

Characteristics Summary Table*

Name of Curriculum: HEALTHSMART HIGH SCHOOL: HIV, STD & PREGNANCY PREVENTION

HealthSmart is a complete health education program that gives youth the knowledge and skills to make healthy choices and establish healthy behaviors for life-long optimal health. In addition to units on Sexual Health, the program offers units on Emotional & Mental Health; Nutrition & Physical Activity; Tobacco, Alcohol & Other Drug Prevention; and Violence & Injury Prevention. For more detailed information, visit ETR's [HealthSmart](#) website.

Category 1	
Characteristic	HIV, STD & Pregnancy Prevention
1. Involved multiple people with different backgrounds in theory, research and sex and STD/HIV education to develop the curriculum.	<p>HealthSmart was developed by experts in the field of health education:</p> <ul style="list-style-type: none"> • Dr. Susan K. Telljohann has over 30 years' experience including health instruction from the junior high to the university level. She was one of the lead authors of the CDC's HECAT and served on the National Health Education Standards revision committee. • Dr. William M Kane was a professor of health education at the University of Mexico and served as Executive Director of both the American College of Preventive Medicine and the Association for the Advancement of Health Education. • Hilda Quiroz Graham served as a mentor teacher at both the middle and high school levels, and is the former program developer for the National School Safety Center, addressing the topics of school bullying and safety. <p><i>HealthSmart</i> was reviewed in development by health teachers and sexuality educators, as well as ETR sexual and reproductive health researchers and editorial staff.</p>
2. Assessed relevant needs and assets of target group.	<p><i>HealthSmart</i> is grounded in the National Health Education Standards, which define knowledge and skills for health literacy across Grades K–12, and addresses the knowledge and skills expectations of the CDC's Health Education Curriculum Analysis Tool, which outline key concepts and skills needed to achieve healthy behavior outcomes at each grade level span.</p>

* Kirby, D., Roller, L. & Wilson, M. M. (2007). *Tool to Assess the Characteristics of Effective Sex and STD/HIV Education Programs*. ETR and Healthy Teen Network

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<p>3. Used a logic model approach to develop the curriculum that specified the health goals, the behaviors affecting those health goals, the risk and protective factors affecting those behaviors, and the activities addressing those risk and protective factors.</p>	<p><i>HealthSmart</i> is grounded in sound educational and behavioral theory. The Theory of Planned Behavior provides the framework for lessons and activities. Concepts from Social Learning Theory are strategically woven throughout the program. The Transtheoretical or Stages of Change Model serves as the foundation for activities designed to support student change of unhealthy behaviors.</p> <p><i>HealthSmart</i> lessons are designed to build a personal value for health, shape healthy peer norms, build power to use knowledge and skills and increase students' perception of control as students acquire knowledge, develop skills and establish support systems.</p> <p>See the program Logic Model.</p>
<p>4. Designed activities consistent with community values and available resources (e.g., staff time, staff skills, facility space and supplies).</p>	<p><i>HealthSmart</i> is a modular and flexible program. It was designed to be easy to teach for both experienced and new health teachers. The online Lesson Planning Tool allows educators to customize a lesson plan that will fit their particular needs, standards and available time.</p>
<p>5. Pilot-tested the program.</p>	<p>The program was pilot tested in health education classrooms in different geographical locations while in development.</p>

Characteristics Summary Table

Category 2

Characteristic	HIV, STD & Pregnancy Prevention
<p>6. Focused on clear health goals — the prevention of STD/HIV and/or pregnancy.</p>	<p>The ultimate goal of the <i>HealthSmart</i> program is to develop health literate students who have the knowledge and skills to achieve healthy behavior outcomes. The activities in the HIV, STD & Pregnancy Prevention unit are intended to achieve the HECAT healthy behavior outcomes for Sexual Health, including establishing healthy relationships; being sexually abstinent and/or engaging in behaviors that prevent or reduce HIV, other STDs and unintended pregnancy; avoiding pressuring others to engage in sexual behaviors; supporting others to avoid or reduce sexual risk behaviors; treating others with courtesy and respect without regard to their sexuality; and using appropriate health services to promote sexual health.</p> <p>See the program Logic Model.</p>
<p>7. Focused narrowly on specific behaviors leading to these health goals (e.g., abstaining from sex or using condoms or other contraceptives), gave clear messages about these behaviors, and addressed situations that might lead to them and how to avoid them.</p>	<p>The lessons focus on these key behaviors:</p> <ul style="list-style-type: none"> • Building healthy dating relationships. • Engaging in behaviors that prevent or reduce HIV, other STDs and unplanned pregnancy, including abstinence and the use of condoms. • Supporting others to avoid or reduce sexual risk behaviors. <p>See the program Logic Model.</p>
<p>8. Addressed multiple sexual psychosocial risk and protective factors affecting sexual behaviors (e.g., knowledge, perceived risks, values, attitudes, perceived norms and self- efficacy).</p>	<p>HealthSmart lessons are designed to build a personal value for health, shape healthy peer norms, build power to use knowledge and skills and increase students’ perception of control as they acquire knowledge, develop skills and establish support systems.</p>
<p>9. Created a safe social environment for youth to participate.</p>	<p>The initial lessons establish group agreements or groundrules for classroom discussion of sexual health topics. Throughout the lessons, students are encouraged to share their thoughts in writing assignments, large-group discussions and small-group activities. The importance of respecting others’ views and contributions is also stressed.</p>

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10. Included multiple activities to change each of the targeted risk and protective factors.	The lessons follow a logical progression of introducing concepts that form a foundation for healthy choices, and then moving into skills practice that allows students to apply what they are learning to their lives in ways that will protect their sexual health and help them avoid HIV, other STDs and unplanned pregnancy.
11. Employed instructionally sound teaching methods that actively involved the participants, that helped participants personalize the information, and that were designed to change each group of risk and protective factors.	One of the key characteristics of effective health education curricula identified by the CDC is that these programs “use strategies designed to personalize information and engage students.” HealthSmart includes many student-centered activities and questions that allow students to apply the content and skills to their lives. Activities are developmentally appropriate, challenge students in a variety of ways, and accommodate a range of learning styles.
12. Employed activities, instructional methods and behavioral messages that were appropriate to the youths’ culture, developmental age and sexual experience.	<p>Because <i>HealthSmart</i> lessons allow students to bring their own ideas, needs, experiences and knowledge to the classroom, the curriculum is applicable to a wide range of student cultures and circumstances. The middle school lessons are designed to be developmentally appropriate and to work for both sexually inexperienced and sexually active youth.</p> <p>Lessons make use of a variety of teaching strategies and accommodate a wide range of learning styles.</p>
13. Covered topics in a logical sequence.	The lessons follow a logical progression of introducing concepts that form a foundation for healthy choices, and then moving into skills practice that allows students to apply what they are learning to their lives in ways that will protect their sexual health and help them avoid HIV, other STDs and unplanned pregnancy.

Characteristics Summary Table

Category 3

Characteristic	HIV, STD & Pregnancy Prevention
<p>14. Secured at least minimal support from appropriate authorities such as ministries of health, school districts or community organizations.</p>	<p>This characteristic would be addressed during program implementation by the project team.</p> <p>ETR’s Program Success Center website offers a framework for successful implementation of our programs, including free tools that can help with for assessing, selecting, developing, implementing and sustaining programs.</p>
<p>15. Selected educators with desired characteristics (whenever possible), trained them and provided monitoring, supervision and support.</p>	<p>This characteristic would be addressed during program implementation by the project team.</p> <p>ETR offers training on all of our sexual health programs through our Professional Learning Services. For more information visit our Training and TA pages.</p>
<p>16. If needed, implemented activities to recruit and retain youth and overcome barriers to their involvement (e.g., publicized the program, offered food or obtained consent).</p>	<p>This characteristic would be addressed during program implementation by the project team.</p> <p>ETR’s Program Success Center website offers a framework for successful implementation of our programs, including free tools that can help with for assessing, selecting, developing, implementing and sustaining programs.</p>
<p>17. Implemented virtually all activities with reasonable fidelity.</p>	<p><i>HealthSmart</i> is designed to be flexible and adaptable. The online Lesson Planning Tool allows educators to customize a lesson plan that will fit their particular needs, standards and available time.</p>