

HECAT

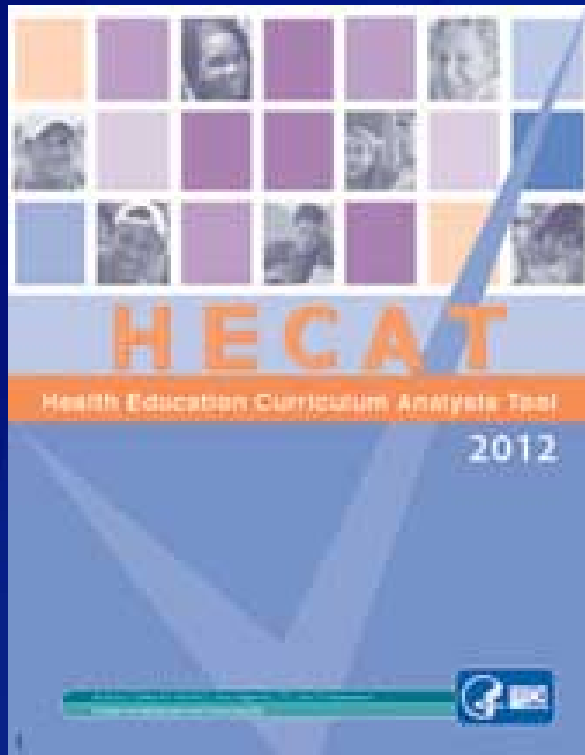
Health Education Curriculum Analysis Tool*

Lessons for Health Education Teacher Preparation Programs

* Centers for Disease Control and Prevention. *Health Education Curriculum Analysis Tool*. Atlanta, GA: U.S. Department of Health and Human Services; 2012.

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention
Division of Adolescent and School Health





Introduction to CDC's

HECAT

Health Education Curriculum Analysis Tool*

Lesson 1:

Development, Application, and Organization of the HECAT

* Centers for Disease Control and Prevention. *Health Education Curriculum Analysis Tool*. Atlanta, GA: U.S. Department of Health and Human Services; 2012.

Lesson 1: Objectives

After completing this lesson, students will be able to:

- 1. Summarize the elements of a health education curriculum.**
- 2. Summarize the purpose of the HECAT.**
- 3. Explain a variety of ways the HECAT can be used.**

What is a Health Education Curriculum?

- **The primary organizing framework for the delivery of health education.**
- **The focus on what is important to address in health education.**
- **The guide for measuring success of student learning and teacher instruction.**

What is a Health Education Curriculum?

Planned teaching strategies and learning experiences to provide students with opportunities to acquire the attitudes, knowledge, and skills necessary for

- making health-promoting decisions.**
- achieving health literacy.**
- adopting health-enhancing behaviors.**
- promoting the health of others.**

Elements of a Health Education Curriculum

- **A set of expected learning outcomes or learning objectives**
- **A planned progression of developmentally appropriate lessons or learning experiences**
- **Continuity between lessons or learning experiences**
- **Accompanying content or materials**
- **Assessment strategies**

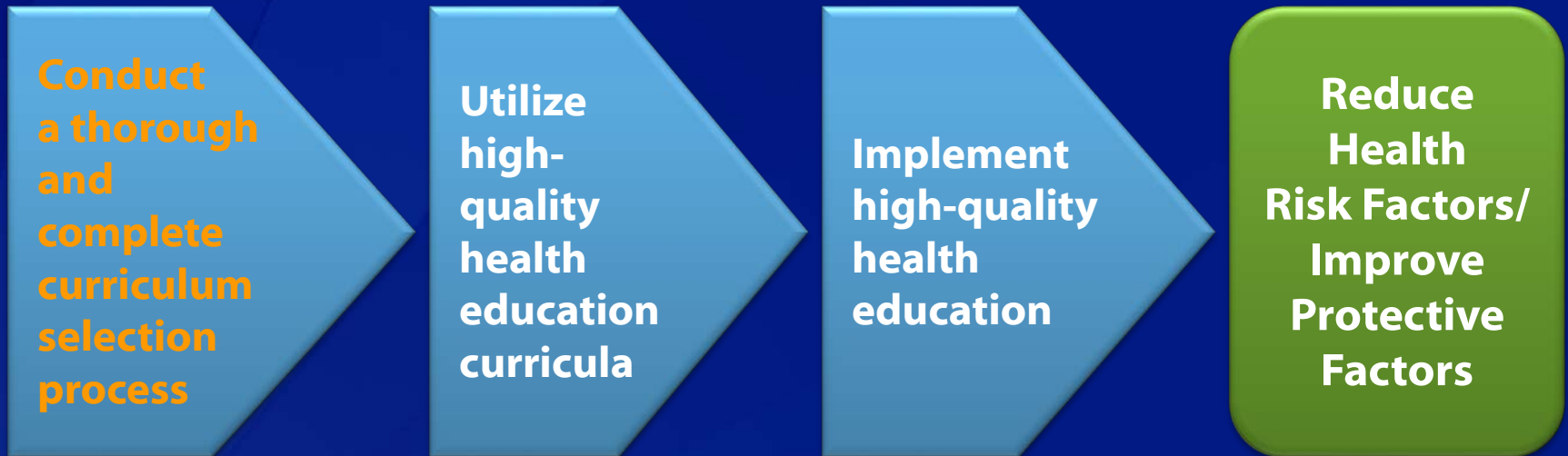
Importance of a Health Education Curriculum

**Utilize
High
Quality
Health
Education
Curricula**

**Implement
High
Quality
Health
Education**

**Reduce
Health
Risk Factors/
Improve
Protective
Factors**

Importance of Health Education Curriculum



Curriculum Selection Matters!!

Health Education Curriculum Analysis Tool (HECAT)

Contains guidance, tools, and resources for a school district to carry out a

- **clear**
- **complete**
- **consistent analysis of health education curricula**



The HECAT

Gives analysis results that a school district can use to

- **improve an existing curriculum**
- **select a commercially- packaged curriculum**
- **develop or revise a locally-developed curriculum**

The HECAT can be used by

- **State agency staff**
- **Curriculum committees or educators at school districts, schools or community-based organizations**
- **Other curriculum developers**
- **Institutions of higher education and other pre-service teacher training programs**

HECAT Development

- **Reflects current research and up-to-date health education professional practice.**
- **Guided by advisory panel of experts in:**
 - **school health education**
 - **public and school health education practice**
 - **health education standards and assessment**
 - **school curriculum design and classroom instruction**
 - **health risk behavioral research and practice**

HECAT **Development Sequence**

CDC developed a framework for analysis based on

- **preliminary characteristics of effective health education programs (2002)**

CDC assembled expert advisory group (2003) that emphasized

- **focusing on essential health topics**
- **identifying priority issues that should be analyzed**
- **utilizing a structure that reflected the *National Health Education Standards***

HECAT Development Sequence

- **CDC synthesized research related to effective programs (2004)**
- **CDC determined method and process**
 - **Integrated research and *National Health Education Standards* into an usable analysis tool**
- **CDC completed multiple drafts (4 years)**
 - **Reviewed by external experts (over 300 individuals)**
- **CDC piloted HECAT multiple times**
 - **Internal review of curricula, Field tests, IHE review**
- **Published in 2007**
- **Revised 2012**

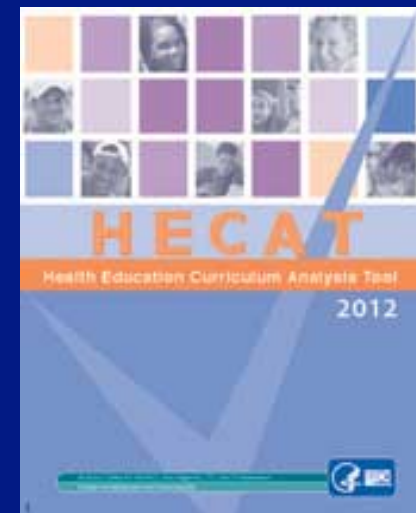
HECAT Guiding Principles

- **Uses science to improve practice**
- **Addresses priority health risk behaviors and health concerns for youth**
- **Encourages parent and community involvement in curriculum selection**
- **Respects local authority for curriculum decisions**



HECAT Guiding Principles

- **Allows for revision to accommodate local needs and requirements**
- **Provides for consistency of analysis**
- **Aligns with current health education standards**
- **Is usable and practical**
- **Is useful**



How is the HECAT organized?

Table of Contents

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- **Chapter 5: Curriculum Fundamentals**
- **Chapter 6: Curriculum Analysis Modules**

How is the HECAT organized?

Curriculum Analysis Modules

- 1. AOD:** Alcohol and other Drug-Free Lifestyle
- 2. HE:** Health Eating
- 3. MEH:** Mental and Emotional Health
- 4. PA:** Physical Activity
- 5. PHW:** Personal Health and Wellness
- 6. S:** Safety
- 7. SH:** Sexual Health
- 8. T:** Tobacco-Free Lifestyle
- 9. V:** Violence Prevention
- 10. CHE:** Comprehensive Health Education

Overview Chapter

- **Introduces the HECAT**
- **Provides rationale and basis for development and design**
- **Provides information about health education curricula**

Chapter 1: General Instructions

- **Provides steps for:**
 - **starting a review process**
 - **reviewing and analyzing curricula**
 - **using HECAT results to inform decisions**

Getting Started Using the HECAT

Before Starting ...

1. Identify a HECAT coordinator
2. Form a HECAT committee and identify the roles and responsibilities of each member
3. Obtain curriculum for review and assessment
4. Determine the HECAT items that are essential for analyzing the health education curriculum

Getting Started Using the HECAT

- 5. Finalize curriculum analysis tool for use by the reviewers**
- 6. Provide orientation and direction for team members**
- 7. Determine curriculum review assignments for team members**
- 8. Develop a timeline for the review process**

Chapter 2: General Curriculum Information

- Captures general descriptive information that is needed to understand and review any health education curriculum.
- **Activity:**
 - ✓ After reviewing Chapter 2, answer the questions on HECAT pages 2-1; 2-2; 2-3; and 2-4.
 - ✓ Be prepared to discuss your results.

Chapter 2: Discussion Questions

- **How is this information useful in selecting a curriculum?**
- **What have you already found to be informative about your curriculum that gives you a sense of its quality?**
- **What questions were you not able to answer about the curriculum?**
- **Where else might you find the answers to these questions?**

Chapter 3: Overall Summary Forms

Contains three forms:

- **Individual Curriculum Summary Scores – consolidates scores for a single curriculum (HECAT page 3-2)**
- **Multiple Curriculum Comparison Scores – compares scores across multiple curricula or grade groups (HECAT page 3-3)**
- **Notes – captures critical comments from the review process (HECAT page 3-4)**

Chapter 4: Preliminary Curriculum Considerations

Contains tools to help analyze and score important characteristics of any health education curriculum including:

- **Accuracy (HECAT pages 4-2 – 4-4)**
- **Acceptability (HECAT pages 4-5 – 4-8)**
- **Feasibility (HECAT page 4-9)**
- **Affordability (HECAT pages 4-10 – 4-14)**

Chapter 5: Curriculum Fundamentals

Contains tools to help analyze and score curriculum fundamentals including:

- **Objectives (HECAT page 5-2)**
- **Teacher materials (HECAT page 5-3)**
- **Curriculum design (HECAT page 5-4)**
- **Instructional strategies and materials (HECAT page 5-5)**
- **Promotion of norms that value positive health behaviors (HECAT page 5-6)**

Chapter 6: Overview of Modules

- **Contains modules to address separate health topic curricula**
- **Uses the *National Health Education Standards* as framework**
- **This framework helps determine the extent to which a curriculum is likely to enable students' mastery of knowledge and skills that promote healthy behavior**

Exit Ticket

- 1. Summarize the elements of a health education curriculum**
- 2. Summarize the purpose of the HECAT**
- 3. Explain a variety of ways the HECAT can be used**

Any questions?

For more information please contact Centers for Disease Control and Prevention

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The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

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