

COMMISSION FOR TEACHER PREPARATION AND LICENSING

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6 March 1981

80-8121

TO: All Individuals Interested in the Activities of the  
Commission for Teacher Preparation and Licensing

FROM: John F. Brown, Executive Secretary

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SUBJECT: Proposed Scope and Content for the Health Services  
Single Subject

At the February meeting, the Commission authorized the field distribution of the attached Scope and Content Statement for the Health Services Single Subject for review and comment. Interested individuals are encouraged to submit their comments to the Commission by April 1, 1981. A public hearing will be scheduled as soon thereafter as possible.

## HEALTH SCIENCE SCOPE AND CONTENT

### 1. INTRODUCTION TO SCOPE AND CONTENT STATEMENT

As charged by the Commission for Teacher Preparation and Licensing, the Health Science Advisory Panel prepared this scope and content statement which includes minimum knowledge needed by a health science teacher in California. The following considerations served as guidelines for fulfilling this charge:

1. The Health Instruction Framework for California Public Schools, 1978 and the Health Science Specialist Instruction Credential served as foundations for many items in this statement.
2. The scope and content statement does not imply a specific number of courses or units to be taken.

The skills and knowledge statements that follow have been identified by practitioners in this credential area as competencies essential for entry into the field. Institutions preparing candidates for this credential are expected to design their programs to develop such skills and knowledge as can be readily validated by practitioners, based on the requirements for service in the credential area.

### II. ORGANIZATION OF COMPETENCY AREAS

The competency areas are organized into three categories: (1) life science, physical science, statistics; (2) behavioral science; and (3) health science.

In general, category 1 forms a scientific base for developing and understanding the health science content areas. Category 2 not only serves as a foundation for health science content but also helps develop fundamental principles and skills necessary for becoming an effective health science teacher. Category 3 focuses on special content relative to the health concerns of society and the health needs of children and youth. Category 3 prepares candidates with specific knowledge and skills which enable them to promote optimal health and to deal with sensitive issues such as: substance abuse; sexually transmitted diseases; family health education; mental/emotional health; quackery.

HEALTH SCIENCE SCOPE AND CONTENT

ADVISORY PANEL RECOMMENDATIONS

SUGGESTED CHANGES AND COMMENTS

% of Total

22%

1.0 Life Science, Physical Science, Statistics - to include a minimum of 3 lab experiences.

1.1 Human anatomy and physiology.

1.2 Biological processes including microbiology

1.3 Chemistry

1.4 Elementary statistics

18%

2.0 Behavioral Science

2.1 Human psychological and social development

2.2 Social interaction

2.3 Communication skills

2.4 Group process

2.5 Multicultural values

60%

3.0 Health Science

3.1 Growth and development characteristics of children and youth

3.2 Health Counseling and Guidance

3.3 Health Education Curriculum development

## ADVISORY PANEL RECOMMENDATIONS

## SUGGESTED CHANGES AND COMMENTS

- 3.4 School and Community Health programs and their inter-relationships
- 3.5 Strategies for promoting health
- 3.6 Development and philosophy of health education
- 3.7 Content relative to individual, family, and community health including but not limited to the following:\*
- 3.7.1 Personal Health
  - 3.7.2 Family Health
  - 3.7.3 Nutrition
  - 3.7.4 Mental-Emotional Health
  - 3.7.5 Use and Misuse of Substances
  - 3.7.6 Diseases and Disorders
  - 3.7.7 Consumer Health
  - 3.7.8 Accident Prevention and Emergency Health Services
  - 3.7.9 Community Health
  - 3.7.10 Environmental Health
- 4.0 Upon completion of the program, the candidate will be able to:
- 4.1 Design, implement and evaluate health education programs based on health needs, growth and development characteristics (including the exceptional child), socio-economic levels and ethnicity.

\*Refer to current State Department of Education: Health Instruction Framework for California Public Schools.

## ADVISORY PANEL RECOMMENDATIONS

## SUGGESTED CHANGES AND COMMENTS

- 4.2 Plan, organize and utilize a variety of learning opportunities in the school and community setting to help students attain specified objectives.
- 4.3 Recognize health problems of children and youth and make appropriate referrals.
- 4.4 Identify and utilize community health resources in planning and implementing the health curriculum.
- 4.5 Identify and utilize accepted criteria for determining the content of health instruction.
- 4.6 Demonstrate a command of basic content related to individual, family and community health including, but not limited to, the following: \*
- 4.6.1. Personal Health
  - 4.6.2 Family Health
  - 4.6.3 Nutrition
  - 4.6.4 Mental-Emotional Health
  - 4.6.5 Use and Misuse of Substances
  - 4.6.6 Diseases and Disorders
  - 4.6.7 Consumer Health
  - 4.6.8 Accident Prevention and Emergency Health Services
  - 4.6.9 Community Health
  - 4.6.10 Environmental Health

\*Refer to current State Department of Education, Health Instruction Framework for California Public Schools.

ADVISORY PANEL RECOMMENDATIONS

- 4.7 Select basic concepts, to be taught, that promote health.
- 4.8 Develop measurable objectives relative to health concepts being taught.
- 4.9 Demonstrate teaching strategies and skills that will help students make responsible decisions that promote health.
- 4.10 Develop and implement a plan for keeping up to date with health science content, trends and issues.
- 4.11 Coordinate, at the school site, the health services and the healthful school environment programs with the health instruction program.
- 4.12 Apply evaluative techniques to school health programs and to student health behavior.

SUGGESTED CHANGES AND COMMENTS