



California Subject Examinations for Teachers®

TEST GUIDE

HEALTH SCIENCE SUBTEST III

Subtest Description

This document contains the Health Science subject matter requirements arranged according to the domains covered by Subtest III 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 III: Family Life and Interpersonal Relationships; Consumer and Community Health; Environmental Health

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

FAMILY LIFE AND INTERPERSONAL RELATIONSHIPS (SMR Domain 7)

Candidates demonstrate an understanding of family and interpersonal relationships and of reproductive health in alignment with the Health Framework for California Public Schools (2003). Candidates must demonstrate a fundamental understanding of family structures, family life education, interpersonal relationships, and human sexuality and reproductive health.

0001 Family Structures and Family Life (SMR 7.1)

- a. Demonstrate knowledge and understanding of diverse family structures.
- b. Recognize how interpersonal, cultural, and social dynamics (e.g., intimacy, intergenerational relationships, parenting) may affect a family.
- c. Identify and analyze potential sources of stress (e.g., divorce, blended families, homelessness, finances) within families.
- d. Recognize behaviors and strategies that reduce conflict and promote healthy family relationships.

0002 Interpersonal Relationships (SMR 7.2)

- a. Recognize varying levels of intimacy and commitment across relationships (e.g., friendship, dating, marriage).
- b. Identify characteristics of healthy and unhealthy relationships.
- c. Recognize effective techniques for communicating and building healthy relationships (e.g., assertiveness, active listening, "I" messages).
- d. Demonstrate knowledge of the causes of conflict and techniques for conflict resolution.
- e. Understand forms of internal and external peer pressure and identify possible responses.

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0003 Human Sexuality and Reproductive Health (SMR 7.3)

- a. Demonstrate knowledge of developmental changes and the characteristics of puberty and menarche.
- b. Analyze factors that influence decisions about sexual activity (e.g., individual, family, and cultural values, peer and media influences).
- c. Demonstrate knowledge of family planning and methods of delaying or avoiding pregnancy (e.g., abstinence, contraception).
- d. Demonstrate knowledge of sexually transmitted diseases (STDs) and methods for their prevention or risk reduction.
- e. Identify factors (e.g., nutrition, drug use, heredity) that affect pregnancy, fetal development, and birth.

(Challenge Standards for Student Success: Health Education [1998]: Standards 2–6, 8. Health Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standards 4, 6, 7.)

CONSUMER AND COMMUNITY HEALTH (SMR Domain 8)

Candidates demonstrate an understanding of consumer and community health, intentional and unintentional injury, and emergency preparedness in alignment with the Health Framework for California Public Schools (2003). Candidates must demonstrate a fundamental understanding of the impact of culture, media, technology, and other factors on consumer health. They understand ways to promote and maintain positive and safe health practices and reduce the risk of injury and violence within the home, school, and community.

0004 Consumer Health (SMR 8.1)

- a. Identify appropriate health professionals and sources of health services for a variety of health-related needs.
- b. Identify health insurance options (e.g., health maintenance organizations, preferred provider organizations, Medi-Cal).
- c. Distinguish between reliable and unreliable sources of health-related information.
- d. Interpret and analyze advertising techniques and their influence on consumer behavior.
- e. Evaluate claims made for health products and services, and recognize quackery.
- f. Identify organizations and agencies concerned with consumer health protection.

0005 Community Health (SMR 8.2)

- a. Demonstrate knowledge of a variety of public and private community organizations and agencies that promote community health.

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- b. Demonstrate knowledge of how cultural beliefs and practices may affect individual and community health behaviors (e.g., immunization, accessing health services).
- c. Demonstrate knowledge of health issues affecting special populations (e.g., migrant, homeless, uninsured).

0006 Intentional and Unintentional Injury (SMR 8.3)

- a. Demonstrate knowledge of sources of intentional injuries (e.g., bullying, assault, child abuse, hate crimes) and risk reduction strategies.
- b. Demonstrate knowledge of sources of unintentional injuries (e.g., fire, poison, traffic) and risk reduction strategies.
- c. Demonstrate knowledge of first aid and universal precautions.
- d. Demonstrate knowledge of the purpose and function of family, community, and school emergency preparedness plans.

(Challenge Standards for Student Success: Health Education [1998]: Standards 5, 7–9. Health Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standards 7, 8, 10.)

ENVIRONMENTAL HEALTH (SMR Domain 9)

Candidates demonstrate an understanding of the relationships between humans and their environment in alignment with the Health Framework for California Public Schools (2003). Candidates must demonstrate a fundamental understanding of factors in natural and human environments that impact health and of ways to conserve natural resources and protect the environment.

0007 People, Health, and the Environment (SMR 9.1)

- a. Identify types of pollution, hazardous wastes, biohazards, and naturally occurring environmental hazards and their effects on health.
- b. Demonstrate knowledge of ways to prevent or minimize the effects of pollution and other environmental factors.
- c. Demonstrate knowledge of steps that can be taken to conserve natural resources and protect the environment.
- d. Demonstrate knowledge of organizations and agencies concerned with environmental health.

(Challenge Standards for Student Success: Health Education [1998]: Standards 5, 6. Health Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standards 7, 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.