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 2017
August 28, 2017 – December 14, 2017
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 project based 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 make them vulnerable, 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 hybrid course will be delivered face-to-face (FTF), on selected days, using lecture, and interactive classroom discussions, combined with an online format via Blackboard learning management system housed in MyMason portal. You will log into the Blackboard course site using your Mason email name and email password. The out-of-class individualized, project based learning assignments are factored in this schedule.

Technical Requirements and Considerations
Students will need the following technical requirements:
- High-speed Internet access with a standard up-to-date browser. Students must actively access their GMU email and Blackboard for communications from the instructor, course materials, or course updates.
- Students who may need technical help are expected to seek assistance from the College or University technical services. Late work will not be accepted based on individual technical issues.
- With any online assignments or discussions, please adhere to the "Netiquette" courtesies expected in the online environment. As this platform is a collaborative learning space, please re-read any written responses before posting them, so as not to personally offend others, or to have an innocent remark misinterpreted.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Define and identify factors that influence vulnerability and resiliency in communities at-risk.
2. Describe conceptual models and themes associated with populations and communities at-risk.
3. Evaluate and assess personal frames of reference relative to cultural competency and intercultural understanding.
4. Explain the structure and process in developing interventions for vulnerable groups.
5. Demonstrate an understanding of resources that address disparity through the analysis and development of an initiative supportive of a self-identified vulnerable group.

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 significant point deduction from the total assignment value.
- Individual Project Presentation: Students will complete two individual project assignments that will be introduced by the instructor in the course overview. These self-selected projects will be completed within guidelines provided by the instructors. The intent of these projects is for self-

development and assessment. Students will submit a one page 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 paged submissions must be stapled. Do not email assignments unless requested.

- Intervention Strategy Proposal: This major project will provide students with exposure to community-based organizations that work with populations at-risk. Students will select an organization or program of interest, in which to analyze/observe for the semester. During this time students will interact with the organization, 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 an eight-ten minute oral presentation supported by a two page written proposal to be submitted.

- Independent Study Days: Assignments in this class involve community-based interaction and project development. 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 proposal development, the result of which will be reflected in your oral presentations and 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 a FTF 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 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 Assessment (15%) Final: Essay Exam (25%)

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		

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 will be required to complete assignments for cancelled classes 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/.

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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/.

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

HEAL 850 001 – PROPOSED COURSE SCHEDULE – FALL 2017
August 28, 2017 – December 14, 2017

DATE	TOPICS OF DISCUSSION	ASSIGNMENTS/READINGS
August 31	• Overview of key concepts, assignments and projects.	*Due Next Class: Project Worksheet*
September 7	• The Wellness Model/ Cultural & Linguistic Continuum/Risk Factors/ Principles of Intervention Proposal • Journal Article Assignment	*Due Next Class: Essay Question (L. Shi, Chapter 1: Page 34:#1)*
September 14*	• In-class: Journal Group Work • Guest Speaker-ODIME*	*Due Next Class: Journal article oral presentations with written handout*
September 21	*Independent Study*	*Reading Assignment: Chapter 5: pages 180-218; Essay Question 1, pg 218(Begin Plan of Action)*
September 28	*Independent Study*	
October 5	• **Group Presentations – Journal Article Review and Discussion** • Empowering Vulnerable Populations • In-Class Activities: Task Force #1 • **Midterm Review**	*Due Next Class: Study for mid-term assessment* Discussion of Chapter 5:Essay Question 1, pg. 218, (draft Plan of Action)
October 12	• **Midterm Assessment** • **Plan of Action Review**	*Due Next Class: Individual Project Summaries/Plan of Action submissions*
October 19	*Independent Study*	
October 26	*Independent Study*	
November 2	• **Presentations: Independent Projects and discussion** • Tying it Together: Professional Roles	*Due Next Class: Reading Assignment: Read Chapter 6:Resolving Disparity in the US: Review Question, pg. 282*
November 9	• Community Approaches to Vulnerability • **In-class Activities:** Task Force #2	
November 16	*Independent Study*	*Due Next Class: Oral presentations/ Written Final Intervention Proposal for submission*
November 23	*Thanksgiving Holiday Break*	
November 30	• Intervention Proposal Presentations • **Proposal Selection Activity**	*Due Next Class: Study for final exam*
December 7	• **Future Directions** • **Final Exam Review**	
December 14	Final Exam	

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

Presentation Assessment Rubric

	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