

## Arizona Educator Proficiency Assessments (AEPA™)

### FIELD 18: HEALTH TEST OBJECTIVES

<b>Subarea</b>	<b>Range of Objectives</b>	<b>Approximate Test Proportions</b>
I. Personal Health	1–5	19%
II. Healthy Interpersonal Relationships	6–10	18%
III. Community Health	11–14	15%
IV. Accessing Health-Related Information	15–18	15%
V. Health-Related Skills and Behaviors	19–22	15%
VI. Health-Related Physical Fitness	23–27	18%

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# Arizona Educator Proficiency Assessments (AEPA™) Subject Knowledge Test

## Test Objectives Field 18: Health

### Subareas:

Personal Health  
Healthy Interpersonal Relationships  
Community Health  
Accessing Health-Related Information  
Health-Related Skills and Behaviors  
Health-Related Physical Fitness

### PERSONAL HEALTH

**0001 Understand human growth and development and human body systems, and their relationships to personal health and disease prevention.**

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

**0002 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); proper food preparation and handling techniques; relationships between diet and the prevention of disease; issues related to ideal weight and body composition (e.g., weight control, problems with food, physical activity levels); problems of malnutrition in relation to population distribution, economics, food consumption, and politics; and differing nutritional needs for various populations.

**0003 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.

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**0004 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; cultural and religious influences on the use of drugs and alternative medicines; the physiological effects of 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 family, economic, and social costs of self-medication and substance abuse; the nature and prevention of chemical dependency; and intervention and treatment for chemical dependency.

**0005 Understand the nature of mental and emotional health and their relationship to personal health.**

For example: the development of mental and emotional health, including issues related to self-worth and resiliency; factors that affect mental and emotional health; the interrelationships among the mental, emotional, psychological, and physical realities that occur throughout the life cycle; sources, signs, and symptoms of stress and positive techniques for managing stress; the nature, stages, and categories of depression; risk factors related to suicide; and appropriate intervention strategies.

**HEALTHY INTERPERSONAL RELATIONSHIPS**

**0006 Understand factors that affect relationships within families.**

For example: the variety of families and family structures; the nature of healthy relationships within families; ways in which families in the United States accommodate and care for family members in various stages of life; how the family and family relationships affect personal health; and strategies and behaviors that promote healthy family relationships.

**0007 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, clubs); how peers and peer relationships affect personal health; 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; effective approaches to leadership and ways to follow through to accomplish group goals; and benefits of maintaining healthy peer relationships.

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**0008 Understand human sexuality and family planning.**

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; family planning; and parenting responsibilities and skills.

**0009 Understand the nature of conflict and strategies for promoting healthy resolutions between parties facing conflict.**

For example: physiological responses to conflict; 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 (e.g., refusal, negotiation, collaboration); strategies for dealing with individuals exhibiting dangerous behaviors; and skills for self-protection from crime and assault.

**0010 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; appropriate methods for promoting individuals' tolerance and valuing of diversity (e.g., participation in group activities with individuals from diverse backgrounds); and how cultural diversity enriches and challenges health behaviors.

**COMMUNITY HEALTH**

**0011 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); how environmental health affects community health; the functions of local, state, and federal resources in addressing health issues; and methods for minimizing or coping with health risks in the environment.

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**0012 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); how public health policies, safety legislation, government regulations, research, and medical advances influence health promotion and disease prevention; 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.

**0013 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; strategies for survival in adverse environmental situations; methods of preventing various types of accidents, including injuries associated with physical fitness development; and methods of promoting safety, including in physical activity settings.

**0014 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); and universal precautions and procedures that protect the safety of the caregiver (e.g., wearing gloves, avoiding contact with body fluids).

**ACCESSING HEALTH-RELATED INFORMATION**

**0015 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 (e.g., family members, peers, school, community agencies); the roles of various types of health agencies (e.g., American Cancer Society, American Medical Association, Centers for Disease Control and Prevention, local clinics and prevention centers) in providing information; and strategies for maintaining health literacy as advances occur.

## TEST OBJECTIVES

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#### **0016 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 media advertising (e.g., television, radio, magazine) and other media (e.g., movies, videos, popular music) on personal, family, and community attitudes toward health-related issues (e.g., body image, self-perception); differences in the goals of advertisers and health advocates; and methods of effectively using media for health promotion.

#### **0017 Understand the use of wise consumer practices in relation to health-related purchases.**

For example: interpretation of food labels; recognition of how to make informed 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).

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

For example: characteristics, cost, and accessibility of various health care delivery models; licensing and certification standards for health professionals; the roles of various medical and allied health professionals; the role of local, state, federal, and international resources in providing health services and protecting and informing consumers; the use of appropriate health care resources to meet specific health or medical needs; individual rights and responsibilities within the health care system; and the creation and maintenance of an active partnership with health care providers.

### **HEALTH-RELATED SKILLS AND BEHAVIORS**

#### **0019 Understand the development of problem-solving, decision-making, goal-setting, and critical-thinking skills and their use in developing, implementing, and evaluating a plan of action with respect to health-related issues.**

For example: activities that promote problem-solving, decision-making, goal-setting, and critical-thinking skills; application of these skills in various health-related contexts, including those that require collaborative decision making; consideration of short- and long-term effects of health-related decisions; and relationships between decision making and personal and community health.

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**0020 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 and foster independent and responsible personal behaviors; the use of health literacy in addressing changing health needs; strategies for using self-directed learning in various health-related contexts (e.g., Internet, distance learning); and the promotion of qualities and skills for self-directed learning.

**0021 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 and research findings 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 and body language in the communication process; methods for communicating care, consideration, and respect for self and others to enhance health; and methods for promoting and using communication skills (e.g., negotiation and refusal skills).

**0022 Understand the development and use of risk-assessment skills with respect to health-related issues.**

For example: the effect of personal behaviors on the functioning of body systems; 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, stress management); consequences of responsible and risky behaviors throughout the life cycle; ways to assess potentially dangerous outcomes and consequences of participation in physical activities; and strategies for making health-related decisions based on assessment of the risks and benefits associated with various choices.

**HEALTH-RELATED PHYSICAL FITNESS**

**0023 Understand the role of physical fitness in the promotion of personal health.**

For example: the concept of wellness; how health-related physical fitness contributes to lifelong health and wellness; ways of achieving physical fitness; the benefits of regular and lifelong exercise for personal growth and fitness; ways in which activity participation patterns will change throughout life; and the nature of sleep and rest and their relationship to health.

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**0024 Understand components of physical fitness and principles of training.**

For example: basic components of physical fitness (e.g., strength, endurance, flexibility) and principles of training (e.g., overload, specificity); the benefits of aerobic versus anaerobic conditioning; the short- and long-term effects of physical activity on the cardiorespiratory, muscular, skeletal, neural, and endocrine systems and analysis of the interaction of these systems in producing movement; positive and negative factors that affect physical fitness and performance (e.g., steroid abuse, nutrition); and potential health risks and injury prevention techniques associated with exercise and training (e.g., using warm-up and cool-down exercises).

**0025 Apply knowledge of movement principles and techniques, skills, organizational strategies, and safety practices for a variety of physical activities.**

For example: principles of movement (e.g., balance, force, speed); manipulative, locomotor, and nonlocomotor skills; techniques, skills, activities, skill progression, organizational strategies, etiquette, safety practices, and proper use of equipment for a variety of movement forms (e.g., gymnastics, dance, aquatics, individual sports, dual sports, team sports, recreational activities, outdoor pursuits); techniques for assessing physical activity skills; activities appropriate for various developmental levels and purposes; and methods for selecting physical activities based on individual interest, meaning, and fulfillment.

**0026 Understand the process of developing a personal wellness program that meets individual needs.**

For example: methods for establishing, achieving, and maintaining personal health goals for lifelong health enhancement and wellness; techniques for designing a personal fitness program based on personal health and fitness goals, an understanding of training principles, individual skill levels, and resource availability; individual requirements for physical activity prescriptions concerning the mode, intensity, duration, frequency, and progression of activities; methods for self-assessment of health-related physical fitness and interpretation of test scores; health-related physical fitness standards; and comparison of safe and risky exercises and safe exercise alternatives.

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**0027 Understand behavioral skills that are essential to maintaining a physically active lifestyle and that promote effective interactions in physical activity settings.**

For example: attitudes associated with regular participation in physical activity and/or fitness development activities; time-management skills associated with regular physical activity participation; common barriers to regular activity participation and methods for overcoming these barriers; self-efficacy and self-esteem as related to physical activity and the ability to use self-management skills necessary for developing both; self-initiated behaviors that promote personal and group success in activity settings; the importance of teamwork, cooperation, leadership, adherence to rules, and respect for similarities and differences; and behaviors that promote inclusion of individuals with diverse needs in physical activities.