

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 350 001 - Interventions for Populations and Communities at Risk (3)  
Fall 2015

|               |                        |                |  |
|---------------|------------------------|----------------|--|
| DAY/TIME:     | Thursday 4:30–7:10p.m. | LOCATION:      | Innovation Hall 209                                    |
| PROFESSOR:    | Dr. G. Hope Asterilla  | EMAIL ADDRESS: | <a href="mailto:gasteril@gmu.edu">gasteril@gmu.edu</a> |
| OFFICE HOURS: | By Appointment         | PHONE:         | 202-805-8290   |

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:

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. *Experiential learning is “knowledge, skills, and/or abilities attained through observation, simulation, and/or participation that provides depth and meaning to learning by engaging the mind and/or body through activity, reflection and application. Craig, 1997)”* 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

Instructor provided. Relevant articles, case studies and research will be assigned throughout the semester.

#### EVALUATION (Rubrics will be discussed for assignments and projects)

- **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%)

## COURSE REQUIREMENTS

- **In-Class Assignments/Homework/Work Ethic:** Students will work in small groups (**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 and 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. Students will submit a **one/two-page typed** summary of this experience inclusive of (1) why they chose that activity (2) what happened during the lesson (3) what they learned from it (4) how the activity was relevant to the class and (5) its significance/connection to populations at risk. For the **second project**, students will **interview an elder in their family**. Students will submit a one-page typed summary, in correct format, of key interview points (provided) relevant to the class. Student will share **the leisure activity and the interview summary** 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. Emailed submissions are not accepted unless with instructors approval.**
- **Intervention Strategy Proposal:** The purpose of this major assignment is to provide students with exposure to community-based organizations that work with populations at-risk. Students will select an organization or program, of their choice, 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 or interest). Students will then complete a written ***Plan of Action*** from which will be developed a short-term “do-able” Intervention Strategy Proposal appropriate for this audience. **This culminating Intervention Proposal will be presented to the class in a five-eight minute oral presentation supported by a two page written paper to be submitted.**
- **Independent Study Days:** Assignments in this class involve community-based interaction. Independent Study days provide students the opportunity to make appointments and observe their designated community organization during “regular” business hours in order to complete assigned projects and the Intervention Proposal. This out of class study day is considered class time for project development, the result of which will be reflected in your submitted *Plan of Action*.
- **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 (two 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 and out of sight. **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 response via email or Blackboard.

**August 31-December 21, 2015**

*(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>September 3</b>  | <ul style="list-style-type: none"> <li>Overview of course, key assignments and projects</li> <li>Frameworks/Concepts of Vulnerability and Resiliency</li> </ul>  | <p><b>Homework Assignment</b></p> <ol style="list-style-type: none"> <li>Identify a leisure activity in which to participate</li> <li>Identify a program of interest that addresses a population at risk</li> </ol>  |
| <b>September 10</b> | <ul style="list-style-type: none"> <li>Introduction: The Wellness Model/ The Cultural &amp; Linguistic Continuum</li> <li>Principles of and designing the Intervention Proposal</li> <li>Cultural Competency Dimension Factors/Building Community</li> <li>In-class: Journal Article group work</li> </ul> | <p><b>Due Today: Leisure Activity/Intervention Proposal Idea</b></p> <p><b>Homework due next class:</b></p> <ol style="list-style-type: none"> <li>Assigned reading: <i>The Complexity of Identify: Who Am I?</i> (Tatum, B.)</li> <li>Leisure Activity and Intervention Proposal Idea – (See BB)</li> </ol> |
| <b>September 17</b> | <ul style="list-style-type: none"> <li>In-class: Journal Group Work meeting</li> <li><b>Guest Speaker-ODIME*</b></li> </ul>  | <p><b>Due Today:</b></p> <ol style="list-style-type: none"> <li>Assigned Reading Response</li> </ol>   |
| <b>September 24</b> | <ul style="list-style-type: none"> <li>Independent Study- Project Development</li> </ul>   | <p><b>Homework Assignment:</b> Visit the organization or program of interest and begin to define your gap in service for the <b>(Intervention Plan of Action)</b></p> <p><b>**Don't forget to prepare handouts for the Journal Article presentation</b></p>  |
| <b>October 1</b>    | <ul style="list-style-type: none"> <li><b>Group Presentations – Journal Article Discussion</b></li> </ul>  | <p><b>Due Today: Presentation and handouts</b></p> <p><b>Homework: Assigned Reading and Question</b></p>   |
| <b>October 8</b>    | <ul style="list-style-type: none"> <li>Influence of Risk Factors/assigned readings</li> <li>Developing the Plan of Action</li> <li>Midterm Review</li> </ul>   | <p><b>Due Today: Assigned Reading Response</b></p> <p><b>Homework: Study for Mid-term Exam</b></p>   |
| <b>October 15</b>   | <b>Midterm Exam</b>  | <b>Due Today: Midterm Exam – In class</b>  |
| <b>October 22</b>   | Independent Study- Project Development   | <p><b>Homework Assignment</b></p> <ol style="list-style-type: none"> <li>Plan of Action form (typed)</li> </ol>  |
| <b>October 29</b>   | <ul style="list-style-type: none"> <li>Resiliency and Social Support</li> <li>Empowering Special Populations</li> <li><b>In-Class Activities: Task Force #1</b></li> </ul>   | <p><b>Due Today: Plan of Action form for submission</b></p> <p><b>Homework Assignment: Finalize Independent Projects for presentation next class</b></p>   |
| <b>November 5</b>   | <b>Presentations: Independent Projects and discussion</b>  | <b>Due Today: Individual Project Summary-Oral Presentation</b>   |
| <b>November 12</b>  | Independent Study- Project Development   | <b>Homework assignment: Review readings and materials provided in class</b>  |
| <b>November 19</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: Task Force #2</b></li> </ul>  | <b>Homework Assignment: Complete tasks associated with final preparation of Intervention Proposal</b>  |
| <b>November 26</b>  | <ul style="list-style-type: none"> <li>Thanksgiving Day Holiday</li> </ul>   | <b>Homework assignment: Completion of final Intervention Proposal</b>  |
| <b>December 3</b>   | Intervention Proposal Presentations <ul style="list-style-type: none"> <li><b>Proposal Selection Activity</b></li> </ul>   | <b>Due Today: Oral Presentations and Intervention Proposal submission</b>  |
| <b>December 10</b>  | Future Directions<br>Intervention Proposal Selection Results<br><b>Final Exam Review</b>   | <b>Due Today: Attendance and participation</b>   |
| <b>December 17</b>  | Final Exam   |  |

## **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.policy.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.

