

George Mason University
Department of Recreation, Health and Tourism

HEAL 350 001- Spring 2010
Intervention for Populations and Communities At-Risk

Professor: Dr. G. Hope Asterilla **Phone Number:** 202-289-1510 x 1154
Day/Time: Wednesday 4:30-7:10 PM **Email Address:** gasteril@gmu.edu
Class Location: Science/Technology I Rm 212 **Office Hours:** By Appointment

PREREQUISITES: None

COURSE DESCRIPTION:

Using a multidisciplinary and experiential approach, this course will address concepts and issues relating to various communities and populations in at-risk environments. Particular attention will be devoted to the identification of vulnerable populations inclusive of cultural, physical, emotional, and demographic factors which impact on the diversity of these communities. Additional activities will provide students the opportunity to access their level of cultural competency. Students will examine factors which place a designated population at-risk and then develop a specific program community-based intervention to address identified risk factors.

COURSE OBJECTIVES:

At the completion of this course students should be able to:

- Define the concepts of vulnerability and resiliency
- Identify factors that influence vulnerability and resiliency in populations and communities at-risk
- Identify the conceptual models and themes associated with populations and communities at-risk
- Assess personal strengths and weaknesses relative to cultural competence
- Identify and analyze structure and process in developing intervention programs
- Identify resources that empower populations and communities at-risk and contribute to their resiliency
- Develop an Intervention Proposal suitable for submission to a funder

REQUIRED READINGS:

Sebastian, J & Bushy, A. (1999). Special populations in the community: Advances in reducing health disparities. Gaithersburg, MD. Aspen.

Other readings as assigned.

EVALUATION:

- **In-class assignments/Work Ethic (15%):**
Small Group Projects/Oral presentation/Class Participation/Quizzes
- **Individual Project Folder (20%):**
Three activities chosen by student relevant to class plus current Article
- **Intervention Strategy Proposal/Presentation (25%)**
- **Examinations:** Mid-term: Objective Exam (15%) Final: Essay Exam (25%)

GRADING SCALE/RUBRIC: (Will reflect (+) and (-) as appropriate within scale)

A = 90-100 points	Attendance/participation consistent; all assignments completed on time; graded work and exams fall within this point range; work is neat, legible, typed and in proper format consistent; adheres to the GMU Honor Code.
B = 80-89 points	Attendance/participation fairly consistent; all assignments completed in a timely manner; graded work and exams fall within this point range; work is neat, legible, typed and in proper format consistent; adheres to the GMU Honor Code.
C = 70-79 points	Attendance/participation usually consistent; most assignments completed in a timely manner; graded work and exams fall within this point range; work is usually neat, legible and in proper format; adheres to the GMU Honor Code.
D = 60-69 points	Attendance/participation inconsistent; assignments incomplete or not submitted in a timely manner; graded work and exams fall within this point range; work may be unclear, illegible or not in proper format; work may be inconsistent with course goals or the GMU Honor Code.
F = 50-59 points	Attendance very inconsistent: assignments missing or usually incomplete; graded work and exams fall within this point range; work may be inconsistent with course goals or the GMU Honor Code.

ASSIGNMENTS:

- **In-Class Assignments/Work Ethic:** Students will work in small groups to facilitate understanding of various topics. In addition, student groups will present an oral review (**10-minutes total**) of assigned chapters to the class for discussion. *Student attendance is critical for presentations as well as for participation as an audience member. Work performance, class participation and approach to assigned tasks are factored in this process.*
- **Individual Project Folder:** Students will complete **four** individual projects. For the first project, all students must select and participate in **an approved new leisure activity** of his/her choice. This activity must have an organizational backing. For the second project, students will **interview an elder in their family**. Students may then choose **any two activities of interest** from the below list to complete. All activities must relate to **populations at-risk**. Students will submit a one-paged typed summary, in correct format, of ***each*** experience **detailing (1) why they chose that activity; (2) what they learned from it; (3) how the activity was relevant to the class and (4) would they recommend it to others and why.** Student will share **the leisure activity** with the class and ***submit all projects in a soft folder for grading.*** The list of options for the individual projects include:
 - ▶ *visit a different neighborhood**
 - ▶ participate in a new cultural event
 - ▶ attend a community meeting
 - ▶ write a poem/create a motivational poster (8 1/2 x 11) relating to a community
 - ▶ visit the Office of Equity and Diversity Services at GMU
 - ▶ write a relevant movie review
 - ▶ volunteer for day for a new organization
 - ▶ interview a health professional
 - ▶ attend the meeting of a campus group new to you
 - ▶ convince me of another option**cultural tourism*

- **Current Journal Article:** Throughout the semester, students will be given several articles to analyze relating to the health and well-being of populations at-risk. These articles must be selected from professional journals, or credible newspapers or magazines. During this course, students are to monitor such publications for articles relevant to class topics. **Select and reproduce one article of your choice for a brief oral presentation.** A one page written summary, to be **submitted with your Individual Project Folder is required for this assignment.**
- **Intervention Strategy Proposal (IP):** The purpose of this project is to provide students with exposure to community-based organizations that work with populations at-risk. Students will select an organization or program in which to volunteer /observe for the semester. During this time students will interact with organization and talk with its leadership to identify a gap in current services where an intervention may be helpful. (Ideally, this project should be supportive of your major course of study). Students' will then complete an *Intervention Proposal Analysis Form (IPA)* and develop a short-term, "do-able" intervention strategy appropriate for this audience. This intervention will be presented to the class in a **five-minute oral presentation** supported by a two-three page written proposal to be submitted.
- **Independent Study Days:** Assignments in this class involve community interaction. Independent Study days provide students the opportunity to complete projects and to make appointments with their designated community organization during regular business hours. **Written benchmark assignments are submitted to ensure appropriate use of this time.**
- **Examinations:** The midterm will be objective in format. The final exam will be an essay.

NOTES:

- **Inclement Weather:** Cancellation of classes due to weather will be announced by George Mason University. Students may be required to complete assignments for cancelled classes virtually at the discretion of the instructor to maintain course flow.
- **Assignments/Grading/Extra Credit:** All assignments and presentations are due on the scheduled date. All written assignments are to be typed. Late assignments (including those provided by email after class) may be accepted at the discretion of the instructor but with a point and/or letter grade deduction. Assignments will **not be accepted** two days past original due date unless previously discussed. Any extenuating circumstances **must** be discussed with the instructor *prior* to the due date. Extra credit work will not be given in place of scheduled work assignments.
- **Absences:** Hand-outs or missed information are the student's responsibility to obtain.
- **Class Courtesy:** Please be mindful of your colleagues while in class. Please limit food intake to small snack items. Cell phones and pagers should be on vibrate or turned off. **Please do not take or make calls while class is in session—this includes texting while in class.**
- **Students with disabilities.** Students who are on file with the Disability Support Service Office should bring the documentation to the professor at the first class session.
- **E-mail:** Questions for the Professor will be returned in as timely a manner as possible.

George Mason Honor Code

To promote a sense of mutual responsibility, respect, fairness and trust among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: *Student members of the George Mason University community pledge not to cheat, plagiarize, steal or lie in matters related to academic work.* Any individual caught in the act of cheating, attempting to cheat, plagiarize or stealing will be brought before the university and, if found guilty, punished accordingly. For further information, please refer to the University Catalog or website at www.gmu.edu.

HEAL 350 001 - COURSE SCHEDULE - SPRING 2010

January 20, 2010 – May 12, 2010

(Note: Instructor reserves the right to alter the schedule as necessary)

DATE	IN-CLASS DISCUSSION/TOPIC	HOMEWORK/ BENCHMARKS
January 20	<ul style="list-style-type: none"> • Introduction to Course • The Wellness Model • Vulnerability and Resiliency 	<p>Homework for next class:</p> <ul style="list-style-type: none"> • Read Part I: (Page 3) - Draft a typed response to <u>Discussion Question #1</u> (page 8) as it relates to your current (or former) work environment
January 27	<ul style="list-style-type: none"> • Cultural & Linguistic Competence • Other Dimension Factors • Designing the Intervention Proposal • Building Community: (<i>Discussion Question #2</i>) • In-class Chapter assignments and group work 	<p>Due Today: <i>Discussion Question #1</i></p> <p>Homework for next class:</p> <ul style="list-style-type: none"> • <u>Discussion Question #6 (page 66)</u> • Chapter Assignment Discussions • <i>Benchmark: Identify Individual Leisure Projects of interest</i>
February 3	<ul style="list-style-type: none"> • Chapter Group Meeting • Guest Speaker: NCBI 	<p>Due Today: <i>Discussion Question #6: Submit leisure activity for approval</i></p> <p>Homework for next class:</p> <ul style="list-style-type: none"> • <u>Discussion Question: #3 page 66</u> (<i>This question begins the IPA</i>)
February 10	<ul style="list-style-type: none"> • Independent Study 	<p>Benchmarks: (1) Find an organization or program relative to your major that addresses populations at risk. Begin to define your <u>Intervention Proposal (IP)</u>; (2) Don't forget the <u>handouts for chapter presentation</u></p>
February 17	<ul style="list-style-type: none"> • Group Presentations – Chapter Discussions • Review for Midterm Test 	<p>Due Today: <i>Chapter presentations with handouts</i></p> <p>Homework for next class:</p> <ul style="list-style-type: none"> • Review Study Guide for Mid-term Exam
February 24	Midterm Exam	<p>Due Today: <i>Midterm Exam – In class.</i></p> <p>Homework for next class:</p> <ul style="list-style-type: none"> • Chapter of Choice: # 17-22: Pick one chapter of interest from the indicated chapters above: <i>Write a one page summary detailing your interest: include three key points and one question for discussion.</i>
March 3	<ul style="list-style-type: none"> • Mid-term review • Resiliency and Social Support • Empowering Special Populations • Leadership Profile • In-Class Activity: Task Force #1 	<p>Due Today: <i>Chapter of Choice</i></p> <p>Homework for next class:</p> <ul style="list-style-type: none"> • <i>IPA Form for submission</i>
March 10	GMU Spring Break	Enjoy!!

March 17	<ul style="list-style-type: none"> ▪ Partnership Building/Research, Policy and Clinical Perspectives ▪ Professional Roles ▪ Community Focused Approaches to Vulnerability ▪ Task Force #2/In-Class Activity 	<p><i>Due Today: Submit IPA</i></p> <p><i>Homework for next class:</i></p> <ul style="list-style-type: none"> • <i>Presentations for Leisure Activity and Journal Article</i> <p><i>Benchmark Assignment: Finalize all Independent Projects for submission</i></p>
March 24	<i>Presentations: Leisure Activity/ Independent Projects and Journal Article</i>	<p><i>Due Today: Individual Project Folder and Journal Article</i></p> <p><i>Homework for next class:</i></p> <ul style="list-style-type: none"> • <i>Read Part III: p.189-194</i> • Draft a typed response to Question #1 (page 194)
March 31	Independent Study	<i>Benchmark Assignment: Finalize draft of the Intervention Proposal</i>
April 7	<ul style="list-style-type: none"> ▪ Tying it Together: The Interdisciplinary Plans ▪ Task Force #3 <p><i>In-class work: w/Article Review</i></p>	<p><i>Due Today: Question #1 (page 194)</i></p> <p><i>Homework for next class:</i></p> <ul style="list-style-type: none"> • <i>Intervention Proposals</i>
April 14	▪ Independent Study	<i>Benchmark Assignment: Finalize the Intervention Proposal</i>
April 21	Intervention Proposal Presentations with Panel Discussion	<i>Due Today: Oral Presentations and the Intervention Proposal</i>
April 28	Future Directions Final Exam Review	
May 5	Final Exam	