

George Mason University
College of Education and Human Development
HEAL

HEAL 350-001 DL1 Interventions for Populations and Communities At-Risk
3 Credits Fall 2021
Distance Learning
August 23, 2021 – December 15, 2021

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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 selected 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 identify a vulnerable population and then develop a programmatic intervention to address identified risk factors.

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 23, 2021.

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.

- 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.

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

- 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - 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:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday. Modules and assignments may become available on Sunday by 8:00 p.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 an individual session to discuss course requirements, 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. 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 ensure 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:

- Review risk factors, concepts and themes associated with vulnerable communities.
- Evaluate and assess personal frames of reference relative to cultural competency and interactions with vulnerable populations.
- Understand the structure/process in developing an intervention program for vulnerable groups.
- Identify a specific vulnerable population and demonstrate an understanding of program analysis through the development of an intervention proposal supportive of that vulnerable population.

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 as outlined by the instructor (e.g., Blackboard, Tk20). **Coursework is presented in a sequential manner, thus, assignments, discussion boards, projects, activities, Intervention Proposal, and exams will not reopen or be accepted after the posted due date.**

Assignments/Examinations

Note: The coronavirus pandemic continues to impact the discussion of vulnerable populations for this class. As we all re-group with new patterns of responsible behavior, the course assignments may also be adjusted against the ongoing response to this crisis.

- **Discussion Board Forums:** Discussion prompts will be based on the lecture notes, assigned readings or other related material. It will include peer critique and decision making on current issues. Each student is expected to post a comment in each discussion forum, and in each forum she/he has to reply to another student's posting. Postings are worth 2-5 points for a total of **30 points which will represent class participation. These individual assignments carry a significant collective grade point value.** Discussion prompts will be posted on Monday. Individual responses to prompts 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 unless otherwise indicated.

- “Netiquette” includes but is not limited to the following courtesies within culturally competent communication guidelines: *Comment, question, or critique an idea but do not attack an individual; 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 the discussion board, peer reviews or any assignment.*
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- **Individual Project:** Students will complete one individual project with guidelines provided by the instructor. Project details will be posted in the designated module on Blackboard.
- **Intervention Proposal (IP)** This major project will involve students’ selecting and analyzing a community-based program serving vulnerable populations. The task will be to identify a gap/need in current services, mindful that Covid-19 has altered the format and budgets of many programs. Upon approval, students’ will propose a solution (intervention) to address that need and develop a *do-able Intervention Proposal (IP)*. A short abstract summary of your **IP** will also be submitted separately for peer review. Students will be guided through this paced process throughout the semester.
- **Article Review and Commentary:** Students will review two-three articles or journal studies relative to current issues facing vulnerable populations.
- **Final Assessment:** Students will complete a final assessment paper.

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
Intervention Proposal	30
Forum Discussion Prompts	30
Individual Project	10
Article Reviews	20
Final Assessment Paper	10
Total	100

Grading Scale	
A+ = 97-100	C+ = 77-79
A = 94-96	C = 74-76
A- = 90-93	C- = 70-73
B+ = 87-89	D = 60-69
B = 84-86	F = 0-59
B- = 80-83	

Professional Dispositions

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

August 23, 2021 – December 15, 2021

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

	WEEK	DATE	DISCUSSION	ASSIGNMENTS/READING
Overview	1	August 23	Introduction	Course/Assignment Overview Questionnaire due August 27
	2	August 30		Lecture: Concepts Discussion 1: Initial post due 9/2 Peer Response 9/4
MODULE #1	3	September 6	Vulnerable Populations	Lecture: Determinants of Health Reading: Begin Complexity of Identity Discussion 2: Initial post due 9/9 Peer response 9/11; Project worksheet due 9/11
	4	September 13		Lecture: Planning for Interventions Reading: Cultural Competence/ Activity Begin Intervention Proposal (IP) draft Complexity Article Response: Due 9/18
	5	September 20		Reading: Vulnerable Populations; Discussion 3: Initial post 9/23, Peer response 9/25
MODULE #2	6	September 27	Project Development	Lecture: Generational Considerations Project: Begin Interview with an Elder
	7	October 4		IP Draft: Due 10/9 Discussion 4: Initial post 10/7 Peer response 10/9
	8	October 11		Elder Interview Due 10/16
MODULE #3	9	October 18	Task Force Forum	Lecture: Healthy People 2020/2030; Reading: Leading Health Indicators LHI Assessment Review due 10/23
	10	October 25		Discussion 5: Initial post 10/28 Peer response 10/30
MODULE #4	11	November 1	Intervention Proposal (IP)	Lecture: Resiliency/Community Partnerships
	12	November 8		Final IP due 11/13
	13	November 15		Post Final Abstract Summary by 11/17
	14	November 22	Thanksgiving Holiday Break	Enjoy!
	15	November 29 - December 3		Peer Abstract (2 responses) due 12/2
	16	December 6-10		Final Assessment due 12/8

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

1. GMU Policies and Resources for students

Policies

- a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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 <https://ds.gmu.edu>).
- e. 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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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