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## ABSTRACT

This paper is designed to help health educators assess competencies their students must demonstrate to obtain provisional or permanent teacher certification. Four components are covered: (1) the skills, knowledge, and attitudes expected of the professional; (2) assessment procedures; (3) assessment conditions; and (4) assessment standards indicating that expected skills, knowledge, and attitudes have been obtained. Format suggestion tables for the writing of competencies are presented. By using key words or phrases, the health educator can select the appropriate key words that describe the desired knowledges and skills and attitudes, select an assessment standard and condition, and finally determine an appropriate assessment standard. The competency may then be written in behavioral terms that are easily measurable for the student.

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# Competency Based Health Education - Writing Competencies the Easy Way

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College/Health educators in New York, with the cooperation of school administrators and the health teachers of the school districts, are presently developing competency based health education programs as mandated by the Board of Regents. In addition to developing the competency delivery system, health educators are being required to determine the specific competencies their graduates will have to demonstrate before obtaining provisional or permanent teacher certification.

The format for writing the competencies contains four components: (1) the skills, the knowledge, and the attitudes expected of the professional, stated explicitly and objectively; (2) the assessment procedures; (3) the assessment conditions and; (4) the assessment standard, indicating that the expected skills, knowledge, and attitudes have been obtained. The following questions are considered by health educators as they describe specific competencies in terms of knowledge, skills, and attitudes; assessment procedures, assessment conditions, and assessment standards.

## Questions to Consider

The component of knowledge, skills and attitudes is actually a form of behavioral objective, describing what the student must do to demonstrate the competency. Competencies are directed towards the students behavior, utilize action verbs, are easily measurable, and of course, are realistic in terms of what the student can achieve.

Assessment procedures are concerned with the means a student utilizes to demonstrate a competency. For assessment purposes, the student will demonstrate the

competency either in the public schools or in the college classroom. For some competencies, audio-visual equipment, written reports, or paper-pencil tests can be utilized.

The assessment conditions refer to the place in which the competency is demonstrated. This can be a college classroom, or anywhere under independent study.

The assessment standard must state who will assess the competency (college instructors, supervising teacher) and what criteria will be utilized to determine if the competency has been obtained. Considered also are acceptable standards of excellence and the number of times the student has to demonstrate the same competency. Also stated is the period of time allowed for the student to demonstrate the competencies.

#### Specific Hints for Writing the Competencies

To assist health educators to write competencies, format suggestion tables were developed. In using the chart in Table 1, the health educator can select key words or phrases. The health educator determines first the appropriate key words that describe the desired knowledges and skills and attitudes in the first column, then selects an assessment standard and condition, and finally determines an appropriate assessment standard. The competency then is written in behavioral terms that are easily measurable for the student. An example would be the following: (See next sheet.)

Knowledges, Skills, Attitudes

Gather data from clients  
regarding aspects of a health  
problem

Assessment Procedures

Written report  
Oral presentation

Assessment Conditions

College classroom

Assessment Standards

Instructor and peer group do  
assessment based on:

- a. questionnaire design including  
questions on:
  1. opinions and beliefs
  2. values
  3. perceptions
  4. motives
  5. social norms
- b. identification and definition  
of client population
- c. analysis of data to identify  
behavioral aspects relevant  
to the identified health  
problem.

TABLE 1

## COMPETENCY FORMAT SUGGESTIONS TABLE

<u>Knowledge, Skills, Attitudes</u>	<u>Assessment Procedures</u>	<u>Assessment Condition</u>	<u>Assessment Standard</u>
Plans	Lesson Plans	College Classroom	Adequacy will be judged by instructor based on 90% accuracy on identification of
Teaches	Written report	Seminar	
Evaluates	Oral report	School	
Analyzes	Demonstration	Classroom	
Develop	Audio tape	Independent Study	Adequacy will be judged by the instructor on submission of paper which includes
Define	Video tape		
Read	Paper and pencil test	two independent assessors certify that on the basis of at least two separate lessons the student has satisfactorily met the criteria stated below.	Adequacy will be judged by the instructor based on compliance with the following
Classify	Case study		
Design	Anecdotal record		
Devise			
Writes			Adequacy judged by instructor on a 75% accuracy in classification according to Blooms Taxonomy.
Uses			
Create			
Compile			
Demonstrates			Adequacy will be judged by two independent observers using the following criteria.
Conduct			
Summarize			Survey will be judged on the basis of inclusion of the following
Practices			
Write			Assessors certify that on 3 separate
Seeks and Utilizes			
Selects			
Lists			

Demonstrates ability to plan,  
teach and evaluate lessons  
incorporating four  
content areas

lesson

plans

Demonstration

School classroom  
Conference with  
assessor

Assessors certifies on  
the basis of three or more  
lessons, that the student  
has satisfactorily taught  
lessons in four of the  
following content areas:

- a. Community health
- b. Consumer health
- c. Nutrition
- d. Mental health
- e. Drugs, alcohol,  
tobacco
- f. Disease Control and  
Prevention
- g. Dental health
- h. Family life
- i. Safety and First Aid
- j. Personal hygiene

Underlined are the key words of demonstrates, lesson plans, demonstration, school classroom, conference with assessor, assessor, three or more lessons, four of the following content areas. These words are the key words in this particular objective which is for the SUC Brockport CBE program. Competencies do not have to take long periods of time to write, provided key information can be readily obtained and writers are assisted by the use of the Competency Format Suggestions Table.