



**FEMA**



## *National Fire Academy*

**M0564 – Challenges for the Future III: Healthcare and EMS**

**ACE Credit: 2 Upper Division Credit – Undergraduate Level  
IACET Continuing Education Units: 4.0**

**Length of Course: 4 Weeks  
Prerequisite: None**

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### **Course Description (Catalog)**

M0564 – Challenges for the Future III: Healthcare and EMS. This is a 4 week EMS/healthcare-focused mediated online course designed to explore the impact of PPACA and the evolution of healthcare systems have on their organizations. Students will evaluate the historical formation of modern EMS and the societal safety nets of Social Security and Medicare resulting in the current healthcare system. They will evaluate the impact that the Patient Protection and Affordable Care Act (PPACA) has on the emergency services system. Finally, students will evaluate the impact that the PPACA has on the workforce, and consider the implications healthcare innovations will have on their organizations.

### **Primary and Secondary Audience**

The primary audience for this course will include (but not limited to) experienced company officers and new chief officers.

The secondary audience may be personnel who are involved in the strategic planning process.

## Course Scope

The scope of the course addresses the critical knowledge and trends pertaining to the current and future shifts in EMS and healthcare systems.

## Course Objectives

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

- Evaluate the historical formation of modern EMS and the societal safety nets of Social Security and Medicare resulting in the current healthcare system.
- Evaluate the impact that the Patient Protection and Affordable Care Act (PPACA) has on their emergency services system.
- Evaluate the impacts that the PPACA has on the workforce.
- Consider the implications healthcare innovations will have on your organizations.
- Describe the change agents that will impact your organization and the strategic alliances needed to improve your healthcare systems on a local and regional level.

## Course Delivery Method

This distance learning (mediated) course will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online discussion forum will be made available to each student. With the exception of the course assignment paper, all online assignments are due Thursday and Saturday evenings. Weekly discussion board threads will close for comment on Saturday (11:59 p.m. EDT/EST) of the week as noted. The discussion threads will include forum questions (accomplished in groups through a threaded forum) and individual weekly discussion board questions submitted for review by the instructor. Instructors will support the students throughout this 4-week course.

## Course Resources

### **Required Readings**

The student must complete required readings during the course to be able to thoughtfully participate in discussion boards and written assignment papers.

The weekly required readings and resources have been selected and composed to challenge the student and also serve as primary sources for citation for the discussion board and course assignment paper.

### **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.

### **Required Reading Assignments**

Student completion of reading assignments will be done via evaluation of their written forum assignments 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 course material.

### **Weekly Discussion Board Assignments**

This section provides instructions on how to initiate and respond to discussions. A "New Thread" is started each time you submit an original discussion topic. Generally, the initial post will be 175 - 300 words, and the follow-up responses 125 - 200 words.

- Demonstrating an analysis of the questions and material while showing an application of the student's own thinking on the discussion question. Also, commenting on another student's post and any follow-up questions to further demonstrate student's discussion board question insight, synthesis, analysis and position or argument. Questions must be answered concisely and accurately.
- *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 which will identify your topic: "Response to discussion about culture change at the company level."
- *Responding to Someone Else's Response:* Make sure that you respond on the document intended so that your contribution will line up in the threaded discussion in the right place.
- *Quality Discussion Responses:* Responses such as "I agree," "good question," or "good answer" are not acceptable. 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., is not acceptable. A high quality response applies a concept from the text or course in a meaningful way or facilitates analyzing 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 don't just 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 not only respond to the initial discussion item, but that you return at a later date to read the responses of others and respond to at least one other people's comments per discussion item. 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.
- Discussion Open and Close Dates: There may be more than one discussion item in a unit. Be sure to note the start and end dates of the discussions and responses in the unit's forum.
- Grading: Student completion of weekly discussion board questions and responses account for 105 points of the total course grade. The discussion forum's grading rubric can be found on page 12. Week 4 discussion forum (abstract) grading rubric can be found on page 14.

### **Written Assignments**

There are several written assignments in this course that serve to assist you in gaining a better analyzing of the course materials. Your written assignments (e.g., discussion board and paper) are intended to measure your analysis of important concepts and sharpen your intellectual skills of synthesis, evaluation, and application. The intent of the written assignment is to provide an opportunity for you to demonstrate the knowledge you are gaining on the topics in this course.

For your written assignments you will be required to use the *Publication Manual of the American Psychological Association* (APA), Sixth Edition. The APA Style website provides a guideline, examples from books to online articles, FAQ's and even a detailed tutorial for beginning users. Please bookmark this site so you can refer to it for assistance throughout the course (<http://owl.english.purdue.edu/owl/resource/560/01/> or <http://www.apastyle.org>)

- Course Assignment Paper: Student completion of the course assignment paper accounts for 160 points of the total grade. The course paper will each be a minimum of 1,750 words in length and will not exceed 1,900 words (excluding the title page and bibliography). The course paper is evaluated on content (demonstrates both analyzing and application of course material, displays original critical thinking, and conducts research that includes at least three sources), writing quality (grammar, syntax, structure and compliance with APA Sixth Edition formatting) and timeliness. The course assignment paper is due on Saturday (11:59 p.m. EDT/EST) during the 4<sup>th</sup> week of the course. The file name for your assignment paper needs to reflect your name and the assignment (e.g. John Doe Assignment 1.doc).
- Mechanics: Students should use the sample papers that were provided to structure their assignment papers. Students will not use headings (e.g., level 1, level 2, etc.) in their paper.

- Grading: The grading rubric for all written assignments can be found on page 16.

## Course Outline

### Introduction (Week 1) August 28 – September 3, 2016

#### Icebreaking Discussion Board Activity

Introduce yourself by providing your name, title, organization and department.

Then describe in 175 – 300 words, what do you think are the biggest opportunity and challenge that your organization will face in the next 10 years?

*The student responses are due on Tuesday, August 30, 2016.*

#### Challenges for the Future III: Healthcare and EMS

### Unit 1 – Understanding the History of Our Current System; Defining the Problem (Week 1) August 28 – September 3, 2016

#### Objectives

##### *Terminal Objective*

At the completion of this unit the students will be able to evaluate the historical formation of modern EMS and the societal safety nets of Social Security and Medicare resulting in the current healthcare system.

##### *Enabling Objectives*

The students will be able to:

- 1.1 Analyze how the antecedent history of EMS and healthcare system development along with the funding mechanisms has created conflict and lack of efficiency within the overall system.
- 1.2 Recognize the necessary steps to improve healthcare access for underserved populations.

#### Readings / Resources

##### *Required Readings*

Committee on Trauma and Committee on Shock, Division of Medical Sciences, National Academy of Sciences, & National Research Council. (1966). Accidental death and disability: The neglected disease of modern society. Retrieved from <http://www.ems.gov/pdf/1997-reproduction-accidentaldeathdisability.pdf> (44 pages)

Farrington, J. (1967). Death in a ditch. *American College of Surgeons*, 52(3). Retrieved from [http://www.facs.org/fellows\\_info/bulletin/WP/1967may-june-bulletin.pdf](http://www.facs.org/fellows_info/bulletin/WP/1967may-june-bulletin.pdf) (10 pages)

National Highway Traffic Safety Administration (n.d.). Emergency medical services agenda for the future. Retrieved from <http://www.nhtsa.gov/people/injury/ems/agenda/emsman.html> (91 pages)

### **Assignments**

Generally, the initial post will be 175 - 300 words, and the follow-up responses are 125 - 200 words. There are no “correct” answers to many of these discussion questions. The purpose behind a discussion questions is to have the students explore and evaluate their local authorities and limitations.

*The initial responses for **Post 1.1 and Post 1.2** are due on Thursday, September 1, 2016. As a course requirement, responses to at a minimum one other students’ discussion board posts are due on Saturday, September 3, 2016.*

<b>Unit 2 – Patient Protection and the Affordable Care Act (PPACA) and the Impacts to EMS/Fire Service (Week 2) September 4 - 10, 2016</b>
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### **Objectives**

#### ***Terminal Objective***

At completion of this unit the students will be able to evaluate the impact that the Patient Protection and Affordable Care Act (PPACA) has on their emergency services system and the workforce.

#### ***Enabling Objectives***

The students will be able to:

- 2.1 Explain how the current response-oriented EMS system will change to a prevention-driven system.
- 2.2 Analyze how the change to a prevention-driven system will impact the training and education of our workforce.
- 2.3 Describe how population-based reimbursement may affect system financing.

### **Readings / Resources**

#### ***Required Readings***

- Barr, P. (2012). Equipping EMS - New technologies help improve patient care, ease burden on staffers. Retrieved from <http://www.modernhealthcare.com/article/20120616/MAGAZINE/306169961> (4 pages)
- Barto, J. (2014). Community paramedics improve care by reaching patients where they are. Retrieved from [http://www.wilmingtonbiz.com/insights/jack\\_barto/community\\_paramedics\\_improve\\_care\\_by\\_reaching\\_patients\\_where\\_they\\_are/100](http://www.wilmingtonbiz.com/insights/jack_barto/community_paramedics_improve_care_by_reaching_patients_where_they_are/100) (4 pages)
- Hunt, R. (2014). White paper proposes EMS expand its role in patient care. *Journal of Emergency Medical Services*. Retrieved from <http://www.jems.com/article/news/white-paper-proposes-ems-expand-its-role> (7 pages)
- Infographic. (2013). What's possible for health care? Retrieved from <http://www.iom.edu/Reports/2012/Best-Care-at-Lower-Cost-The-Path-to-Continuously-Learning-Health-Care-in-America/Infographic.aspx> (6 pages)
- Mears, G., Overton, J., McGowan, D., Bobrow, B., Fowler, R., Gunderson, M., ... Lawrence, R. (2014). Data drives care: How data use and collection helps save lives. *Journal of Emergency Medical Services*. Retrieved from [http://www.jems.com/sites/default/files/DataDrivesCare0114\\_FINAL.pdf](http://www.jems.com/sites/default/files/DataDrivesCare0114_FINAL.pdf) (40 pages)
- Patel, A. (2014). The effects of Obama Care on your EMS service. Retrieved from <http://www.carolinafirejournal.com/articles/article-detail/articleid/3649/the-effects-of-obamacare-on-your-ems-service.aspx> (3 pages)

## **Assignments**

*The responses for **Post 2.1 and Post 2.2** are due on Thursday, September 8, 2016. As a course requirement, responses to at a minimum one other students' discussion board posts are due on Saturday, September 10, 2016.*

<h2><b>Unit 3 – Future of Healthcare; Quality, Cost and Access (Week 3) September 11 – 17, 2016</b></h2>
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## **Objectives**

### ***Terminal Objective***

At the completion of this unit the students will be able to consider the implications healthcare innovations will have on their organizations.

### ***Enabling Objectives***

The students will be able to:

- 3.1 Determine the steps needed to create quality improvement processes required under PPACA.

- 3.2 Consider how creating a community paramedicine program impacts their organization.
- 3.3 Evaluate how technology may be used to affect positive community health outcome.
- 3.4 Consider how competition and partnerships will affect system performance.

### **Readings / Resource**

#### ***Required Readings***

U.S. Department of Health and Human Services Health Resources and Services Administration. (2012). Community paramedicine evaluation tool. Retrieved from <http://www.hrsa.gov/ruralhealth/pdf/paramedicevaltool.pdf> (56 pages)

### **Assignments**

*The responses for Post 3.1 and Post 3.2 are due on Thursday, September 15, 2016. As a course requirement, responses to at a minimum one other students' discussion board posts are due on Saturday, September 17, 2016.*

### **Week 4 September 18 – 24, 2016.**

#### **2015 Objectives**

##### ***Terminal Objective***

At the completion of this week the students will be able to describe the change agents that will impact their organization and the strategic alliances needed to improve their healthcare systems on a local and regional level.

##### ***Enabling Objectives***

The student will be able to:

- 4.1 Explain a change agent that is necessary to move their organization to the new future state within the next 10 years.
- 4.2 Identify the potential stakeholders their system can create strategic alliances with to better deliver care to patients in the system in a local and regional level.

### **Readings / Resources**

None



## **Assignments**

*The response for **Post 4.1** is due on Thursday, September 22, 2016. As a course requirement, responses to at a minimum one other students' discussion board posts are due on Saturday, September 25, 2016.*

### **Course Assignment Paper**

(Length between 1750 -1900 words with a minimum of three cited references)

Knowing your system now, and estimating where it will need to be ten years from now, explain a change agent to move the organization to the new future state. Locally and regionally, identify who your system can create strategic alliances with to better deliver care to patients in the system.

*The Course Assignment Paper is due **Week 4** on Saturday, September 24, 2016 by 11 PM EDT/EST.*

<b>Policies</b>
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## **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, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

## **Late Assignments**

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a "0" grade for the week. Final assignment papers 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.

- 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 MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- 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 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.

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.

## **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.

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:

- a. expulsion,
- b. withholding of stipend or forfeiture of stipend paid,
- c. exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- d. 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.

Discussion Forums Grading Rubric

**How Discussion Forums will be Graded = 15**

<b>Elements of Performance</b>	<i>Does not meet most expectations</i> <b>0 points</b>	<i>Does not meet some expectations</i> <b>1 - 3 points</b>	<i>Meets expectations</i> <b>3.5 - 5 points</b>	<i>Exceeds expectations</i> <b>5.5 - 7 points</b>
<p><b>175 – 300 word discussion forum submittal.</b></p> <p><b>Insight Synthesis, Analysis and Argument: Demonstrates an analyzing of the questions and material and shows an application of the student’s own thinking.</b></p> <p><b>Questions are answered concisely and accurately.</b></p>	<p>No discussion forum submitted.</p>	<p>Less than a 175 word submittal.</p> <p>Primarily summary of information, though some synthesis, analysis and insight.</p> <p>Provides generalities or simple restatement of information to support claim(s).</p> <p>Commentary is minimally relevant or repetitive.</p> <p>Some detailed conclusions are reached from the questions posed.</p> <p>Most questions, but not all, are answered accurately and concisely.</p>	<p>175 – 300 word submittal.</p> <p>Very good synthesis, analysis and insight.</p> <p>Provides relevant and specific evidence to support claim(s).</p> <p>Commentary is thorough and effective.</p> <p>Several detailed conclusions are reached from the questions posed.</p> <p>Questions are answered, but not accurately or concisely.</p>	<p>175 – 300 word submittal.</p> <p>Exceptional synthesis, analysis and insight.</p> <p>Provides more than relevant and specific evidence to support claim(s).</p> <p>Commentary is thorough, concise and effective.</p> <p>Many detailed and insightful conclusions are reached from the questions posed.</p> <p>All questions are answered accurately and concisely.</p>

**Discussion Forums Grading Rubric (continued)**

**Organization, Grammar and Mechanics**

<b>Elements of Performance</b>	<i>Marginally Acceptable</i> <b>1 point</b>	<i>Acceptable</i> <b>2 points</b>	<i>Strong</i> <b>4 points</b>	<i>Exceptional</i> <b>5 points</b>
<b>Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA 6<sup>th</sup> Edition.</b>	<p>May have errors in grammar, usage, or the conventions of written English; these errors may lead to some confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 7 to 8 errors.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 4 to 6 errors.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.</p> <p>The document is mostly organized and most instructions were followed.</p> <p>There are 1 to 3 errors.</p>	<p>Free from errors in grammar, usage, and the conventions of written English.</p> <p>There are 0 errors.</p>

	<b>0 point</b>	<b>1 points</b>	<b>2 point</b>	<b>3 points</b>
<b>Elements of Performance</b>	<i>Does not meet most expectations</i>	<i>Does not meet some expectations</i>	<i>Meets expectations</i>	<i>Exceeds expectations</i>
<b>125 – 200 word response to one other student’s discussion forum submittal.</b>	No answer to one other student’s discussion forum submittal.	Less than 125 word response to one other student; response is very superficial and provides limited to no feedback.	125 – 200 word response to one other student; response is useful but provides limited feedback.	125 – 200 word response to one other student; response is well thought out, useful and provides excellent feedback.

**Discussion Forum Grading Rubric – Abstract (Week 4)**

**How Discussion Forums will be Graded = 0 to 15 maximum points**

<b>Elements of Performance</b>	<i>Does not meet most expectations</i> <b>0 points</b>	<i>Does not meet some expectations</i> <b>1 - 3 points</b>	<i>Meets expectations</i> <b>3.5 - 5 points</b>	<i>Exceeds expectations</i> <b>5.5 - 7 points</b>
<b>150 – 250 word discussion forum abstract submittal.</b>	No discussion forum abstract submitted.	Less than a 150 word submittal.	150 – 250 word submittal.	150 – 250 word submittal.
<b>Insight Synthesis, Analysis and Argument: Identifies research topic, research questions, participants, methods, results, data analysis, and conclusions. Possible implications of the student’s research and future work they see connected with their findings are included.</b>		<p>Primarily summary of information, though some synthesis, analysis and insight.</p> <p>Provides generalities or simple restatement of information to support claim(s).</p> <p>Commentary is minimally relevant or repetitive.</p> <p>Some detailed conclusions are reached from the questions posed.</p>	<p>Very good synthesis, analysis and insight.</p> <p>Provides relevant and specific evidence to support claim(s).</p> <p>Commentary is thorough and effective.</p> <p>Several detailed conclusions are reached.</p>	<p>Exceptional synthesis, analysis and insight.</p> <p>Provides more than relevant and specific evidence to support claim(s).</p> <p>Commentary is thorough, concise and effective.</p> <p>Many detailed and insightful conclusions are reached.</p>

**Discussion Forum Grading Rubric – Abstract (Week 4 - continued)**

**Organization, Grammar and Mechanics**

<b>Elements of Performance</b>	<i>Marginally Acceptable</i> <b>1 point</b>	<i>Acceptable</i> <b>2 points</b>	<i>Strong</i> <b>4 points</b>	<i>Exceptional</i> <b>5 points</b>
<b>Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.</b>	<p>May have errors in grammar, usage, or the conventions of written English; these errors may lead to some confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 7 to 8 errors.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 4 to 6 errors.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.</p> <p>The document is mostly organized and most instructions were followed.</p> <p>There are 1 to 3 errors.</p>	<p>Free from errors in grammar, usage, and the conventions of written English.</p> <p>There are 0 errors.</p>

	<b>0 point</b>	<b>1 points</b>	<b>2 point</b>	<b>3 points</b>
<b>Elements of Performance</b>	<i>Does not meet most expectations</i>	<i>Does not meet some expectations</i>	<i>Meets expectations</i>	<i>Exceeds expectations</i>
<b>125 – 200 word response to one other student’s discussion forum abstract submittal.</b>	No answer to one other student’s discussion forum submittal.	Less than 125 word response to one other student; response is very superficial and provides limited to no feedback.	125 – 200 word response to one other student; response is useful but provides limited feedback.	125 – 200 word response to one other student; response is well thought out, useful and provides excellent feedback.

## Grading Rubric for Course Assignment Papers

You will be rated on two elements of performance:

- Synthesis, Analysis and Argument (worth up to 120 points)
- Organization, Grammar and Mechanics (worth up to 40 points)

Each paper is worth a total of 160 points. Point breakdown is as follows:

### Synthesis, Analysis and Argument

Elements of Performance	<i>Marginally Acceptable</i> 1 - 38 points	<i>Acceptable</i> 39 - 65 points	<i>Strong</i> 66 - 91 points	<i>Exceptional</i> 92 - 120 points
<p><b>1,750 – 1,900 word submittal.</b></p> <p><b>Synthesis, Analysis and Argument: Demonstrates an analyzing of the material and the application of the student’s own thinking.</b></p> <p><b>All questions answered in a concise, clear and comprehensive manner.</b></p>	<p>Less than 1,750 word submittal.</p> <p>Primarily summary of information, though some synthesis, analysis and insight. Provides generalities or simple restatement of information to support claim(s).</p> <p>Questions answered with minimal relevancy or repetitiveness.</p>	<p>1,750 – 1,900 word submittal.</p> <p>Develops some synthesis, analysis and insight but some mere summary of information. Provides reasonable and predictable evidence to support claim(s).</p> <p>Questions answered with some degree of specificity and insightfulness.</p>	<p>1,750 – 1,900 word submittal.</p> <p>Very good synthesis, analysis and insight. Provides relevant and specific evidence to support claim(s).</p> <p>Questions answered in a thorough and effective manner.</p>	<p>1,750 – 1,900 word submittal.</p> <p>Exceptional synthesis, analysis and insight. 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	<i>Marginally Acceptable</i> 1 - 7.5 points	<i>Acceptable</i> 8 - 22 points	<i>Strong</i> 23 - 32 points	<i>Exceptional</i> 33 - 40 points
<p><b>Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA 6<sup>th</sup> Edition.</b></p>	<p>May have errors in grammar, usage, or the conventions of written English; these errors may lead to some confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 7 to 8 errors.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion.</p> <p>The document is mostly organized, but instructions were not entirely followed.</p> <p>There are 4 to 6 errors.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.</p> <p>The document is mostly organized and most instructions were followed.</p> <p>There are 1 to 3 errors.</p>	<p>Free from errors in grammar, usage, and the conventions of written English.</p> <p>There are 0 errors.</p>



