



FEMA



National Fire Academy

**R0348 – Changing American Family at Risk
Version: 2nd Edition, 5th Printing, July 2015**

Quarter:

ACE Credit: In the upper division baccalaureate degree category, two semester hours in public safety or fire protection.

IACET Continuing Education Units: 3.8

Length of Course: 6 Days (34 contact hours, Sunday – Friday)

Prerequisite: Yes

Curriculum: Fire Prevention: Public Education

Training Specialist: Mary Marchone

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

Table of Contents

Course Description	Course Resources
Primary and Secondary Audience	Evaluation Procedures
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Grading Rubrics

Course Description (Catalog)

R0348 – *Changing American Family at Risk*. This six-day course emphasizes the strategies for reaching America’s families to protect them from fire. It is less about the families themselves and more about safety strategies at the neighborhood level. Students learn behavioral change from a family-based neighborhood perspective. The course content and exercises are ideal for a wide range of student audiences involved with fire safety education in the neighborhood.

Course methodology includes a variety of small group exercises, videos, discussions and presentations.

The course teaches approaches to create positive fire safety interventions for the individual and the family. Students engage in new strategies for establishing positive relationships that lead to behavioral change. The course also presents future strategies to create sustainable change in the neighborhood, resulting in a reduction of the fire problem.

Course material is focused on the following six content areas:

1. Changing Family in America — understanding of America’s changing communities, neighborhoods, and family demographics, and how they may contribute to fire risk.
2. Fire and Human Behavior — analyzing a fire event (by stages) in order to identify primary prevention interventions.
3. Social Marketing — valuing the potential for social marketing to create positive fire safety change; the four P’s of social marketing.
4. Establishing Relationships With the Family — developing strategies for establishing positive relationships with families in a neighborhood; community equity and organizational equity.
5. Promoting Behavioral Change — developing strategies to elicit behavioral change; the ABC Model for root cause; windows of opportunity.
6. When Behavioral Change is Not Enough — given fire problem in a neighborhood, developing sustainable change strategies to reduce risk; local, state and federal resources; involvement of organizational leader.

Student Qualifications (Primary and Secondary Audience)

Student Selection Criteria: Anyone responsible for or involved with fire safety education in the neighborhood or community, including but not limited to fire safety educators, firefighters, inspectors, fire marshals, community and allied health members, fire officers, fire chiefs, schoolteachers, and community volunteers representing a range of organizations such as the American Red Cross, SAFEKIDS, etc.

Course Scope (Goal)

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to accomplish the following:

- Describe the common elements of successful neighborhood risk reduction.
- Explain how changing lifestyles in the American family can contribute to fire risk.
- Given information on a fire involving a family, analyze the individual elements of the event so that primary prevention interventions are identified.
- Value the potential for the social marketing philosophy to create positive fire safety changes in the individual and the family.

- Given information on a neighborhood, develop strategies for establishing positive relationships with the families living in that neighborhood.
- Design a strategy to elicit behavioral change within a target population.
- Given information on a static fire problem in a neighborhood, develop a strategy for creating sustainable change in the neighborhood, resulting in a reduction of the fire problem.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#). This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this 6-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Morning	Unit 1: Introduction	Unit 2: Changing Family in America (cont'd)	Exam One Unit 4: Social Marketing Philosophy	Unit 5: Establishing Relationships with the Family (cont'd)	Unit 6: Promoting Behavioral Change (cont'd)	Unit 7: Sustainability: When Behavioral Change Is Not Enough
Afternoon	Unit 2: Changing Family in America	Unit 3: Fire and Human Behavior	Unit 5: Establishing Relationships with the Family	Unit 6: Promoting Behavioral Change	Unit 6: Promoting Behavioral Change (cont'd)	Unit 7: Sustainability: When Behavioral Change Is Not Enough (cont'd) Exam Two Course Evaluation Graduation
Evening	Activity 2.3: Community Demographics and Family Lifestyles Affecting Fire Risk in the Local Neighborhood	Activity 3.3: Analysis of a Fatal Residential Fire Activity 3.4 Risk Sequencing Analysis Study for Exam One	Activity 4.2: Potential Local Impact Activity 5.3: Building Organizational Equity	Activity 5.5: Building Neighborhood Equity	Activity 6.5: Using Windows of Opportunity: Home Community Application-- Graded Rubric Study for Exam Two	

Course Resources (Instructional Materials)

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

STUDENT EVALUATION PROCESS FOR INDIVIDUAL NEIGHBORHOOD RISK PROJECT

An evaluation component of the course is the completion of seven evening activities which relate to one neighborhood risk identified in the student's home community. The work on this project is to be completed in the evening as homework assignments. Activity pages for this project are also included in the Student Manual. The activities in this project are as follows:

- Activity 2.3 Day 1 evening;
- Activity 3.3 Day 2 evening;
- Activity 3.4 Day 2 evening;
- Activity 4.2 Day 3 evening;
- Activity 5.3 Day 3 evening;
- Activity 5.5 Day 4 evening; and
- Activity 6.5 Day 5 evening.

The worksheets for each of these activities in this project include a space for instructor comments. The activities are completed individually in the evening and turned in by students the next morning. The instructor then reads each student's work, comments in the space provided, and records that the student completed the assignment. In order to pass the course, the students must complete each activity in this project. The quality of the students' responses is noted and the instructor comments are intended to ensure that each student is "on track" and has been able to grasp the major concepts presented in the course.

If the quality of work on the evening activities is not appropriate and the instructor comments do not help the student to understand what was expected, instructors will meet individually with the students to help clarify the content.

If students prefer to word-process their responses to these activity questions, instruct them to leave a space at the beginning of their papers for instructor comments. Word-processing should be encouraged but is not mandatory.

STUDENT EVALUATION RECORDING FORM

	Student Name	Activities							Exam One	Exam Two
		2.3	3.3	3.4	4.2	5.3	5.5	6.5		
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

STUDENT EVALUATION RECORDING FORM (cont'd)

	Student Name	Activities										Exam One	Exam Two
		2.3	3.3	3.4	4.2	5.3	5.5	6.5					
16.													
17.													
18.													
19.													
20.													
21.													
22.													
23.													
24.													
25.													
26.													
27.													
28.													
29.													
30.													

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

Course Outline

Objectives

Unit 1: Introduction (Day 1)

Terminal Objective

The students will be able to describe the common elements of successful neighborhood risk reduction.

Enabling Objectives

The students will:

1. Identify the Changing American Family at Risk (CAFR) course sequence and goal.
2. Explain why the focus of this course is on the family.
3. Explain how the CAFR course connects with the overall National Fire Academy (NFA) public education curriculum.

Unit 2: Changing Family in America (Day 1)

Objectives

Terminal Objective

The students will be able to explain how changing lifestyles in the American family can contribute to fire risk.

Enabling Objectives

The students will:

1. Develop an understanding of America's changing communities, neighborhoods, and family demographics.
2. Develop an understanding of America's changing family lifestyles.
3. Explain America's past and present fire problem and how it affects households.
4. Use usa.com to identify local neighborhood data.
5. Identify confirmed high-risk populations and develop an understanding of why these populations are at risk from fire.
6. Identify social, cultural, economic, and environmental factors that can create risk in a household.
7. Explain the American paradigm of fire.
8. Discover the similarities between the elements that create fire risk in rural, suburban, and urban environments.
9. Develop a demographic profile of an at-risk neighborhood.

Unit 3: Fire and Human Behavior (Day 2)

Objectives

Terminal Objective

Given information on a fire involving a family, the students will be able to analyze the individual elements of the event so that primary prevention interventions are identified.

Enabling Objectives

The students will:

1. Explain the decisionmaking process used by individuals to determine personal risk.
2. Describe the human response to fires in a residential environment.
3. Explain common barriers to appropriate personal fire safety decisionmaking.
4. Describe the process of risk sequencing used to understand a fire.

5. Given data on a fire involving a family, identify critical behavioral, social, cultural, economic, and environmental elements that contributed to the fire and its outcome.

Unit 4: Social Marketing Philosophy (Day 3)

Objectives

Terminal Objective

The students will be able to value the potential for the social marketing philosophy to create positive fire safety changes in the individual and the family.

Enabling Objectives

The students will:

1. Identify critical elements of the social marketing philosophy.
2. Compare and contrast the social marketing approach to prevention to the problem-focused approach to prevention.
3. Relate the Eight Ps of social marketing to current fire prevention methods.

Unit 5: Establishing Relationships with the Family (Day 3)

Objectives

Terminal Objective

Given information on a neighborhood, the students will be able to develop strategies for establishing positive relationships with the families living in that neighborhood.

Enabling Objectives

The students will:

1. Explain a family member's sphere of influence for fire safety.
2. Acknowledge the value of building positive, open relationships with families in the neighborhood.
3. Explain the concept of community equity as it applies to the family and the neighborhood.
4. Explain the concept of organizational equity.

5. Develop strategies for building neighborhood equity (schools, churches, sports, neighborhood events, non-emergency services).
6. Explain and provide examples of value-added services that build neighborhood equity.

Unit 6: Promoting Behavioral Change (Day 4)

Objectives

Terminal Objective

The students will be able to design a strategy to elicit behavioral change within a target population.

Enabling Objectives

The students will:

1. Identify factors that influence behavioral change.
2. Examine the Antecedent-Behavior-Consequence Model for analyzing the root cause of risk behavior.
3. Define, recognize, and provide examples of windows of opportunity.
4. Compare and contrast planned versus spontaneous windows of opportunity.
5. Identify challenges associated with creating windows of opportunity.
6. Explain how to use a window of opportunity to promote positive behavioral change within a target population.

Unit 7: Sustainability: When Behavioral Change is Not Enough (Day 6)

Objectives

Terminal Objective

Given information on a static fire problem in a neighborhood, the students will be able to develop a strategy for creating sustainable change in the neighborhood, resulting in a reduction of the fire problem.

Enabling Objectives

The students will:

1. Explain the contributing factors of the fire plateau in the United States.
2. Identify available local, State, and Federal initiatives and resources that can be applied to the family fire problem.
3. Explain the concept of sustainable neighborhood change to influence the fire safety of the family.
4. Evaluate various strategies for gaining neighborhood buy-in to sustainable change for fire safety.
5. Develop a strategy for gaining the involvement of the organizational leader in sustainable neighborhood change.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

Student Substitutions

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

Cancellations or No-Shows

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

Course Failure

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a "0" grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a "0" grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- Technology Limitations. While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- Humor Note. Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ .

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

http://www.usfa.fema.gov/training/nfa/admissions/student_policies_campus_information.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- withholding of stipend or forfeiture of stipend paid,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.

**INDIVIDUAL ACTIVITY SHEET: ACTIVITY 2.3, COMMUNITY DEMOGRAPHICS/LIFESTYLES
(5 points)**

Student Name:

Date:

Score:

Students should identify three different risks (preferably fire, others can be used) in a specific area/neighborhood in their community. Then select a top priority risk as their problem to work on. The priority risk should be the risk with the greatest frequency or severity and offer an explanation of why their risk is occurring. After this, students should connect the specific populations most vulnerable from this risk. All work must be done individually and should be typed on separate sheets of paper.

Students then should use the usa.com to complete a demographic profile of this area, considering the lifestyles of the families who reside there. If they are not sure of the lifestyles, identify strategies that this information can be obtained. Students should provide an overview of what they would do with this information gathered.

Instructors will use this rubric as a guide to assign points. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Points

Adjectival Rating

5

Consistently does the following:

- Meets all requirements and evidence of further work
- Ability to synthesize data regarding a local risk
- Evidence of viewing and examining information critically
- Critically discusses the risk and data thoroughly
- Discriminates rationally information regarding lifestyles and risk
- Articulation and clarity of writing

4

Does most or many of the following:

- Meets requirements, good quality
- Evaluates data and may point out differences
- Identifies risk issues and presents/argues clearly
- Recognizes context and categorizes content appropriately
- Incorporates required information, including lifestyles and risk
- Easy to read, may lack some articulation

3

Does most or many of the following:

- Data presented, offers some conclusions--may overlook information
- Data is basic or excluded regarding local risk
- Lifestyles and risk lacking information or conclusions
- Assumes information rather than looking at critically
- Writing may be basic--rewrites probable

2-0

Does most or many of the following:

- Work may be incomplete and/or quality lacking
- Risk(s) presented, evidence/information weak
- Fails to draw conclusions on information
- Lifestyles and risk--not presented or weak
- Repeats data, fails to argue appropriately

(Instructor comments on back)

**INDIVIDUAL ACTIVITY SHEET: ACTIVITY 3.3, ANALYSIS OF FATAL RESIDENTIAL FIRE
(20 points)**

Student Name:

Date:

Score:

Using the directions, the student should identify a residential fire that resulted in a fatality from one of the sources listed on the activity. The incident will be used for these requirements. You should print the pertinent information and attach it to your submission to your instructor. Articulate written response is required.

Carefully review the incident. Prepare a response that identifies barriers to prevention that may have been present, decisionmaking factors, etc. You must categorize any barriers into environmental, economic, social, or cultural. Using the information, develop a risk sequence for the incident. The sequence spans from the beginning of the event to the death of the victim(s).

List any human-behavior factors that may have contributed to the fatality. The goal is to develop a clear, indepth understanding of the event so that an intervention strategy can be developed.

Objectives:

- Identification of appropriate barriers to prevention are identified. Barriers should be commensurate with the social, cultural and environmental situation.
- Risk sequence must be logical for the scenario
- Human-behavior factors are identified

Instructors will use this rubric as a guide to assign points. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Points

20-18

Adjectival Rating

Does many or most of the following:

- Complete and comprehensive analysis of article
- Risk sequence is comprehensive, well developed
- Assimilates information and justifies decisions
- Excellent understanding of economic, environmental, social, and cultural factors

17-16

Does many or most of the following:

- Analysis skills evident--may not be quite complete or comprehensive
- Risk sequence good, may have overlooked step(s)
- Formulates conclusions, suggests solutions
- Four factors appropriately identified

14-13

Does many or most of the following:

- Some analysis noted--lacks some conclusions/evidence
- Risk sequence prepared, overlooks some aspects
- Less than full understanding of four factors

12-10

Does many or most of the following:

- Portions may be incomplete or inaccurate
- Draws faulty conclusions
- Misrepresents issues/logic
- Risk sequence not well developed
- Decisions and judgments not necessarily based on data

9-0

Does many or most of the following:

- Work not done, basic concepts missing

(Instructor comments below)

**INDIVIDUAL ACTIVITY SHEET: ACTIVITY 3.4, RISK SEQUENCING ANALYSIS LOCAL RISK PROBLEM
(20 points)**

Student Name:

Date:

Score:

Based on what you learned in this unit, to identify risk sequencing factors in your problem neighborhood. Carefully review the factors involved in your local risk problem. Develop several barriers that fit into social, cultural, economic, and environmental categories that may have contributed to a problem in your identified neighborhood. Articulate written response is required.

Using your data, develop a typical risk sequence for this kind of incident in this neighborhood. This sequence should go from the beginning of the event to the death of the victim(s). Finally develop some human behavior factors that contributed to the fatalities.

Instructors will use this rubric as a guide to assign points. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Points

Adjectival Rating

20-18

Does many or most of the following:

- Complete and comprehensive analysis of the local risk
- Risk sequence is comprehensive, well developed
- Assimilates information and justifies decisions
- Excellent understanding of economic, environmental, social and cultural factors

17-16

Does many or most of the following:

- Analysis skills evident--may not be quite complete or comprehensive
- Risk sequence good, could have been "tweaked"
- Formulates conclusions, suggests solutions
- Four factors appropriately identified

15-14

Does many or most of the following:

- Some analysis noted--lacks some conclusions/evidence
- Risk sequence prepared, overlooks some aspects
- Less than full understanding of four factors, examples weak or missing

13-10

Does many or most of the following:

- Portions may be incomplete or inaccurate
- Draws faulty conclusions
- Misrepresents issues/logic
- Offers incomplete or inaccurate judgment
- Decisions and judgments not necessarily based on data

9-0

Essentially incomplete or does not turn in assignment

(Instructor comments on back)

**INDIVIDUAL ACTIVITY SHEET: ACTIVITY 4.2, POTENTIAL LOCAL IMPACT
(10 points)**

Student Name:

Date:

Score:

Students should read the directions for Activity 4.2 and then prepare approaches and responses for the worksheet questions about their local risk problem regarding social marketing. The goal is to prepare methods for use in social marketing principles and practices that can be used to enhance the effectiveness of the program. Students may use either the worksheet form or type responses in an essay format.

Objective: An articulate written response is required.

- The risk prevention program should be articulated in detail.
- Program outcomes must be elicited, although outcomes do not need to be substantiated statistically.
- The social marketing principles should integrate into student responses with examples.
- The development of a plan which overcomes the barriers to the integration of social marketing principles. The plan must be practical and feasible.

Instructors will use this rubric as a guide to assign points. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Points

Adjectival Rating

10-9

Consistently does all of the following:

- Completes the assignment with well founded reasons and expression
- Articulates description of the risk (fire/life safety problem)
- Well developed justification regarding program outcomes
- Well supported social marketing principles with matching examples
- Full consideration to overcome barriers to integrate social marketing principles
- Well constructed response with good flow and articulation

8-7

Does most or many of the following:

- Assignment complete--tasks and skills evident
- Articulation and examples evident but could be improved
- Description of the risk problem clear, less well developed
- Program outcomes described but in less detail, understood
- Social marketing principles identified, examples could be stronger
- Overcoming barriers response adequate
- Response may need "tweaking"

6-5

Does most or many of the following:

- Assignment may not be complete or contain quality
- Narrative much less descriptive or articulate
- Risk problem description--evident, needs major rewrite
- Social marketing examples misconstrued
- Response needs work to correct

- 4-1 Consistently does all or most of the following:
- Fails to complete portions of the individual activity
 - Offers incomplete or inaccurate judgment in required areas
 - Does not provide well articulated statements
 - Response needs major work to reconstruct
- 0 Essentially incomplete or does not turn in assignment

(Instructor comments below)

**INDIVIDUAL ACTIVITY SHEET: ACTIVITY 5.3, BUILDING ORGANIZATIONAL EQUITY
(10 points)**

Student Name:

Date:

Score:

You have developed a vision on how risk reduction could be enhanced in your neighborhood through your project work. The catch is that you need help from your organization (leadership and staff) to make it reality.

Students are to select three organizational equity strategies in the worksheet for application in their local risk-reduction problem. Students will analyze each strategy from four aspects--cost, time, perceived receptivity to the strategy, and perceived effectiveness of the strategy. Students will be expected to complete the worksheet on the analysis of each strategy from the aspects above. The analysis of one strategy should be a minimum of three to four paragraphs in length. An articulate written response is required.

Objectives:

- ability to analyze and evaluate an organizational equity strategy for a local risk problem;
- ability to articulate a variety of data and analysis in writing; and
- ability to present convincing information and arguments about an organizational equity strategy.

Points

Adjectival Rating

10-9

Consistently does all or almost all of the following:

- Completes all parts of the assignment, very thorough approach
- Excellent articulation and analysis of the internal organization strategy
- Uses data and other information convincingly
- Outstanding written expression of the four aspects above (for each strategy)
- Draws conclusions based on the interpretation
- Overall response is well researched and justified with no corrections needed

8-7

Does most or many of the following:

- Assignment generally complete, may have small or incorrect omissions
- Accurately states/interprets evidence, statements etc.
- Offers analyses and evaluations of obvious alternative points of view
- Justifies a few results, explains reasons
- Ideas generally integrated into coherent presentation, solution
- Overall response is good, some corrections noted

6-5

Does many or most of the following:

- Work often sketchy or incomplete
- Describes strategy with data and supporting details
- Is beginning to use appropriate data, evidence to back ideas
- Demonstrates little evidence of rethinking or refinement of the organizational strategy
- Demonstrates a very basic ability to analyze and interpret

4-1

Consistently does all or most of the following:

- Responds by retelling or showing events or facts
- Demonstrates difficulty with organization and thinking is uneven
- Offers incomplete or inaccurate examples
- Does not provide well articulated statements
- Responds to information at factual or literal level

0

Consistently does all or most of the following:

- No work turned in or very sloppy

(Instructor comments below)

**INDIVIDUAL ACTIVITY SHEET: ACTIVITY 5.5, BUILDING NEIGHBORHOOD EQUITY
(10 points)**

Student Name:

Date:

Score:

You have developed a vision on how risk reduction could be enhanced in your neighborhood through your project work.

Students are to select three neighborhood equity strategies for application in their local risk-reduction problem. Neighborhood equity builds positive relationships with the target audience. Remember the greater the level of equity, the greater the access to the target audience. Students will analyze each neighborhood equity strategy from four aspects--cost, time, perceived receptivity to the strategy, and perceived effectiveness of the strategy. Students will be expected to describe and analyze each strategy from the four aspects above.

Objectives:

- ability to analyze and evaluate a neighborhood equity strategy for a local risk problem; and
- ability to articulate a variety of factors for each strategy.

Instructors will use this rubric as a guide to assign points. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Points

Adjectival Rating

10-9

Consistently does all or almost all of the following:

- Completes all parts of the assignment, very thorough approach
- Excellent articulation and analysis of the evaluation of the strategy
- Uses data and other information convincingly
- Outstanding written expression of the four aspects above (for each strategy)
- Draws conclusions based on the interpretation
- Overall response is well researched and justified with no corrections needed

8-7

Does most or many of the following:

- Assignment generally complete, may have small or incorrect omissions
- Accurately states/interprets evidence, statements etc.
- Offers analyses and evaluations of obvious alternative points of view
- Justifies a few results, explains reasons for strategies
- Ideas generally integrated into coherent presentation, solution
- Overall response is good, some corrections noted

6-5

Does many or most of the following:

- Work often sketchy or incomplete in discussing the four factors
- Describes strategy with data and supporting details
- Is beginning to use appropriate data, evidence to back ideas
- Demonstrates little evidence of rethinking or refinement of the strategy
- Demonstrates a very basic ability to analyze and interpret

4-1

Consistently does all or most of the following:

- Responds by retelling or showing events or facts
- Demonstrates difficulty with organization and thinking is uneven
- Offers incomplete or inaccurate examples
- Does not provide well articulated statements
- Responds to information at factual or literal level

0

Consistently does many or most of the following:

- No work turned in or very sloppy, inaccuracies or lack of articulation evident
- Evidence of lack of understanding key points

(Instructor comments below)

**INDIVIDUAL ACTIVITY SHEET: ACTIVITY 6.5, DEVELOPING WINDOWS OF OPPORTUNITY
(5 points)**

Student Name:

Date:

Score:

The purpose of this activity is to justify the use of a window of opportunity for their local risk reduction problem. Written explanation is needed for how students will justify the window of opportunity that could be used to promote reduction of the identified risk. These opportunities could be spontaneous or planned and should focus on eliciting behavioral change within the target audience. Students should provide information and suggestions on the worksheet 6.5.

Objectives:

- justify a window of opportunity for the target audience of a local risk problem; and
- justification should include
 - overview of the window of opportunity,
 - approvals and resources needed,
 - how this activity will appeal to target populations, and
 - rationale as to why this activity should be included.

Instructors will use this rubric as a guide to assign points. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Points

Adjectival Rating

5	Consistently does all or almost all of the following: <ul style="list-style-type: none">• Completes all parts of the assignment, thorough approach• Excellent articulation and analysis of the opportunity• Outstanding written expression of the four aspects of each opportunity• Draws conclusions based on the interpretation• Overall response is well researched and justified with no corrections needed
4	Does most or many of the following: <ul style="list-style-type: none">• Assignment generally complete, may have small or incorrect omissions• Accurately states/interprets evidence, statements etc.• Offers analyses and evaluations of the window of opportunity• Justifies a few results, explains reasons• Ideas generally integrated into coherent presentation, solution• Overall response is good, some corrections noted
3	Does many or most of the following: <ul style="list-style-type: none">• Basic understanding of window of opportunity but work often sketchy or incomplete• Describes strategies only briefly, concepts not developed• Demonstrates little evidence of rethinking or refinement of window of opportunity• Demonstrates a very basic ability to analyze and interpret
2-1	Consistently does all or most of the following: <ul style="list-style-type: none">• Responds by retelling or showing events or facts• Demonstrates difficulty with organization and thinking is uneven• Offers incomplete or inaccurate examples (discussion of window of opportunity)• Does not provide well articulated statements for window of opportunity• Responds to information at factual or literal level

0

Consistently--No work turned in or very sloppy:

- Inaccuracies or lack of articulation evident
- Evidence of lack of understanding key points

(Instructor Comments below)

Instructor Biography