

# Health Issues For Educators

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60 Inservice Points

Component No. 1 005 001

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## **General Objective**

1. To provide instruction for health education teachers to acquire competencies in teaching essential health education/life management skills.

## **Specific Objective**

1. Describe the physical, mental, emotional, social, economic, and legal consequences of use, misuse, and abuse of drugs, including alcohol and tobacco.
2. Identify sound criteria for making consumer decisions.
3. Demonstrate skills for performing one rescuer cardiopulmonary resuscitation (CPR) and Heimlich maneuver.
4. Plan a program for personal health promotion.
5. Demonstrate coping abilities that will promote healthy and effective living.
6. Understand the qualities associated with a positive self-concept.
7. Demonstrate effective skills to facilitate interpersonal communication and relationships.
8. Identify the steps involved in responsible planning and decision-making processes.
9. Utilize knowledge of good nutrition practices.
10. Identify skills necessary for sound management of personal and family finances.
11. Evaluate health information from multiple resources.
12. Recognize the influence of diverse cultural beliefs on health.
13. Communicate accurate health information and ideas.
14. Construct test items for health education tests.

## **Activities**

### **Evaluation**

1. Participant Assessment: Successful completion of each workshop will be based upon a written pre- and posttest to assess knowledge gained about the topic. Each participant must score at least 80% on the posttest.
2. Component Assessment:
  1. All participants and consultants will complete opinionaires to assess the degree to which specific objectives have been addressed by component activities. Participant data will be summarized.
  2. Criteria for positive program judgement will be that 90% of all participants show increased knowledge and/or competency on at least 80% of the specific objectives.

### **Follow-up Plan**

1. Invite another educator into their classroom to observe and/or assist while select instructional strategies are being used.
2. Visit another teacher and observe and/or assist in instruction using selected strategies.
3. Video/photograph students involved in classroom activities.
4. Examples of participant work.
5. Focused observations by supervisor and peers of implementation strategies.
6. Evidence of the job performance of individuals successful completing the activities identified in this component is gathered.
7. Form coaching teams.

