**CICH100 Culturally Informed Community Health**

Three-Credit / Three Module Course

ACTS Institute in partnership with Crown College

**Certificate Program Description**: There is a need for culturally informed community health leaders, professionals, educators, and entrepreneurs with expertise in culture and community health education. In typical times, we depend on Community Health Workers (CHWs) to bring education, training, skills, and expertise to a wide range of groups and communities, especially those public health entities traditionally have struggled to reach. The Covid pandemic has highlighted the importance of culturally informed community health strategies and CHWs. CHWs are trained public health workers who serve as a bridge between communities, health care systems, and state health departments. This certificate program is designed for people who would like to better understand diverse community health needs and who desire to improve the health and well-being of communities. The program includes three modules, i.e., Foundations of Community Health, Exploring Culture and Health, and Critical Health Topics and Other Issues. Each module covers an aspect of the certificate program to provide students with an overview of the field of community health education, an opportunity to develop skills in needs assessment and program planning, all through diverse lenses of culture and its impacts on community health.

**LEARNING OUTCOMES**:

Upon successful completion of this course, the student will be able to:

* Understand and appreciate the diverse socioeconomic, behavioral, sociocultural, biological, and historical factors that influence health and human movements.
* Comprehend and acknowledge socioeconomic and sociocultural correlates of community health.
* Assess the interactions and interdependence of psychological, cultural, social and systems factors affecting health in minoritized, refugee, and immigrant communities.

**Course Text:**

McKenzie, J.F., Pinger, R.R., and Kotecki, J.E. (2004). *An introduction to community health* (5th ed.)*.* Jones and Bartlett Publishers. [ISBN:978-1-0763729530]

Additional readings: handouts will be provided to enhance discussions.

**Assignment Description**

**1. Reading Assignments:** Chapters of the text and/or supplemental readings are assigned each week.

**2.** **Video Assignments**: YouTube and other video assignments are assigned throughout the certificate program.

3. **Discussion Forums**: Each week students will participate in one online discussion. All initial post will be assigned by your instructor. Two response posts are due by the end of the week. Participation in the discussion forum generates opportunities for students to actively engage in the written ideas of others by carefully reading, researching, reflecting, and responding to the contributions of their peers and course faculty. Discussion forums will foster the development of members into a community of learners as they share ideas and inquiries, consider perspectives that may be different from their own, and integrate knowledge from other disciplines.

*Tips for posts:*

• Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting, then say why you agree (or disagree) by supporting your statement with concepts from the readings and by bringing in a related example or experience.

• Address the questions as much as possible.

• Synthesize the readings into your own words to support your postings. Expand on your insights and reflect on the material.  Be sure to follow APA standards.

• Build on others’ responses to create threads.

• Go back and look at the responses posted to your Main Post.  Your peers or the instructor may ask questions of you that you can answer as a Peer Response Post.

• Bring in related prior knowledge (work experience, prior coursework, readings, etc.)

• Use proper etiquette (address your peer by name, use professional language, etc.).

**4. Written Assignment Activity** (WAA)– May consist of scheduled and unscheduled individual/group work to express your personal responses regarding feelings, values, beliefs, experiences, opinions and comments to situations, guest speakers, event, video and/or information covered in the class. For this module, details on WAA will be provided one week prior to the due date of the activity.

**5. Final Paper Assignment-** Students will write a course paper which integrates concept, assignment and learning from previous weeks. The final paper will be minimally 6-8 pages (not including title page, abstract or reference page), double-spaced, and in APA writing style. The paper minimally needs to include 4- 6 references that are peer reviewed journal articles, additional sources beyond the 6 peer-reviewed journal articles (i.e., the textbook) are also acceptable. Details about the final paper are provided in Canvas.

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Breakdown of Final Grades: Indicate the number of points allotted per assignment/assignment type. They should total 1,000 points.

Discussion Forums 7 @ 75 pts 525 pts

Mini-Research Project 3@ 75pts 225 pts

Final Paper 250 pts

**TOTAL 1000 pts**

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**MODULE 1 - FOUNDATIONS OF COMMUNITY HEALTH (1 Credit)**

**OVERVIEW**

This course offers students a basic introduction to community health. The class will understand the roles and skills of a community health worker and present health issues with a focus on cultural, community and/or individual perspectives. As a result, students will learn about health disparities in ethnic minoritized, refugee, and immigrant groups, as well as approaches to health promotion and disease prevention.

**Learning Outcomes**

By the end of this course, students will be able to:

* Define community health and population health
* Understand the scope of practice and core competencies of a community health worker.
* Define and understand community transmission
* Utilize effective ways to communicate to diverse populations.
* Understand health disparities and the impact of social determinants of health in ethnic minoritized, refugee and immigrant communities.

**WEEK 1: Introduction to Community Health**

**Weekly Objectives**:

* Understand community health and its influence on minority communities.
* Define population health.
* Define community health.
* Describe Covid pandemic impacts on personal and/or community health status.
* Discuss community health challenges in ethnic, local, or regional community.

**Tasks:**

**Read:**

1. *An Introduction to Community Health*, Chapter 1, pages 4-10

**Watch:**

1. “What is community health?”, <https://www.youtube.com/watch?v=HFDQUZ4ewjo>
2. “What is population health?”,

<https://www.youtube.com/watch?v=lY-mEQ2enUk>

**Participate in Discussion Forum:** Introduce Yourself

Please introduce yourself and share with us a little about yourself. Include in your forum post:

* Your name.
* Where you live.
* Your sponsoring community organization.
* Describe your experience with ethnic minoritized, refugee or immigrant populations in your personal and/or professional experience.

Submit an initial post by Thursday (11;59pm, CST.) Reply to two classmates by Sunday (11:59pm CST).

**Week 1 Discussion Forum**:

After reading chapter 1 in course text and watching this week’s videos, answer the following discussion forum questions (initial post needs to be a minimum of 250 words; response posts to two peers need to be a minimum of 150 words):

* Explain in your own words, what is community health?
* What is population health?
* How is health defined in your community? How has Covid impacted your personal and/or community health status?
* What are some other major community health challenges in your ethnic or local/regional community? Please describe.

**Response posts:** Once you have read all of your classmates’ post, reply to at least two of them. Response post should be a minimum of 100 words.

Submit an initial post by Thursday (11:59pm, CST). Reply to two classmates’ posts by Sunday (11:59pm, CST).

**WEEK 2: Role and Skills of Community Health Workers**

**Weekly Objectives**:

* Discuss the core competencies that CHWs use to assist individuals   
  and communities.
* Describe personal qualities and attributes that are common among successful CHWs.
* Identify CHW skills, strengths and limitations when engaging with community and individual needs
* Describe how CHW may need to work differently with different cultural groups.

**Tasks:**

**Read**:

1. *An Introduction to Community Health*, Chapter 1, page 6
2. “Resource Package #1: The Role of CHW/Ps in Health Care Delivery for Medi-Cal Members” (2021), <https://www.chcf.org/wp-content/uploads/2021/02/CHWPsFutureMediCalRsrcPkg1RoleCHWPsHCDeliveryMembers.pdf>, pages 1-6 & 11-12

**Watch:**

1. “A day in the life of a community health worker”,

<https://www.youtube.com/watch?v=MXpgGABXfx0>

**Week 2 Discussion Forum:**

After reading this week’s material watching this week’s videos, answer the following discussion forum questions (initial post needs to be a minimum of 250 words; response posts to two peers need to be a minimum of 150 words):

* List five important skills of a community health worker.
* Which of these skills have you found in your experience to be most effective?
* What were the results?
* Which of these skills are most significant to you and why?
* Discuss ways of building and maintaining trust with ethnic minoritized communities. Give examples.

**Response posts:** Once you have read all of your classmates’ post, reply to at least two of them. Response post should be a minimum of 100 words.

Submit an initial post by Thursday (11:59pm, CST). Reply to two classmates’ posts by Sunday (11:59pm, CST).

**Written Assignment Activity 1** – Self Awareness Questionnaire

For this week, after reading the week’s text and watching this week’s video, answer the following questions below.

*Self-awareness involves being aware of different aspects of the self-including traits, positive and negative behaviors, and feelings. No matter how much you already know about yourself and others, you can always learn more. Take some time to reflect on the questions in this activity.*

1. What types of situations may trigger strong emotion or judgment in you? What triggers your anger or defensiveness?
2. When do you find it most difficult to listen to others? When are you most tempted to tell others what to do?
3. What health and health related topics are you least prepared to address with patients? For example: how prepared are you to deal with experiences of trauma such as exposure to war, domestic violence, child abuse and sexual assault?
4. What health behaviors are you less comfortable with? For example: Which aspects of human sexuality are you least prepared to address effectively with clients?
5. What type of people are you less familiar with and least prepared to work with? Are you equally capable of working with men and women? With people of all sexual orientations? With people of all gender identities? With people of all ages, including children, teenagers, and seniors? People who do not speak the same language as you? Are you comfortable working with interpreters?

Please remember to use headings in responding to all questions. Also respond in APA writing style appropriately referencing txt and/or other professional sources in text and in a reference section.

*Due Sunday, 11:59pm, CST*

Grading Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***1*** | **Comprehensiveness:** Did the student answer each question clearly and completely? | | | | |
|  | ***Exemplary*** *Answered each question clearly and completely.* | ***Proficient*** *Answers were mainly clear and complete with some omissions.* | ***Minimal***  *Answers were unclear with numerous omissions.* | **Unacceptable** *Did not answer the questions.* | ***Total points***  ***35*** |
|  | ***Point range:*** *35-28* | ***Point range:*** *27-24* | ***Point range: 23-18*** | ***Point range:*** *17-0* |  |
| ***2*** | **Application:** Did the student appropriately apply readings and research? | | | | |
|  | ***Exemplary*** *Clearly and appropriately applied reading and other professional sources.* | ***Proficient***  *Applied readings with minor issues or omissions.* | ***Minimal***  *Applied some readings but with major issues or omissions.* | **Unacceptable** *Did not apply readings or research.* | ***Total points***  ***20*** |
|  | ***Point range: 2****0-17* | ***Point range: 16****-13* | ***Point range: 12****-9* | ***Point range:8****-0* |  |
| ***3*** | **Formatting:** Did the student write in APA style with minimal grammar and spelling errors. | | | | |
|  | ***Exemplary*** *No formatting, spelling or grammatical errors.* | ***Proficient*** *Averages only 1 or 2 errors per page.* | ***Minimal***  *Averages 3-5 errors per page.* | **Unacceptable** *More than 5 errors per page.* | ***Total points***  ***20*** |
|  | ***Point range:2****0-17* | ***Point range:16****-13* | ***Point range:12****-9* | ***Point range: 8****-0* |  |
| ***Total Assignment Points*** | | | | | ***75*** |

**Week 3: Understanding Health Disparities**

**Weekly Objectives**:

* Understand health disparities and its impact on quality of life
* Understand primary, secondary, and tertiary prevention of communicable diseases.

**Tasks:**

**Read:**

1. *An Introduction to Community Health*, Chapter 4, pages 104-108

**Watch:**

1. “Minority Health Disparities: Michelle’s story”,

<https://www.youtube.com/watch?v=vlVZKZNXYBA>

**Week 3 Discussion Forum:**

After reading this week’s material and watching this week’s videos, answer the following discussion forum questions (initial post needs to be a minimum of 250 words; response posts to two peers need to be a minimum of 150 words):

1. Discuss how poverty impacts health?
2. What are some things to keep in mind when working with families/individuals that are struggling to make ends meet?
3. Explain the difference between primary, secondary, and tertiary prevention and provide an example of each.

**Response posts:** Once you have read all of your classmates’ post, reply to at least two of them. Response post should be a minimum of 100 words.

Submit an initial post by Thursday (11:59pm, CST). Reply to two classmates’ posts by Sunday (11:59pm, CST).

**WEEK 4: Community Transmission**

**Weekly Objectives**:

* Identify community transmission and its impact on minority communities
* Understand the importance of community’s involvement in prevention of chronic disease

**Tasks:**

**Read:**

1. *An Introduction to Community Health*, Chapter 4, pages 94-96
2. *“*What is Community Transmission of Coronavirus?” Handout

**Watch:**

1. “Health Disparities in the Black Community: Past & Present”,

<https://www.youtube.com/watch?v=7zK2yzvi5rs>

**Week 4 Discussion Forum:**

After reading this week’s material and watching this week’s videos, answer the following discussion forum questions (initial post needs to be a minimum of 250 words; response posts to two peers need to be a minimum of 150 words):

1. Define community transmission.
2. What Native American, Black and Latinx communities have been disproportionately affected by the COVID-19 pandemic? In your own words, why?
3. Why does Black communities lack trust in the healthcare system?
4. How might you communicate and educate the minority communities around the benefits in receiving a COVID-19 vaccination.
5. What are your thoughts and beliefs about COVID-19 vaccination?

**Response posts:** Once you have read all of your classmates’ post, reply to at least two of them. Response post should be a minimum of 100 words.

Submit an initial post by Thursday (11:59pm, CST). Reply to two classmates’ posts by Sunday (11:59pm, CST).

**WEEK 5: Community & Mental Health**

**Weekly Objectives**:

* Recognize the issues of mental health in the Black community.
* Recognize the various stigmas around mental health among Black communities
* Identify various techniques used to address mental health in minority communities.
* Understand and provide care with sensitivity and respect for human diversity.

**Tasks:**

**Read:**

1. *An Introduction to Community Health*, Chapter 11, pages 305-315

**Watch:**

1. “Snapping the Chain: Ending Mental Health Stigma in the African American

Community” (2011), <https://www.youtube.com/watch?v=ZcqtFlLNSa4>

1. “Mental health in minority communities”,

<https://www.youtube.com/watch?v=5cFsS5jcaQI>

**Week 5 Discussion Forum:**

After reading this week’s material and watching this week’s videos, answer the following discussion forum questions (initial post needs to be a minimum of 250 words; response posts to two peers need to be a minimum of 150 words):

1. What is mental health? (In your own words)
2. Define mental health disorder.
3. What are some noted signs that a minority client may or may not have a mental illness
4. Give two examples of stigma related to mental health in the Black community.
5. As a community health worker, how would you help a minority client overcome these stigmas?

**Response posts:** Once you have read all of your classmates’ post, reply to at least two of them. Response post should be a minimum of 100 words.

Submit an initial post by Thursday (11:59pm, CST). Reply to two classmates’ posts by Sunday (11:59pm, CST).

**Written Assignment Activity 2** – Stress and Mental Health

For this week, after reading the week’s text and other sources, you are to develop an outline that answers the following questions:

When stress becomes overwhelming and prolonged, the risks for mental health problems and medical problems can potentially increase. However, dealing with stress at the onset of it can reduce the negative impact of health.

1. Make a list of all the stressors you have experienced in the last two weeks. Select two of the items on the list and answer the following questions about them: Did you realize the stressor was a stressor when you first confronted it?
2. What physiological responses did you notice that you had when confronted with the stressor?
3. Have you confronted the stressor before? How did you manage it? Explain your answer.
4. What stress mediators (coping responses) do you now have to deal with each of the stressors? Do you feel you will someday fall victim to a disease of adaptation?

Please remember to use headings in responding to all questions. Also, respond in APA writing style appropriately referencing text and/or other professional sources in text and in reference section.

Due Sunday, 11:59pm, CST

Grading Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***1*** | **Comprehensiveness:** Did the student answer each question clearly and completely? | | | | |
|  | ***Exemplary*** *Answered each question clearly and completely.* | ***Proficient*** *Answers were mainly clear and complete with some omissions.* | ***Minimal***  *Answers were unclear with numerous omissions.* | **Unacceptable** *Did not answer the questions.* | ***Total points***  ***35*** |
|  | ***Point range:*** *35-28* | ***Point range:*** *27-24* | ***Point range: 23-18*** | ***Point range:*** *17-0* |  |
| ***2*** | **Application:** Did the student appropriately apply readings and research? | | | | |
|  | ***Exemplary*** *Clearly and appropriately applied reading and other professional sources.* | ***Proficient***  *Applied readings with minor issues or omissions.* | ***Minimal***  *Applied some readings but with major issues or omissions.* | **Unacceptable** *Did not apply readings or research.* | ***Total points***  ***20*** |
|  | ***Point range: 2****0-17* | ***Point range: 16****-13* | ***Point range: 12****-9* | ***Point range:8****-0* |  |
| ***3*** | **Formatting:** Did the student write in APA style with minimal grammar and spelling errors. | | | | |
|  | ***Exemplary*** *No formatting, spelling or grammatical errors.* | ***Proficient*** *Averages only 1 or 2 errors per page.* | ***Minimal***  *Averages 3-5 errors per page.* | **Unacceptable** *More than 5 errors per page.* | ***Total points***  ***20*** |
|  | ***Point range:2****0-17* | ***Point range:16****-13* | ***Point range:12****-9* | ***Point range: 8****-0* |  |
| ***Total Assignment Points*** | | | | | ***75*** |

**Week 6: Equity and Health Care**

**Weekly Objectives**:

* Define health equity
* Understand the history of health care systems
* Describe how upstream determinants impact health generally and as applied to minority clients with co-morbid conditions

**Tasks:**

**Read:**

1. *An Introduction to Community Health*, Chapter 13, pages 371-377
2. “What is Healthcare Upstream?”,

<https://healthcity.bmc.org/population-health/upstream-healthcare-sdoh-root-causes>

1. “Understanding Implicit Bias in Healthcare” (2018),

<https://www.nata.org/blog/jordan-grantham/understanding-implicit-bias-health-care>

**Watch:**

1. “What is health equity and why does it matter?,

<https://www.youtube.com/watch?v=CwBEkGurMiY>

**Week 6 Discussion Forum:**

After reading this week’s material and watching this week’s videos, answer the following discussion forum questions (initial post needs to be a minimum of 250 words; response posts to two peers need to be a minimum of 150 words):

1. What does health care upstream mean? Give examples
2. Define “implicit bias”.
3. How does implicit bias affect minorities in healthcare?
4. How is the delivery of health care system today different than the delivery of health care system in mid nineteenth century? Give examples

**Response posts:** Once you have read all of your classmates’ post, reply to at least two of them. Response post should be a minimum of 100 words.

Submit an initial post by Thursday (11:59pm, CST). Reply to two classmates’ posts by Sunday (11:59pm, CST).

**Written Assignment Activity 3** – Social Determinants of Health Upstream

For this week, you are required to research the term “upstream” in Community Health and answer the following questions:

1. Helping people to “think upstream” with respect to health problems is a challenge for community health workers.
2. In your own words, what does upstream mean?
3. List three key upstream factors that drive health inequities in minority communities.
4. Choose a health problem. What strategies might the community health worker employ to deal with the upstream in this challenge?

Please remember to use headings in responding to all questions. Also, respond in APA writing style appropriately referencing text and/or other professional sources in text and in reference section.

Due Sunday, 11:59pm, CST

Grading Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***1*** | **Comprehensiveness:** Did the student answer each question clearly and completely? | | | | |
|  | ***Exemplary*** *Answered each question clearly and completely.* | ***Proficient*** *Answers were mainly clear and complete with some omissions.* | ***Minimal***  *Answers were unclear with numerous omissions.* | **Unacceptable** *Did not answer the questions.* | ***Total points***  ***35*** |
|  | ***Point range:*** *35-28* | ***Point range:*** *27-24* | ***Point range: 23-18*** | ***Point range:*** *17-0* |  |
| ***2*** | **Application:** Did the student appropriately apply readings and research? | | | | |
|  | ***Exemplary*** *Clearly and appropriately applied reading and other professional sources.* | ***Proficient***  *Applied readings with minor issues or omissions.* | ***Minimal***  *Applied some readings but with major issues or omissions.* | **Unacceptable** *Did not apply readings or research.* | ***Total points***  ***20*** |
|  | ***Point range: 2****0-17* | ***Point range: 16****-13* | ***Point range: 12****-9* | ***Point range:8****-0* |  |
| ***3*** | **Formatting:** Did the student write in APA style with minimal grammar and spelling errors. | | | | |
|  | ***Exemplary*** *No formatting, spelling or grammatical errors.* | ***Proficient*** *Averages only 1 or 2 errors per page.* | ***Minimal***  *Averages 3-5 errors per page.* | **Unacceptable** *More than 5 errors per page.* | ***Total points***  ***20*** |
|  | ***Point range:2****0-17* | ***Point range:16****-13* | ***Point range:12****-9* | ***Point range: 8****-0* |  |
| ***Total Assignment Points*** | | | | | ***75*** |

**WEEK 7: Community & Substance use**

**Weekly Objectives:**

* Recognize the various types of substance disorders.
* Define drug use, misuse, and abuse
* Identify personal and community consequences of abuse or misuse of alcohol and drugs.

**Tasks:**

**Read:**

1. *An Introduction to Community Health*, Chapter 12, pages 336-343
2. “Identifying the Root Causes of Drug Overdose Health Inequities and Related Social Determinants of Health: A Literature Review (2021)”, <https://www.naccho.org/uploads/downloadable-resources/IdentifyingtheRootCauses-ofDrugOverdoseHealthInequities.pdf>

**Watch:**

1. “Understanding the opioid epidemic’s impact on communities of color”, <https://www.youtube.com/watch?v=cmtMdNLeW94>

**Week 7 Discussion Forum:**

After reading this week’s material and watching this week’s videos, answer the following discussion forum questions (initial post needs to be a minimum of 250 words; response posts to two peers need to be a minimum of 150 words):

1. What is the difference between drug use, drug abuse and drug misuse? (In your own words)
2. What are some risk factors for the abuse of drugs and alcohol?
3. What factors have impacted the opioid epidemic in minority communities?
4. How does racial inequity play out in the opioid crisis?

**Response posts:** Once you have read all of your classmates’ post, reply to at least two of them. Response post should be a minimum of 100 words.

Submit an initial post by Thursday (11:59pm, CST). Reply to two classmates’ posts by Sunday (11:59pm, CST).

**Final paper** – Social Determinants of Health Impact on Minoritized, Refugee, and Immigrant Communities

The SDOH Impact on Minority Communities Final Paper will require you to combine and integrate work from previous weeks. You can use the outline you developed and references from annotated bibliographies in your writing assignments. The final paper is minimum 6-8 pages (not including title page, abstract or reference page), doubled-spaced, and in APA writing style. The paper minimally needs to include 6-8 references that are peer-reviewed journal articles, additional sources beyond the 8 peer-reviewed journal articles (i.e., the textbook) are also acceptable.

Please remember to use headings in responding to all questions. **Bold face** designates a separate heading is needed. Also, respond in APA writing style appropriately referencing text and/or other professional sources in text and in a reference section.

Your final paper needs to include the following heading/sections.

* Title page with Running head and SHORT TITLE (per APA); also includes Title, Author, and Academic Affiliation
* Abstract
* Each student will develop a plan to address a disparity within a specific minority/ethnic group. The project will provide a platform for you to design an intervention taking into account cultural, racial and ethnic factors. You will provide background on the health issue, discuss the subgroup/population most affected, outline the objectives you are seeking to achieve, and create a product to be used by a local or national health organization.
* Part 1- Introduction: Identify health disparity among Native Americans population
* Part 2: Articulate the context for the health disparity and identify frameworks to examine its impact on the chosen population
* Part 3: Discuss your role and skill as a community health worker. Talk about your skillset. How would you use these skillsets to overcome challenges in working with Native Americans?
* Part 4: Identify community health education strategies that you would like to target to the disparity and targeted group.
* Part 5: Define the role of public health in understanding and addressing the disparity within Native Americans.
* Part 6-Summary and Conclusion – Summarize the previous information and provide a final review and critique of the state of community health intervention and anything else moving forward.
* Part 7- References – Provide a Reference page that documents references per APA writing style.

Due Sunday, 11:59 p.m., CST

Grading Rubric for Final Paper

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***1*** | **Context Description:** Did the student fully describe all relevant issues related to refugee experience, etc.? | | | | |
|  | ***Exemplary*** *Clearly described all relevant contextual issues.* | ***Proficient*** *Described relevant contextual issues with some minor omissions.* | ***Minimal***  *Description was unclear and/or had numerous omissions.* | **Unacceptable** *Did not answer the questions.* | ***Total points***  ***85*** |
|  | ***Point range: 8****5-75* | ***Point range: 74****-64* | ***Point range: 63****-53* | ***Point range: 52****-0* |  |
| ***2*** | **Application:** Did the student appropriately apply research and course readings to the described context? | | | | |
|  | ***Exemplary*** *Clearly and appropriately applied readings and research.* | ***Proficient*** *Applied readings and research with minor issues.* | ***Minimal***  *Applied readings and research with major issues.* | **Unacceptable** *Did not apply readings and research to context.* | ***Total points***  ***60*** |
|  | ***Point range: 6****0-55* | ***Point range: 5****4-44* | ***Point range: 4****3-33* | ***Point range:32****-0* |  |
| ***3*** | **Understanding:** Did the student demonstrate an understanding of refugee experiences, resilience and interventions? | | | | |
|  | ***Exemplary*** *Demonstrated a clear understanding of theories.* | ***Proficient*** *Demonstrated understanding with minor inaccuracies.* | ***Minimal***  *Demonstrated understanding with numerous inaccuracies.* | **Unacceptable** *Did not demonstrate understanding of theories* | ***Total points***  ***45*** |
|  | ***Point range:*** *45-36* | ***Point range:*** *35-26* | ***Point range:*** *25-16* | ***Point range:15-****-0* |  |
| ***4*** | **Textual References:** Did the student make reference to assigned readings? | | | | |
|  | ***Exemplary*** *Made multiple references to assigned readings.* | ***Proficient*** *Make 3-5 references to assigned readings.* | ***Minimal***  *Made only 1-2 references to assigned readings* | **Unacceptable** *Did not make reference to the readings.* | ***Total points***  ***35*** |
|  | ***Point range: 3****5-23* | ***Point range:*** *22-20* | ***Point range:*** *19-15* | ***Point range: 1****4-0* |  |
| ***5*** | **Formatting:** Did the student write according to APA style with minimal grammar and spelling errors. | | | | |
|  | ***Exemplary*** *No formatting, spelling or grammatical errors.* | ***Proficient*** *Averages only 1 or 2 errors per page.* | ***Minimal***  *Averages 3-5 errors per page.* | **Unacceptable** *More than 5 errors per page.* | ***Total points***  ***20*** |
|  | ***Point range: 20****-17* | ***Point range: 16****-13* | ***Point range:12****-9* | ***Point range: 8****-0* |  |
| ***Total Assignment Points*** | | | | | ***250*** |