
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 73: HEALTH EDUCATION
TEST FRAMEWORK**

June 2003

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Subarea

	Selected-Response	Range of Objectives
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Personal Health and Fitness
Maintaining a Safe and Healthy Environment
Health-Related Resources and Skills
The Health Education Program
Health-Related Resources and Skills: Constructed-Response Assignment

The New York State health educator has the knowledge and skills necessary to instruct effectively in New York State public schools. The health educator has a broad understanding of the goals, methods, and skills of health education and is familiar with the various ways of defining total health and wellness. The health educator understands factors that affect health and the importance of maintaining a safe and healthy environment. The health educator knows how to locate and use credible health-related information and how to access school, community, and other health resources. The health educator applies health skills in a variety of situations and knows how to help students develop skills that will enable them to address health issues and make sound decisions about their health. Finally, the health educator understands procedures to develop, implement, and assess health education programs.

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SUBAREA I—PERSONAL HEALTH AND FITNESS

0001 Understand human growth and development.

For example:

- demonstrating an understanding of the basic structures and functions of human body systems and how they interact during the course of normal growth and development
- demonstrating the ability to use appropriate anatomical terms to communicate effectively about the human body while respecting individuals' right to privacy
- analyzing normal patterns of human growth and development throughout the life cycle; how factors such as exercise, nutrition, and rest affect growth and development; and how individuals vary in rates and patterns of change
- evaluating the roles played by heredity, environment, and health behaviors in determining an individual's health and appearance
- demonstrating an understanding of physical changes in males and females associated with puberty and how biological differences between males and females contribute to an individual's role in reproduction
- identifying changes in personal health behaviors required to maintain health throughout the life cycle

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0002 Understand the importance of good nutrition for maintaining and enhancing health.

For example:

- identifying nutrient groups (e.g., carbohydrates, minerals, vitamins), their sources in food, and their functions
- recognizing relationships between proper nutrition and personal health, identifying strategies for making healthy food choices (e.g., modifying one's environment, self-management), and applying methods of dietary planning
- recognizing changing nutritional requirements through the life cycle and applying methods of adjusting nutrient and caloric intake depending on age, activity level, and physiological state
- recognizing factors that influence food choices (e.g., family eating patterns, individual preferences, economic status, advertising, availability of specific foods, social and cultural factors, the influence of peers)
- demonstrating an understanding of the role of nutrition in maintaining healthy levels of physical activity
- demonstrating skills related to reading, interpreting, and evaluating nutritional information in the marketplace (e.g., reading food labels, evaluating the usefulness of dietary supplements, evaluating promotional claims)
- demonstrating an understanding of the interrelationships between diet and exercise and maintaining a healthy weight

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0003 Understand how diseases and disorders affect health.

For example:

- demonstrating an understanding of the differences between infectious and noninfectious disease and of the characteristics of communicable, noncommunicable, chronic, degenerative, and congenital diseases
- recognizing the signs and symptoms of common infectious and noninfectious diseases and methods of preventing and treating these diseases
- recognizing the signs and symptoms of common disorders (e.g., diabetes, asthma, hearing/vision impaired) and their implications for health and wellness
- analyzing the relationship of the immune system to the disease process, including how the immune system maintains health and fights infection and how immune system dysfunction causes or exacerbates certain diseases (e.g., lupus, HIV, HPV, thyroid disorders)
- analyzing risk factors (e.g., poor nutrition, high stress levels, unprotected sex, use of tobacco, drug or alcohol abuse, heredity) for contracting different infectious or noninfectious diseases and social, cultural, economic, and environmental factors that influence the incidence and prevalence of different diseases
- identifying personal behaviors (e.g., washing hands, eating properly, exercising, obtaining sufficient sleep) and public health strategies (e.g., vaccinations, air and water quality monitoring) for preventing infectious and noninfectious diseases and promoting health
- demonstrating an understanding of methods of health screening used by individuals (e.g., genetic counseling, self-examinations), schools (e.g., for scoliosis, head lice), and state and county health departments (e.g., STD tracking)

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0004 Understand the importance of exercise and physical fitness for maintaining and enhancing health.

For example:

- identifying the components of fitness (e.g., cardiovascular, flexibility, muscle strength, body composition)
- analyzing the physiological and structural effects of exercise on different body systems (e.g., cardiovascular, musculoskeletal)
- recognizing the health benefits of physical activity throughout the life cycle and the role of regular exercise in the prevention of certain diseases (e.g., cardiovascular disease) and in a program of weight control
- identifying strategies for increasing physical activity and developing a program of regular exercise to ensure lifelong physical fitness
- demonstrating an understanding of methods of training (e.g., overload principle, target heart rate)
- demonstrating knowledge of methods for assessing physical fitness throughout the life cycle
- identifying perceived barriers to a physically active lifestyle and strategies that encourage physical activity

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0005 Understand mental and emotional health.

For example:

- demonstrating knowledge of major theories regarding mental and emotional development
- recognizing the importance of acceptance of self and others to maintaining mental and emotional health and the toll that all discriminatory practices (e.g., racism, sexism, ageism, homophobia, biased attitudes toward individuals with disabilities) can take on the mental and emotional health of individuals and communities
- identifying factors (e.g., genetic, personal experiences, social, cultural, environmental) that affect mental and emotional development and health
- analyzing the relationships between mental, emotional, and physical health and how emotional needs change throughout the life cycle
- analyzing the effects of stress on mental and emotional health and identifying healthful ways to deal with emotional conflict and distress
- identifying symptoms of mental and emotional health problems (e.g., emotional distress, depression, suicidal tendencies, anorexia, bulimia) and methods for obtaining appropriate assistance for mental and emotional problems
- recognizing age-appropriate limits to making decisions about issues of mental and emotional health

0006 Understand family relationships and their effects on health.

For example:

- recognizing different types of family structures and how they affect interactions among family members
- describing individual roles and responsibilities within the family and healthy relationships between family members of the same and different generations
- analyzing how family relationships and family difficulties (e.g., divorce, death, abuse) influence the development of individual concepts of self-worth and self-esteem and affect emotional and mental health and development
- recognizing and applying skills, attitudes, and behaviors necessary for becoming a competent parent
- applying strategies for promoting healthy interactions among family members (e.g., building trust, initiating communication, expressing affection, setting limits) and for recognizing and reporting physical, sexual, and psychological abuse

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0007 Understand interpersonal relationships and their effects on health.

For example:

- recognizing types and characteristics of positive and negative interpersonal relationships and analyzing dependent, independent, and interdependent relationships
- analyzing factors that contribute to fostering positive relationships with peers, how and why friendships change, and ways to build cooperative relationships and friendships
- demonstrating how social support systems and group dynamics affect interpersonal relationships and the health consequences of belonging to or not belonging to a group
- analyzing peer roles and relationships, the causes and negative or positive effects of peer pressure, and healthful strategies for responding to peer pressure
- applying strategies for improving skills that foster healthful social interactions and social communication
- recognizing the role of sports and games in fostering positive relationships with peers (e.g., acceptance of others, appreciation of diversity)

0008 Understand human sexuality and its effects on health.

For example:

- recognizing aspects of healthy sexuality (e.g., social, physical, mental)
- identifying characteristics of healthy and unhealthy relationships among males and females
- demonstrating knowledge of types and effectiveness of methods of contraception
- demonstrating knowledge of methods of preventing sexually transmitted diseases
- evaluating responsibilities and consequences of sexual activity and applying strategies for making responsible decisions about sexual behavior
- analyzing factors that influence decisions about sexual behavior (e.g., peer pressure, cultural values, personal values, media messages) and strategies for distinguishing between reliable information and misinformation about sexuality
- examining the benefits of abstaining from or delaying sexual activity, recognizing appropriate ways to communicate caring and affection, and applying strategies for refusing sexual advances

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SUBAREA II—MAINTAINING A SAFE AND HEALTHY ENVIRONMENT

0009 Understand methods of promoting safety, responding to emergencies, and providing first aid.

For example:

- applying basic safety rules and routine safety precautions for preventing unintentional injury (e.g., use of seat belts, proper lifting techniques)
- recognizing unsafe conditions in the home, school, workplace, and community and employing appropriate strategies for reducing hazards and improving safety
- identifying personal factors (e.g., alcohol or drug use, fatigue, stress, poor judgment, risk taking) that increase the risk of injuries and applying strategies for managing such factors in oneself and others
- applying strategies for recognizing and avoiding potentially dangerous social situations, for preventing and reporting various types of violence (e.g., dating violence, abduction, gang violence, hate crimes), and for protecting oneself and others from danger and crime
- applying knowledge of emergency and first aid procedures (e.g., CPR, universal precautions, Heimlich maneuver)

0010 Understand the nature of conflict and strategies for conflict resolution and mediation.

For example:

- analyzing the causes, nature, and consequences of conflict in schools and communities
- recognizing disrespectful or hurtful behaviors (e.g., bullying, ridicule, trash-talking in sports, harassment) and applying strategies for caring and showing respect for oneself and others
- identifying steps used in conflict resolution and applying conflict resolution skills to avoid violence and reduce potentially violent confrontations between individuals and groups within the home, school, workplace, and community
- recognizing the negative consequences of prejudice and discrimination and applying strategies for promoting respect for diversity and understanding between different social, cultural, and economic groups

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0011 Understand the effects of alcohol, tobacco, and other drugs on health.

For example:

- analyzing how alcohol, tobacco, and other drugs (e.g., steroids, stimulants, depressants, narcotics, hallucinogens) affect growth, development, and the functioning of body systems in different individuals (e.g., pregnant women, children, adolescents, adults)
- demonstrating an understanding of how factors in the home, school, and community can influence alcohol, tobacco, and other drug use and abuse
- analyzing the harmful effects on the individual, family, and community of misusing or abusing alcohol, tobacco, or other drugs
- applying age-appropriate strategies for dealing with another person's alcohol or drug use
- applying methods of prevention and intervention and identifying resources for treatment of alcohol, tobacco, and drug abuse

0012 Understand how environmental factors affect individual and community health.

For example:

- analyzing the effects of various environmental problems (e.g., water and air pollution, hazardous waste, noise, overcrowding) on the health of individuals and communities
- identifying emotional, social, and physical elements of the environment that contribute to a person's safety, well-being, and enjoyment of life
- identifying ways in which individual behavior impacts the quality of the environment
- applying strategies for increasing personal and community involvement in protecting and improving the environment (e.g., recycling, environmental advocacy, reducing waste)

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SUBAREA III—HEALTH-RELATED RESOURCES AND SKILLS

0013 Understand community health services and issues relating to community health.

For example:

- identifying community health services, their roles and responsibilities, and demonstrating how to access health services to assist with individual health needs
- recognizing how beliefs and values of different social, cultural, and economic groups influence the use of community health services
- demonstrating an understanding of the effect of public health policies, laws, and regulations (e.g., mandatory vaccinations, inspections, anti-pollution regulations, workplace safety regulations) on individual and community health
- recognizing how social, cultural, demographic, and economic factors (e.g., poverty, overcrowding, age distribution) affect community health
- analyzing issues in community health care (e.g., HIV testing, availability of low-cost health care, family planning, confidentiality) and evaluating strategies for the resolution of community health problems
- applying advocacy skills in promoting individual, family, and community health and demonstrating an understanding of ways in which individuals can contribute to the health of the community (e.g., volunteerism)

0014 Understand methods for accessing and evaluating reliable health-related information.

For example:

- identifying sources of valid health-related information (e.g., health professionals, health agencies, Internet resources)
- evaluating the validity of health-related information and distinguishing between reliable and unreliable sources of information
- demonstrating an understanding of the roles of government (e.g., Center for Disease Control, National Institutes of Health) and private agencies (e.g., American Cancer Society, National Arthritis Foundation) in providing reliable information about health
- applying strategies for maintaining health literacy and staying informed about new developments in health care and medicine

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0015 Understand the importance of being an informed consumer of health-care products and services.

For example:

- demonstrating an understanding of characteristics and roles of health-care delivery systems (e.g., hospitals, clinics), health-care professionals, and health insurance systems (e.g., HMOs, Medicare, Medicaid)
- identifying criteria for evaluating health-care treatments, products, providers, insurance plans, and services
- demonstrating an understanding of the importance of effective communication between health-care providers and consumers
- demonstrating the ability to determine whether health-care advertisements and claims are accurate, misleading, or deceptive
- identifying local, state, and federal consumer protection and regulatory agencies (e.g., FDA, state licensing boards, local boards of health) and demonstrating how to access agencies, laws, and regulations that protect consumers of health-care products and services

0016 Understand the influence of culture, media, and technology in making decisions about personal and community health issues.

For example:

- recognizing the impact of cultural diversity on individual and community health and analyzing how cultural beliefs influence health behaviors and the use of health products and services
- recognizing how advertising and other forms of mass media influence the selection of health information, products, and services
- analyzing how individual and community attitudes and behaviors (e.g., violence, sexuality) are influenced by the media
- assessing the impact of technology on personal, family, and community health
- applying strategies for using technology and the media to promote positive health messages and to advocate healthy families and communities

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0017 Understand the use of health-enhancing skills in making informed choices about behavior, lifestyle, and other factors that influence health.

For example:

- analyzing the multiple influences that affect health decisions and behaviors
- applying methods of assessing risk and strategies for reducing risk and enhancing personal, family, and community health
- analyzing and applying communication strategies and skills to enhance personal, family, and community health
- analyzing and applying decision-making strategies and skills to enhance personal, family, and community health
- analyzing and applying planning and goal-setting strategies and skills to enhance personal, family, and community health
- analyzing and applying stress-management strategies and skills to enhance personal health
- analyzing and applying advocacy strategies and skills to enhance personal, family, and community health

SUBAREA IV—THE HEALTH EDUCATION PROGRAM

0018 Understand procedures for assessing individual, school, and community needs for health education.

For example:

- applying needs-assessment procedures (e.g., surveys, personal interviews) and other data-gathering techniques commonly employed by health educators
- identifying computerized sources of health-related information and data banks (e.g., ERIC, Medline, national clearinghouses)
- applying procedures for collecting, organizing, analyzing, and interpreting health-related data
- applying procedures for using health-related data to determine priority areas for health education

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0019 Understand procedures for planning, implementing, coordinating, and evaluating effective school health education programs.

For example:

- demonstrating procedures for formulating appropriate and measurable health education objectives and for designing educational programs consistent with those objectives
- analyzing issues (e.g., budgeting, personnel) related to implementing school health education programs
- applying strategies for identifying and recruiting community members and organizations, health-care professionals, and other interested individuals to participate in planning and implementing school health education programs
- applying procedures for evaluating school health education programs (e.g., survey techniques, data interpretation) and for making modifications to a program based on evaluation results
- applying models and methods for promoting and coordinating school health education programs and services
- recognizing how education laws, regulations, and school policies influence school health education

0020 Understand health education and the role of the health educator.

For example:

- recognizing historical foundations, current philosophies, primary goals, and major theories related to health education
- demonstrating an understanding of the major roles and responsibilities of the health educator
- demonstrating an understanding of professional standards, legal requirements, and ethical issues (e.g., confidentiality) in health education
- interpreting and responding to requests for health information and guidance
- applying procedures for selecting, evaluating, and disseminating health resource materials
- identifying opportunities and educational prerequisites for careers in health-related fields
- applying research-based health education methods and strategies

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**SUBAREA V—HEALTH-RELATED RESOURCES AND SKILLS: CONSTRUCTED-
RESPONSE ASSIGNMENT**

The content to be addressed by the constructed-response assignment is described in Subarea III, Objectives 13–17.