

### *HERE'S TO YOUR HEALTH*

#### TEST INFORMATION

Approximate  
Percent

This test was developed to enable schools to award credit to students for knowledge equivalent to that which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

#### CONTENT

The following topics, which are commonly taught in courses on this subject, are covered by this examination.

	<u>Approximate Percent</u>		<u>Approximate Percent</u>
I. Mental Health and Behavior	12%	II. Human Development and Relationships	26%
A. Responsible health, wellness, and lifestyles		A. Reproduction	
B. Mental health defined		1. Reproductive anatomies	
C. Personality theories and social development		2. Contraception, conception, and pregnancy	
D. Stress management and coping mechanisms		3. Abortion as a health concern	
1. Types of stress		B. Sexuality	
2. General adaptation syndrome		1. Identity/orientation	
		2. Sexual response and patterns of behavior	
		3. Dysfunction	
		4. Problematic behavior	
		C. Intimate relationships	
		1. Dating, marriage, and alternatives	
		2. Development of intimate relationships	
		3. Parenting	
		D. Healthy aging	
		1. Biological and social theories	
		2. Coping with changes	
		3. Strategies for healthy aging	
		4. Social attitudes toward aging	
		E. Death and bereavement	
		1. Fear and denial	
		2. Coping mechanisms	
		3. Patterns of grief	
		4. Planning for death	
		III. Substance Use and Abuse	11%
		A. Alcohol	
		1. Physiology and pathology of alcohol use	
		2. Problem drinking and its related effects	
		3. Recovery programs for alcohol abuse	
		B. Tobacco	
		1. Effects of smoking and use of smokeless tobacco products	
		2. Smoking behavior and social issues	
		3. Quitting smoking	



	<b>Approximate Percent</b>	
C. Other drugs		Questions on the test require candidates to demonstrate the following abilities.
1. Classifications		
2. Factors influencing the effect of drugs		
3. Psychoactive drugs		
4. Treatment programs		• Knowledge of basic facts and terms (about 70-75% of the examination)
D. Substance-use behaviors		• Understanding of concepts and principles (about 20-25% of the examination)
IV. Fitness and Nutrition	<b>13%</b>	• Analysis of specific cases, situations, or issues (about 5-10% of the examination)
A. Components of physical fitness		<b>SAMPLE QUESTIONS</b>
1. Exercise programs		
2. Mental and physical effects of exercise		
B. Good nutrition and its effects		
1. Basic nutrients and food groups		
2. Dietary concerns for wellness		
3. The physiology of weight control		
V. Risk Factors, Disease, and Disease Prevention	<b>26%</b>	
A. Infectious diseases, including sexually transmitted diseases; prevention and control		
B. The cardiovascular system		
1. Related diseases		
2. Risk factors and prevention		
3. Chronic disorders		
C. Types of cancer		
1. Causes, detection, and prevention		
2. Various treatments		
D. Immune disorders		
E. Diabetes, arthritis, and genetic-related disorders		
F. Common neurological disorders		
VI. Safety, Consumer Awareness, and Environmental Concerns	<b>12%</b>	1. The primary stage of Dr. Hans Selye's general adaptation syndrome during which the body prepares to fight or flee is known as
A. Safety		(A) resistance
1. Accident and injury prevention		(B) alarm
2. Causes and types of accidents		(C) exhaustion
3. First aid techniques		(D) compulsion
B. Consumer awareness		2. The heart and the network of blood vessels leading to and from it comprise the
1. Medical care and insurance		(A) cardiovascular system
2. Prescription and over-the-counter drugs		(B) respiratory system
3. Consumer protection		(C) endocrine system
C. Environmental concerns		(D) reproductive system
1. Population growth and dynamics		3. Which of the following abnormalities in a developing fetus can be detected by the use of amniocentesis?
2. Causes, effects, and control of pollution		(A) Cleft palate
3. Environmental health agencies		(B) Tay-Sachs disease
		(C) Phocomelia
		(D) Diabetes
		4. The primary pollutant that forms acid rain after entering the atmosphere is
		(A) fluorocarbon
		(B) ozone
		(C) sulphur dioxide
		(D) dioxin

5. Which of the following is a barrier form of birth control?
  - (A) Oral contraceptive
  - (B) Intrauterine device
  - (C) Diaphragm
  - (D) Rhythm method
  
6. The intoxicating ingredient in beer, wine, and distilled liquor is called
  - (A) methanol
  - (B) isopropanol
  - (C) butanol
  - (D) ethanol
  
7. Drugs made from opium or its synthetic equivalent are classified as
  - (A) narcotic analgesics
  - (B) hallucinogens
  - (C) sedative-hypnotics
  - (D) major tranquilizers
  
8. One of the benefits of aerobic exercise is thought to be protection against which of the following?
  - (A) Cardiovascular disease
  - (B) Emphysema
  - (C) Cancer
  - (D) Muscular dystrophy
  
9. The lowest level of Abraham Maslow's "hierarchy of needs" is
  - (A) self-actualization
  - (B) esteem
  - (C) physiological needs
  - (D) love
  
10. A cancer of the connective tissues is known as a
  - (A) carcinoma
  - (B) leukemia
  - (C) sarcoma
  - (D) melanoma

11. Which of the following is the best action for a driver to take when a tire blows out while the car is moving?
  - (A) Sound the horn and immediately pull to the side of the road.
  - (B) Brake sharply and stay in the lane.
  - (C) Keep the car on a straight course and slow down gradually.
  - (D) Turn in the direction of the blown-out tire and pump the brakes until the car comes to a complete stop.

## STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You should **begin by checking textbook content against the content outline** included on the front page of this Fact Sheet/Study Guide **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Sources for study material suggested but not limited to the following:

American Red Cross Community CPR. -Washington, DC: American Red Cross, current edition.

*American Red Cross Standard First Aid.* Washington, DC: American Red Cross, current edition.

Ardell, Donald, and Mark J. Tager. *Planning for Wellness: A Guidebook for Achieving Optimal Health.* Dubuque, IA: Kendall/Hunt, current edition.

Benenson, Abram S. *Control of Communicable Diseases Manual* Washington, DC: The American Public Health Association, current edition.

Bruess, Clint, and Glenn Richardson. *Decisions for Health*. Madison, WI: Brown and Benchmark, current edition.

Donatelle, Rebecca, Christine Snow-Harter, and Anthony Wilcox. *Wellness: Choices for Health and Fitness*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.

Hahn, Dale B., and Wayne A. Payne. *Focus on Health*. St. Louis, MO: Mosby Year Book, current edition.

Hales, Dianne R. *An Invitation to Health: The Power of Prevention*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.

Insel, Paul M., and Walton T. Roth. *Core Concepts in Health*. Mountain View, CA: Mayfield Publishing Co., current edition.

Levy, Marvin R., Mark Dignan, and Janet H. Shirreffs. *Life & Health: Targeting Wellness*. New York: McGraw-Hill Inc., current edition.

Morgan, Monroe T., *Environmental Health*. Englewood, CO: Morton Publishing Co., current edition.

Mullen, Kathleen D. et al. *Connections for Health*. Boston, MA: WCB/McGraw-Hill, current edition.

Olsen, Larry K., Kerry J. Redican, and Charles R. Baffi. *Health Today*. New York: Macmillan, current edition.

Payne, Wayne A., and Dale B. Hahn. *Understanding Your Health*. Boston, MA: WCB/McGraw-Hill, current edition.

Pruitt, B. E., and Jane J. Stein. *Health Styles: Decisions for Living Well*. Fort Worth, TX: Saunders College Publishing Co., current edition.

Ray, Oakley Stern, and Charles Ksir. *Drugs, Society, and Human Behavior*. St. Louis, MO: Mosby Year Book, current edition.

Reed, Rosiland, and Thomas A. Lang. *Health Behaviors*. St. Paul, MN: West Publishing Co., current edition.

Richards, Donna, R.N. M.S. *Here's to Your Health*. Dubuque, IA: Kendall Hunt Publishing Co., current edition.

Robbins, Gwen, Debbie Powers, and Sharon Burgess. *A Wellness Way of Life*. Madison, WI: Brown and Benchmark, current edition.

Current textbook used by a local college or university for a course on the subject.

## CREDIT RECOMMENDATIONS

The Center For Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DANTES examination development process. The American Council on Education has made the following recommendations:

Area or Course	
Equivalent:	Here's to Your Health
Level:	Lower-level Baccalaureate
Amount of Credit:	Three (3) semester hours
Source:	ACE Commission on Educational Credit and Credentials

## INFORMATION

Colleges and universities that would like to review copies of tests, have additional information about the national norming, or assistance in local norming or score validation studies should write to: DANTES Program, Mail Stop 11-P, The Chauncey Group International, 664 Rosedale Road, Princeton, New Jersey 08540.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. The Chauncey Group will be happy to help schools in this effort.

Correct responses to the sample questions: 1.B; 2.A; 3.B; 4.C; 5.C; 6.D; 7.A; 8.A; 9.C; 10.C; 11.C.