

**Massachusetts Tests for Educator Licensure™**  
**Test Objectives**  
**Field 21: Health Education**

**SUBAREAS:**

PERSONAL HEALTH  
HEALTHY INTERPERSONAL RELATIONSHIPS  
COMMUNITY HEALTH  
HEALTH-RELATED INFORMATION  
HEALTH-RELATED SKILLS AND PROCESSES

**PERSONAL HEALTH**

**0001 Understand the nature of personal health and benefits related to the achievement of health.**

For example: the concept of health and factors that contribute to health; the relationship between particular behaviors and health; short-term and long-term benefits of a healthful lifestyle (e.g., self-image, life span, quality of life, economic benefits); and factors that can compromise health (e.g., illness, distress, eustress, injury).

**0002 Understand human growth and development and human body systems and their relationship to personal health.**

For example: stages and processes of human growth and development; characteristics and processes of aging; the effects of various factors (e.g., disease, exercise) on body systems and development; interdependence among body systems; and the relationship of personal health to body systems and their functioning.

**0003 Understand the role of nutrition in the promotion of personal health.**

For example: the nature, importance, and sources of various nutrients (e.g., carbohydrates, vitamins, water); dietary choices and planning (e.g., the food pyramid); relationships between diet and disease; issues related to ideal weight and body composition (e.g., weight control, problems with food); and differing nutritional needs.

**0004 Understand the role of physical fitness in the promotion of personal health.**

For example: the concept of wellness; ways of achieving physical fitness; the benefits of regular and lifelong exercise for personal growth and fitness; and the nature of sleep and rest and their relationship to health.

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## **Field 21: Health Education Test Objectives**

**0005 Understand types of disease, the epidemiology of disease, and the role of prevention in the promotion of personal health.**

For example: types of diseases (e.g., chronic, degenerative, communicable), their causes, their characteristics, and methods for detecting and preventing them; interrelationships among the individual, the environment, and disease; how primary and secondary prevention activities promote health; and the role of the body's natural defense mechanisms and genetic factors in preventing or causing disease.

**0006 Understand the relationships of drug use, misuse, and abuse to personal health.**

For example: the classification of drugs (including alcohol and tobacco); uses and benefits of drugs for medical purposes; the body's reactions to various classes of drugs; factors that contribute to the misuse and abuse of tobacco, alcohol, and other drugs (e.g., stimulants, hallucinogens, marijuana, inhalants, steroids); health risks and social costs of self-medication and substance abuse; the nature and prevention of chemical dependency; and intervention and treatment for chemical dependency.

**0007 Understand the nature of mental health and its relationship to personal health.**

For example: the development of mental health, including issues related to self-worth; factors that affect mental health; sources, signs, and symptoms of stress and positive techniques for managing stress; the nature of depression; risk factors related to suicide; and appropriate intervention strategies.

### **HEALTHY INTERPERSONAL RELATIONSHIPS**

**0008 Understand factors that affect relationships within families.**

For example: the variety of families and family structures; the nature of healthy relationships within families; and strategies and behaviors that promote healthy family relationships.

**0009 Understand the nature of peer relationships and strategies for promoting healthy peer relationships.**

For example: the stages of social development; characteristics and benefits of peer relationships; techniques for developing and maintaining friendships; the dynamics of groups (e.g., teams, gangs); effects of peer pressure and strategies for responding to peer pressure in a positive manner; the nature and importance of social support systems; strategies for developing cooperative relationships; and benefits of maintaining healthy peer relationships.

## Field 21: Health Education Test Objectives

### **0010 Understand the development of a healthy sexuality.**

For example: characteristics of sexual development; human reproduction (e.g., conception, gestation, birth); responsible sexual behavior and choices, including decision making, abstinence, and refusal skills; factors that affect decisions about sexual behavior (e.g., cultural norms, peer pressure, influence of alcohol and other drugs); prevention of pregnancy and sexually transmitted diseases, including HIV infection; and factors and procedures in family planning.

### **0011 Understand the nature of conflict and strategies for promoting healthy interactions between parties facing conflict.**

For example: common sources of conflict and methods of conflict resolution (e.g., mediation); strategies for developing self-control; the nature and effects of violence and methods of avoiding violence; types of hurtful interpersonal behaviors (e.g., ridicule, sexual abuse, exploitation, dating violence, unwanted sexual contact, discrimination, harassment) and ways of avoiding or confronting these behaviors in a proactive manner; strategies for dealing with individuals exhibiting dangerous behaviors; and skills for self-protection from crime and assault.

### **0012 Understand the value of diversity and the promotion of healthy interpersonal relationships.**

For example: respect and tolerance for diverse cultures and lifestyles; the nature of stereotypes and their effects on individuals and groups; the effects of discrimination and strategies for avoiding or responding to discrimination; and appropriate methods for promoting individuals' tolerance and valuing of diversity.

## **COMMUNITY HEALTH**

### **0013 Understand environmental factors that affect health.**

For example: basic concepts of environmental science; the sources and potential health effects of various environmental factors (e.g., air, water, and noise pollution; hazardous wastes; radiation; biological agents); and methods for minimizing or coping with health risks in the environment.

## **Field 21: Health Education Test Objectives**

**0014 Understand important current health issues and their effects on community health.**

For example: issues involving access to and availability of health care (e.g., immunizations, family planning); health-related policies and laws (e.g., smoking, drunk driving, seat belts, helmets); issues related to confidentiality (e.g., drug testing, HIV testing, crisis counseling); relationships between health and population density; factors that inhibit the promotion of community health (e.g., economic issues, opposition by special interest groups); and methods used to analyze health issues and make decisions that promote community health.

**0015 Understand issues and procedures involved in the promotion of safety and accident prevention.**

For example: common causes and effects of accidents; behaviors that contribute to unintentional injuries (e.g., use of alcohol and other drugs, fatigue); strategies for identifying and avoiding dangerous situations; methods of preventing various types of accidents; and methods of promoting safety.

**0016 Understand procedures used to provide care in medical emergency situations.**

For example: skills in identifying a medical emergency; steps to take in an emergency (e.g., calling for an ambulance); basic first-aid procedures in various situations; procedures for cardiopulmonary resuscitation (CPR); universal precautions and procedures that protect the safety of the caregiver (e.g., wearing gloves, avoiding contact with body fluids).

### **HEALTH-RELATED INFORMATION**

**0017 Understand reliable sources of health-related information.**

For example: identification of appropriate scientific sources of health-related information (e.g., libraries, health agencies, health practitioners, computerized databases); strategies for determining the reliability of different sources of health information; the roles of various types of health agencies (e.g., American Cancer Society, AMA, CDC, local clinics and prevention centers) in providing information; and strategies for maintaining health literacy as advances occur.

**0018 Understand media messages and their effects on health-related decisions.**

For example: application of skills for critically analyzing health-related media messages; common advertising techniques used for health products and services; the effects of advertising, movies, videos, and popular music on attitudes toward health-related issues (e.g., body image and self-perception); differences in the goals of advertisers and health advocates; and methods of effectively using media for health promotion.

## **Field 21: Health Education Test Objectives**

**0019 Understand the use of wise consumer practices in relation to health-related purchases.**

For example: interpretation of food labels; recognition of how to make food choices based on particular needs (e.g., low fat, low sodium, adequate nutrition on a limited budget); analysis of claims related to food (e.g., "organically grown," "lower in fat"); ways to distinguish health products and practices that are founded on sound scientific research from those that are not; and factors that influence health-related purchases (e.g., health club membership, personal fitness equipment).

**0020 Understand methods of selecting, accessing, and managing health care.**

For example: alternative health care delivery models; the roles of various medical and allied health professionals; the use of appropriate health care resources to meet specific health or medical needs; and the creation and maintenance of an active partnership with health care providers.

**0021 Understand the ethics of applying medical advances and the effects of health-related technologies on society.**

For example: ethical issues related to the use of advanced medical and other health-related technologies (e.g., life support, transplants, assisted suicide, genetic engineering); and the implications of advanced health technologies for individuals and society.

### **HEALTH-RELATED SKILLS AND PROCESSES**

**0022 Understand major health behavior change theories and models.**

For example: theories and models that promote an understanding of health behavior change, including the health belief model, social learning theory, and behaviorism.

**0023 Understand the development and use of problem-solving, decision-making, and critical-thinking skills with respect to health-related issues.**

For example: activities that promote problem-solving, decision-making, and critical-thinking skills; application of these skills in various health-related contexts; and relationships between decision making and personal and community health.

**0024 Understand the development and use of self-directed learning with respect to health-related issues.**

For example: strategies and activities that promote a sense of personal responsibility for health; the use of health literacy in addressing changing health needs; strategies for using self-directed learning in various health-related contexts; and the promotion of qualities and skills for self-directed learning.

## **Field 21: Health Education Test Objectives**

**0025 Understand the development and use of health advocacy and communication skills.**

For example: the use of oral, written, graphic, and technological media to convey ideas about health-related issues; the role of communication in maintaining health and healthy interpersonal relationships in various contexts; strategies that encourage positive interpersonal interactions and civil expression; the importance of listening skills in the communication process; the use of effective communication skills to advocate for personal and community health; and methods for promoting and using communication skills (e.g., negotiation and refusal skills).

**0026 Understand the development and use of risk-assessment skills with respect to health-related issues.**

For example: strategies and activities that promote self-assessment of behavioral risk factors; recognition of how personal risk factors can be reduced (e.g., cessation of smoking, weight reduction); and strategies for making health-related decisions based on assessment of the risks and benefits associated with various options.

**0027 Understand issues related to health education programs.**

For example: factors and issues that affect the health education curriculum (e.g., local community standards, legislative mandates, health needs of the target population); desired outcomes of health education; strategies for meeting the individual needs of all students; instructional practices that foster students' use of health knowledge to promote healthy lifestyles; the identification and use of appropriate instructional resources; and career options in health-related fields.