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

HEAL 350-001(Hybrid Course)
Interventions for Populations and Communities At-Risk 71193
3 Credits, Fall 2018

August 30, 2018 – December 19, 2018
Thursdays 4:30-7:10 pm Robinson Hall B220, Fairfax Campus

Faculty
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Prerequisites/Co-requisites
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, with implications for global affairs. 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 self-select a designated vulnerable population, and then develop a specific programmatic intervention to address identified risk factors. Student attendance is critical for in-class participation as well as for project presentations. Absences for group work or 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 as indicated, 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 delivery schedule.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication

Technical Requirements and Considerations
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
- https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems.
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on [Day], and finish on [Day].
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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

Professional Standards
(Not applicable)

Required Texts: None
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 provided by instructor. In addition, student groups will present an oral and written review of an assigned journal article for class discussion. Absences for oral presentations will result in a significant point deduction from the total assignment value. **Homework assignments** and collective in-class activities carry significant grade point value. **Missed in-class interactive activities cannot be made up.**

• **Individual Project Presentation**: Students will complete two individual project assignments 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 papers must have students' full name, date and title of assignment on each page. A **hard copy** of each assignment is due for submission following each oral 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 service oriented or community-based organizations with populations facing at-risk factors. Students will select an organization of interest, in which to analyze/observe for the semester in order 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, or personal interest). Students will then complete a written proposal outline from which will be developed a short-term, "do-able" Intervention Strategy Proposal appropriate for this audience. This culminating two page written proposal will be submitted, following a short oral presentation to the class.
• **Independent Study Days**: Assignments in this class involve real world learning through 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 the assigned individual projects and the Intervention Proposal. The "out-of-class" study days are considered class time for proposal development, the result of which will be reflected in your oral presentations and submitted Intervention Proposal.
• **Examinations**: The midterm assessment will be objective in format. The final exam will be in case study/essay format.

Other Requirements and Considerations:
• **Recordings**: Due to the sensitive nature of various class discussions, there will be no taped recording of class discussions in support of reasonable privacy considerations. Lectures notes can be referenced on Blackboard.
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 and approved** by 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 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 record class discussions, 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.

Other Requirements
　　• **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.
　　• **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.

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

See https://cehd.gmu.edu/students/polices-procedures/

HEAL 350 PROPOSED COURSE SCHEDULE – FALL 2018
August 30, 2018 – December 19, 2018
(Topics, assignments and order of discussion may be adjusted as needed by Instructor)

DATE	TOPICS OF DISCUSSION	ASSIGNMENTS/READINGS/DUE DATES
August 30	Overview of key concepts, assignments and projects/ Healthy People 2020	**Due Next Class**: Project Worksheet
September 6	The Wellness Model, Cultural Linguistic Continuum/Principles of Intervention Proposal Individual Projects/Journal Article Assignments **Guest Presentation:** Student Advocacy Center	**Due Next Class**: Essay Question Reading: ODIME
September 13	In Class – Journal Group Work	**Due Next Class:** Journal Article Oral

	Guest Presentation: ODIME	Presentations with written handout
September 20	Independent Study Break	
September 27	Independent Study Break	
October 4	**Presentation**: Journal Article Midterm Assessment Review	**Due Next Class**: Intervention Proposal Outline Study for Mid-term Exam
October 11	Midterm Exam In-Class Activity: Task Force #1	**Due Next Class**: Independent Project Summary
October 18	Independent Study Break	
October 25	Independent Study Break	
November 1	**Presentation**s: Independent Project Discussion Intervention Proposal Development	**Due Next Class:** Reading Assignment Review Question
November 8	Community Approaches to Vulnerability In-Class Activity: Task Force #2	
November 15	Independent Study Break	**Due Next Class:** Oral Presentations/ Final written Intervention Proposal for submission
November 22	Thanksgiving Holiday Break	
November 29	Intervention Proposal Presentations and Critique	**Due Next Class**: Review Healthy People 2020
December 6	Tying it Together Final Exam Review/ Proposal Selection Critique Results	**Due Next Class:** Study for Final Exam
December 13	Final Exam	

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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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/).

- <mark>Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.</mark>

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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

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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