

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 350 001 - Interventions for Populations and Communities at Risk (3)  
Fall 2014

DAY/TIME: Thursday 4:30–7:10 p.m. LOCATION: Robinson Hall A123  
PROFESSOR: Dr. G. Hope Asterilla EMAIL ADDRESS: [gasteril@gmu.edu](mailto:gasteril@gmu.edu)  
OFFICE HOURS: By Appointment PHONE: 202-805-8290

PREREQUISITES: None

COURSE DESCRIPTION

Identifies culturally, hysically, 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:

1. Define the concepts of vulnerability and resiliency
2. Identify factors that influence vulnerability and resiliency in populations and communities at-risk
3. Identify the conceptual models and themes associated with populations and communities at-risk
4. Identify and analyze structure and process in developing intervention programs
5. 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

Shi, I. & Stevens, G. (2010). *Vulnerable Populations in the United States*. San Francisco, CA. Jossey-Bass.

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

Other readings as assigned.

EVALUATION

- **In-class assignments/Homework/Work Ethic (15%):**  
Small Group Projects/Oral presentations/Class Participation
- **Individual Projects (20%):**

Two independent activities completed by student relevant to class

- **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 (e.g.Task Force) to facilitate understanding of various topics. In addition, student groups will present an oral review of assigned readings or studies 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 in-class and homework assignments carry significant grade point value. Note: **Absences for oral presentations will result in a deduction of 25 points from the total assignment value.***
- **Individual Projects:** Students will complete **two** 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 will submit a **one-paged typed** summary, in correct format (see below) 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 and key interview points** with the class.
- **Correct format for assignments, unless otherwise stated is as follows: Times New Roman font with 1.5 spacing. All submissions must have students full name with date and title of assignment. Multiple pages must be stapled upon submission.**
- **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 analyze/observe for the semester. During this time students will interact with the organization and speak 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 page written proposal to be submitted.**
- **Independent Study Days:** Assignments in this class involve community-based interaction. Independent Study days provide students the opportunity to make appointments/observe their designated community organization during "regular" business hours in order to complete assigned projects and the Intervention Proposal.
- **Examinations:** The midterm will be objective in format. The final exam will be in essay or case study format.

## 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 or through Blackboard* 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 per day late (three day maximum)**. 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.
- **Blackboard:** Selected classroom materials, assignments, project templates and updates will be posted on Blackboard for a monitored time duration.
- **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...**not meals**. Cell phones 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.**
- Use of laptops in class must be for class purposes only.
- **Student Support Resources on Campus:** George Mason University has a number of academic support and other resources to facilitate student success. A list with descriptions of supportive services for student success can be found on the GMU website.
- **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 - TENTATIVE COURSE SCHEDULE - Fall 2014**

**August 25, 2014 - December 17, 2014**

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

<b>DATE</b>	<b>IN-CLASS DISCUSSION/TOPIC</b>	<b>ASSIGNMENTS/HOMEWORK</b>
<b>August 28</b>	<ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Overview of assignments and projects</li> </ul>	<b>Homework due next class:</b> Think about an Individual Leisure Activity in which to participate; Identify an organization/ program of interest that addresses a population at risk
<b>September 4</b>	<ul style="list-style-type: none"> <li>• Frameworks/Concepts of Vulnerability and Resiliency</li> <li>• Cultural &amp; Linguistic Competence; Dimension Factors/The Wellness Model/Building Community</li> <li>• In-class Task Force group work</li> </ul>	Homework due next class: Essay Question #1 (L. Shi, Page 218: #1)  <b>Due Today: Leisure Activity/Intervention Proposal Idea</b>
<b>September 11</b>	<ul style="list-style-type: none"> <li>• Task Force group work review</li> <li>• <b>Guest Speaker: ODIME*</b></li> </ul>	<b>Due Today: Essay Question #1 Attendance and Participation</b>
<b>September 18</b>	<ul style="list-style-type: none"> <li>• Independent Study-Project Development</li> </ul>	<b>Assignment:</b> Visit the organization or program of interest and begin to define your gap in service for the <b>(Intervention Proposal Analysis - IPA)</b>
<b>September 25</b>	<ul style="list-style-type: none"> <li>• <b>Influence of Risk Factors</b></li> <li>• Principles of and designing the Intervention Proposal</li> <li>• In-Class Activity</li> </ul>	<b>Upcoming:</b> Don't forget to prepare <b>handouts for the Task Force presentation</b>
<b>October 2</b>	<ul style="list-style-type: none"> <li>• <b>Group Presentations – Journal Review Discussions</b></li> <li>• <b>Midterm Review</b></li> </ul>	<b>Due Today: Presentation handouts</b>  <b>Assignment: Study for Mid-term Exam</b>
<b>October 9</b>	<b>Midterm Exam</b>	<b>Due Today: Midterm Exam – In class</b>
<b>October 16</b>	<b>Independent Study-Project Development</b>	<b>Assignment due next class: IPA form (typed)</b>  <b>Read Chapter 6: Resolving Disparity in the US</b>
<b>October 23</b>	<ul style="list-style-type: none"> <li>• Resiliency and Social Support</li> <li>• Empowering Special Populations</li> <li>• In-Class Activities: Task Force #1</li> </ul>	<b>Due Today: IPA form for submission</b>  <b>Assignment: Finalize Independent Project for presentation next class</b>
<b>October 30</b>	<b>Presentations: Leisure Activity/ Independent Projects</b>	<b>Due Today: Individual Project Folder and Journal Article</b>
<b>November 6</b>	<ul style="list-style-type: none"> <li>• Independent Study- Project Development</li> </ul>	<b>Upcoming:</b> Complete tasks associated with final preparation of Intervention Proposal
<b>November 13</b>	<ul style="list-style-type: none"> <li>▪ Tying it Together: Professional Roles</li> <li>▪ Community Focused Approaches to Vulnerability</li> <li>▪ <b>In-class Activities:</b> Task Force #2</li> </ul>	<b>Due Today: Attendance and participation</b>
<b>November 20</b>	Intervention Proposal Presentations <ul style="list-style-type: none"> <li>▪ <b>Proposal Selection Assignment</b></li> </ul>	<b>Due Today: Oral Presentations; Intervention Proposal submission</b>
<b>November 27</b>	<b>Thanksgiving Day Break</b>	<b>Enjoy</b>
<b>December 4</b>	Future Directions Intervention Proposal Selection Results <b>Final Exam Review</b>	<b>Due Today: Attendance and participation</b>
<b>December 11</b>	Final Exam Due	

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## ***Student Expectations***

- Students must adhere to the guidelines of the George Mason University Honor Code and the Student Code of Conduct [See <http://oai.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://university.gmu.edu/policies/responsible-use-of-computing>.)
- 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>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**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.

