

KAPI'OLANI COMMUNITY COLLEGE

COMPREHENSIVE
INSTRUCTIONAL
PROGRAM REVIEW

2016-2019
EMT Training Program – Certificate of
Competency

Kapi'olani Community
College Mission Statement
2015-2021

Mission Statement: Kapi'olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai'i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Part I. Executive Summary of CPR and Response to previous Tactical Plans and ARPD initiatives

The Emergency Medical Technician (EMT) program's goals supported the College's Strategic Plan for 2015-2021 through two directives: 1) Strategic Direction II-E, Increase the number of students completing service learning assignments from 700 to 900, 2) Strategic Direction IV-F, Invest in staff and faculty development to improve impact practices and currency in their field.

This report shows the number of students who completed and graduated with their EMT certificate of competence. In addition, it will describe the corroborative nature of the work with clinical training sites to provide meaningful experiential learning opportunities. Those efforts include the coordination of personnel schedules, the development of preceptors from the employee populations of the clinical sites, and concurrent observation of the preceptor student interactions during the clinical site experiences.

Through a directive from the State of Hawaii Department of Health-Emergency Medical Services System and Injury Prevention Branch (DOH-EMSSIPB), which has regulatory oversight of all EMS training programs in the state, the EMT Program has been standardized and divided into two separate tracks. One track allows attainment of EMT national certification, whereas the other allows for attainment of EMT national certification and subsequent state licensure.

The employment needs for EMT certified personnel continues to be met by the EMT program, and the Emergency Medical Services (EMS) Department has remained responsive to the continuously dynamic workplace demands. In part, the employment needs extend to

the Mobile Intensive Care Technician (MICT) program as the state-wide shortage of MICT personnel cannot be addressed until sufficient numbers of EMT certified personnel gain the required field experience needed to be admitted to one of the MICT programs.

Student skills development with EMS equipment currently used in the field is a critical component of the program. The budget for the program has facilitated the replacement of outdated equipment allowing the students to have a classroom experience that more closely resembles a clinical experience.

The program cohort sizes were as follows:

EMT Program Cohort Size per County			
Year	Semester	County	Cohort Size
2019	Spring	Oahu	8
		Kauai	8
2018	Fall	Oahu	16, 14
		Kauai	0
		Maui	0
		Hawaii	19
	Spring (includes summer)	Oahu	16, 14
		Kauai	8, 5
		Maui	8
		Hawaii	0
2017	Fall	Oahu	16
		Kauai	10
		Maui	0
		Hawaii	10
	Spring	Oahu	16
		Kauai	10
		Maui	0
		Hawaii	0
2016	Fall	Oahu	16
		Kauai	0
		Maui	0
		Hawaii	15
	Spring	Oahu	16
		Kauai	11
		Maui	14
		Hawaii	25

Part II. Program Description

The Emergency Medical Technician provides basic life support to patients in the pre-hospital emergency setting. Specific EMT functions include: establishment and maintenance of airways; administration of cardiopulmonary resuscitation; control of hemorrhage; treatment of shock; immobilization of fractures; bandaging of wounds; assisting in childbirth; management of patients with behavioral disorders; and initiation of treatment for poisoned and burned victims. Students who successfully complete the Emergency Medical Technician Program receive a Certificate of Competence. Graduates of the EMT Program are qualified to

take the National Registry Examination for certification as an EMT and may apply for work with an ambulance service upon receipt of state licensure.

The EMS department is in the unique position of being the primary educational source for initial pre-hospital education as well as for continuing medical education for currently licensed EMS personnel in throughout state. In essence, the Kapi'olani Community College EMS program is the training arm for the state of Hawai'i. The department has working relationships with every EMS agency in the state as well as the Hawaii State Department of Health, the Department of Commerce and Consumer Affairs, and several national EMS related associations. The EMT program plays an integral role in the quality of patient care in the pre-hospital setting in the state of Hawai'i.

History

The Kapi'olani Community College EMT program, in its modern form, came into being as the result of state legislation established in 1978. Specifically, *Hawaii Revised Statutes Volume 6 Title 19 Health Chapter 321 Department of Health Part XVIII. State Comprehensive Emergency Medical Services System*. The legislation states in part, "The system shall provide for personnel, personnel training, communications, emergency transportation, facilities, coordination with emergency medical and critical care services, coordination and use of available public safety agencies, promotion of consumer participation, accessibility to care, mandatory standard medical recordkeeping, consumer information and education, independent review and evaluation, disaster linkage, mutual aid agreements, and other components necessary to meet the purposes of this part." [L 1978, c 148, pt of §1; am L 1981, c 93, §1; am L 1994, c 242, §1] This system requires a close working relationship between the Hawaii Department of Health and EMT program to assure that the state funds are effectively and appropriately used for EMT training.

Program Goals (2019 – 23)

The EMT Program aligns the program goals with the performance measures of the College Strategic Plan.

Strategic Outcome II-E: Increase annual number of students completing service learning assignments from 700 to 900: The EMT program courses on Oahu, Maui, Hawaii, and Kauai participate in service learning activities, such as performing vital sign screenings for the public, as part of its efforts to reinforce training received in the classroom and confirm its pertinence in the workplace.

Strategic Outcome IV-F: Invest in staff and faculty development to improve impact practices and currency in their field: Current acceptable standards and practices in the pre-hospital field are readily changing, necessitating faculty and staff to attend conferences, seminars, and expositions in order to remain innovative and adaptive in their respective fields, thus providing entry-level students with the most current practices and theory.

Student Learning Outcomes for EMT 111:

Upon successful completion of the EMT course the student should be able to:

1. Define the role and scope of an Emergency Medical Technician (EMT), Advanced Emergency Medical Technician (AEMT), and a paramedic in the State of Hawai'i and nationally and define a medical, trauma, and pediatric emergencies.
2. Explain and demonstrate assessing the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the

- patient and others, and managing emergency care, including extricating the patient.
3. Explain and demonstrate the initiation and continuation of emergency medical care including the recognition of presenting conditions and initiation of appropriate non-invasive treatment for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, trauma, shock, and psychiatric emergencies.
 4. Safely and accurately perform basic life support procedures as prescribed by the current EMT National Education Standard as well as the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic), administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, operate medical communication systems, operate an emergency vehicle, and provide necessary basic pharmacological interventions.
 5. Establish rapport with the patient in a manner designed to decrease their state of crisis and explain the assignment of priorities of emergency treatment to a patient or group of patients.
 6. Explain how an Emergency Medical Technician would participate as a team member with another EMT, under the direction of an Advanced Emergency Medical Technician or Paramedic to ensure the safety and care of a patient.
 7. Communicate with the medical care facility about the patient's condition, status, and arrival and document the details related to the patient's emergency care and the incident.
 8. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with standard practices.
 9. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

Student Learning Outcomes for EMT 115:

1. Perform within the national scope of practice for an Emergency Medical Technician.
2. Define medical, trauma, behavioral, pediatric, obstetric, and geriatric emergencies in the clinical environment.
3. Assess the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating and transporting the patient.
4. Initiate and continue emergency medical care including the recognition of presenting conditions and initiation of appropriate treatments for all medical and traumatic conditions including but not necessarily limited to: respiratory emergencies, cardiovascular emergencies, neurological emergencies, endocrine emergencies, infectious disease, allergic reaction, poisoning/overdose, obstetrical and/or gynecologic emergencies, traumatic injuries, shock, and psychiatric emergencies.
5. Safely and accurately perform basic life support procedures as prescribed by the National EMS Education Standards for an Emergency Medical Technician.
6. Safely and accurately perform skills including the following: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain basic airway adjuncts, administer free-flow 100% oxygen, ventilate with BVM, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, externally stabilize pelvic

- fractures, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, operate medical communication systems, operate an emergency vehicle, assist with necessary pharmacological interventions in the scope of an EMT.
7. Establish rapport with the patient in a manner designed to decrease their state of crisis.
 8. Participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of a patient.
 9. Explain the assignment of priorities of emergency treatment to a patient or group of patients in the clinical environment.
 10. Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.
 11. Communicate with the medical care facility about the patient's condition status and arrival.
 12. Document the details related to the patient's emergency care.
 13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with standard practices in the clinical environment.
 14. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

Student Learning Outcomes for EMT 120:

1. Perform within the national scope of practice for an Emergency Medical Technician.
2. Explain and demonstrate assessing the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating the patient.
3. Explain and demonstrate the initiation and continuation of emergency medical care including the recognition of presenting conditions and initiation of appropriate non-invasive for: respiratory emergencies, cardiovascular emergencies, neurological emergencies, musculoskeletal emergencies, obstetrical emergencies, trauma, shock, and psychiatric emergencies.
4. Safely and accurately perform basic and limited advanced life support procedures as prescribed by the state Department of Health and current EMT National Education Standard as well as the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic), administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, operate medical communication systems, operate an emergency vehicle, application of a 12-lead electrocardiogram, perform peripheral intravenous cannulation, perform manual defibrillation, provide necessary basic pharmacological interventions, and assist the Paramedic with their endeavors.
5. Establish rapport with the patient in a manner designed to decrease their state of crisis and explain the assignment of priorities of emergency treatment to a patient or group of patients.
6. Explain how an Emergency Medical Technician would participate as a team member with another EMT, under the direction of an Advanced Emergency Medical Technician or Paramedic to ensure the safety and care of a patient.

7. Communicate with the medical care facility about the patient's condition status and arrival and document the details related to the patient's emergency care and the incident.
8. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with standard practices.
9. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

Student Learning Outcomes for EMT 125:

1. Perform within the national scope of practice for an Emergency Medical Technician.
2. Define medical, trauma, behavioral, pediatric, obstetric, and geriatric emergencies in the clinical environment.
3. Assess the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating and transporting the patient.
4. Initiate and continue emergency medical care including the recognition of presenting conditions and initiation of appropriate treatments for all medical and traumatic conditions including but not necessarily limited to: respiratory emergencies, cardiovascular emergencies, neurological emergencies, endocrine emergencies, infectious disease, allergic reaction, poisoning/overdose, obstetrical and/or gynecologic emergencies, traumatic injuries, shock, and psychiatric emergencies.
5. Safely and accurately perform basic life support procedures as prescribed by the National EMS Education Standards for an Emergency Medical Technician.
6. Safely and accurately perform basic and limited advanced life support procedures as prescribed by the state Department of Health and current EMT National Education Standard as well as the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic), administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, operate medical communication systems, operate an emergency vehicle, application of a 12-lead electrocardiogram, perform peripheral intravenous cannulation, perform manual defibrillation, provide necessary basic pharmacological interventions, and assist the Paramedic with their endeavors.
7. Establish rapport with the patient in a manner designed to decrease their state of crisis.
8. Participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of a patient.
9. Explain the assignment of priorities of emergency treatment to a patient or group of patients in the clinical environment.
10. Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.
11. Communicate with the medical care facility about the patient's condition status and arrival.
12. Document the details related to the patient's emergency care.
13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with standard practices in the clinical environment.

14. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.

Admission Requirements for NREMT Track (CO-NREMT):

- Valid Driver's License
- Drug/Background Screening
- Current CPR card (American Heart Association)
- First Aid card (American Heart Association First Aid, American Red Cross First Aid)
- Review National Registry of Emergency Medical Technicians (NREMT.org) policy on felony convictions.

Admission Requirements for State Licensure Track (CO-EMT):

- Traffic Abstract
- Valid Driver's License
- Drug/Background Screening
- Current CPR card (American Heart Association)
- First Aid card (American Heart Association First Aid, American Red Cross First Aid)
- Verification of prior work/volunteer experience in the health field
- Review National Registry of Emergency Medical Technicians (NREMT.org) policy on felony convictions
- Interview scores
- Cumulative GPR for college course work
- Placement into MATH 32, MATH 82, or higher, OR completion of MATH 32 or higher within the last 2 years (placement into only MATH 75X does not meet qualification criteria)

Selection to the Program:

- Age 18 or older.
- Overall GPA of 2.0 or higher for prerequisite courses.
- Selection is based on a factoring system in which points are given in the following categories:
 - Prerequisite course grades
 - Interview scores
 - Math placement
 - Extent of patient interactions through work or volunteer experience in the health field

Applicants are ranked in numerical order by the total of the factors assigned in the selection criteria. Up to 20 applicants will be notified of their admission acceptability and will be asked to:

1. Confirm their intention to enroll in the program.
2. Purchase liability insurance prior to registering.
3. Attend the program orientation sessions.

Credentials, Licensure and Career Pathways:

CO-EMT: The career pathway begins with successful completion of the 15.6 credit hour program where graduates will earn a Certificate of Competence and are eligible to take the National Registry of EMT (NREMT) exam. After passing the NREMT exam, graduates will be

awarded the NREMT EMT credential. Upon earning the NREMT EMT credential, graduates are issued a State of Hawaii Board of Medical Examiners EMT license from the Department of Commerce and Consumer Affairs. The State of Hawaii EMT license credential is required to work on an ambulance in the state of Hawaii.

Those who already possess a current and valid NREMT certification, but lack sufficient training to earn a State of Hawaii Board of Medical Examiners EMT license, may enter into the CO-EMT program to obtain the required transitional training, as defined by the State of Hawaii Revised Statutes and approved by the State of Hawaii DOH-EMSSIPB.

CO-NREMT: The career pathway begins with successful completion of the 12.1 credit hour program where graduates will earn a Certificate of Competence and are eligible to take the NREMT exam. After passing the NREMT exam, graduates will be awarded the NREMT EMT credential. Upon earning the NREMT EMT credential, graduates are eligible to apply for positions in the hospital and select pre-hospital settings.

Faculty and Staff:

There are three 11-month faculty teaching the EMT program and one staff member:

David Kingdon, MICT – Associate Professor

Andrew Akana, MICT – Instructor

David Mendonsa, MICT – Instructor

Jillian Kelekoma, MICT - Staff

Resources, Including Student Support Services:

The Emergency Medical Service programs are located on Oahu at the Kapi`olani Community College campus, on Maui at the Maui College campus, on Hawaii at the Hawaii Community College campus, and on Kauai at the Kauai Community College campus. The EMT program has one classroom dedicated to the EMT courses at each of the locations listed above. The classroom for each island's courses provides a lecture/laboratory space along with storage of equipment and supplies needed for the programs.

Community Connections:

Clinical Experiences and Internships

Students earning a CO-NREMT from the EMT program are required to complete 16 hours of clinical experience in an emergency department. They also complete a 24-hour internship on an ambulance. Students earning a CO-EMT from the EMT program are required to complete 32 hours of clinical experience in an emergency department and 8 hours in a psychiatric department. They also complete a 164-hour internship on an ambulance. These clinical and internship experiences allow the students to apply the knowledge and skills learned in the didactic section of the EMT program. The clinical and internship settings are set in actual work environments, providing the student with the experience of working in real emergency situations. The internships take place at the facilities listed below.

Clinical and Internship Facilities

EMT Instructor	EMS Training Site	Facilities
David Kingdon	Maui College Campus	AMR Ambulance Maui Medical Center
Andrew Akana	Kapi'olani Community College Campus	City and County of Honolulu EMS American Medical Response (AMR) Ambulance Queens Medical Center Hawaii Pacific Health facilities Kaiser Medical Center
David Mendonsa	Hawaii Community College Campus	Hawaii County Fire Department, AMR Ambulance, Hilo Medical Center, Kona Hospital
Jillian Kelekoma	Kauai Community College	AMR Ambulance, Wilcox Medical Center

Part III. Curriculum Revision and Review

The DOH-EMSSIPB, with regulatory oversight of all EMT training in the state of Hawaii, mandated a change in how EMT training is delivered. After a comprehensive review, the EMS Department faculty and staff developed a revised, DOH-EMSSIPB approved, EMT curriculum that will facilitate consistency of the program within the state and serve as the benchmark as to what all other EMT programs in Hawaii will be held to. Implementation of the curriculum began in the Fall semester of 2018.

The EMT curriculum now consists of two tracks. One track, the CO-NREMT, allows for NREMT EMT certification only, whereas the second track, the CO-EMT, allows for NREMT EMT certification and for EMT licensure. The separation of these tracks perfectly delineates the options available for students that desire specific career paths with their education. It also allows for greater flexibility in the College's ability to provide for-credit EMT training educational opportunities to governmental and non-governmental agencies.

A review of achieved outcomes is pending acquisition of current data based upon the new curriculum.

Courses Assessed: EMT 100 and EMT 101 SP 2015

Course Competency	Assessment Method	Expected Level of Achievement	Results of Assessment	Next Steps
<p>1. Define the role and scope of an AEMT, and a paramedic in the Hawai'i and nationally and define trauma, and pediatric</p>	<p>What: Participation in facilitated discussion, quiz, and exam.</p> <p>Who: Instructor</p> <p>When: Facilitated discussion during chapter presentations, quizzes after chapter presentations, and exams after each week of class.</p>	<p>Expected: 100% of students at 80% (average for every student)</p>	<p>Results: 94.31% Class average</p> <p>21 out of 21 students achieved this SLO</p>	<p>Action: Continue to monitor student pass rates</p> <p>Date: next semester.</p>
<p>2. Explain and demonstrate assessing the emergency situation, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating the patient.</p>	<p>What, Who and When: Same as above</p>	<p>Expected: same as above</p>	<p>Results: Same as above</p>	<p>Action: Same as above</p>
<p>3. Explain and demonstrate the continuation of emergency including the recognition of conditions and initiation of invasive and non-invasive treatments emergencies in respiratory, neurological, musculoskeletal, trauma, shock, and psychiatric.</p>	<p>What, Who and When: Same as above</p>	<p>Expected: same as above</p>	<p>Results: 90.73% Class average</p> <p>21 out of 21 students achieved this SLO</p>	<p>Action: : Same as above</p>

<p>4. Safely and accurately perform basic life support procedures as prescribed by the State DOH and the EMT National Standard Curriculum as well as the following skills: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain airways (basic), administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations /sprains, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, apply pneumatic anti-shock garment, operate medical communication systems, operate and emergency vehicle, application of 12-lead electrocardiogram, provide necessary basic pharmacological interventions and perform intravenous cannulation.</p>	<p>What, Who and When: Same as above.</p>	<p>Expected: Same as above</p>	<p>Results: Same as above</p>	<p>Action: Same as above</p>
<p>5. Establish rapport with the patient in a manner designed to decrease their state of crisis and explain the assignment of priorities of emergency treatment to a patient or group of patients.</p>	<p>What, Who and When: Same as above.</p>	<p>Expected: Same as above</p>	<p>Results: Same as above</p>	<p>Action: Same as above</p>
<p>6. Explain how an Emergency Medical Technician would participate as a team member with another EMT, under the direction of an Advanced Emergency Medical Technician or Paramedic to ensure the safety and care of a patient.</p>	<p>What, Who and When: Same as above.</p>	<p>Expected: Same as above</p>	<p>Results: Same as above</p>	<p>Action: Same as above</p>

7. Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.	What, Who and When: Same as above.	Expected: Same as above	Results: Same as above	Action: Same as above
8. Communicate with the medical care facility about the patient's condition status and arrival and document in writing and on the electronic patient care record the details related to the patient's emergency care and the incident.	What, Who and When: Same as above.	Expected: Same as above	Results: Same as above	Action: Same as above
9. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority/protocol.	What, Who and When: Same as above.	Expected: Same as above	Results: Same as above	Action: Same as above
10. . Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of that action upon the patient.	What, Who and When: Same as above.	Expected: Same as above	Results: Same as above	Action: Same as above

Course Learning Report

Course: EMT 101

Date: F15 - Sp 16 Author: Craig Dieringer

Competency	Assessment Method	Expected Level of Achievement	Results of Assessment	Next Steps
<p>1. Perform within the state and national scope of practice for a basic Emergency Medical Technician.</p>	<p>What: Documentation of satisfactory performance by a preceptor during patient interactions to include assessments, treatments, the transfer of care and an exam.</p> <p>Who: Preceptor and Instructor</p> <p>When: Participation during the scheduled clinical experiences and the exam at the end of the course.</p>	<p>Expected: 100% of clinical experience evaluation forms indicate satisfaction of the preceptors regarding student performance of the competency, and score $\geq 80\%$ on the exam at the end of the course.</p>	<p>100% of clinical experience evaluation forms indicate satisfaction of the preceptors regarding student performance of the competency.</p> <p>97% Class average for exam</p> <p>21 out of 21 students achieved this SLO</p>	<p>Action: Continue to monitor student pass rates</p> <p>Date: next semester</p>
<p>2. Define medical, trauma, behavioral, pediatric, obstetric, and geriatric emergencies in the clinical environment.</p>	<p>What: Participation in patient interactions to include assessments, treatments, the transfer of care and an exam.</p> <p>Who: Preceptor and Instructor</p> <p>When: Same as PSLO #1</p>	<p>Expected: 80% of clinical experience evaluation forms as in PSLO #1</p>	<p>Same results as PSLO #1</p>	<p>Action: Same as above</p>
<p>3. Assess the emergency situations, which includes obtaining a basic history and physical examination, establishing rapport with the patient and others, and managing emergency care, including extricating and transporting the patient.</p>	<p>What: Same as PSLO 2</p> <p>Who: Preceptor and Instructor</p> <p>When: Same as PSLO #1</p>	<p>Expected: 80% of clinical experience evaluation forms as in PSLO # 1</p>	<p>Same results as PSLO #1</p>	<p>Action: Same as above.</p>

<p>4. Initiate and continue emergency medical care including the recognition of presenting conditions and initiation of appropriate treatments for all medical and traumatic conditions including but not necessarily limited to: respiratory emergencies, cardiovascular emergencies, neurological emergencies, endocrine emergencies, infectious disease, allergic reactions, poisoning/overdose, obstetrical and/or gynecological emergencies, traumatic injuries, shock, and psychiatric emergencies.</p>	<p>What: Same as PSLO 2 and 3 Who: Preceptor and Instructor When: Same as PSLO 1</p>	<p>Expected: 80% of clinical experience evaluation forms as for PSLOs' 1</p>	<p>99% of clinical experience evaluation forms indicate satisfaction of the preceptors regarding student performance of the competency. 97% Class average for exam 21 out of 21 students achieved this SLO.</p>	<p>Action: Same as above</p>
<p>5. Safely and accurately perform basic life support procedures as prescribed by the State DOH and National EMS Education Standards for an Emergency Medical Technician.</p>	<p>What: Same as PSLO 2 and 3 Who: Preceptor and Instructor When: Same as PSLO 1</p>	<p>Expected: Same as above.</p>	<p>Same as above</p>	<p>Action: Same as above</p>

<p>6. Safely and accurately perform skills including the following: cardiopulmonary resuscitation, obtain patient history and perform physical examination, obtain and monitor vital signs, establish and maintain basic airway adjuncts, administer free-flow 100% oxygen, ventilate with bag-mask, control hemorrhage, apply bandages, immobilize or splint fractures and dislocations/sprains, externally stabilize pelvic fractures, immobilize suspected and known spinal injury patients, light rescue and triage, emergency delivery of a baby, provide newborn care, initiate IV therapy, apply 12 lead EKG leads, operate medical communication systems, operate an emergency vehicle, assist with necessary pharmacological intervention in the scope of a basic EMT.</p>	<p>Same results as PSLO #1</p>	<p>Action: Same as above</p>	<p>Same as above</p>	<p>Action: Same as above</p>
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<p>7. Establish rapport with the patient in a manner designed to decrease their state of crisis.</p>	<p>What: Same as PSLO 2 and 3 Who: Preceptor and Instructor When: Same as PSLO 1</p>	<p>Expected: Same as above</p>	<p>Same results as PSLO #1</p>	<p>Action: Same as above</p>
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<p>8. Participate as a team member with another EMT or under the direction of a Paramedic to ensure the safety and care of patient.</p>	<p>What: Same as PSLO 2 and 3 Who: Preceptor and Instructor When: Same as PSLO 1</p>	<p>Expected: Same as above</p>	<p>Same results as PSLO #1</p>	<p>Action: Same as above</p>
<p>9. Explain the assignment of priorities of emergency treatment to a patient or group of patients in the clinical environment.</p>	<p>What: Participation in-patient care of patients with wounds and burns in the out of hospital as well as the hospital setting and an exam. Who: Preceptor and Instructor When: Same as PSLO 1</p>	<p>Expected: 80% of clinical experience evaluation forms as for PSLOs' 1</p>	<p>Same results as PSLO #1</p>	<p>Action: Same as above</p>
<p>10. Conduct the pre-check and preparation of the ambulance, including its equipment and supplies.</p>	<p>What: Participation in patient interactions to include assessments, treatments, the transfer of care and an exam. Who: Preceptor and Instructor When: Same as PSLO 1</p>	<p>Expected: Same as PSLO 1</p>	<p>Same results as PSLO #1</p>	<p>Action: Same as above</p>
<p>11. Communicate with the medical care facility about the patient's condition status and arrival.</p>	<p>What: Participation in-patient and family interactions experiencing serious illness or injury. Who: Preceptor and Instructor When: Same as PSLO 1</p>	<p>Expected: 80% of clinical experience evaluation forms as for PSLOs' 1</p>	<p>Same results as PSLO #1</p>	<p>Action: Same as above</p>
<p>12. Document in writing and on the electronic patient care record the details related to the patient's emergency care and the incident.</p>	<p>What: Participation in patient interactions to include assessments, treatments, the transfer of care and an exam. Who: Preceptor and Instructor When: Same as PSLO 1</p>	<p>Expected: 80% of clinical experience evaluation forms as for PSLOs' 1</p>	<p>Same results as PSLO #1</p>	<p>Action: Same as above</p>

<p>13. Explain the coordination of transport of the patient by selecting the best available method(s) in conjunction with medical authority/protocol in the clinical environment.</p>	<p>What: Same as PSLO 12 Who: Preceptor and Instructor When: Same as PSLO 1</p>	<p>Expected: 80% of clinical experience evaluation forms as for PSLOs' 1</p>	<p>Same results as PSLO #1</p>	<p>Action: Same as above</p>
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<p>14. Use a sequential and critical thinking process to gather the appropriate data, appraise its significance, take action, and evaluate the effects of the action upon the patient.</p>	<p>What: Same as PSLO 12 Who: Preceptor and Instructor When: Same as PSLO 1</p>	<p>Expected: 80% of clinical experience evaluation forms as for PSLOs' 1</p>	<p>Same results as PSLO #1</p>	<p>Action: Same as above</p>
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Part IV. Survey Results

The EMT Program at Kapi'olani Community College has consistently exceeded the NREMT EMT Cognitive Examination First-time Pass Rates (<https://www.nremt.org/rwd/public/data/maps>).

NREMT Cognitive Examination Pass-Rate Comparison			
Year	First-Exam Attempt National Pass Rate	First-Exam Attempt Hawaii Pass Rate	Difference
2019	76%	86%	+10%
2018	70%	93%	+23%
2017	68%	90%	+22%
2016	68%	89%	+21%
2015	65%	92%	+27%

Part V. Quantitative Indicators for Program Review

University of Hawaii, 3-year ARPD Report History

Link to 2016 ARPD DATA

<https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2016&college=KAP&program=65>

Link to 2017 ARPD Data

<https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2017&college=KAP&program=65>

Link to 2018 ARPD DATA

<https://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2018&college=KAP&program=65>

Part VI. Analysis of the Program

1. Current Situation - Internal

A. Demand Indicators

The demand indicator is based on the county rather than state job placement numbers and as result, the EMT program is labelled "Unhealthy." However, Kapi'olani Community College offers the only state-approved curriculum that allows for eligibility of National Registry of Emergency Medical Technicians certification and for a State of Hawaii Board of Medical Examiners Emergency Medical Technician License. The Program also spans across the entire state and is run through Kapi'olani Community College via satellite locations in each county. Therefore, if we utilize the state data, rather than the county data, (24 rather than 4), the demand rate is calculated to be at 1.5 and should be deemed as "Healthy", rather than "unhealthy". In the data provided by the State of Hawaii Industry Sectors, demand for emergency medical technicians and paramedics show that there were 429 unique job postings across the state in 2016 for employees with the student learning outcomes. The Army National Guard and Envision Inc. are the largest employers of EMTs and Paramedics see the occupational profile at https://uhcc.hawaii.edu/workforce/job_posting.php?soc=29-2041. The

workforce demand for both occupations will continue to grow through 2025, see Occupational Profile https://uhcc.hawaii.edu/workforce/occupation_profile.php?soc=29-2041.

B. Efficiency and Effectiveness Indicators

The efficiency measure is based on two measures, which together show the EMT program to be “Cautionary.” The first measure in the efficiency calculation is the class fill rate, this measure is “Healthy” as it is greater than 75%. The second measure of efficiency is the number of students as majors in EMT to number FTE BOR appointed faculty. The EMS Department current has two BOR-appointed FTEs on Hawai‘i who teach the EMT and MICT programs, one on Maui who also teaches both programs. There are six faculty on O‘ahu, four teaching in either the EMT or MICT program. The Department Chair also teaches in EMT and CME. All faculty members teach in conjunction with lecturers for skill testing which provides each student with increased period of face-to-face engagement in the learning environment.

Effectiveness of the EMT program is reported as “Cautionary.” However, Oahu has the only program that operates on a regular semester basis, while the others operate on an as-needed basis depending on local employer needs, thus the program reporting a negative growth from AY 2015-2016 into AY 2016-2017. This assures a sufficient employee pool for employers to select from, but without creating an overabundance of unemployed graduates. In addition, the program is completed within a single traditional semester, thus the program reporting poor semester-to-semester persistence rates. The requirement for students to possess at least a year of work experience prior to moving forward into the MICT program also negatively affects persistence scores.

C. Perkins Core Indicators

1. The EMT program outcomes met or exceeded the expected goals for 1P1, student skill attainment, 4P1, Student placement and 5P1, nontraditional participation.
2. For 2P1, student completion and 3P1, student retention or transfer the data show that EMT program actual outcomes were only 1% off the goal for each measure.
3. The EMT Action Plan will address 2P1 and 3P1, but focus on addressing the student success outcomes for 5P2, females who do not complete the program. The data shows that females participate but do not complete the program.

D. External Review:

There has been no external review of the EMT program

Part VII. Tactical Action Plan Program

Action Plan

Via a request by the Hawaii Department of Health, Kapi‘olani Community College has reorganized its courses to address the various prehospital training needs of public service agencies across the state. The curriculum has undergone a comprehensive review to assure the program continues to provide the highest quality education while assuring that professional workplace standards and quality measures continue to be met. This cooperative development will allow for Kapi‘olani Community College to offer its courses to a wider audience within the

public service agency community. This will improve Perkins Measure 4P1 as we hope to increase our employee work-study enrollment.

The equipment and supply inventory will be assessed to assure that students are working with the latest supplies and equipment available, assuring that program graduates are able to transition seamlessly into the professional workplace.

Part VIII. Resource and Budget Implications

Lecturers and skills instructors are an invaluable resource to the program. There is no replacement for having subject matter experts interact with students and impart their real-world knowledge into their learning endeavors. Financial support is readily needed in this aspect to assure that these persons are readily available.

Similar to other health related programs, this program has a need for financial support to replace outdated, damaged equipment, and associated consumables. As the cost of medical supplies increase and as technology advances, the program will require additional funding to assure that the equipment vital to the function of a working EMT is kept up-to-date and consistent with the workplace offerings.

Budgetary considerations also need to be made in order to assure that the Department can fulfill its contribution to the campus strategic plan. Medicine is very dynamic and requires that providers and instructors remain vigilant in their quest to remain current and knowledgeable about the latest tools and practices available. Monies should be made available for faculty and staff to attend various national conferences, expositions, and meetings.

2019-2022 – Three Year Strategies:

To meet the demand of workforce training, the current cadre of EMT instructors will need to have sufficient adjunct support. This will require financial support from the College and the DOH-EMSSIPB for skills practice sessions where the instructor student ratio is optimally 1:4 to a maximum of 1:6. This support assures the students will receive sufficient direction and repetition of skills practice. Maintaining these ratios is the best way to prepare students for the National Registry skills evaluation.

Financial support for the EMT program also includes:

1. Replacing outdated equipment
2. Improvement to storage capacity at all training sites
3. Integration of smart classroom technology at all training sites

Currently, the program is staffed with three full-time faculty and one staff instructor, but requires additional adjunct and preceptor support from local EMS agencies to assure required skills practice and evaluation.