# Defense Health Agency

# PROCEDURES MANUAL

**NUMBER** 1025.01
July 22, 2021

DAD-E&T

SUBJECT: Course Development

References: See Enclosure 1

1. PURPOSE. Defense Health Agency-Procedures Manual (DHA-PM), based on the authority of References (a) and (b) and, in accordance with the guidance of References (c) through (e), establishes the Defense Health Agency's (DHA) procedures for development of curriculum and other course materials used to conduct and administer formal training programs within the DHA.

2. APPLICABILITY. This DHA-PM applies to DHA.

3. POLICY IMPLEMENTATION. It is DHA's policy, pursuant to References (d) and (e), to implement standardized procedures for the development and sustainment of curriculum and other course materials necessary to conduct training programs to support healthcare delivery at military medical treatment facilities.

4. RESPONSIBILITIES. See Enclosure 2.

5. PROCEDURES. See Enclosure 3.

6. PROPONENT AND WAIVERS. The proponent of this publication is the Deputy Assistant Director (DAD), Education and Training (E&T). When Activities are unable to comply with this publication the activity may request a waiver that must include a justification, to include an analysis of the risk associated with not granting the waiver. The activity director or senior leader will submit the waiver request through their supervisory chain to DAD-E&T to determine if the waiver may be granted by the Director, DHA or their designee.

7. RELEASABILITY. **Cleared for public release**. This DHA-PM is available on the Internet from the Health.mil site at: https://health.mil/Reference-Center/Policies and is also available to authorized users from the DHA SharePoint site at: https://info.health.mil/cos/admin/pubs/SitePages/Home.aspx.

8. EFFECTIVE DATE. This DHA-PM:

a. Is effective upon signature.

b. Will expire 10 years from the date of signature if it has not been reissued or cancelled before this date in accordance with Reference (c).

9. FORMS. The following DHA Forms are available at: https://info.health.mil/cos/admin/DHA_Forms_Management/Lists/DHA%20Forms%20Management/AllItems.aspx#.

a. DHA Form 160 Training Request Worksheet

b. DHA Form 166 Needs Assessment Worksheet

c. DHA Form 161 Task Analysis Worksheet

d. DHA Form 162 Target Audience Analysis Worksheet

e. DHA Form 167 Instructional Concept Worksheet

f. DHA Form 168 Resource Analysis Worksheet

/S/
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LTG, MC, USA
Director

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ENCLOSURE 1

REFERENCES

(a) DoD Directive 5136.01, "Assistant Secretary of Defense for Health Affairs (ASD(HA))," September 30, 2013, as amended
(b) DoD Directive 5136.13, "Defense Health Agency (DHA)," September 30, 2013
(c) DHA-Procedural Instruction 5025.01, "Publication System," August 24, 2018
(d) Public Law 114-328, Section 702(e) (1), subsection (a) of section 1073c, "National Defense Authorization Act (NDAA) for the Fiscal Year 2017," December 23, 2016
(e) DHA-Procedural Instruction 1025.01, "Health Education and Training Electronic Learning (eLearning) Product Development and Sustainment," February 16, 2017
(f) Army Regulation 351-9, "Interservice Training," August 29, 2012 [1]

[1] This reference can be found at: https://armypubs.army.mil/ProductMaps/PubForm/AR.aspx

# ENCLOSURE 2

# RESPONSIBILITIES

1. DIRECTOR, DHA. Under the authority, direction, and control of the Under Secretary of Defense for Personnel Readiness and the Assistant Secretary of Defense for Health Affairs, and in accordance with DoD policies and issuance, the Director, DHA will:

a. Develop appropriate management models to assume responsibilities effectively and efficiently for particular functions and processes as outlined in sections 5a and 11 of Reference (b).

b. Seek to maximize efficiencies in the activities carried out by the DHA to include E&T of Military Health System (MHS) personnel.

2. ASSISTANT DIRECTORS, DHA. The Assistant Directors, DHA will:

a. Oversee compliance with this DHA-PM within their directorates.

b. Appoint functional proponents to establish training requirements within their respective functional communities and advocate for the resources necessary to implement proposed training programs.

c. Provide subject matter experts (SMEs) in support of E&T initiatives, as needed.

3. DAD-E&T. The DAD-E&T will:

a. In coordination with the functional proponent, review and validate requests for E&T initiatives that require DHA approval and/or funding.

b. Provide course designers to advise other directorates and DHA subordinate units on course design and development projects.

c. Approve implementation of developed courses by signing the curriculum package.

d. Establish a structured process for periodic course evaluation and review.

ENCLOSURE 3

PROCEDURES

1. INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD). A successful course development or revision project requires deliberate and orderly application of ISD processes. The DHA E&T Directorate uses the Planning, Analysis, Design, Development, Implementation, and Evaluation (PADDIE) model for course development. Each of the six interrelated phases will be discussed briefly below as it applies to the course development process. This DHA-PM is not intended to address the full scope of each phase of the ISD process (Figure 1).

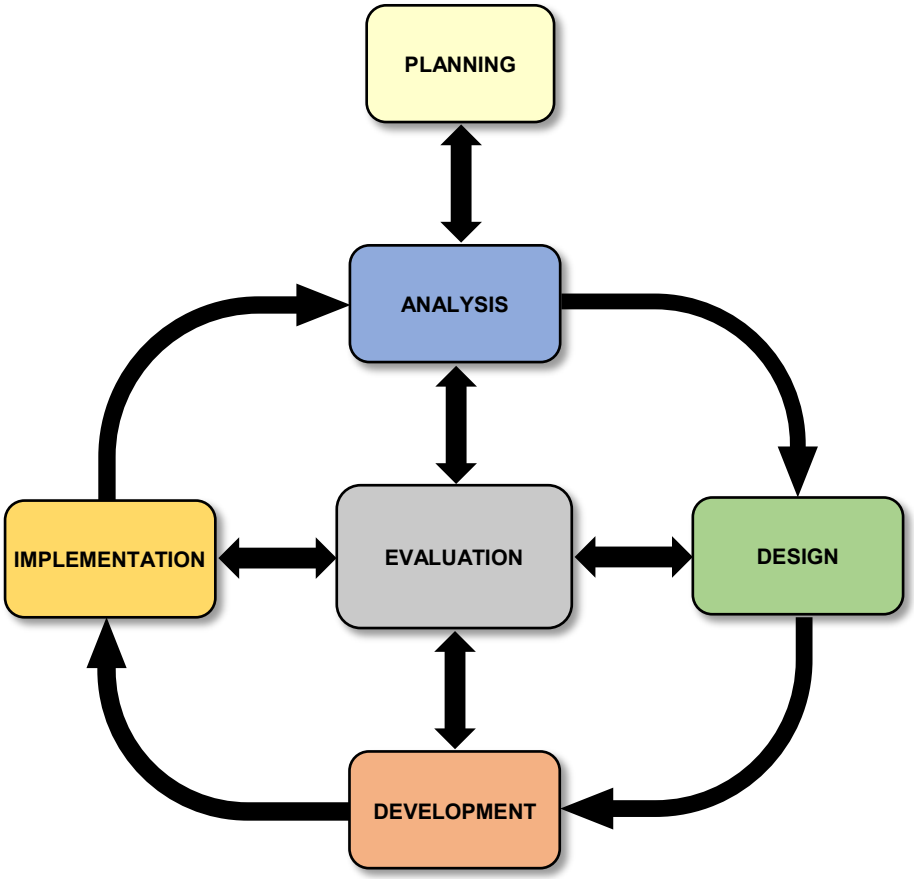


Figure 1. Instructional Systems Development Planning, Analysis, Design, Development, Implementation, and Evaluation Model

a. Planning should take place before developing a new instructional system or revising existing courses. Planning begins with a learning needs assessment and continues through implementation of the instructional system. A plan of action and milestones should be developed that identifies the objectives, deliverables, constraints, and milestones of the specific

ISD project. Planning should include: a learning needs assessment to determine if there is an actual need for instruction; an assessment of existing training programs to determine if they can meet the learning need; and the development of an instructional systems concept that defines the scope, location, student load, support, and resource requirements for the proposed instruction.

b. During the analysis phase, instructional developers and SMEs conduct various forms of analysis such as job, task, and target audience analysis. These analyses continue through the selection of training tasks. The nature and scope of each ISD project determines which of the various analyses need to be conducted. Information must be collected and analyzed to establish exactly what constitutes adequate on-the-job performance. The data collected during the analysis process forms the foundation for all training development.

c. During the design phase, the developers will build the framework for the training by developing learning objectives and designing the instruction. What is done here plays a key role in determining the effectiveness and cost-efficiency of the training developed in the next phase of the ISD process. The design phase includes: developing and sequencing learning objectives into a course outline; identifying student prerequisites; developing learning assessment strategies; determining instructional strategies, methods, and media; and analyzing resource requirements.

d. The development phase includes creating learning aids, drafting lesson materials, writing tests, and producing training media. This is the point where all efforts from earlier phases of ISD start to come together. Steps include: determining key elements to produce training materials and courseware; choosing learner activities; selecting the delivery method(s) and content, performance aids, checklists, assessment instruments, and media such as software and video; preparing lesson materials and instructor/student guides; and finalizing instruction and materials based on validation results.

e. Before implementing the course, ensure the system functions are in place, instructors, and supervisors are prepared to conduct and administer the training, and all the required resources (e.g., personnel, equipment, and facilities) are available. Once the course becomes operational, ensure that the system continually receives the necessary support and maintenance. Also, periodically conduct an operational evaluation to ensure the course continues to operate effectively and cost-efficiently, in addition to producing graduates that can meet the job performance requirements. The implementation phase begins after training has been designed and developed.

f. Evaluation is a function integrated throughout each activity of the instructional development process. It starts in the planning stage and continues for the life cycle of the training system. The focus of evaluation is continuous improvement in training system quality. Two basic types of evaluation, formative and summative, are used during curriculum development. Formative evaluations are used during the needs assessment, product development, and testing steps. Summative evaluations are undertaken to measure and report on the outcomes of the curriculum. Evaluation can include validation of the training materials, operational tests, student surveys, graduate surveys, field surveys, and periodic course reviews.

Evaluation links learning objectives to learner outcomes, ties learning to organizational activities, relates learning to job performance, and provides quality control and continuous improvement.

2. MHS REQUIREMENTS MANAGEMENT PROCESS. Within the DHA, the course development process begins with validation of the training requirement. Training requirements, along with all other types of requirements, are managed through the MHS requirements management process.

a. The MHS requirements management process consists of six phases. The purpose of this phased approach is to ensure that requirements are aligned to MHS strategy, fully scoped, and prioritized against other initiatives by DHA senior leaders before resources are committed to developing or acquiring the capability. At the completion of each phase, the requirement is brought before a decision making authority (DMA) to obtain authority to proceed (ATP) to the next phase before additional effort is spent on the project. In this manner the DHA ensures the limited resources of the MHS are used to achieve the greatest benefit for the enterprise.

b. Figure 2 is an overview of the MHS Requirements Management Process. The process begins when an organization submits a request for a new or unfunded capability to the MHS Request Submissions Portal, which can be accessed at the following web link: https://info.health.mil/SitePages/mhsCAR_submit.aspx. Once submitted, requests are evaluated by a DHA triage team and assigned to the appropriate office within DHA for further review. In each phase of the process additional work is done on the request package to provide greater fidelity to decision makers until a final decision is made to either disapprove or approve and fund the requested capability.

c. Figure 3 shows the DMA for each phase of the MHS Requirements Management Process as well as the content that must be developed and included in the ATP decision brief.

(1) In Phase 0, Request Submission Evaluation, an action officer will be assigned to work with the requester and other SMEs to ensure the purpose of the request is clearly defined, that it is aligned to MHS strategy and prioritized against other initiatives being worked by the assigned directorate. In addition, the action officer will determine if there are any existing capabilities within the MHS that could be used to satisfy the request without the need for new development or acquisition. The DMA for Phase 0 is the DAD who has functional oversight of the capability being requested. If approved by the DAD, the request is then considered a validated requirement and may proceed to the next phase.

(2) In Phase 1, Capability Need Identification, the action officer will work with the requester and SMEs to determine what type of capability will need to be developed or acquired to satisfy the requirement. In addition, the team must determine what measures will be used to evaluate the effectiveness of the capability that is developed or acquired. Lastly, in Phase 1, a high-level resource estimate is developed and included in the ATP decision brief. The DMA for Phase 1 is the DHA Integrated Capabilities Portfolio Board.

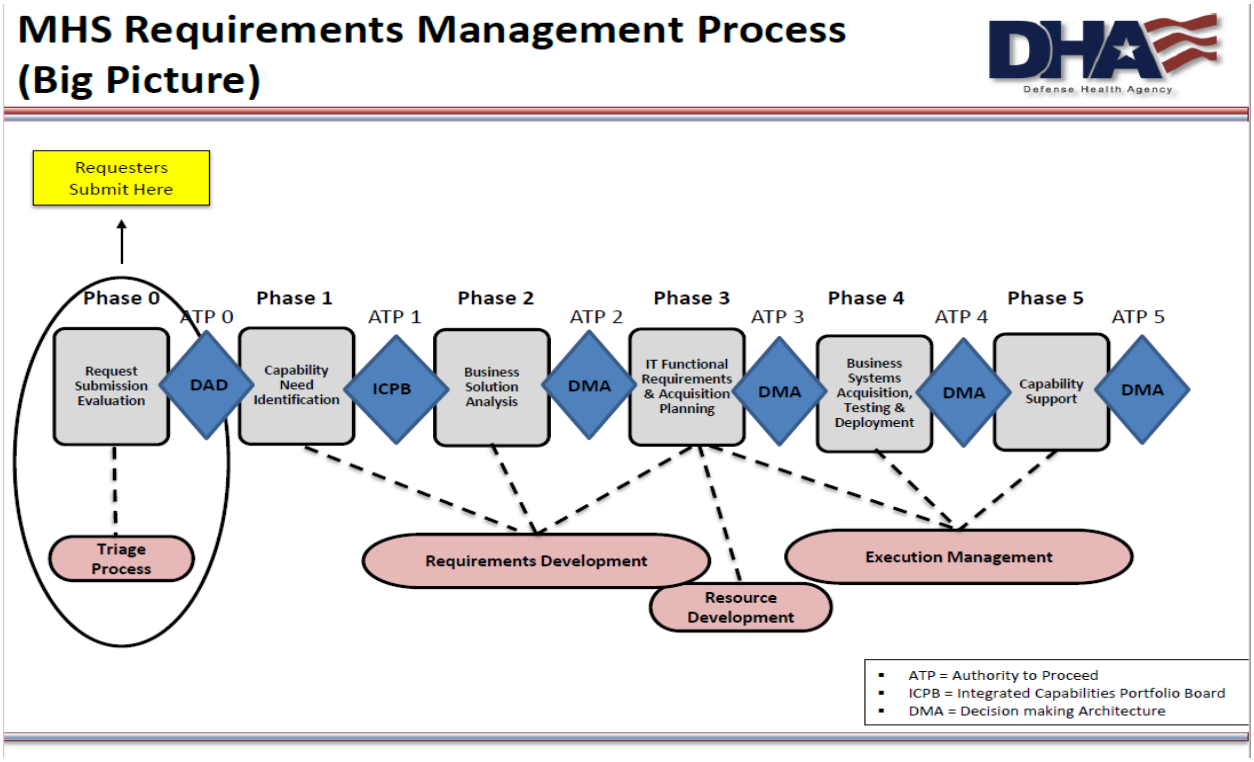


Figure 2. Military Health System Requirements Management Process

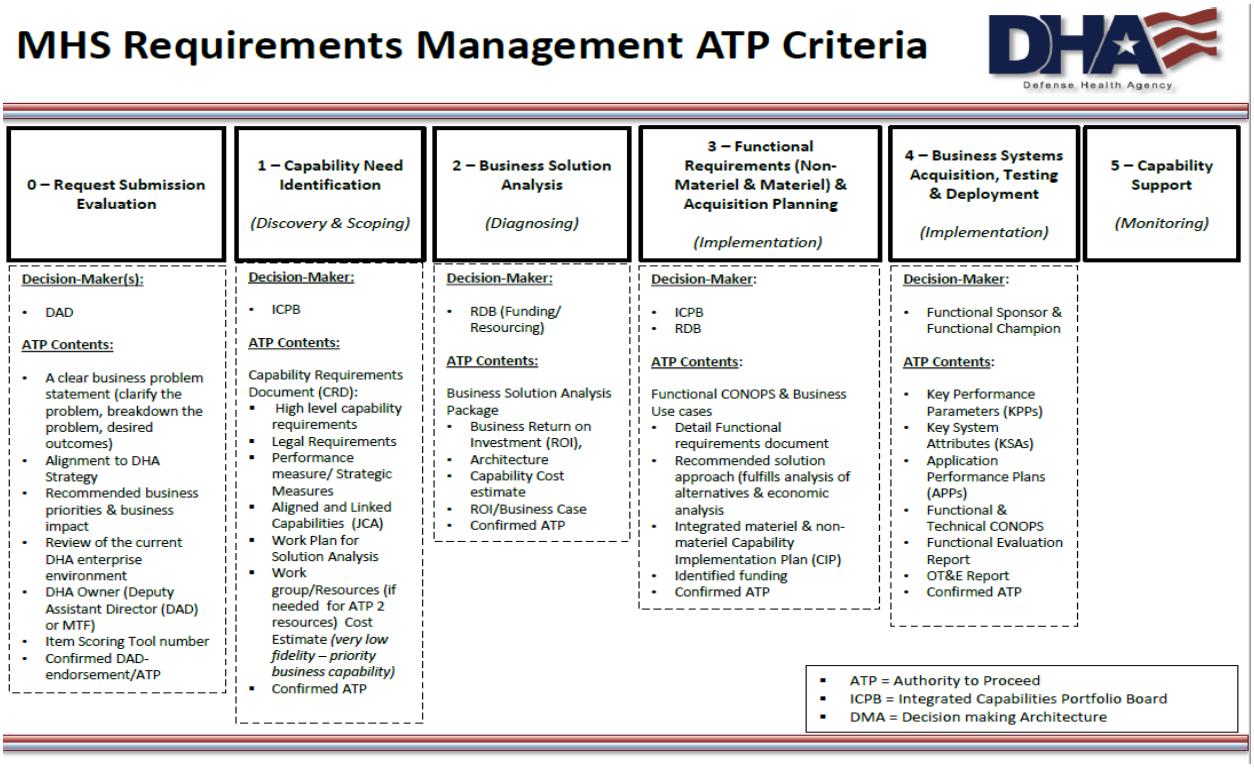


Figure 3. Military Health System Requirements Management Authority to Proceed Criteria

(3) In Phase 2, Business Solution Analysis, the action officer will work with the requester, SMEs, and resource advisors to conduct a business case analysis of the proposed solution. The purpose of the business case analysis is to identify to DHA senior leaders what the return on investment is for the initiative. In other words, if DHA decides to invest resources to develop the proposed capability, what benefit will the MHS realize? By providing this information, senior leaders can weigh the merits of different initiatives to determine how best to invest the limited resources of the MHS to achieve the greatest outcomes. The DMA for Phase 2 is the DHA Resource Decision Board (RDB). If the request receives Phase 2 approval it will receive funding for the remaining phases of the process.

(4) Phases 3 through 5 of the MHS Requirements Management Process deal with development/acquisition, implementation, and evaluation/monitoring of the approved solution. These processes are also integral components of ISD and will be discussed below.

3. COURSE DEVELOPMENT. Figure 4 illustrates how the ISD phases integrate with the MHS Requirements Management Process for the DHA course approval and development process.

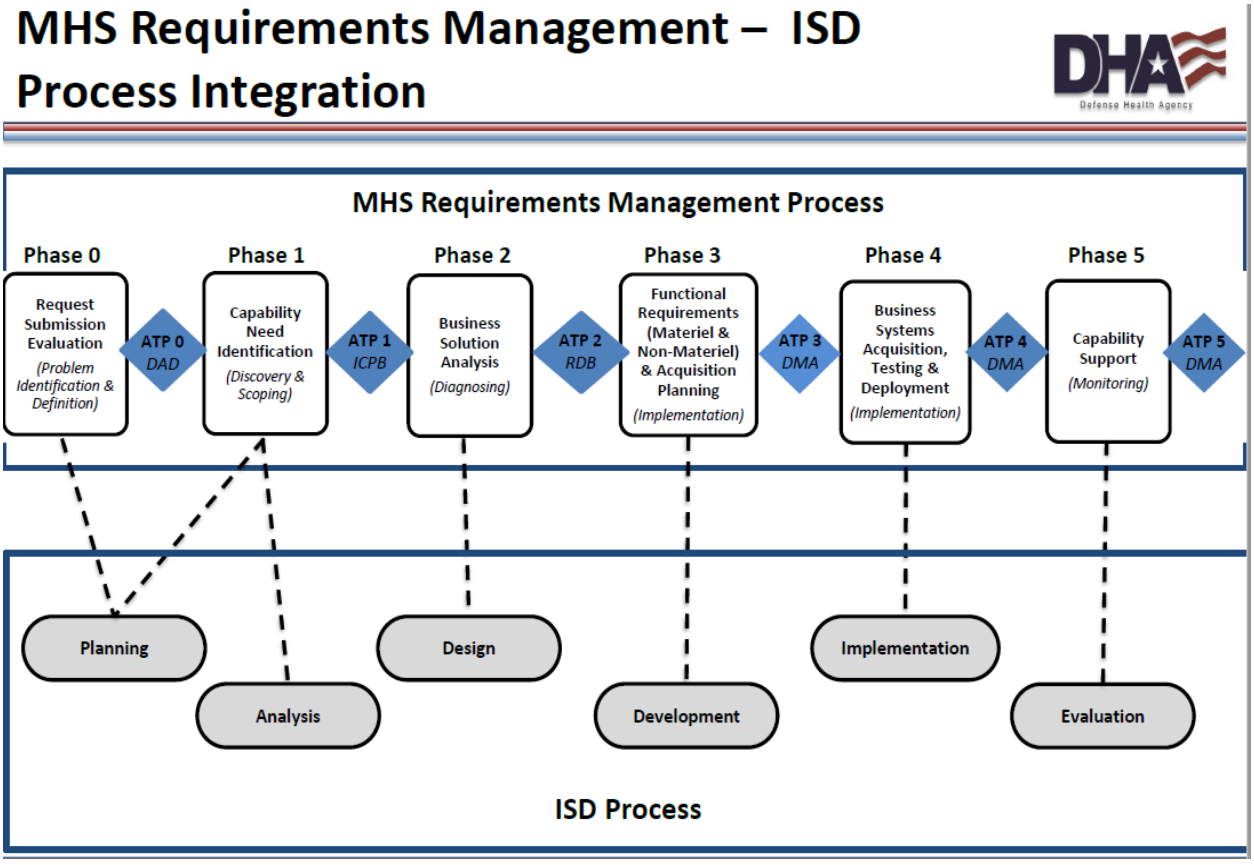


Figure 4. Military Health System Requirements Management – Instructional Systems Development Process Integration

a. ISD Planning Phase (Requirements Management Phase 0)

(1) The course development process begins when an organization submits a request to the MHS Request Submissions Portal. DHA will assign an action officer to work with the requester through each phase of the approval and development process. The action officer will:

(a) Review the request and gather additional information about the request using DHA Form 160, Training Request Worksheet.

(b) Conduct an enterprise scan to determine if any existing training capabilities could meet the needs of the requester.

(c) Assist the requester in completing a Phase 0 ATP decision brief for the DAD-E&T.

(2) If approved, the action officer will assist the requester in developing a plan of action and milestones to guide the rest of the approval and development process.

b. ISD Analysis Phase (Requirements Management Phase 1)

(1) In this phase, the action officer will guide the requester in accomplishing the following tasks: (Note: The worksheets referenced in this section are provided as examples. Action officers/requesters may use alternative tools to accomplish each task.)

(a) Conduct needs assessment using DHA Form 166, Needs Assessment Worksheet. The needs assessment will help the requester to more clearly define the nature of the problem (performance deficiency) that they are attempting to solve through development of a new training platform.

(b) Conduct a job inventory to identify all the tasks and sub-tasks that are required to be performed by a team or individual member of the team for which the training is being proposed.

(c) Conduct task analysis using DHA Form 161, Task Analysis Worksheet. Task analysis provides course designers with a systematic approach to selecting which tasks within a given job should be selected for formal training.

(d) Conduct target audience analysis using DHA Form 162, Target Audience Analysis Worksheet. Conducting an analysis of the target audience allows you to design the instructional system based on the knowledge, skills, and attitudes the target audience is likely to bring to the course. This reduces the likelihood of a mismatch between the students and the level of course content.

(e) Develop a training standard using the worksheet in Appendix 1. The training standard specifies which knowledge and skills will be addressed within the course and to what learning level each item will be taught. If multiple courses are planned as part of a learning continuum for the duty/job, record the learning levels for each course using additional columns.

(f) Develop the instructional concept using DHA Form 167, Instructional Concept Worksheet. The instructional concept defines course parameters such as location, instructional methods/media, facility/support requirements, and evaluation methods.

(2) Once these tasks have been completed, the action officer will assist the requester in developing a Phase 1 ATP decision brief for Integrated Capabilities Portfolio Board review. If approved by the board, the project can proceed to the next phase.

c. ISD Design Phase (Requirements Management Phase 2)

(1) In this phase, the action officer will guide and assist the requester in accomplishing the following tasks:

(a) Develop learning objectives. Learning objectives form the basis of the material that will be developed for the course. Each learning objective identifies what the student will be able to do upon completion of a unit of training. There are two types of learning objectives: enabling and terminal. Enabling learning objectives define intermediary steps in the learner's progress towards achievement of the ultimate goal, which is the terminal learning objective. The process of writing meaningful and accurate learning objectives requires specialized knowledge and should be guided by an experienced educational specialist. The action officer will provide additional guidance and support in accomplishing this step.

(b) Develop assessment strategies. Assessment strategies are closely linked with learning objectives in that they define how the learner will be evaluated to determine if they have met each objective. Like the previous step, the development of assessment strategies should be guided by an experienced educational specialist. The action officer will provide additional guidance and support in accomplishing this step.

(c) Develop course outline. In developing the course outline, the course designer arranges the learning objectives into a logical sequence for instruction. There are different strategies for sequencing objectives when developing a course outline. For instance, objectives can be sequenced according to the order of operations followed in performing the job. Another method of sequencing involves arranging the content from simple to complex based on the ease of learning. A third option is to sequence objectives logically such as placing "core principle" objectives early in the course and linking enabling objectives with terminal objectives. The specific method of sequencing selected should take into consideration both the task and learner analysis that was accomplished in the previous phase of the project.

(d) Conduct resource analysis using DHA Form 168, Resource Analysis Worksheet. The purpose of the resource analysis is to identify all the equipment, supplies, facilities, funds, personnel, and time that will be required in order to implement and sustain the instruction. It is

critical that the information gathered during this phase be as accurate as possible so that decision makers and financial planners have a clear picture of the resource investment that will be involved before making a final decision on approval or disapproval.

(2) Once these tasks have been completed, the action officer will assist the requester in developing a Phase 2 ATP decision brief for RDB review. If approved by the RDB, the project is funded and can proceed to the next phase.

d. ISD Development Phase (Requirements Management Phase 3). Requests that are approved and funded by the RDB begin the process of development or acquisition depending on the nature of the request.

(1) If the proposed instruction falls within the portfolio of training provided by DHA E&T Directorate, then DHA curriculum designers will work with the requestor to develop the instruction. However, if the proposed instruction falls outside DHA E&T's portfolio, it will be the requesting organization's responsibility to do the development work with support/guidance from DHA E&T.

(2) In some instances, it may be more cost efficient to acquire instructional programs from external organizations. Requesters must follow established contracting processes and procedures for these types of acquisitions. However, the planning, analysis, and design phases of ISD must still guide the acquisition of instructional programs to ensure the instruction that is purchased will indeed meet the needs of the enterprise. Information on the requisition process can be found at https://info.health.mil/sites/DOP/Customer/SitePages/10_Step_New.aspx.

e. ISD Implementation Phase (Requirements Management Phase 4). The implementation phase begins once instruction has been developed and validated and all necessary resources are in place. The final step prior to bringing the course online is to prepare a curriculum package for final approval as described in paragraph 5 of this enclosure.

f. ISD Evaluation Function (Requirements Management Phase 5). Evaluation is a function integrated throughout each Phase of ISD, but its focus in relation to the Requirements Management Process is Phase 5, which is continuous monitoring of the developed capability to ensure it maintains its intended purpose. This is accomplished through ongoing assessment of the course components and periodic course review.

(1) Ongoing assessment can be accomplished through a variety of means. Some of the most common are student assessment results, test item analysis, student surveys, SME classroom observations, graduate surveys, and instructor feedback. If deficiencies are identified, course administrators should take action to adjust instructional system components to rectify the deficiencies (e.g., revise tests, re-sequence, lessons, update slides).

(2) Periodic course review is a formal process of evaluating each of the instructional system components on a recurring basis (usually every 1 to 3 years; sooner if changes to policy or process dictate) to ensure the course materials are current and relevant, the instruction still meets the needs of the field, and course resources are sufficient. The course review should be

documented in a report and maintained with other course documentation. Based on the results of the course review, course administrators may determine that a new ISD project is required to update the course in part or in whole. In this manner, ISD may appear as an ongoing cycle (as illustrated in Figure 1) that ensures continuous improvement of the instruction and maximum value to the organization.

4. MEDICAL EDUCATION AND TRAINING CAMPUS (METC) TRAINING LIFE CYCLE. METC is a division of DHA E&T that develops and conducts tri-Service medical enlisted specialty training to meet established Army, Navy, and Air Force training requirements. METC training programs can be categorized as either consolidated (more than one Service participating) or single-Service. Due to the unique nature of its tri-Service training environment and established agreements with the Services, METC follows additional prescribed procedures for life cycle management of its training programs ensuring Service requirements are met; some of which involve Interservice Training Review Organization (ITRO) guidelines.

a. Healthcare-Interservice Training Office (HC-ITO). HC-ITO advocates for all Services participating in consolidated or collocated training programs. HC-ITO's organizational mission includes collaboration with METC to implement the 2005 Base Realignment Commission's initiative to consolidate and/or collocate medical training at Joint Base San Antonio-Fort Sam Houston, Texas. The organization serves as a liaison between the Services and METC to schedule meetings, facilitate studies, and coordinate the staffing of curriculum documents, training delivery notifications/issues, and various training and resource related matters for notification and/or approval. Reference (f) contains additional information on the mission, roles, and responsibilities of HC-ITO.

(1) HC-ITO is a separate entity equivalent to a Uniformed Service Interservice Training Office within ITRO but with some distinct differences. HC-ITO acts as its own secretariat. It is supported by Navy Medical Department and does not rotate among Services. It is staffed by a member of each Service's Medical Department. Unless noted otherwise, HC-ITO follows all ITRO procedures.

(2) HC-ITO's partnership with METC began when the latter was formed as a tri-Service schoolhouse for medical training. ITRO Programs under METC follow some unique rules of engagement. Healthcare studies are normally requested either by a Service through its Interservice Training Advisory Board Service Voting Member or directly by the HC-ITO. METC may also request a study through a Service Voting Member or directly through the HC-ITO.

b. ITRO Training Types. When two or more Services collaborate to develop and conduct training, the ITRO process will be used to determine whether training should be consolidated, collocated, or by quota.

(1) Consolidated Training. Consolidated training curriculum is developed by two or more Services. Curriculum may be common throughout or consist of a common core plus Service-specific portions. Training policies, directives, materials, and personnel requirements

are determined by mutual agreement between the Services involved. Faculty includes fair-share instructor representation from all Services involved. Manpower, equipment, and funding costs are assessed on a fair-share basis except for the Service-unique portion, which is the responsibility of the owning-Service.

(2) Collocated Training. Training is conducted by one Service on another Service's installation where classroom facilities and equipment may be shared. Training policies, curriculum, and instructor requirements are determined and funded by the Service conducting training. Within METC, this type of training is also known as single-service training (SST).

(3) Quota Training. Training is conducted by one Service and attended by another on a space-available basis. Owning-Service designs and presents curriculum without modification.

c. ITRO Training Life Cycle Model. HC-ITO, in partnership with METC, plays a central role in determining the feasibility of collocated/consolidated training for multiple Service components through the application of the ITRO training life cycle model (see Figure 5). The ITRO training life cycle model supports the ISD process. The model provides a foundation for an analysis of the training requirements, design/development of the training plans and materials, implementation, and evaluation of the curriculum as an ongoing cycle.

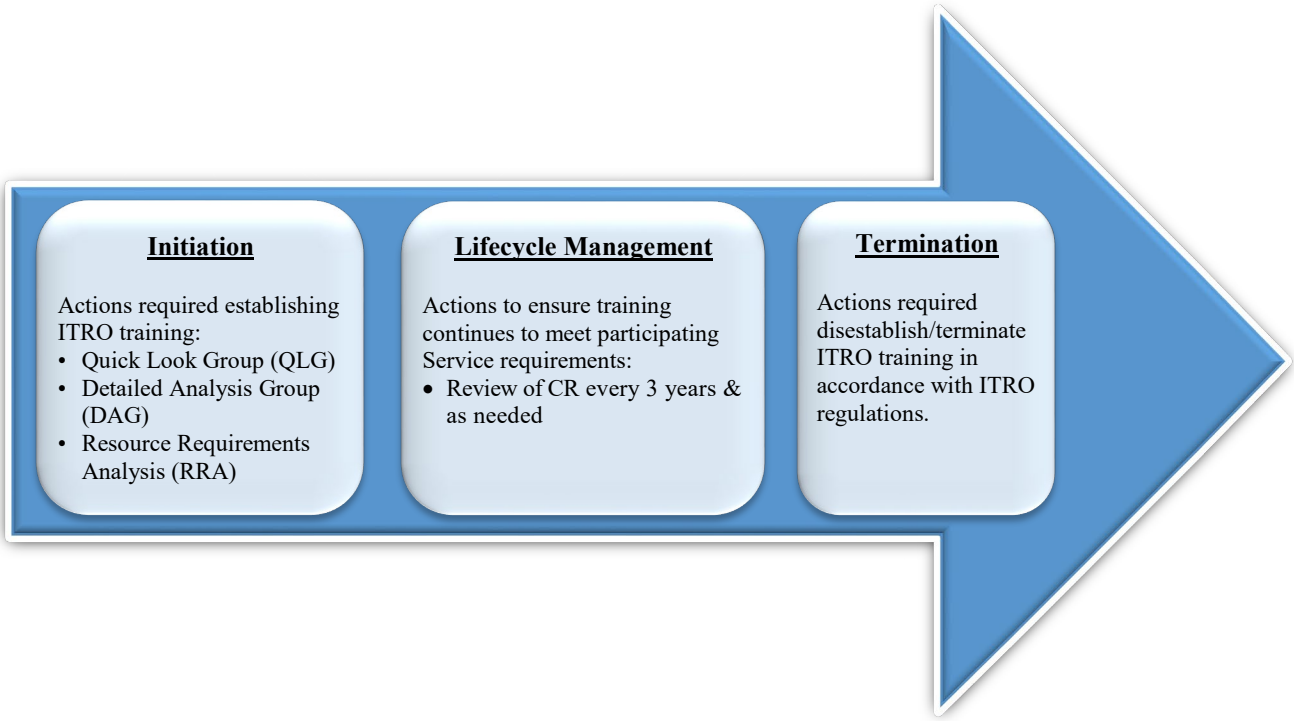


Figure 5. Interservice Training Review Organization Training Life Cycle Model

d. ITRO Training Life Cycle Phases. The ITRO training lifecycle consists of three major phases: Initiation, Lifecycle Management, and Termination.

(1) Initiation. The ITRO model is initiated when a Service identifies a training requirement with the potential for consolidation/collocation or the ITRO Executive Board/Deputy Executive Board directs a study be conducted.

(a) A career field manager or other source identifies a training requirement with a potential for an ITRO solution and requests a study through the Service ITO office. For health care, any Service may request a study through its Interservice Training Advisory Board Service voting member, or the HC-ITO may request a study.

(b) The Service ITO/HC-ITO office initiates the ITRO process by staffing a training study proposal to the other Services for comment. If the other Services are interested in conducting the study, the Steering Committee/HC-ITO approves the request, assigns the lead Service, and establishes an ad-hoc study committee to evaluate the potential for consolidation or collocation, perform an initial Curriculum Review (CR), and validate resources.

1. Quick Look Group (QLG). The goal of the QLG is to establish the degree of commonality among Service training requirements and determine if enough similarity exists to justify single site-training. The QLG may be combined with the Detailed Analysis Group (DAG) if committee members decide early on that the degree of commonality is sufficient to move to the next phase. The QLG performs some ISD task analysis.

2. DAG. The DAG develops curriculum structure to support the training requirements of each Service and identifies training site options for the proposed consolidation. Members of the DAG review/revise program curriculum to ensure host Service facilities can support requirements for the proposed collocation/consolidation.

(2) Life Cycle Management. Life cycle management activities consist of studies designed to ensure that ITRO Programs continue to meet participating Service requirements.

(a) CR. A review of a plan of instruction to ensure it meets evolving training requirements.

(b) Resource Requirements Analysis (RRA). An RRA is conducted to determine: initial resource requirements when a decision is made to consolidate or collocate a program; if additional resources are required after a program is validated or significant changes are identified; or resource reallocation when a consolidated or collocated program ends. The implementation date is proposed for the new or revised curriculum to take effect.

(3) Termination. Services may terminate ITRO training if the training no longer serves the needs of the service. Withdrawal from consolidation is discouraged, and adjustments to curricula are generally used to avoid terminating ITRO consolidated training. The Service(s) will notify the HC-ITO of the desire to terminate consolidated training. Additionally, the Service(s) wishing to withdraw from a consolidated program must provide written notification to

all participating Services a minimum of 1 year before implementation of the deconsolidated program. HC-ITO will, in turn, coordinate deconsolidation meetings and a study with METC and all involved Services to facilitate the dissolution of consolidated training and a smooth transition to the desired end state. Dissolution of a consolidated program will be in accordance with the ITRO Regulation.

e. METC SST Life Cycle Model. SSTs are training programs/courses that involve only one Service and are not otherwise covered by the ITRO process. They are conducted by METC who coordinates all aspects of training resourcing with the respective Service using the METC training life cycle model (see Figure 6) as supported by the ISD process. The METC training life cycle model provides a foundation for an analysis of training resourcing, requirements, training plan design/development, materials, implementation, and evaluation of curriculum as an ongoing and cyclical process.

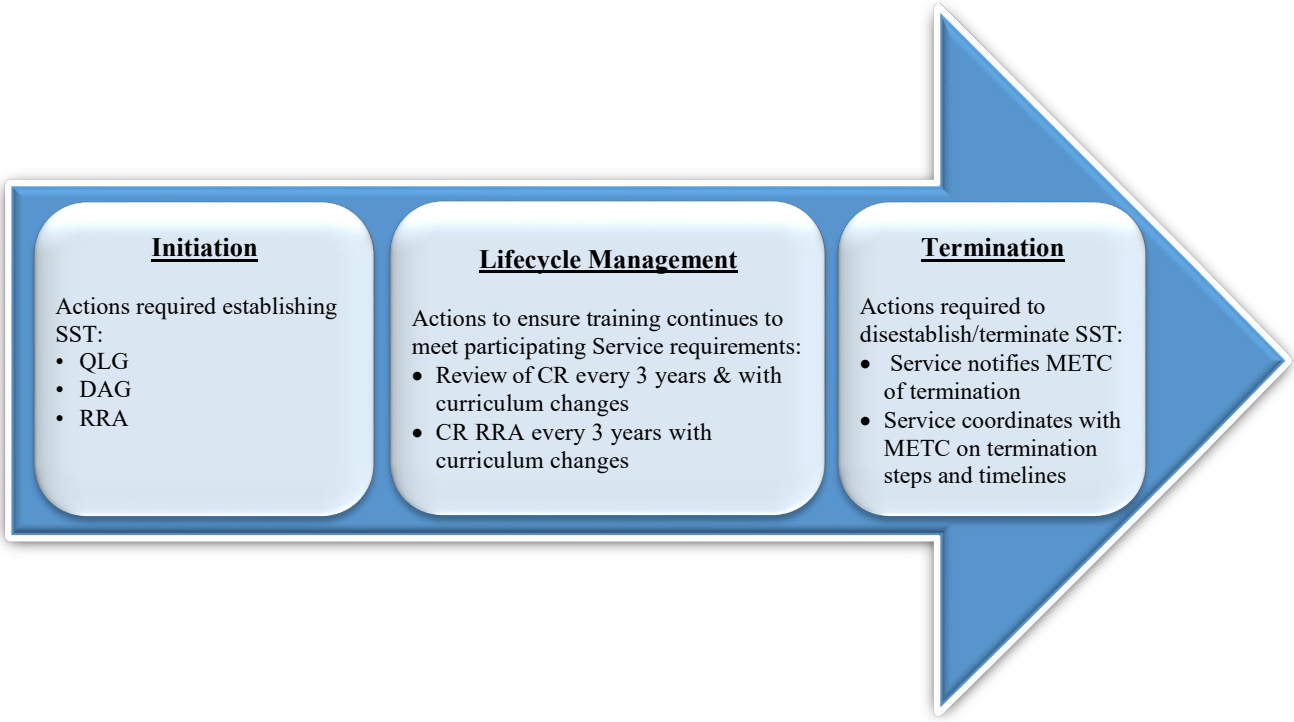


Figure 6. Single-Service Training Life Cycle Model

f. SST Life Cycle Phases. The SST life cycle consists of three major phases: initiation, life cycle management, and termination.

(1) Initiation. The SST model initiated when a Service identifies a training requirement to be conducted by the METC and establishes a DAG to develop curriculum structure to support training requirements. Members of the DAG review/revise program curriculum to ensure METC facilities can support requirements for the prospective training.

(2) Life Cycle Management. Life cycle management activities consist of CRs and RRA reviews conducted as needed, and at a minimum of every 3 years to ensure single-Service programs continue to meet Service requirements.

(a) CR. CRs are a review of the plan of instruction to ensure it meets the evolving training requirements of the affected Service.

(b) RRA. An RRA is a meeting conducted between the METC and Service SMEs including the Comptroller Office to determine SST resource requirements.

1. RRAs are used to establish the SST's implementation date. They are also conducted in conjunction with subsequent CRs and plan of instruction changes to ensure appropriate resourcing is maintained.

2. Results of the RRA will be coordinated with comptroller and leadership functions of both the METC and the Service for concurrence and coordination of resourcing.

(c) Curriculum/Curriculum Change Implementation. The SST curriculum/ curriculum change implementation date is set by METC based on the concurrence and resourcing ability of the requesting Service.

(3) Termination. The Service may terminate SST at will and must notify the METC Commandant in writing of the desire to terminate training. Additionally, the Service must provide the steps and timeline for termination of the SST. SST termination actions timelines must be closely coordinated with appropriate METC leadership to minimize impact to the METC mission.

g. Integration with MHS Requirements Management Process. The METC Training Life Cycle process integrates with the MHS Requirements Management Process whenever a resource analysis determines that additional DHA resources will be required to develop, revise, or sustain a METC training program. If the RRA determines that additional resources are required, then the request should be entered into the MHS Request Submissions Portal by the functional proponent who requested the new/updated training before development/revision begins. Because METC training programs are developed from Service-validated training requirements, these requests are considered mature and are ready to proceed to Phase 2 of the MHS Requirements Management Process.

## 5. COURSE DOCUMENTATION

a. Once a course has been developed and is ready for implementation, the developer must prepare documents that formally describe the parameters of the course to include its purpose, target audience, location, length, content, and resources, among other things. When approved, these documents establish the authority to implement the course.

b. DHA E&T Directorate course parameters are codified in a standardized curriculum package. The standard documents that comprise the curriculum package are as follows:

curriculum plan, approved training requirements, task correlation sheet, course reference list, course resource list, and student evaluation plan. NOTE: The formats provided in Appendices 2 through 7 are provided as examples. Minor formatting changes are authorized to suit the needs of the proponent or hosting organization providing that the basic information is still presented within the document. METC curriculum products and documents adhere to policies approved by the METC Dean of Academics and may deviate from the templates provided in this publication.

(1) Curriculum Plan. The curriculum plan (Appendix 2) provides a comprehensive overview of the course. It is divided into three sections.

(a) Section one contains general course information, which includes the course description, course goals, accreditation statement(s), faculty qualifications, student prerequisites, and course length (time).

1. Course Description. Provide the course description in narrative format. The course description states the scope of the content and training methods. List the subject areas to be covered and state general delivery methods to be used (e.g., lab, didactic).

2. Course Goals. The goals state the desired outcome for students who complete the course. Describe what students will be able to perform after having completed the course.

3. Enrollment Data. Enter the minimum and maximum class sizes, the distribution of quotas by Service (if applicable), the number of class iterations per year, and the total annual capacity of the course.

4. Target Audience. Describe the target student population that the course is designed to serve (e.g., enlisted, officer, civilian, specialty).

5. Instructional Design. Indicate how the course is designed to be conducted (e.g., in-residence, exportable, distance learning, or blended).

6. Security Classification. Self-explanatory.

7. Accreditation Statement(s). List any organizations that have accredited the course for college credit or continuing education credit.

8. Faculty Qualifications. Enter in narrative format credential requirements and other qualifications required for course faculty and staff.

9. Student/Course Prerequisites. List any prerequisite requirements that must be met for students to attend the course (e.g., rank, experience, previous training).

(b) Section two provides detailed course hours breakdown.

1. Distribution of Contact Hours. This table breaks down how the instructional hours within the course are utilized (e.g., didactic, lab/practical, clinical, testing, and other).

2. Student/Instructor Ratios. This table details the required student to instructor ratio for each unit of instruction. This information is critical to ensure appropriate instructor resources for the course.

(c) Section three provides detailed course information and breaks down each unit of instruction. This table contains unit titles, lesson names, learning objectives, and levels of learning for each objective.

(2) Training Requirements. The approved training requirements section should include any documents that list the DHA approved training requirements and/or task lists, as well as a list of any policies or directives indicating the need for the course.

(3) Task Correlation Sheet. The task correlation sheet (Appendix 3) correlates approved tasks/behaviors to learning objectives, lessons, and units. It ensures each task is covered by an objective and each objective is linked to a task. It also indicates how each objective is measured.

(4) Course Reference List. The course reference list (Appendix 4) contains all training references used during the course by instructors and students or by developers in the development of the course.

(5) Course Resource List. The course resource list (Appendix 5) is a spreadsheet that details all the equipment, supplies, and travel funds necessary to conduct a single iteration of the course.

(6) Student Evaluation Plan. The student evaluation plan (Appendix 6) defines academic standards, testing, grading procedures, remedial training and testing policies, and standards of academic integrity for the course.

c. Certain types of courses have different documentation requirements for the curriculum package. Authorized variations are explained below.

(1) Seminar-type courses that are conducted by SME and do not use standardized lesson plans or measurement devices can omit Section 2 of the curriculum plan, task correlation sheet, and student evaluation plan. The curriculum package should include curriculum plan (Section 1 only), approved training requirements, course reference list, and course resource list.

(2) The curriculum package for distance learning courses should include curriculum plan and approved training requirements.

(3) Courses that include hands-on performance training should have a risk assessment conducted for each performance lesson. This assessment, along with any risk mitigation strategies, should be documented and added to the curriculum package following the other required documents.

(4) Consolidated courses developed using ITRO procedures may require additional components such as documentation of coordination with the Services regarding curriculum decisions. Organizations that manage these types of courses may modify the curriculum package contents to comply with established ITRO and/or internal policies and procedures.

d. Once the curriculum package has been drafted, it must be formally coordinated for approval by the DAD, E&T, or designated representative, to implement the course.

## 6. CURRICULUM FORMAT

a. Within DHA, curriculum is structured into programs, courses, units, lessons, and topics (Figure 5).

(1) A program is an optional grouping used when several courses are designed to be taken sequentially to qualify an individual for a specific job or duty. Examples include prerequisite courses that provide foundational knowledge for a specialty awarding course, or a group of basic and advanced courses that are all required to qualify for performing certain duties within a military specialty.

(2) A course is a self-contained instructional segment. Courses may be used in one or more programs or as stand-alone instructional systems. A course consists of two or more units of instruction.

(3) Units are used to organize courses into logical subject matter groupings. For instance, a course on basic life support may include units on adult, child, and infant cardiopulmonary resuscitation. A unit consists of two or more lessons.

(4) A lesson is a segment of a unit of instruction that covers one or more learning objectives. Each lesson usually concludes with a check on learning such as a quiz, exercise, or progress check. Lessons consist of one or more topics.

(5) A topic is a logical grouping of teaching steps and subject matter for a learning objective. Topics contain the actual instructional content.

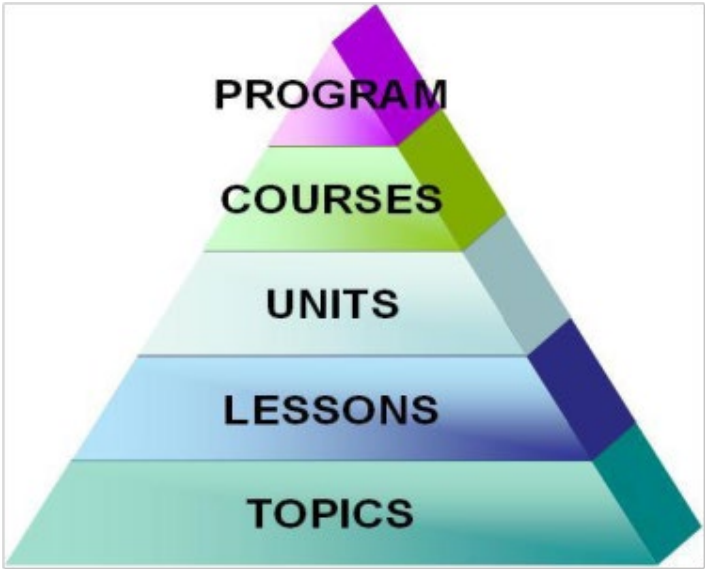


Figure 7. Curriculum Structure

b. DHA courses use a standardized lesson plan format (Appendix 13) that contains the following content:

(1) A cover page that lists the course title and number, effective date of the curriculum, signature of the approval authority, and the date of the previous lesson plan that is superseded by the new lesson plan.

(2) A section to record approval of the personalized lesson plan for instructor use.

(3) A table of contents.

(4) A course overview that lists the course description and goals, references, assignments, grading policy, other course policies, and a breakdown of course hours by unit and lesson.

(5) A course introduction that provides an overview of the objectives covered within each lesson.

(6) Unit specific information to assist the instructor in preparing to teach.

(7) The lesson material includes introduction, body, activity (if applicable), and conclusion.

APPENDIX 1

TRAINING STANDARD EXAMPLE FORMAT

| Gov ID: | Title of Request: | |
|---|---|---|
| POC Name: | Phone Number: | E-mail address: |
| Organization: | Location: | Date of worksheet: |

INSTRUCTIONS: Enter the tasks and supporting knowledge topics in the left column. Then indicate the proficiency level (e.g., C1, A3, P2) students should achieve through the planned instruction using the proficiency level guide on the following pages.

| | **Proficiency Level** | |
|---|---|---|
| **Task List** | **Course A** | **Course B** |
| **1. Duty** | | |
| **1. 1. Task** | | |
| 1. 1. 1. Supporting Knowledge | | |
| 1. 1. 2. Supporting Knowledge | | |
| **1.2. Task** | | |
| 1. 2. 1. Supporting Knowledge | | |
| 1. 2. 2. Supporting Knowledge | | |
| **1. 3. Task** | | |
| 1. 3. 1. Supporting Knowledge | | |
| 1. 3. 2. Supporting Knowledge | | |
| **2. Duty** | | |
| **2. 1. Task** | | |
| 2. 1. 1 Supporting Knowledge | | |
| 2. 1. 2. Supporting Knowledge | | |
| **2. 2. Task** | | |
| 2. 2. 1. Supporting Knowledge | | |
| 2. 2. 2. Supporting Knowledge | | |
| **2. 3. Task** | | |
| 2. 3. 1. Supporting Knowledge | | |
| 2. 3. 2. Supporting Knowledge | | |
| **3. Duty** | | |
| **3. 1. Task** | | |
| 3. 1. 1. Supporting Knowledge | | |
| 3. 1. 2. Supporting Knowledge | | |
| **3. 2. Task** | | |
| 3. 2. 1. Supporting Knowledge | | |
| 3. 2. 2. Supporting Knowledge | | |
| **3. 3. Task** | | |
| 3. 3. 1. Supporting Knowledge | | |
| 3. 3. 2. Supporting Knowledge | | |

DHA E&T PROFICIENCY LEVEL GUIDE

| PROFICIENCY LEVEL | COGNITIVE (C) | AFFECTIVE (A) | PSYCHOMOTOR (P) |
|---|---|---|---|
| 1 | Knowledge | Receiving | Perception, Set |
| 2 | Comprehension | Responding | Guided Response |
| 3 | Application | Valuing | Mechanism, Complex Overt Response |
| 4 | Analysis, Synthesis, Evaluation | Organizing/Internalizing | Adaption, Origination |

| CATEGORY | | EXAMPLES AND KEY WORDS |
|---|---|---|
| COGNITIVE | **Knowledge (C1):** Recalling basic information without necessarily understanding concepts. | **Examples:** Recite a policy. Quote prices from memory to a customer. States the safety rules.<br>**Key Words:** define, describe, draw, identify, label, list, match, name, order, outline, quote, recall, recite, recognize, reproduce, select, state |
| | **Comprehension (C2):** Explaining ideas or concepts. Interpreting, summarizing, paraphrasing, classifying, or explaining. | **Examples:** Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task.<br>**Key Words:** correct, convert, defend, describe, determine, discuss, distinguish, estimate, explain, interpret, order, paraphrase, predict, rewrite, summarize, translate |
| | **Application (C3):** Using information in another familiar situation. Implementing, carrying out, using, or executing. | **Examples:** Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.<br>**Key Words:** apply, calculate, change, compute, construct, demonstrate, discover, employ, manipulate, modify, predict, perform, prepare, present, produce, relate, show, solve, utilize |
| | **Analysis (C4):** Breaking information into parts to explore understandings and relationships. Comparing, organizing, deconstructing, interrogating, or finding. | **Examples:** Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.<br>**Key Words:** analyze, break down, compare, contrast, critique, determine, diagram, deconstruct, differentiate, discriminate, distinguish, examine, graph, identify, illustrate, inspect, outline, relate, select, separate, solve |
| | **Synthesis (C4):** Building a structure or pattern from diverse elements. | **Examples:** Develop a standard operating procedure for a set of complex tasks in your work center. Design a machine to perform a specific task.<br>**Key Words:** combine, create, convert, design, develop, formulate, generate, integrate |
| | **Evaluation (C4):** Justifying a decision or course of action. Checking, hypothesizing, critiquing, experimenting, or judging. | **Examples:** Evaluate several potential courses of action and select the best option. Revise a process to improve the outcome.<br>**Key Words:** categorize, formulate, modify, organize, plan, project, propose, rearrange, reconstruct, relate, reorganize, revise, weigh |

| CATEGORY | | EXAMPLES AND KEY WORDS |
|---|---|---|
| AFFECTIVE | **Receiving (A1):** Awareness, willingness to hear and selected attention. | **Examples:** Listen to others with respect. Listen for and remember the name of newly introduced people.<br>**Key Words:** ask, choose, describe, follow, give, hold, identify, locate, name, point to, select, sit, erect, reply, use |
| | **Responding (A2):** Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize willingness to respond or satisfaction in responding. | **Examples:** Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, in order to fully understand them. Knows the safety rules and practices them.<br>**Key Words:** answer, assist, aid, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write |
| | **Valuing (A3):** The value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to commitment. Valuing is based on the internalization of a set of specified values as expressed in the learner's overt behavior. | **Examples:** Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (values diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters one feels strongly about.<br>**Key Words:** complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work |
| | **Organizing (A4):** Organizing values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values. | **Examples:** Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.<br>**Key Words:** adhere, alter, arrange, combine, compare, complete, defend, explain, formulate, generalize, identify, integrate, modify, organizes, prepare, relate, synthesize |
| PSYCHOMO | **Perception (P1):** The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation. | **Examples:** Detects non-verbal communication cues. Estimates where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.<br>**Key Words:** choose, describe, detect, differentiate, distinguish, isolate, relate, select, demonstrate |
| | **Set (P1):** Readiness to act. It includes mental, physical, and emotional sets (sometimes called *mindsets*). | **Examples:** Knows and acts upon a sequence of steps in a manufacturing process. Recognizes one's abilities and limitations. Shows desire to learn a new process. Closely related to the "Responding" level of the Affective domain.<br>**Key Words:** begin, display, explain, move, proceed, react, show, volunteer |

| CATEGORY | | EXAMPLES AND KEY WORDS |
|---|---|---|
| | **Guided Response (P2):** The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing. | **Examples:** Reproduces a mathematical equation as demonstrated. Follows instructions to build a model. Responds to hand-signals of instructor while learning to operate a forklift.<br>**Key Words:** assemble, build, copy, follow, install, perform, remove, react, reproduce, respond, set up, trace |
| | **Mechanism (P3):** The intermediate stage in learning a complex skill. Responses are habitual and movements are performed with confidence. | **Examples:** Take and record a patient's vital signs without assistance. Produce a document using standard word processing software.<br>**Key Words:** assemble, build, calibrate, constructs, dismantle, display, fasten, fix, grind, heat, install, manipulate, measure, mend, mix, organize, perform, sketch |
| | **Adaptation (P4):** Skills are well developed and the individual can modify movement patterns to fit special requirements. | **Examples:** Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Performs a task with a machine not originally intended to be used for the task (machine is not damaged and there is no danger in performing the new task).<br>**Key Words:** adapt, alter, change, rearrange, reorganize, revise, vary |
| | **Origination (P4):** Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills. | **Examples:** Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.<br>**Key Words:** arrange, build, combine, compose, construct, create, design, initiate, make, originate |

APPENDIX 2

CURRICULUM PLAN EXAMPLE FORMAT

# Defense Health Agency (DHA)

## [Course Title]
## [Course Number]

## Curriculum Plan

*SIGNATURE BLOCK OF APPROVING OFFICIAL*
Education and Training Directorate
Defense Health Agency
Falls Church, Virginia 22042

Plan Effective Date:

Class Start Date:

Supersedes:
[List Previous Version Here]

## Table of Contents

# Section 1: General Course Information

## *Course Description:*

This course provides training on …. With emphasis on clinical applications, a graduate of this program will have the knowledge, skills, and abilities to….

This course consists of a single consolidated course for Army, Navy and Air Force Service members assigned to or working in DHA military medical treatment facilities.

## *Course Goal(s):*

The course goal/mission is to … Graduates will demonstrate:
- Understanding of...
- Skills consistent with professional expectations required to perform…
- Ability to…

## *Enrollment Data:*

| | **DHA** | **Army** | **Navy** | **Air Force** | **TOTAL** |
|---|---|---|---|---|---|
| Minimum Class Size*: | {#} | {#} | {#} | {#} | |
| Maximum Class Size*: | {#} | {#} | {#} | {#} | |
| Maximum Number of Classes Per Year: | | | | | |
| Maximum Annual Capacity Per Service: | | | | | |
| Resource Requirements Analysis Date**: | | | | | |

* Minimum and Maximum Class Sizes are per iteration values. ** If the course was developed using Interservice Training Review Organization procedures, enter the date of the Resource Requirements Analysis. Otherwise enter "N/A".

## *Target Audience:*

[Specify target student population for course. ]

## *Instructional Design:*

Group-Paced/Self-Paced/Group Lock Step

## *Security Classification:*

UNCLASS

## *Accreditation Statement(s):*

[List the continuing education accrediting body and number of hours, if any].
[List other accrediting organizations that have certified the course for college credit, if any].

### *Faculty Qualifications:*

[List the minimum qualifications of instructors/guest lecturers. ]

### *Student/Course Prerequisites:*

DHA:
Air Force-Specific:
Army-Specific:
Navy-Specific:

# Section 2: Course Hours

### *Course Length*

| Unit Title | Didactic | | Lab/ Prac | Clin | WTest | PTest | Other | Total |
|---|---|---|---|---|---|---|---|---|
| | Did | Demo | | | | | | |
| Unit 1 Welcome and Orientation | | | | | | | | |
| Unit 2 | | | | | | | | |
| Unit 3 | | | | | | | | |
| Unit 4 | | | | | | | | |
| Unit 5 | | | | | | | | |
| **Totals** | | | | | | | | |

### *Course Instructor : Student Ratios*

[example]

| Unit Title | Did | Lab/ Prac | WTest | PTest |
|---|---|---|---|---|
| Unit 1 Welcome and Orientation | 1: 12 | | 1: 12 | |
| Unit 2 | 1: 12 | 1: 4 (4 hrs) | 1: 12 | 1: 3 |
| Unit 3 | 1: 12 | 1: 3 (25 hrs) | 1: 12 | 1: 3 |
| Unit 4 Course Test and Feedback | | | 1: 12 | 1: 3 (14 hrs)<br>1: 4 (1 hr) |
| Unit 5 Course Critique and Graduation | 1: 12 | | | |

# Section 3: Detailed Course Information

**Course Objectives and Levels of Learning:**

| Lesson Name | Lesson Objective Number and Lesson Objective | Learning Level |
|---|---|---|
| **Unit 1: Welcome and Orientation** | | |
| 1. 1 Welcome and Orientation | 1. 1. 1 Welcome and orientation | N/A |
| **Unit 2: [Title]** | | |
| 2. 1 [Name] | 2. 1. 1 [learning objective] | C2 |
| | 2. 1. 2 [learning objective] | C2 |
| 2. 2 [Name] | 2. 2. 1 [learning objective] | C3 |
| | 2. 2. 2 [learning objective] | C3 |
| 2. 3 [Name] | 2. 3. 1 [learning objective] | C2 |
| | 2. 3. 2 [learning objective] | C2 |
| **Unit 3: [Title]** | | |
| 3. 1 [Name] | 3. 1. 1 [learning objective] | P3 |
| | 3. 1. 2 [learning objective] | P3 |
| 3. 2 [Name] | 3. 2. 1 [learning objective] | P3 |
| | 3. 2. 2 [learning objective] | P3 |
| 3. 3 [Name] | 3. 3. 1 [learning objective] | P3 |
| | 3. 3. 2 [learning objective] | P2 |
| **Unit 4: Course Test and Feedback** | | |
| 4. 1 Course Test and Feedback | 4. 1. 1 Take a written test | |
| **Unit 5: Course Critique and Graduation** | | |
| 5. 1 Course Critique and Graduation | 5. 1. 1 Course critique and graduation | |

# APPENDIX 3

## TASK CORRELATION SHEET FORMAT

| TASK CORRELATION SHEET | | | | | | | |
|---|---|---|---|---|---|---|---|
| **COURSE TITLE:** | | | | | | | |
| **Unit** | **Lesson** | **Learning Objective** | **DHA Task/Behavior** | | **Measurement Device** | | |
| | | | **Approval Date:** | | **Written Test** | | **Performance Test** |
| | | | **Task/Behavior** | **Level** | **A** | **B** | **PT** |
| | | | | | | | |
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APPENDIX 4

COURSE REFERENCE LIST FORMAT

| Course: | | | Date Prepared: | |
|---|---|---|---|---|
| Reference Title | Edition | Publisher | Date of Publication | Instructor / Student / Both |
| | | | | |
| | | | | |
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# APPENDIX 5

## COURSE RESOURCE LIST FORMAT

| Equipment Resource List | | | | | |
|---|---|---|---|---|---|
| **Course:** | | | | | |
| **Date Prepared:** | | | | | |
| **Item Description** | **Model Number** | **Manufacturer** | **Quantity** | **Cost Per Unit** | **Total Cost** |
| | | | | | $ - |
| | | | | | $ - |
| | | | | | $ - |
| | | | | | $ - |
| | | | | | $ - |
| | | | | | $ - |
| | | | | | $ - |
| | | | | | $ - |
| | | | | | $ - |
| | | | | | $ - |
| **TOTAL EQUIPMENT COST** | | | | | **$ -** |

| Supply Resource List | | | | | |
|---|---|---|---|---|---|
| **Course:** | | | | | |
| **Date Prepared:** | | | | | |
| **Item Description** | **Stock Number** | **Source** | **Quantity** | **Cost Per Unit** | **Total Cost** |
| | | | | | $ - |
| | | | | | $ - |
| | | | | | $ - |
| | | | | | $ - |
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| | | | | | $ - |
| | | | | | $ - |
| | | | | | $ - |
| | | | | | $ - |
| **TOTAL SUPPLY COST** | | | | | **$ -** |

| Travel Costs | | | |
|---|---|---|---|
| **Course:** | | | |
| **Date Prepared:** | | | |
| **Traveler Category** | **Number of Travelers** | **Average Cost** | **Total** |
| **CONUS Students** | | | |
| **OCONUS Students** | | | |
| **Staff** | | | |
| **Guest Lecturers** | | | |
| **Total** | 0 | | $ - |

APPENDIX 6

STUDENT EVALUATION PLAN EXAMPLE FORMAT

**STUDENT EVALUATION PLAN**

***COURSE TITLE***
***COURSE NUMBER***

*SIGNATURE BLOCK OF APPROVING OFFICIAL*
Course Director

Date Approved:

**STUDENT EVALUATION PLAN**
**(COURSE NAME)**

1. PREFACE. This Student Evaluation Plan establishes policies, assigns responsibilities, and prescribes procedures for the management of students attending the Defense Health Agency (DHA) [*Course Name*]. The policies, procedures, and responsibilities herein apply to all members participating in this training course. Management of international military students must be coordinated with the International Military Student Office. A copy of this Student Evaluation Plan must be posted in a common area or in each classroom. This document is with students during course orientation.

2. COURSE INFORMATION

a. Course Description. The DHA [*Course Name*] provides *[enlisted, officer, civilian]* personnel from *[Army, Navy, Air Force]* assigned to the Military Health System, with a basic knowledge of … (*list several topics*). The course consists of lectures, group activities, demonstrations, hands-on instruction, clinical practice, and may include computer-based or blended learning options. Practical exercises and computerized or written examinations are used to assess accumulation and retention of knowledge and skills.

(1) Phase 1. (*Provide Phase 1 details, if applicable*)

(2) Phase 2. (*Provide Phase 2 details, if applicable*)

b. Course Objective. Upon completion of this course, the student is expected to (*state major objective of training*).

3. ACADEMIC POLICIES AND PROCEDURES.

a. Academic Standards. Students are evaluated on ability to pass examinations based on identified terminal learning objectives. The course objectives encompass a knowledge base of cognitive, affective, and psychomotor skills considered essential to perform the related duties. Students must pass all unit*s* of instruction to successfully complete this course.

(1) Academic Units of Instruction. The course consists of __ academic unit*s*. During each unit, students must comply with the following standards:

(a) Score a minimum of __ percent on each examination.

(b) Maintain a minimum overall course average of __ percent.

(c) Maintain a minimum unit average of __ percent. *(as appropriate for course)*

(d) Not exceed a total of __ unit exam failures for each unit of instruction.

(e) Pass re-testable unit written examinations with a grade of __ percent or above.

(2) Performance Tests. Throughout the course, students are evaluated on (*state standards like above*). Student must pass all performance tests in (*list unit or area of training*).

b. Testing

(1) Students will receive a schedule of examinations. Individual lesson objectives within each area of instruction or rotation are the basis for examinations. All written and performance tests must be passed to graduate.

(2) Students should be informed of their written and performance examination results within 1 duty day after testing. Post-examination critiques must be conducted to provide positive feedback, reinforce instructional objectives, and correct error(s).

(3) Instructors will administer, supervise, monitor, and proctor all written and performance tests.

(4) A grade of zero (0) or a "FAIL" will be recorded for any written or performance tests that is missed because of unauthorized absence and will result in automatic referral to the student's chain of command as a non-academic disciplinary issue.

c. Grading. Individual examination scores are calculated by dividing the total points earned by the total points possible on the examination (ex. 40/50 = 80 percent). Grades will be recorded as percentages. Cumulative course grades are determined by averaging all examination scores.

d. Student Counseling. Counseling will be given as needed throughout the course to review a student's academic progress. Students must receive counseling after each written or performance test failure. Students may request counseling at any time. (*Form Number, Form Title/Memo for Record*) form is used to record scheduled and unscheduled counseling. All counseling documentation must be dated and signed by the instructor and student. Signatures indicate that the student has been counseled and made aware of any negative or positive remarks recorded regardless of if the student agrees or disagrees with the comments.

e. Remedial Training. Remedial training is generally scheduled during non-duty hours, except for self-paced courses. Self-paced courses generally will remediate during duty hours. Remediation should include a formal plan that is based on the student's learning style. A student is required to attend remedial training if they fail an examination or unit of instruction. Any student desiring additional assistance can attend remedial training sessions.

f. Retest. Each student must be counseled, remediated, and retested if they fail a unit of instruction.

(1) Retest must not occur on the same day of the original test except for self-paced courses. The retest must be scheduled for no more than 3 class days after the failure of the original test. The retest should be conducted before or after the duty day, except for self-paced courses.

(2) A maximum score of __ percent will be recorded regardless of the passing grade received on the retest. (For example: student scored 85 percent on the retest, it is recorded as 70 percent).

(3) Failure of a retest following remediation will result in a formal counseling and referral to the Course Director for consideration of relief or recycle.

4. STANDARDS OF ACADEMIC INTEGRITY AND CONDUCT. Students may be recommended for relief from the course for:

a. Failure to abide by the Standards of Academic Integrity and Conduct in Attachment 1.

b. Extended absences of more than *[insert timeframe]*. This includes emergency leave, hospitalization, family emergencies, or cumulative medical/personal appointments.

ATTACHMENT 1

**STANDARDS OF ACADEMIC INTEGRITY AND CONDUCT**

Students must possess the moral and ethical standards appropriate to the healthcare profession. The student's fitness is evaluated continuously while they are enrolled in this course. The evaluation includes performance in the classroom, on written examinations, and practical tests, as well as personal conduct both in class and during off-duty time.

If, due to the evaluation process, it is determined that a student's continuation in the course is not appropriate, the student is subject to dismissal. The dismissal may be accomplished without a formal adjudication of guilt by a military or civilian court and without necessity of action under Article 15, Uniform Code of Military Justice.

A designated faculty member administers and proctors all quizzes and examinations to ensure accurate instructions are given regarding testing procedures. The absence of a proctor during testing does not relieve students from complying with these Standards of Academic Integrity and Conduct. Students neither accept from nor provide to past, present, or future classes of students or other individuals any written or verbal information that compromises the examination process.

Examples of actions that may result in dismissal from the course include, but are not limited to, the following:

- Cheating on a test or other class work by copying the answers of another student and the unauthorized use of notes or other references, including electronic/online resources.
- Knowingly permitting another student to copy answers from one's test paper, written assignments, or homework, or providing test answers to another student in an unauthorized manner.
- Plagiarizing (e.g., copying the work of another individual without properly noting the source or copying the work of another student, past or present).
- Disrupting classroom or laboratory sessions, thereby prejudicing the opportunity of other students to learn.
- Failing to meet each individual Service's standards of personal appearance (including uniforms, grooming, and hygiene).
- Abusing drugs and/or alcohol both on and off post.
- Disregarding classroom safety standards resulting in the endangerment of self and others.
- Failing to comply with accepted standards of patient confidentiality.
- Failing to comply with appropriate behavior, decorum, and language expected of a healthcare professional.

Any actions taken to dismiss a student from the course are independent of, and do not rule out, the possibility of disciplinary action taken through service command channels under the Uniform Code of Military Justice.

I, _____have read and understand the policies outlined above.
(Print Full Name)

I am also aware of the consequences of any violations of the above listed policies in accordance with Service specific regulatory guidance.

Signature: _____ Date: _____

APPENDIX 7

LESSON PLAN EXAMPLE FORMAT

# Defense Health Agency (DHA)

## [Course Title]
## [Course Number]

## Lesson Plan

Effective Date: dd mmm yyyy

| // E-signature // | // E-signature // |
|---|---|
| FIRST NAME, LAST NAME<br>Instructional Systems Specialist | FIRST NAME, LAST NAME, Rank, Svc<br>Course Supervisor |

Supersedes:

# Personalized Lesson Plan Approval

| **Name of Instructor:** | |
|---|---|
| **Supervisor Signature** | **Date** |
| | |
| | |
| | |
| | |

## Table of Contents

# Course Overview

**Course Title and Number**
TEST 101 Test Course

**Course Description and Goal(s)**
This is the description of the course
This is the goal of the course

**Course References/Texts**
The following textbooks/references are required for course completion.

| **Primary References/Texts:** |
|---|
| Author:<br>Title:<br>Edition:<br>Volume:<br>ISBN:<br>Publisher:<br>Publish Date: |
| **Additional References:** |

**Course Assignments**
Discuss lesson assignments with students. Ensure they understand when these assignments are due.

| **Unit Name and Time** | | |
|---|---|---|
| **Lesson Name and Time** | **Assignment** | **Due Date** |
| | | |
| | | |

**Course Grading Policy**
Discuss the grading policy with students.

**Other Course Policies**
Discuss course rules and policies with students.

**Course Hours:**

| Unit # and Title | Lesson Name | Did | Lab/ Prac | WT | P Test | Total |
|---|---|---|---|---|---|---|
| Unit 1: | 1. 1 Lesson | | | | | |
| | 1. 2 Lesson | | | | | |
| Unit 2: | 2. 1 Lesson | | | | | |
| | 2. 2 Lesson | | | | | |
| Unit 3: | 3. 1 Lesson | | | | | |
| | 3. 2 Lesson | | | | | |
| Unit 4: | 4. 1 Lesson | | | | | |
| | 4. 2 Lesson | | | | | |
| Unit 5: Test | 5. 1 Course Exam | | | | | |
| | **TOTAL** | | | | | |

## Course Introduction

**Welcome**
Welcome students to the course and introduce yourself.
Include your background in the subject matter being covered in the course.

**Course Syllabus**
Review each section of the course syllabus.

| Unit Name | Lesson # and Name | Learning Objective |
|---|---|---|
| Unit 1: | 1. 1 Lesson | 1. 1. 1 Objective |
| | 1. 2 Lesson | 1. 2. 1 Objective |
| Unit 2: | 2. 1 Lesson | 2. 1. 1 Objective |
| | | 2. 1. 2 Objective |
| | 2. 2 Lesson | 2. 2. 1. Objective |
| Unit 3: Test | 3. 1 Course Exam | 3. 1. 1 Take course exam |

# Unit 1 Title
# 1 Lesson Title

## Preparation

**Instructor Prep**

**Review the learning objectives/teaching steps:**

**Multiple Instructor Requirements (MIR)**
(X) (X hrs)

**Equipment**

**Multimedia**

**Student Prep**

## Lesson 1. Introduction

**Show Slide: 1. Lesson**
Provide a brief description of the content covered in the lesson including:

**Objectives**
1. Learning Objective

**Lesson Duration:** X hour(s)

**Show Slide: Lesson Agenda**
Review the lesson agenda:

| Lesson Component | Time |
|---|---|
| Lesson Introduction | |
| Lesson Body | |
| Lesson Activity | |
| Lesson Conclusion | |

## Lesson 1. Body

## Topic 1: Title

1. Main Point
    a. Sub-point
        (1) Supporting information
        (2) Supporting information
    b. Sub-point
    c. Sub-point
2. Main Point
    a. Sub-point
    b. Sub-point
        (1) Supporting information
        (2) Supporting information
    c. Sub-point
3. Main Point
    a. Sub-point
    b. Sub-point
    c. Sub-point
        (1) Supporting information
        (2) Supporting information

**Instructor Notes:**

## Topic 2: Title

1. Main Point
    a. Sub-point
        (1) Supporting information
        (2) Supporting information
    b. Sub-point
    c. Sub-point
2. Main Point
    a. Sub-point
    b. Sub-point
        (1) Supporting information
        (2) Supporting information
    c. Sub-point
3. Main Point
    a. Sub-point
    b. Sub-point
    c. Sub-point

**Instructor Notes:**

## Lesson Activity

You will be given a Progress Check.

## Lesson 1: Conclusion

| **Lesson Summary** |
| --- |
| |
| **Conclusion** |
| |

# Unit 1 Title
# 2 Lesson Title

## Preparation

**Instructor Prep**

**Review the learning objectives/teaching steps:**

**Multiple Instructor Requirements (MIR)**
(X) (X hrs)

**Equipment**

**Multimedia**

**Student Prep**

## Lesson 2. Introduction

**Show Slide: Lesson 2**
Provide a brief description of the content covered in the lesson including:

**Objectives**
2. Learning Objective

**Lesson Duration:** 6 hour(s)

**Show Slide: Lesson Agenda**
Review the lesson agenda:

| Lesson Component | Time |
|---|---|
| Lesson Introduction | |
| Lesson Body | |
| Lesson Activity | |
| Lesson Conclusion | |

## Lesson 2. Body

## Topic 1: Title

1. Main Point
    a. Sub-point
        (1) Supporting information
        (2) Supporting information
        (3) Supporting information
    b. Sub-point
    c. Sub-point
2. Main Point
    a. Sub-point
    b. Sub-point
        (1) Supporting information
        (2) Supporting information
    c. Sub-point
3. Main Point
    a. Sub-point
    b. Sub-point
    c. Sub-point
        (1) Supporting information
        (2) Supporting information

**Instructor Notes:**

## Topic 2: Title

1. Main Point
    a. Sub-point
        (1) Supporting information
        (2) Supporting information
    b. Sub-point
    c. Sub-point
2. Main Point
    a. Sub-point
    b. Sub-point
        (1) Supporting information
        (2) Supporting information
    c. Sub-point
3. Main Point
    a. Sub-point
    b. Sub-point

| **Instructor Notes:** |
|---|
| |

## Lesson Activity

You will be given a Progress Check.

## Lesson 2: Conclusion

| **Lesson Summary** |
|---|
| |
| **Conclusion** |
| |

# GLOSSARY

## ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| ATP | authority to proceed |
| CR | curriculum review |
| DAD | Deputy Assistant Director |
| DAD-E&T | Deputy Assistant Director, Education and Training |
| DAG | detailed analysis group |
| DHA | Defense Health Agency |
| DHA-PM | Defense Health Agency-Procedures Manual |
| DMA | decision making authority |
| E&T | education and training |
| HC-ITO | Healthcare-Interservice Training Office |
| ISD | instructional systems development |
| ITRO | Interservice Training Review Organization |
| METC | Medical Education and Training Campus |
| MHS | Military Health System |
| MTF | military medical treatment facility |
| PADDIE | plan, analyze, design, develop, implement, and evaluate |
| QLG | quick look group |
| RDB | Resource Decision Board |
| RRA | resource requirements analysis |
| SME | subject matter expert |
| SST | single-service training |