

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 350 001 - Interventions for Populations and Communities at Risk (3)  
Spring 2012

DAY/TIME:	Wed 4:30 – 7:10 p.m.	LOCATION	Robinson Hall B201
PROFESSOR:	Dr. G. Hope Asterilla	EMAIL ADDRESS:	<a href="mailto:gasteril@gmu.edu">gasteril@gmu.edu</a>
OFFICE HOURS:	By Appointment	PHONE NUMBER:	202-289-1510 x1154

PREREQUISITES: None

#### COURSE DESCRIPTION

Identifies culturally, physically, emotionally, mentally, and demographically diverse populations and communities at risk. Covers implications for developing innovative programs and role of HFRR interventions.

#### 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
- Identify and analyze structure and process in developing intervention programs
- Identify resources that empower populations and communities at-risk and contribute to their resiliency

#### COURSE OVERVIEW

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 real life factors which place a designated population at-risk and then develop a specific community-based programmatic intervention to address those identified risk factors. *Student attendance is critical for presentations as well as for participation as an audience member. Work performance and class participation with assigned tasks are factored in this process. Absences for oral presentations will result in a deduction of 25 points from the total assignment value.* Students will be held to the standards of the George Mason University Honor Code.

#### NATURE OF COURSE DELIVERY

Face to Face

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

## Requirements

- **In-Class Assignments/Homework/Work Ethic:** Students will work in small groups to facilitate understanding of various topics. In addition, student groups will present an oral review (**8-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 and class participation with assigned tasks are factored in this process. Collective homework assignments carry significant point value. Absences for oral presentations will result in a deduction of 25 points from the total assignment value.*
- **Individual Project Folder:** Students will complete **three** 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 one activity 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 its significance/connection to populations at risk. Student will share **the leisure activity** with the class and ***submit all project summaries in a soft folder for grading***. The list of options for the individual projects include:
  - ▶ *visit a different neighborhood\**
  - ▶ *write a relevant movie review*
  - ▶ *participate in a new cultural event*
  - ▶ *volunteer for day for a new organization*
  - ▶ *attend a community meeting*
  - ▶ *interview a health professional*
  - ▶ *write a poem about a community issue*
  - ▶ *attend the meeting of a campus group new to you*
  - ▶ *visit the Office of Equity and Diversity Services at GMU*
  - ▶ *convince the instructor 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. During this course, students are to monitor publications for articles relevant to class topics. These articles must be researched based and selected from professional journals, or credible magazines. **Select and reproduce one article of your choice for submission and 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 ***three-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 a case study.

## Grading Scale

A	= 94 – 100	B+	= 88 – 89	C+	= 78 – 79	D	= 60 – 69
A-	= 90 – 93	B	= 84 – 87	C	= 74 – 77	F	= 0 – 59
		B-	= 80 – 83	C-	= 70 – 73		

### 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 will be assessed **a five-point penalty or a letter grade deduction**. Assignments will **not be accepted** 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. Use of computers in class must be for class purposes only. **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. Many times specific questions may be answered in an all-class email response.

**HEAL 350 001 - COURSE SCHEDULE - Spring 2012**

**January 23, 2012- May 16, 2012**

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

DATE	IN-CLASS DISCUSSION/TOPIC	HOMEWORK/ BENCHMARKS
<b>January 25</b>	<ul style="list-style-type: none"> <li>Introduction to Course</li> </ul>	<p><b>Homework for next class:</b></p> <ul style="list-style-type: none"> <li><b>Read Part I: ( Page 3) -</b> Draft a typed response to <b><u>Discussion Question #1</u></b> (page 8) as it relates to your current (or former) <b>work</b> environment</li> </ul>
<b>February 1</b>	<ul style="list-style-type: none"> <li>The Wellness Model</li> <li>The Concept of Vulnerability and Resiliency</li> <li>Cultural &amp; Linguistic Competence</li> <li>Other Dimension Factors</li> <li>Building Community</li> <li>In-class Chapter assignments and group work</li> </ul>	<p><b>Due Today:</b> <i>Discussion Question #1</i></p> <p><b>Homework for next class:</b></p> <ul style="list-style-type: none"> <li>Chapter Assignment Discussions</li> <li><i>Benchmark: Identify Individual Leisure Projects of interest</i></li> </ul>
<b>February 8</b>	<ul style="list-style-type: none"> <li><b>Chapter Group Meeting</b></li> <li><b>Guest Speaker: NCBI</b></li> </ul>	<p><b>Due Today:</b> <i>Submit leisure activity for approval</i></p> <p><b>Benchmarks:</b> <i>(1) Identify an organization or program that addresses populations at risk. Begin to define your gap in service for the <b><u>Intervention Proposal (IP)</u></b>; (2) Don't forget to prepare <b><u>handouts for the chapter presentation</u></b></i></p>
<b>February 15</b>	<ul style="list-style-type: none"> <li>Group Presentations – Chapter Discussions</li> <li>Review for Midterm Test</li> </ul>	<p><b>Due Today:</b> <i>Chapter presentations with handouts</i></p> <p><b>Homework for next class:</b> <b>Review Study Guide for Mid-term Exam</b></p>
<b>February 22</b>	Independent Study	
<b>February 29</b>	<b>Midterm Exam</b>	<p><b>Due Today:</b> <i>Midterm Exam – In class.</i></p> <p><b>Homework for next class:</b></p> <ul style="list-style-type: none"> <li><b>Chapter of Choice:</b> # 17-22: Pick one chapter of interest from the indicated chapters above: Write a one page summary detailing your interest: include three key points, one question for discussion and relevancy for today.</li> </ul>
<b>March 7</b>	<ul style="list-style-type: none"> <li>Mid-term review</li> <li>Resiliency and Social Support</li> <li>Empowering Special Populations</li> <li>Principles of and designing the Intervention Proposal</li> </ul>	<p><b>Due Today:</b> <i>Chapter of Choice</i></p> <p><b>Homework:</b> <i>Prepare IPA form</i></p>
<b>March 14</b>	<b>Spring Break</b>	
<b>March 21</b>	<ul style="list-style-type: none"> <li>Leadership Profile</li> <li>In-Class Activity: Task Force #1</li> </ul>	<p><b>Due Today:</b> <i>IPA Form for submission</i></p> <p><b>Homework for next class:</b></p> <ul style="list-style-type: none"> <li><i>Presentations for Leisure Activity and Journal Article</i></li> </ul>
<b>March 28</b>	<b>Presentations: Leisure Activity/</b>	<b>Due Today:</b> <i>Individual Project Folder and</i>

	<b><i>Independent Projects and Journal Article</i></b>	<i>Journal Article</i>  <b><i>Homework for next class:</i></b> <ul style="list-style-type: none"> <li>• <b><i>Read Part III: p.189-194</i></b></li> </ul> Draft a typed response to Question #1 (page 194)
<b>April 4</b>	<ul style="list-style-type: none"> <li>▪ Partnership Building/Research, Policy and Clinical Perspectives</li> <li>▪ Professional Roles</li> <li>▪ Community Focused Approaches to Vulnerability</li> <li>▪ Task Force #2/In-Class Activity</li> </ul>	<b><i>Due Today: Question #1 (page 194)</i></b>  <b><i>Homework for next class:</i></b> <ul style="list-style-type: none"> <li>• <i>Intervention Proposals</i></li> </ul>
<b>April 11</b>	Intervention Proposal Presentations	<b><i>Due Today: Oral Presentations and the Intervention Proposal</i></b>
<b>April 18</b>	Independent Study	
<b>April 25</b>	<ul style="list-style-type: none"> <li>▪ Tying it Together: The Interdisciplinary Plans</li> <li>▪ Task Force #3</li> </ul> <b><i>In-class work: w/Case Study Review</i></b>	
<b>May 2</b>	Future Directions/Proposal Selection Final Exam Review	
<b>May 9</b>	Final Exam	

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### ***Student Expectations***

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

