

George Mason University
College of Education and Human Development
HEAL

HEAL 350-001 DL1 Interventions for Vulnerable Populations
3 Credits Fall 2024
August 26, 2024 – December 14, 2024
Distance Learning

Faculty Name: Dr. G. Hope Asterilla
Office Hours: By Appointment (contact via email for arrangements)
Location: RAC 2121 E (ROTC Suite)
Email Address: gasteril@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Identifies cultural, social, and demographical health risk factors for an array of groups within vulnerable communities. Addresses the role of the practitioner in community health program development. Introduces models and approaches to develop innovative intervention programs that improve the well-being of the community. Offered by School of Education. Limited to three attempts.

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 group and then develop a programmatic intervention as a solution to address identified risk factors, with a focus on improved health and well-being outcomes appropriate for the chosen population.

Course Delivery Method

This course will be delivered using an **asynchronous** (not “real time”) format via Canvas learning management system. You will log in to the Canvas course site using your Mason email name (everything before @masonlive.gmu.edu) and email password at lms.canvas.gmu.edu. The course site will be available on **August 26, 2024**.

- To access your course in Canvas: <https://canvas.gmu.edu/login/canvas>.

Learner Outcomes

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 that support the improvement of health outcomes for diverse and vulnerable groups.
- Identify a specific vulnerable group of interest; demonstrate an understanding of program analysis through the development of an intervention proposal supportive of that vulnerable group.

Professional Standards

(Not applicable)

Required Texts

No required text. Assigned readings will be posted within modules. Course Reference: Shi, I. & Stevens, G. (2021). *Vulnerable Populations in the United States*, 3rd Edition. San Francisco, CA. Jossey-Bass.

Technical Requirements

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

- High-speed internet access with updated browsers.
 - Canvas supported browsers: <https://guides.instructure.com/a/7203291>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.

Expectations

- Course Week:
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 LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [3] times per week. In addition, students must log in for all scheduled online synchronous meetings, if any.
- 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.

Course Performance Evaluation

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

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: The following assignments represents the key tasks required for this course. Rubrics and assessment guides are provided within the posted task.

- **Discussion Board Forums:** Discussion prompts will be based on 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 must post a peer response in each forum as directed. Postings are worth 2-5 points for a total of 25 points which represents class participation. **The individual prompt assignments carry a significant collective grade point value.** Forum prompts will be posted on Monday. Individual responses to prompts are due by Thursday of that same week by 11:59 EST. Peer responses to prompts or assignments will be due by Saturday 11:59 EST unless otherwise indicated. All postings must follow “netiquette” guidelines. Missed participation cannot be made up.
- **Individual Project:** Students will complete one individual project with guidelines provided by the instructor. Project details and assessment guide will be posted in the designated module on Canvas.
- **Intervention Proposal (IP)** This major project will involve students’ selecting and analyzing a **real and local** community-based program serving vulnerable populations and identify a gap or need in current services. Upon instructor approval, students will propose a solution (intervention) to address that need and develop a *do-able Intervention Proposal (IP)*. A brief abstract summary of the 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 instructor provided articles or journal studies relative to current issues facing vulnerable populations.
- **Final Assessment:** Students will complete a final assessment paper.

Other Requirements/Expectations

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday. 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. Assignment due dates will vary between Thursday and Saturdays.
- **Log-in Frequency:** Students must actively check the course site (Canvas) and their GMU email for communications from the instructor at a minimum of 3 times per week. **This is important to view announcements regarding assignment updates or change.**
- **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 Requirements/Issues:** Students will need high-speed Internet access with up-to-date browsers. Students who may have technical challenges with components of the course are expected to seek assistance from the College or University technical services. **Late work will not be accepted based on individual technical issues.**

- **Workload:** Please be aware that this course **is not self-paced, but progressive in design**. Students are expected to meet *specific deadlines and due dates* as listed in this syllabus and posted in Canvas. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due. Make-up work is not provided.
- **Instructor Support:** Students should email the instructor, using their GMU account only, for individual support regarding course related concerns, or extenuating circumstances affecting course assignments. 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. *Be positive in your approach with others and diplomatic in selecting your words. Comment, question, or critique an idea but do not attack an individual; disagree respectfully; all opinions and experiences must be respected in the spirit of tolerance and academic discourse; watch sarcasm or jokes which don't translate well online. No profane or offensive language is to be used in the discussion board, peer reviews or any assignment.* Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Remember that you are not competing with classmates but sharing information and learning from others.

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	30	A+ = 97-100	C+ = 77-79
Forum Discussion Prompts	25	A = 94-96	C = 74-76
Individual Projects	15	A- = 90-93	C- = 70-73
Article Reviews	20	B+ = 87-89	D = 60-69
Final Assessment Paper	10	B = 84-86	F = 0-59
Total	100	B- = 80-83	

Grading Scale by %

A =94-100	B+ =88-89	C+ = 78-79	D = 60-69
A-=90-93	B = 84-89	C = 74-77	F = 0-59
	B-= 80-83	C- = 70-73	

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work

and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

**Class Schedule
HEAL 350 – FALL 2024
August 26, 2024 – December 14, 2024**

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

	WEEK	DATE	DISCUSSION	ASSIGNMENTS/READING
Overview	1	August 26	Introduction	Course/Assignment Overview Student Questionnaire due August 31
	2	September 2		Lecture: Vulnerable Populations Discussion 1: Initial post due 9/5
MODULE #1	3	September 9	Vulnerable Populations	Lecture: Determinants of Health Reading: Begin Complexity of Identity Discussion 2: Initial post due 9/12 Project worksheet due 9/14
	4	September 16		Lecture: Planning for Interventions Reading: Cultural Competence/ Activity Begin Intervention Proposal (IP) draft Article Response: Due 9/21
	5	September 23		Reading: Vulnerable Populations; Discussion 3: Initial post 9/26
MODULE #2	6	September 30	Project Development	Lecture: Generational Considerations Project: Begin Interview with an Elder
	7	October 7		IP Draft: Due 10/12 Discussion 4: Initial post 10/10
	8	October 14 (Fall Break)		Elder Interview Due 10/19
MODULE #3	9	October 21	Task Force Forum	Lecture: Healthy People 2030; Reading: Leading Health Indicators LHI Assessment Review due 10/26
	10	October 28		Discussion 5: Initial post 10/31
MODULE #4	11	November 4	Intervention Proposal (IP)	Lecture: Resiliency/Community Partnerships
	12	November 11		Final IP due 11/16
	13	November 18		Post Final Abstract Summary by 11/23
	14	November 25	Thanksgiving Holiday Break	Enjoy!

	15	*December 2		Discussion 6: Peer Abstract (2 responses due 12/6)
	16	*December 9		Reading Period/Final Assessment due Friday, December 13

***Due Friday**

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>

- For information on student support resources on campus, see:
<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.