HECAT
Health Education Curriculum Analysis Tool*

Lessons for Health Education Teacher Preparation Programs

Introduction to CDC’s

HECAT
Health Education Curriculum Analysis Tool *

Lesson 3:
Diving into the HECAT

Lesson 3: Objectives

After completing this lesson, students will be able to:

1. Summarize the content and the purpose of the sections in the HECAT, including
   - Chapter 3: Overall Summary Forms
   - Chapter 4: Accuracy Analysis
   - Chapter 4: Acceptability Analysis
   - Chapter 4: Feasibility Analysis
   - Chapter 4: Affordability Analysis
   - Chapter 5: Curriculum Fundamentals

2. Complete a HECAT Chapter 4 and 5 assessment on a single subject, single grade level health education curriculum.
Chapter 3: Overall Summary Forms

Individual Curriculum Summary Score  
(pg. 3-2)

Multiple Curriculum Comparison Scores  
(pg. 3-3)
In Depth View: HECAT Chapters 4 & 5

• Chapter 4: Preliminary Curriculum Considerations
  ▪ Contains tools to help analyze and score important characteristics of any health education curriculum

• Chapter 5: Curriculum Fundamentals
  ▪ Contains tools to help analyze and score characteristics relevant to the review of any education curriculum
Activity 1: Explaining the HECAT - Instructions

- Form groups with five members in each group.
- Each member in your group will be assigned one of the following sections from the HECAT:
  - Chapter 4: Accuracy Analysis (HECAT pgs. 4-2 – 4-4)
  - Chapter 4: Acceptability Analysis (HECAT pgs. 4-5 – 4-8)
  - Chapter 4: Feasibility Analysis (HECAT pg. 4-9)
  - Chapter 4: Affordability Analysis (HECAT pgs. 4-10 – 4-14)
  - Chapter 5: Curriculum Fundamentals (HECAT pgs. 5-1 – 5-9)
- Thoroughly review your section content.
- Answer the questions on the Explaining the HECAT Guiding Questions handout for your section (5-10 minutes).
- Share your answers with your group.
Activity 1: Explaining the HECAT - Guiding Questions

• What is the purpose of this section? What does it provide?
• Who should complete this section?
• What are some examples of issues or concerns that might be considered in this section?
• What forms are included in this section?
• How might this section help you to understand and review curricula?
Activity 1: Explaining the HECAT - Reporting

In small groups...

• Each member will have 3-5 minutes to share their summary about the section he or she reviewed.
• Other members will take notes on all sections, recording important points to remember on the Understanding the HECAT Note Sheet handout.
Activity 2: Complete Chapter 4
Preliminary Curriculum Consideration Forms

Accuracy Analysis (pgs. 4-2 – 4-4)

Acceptability Analysis (pgs. 4-5 – 4-8)

Feasibility Analysis (pg. 4-9)

Affordability Analysis (pgs. 4-10 – 4-14)
Activity 2: Complete Chapter 5 Curriculum Fundamentals Forms

Curriculum Fundamentals (pgs. 5-1 – 5-8)
Activity 2: Complete Chapter 3
Overall Summary Form

Chapter 3: Overall Summary Forms

HECAT: Chapter 3
Overall Summary Form
Individual Curriculum Summary Scores

Reviewer's Name: __________________________ Date: __________________________

Directions: Use this form to summarize the scores from chapters 4, 5, and 6. As each scoring section in Chapters 4 and 5, and relevant health topic modules in Chapter 6 are completed, transfer the scores to the score column below. Use a separate form for each grade group or health topic module. Use the form marked Multiple Curricula Comparison Score (pg. 3-5) to consolidate scores for more than one curriculum, grade group, or health topic module.

<table>
<thead>
<tr>
<th>Grade groups</th>
<th>CURRICULUM TITLE</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Chapter 4 Preliminary Curriculum Considerations</th>
<th>Score</th>
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<tbody>
<tr>
<td>Criterions for Design (pg. 3-2)</td>
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<tr>
<td>Learning Objectives (pg. 3-3)</td>
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<tr>
<td>Teacher Expectations and Requirements (pg. 3-2)</td>
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<tr>
<td>Instructional Strategies and Materials (pg. 3-3)</td>
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<td>Teaching Health Skills (pg. 3-4)</td>
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<tr>
<td>Student Assessment (pg. 3-7)</td>
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<tr>
<td>Preventing Healthy Behavior (pg. 3-9)</td>
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<tr>
<td>Contingency and Uniformity of OHE Curriculum (pg. 3-9)</td>
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<table>
<thead>
<tr>
<th>Chapter 5 Specific Health Topic Modules</th>
<th>Score</th>
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<tbody>
<tr>
<td>Standard 1: Health Information and Skills (Knowledge Expectations)</td>
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<tr>
<td>Standard 2: Understanding the Student (Skill Expectations)</td>
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<tr>
<td>Standard 3: Analyzing the Student (Skill Expectations)</td>
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<tr>
<td>Standard 4: Assessing the Student (Skill Expectations)</td>
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<td>Standard 5: Designing Structured (Skill Expectations)</td>
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<th>Check Estimated Change</th>
<th>Score</th>
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<tr>
<td>Standard 6: Managing Healthy Behaviors (Knowledge Expectations)</td>
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<tr>
<td>Standard 7: Advocating for Health (Skill Expectations)</td>
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<tr>
<td>Standard 8: Advising for Health (Skill Expectations)</td>
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</tbody>
</table>

Overall Summary Form (pg. 3-2)

Make additional copies of this form to review other grade groups, curricula, or health topic modules.

2012 HECAT Chapter 3: Overall Summary Forms 3-2
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.