# Health Science Subject Matter Requirements

Complete the matrix below by including links to course syllabi. Within each subdomain include direct links to supporting evidence addressing the subject matter requirement. These links must go directly the point in the syllabus where the subject matter requirement is addressed. Only submissions meeting this requirement will be sent to a team for review. Submissions not meeting this requirement will be returned to the institution.

## Domains for Health Science

| **Domain 1. Foundations of Health Education** | **Syllabi, Coursework, Assignments, Assessments** |
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| **1.1 Professional Foundations**1. Demonstrate knowledge of the components and purpose of a Coordinated School Health Program (CSHP)/System.
2. Describe the importance and relevance of Healthy People 2010 for the health educator.
3. 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]).
4. Identify resources for keeping informed about current knowledge in health science (e.g., Internet, professional journals, local health agencies, professional organizations).
5. Understand the role of the health education professional in communicating, promoting, and advocating for a healthy school environment.
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| **1.2 Scientific and Behavioral Foundations*** + 1. Demonstrate a basic knowledge of human anatomy and physiology, emphasizing body systems.
		2. Identify behavior change theories (e.g., social learning theory, stages of change) relevant to health instruction.
		3. Demonstrate knowledge of current trends in health education (e.g., resiliency, asset development, skills-based instruction, research-based programs).
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| **1.3 Legal Responsibilities**1. Demonstrate knowledge of laws relating to student health and safety, including confidentiality and reporting suspected abuse or neglect.
2. Demonstrate awareness of how laws, regulations, and local board policies affect the content of school health education.
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| **Domain 2. Human Growth and Development**  | **Syllabi, Coursework, Assignments, Assessments** |
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| **2.1 Physical Growth and Development**1. Demonstrate knowledge of the physical patterns of change and development that occur over the life cycle (e.g., infancy, childhood, adolescence, adulthood).
2. Demonstrate basic knowledge of individual hygiene practices.
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| **2.2 Psychosocial Growth and Development**1. 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.
2. Identify cognitive, emotional, and social changes that occur over the life cycle (e.g., in body image, self-esteem, interpersonal relationships).
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| **Domain 3. Chronic and Communicable Diseases** | Health Science Subject Matter Requirements |
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| **3.1 Chronic Diseases**1. Demonstrate knowledge of risk factors for and characteristics of common chronic diseases (e.g., heart disease, asthma, diabetes, cancer), including their demographic distributions.
2. Identify primary, secondary, and tertiary approaches for preventing common chronic diseases.
3. Identify the historical and modern-day impact of common chronic diseases on human populations.
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| **3.2 Communicable Diseases*** + 1. 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.
		2. Identify primary, secondary, and tertiary approaches for preventing common communicable diseases (e.g., immunizations, risk-reduction strategies, antibiotics).
		3. Identify the historical and modern-day impact of communicable diseases (e.g., plague, polio, tuberculosis, smallpox, HIV/AIDS) on human populations.
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| **Domain 4. Nutrition and Fitness** | Health Science Subject Matter Requirements |
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| **4.1 Nutritional Bases of Human Health**1. Demonstrate knowledge of the categories of essential nutrients (i.e., carbohydrates, fats, proteins, vitamins, minerals, and water), their sources in the diet, and consequences of their deficiency or excess.
2. Interpret information on food labels.
3. Demonstrate knowledge of dietary guidelines for different populations (e.g., based on age, culture, medical conditions).
4. Demonstrate knowledge of how to develop an appropriate personal nutrition plan.
5. Understand the principles of weight management and the importance of weight management to overall health and wellness.
6. Understand the risk factors for and health risks associated with obesity.
7. Demonstrate knowledge of eating disorders and their relationship to individual health and body image.
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| **4.2 Physical Fitness and Health*** + 1. Demonstrate knowledge of the components of health-related fitness (e.g., endurance, strength, flexibility) and methods of self-assessment.
		2. Demonstrate knowledge of the effects of exercise and personal health behaviors (e.g., sleep, rest, relaxation) that have a positive impact on body systems and on lifelong health.
		3. Demonstrate knowledge of how to develop an appropriate personal fitness plan, including strategies for self-assessment, goal-setting, and maintenance.
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| **Domain 5. Mental and Emotional Health** | Health Science Subject Matter Requirements |
| **5.1 Foundations of Mental and Emotional Health**1. Identify the basic components of mental and emotional health (e.g., self-confidence, goal setting, coping skills, effective communication skills).
2. Identify the relationships among mental, emotional, and physical health.
3. Recognize the potential contributions of spirituality (e.g., purpose and meaning, connectedness, service to others, positive self-concept) to mental, emotional, and/or physical health.
4. Demonstrate knowledge of positive youth development, asset development, and resiliency.
5. Identify strategies for dealing with grief, loss, and bereavement in a variety of situations (e.g., individual, family, group).
6. Identify strategies for dealing with anger in a variety of situations.
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| **5.2 Stress, Depression, and Suicide*** + 1. Demonstrate knowledge of the causes, symptoms, and consequences of stress from various sources (e.g., peers, family, school, work) and of stress management techniques.
		2. Understand the nature of depression and its causes, symptoms, and treatment options.
		3. Identify risk factors for suicide and strategies for intervention.
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| **Domain 6. Alcohol, Tobacco, and Other Drugs** | Health Science Subject Matter Requirements |
| **6.1 Drug Classifications and Effects on the Body**1. Demonstrate knowledge of the categories of drugs (i.e., legal, illegal, over-the-counter, and prescription).
2. Demonstrate knowledge of drug classifications (e.g., antibiotics, stimulants, depressants, hallucinogens) and the effects of each class of drug on the body.
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| **6.2 Drug Use, Misuse, Abuse, and Addiction**1. Distinguish between responsible and irresponsible use of over-the-counter and prescription drugs.
2. Distinguish between responsible and irresponsible use of tobacco and alcohol.
3. Identify signs of drug misuse, abuse, and addiction.
4. Demonstrate knowledge of the physiological process and stages of drug addiction.
5. Recognize the impact of drug abuse on relationships and family dynamics.
6. Analyze factors contributing to the misuse and abuse of drugs (e.g., impact of the media, peer pressure).
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| **6.3 Prevention, Intervention, and Treatment of Substance Abuse**1. Identify and understand substance-abuse prevention strategies (e.g., decision making, finding healthy alternatives, avoiding risk situations).
2. Demonstrate knowledge of intervention options (e.g., student assistance programs) and treatment options (e.g., inpatient, outpatient) for dealing with substance abuse.
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| **Domain 7. Family Life and Interpersonal Relationships** | Health Science Subject Matter Requirements |
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| **7.1 Family Structures and Family Life**1. Demonstrate knowledge and understanding of diverse family structures.
2. Recognize how interpersonal, cultural, and social dynamics (e.g., intimacy, intergenerational relationships, parenting) may affect a family.
3. Identify and analyze potential sources of stress (e.g., divorce, blended families, homelessness, finances) within families.
4. Recognize behaviors and strategies that reduce conflict and promote healthy family relationships.
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| **7.2 Interpersonal Relationships**1. Recognize varying levels of intimacy and commitment across relationships (e.g., friendship, dating, marriage).
2. Identify characteristics of healthy and unhealthy relationships.
3. Recognize effective techniques for communicating and building healthy relationships (e.g., assertiveness, active listening, "I" messages).
4. Demonstrate knowledge of the causes of conflict and techniques for conflict resolution.
5. Understand forms of internal and external peer pressure and identify possible responses.
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| **7.3 Human Sexuality and Reproductive Health**1. Demonstrate knowledge of developmental changes and the characteristics of puberty and menarche.
2. Analyze factors that influence decisions about sexual activity (e.g., individual, family, and cultural values, peer and media influences).
3. Demonstrate knowledge of family planning and methods of delaying or avoiding pregnancy (e.g., abstinence, contraception).
4. Demonstrate knowledge of sexually transmitted diseases (STDs) and methods for their prevention or risk reduction.
5. Identify factors (e.g., nutrition, drug use, heredity) that affect pregnancy, fetal development, and birth.
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| **Domain 8. Consumer and Community Health** | Health Science Subject Matter Requirements |
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| **8.1 Consumer Health**1. Identify appropriate health professionals and sources of health services for a variety of health-related needs.
2. Identify health insurance options (e.g., health maintenance organizations, preferred provider organizations, Medi-Cal).
3. Distinguish between reliable and unreliable sources of health-related information.
4. Interpret and analyze advertising techniques and their influence on consumer behavior.
5. Evaluate claims made for health products and services, and recognize quackery.
6. Identify organizations and agencies concerned with consumer health protection.
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| **8.2 Community Health**1. Demonstrate knowledge of a variety of public and private community organizations and agencies that promote community health.
2. Demonstrate knowledge of how cultural beliefs and practices may affect individual and community health behaviors (e.g., immunization, accessing health services).
3. Demonstrate knowledge of health issues affecting special populations (e.g., migrant, homeless, uninsured).
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| **8.3 Intentional and Unintentional Injury*** + 1. Demonstrate knowledge of sources of intentional injuries (e.g., bullying, assault, child abuse, hate crimes) and risk reduction strategies.
		2. Demonstrate knowledge of sources of unintentional injuries (e.g., fire, poison, traffic) and risk reduction strategies.
		3. Demonstrate knowledge of first aid and universal precautions.
		4. Demonstrate knowledge of the purpose and function of family, community, and school emergency preparedness plans.
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| **Domain 9. Environmental Health**  | Health Science Subject Matter Requirements |
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| **9.1 People, Health, and the Environment**1. Identify types of pollution, hazardous wastes, biohazards, and naturally occurring environmental hazards and their effects on health.
2. Demonstrate knowledge of ways to prevent or minimize the effects of pollution and other environmental factors.
3. Demonstrate knowledge of steps that can be taken to conserve natural resources and protect the environment.
4. Demonstrate knowledge of organizations and agencies concerned with environmental health.
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