This chapter provides two activities and an assessment for training community health workers (CHWs) in facilitating groups. CHWs may be asked to facilitate a variety of groups designed to bring people together to discuss and learn about common concerns and to support each other in taking actions that will enhance their health and well being.

This chapter corresponds to, and is meant to be used with, Chapter 21, “Group Facilitation,” in Foundations for Community Health Workers, Second Edition.
# CHAPTER AT A GLANCE

## Group Facilitation

This guide is meant to be used when teaching/training Chapter 21 of *Foundations for Community Health Workers, Second Edition*. We have included step-by-step activities for key sections, not the entire chapter. We recommend reading Chapter 21 in *Foundations*, as the textbook provides more material about group facilitation, as well as a deeper explanation of concepts related to activities in this guide.

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<tr>
<th>ACTIVITY</th>
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<td><strong>ACTIVITY 21.1: REVIEW OF KEY CONCEPTS FOR GROUP FACILITATION (70–90 MINUTES)</strong></td>
<td>Analyze and discuss key concepts and skills for group facilitation.</td>
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</tbody>
</table>
| This activity engages learners in an introductory discussion of key concepts for group facilitation, including the benefits and challenges of group work, and the qualities and skills of successful group facilitators. Large group discussion Includes:  
  • Learner Handout 21.1 A: Individual Reflection | |
| **ACTIVITY 21.2: GROUP FACILITATION PRACTICE (70–90 MINUTES)** | Discuss the experience of participating in a group referencing key concepts and skills from Chapter 21.  
  • Identify challenges and benefits from the group practice session.  
  • Analyze approaches to group facilitation including roles and skills. |
| This activity provides learners with the opportunity to practice group facilitation or observe basic facilitation techniques. Small group role play and discussion Includes:  
  • Learner Handout 21.2 A: Roles of Facilitator, Co-Facilitator, and Observer | |

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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<tr>
<td><strong>ASSESSMENT 21.1: REFLECTIVE WRITING</strong></td>
<td>Rubric</td>
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<tr>
<td>This assessment asks learners to reflect and write about how they plan to co-facilitate a group, giving specific examples of the topics, goals, facilitation techniques, and desired outcomes.</td>
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</table>
ACTIVITY 21.1: Review of Key Concepts for Group Facilitation

ACTIVITY 21.2: Group Facilitation Practice
Activity 21.1

70–90 MINUTES

MATERIALS NEEDED
- Flip-chart paper or board and enough markers for all learners
- Copies of “Learner Handout 21.1 A: Individual Reflection” (included at the end of this activity)

TRAINER PREPARATION
- Review Chapter 21.
- Prepare flip-chart paper as described in Step 5.

LEARNER PREPARATION
- Ask learners to carefully read Chapter 21 and to come to class prepared to talk about group facilitation.

LEARNING OUTCOMES
After this activity, learners will be able to:
- Analyze and discuss key concepts and skills for group facilitation.

Review of Key Concepts for Group Facilitation

This activity engages learners in an introductory discussion of key concepts for group facilitation, including the benefits and challenges of group work and the qualities and skills of successful group facilitators. Learners begin by reflecting upon their prior experience with groups.

1 Introduction
Frame this activity as a first opportunity to talk about key concepts for group facilitation based on the learners’ prior experience in groups as members or facilitators and readings from Chapter 21 and other sources. The goal is for learners to reflect, analyze, and discuss concepts and skills to guide their work in facilitating groups.

2 Large Group Discussion
Begin by asking learners to share their experience and knowledge of group work by posing questions such as these:
- What types of groups have you participated in?
- What was the focus of these groups?
- Where were they held?
- Who facilitated these groups?

You may wish to write down the types of groups identified by learners and cluster the examples into categories such as educational groups, support groups, or social groups (see the definitions of these in Chapter 21). Pose additional questions to draw out further information and details from learners about the groups they have participated in. For example, you might ask if the groups were closed or open, if they were of short- or long-term duration, how members were recruited, and so on.

If learners have limited experience participating in groups, or don’t provide a wide range of examples of
Review of Key Concepts for Group Facilitation  (continued)

groups, you may follow up by asking them to share information based on their reading of Chapter 21:

⦁ Can you think of an example of an educational, social, or support group?
⦁ What other types of groups were mentioned in your reading?

Next, highlight a few key messages to frame the large group discussion to follow. For example, you may wish to highlight the following messages:

⦁ Group work is a common way to create a space for people to share their experiences and interests and support one another in making change.

⦁ Group work can be a powerful force and is very different than working one-on-one with a client because groups provide the opportunity for dynamic interaction with everyone participating—making the group itself the change agent.

⦁ Facilitators and co–facilitators have some essential functions: to create and maintain safety for group members and to support the leadership of group members.

⦁ Groups each have their own culture with rules, roles, boundaries, and values. Facilitators help the group establish group rules or agreements, acknowledge and appreciate the roles members play, help manage boundaries, and establish and articulate (make visible and name) their shared values.

3 Large Group Brainstorm and Discussion

Explain that you will ask learners to brainstorm and identify some of the potential benefits and harms of group work, drawing upon their own experience and their reading from Chapter 21. Write two columns on the board or flip-chart paper and label them “Potential Harms” and “Potential Benefits.” Facilitate discussion by asking questions such as these:

⦁ What are some possible benefits of groups?
  These could be, for example, enhancing skills for conflict management and resolution; sharing knowledge, skills, and attitudes among group members (contagion); getting a sense of community and connection among group members (cohesion); and providing of mutual support.

⦁ What are some possible risks or harms of group work?
  **Subgrouping** happens when part of the group splits off and excludes other members of the group. At its worse, subgrouping can reinforce prejudices and discrimination.

  **Contagion** can be beneficial or harmful. It can also reinforce more negative or harmful attitudes, beliefs, or behaviors among group members, such as prejudice.

  **Avoidance** occurs when the group as a whole (and the facilitators) avoids addressing an important event or issue, thus undermining the ability of members to face and discuss difficult or sensitive topics.
Review of Key Concepts for Group Facilitation  (continued)

- What is the role of group facilitators in terms of preventing and managing harms?
- What is the role of group facilitators in terms of maximizing the potential benefit of group work?

As learners share their ideas, record their responses and clarify as necessary. After learners have shared their ideas, fill in any key gaps based on information presented in Chapter 21.

4 Individual Reflection on the Role of Group Facilitators

Ask learners to work independently to complete the next activity, and distribute the handout on the role of a group facilitator. Review the instructions briefly, clarifying information as needed. Provide learners with 5 to 7 minutes to fill it out.

5 Large Group Discussion and Gallery Walk

Guide learners in a discussion about the role of group facilitators based on their individual reflection. Post flip-chart paper around the room labeled “Personal Qualities” and “Facilitator Skills.” You may wish to post 2 to 3 copies of each in order to provide easy access to learners, especially if you have a large number of CHWs in the training.

Start with the first question from the reflective writing activity: “Identify one personal quality that you think is important for successful group facilitators.”

Ask learners to stand up and write their ideas—in a few words—on the flip-chart paper provided. When learners are done, read the posted responses or ask for a volunteer to read them, and guide discussion, providing room for additional questions and responses. Note that the list may be long and include many ideal characteristics of facilitators and skillful examples of facilitation, such as patience, empathy, humility, a sense of humor, strong boundaries, and so on. Add to the list with your own ideas if you’d like. You may wish to comment on the qualities listed by saying something like this:

These are all great qualities, and it isn't possible for any one person to embody, exemplify, and demonstrate everything listed here all the time. These qualities and actions may at best represent what our sincere intentions are and the goals we have for ourselves and the groups we facilitate. As human beings we are each a work in progress, and with honest self-reflection, practice, and good supervision, our qualities and skills will become stronger.

Now ask learners to write their ideas in response to the second question from the reflective writing activity: “Identify a key skill or responsibility of group facilitators that you strongly feel is essential for effective group work.”

Now either you or a volunteer should read the ideas aloud and guide learners in discussing the key roles and responsibilities of group facilitators. Ask learners to expand upon ideas as necessary, and make connections to the material provided in Chapter 21. For example,
Review of Key Concepts for Group Facilitation (continued)

You may wish to highlight some of the following roles and skills from the chapter if learners have not addressed them:

- Fulfilling the executive function, or managing the rules and roles of the group. This includes building safety, managing conflict, and preventing discrimination.
- Caring, or facilitators being able to convey genuine interest and concern for members’ well-being.
- Supporting the expression of emotion or encouraging the safe expression of emotion by group members.
- Supporting the expression of meaning or supporting members to talk together about the meaning of their life experiences.
- Focusing on the present or helping group members to focus on their present lives rather than on the past, with an emphasis on what they can do now to enhance their health and well-being.
- Using silence, or staying patient and providing group members space and time to reflect and find ways to talk about their lives.
- Triangulating, or finding ways to broaden conversations to include all group members.

As ideas about the role and skill set of group facilitators emerge, comment on items and issues that may be most relevant for the group of CHW learners. For example, you may wish to focus on a few specific topics or skills, such as how to develop group agreements, or the issue of self-disclosure for group facilitators.

6 Discussion in Pairs

Ask learners to turn to a person next to them and share their responses to the third and fourth questions from the reflective writing activity:

- What personal quality do you have that you wish to build on to enhance your effectiveness as a group facilitator?
- What one skill do you most want to learn or enhance as a group facilitator?

Provide learners with 5 to 8 minutes for their discussion. For a quick debrief, ask if any of the learners would like to share their ideas with the large group.

7 Reinforcement

Thank learners for their willingness to reflect on their own experiences and study of group facilitation and their willingness to discuss these experiences with others. Take a
Review of Key Concepts for Group Facilitation (continued)

few minutes to reinforce key messages and concepts highlighted by learners from Chapter 21 and other sources. Key messages to reinforce may include the following:

- CHWs are well positioned to facilitate many types of groups for the clients and the communities they serve.
- Facilitating groups involves tracking multiple levels of interactions and goals that require particular knowledge, skills, and expertise.
- With time, further training, experience, and good supervision, CHWs can enhance their skills for group facilitation.
- Consistent and ongoing appropriate supervision that is supportive and focuses on problem solving is essential for successful and meaningful group facilitation.
- Principal roles for group facilitators include creating and maintaining safety for all members and supporting the leadership and agency for all members.
- Ethical guidelines for group facilitators include creating an environment of inclusion through the practice of cultural humility.
- Some of the qualities most respected among group facilitators are similar to the qualities of CHWs; these include interpersonal warmth, sensitivity, open-mindedness, patience, and humility.
- Skills for working with individual clients—such as cultural humility, a strength-based approach, and use of client-centered counseling skills such as OARS—are also useful when facilitating groups.
- There are many ways learners can enhance their knowledge and skills for group facilitation. For example, when they are members of a group or class, they can observe what the facilitators or trainers are doing and consider what they learn that could inform their future work as facilitators.
Learner Handout 21.1 A: Individual Reflection

Please reflect on your experience as a group member or facilitator and your reading of Chapter 21. Record your responses to the following questions. Please be as specific as possible.

1. Identify one personal quality that you think is important for successful group facilitators.

2. Identify a key skill or responsibility of group facilitators that you strongly feel is essential for effective group work.

3. Identify one of your own personal qualities that will be an asset or positive resource in your role as a group facilitator.

4. Identify one group facilitation skill that you wish to learn or enhance.
Activity 21.2

Group Facilitation Practice

This activity engages learners in the practice of group facilitation with opportunities to practice or observe basic facilitation techniques. Learners participate in a fish bowl–style group role play and debrief their experience, providing constructive feedback to colleagues who took on the role of co-facilitators.

Before the training, determine how many practice groups there will be; this will depend on the number of learners in your training. For example, if you have more than 15 to 20 learners in the class or training, you may wish to set up two practice groups. You may wish to ask for a colleague to facilitate the training with one practice group, while you train with another. If possible, reserve two training spaces so that each practice group can work separately.

Arrange the classroom and chairs for the practice group with an inner circle with 10 to 12 seats for participants and co-facilitators, and an outer circle with 5 to 8 seats for the observers.

1 Introduction

Frame this activity as an opportunity to review, discuss, and participate in basic group facilitation. Learners will draw upon their prior experience in groups as members or facilitators, their training, and readings from Chapter 21 and other sources.

The goal is for learners to have a chance to experience a brief group and participate as a facilitator, co-facilitator, or member. There will be opportunities for everyone to debrief the experience.

2 Set Up Practice Groups

Take time to set up one or more practice groups, depending upon the number of learners in the training or classroom. If you have more than 15 to 20 learners in
the room, we suggest setting up two practice groups. The roles for each practice group are as follows:

- 2 co-facilitators
- 7 to 10 participants or group members
- 3 to 8 observers

Arrange chairs in a circle in the center of the room for all the practice group participants. The remaining class members may sit outside the circle to observe. When the room is set up for the practice group with the entire circle of participants in place in the center circle, carefully review the following information with all learners:

- This is a support group for people who are training to become CHWs.
- The group has already met once and has created and agreed to group guidelines (use the same guidelines or agreements that you established for the CHW training), so there is no need to go over this again.
- The topic for this meeting is to explore your challenges to success as a CHW or someone who is training to become a CHW. You may elect to choose another topic—we recommend one that is universally applicable and relatively low risk.
- The practice group will last 20 to 30 minutes.

Remind everyone in the room that although we call this a practice group, it will be a real group, and learners should simply be themselves in this setting. Members may choose to represent themselves in any way they wish and control their own disclosure. Make a point to say that the group guidelines also apply to the observers including their obligation to preserve confidentiality. Ask observing learners to be silent during the practice group session.

Assign the three roles either by asking for volunteers or based on your assessment of learners. Provide each learner with a copy of the roles handout and time to carefully review and discuss these roles.

At this point, invite the learners who will take on the roles of co-facilitators to leave the circle for 5 minutes to discuss their approach in working together for this group practice session (suggestions for this discussion are on the handout).

**OPTION** You may wish to select two learners to serve as co-facilitators for this activity in advance; this lets you provide them with time to review the guidelines for facilitation and to prepare. For example, you might assign co-facilitators one training session or week in advance and ask them to check in with each other to develop a simple plan for how they will facilitate the group session.
**Group Facilitation Practice** *(continued)*

Take this time to answer any questions from the participants in the group practice circle. Remind them to just be themselves and manage their own disclosure; ask them not to take on a role of an especially difficult group member intentionally. The goal of this activity is to support the learning experience of everyone. Encourage observing learners to take notes.

3 **Practice Group**

Signal the co-facilitators to begin the practice group.

During the practice group, your role is to monitor the room to ensure the observing learners remain silent and respectful of the process. You may feel comfortable giving encouraging nods to the facilitators, but you should not intervene directly unless there is a pressing need to pause and reset the group. Intervening might be necessary because of challenges, such as a conflict that the facilitators are unable to manage, or the failure of learners to continue to role play a support group experience.

**TIP** If you do pause the group, please explain why you are doing so. Engage learners in analyzing what was happening in the group that was not working well by asking the following: “What was happening in the group?” “How may this be harmful to participants?” Elicit ideas for how they may restart the group with a more productive focus by asking these questions: “How do you want to reengage the group?” “What will your new focus for discussion be?” You can return to this issue after the group is done as part of a more extensive debriefing discussion.

After 20 to 30 minutes, ask the group to stop if the practice group co-facilitators have not yet done this. If the co-facilitators have not brought the practice group to closure, you may elect to invite them to ask every group member for a one-word checkout. Ask the entire group to take a moment to silently reflect on the experience.

4 **Large Group Discussion, Practice Group Debrief**

Begin by thanking all members for their participation and sharing in the practice group. Acknowledge the co-facilitators for their willingness to take the risk of working in front of the whole class in this way. State that the intent of the feedback and debriefing is to share honest and constructive feedback—meaning that you are looking for feedback that builds on strengths and what went well as the starting point for this reflection process.

Start by asking the observers to share their feedback using the questions from the handout.

- What did you notice about group participation?
- What did you notice about the leadership offered by the co-facilitators?
Group Facilitation Practice (continued)

- How well did the co-facilitators communicate with the group and each other? Did they use client-centered skills such as OARS?
- How were any challenges managed?
- In general, what did the co-facilitators do well?
- What could the facilitators have done differently to improve the group experience?

Next, ask group members to provide any constructive feedback that they may have, building upon but not repeating the ideas already expressed by observers. Make room for group members to discuss the following questions:

- What moments were most engaging for you as participants?
- What happened during the group that was most beneficial for you as a CHW or CHW in training?
- What did the facilitators do well during the practice group?
- What might the facilitators have done differently to lead the group?

Finally, ask these questions to each of the co-facilitators individually:

- How do you feel now after facilitating or co-facilitating?
- What part did you enjoy?
- What do you think you did well?
- What was challenging for you?
- What might you do differently if you had the chance?
- What additional support (education, training, experience) would you set as your next steps to strengthen your facilitation or co-facilitation skills?

Reinforce the strengths the co-facilitators mentioned with specific examples from the group practice session. Name specific techniques from Chapter 21 that the facilitators may have used, such as support for expression of emotion or meaning. Offer suggestions or alternate options to address common challenges and mistakes from Chapter 21 based on what transpired in the group practice session.

**OPTION** Do another round of practice group with new group members and co-facilitators.

5 Reinforcement

Thank learners for their willingness to participate in this practice group activity. Take a few minutes to reinforce key messages and concepts highlighted by learners, from *Foundations*, and from other sources. Key messages to reinforce may include the following:

- Group facilitation involves a complex set of skills that build over time with experience, continued training, and supportive supervision.
Remind learners that the next time they are a member in a group, they should try to pay attention to the dynamic and to what the facilitators do or say that may serve as models for what they will do and say in their own work.

Principle roles for group facilitators include creating and maintaining safety for all members and supporting the leadership and agency for all members.

Many of the concepts and skills that CHWs apply when working with individual clients have value when they are facilitating a group including, for example, cultural humility and client-centered counseling skills.

Encourage learners to use silence to give members a moment to reflect on something that was just said in group and to give themselves a moment to collect their thoughts as well.

Remind learners to be mindful of their own self-disclosure when facilitating a group since this will direct attention toward them and away from the important work of the group members.

Ethical guidelines for group facilitators include creating an environment of inclusion through the practice of cultural humility.

Remind learners to be their own best friend instead of their own worst critic as they practice group facilitation. Remind them to acknowledge their strengths first and foremost!

Learners should work to develop a strong, honest, and supportive relationship with their co-facilitator, taking time to prepare together for group sessions and to debrief after sessions in order to identify challenges and what is going well.
Learner Handout 21.2 A: Roles of Group Participants, Co-Facilitators, and Observers

Activity 21.2

ROLE OF CO-FACILITATORS

As co-facilitators, you will work together and with group members to create and maintain a productive and safe atmosphere. Use appropriate techniques in managing the group, such as naming, using silence, staying in the present, employing triangulation, and so on. Keep the group on task, encourage full participation from all members, manage time, and provide time for feedback and closure. Summarize and reflect back on what is being shared. Remember to use your OARS (open-ended questions, affirmations, reflections, and summarizing).

Co-facilitators must pay attention to each other as well as to the group process, trying to ensure the full participation of all members. Watch closely for challenges or risks, such as subgrouping or the failure of the group to include any member fully in the discussion. Notice if anyone is left out or is not fully engaged.

Decide how you will close or end the group, perhaps with a one-word checkout about what members appreciated about the group session, or how they may apply the information from the group to their life.

Before the group begins, decide on the following points:

- What are your goals for this brief group session?
- What is your plan for this brief time in group practice?
- How will you work together? For example, will you take turns leading parts of the group discussion?
- What might be your approach to any challenges that arise in this group session (conflict or problem behavior of participants)?
- Is there anything else that you might want to clarify now?
- How will you facilitate the end or closure of the group?
Group Facilitation Practice (continued)

ROLE OF GROUP PARTICIPANTS

Please do your best to participate in the group session in an authentic and realistic way. Consider the challenges that you and your colleagues may face in training to become CHWs. What sometimes makes it difficult to succeed? What obstacles do you face? Try to look to your group members as resources who can help you gain knowledge, insight, and new skills that may facilitate your academic and professional success.

For the purposes of this group discussion, please take a few minutes to reflect and consider the following questions:

- What type of challenges may you face in becoming a CHW or in advancing your career as a CHW?
  - What factors have gotten in the way of your success in the past?
- What question do you have for your group members about the topic of challenges to success?
- What skills or techniques have you practiced that help you succeed in life, in school, or in your career?

ROLE OF OBSERVER

Your job is to observe the group process and report your feedback. Please take some notes during the group activity. Pay particular attention to the following:

Participation: Was there full participation by each member? Describe.

Leadership: How did the co-facilitators manage their leadership?

Communication skills: How well did the facilitators communicate with the group? Did they use client-centered skills such as OARS?

Challenges: What type of challenges arose in the group, and how were they managed?

Plus: In general, what did the facilitators do well?

Delta: What could the facilitators have done differently to improve the group experience?
We have included an assessment that covers important skills for this chapter. There is not an assessment for every activity or for every learning outcome in this chapter. We encourage you to adapt this or add any other assessments from your own resources.

**ASSESSMENT 21.1: Reflective Writing**

- This assessment asks learners to reflect and write about how they plan to co-facilitate a group, giving specific examples of the topics, goals, facilitation techniques, and desired outcomes.
Assessment 21.1  Reflective Writing

This is an opportunity to reflect and write about how you plan to co-facilitate a group. For the purpose of this assignment, you will be asked to describe a group that you would like to facilitate as a CHW. Keep the concept of your group in mind as you answer each of the following questions, drawing upon your own experience and your reading of Chapter 21.

This assignment is due ________ and is worth ______ points. Clearly type or print your full name at the top of the assignment.

1. Briefly describe a group that you would like to co-facilitate as a CHW, providing the following key information:
   ◦ What health issue or topic does the group address?
   ◦ What is the priority purpose or goal of the group?
   ◦ What are the membership criteria for the group, or what are the characteristics of the people who will participate in the group?
   ◦ Where does this group meet?

2. Describe two things that you and your co-facilitator will do to build and honor the autonomy of group members.

3. Select one of the group facilitation techniques described in Chapter 21 and clearly describe how you would apply it in your role as a co-facilitator of the group.

4. During one group session, you notice that a subgroup is forming. Several members start to whisper among themselves and laugh when another member says something, shutting that member down.
   ◦ What is one of the potential risks or harms of subgrouping?
   ◦ How would you respond in the moment when you notice that subgrouping is occurring?
   ◦ How will you work with your co-facilitator and supervisor after the group session?
     What type of support would you ask for from your co-facilitator? What type of guidance might you ask for from your supervisor?

5. How will you know if you are successful in meeting your stated goals for this group?
   ◦ What will group members do during the group that are key signs of success?
   ◦ What will group members take away from the group that will help them promote their health and well-being?

Please keep our grading or assessment rubric in mind as you write. For example, we are looking for you to respond directly and clearly to the questions asked, to demonstrate the ability to reflect on your own life experiences, and to link your reflection to key concepts and skills from the CHW training program.
Reflective Writing (continued)

RUBRIC FOR ASSESSING OR GRADING REFLECTIVE WRITING ASSIGNMENTS

These assignments ask learners to reflect on their own life experiences and identities as they write about a specific public health topic or CHW competency area. We grade these assignments based on six different performance categories and possible scores range from 0 to 20 points each. At CCSF, a passing grade is generally 70 percent of possible points. Acceptable performance may vary from trainer to trainer. We are including our version of a grading rubric, but feel free to adjust this to fit your unique situation.

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<th>CATEGORY</th>
<th>CRITERIA</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>1. Responsiveness to assignment</td>
<td><strong>EMERGING</strong> Less than 70%</td>
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<td>Paper does not respond to the questions and topics posed in the assignment.</td>
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<td><strong>SATISFACTORY</strong> 70–89%</td>
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<td>Paper is partially responsive to the assignment.</td>
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<td><strong>PROFICIENT</strong> 90–100%</td>
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<tr>
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<td>Paper clearly addresses the main questions and topics presented in the assignment.</td>
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<td>Weight these ___ /100</td>
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<td>2. Connections to key CHW and public health concepts and skills (such as client-centered practice)</td>
<td>Paper makes no connections to key training concepts and skills.</td>
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<td></td>
<td><strong>SATISFACTORY</strong> 70–89%</td>
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<td></td>
<td>Paper makes limited or vague connections to key training concepts and skills.</td>
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<td></td>
<td><strong>PROFICIENT</strong> 90–100%</td>
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<td>Paper provides clear and relevant connections to key training concepts and skills.</td>
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<td>3. Clarity</td>
<td>Paper is poorly organized and the ideas presented are difficult to follow or understand.</td>
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<td><strong>SATISFACTORY</strong> 70–89%</td>
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<td>Greater clarity of organization or writing would strengthen this paper to the level of proficiency.</td>
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<td><strong>PROFICIENT</strong> 90–100%</td>
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<td>Paper is well organized, clearly written, and easy to follow.</td>
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<td>___ /15</td>
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<tr>
<td>4. Use of evidence to support analysis and the ideas presented</td>
<td>Paper does not present any evidence to support arguments or ideas. Fails to properly cite the ideas of others. Plagiarizes.</td>
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<td><strong>SATISFACTORY</strong> 70–89%</td>
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<td>Paper shows an incomplete or unclear connection between evidence and the writer’s point of view, ideas, and arguments.</td>
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<td><strong>PROFICIENT</strong> 90–100%</td>
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<td>Paper clearly presents evidence (including personal observations) to support the learner’s point of view, ideas, and arguments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ /15</td>
<td></td>
</tr>
</tbody>
</table>
Reflective Writing (continued)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CRITERIA</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Self-reflection</td>
<td><strong>EMERGING</strong></td>
<td>____/100</td>
</tr>
<tr>
<td></td>
<td>Less than 70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paper fails to reflect upon learner's own life experiences, study, or CHW practice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SATISFACTORY</strong></td>
<td>____/20</td>
</tr>
<tr>
<td></td>
<td>70–89%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paper shows limited self-reflection or application of insights to the work of CHWs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PROFICIENT</strong></td>
<td>____/20</td>
</tr>
<tr>
<td></td>
<td>90–100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paper demonstrates reflection on personal experiences, cultural identity, values, and so on, and application to the work of CHWs.</td>
<td></td>
</tr>
<tr>
<td>6. Originality</td>
<td><strong>EMERGING</strong></td>
<td>____/15</td>
</tr>
<tr>
<td></td>
<td>Less than 70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paper closely repeats ideas from class or training, textbook or assigned readings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SATISFACTORY</strong></td>
<td>____/15</td>
</tr>
<tr>
<td></td>
<td>70–89%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paper reframes ideas or analysis from class or training.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PROFICIENT</strong></td>
<td>____/15</td>
</tr>
<tr>
<td></td>
<td>90–100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paper presents an original analysis of the ideas of others or original ideas and perspectives.</td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td>____/100</td>
</tr>
</tbody>
</table>

Grading guidelines for the reflective writing assignments are as follows: Passing = 70 points or above.

Letter grades are as follows: A = 90–100 points; B = 80–89 points; C = 70–79 points; D = 60–69 points; F = below 60 points.