Subject Area Committee Name: Fire Protection

Focal Outcome Being Assessed: Cultural Awareness

Contact Person:

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This form is for the initial assessment of a focal outcome.

- Refer to the help document for guidance in filling out this report. If this document does not address your question/concern, contact Wayne Hooke to arrange for coaching assistance.
- Please attach all rubrics/assignments/etc. to your report submissions.
- Subject Line of Email: Assessment Report Form (or ARF) for <your SAC name> (Example: ARF for NRS)
- File name: SACInitials_ARF_2016 (Example: NRS_ARF_2016)
- SACs are encouraged to share this report with their LAC coach for feedback before submitting.
- Make all submissions to learningassessment@pcc.edu.

Due Dates:
- Planning Sections of LAC Assessment or Reassessment Reports: November 28th, 2016
- Completed LAC Assessment or Reassessment Reports: June 16th, 2017
Please Verify This Before Beginning this Report:

☑ This project is not the second stage of the assess/reassess process (if this is a follow-up, re-assessment project, use the LAC Re-assessment Report Form CTE. Available here).

1. Outcome Chosen for Focal Analysis

1A. How does your field interpret the outcome you are assessing?

The fire service must be reflective of the society in which it operates; is to be representative of the community it serves. The fire service serves each and every community member, regardless of ethnicity, gender, race, background, economy or any other factor to and needs to better understand, communicate with, and enlist cooperation in multicultural communities.

1B. If the assessment project relates to any of the following, check all that apply:

☑ Degree/Certificate Outcome – if yes, include here: Use an understanding of emergency services organizational structures at the local, state, and national level to develop, implement, and maintain programs that are designed to meet the needs of the organization and the community. Enhance an organization’s ability to thrive in a diverse and changing environment by carrying out supervisory and managerial responsibilities in a manner that reflects professional standards, ethics, and social responsibility during emergency and non-emergency operations and respond to current trends, technologies, and socioeconomic and political factors that impact the emergency services. Strengthen organizational effectiveness by using an understanding of the history, current practices, and legal aspects of human resource standards to make effective on-the-job supervisory and managerial decisions and facilitating effective work relationships and resolving conflicts in a diverse workplace with skillful application of a broad range of communication skills. Respond to the needs of diverse customer base in times of emergencies, in prevention and preparation of emergencies and recovery from emergency events by applying problems solving skills with a variety of customer service strategies.

☑ PCC Core Outcome – if yes, which one: Culture Awareness

☑ Course Outcome – if yes, which one: Communicate effectively with others in multicultural communities. Describe positive public safety approaches specific to diverse cultures.

☐ Exploratory Outcome – if yes, briefly describe:
2. Project Description

2A. Assessment Context

Check all the applicable items:

☒ Course-based assessment.
   Course names and number(s): Multicultural Strategies for Firefighters FP 210
   Type of assessment (e.g., essay, exam, speech, project, etc.): Weekly quizzes, weekly discussions, small group activities, and comprehensive written paper.
   Are there course outcomes that align with this aspect of the outcome being investigated? ☒ Yes ☐ No
   If yes, include the course outcome(s) from the relevant CCOG(s): FP 210, Multicultural Strategies for Firefighters: Communicate effectively with others in multicultural communities. Describe positive public safety approaches specific to diverse cultures.

☒ Common/embedded assignment in all relevant course sections. An embedded assignment is one that is already included as an element in the course as usually taught. Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.): refer to Appendix1, Assignments

☐ Common – but not embedded - assignment used in all relevant course sections. Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

☐ Practicum/Clinical work. Please attach the activity/checklist/etc. in an appendix. If this cannot be shared, indicate the type of assessment (e.g., supervisor checklist, interview, essay, exam, speech, project, etc.):

☐ External certification exam. Please attach sample questions for the relevant portions of the exam in an appendix (provided that publically revealing this information will not compromise test security). Also, briefly describe how the results of this exam are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated.

☐ SAC-created, non-course assessment. Please attach the assessment in an appendix. If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):
Portfolio. Please attach sample instructions/activities/etc. for the relevant portions of the portfolio submission in an appendix. Briefly describe how the results of this assessment are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated: TSA. Please attach the relevant portions of the assessment in an appendix. If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

Survey
Interview
Other. Please attach the activity/assessment in an appendix. If the activity cannot be shared, please briefly describe it:

In the event publicly sharing your assessment documents will compromise future assessments or uses of the assignment, do not attach the actual assignment/document. Instead, please give as much detail about the activity as possible in an appendix.

2B. How will you score/measure/quantify student performance?

Rubric (used when student performance is on a continuum - if available, attach as an appendix – if in development, attach to the completed report that is submitted in June)
Checklist (used when presence/absence rather than quality is being evaluated - if available, attach as an appendix – if in development, attach to the completed report that is submitted in June)
Trend Analysis (often used to understand the ways in which students are, and are not, meeting expectations; trend analysis can complement rubrics and checklist)
Objective Scoring (e.g., Scantron-scored examinations)
Other – briefly describe: Subjective grading by the instructor of participation online discussion posts

2C. Type of assessment (select one per column)

Quantitative
Qualitative
Direct Assessment
Indirect Assessment

If you selected ‘Indirect Assessment’, please share your rationale:
Qualitative Measures: projects that analyze in-depth, non-numerical data via observer impression rather than via quantitative analysis. Generally, qualitative measures are used in exploratory, pilot projects rather than in true assessments of student attainment. Note that the use of a numerical rubric is considered quantitative analysis, even if the artifacts under consideration are not based on quantitative calculations (e.g., an essay scored by a rubric counts as quantitative in the context of assessment).

Indirect assessments (e.g., surveys, focus groups, etc.) do not use measures of direct student work output. These types of assessments are also not able to truly document student attainment.

2D. Check any of the following that were used by your SAC to create or select the assessment/scoring criteria/instruments used in this project:

☐ Committee or subcommittee of the SAC collaborated in its creation
☒ Standardized assessment
☐ Collaboration with external stakeholders (e.g., advisory board, transfer institution/program)
☐ Theoretical Model (e.g., Bloom’s Taxonomy)
☐ Aligned the assessment with standards from a professional body (for example, The American Psychological Association Undergraduate Guidelines, etc.)
☐ Aligned the benchmark with the Associate’s Degree level expectations of the Degree Qualifications Profile
☐ Aligned the benchmark to within-discipline post-requisite course(s)
☐ Aligned the benchmark to out-of-discipline post-requisite course(s)
☐ Other (briefly explain:          )

2E. In which quarter will student artifacts (samples of student work) be collected? If student artifacts will be collected in more than one term, check all that apply.

☒ Fall ☒ Winter ☒ Spring ☐ Other (e.g., if work is collected between terms)

2F. What student group do you want to generalize the results of your assessment to? For example, if you are assessing performance in a course, the student group you want to generalize to is ‘all students taking this course.’

All 48 of the students taking FP 210.

2G. There is no single, recommended assessment strategy. Each SAC is tasked with choosing appropriate methods for their purposes. Which best describes the purpose of this project?

☒ To measure established outcomes and/or drive programmatic change
☐ To participate in the Multi-State Collaborative for Learning Outcomes Assessment
Preliminary/Exploratory investigation

If you selected ‘Preliminary/Exploratory’ (most often a ‘pilot study’), briefly describe why you opted to do a pilot study, along with your rationale for selecting your sampling method:

2H. Which will you measure?

☒ the population (all relevant students – e.g., all students enrolled in all currently-offered sections of the course)
☐ a sample (a subset of students)

If you are using a sample, select all of the following that describe your sample/sampling strategy (refer to the Help Guide for assistance):

☐ Random Sample (student work selected completely randomly from all relevant students)
☐ Systematic Sample (student work selected through an arbitrary pattern, e.g., ‘start at student 7 on the roster and then select every 5th student following’; repeating this in all relevant course sections)
☐ Stratified Sample (more complex, consult with an LAC coach if you need assistance)
☐ Cluster Sample (students are selected randomly from meaningful, naturally-occurring groupings (e.g., SES, placement exam scores, etc.)
☐ Voluntary Response Sample (students submit their work/responses through voluntary submission – e.g., via a survey)
☐ Opportunity/Convenience Sample (only a few instructors are participating in a project taught via multiple sections, so, only those instructors’ students are included)

The last three options in bolded red have a high risk of introducing bias. If your SAC is using one or more of these sample/sampling strategies, please share your rationale:

2I. Briefly describe the procedure you will use to select your sample (including a description of the procedures used to ensure student and instructor anonymity.)

All students participating in FP 210 will be sampled. Student anonymity will be insured by any identification removed. Instructor anonymity will not be possible because only one instructor teaches the course.
2J. Follow this link to determine how many artifacts (samples of student work) you should include in your assessment: [http://www.raosoft.com/samplesize.html](http://www.raosoft.com/samplesize.html) (see screenshot below).

Start with the number of students you estimate will be enrolled in the course(s) from which you will draw the sample – that is your “population.” Enter the other numbers as indicated in the screenshot. The sample size calculator will tell you how many artifacts you need to collect. Enter that number below:

All students taking FP 210 for the 2016/2017 academic year (48).

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**Sample size calculator**

- What margin of error can you accept? 10% (Use 10% and 90% in these boxes.)
- What confidence level do you need? 90% (Lower margin of error requires a larger sample size.)
- What is the population size? 48
- What is the response distribution? Leave this as 50%

Your recommended sample size is **42** (This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you’re more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.)

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3. **Project Mechanics**

3A. Does your project utilize a rubric for scoring?  
[ ] Yes  [ ] No

If ‘No’, proceed to section B. If ‘Yes’, complete the following:
Which method of ensuring consistent scoring (inter-rater reliability) will your SAC use for this project?

☐ Agreement – the percentage of raters giving each artifact the same/similar score in a norming session; ideally, that will be 75% agreement or greater.

If you are using agreement, describe your plan for conducting the “norming” or “calibrating” session:

☐ Consensus - all raters score all artifacts and reach agreement on each score

☐ Consistency* – raters' scores are correlated: this captures relative standing of the performance ratings - but not precise agreement. Briefly describe your plan:

Notes: the agreement method is the most frequently used for assessment, but the calculation of inter-rater reliability is also among the more challenging issues within assessment as a whole. If your SAC is unfamiliar with norming procedures, contact your assessment coach, or if you don’t know who your coach is, contact LAC Vice Chair Chris Brooks to arrange for coaching help for your SAC’s norming session.

The consistency method is not generally recommended; see the help guide for details.

3B. Have performance benchmarks been specified?

The fundamental measure in educational assessment is the number of students who complete the work at the expected/required level. We are calling this SAC-determined performance expectation the ‘benchmark.’

☐ Yes ☒ No

If yes, briefly describe your performance benchmarks, being as specific as possible (if needed, attach as an appendix):
If no, what is the purpose of this assessment? (For example, this assessment will provide information that will lead to developing benchmarks in the future; or, this assessment will lead to areas for more detailed study; etc.)

This assessment will provide information regarding student obtainment of outcomes for cultural awareness which will then be used to assess the course.

3C. The purpose of this assessment is to have SAC-wide evaluation of student work, not to evaluate a particular instructor or student. Before evaluation, remove student-identifying information (and, when possible remove instructor-identifying information).

Please share your process for ensuring that all identifying information has been removed.

Instructor identification is moot because there is only one instructor. Student identifying marks will be removed prior to collection by a neutral administrative assistant.

3D. Will you be coding your data/artifacts in order to compare student sub-groups?  

☐ Yes  ☒ No

If yes, select one of the boxes below:

☐ student’s total earned hours  ☐ previous coursework completed  ☐ ethnicity  ☐ other

Briefly describe your coding plan and rationale (and if you selected ‘other’, identify the sub-groups you will be coding for):

3E. Ideally, student work is evaluated by both full-time and adjunct faculty, even if students being assessed are taught by only full-time and/or adjunct faculty. Further, more than one rater is needed to ensure inter-rater reliability. If you feel only one rater is feasible for your SAC, please explain why: The instructor is considered to be a subject area expert The SAC is confident that the instructor will not allow prejudice to enter into or influence the evaluation process.

Who will be assessing student work for this project? Check all that apply.

☒ PCC Adjunct Faculty within the program/discipline  ☐ PCC FT Faculty within the program/discipline  ☐ PCC Faculty outside the program/discipline  ☐ Program Advisory Board Members  ☐ Non-PCC Faculty  ☐ External Supervisors
End of Planning Section – Complete the remainder of this report after your assessment project is complete.
4. Changes to the Assessment Plan

Have there been changes to your project since you submitted the planning section of this report?  ❑ Yes  ❑ No

If so, summarize those changes below:

5. Narrative

Broadly, what did your SAC learn from the assessment of the focal outcome under consideration this year?

Based on the student performances of the course requirement, they have met the expected outcomes with "excellence" or "showing competence" in the subject matter. The focal assessment was conducted during an academic year when the classes was populated by a diverse groups. Approximately 1/3 of the students were international. Unfortunately, there hasn't been any collected data prior to this assessment from previous academic years. This will need to be done in order to legitimize this and future assessments.

Something that did become evident was a percentage of student involvement in completing the course requirement. While the percentage is low or maybe even considered normal, it is still disturbing given that this is a second year course in the AAS degree. Currently, there isn't a plan to address this issue but we could look at the student course evaluations and create our own survey.
6. Results of the Analysis of Assessment Project Data

6A. Quantitative Summary of Sample/Population

How many students were enrolled in all sections of the course(s) you assessed this year? 48
If you did not assess in a course, report the number of students that are in the group you intend to generalize your results to.

How many students did you actually assess in this project? 43
Did you use a recommended sample size (see the Sample Size Calculator linked to in section 2J)? Yes

If you did not use a recommended sample size in your assessment, briefly explain why:

6B. Did your project utilize a rubric for scoring? Yes No

If ‘No’, proceed to section C. If ‘Yes’, complete the following:

How was inter-rater reliability assured? (Contact your LAC Coach if you would like help calculating this.)

Agreement – the percentage of raters giving each artifact the same/similar score in a norming session
Consensus - all raters score all artifacts and reach agreement on each score
Consistency – raters’ scores are correlated: this captures relative standing of the performance ratings - but not precise agreement
Inter-rater reliability was not assured.

If you utilized agreement or consistency measures of inter-rater reliability, report the level here:

6C. Brief Summary of Your Results
1. If you used frequencies of benchmark achievement, report those here. For example, “46 students attained or exceeded the benchmark level in written communication and 15 did not.” If necessary, provide detailed results in an appendix.

2. If you used percentages of the total to identify the degree of benchmark attainment in this project, report those here. For example, “75% of 61 students attained or exceeded the benchmark level.”

Of the 43 students, 65% attained an A grade, 21% a B grade, 9% a C grade, and 5% received F’s.

6D. Attach a more detailed description or analysis of your results (e.g., rubric scores, trend analyses, etc.) as an appendix to this document. Appendix attached?  ☐ Yes  ☐ No

6E. Do the results of this project suggest that academic changes might be beneficial to your students (changes in curriculum, content, materials, instruction, pedagogy etc.)?  ☐ Yes  ☒ No

If you answered ‘Yes,’ briefly describe the changes to improve student learning below. If you answered ‘No’, detail why no changes are called for.

At this time, no changes are indicated given that overall obtainment of objectives were met. As the SAC chair, I would like to see more scenario based activities used as classroom instruction and as assessment tool.

If you are planning changes, when will these changes be fully implemented?

Winter 2018 will be when the next class will be offered, changes/improvements will be partially implemented. Complete implementation is unknown.

6F. Has all identifying information been removed from your documents? (Information includes student/instructor/supervisor names/identification numbers, names of external placement sites, etc.)  ☑ Yes  ☐ No

7. SAC Response to the Assessment Project Results
7A. Assessment Tools & Processes: Indicate how well each of the following worked for your assessment:

**Tools (rubrics, test items, questionnaires, etc.):**
- [x] very well
- [ ] some small problems/limitations to fix
- [ ] notable problems/limitations to fix
- [ ] completely inadequate/failure

*Please comment briefly on any changes to assessment tools that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome):*

Assessment of the lecture/reading material can always be improved. Questions could be more scenario based and classroom activities should be more scenario based.

**Processes (faculty involvement, sampling, norming, inter-rater reliability, etc.):**
- [x] very well
- [ ] some small problems/limitations to fix
- [ ] notable problems/limitations to fix
- [ ] tools completely inadequate/failure

*Please comment briefly on any changes to assessment process that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome):*

A face to face meeting with the instructor to discuss what he would like to do to improve and augment this course.

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8. Follow-Up Plan

8A. **How will the changes detailed in this report be shared with all FT/PT faculty in your SAC?**

- [x] email
- [ ] phone call
- [x] face-to-face meeting
- [x] workshop
- [ ] other
- [ ] no changes to share

*If ‘other,’ please describe briefly below.*
8B. Is further collaboration/training required to properly implement the identified changes?  ☑ Yes  ☐ No

If ‘Yes,’ briefly detail your plan/schedule below.

Discussing possible changes/improvement with the instructor.

8C. Re-assessment is a critical part of the overall assessment process. This is especially important if academic changes have been implemented. How will you assess the effectiveness of the changes you plan to make?

☑ follow-up project in next year’s annual report  ☑ on-going informal assessment
☐ in a future assessment project  ☐ other

If ‘other,’ please describe briefly below.

8D. SACs are learning how to create and manage meaningful assessments in their courses. This development may require SAC discussion to support the assessment process (e.g., awareness, buy-in, communication, etc.). Please briefly describe any successful developments within your SAC that support the quality assessment of student learning. If challenges remain, these can also be shared.

Currently, the SAC’s feeling is that the FP program has meaningful assessment however we are always looking for ways to improve assessment based on what the industry is doing but still trying to do it economically. Recently, the program was visited by the International Fire Service Accreditation Congress (IFSAC) to verify that we are conducting the independent IFSAC assessment to their standards. The results were very favorable towards our policies, procedures, facilities, and assessment processes. This visit is done on a 5 year cycle for our program to maintain our accreditation status with IFSAC. While the course that was used in this assessment was not directly part of the IFSAC accreditation, all things done to satisfy IFSAC spills over into other courses within the program.
APPENDIX

2A (Appendix 1, Assignments)

Appendix 1, Assignments: Quizzes

Quiz 1

The denial of equal treatment to individuals or groups because of their age, disability, employment, language, nationality, race, ethnicity, sex, gender and gender identity, sexual orientation, religion, or other form of cultural identity is called:

- Discrimination
- Stereotype
- Prejudice
- Bigotry

The term __________________________ is used to describe a vast range of cultural differences that become factors needing attention in living and working together. This is often applied to the organizational and training interventions in an organization that seek to deal with the interface of people who are different from each other.

- Diversity
- Ethnicity
- Parity
Demographics

The primary dimensions of diversity would include the examples of education, income, and work experience.

- True
- False

Is a group of persons of (or regarded as of) common ancestry. Physical characteristics are often used to identify people who show these differences in society. This is called:

- Heterogeneity
- Subculture
- Transgender
- Race

In the United States, public safety officials need to be aware of the overlap between race and ethnicity and that many individuals are multiracial.

- True
- False

The process by which ethnic groups that emigrated to another society begin to lose their separate identity and culture, becoming absorbed into the larger community is:
Acculturation
Assimilation
Diversity
Cross-cultural

A performed negative opinion or attitude towards a group of persons based on their race, religion, disability, sexual orientation, ethnicity, gender, or gender identity is:

Unusual
Bias
Synergistic
Pluralistic

The first use of the term melting pot was designed to incorporate:

All people in the United States.
All immigrants and refugees in the United States.
Everyone, including Native Americans in the United States.
Only Europeans in the United States.

In 2011, it was estimated that ____________ undocumented immigrants were living in the United States.
The secondary dimensions of diversity would include the examples of age, race, and gender.

- True
- False

A developmental process in which individuals gain awareness, knowledge, and skills that enable effective organizational work across cultures and equitable cross-cultural and cross-racial treatment of all citizens is ____________________.

- Ethnocentrism
- Multiculturalism
- Cultural competence
- Transformation

The process of becoming familiar with and comfortable in another culture and the ability to function within that culture or environment, and retain one’s own cultural identity is:

- Assimilation
- Ethnocentrism
The public safety outreach workshops to new immigrants and refugees at IRCO (Immigrant Refugee Community Organization), Portland, Oregon, consists of:

- Social services offered by the Department of Human Services.
- Orientation on interaction with American police and how to use 911.
- Socialization on the arts, humanities, and entertainment.
- Tourist information on travel sites and historical landmarks.

Any individual admitted to the United States as a lawful permanent resident; also referred to as "permanent resident alien."

Historically, Americans have always welcomed immigrants and refugees to our country. The positive treatment toward the Irish is an example of this warm hospitality.
The acronym **CARE** stands for being:

- Collective, Alliances, Real, and Enterprising
- Compassionate, Attentive, Responsive, and Eclectic
- Cooperative, Alliances, Regard, and Everlasting
- Competition, Allows, Relationships, and Eternal

The CARE Approach is a value based concept and principal that promotes strategies to optimize harmony in individual, group, and organizational relationships.

- True
- False

Beliefs, values, habits, attitudes, patterns of thinking, behavior, and everyday customs that have been passed on from generation to generation are examples of:

- Legacy
- Culture
- Character
- Individualism
Beliefs, values, habits, attitudes, patterns of thinking, behavior, and everyday customs that have been passed on from generation to generation are examples of:

- Legacy
- Culture
- Character
- Individualism

A person who steadfastly holds to bias and prejudice, convinced of the truth of his or her own opinion and intolerant of the opinions of others is a bigot.

- True
- False

___________________ is the existence with one society of diverse groups that maintain their unique cultural identity while accepting and participating in the larger society's legal and political system.

- Pluralistic
- Multiculturalism
- Enthocentrism
- Tolerance

___________________ is defined as the characteristics of a population as classified by age, sex, income, etc., for market research, sociological analysis, etc.
Dominant culture
Census
Profiling
Demographics

__________ refers to the background of a group with unique language, ancestral, often religious, and physical characteristics. Broadly characterizes a religious, racial, national, or cultural group.

Occupation
Heterogeneity
Profiling
Ethnicity

A refugee is any person who is outside his or her country of nationality who is unable or unwilling to return to that country because of persecution or a well-founded fear of persecution. The persecution must be based on either race, religion, nationality, membership in a particular social group, or political opinion.

True
False

A racist is one who is open-minded, tolerant and accepting of all cultural groups.

True
Quiz 2

Authors and advocates for the promotion of women have used the term ______ to describe an unacknowledged barrier that inhibits women from reaching ranks above entry level.

- brick wall
- glass ceiling
- barb wire fence
- safety net

Identify which statement violates responsible and competent leadership to the community and the workforce for recruitment strategies for achieving diverse law enforcement agencies.

- Having specific goals for recruiting.
- Have objectives for recruiting.
- Have timetables for recruiting.
- Management lowering the standards for the sake of numbers and deadlines.

Colleges, universities; military bases and reserve units; churches, temples, synagogues, and other places of worship; and gymnasiums, fitness centers and martial arts studios, and athletic clubs are locations and organizations the strategic recruitment plan:

- Should not consider because they are unimportant.
Should target because they are important.

Should avoid because of being too diverse.

Should consider but must check first with special interest groups to see if it is politically correct.

The criteria that should be followed when selecting and training recruiters would include all of the following except:

- Commitment to the goal of recruiting.
- Belief in a philosophy that values diversity.
- Belief that the best candidates are people from their own personal background.
- Ability to work well in a community policing environment

Military veterans receive a general discharge when their performance is satisfactory but is marked by a departure from duty performance and conduct expected by military members.

- True
- False

In 2011 there were approximately _________ fire departments in the USA.

- 10,000
- 30,000
- 45,000
The majority of the five million firefighters in the USA are career firefighters.

- True
- False

The percentage of firefighters who are between the ages of 40 to 49 years of age is about ____________ with fire departments.

- 5 percent
- 15 percent
- 25 percent
- 35 percent

In 2011, __________ percent of career firefighters are in communities that protect a population of 25,000 or more.

- 15 percent
- 30 percent
- 53 percent
- 73 percent
94 percent of the volunteer firefighters are in departments that protect a population of less than 25,000 and of these departments, and ________ are located in small, rural departments that protect a population of less than 2,500.

- one quarter
- half
- two thirds
- three quarters

In 2011, the percentage of females employed as career firefighters in the USA was _____________.

- 4.5 percent
- 9.6 percent
- 15.6 percent
- 23.6 percent

In 2011, the percentage of Hispanic or Latino career firefighters in the USA was _____________.

- 33 percent
- 23.5 percent
- 13.7 percent
- 10 percent
Equal Employment Opportunity Commission (EEOC):

- Investigates
- Litigates
- Resolves complaints and allegations of discrimination, including charges of retaliation.
- All of the above responses are correct.

Identify which description is true for sexual harassment.

- Unwelcome sexual behavior, such as jokes, cartoons, posters, and banter.
- Repeated requests for dates, requests for sexual favors, and references to body parts.
- Physical touching, that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
- All of the above listed descriptions are correct.

Gender harassment is inappropriate behavior that is directed against a person’s gender.

- True
- False

Identify which statement is incorrect about sexual harassment.

- The victim, as well as the harasser, may be a woman or a man.
The victim need not be of the opposite sex.

The harasser can only be another employee.

The victim need not be the person harassed, but could be anyone affected by the offensive conduct.

B) _____________ provides information, advice, support, and encouragement to someone who is less experienced. This involves leading, developing, and guiding by example to facilitate the protégé's personal development, for the benefit of both the individual and the organization.

- A mentor
- A recruiter
- A coach
- A consultant

The benefits of training on Gay, Lesbian, and Transgender issues are

- Furthers the ideal of respect for all people.
- Decreases the likelihood of personnel complaints.
- Decreases the likelihood of lawsuits by gay or lesbian employees or community members against a city, county, or individual employee.
- All of the above.

Executive leadership is important in managing a diverse workforce and establishing good minority-community relations.

- True
Affirmative action is an out-of-court settlement whereby the accused party agrees to modify or change behavior rather than plead guilty or go through a hearing on charges brought to court.

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To build cross-cultural relationships, it is recommended that public safety personnel try to imitate another group's language or language style to become just like one of "them."

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The public safety profession (police, fire, emergency services, telecommunications, corrections, parole and probation, private security, and loss prevention) is high-context for its communication style.

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According to Dr. Albert Mehrabian, there are three elements of communication and he has indicated percentages that are represented for feelings and attitudes of all three. Identify the correct percentages and matches.

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<tr>
<td>Body language: 7 percent, Tone of Voice: 55 percent, and Words: 38 percent.</td>
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Body language: 95 percent, Tone of Voice: 2 percent, and Words: 3 percent.

Body language: 55 percent, Tone of Voice: 38 percent, and Words: 7 percent.

Body language: 38 percent, Tone of Voice: 2 percent, and Words: 60 percent.

According to Aaron T. Olson, the five components of the communication process include the speaker, message, listener, paraphrasing, and feedback.

- True
- False

According to Dr. Edward Hall, the proxemics for personal distance would be:

- 0 to 18 inches
- 18 inches to 4 feet
- 4 feet to 12 feet
- 12 feet plus

Identify which statement is wrong when dealing with a population whose second language is English:

- A listener can easily misinterpret speech patterns; intonation, in particular, carries emotion and intentionality; what one hears is not always what is intended.
- A listener can easily misunderstand spoken words when a speaker is not fluent in English.
- A listener should use several indicators for interpreting correctly what a citizen is attempting to say.
It is appropriate to shout and speak louder if the speaker or listener can not understand what is being communicated.

Tips for communicating when English is a second language would include using active rather than passive verbs and using visual cues.

- True
- False

Higher context language has a tendency to:

- Get to the point slowly and or indirectly.
- Get to the point quickly and directly.
- "Yes" means "yes" and "no" means "no."
- Get to the bottom line.

Lower context language has a tendency to:

- Avoid conflict.
- Sounds like they are talking in circles.
- Use direct communication and responding directly to conflict.
- Avoid using "yes" and "no" in their answers.
Public safety personnel must realize that their attitudes about immigrants and non-native English speakers, whether positive or negative, may very well affect their interaction with that person.

☐ True
☐ False

When in the presence of people from different cultural backgrounds, some people find that they have a tendency to work hard not to offend. Consequently, they are not able to be themselves or do what they would normally do. This is called "Walking on Eggshells" for these people.

☐ True
☐ False

Verbal Judo is an effective communication tool. Identify the wrong statement for using "Verbal Deflectors" which is part of Dr. George Thompson's Verbal Judo.

☐ They are readily available to the lips.
☐ They are non-judgmental.
☐ They can be said quickly.
☐ They can be used to argue with people.

In regards to the interviewing and data gathering in a multicultural context, one of the guidelines is that silence is a form of speech; do not interrupt it. Give people time to express themselves by respecting their silence.

☐ True
Identify when a police officer should not use a family member to translate for another family member.

- When the family member is a suspect.
- When the family member is the victim of a serious crime.
- When the family member desires basic general information.
- Answers "a" and "b."

In the challenges for male to female communication in law enforcement and the fire service, it is more appropriate to use inclusive workplace communication rather than exclusive communication. An example would be to use the term police officer rather than policeman. The same would be consistent to use the term firefighter rather than fireman.

Feedback is different from paraphrasing in the communication process.

Conjunctions are taught in "Verbal Judo" and combine a new point in the same sentence. Identify which word is a conjunction.

- But
Regarding the use of "you people" or the "we, they" distinction, identify which statement is incorrect.

- It signals prejudice.
- It signals divisiveness.
- It communicates "us" vs "them."
- It is recommended to use "you people" and "we and they" terms.

Public safety professionals should expect the citizen to make the adjustments in high-context and low-context communication instead of the public safety professional adapting to the circumstances.

- True
- False

Public safety professionals should avoid sexist jokes and avoid using terms that negatively spotlights one gender apart from the other.

- True
- False
Quiz 4

Which statement about the European American population is FALSE?

- The percentage of the foreign-born population living in the United States is increasing.
- The majority of the people in the United States are of European descent.
- For the first time in history, children born to minority parents outnumbered those born to whites of European ancestry.
- In 2010, 12 percent of the foreign-born population of the United States were from Europe.

A _________________ is a disparaging or abusive word or phrase directed toward a person.

- accolade
- compliment
- epithet
- pronoun

There about _____________ countries in the world.

- 750
- 535
- 250
There are _________ countries in Europe.

- 195
- 30
- 46
- 65
- 105

The world population is ________ and the USA population is _________.

- 20 billion and 500 million
- 13.8 billion and 435 million
- 9.8 billion and 397 million
- 6.8 billion and 309 million

Regarding historical baggage, some immigrant groups have been viewed as racists.

- True
- False

Russia is the fifth largest country in the world with a population of 198 million people.
There is little diversity amongst European Americans and they all look alike, sharing the same physical characteristics.

The internment of Japanese Americans occurred after ______________________ ___________________ and resulted in the evacuation and incarceration of over 100,000 Japanese Americans.

- the arrest, bench trial, and conviction
- the arrest, jury trial, and conviction
- President Roosevelt's Executive Order 9066 was issued
- Congress issued a Habeus Corpus Nullification Declaration

Asian/Pacific Americans represent 16% of the U.S. population.

In most Asian/Pacific American families, relationship and communication patterns tend to be:
Children often serve as translators and interpreters for peace officers in their communication with Asian/Pacific American families involving recent immigrants and refugees.

- True
- False

Identify which statement is incorrect as it applies to Asian/Pacific American verbal and non-verbal communication styles.

- Asian/Pacific Americans tend to hold a more family and or group orientation.
- Asian/Pacific Americans tend to have a low context communication.
- Be aware of nonverbal and other cultural nuances that may detract from the effective communication of the officer with a member of the Asian/Pacific American community.
- Asian/Pacific Americans may not display their emotionality in the way that the officer expects.

The term Asian/Pacific Americans is actually a contraction of ________ terms for Asian Americans and Pacific Islander peoples.

- two
- four
At least ____ distinct ethnic and cultural groups can be included under the Asian/Pacific American designation.

- 15
- 28
- 40
- 60

The six largest Asian/Pacific American groups in the United States are: Chinese, Asian Indian, Filipino, Vietnamese, Korean, and Japanese.

- True
- False

The majority of immigration laws in the United States from 1882 to current times have been _____________ to Asian/Pacific Americans.

- welcoming
- favorable
- friendly
- discriminatory
The European Union has an official website that provides information on the different countries in Europe.

- True
- False

For the past five decades, the Asian/Pacific American population has experienced the largest proportional increase of any ethnic minority population in the United States.

- True
- False

Japanese Americans are the only immigrants in the history of the United States to have been routed out of their homes and interned without due process.

- True
- False

Quiz 5

The very word slave carries the connotation of an inferior being; slaves were counted as three-fifths of a person during census-taking.

- True
- False

Blacks comprise about ____ of the population of the United States.
The cultural differences amongst African Americans are related to the region of the country which they came. Similar to whites, there are southern and northern characteristics as well as urban and rural characteristics.

- True
- False

____________________________________ opened many barriers to education, employment, and political involvement.

- World War I
- Segregation laws
- The civil rights movement
- The passage of the equal rights act

Identify which statement is incorrect as it applies to Ebonics or African American Vernacular English.

- AAVE is recognized as a language and a dialect of English.
- AAVE meets all of the requirements of a language.
Police officers should not try to imitate a style of language that is different from their own.

AAVE or Ebonics is used by all African American males.

African American fathers, regardless of income, usually view themselves:
- Similar to other cultural group fathers, as heads of the household.
- In the stereotypical roles television sitcoms portray them.
- In the stereotypical roles movies portray them.
- All of the above.

African Americans (and Latinos) continue to report more negative treatment from legal authorities than reported by whites.
- True
- False

Whether the use of excessive force is aberrant behavior by the actions of an individual officer or is a common practice of the culture of the law enforcement agency, public opinion can erode the police department's credibility.
- True
- False

In 2008, the victimization rates for blacks were __________________ than that for whites.
A consent decree is an out-of-court settlement whereby the accused party agrees to modify or change behavior rather than plead guilty or go through a hearing on charges brought to court.

- True
- False

The projected Hispanic population of the United States will constitute ___ of the nation’s population by 2050.

- 20%
- 30%
- 40%
- 50%

Federal standards implemented in 2003 allow the terms Latino and Hispanic:

- to be used interchangeably.
- to describe a person's race.
Latino/Hispanics comprised about ______% of the population of the United States in 2011.

- 5 %
- 9 %
- 17 %
- 25 %

Latino/Hispanic Americans are the slowest growing cultural group in the United States in terms of overall numbers of people.

- True
- False

The ________________ is often the single most important cultural aspect retained by Latino/Hispanic Americans.

- Spanish language
- English language
- Ability to be bilingual
- None of the above
_________ literally means maleness, manliness, and virility. It is also associated with having power over women, as well as responsibility for guarding and protecting them.

- Respeto
- Marianismo
- Machismo
- Primogenito

Women are socialized into the role of __________, based on the beliefs about the Virgin Mary, in which women are considered spiritually superior to men and therefore able to endure all suffering inflicted by men.

- Machismo
- Respeto
- Marianismo
- Primogenito

Although Latino/Hispanic Americans may show respect to law enforcement officers because of police authority, they do not necessarily trust the officers or the organization.

- True
- False
The key to effectiveness with any ethnic or racial group is not that we completely eliminate myths and stereotypes, but that we are aware of these stereotypes and can monitor our thinking and behaviors when the stereotypes are not true of the people with whom we are interacting.

- True
- False

Identify which statement is incorrect as it applies unauthorized immigrants.

- Develop agency and department policies with regard to reporting and working with ICE.
- Maintain contact with the Latino/Hispanic American community leaders.
- Utilize a communication plan.
- All law enforcement agencies in the United partner with the U.S. Immigration and Customs Enforcement (ICE) agency of the Department of Homeland Security.

Quiz 6

Identify which response best describes the similarities between Christianity, Judaism, and Islam.

- All three are monotheistic religions, that is, each has a belief in one God.
- All three religions believe that God is the origin of all, and is all-knowing as well as all-powerful.
- The concept of the Ten Commandments is present in all three religions.
- All of the above responses are correct.
The Qur'an (Koran) is the holy text for Muslims, and is regarded as the word of God (Allah).

- True
- False

As a cultural practice for Arabs, hospitality is extended to all guests. Further, hospitality is considered an obligation or duty.

- True
- False

Certain Arab governments (like that of Saudi Arabia) place restrictions on women, mandating that they do not mix with men, they must always be veiled, and that they cannot travel alone or drive a car.

- True
- False

Arabic is the name of the _________ and generally is not used as an adjective.

- person
- language
- country
- religion
Iran, Israel, and Turkey are non-Arab countries in the Middle East.

- True
- False

Israel became a nation in 1959.

- True
- False

There are fewer than 1 million Arab Americans.

- True
- False

Identify which statement is incorrect for differences and similarities for Arab American groups.

- In a number of countries in the Middle East, many older men wear headdresses.
- Younger men who are educated in America and/or Western Europe always wear headdresses too.
- Younger women in the Middle East may choose not to wear the head covering and long dress that covers them from head to toe.
- There is a great amount of diversity among Arab American groups.
Identify which response is correct about the Islamic religion.

- Muslims are people who practice the religion of Islam.
- Islam means submission to the will of God (or fate).
- Is the worship of God (Allah).
- All of the above responses are correct.

The ability to remain quiet, to be still, and to observe is highly valued in Native American culture; consequently, silence is truly a virtue.

- True
- False

Identify which response best describes family related issues for Native Americans.

- Respect for elders is important.
- They value aging because of the respect they have for wisdom and experience.
- A person's primary identity is related to his or her family and tribe.
- All of the above responses are correct.

According to the United States Government there are 3,056 official Native American tribes and reservations in the United States.

- True
According to the National Crime Victimization Survey, between 1992 and 2001, American Indians experienced violence at rates:

- Twice that of blacks.
- Two and half times that of whites.
- Four and half times that of Asians.
- All of the above responses are correct.

Identify which statement is incorrect for non-verbal communication for Native Americans.

- All Native Americans welcome direct eye contact for long periods of time.
- Most Native Americans are not comfortable being touched by strangers.
- People should avoid crowding or standing too close to Native Americans.
- Navajo tribe members tend to stare at each when they want to direct their anger at someone.

There is a very proud tradition of American Indians serving in the armed services.

- True
- False

As a cultural group Native Americans have completely assimilated to the United States.
Indian is a term that Native Americans originally used to designate their tribes and Christopher Columbus was correct in his navigation for arriving in the Indies.

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Identify which statement is incorrect about law enforcement on Native American Reservations or Indian Country.

| Tribal governments can decide if they want their own tribal police or BIA police. | True |
| There are 171 tribal police agencies. | True |
| There are 500 BIA law enforcement agencies. | False |
| Tribal police are usually cross-deputized in which they have federal and state authority. | True |

The FBI has responsibility and jurisdiction for the investigation of federal violations in Indian Country under the Indian Country Crimes Act or Major Crimes Act.

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Quiz 7

Identify which statement is **incorrect** about the purpose and role of the Department of Homeland Security.

- The cabinet-level federal agency was created November 25, 2002 as a response to the September 11, 2001 terrorist attacks in the USA.
- Responsible for preserving the security of the USA against terrorist attacks.
- Responsible for emergency preparedness for natural disasters in the USA.
- Responsible for the federal interstate transportation and state highway transportation systems in the USA.

Preparation and planning provide some of the best avenues for successful crisis management and subsequent recovery from a terrorist incident.

- True
- False

In the area of homeland security, current federal policy prohibits the use of racial profiling except under narrow circumstances.

- True
- False

To question, detain, and remove foreign terrorists within our borders; and to enhance surveillance methods to track and intercept communication without customary court orders are components of:

- Exigent circumstances
Three forms of self-protection first responders need to know about Weapons of Mass Destruction are: Time, Distance, and Shielding.

- True
- False

Examples of controversial businesses that have a history of inviting the protest and dislike of recognized groups that include one or more components of extremist elements are:

- The World Bank, entertainment venues, athletic events, shopping malls, and airports.
- Abortion clinics, logging mills, nuclear facilities, and tuna fishing companies.
- Offices of the IRS, ATF, FBI, and religious buildings.
- Power grids, water treatment facilities, mass transit, telecommunication towers, and transportation hubs.

Identify which statement is incorrect regarding the United States' policy on terrorism.

- Bring terrorists to justice for their crimes.
- Isolate and bring pressure on countries that sponsor terrorism to force them to change their behaviors.
- It is permissible to make concessions and make deals when there are hostages.
Develop the counter-terrorism capabilities of those countries that work with the United States and that request assistance.

There is no definition of terrorism in the United States Code of Federal Regulations.

- True
- False

Involves groups or individuals whose terrorist activities are directed at elements of government, organizations, or population without foreign direction.

- International terrorism
- Civil unrest
- Protest marches
- Domestic terrorism

Presidential Decision Directive 39 identifies the ______ as the lead agency for crisis management during terrorist attacks and incidents involving nuclear, biological, and chemical materials.

- CTU (Counter-Terrorism Unit)
- CIA (Central Intelligence Agency)
- DOD (Department of Defense)
- FBI (Federal Bureau of Investigations)
The Fire Corps promotes the use of citizen advocates to enhance the capacity of resource-constrained fire and rescue departments at all levels: volunteer, combination, and career. Citizen advocates can assist local fire departments in a range of activities including fire safety outreach, youth programs, and administrative support.

- True
- False

___________: Involves groups or individuals whose terrorist activities are foreign-based and/or directed by countries or groups outside the United States or whose activities transcend national boundaries.

- Civil disobedience
- Domestic terrorism
- Civil war
- International terrorism

A "Dirty Bomb" is one type of a radiological dispersal device (RDD) that combines a conventional explosive, such as dynamite, with radioactive material. Most RDDs would not release enough radiation to kill people or cause severe illness - the conventional explosive itself would be more harmful to individuals than the radioactive material.

- True
- False

Identify which statement is incorrect regarding the core capabilities of Presidential Policy Directive 8 to achieve Homeland Security's National Preparedness Goal.
Preventing, avoiding, or stopping a threatened or an actual act of terrorism.

Protecting our citizens, residents, visitors, and assets against the greatest threats and hazards in a manner that allows our interests, aspirations, and way of life to thrive.

Mitigating the loss of life and property by lessening the impact of future disasters.

Safeguarding our two party system in the electoral college for selecting the President of the United States.

Identify which statement is incorrect about Community Emergency Response Team (CERT).

- (CERT) Program educates people about disaster preparedness and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operations.
- Using their training, CERT members can assist others in their neighborhood following an event and can take a more active role in preparing their community.
- Using their training, CERT members can assist others in their workplace following an event and can take a more active role in preparing their community.
- The program is administered by the U.S. Department Of Justice.

In today's modern times, terrorists still avoid attacking women, children, the elderly, the disabled, and physicians. Further, terrorism is only a recent phenomena in society.

- True
- False

_____________________: A documented instance in which a violent act by a known or suspected terrorist group or individual with the means and a proven propensity for violence is successfully interdicted through investigative activity.
<table>
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<tr>
<th>Crime interdiction</th>
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<tr>
<td>Terrorism Prevention</td>
<td>False</td>
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<tr>
<td>Terrorist Incident</td>
<td>False</td>
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<tr>
<td>Good luck</td>
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Nuclear weapons, biological weapons and chemical weapons are considered Weapons of Mass Destruction.

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Terrorists are insane, unskilled and behave like automatons.

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A few of the core missions of the Department of Homeland Security are to: prevent terrorism and enhance security; secure and manage U.S. Borders; enforce and administer U.S. immigration laws; protect coastlands from rising sea levels.

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Quiz 8

Identify which statement is incorrect about types of gangs in the USA.

- Hybrid gangs are nontraditional gangs with multiple affiliations and ethnicities.
- Hybrid gangs are a diminishing phenomenon.
- In 2011, more than half of state and local law enforcement agencies reported that criminal gangs were active in their jurisdictions over the last 2 years.
- The three most common types of gangs are street gangs, prison gangs and outlaw motorcycle gangs.

Identify which statement is incorrect about law enforcement strategies to reduce gang problems.

- There is no federal law enforcement national gang strategy designed to investigate and prosecute gang criminal activity in the USA.
- The largest gang arrest in the USA occurred on May 21, 2009, in the city of Hawaiian Gardens, California, in which 1,400 federal, state, county, and city law enforcement officers arrested 88 Latino gang members.
- The COPS Toolkit addresses specific gang problems.
- (G.A.T.E.) Gang Awareness Training Education is one of may resources available for law enforcement.

Identify which statement is incorrect regarding the number of homeless people and quality of life issues.

- The Philadelphia Police Department offered their station precincts as shelter to more than 100,000 homeless people per year in the 1880s.
- In the 1980s, U.S. cities started noticing a significant increase of homeless people.
Some homeless adults are military veterans.

The average life expectancy for a homeless adult is 73 to 78 years of age.

Identify which statement is **incorrect** about homeless people and crime victimization.

- The homeless are extremely vulnerable to person and property crimes.
- There are no states in the USA which have adopted hate-crimes protection for homeless people.
- "Bum stomping" is when a homeless person is attacked and beaten because they are homeless.
- Homelessness is not protected by federal hate/bias crime laws.

The federal law definition of a homeless adult person is (1) a person who lacks a permanent street address; (2) a person who resides in a public or private temporary shelter transitional/housing.

- True
- False

Identify which statement is **incorrect** about homelessness.

- Domestic violence has no relevance in homelessness.
- Personal bankruptcy, chronic alcohol and drug abuse, domestic violence, family breakups, lack of family or government support, and mental illness are factors contributing to homelessness.
- Abandoned buildings, alleys, bus stations and overpasses are a few examples of places homeless people use when there is no shelter.
Homeless camps, parks, tents, tarps, and vacant houses are a few examples of places homeless people use when there is no shelter.

Identify which statement is incorrect regarding the use of force directed against people with mental illness.

- There are no documented cases of police having used force that resulted in the death of a mentally ill person.
- It is estimated that a person with a severe mental illness is four times more likely to be killed by the police in encounters than are other citizens.
- According to the U.S. Department of Justice, there were 982 police officers assaulted and 15 police officers feloniously killed between 1993 and 2002 by "mentally deranged" assailants.
- The City of Portland paid the Chasse family 1.6 million dollars in a out of court settlement in May, 2010.

Identify which statement is incorrect regarding recommendations and/or strategies to help people with mental illness or mental health issues.

- There are 13 effective recommendations for police officers and other first responders who have contact with mentally ill persons. One example is to speak in a calm and non-threatening voice.
- Research shows that people with psychotic episodes do calm down and regain their composure when first responders are loud, threatening and insulting to the person.
- If a person with mental illness is having a psychotic episode and requires physical restraint, use the appropriate techniques to minimize any physical injuries to him or her.
- Always seek medical treatment for a person with mental illness if they are physically injured.

Identify which statement is incorrect for gang violence and/or youth gangs.

- Firearms play a major role in gang violence and gang members are more likely to carry guns and use them.
- In 2010, over 92% of gang members were males.
Risk factors for gang membership include at least prior delinquency in violence and alcohol/drug use; poor family management and problematic parent-child relations; and association with peers who engage in delinquency.

The gender makeup of gang members is 49 percent males and 51 percent females; but females leave youth gangs earlier than males.

A person with a mental illness could be an offender, disorderly person, missing person, complainant, victim, or a person in need of care.

- True
- False

Law enforcement officers generally have three options when encountering a person with mental illness; these options are: (1) arrest, (2) hospitalization, and (3) informal disposition.

- True
- False

Identify which statement is incorrect about gangs.

- Some gangs traffic illicit drugs at the regional and national levels; several are capable of competing with U.S.-based Mexican drug trafficking organizations
- Drug trafficking, human trafficking, and, most noticeably, the violence from criminal activities have spilled over into local U.S. communities across the Mexico border and beyond.
- The Bureau of Indian Affairs Police has been successful in reducing the criminal activities of the Native Mob in Indian Country in the regions of Minnesota, Michigan, Wisconsin, North Dakota, and South Dakota.
- Even though white membership is low for street gangs, prison gangs and outlaw motorcycle gangs, white membership is among the highest in hate/bias groups in the United States.
There are five tips for encounters with a homeless person on the street. Identify which statement is **incorrect**.

1. Offer food, water, or meal vouchers.
2. It is always recommended to give cash to a homeless person.
3. Treat the person with respect.
4. Assist homeless individuals in locating emergency shelter if needed.

Identify which statement is **incorrect** about mental illness in the USA.

1. People with severe mental illness can include anyone - children, teenagers, adults, and senior citizens.
2. Mental illness is defined as a mental-health disorder characterized by alterations in thinking, mood, or behavior associated with distress and/or impaired functioning.
3. A psychotic episode is a period of time when a person with a serious mental illness is impaired and is at risk of endangering himself or herself, or others.
4. Police officers always use the appropriate level of force against people who are having a psychotic episode.

By definition, all homeless people are unemployed.

1. True
2. False

Identify which statement is **incorrect** about hate crimes. Note: There are actually 2 correct answers to this question. Full credit will be awarded to either correct answer.
The federal definition of hate crime addresses civil rights violations under Title 18 U.S.C. Section 245.

Although state definitions vary, in general a hate crime is considered to be: a criminal act or attempted act; against a person; institution, or property; that that is motivated in whole or in part by the offender's bias.

The offender's bias would be against a race, color, religion, gender, ethnic/national origin group, disability status, or sexual orientation group.

Even hostile or hateful speech, or other disrespectful or discriminatory behavior is illegal and is a hate crime.

In 2011 most single-bias hate crime incidents in the U.S. were based upon:

- Ethnic/National Origin
- Sexual Orientation
- Religious
- Racial

This is a human rights group organization named after a famed Nazi hunter, operates Holocaust exhibits, and provides training on hate violence.

- Southern Poverty Law Center
- National Gay and Lesbian Task Force
- Anti-Defamation League
- Simon Wiesenthal Center

A storefront office is a permanent office located in a school or college where the police and other public service agencies conduct regular business.
The Southern Poverty Law Center was founded in 1971 and works to eradicate discrimination and violence based on sexual orientation and Human Immunodeficiency Virus (HIV) status.

Quiz 9

According to Shreveport, Louisiana's Assistant Fire Chief Brian A. Crawford (2004), cultural diversity training should be:

- Given to all firefighters.
- Given at the basic academy.
- Maintained throughout a firefighter's career.
- All of the above are correct.

Similarities fire departments, law enforcement and other traditional professions have in common for workforce challenges are the increased number of women, nonwhites, and other ethnic groups prompted by the passage of the Equal Employment Opportunity Act of 1972.
In the reasons given by firefighters who were apprehensive to cultural awareness training, "touchy feely" classes were identified as being acceptable and greatly appreciated.

- True
- False

It is appropriate to interrupt another person who is speaking in a cultural diversity class when you disagree with their opinion on an issue.

- True
- False

When considering an external consultant, it is unimportant the consultant is objective or bias toward the issues and is unfamiliar with the fire service.

- True
- False

Identify which comment is incorrect from 10 training hints from Rick Kolomay and Robert Hoff's book *Firefighter Rescue & Survival*.

- Keep your training sessions lengthy - six to eight hours.
- Always attempt to mix academic with "hands-on."
- Present the opportunity for challenge, not embarrassment.
- It's okay to have fun, too.
Identify which statement is **incorrect** about training.

- Training is an ongoing process.
- Training requires constant examination.
- The examination of training should include the training staff and those in leadership positions in the fire service.
- Multicultural awareness training is an exception to the examination of review and accountability standards.

In cultural diversity classes, it is important to establish that students and the instructor can agree to disagree, but students and the instructor must control the temptation to confront or accuse one another.

- True
- False

Identify which statement is **incorrect** about cultural diversity training according to Jocye St. George.

- Should be multidimensional.
- Be practical.
- Allow for controversy.
- Never be controversial.

Identify which statement is **incorrect** about tips for the student to follow to create a positive learning experience for cultural diversity classes.
**Should be open to learning about interpersonal and cross-cultural communication skills that contribute to better relationships.**

- Should refrain from expressing himself or herself openly and avoid offering constructive criticism of the information being taught.
- Should exercise the right to offer constructive criticism of the information being taught.
- Should accept that the primary purpose of the training is to improve his or her interactions with co-workers and the public.

FIRE 20/20 is a federal government organization.

- True
- False

FIRE 20/20 is nonprofit.

- True
- False

The FIRE 20/20 mission is to _________.

- Provide legal representation to protected-class fire service personnel and minorities who were denied entry level employment on the basis of race, ethnicity, gender, religion, sexual orientation, or national origin.
- Promote better vision benefits to unionized firefighters including free exams, eye glasses, lens kits for SCBA, and breathable disposable contacts.
- Provide public education programs for multicultural communities, and provide free smoke detectors and fire extinguishers to households with income below the federal poverty level.
increase the reach and effectiveness of diversity recruitment and retention, prevention, emergency response and disaster planning and management in our country's growing multicultural and high risk communities.

FIRE 20/20 offers fresh, targeted sponsorship opportunities to reach an extensive network of _________ fire service leaders.

- non-English speaking
- English speaking
- North American
- global

Which one of the following is NOT one of the values that FIRE 20/20 is committed to?

- Integrity
- Assimilation
- Equity
- Inclusion

FIRE 20/20 advocates lower performance standards for female firefighter candidates.

- True
- False

Which one of the following is NOT one of things that FIRE 20/20 does?
| Topic                  | Choice | Details
|------------------------|--------|----------------------------------------------------------
| Online Training        | ☐      | FIRE 20/20 videos support Fire/EMS departments in recruiting, retaining a new generation of qualified, diverse, inclusive and safety-conscious firefighters.
| Grant Writing          | ☐      | True
| Research               | ☐      | False
| Department Services    | ☐      | FIRE 20/20 provides services to both the career and volunteer fire service.
|                        | ☐      | True
|                        | ☐      | False
| Has sponsor partners   | ☐      | FIRE 20/20 has sponsor partners.
|                        | ☐      | True
|                        | ☐      | False
Graded discussion Questions for FP 210

Discussion 2 – Recruitment and Renton Challenges

There have been many fire service news stories in recent years regarding challenges in multicultural representation in areas such as recruitment, hiring, retention and promotion. Information on a few of these is included in the Discussion 2 Resources & references.

Pick the one that you feel the most strongly about and write a post about why you feel strongly about it. Alternatively, you may do your own internet research and chose another story to write about. If you do so, your post must include a valid link to the story so that others may read it and comment. (7 points possible)

After making your post, be sure to post at least one response to another student’s post, offering comment on the story they posted about. (3 points possible)

Discussion 3 – Using Technology to Overcome Language Barriers

Using the internet, research resources and technologies which might be helpful for overcoming on-scene language barriers. Post the link to the one that you feel would be most useful to Fire and EMS responders and explain why. (7 points possible)

Read other students’ posts until you find one about a resource different than the one you found. Post a reply introducing them to the resource you found, including its benefits and limitations. (3 points possible)

Discussion 4 - Challenges Faced by Asia/Pacific Americans

Based on your reading, what do you feel are some of the most significant challenges still faced by Asian/Pacific Americans? Discuss how these challenges might influence public safety contact with them. (7 points possible)

Reply to at least one other post by another student, commenting on the challenges that they identified in their post. (3 points possible)

Discussion 5 – Treatment of African Americans and Latino/Hispanic Americans

Compare and contrast how African Americans and Latino/Hispanic Americans are treated in our society. Provide specific examples from recent news stories, movies or TV. (7 points possible)

Reply to at least one post by another student, commenting on the examples they found. (3 points possible)
Discussion 6 – Similarities Between Cultural Groups

By now we have covered many different multicultural groups from around the world. In your post, discuss the similarities between the groups and how we might use these in our interactions on the scenes of emergencies involving these groups. (7 points possible)

Reply to at least one post by another student, commenting on the similarities that they cited. What was it about their post that most impressed you? (3 points possible)

Discussion 7 – Potential Targets for Terrorism

What, if any, are the potential targets for terrorists (domestic or foreign) in your community? What would be the special challenges in protecting them? (7 points possible)

Reply to another student's post about the potential targets they noted. (3 points possible)

Discussion 8 – Responding to Calls Involving the Homeless

Do you feel that it is important for firefighters to receive training on responding to calls that involve the homeless? If so, what type of training should they receive and when? If not, why do you feel it is not important? (7 points possible)

Respond to at least one other student's post, explaining how you feel about their answers to these questions. (3 points possible)

Discussion 9 – FIRE 20/20

Tell us what you thought about the FIRE 20/20 website. Does it add valuable information to the course? What information did you find most helpful? (7 points possible)

Respond to at least one post by another student, commenting on what they said in their post. (3 points possible)

Appendix 1.B  Term Paper Assignment: 40 Percent of Course Grade
The assignment involves conducting a face-to-face interview with an adult person (minimum age of 18) in the United States who is different from you in any of the following categories:

1. Race
2. Gender/Sex
3. Ethnicity or Nationality
4. 20 years or more older
5. 20 years or more younger

In regards to a family member or relative, it is permissible to interview a grandparent, parent, aunt, uncle, sibling, or child if they are different from you in any of the five listed categories.

Multiple students should not interview the same person. Your interview is subject to instructor verification. Below is the required information for the term paper and its expected each response have substantive supporting data.

Interview Info and Term Paper Requirements = 100 Points

1. Date, time and location of interview, name of the person; your relationship to them (cold contact, acquaintance, co-worker, friend, spouse, partner, neighbor, grandparent, parent, aunt, uncle, sibling, child, etc); their profession; years of education; city they live in; email; and contact phone number. = 10 points
2. List their race, nationality, gender, approximate age, and how you are different from them. = 5 points.
3. What do they know about their ancestry in regards to being Native American, immigrants, refugees, or kidnapped during the slave trade to the United States? If not Native American, what generation are they from the other countries? (You may need to allow them time to research this). List all languages they are fluent in. = 10 points.
4. How long have they lived in their community and what do they like and dislike about living there? = 10 points
5. Have they ever had contact with a firefighter? Yes or No. If yes, identify the agency, the specific circumstances with details (traffic crash, fire, medical emergency, public safety fair, etc.) and was it a positive or negative experience? If they
have never had contact with a firefighter, then alter the question to have them give you their opinion of the fire service profession in general (favorable, unfavorable or a combination of both). = 10 points

6. Have they or someone they know ever been discriminated against? Have them identify the specific primary or secondary dimension and what were the circumstances? If the answer is no, ask them if they think discrimination still occurs today and why. = 10 points

7. Do they have any humorous or strange cultural experiences? What were the circumstances? If the answer is no, ask them to discuss something that they have seen in a movie or television which is a stereotype of any culture. = 5 points

8. Ask them to identify any type of multicultural problem in Oregon or anywhere, and why it is a problem. Then you as a problem solver try to use the component strategies of the CARE Approach in describing how you could help solve or reduce that problem. List your response in your paper. = 10 points

9. Indicate the communication style (high context or low context) of the person you interviewed and the reasons why you made this assessment. Did you have to make any adjustments to communicate with this person? Yes or no; if yes, what adjustments did you make? If the answer is no, why were you able to communicate with them without make any adjustments? Also, make sure you identify your own communication style (high context or low context) in your response. = 10 points

10. Identify two important points you learned or had reaffirmed from this assignment as it relates to the course. Your response should be specific and fully developed with examples. Each point should be at least one paragraph and each paragraph should contain at least five complete sentences. = 20 points

**Typing Your Report**

Your report needs to be type written on a word document, listing your name, each page should be numbered, a 12 point style of Times New Roman font, double spaced and follow the order of questions listed for required information. List each question as a caption and your responses need to be in complete sentences and in paragraph form underneath each caption. Each paragraph should contain a minimum of five complete sentences. After you answer the question, proceed to the next question, following the same format.
To be fair, objective, and consistent, your report will be graded according to Writing 121 standards for content, clarity and sentence structure. A half point will be subtracted for each misspelled word, composition error, and each instance where formatting requirements (e.g. no double spacing, no page number, etc.) for your paper were not followed. Each question which is fully answered with substance will receive the maximum value of points. Incomplete and undeveloped responses will lose points. The minimum length of the paper is five pages and the maximum length of the paper is seven pages. A template format of a term paper for you to follow is posted in a word document and pdf attachment. Students are required to follow the template format for their term paper. Students needing tutoring for writing their papers are encouraged to contact Writing Centers for assistance.

Appendix for 6D

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Final grade for this course was devised from three components: weekly tests (40%), weekly discussion questions (20%), and Term paper (40%). On the average for all three components, the scores were in the low 90’s. More specifically, 65% received an A, 21% received a B, 9% received a C, and 5% failed. The failures were results of the students not completing assignments.