



**FEMA**



# National Fire Academy

**R0394 – Cultural Competence in Risk Reduction**

**Version: 1st Edition, 5th Printing, April 2014**

**Quarter:**

**ACE Credit: In the upper division baccalaureate degree category, three semester hours in fire service administration, public safety, or public administration.**

**IACET Continuing Education Units: Pending**

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

**Prerequisite: Yes**

**Curriculum: Fire Prevention: Management**

**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)

R0394 – *Cultural Competence in Risk Reduction*. This six-day course seeks to improve cultural and linguistic determinants within the application of risk-reduction strategies. This course aims to connect fire/EMS prevention personnel with diverse and cultural groups with the community(s) they serve, specifically to increase the reach and effectiveness of fire/life safety prevention services and programs.

The course applies a risk-reduction model, which is used in several other NFA courses, as the context to discuss and interact with aspects of cultural competence. The cultural aspects that this course deals with are nationality and language (other than English), although the principles of cultural competence taught in this course can be applied to any multicultural environment.

This course is not about any one particular culture but about the building blocks of culture which correspond to four broad categories of human experience. These four building blocks of culture are:

1. Concept of self — individual and collectivist.
2. Personal versus societal responsibility — universalist and particularistic.
3. Concept of time — monochromic and polychromic.
4. Locus of control — internal and external.

### **Student Qualifications (Primary and Secondary Audience)**

The target audience includes all who work in fire and life safety prevention, typically including public educators, code enforcers, arson investigators, inspectors, fire marshals, and others whose work requires community outreach. Other organizational personnel whose job responsibilities may be primarily outside of prevention but who have prevention responsibility as a secondary or even volunteer status such as operational personnel are also within the target audience. All students should have some responsibility for interfacing with the community within the risk-reduction process.

### **Course Scope (Goal)**

The scope is to facilitate understanding of how cultural competence can improve community risk reduction.

### **Course Objectives (Course Learning Outcomes – TLOs)**

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

- Describe the National Fire Academy (NFA) risk-reduction process illustrated in the Community Risk-Reduction (CRR) Model and the role of cultural competence in reducing risk.
- Create a risk-reduction goal for a specific risk affecting a particular target population.
- Develop a culturally and linguistically appropriate intervention strategy that addresses a specific risk among a particular population.
- Develop a culturally and linguistically appropriate action plan and implementation strategy.
- Develop an evaluation plan that assesses a program's impact on risk reduction as well as its cultural and linguistic appropriateness.

## **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 six-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
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<b>Assignments Due</b>			Activity 1.14: Develop a Vision	Activity 2.4: Selecting and Detailing a Risk-Reduction Goal—Home Community	Activity 3.10: Culturally and Linguistically Appropriate Interventions for a Local Risk—Home Community	Activity 4.4: Culturally and Linguistically Appropriate Action Plan—Home Community
<b>Morning</b>	Unit 0: Introduction  Unit 1: Getting Ready to Improve Cultural Competence	Unit 1: Getting Ready to Improve Cultural Competence (cont'd)	Unit 2: Assessing Community Risk for Cultural Groups	Examination 1  Unit 3: Developing Culturally and Linguistically Appropriate Intervention Strategies (cont'd)	Unit 4: Action Plans and Delivery Techniques—Culturally Competent and Linguistically Appropriate	Unit 5: Evaluating Culturally and Linguistically Appropriate Programs and Services
	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>Afternoon</b>	Unit 1: Getting Ready to Improve Cultural Competence (cont'd)	Unit 1: Getting Ready to Improve Cultural Competence (cont'd)	Unit 2: Assessing Community Risk for Cultural Groups (cont'd)  Unit 3: Developing Culturally and Linguistically Appropriate Intervention Strategies	Unit 3: Developing Culturally and Linguistically Appropriate Intervention Strategies (cont'd)	Unit 4: Action Plans and Delivery Techniques—Culturally Competent and Linguistically Appropriate (cont'd)	Unit 5: Evaluating Culturally and Linguistically Appropriate Programs and Services (cont'd)  Examination 2  Course Evaluation  <b>Graduation</b>
<b>Evening</b>	Reading: Unit 1 Background Text	Reading: Unit 2 Background Text  Complete Activity 1.14: Develop a Vision	Reading: Unit 3 Background Text  Study for Examination 1  Activity 2.4: Selecting and Detailing a Risk-Reduction Goal—Home Community  Complete Activity 3.1: Selecting Interventions (if not completed in class)	Reading: Unit 4 Background Text  Activity 3.10: Culturally and Linguistically Appropriate Interventions for a Local Risk—Home Community  Activity 3.11: Practicing Cross-Cultural Communication and Intervention Planning—Online Modules	Reading: Unit 5 Background Text  Study for Examination 2  Activity 4.4: Culturally and Linguistically Appropriate Action Plan—Home Community	

## **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)**

### **Individual Assignments, Graded on Completion**

- Activity 1.14: Develop a Vision (10 points)
- Activity 2.4: Selecting and Detailing a Risk-Reduction Goal—Home Community (20 points)
- Activity 3.10: Culturally and Linguistically Appropriate Interventions for a Local Risk—Home Community (20 points)
- Activity 4.4: Culturally and Linguistically Appropriate Action Plan—Home Community (20 points)

### **Examinations**

- Examination 1 (Units 1 and 2) (15 points)
- Examination 2 (Units 3 to 5) (15 points)

**Total Points = 100**

**INSTRUCTOR'S GRADING GUIDE WITH STUDENT ACTIVITY SCORING PLAN**

**Grading Structure and Rubrics By Student Activity with Individual Student Score Cards**

**Course Requirements—Project and Examinations (100 points, cumulative)**

Develop a Vision (1.14)	10 points
Selecting and Detailing a Risk-Reduction Goal—Home Community (2.4)	20 points
Culturally and Linguistically Appropriate Interventions for a Local Risk—Home Community (3.10)	20 points
Culturally and Linguistically Appropriate Action Plan—Home Community (4.4)	20 points
Examination 1	15 points
Examination 2	<u>15 points</u>
TOTAL	100 points

The course evaluation will consist of analysis and evaluation of an individual community risk project. Rubrics are created for each assignment in the individual project. Most of the project involves analysis and evaluation of many of the cultural and linguistic functions for a community risk program. 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 identified student activity; the compilation of all student activities and two examinations equals 100 percent of the student's overall grade for this course.
2. Prior to each activity, duplicate the Individual Activity Score Sheets according to activity (one per student). (Instructors will use the grading structure on each sheet to determine the student's score for that specific activity.)
3. When introducing the student activity, provide one copy of each Individual Activity Score Sheet to each student. Explain that this sheet contains the range of scoring requirements for successful completion of the identified activity. Instructors should reinforce the activity scoring requirements and obtain visible acknowledgement of understanding from the students.
4. Upon completion of the activity, each student will print his or her name and current date in the upper right-hand box and then submit the scoring sheet to the instructor for scoring the student's performance in the specified activity.
5. Once a point selection is determined for a student rubric or examination score, the instructor will record that point on the student's sheet, on the Class Grade Sheet, and return the student's individual activity sheet to the student with score and comment.

6. At the completion of the course, the instructor will tally each student's activity and examination scores, record, sign, date, and then deliver the completed Class Grade Sheet to the Curriculum Manager/Training Specialist responsible for that course delivery.

(This grading guide is maintained in the instructor notes of the Instructor Guide; no other changes to the course materials as of this date.)

A minimum final grade of at least 70 percent is required to pass this course.

Numerical Score	Letter Grade
100-90	A
89-80	B
79-70	C
69 or below	F

### 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 0: Introduction (Day 1)

#### Objectives

The students will:

1. Recognize the central goals and overall structure of the course.
2. Describe the Community Risk-Reduction (CRR) Model (risk-reduction framework).
3. Recognize that evaluation occurs throughout each stage of the community risk-reduction process.

4. Recognize that making assumptions or stereotyping can be inaccurate, offensive, and sometimes dangerous.

## **Unit 1: Getting Ready to Improve Cultural Competence (Day 1)**

### **Objectives**

#### **Terminal Objective**

The students will be able to describe the National Fire Academy (NFA) risk-reduction process illustrated in the Community Risk-Reduction (CRR) Model and the role of cultural competence in reducing risk.

#### **Enabling Objectives**

The students will:

1. Explain the three levels of prevention.
2. Explain the Five Es of prevention (integrated prevention interventions).
3. Identify components of the Health Belief Model.
4. Explain components of successful community risk reduction.
5. Define the concept of culture.
6. Explain the concept of culture as applied to emergency services and communities served.
7. Explain the difference between culture and behavior.
8. Identify factors that impede or challenge communication.
9. Define the four building blocks of culture.
10. Determine the building blocks of culture.
11. Define cultural competence.
12. Identify how cultural competence is powerful.
13. Identify the ramifications for a lack of cultural competence.
14. Explain the role of individual catalysts in community risk reduction.
15. Establish a baseline for individual cultural competence.
16. Recognize that you are accepting personal responsibility by taking this course.
17. Identify indicators of cultural competence.

18. Analyze cultural competence as exhibited in a variety of video situations.
19. Determine your organization's level of cultural competence.
20. Assess the cultural competence of existing risk reduction programs.
21. Use a checklist assessment tool(s) to evaluate the cultural competence of a public education program or inspection service.
22. Develop a vision for an existing program in need of improvement.

## **Unit 2: Assessing Community Risks for Cultural Groups (Day 3)**

### **Objectives**

#### **Terminal Objective**

Upon completion of this unit, the students will be able to create a risk-reduction goal for a specific risk affecting a particular target population.

#### **Enabling Objectives**

The students will:

1. Explain the purpose of a community risk assessment.
2. Describe the process of conducting a community risk assessment.
3. Identify resources to support a community risk assessment including people resources, problem resources, and location resources such as Geographic Information System (GIS).
4. Analyze local data to prioritize community risks and select target populations.
5. Gather anecdotal data to support the risk assessment.
6. Identify hidden or underserved populations in a community.
7. Recognize that hidden or underserved populations may be at high risk.
8. Explain the potential relationship between culture, behavior, and risk.
9. Use maps to show the location of people-related data and problem-related data.
10. Describe how to make contact and establish relationships with target populations in a timely manner.

11. Identify target population knowledge/perception of a targeted risk.
12. Discuss how to evaluate what target groups want from a risk-reduction partnership.
13. Demonstrate how to develop a risk-reduction goal.

### **Unit 3: Developing Culturally and Linguistically Appropriate Intervention Strategies (Day 3)**

#### **Objectives**

##### **Terminal Objective**

The students will be able to develop a culturally and linguistically appropriate intervention strategy that addresses a specific risk among a particular population.

##### **Enabling Objectives**

The students will:

1. Evaluate potential intervention strategies (Five Es).
2. Identify appropriate types of prevention interventions.
3. Given a fictional community, select appropriate prevention interventions.
4. Address cultural and linguistic determinants.
5. Determine culturally and linguistically appropriate modifications to prevention interventions.
6. Select culturally and linguistically appropriate prevention programs.
7. Adapt prevention materials, so they become culturally and linguistically appropriate.
8. Target interventions based on risk and protective factors.
9. Improve access to culturally and linguistically appropriate services.
10. Examine how to increase access to services, so interventions become culturally and linguistically appropriate.
11. Evaluate evidence to prove that interventions work.

12. Given a fictional community, modify selected interventions based on cultural and linguistic determinants.
13. Identify guidelines for culturally appropriate translation.
14. Identify potential challenges associated with the process of translation.
15. Identify the process for effectively obtaining and using an interpreter.
16. Using resources provided, determine how to select and use an interpreter.
17. Identify and secure resources to support the intervention process.
18. Given a simulated situation, determine how to address needs using translation and interpretation.
19. Determine requirements to modify an existing program to meet the needs of the target audience.

#### **Unit 4: Action Plans and Delivery Techniques—Culturally Competent and Linguistically Appropriate (Day 5)**

##### **Objectives**

##### **Terminal Objective**

The students will be able to develop a culturally and linguistically appropriate action plan and implementation strategy.

##### **Enabling Objectives**

The students will:

1. Describe the culturally and linguistically appropriate Action Plan and the relationship between the Action Plan and the Evaluation Plan.
2. Explain what constitutes a representative group.
3. Articulate how to conduct a pilot test of a new or modified program.
4. Develop strategies for the delivery of culturally competent exchanges in fire prevention.
5. Develop a culturally and linguistically appropriate Action Plan.
6. Develop implementation strategies for the culturally and linguistically appropriate Action Plan.

## **Unit 5: Evaluating Culturally and Linguistically Appropriate Programs and Services (Day 6)**

### **Objectives**

#### **Terminal Objective**

The students will be able to develop an evaluation plan that assesses a program's impact on risk reduction as well as its cultural and linguistic appropriateness.

#### **Enabling Objectives**

The students will:

1. Explain the four stages of a program evaluation.
2. Identify basic concepts of a program evaluation.
3. Define the role of assumptions in evaluation practice.
4. Identify themes in a multicultural program evaluation.
5. Identify challenges in conducting culturally and linguistically appropriate evaluations.
6. Describe evaluation challenges in multicultural environments.
7. Create culturally and linguistically appropriate evaluation tools.
8. Identify criteria for the selection of culturally competent evaluators.

### **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](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.



### **ACTIVITY 1.14: DEVELOP A VISION (10 POINTS)**

Students shall complete this activity individually by writing vision examples. Refer to Activity 1.14 in your Student Manual (SM).

Students should first read the directions to the activity in their SMs, paying attention to the examples provided. Before writing examples of their own, students should review the following material presented in class on creating a vision. Students' vision examples should be different than those in the book.  
Note: Key points regarding vision are listed below.

Some key points for developing vision examples.

- A vision transforms the organization. It provides a picture of what could be.
- A vision is a catalyst that can impel an organization toward that dream.
- As dreams come true or realities change, visions change. It is a goal of the highest order.
- Differences between a vision and mission statement.
  - A mission statement tells what business you are in and what products and services the business offers. It is more of a statement of purpose than a vision.
  - A vision looks into the future and describes what the organization or person wants to become.
- A vision answers the question "What is my/our preferred future?"
- A vision statement should be clear, concise, and memorable. It must define future direction.
- A vision statement does not answer the question "How are we going to get there?" but does answer the question "Where are we going?"

Now write two examples of vision statements for each of the three bullets below. Do not use the same examples that are listed in Activity 1.14 in your SM.

- A vision example for yourself with regard to your level of cultural competence.
- A vision example for your organization regarding cultural competence.
- A vision example for one of your risk-reduction initiatives that deals with cultural competence.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not fall into one category, so the instructor's scores may account for some random answers.

Student Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Score: \_\_\_\_\_

**Scoring Basis**

<b>10-9 points</b>	<b>8-7 points</b>	<b>6-0 points</b>
Excellent examples, thoroughly meets/exceeds criteria on previous page	Overall good, may have some minor suggestions  Suggestions may involve: <ul style="list-style-type: none"> <li>• Better articulation for vision statements</li> <li>• Methods to avoid "how we are getting there"</li> </ul>	If completed, assignment needs rewrite  Examples may not fit the categories and definition of a vision statement  Lower points for incomplete submissions or no submission at all  Incomplete and/or inarticulate

(Instructor comments on back)

#### **ACTIVITY 2.4: SELECTING AND DETAILING A RISK-REDUCTION GOAL—HOME COMMUNITY (20 POINTS)**

In your precourse assignment, you identified three risks in your community. Go back and take a look at those three risks; then identify one of those risks that may be impacting potentially hidden or underserved populations. Write what that risk is and which populations the risk potentially affects.

After selecting one risk in your community, go back to your Activity 2.4 questions and make some notes in response to each of the questions that relate to the chosen risk. Keep those notes handy.

In addition to answering the questions on your activity sheet, take a look at the key points below. Take a look at the topical areas for this unit. Then start to pull together a strong analysis and justification of your one identified risk and target population, with the end goal of the reduction of risk for this specific issue with the identified population. Write your response following the order of the questions in Activity 2.4. Your response should be an articulated narrative, scored on the basis of the rubric on the next page.

You are ready to start writing a good strong analysis and justification of your identified risk, the target population relating to the risk(s). This starts the process of being able to assimilate risk with cultural groups. In your first paragraph, identify your risk and the affected target population. Your final report should be about 1-1/2 pages (double space).

Topical Areas for Assessing Community Risk for Cultural Groups (think about this information as you write):

- Methods for identifying hidden or underserved populations for a given risk.
- Explaining the potential relationship between culture, behavior, and risk.
- Analysis of various data to prioritize risk and select target populations.
- Understand how to make contact and establish relationships with target populations in a timely manner.
- Challenges that you face and strategies that may work with this target population in reducing the risk.
- Analysis of your organization's current ability to deal with this risk and population.
- Methods of determining the location of the risk and the target populations.
- Articulate justification and flow for all main points in the learning activity.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student submissions may not all fall in one category, so the instructor's final score may account for some random answers.

Your final report represents how you selected, detailed, and justified a local risk issue involving a cultural group. The information that you gathered from answering the questions in the activity and your notes on those bullet points above will form the content of your submission.

Student Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Score: \_\_\_\_\_

**Scoring Basis**

<b>20-18 points</b>	<b>18-16 points</b>	<b>15-14 points</b>	<b>13-0 points</b>
Articulate and well justified report on community risk and cultural group <ul style="list-style-type: none"> <li>• Excellent knowledge of how culture fits into risk</li> <li>• Keen instinct into challenges and solutions</li> </ul>	Overall good, may not flow or be as complete, minor suggestions <ul style="list-style-type: none"> <li>• May have suggestions regarding challenges and approaches in working with cultural population</li> </ul>	Minimally acceptable  Little articulation, see suggestions  Missing points, information  Lacks depth, weaknesses noted  Questions may arise about a particular cultural group. The success of the overall community risk could falter.	Unjustified/Weak, not developed  Weak/Not developed  Little thought/Weak  Incomplete/Inappropriate  Overall: Submission may not address the key elements of the assignment.

(Instructor comments on back)

**ACTIVITY 3.10: CULTURALLY AND LINGUISTICALLY APPROPRIATE INTERVENTIONS FOR A LOCAL RISK—  
HOME COMMUNITY  
(20 POINTS)**

Using the same local risk detailed in Activity 2.4, you will now identify interventions for your local risk and target population. Specifically, you will design interventions that may be effective at preventing or reducing the occurrence/impact of your identified risk. Consider all types of risk interventions (the Es). The focus here is to apply interventions that are culturally and linguistically appropriate to the risk and the target population.

First, read the entire Activity 3.10 to get an overall sense of the requirements. Then go back and select at least three interventions you would like to design for your home community risk. Then make some notes directly on the activity sheets (3.10) on the interventions that you have selected, considering the factors listed in 3a through 3m. Finally, start to prepare a written response on each intervention, considering all the factors listed as they pertain to a culturally and linguistically targeted population. Your maximum is one page on each intervention.

The criteria for this rubric are

- Your report should recommend interventions that are appropriate for your risk and the target population (culturally and linguistically appropriate).
- Refer and use as necessary intervention strategies mentioned in your SM and in the class discussion for your identified risk.
- Articulate written justifications on the interventions and the strategies to reach a culturally and linguistically challenged target population as contained in #3 of Activity 3.10.

You are expected to prepare a report on your selected interventions which address criteria above. The grading rubric criteria is listed on the next page.

Student Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Score: \_\_\_\_\_

**Scoring Basis**

<b>20-18 points</b>	<b>17-16 points</b>	<b>15-14 points</b>	<b>13-0 points</b>
<p>Excellent selection of interventions and detailing of the factors for the identified risk</p> <p>Excellent cultural approaches</p>	<p>Good intervention selections, small suggestions noted</p> <p>Good justification of the strategies</p> <p>Cultural connections noted</p>	<p>Meets the basic criteria, may not be well justified</p> <p>May also contain inappropriate culture recommendations</p>	<p>A rewrite may be necessary</p> <p>Missing or poor selection of interventions</p> <p>Many inappropriate or unlisted outreach strategies, etc.</p>

(Instructor comments on back)

**ACTIVITY 4.4: CULTURALLY AND LINGUISTICALLY APPROPRIATE ACTION PLAN—HOME COMMUNITY  
(20 POINTS)**

Refer to Activity 4.4, the development of an action plan for your home community risk issue involving a unique cultural/linguistic group. Write at least two paragraphs for each of the following:

- a brief implementation plan including when, how long, where, and how;
- identify roles and responsibilities of identified implementation groups/team players;
- identify the challenges and solutions for outreach to the target population;
- explain a potential pilot test program and what you will be looking for; and
- develop a predelivery checklist identifying key tasks that must be completed prior to implementation.

Note: These bullet items are the same things listed in Activity 4.4.

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

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_

**Scoring Basis**

<b>20-18 points</b>	<b>17-16 points</b>	<b>15-14 points</b>	<b>13-0 points</b>
Excellent example of action plan  Exceeds most of criteria above	Good, meets or in some cases exceeds criteria  May be less articulate  Small suggestions noted	Meets criteria above  Weaknesses noted	As a whole does not meet requirements  May be sketchy, incomplete  Misses major cultural points

(Instructor comments on back)

## **Instructor Biography**