



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

43 Health

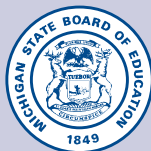


TABLE OF CONTENTS

PART 1: General Information About the MTTC Program and Test Preparation

OVERVIEW OF THE TESTING PROGRAM	1-1
Contact Information	
Test Development Process	
Characteristics of the Tests	
Test Administration	
Score Reporting	
HOW TO PREPARE FOR THE TESTS	1-4
Plan Your Course of Study	
THE DAY OF THE TEST: HELPFUL HINTS.....	1-5
Preparing for the Test Administration	
Test-Taking Tips	
Test Directions	

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION	2-1
TEST OBJECTIVES	2-3
SAMPLE MULTIPLE-CHOICE TEST QUESTIONS.....	2-9
ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS	2-15

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s). All rights reserved.
National Evaluation Systems, P.O. Box 226, Amherst, MA 01004

PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Basic Health Concepts	26%
Health Skills and Behaviors	26%
School Health Education	26%
Professional Responsibilities	22%

BASIC HEALTH CONCEPTS

Understand the nature of and factors that affect physical health.

Includes how physical health is affected by positive and risky behaviors involving nutrition, physical activity, tobacco use, use of alcohol or other drugs, sexual behaviors, and intentional and unintentional injury; indicators of physical health; the basic structures, functions, and interactions of human body systems; ways in which health behaviors affect body systems; interrelationships among physical, intellectual, emotional, and social health; and protective and risk factors (e.g., behaviors, environment, heredity) related to physical health.

Understand the nature of and factors that affect mental and emotional health.

Includes how mental and emotional health are affected by positive and risky behaviors involving nutrition, physical activity, tobacco use, use of alcohol or other drugs, sexual behaviors, and intentional and unintentional injury; indicators of mental and emotional health; sources, signs, and symptoms of stress; the nature of depression; and protective and risk factors (e.g., behaviors, environment, heredity) related to suicide and mental and emotional health.

Understand the nature of and factors that affect social health.

Includes how social health is affected by positive and risky behaviors involving nutrition, physical activity, tobacco use, use of alcohol or other drugs, sexual behaviors, and intentional and unintentional injury; indicators of social health; benefits, challenges, and dynamics of family and peer relationships; techniques for developing and maintaining positive relationships; characteristics of responsible friendship and family membership; the responsibilities of parenthood; the nature and importance of social support systems; common sources of conflict and methods of conflict resolution; the role of communication in interpersonal relationships; and protective and risk factors (e.g., behaviors, environment, heredity) related to social health.

Understand health effects of healthy and risky behaviors.

Includes the relationship between positive health behaviors (e.g., balanced diet, regular physical activity) and the prevention of injury, illness, disease, and other health problems; factors that affect decisions relating to health behaviors (e.g., cultural norms, peer pressure); myths and misinformation relating to health behaviors; common health risks associated with sexual behavior (e.g., HIV/AIDS and other sexually transmitted infections); methods of delaying or avoiding pregnancy; and common health risks associated with use of tobacco, alcohol, and other drugs.

Understand the nature of and factors that affect consumer and community health.

Includes the effects of technology on health; how messages and information from media and other sources affect personal and family health behaviors (e.g., selection of health-related products and services), thoughts, and feelings; the influence of cultural beliefs on health behaviors and the use of health services; characteristics and sources of health care products and services; and how family, peers, the community, and the environment influence the health of people in a community.

HEALTH SKILLS AND BEHAVIORS**Understand strategies for planning for and maintaining a healthy lifestyle.**

Includes methods for creating and evaluating a personal health assessment to determine strategies for health enhancement and risk reduction; strategies for improving personal, family, and community health; injury prevention and management strategies for personal and family health; ways to avoid threatening situations and reduce conflict; strategies for stress management; and methods for accessing and evaluating health information, products, services, and resources.

Understand problem-solving, decision-making, and goal-setting processes and skills.

Includes approaches to individual and collaborative problem-solving, decision-making, and goal-setting processes related to health issues and problems; techniques for implementing and evaluating a plan for achieving a personal health goal, including predicting outcomes of health decisions; sources of assistance in making health-related decisions; the role of individual, family, community, and cultural values in the decision-making process related to health issues; immediate and long-term effects of health decisions on the individual, family, community, and environment; and strategies and skills needed to attain personal health goals.

Understand effective communication and health advocacy skills.

Includes factors that affect interpersonal communication; effective verbal and nonverbal communication skills; characteristics of active listening; communication skills for building and maintaining healthy relationships; strategies that encourage effective communication; methods for communicating care, consideration, empathy, and respect for self and others; refusal and negotiation skills that enhance health; adaptation of health messages and communication techniques to the characteristics of a particular audience; evaluation of the effectiveness of communication methods for accurately expressing health information and ideas; approaches for expressing information and opinions about health issues; strategies for working cooperatively with others to advocate for healthy individuals, families, and communities; and methods for influencing and supporting others in making positive health choices.

Understand strategies used to recognize, avoid, and manage health and safety risks.

Includes methods that promote self-assessment of behavioral risk factors; ways of distinguishing between safe, risky, and harmful behaviors in relationships; strategies for nonviolent conflict resolution and the prevention of injury and violence; and strategies for the prevention of alcohol, tobacco, and drug use, misuse, and abuse.

Understand theories of behavior change and principles of health promotion.

Includes characteristics of various models and theories relating to health behavior (e.g., social learning theory, health belief models, resiliency research); the roles of knowledge, skills, self-efficacy, perception of risk, motivation, and environmental support in changing behavior, as defined in generally accepted research; behaviors that tend to promote or compromise health; and social and personal factors influencing health behaviors (e.g., family, peers, media, culture, religion, environment, technology, and community norms).

SCHOOL HEALTH EDUCATION**Understand the assessment of individual and group needs for school-based health education.**

Includes instruments and techniques for gathering needs-assessment data (e.g., surveys, focus groups, interviews); methods for obtaining health-related data about the social and cultural environments, growth and development factors, needs, and interests of young people; valid and current sources of information and data; analysis and interpretation of needs-assessment data; the use of data to determine priority areas of need for health education; and the use of data to guide health education planning and instruction.

Understand district, state, and federal laws and policies that affect health education.

Includes ways to access resources related to federal, state, and district laws, policies, and regulations; the identification and application of Michigan law regarding school health education; the role of the district in setting policies and procedures regarding school health education, especially in human sexuality education; and the evaluation of existing procedures for compliance with school policy and state law.

Understand school health education program planning.

Includes sources of information and resources related to school health programs (e.g., regional school health coordinator) that can help in program planning; strategies for obtaining commitments from and involving stakeholders (e.g., students, parents/guardians, school personnel, school board, community members, school health advisory board); the use of the school health advisory board or other representative groups within the district (e.g., school board, parent teacher association, sexuality education advisory council) to seek ideas and opinions of stakeholders; the use of a team-based approach for collaborative planning among school district personnel and community agencies with mutual interests; the incorporation into the planning process of recommendations that support best practice; and the importance of schoolwide, cross-curricular program planning that focuses on the healthy development of young people.

Understand strategies for collaborating with others to implement a coordinated school health program.

Includes the interdependence of the components of a coordinated school health program (i.e., health education, physical education, food service, counseling and mental health services, school environment, staff wellness and health promotion, parent and community involvement, and health services); advantages of coordinating school health programs and services; school services that can be used to enhance healthy development; approaches for integrating health education within existing school district programs; methods for determining the extent to which instruction across the curriculum addresses health issues and identifying gaps and overlaps in the provision of coordinated school health programs; strategies for communicating effectively with students, family members, school personnel, and community health professionals within a team approach; and collaboration with school district and community agencies to provide effective school health education programs and activities.

Understand the selection and use of curricula, strategies, and materials for health instruction.

Includes identification of appropriate instructional materials and strategies to address health education content; factors that influence the selection of health education curricula, strategies, and materials; ways to assist students in making learning connections between health instruction and other curricular areas; and types, techniques, and uses of student evaluation in health education.

PROFESSIONAL RESPONSIBILITIES**Understand the school health teacher's roles as an advocate for young people and a teacher of other staff, parents/guardians, and community members.**

Includes methods of advocating for and implementing school policies that foster the health, wellness, and safety of young people; strategies the health teacher can use to advocate effectively for the health program with students, school personnel, school board, community members, and parents/guardians (e.g., communicating about the effects of health on learning); the teacher's role as a liaison between school staff, the school health advisory board, and community resource groups; the planning and presentation of health information to an adult audience and the use of instructional resources that meet a variety of adult learning needs; strategies for dealing with controversial health issues; and the role of the health teacher in modeling positive health behaviors and serving as a role model for students and staff.

Understand educational and informational resources associated with health education.

Includes the identification of accurate available health education resources and the processes for accessing those resources; resources and information available from professional organizations for health teachers; the effective use of technology in accessing accurate health information; considerations in evaluating the worth and applicability of resource materials for given audiences; ways to match and access resources for specific health needs; and selection and organization of educational materials.

Understand the school health teacher's role as a resource person.

Includes interpretation of requests for health information and services; approaches for referring students, parents/guardians, and staff to accurate health information sources and appropriate services; appropriate methods for distributing health education materials; the health teacher's role as a liaison between the school and health service organizations, including consumer groups; strategies and skills (e.g., listening, problem solving, communicating respectfully, being approachable) for consulting effectively with those requesting assistance with health concerns; the significance of the health teacher's modeling of the conflict resolution strategies that are taught to students; appropriate limits of consulting regarding health concerns, including knowing when and how to refer for specialized services; and appropriate handling of student disclosure by supporting the student, maintaining confidentiality, observing district policy and state law, and reporting, when required by state law, to the appropriate agency.

Understand the foundations of school health education.

Includes the concepts, purposes, and theories of the discipline of school health education; evaluation of the state of the art in school health education; the role of health education in the K–12 core curriculum; and the influence of societal value systems (e.g., opposing viewpoints regarding health education needs) on school health education programs.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following behavioral changes would be most likely to decrease an individual's risk of developing skin cancer?
 - A. eating foods high in antioxidants
 - B. using sunscreen with an SPF of at least 15
 - C. using tanning beds to develop a protective tan
 - D. visiting a dermatologist once a year

2. Which of the following statements best describes how mental and emotional health connect to other aspects of health, such as social or physical health?
 - A. Mental and emotional health are required to achieve health in other domains.
 - B. Good health in other domains provides protective factors for mental and emotional health.
 - C. Mental and emotional health cannot be achieved without physical and social health.
 - D. Poor physical health has a more significant effect than the other domains on mental health.

3. Sally and Janelle are classmates who are assigned to do a project together in health class. Sally does something at basketball practice that makes Janelle very angry. Janelle does not want to jeopardize their working relationship. Which of the following would be the healthiest response for Janelle?
 - A. suppressing her feelings for the time being
 - B. asking her teammates if Sally's behavior made them angry also
 - C. sharing her feelings with a friend
 - D. asking the basketball coach to speak to Sally about the incident

4. Smoking has which of the following effects on the body?
 - A. It slows metabolism of drugs, so larger doses are required.
 - B. It paralyzes bronchial cilia, so foreign particles are not removed.
 - C. It dilates blood vessels, so blood pressure is decreased.
 - D. It inhibits red blood cell production, so oxygen transport is limited.

5. Daily exposure to commercial advertising and television programming affects personal and family health behaviors and attitudes by:
- A. influencing what is perceived as normal in society.
 - B. increasing knowledge of and participation in events in the community.
 - C. encouraging personal responsibility and civic mindedness.
 - D. developing awareness of one's place in a global context.
6. A student conducts a dietary habits assessment in health class and realizes that he has been eating a lot of foods that are high in fat and sugar and are not particularly nutritious. Which of the following strategies is likely to be most effective in helping this student to establish healthy eating habits?
- A. enlisting a friend to help keep him from snacking between meals
 - B. planning in advance what he will eat each day and sticking to the menu
 - C. eliminating carbohydrates from his diet for at least three weeks
 - D. reducing the portion sizes of the food he eats
7. A student does not eat the school-prepared lunches because they do not meet his culture's dietary customs. Since he usually does not have time to make his own lunch in the morning, he often skips lunch and feels lightheaded later in the day. Which of the following would be the most practical strategy for this student to use to address this problem?
- A. easing adherence to his dietary customs enough to eat at least some of the school-prepared food
 - B. asking a family member to deliver lunch to him at the school
 - C. requesting that the school offer food that is prepared in accordance with his dietary customs
 - D. getting in the habit of making his lunch the night before

8. Five students are on a committee to plan a school social event. They must choose the date, set the budget, plan the entertainment, and develop a timeline. Each student brings different ideas and priorities to the project. To ensure productive communication during the committee meetings, the committee members should:
- A. speak only once, during the time allotted to them on the meeting agenda.
 - B. agree in advance to compromise on issues of importance to them.
 - C. take frequent breaks during which they can talk with each other one-on-one.
 - D. stay open-minded and listen to the substance of each other's comments.
9. Which of the following guidelines is most advisable for individuals in order to avoid injury associated with an activity?
- A. Team up with a buddy to monitor one another during the activity.
 - B. Avoid making impulsive decisions about whether to participate in the activity until risks can be assessed.
 - C. Copy the actions of another person who has done the activity before.
 - D. Ask one's peers about what they perceive the level of risk associated with the activity to be.
10. Which of the following is the best definition of resiliency?
- A. the capacity for quick recovery from illness by avoidance of negative stressors
 - B. the capacity for transcending self-interest while maintaining relationships
 - C. the capacity for cultivating strengths for positively meeting challenges
 - D. the capacity for mental health despite exposure to adversity
11. A school health teacher wants to gather information from parents about their perspectives on tobacco use and prevention programs. Which of the following describes a benefit of using a focus group instead of a survey to explore this topic?
- A. Unexpected or new perspectives can be further explained and responses heard.
 - B. Tobacco-using parents will have an opportunity to interact with nonsmokers.
 - C. People tend to have strong feelings about the issue and need a chance to express them.
 - D. More people will have opportunities to participate and contribute to the accumulated data.

12. When a school health advisory board recommends changes to policies affecting sexuality education, it is the district's responsibility first to:
- A. identify substantive supporting research to justify the changes.
 - B. review proposed methods and materials prior to scheduling public hearings.
 - C. notify affected parties of the policy changes.
 - D. verify that the proposed changes are consistent with state and federal regulations.
13. Program planners want to incorporate best practice recommendations for school health education. To do so, the program planners should ensure that:
- A. a minimum of 150 hours per year are allotted to health instruction.
 - B. programs focus on acquiring health facts and information.
 - C. the curriculum is grounded in research about how health knowledge and behaviors improve.
 - D. most school personnel are directly involved in instruction related to health education.
14. Which of the following would be the most effective strategy for an on-site school health team to use to identify gaps and overlaps across the curriculum within a coordinated school health program?
- A. Map each aspect of the curriculum to its respective program components.
 - B. Designate teams of staff to work on each health objective.
 - C. Administer a standardized health assessment to a random sample of students.
 - D. Observe several classes and other health-related school activities.

15. Read the student assignment below; then answer the question that follows.

Will, Russ, and Sonya want to figure out how to get to the movie theater in the next town, since no adults are available to drive them.

"We can take the bus to the end of the line and hitchhike from there," says Will, grabbing his jacket and heading for the door. Russ and Sonya look at each other skeptically and follow him.

Write an essay in which you analyze Will's problem-solving approach and describe the steps he takes. Suggest *at least two* important elements of problem-solving that Will misses and explain why they are important and how they might be of use in Will's situation.

Which of the following describes the best use of the assignment above?

- A. to determine the extent to which students think hitchhiking is an acceptable form of transportation
- B. to discover whether and how much students value group process over unilateral decisions
- C. to measure the extent to which students can recall problem-solving skills
- D. to assess students' ability to think critically and communicate effectively about problem-solving

16. When meeting with school administrators to advocate for a controversial change to a school's health education policy, it would be most important for a health teacher to:

- A. provide research-based evidence supporting the policy change.
- B. declare that the present policy conflicts with community values.
- C. acknowledge the merit of opposition to the proposed change.
- D. indicate awareness of the political implications of a change in policy.

17. When obtaining information from the Internet, it would be most advisable for a health education teacher to focus on:

- A. information that is in the public domain, so that copyright infringement is not a concern.
- B. information that is not available in more traditional print sources through local school or public libraries.
- C. sources where the author or organization is clearly apparent and has some demonstrated validity.
- D. sources that appear first in a list generated by an Internet search engine.

18. A parent calls the health teacher and explains that she suspects that her son is using drugs. She asks if the health teacher can help her find an effective way to keep her son safe and get him to stop using drugs. Which of the following would be the most appropriate way for the health teacher to respond?
- A. Rephrase the parent's problem using the health teacher's own words.
 - B. Ask the parent if she wants her son placed in in-patient drug therapy.
 - C. Check to see if the family physician and other family members are aware of the problem.
 - D. Discuss the various resources and options available to the family.
19. A health teacher is looking for a location in the school where informational materials about particular health problems, such as eating disorders, alcoholism, and adolescent depression, can be accessed and viewed. Which of the following concerns is most important in guiding the decision about where to place these materials?
- A. finding an area where the use of the pamphlets can be monitored by an adult
 - B. balancing accessibility and students' privacy
 - C. minimizing the distraction caused by the materials
 - D. encouraging use of the materials by all members of the school community
20. The predominance of health educators working from a decision-making philosophy rather than a cognitive-based philosophy reflects which of the following principles of health education?
- A. Behavior change depends on the exposure to facts that create dissonance for the individual.
 - B. Access to accurate facts is a crucial component of making informed choices about health.
 - C. Individuals in a democratic society need to be able to assess the consequences of their decisions.
 - D. Individuals need to be able to make good health decisions over their entire life span.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	B	Understand the nature of and factors that affect physical health.
2.	B	Understand the nature of and factors that affect mental and emotional health.
3.	C	Understand the nature of and factors that affect social health.
4.	B	Understand health effects of healthy and risky behaviors.
5.	A	Understand the nature of and factors that affect consumer and community health.
6.	B	Understand strategies for planning for and maintaining a healthy lifestyle.
7.	D	Understand problem-solving, decision-making, and goal-setting processes and skills.
8.	D	Understand effective communication and health advocacy skills.
9.	B	Understand strategies used to recognize, avoid, and manage health and safety risks.
10.	D	Understand theories of behavior change and principles of health promotion.
11.	A	Understand the assessment of individual and group needs for school-based health education.
12.	D	Understand district, state, and federal laws and policies that affect health education.
13.	C	Understand school health education program planning.
14.	A	Understand strategies for collaborating with others to implement a coordinated school health program.
15.	D	Understand the selection and use of curricula, strategies, and materials for health instruction.
16.	A	Understand the school health teacher's roles as an advocate for young people and a teacher of other staff, parents/guardians, and community members.
17.	C	Understand educational and informational resources associated with health education.
18.	D	Understand the school health teacher's role as a resource person.
19.	B	Understand the school health teacher's role as a resource person.
20.	D	Understand the foundations of school health education.