate the appropriateness of materials in terms of readability, content, accuracy, format, freedom from bias, and other pertinent factors.