

George Mason University
College of Education and Human Development
School of Recreation, Health and Tourism

HEAL 350 -001 - Interventions for Populations and Communities At-Risk 71525

3 Credits, Fall 2016

Thursdays 4:30-7:10 pm Thompson Hall L004, Fairfax Campus

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

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

Course Overview

Using a multidisciplinary and experiential approach, this course will address concepts and issues of disparity relating to various communities and populations in at-risk environments in the United States. Inclusive of discussions on the Healthy People Initiatives, attention will be given to the identification of a range of vulnerable populations and of some cultural, physical, emotional, and demographic factors which impact these communities. Additional assignments will provide students the opportunity to examine their level of cultural competency. Using the community as a platform, students will identify a designated population at risk, examine real life factors which place them 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 in-class participation on assigned tasks. Absences for oral presentations will result in a deduction of points from the total assignment value.* Students will be held to the standards of the George Mason University Honor Code.

Course Delivery Method

This course will be delivered face-to-face using lecture, and interactive classroom discussions, combined with out-of-class individualized, project based learning assignments.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Define concepts of vulnerability and resiliency

2. Identify factors that influence vulnerability and resiliency in communities at-risk
3. Describe conceptual models and themes associated with populations and communities at-risk
4. Evaluate and assess personal frames of reference relative to cultural competency and intercultural understanding
5. Explain the structure and process in developing intervention programs
6. Demonstrate an understanding of resources that address disparity through the analysis and development of an initiative supportive of a self-identified community at-risk

Professional Standards

Upon completion of this course, students will have met the following professional standards:
(Not applicable)

Required Texts

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

Other readings as assigned.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**
 - **In-Class Assignments/Homework/Work Ethic:** Students will work individually and in small groups (e.g. Task Force) to facilitate understanding of various readings. In addition, student groups will present an oral and written review of an assigned journal article to the class for discussion. *Student attendance is critical for presentations and for participation as an audience member.*
 - *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 Project Presentation:** Students will complete **two** individual project assignments. For the first project, students must select and participate in **an approved new leisure activity** of his/her choice. This activity must be offered by an approved organization. For the second project, students will conduct an **“Interview With an Elder” in their family**. Students will submit a **one-two paged typed** summary, in correct format (see below) of *each* experience and share key points of both assignments 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 the date and title of assignment on each page. A hard copy of each assignment is due for submission following each presentation. Multiple pages must be stapled upon submission. Do not email assignments unless requested.**
 - **Intervention Strategy Proposal:** This project will 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 initiative may be helpful. (Ideally, this initiative should be viewed from the perspective of your major course of study). **Students will then complete a written *Plan of Action*** from which will be developed a short-term, “do-able” intervention strategy 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 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 individual projects and the Intervention Proposal. This out of class study is considered class time for project development, the result of which will be reflected in your submitted *Plan of Action*.
- **Examinations:** The midterm assessment will be objective in format. The final exam will be in case study/essay format.
- **Other Requirements**
 - **Assignments:** All assignments and presentations are due on the scheduled date. **All written assignments are to be typed.**
 - **Late assignments** 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. This includes emailed assignments after class. 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, forms and updates will be posted on Blackboard for a monitored time duration.
 - **Absences:** Handouts 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.
- **Course Performance Evaluation Weighting**
 - **In-class assignments/Homework/Work Ethic (20%):**
Small Group Projects/Oral presentations/Class Participation
 - **Individual Project Presentation (20%):**
 - **Intervention Strategy Proposal/Presentation (20%)**
 - **Examinations:** Mid-term: Objective (15%) Final: Essay Exam (25%)
- **Grading Policies**

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		

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

- **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.
- **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 below and 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 answered in as timely a manner as possible. Many times specific questions may be answered in an all-class response via email or Blackboard.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://course support.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

HEAL 350 001 - PROPOSED COURSE SCHEDULE - FALL 2016

August 29, 2016 - December 15, 2016

DATE	IN-CLASS DISCUSSION/TOPIC	ASSIGNMENTS/HOMEWORK
September 1	<ul style="list-style-type: none"> Overview of course, key assignments and projects Frameworks/Concepts of Vulnerability and Resiliency 	<p>Due Today:</p> <ul style="list-style-type: none"> Student Questionnaire <p>Homework due Next Class:</p> <p>Project Worksheet</p> <ul style="list-style-type: none"> Identify an Individual Leisure Activity in which to participate Identify an organization of interest that addresses a population at risk
September 8	<ul style="list-style-type: none"> Introduction: The Wellness Model/ Cultural & Linguistic Continuum Influence of Risk Factors Building Community Activity In-class: Journal Article Assignment 	<p>Due Today:</p> <ul style="list-style-type: none"> Project Worksheet <p>Homework due Next Class</p> <ul style="list-style-type: none"> Essay Question (L. Shi, Chapter 1: Page 34:#1)
September 15*	<ul style="list-style-type: none"> In-class: Journal Group Work meeting Guest Speaker-ODIME* 	<p>Due Today:</p> <ul style="list-style-type: none"> Essay Question #1 <p>Homework Assignment:</p> <ul style="list-style-type: none"> Continue developing presentation of Journal Article
September 22	<ul style="list-style-type: none"> <i>Independent Study</i> 	<p>Homework Assignment: Visit the organization of interest; begin to define your gap in service: draft the Plan of Action. Read Chapter 5 (L. Shi pgs. 180-217)</p>
September 29*	<ul style="list-style-type: none"> Principles of and designing the Intervention Proposal Strategies serving vulnerable populations In-class: Journal Article group work 	<p>Due Today:</p> <p>Discussion of Chapter 5:Essay Question 1, pg. 218, (draft Plan of Action)</p> <p>Homework due Next Class: Handout for the Journal Article presentation</p>
October 6	<ul style="list-style-type: none"> Group Presentations – Journal Article Review and Discussion Midterm Review 	<p>Due Today:</p> <ul style="list-style-type: none"> Oral presentation with handout <p>Homework due Next Class:</p> <ul style="list-style-type: none"> Study for Mid-term Exam
October 13	Midterm Exam	Due Today: Midterm Exam – In class
October 20	Independent Study	<p>Homework due next class:</p> <ol style="list-style-type: none"> Finalize Plan of Action Read Chapter 6:Resolving Disparity in the US: Review Question, pg. 282

October 27	<ul style="list-style-type: none"> Resiliency and Social Support Empowering Special Populations In-Class Activities: Self-Assessment/Task Force #1 	<i>Due Today:</i> <ul style="list-style-type: none"> <i>Plan of Action for submission</i> <i>Homework due next class:</i> <ul style="list-style-type: none"> Independent Project presentation
November 3	<i>Presentations: Independent Projects and discussion</i>	<i>Due Today: Individual Project Summaries</i>
November 10	<ul style="list-style-type: none"> Independent Study- Project Development 	<i>Homework Assignment: Continue tasks associated with final preparation of Intervention Proposal</i>
November 17	<ul style="list-style-type: none"> Tying it Together: Professional Roles Community Focused Approaches to Vulnerability <i>In-class Activities:</i> Task Force #2 	<i>Homework Assignment: Complete tasks associated with final preparation of Intervention Proposal</i>
November 24	<ul style="list-style-type: none"> Thanksgiving Holiday Break 	<i>Homework due Next Class</i> <ul style="list-style-type: none"> <i>Final Intervention Proposal</i>
December 1	Intervention Proposal Presentations <ul style="list-style-type: none"> <i>Proposal Selection Activity</i> 	<i>Due Today: Oral Presentations and Written Intervention Proposal submission</i>
December 8	Future Directions Intervention Proposal Selection Results Final Exam Review	<i>Due Today:</i> <ul style="list-style-type: none"> <i>Attendance and participation</i>
December 15	Final Exam	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Presentation Assessment Rubric(s)

	4	3	2	1
Oral Presentation (25)	Holds attention of entire audience with the use of eye contact, seldom use of notes; speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	Consistent use of eye contact with audience, but still returns to notes ; speaks with satisfactory variation of volume and inflection	Speaks in low volume and/ or monotonous tone, which causes audience to disengage	Student did not present to the class
Subject knowledge (25)	Student demonstrates full knowledge by comfortably answering all class questions with explanations and elaboration.	Student is at ease and is able to respond to most questions, comfortably but without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions	Student does not have grasp of information; student cannot answer questions about subject.
Organization (25)	Student presents information in logical sequence which audience can follow without difficulty	Student presents information in logical sequence which audience can follow with minimal difficulty	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
Written Submission (25)	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three or more misspellings and/or grammatical errors.	Presentation has multiple spelling and/or grammatical errors that interfere with flow and understanding

Adapted R/W/T