



FEMA



National Fire Academy

R0385 – Applications of Community Risk Reduction

Version: September 2016

Quarter:

ACE Credit: Pending

IACET Continuing Education Units: Pending

Length of Course: 6 Days (38 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

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Course Description (Catalog)

R0385 – “Applications of Community Risk Reduction.” This six-day course is intended to inspire managing officers to lead and conduct risk-reduction activities within the service area of their community. The course is both for the managing officers who are currently engaged in risk-reduction activities and the managing officers who desire to lay the foundation to start community risk reduction.

This course is about how managing officers can plan, implement and evaluate risk-reduction activities to benefit the citizens they serve and those in the fire and emergency services who provide the services. The course features the role of the officer as an inspirational leader for the risk-reduction cause. The course also provides an opportunity for students to apply risk-reduction activities in communities with a diverse population.

Students learn that a broader approach to fire protection involves multiple interventions, and when all are applied to a specific community risk issue, a difference is likely to occur, reducing risk for citizens. Students also learn that by reducing the community's risk, the risk of death and injuries to firefighting forces is also reduced.

Student Qualifications (Primary and Secondary Audience)

This six-day course is intended for the managing officers who are currently engaged in risk-reduction activities and the managing officers who desire to lay the foundation to start community risk reduction.

Course Scope (Goal)

The goal of “Applications of Community Risk Reduction” (ACRR) is to empower the Managing Officer (MO) to lead in the planning, design, implementation, and evaluation of the risk-reduction plan within the diverse communities they service.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Explain the course and their role in risk reduction.
- Analyze the leadership skills required to lead an effective community risk-reduction process.
- Conduct an assessment to prioritize risk issues impacting their service area.
- Apply cultural awareness in reducing risk.
- Develop effective intervention strategies and design activities targeting specific risks within their service area.
- Determine the success of the risk-reduction activities.
- Present strategies for community risk reduction based on the assessed risk in their community.

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.

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Unit 1: Introduction Unit 2: Getting Ready for Risk Reduction	Unit 3: Service Area Risk Assessment	Unit 4: Bridging Risk Reduction and Culture	Unit 4: Bridging Risk Reduction and Culture (cont'd)	Unit 5: Intervention Strategies for Risk Reduction (cont'd)	Unit 7: Culminating Project One hour preparation for presentation
PM	Unit 2: Getting Ready for Risk Reduction (cont'd)	Unit 3: Service Area Risk Assessment (cont'd)	Unit 4: Bridging Risk Reduction and Culture (cont'd)	Unit 5: Intervention Strategies for Risk Reduction	Unit 5: Intervention Strategies for Risk Reduction (cont'd) Unit 6: Measuring Success	Unit 7: Culminating Project (cont'd) Project Presentations
Evening	Graded Assignment 1 Read: Fast/Close/Wet	Graded Assignment 2 Read: Engaging Firefighters in Community Risk Reduction Read: Line Fire Fighter Attitudes Towards Fire Prevention	Graded Assignment 3	Graded Assignment 4 Read: Community Risk Reduction: Changing the Focus of Fire Service		

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.

“Fast/Close/Wet”

“Engaging Firefighters in Community Risk Reduction”

“Line Fire Fighter Attitudes Towards Fire Prevention”

“Community Risk Reduction: Changing the Focus of the Fire Service”

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)

The following six assessment items comprise the evaluation plan for ACRR:

Assessment Rubric 1: Pre-Course Assignment

A comprehensive pre-course assignment is to be completed by each student and submitted the first morning of class. The assignment will be evaluated following a prescribed evaluation rubric.

Units of Course for Criterion Reference: Pre-Course Assignment Workbook; Units 1, 2 and 3.

Assessment Rubric 2: Graded Assignment 1

Each student will complete the assignment following a prescribed evaluation rubric.

Units of Course for Criterion Reference: Units 1 and 2.

Assessment Rubric 3: Graded Assignment 2

Each student will complete the assignment following a prescribed evaluation rubric.

Units of Course for Criterion Reference: Units 1, 2 and 3.

Assessment Rubric 4: Graded Assignment 3

Each student will complete the assignment following a prescribed evaluation rubric.

Units of Course for Criterion Reference: Units 1, 2, 3 and 4.

Assessment Rubric 5: Graded Assignment 4

Each student will complete the assignment following a prescribed evaluation rubric.

Units of Course for Criterion Reference: Units 1, 2, 3, 4 and 5.

Assessment Rubric 7.1: Individual Culminating Project

Each student will present a 12-15 minute presentation following a prescribed project presentation evaluation rubric.

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

Unit 1: Introduction (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 1.1 Explain the course and their role in risk reduction.

Enabling Objectives

The students will be able to:

- 1.1 Identify course rationale.
- 1.2 Identify course completion requirements and student responsibilities.
- 1.3 Explain the importance of leadership in the risk-reduction process.

Unit 2: Getting Ready for Risk Reduction (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 2.1 Analyze the leadership skills required to lead an effective community risk-reduction process.

Enabling Objectives

The students will be able to:

- 2.1 Describe risk reduction.
- 2.2 Analyze the elements of risk reduction.
- 2.3 Distinguish how risk reduction supports firefighter safety and survival.
- 2.4 Assess attitudes of self, station personnel and department toward risk reduction.
- 2.5 Assess attitudes toward fire service culture.

- 2.6 Discuss the value of building organizational culture and community equity that support risk reduction.

Unit 3: Service Area Risk Assessment (Day 2)

Objectives

Terminal Objective

The students will be able to:

- 3.1 Conduct an assessment to prioritize risk issues impacting their service area.

Enabling Objectives

The students will be able to:

- 3.1 Demonstrate the process of conducting a community risk assessment.
- 3.2 Establish risk-reduction priorities and target populations.
- 3.3 Determine stakeholders, and create community partnerships.
- 3.4 Develop a problem statement and goal for a prioritized risk.

Unit 4: Bridging Risk Reduction and Culture (Day 3)

Objectives

Terminal Objective

The students will be able to:

- 4.1 Apply cultural awareness in reducing risk.

Enabling Objectives

The students will be able to:

- 4.1 Define the concept of culture.
- 4.2 Explain the concept of culture as applied to emergency services and communities served.
- 4.3 Explain the difference between culture and behavior.
- 4.4 Identify factors that impede or challenge communication.

- 4.5 Explain the building blocks of culture.
- 4.6 Apply the building blocks of culture.
- 4.7 Define cultural competence.
- 4.8 Apply cultural competence concepts and leadership skills to risk-reduction activities.

Unit 5: Intervention Strategies for Risk Reduction (Day 4)

Objectives

Terminal Objective

The students will be able to:

- 5.1 Develop effective intervention strategies and design activities targeting specific risks within their service area.

Enabling Objectives

The students will be able to:

- 5.1 Utilize causal chain analysis to explore potential intervention strategies.
- 5.2 Identify appropriate types of prevention interventions.
- 5.3 Evaluate potential intervention strategies (Five E's).
- 5.4 Develop prevention interventions that are appropriate for the target population.
- 5.5 Prioritize risk-reduction strategies based on internal and external requirements.
- 5.6 Develop multiple intervention strategies to address risks in the home community.
- 5.7 Evaluate options for reaching target populations with risk-reduction strategies.
- 5.8 Engage community partners in dialog about their role in intervention strategies.
- 5.9 Create an action plan for selected intervention.

Unit 6: Measuring Success (Day 5)

Objectives

Terminal Objective

The students will be able to:

- 6.1 Determine the success of the risk-reduction activities.

Enabling Objectives

The students will be able to:

- 6.1 Identify the methods for monitoring the risk-reduction program.
- 6.2 Identify appropriate methods to collect data and evaluate results.
- 6.3 Recognize when to modify components of the risk-reduction plan.

Unit 7: Culminating Project (Day 6)

Objectives

Terminal Objective

The students will be able to:

- 7.1 Present strategies for community risk reduction based on the assessed risk in their community.

Enabling Objectives

The students will be able to:

- 7.1 Summarize leadership potential and authority for community risk reduction.
- 7.2 Identify priority risk areas and justification for the risk selection.
- 7.3 Summarize action plan.
- 7.4 Summarize potential solutions to challenges.

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.

Grading Rubrics

Grading Structure and Rubrics by Student Activity with Individual Student Score Cards

Course Requirements — Assignments and Culminating Project (100 points, cumulative)

Pre-Course Assignment	100 points
Graded Assignment 1	100 points
Graded Assignment 2	100 points
Graded Assignment 3	100 points
Graded Assignment 4	100 points
<u>Individual Culminating Project</u>	<u>100 points</u>
TOTAL	600 points

Rubrics are created for each assignment. All exercises will be completed individually.

Instructions for Application of Student Activity Scoring Plan

1. All students must receive a fair score reflecting their efforts to complete each assignment; the compilation of all student assignments equals 100 percent of the student's overall grade for this course.
2. When introducing each assignment, instructors should reinforce the activity scoring requirements and obtain visible acknowledgment of understanding from the students.
3. Upon completion of the assignment, each student will print his or her name and current date in the upper right-hand corner and submit the assignment to the instructor for scoring the student's performance in the specified assignment.
4. Once a point selection is determined for a student rubric, the instructor will record that point on the student's sheet, on the Class Grade Sheet, and return the student's individual assignment sheet to the student with score and comment.
5. At the completion of the course, an instructor will tally each student's scores from the six graded assignments/project and divide by six. Points equate to the following grades: A — 90-100, B — 80-89, C — 70-79. Instructors will record, sign, date and deliver the Class Grade Sheet to the training specialist responsible for the course.

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Pre-Course Assignment (100 Points)

Assessment Area	Assessment Criteria	Points Awarded
Step One — Locate Mission Statement and Identify Current Community Risk-Reduction Programs.	Mission statement is listed. A current community risk-reduction program offered by your department is identified.	_____ / 25
Step Two — Define Your Service Area and its Associated Demographics.	Geographic boundaries of station service area are defined, and community demographics are explained.	_____ / 25
Step Three — Analyze Problem-Related Data.	<p>After analyzing response data, a profile of at least four types of fire and (if applicable) EMS incidents is created.</p> <p>Where a student is unable to gather the requested data for analysis, an explanation is provided in writing as to why the data could not be obtained.</p>	_____ / 25
Step Four — Explore High-Risk Sections of Your Service Area.	Problem- and people-related data is explored to identify potential high-risk neighborhoods or facilities in the service area.	_____ / 25

STUDENT SCORING DIMENSIONS GUIDE

Graded Assignment 1 — Mission, Priorities and Self-Reflection (100 Points)

Assessment Area	Fair (0-6 Points)	Good (7-13 Points)	Excellent (14-20 Points)	Points Awarded
Mission Statement and Priorities.	Provide one but not both of either mission statement or priorities.	Provide mission statement and priorities.	Provide mission statement and comprehensive list of department's priorities.	_____/20
Describe the commitment to community risk reduction that is displayed by the leadership of your department.	Partially described the commitment to community risk reduction that is displayed by the leadership of your department.	Description was clear and organized about commitment to community risk reduction that is displayed by the leadership of your department.	Description was superior, using examples to describe commitment to community risk reduction that is displayed by the leadership of your department.	_____/20
What is your current attitude about engaging in community risk reduction at the station/service area level?	Some information provided on attitudes about engaging in community risk reduction at the station/service area level.	Description was clear and organized on attitudes about engaging in community risk reduction at the station/service area level.	Description was superior, using examples to describe attitudes about engaging in community risk reduction at the station/service area level.	_____/20
What are the current attitudes about community risk reduction held by your station personnel?	Some information provided on current attitudes about community risk reduction held by your station personnel.	Description was clear and organized on current attitudes about community risk reduction held by your station personnel.	Description was superior, using examples to describe current attitudes about community risk reduction held by your station personnel.	_____/20
What leadership skills do you need to build support for community risk reduction?	Some information provided on leadership skills to build support for community risk reduction.	Description was clear and organized on leadership skills to build support for community risk reduction.	Description was superior, using examples to describe leadership skills to build support for community risk reduction.	_____/20

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**Graded Assignment 2 — Prioritizing Risk the Service Area
(100 Points)**

Assessment Area	Fair (0-6 Points)	Good (7-13 Points)	Excellent (14-20 Points)	Points Awarded
Identify three risks.	Identified one risk.	Identified two risks.	Identified three risks.	_____/20
Describe the three risks.	Did not describe three risks.	Described the three risks, but did not fully include data, experience and/or notions about the risks.	Description was superior, using examples that included data, experience and/or notions about the risks.	_____/20
Select one risk, and justify why the risk was selected.	Did not select risk, and failed to justify the human, economic and social costs and impacts the risk has on the station/neighborhood level.	Selected one risk, but did not fully justify the human, economic and social costs and impacts the risk has on the station/neighborhood level.	Description was superior, using examples to justify the human, economic and social costs and impacts the risk has on the station/neighborhood level.	_____/20
Identify the populations that are or could be impacted the greatest by the risk.	No information provided on population(s) impacted by the risk.	Some information provided on population(s) impacted by the risk.	Information was superior, using examples about population(s) impacted by the risk.	_____/20
Develop a problem statement and goal.	Weak problem statement with no rationale. Weak goal.	Problem statement was clear and concise with rationale for why risk was selected.	Problem statement was clear, concise and no more than two sentences with rationale for why risk was selected.	_____/20

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**Graded Assignment 3 — Building Support
(100 Points)**

Assessment Area	Fair (0-33 Points)	Good (34-66 Points)	Excellent (67-100 Points)	Points Awarded
<p>Part 1. Culture and Risk Reduction.</p> <ul style="list-style-type: none"> How can you impact the culture of your station to enhance or improve attitudes toward risk reduction? List three specific things you can do within your sphere of influence to create this impact when you go home. 	<p>Partially described how to impact the culture of the station to enhance or improve attitudes toward risk reduction.</p> <p>Failed to list three specific things to do within your sphere of influence to create this impact when you go home.</p>	<p>Description was clear and organized about how to impact the culture of the station to enhance or improve attitudes toward risk reduction.</p> <p>Listed three specific things to do within your sphere of influence to create this impact when you go home.</p>	<p>Description was comprehensive, using examples to show how to impact the culture of the station to enhance or improve attitudes toward risk reduction.</p> <p>Listed three specific things to do within your sphere of influence to create this impact when you go home.</p>	<p>_____</p>
<p>Part 2. Culture and Leadership.</p> <ul style="list-style-type: none"> Completed chart. How might your values influence your ability to lead effectively? How might you adapt your leadership style to be more effective? 	<p>Partially completed chart.</p> <p>Partially addressed values.</p> <p>Partially addressed how to adapt leadership style to be more effective.</p>	<p>Completed chart.</p> <p>Addressed values.</p> <p>Addressed how to adapt leadership style to be more effective.</p>	<p>Completed chart.</p> <p>Description was comprehensive, using examples to show how your values influence your ability to lead.</p> <p>Description was comprehensive, using examples to show how to adapt leadership style to be more effective.</p>	<p>_____</p>

Assessment Area	Fair (0-33 Points)	Good (34-66 Points)	Excellent (67-100 Points)	Points Awarded
<p>Part 3. The Cultures in Your Area.</p> <ul style="list-style-type: none"> • List three significant cultural groups in our area. • List risks for these groups and any cultural beliefs or values that might underlie these risks. • Cultural stereotypes and generalizations about these groups. • What steps can you take to understand these groups' beliefs and practices better? 	<p>Listed less than three cultural groups.</p> <p>Partial list of risks for these groups, and identified some cultural beliefs or values that might underlie these risks.</p> <p>Partially addressed cultural stereotypes and generalization about these groups.</p> <p>Partially addressed steps to take to understand these groups' beliefs and practices better.</p>	<p>Listed three cultural groups.</p> <p>Listed risks for these groups, and identified cultural beliefs or values that might underlie these risks.</p> <p>Addressed cultural stereotypes and generalization about these groups.</p> <p>Addressed steps to understand these groups' beliefs and practices better.</p>	<p>Listed three cultural groups.</p> <p>Listed risks for these groups, and identified cultural beliefs or values that might underlie these risks.</p> <p>Description was comprehensive, addressing cultural stereotypes and generalization about these groups.</p> <p>Comprehensive steps to understand these groups' beliefs and practices better.</p>	<p>_____</p>

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**Graded Assignment 4 — Designing a Risk-Reduction Action Plan
(100 Points)**

Assessment Area	Fair (0-33 Points)	Good (34-66 Points)	Excellent (67-100 Points)	Points Awarded
Develop a causal chain analysis on your priority risk and how it typically evolves including pre-event, event and post-event stages.	Partially developed a causal chain analysis but missed more than three actions. Did not develop pre-event, event and post-event stages.	Developed a causal chain analysis but not fully complete. Partially developed pre-event, event and post-event stages.	Developed a comprehensive causal chain analysis. Demonstrated a full knowledge of the causal chain analysis. Fully developed pre-event, event and post-event stages.	_____
Develop a combination of interventions using the five E's to prevent or mitigate the risk.	Developed only one intervention.	Developed interventions but did not incorporate all five E's.	Developed interventions using all five E's.	_____
Develop action plan with a problem statement goal and measurable program objectives.	Partial action plan but objectives are not fully developed.	Developed action plan and objectives but did not incorporate all five E's with measurable objectives.	Developed a comprehensive action plan using all five E's with measurable objectives.	_____

ACTIVITY 7.1

Culminating Project Presentation Assessment Rubric (100 Points)

Each student will present a culminating presentation that integrates the elements of the activities from the course into a plan for the Managing Officer's home community.

Units of Course for Criterion Reference: Pre-course, Units 1, 2, 3, 4, 5 and 6.

Grades for the presentation will be based on the following assessment areas:

1. Introduced yourself, articulated your current leadership role, and described your community/response area.
2. Explained why you called your team together and what you intended to discuss.
3. Provided a clear overview of what community risk reduction is, why it is important, how it ties into the mission of your department as a whole, and where your station/division fits into the process.
4. Articulated the benefits to the station/division, department at-large, and community for performing strategic community risk reduction.
5. Explained what you learned about your service area through the ACRR pre-course assignment. Summarized the knowledge you gained about the demographics, people, cultures and risks that are present in your service area.
6. Explained the risk issue you are proposing that the station/division address, and provided a clear justification of how/why you came to this decision. Created a sense of urgency for action. Problem statement and goal developed.
7. Summarized your action plan to begin addressing the risk and how the station/division will be involved in helping to address the risk.
8. Summarized how your team could go about engaging the community in the process, taking into consideration various cultures represented in the service area.
9. Summarized how you will measure success to show your supervisor the plan is making a difference.
10. Offered potential solutions to any challenges that you anticipate encountering after you return home. This includes potential internal challenges from within your station/organization and those that are external in nature.
11. Submitted a one-page summary of three key things learned during the class that will be used when returning home.

Scoring

The instructor will critique the Culminating Project Presentation using the following scale. The presentation will be graded on how well the student meets the following criteria:

76-100 points

Consistently does all of the following:

- Information includes all of the categories above and is presented in a logical and convincing sequence.
- Demonstrates full knowledge of each assessment area.

- Graphics explain and reinforce text and presentation.
- Presentation has no misspellings or grammatical errors.
- Maintains good eye contact, uses clear voice.

50-75 points

Does most or many of the following:

- Information includes all of the categories above and is presented in a logical sequence.
- Demonstrates some knowledge of each assessment area without elaboration or explanation.
- Graphics relate to text and presentation.
- Very few misspellings or grammatical errors.
- Maintains eye contact but frequently returns to notes, uses clear voice.

25-49 points

Does most or many of the following:

- Information does not include all of the categories above and is not clearly organized.
- Demonstrates little knowledge of each assessment area without elaboration or explanation.
- Occasionally uses graphics that rarely support text and presentation.
- Presentation has multiple misspellings and/or grammatical errors.
- Occasionally uses eye contact but mostly reads presentation.

0-24 points

Essentially incomplete or does not do the presentation.

