

Columbia College
Children and Youth At-Risk (HSPD281)

Lecture 1

Course Outline

Semester Dates: August 5, 2019 – September 7, 2019

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Lola Emiko

Email: lola.emiko@columbia.ca

Class Time: 5:30 PM – 9:30 PM (Tue)

Room: 805-113

8:30 AM – 12:30 PM (Sat)

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course examines children and youth at risk in Canada. The course will explore issues facing this population, such as youth crime, substance abuse, schooling, family problems, peer pressure, alcoholism and poverty. Legal system and community implications, youth justice practice and solutions to delinquency problems will also be addressed. Special emphasis will be assigned to various roles, prevention strategies, interventions, knowledge and skills human services professionals need when dealing with youth at risk.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Describe and explain the historical traditions and philosophy of youth justice.
- Define and explain "delinquency" and the various theories of delinquency.
- Explain the biological, psychological and sociological factors of why juveniles misbehave.
- Describe what youth crime "looks like".
- Compare and contrast the stages of the youth justice system and the roles of the various players, and how their roles differ substantially from the adult system
- Critically examine and discuss the recommendations for changes in the Youth Justice System.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

McWhirter, J., McWhirter, B., McWhirter, E., & McWhirter, R. (2016). *At-risk Youth: A comprehensive response for counsellors, teachers, psychologists, and human service professionals (6th ed.)*. Belmont, CA: Brooks/Cole Cengage Learning.

Homework Assignment Due for the First Class:

- Read this course outline and be prepared to discuss in class.
- Read Chapters 1 and 2 of your text, *At Risk Youth: A comprehensive response for counsellors, teachers, psychologists, and human service professionals*.
- As a result of your reading assignment write down at least three (3) questions that you would find beneficial to discuss in class.
- Prepare for a test on the assigned readings.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests	Classes 1 through 10	30%
Assignment A	Class 4	20%
Assignment B	Class 7	25%
Final Project	Class 10	25%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments will be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P079)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- Keep up with day-to-day classroom and course expectations.

Important Dates:

Description

Date

Last to add/drop courses

5 school operating days from the start of the semester
OR before the third scheduled class, whichever is
greater

Last day to withdraw without academic
penalty

50% or less of the semester has been completed

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or a medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with a Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy (ADM-P188)* and *Student Guide to Accessibility Services (SCCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> An introduction to at-risk issues Environmental/societal factors that contribute to risk 	<ul style="list-style-type: none"> Chapter 1 & 2
2	<ul style="list-style-type: none"> Family Problems of at-risk children and youth 	<ul style="list-style-type: none"> Chapter 3
3	<ul style="list-style-type: none"> School issues that relate to at-risk children and youth Individual characteristics of high-risk and low-risk children and youth 	<ul style="list-style-type: none"> Chapter 4 & 5
4	<ul style="list-style-type: none"> School dropout Substance use and addiction 	<ul style="list-style-type: none"> Chapters 6 & 7 Assignment A Due
5	<ul style="list-style-type: none"> Risky sexual behavior: teenage pregnancy and STI's Youth violence: antisocial behavior, delinquency and youth gangs 	<ul style="list-style-type: none"> Chapter 8 & 9
6	<ul style="list-style-type: none"> Youth suicide 	<ul style="list-style-type: none"> Chapter 10
7	<ul style="list-style-type: none"> A prevention, early intervention, treatment framework, and other environmental considerations 	<ul style="list-style-type: none"> Chapter 11 Assignment A Due
8	<ul style="list-style-type: none"> Core components of programs for prevention and early intervention 	<ul style="list-style-type: none"> Chapter 12
9	<ul style="list-style-type: none"> Peer interventions 	<ul style="list-style-type: none"> Chapter 13
10	<ul style="list-style-type: none"> Family Interventions 	<ul style="list-style-type: none"> Chapter 14 Final project due

Appendix 1 Assignment Outlines

Daily Tests

Due Date: Each class from classes 1 through 10

Weight: 30%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments. The questions will be multiple choice.

Writing Assignment A:

Due Date: Class 4 **Weight:** 20%

Write a critical thinking response that focuses on the ways in which access to the internet is (a) beneficial, and (b) detrimental to today's adolescents. Do you believe that the detrimental effects of internet access would be mitigated? Would the ways in which you see mitigated these effects be equally applicable across all socio-economic classes? Explain your response. Do you believe that internet access is overall a positive thing or a negative thing for today's adolescents? Why do you believe as you do?

Writing Assignments:

- **Objective:** The objectives of the writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the **Critical Writing Response Marking** rubric.

Writing Assignment B: Case Study Analysis

Due Date: Class 7 **Weight:** 25%

- Using the Diaz Family case study on pg. 89 of the text as a reference, write down what you feel most impacts aspects of each of the four factors (school culture, student climate, peer involvement, and teacher climate.) Then reflect on three strategies to improve these areas.

Writing Assignments:

Objective: The objectives of the writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.

- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to **Case Study Analysis** rubric.

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in the "Citations" resource book.

Final Project Due Date:
Class 10 Weight: 25%

Each student will answer questions related to the case study, “the Baker Family” on pg. 34 of the text. Students will analyze the case study based on the following questions

1. Identify the main issue(s) facing the youth in this case
2. Would you say the youth has resiliency? Please explain why?
3. What is the key impact/s of resiliency in the marginalized youth in this case or in the marginalized youth in general?
4. What is the link between resiliency and other factors such as youth engagement and developmental outcomes? Do you see these factors in this case scenario; if yes, please state them?
5. How can the human services worker facilitate the development of resiliency in marginalized youth, such as this one in the case?

Writing Assignment Expectations:

- **Objective:** The objective of this writing assignment is to reflect and apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Times New Roman font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric:

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a “References” page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in the “Citations” resource book.

**Appendix 2
Assignment Rubrics**

**Columbia College
Critical Writing Response Marking Rubric**
Revised Jan. 2018

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Quality of Response Content/Ideas	<ul style="list-style-type: none"> • Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources and/or references to the course readings. 	<ul style="list-style-type: none"> • Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability. 	<ul style="list-style-type: none"> • Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion. 	
Analysis	<ul style="list-style-type: none"> • Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines the issue, but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem solving skills. 	<ul style="list-style-type: none"> • Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem solving skills. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Style Expression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of particular stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice. 	<ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice. 	
Organization and Structure	<ul style="list-style-type: none"> • Creates a sophisticated, well developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions. 	<ul style="list-style-type: none"> • Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentence • Most of the time establishes appropriate paragraphing and transitions 	<ul style="list-style-type: none"> • Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions. 	<ul style="list-style-type: none"> • Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition. 	

	A	B	C-D	F	Score
	10-9	8-7	6-5	4-0	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly where applicable for referencing sources. Meets and exceeds all requirements for an excellent academic response. Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally uses APA citation correctly where applicable for referencing sources. Meets most requirements for a well written academic response. Meets most requirements of the assignment. 	<ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and with errors when sources are used. Meets a few requirements for an acceptable academic response. Meets a few requirements of the assignment. 	<ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. Meets few requirements for an acceptable academic response. Meets little to no requirements of the assignment. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator’s Comments:

Columbia College
Peer Interview Rubric
 Last Revised: March 2015

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization, Structure and Flow of Interview	<ul style="list-style-type: none"> Creates an introduction that is unique, clearly focused and engaging. Demonstrates an effective transition between the phases of counseling, incorporating elements from the beginning phase to the successfully termination of the client-counseling relationship. Maintains clear structure and direction throughout the interview process. Manages allotted time effectively. 	<ul style="list-style-type: none"> Creates an introduction that is original, clearly focused and engaging. Demonstrates a transition between most phases of counseling incorporating some elements of the client-counseling relationship. Maintains structure and direction throughout the interview process Manages to keep the entire session within the allotted time. 	<ul style="list-style-type: none"> Creates an introduction that tends to be unfocused. Transitions are evident, but few Struggles to keep the counseling session within the allotted time frame. 	<ul style="list-style-type: none"> Interview shows little to no logical organization. Conversation is difficult to follow. Does not demonstrate the ability to maintain a clear focus throughout the interview process. 	
Counseling Relationship	<ul style="list-style-type: none"> Demonstrates a strong ability in establishing and fostering a safe therapeutic environment. Actively conveys a non-judgmental attitude, empathy, understanding and respect. 	<ul style="list-style-type: none"> Demonstrates an ability to create a safe therapeutic environment. Conveys a non-judgmental attitude, empathy, understanding and respect. 	<ul style="list-style-type: none"> Makes an effort to create a therapeutic environment but struggles to keep the client engaged. At times demonstrates a non-judgmental attitude, empathy, understanding and respect. 	<ul style="list-style-type: none"> Lacks the ability to engage or build rapport with client. Judgmental, unethical, disrespectful and inappropriate. 	
Counseling Skill Set	<ul style="list-style-type: none"> Utilizes a wide range of counseling skills such as open ended questions, active listening, paraphrasing, summarization, etc. 	<ul style="list-style-type: none"> Uses counseling skills such as open-ended questions, paraphrasing, summarization, etc. 	<ul style="list-style-type: none"> Limited range of skills Counseling skills are sometimes applied incorrectly 	<ul style="list-style-type: none"> Fails to use any counseling skills Does not demonstrate an understanding of appropriate responses during conversations. 	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Communication Skills: Nonverbal Effectiveness	<ul style="list-style-type: none"> Body language demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. Uses continual eye contact. 	<ul style="list-style-type: none"> Body language demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. Uses fairly consistent eye contact. 	<ul style="list-style-type: none"> Body language at times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support response. Uses eye contact inconsistently. 	<ul style="list-style-type: none"> Body language shows lack of ease through poor posture, lack of poise, and lack of facial expression. Uses poor to no eye contact. 	
Communication Skills: Verbal Effectiveness	<ul style="list-style-type: none"> Demonstrates a compassionate interest for the topic discussed. Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. Uses few unnecessary pauses “ums”. Makes no obvious grammatical errors. Uses rich, precise, and varied vocabulary. Well-rehearsed and prepared. 	<ul style="list-style-type: none"> Conveys enthusiasm for the topic discussed. Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. Uses few unnecessary pauses “ums”. Makes few grammatical errors. Uses well-chosen and varied vocabulary. 	<ul style="list-style-type: none"> Demonstrates minimal enthusiasm for the topic. Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. Uses unnecessary pauses (“ums”). Makes some grammatical errors. Uses limited vocabulary. 	<ul style="list-style-type: none"> No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. Volume and rate of speech are often inappropriate, making comprehension difficult. Uses too many unnecessary pauses “ums”, making comprehension difficult. Makes frequent grammatical errors. Uses inappropriate or simplistic vocabulary. 	

Total Score out of 20:

Facilitator/Evaluator’s Comments:

**Columbia College
Action Plan Rubric
Last Revised: February 23, 2018**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
A specific and clear action plan effectively implements all tasks associated with the solution.	<ul style="list-style-type: none"> A clear action plan exists for each task. 	<ul style="list-style-type: none"> A clear action plan exists for most tasks. 	<ul style="list-style-type: none"> A clear action plan exists for some tasks. 	<ul style="list-style-type: none"> A clear action plan is non-existent. 	
An action plan employs a logical sequence of events.	<ul style="list-style-type: none"> The sequence of timeline events is completely logical. 	<ul style="list-style-type: none"> The sequence of timeline events is mostly logical. 	<ul style="list-style-type: none"> The sequence of timeline events lack some logical sequence. 	<ul style="list-style-type: none"> The sequence of timeline events have no logical sequence or no timeline is provided. 	
An action plan clearly identifies who will be responsible for each activity.	<ul style="list-style-type: none"> All activities clearly state who will be responsible. 	<ul style="list-style-type: none"> Most activities clearly state who will be responsible. 	<ul style="list-style-type: none"> Few activities clearly state who will be responsible. 	<ul style="list-style-type: none"> None of the activities clearly state who will be responsible. 	
An action plan clearly states how each activity will be performed.	<ul style="list-style-type: none"> All performance activities are clearly explained. 	<ul style="list-style-type: none"> Most performance activities are clearly explained. 	<ul style="list-style-type: none"> Some performance activities are clearly explained. 	<ul style="list-style-type: none"> No performance activities are explained 	
A reasonable timeline is assigned to each activity.	<ul style="list-style-type: none"> All activities include reasonable timelines. 	<ul style="list-style-type: none"> Most activities include reasonable timelines. 	<ul style="list-style-type: none"> Few activities include reasonable timelines. 	<ul style="list-style-type: none"> No activities include reasonable timelines or no timelines are provided. 	
Action plan components are monitored to determine their effectiveness.	<ul style="list-style-type: none"> Multiple measures are used to evaluate the success of the implementation and impact. 	<ul style="list-style-type: none"> Multiple measures are used to evaluate the success of the implementation or impact, while a single measure is used to determine the success of the other. 	<ul style="list-style-type: none"> A single measure is used to determine success of implementation or impact, while no measure is used to determine the success of the other 	<ul style="list-style-type: none"> Monitoring is random and based only on anecdotal evidence 	

Total Score out of 60:

Facilitator/Evaluator's Comments: