

**PROGRAM REVIEW
FALL 2021**

PROGRAM NAME: Short-Term Emergency Medical Technician (EMT) Basic Certificate Program

Introductory Section and Background Information

0A) An executive summary that provides a one- to two- page summary/abstract of the information contained with the program review.

University of New Mexico- Gallup, Emergency Medical Services provides the training for each certification level customized to the expected needs of the towns, cities, and counties on the Western side of New Mexico and beyond. Students in the program receive basic academic and specialized hands-on training needed to meet the professional educational needs of pre-hospital care providers. The program is designed to meet the 2009 EMT National Standard Curriculum requirements and incorporates New Mexico requirements and the National EMT scope of practice. Upon successful completion, a certificate of completion is granted with the student qualified for New Mexico and National Registry testing. The Program operates under the umbrella of the EMS Academy Training Center that is nationally accredited through CAAHAP (Commission on Accreditation of Allied Health Education Programs) and CoAEMSP (Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions).

Emergency Medical Services is a *System* that consists of a team of health care professionals who are responsible for and provide emergency care and transportation to the sick and injured. EMS provides the many prehospital and hospital components required for the delivery of proper emergency medical care. EMT's are categorized into four training and licensure levels:

- Emergency Medical Responder/First Responder (EMR)
- Basic Emergency Medical Technician (EMT Basic)
- Advanced Emergency Medical Technician (AEMT)
- Paramedic

The Basic, Intermediate, and Paramedic programs provide for a gradual increase in the complex depth and comprehensive breadth of EMS knowledge for the student. An individual may begin at either the Emergency Medical Responder/First Responder or Basic Emergency Medical Technician level. Each higher-level program reinforces basic skills and adds specific additional lifesaving techniques.

The EMT Basic Certificate Course offers students the opportunity to achieve a 10- credit short-term certificate. It is an introductory course that prepares the learner with cognitive and psychomotor skills needed to begin a career in Emergency Medical Services. It covers the necessary topics of preparatory operations, airway management, medical emergencies, trauma emergencies, special populations, and EMS Operations. 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- Basic Scope of Practice. Upon successfully completing the didactic, lab, and clinical sections, students are eligible to take the NM State and National Registry for Emergency Medical Technician Exam. A UNM Certificate is awarded upon successful completion of this program along with an EMS Academy Course Completion Certificate that verifies they are eligible to take the national and state testing.

The first EMT Basic Certificate course offered in Spring 2017, the NREMT pass rates for first time test takers was 42.11%. As of Fall 2020, this has increased to 71% with more structure added to the course/program. Approximately, 94% of graduates become employed upon passing the NREMT Exam. Approximately, 89% of these graduates remain in the area and work at local EMS agencies, fire departments, hospitals, clinics, casinos, and detention facilities. Several UNMG EMT Basic Certificate graduates have gone on for advanced degrees and filled local Paramedic positions.

Local EMS and fire agencies provide financial support for employees who enroll in the EMT-Basic courses. These students are admitted as non-degree seeking students and therefore are not reflected in the UNMG IR data. Data presented in this review has been collected by the EMS program director. It is reported to the EMS Academy each semester.

OB) A brief description of the history of the program under review.

Beginning in 2010, the EMT-B course was offered in the fall and spring as a non-degree course under the umbrella of the EMS Academy. In fall 2017, the EMS Academy created the EMT-B Certificate made up of two required courses.

OC) A brief description of the organizational structure and supervision of the program, including a diagram of the organizational structure.

The EMT Basic Certificate program is one of the health-related programs administratively housed in the college's Health Careers Center under the Department of Education, Health and Human Services. It is currently operating with one program director, one full time faculty member, and two adjunct faculty members. See attached

OD): Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last external review. If not applicable, indicate that the unit does not have any specialized/external program accreditations.

The Program operates under the umbrella of the EMS Academy Training Center that is nationally accredited through CAAHAP (Commission on Accreditation of Allied Health Education Programs) through collaboration with CoAEMSP (Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions). CAAHAP accreditation status is "Continuing" and has been in effect since April 27th, 1989. The most recent peer review award letter from July 25, 2016 noted that the program was in "substantial compliance with national

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 Certificate Program offers outstanding prehospital education that coincides with UNMs vision and mission of building on its education resources to provide health care services directly to communities with respect and compassion for all people.

1C. List the overall learning goals of the program

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-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 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

knowledge they receive during their EMT Basic 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 Basic: 10 credit hours to include 8 credit hours of coursework, 2 credit hours of lab, and up to 4 weeks in clinical upon successful completion of didactic and lab (varies upon student). Two weeks into the course students must be Healthcare Provider CPR certified, acquire all immunizations as specified by the program, have health insurance, have a valid state ID or Driver's License, complete fingerprint background check, and drug testing for clinical requirements.

Short-Term Certificate Course Prerequisites

Must be 18 years of age or older upon registering for the classes.

Emergency Medical Technician Basic: (10 Credits)

EMS 113 EMT-Basic 8

Meets the 2009 EMT- Basic National Standard Curriculum requirements and incorporates New Mexico EMT- B scope of practice. Provides lecture instruction to prepare the student to sit for New Mexico and National Registry testing. Corequisite: 142.

Restriction: Instructor permission.

EMS 142 EMT-Basic Lab 2

Meets the 2009 EMT- Basic National Standard Curriculum requirements and incorporates New Mexico EMT- B scope of practice. Provides lab instruction to prepare the student to sit for New Mexico and National Registry testing. Corequisite: 113. Restriction: Instructor permission.

There are no specific general education courses within this short-term certificate. Although, EMS 113 and EMS 142 are eligible and can be taken together as electives under the General Education Degree. Specifically, EMS 113 and EMS 142 are a part of the EMS core courses. The requirement Healthcare Provider CPR Certification is offered as an HLED course that students can register for with UNM- Gallup.

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-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.

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 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 the full EMT-Basic scope of practice.
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. Understand pharmacology and the EMT-Basic/EMT scope of practice medications.

o How have the student learning outcomes been changed or improved?

UNMG EMT Basic program utilizes the standardized curriculum of the EMS Academy. Any SLO change would be created or implemented by the EMS Academy. SLOs have not changed within the past six years since the program's inception.

o How are the student learning outcomes clearly defined and measurable?

SLOs are written with guidance from the 2009 EMT National Standard Curriculum requirements and incorporate New Mexico requirements and the National EMT scope of practice. Student Learning outcomes are provided in the syllabus and described in greater detail during lecture and lab. Student learning outcomes that are achieved through comprehension of theory are measured through homework assignments, quizzes, and exams. Student learning outcomes that pertain to skill performance are measured with scored rubrics as part of skills labs and simulation.

o How are the student learning outcomes communicated to faculty and students?

When new faculty are hired or existing faculty are teaching a course for the first time, the program direction reviews the SLOs and syllabus with them. SLO's are reviewed during staff meetings with faculty, with students on the first day of class, and throughout the courses.

o What current direct and indirect assessment methods are used to evaluate the extent to which students are meeting the student learning outcomes?

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 each course, item analysis of the final exam is performed by the program director and faculty to determine areas of weakness in course content.

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.
 - 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 as possible
 - Moulage is used during training and scenarios. This includes utilizing a high fidelity manikin that can speak to the students, bleed, and allow venous access. Students also participate in mock Mass Casualty Incidents with the McKinley County.
- Start a Paramedic Program

- Data and information is being gathered to determine if this is a feasible option.

o Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?

Each semester faculty and the program director review feedback from student evaluations, perform exam analysis, look at final exam outcomes, completion and pass rates, along with Advisory Board recommendations. Findings are used to make changes to the curriculum as needed.

o How does the program monitor the effects of changes?

If changes are made to course content and/or delivery related to test item analysis or skill performance, subsequent exam or skill performance will be evaluated.

The predictor exam that will be piloted in spring 2022 will also help to assess effectiveness of changes made to course content and delivery.

DOCUMENT 4: Students

4A: Student recruitment and admissions

UNMG- EMS sends out a sway presentation and email to all local and surrounding EMS agencies that indicates the upcoming courses and schedules. We were the first program to introduce Information Sessions for our program for anyone to attend. These were in person pre-pandemic and are now prerecorded and available on our UNMG- EMS website. The Admissions and Advisement departments refer interested students to our website to watch the EMS Information Session to obtain more information on our certificates and associate degree. We offer off site in-person information sessions to any organization that requests this for their personnel or students.

In addition, we have worked with Navajo Nation Workforce Development and the Department of Self Reliance programs in recruiting their clients. Many presentations have been conducted at the local high schools and flyers have been left with high school counselors to distribute to their interested students. We have traveled to Shiprock High School, Window Rock High School, Zuni, and Chinle to conduct presentations.

Lastly, we have worked with our public relations office in advertising our program in local newspapers, social media link, and UNMG announcements. In the past we have posted flyers in the Gallup area and within the surrounding communities. Students have participated in local healthcare fairs and provided free blood pressure checks which not only enhanced hands on experience for the students, but also helped attract potential students to our program.

When applying for admission for our EMT Basic Certificate, students can select the certificate option or non-degree seeking for those who are being financially supported by their employers. Students can also select the A.S. in EMS degree if they are seeking financial aid and are wanting to continue their education in EMS. The last option a student can select is the General Education degree if they are seeking financial aid and do not plan on continuing their education

in EMS but would like to only take the EMT Basic Certificate. The EMT Basic courses are accepted as electives in this degree plan.

4B: Analysis of enrollment trends, persistence, and graduation trends

1. **Enrollment** for the past 4 years for fall and spring semesters when it was approved as a certificate course.

Fall Semester:	2017-2018	2018-2019	2019-2020	2020-2021
Total Student Credit Hours	330	130	150	160
Total Course Enrollments	33	13	15	16
Spring Semester				
Total Student Credit Hours	190	140	210	120
Total Course Enrollments	19	14	21	12

In Spring 2019, the EMS Academy decreased the class capacity size to 12 students per class for all EMSA EMT Basic courses. Typically, in the fall and spring, there are two cohorts of EMT basic students. In the fall of 2018, due to a lack of adjunct faculty, there was only one cohort. In Spring 2019, only one EMT-Basic cohort was admitted due to low enrollment. Fall 2020 and Spring 2021 consisted of eight students per course due to following COVID-19 standard precautions.

* The EMS Academy will consider increasing cohort capacity size if needed.

2. **Persistence:** includes student who continued into the EMT Intermediate course or returned after failing their first attempt in the EMT Basic Certificate course.

Academic Year	2017-2018	2018-2019	2019-2020	2020-2021
2nd attempt	2/5	1/2	4/1	3/2
Intermediate	6	11	N/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. **Program Graduates** for the past 4 years for fall and spring semesters

Academic Year	2017-2018	Pass rate	2018-2019	Pass rate	2019-2020	Pass rate	2020-2021	Pass rate
Fall Semester	25 out of 33	75.76%	7 out of 13	54%	8 out of 15	53%	7 out of 16	44%
Spring Semester	13 out of 19	68.42%	7 out of 14	50%	8 out of 21	38%	10 out of 12	83%

Spring 2020 is when EMS courses were transitioned to online in the middle of the semester due to the pandemic. Fall 2020 courses were offered as hybrid courses with lectures online and labs in person. This was the first time EMS courses had been conducted online at UNM Gallup. In the Spring 2021 semester, courses continued to be offered as hybrid courses and actually had higher completion rates than in previous courses delivered face-to-face.

4C: Program advisement for students.

Prior to the establishment of the EMT Basic Certificate, academic advisement was shared between UNM Gallup Advisors and the EMS Program Director. UNMG Advisors primarily covered the general education courses and the EMS Director covered the EMS Core courses. Fall 2017, the Nursing Advisor took on the EMS Advisement in addition to Nursing Advising. Due to the Nursing Advisor leaving this position in Spring 2020, in Summer 2020, all advisement was returned fully to UNMG Advisors with the EMS Program Director assisting with providing information on the certificate course and department overrides for the certificate course.

4D: Student support services provided by the program.

I-BEST Instruction was provided for all EMT Basic Certificate students from Fall 2016 through Spring 2019. The I-BEST instructor was a grant funded position. When the funding ended, the position went away with most of the I-BEST support services. -At this time, some of the I-BEST course work has been integrated into the curriculum.

Open Lab is offered to all EMS students that allows access to an instructor to review content with or practice skills under their supervision at no additional cost to the student. This is to enhance the students' knowledge, motor skills with equipment, and confidence.

Career Path opportunities are presented during our EMS Clinical Orientation. Surrounding EMS Agencies and hospital/clinic representatives present job opportunities to our students.

EMT Basic review sessions are provided for graduates who will be taking their National Registry for EMT Exam.

Open office hours are provided by all instructors for students who need further assistance.

Donated uniforms from previous students are distributed to those who cannot afford the expense.

Students are referred to UNMG- ARC for additional support.

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 interacting together in scenarios. This introduces the EMT Basics student to the next level should they decided to continue with their EMS education. We offer both open and scheduled office hours, review sessions prior to exams, and minimal I-BEST Instruction. Students are remediated after three failed skill attempts, then given another three attempts to pass the skill(s). Students are also given one retest for each block exam should they not pass the first attempt but need to pass the retest to continue the course.

4F: Placement of graduates

Semester/Year	# of students who passed NREMT exam	total employed	% employed	local employed	% local	total out of area	% out of area	other	% other	unknown
Spring 2017	8	8	100%	8	100%	0				
Fall 2017	20	18	90%	17	94%	1	6%	1	6%	2
Spring 2018	5	5	100%	4	80%	1	20%	0	0%	
Fall 2018	4	4	100%	4	100%	0	0%	0	0%	
Spring 2019	5	4	80%	4	100%	0		1		
Fall 2019	4	4	100%	4	100%	0	0%	0	0%	
Spring 2020	3	3	100%	2	67%	1	33%	0	0%	
Fall 2020	5	4	80%	3	75%	1	20%	1	20%	
Spring 2021	4	4	100%	4	100%	0				

Many of our EMT Basic graduates find employment immediately after graduation. They get hired by local and surrounding areas EMS Agencies, hospitals, clinics, the detox center, the plasma center, casinos, and search and rescue teams.

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.	White Nat. Amer.	White Nat. Amer.

Full-time Faculty

Instructor	Courses/Roles/Responsibilities	Qualifications
Sonya Damon, Program Director, Lecturer II	EMS 113, EMS 142, EMS 143, EMS 151, EMS 180, EMS 106 HCHS 111, HLED 2996 Clinical Coordinator Program Director Partial EMS Advisor	BS- EMS, NM Paramedic, NRMET- Paramedic, EMS Instructor Coordinator II, AHA Instructor & faculty UNM
Jacob LaCroix Visiting Lecturer I	EMS 113, EMS 142, EMS 106 HLED 2996, HLED 1113 Clinical Coordinator Lab Assistant/Coordinator	AAS, EMT Intermediate, EMS Instructor I, AHA Instructor Barton County Community College UNM- EMSA

Adjunct Faculty

David Martin	EMS 113, EMS 142, EMS 106 HLED 2996, HLED 1113, EMS 120 EMT Basic Instructor Online EMS 120 instructor	EMT Intermediate, EMS Instructor I, AHA Instructor UNM- EMSA
Mechelle Cody	EMS 113, EMS 142, EMS 120 EMT Basic Instructor Online EMS 120 instructor	BS- EMS, NM Paramedic, NRMET- Paramedic, EMS Instructor Coordinator II UNM

5B: Professional Development

All Professional Development for EMT/Paramedic Licensure renewals are offered off campus with other entities. Training for new equipment or manikin usage is offered by the company themselves. EMS Instructor Coordinator continuum education is offered with UNM- EMSA and with a variety of off campus conferences.

5C: If applicable, provide a summary and examples of scholarly/creative work of faculty members within the program. N/A

5D: Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member.

David Martin, NM EMS/Fire Service Instructor Coordinator, EMT Intermediate, Fire Captain (retired) has been an adjunct instructor of the program since 2013. He is a retired Fire Captain of Gallup Fire Department and been teaching EMS and Fire courses since 1994. He teaches EMT Basic Lecture, EMT Basic Lab, BLS CPR, and Heartsaver CPR at UNM Gallup. He earned his NM EMS Instructor Coordinator Certification in 2003 with the EMS Academy and received his NM EMT Intermediate License in 1994. He has been practicing EMS since 1990. He has been working as an EMT Intermediate with MedStar Ambulance Service in Gallup, NM for 2 years. He is certified and has taught Emergency Medical Responder courses in the past.

Mechelle Cody, BSEMS, NM EMS Instructor Coordinator, Paramedic, Adjunct Faculty has been an Adjunct Faculty of the program since 2019. Mechelle teaches Introduction to EMS Systems and has taught EMT Basic Lecture and EMT Basic Lab. Mechelle has been practicing EMS since 2010 and currently holds a NREMT and NM Paramedic License. She received her Bachelors in Emergency Medical Services Education in 2019 at the University of New Mexico. She became an EMS Instructor Coordinator in 2019 and is affiliated with the EMS Academy.

Jacob LaCroix, AAS in Environmental Compliance Concept, NM EMS Instructor Coordinator, EMT Intermediate, Visiting Lecture I has been an Visiting Lecturer I of the program since 2020. He is also the Lab Coordinator and Clinical Coordinator of the EMS Program. Jacob teaches EMT Basic Lecture, EMT Basic Lab, Heartsaver CPR, and BLS CPR. He has been practicing EMS since 2010 and currently holds a NM EMT Intermediate License since 2008. He received his AAS in Environmental Compliance Concept in 2004 at Barton County Community College in Great Bend, Kansas. Jacob became an EMS Instructor Coordinator in 2008 and is affiliated with the EMS Academy.

Sonya Damon, BSEMS, NM EMS Instructor Coordinator, Paramedic, Lecture II has been a full time Lecture of the program since 2015. She is also the Program Coordinator of the EMS Program since 2015. Sonya teaches EMT Intermediate Lecture, EMT Intermediate Lab, EMT Intermediate Clinical/Internship, EMT Basic Lecture, EMT Basic Lab, Introduction to EMS Systems, Heatsaver CPR, BLS CPR, and occasionally Medication Terminology. Sonya has been practicing EMS since 2005 and currently holds a NREMT and NM Paramedic License. She received her Bachelors in Emergency Medical Services in 2012 at the University of New Mexico. She became an EMS Instructor Coordinator Certification in 2016 and is affiliated with the EMS Academy.

DOCUMENT 6: Resources and Planning

6A: Describe how the program engages in resource allocation and planning. If the program has an advisory board, describe the membership and charge and how the board's recommendations are incorporated into the decision making.

Over the years, funding has increased to meet the needs of the EMS program. Expenses are reviewed annually by the Director and Chair and if additional funding is needed, the Chair takes the request to the Director of Business Operations. Historically, funding requests have consistently been approved. Perkins Grant funding is also utilized annually to cover equipment and professional development costs as needed.

EMS Advisory Board Members:

- Chester Hubbard (Operations Manager, Medstar Ambulance)
- Chief Jesus Morales (Chief of Gallup Fire Department, Gallup Fire Department))
- Tim Berry (Lt. Operations Manager, McKinley Fire/EMS)
- 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. Krus (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 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 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 117. An EMS Adjunct office is also located in the HCC building room 109. In the Nursing building, EMS students have access to the female and male restrooms, student resources center, a computer room, and two water fountains. The EMS Program has access to two conference rooms located in the NCC and HCC building. In the HCC Building students have 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 and screen along with speakers.

7B: Computing facilities

At this time there is no dedicated computer lab for the EMS Program. However, when scheduling allows, the EMS students utilize the computer lab in the nursing building. The EMS program also has access to 36 iPads for students to use during lectures and labs. In the EMS small computer room and simulation room, students have access to 8 computers. All EMS Faculty computers/laptops are connected to the large printers located in the NCC and HCC Building. The student resource center located in the Nursing building gives students access to a lounge/study area that has access to vending machines, microwave, and a refrigerator. All iPads and computers have up to date software and are managed by the I.T. department.

Document 8: Program Comparisons

UNM Gallup has established an EMS Department/Program that consists of a fulltime faculty/Program Director, one fulltime lecturer, and two regular adjunct faculty members, under the Education, Health & Human Services Division. It is a standalone program that provides all academic components, including advisement, to students. The EMS Program also has dedicated space such as classrooms and equipment. The EMT Basic Certificate is an EMS core course for the A.S. in EMS degree UNM- Gallup offers. UNM- Gallup utilizes the EMS Academy's clinical contract with local clinical sites that are specifically dedicated to UNM Gallup EMS students.

In comparison to UNM Valencia, unfortunately, they do not have an EMS department established nor any fulltime faculty delegated to EMS courses. They have two dedicated adjunct faculty that teach the EMT Basic Certificate that are managed by the division chair. UNM Valencia does offer the A.S. in EMS degree that shares the same degree plan as UNM Gallup. UNM- Valencia EMS courses are also sponsored by the EMS Academy and share clinical sites that tend to become overwhelmed with students when courses are offered at the same time.

San Juan Community College EMS Program consists of an A.A.S. in EMS Paramedic. It has the EMT Basic Certificate courses as a part of their core curriculum. Their staff consists of one program director/fulltime faculty, Clinical Coordinator, Medical Director, two-fulltime faculties, and multiple adjunct faculties. 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 have dedicated space for their program along with, dedicated clinical sites for their students.

Document 9: Future Direction

9A: Strengths and challenges

The UNMG EMS program has several strengths. It has the full support of the EHHS division and a great working relationship with the Chair. The student pass rate is at 83%. The affiliated clinical sites are dedicated to UNM Gallup students and are supportive of the program (Advisory Board). The EMS program serves Gallup and all surrounding areas including the Navajo Nation. McKinley Fire/EMS selected UNM Gallup EMS their main EMS training site for their employees and volunteers. The program is well connected with the surrounding community and has worked directly with Navajo Nation Division of Self Reliance, Zuni Education Center, Navajo Nation Workforce, and Navajo Nation Fire in training their clients/employees.

Challenges include finding qualified faculty and consistent funding. EMS instructors must have an Instructor Coordinator credential in order to teach. Individuals with an EMS background do not typically have this credential making it hard to hire adjuncts. The EMS Budget has recently decreased affecting the ability to replenish supplies and equipment, and support professional development.

9B: Strategic planning

UNM Gallup EMS's plan is to continue to increase the number of students, hire more faculty to support the growth of the program, and explore development of an accredited Paramedic Program at UNMG.

9C: Strategic directions and priorities

In order to implement a Paramedic Program, data will need to be collected and presented to the NM JOE and UNM Campus for approval. Program costs and determining clinical site availability will be important parts of the data collection. While planning for the paramedic program, the EMS Program will continue to offer exceptional EMT Intermediate Training to serve our community.

EMS faculty currently teach CPR courses, however, there is also a need for ACLS and PALS courses. It is a priority to maintain the CPR instructor credential, while also ensuring that faculty receive the proper training to become ACLS and PALS instructors.