

Health Promotion in Gerontology
Department of Health Education & Behavior
Fall 2025
HSC 6567 (1635) # 26718
Tuesday 12:50 PM – 2:45 PM; Thursday 1:55 PM – 2:45 PM
FLG 210

Instructor: Suzanne Sneed-Murphy, PhD

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Phone: 352-294-1607

Office Hours: **Thursdays 3:00 – 5:00 PM EST**; alternate dates and times by appointment. You are encouraged to meet with the instructor at least once during the semester by phone, by e-mail conversation, or in person in the office. Phone calls, e-mails, and appointments outside of office hours are welcome. **Office hours will be held in person only for this residential course – unless arranged for an alternate format.**

Department Chair: Dr. Mildred Maldonado-Molina; FLG 5: mmmm@ufl.edu

Course Website: <http://elearning.ufl.edu>

***I am usually connected to my UF email so that may be the best way to get a timely and clear response.** The instructor will use canvas mail or @ufl.edu email accounts for instructor-initiated communication. **Please email me using the Canvas messaging tool – it is connected to my ufl.edu email account.**

- It is your responsibility to regularly check for course emails and announcements via ufl.edu and Canvas accounts.
- Email inquiries sent Mondays through Fridays will usually receive a reply within twenty-four business hours of receipt. If you have not received an email reply within 48 hours (other than the weekends), please resend your inquiry.

Course Prerequisite: Health Education and Behavior or Applied Physiology and Kinesiology majors junior or senior standing.

Textbook and Resources (Required for all):

- Haber, D. (2020). Health Promotion and Aging. 8th Edition. Springer Publishing.
 - ISBN: 978-0-8261-8492-4
 - ebook ISBN: 978-0-8261-8493-1
- Additional required readings, to supplement the book readings, are assigned throughout the semester. Those readings are posted to your Canvas course site.

UF Course Description: Planning, implementing, and evaluating health maintenance and promotion programs for adult populations, emphasizing the aging process.

Course Overview: This undergraduate course introduces students to the foundational principles of planning and understanding health maintenance and promotion programs for adult populations, with a special focus on the aging process. Emphasis is placed on exploring

evidence-based strategies to support healthy aging, recognizing common challenges, and applying behavior change techniques to encourage wellness. Students will also gain a basic understanding of how to assess the effectiveness of health initiatives and will examine theoretical frameworks that inform adult health promotion. The course prepares students to think critically about the diverse needs of aging communities and to contribute meaningfully to health education and advocacy efforts.

Course Objectives: Upon completion of this course, you will be able to:

1. **Describe the key components** of health maintenance and promotion programs for adult and aging populations.
2. **Apply evidence-based strategies** to support healthy aging and manage age-related health challenges.
3. **Recognize basic methods** for assessing the effectiveness of health promotion efforts.
4. **Integrate theoretical frameworks** into the development and understanding of adult health programs.
5. **Identify and address common challenges** in promoting health among aging populations.
6. **Develop and apply behavior change strategies** to encourage healthy lifestyles in adult and older adult communities.
7. **Demonstrate cultural and contextual sensitivity** in planning health interventions for diverse adult populations.
8. **Promote wellness and independence** among aging individuals through targeted health education and community engagement.

Class Format:

- A combination of lectures and class activities will be used in this course.
- Course materials (assignments, exams, class notes) are located online through the University of Florida's E-Learning System, CANVAS <http://elearning.ufl.edu>
- Faulty Internet connections **WILL NOT** be accepted as an excusable reason for any missed assignments, activities, quizzes, and/or exams.

Attendance: You are expected to attend all class sessions and be prepared to actively engage in class discussion. It is your responsibility to get a copy of any notes or handouts from a classmate should a class session be missed. University policies regarding attendance will be followed and can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/infor/attendance.aspx>.

- Attendance will be randomly 'taken' via activity completion, etc. No advance notice will be given. The University of Florida excused absence items will be the only 'reasons' accepted to make up the attendance credit.

Excessive Missing Assignments:

- The university recognizes the right of instructors to make attendance mandatory and require documentation for absences, missed assignments, or failing to fully engage in class, including class discussions. After due warning, instructors can prohibit further attendance and subsequently assign a failing grade for the excessive absences. This policy applies to both in-person and online class instruction. Note: If you are missing assignments for any reason, please reach out to me immediately. Failing to communicate

with me (respond to emails, discuss progress in the course) could lead to removal from the course for excessive absences and failure to fully engage in the course. I truly dislike having to take such measures. Communication is one of the keys to success in this course.

Appropriate Use of AI Technology Policy

- The UF Honor Code prohibits cheating, including using materials or tools—such as generative AI—without permission or proper attribution. In this course, AI tools may be allowed for some assignments to support learning, but are prohibited in others where their use would undermine the learning objectives. Each assignment will specify whether AI use is permitted. When used, AI tools must be cited, and students remain fully responsible for the content they submit. All work must reflect the student’s own understanding, effort, and ethical standards.

What You Can Do to Be Successful in HSC 6567:

- Attend all class sessions.
- Watch ALL supplement videos – this is a requirement.
- Take ownership of your education and learning experience.
- Familiarize yourself with all course due dates.
- Read assigned textbook chapters and/or supplementary materials before beginning any assessment and engaging in discussion forums.
 - Be active in course discussion forums and **respect the viewpoints & contributions of your instructor and classmates.**
- **You are expected to adhere to deadlines. Assignments will NOT be accepted late. I do recognize that personal circumstances may interfere with your ability to meet a deadline. I require prior notification when able to do so. If notified before the deadline of a circumstance that may cause a student to miss an assignment, an extension may be granted.**
- **If an emergency arises that causes you to miss a deadline, you must contact the instructor within 24 hours and provide formal documentation (if required) within 48 hours.**
- Inform me whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore topics of interest.

Course Requirements, Accessibility:

- Reliable Internet connection (DSL, LAN, or cable connection desirable)
- Access to the University of Florida’s E-Learning System, CANVAS
<http://elearning.ufl.edu>
- Webcam and some type of speakers and microphone
- Google Chrome browser (for Honorlock test proctoring)

Course Activities and Evaluations: All assignments are due by 11:59 PM EST.

1. **Syllabus quiz:** Complete the 10-question syllabus quiz by the due date indicated.
10 points

2. **Attendance Assignments:** Attendance will be randomly ‘taken’ via activity completion, etc. No advance notice will be given. The University of Florida excused absence items will be the only ‘reasons’ accepted to make up the attendance credit for a missed day in which attendance is recorded. Points for attendance assignments will vary. Total points awarded: 25 points.
3. **Exams:** There will be **TWO exams (2@100 points)** given each semester. The exams will cover material from class lectures, readings, and class activities. Each exam may include multiple choice, matching, short answer, and essay questions. **The exams are not cumulative.** Exams are timed and must be taken on the date and time listed in the syllabus unless prior approval for an alternate date has been received. **Exams will be proctored via Honorlock and students will take the exam in the classroom on the day listed in the syllabus – unless DRC accommodations allow alternate locations.**

Your exams in this course will be proctored using Honorlock. Honorlock is a service that allows you to complete your assessment at any location while still ensuring the academic integrity of the exam for the institution. Using almost any webcam or computer, you can take exams at home, at work, or anywhere you have internet access – if considered a secure location. You DO NOT need to create an account, download software, or schedule an appointment in advance. Review the [Honorlock guide for more information](#).

Honorlock Guidelines:

- You will need a webcam and some type of speaker and microphone.
- **You will need the Google Chrome browser**
- A stable internet connection is required
- You will need a government-issued photo ID or student ID
- No breaks are allowed during your testing session and cell phones and other devices will not be permitted in the testing area (unless accommodations are provided to the instructor).
- No other people are allowed in the area in which the test is being taken.
- **Any unauthorized notes or other attempts to cheat will abort the test session and will be reported to your instructor – this will result in a zero on the exam and is a student honor code violation.**

Grade Appeals. It is your responsibility to review your graded exams when they are visible. After reviewing, you have **one week** to appeal the grade to the instructor. After **one week**, a grade will not be changed. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY.**

Makeup EXAM: Students missing an exam will take the general make-up exam given at the end of the semester. This exam will cover material from the entire semester – a cumulative exam. Your grade on this exam will serve as your grade for the missed exam(s). **The make-up exam will be given on Wednesday, December 3, 2025. This exam cannot be taken to replace a low score on exam 1 or 2.**

4. **Applied Learning Activities:** These engaging assignments are designed to connect course concepts to real-world experiences. For example, you may be asked to create a simple health promotion tool—such as a visual aid or demonstration—and either record a short video or write a brief narrative explaining its purpose, how it supports healthy aging, and why it’s important. These activities encourage creativity and help reinforce your understanding of how health strategies can be applied in everyday adult and aging populations. There will be five experience assignments at 10 points each (50 total points). The due dates are indicated on the syllabus. **Assignments will not be accepted late.**
5. **Timed Quizzes: (9 @ 10 points each) – beginning with module 2.**
 Each student will complete 9 timed, open note/book quizzes. The quiz questions will come from book and lecture material and will ask “true/false”, “multiple choice,” and/or “fill-in” questions to assess student understanding of the readings and in-class discussions. Each quiz will be worth 10 points, and students will have 25 minutes to complete each quiz. I encourage students to be well-versed in module content before taking the timed quiz – you will run out of time if you must look up every response. Please read the required readings in advance to ensure you do well on the quizzes. The quizzes will be made available on Canvas at 12 AM on the day it is due (by 11:59 pm). You will have only one opportunity to take the quiz. Make-ups will not be allowed for a missed quiz. See assignment policy in syllabus.
6. **Thursday Reflection Assignments (9 @ 10 points each) – beginning with Module 3**
 Starting in Module 3, every Thursday will be designated as a Reflection Day. These in-class activities are designed to deepen your understanding of course content through real-world application and discussion. Each session will feature a prompt—such as a case study, article, video, or writing exercise—introduced by the instructor. Students will respond through written reflection, followed by small group discussion and sharing. To receive credit, students must be present and upload a photo of their handwritten reflection to the designated Canvas location before leaving class. Each reflection is worth 10 points and includes both participation and submission components. See rubric below:

Criteria	Excellent	Partial Credit	No Credit (0 points)
Attendance & Participation (2 pts)	Student was present and actively participated in discussion.	Student was present but minimally engaged.	Student was absent or did not participate.
Timely Submission (2 pts)	Reflection was uploaded to Canvas before leaving class.		No submission.
Relevance to Prompt (3 pts)	Reflection clearly addresses the prompt and demonstrates understanding.	Reflection somewhat addresses the prompt but lacks clarity or depth.	Reflection does not address the prompt.

Thoughtfulness & Insight (3 pts)	Reflection shows critical thinking and personal connection to the topic.	Reflection is basic or surface-level.	Reflection lacks insight or effort.
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7. Health Promotion Gerontology Presentation (50 Points): Students will develop and deliver a presentation focused on a health issue relevant to aging populations. Using a structured slide template (8–12 slides), students will explore a specific health concern, define a target population, justify the need for intervention, and outline a program with clear goals, activities, and evaluation methods. Presentations will also incorporate a theoretical framework and address cultural, ethical, or policy considerations. Students may choose from suggested topics—such as fall prevention, digital literacy, or chronic disease management—or propose their own. This assignment encourages the application of course concepts to real-world challenges in gerontology and promotes critical thinking, creativity, and communication skills. Student will record and upload their presentation to the appropriate Canvas location by the deadline listed in the syllabus. More information is in the Canvas assignment location and will be discussed the second week of class.

Course Activities and Evaluation:

Course Requirement	Points	Percent of Total Points
Syllabus Quiz	10	2.0%
Attendance	25	5.0%
Exams (2@ 100 points each)	200	39.0%
Quizzes (9@ 10 points each)	90	17.0%
Thursday Reflections (9@ 10 points each)	90	17.0%
Applied Learning Activities (5@ 10 points each)	50	10.0%
Promotion in Gerontology Presentation	50	10.0%
Total Points	515	100%

Grading Scale Range: HSC 6567

Points	Letter Grade	Percentage	GPA Point Value
481.5 and above	A	93.5 % and above	4.0
463.5-480.499	A-	90 – 93.49 %	3.67
445-462.499	B+	86.5-89.99 %	3.33
430-444.999	B	83.5-86.49 %	3.0
412-429.999	B-	80.0-83.49 %	2.67
394-411.999	C+	76.5-79.99 %	2.33
378.5-393.999	C	73.5-76.49 %	2.0
360.5-377.499	C-	70.0-73.49 %	1.67
342-359.499	D+	66.5-69.99 %	1.33
327-341.999	D	63.5-66.49 %	1.0
309-326.999	D-	60.0-63.49 %	.67

Name Coach: It is important to the learning environment that you feel welcome and heard. To encourage a welcoming environment, I strive to learn each student's name and pronounce it correctly. I encourage you to use the Name Coach tab in our course Canvas site to help me better pronounce your name correctly.

Title IX: the University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF's Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit: www.dso.ufl.edu/sccr/process/incident-report/ OR www.dso.ufl.edu/sccr/process/victim-rights/

Assignments: Due by the date specified on the syllabus - EST. Assignments will not be accepted late. I do recognize that personal circumstances arise that may interfere with your ability to meet a deadline. If these things do occur, let the course instructor know as soon as you know – **before the deadline**. See the emergency information above. Anytime you have a question or problem, email the course instructor immediately.

E-mail Etiquette: Email Dr. Sneed-Murphy: I prefer the following email etiquette:

- The subject line should indicate the content of or reason for the message.
- Please begin the message by addressing your recipient with "Dear Dr. Sneed-Murphy, or Dr. Murphy."
- The message ends with your name (please include your first AND last name).

Recommendation Letter Policy (please provide 6 weeks prior notice):

- You must be in good standing in Dr. Murphy's classes (good attendance, grade, etc.)
- You have taken at least **TWO** courses with Dr. Murphy
- You have met with Dr. Murphy at least **TWICE** in her office or via Zoom.
- You both verbally and electronically request the letter of recommendation.

Course Assistance: If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please email the course instructor immediately. **Do not wait until it is too late. I provide a discussion post specifically for student questions. Other students may have related questions – this discussion post allows me to answer for all students to view. Students should review the syllabus and the student discussion post before sending an e-mail as the answer may already be answered.**

Success and Study Tips:

- Attend class and be an attentive student.
- Ask questions – as soon as they arise.
- Engage in course discussion and course office hours.
- Do not fall behind – ask questions as soon as you think of one.
- Stay organized – post the due dates, place the due dates in your phone calendar – set reminders!

- Check Canvas announcements daily – or twice daily.
- Review all power points and supplemental material weekly.
- Contact the instructor or post to the student question discussion if you need/want further information/clarification.
- Stay motivated and positive

*******Syllabus is subject to change with instructor notification.**

Date	Class Content	To Do	ASSIGNMENT DUE These dates are NOT flexible. All due EST
Aug 21 – Aug 22	Module 1 – Introduction	<ul style="list-style-type: none"> • Read ALL Introduction information • Read chapter 1 in the textbook 	<ul style="list-style-type: none"> • Get familiar with course syllabus and course materials • Purchase textbook
Aug 25 – Aug 29	Module 1 – Introduction Cont....	<ul style="list-style-type: none"> • Review and become familiar with the syllabus • View All Supplemental Videos • Complete All Assignments • Read chapter 1 in the textbook 	<ul style="list-style-type: none"> • Syllabus Quiz – August 28
Sept 1 – Sept 5 Labor Day – Sept 1	Module 2 – Empowerment	<ul style="list-style-type: none"> • View All Supplemental Videos • Complete All Assignments • Read chapter 3 in the textbook 	<ul style="list-style-type: none"> • Active Learning 1 – September 4
Sept 8 – Sept 12	Module 3 – Exercise and Aging	<ul style="list-style-type: none"> • View All Supplemental Videos • Complete All Assignments • Read chapter 4 in the textbook 	<ul style="list-style-type: none"> • Reflection 1 – September 11 • Quiz 1 – September 12

Sept 15 – Sept 19	Module 4 – Nutrition and Aging	<ul style="list-style-type: none"> • View All Supplemental Videos • Complete All Assignments • Read chapter 5 in the textbook 	<ul style="list-style-type: none"> • Reflection 2 – September 18 • Quiz 2 – September 19
Sept 22 – Sept 26	Module 5 – Mental Health and Aging	<ul style="list-style-type: none"> • View all Supplemental Videos • Complete ALL Assignments • Read chapter 8 in the textbook 	<ul style="list-style-type: none"> • Active Learning 2 – September 23 • Reflection 3 – September 25 • Quiz 3 – September 26
Sept 29 – Oct 3	Module 6 – Overview Health Topics and Aging	<ul style="list-style-type: none"> • Complete ALL Assignments • Read chapters 2 and 7 in the textbook 	<ul style="list-style-type: none"> • Reflection 4 – October 2 • Quiz 4 – October 3
Oct 6 – Oct 10	Module 6 – Overview Health Topics and Aging	<ul style="list-style-type: none"> • View all Supplemental Videos • Complete ALL Assignments • Read chapters 2 and 7 in the textbook 	<ul style="list-style-type: none"> • Reflection 5 – October 9 • Quiz 5 – October 10
Oct 13 – Oct 17 HC – Oct 17		<ul style="list-style-type: none"> • Complete Exam 1 • Begin next module 	<ul style="list-style-type: none"> • Exam 1 – October 14
Oct 20 – Oct 24	Module 7 – Alternative Medicine	<ul style="list-style-type: none"> • View all Supplemental Videos • Complete ALL Assignments • Read chapter 6 in the textbook 	<ul style="list-style-type: none"> • Active Learning 3 – October 21 • Reflection 6 – October 23 • Quiz 6 – October 24
Oct 27 – Oct 31	Module 8 – Policy and Aging	<ul style="list-style-type: none"> • View all Supplemental Videos • Complete ALL Assignments 	<ul style="list-style-type: none"> • Reflection 7 – October 30 • Quiz 7 – October 31

		<ul style="list-style-type: none"> • Read chapter 11 in the textbook 	
Nov 3 – Nov 7	Module 9 – Community Health Measures	<ul style="list-style-type: none"> • View all Supplemental Videos • Complete ALL Assignments • Read chapter 9 in the textbook 	<ul style="list-style-type: none"> • Active Learning 4 – November 4 • Reflection 8 – November 6 • Quiz 8 – November 7
Nov 10 – Nov 14 Veteran’s Day – Nov 11	Module 10 – Diversity and Life Decisions	<ul style="list-style-type: none"> • View all Supplemental Videos • Complete ALL Assignments • Read chapters 10 and 12 in the textbook 	<ul style="list-style-type: none"> • Active Learning 5 – November 13 • Gerontology Presentation – November 14
Nov 17 – Nov 21	Module 10 – Diversity and Life Decisions	<ul style="list-style-type: none"> • View all Supplemental Videos • Complete ALL Assignments • Read chapters 10 and 12 in the textbook • 	<ul style="list-style-type: none"> • Reflection 9 – November 20 • Quiz 8 – November 21
Nov 24 – Nov 28		Thanksgiving/Fall Break	<ul style="list-style-type: none"> • Don’t eat too much 😊
Dec 1 – Dec 3	Exam 2	<ul style="list-style-type: none"> • <u>Complete Exam 2</u> 	<ul style="list-style-type: none"> • Exam 2 – Dec 2