

**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  
3 Credits Fall 2019  
Distance Learning  
August 26, 2019 – December 12, 2019

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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, addressing 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 vulnerability relating to various communities and populations in at-risk environments in the United States. Some assignments will address the issue of cultural competency for the professional. Using the community as a platform, students will self-select a vulnerable population, and then develop a programmatic intervention to address identified risk factors.

- Students are expected to exhibit professionalism in their interactive responses at all times.
- **E-mail:** Questions for the Professor will be answered in as timely a manner as possible. Specific questions may be answered in an all-class response via email or Blackboard

**Course Delivery Method** This course will be delivered using an **asynchronous** (not “real time”) format via Blackboard learning management system housed in MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 26, 2019.

**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*

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. For a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

- 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 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.
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- 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/](http://www.apple.com/quicktime/download/)

## Expectations

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Saturday. Modules and assignments will become available by Monday morning at 9:00 a.m. EST. Students are expected to complete and electronically submit all assignments prior to 11:59 p.m. EST on the due date of the assignment as indicated on the course calendar.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor at a minimum of 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, inclusive of reviewing all course materials, completing activities and assignments and participating in discussions and group forums.
- **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 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.** Technical help for students is available from the University technical services.
- **Workload:** Please be aware that this course **is not self-paced**. Students are expected to meet *specific deadlines* and *due dates* as listed in this syllabus and posted on Blackboard. 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 session to discuss course requirements, content or other course-related issues. Students should email the instructor using their GMU account only, with suggested dates/times and the phone number you wish to use. (Emailed

messages will be responded to as soon as possible within 48 hours during the week, or 72 hours on weekends and holidays.)

- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Please re-read your responses carefully before posting them, so 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. “Netiquette” courtesies expected includes but is not limited to the following guidelines: *Comment, question, or critique an idea but do not attack an individual; you can disagree respectfully; All opinions and experiences, no matter how different they may be perceived, must be respected in the spirit of tolerance and academic discourse; Watch sarcasm or jokes - it doesn't always translate well online. No profane or offensive language is to be used in discussions or assignments.*
- **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:

- Identify factors that influence vulnerability and resiliency in communities at-risk. Understand concepts and themes associated with populations and communities at-risk.
- Evaluate and assess personal frames of reference relative to cultural competency and interactions with populations and communities at-risk.
- Explain the structure/process in developing an intervention program for vulnerable groups.
- Demonstrate an understanding of community resources through program analysis and the development of an intervention proposal supportive of vulnerable populations.

### **Professional Standards**

(Not applicable)

### **Required Texts**

No required text. Assigned readings will be posted within modules. Course Reference: Shi, I. & Stevens, G. (2010). *Vulnerable Populations in the United States*. San Francisco, CA. Jossey-Bass.

### **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, discussion boards, projects, activities, Intervention Proposal, and exams will not reopen or be accepted after the due date.**

### **Course Assignments/Examinations**

- Students are expected to submit all assignments on time through the Blackboard course site unless otherwise indicated.
- **There are five (5) instructional modules for this course listed on the course page in Blackboard each** with a lecture, directions or detailed instructions for specific weekly assignments, tasks, readings, or projects to be completed and submitted within the

indicated due date. **Some fieldwork activities are required assignments--designed for professional development or to assess community resources relative to vulnerable communities. Thus, time management of scheduled assignments is important for this class.**

- **Discussion Board/Task Force Forums:** Discussion prompts will be based on the lecture, journal articles, assigned readings or other related material. Individual responses to prompts posted for discussion on Monday will be due by Thursday of that same week by 11:59 EST. Peer responses to prompts or peer review of assignments will be due by Saturday 11:59 EST. Each student is expected to post a comment in each discussion forum, and in each forum he/she has to reply to another student’s posting. Each posting, with reply, is worth 2-3 points for a total of 20 points which will represent class participation. **These individual assignments carry a significant collective grade point value.**
- **Individual Projects/Self-Assessment:** Students will complete three individual project activities with guidelines provided by the instructor. These projects are to expose students to perspectives for self-development with tools useful in professional settings. Project details will be posted in the designed instructional module on Blackboard.
- **Intervention Proposal:** This major project will involve students’ selecting and analyzing a program or community-based organization, with populations facing at-risk factors, in order to identify a **gap in current services**. This *Intervention Analysis* summary will inform an approved intervention initiative, resulting in a brief proposal with a “do-able” **Plan of Action** appropriate for this audience. A short summary of your Intervention Proposal will be submitted for peer review.
- **Article Review:** Students will review three journal articles or studies relative to current issues facing vulnerable populations.
- **Examinations:** The final exam will be an assessment of an issue facing a vulnerable population.

**Course Grading:**

Assignments are assigned a raw point value which will be added for a cumulative score. That score will be aligned to the University’ grading scale as indicated.

Assignment	Raw Point Value	Grading Scale	
Intervention Proposal	25	A = 94-100	C+ = 78-79
Forum Discussion Prompts	20	A- = 90-93	C- = 74-77
Individual Projects	25	B+ = 88-89	D = 60-69
Journal Article Review	15	B- = 84-87	F = 0-59
Final Assessment	15		
	<b>100</b>		

**Professional Dispositions**

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

**Class Schedule**  
**HEAL 350 – FALL 2019**  
**August 26, 2019 – December 13, 2019**

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

	<b>Week</b>	<b>DATE</b>	<b>DISCUSSION</b>	<b>ASSIGNMENTS/ READING</b>
<b>MODULE #1</b>	1	August 26	<b>Introductions</b>	Course Overview Project Guidelines
	2	September 2		Definitions & Concepts <i>Discussion 1</i>
<b>MODULE #2</b>	3	September 9	<b>Vulnerable Populations</b>	Assigned Journal Articles <i>Project worksheet due</i>
	4	September 16		Principles of Planning for Interventions <b>Discussion 2</b>
	5	September 23		Considerations for Interventions <i>Intervention Analysis Due</i> <i>Discussion 3</i>
<b>MODULE #3</b>	6	September 30	<b>Self-Assessments</b>	The Tool of Type <i>Assessment Summary Due</i>
	7	October 7		Generational Considerations: <i>Interview Due</i>
	8	October 14		<i>Leisure Summary Due</i> <i>Discussion 4</i>
<b>MODULE #4</b>	9	October 21	<b>Task Force Forums</b>	Healthy People 2020 <i>Article Review due</i>
	10	October 28		Leading Health Indicators <b>Discussion 5</b>
	11	November 4	<b>The Intervention Proposal</b>	Developing the Plan of Action
<b>MODULE #5</b>	12	November 11		Resiliency/Empowerment/ Community Partnerships
	13	November 18		<i>Intervention Plan of Action due</i> <i>Discussion 6</i>
	14	November 25	Thanksgiving Holiday Break	
	15	December 2		Closing Thoughts <i>Discussion 7: Peer Review</i>
	16	December 9	<b>Final Assessment</b>	Written response due by Dec 13 (end of day)

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

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>**