

PROGRAM REVIEW  
FALL 2021

PROGRAM NAME: Short-



standards" with no recommendations for improvement. The next review was scheduled for 2021.

OE) A brief description of the previous Program Review for the program.

This is the first program review for the EMT Basic Certificate.

#### DOCUMENT 1: Program Goals

1A) Provide a brief overview of the vision and mission of the program and how the program fits into the vision and mission of the UNM-Gallup campus.

The UNMG EMT Basic Certificate Program mission is to assist lifelong learners to develop critically competent and culturally sensitive emergency medical service care for clients in rural health care settings. This is congruent with the UNMG vision of providing a culturally vibrant education and the mission of preparing people to achieve their educational and professional goals.

The vision of the University of New Mexico Emergency Medical Services Academy is to be a national center of excellence in emergency medical services education, with a strong commitment to improving prehospital care throughout the state of New Mexico. Our community of teachers and learners will promote the delivery of excellent and compassionate health care and will pursue knowledge and discovery in the field of emergency medical services.

The mission of the University of New Mexico Emergency Medical Services Academy is to provide outstanding prehospital medical education and educator training; to serve as a resource for EMS workers, particularly those in underserved areas of New Mexico; to pursue new knowledge and advance the practice of emergency medical services.

1B: Describe the relationship of the program's vision and mission to the University of New Mexico's vision and mission.

The UNM Gallup EMT Basic Cert0 612 792 reW5g2TJETQq0.00000912 0 612 792 reW\* nBT/F2 12 Tf1 0 0 1 227.

- 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 basic pre-hospital field techniques. IV therapy theory and skills performance are linked to the learning goal of recognizing medical and traumatic emergencies at a basic 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-time faculty, students and clinical agencies are the primary constituents. Clinical agreements are established with Gallup Indian Medical Center, Rehoboth McKinley Christian Hospital, Cibola General Hospital, Gallup Fire Department, Medstar Ambulance, Zuni Fire & EMS, Navajo Nation EMS, and Pine Hill EMS.

Local and surrounding EMS & Fire entities are the main stakeholders for the EMT Basic program. These entities hire graduates and also provide financial support for current employees covering tuition, course fees, textbooks, and other program requirements. The EMS program has also collaborated with the Navajo Nation Department of Self Reliance, Workforce Solutions, Zuni Education and Career Development Center, McKinley Fire & EMS, and BPL Plasma Center for training, recruiting, and employment. These clinical sites and entities are the main hiring sources for our students. We also have Acoma Pueblo EMS sending their employees to our EMT Basic Program.

1F: Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the program.

Preparedness and Public Safety Day: EMS students provide blood pressure checks, demonstrate the Heimlich maneuver, and educate the community on a health promotion/disease prevention topic selected by the student. By providing blood pressure checks and patient assessments, students are exposed to pre-hospital field techniques. Students are expected to demonstrate effective communication skills and professional behaviors.

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 their



2B: Describe the contributions of the program to other units/programs within UNM-Gallup, such as offering general education core courses, offering courses that fulfill pre-requisites of other programs, offering cross-listed courses, or supporting/complementing the work of other technical programs.

CPR courses are taught by the EMS instructors which help students in other health career programs meet this clinical requirement. Health Careers courses are taught from time to time based on the needs of the division.

2C: Describe the modes of delivery used for teaching courses.

The mode of delivery for the EMT Basic Certificate is in-person with web-enhancement through UNM Learn. EMS 113 has been offered online with live lectures via Zoom during the Corona Virus Pandemic. EMS 142 is required to be in-person due to the hands-on skills and equipment usage.

### DOCUMENT 3: Teaching and Learning – Continuous Improvement

3A: Describe the program's assessment process and evaluation of student learning outcomes by addressing the questions below:

o What skills, knowledge, and values are expected of all students at the completion of the program (refer to learning goals outlined in Document 1)?

- o Upon successful completion of the required courses for the EMT Basic Certificate through didactic instruction (knowledge), psychomotor instruction (skills laboratories), clinical behavior/judgement (professionalism), and clinical/field internship; our students will demonstrate that they have developed the ability to:
  - Recognize medical and traumatic emergencies and have the ability to intervene and stabilize patients while in transport to an advanced care facility.
  - Have the ability to successfully use pre-

3. Demonstrate the professional attributes expected of EMTs.
4. Perform the roles and responsibilities of an EMT with regard to personal safety and wellness, as well as the safety of others.
5. Perform the duties of an EMT with regard for medical-legal and ethical issues, including functioning under medical direction and within the scope of practice.
6. Apply principles of anatomy, physiology, pathophysiology, life span development, and therapeutic communications to the assessment and management of patients.
7. Identify the need for and perform immediately lifesaving interventions to manage a patient's airway, breathing, and circulation utilizing ~~Basic~~ <sup>Scope of practice.</sup>
8. Assess and manage patients of all ages with a variety of complaints, medical conditions, and traumatic injuries.
9. Apply principles of emergency medical services operations, including considerations in ambulance and air medical transportation, multiple-casualty incidents, gaining access to and extricating patients, hazardous materials incidents, and responding to situations involving weapons of mass destruction.
- 10.

Direct assessment methods include chapter quizzes, homework, block exams, research projects, skill sheet checkoffs, case study analysis, and the National Registry for EMT exam. Indirect assessment methods include exit interviews with students, course evaluations with UNMG and EMSA, and feedback from the advisory committee.

o How have the program's assessment methods been changed or improved?

Due to Covid-19, exit interviews were removed and the Respondus Monitor Browser was added to allow for secure online test taking. A program improvement was the addition of the daily learning assessment where students verbalized their understanding of the lesson, which provided instructors with a clear assessment of how student's comprehended new knowledge. This guided instructors on what changes needed to be made and when topics needed clarification.

A new assessment method includes a predictor test to see how well students are prepared for the national exam. The predictor will be piloted in the spring 2022.

3B: Synthesize the impact of the program's annual assessment activities by addressing the questions below:

o How have the results of the program's assessment activities been used to support quality teaching and learning?

Graduation rates, pass rates, retention, exam analysis, and student evaluations are monitored and reviewed at the end of each semester to evaluate progress and changes. At the end of







3. Program Graduates for the past 4 years for fall and spring semesters

Academic	2017-	Pass	2018
Year	2018	rate	

#### 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-Intermediate students

Continued into the EMT Intermediate Certificate

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021
Intermediate	6	11	N/A	0

Some of the students become employed and enter the EMT Intermediate Certificate at the same time.

DOCUMENT 5: Faculty

5A: Composition of the Faculty

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021
Total full-time faculty	1	1	1	2
Total part-time faculty	1	1	2	2
Percentage of student credit hours taught by full-time faculty	65%	71%	35%	67%
Gender	1 male 1 female	1 male 1 female	1 male 2 female	2 male 2 female
Faculty ethnicity	White Nat. Amer.	White Nat. Amer.		





- 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 Basic 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



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 and screen along with speakers.

#### 7B: Computing facilities

At this time there is

