

****Disclaimer****

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

CHS 340: Health Theory

Prohibition of Public Distribution of Course Materials

This syllabus and all other course materials (PowerPoint slides, handouts, assignments, quizzes, exams, digital recordings, etc.) are intellectual property of Arizona State University and are not to be publicly distributed or otherwise commercialized since these materials are copyright protected. Publishing, uploading, linking, redistributing, and/or downloading course material may subject students to penalties for academic misconduct. Such materials are for sole use in that designated semester. It cannot be used in any other form unless via a written statement of approval from the instructor of record. Commercial note taking services are prohibited without written permission from the instructor of record in accordance with ACD 304-06 available at <http://www.asu.edu/aad/manuals/acd/acd304-06.html>. This includes PowerPoint slides and PowerPoint slides with audio.

Course and Faculty Information

Course Description: Health theories help to frame health and health outcomes in our society. You will learn about the application of health theories at different levels of influence: individual, social network, community, health system, and policies. You will develop a deeper consciousness of the intersections between people and their environment, as well as understand how influence on our health is constructed all around us.

Credits: 3

Prerequisites: minimum of 30 hours

Course Format: Hybrid (meet once per week in person, all other times online)

Course Meeting Time and Location: Health South 442 or Zoom, Thursdays 12:00-1:15pm

Instructor: Zach Cordell

Contact Info: zach.cordell@asu.edu (voicemail is not recommended)

Office Hours: By appointment

Course Learning Outcomes

After this course, students will be able to:

1. Identify and define the major theoretical models associated with health and behavior;
2. Evaluate the use of theory to explain the behavior change of individuals, social networks, communities, health systems, and policies with the goal to improve health status and health outcomes;
3. Synthesize the levels of theory as they apply to a health problem;
4. Apply the theoretical models to the health problem to sketch a solution;
5. Analyze and evaluate the effects of public policy and environmental changes on behavioral choices that affect health outcomes;
6. Implement a set of theories within a health promotion program in order to effectively change behaviors at multiple levels, related to a specific health condition; and
7. Identify gaps and areas in need of further theoretical consideration and innovation.

Alignment with other outcomes (e.g., accrediting bodies, certifications, etc.):

This course aligns with the following competencies and requirements for various health-oriented professions studied in the College of Health Solutions.

Responsibilities and Competencies for Health Education Specialists (CHES)

Source: The National Commission for Health Education Credentialing (NCHEC)

- **Area I: Assess Needs, Resources, and Capacity for Health Education/Promotion**
 - 1 Plan assessment process for health education/promotion
 - 2 Access existing information and data related to health
 - 4 Analyze relationships among behavioral, environmental, and other factors that influence health
 - 5 Examine factors that influence the process by which people learn
 - 6 Examine factors that enhance or impede the process of health education/promotion
- **Area II: Plan Health Education/Promotion**
 - 3 Select or design strategies/interventions
 - 5 Address factors that influence implementation of health education/promotion

Competencies and Scope of Practice for Health and Wellness Coaches (HWC)

Source: International Consortium for Health and Wellness Coaching (ICHWC)

- **Theoretical Scope and Practice**
 - Self-efficacy
 - Social cognitive theory (social learning theory)
 - Transtheoretical Model of Change
 - Discrepancy table
 - Decisional balance
 - SMART Goals
 - Extrinsic and intrinsic motivation
 - Self-determination theory
 - Self-regulation, autonomy

Competencies for Population Health Professionals

Source: Public Health Foundation (PHF)

- **Community Engagement**
 - Identifies relationships that are affecting the health in a community (relationships among hospitals, health departments, community health centers, primary care providers, schools, community-based organizations, and other organizations)
- **Community Health Improvement Planning and Action**
 - Assesses the quality of available evidence (e.g., literature, best practices, model/promising/emerging practices, local expertise and experiences)
- **Systems Thinking**
 - Describes healthcare and public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels
- **Organizational Planning and Management**

- Describes laws, regulations, guidelines, and policies related to the organization's community health improvement activities (e.g., community benefit, community health needs assessment, community health improvement plan)

Competencies for Fitness Training Certification Related to Behavioral Health

Source: American College of Sports Medicine (ACSM)

- **Evaluate behavioral readiness and develop strategies to optimize Application exercise adherence:**
 - Health behavior modification theories and strategies.
 - Behavioral strategies to enhance exercise and health behavior change (e.g., reinforcement, SMART goal setting, social support).
 - Health behavior change models (e.g., socioeconomic model, readiness to change model, social cognitive theory, theory of planned behavior) and effective strategies that support and facilitate behavioral change.
 - Setting effective client-oriented SMART behavioral goals.
 - Choosing and applying appropriate health behavior modification strategies based on the client's skills, knowledge and level of motivation
- **Optimize participant adherence by using effective communication, motivational Synthesis techniques, and behavioral strategies:**
 - Applying health behavior change models (e.g., socio-ecological model, readiness to change model, social cognitive theory, the theory of planned behavior) and strategies that support and facilitate adherence
 - Health coaching principles and lifestyle management techniques related to behavior change

Course Time Commitment

Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses (135 hours of coursework for a three-credit college-level course). Coursework includes all learning activities including reading, watching videos, studying, and completing assignments.

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

Course Length	Time on Coursework per Week for a 3-Credit Course	Total Time Requirement for a 3-Credit Course
6 weeks	22.5 hours	135 hours
7.5 weeks	18 hours	135 hours
8 weeks	17 hours	135 hours
15 weeks	9 hours	135 hours

Course Materials

All course readings are provided in PDF format in Canvas. Students do not need to purchase reading materials for this course. Textbooks, articles, videos, and supplemental resources are free of charge and will be provided to students enrolled in the class.

Textbook:

US Department of Health and Human Services. (2005). *Theory at a glance: A guide for health promotion practice*.

Course Access

Your ASU courses can be accessed by both myasu.edu ([Links to an external site.](#)) and myasucourses.asu.edu ([Links to an external site.](#)); bookmark both in the event that one site is down.

Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers: [Google Chrome \(Links to an external site.\)](#), [Mozilla Firefox \(Links to an external site.\)](#)
- [Adobe Acrobat Reader \(Links to an external site.\)](#) (free)
- [Adobe Flash Player \(Links to an external site.\)](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office [Microsoft 365 \(Links to an external site.\)](#) is free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course e-mail messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study or assignment schedule to stay on track
- access [ASU Online Student Resources \(Links to an external site.\)](#)

Course Activities, Assignments & Grading

All assignments are due by 11:59 PM on the due date

Pre Tests: Tests will consist of multiple-choice/true/false/matching and will be used to assess baseline knowledge for each module; points are not deducted for incorrect responses. (5 points for each complete pre-test)

Post Tests: Tests will consist of multiple-choice/true/false/matching with constructive feedback provided for each exam. Notes not allowed during the Post Test. (20 points each)

Discussions: Students will be assigned to a group and generate discussion. Prompts and topics provided by the instructor. (20 points each)

Assignments to Build Competence: Students will apply behavior change models to health topics they choose. Students will practice the application of several theories, to different health challenges throughout the class. Assignment formats may include but are not limited to case studies, in the news reports, guided notetaking, scavenger hunt, intervention sketches linked to various levels of the Social-Ecological Model, or concept maps. All assignments will serve as guidance towards the course project towards the end of the semester (see below). (20 points each)

Tool box Project: Students will create a tool to add to the class toolbox. The class toolbox will contain many tools that students can choose from to create their own Tool Kit to use beyond the class. This project equips graduates of ASU with student-generated, faculty-led, adapted tools for future professional use. (100 points) This assignment is peer-evaluated.

Peer Evaluations: Students critique and provide feedback for others on their work to build lifelong skills in assessing and providing feedback to others, to enhance learning through diffusion and exchange of ideas and self-assess and improve their own work.

Two total peer evaluations in the class:

1. ABC: Simulation Skills (20 points)
2. Toolbox Project (40 points)

Graduate Student Applied Project: Graduate Level Students will construct theory-based intervention strategies and solutions to influence behavioral change at various levels of influence effectively. In small groups, students choose one of the theoretical models learned in this class and create a health promotion program designed to improve sleep health, pedestrian safety, or mental health. Explain behaviors expected to change at each level of the Social Ecological Model (SEM): individual, interpersonal, community, organizational, and policy level. Explain which metrics you will use to measure change at each ecological level. (50 points)

Module Topics

Module 0: Introduction

Module 1: Introduction to Theory and Socioecological Approach

Module 2: Health Belief Model and Goal Setting

Module 3: Self-Efficacy and Self-Esteem

Module 4: Transtheoretical Model

Module 5: Self-Regulation and Motivation

Module 6: Locus of Control & Self-Determination

Module 7: Theory of Planned Behavior, Reasoned Action, Integrated

Module 8: Social Cognitive Theory

Module 9: Social Networks Theory

Module 10: Social Capital Theory

Module 11: Organizational Change Theory

Module 12: Health Policy and Behavior

Module 13: Social Marketing and Diffusion of Innovations

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#)[Links to an external site.](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Writing Expectations

It is expected that your writing for all assignments (including discussion boards) demonstrate appropriate professional quality. Your writing should be thorough, substantive, cohesive, and have proper paragraph/sentence structure and correct grammar and spelling. Assigned point grades will be based on such.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via e-mail.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Late or Missed Assignments

Late assignments will **NOT** be graded and receive zero points. Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit it on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#)[Links to an external site.](#) or to accommodate a missed assignment [due to University-sanctioned activities](#)[Links to an external site.](#)

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Assignments will be graded if all requirements are met for the assignment AND if all instructions were followed for the assignment. Partially completed work will NOT be graded and not receive partial points. Any evidence of instructions not being followed for the assignment will result in zero points. Published assignment due dates (Arizona Mountain Standard time) are firm. Graded assignments will be available within one week of submission of the due date via the Grade Center. Final grades are based on point accumulations.

Final Grade Scheme for Course

A+100% - 97%

A<97-94%

A-<94-90%

B+<90-87%

B<87-84%

B-<84-80%

C+<80-76%

C<76-70%

D<70-60%

E<60%

Communicating With the Instructor

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Before posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

E-mail questions of a personal nature to your instructor via Canvas Inbox. You may expect a response within 72 hours.

E-mail

[E-mail is an official means of communication](#)[Links to an external site.](#) among students, faculty, and staff. ***All instructor-student correspondence will be sent to your Canvas Inbox e-mail account.*** Students are expected to read and act upon Inbox e-mail in a timely fashion. Students bear the responsibility of missed messages and should check their Inbox e-mail regularly.

PLEASE DO e-mail the instructor about the following:

- Questions of a personal nature (e.g., life events impacting performance in the course, personal questions about the content)

- Issues with submission problems (for example, Canvas kicks you out in the middle of an assignment and or quiz attempt). Be advised that you need to provide sufficient evidence if this happens to you before an assignment due date expires: send a screenshot of the problem in Canvas/time and date of the issue and explain the situation. If the technical issue happened after the assignment due date, late work is not graded in this class, and you are not permitted to re-submit due to technical issues. You may be asked to contact Canvas tech support because the instructor cannot identify what happened on your end.

Special Notes from Instructor:

- Add a subject line in your e-mail message example: **CHS 340 Health Theory**
- E-mail is not the best place to vent your anger. Take 15 minutes to think your message through and be courteous in your e-mails.
- All instructor correspondence will be sent to your Canvas Inbox e-mail account (not Gmail, not Yahoo, not Hotmail, etc.)

Netiquette

- Follow the Student Conduct and Academic Integrity policies that are outlined in the syllabus.
- Respect individuals. Call each other by name. Get to know your classmates. Treat other people like you'd want to be treated. Be pleasant and polite.
- Be wary of sarcasm. In-person, sarcastic comments can be funny and break up a tense situation. Online, it's hard to tell the difference between when someone is sarcastic and when someone is genuinely rude. Assume that what everyone else writes was meant in the best possible way, even if it sounded a little curt or terse.
- Assume what you write could be taken in the worst possible way, even if you're sure the people you're talking with know you mean no harm.
- Don't make it personal. If you disagree, focus your criticism on the view you disagree with, and not the person who holds it. If someone disagrees with you, understand that it's not a personal attack you on, but a matter of not being persuaded by your view.
- No flaming. Flaming is a form of verbal abuse when someone intentionally attacks or disrespects someone for any reason. Disagreeing and sharing a different point of view is strongly encouraged, but don't do it in a harassing manner.
- We also do not tolerate trolls in our discussion boards. Trolls are people who post negative comments designed to provoke emotional responses from readers. We are scholars here, and our posts should be meant to provoke intellectual responses. We can still have a disagreement in our discussions, but all posts need to be based on scholarly ideas and research and not simply on emotional responses. People who flame or troll in our classes are disruptive to the learning process. "An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor."
- Avoid stereotyping. Just because someone holds view X, and some people you know of who hold view X also hold view Y, doesn't mean that holding view X means holding view Y. Real people are complicated!
- Properly cite sources you use and be honest in your communication.
- Use proper grammar and spelling. Typos and basic spelling mistakes will happen, but it won't be as well-received if it's distracting from your message.
- Feel the freedom to express your opinions on any of the topics brought up in the class. Your own reactions to the material are part of the learning process.

ASU Class Expectations

Attendance Policy:

Everyone's participation and contributions are essential in the hybrid class; therefore, physically attending class is a top priority.

Some absences are excused in accordance with ASU policy. They include accommodations for religious practices, University sanctioned activities, and the death of a family member.

Read more about these policies in the **ASU Policies** section.

Expected Classroom Behavior:

(e.g., use of pagers, cell phones, recording devices, required attire, bring laptops, don't bring laptops, etc.)

In addition to the policies listed above, you are expected to conduct yourself professionally in the classroom. [Review the ASU Academic Policies \(Links to an external site.\)](#) for more information on Academic Integrity and Student Code of Conduct.

What is a hybrid class?

This class format, also known as a "flipped classroom," provides you the flexibility to do a lot of the work and assignments online while still having the opportunity to engage with your instructor and fellow classmates. Typically, classes meet in-person once or twice a week. Instructors usually use this time to dive deep and explore concepts through discussions and other group activities like debates. To get the most out of this class, you must complete all pre-class assignments, preparing for the discussions and activities.

[Click here to watch a short video that describes this class format. The video is about 3 minutes long. \(Links to an external site.\)](#)

Attending Remotely

If you are attending class remotely, please note that you will need access to the proper technology, including a computer and stable WIFI connection (*Note: Include a webcam if it is necessary for test proctoring or class interactions.*) If you need access to technology for remote access, you can check out a laptop or hotspot from the [ASU library \(Links to an external site.\)](#). *[Optional addition: If you have indicated that you would like to attend remotely and then later would like to attend in-person, please contact me.]*

In-Person Attendance

Face Coverings

Everyone is required to wear a face cover while in ASU buildings and community spaces, including classrooms. You are expected to comply with this requirement at all times. If you forget your mask, there will be a limited supply of disposable masks in the classroom. In the absence of additional face coverings, your instructor will ask you to attend class remotely via ASU Sync. Failure to comply with these safety precautions is a violation of the student code of conduct. If you refuse to wear a face covering, you will be referred to the Dean of Students and may be subject to the process outlined in SSM 201–10: Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Fever and Other Symptoms

All ASU students are asked to monitor their health by checking their temperature daily and noting any symptoms. **If you experience a fever or other health symptoms, you should not attend class in-person.** Instead, you should attend remotely if you are well enough. If you are too sick to attend remotely or complete assignments, please contact me as soon as possible.

COVID-19 Documentation and Reporting

Instructors cannot require students to provide COVID-19 test results. **If you test positive for COVID-19, inform the ASU Dean of Students at deanofstudents@asu.edu immediately.** Staff in the Dean of Students office will serve as your point of contact for the duration of the isolation period and will help coordinate campus services (e.g., housing, counseling, class absence notifications). **If you disclose a positive test for COVID-19 to your instructor, they are obligated to report your status to the Dean of Students Office.**

Accessibility Statements

View the [ASU Online Student Accessibility Links to an external site.](#) page to review accessibility statements for common tools and resources used in ASU Online courses.

If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

Acknowledgment of Content Statement

This course contains content that may impact the affective domain of students. In this course, information and instruction are not intended to be a substitute for competent professional medical or psychological diagnosis or care. Students are encouraged to utilize Student Support Services (see link in the toolbar) and other professional emotional and mental health resources as needed.

Course Evaluation

Students are expected to complete the online course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified near the end of the course when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU e-mail and the course site often.

Sample Course Summary:

Date	Details	
Sat Aug 22, 2020	Assignment M0 Quiz-Academic Integrity, Syllabus (10 points)	due by 8pm
	Assignment (M1) Discussion Initial Post Due	due by 11:59pm

Date	Details	
Wed Aug 26, 2020	Assignment Academic Integrity Agreement	due by 11:59pm
	Assignment (M1) Discussion: 3-2-1 Theory Concepts (Individual Scoring)	due by 11:59pm
	Assignment (M1) Post-Test	due by 11:59pm
Wed Sep 2, 2020	Assignment (M1) Pre-Test Points Earned	due by 11:59pm
	Assignment (M2) Post-test	due by 11:59pm
	Assignment (M2) SMART Goals	due by 11:59pm
	Assignment (M3) Post-test	due by 11:59pm
	Assignment (M2) ABC Assignment : SMART Goals (Group Scoring)	due by 11:59pm
Thu Sep 3, 2020	Assignment (M2) Pre-Test Points Earned	due by 11:59pm
	Assignment (M3) Pre-test Points Earned	due by 11:59pm
Thu Sep 3, 2020	Assignment (M3) ABC Assignment: Vignette Transitional Change (Group Scoring)	due by 11:59pm
Wed Sep 9, 2020	Assignment (M4) Post-test	due by 11:59pm
	Assignment (M5) ABC Assignment: Motivation (Individual Scoring)	due by 11:59pm
	Assignment (M5) Post-test	due by 11:59pm
	Assignment (M4) Pre-Test Points Earned	due by 11:59pm
	Assignment (M5) Pre-Test Points Earned	due by 11:59pm
Thu Sep 10, 2020	Assignment (M4) ABC Assignment: Vignette-TTM (Group Scoring)	due by 11:59pm

Date	Details	
Sat Sep 12, 2020	Assignment (M6) Reminder Only Discussion - Initial Post	due by 11:59pm
Wed Sep 16, 2020	Assignment (M6) Discussion: 3-2-1 Case Study SDT Needs (Individual Scoring)	due by 11:59pm
	Assignment (M6) Intervention Tool Box - Post Your Character Profile Choice	due by 11:59pm
	Assignment (M6) Post-test	due by 11:59pm
	Assignment (M7) ABC Assignment: Vignette Elicitation Questions (Group Scoring)	due by 11:59pm
	Assignment (M7) Post-test	due by 11:59pm
	Assignment (M6) Pre-Test Points Earned	due by 11:59pm
	Assignment (M7) Pre-Test Points Earned	due by 11:59pm
Wed Sep 23, 2020	Assignment (M8) ABC Assignment: Reference Guide	due by 11:59pm
	Assignment (M8) Post-Test	due by 11:59pm
	Assignment (M9) Post-Test	due by 11:59pm
	Assignment (M-9) Pre-Test Points Earned	due by 11:59pm
	Assignment (M8) Pre-Test Points Earned	due by 11:59pm
Wed Sep 30, 2020	Assignment (M10) Post-Test	due by 11:59pm
	Assignment (M11) Post-Test	due by 11:59pm
	Assignment (M10) Pre-Test Points Earned	due by 11:59pm
	Assignment (M10) Reference Guide Peer Review (INSTRUCTORS UPDATE THE GOOGLE FORM LINK)	due by 11:59pm

Date	Details	
Wed Oct 7, 2020	Assignment (M11) Intervention Tool Project (submit for grade here)	due by 11:59pm
	Assignment (M11) Pre-Test Points Earned	due by 11:59pm
	Assignment (M12) Post-Test	due by 11:59pm
	Assignment (M13) Participation in Intervention Tool Peer-Evaluation (40 pts)	due by 11:59pm
	Assignment (M13) Post-Test	due by 11:59pm
	Assignment (M12) Personal Reflection Assignment	due by 11:59pm
	Assignment (M12) Pre-Test Points Earned	due by 11:59pm
	Assignment (M13) Pre-Test Points Earned	due by 11:59pm