



National Fire Academy

M0681 – Mobile Integrated Healthcare (MIH) Program Management

Version: December 2023

ACE Credit: N/A

IACET Continuing Education Units: N/A

Length of Course: 7 Weeks

Prerequisite: None

Curriculum: Emergency Medical Services

Training Specialist: Michael Stern

Instructor: TBA in classroom news

Instructor email/phone: TBA in classroom news

Classroom: NFA Online Mediated

Table of Contents

Course Description	Course Resources
Student Qualifications	Evaluation Procedures
Course Scope	Policies
Course Objectives	Grading Rubrics
Course Delivery Method	

Course Description (Catalog)

M0681 – “Mobile Integrated Healthcare (MIH) Program Management” is a seven-week course offered by NFA to provide you with the knowledge and skills needed to develop a Mobile Integrated Healthcare (MIH) program for your community. You will:

- learn about healthcare and the EMS environment in the U.S.
- learn from experts and use course resources to build on your existing knowledge and experiences.
- be encouraged to challenge your assumptions based on the experiences of MIH experts and others who have implemented MIH.
- create practical, living documents that are needed to develop an MIH Plan.
- be ready to present the Plan to your leadership once you complete the course.

By the end of the course, you will have shared your ideas with your instructors and classmates, conducted an organizational readiness assessment and community assessment gap analysis, developed a stakeholder list and interviewed a stakeholder, created an MIH Program Model Chart and a budget, and documented key aspects of your strategy on an Aim Statement and Driver Diagram. Each of those actions are graded as a course assessment.

Student Qualifications (Audience)

This course is targeted to people who are responsible for planning, implementing and sustaining a MIH program, including:

1. EMS executives, directors, managers, supervisors, trainers, and planners; front line providers, officers, and supervisors.
2. medical directors.
3. hospital and healthcare system employees with this responsibility.

Course Scope (Goal)

The goal of this course is to create a plan to develop, implement, and sustain a Mobile Integrated Healthcare program for the local community.

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to:

- evaluate the current state of the EMS and national healthcare environment; then describe the ideal system for your community.
- analyze change agents in the local community using an MIH model built specifically for the community.
- using stakeholder input, conduct an analysis to determine gaps in community needs of MIH care.
- develop the Aim Statement and Driver Diagram or strategic implementation plan for the proposed MIH program.
- evaluate the anticipated requirements of personnel transition to an MIH program.
- develop program evaluation tools for the local community using MIH measures.
- propose your Plan based on current funding models for MIH service delivery.
- formulate the financial model for MIH program sustainability.
- propose the Plan. Incorporate salient feedback from organizational leadership.

Note: Your Plan proposal will be formally presented to your agency leadership after the class concludes. We realize many factors may come into play regarding your schedule to propose the plan to your leadership, when leadership will respond with feedback, and when and how you will incorporate the feedback.

Course Delivery Method

This is an online, mediated course hosted on the NFA Online Mediated system. Currently the platform used is Blackboard.

One of the benefits of this delivery method is that you can complete academic work in a flexible manner at a time and location that is convenient to you. Aspects of the course which require you to take actions at specific times include the discussion board posts and responses, and other assessments.

Course Resources (Instructional Materials)

The instructional materials for this course are included within NFA Online Mediated, the online learning platform. You will read content on the screens and link to documents attached to the course and resources on the web. To make the most of this experience you are required to obtain the textbook for the required readings and keeping a course notebook is encouraged.

Prerequisites and Required Textbooks

There are no prerequisites required to participate in this course.

Students and instructors must purchase the textbook through the publisher, booksellers such as Amazon, or borrow it through NFA or a library system. This 2016 publication was the most current at the time the course was deployed:

Zavadsky, M. and Hooten, D. (2016). *Mobile Integrated Healthcare: Approach to Implementation*. Burlington, MA: Jones & Bartlett Learning.

Required Readings

You must complete required readings during the course to be able to thoughtfully participate in discussion boards and other assessments. The required readings and resources have been selected to challenge you and may serve as primary sources for citation for the discussion board. In addition to the textbook you will have instructions in your NFA Online Mediated classroom to read specific articles. Textbook:

Zavadsky, M. and Hooten, D. (2016). *Mobile Integrated Healthcare: Approach to Implementation*. Burlington, MA: Jones & Bartlett Learning.

Videos

Rick Lewis and Matt Zavadsky, the Subject Matter Experts (SMEs) for development of this course, share their experiences and provide valuable insights to help you succeed in developing your MIH program. In addition to the course content, you will have the opportunity to learn from them in several short videos throughout the course that either introduce a topic or elaborate on it. Their videos range from one minute to five minutes. You will also view a video produced by Harvard Horizons which is almost seven minutes.

Grading Methodology (Evaluation Procedures)

Read through the evaluation procedures to learn about our expectation for your all your graded assignments which include discussion board posts and other assigned writings such as the paper, Stakeholder Chart, MIH Program Models Chart, Gap Analysis, Measures, Budget, and Aim Statement and Driver Diagram.

You will be expected to submit a discussion board post and respond to two classmates several times throughout the course. The discussion board will open at the beginning of each module. In most cases, you will be required to respond by Wednesday. In some cases, responses may be due on other days as outlined in the NFA Online Mediated classroom and in the Syllabus section entitled Course Schedule.

Instructors will provide timely feedback and support throughout the course. You are responsible for applying that feedback to your assessments so that you can use them on the job as you develop your MIH plan.

You are required to use the "Publication Manual of the American Psychological Association," Seventh Edition. Further explanation and helpful resources are included in the syllabus section entitled Policies.

Rubrics are included at the end of this section and are linked in NFA Online Mediated with each assessment. Please contact your instructor if you have questions about the rubrics and assessments.

Discussion Board Assignment

Discussion board assignments give you an opportunity to reflect on the course, analyze the material, and share opinions with your peers.

This section provides instructions on how to initiate and respond to discussions. Initial posts and responses should

- demonstrate an analysis of the questions and/or material while showing an application of your own thinking on the discussion question.
- demonstrate insight, synthesis, analysis, and position or argument.
- Be concise and accurate.

Starting a “New Thread”: You must start a “New Thread” each time you submit an original discussion topic. Generally, the initial post / assessment should be 175 to 300 words, and the follow-up responses should be 125 to 200 words. Refer to discussion board assessment grading rubric for specifics.

Responding to the main topic: A good title tells something of the nature of your personal response. “Response to Discussion 1,” for example, is not a very useful title, particularly if everyone in your course uses it. Try to use topic words that will identify your topic, such as “Response to discussion about culture change at the company level.”

Responding to someone else's post: Make sure that you respond on the document intended so that your contribution will line up in the threaded discussion in the right place.

Unacceptable discussion responses: Responses that are not acceptable include comments such as: "I agree," "good question," or "good answer;" any response that is just an opinion or is unsubstantiated; any response that is carelessly typed, poorly thought out, grammatically incorrect, or confusing; or any response that is disrespectful of another student or any other person, etc.

Quality discussion responses: A high-quality response applies a concept from the text or course in a meaningful way or facilitates analysis of the course material or topic.

Responses should indicate that you have critically thought about the discussion topic and demonstrate that you can apply and articulate the knowledge you are learning. Your responses should be well-organized and grammatically correct. Substantive responses do not simply deliver opinions; they offer justification for those opinions and should cite sources when appropriate.

Expected quantity of responses: Full participation in each discussion requires that you respond to the initial discussion item to help others learn and to be graded. We encourage you to return later to read the responses of others and include value-added responses, as appropriate. Treat it as a conversation. Think about how you would feel if you made an observation in a traditional classroom setting and no one responded.

Selecting a post to comment on: Please select different classmates each time you participate in a discussion board. And, if you see that someone is not engaging with others, please take the initiative to discuss the topic with that person.

Discussion open and close dates: Be sure to note the start and end times and dates of the discussions and responses in the module’s forum.

Other Assignments

As we mentioned earlier, you will be assessed on a variety of deliverables: Paper, Stakeholder Chart, MIH Program Models Chart, Gap Analysis, Measures, Budget, and Aim Statement and Driver Diagram. These deliverables have been developed to align with the Enabling Learning Objectives (ELOs) and help to ensure that you can do this work. The instructor(s) will grade each assessment using the appropriate rubric to ensure that you:

- demonstrate both analysis and application of course material.
- display critical thinking and quality products (grammar, syntax, structure, and compliance with APA Seventh Edition formatting).

The assignments hold additional value for you in your role to implement a MIH plan. They are actual documents that you develop based on your agency and community. You can continue to use them on the job. The bottom line is that the assessments serve to assist you in gaining a better analysis of the course materials and in creating your MIH program.

Assignments	Possible Points Toward Course Total of 150
Discussion Board Posts and Responses (5)	50
Assignments (5)	50
Final Assignment	50

Check the Course Schedule, which follows, for the specific assessment instructions and due dates. Include the assessment name and your name (e.g., Assignment-Name-John Doe.pdf).

Course Schedule

The purpose of this schedule is to give you, at a glance, the required time for preparation, a snap shot of the activities, and assessment/evaluation components of the course. All due dates and times refer to 11:59 p.m. EDT/EST.

Due Dates	Actions and Deadlines
Before course begins	<ul style="list-style-type: none"> • Read the Overview and Course Tools unit. • Set up your profile and notifications. • E-mail your instructor. • Participate in the discussion board (DB) icebreaker. • Complete the self-assessment and upload it to Dropbox using the instructions in NFA Online Mediated. • Complete the Academic Code of Conduct and Ethics Quiz.
Module 1	The U.S. Healthcare System
Monday	<ul style="list-style-type: none"> • Obtain a copy of your district, department, or municipal charter. • Read: textbook and NFA ONLINE MEDIATED assigned content (see Objectives and Overview page for this Module).
Wednesday	<ul style="list-style-type: none"> • DB post: Current State of EMS in Healthcare.
Thursday	<ul style="list-style-type: none"> • DB collaborate: Respond to at least two of your peers.
Module 2	Organizational Readiness and Types of MIH Programs
Monday	<ul style="list-style-type: none"> • Assignment: An Ideal EMS System (from Mod 1). • Read: textbook and NFA ONLINE MEDIATED assigned content (see Objectives and Overview page for this Module).
Wednesday	<ul style="list-style-type: none"> • DB post: Department Innovation. • Development: Stakeholder Chart –due Mon., Module 3. • Schedule: interview with a stakeholder—due Mon., Module 3. • Development: MIH Program Models Chart—due Mon., Module 5.
Thursday	<ul style="list-style-type: none"> • DB collaborate: Respond to at least two of your peers.
Module 3	Community Engagement
Monday	<ul style="list-style-type: none"> • Assignment: Stakeholder Chart and Interview (from Mod 2). • Read: textbook and NFA ONLINE MEDIATED assigned content (see Objectives and Overview page for this Module).
Wednesday	<ul style="list-style-type: none"> • DB post: Opinion of the Need.
Thursday	<ul style="list-style-type: none"> • DB collaborate: Respond to at least two of your peers.
Friday	<ul style="list-style-type: none"> • Assignment: Community Assessment Gap Analysis. • Reminder: Continue working on MIH Program Models Chart— due Mon., Module 5.

Modules 4	Program Development
Monday	<ul style="list-style-type: none"> • Read: textbook and NFA ONLINE MEDIATED assigned content (see Objectives and Overview page for this Module). • Development for DB: Draft Aim Statement and Driver Diagram peer review—due Module 6. • DB post: There are no DB requirements for turn in through Module 4. • Reminder: Continue working on MIH Program Models Chart— due Mon., Module 5.
Module 5	Personnel Development
Monday	<ul style="list-style-type: none"> • Read: textbook and NFA ONLINE MEDIATED assigned content (see Objectives and Overview page for this Module). • Assignment: MIH Program Models Chart. • DB post: There are no DB requirements for turn in through Module 5. • Reminder: Draft Aim Statement and Driver Diagram peer review— due Mon., Module 6.
Module 6	Data Tracking and Performance Measures
Monday	<ul style="list-style-type: none"> • Read: textbook and NFA ONLINE MEDIATED assigned content (see Objectives and Overview page for this Module). • DB post: draft Aim Statement and Driver Diagram for peer review.
Wednesday	<ul style="list-style-type: none"> • DB collaborate: Respond to at least two of your peers. • Assignment: Chart of Measures to Track and Report.
Module 7	MIH Service Delivery
Wednesday	<ul style="list-style-type: none"> • Read: textbook and NFA ONLINE MEDIATED assigned content (see Objectives and Overview page for this Module). • DB post: draft Budget and negotiation tip for peer review.
Thursday	<ul style="list-style-type: none"> • DB collaborate: Respond to at least two of your peers.
Friday	<ul style="list-style-type: none"> • Assignment: Final Budget.
Saturday (final day of class)	<ul style="list-style-type: none"> • Final Assignment: Aim Statement and Driver Diagram with Budget. <p>NOTE: This is the final day NFA ONLINE MEDIATED will be available. All boards close at 11:59PM.</p>

Course Outline

Pre-course Unit: Overview and Course Tools

Actions listed in schedule must be completed to unlock Module 1.

Module 1: The U.S. Healthcare System

Objectives

Terminal Objective

Upon completion of this Module, you should be able to successfully evaluate the current state of the EMS and national healthcare environment; then describe the ideal system for your community.

Enabling Objectives

Upon completion of this Module, you should be able to successfully:

- assess the current state of EMS and the healthcare environment.
- analyze the local department's mission for its alignment to a target state of EMS and healthcare.
- reframe and articulate the value that EMS delivers to external stakeholders.
- evaluate the perceived value of ALS versus BLS.
- develop a proposed MIH mission that supports the target state of healthcare in the U.S.

Required Readings

- Module 1 course material in NFA ONLINE MEDIATED.
- Zavadsky, M. and Hooten, D. (2016). *Mobile Integrated Healthcare: Approach to Implementation*. Jones & Bartlett Learning. Foreword pages xv – xvi; Chapter 1, The Current State of Healthcare and the EMS System, pp. 1 – 20; Chapter 2, Healthcare Reform and Mobile Integrated Healthcare Systems, pp. 21 - 35.
- Obtain and read your agency's charter.

Module Overview

You will learn about the current state of healthcare which includes the services provided by EMS. In addition, you will learn about the shift from volume to value, aspects of healthcare reform and Mobile Integrated Healthcare (MIH). A considerable amount of reading is involved during this first module of the course.

Student Actions and Assessments

- Read the assigned textbook chapter(s) and the course content.
- Post ideas and responses to questions on the discussion board about the current state of EMS in healthcare.
- Participate in the discussion board by responding to at least two of your peers' posts.
- Write a Paper: An Ideal EMS System.

Module 2: Organizational Readiness and Types of MIH Programs

Objectives

Terminal Objective

Upon completion of this Module, you should be able to successfully analyze change agents in the local community using an MIH model built specifically for the community.

Enabling Objectives

Upon completion of this Module, you should be able to successfully:

- discover the potential barriers to change.
- appraise the internal and external change agents.
- differentiate the MIH models currently operating within EMS systems in the U.S.
- distinguish between the components of each MIH model.

Required Readings

- Module 2 course material in NFA ONLINE MEDIATED.
- *Mobile Integrated Healthcare, Approach to Implementation*. Chapter 3, Organizational Readiness Assessment, pp. 37-43; Chapter 6, Types of Mobile Integrated Healthcare Programs, pp. 67-94.

Module Overview

You will learn the importance of organizational readiness and how to assess it. You will also learn the different types of MIH programs so that you can determine which might be most appropriate for your community. Some of you may determine that now is not the time to implement a MIH program. If this is the case for you, please talk to your instructor. We hope that you will continue the course to take advantage of what you can learn from your peers and instructors.

Student Actions and Assessments

- Answer questions and post your ideas on the discussion board about a recent department innovation.
- Participate in the discussion board by responding to at least two of your peers' posts.
- Develop a Stakeholder Chart and schedule a stakeholder interview.
- Meet with one stakeholder and interview that person based on the questions included in your stakeholder chart. Add other questions as appropriate and document answers.
- Begin to build an MIH Program Models Chart which is due early in Module 5.

Module 3: Community Engagement

Objectives

Terminal Objective

Upon completion of this Module, you should be able to successfully using stakeholder input, conduct an analysis to determine gaps in community needs of MIH care.

Enabling Objectives

Upon completion of this Module, you should be able to successfully:

- compile and analyze internal data to identify gaps in service delivery.
- interview and rank the needs of a community stakeholder.

Required Readings

- Module 3 course material in NFA ONLINE MEDIATED.
- *Mobile Integrated Healthcare, Approach to Implementation*. Chapter 4, Assessing Community Needs and Promoting Stakeholder Engagement, pp. 45-55.

Module Overview

This module builds on the previous module's talks about the importance of assessing community engagement and getting the community involved throughout the process of developing an MIH plan. You will be asked to write about your opinion of your agency's needs and conduct a Gap Analysis.

Student Actions and Assessments

- Respond to questions and document your opinion on the discussion board of your agency's needs.
- Participate in the discussion board by responding to at least two of your peers posts.
- Conduct a Gap Analysis and document your findings.

Module 4: Program Development

Objective

Terminal Objective

Upon completion of this Module, you should be able to successfully develop the Aim Statement and Driver Diagram or strategic implementation plan for the proposed MIH program.

Enabling Objectives

Upon completion of this Module, you should be able to successfully:

- analyze the community needs and internal gaps in service delivery.
- select the type of MIH that fulfills the community's needs.
- construct the Aim Statement and Driver Diagram or strategic Implementation plan for the selected MIH program.

Required Readings

- Module 4 course material in NFA ONLINE MEDIATED.
- *Mobile Integrated Healthcare, Approach to Implementation*. Chapter 5, Program Development, pp. 57-66.

Module Overview

You will continue to learn about the MIH models and programs and dig deeper into the Institute for Healthcare Improvement's (IHI) strategic implementation plan: Aim Statement and Driver Diagram. You will learn from the experience of one organization who implemented MIH, hypothesize about the impact of your proposed solution and begin to develop your Aim Statement and Driver Diagram in preparation for peer review early in Module 6. In addition, you are assigned to turn in your MIH Program Models Chart early in Module 5.

Student Actions and Assessments

- Begin to develop your draft Aim Statement and Driver Diagram.
 - Post it to the discussion board for peer review no later than Monday Module 6.
- Finalize MIH Program Models Chart for turn in by Monday Module 5.

Module 5: Personnel Development

Objective

Terminal Objective

Upon completion of this Module, you should be able to successfully evaluate the anticipated requirements of personnel transition to an MIH program.

Enabling Objective

Upon completion of this Module, you should be able to successfully hypothesize the impact of the proposed MIH solution on the internal service delivery.

Required Readings

- Module 5 course material in NFA ONLINE MEDIATED.
- *No textbook reading is required for Module 5.*

Module Overview

You will continue to learn about the MIH models and programs and dig deeper into the Institute for Healthcare Improvement's (IHI) strategic implementation plan: Aim Statement and Driver Diagram. You will learn from the experience of one organization who implemented MIH, hypothesize about the impact of your proposed solution and begin to develop your Aim Statement and Driver Diagram in preparation for peer review early in Module 6. In addition, you will turn in your MIH Program Models Chart in Module 5.

Student Actions and Assessments

- Finalize MIH Program Models Chart for turn in Monday.
- Continue working on your draft of the Aim Statement and Driver Diagram

Module 6: Data Tracking and Performance Measures

Objective

Terminal Objective

Upon completion of this Module, you should be able to successfully develop program evaluation tools for the local community using MIH measures.

Enabling Objectives

Upon completion of this Module, you should be able to successfully:

- identify measures that stakeholders will use to demonstrate value of the MIH program.
- construct a chart of program evaluation criteria measures.

Required Readings

- Module 6 course material in NFA ONLINE MEDIATED.
- *Mobile Integrated Healthcare, Approach to Implementation*. Chapter 7, Data Tracking and Performance Measures, pp. 95-115.

Module Overview

This module covers uniform outcome measures to help you identify and track measures that demonstrate value. You will see an example of how one agency did this. You will also update your Aim Statement and Driver Diagram based on peer review and construct your chart of measures.

Student Actions and Assessments

- Turn in your Aim Statement and Driver Diagram to the DB for peer review.
- Peer review two of your classmates draft Aim Statement and Driver Diagram.
- Develop the chart of measures to track and report.

Module 7: MIH Service Delivery

Objective

Terminal Objective

Upon completion of this Module, you should be able to successfully propose your Plan based on current funding models for MIH service delivery.

Note: You will not be assessed on these last two actions because we realize many factors may come into play regarding your schedule to propose the plan to your leadership, when leadership will respond with feedback, and when and how you will incorporate the feedback.

Enabling Objectives

Upon completion of this Module, you should be able to successfully:

- estimate the cost of MIH service delivery.
- evaluate the funding options for MIH service delivery.

Required Readings

- Module 7 course material in NFA ONLINE MEDIATED.
- *Mobile Integrated Healthcare, Approach to Implementation*. Chapter 8, Funding Models for Mobile Integrated Healthcare, pp. 112-134.

Module Overview

During this last module of the course, you will learn about funding models, develop a budget and obtain peer review of your budget. Reflect on what you have learned throughout the course before finalizing your Aim Statement and Driver Diagram. Turn it in to your instructor who will provide feedback. We encourage you to update it based on your instructor's comments before you present the plan to your leadership.

Student Actions and Assessments

- Develop budget.
- Post your budget on the discussion board to obtain peer review of budget. Share a negotiation tip.
- Provide peer review of two class budget.
- Finalize Aim Statement and Driver Diagram with updated budget information.

Policies

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Students' written work should be free of grammatical and syntax errors, be free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Students **will** follow the *Publication Manual of the American Psychological Association, 7th Edition* as the sole citation and reference style used in written work submitted as part of course work to the National Fire Academy (NFA). Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the American Psychological Association (APA) style manual, 7th Edition. Please bookmark this site so you can refer to it for assistance throughout the course (<https://owl.english.purdue.edu/owl/resource/560/01/> or <http://www.apastyle.org>).

Late Assignments

Students are expected to submit classroom assignments by 11:59 p.m. EDT/EST and to complete the course according to the published class schedule as outlined in the syllabus and in the Module Overview slides in NFA ONLINE MEDIATED. As adults, students, and working professionals, you must manage competing demands on your time.

Discussion board postings submitted within three days after the submission deadline will receive up to a 20 percent deduction. Those that do not submit their discussion board postings within this timeline will receive a “0” grade for the module. The final assessment **will not** be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate — both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting — basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

1. Technology limitations: While you should feel free to explore the full range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support Multi-purpose Internet Mail Extensions (MIME) or HTML encoded messages, which means that boldface, italics, underlining, and a variety of color-coding or other visual effects will not translate in your email messages.
2. Humor note: Despite the best of intentions, jokes and **especially** satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), :-)

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the rubrics located at the end of this Syllabus to learn how points are awarded for each assessment.

The required performance to successfully complete the course is attained by completing the class with a letter grade of “C” or higher. This chart shows the number of points that align with a letter grade.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

Students who do not obtain an end-of-course passing score face possible sanctions for up to 12 months regarding acceptance or placement in future National Fire Academy course offerings.

Overall Grade Calculations		
Letter Grade	Points	Percentage Range
A	135 -150	90-100%
B	120 - 134	80-89%
C	90 - 119	70-79%
F	89 or lower	69% or lower

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty include cheating, plagiarism, deliberate falsification, and other unethical behaviors.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to, one or a combination of the following:

1. Expulsion.
2. Withholding of stipend or forfeiture of stipend paid.
3. Exclusion from future classes for a specified period; depending on the severity, it could range from one to 10 years.
4. Forfeiture of certificate for course(s) enrolled in at National Emergency Training Center (NETC).

Refer to NFA-specific Standard Operating Procedure 700.1, *Academic Code of Conduct and Ethics* for more information.

Grading Rubrics

Grading Rubric for All Discussion Forums

How Discussion Forums will be graded: 10 possible points in 3 areas:

- Insight, Synthesis, Analysis, and Argument (4 points)
- Organization, Grammar, and Mechanics (3 points)
- Responses to Other Discussion Forum Posts (3 points)

The points range on the heading of each column reflects the minimum possible points for each grading criteria of the rubric. If you fail to reach that minimum, it will be reflected in your grade.

Insight, Synthesis, Analysis, and Argument

Elements of Performance	Does not submit 0 points	Does not meet some expectations 1-2 points	Meets expectations 3 points	Exceeds expectations 4 points
<p>175 – 300 word discussion forum submittal.</p> <p>Insight and Synthesis: Demonstrates insightful conclusions reached from the questions posed.</p> <p>Analysis and Argument: Demonstrates analysis of the questions and material Shows an application of the student’s own thinking. Questions are answered concisely and accurately.</p>	<p>No discussion forum submitted.</p>	<p>Fewer than 175-word submittal.</p> <p>Primarily summarizes information, through some synthesis and insight. Some detailed conclusions are reached from the questions posed.</p> <p>Provides generalities or simple restatement of information to support claim(s).</p> <p>Commentary is minimally relevant or repetitive.</p> <p>Most questions, though not all, are answered accurately and concisely.</p>	<p>175 – 300 word submittal.</p> <p>Very good synthesis and insight. Several detailed conclusions are reached from the questions posed.</p> <p>Provides relevant and specific evidence to support claim(s).</p> <p>Commentary is thorough and effective.</p> <p>All questions are answered, but not accurately or concisely.</p>	<p>175 – 300 word submittal.</p> <p>Exceptional synthesis and insight. Many detailed and insightful conclusions are reached from the questions posed.</p> <p>Provides more than relevant and specific evidence to support claim(s).</p> <p>Commentary is thorough, concise, and effective.</p> <p>All questions are answered accurately and concisely.</p>

Organization, Grammar and Mechanics

Elements of Performance	Does not submit 0 points	Does not meet some expectations 1 point	Meets expectations 2 points	Exceeds expectations 3 points
Organization Grammar and Mechanics: Diction, sentence structure, and spelling complies with APA 7th Edition.	No discussion forum submitted.	The document is unorganized and/or instructions were not entirely followed. Errors in grammar, usage, and conventions of written English; these errors may lead to some confusion. There are 4 or more errors.	The document is organized and instructions were followed. Generally free from errors in grammar, usage, and conventions of written English. There are 1 to 3 errors.	The document is well-organized and instructions were followed. Free from errors in grammar, usage, and conventions of written English. There are 0 errors.

Responses to Other Discussion Forum Posts

Elements of Performance	Does not meet most expectations 0 points	Does not meet some expectations 1 points	Meets expectations 2 points	Exceeds expectations 3 points
125 – 200 word response to two other students’ discussion forum submittals.	No answer to two other students’ discussion forum submittals.	Fewer than 125- word response to one other student; response is very superficial and provides limited to no feedback.	125 – 200 word response to two other students; response is useful but provides limited feedback.	125 – 200 word response to two other students; response is well thought out, useful, and provides excellent feedback.

Grading Rubric for Module 1 Paper: Ideal EMS System

You will be rated on two elements of performance for a total of up to 10 points:

- Synthesis, Analysis, and Argument (worth up to 5 points)
- Organization, Grammar, and Mechanics (worth up to 5 points)

The points range on the heading of each column reflects the minimum possible points for each grading criteria of the rubric. If you fail to reach that minimum, it will be reflected in your grade.

Synthesis, Analysis and Argument

Elements of Performance	Does not submit 0 points	Does not meet some expectations 1-3 points	Meets expectations 4 points	Exceeds expectations 5 points
<p>450-500 word submittal.</p> <p>Synthesis, Analysis, and Argument: Demonstrates analyzing of material and application of student's own thinking.</p> <p>All questions answered in a concise, clear, and comprehensive manner.</p>	No paper submitted.	<p>Fewer than 450-word submittal.</p> <p>Primarily summarized information, through some synthesis, analysis, and insight.</p> <p>Provides generalities or simple restatement of information to support claim(s).</p> <p>Questions answered with minimal relevancy or repetitiveness.</p>	<p>450-500 word submittal.</p> <p>Develops synthesis, analysis and insight, some summary of information.</p> <p>Provides relevant and specific evidence to support claim(s).</p> <p>Questions answered in a thorough and effective manner.</p>	<p>450-500 word submittal.</p> <p>Exceptional synthesis, analysis and insight.</p> <p>Provides relevant, substantial and concrete evidence to support major claim(s).</p> <p>Questions answered in a perceptive, thorough, and effective manner.</p>

Organization, Grammar and Mechanics

Elements of Performance	Does not meet expectations 0 points	Does not meet some expectations 1-3 points	Meets expectations 4 points	Exceeds expectations 5 points
<p>Organization</p> <p>Grammar and Mechanics</p> <p>Diction, sentence structure and spelling.</p> <p>Complies with APA 7th Edition.</p>	<p>No paper submitted.</p>	<p>The document is not organized and/or instructions were not entirely followed.</p> <p>Errors in grammar, usage, and conventions of written English causing confusion.</p> <p>There are more than four errors.</p>	<p>The document is organized and instructions were followed.</p> <p>Generally free from errors in grammar, usage, and conventions of written English.</p> <p>There are one to three errors.</p>	<p>The document is organized and instructions were followed.</p> <p>Free from errors in grammar, usage, and conventions of written English.</p> <p>There are no errors.</p>

Grading Rubric for Module 2: Stakeholder Chart and Interview

You will be rated on two elements of performance for a total of up to 10 points:

- Completion of the Internal and External Charts (worth up to 5 points)
- Stakeholder Interview (worth up to 5 points)

The points range on the heading of each column reflects the minimum possible points for each grading criteria of the rubric. If you fail to reach that minimum, it will be reflected in your grade.

Completion of the Internal and External Charts

Elements of Performance	Does not meet expectations 0 points	Does not meet some expectations 1-3 points	Meets expectations 4 points	Exceeds expectations 5 points
List of stakeholders Importance of and relationships with each stakeholder	No chart submitted.	Includes a minimal list of stakeholders; other stakeholders should be included. Did not sufficiently communicate reasons for importance of given list of stakeholders. The ideas to strengthen relationships are insufficient. Unorganized; did not follow all of the instructions; errors in grammar, usage, and conventions of written English, which lead to confusion.	Includes a comprehensive and representative list of stakeholders who should be considered in MIH discussions. Communicated reasons for importance of given list of stakeholders and issues in a manner such that an insider would understand the issues. Communicated ideas to strengthen relationships in a manner that an insider would understand the issues. Well-written; well organized; followed instructions; few errors in grammar, usage, and conventions of written English.	Included a robust, comprehensive, and representative list of stakeholders who should be considered in MIH discussions. Clearly communicated, well-developed reasons for importance of the list of stakeholders and issues in a manner that all readers would understand the issues. Clearly communicated, well-developed ideas to strengthen relationships in a manner that an outsider would understand the issues. Extremely well-written and organized; followed instructions; free from errors in grammar, usage, and conventions of written English.

Stakeholder Interview

Elements of Performance	Does not meet expectations 0 points	Does not meet some expectations 1-3 points	Meets expectations 4 points	Exceeds expectations 5 points
Questions and responses	No questions and/or responses submitted.	<p>Questions were not answered fully or in detail.</p> <p>Did not add at least two questions.</p>	<p>Most existing questions were answered fully and in detail.</p> <p>Added two-three questions.</p> <p>Additional questions were answered fully and in detail.</p>	<p>All existing questions were answered fully and in detail.</p> <p>Added more than three questions.</p> <p>Additional questions were answered fully and in detail.</p>

Grading Rubric for Module 3: Gap Analysis

You will be rated on one element of performance for a total of up to 10 points:

- Completion of the Gap Analysis (worth up to 10 points)

The points range on the heading of each column reflects the minimum possible points for each grading criteria of the rubric. If you fail to reach that minimum, it will be reflected in your grade.

Completion of the Gap Analysis Chart

Elements of Performance	Does not meet expectations 0 points	Does not meet some expectations 2-6 points	Meets expectations 7-8 points	Exceeds expectations 9-10 points
Gap analysis chart	No chart submitted.	Included a minimal list of needs (one-three given), current/target states, gaps, and priorities. Incomplete information (needs, states, gaps, priorities). Unorganized; did not follow all of the instructions; has errors in grammar, usage, and conventions of written English, which leads to confusion.	Included a basic representative list of needs (three- four given), current/target states, gaps, and priorities to be considered. Complete information (needs, states, gaps, priorities) in a manner that is clear and logical that any reader/participant would understand. Well-written and organized; follows instruction; few errors in grammar, usage, and conventions of written English.	Includes a comprehensive and robust list of needs (five or more), current/target states, gaps, and priorities to be considered. Complete information (needs, states, gaps, priorities) in a thorough and logical manner that any reader/participant would understand. Extremely well-written and organized; followed instructions; free from errors in grammar, usage, and conventions of written English.

Grading Rubric for Module 5: MIH Program Models

You will be rated on one element of performance for a total of up to 10 points:

- Completion of the MIH Program Models chart (worth up to 10 points)

The points range on the heading of each column reflects the minimum possible points for each grading criteria of the rubric. If you fail to reach that minimum, it will be reflected in your grade.

Completion of the MIH Program Models

Elements of Performance	Does not meet expectations 0 points	Does not meet some expectations 2-6 points	Meets expectations 7-8 points	Exceeds expectations 9-10 points
MIH Program Models chart	No chart submitted.	Included a minimal list (one-two Program Types). Incomplete information (Key Components, Clients, Model Programs). Unorganized; did not follow all of the instructions; errors in grammar, usage, and conventions of written English, which leads to confusion.	Included a list (three-five Program Types). Complete information (Key Components, Clients, Model Programs) in a manner that is understandable for decision making. Well-written and organized; followed instructions; few errors in grammar, usage, and conventions of written English.	Included a list (more than five Program Types). Comprehensive and robust information (Key Components, Clients, Model Programs) in a manner that is understandable for decision making. Extremely well-written and organized; followed instructions; free from errors in grammar, usage, and conventions of written English.

Grading Rubric for Module 6 Measures to Track and Report

You will be rated on one element of performance for a total of up to 10 points:

- Completion of Measures to Track and Report (worth up to 10 points)

The points range on the heading of each column reflects the minimum possible points for each grading criteria of the rubric. If you fail to reach that minimum, it will be reflected in your grade.

Completion of Measures to Track and Report

Elements of Performance	Does not meet expectations 0-1 points	Does not meet some expectations 2-6 points	Meets expectations 7-8 points	Exceeds expectations 9-10 points
Chart of Measures to Track and Report	No chart, rate, and/or savings submitted.	Includes an incomplete chart, inaccurate rates of change, and/or inaccurate savings calculations.	Includes a complete chart, accurate rates of change, and accurate savings calculations.	Included a draft complete chart, accurate rates of change, and accurate savings calculations
Rate of change				potentially applicable to home agency project.
Expenditure savings		Unorganized; did not follow all of the instructions; has errors in grammar, usage, and conventions of written English, which leads to confusion.	Well-written and organized; followed instructions; few errors in grammar, usage, and the conventions of written English.	Extremely well-written and organized; followed instructions; free from errors in grammar, usage, and conventions of written English.

Grading Rubric for Module 7: Budget and Aim Statement and Driver Diagram

You will be rated on two elements of performance for a total of up to 50 points:

- Completion of a Budget (worth up to 25 points)
- Completion of an Aim Statement and Driver Diagram (worth up to 25 points)

The points range on the heading of each column reflects the minimum possible points for each grading criteria of the rubric. If you fail to reach that minimum, it will be reflected in your grade.

Completion of the Budget

Elements of Performance	Does not meet expectations 0 points	Does not meet some expectations 1-17 points	Meets expectations 18-20 points	Exceeds expectations 21-25 points
<p>Budget</p> <p>Requested Parameters of Costs Included</p> <p>Accurate Calculations</p> <p>Parameters of Funding Options</p>	<p>No budget submitted.</p>	<p>Incomplete information in the budget:</p> <ol style="list-style-type: none"> 1. Training and educational materials 2. Consumables: supplies, medications, disposable equipment, cardiac monitor, blood analyzers, scales 3. Salaries 4. New vehicle and/or retrofit <p>Estimated cost of service delivery is inappropriate.</p> <p>Mistakes in calculations.</p> <p>Budget does not match the program type.</p>	<p>Included in the budget:</p> <ol style="list-style-type: none"> 1. Training and educational materials 2. Consumables: supplies, medications, disposable equipment, cardiac monitor, blood analyzers, scales 3. Salaries 4. New vehicle and/or retrofit <p>The estimated cost of service delivery is appropriate.</p> <p>There are no mistakes in calculations.</p> <p>The budget matches the program type.</p> <p>Documented details in a manner that an insider would understand the issues.</p>	<p>Included in the budget:</p> <ol style="list-style-type: none"> 1. Training and educational materials 2. Consumables: supplies, medications, disposable equipment, cardiac monitor, blood analyzers, scales 3. Salaries 4. New vehicle and/or retrofit <p>The estimated cost of service delivery is appropriate.</p> <p>There are no mistakes in calculations.</p> <p>The budget matches the program type.</p> <p>Clearly documented, well-developed details that all readers would understand the issues.</p>

Aim Statement and Driver Diagram

Elements of Performance	Does not meet expectations 0 points	Does not meet some expectations 1-17 points	Meets expectations 18-20 points	Exceeds expectations 21-25 points
Aim Statement and Driver Diagram	Aim Statement and Driver Diagram not submitted	<p>Incomplete Aim Statement and/or Driver Diagram.</p> <p>It is unlikely the Aim Statement is achievable.</p> <p>The Aim Statement will not be achieved with this driver.</p> <p>The drivers will probably not lead to achieving the Aim Statement.</p> <p>Unorganized; does not follow all of the instructions; has errors in grammar, usage, and conventions of written English, which leads to confusion.</p>	<p>Complete Aim Statement and/or Driver Diagram, with at least two primary drivers, at least two secondary drivers per Primary, and at least two change ideas per secondary.</p> <p>Appears to be achievable with change ideas influencing the secondary drivers and the drivers' influences or contributing to the achievement of the Aim Statement.</p> <p>Written in a manner that is clearly understood by involved readers.</p> <p>Well-written and organized; followed instructions; few errors in grammar, usage, and conventions of written English.</p>	<p>Complete Aim Statement and/or Driver Diagram, with at least three primary drivers, at least three secondary drivers per Primary, and at least three change ideas per secondary.</p> <p>Appears to be achievable with change ideas influencing the secondary drivers and the drivers' influences or contributing to the achievement of the Aim Statement.</p> <p>Written in a manner that would clearly be understood by all readers.</p> <p>Extremely well-written and organized; followed instructions; free from errors in grammar, usage, and conventions of written English.</p>