| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. **Health Education as a Discipline (16%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Major health behavior theories (e.g., stages of change, behavioral change theory, transtheoretical model, health belief model) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Health-related data using appropriate research methods (e.g., surveys, observations, questionnaires, use data to draw conclusions) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Valid and reliable data sources and databases (e.g., YRBSS, NIH, CDC, AAHPERD, AMA, WHO, peer-reviewed journals) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Tools for conducting an assessment of school health needs (e.g., comprehensive school health plan, surveys, needs assessment, coordinated school health program) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Curricular and extracurricular programs for student health needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Appropriate educational materials from professional organizations, agencies, and associations that meet the needs of diverse audiences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Resources involved in a coordinated approach to school health |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Effective communication with school staff, students, parents, and community (e.g., listening, mediating, negotiating) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. Professional, legal, and ethical practices regarding sensitive issues (e.g., privacy laws, confidentiality policy, permission forms, responsibility to report) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| J. Models for responsible decision making |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K. Concepts of character education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| L. Physical growth and development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M. Continuing education and professional development as a health educator |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Health Promotion and Prevention of Injury and Disease (30%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Disease etiology, prevention practices, treatment, and management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Communicable and noncommunicable diseases (e.g., infectious, congenital, hereditary, lifestyle) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Research on practices that prevent chronic and communicable diseases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Goal setting and decision making for healthy lifestyles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Concepts of physical fitness and health-related fitness (e.g., body composition, cardiorespiratory endurance, flexibility, muscular strength, and endurance, FITT) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Nutrition  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Stress management and coping skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Reduce and prevent health risks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. Anatomy, physiology, and body system interrelationships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| J. Personal hygiene  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K. Behaviors that can compromise health or safety |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| L. Relationship between lifestyle choices and health outcomes  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M. Effects of substance use and abuse (e.g., physiological, psychological, legal, societal impact) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| N. Care for injuries and sudden illnesses (e.g., first aid, CPR, AED use, 911 and emergency services) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Healthy Relationships and Mental and Emotional Health (30%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Factors affecting healthy and unhealthy relationships (e.g., socioeconomics, family dynamics, personality traits, environment, culture, tolerance/acceptance) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. How decision-making skills affect relationships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Psychosocial development throughout life stages (e.g., intellect, relationships, independence, emotions) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Interpersonal communication (e.g., listening, feedback, verbal and non-verbal communication, group dynamics) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Skills that promote healthy interactions (e.g., conflict resolution, assertiveness, refusal skills) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Concepts and issues related to human sexuality (e.g., sexual maturation, sexual identity, media messages, sexual behavior and attitudes, pregnancy and childbirth, sexual orientation, contraception) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Causes, consequences, and prevention of different types of abuse and violence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Causes and consequences of various mental and emotional health issues and prevention strategies  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Community Health and Advocacy (12%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Understands the concepts of individual responsibility to society and the environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Laws and regulations governing health and safety (e.g., disease reporting, immunizations, infectious disease control, consumer safety) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Environmental health issues (e.g., reduce/reuse/recycle, pollution, energy conservation, sustainable living) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Consumer health issues (e.g., health myths and quackery, affordability, access, health trends, health literacy, managing personal health care) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Valid sources of health information, products, and services  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Health careers that are available |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Community health agencies available for assistance and referral (e.g., American Red Cross and other national agencies, Planned Parenthood, health departments, social service agencies, school-based health clinics) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Factors that influence decision making in health policies (e.g., demographic, political, economic, available resources) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. Factors that influence the content of school health education (e.g., demographic, political, media, content standards) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| J. Methods for delivering appropriate health-promoting messages (e.g., verbal, electronic, printed material, community/school events) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K. Opportunities available for health education advocacy (e.g., health fairs, assemblies, professional meetings and conferences, community and school events) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| L. Role of the health educator as a liaison between school staff, students, parents, and the community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Health Education and Pedagogy (12%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Assess learning needs for individuals and diverse groups (e.g., identify developmentally appropriate instruction, cognitive abilities, multiple learning styles, purposes of pre-testing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Sequential instruction planning using performance-based objectives (e.g., identify measurable objectives, performance indicators, elements of effective lesson and unit plans, apply scope and sequence) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Curriculum aligning with national, state, and district standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Effective methods, strategies, and techniques to implement instruction (e.g., direct instruction, cooperative learning, guided discovery, brainstorming, role playing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Reflective process of teaching |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Assessment of student learning (e.g., formative assessments, summative assessments, rubrics) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Classroom-management strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |