

MOREHEAD STATE UNIVERSITY
Program Review for
Bachelor of Arts – Teacher Certification
Health Education P-12
Department of Health, Physical Education and Sport Sciences
.....
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2002 Program Assessment

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Morehead State University
Health Education P-12, Teacher Certification

I. CONCEPTUAL FRAMEWORK

Overview of Unit's Conceptual Framework

The general aim of the Professional Education unit at Morehead State University is to prepare educators who are able to work in a variety of base settings. More specifically, graduates must demonstrate the knowledge, skills and dispositions that are essential for the role of new or experienced teacher, school counselor, or administrator. The theoretical framework that undergirds the unit is the conceptual framework; the theme is "Educators as Architects: Designing Environments Where Students Construct Knowledge." The architect metaphor is used for three reasons:

- 1) It strikes a balance between the educator as key actor in the traditional classroom, and the educator as a facilitator in a romanticized classroom. It also implies that the educator is central to the planning and preparation of the work of learning (Blythe, Allen, Schieffelin, 1997).
- 2) It suggests that educators are not merely the implementers of canned learning materials created by others, but rather, creating environments specific to the needs of their students, at a particular time, and using a variety of resources (Tomlinson, Callahan, 1997)
- 3) Constructivist theory says that "learners construct their own knowledge by testing ideas and applying them to new knowledge and experience, applying these to a new situation and integrating the knowledge gained with their existing constructs (Piaget, 1952)

Educators therefore are responsible for constructing authentic learning environments to engage students in activities that are meaningful. Use of the "Educator as Architect," metaphor and its constructivist epistemology, the following themes and concepts are woven throughout the content and methodology of the educator preparation programs:

- Student engagement in a comprehensive and multifaceted knowledge and skills base that can be applied and transferred to new situations
- An acknowledgement of the belief that that learning is an active and on-going process (Piaget, 1952)
- Providing students with direct experiences; so that they can use and process information while seeking solutions
- Placing students in authentic or "real" world settings so that learning has the potential to be meaningful (<http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm>)
- Encouraging students to extend their ability to process and learn from reflecting on their own experiences so that they can inform and sophisticated teaching practices (professional development) (Dewey, 1959; Reiman, 1999).
- Providing students with opportunities to understand the impact that dispositions, attitudes, values, and beliefs have on their development (Richardson, 1966)
- Assessing students and faculty using a variety of quantitative and qualitative measures, including authentic peer review and action-research. (<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>)
- Encouraging faculty and public school practitioners to fulfill the role of facilitators of learning by constructing environments that stimulate students and provide thought, action, and reflection (Richardson, 1999; Miller, Wilkes, Sheetham and Miller, 1999)
- The assessment of student abilities demonstrating an awareness of and ability to account for learner diversity; cultural, and exceptionalities in all aspects of the educational setting (Darling- Hammond, 2000)
- Extending graduate's ability to communicate effectively with students, parents, professionals, peers, and members of the community. The intention is to enhance the spirit of collaboration in an effort to evaluate and enhance the ability of the school to meet the needs of all learners (Dewey, 1938/1959)
- The preparation of pre-professionals and faculty who are able to effectively integrate technology into all aspects of their work in order to improve communication, teaching, learning, and assessment.

- Monitoring the extent to which each educator preparation program fulfills its goals and commitment to preparing performance standards, as well as the system each uses to produce positive change (NCATE, 2000)

The entire Morehead State Conceptual Framework document is available on line: http://msucoe.org/conceptual_framework.htm

Health Education P – 12 Programs Relationship to Conceptual Framework

The Bachelor of Arts degree is linked to the conceptual framework and its theme “Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills in a number of ways. This program is designed to provide graduates with a BA in a teacher certification skills, and dispositions that are essential for them to be a successful teacher.

Coursework in this program is selected to enhance sensitivity to designing environments that account for differences. Applying designing, planning, implementing learning activities appropriate for diverse learner needs will be reinforced through reading, content teacher performance standards, learner goals and expectations, and core content assessment. Practice refining the teaching skills support teacher effectiveness in these areas will occur through a variety of supervised classroom practice activities.

Reflection will play a central role in the students’ professional development because it is designed to get them involved in personal responsibility for, and ultimately refining their teaching. Input from the MSU supervisor and on-site mentor will further encourage reflection and therefore the extent to which it contributes to his/her ability to construct environments that provoke thought and action (1999).

Technology delivery of courses, provide an interactive communication tool, extend access to resource materials and need assessment. Integrating technology into classroom.

Collaboration with colleagues and administrators to seek solutions will increase the likelihood that actions will occur, practice aspect of public schools (<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>). This program is designed to design environments where their students construct knowledge and develop skills. Graduates will therefore be ready to make a positive education of students throughout eastern Kentucky.

Professional Education Cores Relationship to the Conceptual Framework

The core courses are required for all Secondary Teacher Education Preparation Candidates. The content and experiences are linked to the conceptual framework and its theme “Educators as Architects: Designing Environments Where Students Construct Knowledge in a number of ways. The core courses are designed to prepare graduates with the knowledge, skills, and dispositions that are essential

More specifically, the coursework required to complete this aspect of the preparation program is presented sequentially ready to use and apply essential knowledge, skills, and dispositions in their chosen field of study (content area). Engaging student learning experiences (including; but not limited to, direct learning, problem solving, application, and practice activities) are an integral secondary teacher preparation program. Where appropriate students are placed in authentic settings so that the meaning of learning

The nature of candidate accountability varies a great deal because the core includes both introductory and exit coursework understanding of such things as the New Teacher Standards, Core Content, Learner goals and expectations, the characteristics of exceptionalism) is expected. The ability to effectively apply this knowledge is required during the student teaching semester.

Technology skill (computer, video camera use, and media support equipment) use) is developed and used in a variety of Professional Development Core. The intention is to challenge candidates to use a variety of technological resources effectively in assessment, and communication aspects of teaching.

Reflection is a skill that is introduced in the Professional Core and refined in the academic discipline and embedded in the teaching. The intention is to support the candidates’ ability to self-evaluate, accept responsibility for, and ultimately to improve their teaching. Instructors, MSU supervisors and public school teachers further refine the candidates’ ability to construct environments that promote classroom (Reiman,1999). Learning to identify meaningful professional activities is an extension of the self-evaluation and teaching

The concept of **collaboration** is introduced early in the Professional Development Core and the ability to effectively collaborate teaching experience (the last required Professional Core Course).

Collaboration is an important component of teacher and school effectiveness because it is the key to unifying the people who work together experiences for the children and youth in eastern Kentucky.

II. PROGRAM EXPERIENCES

In this section of the program review, several matrices will be presented to demonstrate program congruence with: 1) Program G Standards, 2) Professional Education Coursework and New Teacher Standards, 3) Program Coursework and New Teacher Standards Coursework and 5) Professional Education Coursework and the Learner goals and Academic Expectations/ Program of Studies

Matrix 1: LINKS BETWEEN Health Education P – 12 PROGRAM GOALS and the NEW TEACHER STANDARDS

**Program Competencies
Each Student will:**

Links to New Teacher Standards

Demonstrate a working knowledge of content/subject area.	NTS VIII Knowledge of content
Demonstrate the ability to select and utilize and integrate general knowledge to extend student learning through participation in health education activities (Integration)	NTS I Designs, plans instruction NTS III Implements, manages instruction NTS VIII Knowledge of content
Demonstrate a variety of professional skills	NTS I Designs/Plans Instruction NTS II Creates/maintains learning environment NTS III Implements/manages instruction NTS VI Collaborates with colleagues NTS IX Implements technology
Apply an understanding of learner characteristics and the links these have to planning and assessment	NTS I Designs/Plans Instruction NTS IV Assesses and Communicates learning results NTS V Reflects on/Evaluates Teaching NTS VI Collaborate with parents/colleagues
Be able to account for student diversity and exceptionality factors	NTS I Designs/Plans Instruction NTS II Creates/maintains learning environment NTS III Implements/manages instruction NTS IV Assess/Communicate results NTS VI Collaborates with colleagues/parents
Demonstrate the ability to select and implement appropriate and effective classroom management techniques	NTS II Creates and maintains learning environment
Demonstrate computer competence as well as the ability to select and use a variety of technical and human resources to enhance instruction	NTS IX Implements technology NTS IV Collaborate with colleagues/ parents
Document knowledge of and ability to use state curricular and assessment materials/guidelines	NTS I Designs/Plans instruction NTS II Creates/maintains learning environment NTS IV Assesses/Communicates results NTS V Reflects on/Evaluates teaching NTS VI Collaborates with colleagues/parents
Demonstrate the ability to reflect on and critique teaching and identify and use resources to improve effectiveness.	NTS VII Professional development

MATRIX 2a. Professional Education Core and Links to the New Teacher Star

New Teacher Standards Courses	NTS I Designs and Plans Instruction	NTS II Creates/Maintains Learning Climate	NTS III Implements/Manages Instruction	NTS IV Assesses/Communicates Learning Results	NTS V Evaluates Teaching Learning	NTS VI Collaborates
EDF 207	I	I			I	I
EDF 211		I		I		
EDF 311	D	D	D	D	D	I
EDSP 332	I	I	D	I	I	I
EDSE312	D	D	D	D	D	D
EDSE 333	D	D	D	I	I	I
EDSE 499c	D	D	D	D	D	I
EDSE 416	S	S	S	S	S	D

Matrix 2b. Health Education P – 12 Program Specific Required Courses and Links to New Teacher

Course List	NTS I Designs /Plans Instruction	NTS II Creates/ Maintains Learning Environment	NTS III Implements/ Manages Instruction	NTS IV Assess/ Communicate Learning Results	NTS V Evaluates Teaching/ Learning	NTS VI Collaborates	NTS VII Professional Development	NTS VIII Content Knowledge	NTS Tech Com
HLTH 160	I						I	I	
HLTH 205				I		I	I	I	
HLTH 230	I	I	I			I	I	I	
HLTH 302					I			I	
HLTH 300	D	D	D	D	D	D	I	D	
HLTH 304	S	D	D	D	S	D	D	D	
HLTH 360						D		D	
HLTH 430						D		D	
HLTH 475	S	D	D	D	D	D	D	S	
HLTH 490						D	D	S	
HLTH 518	S	S	S	D	D	S	D	S	
HLTH 499	S	S	S	S	S	S	S	S	

I = Introduction to the standard D = Development: the standard indicator is thoroughly implemented
 S = Skill: the standard indicator I s demonstrated proficiently

Matrix IV: LEARNED SOCIETY – American Association for Health Educa

Links to Health Education P-12 Program Required Coursework

AAHE OVERVIEW

HLTH Courses	Assess Individual and Community Needs	Plan Effective Health Education Programs	Implement Health Education Program	Evaluate Health Education Programs	Coordinate Provision of Health Education Services	Act as a Resource Person in Health Education	Communi Cate Heal & Health Education Needs
160	x	x	X	x			X
205	x					x	X
230	x	x	X	x			X
300	x	x	X	X		x	X
302		x		x			X
304	x	x	X	x		x	X
360	x	x	X			x	X
430	x	x	X			x	X
475	x	x	X	X		x	
490	x	x	X	x	X	x	
518	x	x	X	x		x	X
499D	x	x	X	x	x	x	X

health & Physical Education
American Association for Health Education Standards
Coded to Courses

	HLTH 160	HLTH 205	HLTH 230	HLTH 300	HLTH 302	HLTH 304	HLTH 360	HLTH 430
Matrix I: Assessing Individual & Community Needs for Health Education	X	X	X	X	X	X	X	X
Competency A: Obtain health related data about social & cultural environ., growth & develop. factors, needs, & interests	X	X	X	X	X	X	X	X
Sub 1. Select valid sources of info about health needs & interests	X	X	X	X	X	X	X	X
Sub 2. Utilize computerized sources of health-related information	X	X	X	X	X	X	X	X
Sub 3. Employ or develop appropriate data-gathering info.	X	X	X	X	X	X	X	X
Sub 4. Apply survey techniques to acquire health data					X			
Competency B: Distinguish between behaviors that foster & those that hinder well-being	X	X	X					
Sub 1. Investigate physical, social, emotional & intellectual factors that influence health	X	X	X				X	X
Sub 2. Identify behaviors that tend to promote or compromise health		X	X				X	X
Sub 3. Recognize the role of learning & affective experiences in shaping patterns of health behavior.		X					X	X
Competency C: Infer needs for health educ. on basis of obtained data	X	X	X	X	X	X		
Sub 1. Analyze needs assessment data	X		X	X	X	X		
Sub 2. Determine priority areas of need for health education	X	X	X	X	X	X		

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	HLTH 160	HLTH 205	HLTH 230	HLTH 300	HLTH 302	HLTH 304	HLTH 360	HLTH 430
Matrix II: Planning Effective Health Education Programs	X		X	X		X	X	X
Competency A: Recruit communication organizations, resource people, & potential participants for support and assistance in program planning	X			X		X	X	X
Sub 1. Communicate need for the program to those whose cooperation will be essential.	X			X		X	X	X
Sub 2. Obtain commitment from personnel & decision makers who will be involved in the program.								
Sub 3. Seek ideas & opinions of those who will affect or be affected by the program.	X			X		X	X	
Sub 4. Incorporate feasible ideas and recommendations into the planning process	X		X	X		X	X	X
Competency B: Develop a logical scope/sequence plan for a health education program	X		X	X		X	X	X
Sub 1. Determine the range of health info requisite to a given program of instruction	X		X	X		X	X	X
Sub 2. Organize the subject areas comprising the scope of a program in logical sequence.	X		X	X		X	X	X
Competency C: Formulate appropriate & measurable program objectives	X		X	X	X	X	X	X
Sub 1. Infer educ. Objectives that facilitative achievement of specified competencies				X	X	X	X	X

	HLTH 160	HLTH 205	HLTH 230	HLTH 300	HLTH 302	HLTH 304	HLTH 360	HLTH 430
Sub 2. Develop a framework of broadly stated operational objectives relevant to a proposed health education program.	X		X	X		X	X	X
Competency D: Design educational programs consistent with specified program objectives.	X		X	X		X	X	X
Sub 1. Match proposed learning activities with those implicit in the stated objectives				X		X	X	X
Sub 2. Formulate a wide variety of alternative educational methods	X		X	X		X	X	X
Sub 3. Select strategies best suited to implementation of educational objectives in a given setting	X		X	X		X	X	X
Sub 4. Plan a sequence of learning opportunities building upon and reinforcing mastery of preceding objectives	X		X	X		X		

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Coded to Courses**

	HLTH 160	HLTH 205	HLTH 230	HLTH 300	HLTH 302	HLTH 304	HLTH 360	HLTH 430
Matrix III: Implementing Health Education Programs	X		X	X		X	X	X
Competency A: Exhibit competence in carrying out planned programs	X		X	X		X	X	X
Sub 1. Employ a wide range of educational methods & techniques	X		X	X		X	X	X
Sub 2. Apply individual or group process methods as appropriate to given learning situations.	X		X	X		X	X	X
Sub 3. Utilize instructional equipment & other instructional media.	X		X	X		X	X	X
Sub 4. Select methods that best facilitate practice of program objectives	X		X	X		X	X	X
Competency B: Infer enabling objectives as needed to implement instructional programs in specified settings.				X		X		
Sub 1. Pretest learners to ascertain present abilities & knowledge relative to proposed program objectives.				X	X	X		
Sub 2. Develop subordinate measurable objectives as needed for instruction				X	X	X		
Competency C: Select methods & media best suited to implement program plans for specific learners.				X		X	X	X
Sub 1. Analyze learner characteristics, legal aspects, feasibility, & other considerations influencing choices among methods.	X		X	X		X	X	X
Sub 2. Evaluate the efficacy of alternative methods & techniques capable of facilitating program objectives.				X	X	X		

	HLTH 160	HLTH 205	HLTH 230	HLTH 300	HLTH 302	HLTH 304	HLTH 360	HLTH 430
Sub 3. Determine the availability of info, personnel, time, & equipment needed to implement the program for a given audience.	X		X	X		X	X	X
Competency D: Monitor educational programs, adjusting objectives & activities as necessary.				X				
Sub 1. Compare actual program activities with the stated objectives				X				
Sub 2. Assess relevance of existing program objectives to current needs.				X				
Sub 3. Revise program activities & objectives as necessitated by changes in learner needs.				X				
Sub 4. Appraise applicability of resources & materials relative to given educational objectives.	X		X	X		X	X	X

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	HLTH 160	HLTH 205	HLTH 230	HLTH 300	HLTH 302	HLTH 304	HLTH 360	H 4
Matrix IV: Evaluating Effectiveness of Health Education Programs	X		X	X		X		
Competency A: Develop plans to assess achievement of program objectives.	X		X	X		X		
Sub 1. Determine standards of performance to be applied as criteria of effectiveness.	X		X	X		X		
Sub 2. Establish a realistic scope of evaluation efforts.				X		X		
Sub 3. Develop an inventory of existing valid & reliable tests & instruments.				X		X		
Sub 4. Select appropriate methods for evaluating program effectiveness.				X		X		
Competency B: Carry out evaluation plans.				X		X		
Sub 1. Facilitate administration of tests & activities specified in the plan				X		X		
Sub 2. Utilize data collection methods appropriate to the objectives.				X		X		
Sub 3. Analyze resulting evaluation data.				X		X		
Competency C: Interpret results of program evaluation				X		X		
Sub 1. Apply criteria of effectiveness to obtaining results of a program.				X		X		
Sub 2. Translate evaluation results into terms easily understood by others.								
Sub 3. Report effectiveness of educational programs in achieving proposed objectives.				X		X		
Competency D: Infer implications from findings for future program planning.				X		X		

	HLTH 160	HLTH 205	HLTH 230	HLTH 300	HLTH 302	HLTH 304	HLTH 360	H 4
Sub 1. Explore possible explanations for important evaluation findings.	X		X	X		X		
Sub 2. Recommend strategies for implementing results of evaluation.				X		X		

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	HLTH 160	HLTH 205	HLTH 230	HLTH 300	HLTH 302	HLTH 304	HLTH 360	HLTH 430	HLTH 470
Matrix V: Coordinating Provision of Health Education Services			X						X
Competency A: Dev. plan for coord. health ed. services									X
Sub 1. Determine the extent of available health education services.			X						X
Sub 2. Match health education services to proposed program activities.									X
Sub 3. Identify gaps & overlaps in the provision of collaborative health services.			X						X
Competency B: Facilitate cooperation between & among levels of program personnel.									X
Sub 1. Promote cooperation & feedback among personnel related to the program.									X
Sub 2. Apply various methods of conflict reduction as needed.									X
Sub 3. Analyze the role of health educator as liaison between program staff and outside groups & organizations.			X						X
Competency C: Formulate practical modes of collaboration among health agencies & organizations.			X						X
Sub 1. Stimulate development of cooperation among personnel responsible for community health education programs.									X
Sub 2. Suggest approaches for integrating health education within existing health programs.			X						X

	HLTH 160	HLTH 205	HLTH 230	HLTH 300	HLTH 302	HLTH 304	HLTH 360	HLTH 430	HLTH 470
Sub 3. Develop plans for promoting collaborative efforts among health agencies & organizations with mutual interests.									X
Competency D: Organize in-service training for teachers, volunteers, and other interested personnel.									X
Sub 1. Plan an operational, competency-oriented training program.									
Sub 2. Utilize instructional resources that meet a variety of in-service training needs.									X
Sub 3. Demonstrate a wide range of strategies for conducting in-service training programs.									

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	HLTH 160	HLTH 205	HLTH 230	HLTH 300	HLTH 302	HLTH 304	HLTH 360	HLTH 430	HLT 475
Matrix VI: Acting as a Resource Person in Health Education	X	X	X	X		X	X	X	X
Competency A: Utilize computerized health information retrieval systems effectively.	X	X	X	X		X	X	X	X
Sub 1. Match an information need with the appropriate retrieval system.	X	X	X	X		X	X	X	X
Sub 2. Access principal on-line & other database health information resources.	X	X	X	X		X	X	X	X
Competency B: Establish effective consultative relationships with those requesting assistance in solving health-related problems.									X
Sub 1. Analyze parameters of effective consultative relationships.									X
Sub 2. Describe special skills & abilities needed by health educators for consultation activities.				X		X			X
Sub 3. Formulate a plan for providing consultation to other health professionals.									
Sub 4. Explain the process of marketing health education consultative services.									
Competency C: Interpret & respond to requests for health information.									
Sub 1. Analyze general processes for identifying the information needed to satisfy a request.				X		X			
Sub 2. Employ wide range of approaches in referring requesters to valid sources of health information.									
Competency D: Select effective educational resource materials for dissemination.	X		X	X		X			X

I

	HLTH 160	HLTH 205	HLTH 230	HLTH 300	HLTH 302	HLTH 304	HLTH 360	HLTH 430	HLT 475
Sub 1. Assemble educational material of value to the health of individuals &	X	X	X	X	X	X	X	X	X

community groups.									
Sub 2. Evaluate the worth & applicability of resource materials for given audiences.	X	X	X	X	X	X	X	X	X
Sub 3. Apply various processes in the acquisition of resource materials.			X	X		X	X	X	X
Sub 4. Compare different methods for distributing educational materials									

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	HLTH 160	HLTH 205	HLTH 230	HLTH 300	HLTH 302	HLTH 304	HLTH 360	HLTH 430	HLT 475
Matrix VII: Communicating Health & Health Education Needs, Concerns, & Resources	X		X	X		X	X	X	X
Competency A: Interpret concepts, purposes & theories of health education			X	X		X			
Sub 1. Evaluate the state of the art of health education.	X								
Sub 2. Analyze the foundations of the discipline of health education.	X								
Sub 3. Describe major responsibilities of the health educator in the practice of health education.	X								
Competency B: Predict the impact of societal value systems on health education programs.	X		X				X	X	X
Sub 1. Investigate social forces causing opposing viewpoints regarding health education needs and concerns.	X	X	X	X		X			
Sub 2. Employ a wide range of strategies for dealing with controversial health issues.									
Competency C: Select variety of communication methods and techniques in providing health information.	X		X	X		X	X	X	X
Sub 1. Utilize a wide range of techniques for communicating health and health education information.	X		X	X		X	X	X	X
Sub 2. Demonstrate proficiency in communicating health information and health education needs.	X		X	X		X	X	X	X

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	HLTH	HLTH	HLTH	HLTH	HLTH	HLTH	HLTH	HLTH	HLT
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	160	205	230	300	302	304	360	430	475
Sub 1. Identify the significance & implications of health care providers' messages to consumers.	X		X					X	
Sub 2. Act as liaison between consumer groups & individuals, & health care provider organizations.									

