



during transport. The certificate enhances on the material learned at the EMT- Basic level with and introduction to the advanced level scope of practice. Advanced level of topics include IV Therapy and additional medications. The cognitive information and psychomotor skills in this course meets or exceeds the required objectives in the National EMS Education Standards and includes NM EMT- Intermediate



- Have the ability to successfully use pre-hospital field techniques, including airway management and patient assessment and administration of medication.
- Show awareness of social and professional responsibilities and act accordingly.
- Have a working knowledge of pharmacology, the history of emergency medical services, the development of EMS systems and current trends and issues in EMS.
- Communicate effectively.

1D: Explain the manner in which learning goals are communicated to students. Please provide specific examples.

Learning goals are expressed as part of the content to be covered in class. For example, theory related to management of airways and instructor demonstration and student practice of skills are linked to the learning goal of successfully demonstrating intermediate level pre-hospital field techniques. IV therapy theory and skills performance are linked to the learning goal of recognizing medical and traumatic emergencies at an intermediate EMT level along with the ability to intervene and stabilize patients.

1E: Describe the program's primary constituents and stakeholders.

The UNMG EMS program operates under the authority of the EMS Academy located at main campus. The EMS director, part-time and full-

### GIMC & McKinley County Mass Casualty Incident Mock Drills:

Students have participated in two MCI Mock Drills, a train wreck and an active shooter drill. The students were the patients in both scenarios. During the drills, students were able to portray accurate signs and symptoms of the victims in these simulated scenarios due to the knowledge they received during their EMT Intermediate course. Students were able to observe advanced licensed EMTs recognizing medical and traumatic emergencies, implementing their interventions, and stabilizing patients while in transport to an advanced care facility.

### DOCUMENT 2: Teaching and Learning- Curriculum

2A: Provide a detailed description of program curricula. Include a description of the general education component (if applicable) and program-specific components.

### Short-Term Certificate Program requirements

Emergency Medical Technician Intermediate: 8 credit hours to include 5 credit hours of coursework and 1 credit hours of lab, and 2 credit hours of clinical rotation. Prior to registering for the courses, the student must present their valid NM State EMT- Basic License. Two weeks into the course students must be Healthcare Provider CPR certified, acquired all immunizations as specified by the program, have health insurance, have a valid state ID o

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Have a working knowledge of pharmacology, the history of emergency medical services, the development of EMS systems and current trends and issues in EMS. Communicate effectively.

o What are the student learning outcomes for the program?

#### STUDENT LEARNING OUTCOMES

1. The student will be able to discuss the development of EMS systems
2. Describe the roles of EMS in the health care system.
3. Demonstrate the professional attributes expected of AEMTs.
4. Perform the roles and responsibilities of an AEMT with regard to personal safety and wellness, as well as the safety of others.





o How have the results of the program's assessment activities been used for program improvement?

The weaknesses identified in the test item analysis of formative and summative exams will guide changes in course content/delivery for the following semester.

The following are recommendations from the Advisory Committee that have been implemented or are being considered:

Integrate workforce training/software.

- o The EMS program utilizes NMEMSTAR reporting system that most NM EMS Agencies use for documentation. This software is used in conjunction with the documentation lesson that is in compliance with the EMS Education Standards.

Make scenarios as realistic a



The EMT- Intermediate course is offered in the fall semester only. The EMT- Intermediate course was not offered in fall 2020 due to the pandemic.

3.

#### 4E: Student success and retention

To recognize student success each semester, the EMS program hosts an in-house mini graduation for the students who complete the course. We award our students with certificates titled: Medicine to the Hands Award, Embolden Award, Rendering Aid Award, and the Most Improved Award. Students plan their own ceremony as a cohort. To support retention, we have EMT-Basic and EMT-Intermediat



5B:

Chris Kescoli (EMS Director, Navajo Nation EMS)  
Kenneth Hoffman (Director, McKinley County Search and Rescue)  
Lt. Charles Leekity (Lt. Operations Manager, Pueblo of Zuni Fire/Rescue)  
Dr. Kruis (McKinley County Medical Director)  
Student 1 (Current student of the semester)  
Student 2 (previous student)

The advisory board makes valuable recommendations to the program. Recommendations that require additional financial support are presented to the chair and the director of business operations to determine feasibility.

#### 6B: Program's Budget

At the start of this certificate, primary funding was provided through the Sunpath grant. This form of funding lasted two years. When the grant funding ended, the EMS program was provided its own index and continues to be funded through the UNMG I&G budget. Beginning in 2018, the EMS Program received funding from the Perkin's grant to cover EMT Intermediate Certificate supplies, equipment, and professional development for the faculty. Perkins funding has continued annually.

#### 6C: Staff composition

The only staff assigned to the EMS Program is the fulltime Administrative Assistant, Rae Vargas-Ruiz.

#### 6D: Library Resources

The Zollinger library is utilized by EMS students when research assignments are administered. It is also used as a place to study and connect to UNM's internet for EMS online applications.

### Document 7: Facilities

#### 7A: Facilities

The EMS program is located in the Nursing building. Office and classroom space includes a small computer room, simulation room, faculty office/simulation monitor room, and the director's office. All lectures are offered in two main classrooms (rooms NCC 126 & NCC 133). CPR and invasive skills are performed in NCC 102. The main EMS lab is located in the HCC building in room 1/F27ID 15-BDC q0.00000912 0 6122 12 Tf(or)-3(, (m )-4(QqAd 612j0.05(p)-4(or)6(h)-4(is)11(-)-3(c)4(-)-3(c)

access to the female and male restrooms, water fountain along with a hydration bottle refill, and tables and chairs in the lobby area.

All simulated equipment along with the simulated ambulance is located within the simulation room. All non-invasive lab equipment (manikins, disposable supplies, training medical supplies) is located within a large storage room that is shared with the Dental, MLT, and Early Education Programs in the HCC building. All invasive supplies (IV catheters, needles, and glucose lancets) are located in the NCC room 102. This includes most training CPR equipment.

The two classrooms in the NCC building have access to elite LCD projectors and speakers. The AV equipment is capable of providing live zoom instruction. These rooms have two white boards. Each classroom can accommodate 32 students (32 chairs and 16 desks). The NCC 102 room can accommodate 12 students. This room has access to a private restroom, kitchenette and a washer and dryer.

The main lab room in the HCC building has one large white board, sink, multiple cabinets, and 4 computers. This room can accommodate up to 20 students. It also includes an older projector



San Juan Community College EMS Program includes an A.A.S. in EMS Paramedic. It has the EMT Intermediate certification as a pre-requisite but it is not included within the degree plan. Their staff consists of one program director who teaches full-time, a Clinical Coordinator, a Medical Director, two-fulltime faculty, and multiple adjunct faculty. They are a standalone program with no additional sponsoring training centers and work directly with the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions. They

