



National Fire Academy

**R0673 – Service Area Risk Reduction
Version: 1st Edition, 2nd Printing, September 2020**

Quarter:

ACE Credit: In the upper-division baccalaureate degree category, three semester hours in fire prevention, public education, or risk analysis.

IACET Continuing Education Units: 3.3

Length of Course: 6 Days (41 hr., 50 min. contact hours, Sunday – Friday)

Prerequisite: Yes

Curriculum: Fire Prevention: Public Education

Training Specialist: Mike Weller

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R0673 – “Service Area Risk Reduction.” This course is designed for company officers who want to learn how to conduct a risk assessment of their service area. This will lead you to develop an action plan with effective intervention strategies and activities targeting a specific risk. You will learn the steps to follow to do risk reduction in an organized and planned process to keep you on track at the station level.

This course is open to company officers, firefighters, paramedics, fire and life educators and administrative personnel, as well as fire officers who want to learn about community risk reduction and how they can support the company officer in station based risk reduction.

Student Qualifications (Primary and Secondary Audience)

This course is about how COs can plan, implement and evaluate risk-reduction activities to benefit the residents 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 strategic risk-reduction cause.

Students learn that a broader approach to risk reduction involves multiple interventions, and when all interventions 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.

Course Scope (Goal)

The goal of "Service Area Risk Reduction" (SARR) is to empower Company Officers (COs) with the abilities to lead strategic community risk reduction at the service area level.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Explain the course and the Company Officer's (CO's) role in strategic risk reduction.
- Articulate the skills required to lead community risk reduction strategically.
- Conduct an assessment to prioritize risk issues impacting their service area.
- Develop a risk reduction action plan targeting a specific risk issue within the service area.
- Propose strategies for evaluating the success of service area risk-reduction activities.
- Recommend strategies for building organizational and community equity to support community risk reduction within their service area.
- Propose a community risk reduction action plan to address a specific service area risk issue.

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 |
|--|--|
| Unit 1: Introduction Unit 2: Getting Ready for Strategic Risk Reduction | Debrief evening assignment Unit 3: Service Area Risk Assessment |
| <i>Lunch Break</i> | <i>Lunch Break</i> |
| Unit 2: Getting Ready for Strategic Risk Reduction (cont'd) | Unit 3: Service Area Risk Assessment (cont'd) |

Day 1 Evening:
Graded Assignment 1

Day 2 Evening:
Graded Assignment 2

Note: This schedule is subject to modification by the instructors and approved by the training specialist.

| DAY 3 | DAY 4 |
|---|--|
| Unit 4: Intervention Strategies for Risk Reduction | Unit 5: Measuring Success |
| <i>Lunch Break</i> | <i>Lunch Break</i> |
| Unit 4: Intervention Strategies for Risk Reduction (cont'd) | Unit 6: Building Organizational and Community Support for Risk Reduction |

Day 3 Evening:
Graded Assignment 3

| DAY 5 | DAY 6 |
|---|--|
| Unit 6: Building Organizational and Community Support for Risk Reduction (cont'd) | Unit 7: Culminating Project One hour preparation for presentation |
| <i>Lunch Break</i> | <i>Lunch Break</i> |
| Unit 6: Building Organizational and Community Support for Risk Reduction (cont'd) | Unit 7: Culminating Project (cont'd) Project Presentations |

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.

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.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

In Class Reference.

Grading Methodology (Evaluation Procedures)

The following five assessment items comprise the evaluation plan for SARR:

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.

Rubric 2: Graded Assignment 1

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

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

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.

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.

Rubric 5: Activity 7.1 — Individual Culminating Project

Each student will present a 12- to 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

Objectives

Terminal Objective

The students will be able to:

- 1.1 Explain the course and the Company Officer's (CO's) role in strategic risk reduction.

Enabling Objectives

The students will be able to:

- 1.1 Explain the importance of leadership in the strategic risk-reduction process.
- 1.2 Explain the recommended characteristics of a risk-reduction plan.
- 1.3 Explain how the Community Risk-Reduction Model can be used as a guide for risk-reduction activities.

Unit 2: Getting Ready for Strategic Risk Reduction

Objectives

Terminal Objective

The students will be able to:

- 2.1 Articulate the skills required to lead community risk reduction strategically.

Enabling Objectives

The students will be able to:

- 2.1 Describe the relationship between hazards, risk and vulnerabilities.
- 2.2 Describe the importance of analyzing community demographics and service demands.
- 2.3 Define what constitutes strategic community risk reduction.
- 2.4 Articulate the role of strategic community risk reduction in fostering safe, healthy, prepared and resilient communities.
- 2.5 Distinguish how risk reduction supports provider health, wellness and safety.

Unit 3: Service Area Risk Assessment

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 Develop community and service area profiles.
- 3.3 Establish risk-reduction priorities and target populations.
- 3.4 Develop a problem statement and goal for a prioritized risk issue/service demand.
- 3.5 Determine people or groups that could serve as partners in the risk-reduction process.

Unit 4: Intervention Strategies for Risk Reduction

Objectives

Terminal Objective

The students will be able to:

- 4.1 Develop a risk reduction action plan targeting a specific risk issue within the service area.

Enabling Objectives

The students will be able to:

- 4.1 Use causal chain analysis to explore the root causes of incidents.
- 4.2 Discover innovative strategies for delivering risk reduction within the service area.
- 4.3 Determine interventions that are appropriate for the service area (five E's).

Unit 5: Measuring Success

Objectives

Terminal Objective

The students will be able to:

- 5.1 Propose strategies for evaluating the success of service area risk-reduction activities.

Enabling Objectives

The students will be able to:

- 5.1 Assess methods for monitoring the risk-reduction program.
- 5.2 Assess methods to collect data and evaluate results.
- 5.3 Recognize when to modify components of the risk-reduction plan.

Unit 6: Building Organizational and Community Support for Risk Reduction

Objectives

Terminal Objective

The students will be able to:

- 6.1 Recommend strategies for building organizational and community equity to support community risk reduction within their service area.

Enabling Objectives

- 6.1 Describe the common elements of successful risk reduction.
- 6.2 Assess attitudes of self, station personnel and their organization toward risk reduction.
- 6.3 Analyze how organizational culture impacts risk reduction.
- 6.4 Evaluate the Company Officer's (CO's) authority for championing service area risk reduction.
- 6.5 Articulate the leadership skills required to orchestrate effective community risk reduction within their service area.
- 6.6 Articulate how organizational and community equity impact risk reduction efforts.

Unit 7: Culminating Project

Objectives

Terminal Objective

The students will be able to:

- 7.1 Propose a community risk reduction action plan to address a specific service area risk issue.

Enabling Objectives

The students will be able to:

- 7.1 Articulate the process of strategic community risk reduction.
- 7.2 Justify the rationale for addressing a selected risk issue.
- 7.3 Articulate the role of station-based staff in the proposed risk reduction effort.
- 7.4 Describe potential challenges to the risk reduction effort.
- 7.5 Propose solutions to potential challenges.
- 7.6 Summarize how to evaluate the risk reduction effort.

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.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 (500 points, cumulative)

| | |
|---------------------------------------|-------------------|
| Pre-Course Assignment | 100 points |
| Graded Assignment 1 | 100 points |
| Graded Assignment 2 | 100 points |
| Graded Assignment 3 | 100 points |
| <u>Individual Culminating Project</u> | <u>100 points</u> |
| TOTAL | 500 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 the current date in the upper right-hand corner. The student will then submit the assignment to the instructor for scoring the student's performance for the specified assignment.
4. Once a point selection is determined, the instructor will record the points on the student's sheet and on the class grade sheet. The instructor will then return the student's individual assignment sheet to the student with the score and comments.
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 are as follows: A — 450-500, B — 400-449, C — 350-399. Instructors will record, sign, date and deliver the class grade sheet to the training specialist responsible for the course.

**Rubric 1: Pre-Course Assignment
(100 Points)**

Directions: For each of these assessment areas in the left column, rate each on a scale from eight to 25 points. Place an “X” through one of the point values in columns two to four. Subtotal at the bottom and then place the total number of points in the box at the lower right of the table. Transfer this score to the student’s summary course evaluation record.

| Assessment Area | Fair (8 Points) | Good (16 Points) | Excellent (25 Points) | Points Awarded |
|--|--|--|---|---------------------------|
| Part 1: Locate mission statement and identify current community risk-reduction programs. | Made minimal effort to locate the requested information. | N/A | Both mission statement and a current community risk-reduction program offered by your department are identified; (or) ample research concluded that your department has limited/ no such records available. | _____/25 |
| Part 2: Define your service area and its associated demographics. | The geographic boundaries of the service area are defined but are missing details. Community demographics are explained, but details on two or more of the four environment types were missing. | The geographic boundaries of the service area are mostly defined. Community demographics mostly explained, but details on one or two of the four environment types were missing. | Both the geographic boundaries of the service area are clearly defined, and community demographics are effectively explained. | _____/25 |
| Part 3: Analyze service demand data. | After analyzing service demand data, a profile of one or two types of fire and (if applicable) EMS incidents is created. Where a student is unable to gather the requested data for analysis, no explanation is provided in writing as to why the data could not be obtained. | After analyzing service demand data, a profile of two to three types of fire and (if applicable) EMS incidents is created. Where a student is unable to gather the requested data for analysis, some explanation is provided in writing as to why the data could not be obtained. | After analyzing service demand data, a profile of at least four types of fire and (if applicable) EMS incidents is created. Where a student is unable to gather the requested data for analysis, a thorough explanation is provided in writing as to why the data could not be obtained. | _____/25 |

| | | | | |
|---|---|---|--|------------------|
| <p>Part 4: Explore high-risk sections of your service area.</p> | <p>Demographic and/or service demand data is explored to identify some potential high-risk neighborhoods or facilities in the service area.</p> <p>Many details on the contributing factors are missing, along with locality or building specifics.</p> | <p>Demographic and service demand data is explored to identify potential high-risk neighborhoods or facilities in the service area.</p> <p>Some details on the contributing factors are missing, and/or locality or building specifics are missing.</p> | <p>Demographic and service demand data are fully explored to identify potential high-risk neighborhoods or facilities in the service area.</p> | <p>_____/25</p> |
| <p>Total Points</p> | | | | <p>_____/100</p> |

**Rubric 2: Graded Assignment 1 — Mission, Priorities and Self-Reflection
(100 Points)**

Directions: For each of these assessment areas in the left column, rate each on a scale from seven to 20 points. Place an “X” through one of the point values in columns two to four. Subtotal at the bottom and then place the total number of points in the box at the lower right of the table. Transfer this score to the student’s summary course evaluation record.

| Assessment Area | Fair (7 Points) | Good (14 Points) | Excellent (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 |
| Total Points | | | | _____/100 |

**Rubric 3: Graded Assignment 2 — Prioritizing Risk in the Service Area
(100 Points)**

Directions: For each of these assessment areas in the left column, rate each on a scale from seven to 20 points. Place an “X” through one of the point values in columns two to four. Subtotal at the bottom and then place the total number of points in the box at the lower right of the table. Transfer this score to the student’s summary course evaluation record.

| Assessment Area | Fair (7 Points) | Good (14 Points) | Excellent (20 Points) | Points Awarded |
|--|---|---|--|---------------------------|
| Identify three risk issues. | Identified one risk. | Identified two risks. | Identified three risks. | _____/20 |
| Describe the three risk issues. | 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 issue, and justify why it 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 issue. | 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 |
| Total Points | | | | _____/100 |

**Rubric 4: Graded Assignment 3 — Designing a Risk-Reduction Action Plan
(100 Points)**

Directions: For each of these assessment areas in the left column, rate each on a scale from 11 to 34 points. Place an “X” through one of the point values in columns two to four. Subtotal at the bottom and then place the total number of points in the box at the lower right of the table. Transfer this score to the student’s summary course evaluation record.

| Assessment Area | Fair (11 Points) | Good (22 Points) | Excellent (33 or 34 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 full knowledge of the causal chain analysis. Fully developed pre-event, event and post-event stages. | _____/34 |
| 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. | _____/33 |
| Develop an 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. | _____/33 |
| Total Points | | | | _____/100 |

ACTIVITY 7.1

Culminating Project Presentation Assessment Rubric (100 points)

Each student will present a culminating project that integrates the elements of the activities from the course into a plan for the Company Officer's (CO's) service area.

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

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

1. Introduced yourself, articulated your current leadership role, and described your service area.
2. Explained why you called your team together and what you intended to discuss. Provided a clear overview of what strategic community risk reduction is, why it is important, how it ties into the mission of your department, and where your station/division fits into the big picture of Whole Community Integrated Risk Management.
3. Articulated the benefits of performing strategic community risk reduction to the station/division, department at large and community.
4. Explained what you learned about your service area through the "Service Area Risk Reduction" (SARR) pre-course assignment. Summarized the knowledge you gained about the demographics, people and risk issues that are present in your service area.
5. Explained the risk issue you are proposing that the station/division should address, and provided a clear justification of how/why you came to this decision. Created a sense of urgency for action. Developed a problem statement and goal.
6. Summarized your action plan to begin addressing the risk and how the station/division will be involved in helping to address the risk. Incorporated as many of the five E's as possible.
7. Summarized how your team could go about engaging the community in the process, taking into consideration the various populations represented in the service area.
8. Summarized how you propose to measure success that will show your department's leadership, peers, team members and the community that the community risk-reduction effort will make a difference.
9. Summarized your presentation and what you are asking from your team.
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 single-page executive summary of the proposed risk reduction effort that can be provided to your supervisor/senior leadership upon returning home.
12. Submitted a single-page summary of three things learned during class that will be used when returning home.

Rubric 5: Activity 7.1 — Individual Culminating Project

Directions: For each of these assessment areas in the left column, rate each on a scale from three to 10 points. Place an “X” through one of the point values in columns two to four. Subtotal at the bottom and then place the total number of points in the box at the lower right of the table. Transfer this score to the student’s summary course evaluation record.

| Assessment Area | Fair (3 points) | Good (6 points) | Excellent (10 points) | Points Awarded |
|---|---|--|---|-------------------|
| Introduced self, articulated your current role and described your service area. | Made introduction, but the explanation of your role and/or service area was missing critical details. | Made introduction, but the explanation of your role or service area was missing some details. | Made introduction, and thoroughly explained your role and service area. | ____/10 |
| Explained why team was called together. Provided a clear overview of what strategic community risk reduction is, why it is important, how it ties into the mission of our department as a whole, and where your station fits into the process of Whole Community Integrated Risk Management (WCIRM). | Partially described why the team was called together. Provided an incomplete overview of what strategic community risk reduction is and its importance. Did not incorporate where your station fits into the WCIRM process. Any connections made were basic and/or not clear. | Satisfactorily described why the team was called together. Provided an acceptable overview of what strategic community risk reduction is and its importance. Incorporated some basic, but clear, details on how your station fits into the WCIRM process. | Thoroughly described why the team was called together. Provided a detailed overview of what strategic community risk reduction is and its importance. Incorporated clear details on how your station fits into the WCIRM process. | ____/10 |
| Articulated the benefits to the station, department at large and community of performing strategic risk reduction. | Partially articulated the benefits of performing strategic community risk reduction to the station, department at large and the community. Details such as similarities between community risk reduction and WCIRM, community engagement, empowerment, and relationship building are lacking and not always clear. | Satisfactorily articulated the benefits of performing strategic community risk reduction to the station, department at large and the community. Details such as similarities between community risk reduction and WCIRM, community engagement, empowerment, and relationship building were basic but clear. | Thoroughly articulated the benefits of performing strategic community risk reduction to the station, department at large and the community. Details such as similarities between community risk reduction and WCIRM, community engagement, empowerment, and relationship building were very clear. | ____/10 |

| | | | | |
|--|---|---|--|----------------|
| <p>Explained what you learned about your service area through the pre-course assignment.</p> <p>Summarized the knowledge you gained about the demographics, people, cultures and risks that are present in your service area.</p> | <p>Partially explained what you learned about your service area through the pre-course assignment.</p> <p>Limited summary of the demographics, people, cultures and risks that are present in your service area. Several points needed further explanation.</p> | <p>Satisfactorily explained what you learned about your service area through the pre-course assignment.</p> <p>Reasonable summary of the demographics, people, cultures and risks that are present in your service area. Very few points needed further explanation.</p> | <p>Thoroughly explained what you learned about your service area through the pre-course assignment.</p> <p>Detailed summary of the demographics, people, cultures and risks that are present in your service area. Points were very clear.</p> | <p>____/10</p> |
| <p>Explained the risk issue you are proposing that the station should address.</p> <p>Provided a clear justification of how/ why you came to this decision.</p> <p>Created a sense of urgency for action.</p> <p>Developed a problem statement and goal.</p> | <p>Partially explained the risk issue being proposed to address.</p> <p>Provided limited justification for prioritizing the subject issue over others that were discussed.</p> <p>Created an inadequate or reserved sense of urgency for action.</p> <p>Developed a problem statement and goal that need revisions.</p> | <p>Satisfactorily explained the risk issue being proposed to address.</p> <p>Provided a reasonable justification for prioritizing the subject issue over others that were discussed.</p> <p>Created a moderate sense of urgency for action.</p> <p>Developed a problem statement and goal that need only minimal revisions.</p> | <p>Thoroughly explained the risk issue being proposed to address.</p> <p>Provided a clear justification for prioritizing the subject issue over others that were discussed.</p> <p>Created genuine sense of urgency for action.</p> <p>Developed both a strong problem statement and goal.</p> | <p>____/10</p> |
| <p>Summarized your action plan to begin addressing the risk issue and how the station will be involved in addressing the risk.</p> <p>Incorporated as many of the five E's as possible.</p> | <p>Partially summarized your action plan for addressing risks and how the station will be involved.</p> <p>Details such as leadership involvement and everyday station activities were lacking.</p> <p>Incorporated some of the five E's, while one to three that apply were left out.</p> | <p>Satisfactorily summarized your action plan for addressing risks and how the station will be involved.</p> <p>Details such as leadership involvement and everyday station activities were mostly covered.</p> <p>Incorporated most, if not all, of the five E's as applicable, but some details were left out.</p> | <p>Thoroughly summarized your action plan for addressing the risks and how the station will be involved.</p> <p>Details such as leadership involvement and everyday station activities were realistic.</p> <p>Incorporated as many of the five E's as applicable.</p> | <p>____/10</p> |

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| Summarized how your team could go about engaging the community in the process, taking into consideration various populations represented in the service area. | Partially summarized how to involve the community in the process, considering the various populations represented in the service area. Details such as public interactions, increasing cooperation and home visits were lacking. | Satisfactorily summarized how to involve the community in the process, considering the various populations represented in the service area. Details such as viable public interactions, increasing cooperation and home visits were presented, but some details were left out. | Thoroughly summarized how to involve the community in the process, considering the various populations represented in the service area. Details such as public interactions, increasing cooperation and home visits were realistic and thoughtful. | ____/10 |
| Summarized how you will measure success to show your supervisor the plan is making a difference. | Partially summarized how you will measure success to demonstrate the difference being made. Details such as methods to be used, data collection and results sharing were lacking. Portions of population not addressed. | Satisfactorily summarized how you will measure success to demonstrate the difference being made. Details such as methods to be used, data collection and results sharing were presented, but some details were left out. | Thoroughly summarized how you will measure success to demonstrate the difference being made. Details such as methods to be used, data collection and results sharing were realistic and thoughtful. | ____/10 |
| Summarized the presentation and what you are asking for today. | Summarized the presentation but failed to articulate what you are asking for today. | Summarized the presentation but did not fully articulate what you are asking for today. | Thoroughly summarized the presentation and fully articulated what you are asking for today. | ____/10 |
| Offered potential solutions to any challenge internal or external. Submitted executive summary and three things learned through course. | Partially addressed any internal or external challenges. Executive summary was limited or incomplete. Noted less than three things learned in class. | Satisfactorily addressed any internal or external challenges. Executive summary was adequate but lacking in some detail. Noted three things learned in class. | Thoroughly addressed any internal or external challenges. Executive summary was comprehensive. Noted three things learned in class. | ____/10 |
| Total Points | | | | ____/100 |