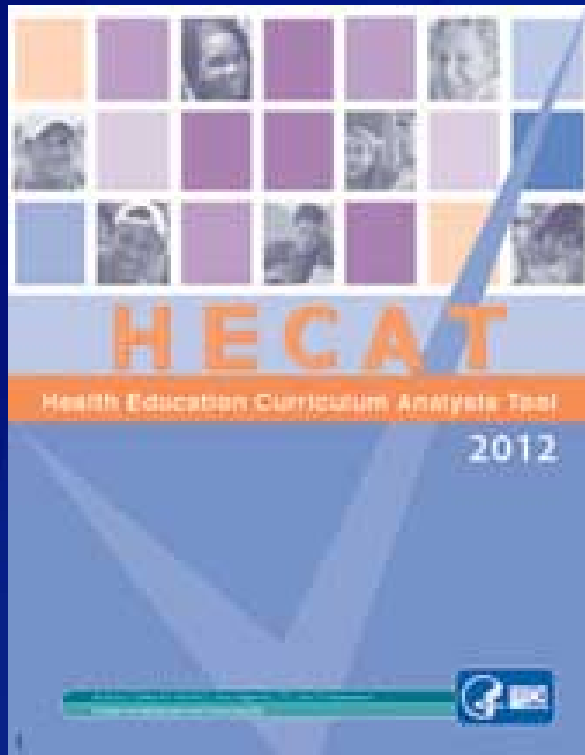


HECAT

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.



Introduction to CDC's

HECAT

Health Education Curriculum
Analysis Tool *

Lesson 4:

Using the *National Health
Education Standards* to Analyze
a Health Education Curriculum

* Centers for Disease Control and Prevention. *Health Education Curriculum Analysis Tool*. Atlanta, GA: U.S. Department of Health and Human Services; 2011.

Lesson 4: Objectives

After completing this lesson, students will be able to:

1. Summarize the relationship of the HECAT and the *National Health Education Standards*.
2. Apply the HECAT scoring rubrics to the review of a health education curriculum.
3. Complete an analysis of a single subject curriculum (e.g., tobacco prevention), using the HECAT.
4. Summarize the content and skill focus of an effective health education curriculum.

Organization of the HECAT, Chapter 6: Curriculum Analysis Modules

NATIONAL STANDARDS

1. Health information/concepts
2. Analyzing influences (skill)
3. Accessing valid information (skill)
4. Interpersonal communication (skill)
5. Decision making (skill)
6. Goal setting (skill)
7. Practicing healthy behaviors (skill)
8. Advocacy (skill)

HEALTH TOPIC AREAS

- ✓ Alcohol and Other Drug Use (AOD)
- ✓ Healthy Eating (HE)
- ✓ Mental and Emotional Health (MEH)
- ✓ Personal Health and Wellness (PHW)
- ✓ Physical Activity (PA)
- ✓ Safety (S)
- ✓ Sexual Health (SH)
- ✓ Tobacco Use (T)
- ✓ Violence Prevention (V)
- ✓ Comprehensive Health Education (CHE)

Grade Groups: pre-K-2, 3-5, 6-8, 9-12

*National Health Education Standards**

Reflect...

- **What students should know (essential knowledge)**
- **What students should be able to do (essential skills)**

* The Joint Committee on National Health Education Standards. *National Health Education Standards: Achieving Excellence (2nd Edition)*. Atlanta: American Cancer Society; 2007.

National Health Education Standards

Students will be able to:

- 1. Comprehend concepts related to health promotion and disease prevention to enhance health. (Understand Concepts - knowledge)**
- 2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. (Analyze Influences - skill)**
- 3. Access valid information and products and services to enhance health. (Access Information, Products, & Services – skill)**

National Health Education Standards

Students will be able to:

- 4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (Interpersonal Skills & Communication - skill)**
- 5. Demonstrate the ability to use decision-making skills to enhance health. (Decision-making – skill)**
- 6. Demonstrate the ability to use goal-setting skills to enhance health. (Goal-setting – skill)**

National Health Education Standards

Students will be able to:

- 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (Practice Healthy Behaviors – skill)**
- 8. Demonstrate the ability to advocate for personal, family, and community health. (Advocate – skill)**

HECAT Chapter 6: Health Topic Modules

- 1. The health topic modules help determine if a curriculum addresses concepts and skills that contribute to health promoting behavior in a given health topic or across multiple health topics.**
- 2. Before using:**
 - Become familiar with the curriculum and understand what to look for.**
 - Understand what is acceptable or appropriate.**
 - How should essential information be conveyed?**
 - What does a good skill look like?**

Health Topic Modules - Standard 1, Knowledge Expectations (KE)

- **Focus:** What a student should *know* (functional knowledge) by the end of grade 2, 5, 8, or 12
- **KE relate directly to health topic and healthy behavioral outcomes (HBO)**
- **Steps for scoring:**
 - 1. Check the knowledge expectation if addressed in the curriculum**
 - 2. Use 5 - point scale to score overall percentage coverage of knowledge expectations (all to none)**
- **Read the directions for Standard 1 (p. T-2)**

Activity 1: Analyzing Standard 1 - Directions

- **Use the knowledge expectations listed for the grade levels addressed in your curriculum.**
- **Analyze your curriculum using this list of knowledge expectations.**
- **Transfer your Standard 1 score to the Overall Summary Form after completing your Standard 1 analysis (Chapter 3 – p. 3-2).**

Health Topic Modules - Standards 2-8 Skill Expectations (SE)

- **The skill standard statement and skill expectations describe skills to be addressed in a curriculum.**
- **Focus: What a student should be able to *do* (essential skills) by the end of grades 2, 5, 8, or 12.**
- **SE link directly to a health topic and reinforce healthy behavioral outcomes (HBO).**
- **Scoring for Standards 2-8 is more complex than scoring for Standard 1 (knowledge expectations).**
- **Includes 2 scores for each standard:**
 - 1. Skill Expectation Coverage Score**
 - 2. Student Skill Practice Score**

Health Topic Modules - Standards 2-8

Skill Expectation Coverage Score

- Module's skill expectations are based on general skill expectations (Appendix 3).
- Steps for scoring:
 1. Check if the skill expectation is addressed in the curriculum.
 2. Use 5 - point scale to score overall percentage coverage of skill expectations (all to none).
- Remember:
 - Skill expectations may not be appropriate at some grade levels and for some topics (e.g., T-8).
 - It's critical to analyze the extent to which the skill is adequately addressed in order to check the skill expectation box.

Example Skill Expectations, Tobacco Module, Standard 2, Grade Group 3 - 5

- T2.5.1** Identify relevant influences of culture on tobacco-related practices and behaviors.
- T2.5.2** Identify relevant influences of peers on tobacco-related practices and behaviors.
- T2.5.3** Identify relevant influences of community on tobacco-related practices and behaviors.
- T2.5.4** Describe how relevant influences of family and culture affect tobacco-related practices and behaviors.
- T2.5.5** Describe how relevant influences of school and community affect tobacco-related practices and behaviors.
- T2.5.6** Describe how relevant influences of media (e.g., tobacco advertising) and technology affect tobacco-use practices and behaviors.
- T2.5.7** Describe how relevant influences of peers affect tobacco-related practices and behaviors.

Health Topic Modules - Standards 2-8, Student Skill Practice Score

- **Emphasizes the importance of skill practice.**
- **Uses a separate scoring rubric and same 4 questions in**
 - **all health topic modules**
 - **all skills standards [2-8]**
 - **all grade groups**
- **Steps for scoring:**
 - **check the box if the curriculum meets criteria**
 - **total number of checks = score**
 - **base the practice score on collective set of skill expectations**

Activity 2: Analyzing Standard 2-8 Directions

- **Read the directions for Standards 2-8 (p. T-7)**
- **Review the list of skill expectations for each grade level addressed in the curriculum**
- **Complete both analyses for Standards 2-8**
- **Transfer the scores to the Overall Summary Score form (Chapter 3, p. 3-2)**

Any questions?

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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.

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention

Division of Adolescent and School Health

