**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 2-Exploring Culture and Health (1 Credit)**

**OVERVIEW**

Complex health care barriers demand a call for a more holistic response. This course offers an in depth understanding of what culture has to do with community health and health care. Students will learn the structural barriers that keep ethnic minoritized groups from seeking medical care, and stereotypes in medicine and how to address them in community health.

**Learning Outcomes**

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

* Define and understand the importance of cultural competence.
* Understand how cultural norms and values affect health and health-care quality
* Understand the consequences of cultural and social issues and its impact on health

**WEEK 1: Cultural Heritage and Health Beliefs**

**Weekly Objectives:**

* Demonstrate awareness of peers’ and self-cultural heritage.
* Identify cultural beliefs and traditions.
* Analyze how culture supports and challenges health beliefs, practices, and behaviors.
* Assess the influence of values and beliefs on individual health practices and behaviors.
* Understand the importance of cultural competence, how cultural issues affect health and health-care quality and cost, and the consequences of cultural issues.

**Tasks:**

**Read**:

1. *An Introduction to Community Health*, Chapter 12, pages 264-268 and 272-279
2. “How culture influences health beliefs”, <https://www.euromedinfo.eu/how-culture-influences-health-beliefs.html/>

**Watch**:

1. “Why culturally and linguistically appropriate services (CLAS) matter”, <https://www.youtube.com/watch?v=O6xOLto2t6w>

**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 were you born and raised?
* What groups do you belong to? (Ex: Baptist Church, Basketball Team, Gen-I Native Youth Challenge, etc)
* Do you have any holiday traditions specific to your family? (Ex: Certain food, music, or prayers)
* Does your family have any home remedies for common ailments? (Ex: gargling with salt water for a sore throat)
* What is considered to be disrespectful in your culture?
* What is considered to be respectful in your culture?
* Have you ever felt excluded based on your gender, ethnicity, or culture?

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

**Week 1 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):

* Define the terms: majority, minority, minority health?
* Compare two minority groups on their cultural or religious belief about receiving immunization/vaccination. How are their perspectives alike and different?
* What is your religious or cultural belief about receiving immunization/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 150 words.

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

**WEEK 2: Culture and Health**

**Weekly Objectives**:

* Introduce the complex and dynamic relationship between culture and health in Western and non-Western populations, communities, and societies.
* Understand cross-cultural beliefs around faith and healing.
* Analyze the relationship between traditional and modern healing system.

**Tasks**

**Read:**

1. *An Introduction to Community Health*, Chapter 1, pages 10-19.
2. “Whole medical system: An Overview”, <https://www.webmd.com/balance/guide/understanding-alternative-medicine>

**Watch:**

1. “Culture and healthcare: When medicine and culture intersect”, <https://www.youtube.com/watch?v=c0TquroTHxo>

**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):

1. What is the difference between modern treatment and traditional treatment? Which of the two types of treatment do you prefer and why?
2. There are examples of diseases that result from interactions between biology and culture such as obesity. Why is it important to consider cultural factors that contribute to illness rather than placing blame on individuals?
3. What are some other examples of illnesses that have cultural as well as biological causes?

**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 150 words.

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

**Written Assignment Activity 1** – Faith and Healing Case Study

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

**Case Study**

You know a person who has terminal lung cancer. When you ask about how they are coping with this diagnosis she says she and her husband rely upon their faith. They appreciate that their friends are actively praying for them, and their pastor visits regularly.

* Does faith or spirituality really make a difference? A difference in what?
* Can simply attending church keep you healthier?
* What is your cultural belief on faith and spirituality as it relates to chronic disease? How do you work with a client whose religious beliefs about healing and treatment are different from yours?

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 a reference section.

*Due Sunday, 11:59pm, CST*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***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:*** *30-27* | ***Point range:*** *26-24* | ***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:*** *10-9* | ***Point range:*** *8-7* | ***Point range:*** *6-5* | ***Point range:*** *4-0* |  |
| ***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:*** *10-9* | ***Point range:*** *8-7* | ***Point range:*** *6-5* | ***Point range:*** *4-0* |  |
| ***Total Assignment Points*** | | | | | ***75*** |

**WEEK 3: Addressing Equity and Health**

**Weekly Learning Objectives**:

By the end of this week, students will:

* Define and demonstrate knowledge of equity, inequalities, and social determinants of health.
* Identify strategies to increase cultural and linguistic competency in community health.
* Recognize how social determinants can shape and improve health.

**Tasks:**

**Read**:

1. *An Introduction to Community Health*, Chapter 10, pages 297-301.
2. Pages 6-11 of *Promoting Health Equity: A Resource to Help Communities Address Social Determinants of Health*, <https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/sdoh-workbook.pdf>

**Watch**

# “Van Explains It All - Implicit Bias - The Van Jones Show | 6/3/18”, <https://www.youtube.com/watch?v=C-GPBq-gGjY>

**Week 3 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):

1. What is the difference between equity and inequality?
2. Think about the social economic and environmental conditions in your own life that help you to be healthy or unhealthy. What in your community impacts your health?
3. Identify at least two methods or strategies to create an organization more culturally and linguistically competent in services in minority communities.

**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 150 words.

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

**WEEK 4: Advocacy and Capacity Building**

**Weekly Learning Objectives**:

By the end of this week, students will:

* Define “Community” and “Advocacy”.
* Discuss strategies for effective advocacy work.
* Provide information and empower ethnic minoritized groups to advocate for themselves on health-related issues.
* Develop and building trusting relationships within communities and organizations.

**Tasks:**

**Read**:

1. *An Introduction to Community Health*, Chapter 5, pages 117-124.
2. *Building Coalitions Among Communities of Color: A Multicultural Approach*, <https://minorityhealth.hhs.gov/Assets/pdf/Checked/ShireGuide.pdf>

**Watch**

**Video:**

1. “SCDC-What is Community Capacity Building?”, <https://www.youtube.com/watch?v=oNr9_riy5XU>

**Week 4 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):

1. What is community (In your own words)?
2. Define advocacy.
3. What are ways to gain trust and access into a minority community you have never worked with before?
4. How does advocacy impact your role as a community health worker to address the social determinants of health and in helping minority communities take action in their own health care?

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

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

**Writing Assignment Activity 2**

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

You have an opportunity to educate a community on the impact of HIV/AIDS in minority communities. However, there is very little talk about this topic in the community because of the stigma associated with it.

* Choose a minority population
* Provide statistics on how the infection rate affects this minority/ethnic group.
* Identify at least three stakeholders to collaborate with on this initiative and why?
* What strategies would you employ to gain access into this community? List at least two ways to develop a trusting relationship with the ethnic/minority group selected?
* What are the cultural and/or religious barriers that you perceive to educating this group around HIV prevention and treatment? List one or two ways to help this group, if possible, to overcome these challenges.

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*

**WEEK 5: Coordinating Culture and Health**

**Weekly Learning Objectives**:

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

* Define care coordination and describe the roles of community health workers in relation to the health care team.
* Understand & describe what coordinated care looks like: key roles, responsibilities & terms which may include various titles (Community Health Workers, Patient Navigators, Depression Care Managers, Care Managers, etc.) in community settings.
* Identify the goals of care coordination based on the appropriate level of care needed for the individual and/or ethnic minoritized population being served.
* Describe strategies that may support high quality care as a means to improve population health.

**Tasks:**

**Read:**

1. *An Introduction to Community Health*, Chapter 11, page 331.
2. “Chapter 2. What is Care Coordination?”, <https://www.ahrq.gov/ncepcr/care/coordination/atlas/chapter2.html>
3. “The Impact of Culture in Case Management”, <https://careexcellence.org/blog/cultural-awareness/>

**Watch:**

# “5 Tips for Addressing Population Health”, <https://www.youtube.com/watch?v=PbRYSKHThWM>

**Week 5 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):

1. What is care coordination?
2. Explain why coordinated care should be the goal for every patient, every time.
3. You are part of a team coordinating care for a seventy-two-year-old Native American male. Client is low in literacy and has difficulty following through with doctor’s recommendation. The nurse informs you that client refuses to adhere to medication and treatment for his diabetes. Explain your role as a community health worker. What strategies would you use to assess why client is not adhering to his treatment plan? 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 150 words.

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

**Writing Assignment Activity 3**

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

*Mr. Johnson is a sixty-seven-year-old Jamaican born immigrant who lives with a male friend in his one-bedroom high rise apartment. Mr. Johnson has multiple health conditions, including HIV and Type 1 Diabetes (since 28 years old). You provided him with crisis management services. Mr. Johnson has missed two HIV medical appointments with his primary care doctor. He has cancelled your scheduled home visit appointments and you heard from him since your last home visit over 30 days ago. You called Mr. Johnson this afternoon at noon and was able to get him on the phone. He sounds very down, weak, and ill. You set up a time to visit him this afternoon. You want to see how he’s doing, if he’s taking his meds, if he’s following his nutritional meal plan, and if he is willing to go to the clinic. When you arrive at Mr. Johnson’s home, his roommate answers, and states that Mr. Johnson is unavailable to come to the door. When you get a glimpse inside of the apartment, the place is a mess. There are empty vodka bottles, glasses, syringes, spoons, and other drug paraphernalia scattered around. Mr. Johnson glances at you from afar. When he sees you, he smiles and waves his hand as his roommate closes the door abruptly. You tried calling numerous times throughout the evening and Mr. Johnson’s phone goes directly into his voicemail. This incident has happened twice in the past before. However, Mr. Johnson would make efforts to call you within hours after your attempts to reach him. One week later, a co-worker of yours who lives near Mr. Johnson did witness him getting into a car service with his roommate at 11pm in the evening.*

**If you were the Community Health Worker working with Mr. Johnson, how would you respond to the following questions:**

* What type of assessment can you conclude after the home visit, and why?
* What concerns might you have about his safety and future home visits?
* What psychosocial issues or concerns would you have for Mr. Johnson?
* What strategies will you employ to support and coordinate care for Mr. Johnson?
* Which partners would you include as part of care coordination team and why?
* What will you do to preserve Mr. Johnson’s privacy?
* What other comments, thoughts or concerns would you suggest?

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*

**WEEK 6: Culture and Mental Health**

**Weekly Learning Objectives**:

* Critically examine in detail the impact on culture in some common mental health disorders.
* Critically discuss the concept of resilience, consider its cultural aspects and the implications it has for mental health promotion and prevention.
* Critically identify mental health problems related to barriers around the social determinants of health.

**Tasks:**

**Read**:

1. *An Introduction to Community Health*, Chapter 11, pages 308-310 and 313-314.
2. “Cultural Influences on Mental Health (Part One)”,<https://pha.berkeley.edu/2017/04/16/cultural-influences-on-mental-health/>
3. “Resilience: Build Skills to Endure Hardship”,<https://www.mayoclinic.org/tests-procedures/resilience-training/in-depth/resilience/art-20046311>

**Watch:**

# “Addressing mental health in the Hispanic community”, <https://www.youtube.com/watch?v=MIZwXo65uIs>

**Week 6 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):

1. How does mental health relate to culture?
2. List some of the stigmas associated with mental health among ethnic or minority groups. (Be specific)
3. In your own words, why is cultural competency important in mental health?
4. Describe what activities can you engage in as a community health worker to help a Hispanic family build resilience around depression?

**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 150 words.

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

**WEEK 7: Culture and Drug Use**

**Weekly Learning Objectives**:

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

* Understand the cultural and/or social complexities influencing drug use trajectory.
* Describe factors that increase the likelihood for an individual, community or group to be at-risk for, or resilient to, psychoactive substance use disorders.
* Identify community resources available to help prevent or treat Opioid overdose.

**Tasks:**

**Read**:

1. *An Introduction to Community Health*, Chapter 12, pages 338 and 341-344.
2. Pages 3-12 of *Drug Use among Racial/Ethnic Minorities*,<https://archives.drugabuse.gov/sites/default/files/minorities03_1.pdf>

**Watch**

# “Addressing the Opioid Epidemic in Minority Communities”, <https://www.youtube.com/watch?v=ibazA7NC3ys>

**Week 7 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):

1. How does cultural or social behaviors contribute to the risk for drug addiction and other negative consequences of drug use on health?
2. What is opioid? Give examples of the different types of opioids.
3. What community health resources are available to treat or prevent the overdose of Opioids?

**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 150 words.

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

**Final paper:** The Impact of Social Determinants of Health and Culture

The Impact on SDOH and Culture 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), double-space, 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.

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. (Details for this assignment are on Canvas.)

* Title page with Running head and SHORT TITLE (per APA); also includes Title, Author, and Academic Affiliation
* Abstract
* Each student will develop an intervention to address a disparity within a specific population. 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 social determinants of health and a subpopulation group.
* Part 2: Identify the subpopulation’s culture on health
* Part 3: Articulate a statement of need to address for this ethnic group and explain why
* Part 4: Identify barriers to address and cultural stigmas related to the health issue. Name a current health education strategy that is targeted to the disparity and population. Provide your analysis on the effectiveness of these strategies.
* Part 5: Identify ways to access this ethnic group and develop trust as a community health worker.
* Part 6: Develop a strategic plan to coordinate a care team of local community service organizations to work with this ethnic group and you.
* Part 7-Summary and Conclusion – Summarize the previous information and provide a final recommendation for your hope to provide services and anything else moving forward.
* Part 8- References – Provide a Reference page that documents reference 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:*** *75-68* | ***Point range: 6****7-60* | ***Point range:*** *59-45* | ***Point range: 4****4-0* |  |
| ***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:*** *50-45* | ***Point range:*** *44-40* | ***Point range:*** *39-30* | ***Point range: 29****-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:*** *40-36* | ***Point range:*** *34-28* | ***Point range:*** *26-10* | ***Point range: 9-****-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:*** *25-23* | ***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:*** *10-9* | ***Point range:*** *8-7* | ***Point range:*** *6-5* | ***Point range:*** *4-0* |  |
| ***Total Assignment Points*** | | | | | ***250*** |