



# California Subject Examinations for Teachers®

## TEST GUIDE

### HEALTH SCIENCE SUBTEST I

#### Subtest Description

This document contains the Health Science subject matter requirements arranged according to the domains covered by Subtest I of CSET: Health Science. In parentheses after each named domain is the domain code from the Health Science subject matter requirements.

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**California Subject Examinations for Teachers (CSET®)**

**Health Science**  
**Subtest I: Foundations of Health Education; Human Growth and Development; Chronic and Communicable Diseases**

**Part I: Content Domains for Subject Matter Understanding and Skill in Health Science**

**FOUNDATIONS OF HEALTH EDUCATION (SMR Domain 1)**

Candidates demonstrate an understanding of the professional, scientific, and behavioral foundations in alignment with the Health Framework for California Public Schools (2003). Candidates must demonstrate a fundamental understanding of the professional and legal responsibilities of health educators, of the scientific and behavioral principles that are the basis of health science, and of the philosophies of health education.

**0001 Professional Foundations (SMR 1.1)**

- a. Demonstrate knowledge of the components and purpose of a Coordinated School Health Program (CSHP)/System.
- b. Describe the importance and relevance of Healthy People 2010 for the health educator.
- c. Interpret health-related data from various sources (e.g., the California Healthy Kids Survey [CHKS], the Youth Risk Behavior Surveillance System [YRBSS], Centers for Disease Control and Prevention [CDC]).
- d. Identify resources for keeping informed about current knowledge in health science (e.g., Internet, professional journals, local health agencies, professional organizations).
- e. Understand the role of the health education professional in communicating, promoting, and advocating for a healthy school environment.

**0002 Scientific and Behavioral Foundations (SMR 1.2)**

- a. Demonstrate a basic knowledge of human anatomy and physiology, emphasizing body systems.
- b. Identify behavior change theories (e.g., social learning theory, stages of change) relevant to health instruction.
- c. Demonstrate knowledge of current trends in health education (e.g., resiliency, asset development, skills-based instruction, research-based programs).

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**0003 Legal Responsibilities (SMR 1.3)**

- a. Demonstrate knowledge of laws relating to student health and safety, including confidentiality and reporting suspected abuse or neglect.
- b. Demonstrate awareness of how laws, regulations, and local board policies affect the content of school health education.

(Challenge Standards for Student Success: Health Education [1998]: Standards 2, 6, 9. Health Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standards 2–6, 8–12.)

**HUMAN GROWTH AND DEVELOPMENT (SMR Domain 2)**

Candidates demonstrate an understanding of physical and psychosocial growth and development in alignment with the Health Framework for California Public Schools (2003). Candidates must demonstrate a fundamental understanding of human growth patterns, characteristics of developmental stages over the life cycle, and factors that affect psychosocial growth and development.

**0004 Physical Growth and Development (SMR 2.1)**

- a. Demonstrate knowledge of the physical patterns of change and development that occur over the life cycle (e.g., infancy, childhood, adolescence, adulthood).
- b. Demonstrate basic knowledge of individual hygiene practices.

**0005 Psychosocial Growth and Development (SMR 2.2)**

- a. Demonstrate knowledge of factors influencing psychosocial growth and development (e.g., race, gender, age, ethnicity, culture, special needs) in relation to health, disease, and health behaviors.
- b. Identify cognitive, emotional, and social changes that occur over the life cycle (e.g., in body image, self-esteem, interpersonal relationships).

(Challenge Standards for Student Success: Health Education [1998]: Standards 5–8. Health Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standards 2, 3, 6, 12.)

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**CHRONIC AND COMMUNICABLE DISEASES (SMR Domain 3)**

Candidates demonstrate an understanding of chronic and communicable diseases in alignment with the Health Framework for California Public Schools (2003). Candidates must demonstrate a fundamental understanding of the risk factors for, characteristics of, and prevention of chronic and communicable diseases.

**0006 Chronic Diseases (SMR 3.1)**

- a. Demonstrate knowledge of risk factors for and characteristics of common chronic diseases (e.g., heart disease, asthma, diabetes, cancer), including their demographic distributions.
- b. Identify primary, secondary, and tertiary approaches for preventing common chronic diseases.
- c. Identify the historical and modern-day impact of common chronic diseases on human populations.

**0007 Communicable Diseases (SMR 3.2)**

- a. Demonstrate knowledge of risk factors for and characteristics of common communicable diseases (e.g., HIV/AIDS, sexually transmitted diseases [STDs], hepatitis, tuberculosis), including their means of transmission and demographic distributions.
- b. Identify primary, secondary, and tertiary approaches for preventing common communicable diseases (e.g., immunizations, risk-reduction strategies, antibiotics).
- c. Identify the historical and modern-day impact of communicable diseases (e.g., plague, polio, tuberculosis, smallpox, HIV/AIDS) on human populations.

(Challenge Standards for Student Success: Health Education [1998]: Standard 2. Health Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standard 11.)

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**Part II: Subject Matter Skills and Abilities Applicable to the  
Content Domains in Health Science**

Candidates apply knowledge of behavioral and scientific principles to the content area of health science/health education and apply health-related skills across multiple health topics. They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision-making process and promote healthy behaviors.

Candidates recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health-related data about social and cultural environments. They differentiate between health education practices that are grounded on sound scientific research and those that are not research based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions. They apply laws, regulations, and policies affecting school health education.

Candidates use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being and recognize the short-term and long-term effects of the lifestyle choices and habits of individuals. They apply a variety of risk assessment skills and prevention strategies to health-related issues. They evaluate sources of health-related information and differentiate between reliable and unreliable sources.

Candidates demonstrate effective communication and advocacy skills as they relate to personal, family, and community health and health education needs. They understand the role of communication in interpersonal relationships and identify strategies that encourage appropriate expression. They emphasize the importance of the communication process, including listening, assertiveness, and refusal skills.