



## National Fire Academy

**N0150 – Management of Emergency Medical Services**

**Version: 3rd Edition, 7th Printing, November 2013**

**Quarter:**

**ACE Credit: In the upper division baccalaureate degree category, three semester hours in fire science, health care administration, community health public administration, or emergency medical supervision.**

**IACET Continuing Education Units: 6.9**

**Length of Course: 10 Days (80 contact hours, Monday – Friday)**

**Prerequisite: Yes**

**Curriculum: Emergency Medical Services**

**Training Specialist: Michael Stern**

**Instructor:**

**Instructor email/phone:**

**Classroom: J-**

**Meeting Time: 8 AM – 5 PM**

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### Course Description (Catalog)

N0150 – “Management of Emergency Medical Services.” This 10-day course focuses on supervisory management practices as they relate to EMS in the fire service. This interactive and fast-moving course will enable participants to deal more effectively with day-to-day management issues that supervisory-level managers are likely to encounter. Personnel, resource management, and quality improvement techniques are some of the major components of this course. Upon completion of this course, the students will be able to enhance the quality and overall effectiveness of their EMS operation through the use of management techniques.

## **Student Qualifications (Primary and Secondary Audience)**

Individuals with mid-level management responsibility for an EMS delivery system (battalion/division chief, captain, shift supervisor).

## **Course Scope (Goal)**

Provide training on the knowledge, skills, and abilities required for effective first line management of an Emergency Medical Services (EMS) organization, including day to day operations, time management, human resources, financial budgeting, and equipment/fleet management. In addition, provide a forum for students to exchange ideas and individual viewpoints regarding current and future issues relating to the management of EMS.

## **Course Objectives (Course Learning Outcomes – TLOs)**

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

- Apply the leadership skills necessary for an EMS manager.
- Apply the organizational and time management skills necessary for an EMS manager.
- Collect and analyze data to determine the effects on workplace practices.
- Communicate effectively in varying workplace situations.
- Discuss major issues impacting EMS practices.
- Effectively manage human resource issues as a first-line EMS manager.
- Effectively manage system resources as a first-line EMS manager.
- Interact with external entities to ensure regulatory compliance and continuity of care.

## **Course Delivery Method**

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#) and through their State, local, tribal, and US territories training partners. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

## Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
MODULE 0: Welcome/ Introductions/Course Overview Activity 0.1: Get-Acquainted  Activity 0.2: Course Introduction MODULE 1: LEADERSHIP Activity 1.1: Giving Orders Review reading assignments	Reinforcing Activity #1 MODULE 2: PLANNING AND TIME MANAGEMENT Planning, and Time Management Activity 2.1: Planning and Time Management--Part A  Activity 2.1: Planning and Time Management--Part B MODULE 3: COLLECTING AND ANALYZING DATA Collecting and Analyzing Data/EMS Research Activity 3.1: Research Review	Turn in Activity 3.1 MODULE 4: COMMUNICATION Communication Activity 4.1: Communications Part A and Part B Reinforcing Activity #2  Return/Discuss Activity 3.1 MODULE 5: ISSUES IMPACTING EMS PRACTICES Legal and Ethical Issues Health and Safety Issues MODULE 6: MANAGEMENT OF HUMAN RESOURCES Orientation/Training Activity 6.1: Designing a Training Program
<p style="text-align: center;"><b><i>Reading Assignment</i></b></p> Module 1 – SM pp. 1-1 to 1-11 Module 2 – SM pp. 2-1 to 2-10 Module 3 – SM pp. 3-1 to 3-17 “Your First 100 Days,” Ludwig “What’s in Your Inbox?” Papinchak “Five Leadership Skills to Master,” Mills “Strategic Planning,” Barishansky “Supporting EMS Research,” Brown and Audet	<p style="text-align: center;"><b><i>Reading Assignment</i></b></p> Module 4 – SM pp. 4-1 to 4-11 Module 5 – SM pp. 5-1 to 5-11 Module 6 – SM pp. 6-1 to 6-14 “Stress Under Fire,” Smith	<p style="text-align: center;"><b><i>Reading Assignment</i></b></p> Module 6 – SM pp. 6-15 to 6-18 “360-Degree Feedback Systems,” Saucier
<b>Thursday</b>	<b>Friday</b>	
Turn in Activity 6.1 Reinforcing Activity #3 (Student developed) Class discussion of Activity 6.1 Assign Activity 6.2: Current Issues Presentation  MODULE 6 (cont’d): Motivating/Mentoring and Counseling Activity 6.3: Motivation In-Basket Assign Activity 8.2: Presentation to the Chief Prep for Applied Midterm Exam	Activity 6.3 (cont’d) Applied Midterm Exam  Applied Midterm (cont’d) Written Midterm Exam Review Midterm Exam	
	<p style="text-align: center;"><b><i>Reading Assignment</i></b></p> Module 6 – SM pp. 6-18 to 6-25	

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
MODULE 6 (cont'd): Evaluating Performance Activity 6.4: Performance Appraisal  Activity 6.5: Counseling Role Play	Reinforcing Activity #4 MODULE 7: MANAGEMENT OF SYSTEM RESOURCES Activity 7.1: Justifying Capital Equipment Purchase  Activity 7.1 (cont'd) Activity 6.2: Presentations	Reinforcing Activity #5 MODULE 8: EXTERNAL PARTNERSHIPS, INTERFACES, AND INFLUENCES Activity 8.1: Interaction with External Organizations  Activity 8.1 (cont'd) Prep for Final Exam
<p style="text-align: center;"><i><b>Reading Assignment</b></i>            Module 7 – SM pp. 7-1 to 7-9            “How to Influence Purchasing Decisions,” Zavadsky</p>	<p style="text-align: center;"><i><b>Reading Assignment</b></i>            Module 8 – SM pp. 8-1 to 8-21</p>	
<b>Thursday</b>	<b>Friday</b>	
Activity 8.2: Presentations to the Chief  Final Written Examination Reinforcing Activity #6 Class Issues	NFA Graduation	

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

## **Course Resources (Instructional Materials)**

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

### **Required Readings**

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

“Your First 100 Days,” Ludwig

“What’s in Your Inbox?” Papinchak

“Five Leadership Skills to Master,” Mills

“Strategic Planning,” Barishansky

“Supporting EMS Research,” Brown and Audet

“Stress Under Fire,” Smith

“360-Degree Feedback Systems,” Saucier

“How to Influence Purchasing Decisions,” Zavadsky

### **Suggested Reading/Resources**

Suggested readings and resources are not evaluated, but may enhance the student’s understanding, serve as additional sources for citation and promote discussion of course material.

None.

### **Required Resources (Course Textbook)**

Student Manual.

### **Supplemental Resources (Supplemental Course Textbook)**

None.

## Grading Methodology (Evaluation Procedures)

A minimum final grade of at least 70 percent is required to pass this course.

Numerical Score	Letter Grade
100-90	A
89-80	B
79-70	C
69 or below	F

### EXAMINATION ADMINISTRATION PROCEDURES

Students will be given exams at the end of the class, and only the instructor will grade the exams. While the exams are being graded by the instructor, students will be asked to complete end-of-course evaluations.

Exams are to be completed individually and not as a group or a group activity, unless specifically directed within the instructor guide for the specific course. Students should use pencils to complete answer sheets if bubble sheets and a scoring key overlay are being used.

There should only be one answer for any given question marked by the student. A question with multiple answers is considered incorrect. Please mark number of incorrect answers on completed exam sheets, record score (percentage), and mark the appropriate letter grade.

Transfer the letter grades to the corresponding student name on the course roster.

If a student does not obtain a passing grade on the first attempt, the instructor will provide remediation<sup>1</sup> prior to a retest. Students who do not pass the first exam will be allowed to take one retest of a new exam before departing from the class. A second failure will result in a grade of "F" being recorded on the grade roster.

Once all exams have been graded, instructors should review the exam as a group.

In the event of unusual events (storm, fire response, family emergency) or early departure, the host agency or state representative may be asked to proctor the exam at a later date. The instructor is responsible to notify the Training Specialist as soon as practical of the situation and name of person responsible for the exams and testing process.

## **Required Reading Assignments**

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

## **Suggested Readings**

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

## **Course Outline**

### **Module 0: Welcome/Introductions/Course Overview (Day 1)**

#### **Objectives**

None.

### **Module 1: Leadership (Day 1)**

#### **Objectives**

#### **Terminal Objective**

The students will be able to apply the leadership skills necessary for an EMS manager.

#### **Enabling Objectives**

The students will:

1. List key factors that affect the EMS workforce.
2. Describe the importance of identifying and adapting to the changing needs of the EMS workforce.
3. Compare and contrast characteristics of a leader versus a manager.
4. Compare and contrast leadership styles.
5. Apply appropriate management styles to three given scenarios.
6. Begin teambuilding through small-group review of individual responses and developing a joint response to each scenario.

## **Module 2: Planning and Time Management (Day 2)**

### **Objectives**

#### **Terminal Objective**

The students will be able to apply the organizational and time management skills necessary for an EMS manager.

#### **Enabling Objectives**

The students will:

1. Prioritize issues and manage time effectively.
2. Develop short- and long-term project goals.
3. Develop specific, measurable, achievable, relevant, and timeframed (SMART) objectives.
4. Apply six rules for planning and accomplishing a project successfully.

## **Module 3: Collecting and Analyzing Data (Day 2)**

### **Objectives**

#### **Terminal Objective**

The students will be able to collect and analyze data to determine the effects on workplace practices.

#### **Enabling Objectives**

The students will:

1. Identify sources of EMS system data necessary for a Quality Improvement (QI) program.
2. Compare and contrast the three types of system results identified in a QI program.
3. Describe information management technologies for potential use by the EMS manager.
4. Describe the role of the EMS patient care report, importance of complete and accurate documentation, and causes of documentation difficulties.
5. Discuss the involvement of EMS in active research.
6. Analyze the data and conclusions of an EMS research study.

## **Module 4: Communication (Day 3)**

### **Objectives**

#### **Terminal Objective**

The students will be able to communicate effectively in varying workplace situations.

#### **Enabling Objectives**

The students will:

1. Compare and contrast one-way communication, two-way communication, and authentic dialogue.
2. Describe the causes of miscommunication.
3. Discuss sources of conflict in EMS.
4. Describe typical responses to conflict, and methods to resolve conflict.
5. Demonstrate appropriate communication techniques for dealing with a variety of simulated situations.

## **Module 5: Issues Impacting EMS Practices (Day 3)**

### **Objectives**

#### **Terminal Objective**

The students will be able to discuss major issues impacting EMS practices.

#### **Enabling Objectives**

The students will:

1. Identify legal and ethical issues that frequently confront emergency response members.
2. Describe steps to take to safeguard against patient-care litigation and to ensure compliance with local, State, and Federal regulations.
3. Discuss health and safety issues that concern EMS managers, including:
  - a. Stress.
  - b. Infection control.

- c. Defensive driving.
- d. Workplace violence.
- e. The Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- f. Pandemic.

## **Module 6: Management of Human Resources (Day 3)**

### **Objectives**

#### **Terminal Objective**

The students will be able to effectively manage human resource issues as a first-line EMS manager.

#### **Enabling Objectives**

The students will:

1. Identify the essential elements of an effective EMS orientation program.
2. Describe the five broad areas of EMS training.
3. Identify the various classroom presentation methods and describe the type of information most appropriately presented through each of these methods.
4. Design and develop an EMS training program following activity guidelines.
5. Discuss at least four methods of encouraging motivation in EMS members.
6. Describe the purpose and importance of an effective performance appraisal process.
7. List common sources of problems in implementing and sustaining an objective performance appraisal system.
8. Develop performance-based measurement criteria and rating descriptions.
9. Conduct an effective counseling session for an employee with a problem.
10. Develop a complete, written orientation program specific to their organizations, and prioritize that content for a 20-minute presentation.

## **Module 7: Management of System Resources (Day 7)**

### **Objectives**

#### **Terminal Objective**

The students will be able to effectively manage system resources as a first-line EMS manager.

#### **Enabling Objectives**

The students will:

1. Differentiate between the types of vehicle/equipment maintenance (corrective and preventive).
2. Compare and contrast capital versus noncapital equipment/expenditures.
3. Use an accepted method to develop a justification for a capital equipment purchase.

## **Module 8: External Partnerships, Interfaces, and Influences (Day 8)**

### **Objectives**

#### **Terminal Objective**

The students will be able to interact with external entities to ensure regulatory compliance and continuity of care.

#### **Enabling Objectives**

The students will:

1. Discuss the integration of NIMS and ICS into EMS practice.
2. Discuss the impact of other agency rules/regulations/standards on EMS training.
3. Identify issues relating to EMS system interface with medical control.
4. Describe the responsibilities of the EMS medical director.
5. Discuss the major issues related to system funding, billing, and reimbursement.
6. Determine issues involved with public/community relations.

## **Policies**

### **Class Attendance and Cancellation Policy**

#### **Attendance**

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate.
- If you need to depart the training facility early and miss any portion of the course, you must make the request in writing to the sponsoring agency (e.g., State training director, etc.). The State training director may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements.

#### **Course Failure**

You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

#### **Student Code of Conduct Policy**

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated.

#### **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. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

#### **Citation and Reference Style**

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

#### **Late Assignments**

All assignments must be turned in by the established deadline. Late submissions could result in a 10 percent decrease in grade.

## **Disclaimer Statement**

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

## **Grading**

Please review the following rubrics that explain how grades will be awarded.

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.

[https://www.usfa.fema.gov/training/nfa/admissions/student\\_policies.html](https://www.usfa.fema.gov/training/nfa/admissions/student_policies.html)

## **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 including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

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 State training director or host agency and to the NFA 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:

- expulsion,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

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