Course Syllabus

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ASU Arizona State University

HEP 102: Principles & Foundations of Health Education and Health Promotion

Course and Faculty Information

Catalog Description

Principles & Foundations of Health Education and Health Promotion (EXW 102) is a three-credit hour course designed for students that anticipate working as a health educator in clinical, governmental, worksite/corporate, research-based, or other professional settings. Students will gain an understanding of the selected historical, cultural, philosophical, professional, and ethical issues in the practice of health education.

Credits: 3

Prerequisites: None

Instructor: Dr. Shawn Marie Hrncir

Contact Info: **Shawn.Hrncir@asu.edu (mailto:Shawn.Hrncir@asu.edu)**

Office Hours: Arranged via email

Course Overview

This course provides learners from across the health sciences domains with an introduction to evidence-based thinking for health professionals, researching and writing for health science

disciplines, and critical thinking to guide health promotion practice. The goal is to set a foundation that will serve students well throughout the breadth of their academic studies.

Course Objectives

This course will:

1. Explore important concepts, terminology, and historical contexts of public health, health education, and health promotion.
2. Introduce theories and models of health behavior and promotion.
3. Illustrate the importance of working from high quality sources of health information.

Expected Learning Outcomes

At the completion of this course, students will be able to:

1. Identify quality sources of health information
2. Create an evidence-based, well-written health research paper
3. Evaluate health conditions for modifiable and non-modifiable risk factors
4. Evaluate prevention recommendations for various health conditions as primary, secondary, or tertiary
5. Create a personal philosophy of health
6. Describe the settings and organizations in which health education and promotion take place

COURSE PLAN

Module	Topic(s)	Module Learning Objectives	Connection to Expected Learning Outcomes
1	Writing for Health Professions	1. Identify rules of grammar from given examples 2. Identify credible sources of health information appropriate to support academic work and professional decision-making 3. Identify correct use of the style of the American Psychological Association for formatting references and citations 4. Identify correct use of commas 5. Identify cliches, idioms, and other examples of informal language 6. Describe your own learning style 7. Create a plan for succeeding with online	1, 2

		learning that is based on your own learning style and preferences	
2	Chapter 1 A Background for the Profession Chapter 2 The History of Health and Health Education/Promotion	1. Define the following terms: health, health education, health promotion, wellness, global health, and epidemiology 2. Define common measures of health outcomes: morbidity, mortality, and disability adjusted life years. 3. Identify the dual roots of modern health education/promotion. 4. Trace the history of public health in the United States. 5. Recognize significant events in the history of health education and health promotion. 6. Analyze how John Snow's work advanced scientific understanding of the causes of health and disease. 7. Evaluate common diseases and conditions for associated modifiable and non-modifiable risk factors. 8. Evaluate level of prevention (primary, secondary, or tertiary) for common diseases and conditions. 9. Give examples of modifiable and non-modifiable risk factors and primary, secondary, and tertiary prevention.	3, 4
3	Chapter 3 Philosophical Foundations Chapter 4 Theories and Planning Models	1. Define the following terms: philosophy, wellness, holistic, and ethics. 2. Differentiate health philosophies: cognitive, freeing/functioning, and social change 3. Define the following terms: model, theory, construct, and concept. 4. Differentiate between stage theories and continuum theories. 5. Relate constructs, theories, and models. 6. Classify models and theories: intrapersonal, interpersonal, or community-level. 7. Define an "upstream" (preventive) approach to health.	2, 4, 5

		8. Relate an upstream approach to health to your own plans for impacting health outcomes. 9. Write a short research paper using proper grammar and punctuation and referenced and cited in APA format.	
4	Chapter 5 Ethics and Health Education/Promotion Chapter 6 The Heath Education Specialist: Roles, Responsibilities, Certifications, and Advanced Study	1. Recognize the value of a professional code of ethics. 2. Identify significant events in the history of health ethics. 3. List and describe the eight major responsibilities of a health education specialist. 4. Recognize the value of advanced study in health education/promotion. 5. Evaluate a case study using the framework for ethical decision-making.	1, 2
5	Chapter 7 The Settings for Health Education/Promotion Chapter 8 Agencies, Associations, and Organizations Associated with Health Education/Promotion	1. Differentiate between different settings of Health Education/Promotion. 2. Identify the primary professional associations/organizations and coalitions associated with health education/promotion. 3. Define each of the following terms and give several examples of each: governmental health agency, quasi-governmental health agency, and nongovernmental (voluntary) health agency. 4. Explain how an organization serves and functions in its role.	6
6	Chapter 9 The Literature of Health Education/Promotion Chapter 10 Future Trends in Health Education/Promotion	1. Describe the difference between primary data sources; secondary data sources; tertiary data sources; and popular press sources. 2. Describe and discuss features associated with credibility of health information. 3. Critique a journal article using a logical sequence of questions. 4. Evaluate the validity of a health-related news story. 5. Identify two settings in which education specialists will practice in the next 5 years to a greater degree than they do today.	1, 2

		6. Identify four major societal changes that will influence the practice of health education/promotion in the next 10 years.	
7	Personal Philosophy of Health	1. Present a complete, polished research paper about your chosen health topic. 2. Create and share your personal philosophy of health.	1, 2, 5

Certified Health Education Specialist Competencies Addressed

The following competencies from the *Roles and Responsibilities for the Entry Level Prepared Health Education Specialist* are the focus of this course:

- 1.1 Plan assessment.
- 1. 2 Obtain primary data, secondary data, and other evidence-informed sources.
- 1. 3.1 Determine the health status of the priority population(s).
- 1. 4.4 Report assessment findings.
- 3.2.1 Create an environment conducive to learning.
- 3.2.2 Collect baseline data.
- 5.1.1 Examine the determinants of health and their underlying causes (e.g., poverty, trauma, and population-based discrimination) related to identified health issues.
- 5.1.2 Examine evidence-informed findings related to identified health issues and desired changes.
- 6.4.3 Develop communication aids, materials, or tools using appropriate multimedia (e.g., infographics, presentation software, brochures, and posters).
- 8.1.1 Apply professional codes of ethics and ethical principles throughout assessment, planning, implementation.
- 8.1.4 Promote health equity.
- 8.1.5 Use evidence-informed theories, models, and strategies.
- 8.3.2 Participate in continuing education opportunities to maintain or enhance continuing competence.
- 8.3.3 Develop a career advancement plan.
- 8.4.1 Explain the major responsibilities, contributions, and value of the health education specialist.
- 8.4.2 Explain the role of professional organizations and the benefits of participating in them.
- 8.4.3 Advocate for professional development for health education specialists.
  8.4.4
- Educate others about the history of the profession, its current status, and its implications for professional practice.
- 8.4.5 Explain the role and benefits of credentialing (e.g., individual and program).

Textbooks

***Principles of Health Promotion & Health* Education Eighth Edition** is the textbook used for this course. This textbook, published by Jones and Bartlett, is available as hardcopy (print version) and as an eBook.

image.png 🔄**Title:** Principles of Health Promotion & Education

Authors: Randall R. Cottrell, DEd, RMCHES; Denise Seabert, PhD, MCHES; Caile Spear, PhD, RMCHES; James F. McKenzie, PhD, MPH, RMCHES, FAAHE

ISBN: 9781284231250

You can purchase the print or ebook version of the textbook from the **textbook website (https://www.jblearning.com/catalog/productdetails/9781284231250)**
Important Textbook Notes:
1. We are using the 8th edition. There are many editions of this textbook available, but the 8th edition is based on a new Health Education Specialist Practice Analysis, so there are differences between this and previous versions.
2. There are used copies available for less than $50. You do not need any special access codes, so used copies are perfectly acceptable.
3. There are other textbooks with *very* similar names, so make sure to check the title and authors carefully to ensure you purchase the correct one.

Special materials: No special materials are required for this course.

Co-curricular activities: No co-curricular activities are required for this course.

Course Access

Your ASU courses can be accessed by both **my.asu.edu (http://my.asu.edu/)** and **myasucourses.asu.edu (http://myasucourses.asu.edu/)** ; 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 (**Chrome (https://www.google.com/chrome)** , **Mozilla Firefox (http://www.mozilla.org/en-US/firefox/new/)** , or **Safari (http://www.apple.com/safari/)**)
- **Adobe Acrobat Reader (http://get.adobe.com/reader/)** (free)
- **Adobe Flash Player (http://get.adobe.com/flashplayer/)** (free)

- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office (**Microsoft 365 is free (https://myapps.asu.edu/app/microsoft-office-2016-home-usage)** 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.

Help

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at +1-(855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access **ASU Online Student Resources (http://goto.asuonline.asu.edu/success/online-resources.html)**

Available Academic Resources

ASU has a wealth of resources to enable your success. Access the **University Academic Success Programs (https://tutoring.asu.edu/)** website for information on the writing center, tutoring, supplemental instruction, graduate academic support and more.

Grading

Your grade will be determined based on the following grading schema:

Grade	Percentage	Points Range
A+	97 – 100%	485-500
A	94 - 96%	465-484.9

A-	90 - 93%	450-464.9
B+	87 – 89%	435-449.9
B	84 – 86%	415-434.9
B-	80 – 83%	400-414.9
C+	77 – 79%	385-399.9
C	70 – 76%	350-384.9
D	60 – 69%	300-349.9
E/F	Below 60%	299 and below

In the case of grades falling between two levels (434.95 points, for example), the letter grade will be determined by rounding up, for the benefit of the student.

Submitting Assignments

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

Assignment due dates follow Arizona Standard time. Click the following link to access the **Time Converter (http://www.thetimezoneconverter.com/)** to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

COURSE SUMMARY

Course assignments will include weekly quizzes covering chapter readings, class discussions, and extended assignments.

Extended Assignments

1. **Writing Assignments**- students will be asked to write a research paper on a selected health topic in three stages. Students will receive feedback on each of these three first drafts which they may then use to improve their writing before submitting their final draft Written Assignment.

2. **News Story: Fact or Fiction?!**- students will be asked to select from among a variety of health-related stories published in the popular press to determine the extent to which the news story represents original scientific research accurately.

3. **Personal Philosophy Statement**- students will be asked to synthesize what they have learned throughout the course, as well as readings on specific types of philosophies of health to create their own philosophy of health statement.

Testing and Exams

There will be no final exam, mid-term or other cumulative exams for this course. Quizzes will be utilized to assess recall of key concepts, terminology, and the like.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within 72 hours of the due date in the Gradebook.

Course Writing Expectations

Your writing should adhere to the standards outlined in the Ten-Step Self-Check for Written Work. It should also be thorough, substantive, cohesive, have proper paragraph and sentence structure, and include correct grammar and spelling.

Written assignments must:

- be typed in a 12 point Times New Roman or Arial font
- include paragraphs at appropriate intervals OR follow the sample formatting (which may include bullet points) as required
- have sentences and an organization that makes sense
- be free of errors in spelling, spacing, and punctuation
- be free of idioms, clichés, and figures of speech
- include citations for all factual information presented, in the style of the American Psychological Association (APA)
- include a reference list, titled References, in APA style
- be submitted in Word document

You will find specific writing guidance in the Module 1. Please follow those guidelines for all written work submitted throughout the session. Please use the ASU Online Writing Studio for needed support.

Late or Missed Assignments

Late assignments will be accepted with a 10% per day late penalty. Assignments must be submitted in Canvas. The only exception to this rule is if a technical glitch in Canvas prevents uploading via the assignment link. In the event of a technical issue that prevents you from submitting in Canvas, please do the following:

1. Check that you are using a compatible browser, like Google Chrome.
2. Contact the University Technology Office (UTO). They are available 24/7/365 via chat or phone to help you sort through any technical issues you may have in your classes.
3. Email your instructor your assignment along with a screenshot of your chat with UTO If UTO was

unable to assist you with the submission issue. This will show me that you did complete it on time. Then, resubmit to Canvas once you are able (occasionally, there are temporary glitches).

Check to see that all work you submit in Canvas uploads properly. If you notice an issue with a submission, do the following:

1. Take a screenshot of what you are seeing in your submission area (use the Snipping Tool in your computer).
2. Contact tech support to see if they can help you resolve it.
3. Email your instructor to notify them of the error before the submission date to see what remedy they recommend.

All assignments are open at the start of the course, and you are encouraged to work ahead so that you are able to keep up with deadlines in spite of life's obstacles. Things do happen unexpectedly! Illnesses, injuries, children's illnesses, car accidents, surgeries... all of things things can and do happen to students in the course of a semester. Work ahead so that you are able to adapt to these situations accordingly. Exceptions will be made to the late policy for emergency surgeries and serious illnesses (like pneumonia, COVID, sepsis, miscarriage...) or hospitalizations with proper documentation. Planned surgeries should be scheduled between semesters whenever possible, and routine illnesses (like strep throat, colds, allergies, or headaches...) and other more minor inconveniences are the responsibility of the student to handle without missing deadlines. This is meant to mimic workplace norms.

Published assignment due dates (Arizona Mountain Standard time) are firm. Know that these policies are to help prepare you for professional environments in which you will be expected to handle routine interruptions (like illnesses and other life commitments) without interruption to your professional productivity. By practicing these time management skills now, you will be better-prepared for the workforce later on.

Please follow the appropriate university policies to request an **accommodation for religious practices (http://www.asu.edu/aad/manuals/acd/acd304-04.html)** or to accommodate a missed assignment **due to University-sanctioned activities (http://www.asu.edu/aad/manuals /acd/acd304-02.html)** .

Communicating With the Instructor

Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to 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.

Email questions of a personal nature to your instructor. You can expect a response within 72 hours.

Chat

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

Email

ASU email is an **official means of communication (http://www.asu.edu/aad/manuals /ssm/ssm107-03.html)** among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

Be sure to put the title or number of this course in the subject line of all emails you send to your instructor. Also, use an appropriate salutation, like Greetings Professor (last name), or Hello Professor (last name).

All instructor correspondence will be sent to your ASU email account.

CLASS EXPECTATIONS

Classroom Behavior Policy

This is an online class, so all norms and expectations for polite virtual interactions should guide your behaviors. Netiquette describes these norms and expectations well.

Netiquette for all Community Forum and Online Student Interactions:

- Please follow the Student Conduct and Academic Integrity policies that are outlined in the syllabus.
- Please be respectful. Treat other people like you would want to be treated. Be pleasant and polite.
- Please be wary of sarcasm. In person, sarcastic comments can be funny and break up a tense situation. Online, it is difficult to tell the difference between sarcasm and rudeness.
- Please assume that what others write is meant in the best possible way, even if it sounds a little curt or terse.
- Please assume that what you write might be taken in the worst possible way, even if you mean no harm.

- Please be especially polite when disagreeing. When disagreements arise, focus on the ideas under discussion rather than the person with whom you disagree. If someone disagrees with you, understand that it is not a personal attack but a difference in opinion.
- Please do not intentionally attack or provoke another person, otherwise known as flaming. Disagreeing and sharing a different point of view is strongly encouraged but should not be done in a hostile manner.
- Please do not make intentionally provocative statements, also known as trolling. As a scholar, it is important to relate to others in a serious and thoughtful manner.
- Please be aware that flaming and trolling are disruptive to the learning process. As per university policy, "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." (Student Affairs Manual 602-10).
- Do feel free to express your opinions on any of the topics brought up in the class. Your reactions to the material are part of the learning process.

Academic Integrity and Student Code of Conduct:

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the **Student Code of Conduct and Student Disciplinary Procedures (http://provost.asu.edu/academicintegrity)** *, the* **Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html)** *, the* **ASU Student Academic Integrity Policy (http://provost.asu.edu/academicintegrity)** *, and outlined by the* **Office of Student Rights & Responsibilities (https://eoss.asu.edu/dos/srr)** *. Anyone in violation of these policies is subject to sanctions.*

Academic Integrity

Academic honesty is taken very seriously. While interaction among students is encouraged, students are expected to adhere to the **ASU Student Academic Integrity Policy (http://provost.asu.edu /academicintegrity)** *. Plagiarism of any kind will not be tolerated. Students must properly cite sources used for assignments. Students must take exams independently without assistance from others. Students may not submit papers written by persons other than themselves. Students must submit original work for this course and may not submit papers previously submitted to another class. Consequences of non-compliance can be significant, including: failing the assignment or course, receiving a permanent "XE" grade for the course, removal from a major or program of study, expulsion from the university, among others.*

The **ASU Student Academic Integrity Policy (http://provost.asu.edu/academicintegrity)** *lists violations in detail. These violations fall into five broad areas that include, but are not limited to:*

1. *Cheating on an academic evaluation or assignment.*
2. *Plagiarizing.*

3. *Academic deceit, such as fabricating data or information.*
4. *Aiding academic integrity policy violations and inappropriately collaborating.*
5. *Falsifying academic records.*

Information on the Academic Integrity procedure within the College of Health Solutions can be found at **https://catalog.asu.edu/policies/ch (https://catalog.asu.edu/policies/chs)** s.

Student Code of Conduct

*Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The **Office of Student Rights and Responsibilities (http://www.asu.edu/studentaffairs/studentlife/srr/)** reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.*

Disruptive or Violent Behavior

*In the classroom and out, students are required to conduct themselves in a manner that promotes a safe environment that is conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section 104-02 of the Student Services Manual, available at **http://www.asu.edu/aad/manuals/ssm/ssm104-02.htm (http://www.asu.edu/aad/manuals/ssm/ssm104-02.htm.)** . Be advised that an instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (**http://www.asu.edu/aad/manuals /usi/usi201-10.html (http://www.asu.edu/aad/manuals/usi/usi201%E2%80%9010.html)**).*

Attendance Policy

This is an online class, so attendance is not required.

ASU Online Course Policies

View the **ASU Online Course Policies (https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html)** .

Accessibility Statements

View the **ASU Online Student Accessibility (https://asuonline-dev.asu.edu/qm-template/CanvasQM /qm-accessibility.html)** 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.

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 email and the course site often.

Disability Accommodations:

*Reasonable accommodations are determined on a case-by-case, course-by-course basis to mitigate barriers experienced due to a disability (**SSM 701-02 (https://www.asu.edu/aad/manuals /ssm/ssm701-02.html)**). Students with disabilities who require accommodations must register with the **Student Accessibility and Inclusive Learning Services (https://eoss.asu.edu/accessibility)** and submit appropriate documentation. It is recommended students complete this process at the beginning of the term and communicate as appropriate with their instructor.*

- *Email: **Accessibility@asu.edu (mailto:Student.Accessibility@asu.edu)***
- *Phone: (480) 965-1234*
- *FAX: (480) 965-0441*

Statement about Inclusive Excellence and Health Equity

The College of Health Solutions has a mission to improve the mental and physical health of our larger and immediate communities by better understanding the challenges that individuals and populations face, while striving to be part of the solution. The college is committed to the idea that every member of our society should have the opportunity for good health and wellness throughout their lifespans. In an effort to actualize this ideal, we embrace and support inclusive excellence in everything we do, including teaching, research, service and clinical practice.

*Learn more about the College of Health Solutions' commitments to inclusive excellence at **https://chs.asu.edu/about/inclusive-excellence (https://chs.asu.edu/about/inclusive-excellence)***

*Students have access to the **ASU Office of Advancing Inclusion and Culture, (https://cfo.asu.edu/DEI)** dedicated to supporting and fostering a culture of inclusiveness, promoting and assisting with equal opportunity and diversity initiatives.*

Prohibition Against Discrimination, Harassment, &

Retaliation

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at **https://sexualviolenceprevention.asu.edu/faqs (https://sexualviolenceprevention.asu.edu/faqs)** *.*

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. **ASU Counseling Services (https://eoss.asu.edu/counseling)** *is available if you wish discuss any concerns confidentially and privately. ASU online students may access 360 Life Services,* **https://goto.asuonline.asu.edu /success/online-resources.html (https://goto.asuonline.asu.edu/success/online-resources.html)** *.*

Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. For more information, see the Computer, Internet, & Electronic Communications Policy at **http://www.asu.edu/aad/manuals /acd/acd125.html (http://www.asu.edu/aad/manuals/acd/acd125.html)**

The course syllabus and all other class materials (slide presentations, handouts, assignments, digital recordings, exams, quizzes, etc.) are intellectual property of Arizona State University and are not to be publicly distributed or otherwise commercialized since these materials are copyright protected. 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. Commercial note taking services are prohibited in accordance with ACD 304-06 available **at http://www.asu.edu/aad/manuals /acd/acd304-06.html (http://www.asu.edu/aad/manuals/acd/acd304-06.html)**

Information in this syllabus, other than grade and absence policies, is subject to change with reasonable advance notice. Please consult Canvas regularly.

Course Materials and Plagiarism

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** ⇨ **(https://urldefense.proofpoint.com/v2/url?u=http-3A__www.asu.edu_aad_manuals_acd_acd304-2D06.html&d=DwMFAw&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jlnuKy6zbqQ&r=yXrku7rdSaP_M_Jnapa-KwA7KWcdvbj5l7hLb8PjTEA&m=_RizUbav7b1ShRoWf08YJFgMl-3v1R0m80vfQh2Vk4k&s=Uo3NOWQCIywR1AYkdWubJy22iQOdPrHwnz4lvT-Dlvo&e=)** . This includes PowerPoint slides and PowerPoint slides with audio.

Translation of the above: Sharing materials to or from sites like Course Hero is a violation of academic integrity and is subject to sanction both during and after enrollment in this course. Possible sanctions include: zero for the assignment, zero for the course, removal from the program or university.

Plagiarism

You must provide a citation and reference whenever you are working from another person's work. This includes both paraphrasing (which requires a citation and reference) and quoting word-for-word (which requires a citation, reference, and quotation marks around the quoted text). This applies to all course assignments (discussions, papers, etc.). Failure to provide proper credit when referencing others' work is considered plagiarism, which is a violation of academic integrity which is punishable. Common punishments for academic integrity violations include: a zero for the assignment or a zero for the course. Removal from the academic program and/or university is possible. Make sure to give others credit for their work when you are referencing it; this includes the course textbook and any learning materials provided within the course.

Course Summary:

Date	Details	Due
Wed Jan 10, 2024	🏹 **Module 0: Academic Integrity Agreement (https://canvas.asu.edu /courses/174548/assignments /4752148)**	due by 11:59pm
	🗫 **Module 1: Introductions Discussion (https://canvas.asu.edu /courses/174548/assignments**	due by 11:59pm

Date	Details	Due
	/4752171)	
	🚀 **Syllabus Quiz (https://canvas.asu.edu/courses /174548/assignments/4752149)**	due by 11:59pm
Thu Jan 11, 2024	🚀 **Module 1: Writing Skills Quiz (https://canvas.asu.edu/courses /174548/assignments/4752138)**	due by 11:59pm
	📄 **Module 1: Class Map**	to do: 11:59pm
Mon Jan 15, 2024	🚀 **Module 2: Chapters 1 and 2 Quiz (https://canvas.asu.edu/courses /174548/assignments/4752162)**	due by 11:59pm
Wed Jan 17, 2024	🗨 **Module 2 Discussion: Ghost Map (https://canvas.asu.edu/courses /174548/assignments/4752166)**	due by 11:59pm
	🗨 **Module 2: Learning Style Discussion (https://canvas.asu.edu /courses/174548/assignments /4752165)**	due by 11:59pm
Thu Jan 18, 2024	🚀 **Module 2: Modifiable and Non-Modifiable Risk Factors Quiz (https://canvas.asu.edu/courses /174548/assignments/4752156)**	due by 11:59pm
	🚀 **Module 2: Primary, Secondary, and Tertiary Prevention Quiz (https://canvas.asu.edu/courses /174548/assignments/4752161)**	due by 11:59pm
Mon Jan 22, 2024	🚀 **Module 3: Chapters 3 and 4 Quiz (https://canvas.asu.edu/courses /174548/assignments/4752159)**	due by 11:59pm

Date	Details	Due
Wed Jan 24, 2024	📑 **Module 3: Upstreamist Approach Discussion (https://canvas.asu.edu /174548/assignments/4752170)**	due by 11:59pm
	📝 **Module 3: Health Professional Interview Plan (https://canvas.asu.edu/courses /174548/assignments/4752175)**	due by 11:59pm
Thu Jan 25, 2024	📝 **Module 3: Written Assignment One (First Draft) (https://canvas.asu.edu/courses /174548/assignments/4752176)**	due by 11:59pm
Mon Jan 29, 2024	🚀 **Module 4: Chapters 5 and 6 Quiz (https://canvas.asu.edu/courses /174548/assignments/4752143)**	due by 11:59pm
Wed Jan 31, 2024	📝 **Feedback Wrapper for Written Assignment One (https://canvas.asu.edu/courses /174548/assignments/4752172)**	due by 11:59pm
	📑 **Module 4: Ethics Case Study Discussion (https://canvas.asu.edu /courses/174548/assignments /4752168)**	due by 11:59pm
Thu Feb 1, 2024	📝 **Module 4: Written Assignment Two (First Draft) (https://canvas.asu.edu/courses /174548/assignments/4752177)**	due by 11:59pm
Mon Feb 12, 2024	🚀 **Module 5: Chapters 7 and 8 Quiz (https://canvas.asu.edu/courses /174548/assignments/4752146)**	due by 11:59pm
	🚀 **Module 6: Chapters 9 and 10 Quiz (https://canvas.asu.edu/courses /174548/assignments/4752144)**	due by 11:59pm
Wed Feb 14, 2024	📝 **Feedback Wrapper for Written Assignment Two**	due by 11:59pm

Date	Details	Due
	(https://canvas.asu.edu/courses/174548/assignments/4752174)	
	📣 **Module 5: Health Professional Interview Assignment** (https://canvas.asu.edu/courses/174548/assignments/4752169)	due by 11:59pm
Thu Feb 15, 2024	📝 **Module 5: Written Assignment Three (First Draft)** (https://canvas.asu.edu/courses/174548/assignments/4752178)	due by 11:59pm
Wed Feb 21, 2024	📝 **Feedback Wrapper for Written Assignment Three** (https://canvas.asu.edu/courses/174548/assignments/4752173)	due by 11:59pm
	📣 **Module 6: Bad Science Discussion** (https://canvas.asu.edu/courses/174548/assignments/4752167)	due by 11:59pm
	📣 **Module 6: Best Sources of Information Discussion** (https://canvas.asu.edu/courses/174548/assignments/4752164)	due by 11:59pm
Thu Feb 22, 2024	📝 **Module 6: Final Written Assignment** (https://canvas.asu.edu/courses/174548/assignments/4752179)	due by 11:59pm
	📝 **Module 6: News Story! Fact or Fiction? Assignment** (https://canvas.asu.edu/courses/174548/assignments/4752180)	due by 11:59pm
	📝 **Module 7: Personal Philosophy Statement** (https://canvas.asu.edu/courses/174548/assignments/4752181)	due by 11:59pm

Date	Details	Due
Fri Feb 23, 2024	📝 **Redo** (https://canvas.asu.edu/courses/174548/assignments/4752182)	due by 11:59pm
Fri Feb 28, 2025	🚀 **Module 0: Academic Integrity Agreement** (https://canvas.asu.edu/courses/174548/assignments/4752150)	due by 11:59pm
	🗨 **Module 1: Introductions Discussion** (https://canvas.asu.edu/courses/174548/assignments/4752163)	due by 11:59pm
	🚀 **Syllabus Quiz** (https://canvas.asu.edu/courses/174548/assignments/4752153)	due by 11:59pm
Sun Mar 2, 2025	📄 **Module 1: Class Map**	to do: 11:59pm
Wed Mar 5, 2025	🚀 **Module 1: Writing Skills Quiz** (https://canvas.asu.edu/courses/174548/assignments/4752145)	due by 11:59pm
	🚀 **COTTRELL_CH01-Principles of Health Promotion & Education 8E Co** (https://canvas.asu.edu/courses/174548/assignments/4752147)	
	🚀 **COTTRELL_CH02-Principles of Health Promotion & Education 8E Co** (https://canvas.asu.edu/courses/174548/assignments/4752137)	
	🚀 **COTTRELL_CH03-Principles of Health Promotion & Education 8E Co** (https://canvas.asu.edu/courses/174548/assignments/4752151)	
	🚀 **COTTRELL_CH04-Principles of Health Promotion & Education**	

Date	Details	Due
	8E Co [(https://canvas.asu.edu/courses/174548/assignments/4752142)](https://canvas.asu.edu/courses/174548/assignments/4752142)	
	COTTRELL_CH05-Principles of Health Promotion & Education 8E Co [(https://canvas.asu.edu/courses/174548/assignments/4752141)](https://canvas.asu.edu/courses/174548/assignments/4752141)	
	COTTRELL_CH06-Principles of Health Promotion & Education 8E Co [(https://canvas.asu.edu/courses/174548/assignments/4752140)](https://canvas.asu.edu/courses/174548/assignments/4752140)	
	COTTRELL_CH07-Principles of Health Promotion & Education 8E Co [(https://canvas.asu.edu/courses/174548/assignments/4752155)](https://canvas.asu.edu/courses/174548/assignments/4752155)	
	COTTRELL_CH08-Principles of Health Promotion & Education 8E Co [(https://canvas.asu.edu/courses/174548/assignments/4752158)](https://canvas.asu.edu/courses/174548/assignments/4752158)	
	COTTRELL_CH09-Principles of Health Promotion & Education 8E Co [(https://canvas.asu.edu/courses/174548/assignments/4752139)](https://canvas.asu.edu/courses/174548/assignments/4752139)	
	COTTRELL_CH10-Principles of Health Promotion & Education 8E Co [(https://canvas.asu.edu/courses/174548/assignments/4752160)](https://canvas.asu.edu/courses/174548/assignments/4752160)	
	COTTRELL_FNEX-Principles of Health Promotion & Education 8E Co [(https://canvas.asu.edu/courses/174548/assignments/4752157)](https://canvas.asu.edu/courses/174548/assignments/4752157)	

Date	Details	Due
	🚀 **COTTRELL_MIDT-Principles of Health Promotion & Education 8E Co** (https://canvas.asu.edu /courses/174548/assignments /4752154)	