

Health Education (0550)

Test at a Glance

Test Name	Health Education		
Test Code	0550		
Time	2 hours		
Number of Questions	120		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Questions
	I. Health Education as a Discipline	18	15%
	II. Promoting Healthy Lifestyles	36	30%
	III. Community Health Advocacy	12	10%
	IV. Healthy Relationships	24	20%
	V. Disease Prevention	18	15%
	VI. Health Education Pedagogy	12	10%

About This Test

The Health Education test is designed to measure the professional knowledge of prospective teachers of health education in elementary schools, junior high schools, and senior high schools.

The questions invite examinees to recall basic knowledge and to apply education and health principles to real-life situations. The content is appropriate for examinees who have completed a bachelor's degree program in health education.

The 120 multiple-choice questions cover health education as a discipline, promoting healthy lifestyles, community health advocacy, healthy relationships, disease prevention, and health education pedagogy.

This test may contain some questions that will not count toward your score.

Topics Covered

Representative description of topics covered in each category are provided below.

I. Health Education as a Discipline

- Health literacy: critical thinking and problem solving, communication, responsible citizenship, and self-directed learning
- Responsibilities and competencies for entry-level health educators
- National health education standards
- Morbidity, mortality, and behavioral risk data—leading causes of death (YRBSS, BRFSS, SHPPS)
- CDC adolescent risk behaviors: unintentional/intentional injuries, HIV, STI's, unintended pregnancy, tobacco use, alcohol and other drugs, dietary patterns, and sedentary lifestyles
- Major health behavior theories
- Coordinated school health: health education, physical education, health services, nutrition services, health promotion for staff, counseling, psychological and social services, healthy school environment, and family/community involvement
- Health/wellness domains
- Science foundations related to health
- Code of Ethics for the health education profession

II. Promoting Healthy Lifestyles

- Individual responsibility for healthy lifestyles: goal setting and decision making
- Physical fitness and health-related fitness: body composition, cardiorespiratory endurance (cardiovascular fitness), flexibility, muscular strength and endurance, and individualizing exercise programs
- Nutrition: basic food groups/dietary goals, nutrients, metabolism, calories and fad diets, and dietary patterns
- Stress management: coping skills
- Reducing and preventing health risks: unintentional/intentional injuries (personal safety, basic first-aid techniques), HIV, STI's, unintended pregnancy, tobacco use, alcohol and other drugs (OTC drugs, prescription drugs, generic drugs, illegal substances, "non-drug drugs" (e.g., caffeine), causes for the use and abuse of substances, alternate coping skills, physical and psychological effects, treatment, dietary patterns, and sedentary lifestyles
- Anatomy and physiology (body systems)

III. Community Health Advocacy

- Health and safety laws and regulations: disease reporting, confidentiality, work/recreational safety, controlled substances, immunizations, tobacco use, disabilities
- Environmental health issues
- Consumer health issues (quackery, advertising, health-care delivery systems, insurance, importance of regular checkups, personal responsibility for health care, health "myths")
- Access valid health information, products, and services
- Health careers (types of occupational positions, career possibilities, educational requirements prior to training, formal training required [number of years, types of programs])
- Health agencies (public/private, services provided, cost considerations, health care delivery systems)
- Leadership
- Community service

IV. Healthy Relationships

- Decision-making skills
- Growth and development: life stages and death and dying
- Psychosocial development: family structure relationships, peer relationships, self-concept, self-esteem, and character education
- Interpersonal communication: conflict resolution, assertiveness, refusal skills, "I" messages, and active listening
- Dating, marriage/partnerships, and parenting: readiness and responsibility
- Sexuality: reproductive choices, sexual expression, sexual difficulties, and pregnancy and infertility
- Violence: abuse (physical, verbal, emotional, and sexual) and bullying and harassment
- Diverse populations—meeting pluralistic society's needs for health education relative to differing socioeconomic, cultural, and ethnic backgrounds

V. Disease Prevention

- Health conditions: acute and chronic, communicable and noncommunicable, infectious and noninfectious, genetic, congenital, environment-related, and myths and misconceptions
- Mental and emotional health: depression, suicide, addictive behaviors, eating disorders, classification of mental illness, and defense mechanisms
- Treatment and counseling
- Hygiene

VI. Health Education Pedagogy

- Assessing learning needs (individual and community)
- Planning instruction (performance-based objectives, curriculum, and programs)
- Implementing instruction (methods, strategies, and techniques)
- Evaluating student learning and teacher effectiveness

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

- Which of the following is the correct order for the four major steps in designing a health education lesson plan?
 - Developing instructional objectives and evaluation measures that are congruent
 - Identifying several teaching strategies that encourage teacher modeling and student participation
 - Setting scope and sequence boundaries for the topic
 - Determining the general focus for the lesson plan
 - I, IV, III, II
 - II, I, III, IV
 - III, I, IV, II
 - IV, III, I, II
- Essential amino acids are best described as those amino acids that are
 - required for protein synthesis but cannot be made by the body
 - naturally occurring substances that function in fighting infection
 - important components of carbohydrates, fats, and proteins
 - high-energy nutrients that promote growth and development
- Which of the following high-school students is most likely to lose weight safely?

Student	Daily Intake (Calories)	Daily Expenditure (Calories)
(A) Robert	3,000	3,000
(B) Judy	3,000	2,000
(C) Tim	2,000	2,800
(D) Alice	1,000	4,000
- Which of the following techniques will most accurately determine whether the fat composition of an individual's body is excessive?
 - Scales and a height-weight chart
 - Skin-fold calipers
 - Measurements of the circumference of waist, hips, thighs, and arms
 - Underwater weighing
- The presence of the ozone layer in the upper atmosphere is important because
 - it enhances the greenhouse effect
 - it has led to sharp increases in all types of skin cancer
 - it absorbs harmful ultraviolet radiation
 - it reduces the amount of acid rain and urban smog
- Approval of AZT for use in the treatment for AIDS came under the jurisdiction of which of the following agencies?
 - Federal Trade Commission
 - Consumer Products Safety Commission
 - Office of Consumer Affairs
 - Food and Drug Administration
- Fetal alcohol syndrome is associated with which of the following?
 - Phenylketonuria
 - Leukemia
 - Hepatitis
 - Mental retardation
- Which of the following correctly describes the usual pathway that sperm take through the female reproductive tract to the site of fertilization?
 - Vagina, cervix, fallopian tube, uterus
 - Vagina, uterus, fallopian tube, cervix
 - Vagina, cervix, uterus, fallopian tube
 - Urethra, vagina, fallopian tube, uterus

9. Amniocentesis is most often used to
- (A) facilitate artificial insemination
 - (B) measure immune response capability in transplant recipients
 - (C) determine the presence of certain disorders in the fetus
 - (D) estimate the mother's potential for maintaining a pregnancy to term
10. Compared to younger women, women over age 35 have an increased risk of giving birth to children with which of the following genetic disorders?
- (A) Cystic fibrosis
 - (B) Down syndrome
 - (C) Hemophilia
 - (D) Sickle cell anemia
11. Which of the following are major components of coordinated school health?
- I. Comprehensive school health education
 - II. Physical education
 - III. Nutrition services
 - IV. Healthful and safe school environment
- (A) I and II only
 - (B) I, II, and IV only
 - (C) II, III, and IV only
 - (D) I, II, III, and IV
12. A high school has experienced a series of incidents of sexual harassment in the hallways. One of the health education teachers assigns students to create posters in class encouraging positive peer pressure to prevent this behavior. In this way the teacher is contributing to the school's
- (A) healthy environment
 - (B) health services
 - (C) family and community involvement
 - (D) counseling services
13. HIV may be transmitted from one individual to another in all of the following ways EXCEPT
- (A) through contact made during oral sex
 - (B) through breastmilk from an infected mother and fed to an infant
 - (C) perinatally from an infected mother to her fetus
 - (D) genetically from parent to child
14. Which of the following methods would be most appropriate for students to demonstrate refusal skills?
- (A) Observing students' behavior
 - (B) Role-playing
 - (C) Reading from the textbook
 - (D) Creating a poster

Answers

1. The correct answer is D. The first step in designing a lesson plan is to determine a general focus for the lesson. The goal gives direction and purpose to the instruction and promotes long-term evaluation (impact). Setting scope and sequence boundaries for the topic comes next. Both the depth of material for instruction (scope) and the order in which the material is presented influence instructional effectiveness. Considerations of scope and sequence promote lesson plans that are age- and stage-appropriate. Once the general focus and the scope/sequence boundaries have been established, specific and measurable instructional objectives are written. The objectives specify the learning/behavior to be demonstrated, determine outcome evaluation indicators, and establish the level of success for outcome evaluation. Evaluation measures are reliable when they are consistent with the instructional objectives. The last step involves the selection of a variety of teaching strategies with attention to teacher modeling and student participation.
2. The correct answer is A. Amino acids are the building blocks of proteins. Of the 20 amino acids required for protein synthesis, nine cannot be produced by the human body. These must be supplied by the diet.
3. The correct answer is C. To reduce body weight, more calories must be expended than are taken in. With a daily expenditure of 800 calories above intake, Tim would lose approximately 2 pounds per week. Alice (choice D), with a calorie expenditure so much greater than her calorie intake, is at risk of ketosis due to carbohydrate deficiency.
4. The best answer is D. Underwater weighing identifies the proportion of body fat accurately by calculating specific gravity. The higher the specific gravity, the lower the fat composition.
5. The correct answer is C. The ozone layer is a region of the upper atmosphere that forms a protective layer that prevents the Sun's most harmful ultraviolet radiation from reaching the Earth's surface. The depletion of the ozone layer has resulted in dramatic increases in skin cancer.
6. The correct answer is D. The FDA is responsible for approval of medicines.
7. The correct answer is D. Fetal exposure to alcohol is a leading cause of mental retardation.
8. The correct answer is C. The ovum enters the flared opening of the fallopian tube after it is released from the follicle in the ovary. At ejaculation, the sperm enter the vagina and, within 15 minutes to an hour, move into the cervix, through the uterus to the fallopian tube.
9. The correct answer is C. Amniocentesis involves the removal and examination of a small sample of cells from the amniotic cavity, enabling doctors to detect genetic disorders.
10. The correct answer is B. The incidence of Down syndrome increases with the age of the mother. In the United States, for example, among mothers in the age range 20–30, about 1 in 800 newborns has Down syndrome, whereas the incidence of Down syndrome in newborns of mothers over age 40 is 1 in 100.
11. The correct answer is D. The 8 components of coordinated school health include: (1) Comprehensive School Health Education; (2) Physical Education; (3) School Health Services; (4) School Nutrition Services; (5) School Counseling, Psychological and Social Services; (6) Healthy School Environment; (7) School-site Health Promotion; (7) Family and Community Involvement in Schools.
12. The correct answer is A. A healthy school environment fosters a psychosocial climate that helps maximize the health and safety of students and staff. Having students make posters has nothing to do with health or counseling services at the school. The posters also would not get families or the community involved.
13. The correct answer is D. The first three choices illustrate ways in which HIV can be transmitted. HIV cannot be transmitted genetically.
14. The correct answer is B. Role-playing in class is the most appropriate way for students to demonstrate refusal skills. Teachers would most likely not be able to observe students using refusal skills. Reading from a textbook and creating a poster could describe what refusal skills are, but would not allow the student to perform a demonstration.



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